NEWCASTLE COLLEGE OF ADVANCED EDUCATION

Postal Address—P.O. Box 84, Waratah, New South Wales, 2298
Location—Rankin Drive, Waratah West, New South Wales.
Telephone—Newcastle 671388
Telegraphic code—NEWCAE

COLLEGE AWARDS

TEACHER EDUCATION:  
Bachelor of Education  
(Industrial Arts)  
Duration in Years  
4 Full-time
Graduate Diploma in Education  
(Primary Education)  
1 Full-time
Graduate Diploma in Education  
(Secondary Education)  
1 Full-time
Diploma in Special Education  
1 Full-time
Diploma in Art Education  
4 Full-time
Diploma in Art Education  
Conversion  
5 Part-time
Diploma in Music (Education)  
4 Full-time
Diploma in Teaching  
(Primary Education)  
3 Full-time
Diploma in Teaching  
(Secondary Education)  
3 Full-time
ART:  
Diploma in Art  
4 Full-time

PREFACE

Newcastle College of Advanced Education, formerly the Newcastle Teachers College, is being developed as a multi-vocational tertiary institution in the Newcastle region. The College was declared a corporate college of advanced education by the New South Wales Minister for Education on 1st October, 1974 when the first corporate Council constituted under the Higher Education Act of 1969 assumed office. The latter Act has been superseded by the Colleges of Advanced Education Act, 1975 and the Council governs the affairs of the College within the provisions of the new Act. In being thus constituted, the College became a corporate college of advanced education under its new name “Newcastle College of Advanced Education”, in place of the college of advanced education formerly known as Newcastle Teachers College. Prior to the appointment of the first corporate Council, the College had been served by an interim Council appointed by the Minister in July, 1973 to advise him on the future development of the College and to assist the College in planning its progress to corporate status. The first Corporate Council appointed by the Minister holds office for a period of two years from 1st October, 1974 to 30th September, 1976 when it is expected that the Council will be reconstituted under the College’s own By-laws.

The College was established as a teachers college in February 1949. It opened with 14 members of academic staff, including the Principal, 4 non-academic staff members and 182 students in the Manual Arts block of the incomplete Newcastle Technical High School at Broadmeadow, after the building had been modified for temporary use as a teachers college. At first, the College concentrated its efforts on the preparation of primary teachers, all enrolled in a two-year certificate course, but steadily the range and variety of courses offered was extended as the College population grew.

In 1951 the College transferred to a site of about five acres at Union Street, Newcastle, but again occupied buildings intended to be temporary. The buildings initially were pre-fabricated aluminium huts of Hawksley or Bristol manufacture, while in later years portable buildings, a brick assembly hall and library were added. At the end of February 1974, the College moved all of its activities to the new and permanent complex of buildings at Waratah West, part of which had been occupied by the Industrial Arts and Art Education sections of the College from the beginning of 1971.

The College’s enrolment had steadily increased year by year and when it moved to its new premises at the beginning of 1974, its effective full-time student enrolment had reached 1750. In 1975 the College had an effective full-time student enrolment of 1918 made up
PREFACE

of some 1800 students in full-time courses with a further 340 students undertaking external study courses; an academic staff of 168 located in 12 departments; and a non-academic staff establishment of 150. The new College complex provides extensive, modern buildings in an attractive natural bushland setting of some 59.75 acres (24 hectares) off Rankin Drive in the suburb of Waratah West, adjacent to the University of Newcastle and approximately 7 miles (11 kilometres) from the city of Newcastle. The new complex at Waratah West was established at a final cost of almost $8 million, including buildings, furniture and equipment. Stage I of the complex was occupied by the Industrial Arts and Art Education sections of the College from the beginning of 1971, and occupation of Stage II commenced when the College moved all of its activities from the previous site at Union Street in the City to the new complex in March, 1974. Stage II was finalised with the completion in November, 1974 of an Auditorium incorporating an extensive stage area, excellent facilities for dramatic and other performing arts productions, and with a seating capacity on two levels for 970 persons.

In the total complex there are art studios; craft rooms; science, woodwork, metalwork and materials science laboratories, geography, history and social science rooms; home science, cooking and food science laboratories; needlework and textiles rooms; mathematics lecture and computer rooms; an observation clinic; music rooms; 20 music practice rooms; general lecture rooms and theatres; and student common room, coffee lounge and dining hall.

The Library consists of a single floor reading room, including study rooms, offices, typing rooms, stacks and catalogues. A second lower floor includes an audio-visual teaching aides resource centre, tape recorder rooms, visual education rooms, two lecture rooms, and extensive storage space for films, cassettes and records.

A further major capital building development commenced during 1975 is the construction of a Special Education Clinic and Teaching Centre at a cost of $560,000 to facilitate the consolidation and development of the College's courses and research in the field of special education, especially the provision of courses for the preparation of resource teachers and teachers of educationally handicapped children. Its purpose is to provide the opportunity for the teaching of special education courses in those aspects where clinical conditions are appropriate, and thus, to provide a service to the community. The co-operation of the College and the University of Newcastle is planned in the field of development and research in special education using this facility. It is expected that the Centre will be completed for occupation in May 1976.

The College's primary emphasis has been in the field of teacher education in which it provides a wide range of courses in teacher training, including a variety of specialist fields, at both diploma and graduate diploma levels. The College commenced planning for diversification into other areas during 1974 when the New South Wales Minister for Education approved the proposal for the College to assume the former responsibilities of the Department of Technical Education in offering advanced education courses in Painting and Sculpture. Consequently, arrangements were finalised, in the second half of 1974, for the College to take over the responsibility for the Fine Art Diploma courses formerly offered by the Department of Technical Education at the Newcastle Branch of the National Art School, and to assume full responsibility for the Diploma in Art (Education) course which formerly had been offered in association with that Department. As a consequence of these developments, the New South Wales Advanced Education Board approved the introduction in 1975 of four-year full-time courses in Art (Painting and Sculpture) and Art Education.

The Art Diploma courses continue to be offered in premises of the Department of Technical and Further Education in Hunter Street, Newcastle West, but it is planned to establish the Art School in new buildings to be constructed on the Waratah West site during the 1977/79 Triennium.

In 1975, the introduction of the College's first degree course was approved. While the College had for some time offered a three-year course leading to the Diploma in Teaching in Industrial Arts, approval was given for the introduction of a three-year/four-year programme in Industrial Arts education leading to the Diploma in Teaching for the former and the Bachelor of Education in Industrial Arts as the award for the four-year programme.

It is the College Council's aim to achieve further diversification in course offerings in coming triennia, and to this end the State Advanced Education Board and the Public Service Board, exercising their powers under the College of Advanced Education Act, have approved the establishment of the position of Principal as that of Principal of a multi-discipline institution. The position of Principal was filled on this basis in the latter part of 1975, following the retirement of the foundation Principal, Mr. G. H. Duncan. The new Principal, Dr. Edward Richardson, B.Sc., Ph.D., P.Cert.Ed.(Lon.), takes up his appointment on 1st February, 1976.

Accepting the responsibility of its changed status, the College proposes to revise its current courses in the light of changing demands and to provide for the expressed needs, not only of the teaching profession, but also for those of other interests that are warranted, in order to meet local community and statewide demands.
PREFACE

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 governing body of the College, the Council, consists of members drawn from the community, the staff and the students. The Council has the responsibility for the management of the affairs of the College and derives its powers, duties and authorities under the Colleges of Advanced Education Act, 1975.

In discharging its powers, the Council consults the College Academic Board and the senior executive officers. The College Academic Board in turn consults and receives recommendations from two Boards of Studies established in 1974, the Board of Studies in Primary and Special Education and the Board of Studies in Secondary Education, and a third Board of Studies appointed in 1975, the Board of Studies in Art. The Council has established Committees to advise it and make recommendations on matters relating to Finance, Management and Personnel, Properties and Grounds, Legislative and Academic matters.

The Act empowers the College Council to make By-laws with respect to a wide range of matters for the management and good government of the College, including the discipline of the College; the election of elected members of Council; the manner of appointment, promotion and dismissal of staff; the qualifications for admission, progress and the examination of students; the terms and conditions upon which awards, fellowships, scholarships and prizes may be conferred; the conduct of meetings of the Council and the membership and appointment of Committees and Boards of the College. The By-laws made by the Council must be transmitted to the Governor for his approval. The College's By-law provisions have been submitted to the New South Wales Minister for Education for his approval in principle and an indication of opinion that the By-laws may legally be made. It is anticipated that the College's Principal By-law will be approved and take effect during 1976.
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**PRINCIPAL DATES**

**1976**

**JANUARY**

1 Thursday Public Holiday—New Year’s Day
16 Friday Closing date for “Applications for Admission” in the case of applicants attempting the 1975 N.S.W. Higher School Certificate Examination; applicants attempting interstate matriculation examinations in 1975; applicants attempting examinations conducted by another tertiary institution in 1975.

19 Monday Special Examinations begin
23 Friday Special Examinations end
26 Monday Public Holiday—Australia Day

**FEBRUARY**

23 Monday **FIRST TERM begins**
26 Thursday Newcastle Show Day Holiday

**MARCH**

**APRIL**

9 Friday Last day for withdrawal without failure from a subject which is being undertaken in the first semester only.
16 Friday to 19 Monday Public Holiday—Good Friday
19 Monday Public Holiday—Easter Monday
20 Tuesday Last day of Easter Recess
26 Monday Public Holiday—Anzac Day
30 Friday **FIRST TERM ends**
### PRINCIPAL DATES

#### MAY
- **7 Friday** | **GRADUATION DAY**
- **24 Monday** | **SECOND TERM begins**

#### JUNE
- **14 Monday** | **Public Holiday—Queen's Birthday**
- **21 Monday** | **Block Practice teaching begins**

#### JULY
- **2 Friday** | **SEMESTER I ends**
- **16 Friday** | **Block Practice teaching ends**
- **23 Friday** | **Last day to withdraw without failure from course or subject having a duration of one academic year.**

#### AUGUST
- **13 Friday** | **SECOND TERM ends**

#### SEPTEMBER
- **6 Monday** | **THIRD TERM begins**
- **24 Friday** | **Last day for withdrawal without failure from a subject which is being undertaken in the second semester only.**

#### OCTOBER
- **4 Monday** | **Public Holiday—Eight Hour Day**

#### NOVEMBER
- **12 Friday** | **SEMESTER II ends**
- **20 Saturday** | **Annual Examinations begin**

#### DECEMBER
- **11 Saturday** | **Annual Examinations end**
- **THIRD TERM ends**

#### JANUARY 1977
- **14 Friday** | Last day for lodgement of request for review of 1976 Annual Examination results.
- **17 Monday** | Special Examinations begin
- **21 Friday** | Special Examinations end

#### FEBRUARY
- **11 Friday** | Last day for lodgement of request for review of 1977 Special Examination results.
- **21 Monday** | **FIRST TERM begins**
OFFICERS OF THE COLLEGE

Principal
Edward Richardson, BSc, PhD, PCertEd(London)

Assistant Principal
To be appointed

Co-ordinator of Studies in Primary and Special Education
Jeffrey William Bennett, BA, MEd(Sydney), MACE

Co-ordinator of Studies in Secondary Education
Bertram Lucas Wood, BA, MA(Sydney)

Secretary
John David Todd, BCom(Newcastle), AASA
THE COLLEGE COUNCIL

The first corporate Council of the College will hold office until 30th September, 1976.

Chairman
Leslie GIBBS, BEM, FAIM

Deputy Chairman
Alderman Gordon Cameron ANDERSON, FAIM, MAIPSM

Members Nominated by the Minister for Education
Alderman Gordon Cameron ANDERSON, FAIM, MAIPSM
Francis Bruce BENSLEY, BSc, DipEd(Sydney), MACE
Professor Alexander John CARMICHAEL, BE, PhD(New South Wales), ASTC, CEng,FIEAust, FIMechE(London), MASCE(New York), MSESA(New York), FRSA(London)
Professor Clifton Darfield ELLYETT, Msc, PhD(Manchester), FRAS, FRSNZ, FAIP
Andrew John FERGUSSON, AGA
James Redriff FOSTER, BA(New England)
Leslie GIBBS, BEM, FAIM
Rodney John HARDEN, BSc(New South Wales) ASTC, MAIMM
Harry Douglas HARDING, MIE(Victoria), FRIPA, FAIM, MICT
Robert Alwyn JAMES, DipTCP, MRAPI
Raymond Ernest Alexander PATRICK, BCom(Newcastle), FCA, ACIS
James Alwyn REEVES, BEd, DipEd(Sydney), DipBusStudies(Newcastle)
Terence Kevin TOBIN, MIEAust, MAIC
Professor Alan Douglas TWEEDIE, MA(New Zealand)
Kathleen Prescot STEWART, BA(Queensland)
Clarence Morgan WILLOUGHBY, BEd(Sydney), DipEd(Administration)(New England)

Member Being Official Member:
The Principal: Edward RICHARDSON, BSc, PhD, PCertEd(London)

Members Elected by Members of the Academic Staff:
Raymond Lewis HODGINS, BSc(New South Wales), ASTC
Joan Evelyn POOLE, MA(Sydney)

Member Elected by Members of the Non-academic Staff:
William Munro FORD, LASA

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

Secretary:
John David TODD, BCom(Newcastle), AASA

COMMITTEES OF THE COUNCIL

ACADEMIC COMMITTEE
Professor C. D. Ellyett (Chairman)
Chairman of Council
Principal
Mr. F. B. Bensley
Mr. A. J. Fergusson
Mr. H. D. Harding
Mr. T. K. Tobin

FINANCE, MANAGEMENT AND PERSONNEL COMMITTEE
Alderman G. C. Anderson (Chairman)
Chairman of Council
Principal
Mr. J. R. Foster
Mr. R. E. A. Patrick
Miss J. E. Poole
Mr. C. M. Willoughby

LEGISLATIVE COMMITTEE
Mr. J. A. Reeves (Chairman)
Chairman of Council
Principal
Mr. R. L. Hodgins
Mr. M. J. Murray
Professor A. D. Tweedie

PROPERTIES AND GROUNDS COMMITTEE
Mr. R. J. Harden (Chairman)
Chairman of Council
Principal
Professor A. J. Carmichael
Mr. W. M. Ford
Mr. R. A. James
Mrs. K. P. Stewart
COMMITTEES OF THE COUNCIL

STANDING COMMITTEE

Chairman of Council
Principal
Alderman G. C. Anderson
Professor C. D. Ellyett
Mr. R. J. Harden
Mr. J. A. Reeves

THE ACADEMIC BOARD

Dr. E. Richardson (Chairman)
The Assistant Principal (Deputy Chairman)

Mr. J. W. Bennett
Miss J. Blatchford
Mr. J. W. Cramp
Mr. J. P. Doherty
Miss J. E. Ferguson
Mr. J. J. Grady
Mrs. M. F. Grady
Mr. R. L. Hodgins
Mr. J. P. Koos
Dr. H. B. Lindsay
Mr. G. J. McGill

Mr. P. Martin
Mr. J. W. Moore
Dr. D. R. Parsons
Mrs. E. A. Smith
Mr. L. C. R. Smith
Mr. L. A. Ware
Mr. R. J. Whitbread
Mr. W. E. Wilcox
Mr. B. L. Wood
Mr. L. G. Young

Student Members

Mrs. B. Penglase
Mr. A. Ranson

By Invitation

Mr. B. R. Morison

COMMITTEES OF THE ACADEMIC BOARD

The Principal is an ex officio member of every committee

The Executive Committee
The Principal (Chairman)
The Assistant Principal
Co-ordinator of Studies in Primary and Special Education
Co-ordinator of Studies in Secondary Education
Chairman of Admissions Committee
Two members elected from the Board:

J. P. Doherty
G. J. McGill

The Board of Studies in Art
L. A. Ware (Chairman)
J. W. Cramp
J. P. Koos
Aldona O'Brien
G. Rintoul
P. W. Singleton
E. Agnes Smith
Student Member:
P. B. Galbraith
Co-ordinator of Studies in Secondary Education or his nominee
Chairman of the Admissions Committee or his nominee
COMMITTEES OF THE ACADEMIC BOARD

The Board of Studies in Primary and Special Education
J. W. Bennett (Chairman)
J. N. Berthold
D. E. Corney
E. J. Dunnage
Jessie E. Ferguson
B. F. Joyce
L. A. McKenzie
W. R. Maley
E. J. Manning
J. W. Moore
B. R. Morison
Olga K. Pilger
N. D. Pryde
B. R. Smith
E. Agnes Smith
L. C. R. Smith

The Board of Studies in Secondary Education
B. L. Wood (Chairman)
Kathleen Abernethy
J. W. Cramp
J. P. Doherty
J. J. Grady
Mabel F. Grady
R. J. Haywood
R. Heading
J. W. Hill
H. B. Lindsay
J. W. Moore
E. Agnes Smith
L. C. R. Smith
A. O. Taylor
L. A. Ware

The Admissions Committee
H. B. Lindsay (Chairman)
J. W. Cramp
J. W. Moore
G. J. McGill
L. C. R. Smith
L. A. Ware

The External Studies Committee
J. W. Moore (Chairman)
J. W. Cramp
R. D. Hinten
R. J. Haywood
June P. Gollan
E. D. Pyle
R. Haines
Jessie E. Ferguson
Marilyn K. Cooper
K. McDonald
R. J. Ward
E. Agnes Smith
Two members elected by Academic Board:
  L. C. R. Smith
  R. J. Whitbread

The Research Committee
The Assistant Principal
T. Sheedy
R. J. Whitbread
L. A. Ware
J. Miles
E. J. Manning
S. J. Beveridge

The Study Leave Committee
The Assistant Principal
J. W. Bennett
J. W. Moore
J. P. Koos

The Timetable Committee
B. L. Wood (Chairman)
J. W. Bennett
D. E. Corney (Executive Member)
D. R. Huxley
K. Scott
R. A. Telfer
R. L. Hodgins
ACADEMIC STAFF

DEPARTMENT OF ART

Head of Department and Principal Lecturer
L. A. Ware

Senior Lecturers
Aldona O’Brien, ASTC DipPaint, MA(Royal College of Art, London)
G. Rintoul, DipArt
P. Singleton, ICAC, NDD(Fylde Coll)

Lecturers
Dawn K. Burston, ASTC DipPaint
F. M. Celtlan, ASTC DipPaint
D. M. Hawke, ASTC DipArt(Ed), BEd, MA(Calgary)
J. R. McGrath, ASTC DipPaint
J. Montefiore, ASTC DipPaint
A. G. Mula, Diploma Maturita Artistica(Artistic “Liceo” of Rome)
Christine A. Sanders, ASTC DipPaint
Patricia A. Wilson, ASTC DipPaint

Assistant Lecturers
G. P. Crichton, ASTC DipPaint
G. W. Jones, ASTC, DipArt(Ed)
R. J. Morrison, AIAP, AIIP, ASA
Aleida S. Rowland, ASTC, DipArt(Ed)
B. W. Shepherd

DEPARTMENT OF ART EDUCATION

Head of Department and Principal Lecturer
J. W. Cramp, ASTC DipArt, BA(New England), GradDip(Ind Design) (New South Wales)

Senior Lecturer
D. L. Yorke, NDD(Wallasey College of Art), ARCA(Royal College of Art London), AIBD, IIBID

Lecturers
J. N. Berthold, ASTC, DipArt(Ed)
J. Birket, DAD(Exeter), ATC(London)
Eszter Jones, ASTC, DipArt(Ed)
K. G. Wilkinson, ASTC, DipArt(Ed)

ACADEMIC STAFF

DEPARTMENT OF EDUCATION

Head of Department and Principal Lecturer
J. W. Bennett, BA, MEd(Sydney), MACE

Principal Lecturers
H. B. Lindsay, BA, MEd(Sydney), PhD(New England), MACE
E. Agnes Smith, BA(Sydney), MACE

Senior Lecturers
D. Chaston, BA, MEd(Sydney)
W. R. Maley, BA(Sydney), BLitt, MEd(New England), MACE, MAPsS, MBPsS
J. A. Burke, BA(Sydney), MA(Newcastle), MACE
J. A. W. Caldwell, BA(New South Wales), DipEd, MA(Newcastle), MACE
R. H. Coulton, BA, BLitt(New England), MACE
Carolyn G. Flanagan, BA(Newcastle), AAPsS
P. J. Foreman, BA, BLitt, MEd(New England), MACE
T. J. Fullerton, BA(Newcastle)
J. Gill, BA, DipEd(New England)
R. D. Hinten, BA, DipEdAdmin(New England)
W. G. Jones, BA(Newcastle), AAPsS
Margaret F. Jurd, BA(Sydney), MA(Newcastle), MAPsS
J. J. McIvor, BA, BLitt(New England), MEd(Sydney), MAPsS
J. A. Rees, BA(Newcastle)
G. L. W. Robinson, BA, DipEd(Sydney), MAPsS
R. S. Rowe, BA(New England), MACE, MAPsS
R. A. Telfer, BA(New South Wales), DipEdAdmin, MEdAdmin (New England), MACE
R. L. Wilson, BA(Sydney), LTCL(Trinity College London), MACE
N. H. Wright, BA(New England)

Assistant Lecturers
S. H. Johnson, BA(Sydney)
Sandra Sirasch, BSc, DipEd(Newcastle), MAPsS
ACADEMIC STAFF

DEPARTMENT OF ENGLISH

Head of Department and Principal Lecturer
B. L. Wood, BA, MA(Sydney)

Senior Lecturers
D. R. Huxley, BA, BLitt(New England), MA(Newcastle)
G. J. McGill, BA, MA(Sydney)
W. Newling, BA, DipEd, MEd(Sydney), MACE
Frances Nugent, BA(Sydney), MA(New England)
Joan E. Poole, BA, MA(Sydney)
B. R. Smith, BA(Sydney), DipEd, BLitt(New England), MA, PhD(Newcastle)

Lecturers
M. M. Beck, BA(Newcastle)
R. J. Haywood, BA(New England)
D. F. King, BA(Newcastle)
D. Matthews, BA(Newcastle), MA(Toronto)
A. P. Mitchell, BA, BLitt(New England)
Pamela M. Mowatt, BA, PCertEd(London)
A. C. Murphy, BA, DipEd(Sydney)
J. D. O'Donoghue, BA(Newcastle)
J. Robson, BA, DipEd(Sydney)
Jacqueline M. Thorpe, LTCL(Trinity College London)
B. W. Wilson, BA, MA(Newcastle)

Assistant Lecturer
Muriel J. Haywood, BA, DipEd(Sydney)

ACADEMIC STAFF

DEPARTMENT OF HOME SCIENCE/TEXTILES

Head of Department and Principal Lecturer
Mabel F. Grady, BA(New South Wales), MACE, MAPsS

Senior Lecturer
Elaine M. Goggin, BSc(Sydney), CertDiet(RPA Hospital Sydney), MS(Nutrition) (Hawaii), DipEd

Lecturers
Ena D. Abell, BA(New England)
Pauline J. Clark, DipTeach
Rae Fox, DipTeach
June P. Gollan, DipDomArts(Larnook Teach Coll), DipTeach
Maia L. Manning, DipTeach
Olga K. Pilger, DipTeach
Ruth E. Symes, BEd(Sussex)
Rhonda M. Williamson, BSc(New South Wales)
ACADEMIC STAFF
DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Head of Department and Principal Lecturer
W. E. Wilcox

Senior Lecturers
W. L. Cook, BA(New England), MSc(New South Wales), ASTC ManArts
D. E. Corney, DipManArts(New South Wales), DipArt(Ed), ASTC
E. W. Fitness, DiplA(Ed), ASTC
G. T. Nicholls, BA(New England), MEd(Alberta), ASTC ManArts MACE
A. O. Taylor, BA, MEngSc(Newcastle), ASTC Drawing and Design

Lecturers
B. W. Ableson, DipManArts(New South Wales), ASTC, MIIA
O. J. Barry, DipManArts(New South Wales), ASTC, MACE
C. H. L. Ferguson, DipManArts(New South Wales), DipEd(Syd Teach Coll), ASTC
J. B. Fisher, DipArt(Ed), ASTC
J. P. Koos, DipArt(Ed), ASTC
G. C. Lindsay, DipManArts(New South Wales), ASTC
W. T. Marsh, ASTC, ManArts
K. Morgan, DipIA(Ed), ASTC
T. R. Owen, DipIA(Ed), ASTC
A. J. Pateman, DipManArts(New South Wales), ASTC
H. Pickard, ASTC, ManArts
E. D. Pyle, ASTC, ManArts
L. N. See, ASTC, ManArts, MIIA
D. N. Smith, BSc(IndArts) (New South Wales)
G. P. Symes, DipManArts(New South Wales), ASTC

Assistant Lecturer
W. H. Wiltshire, DipIA(Ed) (NSW Institute of Technology)

ACADEMIC STAFF
DEPARTMENT OF MATHEMATICS

Head of Department and Principal Lecturer
R. J. Whitbread, BSc, DipEd(Sydney)

Senior Lecturer
J. W. Hill, BA(New England), ASTC IndArts

Lecturers
F. G. H. Bishop, BA(New England)
D. J. Condon, BSc(New South Wales), MSc(Macquarie)
W. P. Galvin, BA(Sydney), MEd(Newcastle)
R. E. Haines, BSc(Sydney)
B. J. Joyce, BA(New England), MEd(Newcastle)
R. S. Murray, BSc, DipEd(Sydney)
J. Neilson, BA(New South Wales)
M. J. Williams, BA, DipEd(Newcastle)

DEPARTMENT OF MUSIC

Head of Department and Principal Lecturer
Jessie E. Ferguson, LMusA(AMEB), DSCM(Conservatorium of NSW), LTCL(Trinity College London), DipMusEd(Conservatorium of NSW)

Senior Lecturer
R. Heading, BA(Newcastle), DipMusEd(Conservatorium of NSW), MACE

Lecturers
A. W. Curry, BA, MEd(Sydney), DipMusEd(Conservatorium of NSW), MACE
Jennifer J. Ewans, BA(New England), AMusA(AMEB)
Florence M. Lloyd, DipMusEd(Conservatorium of NSW)

Part-Time Lecturer
Margaret D. Holt, DipMusEd(Conservatorium of NSW)
ACADEMIC STAFF
DEPARTMENT OF PHYSICAL EDUCATION

Head of Department and Principal Lecturer
D. R. Parsons, DipPE(Syd Teach Coll), BPE, MPE(British Columbia), EdD(California), MACE

Senior Lecturer
K. A. Laffey, DipPE(Syd Teach Coll), BA(Newcastle), MEd(Sydney), MACE

Lecturers
Kathleen Abernethy, DipPE(Syd Teach Coll)
L. W. Burwell, BA(Newcastle)
Wendy M. Coleman, DipPE(Syd Teach Coll)
Marilyn K. Cooper, DipPE(Syd Teach Coll)
E. J. Dunnage, DipPE(Syd Teach Coll)
T. Hall, BSc(Ed), MEd(Illinois), ElemAdminCredential(California)
Merren K. Thomas, DipPE(Wollongong Teach Coll)

Assistant Lecturer
K. W. Thompson, BEd(PE) (Sydney)

ACADEMIC STAFF
DEPARTMENT OF SCIENCE

Head of Department and Principal Lecturer
J. P. Doherty, BSc, MSc(Sydney)

Principal Lecturer
J. W. Moore, BA(New South Wales), BScAgr(Sydney), BEd(Melbourne)

Senior Lecturers
R. L. Hodgens, ASTC Science, BSc(Newcastle), MACE
K. McDonald, BA, BLitt, MA(New England), MACE
L. A. McKenzie, BSc(Western Australia), BEd(New England)
L. W. J. Pennington, BSc, DipEd(Liverpool), MEd(Sydney), MACE
T. J. Sheedy, BSc, DipEd(New England), MSc, MEd(Newcastle), AssIntEd(London)

Lecturers
S. J. Beveridge, BSc, DipEd(Newcastle), MSc(Sydney)
R. B. Flanagan, BSc(Newcastle)
G. S. Grace, BSc(Sydney)
H. E. White, BSc(Newcastle)
Joyce E. Winney, BSc, DipEd(Sydney)
ACADEMIC STAFF
DEPARTMENT OF SOCIAL SCIENCES

Head of Department and Principal Lecturer
To be appointed

Principal Lecturer
L. G. Young, BA, MA(Sydney), DipRE(Melbourne College of Divinity)

Senior Lecturers
J. J. Grady, BA(New South Wales)
J. M. Graham, BA(Sydney), BLitt(New England), MA(Newcastle),
N. D. Pryde, BA(Newcastle), MA(Sydney), MACE
L. C. R. Smith, BA, DipEd, MA(Sydney), ThL(Australian College of Theology), MACE,

Lecturers
W. R. Bruce, BA, DipEd(Sydney), MACE
H. J. C. Green, BA, DipEd(New England),
R. Lewis, BA, MEd(Newcastle)
J. R. Nyman, BA(Sydney), BA, MA, BLitt(Oxon.), DipEd(New England)
K. Scott, BA, BLitt(New England)
G. Spencer, BA(New South Wales), DipEd(Newcastle)
J. F. Stokes, BA(New England)
J. W. Tierney, BEc, DipEd, MEd(Sydney)
Helen M. Vaile, BA, DipEd, MA(Sydney),
P. J. Vaile, BA(New England), MA(Sydney),
R. J. Ward, BA(New South Wales)

ADMINISTRATIVE STAFF

Secretary:
J. D. Todd, BCom(Newcastle), AASA

Assistant Secretaries:
Administration—
R. Weir, BA(Newcastle)

Finance and Properties—
P. R. Welsh, AASA

Internal Auditor:
W. J. Pickering, FCIS, FASA

Amenities Officer:
G. Idstein, DipTeach, DipRecreation(National Fitness Council)

Administrative Assistants:
Examinations—
N. J. Garnham

Admissions and Enrolments—
Carolyn Fardon BA, DipEd(Sydney)

Personnel—
J. S. Davidson, AFAIM

Publications—
Elaine Walker
ADMINISTRATIVE STAFF

Budget and Accounts—
G. A. Searles, AASA

Finance—
T. G. Jones

Salaries—
Robert James Salter

Properties—
J. C. Goluzd, B.Com(Newcastle)

Purchasing—
K. J. Morrissey

Maintenance Supervisor—
F. P. Barry

Resident Caretaker—
I. Auld

Senior Gardener—
T. Dyson

LIBRARY STAFF

Head, Library Services
Joan Blatchford, BA(Sydney), DipEd, ALAA

Technical Services
(Senior Librarian) Robyn M. Emanuel, BA(New South Wales), ALAA
Lynette D. Firkin, BA(Newcastle), DipLib(New South Wales), ALAA
Laurie Nilsen, ALAA
Teresa M. Gan, BA(Newcastle)

Reference Services
(Senior Librarian) Jennifer M. Scobie, BA, DipEd(Sydney), ALAA
Marie-Therese Van Dyk, ALAA
Carolyn L. Symes, BA(Newcastle), DipLib(New South Wales), ALAA
Audrey L. Porter, DipTech(Library Studies) (SAIT)

Audio-Visual
Myra S. Keay, BA(New Zealand), ALAA

Art School
Rochelle Jang
ADMISSION REQUIREMENTS

1. NORMAL ENTRY PROVISIONS

1.1 General Admission Requirements

A candidate, before being deemed eligible to be considered for admission is required to:

(i) (a) have passed the N.S.W. Higher School Certificate or the University of Sydney Matriculation Examination or other examination of equivalent standing in at least four recognised subjects, one of which shall be English, and

(b) have attained in that examination the aggregate of marks prescribed by the College Academic board, and

(c) have attained in that examination the departmental entry requirements (see below).

(ii) The recognised subjects shall include:

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>English</td>
<td>Bahasa Indonesia</td>
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<tr>
<td>Mathematics</td>
<td>Spanish</td>
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<tr>
<td>Science</td>
<td>Russian</td>
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<td>Sheep Husbandry</td>
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<td>Modern History</td>
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<td>Ancient History</td>
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<td>French</td>
<td>Industrial Arts</td>
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<td>German</td>
<td>Home Science</td>
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<tr>
<td>Italian</td>
<td>Textiles and Design</td>
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</tbody>
</table>

(iii) Mathematics and Science both passed as full courses, together shall, for the purpose of sub-section (i) (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.
ADMISSION REQUIREMENTS

1.2 Admission to Specialist Departments

**ART**
Higher School Certificate at level 2 or better in Art.

**ART**
Higher School Certificate at level 2 or better in Art.

**EDUCATION**
No specific departmental prerequisites.

**GENERAL**
Higher School Certificate at level 2 or better in English.

**PRIMARY**
Higher School Certificate at level 2S or better in Mathematics.

**ENGLISH**
Higher School Certificate at level 2S or better in Science with Mathematics at any level.

**HISTORY**
No specific departmental requirements. However preference is given to applicants with passes in Industrial Arts, Science and Mathematics in the Higher School Certificate.

**MATHEMATICS**
No specific departmental requirements. However preference is given to applicants with passes in Home Science, Textiles and Design, and Science in the Higher School Certificate.

**SCIENCE**
No specific departmental requirements. However lectures will be based on the assumption that applicants have studied Economics and Geography in the Higher School Certificate.

**INDUSTRIAL ARTS**
Pass in Music at the Higher School Certificate.

**HOME SCIENCE**
OR
Grade VII practical studies and Grade VI musicianship.

**TEXTILES**
OR
Higher School Certificate together with special musical abilities.

**SOCIAL SCIENCE**
No specific departmental prerequisites. However, lectures will be based on the assumption that applicants have successfully studied the following subjects at the Higher School Certificate:
Mathematics (2S)
Science (2S), preferably but not necessarily with Physics and Chemistry.

**MUSIC**
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.

3. INTERSTATE AND OVERSEAS STUDENTS

Prospective students who have received their secondary education outside New South Wales will be considered for Admission by the Admissions Committee 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.

4. OTHER ENTRY PROVISIONS

Provision has been made for the admission to courses of persons who do not possess recognised entry qualifications. The Admissions Committee may recommend the admission of such an applicant 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.
ADMISSION REQUIREMENTS

5. PROCEDURES FOR ADMISSION

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

Students seeking admission in the 1976 academic year are required to lodge an "Application for Admission—1976" with the Student Administration Office not later than

(a) 5.00 p.m. on Wednesday, 1st October, 1975, in the case of—

PERSONS RESIDENT IN AUSTRALIA who are seeking admission on the basis of qualifications which are already held at 30th September, 1975; persons resident outside Australia provided they already possess the results of the examination on which they are relying for admission in 1976.

Persons resident outside Australia whose examination results will not be available by 1st November, 1975 will not be considered for admission in 1976. They may inquire in September, 1976 for admission in 1977.

(b) 5.00 p.m. on Friday, 16th January, 1976, in the case of:

OF PERSONS RESIDENT IN AUSTRALIA who;

(i) are seeking admission on the basis of results of examinations taken after 30th September, 1975.

(ii) in 1975 have been enrolled in another Australian tertiary institution.

(iii) have applied to attempt the University of Sydney Matriculation Examination in February, 1976.

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, 1976, 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. 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.

RULES AND REGULATIONS

Generally, all rules and regulations under which the College is currently operating may be found in the 1974 Handbook and Calendar which is available in the College Library.

Amending or interpretative rules and regulations approved periodically by Council or Academic Board are available in the minutes of these bodies; copy of which is also retained in the Library. For the benefit of students the following more commonly encountered aspects of these rules and regulations are reproduced here.

UNSATISFACTORY PROGRESS—EXCLUSION
SHOW CAUSE
RE-ADMISSION
APPEALS AGAINST EXCLUSION
FEES AND CHARGES
GENERAL CONDITIONS FOR AWARD OF DIPLOMAS
ASSESSMENT
EXAMINATIONS
TIMETABLE REQUIREMENTS
WITHDRAWAL
DESIGNATION OF STUDENTS
DISCIPLINE
PARKING OF CARS
RELAXING CLAUSE
RULES AND REGULATIONS

UNSATISFACTORY PROGRESS—EXCLUSION (Reg. 5.3)

1. The head of a department may determine that a student taking a subject or course offered by the department shall be excluded from any examination for which the Department is responsible for any of the following reasons:
   (a) unsatisfactory attendance at lectures;
   (b) failure to complete work;
   (c) failure to complete written work or other assignments; or
   (d) failure to complete field work.

2. The relevant Board of Studies may review the academic progress of any student who fails in, or is absent from, or is excluded under section 1 of this regulation from any examination and may recommend to the Academic Board:
   (a) that the student be excluded from any further study in a subject or course;
   (b) that the student may enrol only in such subject or subjects or course as the Academic Board may determine; or

3. The Academic Board in considering a referral under section 2 may determine:
   (a) that the student be excluded from the diploma course;
   (b) that the student be permitted to continue his diploma course subject to such conditions as the Admissions Committee may determine;

4. The Academic Board may, on the recommendation of the appropriate Board of Studies exclude from the College any student whose academic record in the opinion of the College Academic Board demonstrates the student's lack of fitness to pursue his studies in the College.

5. A student affected by a decision under sections 3 or 4 of this Regulation may submit to the Academic Board a written case why the decision should be reconsidered.

RULES AND REGULATIONS

SHOW CAUSE (Reg. 5.4)

1. A student shall show cause why he should be allowed to repeat a course or subject in which he has failed more than once. Annulment under regulation 2.5.7 (b) shall be regarded as failure.

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 in attendance.
   (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.

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.

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.

RE-ADMISSION (Reg. 5.5)

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.

APPEAL AGAINST EXCLUSION (Reg. 5.6)

Any student excluded from any course of the College may appeal to the Council. Such appeal must be in writing addressed to the Secretary of the College. It should be noted that such an appeal may only be effected if all other appeals permitted under "Unsatisfactory Progress—Exclusion" (above) have been exhausted.
RULES AND REGULATIONS

SCHEDULE OF FEES AND CHARGES (Reg. 5.9)

1. STUDENTS REPRESENTATIVE COUNCIL FEE
All registered full-time students must pay a membership fee of $50.00 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 Friday, 20th February, 1976................... $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 Friday, 27th February, 1976................................. $10.00
   (c) Late lodgement charge, where an application to sit for examination is lodged after the closing date........................................ $8.00
   (d) Late payment charge, where payment 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

RULES AND REGULATIONS

GENERAL CONDITIONS FOR AWARD OF DIPLOMAS (Reg. 5.10)

In order to qualify for a diploma of the College, every candidate shall satisfy the requirements for admission to the appropriate course of study, follow the courses of study for the prescribed periods, pass the prescribed examinations and assignments, pay the fees prescribed and comply with such regulations and rules.

ASSESSMENT (Reg. 5.11)

The student's work in each subject will be assessed and awarded a grading for that subject. This assessment may be based upon final examination or upon a progressive evaluation of the student's work or upon both. The form of the assessment shall be determined by the Department concerned.

EXAMINATIONS (Reg. 5.12)

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 form seeking to confirm a student's active enrolment in particular subjects will be mailed to each student about mid-year. Students should notify Student Administration of any errors contained on that form. 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 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.
RULES AND REGULATIONS

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 timetables 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 an 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.
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.

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. It is therefore important that Student Administration be advised of any change in address from that given earlier in the year—refer to Change of Name/Address under General Procedures and Requirements.

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 the 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.
RULES AND REGULATIONS

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 Assistant 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.

TIMETABLE REQUIREMENTS (Reg. 5.13)

No student may enrol in any year for any combination of subjects which is incompatible with the requirements of the timetable for that year.

WITHDRAWAL (Reg. 5.14)

A student may withdraw from a course or subject only by notifying the Secretary of the College in writing of his withdrawal within seven days of the date of withdrawal.

Withdrawal from Course or Subjects regarded as failure

A student who withdraws at a time after the mid-point of the programmed duration of a subject shall be deemed to have failed in that subject. However, such a student may apply to the Assistant Principal who after consultation with the head of the department concerned, may allow him to withdraw without penalty.

9th APRIL—Last day for withdrawal without failure from Semester I subject(s).

23rd JULY—Last day for withdrawal without failure from subject(s) or course having a duration of one academic year.

24th SEPTEMBER—Last day for withdrawal without failure from Semester II subject(s).

RULES AND REGULATIONS

DESIGNATION OF STUDENTS (Reg. 6.2)

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

2. (1) For the purposes of the regulations a full-time student means a student who enrols in more than half of the subjects of a normal course-year; such a student remains a full-time student unless and until his application to be classed as a part-time student is approved by the co-ordinator of studies in the programme within which the student is enrolled.

(2) For the purposes of the regulations, a part-time student means:

(a) a student who enrols in half or less than half of the subjects of a normal course-year; or

(b) a student enrolled in a part-time course.

3. For the purposes of the regulations an external course student means a student who enrols in a course available by correspondence.

DISCIPLINE (Reg. 4.1)

1. In all matters of general discipline the circumstances shall be referred in the first instance to the Assistant Principal who, after due investigation, shall exercise the authority vested in his office.

2. The Assistant 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 4 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 Assistant Principal may appeal to the Discipline Committee of the College.

4. (1) 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 Assistant Principal.
RULES AND REGULATIONS

(2) 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.

(3) If the exclusion under subsection (2) of this section is for a period of more than one day, the case shall be referred to the vice-principal.

(4) When that 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.

(5) The words “College precincts” in subsection (1) of this section and “area of the College” in subsection (2) and (4) of this section shall be taken to include any places where a student is present under the auspices of the College.

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

(7) 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.

PARKING OF CARS (Reg. 12.1)

1. Any student, a member of staff of the College, or other persons employed on the College site who wishes to bring a motor vehicle on to the site shall obtain a College parking permit. Upon receipt of this permit the driver shall affix the permit to the bottom right hand corner of his windscreen, or in the case of a motor cycle, in a prominent location on the cycle. Vehicles not carrying this sticker, or persons refusing to attach a sticker, may be refused entry to the College.

2. A person in charge of a vehicle entering upon any part of the site shall:

(a) not commit or do any act which would be a breach of any act or regulation of the State of N.S.W. if he were driving or in charge of a vehicle upon a public road and must obey any direction or give any such information a patrol attendant may reasonably give or require in relation to the driving or parking of such vehicle;

(b) not drive at a speed greater than 30 km/h or such speed limit as may be indicated by an appropriate sign for that section of road or part of the site;

(c) comply with all other directions relating to driving indicated by appropriate signs installed on the site;

(d) not drive or park a vehicle on lawn, grassed area, oval, gardens, builders’ access road or undeveloped areas of the site or any area which has not been set aside for the purpose of parking.

On production of a fees paid receipt or endorsed identity card a sticker will be issued at the student enquiry counter.

RELAXING CLAUSE (Reg. 5.15)

In order to provide for exceptional circumstances arising in particular cases, the Academic Board may relax any requirement.
GENERAL PROCEDURES
GENERAL REQUIREMENTS

—ACADEMIC REQUIREMENTS
—CHANGE OF NAME/ADDRESS
—ENROLMENT IN CORRECT SUBJECTS
—EXAMINATION RESULTS
—IDENTITY CARDS
—NOTICE BOARDS
—OWNERSHIP OF WORK
—VARIATION OF COURSE

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.

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 this 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. A special form is provided for this purpose in October and may be obtained at the enquiry counter. This is particularly important for all outgoing students who will be notified of Graduation arrangements during this time.

GENERAL PROCEDURES
ENROLMENT IN CORRECT SUBJECTS
It is essential that all students consult the 1976 Handbook for the correct subject, strand and elective names involved in their course of study before submitting the completed enrolment or re-enrolment form.

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.

IDENTITY CARDS
New identity cards are available in 1976 to enrolling students who have paid both the SRC fee and Library deposit. Re-enrolling students must have their existing card endorsed for 1976. The cards will be issued or endorsed 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 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.
GENERAL PROCEDURES

NOTICE BOARDS

College notices are displayed on the official Notice Boards and students are expected to become acquainted with the contents of those announcements which concern them. Official Notice Boards have been placed on the wall opposite the Library. Specific notices concerning examination timetables and all procedural matters relating to examinations are displayed on these boards as well as notices concerning enrolment matters, scholarships, College rules and travel concessions, etc. All students should consult these notices regularly.

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.

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
(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.

SERVICES FOR STUDENTS

—AMENITIES
—CHAPLAINCY SERVICE
—COUNSELLING SERVICE
—STUDENT ACCOMMODATION SCHEME
—STUDENT LOAN FUND
—THE LIBRARY

AMENITIES

The Amenities Office is located on C level in the student area of the Cafeteria. 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 are arranged for students by the Sports Union assisted by the Amenities Office which will also assist clubs and sporting groups in the College.

Student Associations
The Amenities Office will also assist any student organisation within the College in the operation of the activities and control of finance etc., assist in the establishment of new clubs, and societies and provide liaison between the College and student bodies in operation of their affairs.
SERVICES FOR STUDENTS

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.

NAMES AND ADDRESSES OF CHAPLAINS

Anglican:
The Reverend Canon Edwin Harold Victor Pitcher, MA(Sydney), ThSchol
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, ED, BA(Newcastle)
40 Stewart Avenue, HAMILTON. Telephone 61 4455

Roman Catholic:
The Reverend Father Roman Everett Allen Carter, OP, ST Lic et Lect(Fribourg), BPhil(Anselmianum)
Our Lady of Victories, Catholic Priory, Sandgate Road, SHORTLAND. Telephone 55 9364

SERVICES FOR STUDENTS

COUNSELLING SERVICE

A free, confidential Counselling service is available at the Newcastle College of Advanced Education. People may consult the Counsellor on matters affecting their academic, social, or private lives. Help is also given in areas such as study skills and the relief of examination anxiety. When demand is sufficient, groups are formed to help promote, for example, social interaction and personal growth. The Counselling Service is located in Room A189 and an appointment may be made to see the Counsellor through the secretary in Room A187, telephone ext. 224.

STUDENT ACCOMMODATION SCHEME

The College's Student Administration Office assists students to find suitable accommodation in hostels, private homes or boarding houses in the Newcastle Area and gives assistance concerning housing problems that may arise. In the interests of both students and homeowners it is the policy of the College to visit all accommodation offered to students so that they can be made fully aware of the facilities and terms under which the accommodation is offered. Details on accommodation may be obtained by students after January 1976 from the Student Administration staff.

STUDENT LOAN FUND

The Student Association has established a student loan fund managed by a committee of officers of the Association. Students experiencing grave financial difficulty may apply to the Amenities Officer who has the necessary forms for submission to the committee. The decision of the committee is final and not subject to appeal and 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.
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SERVICES FOR STUDENTS

Needy Student Financial Assistance

In addition to the above the Australian Government has now provided a system of financial assistance for needy students. These funds will enable a form of loans to students to supplement the existing S.R.C. Loans system to cover short term loans needs of students and the scheme arranged through the College bankers whereby final year students may obtain loans repayable after graduation.

Assistance may be available to needy students, both full-time and part-time, in accordance with the following guidelines:

(a) Funds will be allocated normally as loans
(b) The maximum loan or grant to a student will normally not exceed $500
(c) Loans will be interest free for a period of up to twelve (12) months from the end of the year in which the student completes/ceases his course
(d) After this time interest will be payable on the unpaid balance of the loan, calculated at five per cent (5%) per annum reducing, on monthly rests
(e) Loans are to be repaid within three (3) years of the completion/cessation of course
(f) Undertakings to repay loans will be required to be completed by students prior to any loan being made.

THE LIBRARY

HOURS OF OPENING

Monday, Thursday and Friday 8.15 a.m.-5.00 p.m.
Tuesday and Wednesday 8.15 a.m.-9.00 p.m.

The Library has more than 60,000 books, more than 1,000 serial titles, of which 600 are current periodical subscriptions, and a small microfiche and microfilm collection. The audio-visual collection of teaching aids and other non-book materials, contains collections of cassettes, art prints, pictures, maps, kits, slides, strip and loop films, 16 mm films, and black and white and colour video-tapes and cassettes. The heaviest concentration of materials is in Education and Educational Methods, with considerable depth in the wide range of subjects of interest to the College.

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 best use of library facilities.

The primary function is to meet the need of the staff and students of the College. The Library also serves a limited list of external borrowers in the Newcastle region. Other interested persons are welcome to use the collections for reference purposes.

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

In 1975, the Council endorsed various approaches in the field of continuing and Adult Education in a joint programme with the University of Newcastle's Department of Community Programmes. The directors, by concentrating on areas of activity for which the C.A.E. resources have obvious advantages over other institutions, aim to produce a C.A.E. component within the total Adult Education provision which is both distinctive and complementary to the extension provisions made by the University, technical education division, evening schools, the W.E.A. and other voluntary organisations operating in the Newcastle region.

Emphasis is placed on programmes with a leaning towards practical skills such as art and design, music, creative writing, speech, film and television techniques, practical drama, fitness and physical education. Provision is also being made to conduct seminars and conferences on issues which are of special relevance to members of the College staff. In addition the programmes include public presentations involving professional theatre companies and the provision of summer schools in conjunction with bodies such as the Newcastle Arts Council and Newcastle Society of Artists providing courses in painting, spinning and weaving, music making, graphic art, exotic cookery, theatre arts, photography, jewellery making, batik and ceramics.

ANNUAL REPORT

FOR

1974

Newcastle College of Advanced Education, in pursuance of Section 21 of the Colleges of Advanced Education Act, 1975, has the honour of transmitting to the Minister of Education the following report dealing with the activities of the College during the period of twelve months ended 31st December, 1974.

THE COUNCIL

The first corporate Council of the College was appointed by the Minister for Education, in terms of section 16 (1) of the Higher Education Act, on 1st October, 1974. Prior to the appointment of the first corporate Council, the College had been served by an Interim Council appointed by the Minister in July, 1973 to advise him on the future development of the College and to assist the College in planning its progress to corporate status.

With some exceptions, the members of the Interim Council were all re-appointed to the first corporate Council. It was with regret that the College received, early in 1974, the resignations of two members of the Interim Council. Mr. K. R. Field, B.Mus., L.R.S.M. resigned after relinquishing the position of Principal of the Newcastle Branch of the State Conservatorium of Music to take up a new position in Melbourne and Monsignor V. F. Dilley, S.P.L., M.A., Dip.Ed., Dip.Ed.(Admin.), M.A.C.E., Director of Catholic Education in the Diocese of Maitland was compelled to resign because of ill health. Mr.
G. N. Jacobson, the student member of the Interim Council, graduated from the College, gaining his Diploma in Teaching in secondary Science in 1974, and terminated his membership of the Council following his appointment to a teaching position in the New South Wales Department of Education. The College wishes to acknowledge with appreciation the work of these three members and the valuable assistance they rendered during their terms as members of the Interim Council. The Minister for Education appointed the following persons to the first corporate Council to hold office for a period of two years from 1st October, 1974 to 30th September, 1976:

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.
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.
Raymond Ernest Alexander PATRICK, B.Com.(NcIe), F.C.A., A.C.I.S.
Professor Lawrence Neville SHORT, M.Sc.(Syd.), D.PhiI.(Oxon), Dip.Ed.(Syd.), M.A.C.E., F.R.S.A.
Kathleen Prescot STEWART, B.A.(Qld.).

The Council appointed Mr. L. Gibbs to the office of Chairman and elected Alderman G. C. Anderson as its Deputy Chairman. The Secretary of the College, Mr. J. D. Todd, B.Com., A.A.S.A., was appointed Secretary to the Council. The Interim Council had established committees to advise it and make recommendations on matters relating to Finance, Management and Personnel, Properties and Grounds, Legislative, and Academic matters. At its first meeting on 1st October, 1974 the new corporate Council reconstituted and reappointed these Sub-committees. In order that there would be no lapse in the continuity of the functions of the College, the first meeting of the corporate Council also adopted a resolution maintaining all those regulations, rules, acts, delegations, etc., in force at the College on 30th September, 1974 until such time as they were specifically amended, superseded or overruled by decisions of the first corporate Council.
ADMINISTRATIVE INDEPENDENCE AND CORPORATE STATUS

The College was formerly a Departmental teachers college and consistent with stated Government policy to develop such colleges to corporate status, a College Secretary and other senior administrative staff were recruited in late 1973 and early 1974 to develop within the College an administrative organisation and systems, preparatory to the College accepting responsibility for all of the administrative functions being performed by State Government departments and agencies.

The College was granted administrative independence on 1st July, 1974 when it assumed full responsibility for most of the administrative functions formerly carried out by State Government agencies. The College was declared a corporate college of advanced education by the Minister on 1st October, 1974 when the first corporate Council constituted under the Higher Education Act assumed office. In being thus constituted, the College became a corporate college of advanced education under its new name "Newcastle College of Advanced Education", in place of the college of advanced education formerly known as Newcastle Teachers College.

The Council and senior officers of the College wish to acknowledge their appreciation of the assistance given to the College by officers of the Ministry of Education, the Advanced Education Board, the Public Service Board and the Department of Education in securing the College's move to administrative independence and corporate status. Notwithstanding the many difficulties which the transfer of responsibilities presented, their co-operation during the transition period, involving the granting of delegations and the transfer of records, was fully appreciated in the College's achieving an effective change to its new status.

BY-LAWS

The Act empowers the College Council to make By-laws with respect to a wide range of matters for the management and good government of the College. Considerable progress in the drafting of the College's By-law provisions was made during 1974, it being the Council's desire to present a final draft of the By-laws for the Minister's approval in principle in 1975.

PHYSICAL DEVELOPMENTS

During 1974 the major and second component of the College's new building complex—Stage II—was occupied. Completion of the buildings, however, was staged and a section of Stage II was not handed over to the College until late in 1974.

The new complex, planned to accommodate 1,250 students and 95 academic staff, provides extensive, modern buildings in an attractive natural bushland setting of some 59.75 acres (24 hectares) off Rankin Drive in the suburb of Waratah West, adjacent to the University of Newcastle and approximately 7 miles (11 kilometres) from the city of Newcastle. The new complex at Waratah West was established at a final cost of almost $8 million, including buildings, furniture and equipment. Stage I of the complex was occupied by the Industrial Arts and Art Education sections of the College from the beginning of 1971, and occupation of Stage II commenced when the College moved all of its activities from the previous site at Union Street in the City to the new complex in March, 1974. Stage II was finalised with the completion in November, 1974 of an Auditorium incorporating an extensive stage area, excellent facilities for dramatic and other performing arts productions, and with a seating capacity on two levels for 970 persons.

In the total complex there are art studios; craft rooms; science, woodwork, metalwork and materials science laboratories; geography, history and social science rooms; home science, cooking and food science laboratories; needlework and textiles rooms; mathematics lecture and computer rooms; an observation clinic; music rooms; 20 music practice rooms; general lecture rooms and theatres; and student common room, coffee lounge and dining hall.
ANNUAL REPORT

The Library consists of a single floor reading room, including study rooms, offices, typing rooms, stacks and catalogues. A second lower floor includes an audio-visual teaching aids resource centre, tape recorder rooms, visual education rooms, two lecture rooms, and extensive storage space for films, cassettes and records. To serve the needs of the College population, extensive staff/visitor car parking facilities were provided, as part of Stage II of the contract, to complement student car parking facilities already provided. Late in 1974 planning commenced for the renovation and extension of the student car park which had proved to be inadequate for the student population achieved by the time the College transferred to the new site in first term 1974.

In mid 1974 work commenced on the major refurbishing of three temporary buildings, which had been transferred from the old Union Street site, to provide suitable office accommodation for academic staff, the external studies section and staff rooms for ancillary staff, and thereby enable the purposes of the College to be more adequately served. The College Council regretted the necessity to establish used, temporary buildings on the new complex, but had no alternative method of relieving some of the overall staff accommodation shortage at the College. Notwithstanding the provision of this further temporary accommodation, at the end of the year some 40 members of academic staff still shared group offices in tutorial rooms allocated for this purpose. Such space allocation means that, until planned permanent extensions can be constructed, the original teaching function of these rooms—the instruction of students in smaller groups—cannot be served.

Planning of the Special Education Clinic and Teaching Centre project, authorised under the States Grants (Advanced Education) Legislation for the 1973/75 Triennium at the then estimated cost of $500,000, proceeded during 1974. The College Council, in the second half of the year, approved final sketch plans for the project as the basis for the preparation of final plans and specifications to enable the construction of the Centre to commence early in 1975.

ACADEMIC DEVELOPMENTS

Two new Diploma courses were instituted in the College in 1974 and planning was finalised for the introduction of a third new Diploma course in 1975.

The new courses introduced in 1974 were a one year full-time end-on course leading to a Diploma in Special Education and a further one year full-time end-on course leading to the Diploma in Teacher Librarianship. Both courses were provided for teachers who have successfully completed a recognised teacher education course or other professional qualification, the former for experienced teachers wishing to specialise in the field of special education and the latter to accommodate experienced teacher librarians who had received no such formal training. As the Department of Education could not see its way clear to provide students for the course in Teacher Librarianship in 1975, the offering of this Diploma course was suspended at the end of 1974. However, the College will continue to offer the Diploma in Special Education course on a permanent basis to meet the need for skilled teachers in this field.

The College's primary emphasis has been in the field of teacher education in which it provides a wide range of courses in teacher training, including a variety of specialised fields, at both diploma and graduate diploma levels. The College commenced its planning for diversification into other areas during 1974 when the Minister approved the proposal for the College to assume the former responsibilities of the Department of Technical Education in offering advanced education courses in Painting and Sculpture. Consequently, arrangements were finalised, in the second half of 1974, for the College to take over the responsibility for the Fine Art Diploma courses formerly offered by the Department of Technical Education at the Newcastle Branch of the National Art School, and to assume full responsibility for the Diploma in Art (Education) course which formerly had been offered in association with that Department. As a
consequence of these developments, the Advanced Education Board approved the introduction in 1975 of four year full-time courses in Art (Painting and Sculpture) and Art (Education), the awards for the courses to be determined. The Advanced Education Board has subsequently approved Diploma in Art (Abbreviation: Dip.Art) and Diploma in Art Education (Abbreviation: Dip.Art Ed.) as the nomenclature of the awards for these courses.

It will be observed by reference to the list of courses offered, that the College does not offer a degree course in any field. The College Council has given consideration to the development of degree courses in certain areas and presented to the Advanced Education Board, late in 1974, a detailed submission for the introduction of a four year course leading to a degree of Bachelor of Education in Industrial Arts. The College’s degree course submission was to be assessed by an Assessment Committee of the Advanced Education Board early in 1975.

In keeping with its policy to achieve further diversification of course offerings in coming triennia, the College Council towards the end of 1974 considered preliminary proposals for the development of courses for the training of social workers. To assist it in planning course submissions in the area of social work, the Council appointed a broadly-based committee consisting of some members of the College staff and of professionals in social work in order to benefit from the expertise and advice of experts working in social work and other related fields. It was anticipated that Council would receive a report and recommendations from this group during 1975.

The Council has also considered the College’s responsibilities in the field of Continuing and Adult Education and late in 1974 adopted a policy for the development of continuing and community education programmes to be offered by the College. The Council was aware of the expectation of the Commission on Advanced Education and the Advanced Education Board that programmes of adult or community education should be self-supporting. The council considered, consistent with this expectation, that the College had a responsibility to seek to make its specialised knowledge, skills and physical resources available for adult education programmes of interest to the community where such programmes could be made financially viable and would not detract from the essential functions and purpose of the College. The policy approved by the Council also makes provision for the College to undertake a continuing programme of in-service courses for its own graduates and other members of the teaching profession. It was considered prudent for the College, in the initial...
STAFF

The College establishment in 1974 comprised an academic staff of 150 located in 12 academic departments and a non-academic establishment consisting of administrative, library, technical, laboratory, maintenance, outdoor and cleaning staff of 120. Two Co-ordinators of Studies were appointed from the beginning of 1974 with responsibility for planning, organising and co-ordinating the work of teacher education programmes in the field of Secondary Education and that of Primary and Special Education studies respectively. The Co-ordinators of Studies also act as Chairmen of the two boards of studies established in 1974, the Board of Studies in Primary and Special Education and the Board of Studies in Secondary Education.

Significant development of the non-academic staff establishment took place in 1974 as new positions were created and filled, as part of the programme to develop administrative systems and services within the College, in readiness for the assumption of administrative independence by the handing over, later in the year, of all administrative functions.

The Conditions of Employment evolved by the Public Service Board for corporate colleges of advanced education made provision for study leave to be granted to servants, under conditions to be determined by the College. With the achievement of a changed status and financial responsibility, the Council was able, in 1974, to implement a study leave programme to allow staff members to proceed on study leave in Australia and overseas to an extent beyond the expectation under the College's former direction. Interim conditions for the granting of study leave were drawn up within the guidelines promulgated by the Public Service Board and nine members of the academic staff were granted approval to proceed on study leave under these arrangements during 1974.

STUDENTS

Enrolments

Total student enrolments rose from 1,877 in 1973 (enrolled at 30th April, 1973) to 2,004 in 1974 (still enrolled on 30th April, 1974), an increase of 6.7%. The following analysis gives details of the enrolments in each of the courses offered by the College in 1974:

When converted to an Equivalent Full-time Students base produced a total E.F.T.S. at 30th April, 1974 of 1,663.

Awards Conferred

Diplomas of the College awarded to graduates at the College Graduation Ceremony held on Saturday, 4th May, 1974 in the Great Hall of the University of Newcastle were as follows:

- Diploma in Teaching (Primary and Infants Teaching) 186
- Diploma in Teaching (Secondary Teaching) 279
- Graduate Diploma in Education 53
- Diploma in Music (Education) 26
- Diploma in Art (Education) 21

565

Student Counselling Service

Arrangements were finalised in 1974 for the establishment of a student counselling service at the College. The position of Senior Student Counsellor was approved and advertised late in the year and the successful candidate takes up his appointment early in 1975. The Senior Student Counsellor will be responsible to the Vice-Principal for the establishment and development of a counselling service, which as well as being available for consultation concerning personal problems, will also seek to help students improve their study methods and examination preparation techniques.

COURSES

The following courses, with brief descriptions, were offered by the College in 1974:

TEACHER EDUCATION

Three Year Courses

Students may elect to enrol in one of the several streams offered in the primary education field or in any of the streams in secondary education.
ANNUAL REPORT

Diploma in Teaching in:

General Primary
Lower Primary and Infant
Secondary English/History
Secondary Mathematics
Secondary Science
Secondary Industrial Arts
Secondary Home Science/Textiles
Secondary Social Sciences
Secondary Physical Education

The College also provides for certain students to enter the above courses with advanced standing in one or two years of the Diploma in Teaching course on the basis of a variety of academic qualifications held, e.g.

Diploma in Teaching (Advanced Standing):

General Primary/Infant 2 year course after completion of Specialist Secondary 3/9ths of a degree or equivalent.

General Primary/Infant 1 year course after completion of Specialist Secondary 6/9ths of a degree or equivalent.

Secondary Industrial Arts 2 year course after completion of H.S.C. or better plus trade qualifications.

Four Year Courses/Five Year Courses

Diploma in Music (Education):

This four year full-time course is offered jointly by the College and the Newcastle Branch of the N.S.W. State Conservatorium of Music. The course is designed to prepare students as teachers of music in secondary schools. The Conservatorium component of the course relates specifically to the acquisition of musical skills and knowledge, whilst the College provides a liberal education, part of which is biased towards the classroom situation. Previously there was provision for a further year of study leading to the award of the Diploma in Music (Education) Honours. The Honours course is to be discontinued in 1975 as a result of the changed policy of the Australian Council on Awards in Advanced Education.

One Year Courses

Graduate Diploma in Education:

This one year course is designed to enable graduates of a recognised university or holders of qualifications deemed equivalent, to achieve an acceptable level of professional competence in teacher education. In general, students entering the field of secondary education are expected to undertake studies in areas appropriate to the major sequence within their degree. The primary education field covers a wide range of subjects some of which will be new to the student. The available streams within the Diploma in Education are:

- General and Lower Primary Teaching
- Specialist Secondary Teaching e.g.
  - English
  - History
  - Art
  - Industrial Arts
  - Science
  - Mathematics
  - Languages
  - Social Sciences
  - Music
  - Teacher Librarianship

ANNUAL REPORT

Diploma in Art (Education):

This course was conducted conjointly by the Newcastle Technical College and Newcastle College of Advanced Education in 1974. The College, with the approval of the Advanced Education Board, assumes full responsibility for the course in 1975.

In the belief that sound preparation of art teachers is achieved by a deep study of art as well as sound education in the theories and practice of teaching art, the course is designed to provide for appropriate achievement of knowledge and techniques, for structuring learning experiences, for opportunities in studio practice and for the fostering of personal artistic and cultural growth. Previously there was provision for a further year of study leading to the award of the Diploma in Art (Education) (Honours). This Honours course also is to be discontinued in 1975 as a result of the changed policy of the Australian Council on Awards in Advanced Education.

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71
Diploma in Special Education:

The fundamental objectives of the Special Education course is to provide an appropriate educational environment for experienced teachers that allows for professional and personal development through the study of theoretical and practical aspects of Special Education. It is intended that these teachers become more fully aware of the teaching strategies, techniques and curricula appropriate to the educational needs of a variety of children who may be said to be educationally at risk.

The course is intended to give an understanding of the role of consultants such as the clinical psychologist, the school counsellor, physical and speech therapists and to provide opportunity for the teacher to act as a consultant to colleagues in diagnosing learning problems and structuring appropriate learning experiences for handicapped children.

AWARD

<table>
<thead>
<tr>
<th>AWARD</th>
<th>FULL-TIME</th>
<th>PART-TIME</th>
<th>EXTERNAL</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Teaching</td>
<td>524</td>
<td>14</td>
<td>241</td>
<td>765</td>
</tr>
<tr>
<td>General Primary Course</td>
<td>14</td>
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<td></td>
<td>14</td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/History</td>
<td>82</td>
<td></td>
<td>11</td>
<td>93</td>
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<tr>
<td>Mathematics</td>
<td>84</td>
<td></td>
<td>8</td>
<td>92</td>
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<tr>
<td>Science</td>
<td>86</td>
<td></td>
<td>13</td>
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<td>Industrial Arts</td>
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<td>36</td>
<td>186</td>
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<tr>
<td>Home Science</td>
<td>109</td>
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<td>18</td>
<td>127</td>
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<tr>
<td>Social Sciences</td>
<td>89</td>
<td></td>
<td>4</td>
<td>93</td>
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<tr>
<td>Physical Education</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Two Year Primary Conversion</td>
<td>20</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>One Year Primary Conversion</td>
<td>16</td>
<td></td>
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<td>16</td>
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<tr>
<td>Two Year Secondary Conversion</td>
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<tr>
<td>One Year Secondary Conversion</td>
<td>12</td>
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<td></td>
<td>12</td>
</tr>
<tr>
<td>Industrial Arts Artisans</td>
<td>44</td>
<td></td>
<td></td>
<td>44</td>
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<tr>
<td>Diploma in Art (Education)</td>
<td></td>
<td>107</td>
<td></td>
<td>107</td>
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<tr>
<td>Diploma in Music (Education)</td>
<td></td>
<td>107</td>
<td></td>
<td>108</td>
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<tr>
<td>Graduate Diploma in</td>
<td>18</td>
<td></td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Education (Primary)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Diploma in</td>
<td>51</td>
<td></td>
<td>15</td>
<td>66</td>
</tr>
<tr>
<td>Education (Secondary)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in Special Education</td>
<td>30</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Diploma in Teacher</td>
<td>25</td>
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<td></td>
<td>25</td>
</tr>
<tr>
<td>Librarianship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,439</td>
<td>214</td>
<td>351</td>
<td>2,004</td>
</tr>
</tbody>
</table>

Diploma in Teacher Librarianship

A one year course for trained and experienced teachers. The further offering of this course was suspended at the end of 1974.

External Studies Courses

(i) Courses leading to the award of the Diploma in Teaching in a wide variety of fields are offered to teachers with two or three year certificated status. In addition there is provision for teachers who have entered the teaching service with conditional certification to undertake courses of study to achieve two or three year certification.

(ii) Completion of requirements for the Diploma in Education for experienced teachers without formal teaching qualifications but with degree status academic qualifications.

(iii) Completion of requirements for the Diploma in Music (Education) and Diploma in Art (Education) qualifications for conditionally certificated ex-students and some others needing only one or two subjects to qualify.

Approvals were given in 1974 for the following proposed courses to be offered by the College in 1975:

Four Year Courses

Diploma in Art:

Students enrolling in this course undertake a common course in their first year which provides a range of subjects and disciplines needed as a foundation for a chosen aspect of art. The specialist studies which students may follow in second and subsequent years include painting, sculpture, graphics, printmaking, film media, graphic design and ceramics and glass making.

Theoretical and liberal studies within the course are designed to provide complementary studies beyond the limits of the visual arts.

ART

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Part-time Courses

Diploma in Art Education Conversion:

This course is offered on a part-time basis to qualified teachers who wish to be trained as specialist art teachers in secondary schools. The course, which normally is completed in five years of part-time study, encompasses the theoretical and practical aspects of art in the fields of drawing, design, painting and sculpture.

LIBRARY

The year 1974 saw the first year of occupation of the vastly improved and extended library facility provided in the new College complex. The additional space, compared with the area available in the old College building, resulted in considerable improvements in services generally and in working conditions for readers and library staff. However, the growth of the collections during 1974 and the greatly increased student enrolment beyond that envisaged when the library was planned, make imperative the completion of major library extensions in the next triennium.

By the end of 1974, the library collections, including books, periodicals and audio-visual materials totalled 57,870, an increase of 9,670 items during the year. At 31st December, 1974 the stock of books totalled 51,430, periodicals contained 2,752 volumes with 592 titles, while audio-visual materials, including film strips and sets of slides, provided 3,687 items.

Whilst proposals for extension of the library buildings were deferred in 1974, the College obtained an unmatched library grant from the Australian Government, which will be progressively funded to a total of $80,000 in 1975, to improve the library holdings of the College. These funds have proved most beneficial in increasing and improving library collections, in addition to the funds applied from the general recurrent grant for acquisitions. This expansion of holdings will cause even greater strain on already fully taxed library space.

FINANCES AND FUNDING

In 1974 moneys were received by the College in terms of the States Grants (Advanced Education) Legislation, States Grants (Schools) Legislation and by appropriation of the State Parliament. Recurrent funds and an unmatched library grant were provided by the Australian Government, while in respect of capital works, the State Government provided $1 for every $9 provided by the Australian Government.

ANNUAL REPORT

Funds provided under the States Grants (Schools) Legislation made it possible to introduce and conduct special courses in Teacher Librarianship and Special Education in 1974. Full details of the grants provided for recurrent, capital and other purposes and the disbursements made are contained in the audited financial statements for the year ended 31st December, 1974, attached as appendices to this report.

After its incorporation on 1st October, 1974, the College sought to finalise arrangements for the establishment of its own permanent bank accounts and the assumption of responsibility for the control and management of all its funds. The Premier, in December, approved the College's proposals for independent banking arrangements, which involved the transfer of all College funds held by State Treasury to the credit of the College bank accounts in January, 1975. The securing of these approvals meant that henceforth the College would receive into its own accounts, quarterly in advance, the grants of recurrent and capital funds made by the Australian Government. Prior to this change, the College funds had been effectively controlled by the State Treasury and the State Department of Education.

TRIENNIUM PLANNING

The College presented its first Triennium Submission, that for the 1976/78 Triennium, to the Commission on Advanced Education through the Advanced Education Board, early in 1974. The College was concerned by the brief span of time allowed for the preparation of these submissions, but the Council appreciates that a period of transition which involved basic changes in the concepts of planning expenditures for colleges of advanced education, require prompt action in effecting the change to a system of triennial planning.

The College was visited in March by the Chairman and Executive Officers of the Advanced Education Board and in November by the Chairman and Executive Members of the Commission on Advanced Education for the purposes of discussion of the College's Triennium submission. The Council wishes to acknowledge the College's appreciation of the opportunity to discuss its proposals with the Commission and the Advanced Education Board, and especially of the advice and suggestions offered by the Chairman and Executive Officers of the Advanced Education Board, which resulted in the presentation of a revised submission of the College's capital programme for the triennium.
The Council acknowledges with gratitude the following benefactions which were received during 1974:

Donations of Equipment:
- Broken Hill Proprietary Company Limited, Central Research Laboratories.

For Prize Funds:
- Bank of N.S.W. Limited for establishing the award of the following annual prizes:
  - Prize for First Year Commerce: $15
  - Prize for Second Year Commerce: $20
  - Prize for Final Year Commerce: $25

APPENDICES

- Recurrent Funds Statement of Receipts and Payments—Annexure ‘A’.
- Unmatched Library Grant Receipts and Payments Statement—Annexure ‘C’.
- Grants for Special Courses Receipts and Payments Statement—Annexure ‘D’.
- Trust Account Statement of Receipts and Payments—Annexure ‘E’.
- Schedule of Investment As At 31st December, 1974—Annexure ‘F’.
# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## FINANCIAL STATEMENTS

### STATEMENT OF BALANCES AS AT 31ST DECEMBER, 1974

<table>
<thead>
<tr>
<th>Funds</th>
<th>Represents by</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Recurrent Funds as per Annexure A</td>
<td>Funds held at State Treasury</td>
</tr>
<tr>
<td>Building Funds as per Annexure B</td>
<td>Cash at Bank</td>
</tr>
<tr>
<td>Library Grant as per Annexure C</td>
<td>Cash on Hand</td>
</tr>
<tr>
<td>Special Grant (Schools) as per Annexure D</td>
<td>Interest Bearing Deposits</td>
</tr>
<tr>
<td>Trust Funds as per Annexure E</td>
<td>Inscribed Stock</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Recurrent Funds as per Annexure A</td>
<td>1,038,728.74</td>
</tr>
<tr>
<td>Building Funds as per Annexure B</td>
<td>71,763.72</td>
</tr>
<tr>
<td>Library Grant as per Annexure C</td>
<td>41,829.04</td>
</tr>
<tr>
<td>Special Grant (Schools) as per Annexure D</td>
<td>34,276.39</td>
</tr>
<tr>
<td>Trust Funds as per Annexure E</td>
<td>29,950.24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,216,548.13</strong></td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.

P. R. WELSH, Assistant Secretary (Finance)

The accounts of the Newcastle College of Advanced Education have been audited as required by Section 25 of the Higher Education Act, 1969.

In my opinion, the above Statement of Balances together with Annexures ‘A’ to ‘F’ inclusive, sets out a true and correct view of the financial position of the College as at 31st December, 1974, and the transactions for the year then ended.

AUDITOR-GENERAL
OF NEW SOUTH WALES

SYDNEY, 22nd July, 1975.

### ANNEXURE ‘A’

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

RECURRENT FUNDS STATEMENT OF RECEIPTS AND PAYMENTS
FOR YEAR ENDING 31ST DECEMBER, 1974

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasury Appropriations (1)</td>
<td>Salaries and Associated Costs</td>
</tr>
<tr>
<td>Interest</td>
<td>4,117,888.00</td>
</tr>
<tr>
<td></td>
<td>183.38</td>
</tr>
</tbody>
</table>

**Notes**

(1) Treasury appropriations include $942,700 which relates to 1st Quarter, 1975.

J. D. TODD, Secretary.

P. R. WELSH, Assistant Secretary (Finance)

<table>
<thead>
<tr>
<th>Maintenance and Working Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance, Alterations and Renewals</td>
</tr>
<tr>
<td>Rent and Rates</td>
</tr>
<tr>
<td>Travel, Removal and Subsistence</td>
</tr>
<tr>
<td>Motor Vehicle Running Expenses</td>
</tr>
<tr>
<td>Tea Money</td>
</tr>
<tr>
<td>Freight and Cartage</td>
</tr>
<tr>
<td>Books and Periodicals</td>
</tr>
<tr>
<td>Postal Expenses</td>
</tr>
<tr>
<td>Payments to Teachers in connection with Practice Teaching</td>
</tr>
<tr>
<td>Fees for Services Rendered</td>
</tr>
<tr>
<td>Stores, Stationery, etc.</td>
</tr>
<tr>
<td>Heating and Lighting</td>
</tr>
<tr>
<td>Insurances</td>
</tr>
<tr>
<td>Laundry</td>
</tr>
<tr>
<td>Minors' Expenses</td>
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<tr>
<td>Study Leave</td>
</tr>
<tr>
<td>Telephone</td>
</tr>
<tr>
<td>Advertising</td>
</tr>
<tr>
<td><strong>Balance c/f</strong></td>
</tr>
</tbody>
</table>

31st January, 1975 | 4,118,071.38 | 4,118,071.38
ANNEXURE 'B'

NEWCASTLE COLLEGE OF ADVANCED EDUCATION
GRANTS FOR BUILDING PROJECTS
STATEMENT OF RECEIPTS AND PAYMENTS FOR YEAR ENDED 31ST DECEMBER, 1974

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Payments</th>
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<tbody>
<tr>
<td>State Contribution</td>
<td>Completion of Stage 2</td>
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<tr>
<td>Grants (Commonwealth)</td>
<td>Special Education Clinic</td>
</tr>
<tr>
<td>79,000.00</td>
<td>284,700.55</td>
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<tr>
<td>310,852.00</td>
<td>68.15</td>
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<td></td>
<td>Other Works and Services</td>
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<tr>
<td></td>
<td>29,668.33</td>
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<tr>
<td></td>
<td>Equipment</td>
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<tr>
<td></td>
<td>3,651.25</td>
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<td></td>
<td>Balance c/f</td>
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<tr>
<td></td>
<td>71,763.72</td>
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</tr>
<tr>
<td><strong>389,852.00</strong></td>
<td><strong>389,852.00</strong></td>
</tr>
</tbody>
</table>

J. D. TODD, 
Secretary.

P. R. WELSH, 
Assistant Secretary (Finance).

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ANNEXURE 'C'

NEWCASTLE COLLEGE OF ADVANCED EDUCATION
UNMATCHED LIBRARY GRANT
STATEMENT OF RECEIPTS AND PAYMENTS FOR YEAR ENDED 31ST DECEMBER, 1974

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Payments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grant for library materials in terms of States Grants (Advanced Education) Legislation</td>
<td>Salaries and Wages</td>
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<tr>
<td>54,000.00</td>
<td>2,769.54</td>
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<tr>
<td></td>
<td>Workers' Compensation Insurance</td>
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<tr>
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<td>5.52</td>
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<tr>
<td></td>
<td>Payroll Tax</td>
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<td>138.01</td>
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<tr>
<td></td>
<td>Books and Periodicals</td>
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<tr>
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<td>9,266.89</td>
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<td>41,829.04</td>
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<td></td>
</tr>
<tr>
<td><strong>54,000.00</strong></td>
<td><strong>54,000.00</strong></td>
</tr>
</tbody>
</table>

J. D. TODD, 
Secretary.

31st January, 1975

P. R. WELSH, 
Assistant Secretary (Finance).
ANNEXURE 'D'

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

GRANTS PROVIDED UNDER STATES GRANTS (SCHOOLS) ACT FOR SPECIAL COURSES

DRAFT STATEMENT OF RECEIPTS AND PAYMENTS FOR YEAR ENDED

31ST DECEMBER, 1974

Receipts
Grants 87,050.00

Payments
Salaries and Wages 39,018.34
Payroll Tax 1,841.77
Workers' Compensation 78.36
Fees for Services Rendered 290.00
Payments to Teachers in connection with Practice Teaching 927.36
Books and Periodicals 1,581.47
Stores 7,492.07
Travel 1,544.24
Balance c/f 34,276.39

87,050.00

J. D. TODD,
Secretary.

P. R. WELSH,
Assistant Secretary (Finance).

31st January, 1975

ANNEXURE 'E'

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

TRUST ACCOUNT

STATEMENT OF RECEIPTS AND PAYMENTS FOR YEAR ENDED 31ST DECEMBER, 1974

<table>
<thead>
<tr>
<th>Receipts</th>
<th>Payments</th>
<th>1973</th>
<th>1974</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Debit Balances</td>
<td>Credit Balances</td>
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<tr>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Administrative Suspense</td>
<td>33,944.47</td>
<td>34,578.41</td>
<td>—</td>
</tr>
<tr>
<td>Art Fund</td>
<td>16.60</td>
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<tr>
<td>G.S.F.</td>
<td>3,015.44</td>
<td>2,766.63</td>
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</tr>
<tr>
<td>Home Economics</td>
<td>3.00</td>
<td>22.20</td>
<td>—</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>553.22</td>
<td>223.85</td>
<td>—</td>
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<tr>
<td>Library Fines</td>
<td>3,417.91</td>
<td>3,724.76</td>
<td>—</td>
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<td>Library Photocopier</td>
<td>4,547.05</td>
<td>3,024.04</td>
<td>—</td>
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<tr>
<td>Library Microfilm</td>
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<td>—</td>
</tr>
<tr>
<td>Metalwork Contra</td>
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<td>—</td>
<td>—</td>
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<td>Metalwork Student Purchases</td>
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<td>Music Contra</td>
<td>150.00</td>
<td>114.93</td>
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<td>Needlework</td>
<td>593.96</td>
<td>336.20</td>
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<td>Primary Craft</td>
<td>16.97</td>
<td>29.18</td>
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<td>Woodwork Contra</td>
<td>836.40</td>
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<td>Canteen Holding Deposit-Rent</td>
<td>1.40</td>
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<tr>
<td>Canteen Holding Deposit</td>
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<td>101.40</td>
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<td>Gas and Electricity</td>
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<td>Revenue Collections</td>
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<td>95,759.52</td>
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<td>Suspense</td>
<td>5,549.91</td>
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<td>Prize Account</td>
<td>460.21</td>
<td>475.00</td>
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<tr>
<td>Research Grant</td>
<td>1.35</td>
<td>1,204.00</td>
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<td>Research Grant (M. Jurd)</td>
<td>5,115.00</td>
<td>5,115.00</td>
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<td>Aboriginal Affairs</td>
<td>4,032.00</td>
<td>742.24</td>
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<td>Allotment</td>
<td>22,616.85</td>
<td>31,368.79</td>
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<td>Honours and Awards Fund</td>
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Photocopying Account 27.21
Play Competition 69.00
Recreation Union 17,130.62 19,271.69 4,920.74 2,779.67
Sports Union 6,424.46 6,013.27 1,796.99 2,208.18
Students Welfare Fund
Suspense Student Loans 1,384.50 2,960.50
Sporting Goods Sales 171.80 489.84
Locker Key Deposits 240.00 94.00
Home Economics 200.00
Frances Baker – Needlework
John and Margaret
Ian D. Renwick
Huldah M. Turner
D. Burton
L. Whittle
Colin Doyle Memorial
George Hutchinson
Investment – Commonwealth Bonds
Investments – Commonwealth Bonds
Investments – Fixed Deposits
Bank of N.S.W.
Cash on Hand – Petty Cash / Cash Float
Cash at Bank

$222,178.94 $208,352.62 $30,101.45 $30,101.45 $48,697.33 $48,697.33

* Revenue Collections received during December, 1974 ($13,950.32) have been offset against recurrent expenditure for year.

J. D. TODD,  P. R. WELSH,  
Secretary.  Assistant Secretary (Finance).  
16th April, 1975.

ANNEXURE 'F'
NEWCASTLE COLLEGE OF ADVANCED EDUCATION
SCHEDULE OF INVESTMENTS AS AT 31ST DECEMBER, 1974

<table>
<thead>
<tr>
<th>Value</th>
<th>Maturing</th>
<th>Normal Yield</th>
<th>Details</th>
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<tr>
<td>$100</td>
<td>15/2/82</td>
<td>4%</td>
<td>John and Margaret</td>
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<tr>
<td>$100</td>
<td>15/10/84</td>
<td>5%</td>
<td>John and Margaret</td>
</tr>
<tr>
<td>$120</td>
<td>15/7/83</td>
<td>5%</td>
<td>D. Burton</td>
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<tr>
<td>$200</td>
<td>15/5/85</td>
<td>5%</td>
<td>Ian D. Renwick</td>
</tr>
<tr>
<td>$200</td>
<td>15/2/1990</td>
<td>7%</td>
<td>Home Economics Prize</td>
</tr>
<tr>
<td>$100</td>
<td>15/10/1991</td>
<td>6%</td>
<td>H. A. Turner</td>
</tr>
<tr>
<td>$200</td>
<td>15/10/1991</td>
<td>6%</td>
<td>Frances Baker</td>
</tr>
<tr>
<td>$3000</td>
<td>15/10/1991</td>
<td>6%</td>
<td>Leila Whittle</td>
</tr>
<tr>
<td>$200</td>
<td>11/4/76</td>
<td>7%</td>
<td>S.R.C.</td>
</tr>
<tr>
<td></td>
<td>11/11/78</td>
<td>9%</td>
<td>G. Hutchinson</td>
</tr>
</tbody>
</table>

J. D. TODD,  P. R. WELSH,  
Secretary.  Assistant Secretary (Finance).  
16th April, 1975.
AWARD OF DIPLOMAS
1974

GRADUATE DIPLOMA IN EDUCATION
(Primary Education)

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATKINSON, Faye Celestine</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>BIDDLE, Judith Alison</td>
<td>B.Sc.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>CLARKE, Julie Jane</td>
<td>B.Sc.</td>
<td>(Agriculture)(Syd.)</td>
</tr>
<tr>
<td>CORBETT, Phillip Thomas</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>ERICKSON, Kathleen Isabel</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>GRAY, Susan Elizabeth</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>GREENWOOD, Bethwyn Louise</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>HOLBERT, Rhonda Gail</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>KIRKPATRICK, Doone Leslie</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>LEGGETT, Malcolm James</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>NEARY, Beverley Ann</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>POLLARD, Gertrude Mary</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>SANDS, Paul John</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>WATERS, Vivienne Mary</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>WRIGHT, Janine Leslie</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>WYNN, Dianne Margaret</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
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</table>

GRADUATE DIPLOMA IN EDUCATION
(Secondary Education)

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Field</th>
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<tbody>
<tr>
<td>ADAMSON, John Gordon</td>
<td>B.A.</td>
<td>(A.N.U.)</td>
</tr>
<tr>
<td>AMATO, Leonard David</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>ARTHUR, Gay Margaret</td>
<td>B.Sc.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>BARBUR, Janice Mary</td>
<td>A.S.T.C.</td>
<td>Dep. Fine Art</td>
</tr>
<tr>
<td>BEACH, John Raymond</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>BLACKFORD, Joan A.</td>
<td>B.A.</td>
<td>(Syd.)</td>
</tr>
<tr>
<td>BLOOMFIELD, John A.S.T.C.</td>
<td>Dep.</td>
<td>Fine Art(Painting)</td>
</tr>
<tr>
<td>CHAMBERS, Gai Rose</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>CLOUGH, Alan Robert</td>
<td>B.Sc.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>COOK, Gregory Vernon</td>
<td>B.A.</td>
<td>(Ncle.)</td>
</tr>
<tr>
<td>CORRADI, Bridget Agnes</td>
<td>B.A.</td>
<td>(U.N.E.)</td>
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<tr>
<td>COX, Anthony Ken</td>
<td>B.A.</td>
<td>(Ncle.)</td>
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<tr>
<td>CRUCKS, Bruce Allan</td>
<td>B.Com.</td>
<td>(Ncle.)</td>
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<tr>
<td>DAVIDSON, Malcolm James</td>
<td>B.A.</td>
<td>(Ncle.)</td>
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<tr>
<td>EASSON, Rhiannon Elva</td>
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<td>(Ncle.)</td>
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<tr>
<td>FISHER, Donna Ann</td>
<td>B.A.</td>
<td>(Ncle.)</td>
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<tr>
<td>FISHER, Philip Gordon</td>
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<td>(Ncle.)</td>
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<tr>
<td>FOXALL, Bronwyn Lilian</td>
<td>B.A.</td>
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<tr>
<td>GOODHew, Irene Claire</td>
<td>B.Sc.</td>
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</tr>
<tr>
<td>GOODHEW, Irene Claire</td>
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<td>(Ncle.)</td>
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<tr>
<td>GORMAN, Reginald David</td>
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<td>(Ncle.)</td>
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<tr>
<td>HANGAN, Judith Gai</td>
<td>A.S.T.C.</td>
<td>Dip. Fine Art(Painting)</td>
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<tr>
<td>HUNT, Stephanie Anne</td>
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<tr>
<td>INNES, Susan Gay</td>
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<tr>
<td>JEFFREY, Paul Sylvester</td>
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<td>(Ncle.)</td>
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<tr>
<td>KALNINSCH, Veta Alexandra</td>
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<td>(U.N.E.)</td>
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<tr>
<td>KAY, Norman Jeffrey</td>
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<tr>
<td>KING, Jennifer Joy</td>
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<td>(Ncle.)</td>
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<tr>
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<tr>
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<td>MEARS, Jane B.</td>
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<td>PIKE, Gernor Ann</td>
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<td>PORRITT, John Arnold</td>
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<td>ROBERTSON, Penelope Joan</td>
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<td>WEBB, Dawn Patricia</td>
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<td>(Ncle.)</td>
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<td>(Ncle.)</td>
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<td>WALTERS, Verlaine Irene</td>
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<tr>
<td>YOUNG, Cheryl B.A.</td>
<td>(Ncle.)</td>
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</tbody>
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AWARD OF DIPLOMAS

DIPLOMA IN SPECIAL EDUCATION

AVERY, Elaine Joan
BYRNE, Philippa Ruth
CHANDLER, Roderick Carl
CHRISTIANSEN, Margaret Jill
CONNORS, Maxwell John
CROSSCOMBE, Valda Merle
DAVIES, Janice Gray
FLEMING, Betty Patricia
FORD, Lynette
FORREST, John Duncan
GEMMELL, Leigh Gordon
GRIFFIN, Janette
HADFIELD, Barry John
HALBERT, Michael Edward
HODGINS, Charles Thomas
HOWARD, Isobel Joyce
KENNY, Katherine Susannah
KING, John Robert Leslie
LEA, Harold John
McDERMID, Stanley Edward
McVEY, Neva Dorn
MUNDIE, Janet Margaret
RAYMENT, Frances Jean
SMITH, Trevor John
STAUNTON, John Raymond
TRINDALL, Joyce Shirley
WHITE, Annette Pauline

DIPLOMA IN ART (Education)

DUFTY, Lorina Christine Class 11 Division 1

DIPLOMAS

BAILEY, Glenys
BRYANT, Christine Margaret
BURLEY, Lorraine Patricia
CHEGWIDDEN, Catherine Anne
CUTHERB, Susan Jane
DUNN, Helen Lorraine
ELLIS, Janet Margaret
FISHER, Robert John
FLICKER, Kate}
HAMILTON, Margaret

DIPLOMA IN TEACHER LIBRARIANSHIP

ABRAMS, Robyn Thelma
BURKE, Ann Marrs
DEWHURST, Ruby Kathleen
FIELD, Betty
FRANCIS, Neil Michael
GILKES, Robyn Patricia
GROVES, Lynne Sinclair
HILL, Elga Nola
HOPTON, Kevin
JOHNSON, Margaret Anne
KLEIN, Clifford George
McGUIRE, Bernard James
MAHER, Barry Joseph
MAKINGS, Rhonda Yvonne
MATTNS, Selby Frederick
NISBET, Jennifer Fiona
RENAUD, Noelal Mary
ROOTS, Elizabeth Anne
SMITH, Elizabeth
SNAPE, Eleanor Marie
TAYLOR, Myra Lillian
THOMAS, Margaret Clare
TOOMEY, William Joseph
WILSON, Margaret

DIPLOMA IN MUSIC (Education)

COLE, David Robert Class 11 Division 1

DIPLOMAS

ALLANSON, Elizabeth Shirley
ABBEY, Neil Christopher
CHARLES, Phyl Janette
CONDRAN, Megan Wendy
COOK, Lynette Joyce
CURRAN, Anne Elizabeth
DEZIUS, Sally Anne
DREYSDALE, Karen Ann
DUNNE, Julienne Patricia
GOOLEY, Judith Patricia
HARTLEY, John Allan
HEALEY, Stephen Matthew
JOHNSTON, Peta Lee

DIPLOMA WITH HONOURS

HENSCHAW, Dianne Vida
HIRD, Ann Katharine
JEFFCOAT, Kathryn
McPHERSON, Marian Winifred
MULLIGAN, Judith Patricia
ROBSON, Lynley Anne
SCHULTZ, Sally Anne
SKINNER, Carmel Beth
STEWART, Kerrie Ann
STEWART, Sue Ellen

DIPLOMA WITH HONOURS

KINNY, Paul Hugh
McKAY, David Graham
MASKEY, Margaret Ann
MAUGHAN, Christine
MORRIS, Lynn Frances
PARISH, Catrine Helen
ROBINSON, Helen Margaret
SPENCER, Denise Adele
TOWNS, Rudolf Roland
WATSON, Kathryn Evelyn
WILSON, Caroline Marion
WILSON, Ian Stuart
AWARD OF DIPLOMAS

DIPLOMA IN TEACHING (Primary Education)

ALLCROFT, Elizabeth Joy
ANDERSON, Marilyn Rose
ANDREWS, Carol Dawn
ANDREWS, Karen Elizabeth
ANSCHAU, Vicki Gaye
ASKEW, Jeffrey Thomas
AVARD, Rhonda Jean
BAKEWELL, Robin Janette
BALL, Judy Lea
BANCROFT, Peter Ross
BATES, Deborah Robyn
BLACKFORD, Maureen Elizabeth
BLADES, Glenda May
BOICZUK, Hena Odkara
BOWEN-THOMAS, Gai
BROWN, Cheryl
BROWN, Laurence Francis
BRUNT, Linda Marion
BROWN, Paul Herbert
BUCKLEY, Jennifer Mary
BULL, Dianne
BUNN, Kerrie Patricia
CAMPBELL, Bronwyn
CARLIN, Louise Leonie
CARLSON, Pauline Judith
CARTNEY, Warren Anthony
CLEAR, Michael
CLEMENTS, Helen Elizabeth
CODY, Lynette Joy
COFFEY, Kristine Ann
COLLINS, Margaret Anne
CONRAD, Renata Louisa
COOMBS, Larry Matthew
COULL, Fenton George
COUTIS, Suzanne Vivien
CRELLIN, Peta Jane
CRICHTON, Beverley Ann
CROKER, Elizabeth Margaret
DAVIES, Susan Alice
DEAN, Julie
DILLON, Carol Ann
DOUGLAS, Karen Anne
DUNNCLIFF, Janice Narelle
DUREAU, Lynne Marie
DUTCH, Julie Ann
ESCOFT, Robyn
FAULDS, Meredith Ann
FENWICK, Susan Lorraine
FERNANCE, Janice Robina
FERRARI, Michelle Anne
FIELD, Janet Mary
FIELD, Judith Anne
FLANNERY, John Dennis
FLEMING, Leonie Maree
FLYNN, Martin Stephen
FOWLER, Norma Rita
FRITZ, Ian Wilson
Frost, Rhonda Daphne
GALLAGHER, Gail
GEMMELL, Marilyn Jean
GILBERT, Deborah Blair
GILL, Lorraine Joan
GORRIN, Judith Margaret
GRAY, Joy Louise
HAINES, Gail Maree
HALL, Stephen Nigel
HAMMILL, Caryl Ann
HANSON, Elizabeth Ann
HARVEY, Anthony George
HATHAWAY, Margaret Orace
HEINRICH, Pamela Maria
HELMAN, Jennifer Hilda
HENDERSON, Susan June
HEPP, Wilhelm Johannes
HINDMARSH, Susan Gai
HOPKINS, Adele
HOSKING, Julie Ann
HOY, Lesley
HUGHES, Joanne
IDSTEIN, Graeme Robert
IMISON, Diamante Alice
IMRIE, Helen Anne
INGERSOLE, Robert William
INNES, Rhonda Isabel
JENKINS, Margaret Jannette
JESSUP, Graham Leslie
JOHNS, Jennifer Gay
JOHNS, Maureen Ella
JOHNSON, Rosemary Helen
JONES, Janice Norma
KEAN, Francis
KEOGH, Russell
KERR, Denise Lorraine
KIRBY, Margaret Ann
KITE, Maxwell John
LAMING, Penelope Doreen
LEE, Susan Margaret
LEES, Janice Lynette
LEWIS, Marilyn Judith
LIDDELL, Merilyn Joy
LITTLEWOOD, Kathleen Mary
LORENZ, Eva
LOVE, Marc Elizabeth
LYALL, Joanne Elizabeth
MCDONALD, Ruth Alison
MACDONALD HOLMES, Iain William
MCMURRAY, Beth Louise
MCNAMARA, William John
MCMURRAY, Susan Margaret
MALLON, Moira Anne
MALTBY, Carolyn Margaret
MANSINI, Helen Bronwyn
MARCH, Pamela Kay
MARRSHALL, John Andrew
MATTHEWS, Glenn
MAUDSLEY, Judy Joy
MILLER, Linda Suzanne
MILLWARD, Kay Christine
MOFFITT, Susan Elizabeth
MOORE, Ian Charles
MORRIS, Kathryn Elizabeth
MULLDOON, Kathrym Margaret
MYERS, Alison Winifred
NASH, Stephen Leslie
NELSON, Beverley Alena
Nicol, Jennifer Ann
Nicol, Malcolm Rex
NIXON, Paul Browning
NOBLE, Susan Kay
NOVAK, Vicki Gay
OOSTERVEEN, Cheryl Fay
ORGILL, Robyn Margaret
OWENS, Nicolette
PACKMAN, Judith Adelyn
PALMER, Michael William
PARR, Dianne Margaret
PARSONS, Elizabeth Ann Violet
PARSONS, Richard Maxwell
PATTERSON, Daphne Joyce
PATTEN, Michele Therese
PERCY, Judith Eileen
PETERSEN, Jan Lynette
READ, Bruce
REEVES, Susanne Kay
RENSHAW, Therese
RIGNES, Linda Kristin
ROUNSLIE, Kerry Anne
SARA, Pamela Ann
SCOTT, Jane Juliette
SEALBY, John Wynne
SHAND, Christine Elizabeth
SILVER, Sandra Joy
SILVERSTONE, Karen
SIMMONS, Ann
SKEHAN, Rhonda Anne
SMITH, Ellen Catherine
SMITH, Margaret Ann
SMITH, Jill Maria
STIBBARD, Lindsay John
STOKES, Patricia Louise
STUART, Stephen Fraser
STUDMAN, Annette Clare
SWAIN, Patricia Ellen
TAYLOR, Lynette Ellen
TRAINOR, Sandra Gay
TRUSCOTT, Julie Gail
TURRELL, Susan Margaret
URRE, Julie-Anne
VAN HEUVERT, Dianne
VOLTZ, Judith Anne
WALKER, Nicholas John
WALKER, Pamela Maria
WALTON, Kathryn Mary
WARD, Debra Elaine
WATERS, Julie Elizabeth
WATT, Anne
WEILLEY, Vanessa Joyce
WHEATELY, Barbara Ann
WHEATMAN, Rosalie Ann
WHITING, David John
WHYTE, Elisabeth Leonie
WICKHAM, Gary Michael
WILLIAMS, Kim Elizabeth
Woods, Wendy Janne
WOOLFORD, Nola Patrice
WOOLLAR, Joy Elizabeth
WRIGHT, Warwick John
WROE, Jean Margaret
XUEREB, Carol-Anne
YOUNG, Sandra Elizabeth
A W A R D  O F  D I P L O M A S
AWARD OF DIPLOMAS

DIPLOMA IN TEACHING (Special Education)

BRIERLEY, Dayle Lynette
CARRUTHERS, John Mark

DIPLOMA IN TEACHING (Secondary Education)

ABBOTT, Elaine Joan
ADAMS, Julie
ADAMS, Jan
AITKEN, Cherry Jey
ALLEN, Halina Maria
ANDERSON, Uwe Edward
ANDREWS, Lynette Cecilia
APPLETON, John Samuel
ARMSTRONG, Paul John
ASHTON, Paul
ASJIN, Winston Nigel Howie
ATKINS, David John
ATKINS, Thomas Alexander
ATTEWELL, Shirley Ann
BABKUIHE, Pets
BADRI, Kanikal
BAILEY, David John
BAILLIE, Stephen James
Baker, Graham Anthony
BALDACK, Lee Anne
BARNETT, Anthony John
BARTON, Malcolm John
BEESTON, Christine Elizabeth
BELCHER, Elizabeth Anne
BERKLY, Carmel
BERWICK, Vicki Margaret
BILLINGHAM, Errol George
BLACK, Irene Ella
BLAKE, Suzanne Gail
BLANK, Bronwyn Joy
BOWEN, Gregory Thomas
BOWKES, Geoffrey Phillip
BRINDLE, Gail Mary
BROWN, Catherine Mary
BROWN, Dale Keith Morgan
BROWN, Valmai Helen
BURNS, John Malcolm
BURNS, Michael
CALABRIA, Robyne Ann
CAMPBELL, Robert Allen
CARRUTHERS, Gregory Keith
CERRINICH, Rodney Thomas
COHEN, Lorraine Jennifer
COLES, Susan Margaret
CONNELL, Catherine Anne

AWARD OF DIPLOMAS

DIPLOMA IN TEACHING (Special Education)

REILLY, Kathleen Elizabeth
SKINNER, Gregory William
SMITH, Elaine Margaret
STANBRIDGE, Cheryl Anne
TEASDALE, Frances Anne
WILLOUGHBY, Marilyn Rose
WINNELL, Linda Olive

DIPLOMA IN TEACHING (Secondary Education)

COOK, Carmen Aida
COOMBS, Gill
COOPER, Glen Geoffrey
COOPER, Lee Robert
COX, Peter Jerome
CRAVEN, Marilyn Virginia
CREWE, Peter Damien
CROFT, Robert Joseph
CROPPER, Julie Anne
CUMMINGS, Raymond Dallas
CURRAN, Michael Anthony
DAME, Christopher Lawrence
SEYMOUR (Posthumous)
DALTON, Stephen John
DALZOTTO, Marisa
DARROCH, Geoffrey Matthew
DAVIDSON, Bruce Norman
DAVIES, John Raymond
DAVIES, Rodney John
DAVIES, Evan John
DAY, Christopher Norman Robert
DEANS, Brian
DENNIS, John Francis
DIBBEN, Susan Clare
DITTON, Lynelle Marie
DIXON, Colin John
DONALDSON, Stephen Morris
DUCk, Robert James
DUGGAN, Judith Megan
DUNN, Maria Bernadette
EADE, Neryl Annette
EAMES, Warren Dennis
EGAN, Ian John
EVANS, Yvonne Elizabeth
FARR, Christine Alison
FINLAY, Anne Elizabeth
FINNIE, James
FLANAGAN, Frederick Gordon
FORD, Kerrie Anne
FORD, Kerrie Jean
FRANKLIN, Stanley Allan
Frost, Anne Elizabeth
GALLAGHER, Chris Kevin
GIBSON, Bernice Jean
GIBSON, Leonie Jewel
GILCHRIST, Michael John
GILES, Mark Stephen
GOLLAN, June Patricia
GOODWIN, Lloyd Wesley
GOODWIN, Ruth Ann
GORDON, Christopher John
HARDING, Gerald Peter
HART, Eugene Robert
HARTCHE, Judith Anne
HAYES, Aisling Ann
HEUSTON, Brian Edward
HOAD, Susan
HOCKEY, Jan Norman
HOLMES, Jonathon Edward
HROSTOFORIDIS, Illa
HUARD, Paul William
HUNSON, Kathryn Mary
HUGHES, Maree Ann
HUGHES, Susan Ellen
HULL, Gary John
HURST, John
INGLIS, Lindsay John
IRELAND, Barbara Audrey Jean
JACKSON, Colin Peter
JACKSON, John Stewart
JARVIS, Ross Gregory
JANSON, Jan James
JEWSON, Keith
JOHNSON, Ross
JOHNSON, Mark Anthony
KANE, Michael Colin
KARANGES, Paraskevas
KERSHAW, Peter Edwin
KING, Anthony John
KOBBER, Zigmond Peter
KOLATCHW, Harry
LATHAM, Athol Wilfred
LEASK, Bruce Wayne
LENNON, Michael John
LESLIE, Raymond Ross
LEWIS, Robyn Ann
Lodge, Lorraine Isabel
LODINGTON, John Charles
LOH, Jennifer
LONG, Terence John Peter
LUCAS, Jillian Marie
LUGTON, Bryan Geoffrey
MCARTHUR, John Francis
McDonald, Tony Maree
MACFARLANE, Janeen Lea
MCGRADY, Neil Glen
MEACHIE, Christopher
MECRAVILL, Wayne John
MCKINSTER, Ralph William
MCKENZIE, Dorothy Rhonda Jean
MCKIE, William David
McLEAN, David Joseph
McMILLAN, Geoffrey Duncan
MCNAMARA, Michael Patrick
MAGEE, William James
MANNING, Maia-Lisa
MANNIX, Darryl Lawrence
MANSFIELD, Gary Raymond
MARRISH, David Ralph
MATS, Wayne Robert
MATTHEWS, Catherine Anne
MEARS, Julie Anne
MIDDLEBROOK, Margaret Louise
MILES, Grahame Barry
MITCHELL, Cleve
MOORE, Barry John
MORGAN, Marilyn Anna
MORGAN, Reginald George William
MORISON, David John Hamilton
MORRIS, David Alan
MORROW, Linda Ann
MORSE, Peter David
MOWETT, Kerry Daniel
MUNK, Lizabeth
MURPHY, Cheryl Anne
NEVILLE, Ernest John
NICHOLS, Kenneth Douglas
NICHOLS, Warwick
NORTH, Jennifer Nerida
O'BRIEN, Stephen Joseph
O'DONOHUE, Michele
O'REGAN, Denis Richard
ORGILL, Denis Richard
PAICE, Debra Joan
PARKES, Terry John
PAVLOVIC, Vladimir
PEACOCK, Raymond
PETHERBRIDGE, Virginia Susan
PIPER, Coral Joy
PONDER, Graeme Leslie
PORTER, Marilyn
POWELL, Katherine Jan
PRAV, Peter
PRES, Lynnette Nerida
PUFFETT, Alan John
PURCELL, Carole Anne
PYNE, Rodney Cecil
QUINN, Ann Frances
RACZKA, Frank
REARDON, Allan Keith
REID, Debra Susanne
REID, Warren Victor
RICKARD, Craig Ian
RIDDLE, Mark
RISTUCCIA, Thomas Edward
ROHDE, Helmet Frank
ROSENBAUM, Lesley Sue
RUMPH, Lynette
RYAN, Deborah Ruth
SAZDANOFF, John
SCOTT, Alan John
AWARD OF DIPLOMAS

SCOTT, Jennifer Barbara
SCOTT, Linda Melby
SCOTT, Peter James
SCRECH, Stephen Albert
SHEEHAN, Graeme Lee
SHEEHAN, Norman Francis
SHEPHARD, Rhonda Alice
SHIRM, Christine Anne
SHORT, Russell Hunter
SHORT, William Alfred
SILVIA, Margaret Mary
SIMMS, Catherine Eileen
SKRILL, Michael George
SLADE, Rosemary Helen
SMALL, Rex McQuillan
SMITH, David Thurston
SMITH, Geoffrey Terence
SMITH, James Mark
SMITH, Mark
SMITH, Marvyn
SMITH, Peter Allan
SNEEDON, Barry Charles
SNELGAR, Stuart Richard
SOLMAN, Leonard Stuart
SPENCER, Peter Graham
SQUIRE, Peter John
STACE, Michael Henry
STAFFORD, Stephen Bruce
STENNETT, Desmond John
STONE, Peter William
TAYLOR, Andrew Donald
TAYLOR, Glenda Lee
TAYLOR, Trevor John
TEER, Garry Terence
THOMAS, Kathleen
THOMAS, Susan Ann
TREZISE, Garry
TUIMOALA, Jiaoji Raogo
TURNICLIFF, Norman Ross
WALKER, Richard Alan
WARD, Keith Richard
WATMAN, Robert Bruce
WEBBER, Robert James
WHEELDON, Colin Lewis
WILLIS, Geoffrey James
WILSON, Brian James
WOOD, Robyn Frances
WORTH, Gregory James
WRIGHT, David John
WYNNE, Kelvin John
YOUNG, Bronte Christine

PRIZES

Infants Mistresses Association Prize................................. DUNNICLIFF, Janice Narelle
I. D. Renwick Prize.......................................................... HENDERSON, Susan Jane
The Sydna Leslie Memorial Prize ........................................ HINDMARSH, Susan Gai
College Prize for Primary Teaching .................................... HOPKINS, Adele
N. Doyle Prize..................................................................... JESSUP, Graham Leslie
New South Wales Bank Prize for Final Year Commerce ............ ATKINS, David John
J. W. Staines Prize (Aeq.) .................................................... GREENWOOD, Bethwyn Louise
N. Doyle Prize ...................................................................... NELSON, Donald Charles
B.A.(Nc1e.)...........................................................................

H. W. Gillard Prize ............................................................... MacDONALD, Helen Margaret
B.A.(Nc1e.)...........................................................................

The Leila Whittle Prize (Aeq.) .............................................. ADAMS, Julie Maree
PAICE, Debra Joan

College Prize for Social Sciences ......................................... ATKINS, David John
Home Economics and Needlework Association Prize ................. ATKINS, David John

The Francis Baker Prize........................................................ BROWN, Valmai Helen

D. Burton Prize .................................................................... BROWN, Valmai Helen

Institute of Industrial Arts Prize ........................................... DEANS, Brian
SYLLABUS OUTLINES
for
DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
— ENGLISH/HISTORY
— MATHEMATICS
— SCIENCE
— INDUSTRIAL ARTS
— HOME SCIENCE/TEXTILES
— SOCIAL SCIENCES
— PHYSICAL EDUCATION
DIPLOMA IN ART
DIPLOMA IN ART EDUCATION
DIPLOMA IN MUSIC EDUCATION
DIPLOMA IN SPECIAL EDUCATION
GRADUATE DIPLOMA IN EDUCATION
— PRIMARY EDUCATION
— SECONDARY EDUCATION

In any of the following courses where reference is made to Professional Studies units, that is units in Education and units in Principles and Practice of Teaching or Teaching Experience, the syllabuses for these units may be found by referring to pages 345–355.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ONE YEAR CONVERSION COURSE

A revised General Primary course is being phased in commencing in 1976—therefore, on the following pages separate outlines are shown for students commencing studies in the first year of a three-year full-time course in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976. Students should ensure that they refer to the correct course outline in determining their academic commitment.
Where a student is required to undertake an additional subject as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies and Elective units available.
Students admitted with standing to undertake the Diploma in Teaching (Primary Education) One Year Conversion Course should refer to the course outline given at the end of the three-year full-time course outline.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

STUDENTS COMMENCING IN 1976

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education I</td>
</tr>
<tr>
<td></td>
<td>Principles and Practice of Teaching I</td>
</tr>
<tr>
<td></td>
<td>English I</td>
</tr>
<tr>
<td></td>
<td>Primary and Curriculum Studies I</td>
</tr>
<tr>
<td></td>
<td>Mathematics IP</td>
</tr>
<tr>
<td></td>
<td>Music I</td>
</tr>
<tr>
<td></td>
<td>Physical Education I</td>
</tr>
<tr>
<td></td>
<td>Social Science I</td>
</tr>
<tr>
<td></td>
<td>Any additional available subject</td>
</tr>
</tbody>
</table>

*Semester subjects
**Diploma in Teaching (Primary Education)**

### Year II
- Education II: 3 hours
- Principles and Practice of Teaching II: 3 hours
- English II: 3 hours
- Primary and Curriculum Studies II: 8 hours
  - Art II: 4 hours
  - Crafts III or IIP: 4 hours
- Science III or IIP: 4 hours
- Social Science II: 3 hours
- **Any additional available subject**: 3 hours

*Semester subjects

### Year III
- Education III: 4 hours
- Principles and Practice of Teaching III: 3 hours
- Curriculum Studies III: 9 hours
  - Art: 3 hours
  - Crafts: 3 hours
  - Education: 3 hours
  - English: 3 hours
  - Mathematics: 3 hours
  - Music: 3 hours
  - Physical Education: 3 hours
  - Science: 3 hours
  - Social Science: 3 hours
- **Any additional available subject**: 3 hours

Choose three, each of 3 hours from approved list.

### Students Continuing in 1976

<table>
<thead>
<tr>
<th>Year II</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>English II</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education III or IIP</td>
<td>2</td>
</tr>
<tr>
<td>Art II</td>
<td>2</td>
</tr>
<tr>
<td>Crafts III or IIP</td>
<td>2</td>
</tr>
<tr>
<td>Science III or IIP</td>
<td>2</td>
</tr>
<tr>
<td>ELECTIVE LEVEL II</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Experience II</td>
<td>98</td>
</tr>
</tbody>
</table>

The following alternative Year III programme is offered to students who wish to undertake some training in the field of Special Education.

<table>
<thead>
<tr>
<th>Year III</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education IIIA</td>
<td>8</td>
</tr>
<tr>
<td>English IIIC</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education III</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics III</td>
<td>2</td>
</tr>
<tr>
<td>Art III or Music III</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td>99</td>
</tr>
</tbody>
</table>
DIPLOMA IN TEACHING (PRIMARY EDUCATION)  
DIPLOMA IN TEACHING (PRIMARY EDUCATION)  
CONVERSION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education IIIY</td>
<td>2</td>
</tr>
<tr>
<td>Principles and Practice of Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>English and Reading IIIY</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IIIY</td>
<td>2</td>
</tr>
<tr>
<td>Craft IIIY</td>
<td>3*</td>
</tr>
<tr>
<td>Physical Education IIIY</td>
<td>3*</td>
</tr>
<tr>
<td>Art IIIY</td>
<td>3*</td>
</tr>
<tr>
<td>Music IIIY</td>
<td>3**</td>
</tr>
<tr>
<td>Social Science IIIY</td>
<td>3**</td>
</tr>
<tr>
<td>Natural Science IIIY</td>
<td>3**</td>
</tr>
</tbody>
</table>

*These units are being undertaken during the first semester.
**These units are being undertaken during the second semester.

ENGLISH I

Three hours per week

This subject introduces students to the teaching of English throughout the primary school in an approach by which three elements are closely integrated. Topics include speech and drama—the experience of drama as personal development in creativity and communication, the theory and practice of speech and listening as effective communication, the integration of speech and drama with materials from children's and other literature; literature for children—historical background to children's literature up to 1960, criteria of selecting books for children to read, themes in modern literature for children; an introduction to English teaching—teaching oracy and literacy skills to children, fostering the use of these skills in real life situations through developing an enjoyment of literature and providing opportunities for effective communications in a variety of social situations.

ASSESSMENT

Progressive evaluation including assignments, seminar and practical work.

TEXTBOOKS

Clegg, A. B.  
Durkin, D.  
Durkin, D.  
Gilliland, J.  
Logan, L. M., Logan, V. G. and Paterson, L.  
Melnik, A. (ed.) and Merrit, J.  
Southgate, V.  
Southgate, V. and Roberts, G. R.  
Walsh, R. D. (ed.)

Mathematics in the Infant and Primary Schools

Two hours per week

This unit involves study and discussion of methods of developing number and mathematical concepts of children in the infant and primary schools. Topics include an examination of the general methods and lesson structure; research into the learning of Mathematics including that of Piaget, Dienes and Bruner; the use and value of structured materials; sets, cardinal numbers and whole numbers, numeration, history of numeration, systems of num-

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Textbooks


REFERENCES

Copeland, Richard W., Blackmer, Robert D.
Kelley, J. L. and Richert, D.
Skemp, Richard R.
Turner, V. D. and Prenter, H. L.
Wolf, F. L.
Zwier, P. J. and Myholf, L. R.

MUSIC I

Primary and Lower Primary Music Teaching

Two hours per week

This unit examines a choice of teaching materials for primary and lower primary classes. Reading and writing skills through creative work and thematic study are developed. Recorder, tuned and rhythmic percussion instruments are studied as well as melody writing and scoring for those instruments. Development of the student's personal listening background is fostered. Listening activities related to the class situation are analysed. Curriculum study is also undertaken covering lesson types and programming. The contributions of Orff and Kodaly are analysed.

ASSESSMENT

Progressive evaluation including tests, assignments and practical work.

TEXTBOOKS

Heading, R.
Sarkies, R.
Timmins, Maxwell D.

REFERENCES

Choksy, R.
Landis, B.
Marsh, M. V.
Orff, S.
Roehm, G.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

PHYSICAL EDUCATION I

Two hours per week

This unit examines primary school physical education programme content, together with consideration of personal teaching models and strategies. It provides knowledge of and development of skills in basic motor performances in games, dance and gymnastics. It also offers opportunities to acquire, demonstrate and refine teaching strategies in presentation of these skills. Theoretical and practical aspects of the implementation of these skills and activities in the school situation are examined also.

ASSESSMENT

Progressive evaluation including class tests, assignments, semester paper and examination.

SOCIAL SCIENCE I

The Social Studies Curriculum Process

Two hours per week

Basic traditional techniques: narration, observation and study. The inquiry process: the case of inquiry approach and role of the teacher, individual skills and interest, Estvan's taxonomy of methods, Jarolimek's studies, Taba inductive techniques, and the Joyce strategies. Social Sciences objectives: development of the person, growth of knowledge and understanding, development of attitudes and skills. N.S.W. curriculum guidelines: rationale, content selection and classroom organisation.

ASSESSMENT

Progressive evaluation including assignments, class exercises and final examination for students who do not reach a sufficiently high standard in progressive evaluation.

REFERENCES

Chapin, J. R. and Close, B. E.
Department of Education
Estvan, E. J.
Jarolimek, J.
Joyce, B. R.
Pryde, M. D.
Queensland Department of Education
Taba, H.
Tasmanian Department of Education

N.S.W. Curriculum Guidelines for Primary Social Studies
Curriculum in Social Studies.

Curriculum in Social Studies.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

YEAR II SUBJECTS

ENGLISH II

Five hours per week

Section A—Communications

This section 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.

ASSESSMENT
Progressive evaluation including exercises and final examination.

REFERENCES
Bellugi, U. and Creber, I. W.
Chomsky, N.
Creber, I. W.
Eisenhardt, C.
Jones, M. C. and Lymer, H.
Lyons, J.
Rosen, C.
Rosen, C. and H.
Schneir, H. G.
Slabita, D. I.
Wilkinson, A.

Section B—Mass Media

This section encourages a critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society. Topics include distinctive features of each medium, language and communication techniques of the media, media offerings for different categories of the population including children, recent trends in the media especially in Australia, issues in language and communication techniques of the media, investigation and surveys of current programmes and materials.

ASSESSMENT
Progressive evaluation including exercises and final examination.

REFERENCES
Ashby, Geoffrey
Cowley, Malcolm et al.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Section C—Language and Linguistics

This section considers the nature of language and language learning including an examination of the views of psychologists and linguists; modern approaches to linguistic description including an introduction to transformation grammar; linguistics and classroom practice including application of the findings of linguistic research to the teaching of English.

ASSESSMENT
Progressive evaluation including exercises, essays and final examination.

REFERENCES
Bhatia, J.
Belhadj, V. and Brown, R. (eds.)
Carroll, N. R.
Chomsky, N.
Creber, J. W. Patrick
Douglas, D.
Eisenhardt, C.
Herriot, P.
Keddie, N. (ed.)
Lyons, J.
Rosen, C.
Rosen, C. and H.
Schneir, H. G.
Slabita, D. I.
Wilkinson, A.

Section B

Section A—The Teaching of English in the Primary School

Section B of this strand may be undertaken instead of this section.

This section is a continuation and extension of earlier work in teaching Primary English. A selection is made from topics such as the following: integrated English, focal points, thematic source books, literature as a basis for developing other skills, literature to creative writing and dramatic expression, using literature produced by children, developing language abilities through personal writing, improving language performance, individualising learning, oral reading and comprehension—an evaluation of aids and standardised tests, bases for mass media work, value of small group and panel discussions, significant method writers, and children with reading difficulties.

ASSESSMENT
Progressive evaluation including exercises, essays and final examination.

REFERENCE
Jones, Anthony and Mulford, Jeremy
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Section A—The Teaching of English in the Infant School

Section A of this strand may be undertaken instead of this section. This section is an amplification of the subjects treated in the first year including reading, handwriting, oral and written expression, conversation periods, spelling, memorisation and appreciation of literature, methods of presentation—drama, creative play activities, development of skills in kindergarten—programming and time-tables, adaptation for teaching lower division, and demonstrations.

ASSESSMENT
Progressive evaluation including essays, assignments, practical work and examination if necessary.

REFERENCES
Foster and Hindley
McFee and Harrison

Section C—Children's Literature—Its Development

This section considers children's literature as representative of the moral and social values of a society, analysis of the content of stories as instruments of communicating the values of a contemporary culture, emergence and use of myths, fables, folk tales, legends, and fairy tales, criteria of a good children's book, history and development of children's books, development of didacticism in material written for children, recording of folk tales, development of the literary folk and fairy tales at a time when society becomes both urban and industrial, development of moral content into an artistic whole and the use of symbolism, development of children's literature aimed directly at enjoyment, boys' adventure stories, stories written with author-like identification, recent developments of qualities of fantasy in children's literature, Australian writing for children and the growing recognition of the worth of aboriginal myths.

ASSESSMENT
Progressive evaluation including exercises, seminar papers and final examinations.

REFERENCES
Goddard, Nora L.
Renwick, A. and T. D.

PHYSICAL EDUCATION II

Two hours per week

Strand A—Lower Primary

This strand is an introduction to the role of Physical Education in lower primary education and the nature of the infant school child and its effect upon the movement programme. The theory and mechanics of movement is examined in terms of the 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 is also treated, as well as analysis of movement including the theories of Rudolf Laban. Topics include games and the development of basic movement, gymnastics with an appreciation of good movement-problem-solving associated with movement. An introduction to the role of the teacher in the creative dance lesson, qualities of movement related to space, time, effort and flow and inherent need for creativity. Programming and administration of Physical Education lessons in the lower primary is also considered.

ASSESSMENT
Progressive evaluation including two assignments of one-thousand five-hundred (1,500) words.
**DIPLOMA IN TEACHING (PRIMARY EDUCATION)**

**TEXTBOOKS**
- Inner London Education Authority
- London Education Authority
- Department of Education, N.S.W.

**REFERENCES**
- Department of Education, N.S.W.
- Farley, P.
- Laban, R.
- Russell, J.
- Smart, K.
- Stirrat, M.
- Stecher, M.
- Various Authors

**ASSESSMENT**
Progressive evaluation including written assignments and oral and individual project work.

**TEXTBOOKS**

**CRAFT III**

Two hours per week

To effectively plan and implement craft activities within the lower primary school, the teacher must have an understanding of the creative capacity of the young child, with specific emphasis on the relationship of craft activities to physical, social and intellectual development, together with a sound knowledge of the various handwork skills and approaches for integrating their application to other areas of the curriculum.

This unit aims at establishing these objectives and utilising them in the planning of craft activities by covering a variety of aspects in different fields.

**ASSESSMENT**
Progressive evaluation including written assignments, practical projects, contributions to group discussions and individual research activities.

**REFERENCES**
- Corney, D. E.
- Corney, D. E.
- Various Authors

**ART II**

Two 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: theories of art education and their relationship to classroom experience, practical art experience, practical classroom techniques and procedures.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ASSESSMENT
Progressive evaluation including practical work, student demonstration, compilation of a practical work book and assignments.

TEXTBOOKS
Corney, D. E.  Macdonald, Williams, P. H. M.

REFERENCES

SCIENCE II
Science for the Infants School
Two hours per week

This unit focuses attention on the investigation of elementary biological and physical phenomena by young children. The areas of study covered include educational objectives for the teaching of Elementary Science, the concept of "pre-science" experiences, the science component of environmental education, and a consideration of man's impact on the environment, learning theories and the application of these to the construction of effective learning environments for Elementary Science, the selection and programming of content in Elementary Science including a study of various curricula and innovation, creativity in the exploration of elementary scientific phenomena and integration into the total infants school learning programmes, as well as a science enrichment component.

ASSESSMENT
Progressive evaluation incorporating a points system.

REFERENCES
Beale, W. Schmidt, V. E. and Rockeinstein, V. N. Schools Council (England)

Venter, E. and Lerner, M. S.

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.
ART IIII

Infant Art

Three hours per week

Prerequisite—Art II

A study at advanced level, of the theoretical bases and practical approaches to the teaching of Art at infant level, covering the years of child growth from two to eight. Theoretical studies in art education extends the student's knowledge and understanding of established methods and examines current thinking and research on the subject. Topics covered include re-evaluation of the aims of education through art, the nature of the child, his development and his art, cultural influences on the development of expression, the teacher's changing role, child-teacher-parent relationships, visual perception, visual logic and imagination. Practical art experiences extend previous experience in the use of a wide range of media and techniques. A study of practical classroom procedures by examining the establishment of creative teaching environments and the provision of opportunities for the child to enrich experiences and develop his powers of expression.

ASSESSMENT
Progressive evaluation including practical work and teaching method notes, one major assignment, essays, participation in discussions and seminars, group experiences.

TEXTBOOKS
Barkan, M.
Emmer, E. W. and Ecker, D. W.
Hastie, W. R. (ed.)
Lansing, K. M.
McFee, J. K.

CRAFT IIII

Three hours per week

This subject provides depth of knowledge and technique in the field of craft activities for lower primary teaching. It includes child development and the role of craft activities. Developing aesthetic, sensory, conceptual and perceptual awareness through involvement in craft activities. Skill development—extending the boundaries of manipulative skill in solid and plastic media. Curriculum development and implementation. Educational Technology—preparation of audio-visual aids through the application of craft activities. Special education and the role of craft activities in the education of the physically and intellectually handicapped child. Extension activities provide an opportunity for students to develop their own aesthetic response through involvement in practical, theoretical and research projects.

ASSESSMENT
Progressive evaluation including both written and practical assignments, contribution to group discussion and individual research projects.

REFERENCES
Bull, F. C. and Lovoco, J.
Linderman, E. W.
Linderman, E. W.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Lieber, A.
Lowenfield, V.
Packer, J.
Rothman, S. and P.
Rogers, E.
Sliwka, R.
Taylor, F. A.


CRAFT IIIIP

Three hours per week

This subject reinforces and enlarges upon the primary craft curriculum. Increased emphasis is placed upon application to the classroom situation; particular attention being given to a variety of possible implementation techniques. Topics include the place and function of craft activities in the primary school and their planning so as to acquaint the prospective teacher with the basic techniques of planning and drawing as well as develop the basic competencies necessary for success. Experience is extended in the use of a variety of constructional materials such as wood, plastics, casting with a variety of materials, leatherworking and copperwork. A study of graphic communications provides the opportunity for prospective teachers to investigate some of the more traditional methods of printing.

ASSESSMENT
Progressive evaluation including term tests, written and practical assignments.

TEXTBOOK
Miller, W. R. and Boyd, G.

REFERENCES
Gilbert, H. G.
Hooy, W. R.
Scooby, M. M.
Thewer, B. G. and Weber, R. D. (eds.)


EDUCATION IIIIC

Learning Difficulties and Diagnostic Teaching

Three hours per week

This unit covers the biological bases of learning and diagnostic techniques.

An analysis is made of developmental skills in relation to specific learning disabilities—auditory and visual perception, memory and integration skills.

Testing and diagnosis—evaluation tests ITPA, Bender, Wepman, Bender-Gestalt, Peabody Individual Achievement Test, Progressive Matrices, WISC, Slosson and group tests.

Diagnostic analysis of child's total functioning as a basic for a remedial programme. The programme designed to overcome the child's disabilities.

ASSESSMENT
Progressive evaluation.

ENGLISH IIII

Infant English

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 to the

REFERENCES
McCarthy, J. J. and J. F. Nathan, E.
Waugh, K. W. and Bush, J.
Wilson, J. A. R. (ed.)

TEXTBOOKS
Berry, M. F.
Fienes, E. C. and Barbe, W. B.
Jones, R. J.
Morgan, C. T.
King, R. A.
Myers, P. I.
Hammond, D. D.
Naidoo, S.

Diagnosing Learning Disabilities. Columbus, Ohio, Merrill, 1971.

REFERENCES
Curtin, D.
Dodd, H.
Fair, E.
Flax, J.
Gallagher, C.
Green, R.
Hawkins, E.
Lloyd, J.
Mills, E.
Morgan, J.
McDonnell, W.
Morgan, R.
Myers, J.
Naidoo, S.
Naidoo, R.

New Directions in Special Education. Boston, Allyn and Bacon, 1970.

ASSESSMENT
Progressive evaluation.

ENGLISH IIIIL

The Teaching of Reading

Three hours per week

A practical and theoretical subject which provides extended knowledge and ability in the teaching of reading in the primary school by examining and practising various approaches to the teaching of reading.

There is a planned programme integrating theory with practice through school experiences in both group and full class experiences, observing practising teachers at work, visiting innovative classrooms, attending conferences, forums, reading centres, listening to guest speakers, and so on.

ASSESSMENT
Progressive evaluation.

ENGLISH IIII

Infant English

Three hours per week

A practical and theoretical subject which provides extended knowledge and ability in the teaching of reading in the primary school by examining and practising various approaches to the teaching of reading.

There is a planned programme integrating theory with practice through school experiences in both group and full class experiences, observing practising teachers at work, visiting innovative classrooms, attending conferences, forums, reading centres, listening to guest speakers, and so on.

ASSESSMENT
Progressive evaluation.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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 phonic systems and colour-coded systems. Examination of methods currently in use for aspects which have been adapted from the various modern theories. This subject combines practical teaching situations with modern theory as adapted for various schools’ needs.

Assessment

Progressive evaluation including assignments, practical work and final examination.

References

Chall, Jerome S.; Daniel, I. C.; Dukas, H.; Downing, J. A.; Standing, E. M.; Spache, Evelyn B.; Chau, Jeanne S.; Daniels, J. C.; Diack, H.; Southgate, V.; Moore, Omar K.; Fries, C. C.; Standing, E. M.; Standing, E. M.

Teaching Young Children to Read. Boston, Allyn and Bacon, 1972.

ENGLISH IIIP

Creativity in English

Three hours per week

This subject is designed for those who strongly desire to centre much of their English teaching on the creative development of children through literature and writing. Methods are looked at for their potentiality not only in nurturing creativity but also in fostering skills and abilities in English in both oral and written communication.

Topics include: recent developments in English teaching theory; the novel as a centre of interest; wide reading programmes; extension studies in fiction for children; fostering response to short stories and poems; detailed analysis of teaching possibilities; themes and projects; creative writing—stimulating written expression—responding to the children’s work; mass media—integrating with literature and creative writing; dramatic and oral expression—an integral role in the teaching of English; language across the primary curriculum.

Mathematics III

Advanced Studies of the Infant Curriculum in Mathematics

Three hours per week

Comparative curriculum studies between N.S.W. and another Australian State is made, each student being required to prepare a comparative study on an approved topic not treated in lectures. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the infant school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.

Each student is expected to engage in a research assignment with report involving the analysis of some aspect of the curriculum in terms of problems associated with readiness, remedial difficulties and so on.

Assessment

Progressive evaluation including assignments, class exercises and final examination.

Mathematics III

Advanced Studies of the Primary Curriculum in Mathematics

Three hours per week

Comparative curriculum studies between N.S.W. and another Australian State is made, each student being required to prepare a comparative study on an approved topic not treated in lectures. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Each student is expected to engage in a research assignment with a report involving the analysis of some aspect of the curriculum in terms of problems associated with readiness, remedial difficulties and so on.

ASSESSMENT
Progressive evaluation including assignments, class exercises and final examination.

MUSIC III

Three hours per week

Prerequisite—Music I

A subject designed to provide practical skills for use in the lower primary classroom, and develop musical background. Topics include the writing of melody, songs, rounds, simple part songs, experiments in graphic notation; scoring for percussion; chime bar accompaniments; application of Carl Orff principles; Kodaly music education; song and listening repertoire; development of understanding of rhythm and notation through speech patterns; and significant development in western music from 1650 to the present day.

ASSESSMENT
Progressive evaluation including class exercises, assignments and tests.

REFERENCES


MUSIC IIIP

Three hours per week

Prerequisite—Music I

A subject designed to provide practical skills for use in the primary classroom, and develop the student's musical background. Topics include melody writing—songs and rounds; use of graphic notation; writing of chime bar and percussion accompaniments for songs; musical composition with primary classes; guitar class; organisation of choirs, festivals, instrumental groups; principles of Orff and Kodaly; programming; teaching materials and equipment.

ASSESSMENT
Progressive evaluation including creative work, tests, assignments.

REFERENCES


NATURAL SCIENCE III

Infant Natural Science

Three hours per week

Prerequisite—Science II

This unit includes examination of the nature and processes of science as applicable to the teaching of Science in the infant school and the concept of "pre-science"; an in-depth study of a selected science topic relevant to Science in the infant school; a study of the ideas of such writers as Bloom, Krathwohl, Romey, Piaget and Bruner and the application of their theories at this level; a study of new curriculum projects and other innovative techniques in the infant school.

ASSESSMENT
Progressive evaluation including seminars, assignments and practical activities.

REFERENCES


NATURAL SCIENCE IIIP

Primary Natural Science

Three hours per week

Prerequisite—Science II

The areas of study discussed include an in-depth study of a selected area of Science which is relevant to Science in the primary school, the educational theories of men such as—Bloom, Krathwohl, Romey, Piaget and Bruner, and the application of their theories to the teaching of Science in the primary school; a study of innovations relevant to Science teaching at this level.

ASSESSMENT
Progressive evaluation including seminars, assignments and other practical activities.

PHYSICAL EDUCATION III

Three hours per week

A study of the theoretical and practical bases of physical activities,
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

PHYSICAL EDUCATION IIIP

Outdoor Recreation in Primary Physical Education

Three hours per week

Consideration of aspects of outdoor recreation and leisure-time activities of interest to the primary school pupil. In addition, primary school facilities are evaluated for possible use in adult community learning. Conduct and organisation of outdoor activities for primary school pupils and their parents is considered in a community activity project.

ASSESSMENT
Progressive evaluation.

SOCIAL SCIENCE III

Planning and Presentation in the Infant School

Three hours per week

Strand A—The Integration of Traditional and Inquiry Techniques

This strand deals with the achievement of the Social Studies objectives, knowledge and understanding, attitudes and skills, through theoretical planning and practical application of appropriate strategies in the classroom situation by using both traditional and inquiry techniques; much stress being placed on the development of skills in the Infant School.

Special emphasis is placed on individual pupil research, the local community, current affairs, simulation games, and role play.

Strand B—Programming and Constructing Teaching Units

A depth study of programming is undertaken and students plan integrated teaching units organized around a focus question related to Social Studies field, whereby they examine areas of inquiry, focus questions, formulation of objectives, teaching and learning strategies—lesson sequencing, resources, evaluation, and integration with other subjects.

ASSESSMENT
Progressive evaluation including class assignments, contribution to practical presentation and term paper.

REFERENCES

Banks, M. R. and Adams, M. R. N.S.W. Department of Education Pryde, N. D.

Bassett, G. W. (ed.) Estvam, F. J.

Banks, M. R. and Adams, M. R.

Brown, N.S.W. Curriculum Guidelines for Primary Social Studies.

REFERENCES

Banks, M. R. and Adams, M. R.

Brown, N.S.W. Curriculum Guidelines for Primary Social Studies.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Strand C—Forces at Work in Society

This strand develops the students’ own skill in reading and researching in Social Studies. After a preparatory study of research techniques, students study structure of Australian and world problems through individual research. These studies are directly applicable to the classroom programme.

Strand 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.

ASSESSMENT
Progressive evaluation including two major assignments, class exercises and final examination if necessary.

TEXTBOOKS

Brown, C. M. and Adams, M. R. N.S.W. Department of Education Pryde, N. D.


N.S.W. Curriculum Guidelines for Primary Social Studies.

REFERENCES

Banks, M. R. and Adams, M. R.

Brown, N.S.W. Curriculum Guidelines for Primary Social Studies.

Teaching Strategies for the Social Sciences. Massachusetts, Addison-Wesley.


CURRENT RESEARCH IN ELEMENTARY SCHOOL SOCIAL STUDIES


Curriculum in Social Studies.

Curriculum in Social Studies.


TOWARDS MORE HUMANISTIC INSTRUCTION


TOWARDS MORE HUMANISTIC INSTRUCTION


SOCIAL SCIENCE III

Planning and Presentation in the Primary School

Three hours per week

Strand A—The Integration of Traditional and Inquiry Techniques

This strand deals with the achievement of the Social Studies objectives, knowledge and understanding, attitudes and skills, through theoretical planning and practical application of appropriate strategies in the classroom situation by using both traditional
and inquiry techniques: much stress being placed on the development of skills in the Primary School. Special emphasis is placed on individual pupil research, the local community, current affairs, simulation games, and role play.

Strand B—Programming and Constructing Teaching Units

A depth study of programming is undertaken and students plan integrated teaching units organised around a focus question related to Social Studies field, whereby they examine areas of inquiry, focus questions, formulation of objectives, teaching and learning strategies—lesson sequencing, resources, evaluation, and integration with other subjects.

Strand C—Forces at Work in Society

This strand develops the students' own skill in reading and researching in Social Studies. After preparatory study of research techniques, students study the structure of Australia and world problems through individual research. These studies are directly applicable to the classroom programme.

Strand 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 lecture room and the school classroom.

ASSESSMENT

Progressive evaluation including two major assignments, class exercises and final examination if necessary.

TEXTBOOKS

Brown, C. M. and Adams, W. R. N.S.W. Department of Education
Preyde, N. D.

REFERENCES

Banka, J. A. and Chapp, A. A.
Bassett, G. W. (ed.)
Bassett, A. A. (ed.)
Clegg, A. A. (ed.)
Cowles, M. (ed.)
Coombs, H.
Cowles, M. (ed.)
Coombs, H.
Clemens, A.
Conners, L.
Clemens, A.
Cowles, M. (ed.)
Coombs, H.

ASSISTANCE

N.S.W. Curriculum Guidelines for Primary Social Studies.

TEACHING STRATEGIES FOR THE SOCIAL SCIENCES.


CURRENT RESEARCH IN ELEMENTARY SCHOOL SOCIAL SCIENCES.


CURRICULUM IN SOCIAL STUDIES.


Curriculum in Social Studies.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

EDUCATION IIIA

Special Education

Six hours per week

Strand A—The Atypical Child

This unit deals with some sociological problems associated with children and outlines work being done to assist disadvantaged children including those of Aborigines, migrants and children from low socio-economic areas.

ASSESSMENT

Progressive evaluation including preparation of 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.

REFERENCES

Adler, S.
Berndt, R. M.
Berman, B.
Bottom, R.
Bower, J.
Bridges, B.
Brown, L.
Clements, A.
Coombs, H.
Coates, M. (ed.)
Dunn, S. (ed.)
Gordon, E. W. et al.
Gough, I.
Kearney, J.
Miller, H. L.
Watts, E. B.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Strand B—Educational Sociology

Sociology of education as a discipline. Social learning. The role of school in society. The School as an agent of social control and integration. The school as an organization: formal and informal aspects, as a social system, the role of bureaucracy. The impact of Social and Technological change including assimilation of immigrants and minority groups.

ASSESSMENT
Progressive evaluation including one 2,500 word assignment, three class tests and a final examination if necessary.

TEXTBOOKS

Strand C—Learning Disorders and Diagnostic Teaching

This involves an examination of pupils who deviate from normal expectation of programmes to identify underachievers in school and of the practice of diagnostic teaching procedures. Topics include biological bases of learning, behaviour difficulties—etiology, categories, treatment, diagnostic teaching—analysis of developmental skills, testing and diagnosis, analysis of selected test programmes, remedial techniques and programmes after diagnostic evaluation, an integrated approach, teaching aids and materials, use of behavioural modification techniques in the classroom.

ASSESSMENT
Progressive evaluation, plus a final examination if necessary.

TEXTBOOKS

ENGLISH HIC

Atypical Children—English under Difficulties

Four hours per week

This is a problem-centred investigation aimed at the understanding of impediments to learning and achievement in the language arts and an exploration of ways of helping children to overcome disabilities.

ASSESSMENT
Progressive evaluation.

TEXTBOOK
Elision, J. and Ogilvie, M.

REFERENCES

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Strand A—Remedial Reading


ASSESSMENT
Progressive evaluation of case work—unit tests and in school experience.

REFERENCES

REFERENCES
Diagnosis and Remediation of Reading Difficulty. New York, Parker, 1968.


Strand B—Speech Problems

This strand broadens knowledge of the physiology of speech; introduces methods of detecting, analysing and treating speech faults in school-children; studies and experiences means and methods of referral of speech defects; aims to develop and improve the student’s own speech abilities. Topics include 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.

ASSESSMENT
Progressive evaluation.

TEXTBOOK

REFERENCES

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Strand C—Teaching English as a Foreign Language

Problems of the Migrant Child—linguistic, cultural, social, environmental, organizational. Liaison with social and cultural organizations—their contribution to assimilation and integration. The situational methods.

ASSESSMENT
Progressive evaluation including presentation of case study and satisfactory performance in other set activities.

TEXTBOOK
Derrick, J. 

Strand D—Language Studies

This strand develops an understanding of the process of a child’s acquisition of language during his years in the infant and primary school. This includes theoretical studies and the recording and analysing of the speech of pre-school children. 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 reading of magazine stories, the analysis of linguistic development shown in a range of children’s writing.

ASSESSMENT
Progressive evaluation.

REFERENCES
Carroll, J. B.
Cattell, N. R.
Chomsky, C.
Furth, H. G.
Lyons, J.
Wadsworth, B. J.

PHYSICAL EDUCATION III

Two hours per week

This is a laboratory oriented consideration of patterns of pupil learning and performance of basic motor skills; investigation of implications of laws of learning when related to individual acquisition of complex motor skills. It provides students with practical experience of investigations of pupil learning and performance in physical education.

ASSESSMENT
Progressive evaluation and semester examinations.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

MATHEMATICS III

Diagnostic and Remedial Methods in Mathematics

Two hours per week

This unit covers the goals for school mathematics, aims of the curriculum, the developmental theory of Piaget, the development of mathematical concepts and the theories of Dienes, Bruner, Gattegno, Skemp, Biggs. Testing and evaluation, instruction materials, meeting individual differences, remedial techniques, problem solving techniques, discovery methods.

ASSESSMENT
Progressive evaluation including one assignment of 1200 words and final examination.

TEXTBOOK
N.S.W. Department of Education

REFERENCES
Heddens, J. W.
Kramer, K.
Riedesel, C. A.

JOURNALS
Mathematics Teaching.
The Mathematics Teacher.
The Arithmetic Teacher.

ART III

Two hours per week

An examination of art in Special Education. This includes artistic development and ability of the pre-school and infants child, the theory of primary art education including emotional and mental growth and creative activities, use of the environment and use of art to overcome environmental isolation, art activities for handicapped children and mentally retarded children, case studies, the environment, classroom and playground design for special education.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

REFERENCES
Clairwell, A. R.
Ewert, Elliot W. and
Eker, D. W.
Haits, Dale B.
Naumberg, M.
Naumberg, M.

MUSIC III
Music in Special Education
Two hours per week
Prerequisite—Music I
Topics include rhythmic development, recognition and reading of basic rhythm patterns, choice of songs suited to the needs of children with special learning difficulties, application of the principles of Orff and Kodaly, creative work, movement to music, integration of music with general education, music in child development for both individual and group needs for relaxation, fulfilment, self-expression, personal development and development of creativity.

ASSESSMENT
Progressive evaluation of practical work, tests and written assignment.

REFERENCES
Andrus, B. L. et al.
Bailey, P.
Carlson, R. W. and
Coombe, D. R.
Cheyette, H. I.
Cheyette, H. C.
Dobbs, J. T. R.
Farley, P.
Gantt, E. T.
Gren, W. A.
Ginglend, D. R.
Haits, Dale B.
Hope-Brown, M.
Marsh, V. M.
Marsh, V. M.
North, P. and
Robbino, C.

JOURNALS
Australian Teacher of the Deaf
Journal of Music Therapy
Music Educators Journal

Counsels in Art Education. Waltham, Massachusetts, Ginn Blaisdell, 1966.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ONE YEAR CONVERSION

SUBJECTS

EDUCATION III
Sociology of Education
Two hours per week
This subject examines the family and the school in society, culture transmission, function of education in society, the school as an agent of social control and integration, socialization, social attitudes—motives and influence, social climate, theories of dissonance, consonance and balance, social status and role, personality as a social phenomenon—society, culture and personality—the self, the self and achievement motivation, institutional and subinstitutional structures, communication structure—task versus non-task activities, power structure and authority including types of power, power and leadership, the teacher as a group leader, social climate of the classroom—morale, intergroup conflict-cohesion of subgroup, small groups in the classroom—the influence of peer groups in the educative process, the school as an organization—formal and informal aspects, the school as a social system, bureaucracy—the school organization and the teacher-pupil relationship, personnel—the problems of professionalization, the impact of social and technological change—effects on culture and the social structure of schools, impact of bureaucracy and specialization of function.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOKS

REFERENCES

BOOKS

ARTICLES
Counsels in Art Education. Waltham, Massachusetts, Ginn Blaisdell, 1966.

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DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ENGLISH AND READING III Y

Three hours per week

This subject develops knowledge of the principles and methodology of teaching English in the Primary School. Interpretation and implementation of curricula is undertaken in respect of language — its development, approaches within the N.S.W. syllabus, associated skills and their development, the concept of "Oracy" and its central position in language learning; reading and literature—its significance and nature, the development and interpretation within N.S.W. syllabus, need for individualising and solving problems, choosing literature and fostering responses, place of the library; drama—includes practical and theoretical work in various areas, spelling and handwriting—including modern approaches to spelling instruction and the teaching of handwriting skills; and planning for language arts instructions—covering varied approaches, programming in the language arts, use of the thematic approach effectively and language arts in experimental classroom arrangements.

REFERENCES
Goodridge, J.
Kohl, H. P.
Metcal, A. and Merritt, J.
Wilkie, R. D.
Wilkinson, A.


MATHMATICS III Y

Mathematics in the Infant and Primary School

Two hours per week

This unit involves study and discussion of methods of developing number and mathematical concepts of children in the infant and primary schools. Topics include an examination of the general methods and lesson structure; research into the learning of mathematics including that of Piaget, Dienes and Bruner; the use and value of structured materials; sets, cardinal numbers and whole numbers, numeration, history of numeration, systems of numeration; algorithms, calculating devices, elementary properties of whole numbers, tests of divisibility and the general properties of place-valued numeration; rational numbers, mathematical structures, field of real numbers, quantities and experimental procedures, problems, spatial relationships and elementary topology, graphs and statistics.

REFERENCES
Boll, F.
Corry, D. E.
Hamil, P.
Hamil, E. R.
Moody, S. Johnson, P. and Keppig, H.
Rotger, E.


REFERENCES
Coppard, Richard W.
Hucksworth, Robert D.
Kelley, J. L. and Richert, D.
Stemp, Richard R.
Turner, V. D. and Prose, H. L.
Wol, F. L.
Zwe, P. J. and Myshoff, L. R.


DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Comparative curriculum studies between N.S.W. and another Australian State are made, each student being required to prepare a comparative study on an approved topic not treated in lectures. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the Primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.

ASSESSMENT
Progressive evaluation including class exercises, assignments and final examination.

TEXBOOK
N.S.W. Department of Education

REFERENCES
Melnik, A.
Koh, L. P.
Bull, F.
Walshe, R. D.

A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the Primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.

CRAFT III Y

Three hours per week for one semester

This subject gives a fundamental knowledge of the principles involved in various aspects of craft work. Topics include a basic introduction to the aims, organisation of requirements, assessment, primary syllabus, attitudes and approach to various age levels; followed by various aspects of design, bookcrafts, paper craft, cane craft, metal craft, woodcraft, leather craft, paper mâché, graphic arts, classroom environment and administration, including an examination of the development of atmosphere and procedures conducive to safe successful craft work.

ASSESSMENT
Progressive evaluation of project and bookwork.

REFERENCES
Bull, F.
Conroy, D. E.
Hamil, P.
Hamil, E. R.
Moody, S. Johnson, P. and Keppig, H.
Rotger, E.

PHYSICAL EDUCATION

Two hours per week

Strand A—Personal Health and Physical Fitness

This strand is designed to develop some knowledge and understanding in the areas of hygiene, human sexuality, nutrition, drug education, safety and first aid. Topics cover assessment of personal physique and physical fitness, consideration of plans, techniques and routines commonly advocated for personal health and physical fitness, maintenance procedures—fitness for living, and regular reassessment and personal checks to ensure success of programme.

Strand B—Theory and Practice in Teaching Motor Skills

Topics include essential conditions for effective motor learning, motor learning theory, motor performance laboratory and assessment—a personal consultation.

Strand C—Personal Recreation in Physical Education

Topics are selected recreational activities considered for skill components, teaching procedures and personal playing strategies.

Strand D—Personal Project: Research in Health Education, Physical Education, Recreation

Each student must propose a personal research project. When approved the topic must be methodically researched and the results collated to bring the project to a conclusion.

ASSESSMENT

Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinics and demonstrations.

REFERENCES

Beatty et al.
Buchner, Charles A.
Cratty, Bryant J.
Kirk, R. H., Mayhew, C. and Horbury, R. F.
Lockhart, A. and Johnson, J.
Willis, F. H.

JOURNALS


MUSIC

Primary and Lower Primary Music Teaching

Three hours per week for one semester

This subject examines lesson procedures in primary and lower primary teaching of music. Creative work includes scoring for percussion, writing pitched percussion accompaniments for songs, musical composition in primary and infant classes. Programming, teaching materials and equipment, and practical work with recorder, rhythmic and tuned percussion are studied.

ASSESSMENT

Progressive evaluation including tests, and assignments and practical work.

REFERENCES

Heading, R.
Ingley, W. S. and Hunter, H.
Marx, M. V.
Oeff, S. and Kemptman, G.
Sallfield, M. D.
Timmins, M. D.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ART

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 by encouraging awareness of the nature of the child and the developmental stages through which he passes, planning activities calculated to foster this development.

Practical experiences are undertaken in two-dimensional expression—basic design, drawing, composition, picture making and printmaking; three-dimensional art forms; creative use of the environment—training the eye to observe and appreciate visual patterns in the environment.

A study is made also of the primary art curriculum, programming, lesson preparation and evaluation.

ASSESSMENT

Progressive evaluation including performance in practical experiences, seminars and discussions; assignments and other school activities.

TEXTBOOKS

Lowensohn, V. and Brittain, W. L.
McFen, J. K.
Read, H.

REFERENCES

DIPLOMA IN TEACHING (PRIMAR Y EDUCATION)

SOCIAL SCIENCE IIIY

Three hours per week for one semester

This unit produces a varied approach to the teaching of Social Science by focusing on a wide range of traditional and inquiry techniques and preparing students for the planning of Social Science and integrated units. Theoretical planning and practical application in the classroom of appropriate strategies are suggested. The structuring of learning situations is examined in a range of lessons from simple inquiry-based studies to complex units of work, with particular reference to individual pupil research, the local community, current affairs, simulation games, and role play. A depth study of integrated programming must be conducted also, involving adequate presentation of areas of inquiry, focus questions, formulation of objectives, teaching and learning strategies-lesson sequencing, resources, evaluation, and integration with other subjects.

ASSESSMENT
Progressive evaluation including assignments and class exercises with the possibility of final examination being required.

TEXTBOOKS
Brown, C. M. and Adams, W. B., Department of Education
Pryde, N. D.

REFERENCES


ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS

REFERENCES

Behavioral Objectives and Instruction, Boston, Allyn and Bacon, 1971.
Creative Teaching of Science in the Elementary School, Boston, Allyn and Bacon, 1970.
A revised English/History course is being phased in commencing in 1976—therefore, on the following pages separate outlines are shown for students commencing studies in the first year of a three-year full-time course in 1976 and for students continuing studies in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976. Students should ensure that they refer to the correct course outline in determining their academic commitment.

Where a student is required to complete a General Studies unit or Elective unit as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies unit specified and/or the range of Elective units from which the student may choose.

Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the course outline given at the end of the Specialist Studies syllabuses for the three-year full-time Diploma in Teaching (Secondary Education) award.

**DIPLOMA IN TEACHING (SECONDARY EDUCATION)—ENGLISH/HISTORY FOR STUDENTS COMMENCING IN 1976**

Students commencing in 1976 may elect to follow one of several streams in English/History upon the successful completion of a common first year course. The streams which students may elect to follow are:

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**Pattern English 6 Units/History 3 Units**

<table>
<thead>
<tr>
<th>Year I</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>Science GS</td>
<td>3</td>
</tr>
<tr>
<td>English/History GS (Integrated)</td>
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<tr>
<td>English IA</td>
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<tr>
<td>History I</td>
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<tr>
<td><strong>Year II</strong></td>
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<td>Education II</td>
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<tr>
<td>English IIA</td>
<td>3</td>
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<tr>
<td>English IIB or IIC</td>
<td>3 or 4</td>
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<tr>
<td>History IIA</td>
<td>3</td>
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<tr>
<td>Elective I</td>
<td>3</td>
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<tr>
<td><strong>Year III</strong></td>
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<tr>
<td>English IIC</td>
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<td>History IIIA</td>
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**Pattern English 5 Units/History 4 Units**

<table>
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<tr>
<td>Education I</td>
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<td><strong>Year II</strong></td>
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<tr>
<td>Education II</td>
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<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
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<tr>
<td>English IIA</td>
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<tr>
<td>English IIB or IIC</td>
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<td>History IIA</td>
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<td>History IIB or IIC</td>
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<td>Education III</td>
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<td>Elective I</td>
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<tr>
<td>History IIIA</td>
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</table>
# DIPLOMA IN TEACHING (SECONDARY EDUCATION)

## Pattern English 4 Units/History 5 Units

<table>
<thead>
<tr>
<th>Year I</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education I</td>
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<tr>
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<table>
<thead>
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<td>Principles and Practice of Teaching II</td>
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<td>History IIA</td>
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<table>
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<td>Education III</td>
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<td>English IIIA</td>
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<tr>
<td>Elective I</td>
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<td>History IIIB</td>
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</table>

## Pattern English 3 Units/History 6 Units

<table>
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<th>Year I</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Year II</th>
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<td>History IIB</td>
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<table>
<thead>
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<th>Year III</th>
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<td>Education III</td>
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<tr>
<td>English III or IIIA</td>
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<td>*English IIIIB</td>
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<td>History IIIA</td>
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</tr>
<tr>
<td>Teaching Experience III</td>
<td>3</td>
</tr>
</tbody>
</table>

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

## PREREQUISITES 1976

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
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<tbody>
<tr>
<td>Education II</td>
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<td>English IB</td>
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<tr>
<td>History IIA</td>
<td>History IA</td>
</tr>
<tr>
<td>History IIB</td>
<td>History IB</td>
</tr>
<tr>
<td>Teaching Experience II</td>
<td>Teaching Experience I</td>
</tr>
</tbody>
</table>

| Education III | Education II |
| English III | English IIA |
| English IIIA | English IIA |
| English IIIIB | English IIB |
| History IIIA | History IIA |
| History IIIB | History IIB |
| Teaching Experience III | Teaching Experience II |

In certain instances, the Head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in that subject, to undertake the higher level subject concurrently.

Students wishing to do this, MUST seek approval from the Head of the subject department within the first two weeks of first term.
ENGLISH IA

Four hours per week

Strand A—The Child and the Adolescent in Literature: A Thematic Approach

This unit develops knowledge and understanding of literature and acquaints students with a method of approach which may be adapted for use in teaching.

ASSESSMENT
Progressive evaluation including assignment and unit tests.

REFERENCES
Fiction: At least four of the following novels will be studied.
Great Expectations
The Turn of the Screw
A Portrait of the Artist as a Young Man
The Rainbow
The Go-Between
Lolita
The Prime of Miss Jean Brodie

Poetry: This section will necessarily deal with poems rather than poets. Selections are made from the works of Blake and Wordsworth and a wide range of modern and contemporary poets.

Drama:
Romeo and Juliet
The Playboy of the Western World
Juno and the Paycock
Billy Liar

Film: To be selected according to suitability and availability.

Strand B—Teaching English in the Secondary School: Introductory

Teaching and learning “English”—then and now—scope of studies, examinations, priorities and alternatives. Exploring the N.S.W. curriculum in secondary English and the contribution of English studies to the total curriculum. The range of approaches to teaching English—organisational and teaching styles. A preliminary survey of materials and resources to support successful teaching of English—their assumptions, opportunities and limitations. The place of the library in English studies.

ASSESSMENT
Progressive evaluation including assignments and unit tests.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

HISTORY I

Ancient History and the Teaching of History

Three hours per week

Strand A—Ancient History

This strand treats the history of ancient societies in terms of four important and continuing themes—power, use of physical resources, ideas and migration as influences upon a society. Topics include Ancient Egypt, Babylonia, Assyria and Persia as well as a study of a few of the smaller powers such as the Hittites, Syrians, Hebrews and Cretans, or alternatively, the Indus Civilisation and Ancient China, or some comparative study of other early civilisations. The Impact of Hellenism on the Ancient World is examined, as well as the rise, significance and influence of Rome.

ASSESSMENT
Progressive evaluation including assignments, class tests and exercises.

REFERENCES
Kagan, Donald
Starr, C. G.

PROBLEMS IN ANCIENT HISTORY. 2 VOLS. NEW YORK, MACMILLAN, 1966.

Strand B—Curriculum

In this strand an examination is made of the reasons for teaching History, the organisation of a History Department, an analysis of the skills and methods needed to effectively produce written work in History, the variety, role and usefulness of activity work in History, innovations in the teaching of History both in Australia and overseas, the role of the teacher of History in relation to pupils, the school and the community.

ASSESSMENT
Progressive evaluation including class exercises, assignments and may include final examinations.

REFERENCES
N.S.W. History Teachers’ Association
Walshe, R. D. and Little, N. A.

WAYS WE TEACH HISTORY. N.S.W. HISTORY TEACHERS’ ASSOCIATION, 1971.

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DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR II SUBJECTS

OLD COURSE 1976

PHYSICAL EDUCATION II

Secondary—Two hours per week

Students study sports in which they gain an in-depth knowledge. At least one sport is studied in each semester. The subject includes such things as skill development, training, rules, offence, defence and officiating. Choices may be made from the following list of sports, but others may be included—track and field, netball, soccer, tennis, squash, softball, dance, basketball, hockey, rugby, golf, gymnastics, swimming and volleyball.

ASSESSMENT

Progressive evaluation including assignments, tests, examinations, projects, essays and presentations.

ENGLISH IIA

Four hours per week

Strand A—The Creative Approach to Secondary English Teaching

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.

Strand B—British Literature in the Twentieth Century

An examination of changing interests in meaning and form—in novel, short story, poetry and drama; exploring recurring interests in such matters as violence, love, the role of women, innocence, evil, imagination, living, death and the plight of the individual.
**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**REFERENCES**
- Geisler, R.
- Lawson, J. H.
- Groombridge, T.
- Watson, K.
- Merrill, J.
- Smythe, M. C.
- Emery, M. C.
- Thiessen, H.
- Christie, Frances
- Weintraub, H. G.
- L. Taub, P.
- Behling, J.
- Alyeshmerni, M.
- Anderson, W. L.
- Malmstrom, J.
- Bolinger, D.
- Beechold, H. F.
- Schane, H. G.
- Lee, J.
- Stageberg, N.
- Tauber, F.
- Andresson, W.
- Pippin, J.
- Pippin, J.
- Groombridge, B.
- Mayer, Henry
- Merrill, J. C.
- Lowenstein, R.
- Thompson, Denis
- Watson, R.
- Christie, Frances

**ASSESSMENT**
- Progressive evaluation including essays and exercises.

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

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**Strand B—Mass Media**

A critical appreciation of the press, radio, television and film, and development of awareness of them as formative influences in our society. Topics include: distinctive features of each medium, language and communication techniques of the media, media offerings for different categories of the population including children, recent trends in the media, especially in Australia, issues in the media and investigation and surveys of current programmes and materials.

**REFERENCES**
- Groombridge, T.
- Watson, K.
- Merrill, J.
- Smythe, M. C.
- Emery, M. C.
- Thiessen, H.
- Christie, Frances

**ASSESSMENT**
- Progressive evaluation including essays and exercises.

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

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**Strand C—Language and Linguistics**

This strand 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 major areas of study are: kinds and levels of usage; semantic, phonological and graphic aspects of vocabulary development; patterns in and signals of written and spoken structures; use and appreciation of structural patterns of units larger than the sentence; appreciation and control of style with particular reference to the relationship between style and context; and, problems of semantic interpretation.

**REFERENCES**
- Alphen, M.
- Tauber, F.
- Andresson, W.
- Stageberg, N.
- Beerbohm, R.
- Bolinger, J.
- Bolinger, D.
- Malmstrom, J.
- Luc, J.
- Schane, H. G.

**ASSESSMENT**
- Progressive evaluation including essays and exercises.

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**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**COMPENSATORY ENGLISH**

Elements of this are drawn upon during the second and third years of the preparation of specialist English teachers. This helps prospective teachers to recognise and alleviate some of the major obstacles to growth in English at the secondary school level.

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.

Implications for the teaching of English of changes in secondary school populations. Special local problems of conversion of selective schools to comprehensive schools.


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**HISTORY IIA**

Mediaeval, Modern European History and the Teaching of History

Four hours per week

**Strand A—Mediaeval and Modern European History**

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. Topics include: the fall of the western Roman Empire, the “Dark Ages”, the eastern Roman Empire, the heresies and their relationship to the rise of Islam, the revival of the West under Pippin and Charlemagne, invasions, feudalism, the revival of trade, and learning, the growth of Papal power, the growth of national states in England and France, the Renaissance, the Reformation in Germany, Switzerland and England. The counter-reformation, the baroque period, constitutional government in England and its modern consequences, the scientific age, the American and French Revolutions.

**ASSESSMENT**
- Progressive evaluation including special studies and term tests.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

REFERENCES
Billington, R. A. et al.
Cheyney, E. P.
Elliot, G. R.
Ganshof, F. L.
Goodwin, A.
Green, V. G. G.
Hayes, C. J. H. and Baldwin, M. W.
Hayes, C. J. H. and Cole, C. W.
Runciman, S.
Trevelyan, G. M.

Strand B—The Teaching of History

This strand deals with the nature of history and its relevance to History teaching; the place of history in the secondary curriculum—the case for its inclusion, criticisms of its limitations and relevance, contemporary appreciation of history as a discipline; unit and lesson planning, programming; advanced lesson preparation—organisation of lesson material, motivatory devices, criteria to measure breadth and depth of content and arrange data in meaningful sequence and to assess amount to be recorded and retained by pupils, use of literature, simulation games and role-playing; use and advantages of audio-visual and other aids; the history room; history for the gifted child, the average child, the slow learning child, use of group activity for depth studies, teaching of graded and ungraded classes, use of libraries and resource centres; senior history, the use of documents; evaluation in history, assessment procedures; local history, new directions in history and its teaching.

ASSESSMENT
Progressive evaluation including practical and other exercises.

REFERENCES
Cady, J. F.
de Bary, W. T.
Hall, D. G. E.
Schnurrenberg, F. and Schell, O. (eds.)
Spear, P.
Storry, R.
Tate, D. J. M.
Thapar, R.

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DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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. This unit studies the problems of the present day through an investigation of Asian history and culture. It includes depth studies of—migration, the struggle for power in Asian society, economic development, Asian culture. There is provision for individual student choice into any aspect of Asian history. Development of historical skills is further encouraged.

ASSESSMENT
Progressive evaluation including tutorials, seminars, book reviews, research studies. Three written assignments, one of which is of at least three thousand (3,000) words.

REFERENCES
Cady, J. F.
de Bary, W. T.
Hall, D. G. E.
Schnurrenberg, F. and Schell, O. (eds.)
Spear, P.
Storry, R.
Tate, D. J. M.
Thapar, R.

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DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

OLD COURSE 1976

ENGLISH III
Four hours per week

_Strand A—Australian Literature_

The study examines developments in the form of prose, poetry and drama written by Australians, including contemporary works. Selected novels, short stories, poems and plays form the basis of the subject 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.

**ASSESSMENT**
Progressive evaluation including essays, seminar and final examination.

**REFERENCES**
Buckley, Vincent
Dutton, G. (ed.)
Ewers, J. K.
Green, H. M.
Hope, A. D.
Rees, Leslie
Shapcott, T. W.
Shapcott, T. W. and Hall, R.
Wright, J.

_Essays in Poetry, Mainly Australian._ Melbourne, 1957.
_A History of Australian Literature._ Sydney, Angus and Robertson, 1966.
_Towards an Australian Drama._ Sydney, 1953.
_Imagery in Australian Poetry._ Brisbane, University of Queensland Press, 1969.
_Prerequisites in Australian Poetry._ Melbourne, Oxford University Press, 1965.

_Strand B—Teaching English in the Secondary Schools_

A brief coverage of the kinds of topics listed for English IIIA.

ENGLISH IIIA

_Advanced Studies in Teaching English_

Four hours per week

A selection is made from the following areas: approaches to literature in the junior and senior school, literature for backward readers, research studies in the teaching of English, evaluating and examining English; the English teacher use of library, technological equipment and other teaching aids—their relevance to the classroom.

**ASSESSMENT**
Progressive evaluation.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 mainstream 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 able, if they wish, to make special studies of writers whose works particularly interest them.


**ASSESSMENT**
Progressive evaluation including assignment, seminar and final examination.

HISTORY IIIA

_History of Australia and the Teaching of History_

Four hours per week

_Strand A—The History of Australia_

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 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.

**ASSESSMENT**
Progressive evaluation including assignments and final examination.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

REFERENCES


The Australian People. 1788-1945. Melbourne, Melbourne University Press,
1951.


A Social and Political History. Sydney, Angus and Robertson,
1965.

The Australian Encyclopaedia. Sydney, Angus and Robertson, 1925.


Royal Australian Historical Society Journals.

Historical Records of Australia.

Historical Studies of Australia and New Zealand.

Australian Journal of Politics and History.

Strand B—The Teaching of History

Topics include the philosophy of History and methodology of
historians, research techniques and associated problems, the
structure and content of the secondary History curriculum, History
Departments in schools, the History teacher's role, use of resources,
approaches to teaching History.

ASSESSMENT

Progressive evaluation including assignments and final examination.

REFERENCES

Barzun, J. and

Graff, H.

La Nauze, J.

N.S.W. Department of Education

Walshe, R. D. and

Little, N. A.


Ways We Teach History. Sydney, The History Teachers' Association of
N.S.W.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

DIPLOMA IN TEACHING (SECONDARY EDUCATION) MATHEMATICS

A revised Mathematics course is being phased in commencing in 1976—therefore, on the following pages separate outlines are shown for students commencing studies in the first year of a three-year full-time course in 1976 and for students continuing studies in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976. Students should ensure that they refer to the correct course outline in determining their academic commitment.

Where a student is required to complete a General Studies unit or Elective unit as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies unit specified and/or the range of Elective units from which the student may choose.

Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the course outline given at the end of the Specialist Studies syllabuses for the three-year full-time Diploma in Teaching (Secondary Education) award.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

MATHEMATICS

STUDENTS COMMENCING IN 1976

Year I

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IA</td>
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<tr>
<td>Mathematics IB</td>
<td>4</td>
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<td>English GS</td>
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<td>Social Science GS</td>
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Year II

<table>
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<td>Mathematics IIC</td>
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Year III

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<tr>
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<tr>
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<td>Mathematics IIIA</td>
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<td>(Mathematics IIID)</td>
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<td>(Mathematics IIE)</td>
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STUDENTS CONTINUING IN 1976

Year II

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Education II</td>
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<tr>
<td>Communications II</td>
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<td>Physical Education II</td>
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<td>Mathematics IIA</td>
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<tr>
<td>Mathematics IIB</td>
<td>4</td>
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<tr>
<td>Mathematics IIC</td>
<td>4</td>
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<tr>
<td>Elective</td>
<td>3</td>
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<tr>
<td>Teaching Experience II</td>
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Year III

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
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<tr>
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<td>Mathematics IIIA</td>
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<td>(Mathematics IIIB)</td>
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<tr>
<td>(Mathematics IIIC)</td>
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<td>(Mathematics IIID)</td>
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<td>Elective</td>
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### PREREQUISITES 1976

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
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<tr>
<td>Education II</td>
<td>Education I</td>
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<tr>
<td>Communications II</td>
<td>Communications I</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>Physical Education I</td>
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<tr>
<td>Mathematics IIA</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Mathematics IIB</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Mathematics IIC</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Teaching Experience II</td>
<td>Teaching Experience I</td>
</tr>
<tr>
<td>Education III</td>
<td>Education II</td>
</tr>
<tr>
<td>Mathematics IIIA</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Mathematics IIIB</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Mathematics IIIC</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Mathematics IIID</td>
<td>Students should consult subject syllabuses following.</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td>Teaching Experience II</td>
</tr>
</tbody>
</table>

In certain instances, the Head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in that subject, to undertake the higher level subject concurrently. Students wishing to do this, MUST seek approval from the Head of the subject department within the first two weeks of first term.

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### YEAR I SUBJECTS

#### MATHEMATICS IA

Four hours per week

**Strand A — Algebra**

Sets and set operations. Elementary logic, techniques of proof, mathematical induction. Theory of permutations and combinations, binomial theorem with selected examples. Mathematical structures. Emphasis on groups with restrictions of module arithmetics, transformations and substitution. Rings, Integral Domains and Fields will be considered as extensions of the group concept.

Sets of Numbers: Natural Numbers (N); Integers (J), Rational Numbers (Q); Real Numbers (R) will be examined in terms of representation, structure, properties. Polynomials over a field.

Complex numbers (C); Representation: \(a + ib\), \(cis \theta\), ordered pairs of real numbers. Properties and geometrical representation on Argand diagram. Modulus and argument relations.

Matrices and Determinants. Structure and properties of matrices to an order of 3 x 3; Related matrices; solution of linear equations; isomorphism of fields \(C\) and \(\left\{ \begin{array}{l} a - b \\ b - a \end{array} \right\}\).

#### ASSESSMENT

Progressive evaluation including assignments, class tests and final examination.

#### TEXTBOOK


#### REFERENCES


**Strand B — Geometry**

Analytic Geometry in \(R^2\): Equations and properties of straight line and circle; review of locus with reference to cartesian, polar and parametric representation; canonical forms of conic sections as loci studies; application of locus considerations to the properties of conic sections, special curves, envelopes.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Vectors in $\mathbb{R}^2$: Representation and properties of two-dimensional vectors; scalar products and applications; use of vectors to obtain geometrical relationships. Vectors in $\mathbb{R}^3$: Representation and properties of three-dimensional vectors; scalar products, vector products and applications. Cauchy inequality and triangle inequality. Analytic geometry in $\mathbb{R}^3$: Coordinate systems; Distance equations of a line; equation of plane; intersections in $\mathbb{R}^3$; distance of point from plane; parallelism and perpendicularity lines and planes; direction cosines; angles between planes; cylinders and surfaces given by $z = f(x,y)$.

ASSESSMENT
Progressive evaluation including written assignments, class tests and final examination.

TEXTBOOKS
Preson, G. C. and Lovelagita, A. R.
Petitto, A. J. and Lacatena, M. M.
Schultz, A.
Spitzbart, A.

MATHMATICS IB
Four hours per week

Strand A—Calculus
Functions and graphs—revision of functional notation. Inverse functions, Sets associated with functions. Functions of a real variable and their graphs. Limits, Continuity, Differentiability. Differentiation—standard differentials, techniques of differentiation using all common functions. Applications of Differentiation—errors and approximations, maxima and minima, stationary points and curve sketching, ratio of change (cartesian and polar, as pertinent references for geometrical and physical applications). Integration—as a summation procedure, approximate methods of integration (link with calculators). The Fundamental Theorem of Calculus, standard forms, techniques of integration—parts, change of variable, partial fractions. Definite integrals—recurrence formulae, applications of integration—area, volume, arc length, centroids, rates of decay (cartesian and polar coordinates as suitable). Partial Differentiation—properties and applications of partial differentiation to be left to second year.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

TEXTBOOK
McLure, K. and Tromba, A.

REFERENCES
Ayres, F.
Burdette, A. C.
Horadam, A.
Thomas, G.

ASSESSMENT
Progressive evaluation including written assignments, class tests and final examination.

TEXTBOOKS
Preson, G. C. and Lovelagita, A. R.
Petitto, A. J. and Lacatena, M. M.
Schultz, A.
Spitzbart, A.

REFERENCES
Ayres, F.
Burdette, A. C.
Horadam, A.
Thomas, G.

Strand B—Computing Studies
The programmable calculator used in this course is the Canon Canola 167P-II. The computer is a PDP-8S. Calculator—an explanation and appreciation of the Canola as an ordinary calculator and as a programmable calculator. Computer—a language appropriate to the machine and programming the computer.

REFERENCES
Bohl, M.
Duffy, E and Foley, G.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
YEAR II SUBJECTS
OLD COURSE 1976

COMMUNICATIONS II
Two hours per week

Strand A—The Use of English
This strand deals with and partially integrates the communication arts of reading, speaking and writing English. 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.

ASSESSMENT
Progressive evaluation including practical work, tests and essays.

Strand B—Mass Media
A critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society is developed by discussing distinctive features of each medium, language and communication techniques of the media, media offerings for different categories of the population, recent trends in the media (especially in Australia), issues in the media, investigation and surveys of current programmes and materials.

ASSESSMENT
Progressive evaluation including essays and exercises.

REFERENCES
Ashworth, Arthur and Watson, Ken
Barnes, Douglas
Bolton, James and Room, D. M.
Bolton, James
Bolton, James, Doughy, Peter, Pearson, John and Thomson, G
Flower, F. D.
Jones, Anthony and Mulhall, Jeremy
Koester, Harold

PHYSICAL EDUCATION II
Secondary—Two hours per week

Students study sports in which they gain an in-depth knowledge. At least one sport is studied in each semester. The subject includes such things as skill development, training, rules, offence, defence and officiating. Choices may be made from the following list of sports, but others may be included—track and field, netball, soccer, tennis, squash, softball, dance, basketball, hockey, rugby, golf, gymnastics, swimming and volleyball.

ASSESSMENT
Progressive evaluation including assignments, tests, examinations, projects, essays and presentations.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

MATHEMATICS IIA
MATHEMATICS IIB
MATHEMATICS IIC

are determined by various combinations of two-hour strands. The combinations and strands are described below.

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.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Title</th>
<th>Hours per Week</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Curriculum Studies and Junior Secondary Method</td>
<td>2</td>
<td>Mathematics ID</td>
</tr>
<tr>
<td>B</td>
<td>Matrices and Elementary Vector Spaces</td>
<td>2</td>
<td>Mathematics IA*</td>
</tr>
<tr>
<td>C</td>
<td>Finite Mathematics</td>
<td>2</td>
<td>Mathematics IB*</td>
</tr>
<tr>
<td>D</td>
<td>Calculus</td>
<td>2</td>
<td>Mathematics IB*</td>
</tr>
<tr>
<td>E</td>
<td>Real analysis</td>
<td>2</td>
<td>Mathematics IB*</td>
</tr>
<tr>
<td>F</td>
<td>Applied Mathematics</td>
<td>2</td>
<td>Mathematics IB*</td>
</tr>
<tr>
<td>G</td>
<td>Boolean Algebra and Computer Studies</td>
<td>2</td>
<td>Mathematics IB*</td>
</tr>
</tbody>
</table>

*See 1975 Handbook

Strand A—Curriculum Studies and Junior Secondary Method

Note: Extensions of topics introduced in Mathematics ID are marked with an asterisk (*).

*Curriculum Study

Extension of the study of Mathematics courses to Year 10, all levels. Selection of topics from the above courses to illustrate topic development and the structure of various lesson types. The Higher School Certificate two unit A syllabus: Intensive study of selected topics.

*Instructional Media


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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


*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
Progressive evaluation including assignments and final examination.

TEXTBOOK
N.S.W. Department of Education

JOURNALS
Mathematics Teaching. Association of Teachers of Mathematics.
The Australian Mathematics Teacher. Australian Association of Mathematics Teachers.
A Mathematics Bulletin. N.S.W. Department of Education.
Diploma in Teaching (Secondary Education)

Strand B—Matrices and Elementary Vector Spaces

Matrices, revision of basic definitions, rank of matrix and determinants.
Vector—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 and 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 and multiplication of partitioned matrices.
Linear Transformation in a Vector Space—definition of 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 and matrices of a linear transformation relative to a different basis.
Similar Matrices and Diagonalisation Theorems—The characteristic roots and Eigenvectors of a matrix, similarity, matrices similar to diagonal matrices and canonical forms.

Textbook

Lipschutz, S.

References

Bender, W.
Campbell, M.
Perlis, S.

Diploma in Teaching (Secondary Education)

Strand C—Finite Mathematics

Graphs and networks. Critical path, shortest path, minimal tree, maximum flow, linear programming—the simplex algorithm, solution of a matrix game, finite geometries and block designs.

Assessment

Progressive evaluation.

References

Bennet, C. P. et al.
Butler, R. G. and
Sastly, T. L.
Gans, S. I.
Hall, M.
Lipschutz, S.
Liu, C. L.
Owen, G.

Diploma in Teaching (Secondary Education)

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 $e^x, \ln(1 + x), \sin x$ etc. Fourier Series.

Assessment

Progressive evaluation including assignments, class tests and final examinations.

References

Apostol, T.
Ayres, F.
Kaplan, W. and
Lewis, D. J.
Thomass, G. B.

Diploma in Teaching (Secondary Education)

Strand E—Real Analysis

Sets—index sets, cardination, 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

Progressive evaluation including assignments, class tests and final examinations.

Textbook

Giles, J. R.


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DIPLOMA IN TEACHING (SECONDARY EDUCATION)

REFERENCES
Anderson and Hall
Burrill and Knudsen
Labarre, Anthony E.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS
OLD COURSE 1976

MATHEMATICS IIIA
MATHEMATICS IIIB
MATHEMATICS IIIC
MATHEMATICS IIID

are determined by varying combinations of level III strands. The combinations and strands are described below.

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.

Strand F—Applied Mathematics
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.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

REFERENCES
Beer, F. P. and Johnston, E. R.


Strand G—Boolean Algebra and Computer Studies
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
Progressive evaluation including assignments, class tests and final examination.

REFERENCES
Robson, A.
Schmid, F.
Williams, Gerald E.


Strand H—Group Theory
Groups:
Definition and examples—numerical, geometrical, abstract, finite, infinite, cyclic, abelian groups.
Basic properties of groups; permutation and the symmetric group Sn; homomorphism and isomorphism, Cayley’s theorem.
Subgroups, cosets, Lagrange’s theorem, subgroups of a cyclic group; normal subgroups, quotient groups, homomorphism theorems.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

REFERENCES
Baumley, B. and Chandler, B.
Berkhoff, L. and MacLane, S.
Macdonald, I. D.
Rotman, J. J.


**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**Strand I—Linear Algebra**


**Diploma in Teaching (Secondary Education)**

**Strand K—Complex Variables**


**ASSESSMENT**

Progressive evaluation including tutorial exercises, class tests and final examination.

**TEXTBOOK**


**REFERENCES**


**Strand L—Differential Equations**


**ASSESSMENT**

Progressive evaluation including assignments, tutorial exercises, class tests and final examination.

**TEXTBOOK**


**REFERENCES**


**Strand M—Analysis of Metric Spaces**

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 con-

ASSESSMENT
Progressive evaluation including assignments, class tests and final examinations.

REFERENCES
Lindsay, Seymour
Rosenlicht, Maxwell
Rudin, Walter
Simmons, G. F.


Strand N—Curriculum Studies and Senior Mathematics Method

The organisation of Mathematics courses in Years 11 and 12. An examination of the syllabus content and of methods of presentation of:

(a) the four unit Mathematics course
(b) the three unit Mathematics course
(c) the computing strand of the two unit B Mathematics course


ASSESSMENT
Progressive evaluation including 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
Ashlei, D. B. and Reys, R. E. (ed.)
Jackson, G. R. and Condon, J. D. (ed.)
Kramer, K. (ed.)
N.S.W. Department of Education
Stones, E. and Morris, K.

Teaching Practice Problems and Perspectives. London, Methuen, 1972.
A revised Science course is being phased in commencing in 1976—therefore, on the following pages separate outlines are shown for students commencing studies in the first year of a three-year full-time course in 1976 and for students continuing studies in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976. Students should ensure that they refer to the correct course outline in determining their academic commitment.

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DIPLOMA IN TEACHING (SECONDARY EDUCATION)—SCIENCE

STUDENTS COMMENCING IN 1976

<table>
<thead>
<tr>
<th>Year I</th>
<th>Hours per week</th>
</tr>
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<tbody>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>4</td>
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<tr>
<td>Geology I</td>
<td>4</td>
</tr>
<tr>
<td>Physics I</td>
<td>4</td>
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Year II

| Education II                               | 3              |
| Principles and Practice of Teaching II     | 3              |
| Three of:                                   |                |
| Biology II                                  | 4              |
| Chemistry II                                | 4              |
| Geology II                                  | 4              |
| Physics II                                  | 4              |
| English GS                                  | 3              |

Year III

| Education III                              | 4              |
| Principles and Practice of Teaching III    | 3              |
| Two of:                                     |                |
| Biology III                                 | 4              |
| Chemistry III                               | 4              |
| Geology III                                 | 4              |
| Physics III                                 | 4              |
| Social Science GS                           | 3              |
| Elective or Science Unit                    | 3              |

STUDENTS CONTINUING IN 1976

Year II

| Education II                               | 3              |
| Communications II                          | 2              |
| Physical Education II                       | 2              |
| Four of:                                    |                |
| Biology II                                  | 4              |
| Chemistry II                                | 3              |
| Geology II                                  | 4              |
| Physics II                                  | 3              |
| Elective                                    | 3              |
| Science Education II                        | 2              |
| Teaching Experience II                      |                |

Year III

| Education III                              | 4              |
| Four of:                                    |                |
| Biology III                                 | 4              |
| Chemistry III                               | 4              |
| Geology III                                 | 4              |
| Physics III                                 | 4              |
| Elective                                    | 3              |
| Science Subject Level II                    | 4              |
| Teaching Experience III                     |                |
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PREREQUISITES 1976

<table>
<thead>
<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>Education II</td>
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<tr>
<td>Communications II</td>
<td>Communications I</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>Physical Education I</td>
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<tr>
<td>Biology II</td>
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<td>Chemistry III</td>
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<td>Geology III</td>
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<td>Physics III</td>
<td>Physics II</td>
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<tr>
<td>Teaching Experience III</td>
<td>Teaching Experience II</td>
</tr>
</tbody>
</table>

In certain instances, the Head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in that subject, to undertake the higher level subject concurrently.

Students wishing to do this, MUST seek approval from the Head of the subject department within the first two weeks of first term.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR I SUBJECTS
NEW COURSE

BIOLOGY I
Four hours per week

Prerequisite—Higher School Certificate Science (level 2 or above)

Biology in relation to the other sciences—scope of Biology, the biosphere, characteristics of living organisms, the microscope. Cell structure, organelles and their function, plant and animal tissues. The angiosperm, general morphology, reproduction, seed and fruit structure, seed dispersal and germination. The mammal, description, classification. Detailed study of the digestive and circulatory systems. Diversity of living organisms. Simple classification of selected plants from algae, fungi, bryophyta, ferns, gymnosperm; animals from coelenterata, platyhelminthes, annelida, mollusca, arthropoda. Elementary ecology, basic principles, illustration from local ecological studies. Laboratory work forms an essential part of this course.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOK

CHEMISTRY I
Four hours per week

General introduction to Chemistry, atomic structure, bonding and physical properties, shapes of molecules, equilibria, energy changes in chemical reactions, reactions involving electron transfer, introductory organic chemistry, and the chemistry of life. The student is required to demonstrate proficiency in basic chemical equations and nomenclature as well as satisfactory completion and presentation of laboratory and practical work.

ASSESSMENT
Progressive assessment by assignments, periodic tests, tutorials, practical work and final examination.

TEXTBOOK
GEOLGY

Four hours per week

Prerequisite—Higher School Certificate Science (level 2S or better)

A general study of the earth as a planetary body and theories of its evolution, earth cycles and processes and geological principles. Topics of study include—the Earth in space, its evolution and comparison to the other planets; seismicity and earth structure; mineralogy and petrology; the atmosphere and the hydrosphere; the ocean basins, sea floor spreading, continental drift and plate tectonics; weathering, erosion, sedimentation and deformation of sedimentary rocks; stratigraphy, geologic time and earth history; geological mapping and map interpretation; and, applied geology. Excursions and field studies are included.

ASSESSMENT
Progressive assessment including periodic tests and final examination.

TEXTBOOK
Bueche, F.

REFERENCES
Bueche, F.
Ferenc, M., Jr., Lemon, H. B. and Stephenson, R. J.
Fett, G. D.
Halliday, D. and Resnick, R.
Harris, N. C.
Lehman, R. L. and Swartz, C.
McCormick, W. W.
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McCormick, W. W.
COMMUNICATIONS II

Two hours per week

Strand A—The Use of English

This strand deals with and partially integrates the communication arts of reading, speaking and writing English. 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.

ASSESSMENT
Progressive evaluation including practical work, tests and essays.

Strand B—Mass Media

A critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society is developed by discussing distinctive features of each medium, language and communication techniques of the media, media offerings for different categories of the population, recent trends in the media (especially in Australia), issues in the media, investigation and surveys of current programmes and materials.

ASSESSMENT
Progressive evaluation including essays and exercises.

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

Towards a New English. Sydney, Reed, 1972.

PHYSICAL EDUCATION II

Secondary—Two hours per week

Students study sports in which they gain an in-depth knowledge. At least one sport is studied in each semester. The subject includes such things as skill development, training, rules, offence, defence and officiating. Choices may be made from the following list of sports, but others may be included—track and field, netball, soccer, tennis, squash, softball, dance, basketball, hockey, rugby, golf, gymnastics, swimming and volleyball.

ASSESSMENT
Progressive evaluation including assignments, tests, examinations, projects, essays and presentations.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

BIOLOGY II

Four hours per week

Prerequisite—Biology I or equivalent

Strand A—Cell Physiology

The cellular basis of life, variation in size and form of cells, the cell and its environment, structure of cells, organic molecules in cells, energy conversion processes in the cell, structure of the nucleus, mitosis, meiosis, cell reproduction, gamete formation, fertilisation, chemical organisation 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.

ASSESSMENT

Progressive evaluation, including laboratory exercises and written examination.

TEXTBOOK


REFERENCES


Stephenson, Sutton, Otis, K., and

Swanson, Geise, Arthur

TEXTBOOK

REFERENCE

Dodge, John D.

Kormondy, M.,

REFERENCES

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

General topics will include: Atomic Structure and Chemical Bonding—concepts leading to wave mechanics, quantum mechanics, atomic orbitals, electron configuration; covalent bonding, molecular orbitals, hybridisation, bond polarity, molecular shapes; ionic bonding, Born Haber cycle, crystal packing, character of ionic bonds; bonds at a distance, Vandel Waals forces, hydrogen bonds; and, metallic bonding.

Other topics include co-ordination chemistry—chelation, stereochemistry, theory of bonding; energy and chemical change—probability and entropy, changes in energy, free energy; chemistry of solutions—nature of solvents; dissolution reactions, equilibrium, precipitation; periodic relationships—electronic structure, bonding, chemistry of oxides, chemistry of halides, elements of row 2 of the periodic table; and, organic chemistry.

A functional group approach is to be taken in a practical study of organic chemistry. Consideration is made of aliphatic and aromatic compounds from transformation and identification aspects. Laboratory work is an integral part of the study and wherever possible relevant interdisciplinary and sociological aspects are considered.

ASSESSMENT

Progressive evaluation including assignments, practical work, periodic tests and final examination.

TEXTBOOK


REPRESENTATIVES

Allen, J. E., id. et al.

Ketcham, R. D., and

Lott, K.

GEOLOGY II

Four hours per week

Prerequisite—Geology I or equivalent

Topics include: petrology with attention to the optical properties of minerals, and micropetrology of the igneous rocks; geological history of N.S.W.; economic geology including properties of important economic minerals and origins of economic deposits with emphasis on Australia; palaeontology showing the structure and stratigraphic distribution of important phyla; structural geology discussing major forms and the relation of structure and geomorphology. Fieldwork involves an excursion probably during the May vacation.

ASSESSMENT

Progressive evaluation, including tests, assignments, practical and field work and final examination.

TEXTBOOK

The Study of Rocks in Thin Section.

Reynolds, F. G. and

Moorhouse, W. W.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

BIOLOGY II

Four hours per week

Prerequisite—Biology I or equivalent

Strand A—Cell Physiology

The cellular basis of life, variation in size and form of cells, the cell and its environment, structure of cells, organic molecules in cells, energy conversion processes in the cell, structure of the nucleus, mitosis, meiosis, cell reproduction, gamete formation, fertilisation, chemical organisation 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.

ASSESSMENT
Progressive evaluation including laboratory exercises and written examination.

TEXTBOOK
Keeton, W. T.

REFERENCES
Ketten, T. P. and Frieden, E.
Dodge, John D.
Gelse, Arthur C.
Swanson, Tice, M. and Whittaker, P.

Strand B—Ecology and Field Studies

This strand covers ecology and the nature of the ecosystems, biogeochemical cycles, ecology of populations, organisation and dynamics of ecological communities, ecology and man. It includes field techniques and procedures, teaching ecology in the secondary school, conservation studies and supplementary topics.

ASSESSMENT
Progressive evaluation including field excursions, research projects, exercises, displays and final examination.

TEXTBOOKS
Kerr, E. J. and Harmon, N. P.

REFERENCES
Edum, E. P.
Stephenson, W.

JOURNAL

CHEMISTRY II

Three hours per week

Prerequisite—Chemistry I or equivalent

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

General topics will include: Atomic Structure and Chemical Bonding—concepts leading to wave mechanics, quantum mechanics, atomic orbitals, electron configuration; covalent bonding, molecular orbitals, hybridisation, bond polarity, molecular shapes; ionic bonding. Born Haber cycle, crystal packing, character of ionic bonds; bonds at a distance, Vand der Waals forces, hydrogen bonds; and, metallic bonding.

Other topics include co-ordination chemistry—chelation, stereochemistry, theory of bonding; energy and chemical change—probability and entropy, changes in energy, free energy; chemistry of solutions—nature of solvents; dissolution reactions, equilibrium; periodic relationships—electronic structure, bonding, chemistry of oxides, chemistry of halides, elements of row 2 of the periodic table; and, organic chemistry.

A functional group approach is to be taken in a practical study of organic chemistry. Consideration is made of aliphatic and aromatic compounds from transformation and identification aspects. Laboratory work is an integral part of the study and wherever possible relevant interdisciplinary and sociological aspects are considered.

ASSESSMENT
Progressive evaluation including assignments, practical work, periodic tests and final examination.

TEXTBOOK
Farnen, J. E. and Whitaker, K. D.

REFERENCES
Allen, J. A. and Aylward, G. H.
Bell, C. F. and Leit, K.

GEOLOGY II

Four hours per week

Prerequisite—Geology I or equivalent

Topics include: petrology with attention to the optical properties of minerals, and micropetrology of the igneous rocks; geological history of N.S.W.; economic geology including properties of important economic minerals and origins of economic deposits with emphasis on Australia; palaeontology showing the structure and stratigraphic distribution of important phyla; structural geology discussing major forms and the relation of structure and geomorphology. Fieldwork involves an excursion probably during the May vacation.

ASSESSMENT
Progressive evaluation including tests, assignments, practical and field work and final examination.

TEXTBOOK
Mooe, W. W.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICS II
Three hours per week
Prerequisite—Physics I or equivalent

Topics include: 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. A high component of practical work is included in the unit.

ASSESSMENT
Progressive examination including a one-thousand-five-hundred (1,500) word assignment, periodic tests, practical work and final examination.

TEXTBOOK
Busche, F.

REFERENCES
Abell, G.
Baker, R. H.
Busche, F.
Ebbinghausen, E. G.
Electronics Australia
Ferrie, M. Jr., Lemon, H. B. and Stephenson, R. J.
Freier, G. D.
Halliday, D. and Resnick, R.
Holton, G. and Brush, S. G.
Jeans, Sir J.
Jenkins, F. A. and White, M. E.
Page, T. and L. W. (eds.)
Reinman, A. L.
Richards, J. A. et al.

Astronomy. Columbus, Merrill, 1946.

SCIENCE EDUCATION II
Two hours per week

The unit is concerned with the translation of theories of learning into models of Science teaching. Several models (Bruner, Ausubel, Gordon, Schwab, Suchman, Massialas-Cox) show the need for different teaching styles in different physical and social environments.

Students practise the models in schools, and evaluate the results with the aid of videotape. Elementary interaction analysis is used to distinguish between teaching styles. A scale to estimate classroom climate is used to distinguish social environments specific to each model. Assessment procedures in the cognitive, affective and psychomotor domains are also studied.

ASSESSMENT
Progressive evaluation.

REFERENCES
Joyce, Brian and Weil, Marsh
Ober, R. et al.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS
OLD COURSE

BIOLOGY III
Four hours per week
Prerequisite—Biology II or equivalent

Strand A—Microbiology

Topics of study include the microbial worlds, 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.

ASSESSMENT
Progressive evaluation including laboratory and practical work, research topics and final examination.

TEXTBOOK
Prizer, M. I. and Reid, R. D.

REFERENCES
Blake, C. D. (ed.)
Burgess, A.
Sarkis, et al.
Simon, H. J.
Stimson, W. R.
Stammer, R. Y. et al.


Strand B—Regulation and Response in Organisms

This strand deals with internal and external environments of the organism, exchange of materials, principles of homeostasis, the role of hormones in plants and animals, neural integration, receptors, functional anatomy of the vertebrate nervous system. Behaviour is also examined in relation to stereotyped behaviour, learning and social behaviour.

ASSESSMENT
Progressive evaluation including satisfactory performance in laboratory exercises, individual projects and final examination.

TEXTBOOKS
Villee, C. A. and Dehner, V. G.
Kenton, W. T.
Kikkawa, J. and Thorne, M. J.
Nuffield Advanced Science: Laboratory Guide

OR
GEOTLOGY

Four hours per week

Prerequisite—Geology


TEXTBOOK
Aylward, G. A. and...

ASSESSMENT
Progressive evaluation including practical work, periodic tests, assignments, seminar contribution and final examination.

REFERENCES


CHEMISTRY III

Four hours per week

Prerequisite—Chemistry II or equivalent

This subject is an advanced study of organic chemistry extended to include chemical kinetics and reaction mechanisms; natural products—fats and oils, proteins, carbohydrates; methods used in contemporary chemistry for the purpose of separation, structure elucidation and analysis; associated with this theory is practical work based upon modern methods of synthesis, separation and analysis.

Students carry out literature research in depth on topics in Chemistry chosen after consultation with staff and conduct associated experimental work on the topics. In seminars students study the relationship between chemistry and society, e.g. relationship to other areas of knowledge; to industry; and to modern culture.

ASSESSMENT
Progressive evaluation including practical work, periodic tests, assignments, seminar contribution and final examination.

TEXTBOOK
Conrow, K. and McDonald, R. N.

REFERENCES
Aylward, G. A. and Findlay, J. J. V., Baldwin, James, Kie, John L. and Elliot, N. Marvin, Marrinon, R. T. and Boyd, R. N.

PHYSICS III

Four hours per week

Prerequisite—Physics II or equivalent

This subject includes a study of rotational dynamics, electromagnetic waves and particle physics. A topic entitled “Measurement in Physics” stresses the experimental and quantitative aspects of Physics and extends work completed in earlier years. A further topic chosen by the student in consultation with staff is undertaken and provided it is capable of treatment in depth, has a practical aspect, and bears some relevance to the teaching situation. A unit on some aspects of Modern Physics involving its philosophy and social implications is studied on a seminar basis.

ASSESSMENT
Progressive evaluation including seminar work, individual topic report, periodic tests and final examination.

REFERENCES

Alexander, A. and Findlay, J. J. V., Baldwin, James, Kie, John L. and Elliot, N. Marvin, Marrinon, R. T. and Boyd, R. N.

REFERENCES

Alexander, A. and Findlay, J. J. V., Baldwin, James, Kie, John L. and Elliot, N. Marvin, Marrinon, R. T. and Boyd, R. N.

REFERENCES

Alexander, A. and Findlay, J. J. V., Baldwin, James, Kie, John L. and Elliot, N. Marvin, Marrinon, R. T. and Boyd, R. N.
A revised Diploma in Teaching course in Industrial Arts is being introduced in 1976. Therefore, on the following pages separate outlines are shown for students commencing studies in the first year of a three-year full-time course in 1976 and students continuing studies in 1976 after progressing from first year in 1975. Students should ensure that they refer to the correct course outline in determining their academic commitment. Artisans entering the course with advanced standing should refer to the specific course outline listed after the three-year course, as well as note any additional requirements on the entry as specified by the Admissions Committee.

Where a student is required to complete a General Studies unit or Elective unit as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies unit specified and/or the range of Elective units from which the student may choose.

Details relating to the degree in Industrial Arts are shown at the end of the Diploma in Teaching Year III Syllabuses.

### Diplomatic in Teaching (Secondary Education) - Industrial Arts

#### Students Commencing in 1976

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<th>Year I</th>
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<tr>
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<td>Technology IA</td>
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<td>Technology IIB</td>
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<td>English GS</td>
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<td>Elective or Industrial Arts Unit</td>
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#### Students Continuing in 1976

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<td>Education II</td>
<td>3</td>
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<tr>
<td>Drawing and Design II</td>
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<tr>
<td>Technology IIA</td>
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<td>Technology IIB</td>
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<td>English GS</td>
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<tr>
<td>Elective or Industrial Arts Unit</td>
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</table>

#### Year III

| Education III | 4 |
| Elective or Industrial Arts Unit | 3 |

#### Two of:

- Drawing and Design III
- Technology IIIA
- Technology IIIB
- Materials Science II
- Mechanics II
- Social Science GS
- Elective or Industrial Arts Unit

### Diplomatic in Teaching (Secondary Education)

#### Year II

| Education II | 3 |
| Drawing and Design II | 4 |
| Technology IIA | 4 |
| Technology IIB | 4 |
| English GS | 3 |
| Elective or Industrial Arts Unit | 3 |

#### Year III

| Education III | 4 |
| Elective or Industrial Arts Unit | 3 |

### Students Continuing in 1976

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<th>Year II</th>
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<td>Education II</td>
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<tr>
<td>Drawing and Design II</td>
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#### Year III

| Education III | 4 |
| Elective or Industrial Arts Unit | 3 |

<table>
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</table>

- Drawing and Design III
- Technology IIIA
- Technology IIIB
- Materials Science II
- Mechanics II
- Social Science GS
- Elective or Industrial Arts Unit
DRAWING AND DESIGN I

Four hours per week

This subject provides sound concepts and principles of technical drawing and craft which enable students to meet the requirements for advanced courses in these fields. Development of an understanding of the principles of projection theories as related to points, lines and surfaces is expected to increase powers of object visualisation and spatial relationship. This, to be coupled with applied design, in a wide variety of media.

**Strand A—Drawing**

The relationship between orthographic, isometric, oblique, axonometric united projection 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 an essential requirement. Standards used throughout the study conform to Australian Standard Drawing Office Practice and Architectural and Building Practice.

**ASSESSMENT**

Progressive evaluation of assignments, periodic tests and final examination.

**TEXTBOOKS**


**REFERENCES**


**Strand B—Craft**

This strand deals with the aesthetic aspects of design applied to architectural rendering and to numerous crafts. Practical work includes perspective drawings of houses, rooms, buildings, spherical objects with shadows cast by the sun and artificial light. The principles of design are Applied Ceramics, Weaving, Puppetry, Basketry, Bookcrafts and Leatherwork.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ASSESSMENT
Progressive evaluation including assignments and a final examination.

TEXTBOOKS
Gill, Robert W., Hewitt-Hunter, J. S., Lancashire, Waldo S., Primmer, L., Tovey, J., Wright, D., Zimmerman, F. W., and Leach, R. W.

TECHNOLOGY IA
Metal and Allied Metals
Four hours per week

This subject provides a solid foundation in important areas of metalworking processes and techniques which can be further extended in subsequent years of the course.

Fitting and machining which includes the use of common bench tools, lathe, shaping machine and drilling machine. Fabrication which involves methods of shaping and joining various metals used in the course. Sheet metalwork including methods of development and construction by hand and machine. A broad introduction to related methods of production used in industry.

ASSESSMENT
Progressive evaluation including submission of practical work, assignments, short tests and final examination.

TEXTBOOK

REFERENCES

Technology IB
Wood and Allied Materials
Four hours per week

This subject provides knowledge of processes involved in working wood and allied materials and an opportunity to acquire practical skills as well as develop an appreciation for logical planning and sequential procedures techniques.

Timber: shaping, joining, general principles of design, products, allied materials. Tool maintenance and wood turning.

ENGINEERING SCIENCE I

Four hours per week

Modern society is being continually altered by the application of science and technology. Stress is laid on the importance of coping with rapid technological change and expansion and the concrete manifestation of these developments.

Study of the relevance and interdependence of materials and manufacturing processes, analysis methods including the use of computers, and a study of the history of technological change.

ASSESSMENT
Progressive evaluation including written assignments, unit quizzes, programming exercises, submission of work applicable to the teaching of the subject.

TEXTBOOKS

REFERENCES


EDUCATION SIIA
Four hours per week

Strand A—Educational Psychology
This strand contributes to professional competence and the general education of the student. Applications of psychology are presented so as to make them available to the student in the form of effective teaching behaviour.
Topics include: child and adolescent development—study of child development, nature and interaction of heredity and environment, socialisation, cognitive development, Piaget; the learning process—types of learning and the classroom, behavioural objectives, conditioning, reinforcement, learning, teaching strategies; motivation and the self-physiological bases of motivation, the place of motivation in education, long and short-term motivation, the role of the teacher; measurement and evaluation—basic statistics of central tendency and dispersion, rank order methods, correlation, nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations, standardised tests; abilities—individual abilities, their correlates and assessment.

ASSESSMENT
Progressive evaluation which may include final examination.

REFERENCES

Strand B—The Learner and the School
This strand provides knowledge of the changing administrative structure within teaching and the underlying theoretical bases of these changes, provides knowledge of the developmental characteristics of pupils at the secondary school level and studies modern approaches to the teaching-learning process in relation to the above.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
YEAR II SUBJECTS

EDUCATION SIIA
Four hours per week

Strand A—Educational Psychology
This strand contributes to professional competence and the general education of the student. Applications of psychology are presented so as to make them available to the student in the form of effective teaching behaviour.
Topics include: child and adolescent development—study of child development, nature and interaction of heredity and environment, socialisation, cognitive development, Piaget; the learning process—types of learning and the classroom, behavioural objectives, conditioning, reinforcement, learning, teaching strategies; motivation and the self-physiological bases of motivation, the place of motivation in education, long and short-term motivation, the role of the teacher; measurement and evaluation—basic statistics of central tendency and dispersion, rank order methods, correlation, nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations, standardised tests; abilities—individual abilities, their correlates and assessment.

ASSESSMENT
Progressive evaluation which may include final examination.

REFERENCES

Strand B—The Learner and the School
This strand provides knowledge of the changing administrative structure within teaching and the underlying theoretical bases of these changes, provides knowledge of the developmental characteristics of pupils at the secondary school level and studies modern approaches to the teaching-learning process in relation to the above.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
The school in context is presented by examining current trends in the administration of education in Australia, the N.S.W. system—teacher induction and evaluation, and, issues of change in aims and procedures; as well as this, alternatives in education are studied including multi-media centres, open education, the deschooling concept and individualised instruction.
The high school student is considered in the light of cognitive and emotional development during the high school years, preparation for a vocation, the minority group member at school, the high school student in cross-cultural perspective and the school leaver.
The teaching-learning process is examined in terms of what shall be taught including values, aims and objectives; as well as the curriculum—its purpose, principles, types and machinery for change. An examination is also made of how the curriculum should be taught covering organisation of content and learning experiences, the contribution of learning theories to teaching practice, provision for inequalities, educational technology, evaluating and reporting pupil progress.

ASSESSMENT
Progressive evaluation including assignments, term tests, workshop and tutorial exercises and field reports.

REFERENCES

DRAWING AND DESIGN II
Four hours per week
This subject develops experience in drawing and design through descriptive geometry and drawing and applied design areas, of graphic arts, photography and plastics.

Strand A—Descriptive Geometry
Principles of descriptive geometry. Third angle projection. Reference planes and principles of orthographic projection. New Principal planes, traces, projections. Oblique planes, intersection of planes, projections on the oblique plane and conversion of the oblique plane. Intersection of lines and the oblique plane, projections including that
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

of solids on, or cut by the oblique plane, mining problems. Distances related to the oblique plane.


ASSESSMENT
Progressive evaluation including class work, assignments and final examination.

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

REFERENCES
Hawk, M. C.
Jensen, C. A.

Strand B—Craft

Graphic Communication: history of the evolution of recording, printing presses, methods of printing.

Methods of obtaining photographic negatives and a study of print production, including enlargement and contact printing and the importance of photographic techniques.

The place of plastics in our technological society with emphasis on polymer science and related properties of polymers. Industrial processes, safety consideration and good design is also emphasised.

ASSESSMENT
Progressive evaluation including practical work, assignments and a final examination.

TEXTBOOKS
Ballenger, R. A.
Baird, R. I.

REFERENCES
Baird, R. I.
Gaszner, G.
Thornley, A.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Strand A—Drawing

The relationship between orthographic, isometric, oblique, axonometric united projection 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 an essential requirement.

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

ASSESSMENT
Progressive evaluation including assignments submitted, periodic tests and final examination.

TEXTBOOKS
Fitness, E. W., Lindsey, G. C.
and Taylor, A. G.
Pare, E. G., Loving, R. O.
and Hill, J. L.

REFERENCES
Co-operative Building Societies of N.S.W.
Jensen, C. H.

Standards Association of Australia
The Institute of Engineers

Dipлома IN TEACHING (SECONDARY EDUCATION)

Strand B—Descriptive Geometry

Principles of descriptive geometry. Third angle projection. Reference planes and principal projection. New Principal planes, traces, projections. Oblique planes, intersection of planes, projections on the oblique plane and conversion of the oblique plane. Intersection of lines and the oblique plane, projections including that of solids on, or cut by the oblique plane, mining problems. Distances related to the oblique plane.


ASSESSMENT
Progressive evaluation including class work, assignments and final examination.

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

REFERENCES
Hawk, M. C.
Jensen, C. A.

DRAwING AND DESIGN IIA

Four hours per week

This subject provides sound concepts and principles of technical drawing as well as develop understanding of the principles of projection theories as related to points, lines and surfaces to increase powers of object visualisation and spatial relationship.

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TECHNOLOGY IIA

Metal and Applied Materials

Four hours per week

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

Artisans are also required to become familiar with school technology courses, become aware of the different approaches needed to teach Technology as compared with technology in industry, through skill analysis be able to develop methods relating to their trade experiences to school pupil, and be fully conversant with those safe working practices expected in school workshops.

Investigations should probe both the history and the technology of metal extraction, machining, art metalwork, metal spinning, basic electricity and electronics as well as considering the application to domestic and commercial uses. Artisans also include in their course fitting, fabrication and sheetmetalwork.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOK
Ableson, B. W. and Pateman, A. J.

REFERENCES


Metalwork Technology and Practice. Illinois, McKnight and McKnight, 1969.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

DRAWING AND DESIGN III

Four hours per week

This unit broadens experiences in Engineering Drawing through conceptual design, as well as introducing the student to design procedures.

Strand A—Engineering Drawing

Students are required to produce design solutions, correctly drawn to current Australian standards, from design briefs. Details depend on information supplied in such brief.

ASSESSMENT
Progressive evaluation including drawings submitted and final examination.

TEXTBOOKS

REFERENCES

Strand B—Applied Strengths of Materials (Degree Only)

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

It 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.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOK

REFERENCES
- Materials and Structures I. Sydney, University of N.S.W., 1963.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Strand C—Craft

Graphic Arts and Photography: an extension of work undertaken in Drawing and Design II. Students are able to select an area of specific interest and study it in depth.


ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOKS

REFERENCES

TECHNOLOGY IIIA

Metal and Allied Materials

Four hours per week

This subject develops individual ability for integrated design and construction. To foster this approach the major project for the year is designed and produced by the student for the purpose of content and personal development or experimentation in lobe programming.

Opportunity is provided for experience in the areas of advanced machining, fabrication, flow-forming, and power mechanics.

While practical work is as intense as possible, it can only represent a sample of the work covered in theoretical research.

ASSESSMENT
Progressive evaluation including a comprehensive written report on the major project and two written assignments of approximately two thousand (2,000) words, prepared by individual research. A final examination is required.

TEXTBOOKS
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Pye, D.
Sydney Technical College
Ubbelohde, A.
Wetz, L. A.
Zechin, K.

TECHNOLOGY IIIB

Wood and Allied Materials

Four hours per week

A study of man’s utilisation of the forest for his creative and manufacturing pursuits. These investigations may show how the properties of wood and its derivatives lead to the development of processes satisfying his aims. Fulfilment of design projects in the laboratory is encouraged.

Fields using wood as a constructional material are researched to enable the student to find its relative importance, e.g. marine and aeronautical usage, domestic and engineering applications and as an excellent material to satisfy creative urges.

ASSESSMENT
Assessment is by progressive evaluation and final examination.

TEXTBOOKS
Krake, J. E. and Leadbeater, B. R.
Walton, J. A.

REFERENCES
Doch, H. E.
Hackett, D. F. and Sproat, P. E.
Hawley, A.
Krausenberg, M. and Purcell, C. W.
Luce, L. H. and Jones, D. A.
Wallis, N. K.

JOURNAL
Forest Products Newsletter. Melbourne, Division of Forest Products C.S.I.R.O.

MATERIALS SCIENCE II

Four hours per week

Most products of our highly industrialised society are no longer the result of the activity of single individuals but, rather reflect the skills of many people applied through industrial organisations. Materials Science overlaps and complements the fields of studies covered by

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Mathematics, Physics and Chemistry, and recognises the interdependence of the pure scientist and the technologists in the production of the material objects of our modern society.

This unit is concerned with the understanding and teaching of the structure of common man-made materials and the way in which variations in their structures lead to widely different physical, chemical and mechanical properties.

Laboratory—tensile behaviour of materials, strength of glass fibres, impact and hardness testing of materials, physical properties of ferro magnets, solidification of materials, ceramics testing, materials choice, and stacking of equal spheres.

ASSESSMENT
Progressive evaluation including written assignments and submission of practical work.

TEXTBOOK
John, V. B.
Schlenker, B. R.

REFERENCES
Allen, D. K. and Mortensen, K. S.
Riley, F. W. J.
Byrnas, J. V.
Chandler, M.
Merk, H. P. and Tocshakly, A. V.
Polkack, H. W.
Starfield, M. S. and Schrage, A. M.
Van Wlaack, L. N.

MECHANICS II

Four hours per week

This subject provides a specialist content and method study in Engineering Mechanics and establishes a base on which the analysis phase of the design process can be built. It develops expertise in the solution of engineering problems based on these assumptions as well as developing the student’s ability to carefully prepare and effectively present Elementary Engineering Mechanics in the schoolroom situation.

Topics include the SI system of units, two-dimensional vectors and vector algebra; kinematics and kinetics of rectilinear, curvilinear and rotational motion with constant acceleration; work, energy, power, momentum and impulse; resultants and equilibrium of coplanar force systems; analysis of coplanar trusses. Algebraic and graphical methods of solution are discussed.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Laboratory work associated with the theory is a requirement. The means by which fundamental and derived quantities are measured is discussed. Variability in measured data is described and an introduction to error analysis including propagation of error, analysis of variance and regression is given so that results from experiments can be analysed in a meaningful manner. Computer programming is used by the students to aid in experimental analysis.

ASSESSMENT
Progressive evaluation including written assignments on specific topics, laboratory work and examinations.

TEXTBOOKS

REFERENCES

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

This degree course is only available to a small number of students as a full-time course.

There is no difference in requirements between diploma and degree courses in Years I and II and anyone admitted with standing as an artisan would be expected to reach the appropriate standard by the end of their first year in the College, to be able to enter the Year III degree programme on the same basis as those who had already completed two years of full-time study.

While some components of the Year III degree programme are similar to that of the Year III diploma programme, additional requirements are placed on students in the degree course and more depth is expected of these students. Following is an outline of Years III and IV of the degree course, together with a statement of additional requirements in Year III. Some Year III diploma students in 1976 may be permitted to undertake additional degree requirements while they are still full-time students.

Year III

<table>
<thead>
<tr>
<th>Education III</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Three of:</td>
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<tr>
<td>(Drawing and Design III)</td>
<td>4</td>
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<tr>
<td>(Technology IIIA)</td>
<td>4</td>
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<tr>
<td>(Technology IIIB)</td>
<td>4</td>
</tr>
<tr>
<td>(Materials Science II)</td>
<td>4*</td>
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<tr>
<td>(Mechanics II)</td>
<td>4*</td>
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<tr>
<td>Social Science GS</td>
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<td>Elective</td>
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Year IV

<table>
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<tr>
<th>Education IV</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Industrial Arts Education II</td>
<td>3</td>
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Three of following including at least one at level IV:

- (Drawing and Design III or IV) | 4 |
- (Technology IIIA or IVA) | 4 |
- (Technology IIIB or IVB) | 4 |
- (Materials Science II or III) | 4* |
- (Mechanics II or III) | 4* |
- Elective | 3 |

* In their course students MUST undertake either Materials Science III or Mechanics III for which the appropriate prerequisite must be held as well as a Science and Mathematics unit respectively.

Additional degree requirement which may be completed by students in Year III of the diploma course in 1976:
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

EDUCATION III

Students taking the degree course are required not only to produce superior work in the topics common to both courses, but also complete the additional work indicated in the outline of the compulsory strand and in electives.

Strand A—Sociology of Education

(a) Sociometrical Survey.
(b) Analysis of formal and informal social structure of a school.
(c) Field Research. The community's expectations compared with School Curriculum.
(d) Industrial Arts as a socialising influence.
(e) Professionalism in Industrial Arts.

Strand B

1. Personality and Perception
   Interpersonal perception and its implications for society at large. An additional major assignment of three-thousand (3,000) words is set on specific topics in this section. Compulsory questions based on this section are set in the annual examination.

2. Measurement and Evaluation in the Classroom
   An additional major assignment.

3. Technology of Education
   A substantial research project involving the planned utilisation of multi-media material in an area of special interest.

4. Exceptional Children
   Extra work is expected, in the form of specialisation in one form of atypicality e.g. mental retardation or cerebral dysfunction. Students prepare an assignment of approximately five-thousand (5,000) words on a topic, approved by the lecturer concerned and containing elements of individual research or original thought.

TECHNOLOGY IIIA

A research topic, chosen in consultation with the lecturer, must be presented in writing in approximately four-thousand (4,000) to five-thousand (5,000) words. The topic must be related to one of the areas of study and the report should indicate in-depth research.

TECHNOLOGY IIIB

Degree students are required to submit course work of a high standard and written assignments covering the following topics:

(a) The functions of the Forestry Commission of N.S.W. as established under Forestry Act, 1916.
(b) Silvicultural practices and characteristics for indigenous and exotic species.
(c) Relationship of forest industries to raw materials, processing facilities, distribution outlets and protection agencies.

DRAWING AND DESIGN III

Strands A and B no additional requirements.

MATERIALS SCIENCE II

Students are required to complete satisfactorily a research project in this field of study. The project undertaken should involve both theoretical background and experimentation.

MECHANICS II

A research project involving collection of data and analysis of results. The project undertaken should involve both theoretical background and experimentation.
A revised Home Science/Textiles course is being introduced in 1976. Therefore, both students commencing studies in the first year of a three-year full-time course in 1976 and students continuing studies in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976 will undertake the same course.

Where a student is required to complete a General Studies unit or Elective unit as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies unit specified and/or the range of Elective units from which the student may choose.
**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**YEAR I SUBJECTS**

**NUTRITION AND FOOD SCIENCE I**

Four hours per week

This subject provides a sound basic understanding of the importance of nutrition, food choice and food handling. The inclusion of household science is intended to ensure a coverage of topics which are necessary knowledge for the home scientist.

Availability of food, sources of nutrients, staple foods, nutrition problems, human nutrient needs, basic food groups, recommended daily allowances. Perceptual study of the chemical receptors of taste and olfaction. The roles of hunger and thirst in human behaviour patterns. Taste-testing studies.

Introduction to the inorganic nutrients: water and mineral salts. Body requirements of mineral salts and maintenance of the body's fluid balance. Effects of hardness and softness of water supplies in nutrition and food handling. Composition of cellular fluids. The properties of solution and applications in Food Science.

Introduction to the organic nutrients and food chains. Cellular nutrition. The reactions of fruits and vegetables to different methods of storage, preservation, processing, preparation and serving. Classification of substances according to particle size; gradation of properties. An introduction to colloid chemistry and colloidal food systems.

Household Science: topics listed will be treated with appropriate sections above. Water in the home, softening agents and methods; purification; surfactants and detergency; synergism and bleaching: solvent properties; physical states. Electrolysis and electroplating. Importance of particle size in properties of household reagents. Safety practices in the home and laboratory.

**ASSESSMENT**
Progressive evaluation including project reports, assignments, seminars and tests. Annual and/or semester examinations may be required.

**TEXTBOOKS**

**REFERENCES**
- Bovani, Roger. Davidon, Sir Stanley and Passmore, R. Duckworth, R. B. Howe, Phyllis Sullivan

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**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**FAMILY STUDIES I**

Four hours per week

This subject promotes the study of the structure and functions of the family in historical perspective; the understanding of the vectors of human relationships and the effects of the availability and selection of food upon human behaviour.

Family and Culture—Historical Perspective: kinship—natural expansion to form an extended family. Interpersonal relationships as foci for shaping life style. Dwellings and general life styles throughout different historical settings both ancient and modern. Consideration of the historical family as a functioning entity throughout its life style, including its socialising role. A look at some ancient problems in modern form.

Foods: a chronological study of the effects of culture orientation upon food choice, preparation and presentation in early historical times. Factors affecting the emergence of staple foods. The gradual sophistication of utensils, together with the refinement of basic foodstuffs, and the effects of these trends upon health.

Introduction to Research Methods: procedures for observation, measurement and recording both experimental and social research. Aspects of scientific method as a tool of research. Structuring an experiment. The importance of a control experiment or group. Controlled and uncontrolled variables in an experimental situation. The hypothesis: its formulation and function as a basis for research.

**ASSESSMENT**
Progressive evaluation including seminars, research reports, assignments, simulation experience and experimental exercises. Annual and/or semester examinations may be required.

**REFERENCES**
- Beresf, John Mostyn
- Brinshaw, Don and Breedwell, Patricia
TEXTILE SCIENCE I

Four hours per week

This subject provides a sound basic understanding of the reactions of textile materials to both domestic and commercial handling. Textile Science and Technology: theoretical and experimental consideration of polymers; development, chemical constitution, preparation and comparison of fibre forming synthetic polymers. Origins, histology and chemical constitution of natural fibres. Application of experimental techniques of fibre classification and identification.


The Artist Craftsman: a study of textile techniques originating in ancient cultures. Properties of textile fibres for small scale handling as distinct from commercial use. Hand spinning methods and the effects on textural quality of type of fibre used and artistry of the craftsman. Hand weaving and knitting to produce cloth or garment; creative design. Off-loom weaving methods.

ASSESSMENT
Progressive evaluation including assignments, laboratory reports, experimental exercises, preparation of teaching material and testing. Annual and/or semester examinations may be required.

TEXTBOOKS
Peters, R. H.
The Textile Institute

REFERENCES
Allen, James Albert
Christman, R. J.
Cook, James Gordon
Hawie, J. W. S. and
Peters, R. H. (ed.)
Schools Council Project
Technology

Textile Chemistry, Vol. I


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Four hours per week

This subject promotes an aesthetic appreciation and sound understanding of the basic concepts of design as applied to textiles. Textile Arts: a study of the application of the elements and principles of design, surface stitchery, and experimental applications of design elements and principles in textile form.

Fashion Design: experimentation with two dimensional form methods for skirt, bodice and sleeve; preparation of individual basic shells and blocks; methods of manipulating design to create and construct fashion styles, and the applications of the knowledge of the physical and mechanical properties of textiles in fashion design.

Historical Study of Fashion Design: the impact of changing sex roles on twentieth century clothing trends; characteristic fashion changes associated with periods of change in female/male activities and related social attitudes; role behaviour, role expectations and clothing of patriarchal and matriarchal societies; fashion leadership in the twentieth century.

The expression of social levels, morals, religion and changing aesthetic ideals in clothing; the seduction principle in clothing.

ASSESSMENT
Progressive evaluation including assignments, preparation of teaching material, experimental exercises and tests. Annual and/or semester examinations may be required.

TEXTBOOKS
Bray, Natalie


REFERENCES
Doerner, Jacob (ed.)


DIPLOMA IN TEACHING (SECONDARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR II SUBJECTS

NUTRITION AND FOOD SCIENCE II
Four hours per week

This subject provides a sound basic understanding of the nutritional properties of lipids and carbohydrates, and of the physical and chemical changes which may occur in food and how these reactions may be controlled.

Nourishment: the concept of energy metabolism and measurements, structure and functioning of the animal cell, the cell wall polysaccharides in plant cells; ingestion, digestion, absorption and metabolism of lipids and carbohydrates and problems associated with these, the role of vitamin A in visual perception, the lipid vitamins, theories of the malnutrition of affluence—analyses and hypotheses.

Nutrition and public health.


Household Science: the following are treated in the appropriate sections of Nutrition and Food Science; energy—lighting and heating, lighting the home, effects of particle size on household reagents, fabric stiffeners and finishes, polishes, aerosols, detergents.

ASSESSMENT
Progressive evaluation including project reports, assignments, seminars and tests. Annual and/or semester examinations may be required.

TEXTBOOKS
Paul, Pauline C. and Palmer, Helen H.

REFERENCES
Krebs, Marie

STATUTES


REFERENCE
Brayman, J. B. S.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

FAMILY STUDIES II

Four hours per week

This subject promotes the continuing understanding of families and their development in the Australian culture in relation to historical background, human relationships, and the need for protection and food.

Family and Culture—Historical Study of the Australian Family: development from 1788 to 20th century, modification of British culture. The effect of Irish and English immigration on life style. Pioneer homes—architectural features and building materials. Family form and organisation—condition contributing to a marked differentiation between male and female roles in the family. Pacific Island families in tribal societies: cultural norms contributing to tribal family unity.

Foods: a comparative analysis of international cuisine, the contributions of migrant cultures to Australian cuisine, history of ethnic and cultural groups through festivals and celebrations involving food.

ASSESSMENT
Progressive evaluation including seminars, practical and written exercises, research reports, simulation exercises, assignments, tests and journal analysis.

REFERENCES
Boyd, Robin

Hume, Rosemary and Downes, Muriel

Bryson, Lois and Boyd, Robin

Cannon, Michael

Crandock, Jonnie

Davies, A. F. and Thompson, F.

Downes, Muriel

Encel, S.

Feerland, J. M.

Harris, C. C.

Henderson, W. F.

Kreth, J. W.

Kuss, M. A.

Kuss, Marie Y. and Humacuel, M. A.

Kuss, Florence H.

Lambert, H. M.

Leitch, R. J.

Mills, J. W.

Nisbet, A. W.

Parker, Kenneth

Pryor, J. D.

REFERENCES
Boyd, Robin

Bryson, Leon and Thompson, F.

Cannon, Michael

Clarke, Marcus

Crandock, Jonnie

Feerland, J. M.

Harris, C. C.

Sullivan, J. D.

REFERENCES
Boyd, Robin

Bryson, Leon and Thompson, F.

Cannon, Michael

Clarke, Marcus

Crandock, Jonnie

Feerland, J. M.

Harris, C. C.

Sullivan, J. D.

REFERENCES
Boyd, Robin

Bryson, Leon and Thompson, F.

Cannon, Michael

Clarke, Marcus

Crandock, Jonnie

Feerland, J. M.

Harris, C. C.

Sullivan, J. D.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

TEXTILE SCIENCE II

Four hours per week

This subject provides a sound basic understanding of the reactions of textile materials to both domestic and commercial handling and promotes insight into their control.


Consumer Perception: experimental analysis of perception of texture, real and simulated textural effects, producing illusions in design for a specific purpose, and applications in home furnishings. The Artist Craftsman: a study of textile techniques and historical perspectives in ancient cultures. Knotting, interlooping and interlacing as textile techniques. Includes experimental exercises and in depth research to produce an educational reference unit on a selected number of techniques.

ASSESSMENT
Progressive evaluation including assignments and laboratory reports, experimental exercises, preparation of teaching material, and tests. Annual and/or semesters examinations may be required.

REFERENCES
Chenman, R. J. 
Ellis, S. W.
Gregory, R. L.
Griffith, R. E.
Poter, M. David and Corbman, Bernard P.
Hathorne, Berkeley, L.
Hearle, S.

Stevens, S. S. (ed.)

TEXTILE DESIGN II

Four hours per week

This subject develops a continuing appreciation of aesthetic qualities and a sound understanding of the basic concepts of Textile Design. Textile Arts: a study of ethnic orientation of traditional textile arts, experimental work with traditional textile art forms, design and application for specific purposes.

Fashion Design: experimentation with the interpretation of design lines in relation to fibre types, fabric, texture, weight, and colour effects. Alteration of two dimensional blocks to create three dimensional forms; emphasis on sheer fabric techniques. Adaptation of construction to design and fabric. The applications of the knowledge of the physical and mechanical properties of sheer fabrics in fashion design.

Historical Study of Fashion Design: primitive clothing; symbol of power, status and group identification, association with ritual, self and distinction, application to more complex cultures. Stability and change in fashion: folk costume as regional clothing; loss of cultural distinctiveness through technological developments; growth of middle class power, taste and fashion; effects of mass production.

ASSESSMENT
Progressive evaluation including assignments, experimental exercises, preparation of teaching material and tests. Annual and/or semester examinations may be required.

REFERENCES
Anderson, Donald M.
Angiologics, Maggie
Bray, Natalie
Broby-Johansen, R.
Flugel, J. C.
Horn, Marilyn J.
Laver, James
Roach, Mary Ellen and Fischer, J. B. (ed.)
Ryan, Mary Shaw

JoHUNAL
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

NUTRITION AND FOOD SCIENCE III

Four hours per week

This subject extends understanding of nutrition and food technology especially in regard to protein foods.

Nutrition: a study of chemical and physical properties of protein foods and associated minerals and vitamins; ingestion, digestion, absorption and metabolism of protein foods; human requirements of protein. Biosynthesis of proteins with particular reference to the cell and its organelles.

Food Science: a study of the structure of major protein containing foods as it affects their use in food preparation. Application of theoretical and experimental procedures to produce products of high nutritional and aesthetic quality using conventional and alternative protein foods. The reactions of protein foods to various situations. The production of natural protein foods and their by-products; and, the development, packaging, marketing, use and cost of convenience foods and protein substitutes. Current concepts of nutrient and ingredient labelling of food in Australia. Hygiene of food handlers and handling legislation concerning food service outlets.

Household Science: this unit is integrated into Nutrition and Food Science and includes such topics as budgeting for family optimum nutrition and health, household hygiene and use of modern cleaning equipment, stain removal techniques, recent trends in the use of enzymes.

ASSESSMENT

Progressive evaluation including written reports, tests, seminars and assignments. Annual and/or semester examinations may be required.

TEXTBOOKS


TEXTILE SCIENCE III

Four hours per week

This subject provides a sound basic understanding of the reactions of textile materials to primitive, domestic and commercial handling and promotes a continuing commercial interest in developments within the fields.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

FAMILY STUDIES III

Four hours per week

This subject develops an understanding of family and household as a functional unit in a transient environment.

Family and Culture—the contemporary family household: composition of the household. The family life cycle and changes that require individual adaptation.

The household as part of an organisational environment. The need to educate youth in managerial skills of finance, home purchase, land tenure, the basics of household management, a knowledge of personal and public rights, social responsibilities incurred in purchase, legal and social aid available to families.

Foods: Manipulation of food preparation techniques to cope with food purchase as dictated by family finance. Adapting family responsibility such as food presentation to changes of lifestyle. Consumer awareness—surveys of food trends and possible effects on dietary health. Influence of the media on food trends.

ASSESSMENT

Progressive evaluation including practical and written exercises, research reports, simulation experiences and seminar presentation. Annual and/or semester examinations may be required.

REFERENCES


DIPLOMA IN TEACHING (SECONDARY EDUCATION)


The Artist Craftsman: the emphasis in this unit is on creative application of colour to textiles. A study of textile techniques to convert fibre to fabric as found in ancient and modern cultures. Historical and geographical perspective studies of established Asian and European techniques and the effects of migration. Creative application of colour to both yarn and fabric. Utilisation of design methods for home, apparel and decorative purposes.

ASSESSMENT

Progressive evaluation including assignments, seminars, laboratory reports, experimental exercises, preparation of teaching material and tests. Annual and/or semester examinations may be required.

REFERENCES

Bird, C. L.
Booth, John E.
Burnham, Robert W., Hanes, R. M. and Bertelson, C. J.
Chevreul, M. E.
Hall, A. J.
Itten, Johannes
Marsh, John T.
Peters, R. H.
Svenonius, S.


TEXTILE DESIGN III

Four hours per week

This subject develops a continuing appreciation of aesthetic qualities and the creative possibilities of Textile Design.


Historical Study of Costume Design: a thematic treatment of historical clothing.

ASSESSMENT

Progressive evaluation including assignments, experimental exercises, preparation of teaching material and tests. Annual and/or semester examinations may be required.

REFERENCES

Bray, Natalie
Constantine, Mildred and Larsen, Jack Lenor
Evans, Helen Marie
Howard, Constance
Liley, Alison
McNeil, Moyra
Whyte, Kathleen


STATUTES


A revised Social Science course is being phased in commencing in 1976—therefore, on the following pages separate outlines are shown for students commencing studies in the first year of a three-year full-time course in 1976 and for students continuing studies in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976. Students should ensure that they refer to the correct course outline in determining their academic commitment.

Where a student is required to complete a General Studies unit or Elective unit as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies unit specified and/or the range of Elective units from which the student may choose.

Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the course outline given at the end of the Specialist Studies syllabuses for the three-year full-time Diploma in Teaching (Secondary Education) award.
PREREQUISITES 1976

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<tr>
<th>Subject</th>
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<td>Education II</td>
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<td>Social Science III</td>
<td>Social Science II</td>
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<tr>
<td>Teaching Experience III</td>
<td>Teaching Experience II</td>
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</tbody>
</table>

In certain instances, the Head of a particular subject department may permit a student who is undertaking a lower level subject because of a failure in that subject, to undertake the higher level subject concurrently. Students wishing to do this, MUST seek approval from the Head of the subject department within the first two weeks of first term.

SOCIAL SCIENCE IA

Social Sciences Curriculum

Three hours per week

This unit introduces prospective teachers in high school Social Science Departments, to the broad curriculum issues and teaching methodology of the Social Sciences. The unit divides into an examination of Social Sciences curriculum issues—including an examination of what should be taught about man and society, the aims of teaching about society, the teaching of attitudes and values; Social Sciences curricula and resources—including inter-disciplinary approaches to teaching with particular reference to the current high school Social Science course, and the emerging Man and Society course; and, Social Science methodology—including traditional and inquiry procedures, teaching about social controversy and the use of technology in teaching the Social Sciences.

ASSESSMENT

Progressive evaluation including assignments and a final three-hour examination.

REFERENCES

Dufty, D.
Gross, R. E.
Hooper, R.
Secondary Social Science Project
Tasmanian Department of Education

The Study of Society. Victoria, Department of Education.

ECONOMICS I

Economics and Commercial Principles

Three hours per week

Strand A—Economics

Industrial Economics topics include structure, conduct, performance—profit concept, investment, pricing practices, barriers to entry, the multi-national corporation, restrictive trade practices, growth, productivity and technological change.

Labour Economics topics include labour as a factor of production; supply of labour, labour markets, pricing of labour, wage-fixing structures, indexation procedures, wage-freeze policies and restraint. Industrial relations.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ASSSESSMENT
Progressive evaluation including essays and reports.

REFERENCES
Cooke, R. U. and Niland, J. R. (eds.)

Walford, R.

Strand B—Commercial Principles

Consumer education; consumer economic problems, insurance, mass media, income from investment, investment from labour, leisure and standard of living, trade unions.

ASSSESSMENT
Progressive evaluation including essays and reports.

REFERENCES
Caplovitz, D.

Harrington, M.

Nicola, F. M.

Packard, Vance

Victoria Commercial Teachers' Association
JOURNAL
Of Consuming Interest. Quarterly.

GEOGRAPHY I

Three hours per week

This unit covers such essential aspects of the discipline of Geography as scope, trends, requisite skills, practical work in field and laboratory, relationship to school curricula and current issues. Some aspects listed above continue through later years.

Selections are made from the following fields: traditional approaches—physical, economic, regional, social, political, urban; contemporary approaches—spatial interaction, environmental perception, eco-system, systems theory; educational aspects—landscape, sample studies, curricula problems, values; current issues—environment, planning, resource management, ethnic problems.

ASSSESSMENT
Progressive evaluation and final examination.

REFERENCES
Cooke, R. U. and Niland, J. R. (eds.)

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

SOCIAL SCIENCE IB

Understanding Society

Three hours per week

This unit examines significant social institutions and processes in a variety of social contexts. Both traditional and modern societies are examined to provide a basic understanding of the family, religion, authority and social control, social stratification. There is a focus on social change in each topic.

Connor students study the methods of social research. Each student is required to construct, implement and analyse a social survey based on one of the subject areas examined above.

ASSSESSMENT
Progressive evaluation including one two-thousand (2,000) word essay, assignments and examination.

REFERENCES
Anderson, M. (ed.)


COMMUNICATIONS II

Two hours per week

Strand A—The Use of English

This strand deals with and partially integrates the communication arts of reading, speaking and writing English. 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.

ASSESSMENT
Progressive evaluation including practical work, tests and essays.

Strand B—Mass Media

A critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society is developed by discussing distinctive features of each medium, language and communication techniques of the media, media offerings for different categories of the population, recent trends in the media (especially in Australia), issues in the media, investigation and surveys of current programmes and materials.

ASSESSMENT
Progressive evaluation including essays and exercises.

REFERENCES
Ashworth, Arthur and Watson, Ken
Barthes, Henri
Bennett, D. M.
Bennett, D. M.
Bell, John
Bennett, D. M.
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DIPLOMA IN TEACHING (SECONDARY EDUCATION)

COMMERCE II

Economics, Commercial Principles and the Teaching of Commerce

Four hours per week

Strand A—Economics and Commercial Principles

(a) Economics

Macro-Economics; involving 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.

Monetary Economics: involving studies of 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.

ASSESSMENT

Progressive evaluation including one three-thousand (3,000) word essay and a financial examination.

REFERENCES

Ackley, H. G.
Armé, H. W. and Corden, W. M. (eds.)
Carson, D. (ed.)
Commonwealth of Australia, Department of Labour and National Service
Cumpston, T. F. and McGuinness, D. M.
Haguer, A. J.
Harris, C. P.
McFarlane, B.
Mayer, L.
Neave, I. W.
Phillips, J. C.
Reserve Bank of Australia
Row, P. J.
Smith, K.

(b) Commercial Principles


ASSESSMENT

Progressive evaluation including one two-thousand-five-hundred (2,500) word essay and a financial examination.

Strand B—The Teaching of Commerce

A comparison of developments in this context in N.S.W. with that in other States (Victoria and Tasmania) and other countries (U.S.A. and U.K.).
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Strand B—The Teaching of Geography

(Details are given at the commencement of the year.)

REFERENCES
Ball, J. M. Steinbrink, J. B.
and Stohman, J. P.
Graves, N.
Morris, J. W.
Wheeler, D. K.


SOCIAL SCIENCE II

Asian Social Studies and Inter-cultural Education

Four hours per week

Strand A—Forces at Work in Society

Depth studies of selected Asian countries are undertaken in order to appreciate the nature of tradition and change in society. Attention is focused on the countries of southern and eastern Asia. The study examines change as it is experienced in the modern society and that experienced by traditional societies under the impact of colonialism and modernisation.

ASSESSMENT
Progressive evaluation including one major essay, one seminar paper and a final examination.

REFERENCES
Ford, R. B. and Archibald, B.
Michaelis, J. W. and McClelland, H. J.
Wheeler, P. T.


Strand B—The Teaching of Asian Social Studies

This strand applies the general principles of curriculum study to the N.S.W. Asian Social Studies Syllabus. An examination is made of the specific aims of the syllabus as they relate to general educational aims, programming, unit formulation, resources development, and teaching—learning strategies.

Students need to refer to the relevant syllabuses, memoranda and guideline documents issued by the N.S.W. Department of Education.

ASSESSMENT
Progressive evaluation including one major assignment, one seminar presentation and a final examination.

REFERENCES
Brown, L. C.
Duffy, D. O. (ed.)
Trull, R. D., Logan, I. M.
and Richmonld, G. T.
Wahls, R. D. and Littke, N. A.

Ways We Teach History. Parramatta, History Teachers' Association of N.S.W., 1971.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

COMMERCE III

Economics and the Teaching of Economics

Four hours per week

Strand A—Economics

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.

Contemporary Economic Issues: specialisation 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.

ASSESSMENT
Progressive evaluation including two essays each of three thousand (3,000) words upon which two seminar papers are based, and final examination.

REFERENCES
Chamberlain, N. W. (ed.)
Carson, J. D. (ed.)
Downing, R. T.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

COMMERCE III

Economics and the Teaching of Economics

Four hours per week

Strand A—Economics

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.

Contemporary Economic Issues: specialisation 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.

ASSESSMENT
Progressive evaluation including two essays each of three thousand (3,000) words upon which two seminar papers are based, and final examination.

REFERENCES
Chamberlain, N. W. (ed.)
Carson, J. D. (ed.)
Downing, R. T.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

COMMERCE III

Economics and the Teaching of Economics

Four hours per week

Strand A—Economics

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.

Contemporary Economic Issues: specialisation 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.

ASSESSMENT
Progressive evaluation including two essays each of three thousand (3,000) words upon which two seminar papers are based, and final examination.

REFERENCES
Chamberlain, N. W. (ed.)
Carson, J. D. (ed.)
Downing, R. T.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Lumsden, K.
Lumsden, K.
Maher, J. E.
N.S.W. Department of Education
Prehn, E. C.
Warnke, R. F. and Draayer, G. F.

JOURNALS

Syllabus in Economics.
Economics Association of the U.K.
Eean-news. Economics Teachers' Association of N.S.W.
Journal of Economics Education. Joint Council of Economics Education.

GEOGRAPHY III

Australia and the World and the Teaching of Geography
Four hours per week

Strand A—Australia and the World

Using specific examples, themes from the following list are studied: impact of man's increasing numbers and developing technology on natural systems—development and the environment; pluralism, nationalism and stability; underdevelopment; resource interdependence and economic alliance; independence interdependence and changing political boundaries.

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Broek, J. and Webb, J.
Detweiler, T. R.
Fryer, D. W.
Thomas, R.


Strand B—The Teaching of Geography

(Details are given at the commencement of the year.)

SOCIAL SCIENCE III

Contemporary Social Issues and the Teaching of Social Science
Four hours per week

Strand A—Contemporary Social Issues

Depth studies are undertaken in problems facing individuals in society—states of consciousness, interpersonal relationships, inequalities; problems facing modern society—conflict, environment, social change and direction.

ASSESSMENT
Progressive evaluation including major essays and seminar papers.

REFERENCES
P.A.S.
Davies, A. F. and Ennew, S.
Johnson, C.
Mayer, H.
Meadows, D. H.
Packard, V.
Packard, V.
Toffler, A.
Wilson, P. R.

Poverty in Australia. Sydney, Angus and Robertson, 1969.

Strand B—The Teaching of Social Science

Curriculum issues and teaching methodology are studied including in curriculum issues: what should be taught about society; what attitudes and values; organisation of content—interdisciplinary approaches; organisation of teaching—deschooling and other radical approaches; programming; evaluation—formative and summative; and in advanced teaching methodology: role playing, simulation games, survey, contract learning, inquiry teaching, critical incidents in teaching, advanced audio-visual techniques, developing resource units.

ASSESSMENT
Progressive evaluation including one major resource unit and final examination.

REFERENCES
Duffy, D. G. (ed.)
Green, R. E.
Hunt, F. J.
Lippitt, R.
Morrissette, T.

Social Science and the School Curriculum. Sydney, Angus and Robertson, 1971.
A revised Physical Education course is being introduced in 1976. Therefore, both students commencing studies in the first year of a three-year full-time course in 1976 and students continuing studies in 1976 either progressing from first year in 1975 or after being granted admission with advanced standing in 1976 will undertake the same course.

Where a student is required to complete a General Studies unit or Elective unit as part of the course, reference to the back portion of this publication will provide a detailed syllabus for the General Studies unit specified and/or the range of Elective units from which the student may choose.

Students admitted with standing to undertake the Diploma in Teaching (Secondary Education) One Year Conversion Course should refer to the Head of the Physical Education Department and the course outline given at the end of the Specialist Studies syllabuses for the three-year full-time Diploma in Teaching (Secondary Education) award.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR I SUBJECTS

PHYSICAL EDUCATION IA

Three hours per week

Strand 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 infant and primary schools are considered.

ASSESSMENT
Progressive evaluation including major assignments, demonstration critiques, practical exercise reviews.

TEXTBOOK
Bueche, Charles A.

REFERENCES
Bibli, N. P., Farley, P. E. and Tonkin, A. E.

BOOKWALTER, Karl W. and VANDERSWAAG, Harold J.

Davis, Eric C. and Miller, D. M.

Foehrer, G.

Mosston, Muska

Paton, A. and Hallberg, E. C.

Updyke, W. F. and Johnson, F. B.

Vanderswaag, Harold J.


Teaching Physical Education. Columbus, Ohio, Charles Merrill Publishing Co., 1966.


Toward a Philosophy of Sport. Massachusetts, Addison-Wesley, 1972.

Strand B—Health, Hygiene and Human Sexuality

This strand is of two parts. The first deals with personal health and hygiene which treats the care of the body including hair, skin, eyes, ears, mouth, excretory organs, feet, nails. The second examines the development of human sexuality and family life including male and female sexual anatomy, human sexual response, facts and fantasies, venereal diseases, psychosocial and biophysical values.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOK
Kirk, Mayshark and Hornsby

REFERENCES
Masters and Johnson

Kirkendall, Tumbleson


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR II SUBJECTS

PHYSICAL EDUCATION IB

Three hours per week

Strand A

Section (i) Biomechanics

This section develops a basic understanding of the laws of physics, particularly those governing mechanics and leads up to a more detailed treatment of kinesiology. Topics include 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 fluctuation, Bernoulli's principle.

ASSESSMENT
Progressive evaluation including tests and final examination.

REFERENCES
Bueche, F. and Jensen, C. R. and Scholz, G. W.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Section (ii) Biology for Physical Education

Topics include cell theory: a 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 organisation; cell interactions; structure and function of selected tissues in man, muscle, blood; integration of tissues into a complex organ.

ASSESSMENT
Progressive evaluation including performance in laboratory exercises, assignments and final examination.

REFERENCES
Burnstock, G.
Keeton, W. T.
Swanson, C. P.


Strand B—Human Anatomy and Physiology

An in-depth study of the structure and function of the human body to aid understanding of the human body and to use this knowledge in the pursuit of advanced studies.
Topics include the skeletal system, the muscular system, the nervous system, the cardiovascular system and the digestive system.

ASSESSMENT
Progressive evaluation including assignments and examinations.

TEXTBOOK
Brady, J.


REFERENCES
Gon, Charles
Grollman, S.
Jacob and Freancene
Miller and Leavell


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICAL EDUCATION Ic
PHYSICAL EDUCATION IIIC
PHYSICAL EDUCATION IIIC

These units of study are devoted to consideration of the theory and coaching of games, gymnastics and dance. The unit weighting is three hours per week for each year of the course—an approximate total of 216 hours over the three years. In addition, physical education facilities and equipment are available for an additional 216 hours for individual performance, rehearsal and study.

In Physical Education IC and IIC a core-style basic plan is presented which reflects the professional skills, expertises and aspirations of this department. All students, except those exempted by lecturers on the grounds of specialised prior qualification in specific areas of the course, follow the basic plan outlined. In each area the presentations draw attention to teaching and coaching of basic motor skills, to the correction of fundamental errors in performance of motor skills; to analysis of the mechanics of these skills (linked to theoretical presentations made elsewhere) and to an appreciation of quality performance of basic skill attainment.

Assessments relate to skill teaching and coaching related to N.S.W. secondary school levels. Rule books and know-the-game manuals are required reading prerequisites prior to commencement of the course. Examination is at both practical and theoretical levels with attainment of qualified officiating status featuring as additional bonus on course performance.

Physical Education IIIC offers two strands of presentation: for students desiring to develop still further practical and theoretical expertise in Physical Education activities an advanced strand is presented in selected areas. Entry is by consent of the instructor—each group will be limited in number and assessment is vigorous. An ordinary strand offers quite a different approach in which an appeal is made to non-major Physical Education games and activities; to local recreational activities; and to several outdoor activities of interest. This unit sets out to take a new approach to the consideration of Physical Education activities.

In addition, students at this level may elect to strengthen their individual interests, skills and proficiencies by selecting appropriate units from Physical Education IIC. Consent of each instructor is required.

Specific members of the Physical Education staff assume responsibility to co-ordinate the overall programme of each student in this area. Admission to each course is the responsibility of each instructor and students would be wise to consult both the course co-
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ordinators and area instructors in planning an overall structure to follow.
Available units are summarised in the schema on the following page.

TEXTBOOKS
Appropriate Rule Books as directed by instructor.
Know the Game. Strategy Books.

PHYSICAL EDUCATION ACTIVITIES

<table>
<thead>
<tr>
<th>AREA TOPIC</th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
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<td>Aquatics</td>
<td>10.5</td>
<td>14</td>
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<td>Learn to Swim</td>
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<td>Aquatics</td>
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<td>Athletics</td>
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<td>Dance</td>
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<td>12</td>
<td>14</td>
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<td>Elementary</td>
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<tr>
<td>Dance</td>
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<tr>
<td>Folk/Social</td>
<td>10.5</td>
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<tr>
<td>Primitive/Modern</td>
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<td>Dance</td>
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<td>Fitness</td>
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<td>Games</td>
<td>9(W)</td>
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<tr>
<td>Basic Skills</td>
<td>10</td>
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<tr>
<td>Archery</td>
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<tr>
<td>Badminton</td>
<td>10.5</td>
<td>7</td>
<td>8</td>
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<tr>
<td>Basketball</td>
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<td>Cricket</td>
<td>7</td>
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<td>Fencing</td>
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<td>Football</td>
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<td>Golf</td>
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<td>Hockey</td>
<td>9(M)</td>
<td>7(W)</td>
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<tr>
<td>Netball</td>
<td>10</td>
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<tr>
<td>Orienteering</td>
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<tr>
<td>Sailing</td>
<td>10.5</td>
<td>8</td>
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<tr>
<td>Softball</td>
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<tr>
<td>Squash</td>
<td>7</td>
<td>14</td>
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<td>Tennis</td>
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<td>Volleyball</td>
<td>7</td>
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<td>Games</td>
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<tr>
<td>Gymnastics</td>
<td>10</td>
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<tr>
<td>Elementary Gymnastics</td>
<td>14</td>
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<tr>
<td>Gym</td>
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</tbody>
</table>

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICAL EDUCATION II A

Three hours per week

Strand 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 programme.

ASSESSMENT
Progressive assessment including at least five presentation assignments, critiques and reviews. Final assessment may include formal examination sessions.

REFERENCES
Daughtrey, Gawaiy
Felshin, Janet
Mackenzie, Marlin M.
Mosston, Muska
Vannier, Mary Helen and Fait, H. F.

Teaching Physical Education from Command to Discovery. Columbus, Ohio, Charles E. Merrill Books, 1966.

Strand B—Elementary Statistics

This strand includes an introduction to the problems of measurement in relation to behavioural statistics. An introduction to the collection, organisation 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.
Runyon and Haber
Weber, J. C. and Lamb, David

Facts from Figures. Pelican.

Strand C—Health, Nutrition and Drug Education

This strand helps understanding and practice in good nutrition, as well as the legal and illegal use of drugs and their effects on health. The kinds, quantities and sources of nutrients that are needed for good health; and, the effects of nutritional deficiencies on the individual. Nutrition and weight control. Drug problems in school. Philosophy of the drug scene and legal sanction of drugs.
PHYSICAL EDUCATION IIB

Three hours per week

Strand A—Biochemistry

This subject gives specialist students of Physical Education a basic understanding of the chemical processes occurring within the body. In particular, the processes relating to the utilisation of energy within the body and the biochemical control and integration of various processes.


ASSESSMENT
Progressive evaluation including practical reports, a major assignment, tutorial contributions and final examination.

REFERENCES
Brown, E. G.
Mahler, H. R. and Cordes, E. H.
Rooth, J. L., Eyman, D. P. and Burton, D. J.


Strand B—Human Anatomy and Physiology

An in-depth study of the structure and function of the human body to help understanding of the human body and to use this knowledge in the pursuit of advanced units.

Topics include the respiratory system, the endocrine system, the urinary system, the lymphatics system, the special senses, and the skin.

ASSESSMENT
Progressive evaluation including practical reports, a major assignment, tutorial contributions and final examination.

REFERENCES
Broer, M. R.
Rasch, P. J.
Smith, Hope M. (ed.)


PHYSICAL EDUCATION IIC

Three hours per week

Refer to Year I subjects.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

PHYSICAL EDUCATION IIIA

Three hours per week

Strand A—Comparative Physical Education

An introductory review of the political, socio-economic and cultural influences on the development of Physical Education throughout modern civilisation. 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 placed on the following countries or areas: Scandinavia, Russia, United Kingdom, Canada, United States of America, New Zealand, China and Asia.

ASSESSMENT
Progressive evaluation including two written papers, class tests and critiques.

TEXTBOOKS
Vaizey, J.
Van Dalen, D. B. and Bennett, B. L.

REFERENCES
Munrow, A. D.
Van Vliet, M. L. (ed.)
Zeigler, Earle F.

Strand B—Graduation Project

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 should 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.

REFERENCES
American Association for Health, Physical Education and Recreation
Turshen, Kate L.

Strand C—Research Method in Health, Physical Education and Recreation


ASSESSMENT
Progressive evaluation including class quizzes, reports, assignment and final examination.

TEXTBOOK
Clarke, D. H. and H. H.

REFERENCES
A.A.H.P.E.R.
Van Dalen, D. B.

Strand D—Community Health Services and Mental Health

This strand aids understanding of how the physical, social, and emotional attributes of a community affect mental health, as well as skills to care for emergencies that happen in the classroom.

Education for mental health, community mental health promotion, concept of mental health, caring for the unconscious and injured, avoiding accidents.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES
Gardner, A. W. and Roylance, P. J.
Gruenbaum, Henry T.
Turner, C. E.

Strand E—Music

The strand is designed to develop the student's understanding of some of the ways by which a knowledge of basic elements in Music may contribute to the teaching of Physical Education at both the school and recreational levels.

The basic elements of rhythm, pitch, form, simple harmonisation and listening are consolidated and extended through group singing, group and individual instruction in playing the ukulele, in group creative work and performance using rhythmic and tuned percussion instruments, listening to a wide variety of recorded works to develop
**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

the student's knowledge of music suitable for folk dance, ballroom dance and creative dance; which could serve as background music for recreational activities such as mimes, plays and sketches.

**ASSESSMENT**
Progressive evaluation.

**REFERENCES**
Cargher, J.
Farely, P.
Gellineau, R. P.
Paynter, J.
Aston, P.
Whitcomb, J.

**PHYSICAL EDUCATION III B**

Three hours per week

**Strand A—Biomechanics**


Discussion of and experience with the following techniques: use of programmable calculator including writing elementary programmes and using complex pre-written programmes. Use of stroboscopic photographic techniques to analyse motion and determine velocity and determination. Brief observation of use of a computer to analyse programmable calculator including writing elementary programmes and using complex pre-written programmes. Use of stroboscopic photographic techniques to analyse motion and determine velocity and determination. Brief observation of use of a computer to analyse the mechanics of human movement.

Application of principles above and those covered in Year I to an analysis of the following sports: baseball, basketball, football, golf, gymnastics, ski-ing, softball, swimming, running, jumping, throwing.

**ASSESSMENT**
Progressive evaluation including major book assignment, laboratory work and examinations.

**TEXTBOOKS**

**REFERENCES**
Rachle, F.
Dahl, C. B.
Hopper, B. J.

**Strand B—Tests and Measurements**

This segment covers 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 are involved.

**ASSESSMENT**
Progressive evaluation including class visitation reports, child study reports, research study project.

**REFERENCES**
Adams, R. C.
Fait, H. F.

**Strand C—Special Physical Education**

This strand involves study of the problems and needs of physically handicapped children. Areas to be covered include orthopaedic handicaps, visual and auditory handicaps and other organic conditions contributory to retardation in children.

Methods and principles related to programme implementation are studied.

**ASSESSMENT**
Progressive evaluation including class visitation reports, child study reports, research study project.

**REFERENCES**
Adams, R. C.
Fait, H. F.
Gardner, A. W.

**Strand D—Sports Medicine**

This strand examines means of reducing the incidence of injury at the school level and methods of treatment. Injury prevention, treatment of injury and rehabilitation are also examined.

A full study is 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 evaluation including programme construction, term paper and class assignments.

**REFERENCES**

Gardner, A. W.


**Strand E—Motor Learning**

An introduction to theoretical issues that relate to practical problems involved in studying motor learning and skilled performance of sports tasks.

**ASSESSMENT**
Progressive evaluation including class quizzes, laboratory reports and term research paper. Seminar examinations may also be required.

**TEXTBOOKS**

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
ONE YEAR CONVERSION COURSE

DIPLOMA IN TEACHING (SECONDARY EDUCATION)
ONE YEAR CONVERSION COURSE

All students entering the Diploma in Teaching (Secondary Education) course at Year III level, on the basis of holding six-ninths of an Arts Degree or equivalent, are required to complete six units as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Education IIIIB</td>
<td>6</td>
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<tr>
<td>Principles and Practice of Teaching III*</td>
<td>3</td>
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<tr>
<td>Physical Education IIIB</td>
<td>2</td>
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<td>Two of the following:</td>
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<tr>
<td>English IIIXA</td>
<td>3</td>
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<tr>
<td>English IIIXB</td>
<td>3</td>
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<tr>
<td>French III</td>
<td>3</td>
</tr>
<tr>
<td>German III</td>
<td>3</td>
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<td>Greek III</td>
<td>3</td>
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<td>History III</td>
<td>3</td>
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<tr>
<td>Latin III</td>
<td>3</td>
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<tr>
<td>Mathematics IIIXA</td>
<td>3</td>
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<tr>
<td>Mathematics IIIXB</td>
<td>3</td>
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<tr>
<td>Science IIIXA</td>
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<tr>
<td>Science IIIXB</td>
<td>3</td>
</tr>
<tr>
<td>Social Science IIIXA</td>
<td>3</td>
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<tr>
<td>Social Science IIIXB</td>
<td>3</td>
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</table>

*The practice teaching requirement is six (6) weeks as can be most conveniently arranged. Refer to the outline for this subject under Year III of the normal programme.

The qualifying subjects which may be required of students who are deficient in certain areas are:
- Biology I
- Chemistry I
- Geology I
- Physics I

Students undertaking these qualifying subjects as part of this course may be required to undertake different and/or supplementary work for assessment in these subjects than that required of students undertaking these subjects as part of a Diploma in Teaching (Secondary Education) award which has a duration exceeding one year of full-time study. Students coming into this category should contact the Head of the Science Department as early as possible in the academic year.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

EDUCATION IIIB

Strand A—Perspectives in Education

This strand orient its aims and content in terms of the understanding and insights represented concretely in existing educational systems, particularly those which are Australian. Conflicting philosophical views of the aims of education and its objectives are examined in the light of the changing functions of formal education. Curriculum planning and development are discussed as to selection of content and learning experiences, as well as, organisation and design of curricula. The teacher in the classroom is considered in regard to expectations held by pupils, other teachers, the employer, parents and the community; and also instructional considerations and classroom management. Methods of teaching and their relationship to educational objectives are analysed as well as educational provision in Australia including the educational role of the States and the Commonwealth, and educational evaluation.

ASSESSMENT
Progressive evaluation including term tests, written assignments and final examination.

TEXTBOOK
Johnston, J. A. (ed.)

REFERENCES
Ausubel, D. P. and Robinson, F. G.
Connell, W. F., Debus, R. L. and Niblett, W. R.
Daugan, A. and Dempsey, R. A.
Finley, W. J. (ed.)
Hudson, B. (ed.)
Hunt, F. P.
Jenkins, D. A. (ed.)
Kepp, D.
Kohi, H. R.
Maritime, A. G. and Selby Smith, R. (eds.)
Tanner, D.

Influences in Australian Education: Perth, Carroll's, 1974.
Introduction to Education. Sydney, Novak, 1971.
The Open Classroom. London, Methuen, 1970.

Strand B—Students must select one of the available strands from the following:

1. Educational Psychology

Information gathering and processing techniques in Educational Psychology are considered. Inherited and environmental influences contributing to variance in student school related behaviours are examined in the light of physical-motor, intellectual and personal—both social and self-development. The assessment of student school related behaviours are discussed in the light of the above topics.

2. Atypical Children

This strand discusses the role of Education and the atypical child. Disorders of physical and motor development including visual and auditory defects are examined covering measurement of the problem, social and educational implications and the special provisions needed for management of the child in special schools or normal classroom. Physical and motor disabilities are discussed similarly. Disorders of communication inherent in speech defects, language disorders and reading difficulties are examined in various aspects. The nature of mental retardation and its effects on other skills and performance of the individual are discussed together with appropriate learning theories related to teaching techniques: causes, behavioural and learning effects of brain damage are examined in relation to new trends in educational management. Disorders of social and emotional adjustment are also studied.

ASSESSMENT
Progressive evaluation including two essays each of two thousand (2,000) words and seminar papers.

TEXTBOOK
Rosa, Alan O.

REFERENCES
Crackenhank, W. M. and Johnson, G. O.
Dunn, L. M. (ed.)
Kirk, S. A.
Smith, R. M. and Neenwold, J. T.
Telford, C. W. and Sawer, M.
Teare, E. P. and Himalstein, P. (eds.)

ENGLISH IIIIXA
The Teaching of English in the Secondary School
Prerequisite—Adequate University background in English as determined by Department.
Corequisite—English IIIIXB
This unit covers such topics as the centrality of literature and the language of literature in teaching English, major theorists, recent developments in teaching English at the primary school level, approaches to literature in the junior school, the novel as a focal point for integrating the activities of English, approaches to literature in the senior school including background reading of relevant literature.
and consideration of classroom possibilities, helping backward readers—general language enrichment, sustaining a focus on creativity, literature for backward readers, wide reading programmes, major authors of fiction for children, the library and the English teacher, creative writing—its relevance to language learning and responding to the children's work. All examined are focal points—themes, centre of interest, projects; improving listening and comprehension, especially through literature with an analysis of the limitations of machines, laboratories and comprehension exercises; improving correctness in written expression; media—integrating with literature and creative writing—extending interests beyond mass media; the relevance of linguistics; dramatic and oral expression—an integral role in the teaching of English.

ASSESSMENT
Progressive evaluation including exercises, essays and final examination.

ENGLISH IIIXB

Corequisite—English IIIXA

Strand A—Speech and Listening

This unit investigates the requirements for effective speaking both for the students and in the classroom and aims to attain an acceptable standard in the various uses of speech. Topics include voice production and the dynamics of speech, phonetics and the phoneme theory, Australian speech, speech improvement in the classroom, creativity and speech, discussion and debating.

ASSESSMENT
Progressive evaluation including assignments, seminars and practical exercises.

REFERENCES
Abercrombie, Davie
Braden, Waldo W.
Colson, Greta
Hagan, J.
Jones, Daniel
Mitchell, A. G.
Taylor, Calvin

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

FRENCH III

Language Methodology

Three hours per week

Prerequisite—Adequate University background in French as determined by Department. Additional studies may be required to remedy any deficiency.

Strand A—Theory, Practice and Methodology

This covers the nature of language, linguistics and foreign language teaching, the psychological bases of language learning, a review of the history of foreign language teaching methods and current methods, audio-lingual techniques, a study of the N.S.W. syllabus, performance objectives and individualisation, pattern drills—their composition and use, practical consideration of the methods used in the various branches of foreign language instruction, the observation and discussion of demonstration lessons, teaching practice—the application of theory and an examination of foreign languages in the primary schools.

Methodology is studied by considering approaches to difficulties and sources of error, audio-visual aids, the Language Laboratory, division of material-lesson plans, making a programme, use of the School Library and the testing of proficiency.

Strand B—Curriculum Study

Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the student's ability to use the language and teach it more effectively.

ASSESSMENT
Progressive evaluation including assignments, seminars and final examination.

GERMAN III

Language Methodology

Three hours per week

Prerequisite—Adequate University background in German as determined by Department. Additional studies may be required to remedy any deficiency.

Strand A—Theory, Practice and Methodology

This covers the nature of language, linguistics and foreign language teaching, the psychological bases of language learning, a review of the
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

history of foreign language teaching methods and current methods, audio-lingual techniques, a study of the N.S.W. syllabus, performance objectives and individualisation, pattern drills—their composition and use, practical consideration of the methods used in the various branches of foreign language instruction, the observation and discussion of demonstration lessons, teaching practice—the application of theory and an examination of foreign languages in the primary schools. Methodology is studied by considering approaches to difficulties and sources of error, audio-visual aids, the Language Laboratory, division of material-lesson plans, making a programme, use of the School Library and the testing of proficiency.

Strand B—Curriculum Study

Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the student's ability to use the language and teach it more effectively.

ASSESSMENT
Progressive evaluation including assignments, seminars and final examinations.

GREEK III

Language Methodology

Three hours per week

Prerequisite—Adequate University background in Greek as determined by Department

This unit provides students with knowledge, skills and techniques to enable them to begin teaching Greek in secondary schools. Theory is considered by examining the psychology of language learning, the bases of verbal behaviour, language and linguistics, barriers and aids to understanding.

The practice of teaching in the aspects of audio-lingual technique, situational approach, vocabulary development, teaching structures, performance objectives and individualisation, the application of psychological and educational principles to classroom procedures and practice in their use.

Methodology is studied by considering motivation and diagnosis of difficulties, individual and group language learning techniques, Language Laboratory, programmed instruction, syllabus making, development of language skills, cultural enrichment and transfer, language testing.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ASSESSMENT
Progressive evaluation including units of work, participation in discussion and seminars, assignment and a final examination if required.

REFERENCES


HISTORY III

The Teaching of History

Three hours per week

Prerequisites—University History I and II or equivalent

This unit examines the case for teaching History and considers basic lesson procedures—including oral presentation, study and use of textbooks, documents, cartoons, maps; observation, including audio-visual, pictorial, movie-film and television aids; use of literature such as the novel, poetry and drama; discussion both teacher and pupil centred; activity lessons such as simulation games, model making, charts, diagrams as well as furthering of enquiry techniques and role playing techniques.

Questioning techniques for teachers are examined in terms of focus questions, distribution of questioning, rephrasing and pupil involvement, as well as, the importance of questioning in class discussion.

The organisation of the History Department in schools is considered on matters such as programmes, syllabus, approach to interpretation, source materials, unit organisation, registration of work, teaching of graded and ungraded classes, examination and assessment by prose assessment, objective testing, and progressive assessment, as well as, the organisation, use and pupil involvement in the establishment of a history room including an examination of its value as a means of furthering interest in history, textbooks and their selection, use and organisation of stock; placement of pupils in classes.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Written work is considered in relation to note taking and development of skills in essay techniques. Training is also undertaken in the use of activity methods such as the making of aids, models, slide making techniques, involvement of pupils in depth studies by the use of group activity.

New ideas in the teaching of History in Australia and overseas are analysed, as well as the role of the teacher of History in relation to pupils, the school and the community.

ASSESSMENT

Progressive evaluation including exercises, assignments and final examination if necessary.

REFERENCES


Booth, M.

Buxton, W. H.

Burston, W. H.

Burston, W. H. and Green, C. W. (eds.)

Daniels, R. V.

Fairley, J. A.

Ferguson, S.

Hall, L. T.

Jamieson, A.

N.S.W. Department of Education

Thomson, D.

Waddle, R. D. and Little, N. A.

Watts, D. G.

JOURNALS

Teaching History. Newsletter.

N.S.W. History Teachers' Association

LATIN III

Language Methodology

Three hours per week

Prerequisite—Adequate University background in Latin as determined by Department

This unit provides students with knowledge, skills and techniques to enable them to begin teaching Latin in secondary schools. Theory is considered by examining the psychology of language learning, the bases of verbal behaviour, language and linguistics, barriers and aids to understanding.

The practice of teaching in the aspects of audio-lingual technique, situational approach, vocabulary development, teaching structures, performance objectives and individualisation, the application of psychological and educational principles to classroom procedures and practice in their use.

Methodology is studied by considering motivation and diagnosis of difficulties, individual and group language learning techniques.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Instructional media involves a brief review of audio-visual equipment such as film, strip-film, loop film, television, colour slides, tapes; preparation of overhead projector transparencies.

Teaching and learning theories covering the aims and principles of the secondary Mathematics curriculum are discussed with an introduction to the work of Piaget, Dienes, Bruner, Ausubel, Fehr and Mathews (The Nuffield Project). The concept of "readiness" and its assessment is analysed as well as the notion of the "spiral curriculum" related to current policy and practice in N.S.W.

Classroom management examines topics such as getting acquainted with pupils, catering for individual differences, grading and grouping; progressive assessment, innovative teaching methods and extramural experiences.

Practical work includes a review of the value and methods of use of aids, as well as trigonometric surveying and the use of calculating machines.

Evaluation covers elementary topics and the need for feedback, the Education Department's Public Examinations, an analysis of Statewide assessment and progressive evaluation; the classroom testing programme and item analysis and the assessment of "other aims" of the syllabus.

ASSESSMENT
Progressive evaluation including assignments, reports and final examination.

TEXTBOOK
N.S.W. Department of Education

JOURNALS
Mathematics Teaching. Association of Teachers of Mathematics.
The Mathematics Teacher. Australian Association of Mathematics Teachers.
A Mathematics Bulletin. N.S.W. Department of Education.

MATHEMATICS IIIXB

Prerequisite—Mathematics I and II at a recognised University or equivalent.

Corequisite—Mathematics IIIXA

The organisation of Mathematics courses in Years 11 and 12. An examination of the syllabus content and of methods of presentation of:

(a) the four unit Mathematics course.
(b) the three unit Mathematics course.
(c) the computing strand of the two unit B course in Mathematics.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 organisation of a Mathematics Department within a school—the maintenance of records.


ASSESSMENT
Progressive evaluation including regular assignments and final examination.

TEXTBOOK
N.S.W. Department of Education

REFERENCES
Aichele, D. B. and Reys, R. E. (ed.)
Jackson, G. R. and Condon, D. J.
Kramer, K. (ed.)
N.S.W. Department of Education.
Stones, E. and Motin, S.

SCIENCE IIIXA

Junior Science Education

Three hours per week

Corequisite—Science IIIXB

This unit is concerned with the teaching of Science to pupils in N.S.W. Years 7–10 or their equivalent. Theoretical foundations of Science teaching examines Science, its place in general education and its objectives, the psychological and educational basis of Science teaching including the learning experiences involved, as well as the principles of evaluation in Science teaching.

Teaching techniques analyses and practices the planning of learning within lessons, units of work and programmes; the organisation and presentation of specific classroom, laboratory and field activities; as well as the planning and organisation of testing procedures.

Laboratory techniques include consideration of the organisation of the laboratory, along with care and use of new types of equipment, as
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

well as safety precautions in the laboratory and on field excursions. The future of Science teaching is analysed in new curricula developments in Australia and elsewhere including the application of new educational techniques and equipment to Science teaching.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES

JOURNALS

SCIENCE IIIXB

Senior Science Education

Three hours per week

Corequisite—Science IIIXA

This unit is concerned with the teaching of Science at the level of Years 11 and 12 (N.S.W.) or their equivalent. Knowledge of the general ideas treated in Junior Science Education is assumed. The educational basis of Senior Science is considered in terms of its objectives, appropriate learning experiences and evaluation. Specific courses at senior level are examined and related to overseas experience as well as being analysed as multistrand and integrated courses. Classroom techniques are discussed in the organisation of senior practical work and group studies, the stimulation and guidance of individual study and the use of textbooks and reference books.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

In this context an examination is made of what is taught about man and society, modern trends in Social Sciences Education and the aims of such teaching as well as the implications of the Base Paper on the Total Curriculum. Interdisciplinary approaches to teaching and the curriculum with particular reference to Social Science, Asian Social Studies, Man and Society, and Personal Development subjects in the secondary school are examined in detail. The development of programmes, teaching units, resources and assessment procedures for these subjects are studied. Methodology consists of an examination of traditional procedures, inquiry procedures, role playing and socio-drama, teaching about social controversy and the use of technology in teaching the Social Sciences.

Students who have an inadequate background in Accounting must also complete the Accounting portion of Strand A of Social Science IIIXB if they are not doing that subject in its entirety.

ASSESSMENT
Progressive evaluation including resource units, seminar papers, assignments and final examination.

REFERENCES
Dufty, D. G. (ed.) Gross, R. E. (ed.) Hooper, R.


The Study of Society, Victoria. Department of Education.


SOCIAL SCIENCE IIIXB

Three hours per week

This unit introduces the curriculum and teaching methodology of Geography and Economics/Commerce.

Strand A—Economics and Commerce Education

The consumer education movement and modern trends in Economics Education form the context within which the aims and objectives of the Economics Education curriculum is considered. Content selection, organisation, programming, development of teaching units, resources and evaluation procedures are discussed. Methodology covers the traditional methods of teaching Commerce and Economics as well as advanced teaching procedures. Accounting matters are included for those students who have an inadequate background in this area. Topics include the nature and purpose of accounting, measurement and reporting, the accounting

SOCIAL SCIENCE IIIXA

Three hours per week

This unit introduced the curriculum and teaching methodology of the Social Sciences especially High School Social Science and Asian Social Studies.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

process, the measurement and reporting of income, accounting for and control of assets, funds flow analysis, analysis and interpretation of accounting reports.

Strand B—Geography Education

Current trends in the teaching of Geography and the place of Geography in the integration of the Social Sciences form the context in which the curriculum process in Geography is studied. Recent changes in Geography curricula are examined with special emphasis on the role of the teacher in Geography curriculum development and pupil evaluation. Methodology considers methods common to many of the Social Sciences but emphasis is on uniquely geographic learning experiences. Aids are integrated into planned learning experiences to achieve curriculum aims.

ASSESSMENT
Progressive evaluation including exercises, seminar papers and resource units.

REFERENCES

JOURNALS
Economics Teachers Association of N.S.W.
Selected Readings in Economics Education. Athens, Ohio University, 1969.
DIPLOMAS IN ART AND ART EDUCATION

Specialist Studies
Three of the following selected from different categories (a–i):

a. Painting 251 or Painting 252
b. Sculpture 261 or Sculpture 262 or Sculpture 263
c. Graphics 271
d. Graphics 272
e. Graphics 273
f. Graphics 274
g. Ceramics and Glass 281
h. Ceramics and Glass 282
i. History of Art 291

*This includes two hours per week of studio practice/research in each subject.
(See note after 400 Level outline regarding Independent Studio Practice)

300 LEVEL

Liberal Studies 301
Philosophy and Sociology of Art 301.01
Research Study 301.02
Liberal Study Option 301.03

Tutorial Group Scheme (compulsory)

Professional Studies
One of the following categories (a–d):

a. Design 306.01 (Semester I), Design 306.02 (Semester II)

b. Design 306.01 (Semester I), Drawing 304.01 (Semester II)

c. Drawing 304.01 (Semester I), Drawing 304.02 (Semester II)

d. Approved Support Study 305

Specialist Studies
Four subjects must be chosen from the following subject units or additional specialisation units or Level 200 units
(Note: A maximum of five Specialist Studies units may be undertaken at Level 200 towards an award):

Painting 351.01
Painting 351.02
Painting 351.03
Painting 351.04
Sculpture 361.01
Sculpture 361.02
Sculpture 361.03
Sculpture 361.04
Graphics 371.01 (Printmaking)
Graphics 371.02
Graphics 371.03
Graphics 371.04
Graphics 372.01 (Film Media)
Graphics 372.02
Graphics 373.01 (Graphic Communication)
Graphics 373.02
Graphics 374.01 (Photography)
Graphics 374.02

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Ceramics and Glass 381.01 (Ceramics)
Ceramics and Glass 381.02
Ceramics and Glass 382.01 (Glass)
Ceramics and Glass 382.02
History of Art 391.01
History of Art 391.02

*Restrictions may limit the availability of these units in 1976.
**This specialisation unit includes two hours of studio practice/research.
(See note after 400 Level outline regarding Independent Studio Practice)

400 LEVEL

Liberal Studies 401
Philosophy and Sociology of Art 401.01
Research Study 401.02
Liberal Study Option 401.03

Tutorial Group Scheme (compulsory)

Professional Studies
One of the following categories (a–d):

a. Design 406.01 (Semester I), Design 406.02 (Semester II)

b. Design 406.01 (Semester I), Drawing 404.01 (Semester II)

c. Drawing 404.01 (Semester I), Drawing 404.02 (Semester II)

d. Approved Support Study 405

Specialist Studies
Four subjects must be chosen from the following subject units or additional specialisation units or Level 200 units; BUT at least two units MUST be taken at Level 400 (Note: A maximum of five Level 200 Specialist Studies may be undertaken towards an award):

Painting 451.01
Painting 451.02
Painting 451.03
Painting 451.04
Sculpture 461.01
Sculpture 461.02
Sculpture 461.03
Sculpture 461.04
Graphics 471.01 (Printmaking)
Graphics 471.02
Graphics 471.03
Graphics 471.04
Graphics 472.01 (Film Media)
Graphics 472.02
Graphics 473.01 (Graphic Communication)
Graphics 473.02
Graphics 474.01 (Photography)
Graphics 474.02
DIPLOMAS IN ART AND ART EDUCATION

Ceramics and Glass 481.01 (Ceramics) 4**
Ceramics and Glass 481.02* 4
Ceramics and Glass 482.01 (Glass) 4**
Ceramics and Glass 482.02** 4
History of Art 491.01 4**
History of Art 491.02 4

*Restrictions may limit the availability of these units in 1976.
**This specialization unit includes two hours of studio practice/research.

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

One of the following categories (a-c):

a. Design 306.01 (Semester I), Design 306.02 (Semester II)

b. Design 306.01 (Semester I), Drawing 304.01 (Semester II)

c. Drawing 304.01 (Semester I), Drawing 304.02 (Semester II)

Two subjects may be selected from the following subject units or additional specialisation units or from Year II level units (Note: A maximum of three Year II Specialist Studies may be undertaken towards an award):

- Painting 351.01
- Painting 351.02
- Sculpture 361.01
- Sculpture 361.02
- Graphics 371.01 (Printmaking)
- Graphics 371.02
- Graphics 372.01 (Film Media)
- Graphics 372.02
- Graphics 373.01 (Graphic Communication)
- Graphics 373.02
- Graphics 374.01 (Photography)
- Graphics 374.02*
- Ceramics and Glass 381.01 (Ceramics)
- Ceramics and Glass 381.02*
- Ceramics and Glass 382.01 (Glass)
- Ceramics and Glass 382.02*
- History of Art 391.01
- History of Art 391.02

*Restrictions may limit the availability of these units in 1976.
**This includes two hours of studio practice/research.

Year IV

Professional Studies
Education III 4
Art Education IV 4
History of Art 409 (includes Philosophy and Sociology of Art 401.01) 4

General Studies
Elective from approved list 3
DIPLOMAS IN ART AND ART EDUCATION

DIPLOMA IN ART EDUCATION
CONVERSION COURSE

Stage I

<table>
<thead>
<tr>
<th>Liberal Studies</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>Man and Society 101.01</td>
<td>2</td>
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<tr>
<td>Psychology of Perception 101.02</td>
<td></td>
</tr>
<tr>
<td>Professional Studies</td>
<td></td>
</tr>
<tr>
<td>Drawing 104</td>
<td>2</td>
</tr>
<tr>
<td>Design 106</td>
<td>2</td>
</tr>
<tr>
<td>Specialist Studies</td>
<td></td>
</tr>
<tr>
<td>Painting 151</td>
<td>3</td>
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<tr>
<td>Sculpture 161</td>
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Stage II

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<tr>
<td>Professional Studies</td>
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<tr>
<td>Drawing 204</td>
<td>2</td>
</tr>
<tr>
<td>Design 206</td>
<td>2</td>
</tr>
<tr>
<td>Specialist Studies</td>
<td></td>
</tr>
<tr>
<td>Painting 251</td>
<td>3</td>
</tr>
<tr>
<td>Sculpture 261</td>
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</tr>
<tr>
<td>History 291</td>
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Stage III

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<tbody>
<tr>
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<tr>
<td>Drawing 304.02</td>
<td>2</td>
</tr>
<tr>
<td>Specialist Studies</td>
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<td>History 291</td>
<td>1</td>
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<tr>
<td>Painting 252</td>
<td>3</td>
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<tr>
<td>Graphics 271 (Printmaking)</td>
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<td>Graphics 274 (Photography)</td>
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<td>Sculpture 262</td>
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<td>Ceramics and Glass 181</td>
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Stage IV

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<td>Design 406.02</td>
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<td>History 409</td>
<td>1</td>
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<td>Three of:</td>
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<td>Painting 351.01</td>
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<tr>
<td>Sculpture 361.01</td>
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<td>Graphics 374.01</td>
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<td>Graphics 371.01</td>
<td>3</td>
</tr>
<tr>
<td>Ceramics and Glass 281</td>
<td>3</td>
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</table>

Stage V

| Art Education Studies                    | 1             |
| Theory and Practice of Art Teaching     |               |
| Professional Studies                     | 2             |
| Drawing 404.01                           |               |
| Drawing 404.02                           |               |
| Specialist Studies                       |               |
| Sculpture 264 (Jewellery)               | 2             |
| Two subjects must be chosen from the    |               |
| following subject units or additional   |               |
| specialisation units or Stage III or    |               |
| Stage IV Specialist Studies But at least |               |
| one unit MUST be taken at the           |               |
| Stage V Level specified below:          |               |
| Painting 451.01                          | 3             |
| Painting 451.02                          | 3             |
| Sculpture 461.01                         | 3             |
| Sculpture 461.02                         | 3             |
| Graphics 371.01 (Printmaking)            | 3             |
| Graphics 371.02                          | 3             |

*NOT offered in 1976.
DIPLOMAS IN ART AND ART EDUCATION

DEPARTMENT OF ART

100 LEVEL SUBJECT UNITS

CERAMICS AND GLASS 181

Three hours per week

This unit equips students with skills, knowledge and attitudes to enable development of sufficient flexibility encompassing needs in the use of utility and environmental materials. Introduction is given to a wide range of fundamental experiences, upon which the student is able to build further study and emphasis is placed on the development of exploratory attitudes to media and technique. Topics include safety procedures, traditional and contemporary ceramics and glass throwing techniques, hand building techniques, blown and moulded glass. The student is encouraged to acquire practical skills and understanding of the qualities of materials and equipment associated with ceramics and glass.

ASSESSMENT
Progressive evaluation.

DESIGN 106
Design and Colour

Two hours per week

This unit develops a basic understanding of the fundamentals of structuring and colour in two and three dimensions by means of experiences in composition, design and colour work in both two and three dimensional forms. The essentials of design and colour using the project and lecture method will be utilised to define a range of experiences within the limits of the objectives.

ASSESSMENT
Progressive evaluation.

DRAWING 104

Two hours per week

This unit develops perceptive and manipulative skills from both natural forms and man-made forms. By project and demonstrations individual tuition incorporating instruction in the use of a variety of media is encouraged.

ASSESSMENT
Progressive evaluation.

LIBERAL STUDIES 101

Three hours per week

Strand A—Man and Society 101.01

This strand introduces recent trends in psychology, anthropology and sociology which contribute to knowledge about the relationship of man to his environment.

ASSESSMENT
Progressive evaluation including participation and essay.

Strand B—Psychology of Perception 101.02

This strand explores verbal and visual communication with attention being given to the shared features of a variety of situations. Topics include sensation, perception, stimulation, threshold and awareness; perception defined—a process of discrimination; perceptual development—effects of learning; physiological basis of perception including Nativism versus Empiricism; visual perception—illusions, movement, colour; perceptual organisation, the psychology of form—meaning, objects—naming—concept formation; attention and set in perceiving—determinants and fluctuations of attending, perceptual readiness; motivation and perception—primary and secondary drives; factors affecting perception such as set, attitudes, experience, culture, values; perceptual modification by social agencies—family, church, mass media, peers; advertising and propaganda, aesthetics; theoretical veins of perception Gestalt, Field theory, cell assembly theory, Sensori-tonic theory, adaptation level theory; transactionalism, directive state theory; theoretical views of perception—evaluation; thinking and perception—physiological basis of thought; unconscious processes and perception; imagery, signs and symbols, language and thought—structural linguistics;
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communication—visual, sensory input, coding, non-verbal—body language; emotion and feeling in psychology and art; the life space and perception of self; interpersonal perceptions—psychology of group behaviour, group dynamics, territoriality and stress of urbanisation, games, rituals and ceremonies; mythology and art, biological significance of art.

CONCLUSION
Psychological theories and the visual arts.

ASSESSMENT
Progressive evaluation.

Strand C—Art Concepts 101.03
This encourages students to research into the sources, contexts and nature of contemporary art and art issues so as to further broaden the range of art possibilities available to the student and enrich studio practice. The nature of art is considered; single art objects as well as groups of art objects are analysed. Heavy emphasis is placed on the use of video tape.

ASSESSMENT
Progressive evaluation.

PAINTING 151 AND MEDIA WORKSHOP 105.01
Three hours per week
This unit develops painting modes. For the purpose of establishing visual languages, traditional and contemporary attitudes will be stressed. Form and space are considered using both natural and man-made objects as well as abstract ideas. Confidence in the use of media and techniques is encouraged with the acquisition of practical skills and understanding of the qualities of materials and equipment associated with paintings. Experiments in design and composing are attempted and perceptual development is expected.

ASSESSMENT
Progressive evaluation.

SCULPTURE 161 AND MEDIA WORKSHOP 105.02
Three hours per week
The heightening of perceptual awareness and development of creative concepts is expected in a broad variety of sculptural approaches and techniques which are attempted in solving selected themes. Sculptural ideas, especially the organisation of form and space is encouraged. Involvement with materials and processes, safety and care of equipment and materials is fostered by the acquisition of practical skills and understanding of the qualities of materials and equipment associated with sculpture.

ASSESSMENT
Progressive evaluation.

STUDIO PRACTICE 100.01 AND 100.02
Four hours per week
This time is allocated for students to extend their learning experiences in the professional and specialist preparation areas and develop regular studio involvement. Staff is present for consultation and for resource information.

ASSESSMENT
Progressive evaluation.
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200 LEVEL SUBJECT UNITS

CERAMICS AND GLASS 281

Ceramics
Four hours per week
Prerequisite—Ceramics and Glass 181
This unit provides a studio-workshop atmosphere in which the student selects and develops a stimulating, energetic investigation into the topics such as practical ceramic techniques and experiences, basic chemistry, geology and history of ceramics.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

CERAMICS AND GLASS 282

Glass
Four hours per week
Prerequisite—Ceramics and Glass 181
This unit provides a studio-workshop atmosphere in which the student is exposed to a stimulating investigation of glass relative to topics such as safety, practical experiences in glass, basic chemistry, geology and history of glass.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

DESIGN 206

Design and Colour
Two hours per week
Prerequisite—Design 106
This unit encourages study of the mechanics and exploration of the potential of design and colour to give plausibility to form in the areas of special study in both two and three dimensional form.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

DRAWING 204

Two hours per week
Prerequisite—Drawing 104
This unit extends understanding and skill in relation to areas of special study, with some emphasis on contemporary aspects and covering natural forms, man-made forms, and experimental drawing.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

GRAPHICS 271

Printmaking
Four hours per week
Prerequisite—Graphics 171.01
This area of graphics explores the establishment of a relationship between technique, concept and imagery. A workshop knowledge of contemporary and traditional printing is achieved including serigraphy, intaglio, relief, paper and textiles. Attention is directed to the special qualities in each process.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

GRAPHICS 272

Film Media
Four hours per week
Prerequisite—Graphics 171.03
This area of graphics explores the establishment of a relationship between technique, concept and imagery. The film, photographic and video areas are explored with visual research and documentation covering texture, form and composition, structure, module, tension and movement.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.
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GRAPHICS 273

Graphic Communication
Four hours per week
Prerequisite—Graphics 171.03

Areas of graphics are explored by establishing a relationship between techniques, concepts and imagery. The unit experimentally investigates drawing as definition and communication covering visual dynamics, spatial modes and applied techniques.

Assessment
By exhibition to be assessed by a panel which may include at least one external examiner.

GRAPHICS 274

Photography
Four hours per week
Prerequisite—Graphics 171.02

This unit investigates the expressive and creative aspects of photography by introduction to the basic principles and skills in black and white photography, considering topics such as camera formats and lenses, dark room techniques, lighting, composition, movement and visual image.

Assessment
By exhibition to be assessed by a panel which may include at least one external examiner.

TEXTBOOKS
De Mare, Eric
Scharf, Aaron
Spillman, Ronald

REFERENCE
Helmut & Alison

Art and Photography. Allen Lane, Penguin, 1968. (Also in paperback)


HISTORY OF ART 291

Four hours per week
Prerequisite—Liberal Studies 101.01

This unit instigates a dialogue between the past and the present through the study of dual themes. It provides a formal background for specialised historical research by covering topics including classical art—Greek and Roman, Renaissance and French Classicism, Constructivists and contemporary classical artists;

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romantic art—Mannerism, Baroque and Rococo, 19th Century Romanticism, 20th Century Romanticism; traditional art—Sacred Art, Egyptism, Oceanic, African, Pre-Columbian and Aboriginal Art; the avant-garde in art throughout history.

Assessment
Progressive evaluation including participation and submitted papers.

INTER-REALM ART 207

Two hours per week

This unit probes the relationships between the specialist areas of study and provides extended understanding, possibly leading to formative concepts. Discussion of current issues and ideas is made with reference to specific objects and activities.

Assessment
Progressive evaluation.

LIBERAL STUDIES 201

Three hours per week

Strand A—Philosophy and Sociology of Art 201.01

This strand is a presentation of the central ideas which affect art in its sociological context, emphasising those controversies which surround the motives and effects of art as a modern activity.

Three basic areas are considered covering the growth of aesthetics—theories of philosophical analysis, nature as a reference, Neo—Idealism, Romanticism, socio-political contexts; Philosophy on technology—intrinsic and extrinsic purpose, creativity and constraints, professionalism; art criticism as art philosophy—changing concepts of the artist, art audiences, art and politics, notions of the avant-garde, “the international school”, the post—object debate, leadership and relationism in criticism.

Assessment
Progressive evaluation.

TEXTBOOKS
Apollinaire, G.
Battcock, G. (ed.)
Greenberg, C.

REFERENCES
Baudelaire, C.
Baudelaire, C.
Croce, B.

Flowers of Evil. New York, Peter Pauper Press, 1958
DIPLOMAS IN ART AND ART EDUCATION

Elkon, W. (ed.)
Greenberg, C.
Hilton, T.
Kant, I.
Lippard, L.
Mao Tse-Tung
Oakeshott, M.
Pater, W.
Rosenberg, H.
Scarfe, F.
Starke, E.

JOURNALS


Art International. Monthly. Lugano, Switzerland.

Strand B—Research Study 201.02

This strand is designed to develop creative and innovative capacities in confronting theoretical aspects of art so as to achieve self-reliance in personal conceptualising for the supplementing of studio and workshop experiences.

Students may select one of the following:
1. A study of a contemporary issue in art with reference to at least three participants.
2. A study of a single artist (past or contemporary), considering the issues faced by that artist and referring to specific works.
3. Technology research relevant to art activity.
4. A study of an art tradition, which may include ethnic art or traditions where the individual artists are anonymous.
5. Any research study approved by the supervisors.

Topic Selection: Details of research study topic when selected, must be submitted in writing to the supervisors no later than the fifth week of the first semester.

Research Supervision: No ongoing research supervision is provided formally, but supervisors are available for consultation.

Research Requirement: Two copies of the research studies are to be submitted as an academic paper and should exceed two-thousand (2,000) words.

Submission: Research papers must be submitted to the department’s clerical staff by the end of the first week in June—receipt slips will be given.

Extensions: Extensions are granted where the supervisors consider these to be justified. Applications for extension must be made in writing at least two (2) weeks before the due date for the submission. Where granted, no extension will exceed four (4) weeks.

ASSESSMENT

Final evaluation which may include external examiners.

Strand C—Liberal Study Option 201.03

Students choose from a variety of subjects outside the field of art, which are intended to complement their art studies. Options may be offered in fields as varied as Music, Physical Education, Science, Drama, Audio-Visual, Literature.

ASSESSMENT

Progressive evaluation that may include final examination.

MEDIA WORKSHOP 205

Two hours per week

Prerequisite—Media Workshop 105

This unit enables students to acquire practical skills and develop an understanding of the qualities of materials and associated equipment. Various media are considered including Wood, Metal, Plastic, Graphics and Paint, Film and Videotape along with the techniques appropriate to each. Any three media must be studied at an advanced level. The techniques learned must be practised in the studio-workshop.

ASSESSMENT

Progressive evaluation.

PAINTING 251

Experimental Figurative

Four hours per week

Prerequisite—Painting 151

This unit involves study and exploration of particular interests in the field of figurative painting. Nature is treated as an important initial element and work proceeds from this source. Individuals are encouraged to consider images in the broadest conceptual context.
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Natural environmental sources including life studies, anatomy and man-made environmental sources are considered appropriate in this study.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

PAINTING 252
Non-Representational
Four hours per week
Prerequisite—Painting 151
Study and exploration is undertaken of particular interests in the field of non-representational art. The non-objective image is treated as the important element and work proceeds from this source through pertinent concepts and ideas. Research of non-representational idioms and attitudes, including reductive, expressive, intuitive and decorative abstraction are attempted—speculative extensions and innovations in ideas and techniques are required.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

SCULPTURE 261
Construction
Four hours per week
Prerequisite—Sculpture 161
The emphasis in this unit is on gaining an understanding of the interaction and interchange of spatial and solid rhythms through construction and fabrication in a variety of materials. The exploration of a combination of media and the various modes of construction is attempted. Problem-solving situations are selected from man-made and natural environmental sources as well as non-objective sources. Attention is directed to planar and linear possibilities and students select one or more topics.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

DIPLOMAS IN ART AND ART EDUCATION

SCULPTURE 262
Moulding and Casting, Modelling and Carving
Four hours per week
Prerequisite—Sculpture 161
The emphasis in this unit is on gaining an understanding of creative possibilities through the processes involved, materials used and purposes and intentions selected. Problem-solving situations are selected from man-made and natural environmental sources as well as non-objective sources. Attention is drawn to solid and spatial volumes with surface considerations. Students select one or more topics.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

SCULPTURE 263
Multi-Dimensional
Four hours per week
Prerequisite—Sculpture 161
The exploration of visual shock in three-dimensional multi-media works is considered in this unit. The purposeful and speculative use of environmental and participatory elements, sound modes, kinetic modes and other modes are explored. Students select one or more topics.

ASSESSMENT
By exhibition to be assessed by a panel which may include at least one external examiner.

300 LEVEL SUBJECT UNITS

APPROVED SUPPORT STUDY 305
Four hours per week
A student may submit to the Head of Department an outline of a proposed study, which the student believes will assist to a greater degree in the specialist preparation area than that which is currently provided. This study may be undertaken only if and when approved by the Head of the Department of Art.

ASSESSMENT
Progressive evaluation.
DIPLOMAS IN ART AND ART EDUCATION

CERAMICS AND GLASS 381.01

Ceramics
Four hours per week

Prerequisite—Ceramics and Glass 281

Self-awareness is developed through in-depth study, to show evidence of experimental art attitudes. Self-selected subject matter and processes of working showing an emphasis in industrial production and studio production are studied. Provision is made for students who wish to teach Ceramics.

Assessment
Progressive evaluation.

CERAMICS AND GLASS 381.02

Four hours per week

Corequisite—Ceramics and Glass 381.01

This is an individual unit of study with no face-to-face lecturing commitment. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Ceramics and Glass 381.01.

Assessment
Progressive evaluation.

CERAMICS AND GLASS 382.01

Glass
Four hours per week

Prerequisite—Ceramics and Glass 282

Personal development through in-depth study in a self-selected subject matter developing processes of working so as to show a bias in a particular direction. Topics should include industry and art object.

Assessment
Progressive evaluation.

DIPLOMAS IN ART AND ART EDUCATION

CERAMICS AND GLASS 382.02

Four hours per week

Corequisite—Ceramics and Glass 382.01

This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Ceramics and Glass 382.01.

Assessment
Progressive evaluation.

DESIGN 306.01

Four hours per week for one semester

Prerequisite—Design 206

The creative application of design principles is examined in the different areas of applied design such as the architectural, graphic, industrial, theatrical and textile areas. Selected research of one or two topics is required.

Assessment
Progressive evaluation.

DESIGN 306.02

Four hours per week for one semester

Corequisite—Design 306.01

The creative application of, and independent research into design principles and the different areas of applied design such as the architectural, graphic, industrial, theatrical, textile and design research areas. Selected research of one or two topics is required.

Assessment
Progressive evaluation.
DIPLOMAS IN ART AND ART EDUCATION

DRAWING 304.01
Four hours per week for one semester

Prerequisite—Drawing 204

This unit develops a personal creative approach based on an extended knowledge of the media and its conceptual possibilities, with emphasis on contemporary aspects and using the human figure.

ASSESSMENT
Progressive evaluation.

DRAWING 304.02
Four hours per week for one semester

Corequisite—Drawing 304.01

This unit develops a personal creative approach based on an extended knowledge of the media and its conceptual possibilities, with emphasis on contemporary aspects of man's environment.

ASSESSMENT
Progressive evaluation.

GRAPHICS 371.01
Printmaking
Four hours per week

Prerequisite—Graphics 271

Controlled use of techniques and materials is required to show an advanced level of conceptual development in areas such as serigraphy, intaglio, relief and others. Students select one or more topics.

ASSESSMENT
Progressive evaluation.

GRAPHICS 371.02
GRAPHICS 371.03
GRAPHICS 371.04
Four hours per week per unit

Corequisite—Graphics 371.01

These are individual units of study with no face-to-face lecturing commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 371.01.

ASSESSMENT
Progressive evaluation.

GRAPHICS 372.01
Film Media
Four hours per week

Prerequisite—Graphics 272

This unit aims to communicate visual codes which show technical expertise in a context of advanced conceptual development in areas such as texture, form and composition, structure, module, tension and movement.

ASSESSMENT
Progressive evaluation.

GRAPHICS 372.02
Four hours per week

Corequisite—Graphics 372.01

This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 372.01.

ASSESSMENT
Progressive evaluation.
DIPLOMAS IN ART AND ART EDUCATION

GRAPHICS 373.01

Graphic Communication
Four hours per week
Prerequisite—Graphics 273
This unit extends the creative potential of applied graphics by selected subject matter and processes of working.

ASSESSMENT
Progressive evaluation.

GRAPHICS 373.02

Four hours per week
Corequisite—Graphics 373.01
This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 373.01.

ASSESSMENT
Progressive evaluation.

GRAPHICS 374.01

Photography
Four hours per week
Prerequisite—Graphics 274
Imaginative, theoretical and practical aspects of photography are explored, with emphasis on practical assignments covering areas such as photographic statements, bas-relief, print distortion, multiple images, tone drop outs, texture and grain.

ASSESSMENT
Progressive evaluation.

TEXTBOOKS
De Mare, Eric
Helmut & Alison Langford, M. J.

REFERENCES
Newhall, Beaumont
Scharf, Aaron

HISTORY OF ART 391.01

Four hours per week
Prerequisite—History of Art 291
This unit enables the student to develop a capacity for sustained research into selected areas and gain competence in utilising and evaluating appropriate source material, stressing analysis rather than description. Topics are chosen in consultation with lecturers and specialist advisers and reflect both a specialised study of a chosen period of art history and a specialised study of a chosen individual artist.

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

HISTORY OF ART 391.02

Four hours per week
Corequisite—History of Art 391.01
This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of History 391.01.

ASSESSMENT
By presentation in each semester of a formal paper of no less than ten-thousand (10,000) words and supplemented where appropriate with audio-visual material.
DIPLOMAS IN ART AND ART EDUCATION

LIBERAL STUDIES 301

Three hours per week

Strand A—Philosophy and Sociology of Art 301.01

This strand is a presentation of the major philosophic and aesthetic streams of the twentieth century including Organicism and Structuralism—the Romantic rebellion, Schiller and Marcuse, Hegel's Philosophy of Art, Karl Marx on Art, Socialist Realism; Empiricism—traditional British, Logical Positivism, later developments; Existentialism—Nietzsche and Kierkegaard ("truth is a power"), Sartre and Camus (vivisection and the single person), Paradise Lost (four existentialists and the art of striptease), Being Free (bad faith and chains), The Cocktail Party Phenomenon (Cezanne an existentialist?); Twentieth Century Aesthetics—the aesthetic tradition, "Extremist" theories, The Challenge of Tradition, artists' statements, the rise of art sociology.

ASSESSMENT
Progressive evaluation including essays, tutorial papers and group participation.

TEXTBOOKS

Strand B—Research Study 301.02

This strand is designed to develop creative and innovative capacities in confronting theoretical aspects of art, and achieve self-reliance in personal conceptualising for the supplementing of studio and workshop experiences.

Students may select one of the following:
1. A study of a contemporary issue in art with reference to at least three participants.
2. A study of a single artist (past or contemporary), considering the issues faced by that artist and referring to specific works.
3. Technology research relevant to art activity.
4. A study of an art tradition, which may include ethnic art or traditions where the individual artists are anonymous.
5. Any research study approved by the supervisors.

Topic Selection: Details of research study topic when selected, must be submitted in writing to the supervisors no later than the fifth week of the first semester.

ASSESSMENT
Final evaluation which may include external examiners.

PAINTING 351.01

Four hours per week

Prerequisite—Painting 251 or Painting 252

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

ASSESSMENT
Progressive evaluation.

PAINTING 351.02
PAINTING 351.03
PAINTING 351.04

Four hours per week per unit

Corequisite—Painting 351.01

These are individual units of study with no face-to-face lecturing commitments. Requirements for these programmes of study and...
DIPLOMAS IN ART AND ART EDUCATION

their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Painting 351.01.

ASSESSMENT
Progressive evaluation.

SCULPTURE 361.01
Four hours per week
Prerequisite—Sculpture 261 or Sculpture 262 or Sculpture 263
Self-awareness development through in-depth study which shows evidence of advanced conceptual development. Problems, themes and processes of working are selected by the student. Accommodation is made for individual differences.

ASSESSMENT
Progressive evaluation.

SCULPTURE 361.02
SCULPTURE 361.03
SCULPTURE 361.04
Four hours per week per unit
Corequisite—Sculpture 361.01
These are individual units of study with no face-to-face lecturing commitments. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Sculpture 361.01.

ASSESSMENT
Progressive evaluation.

DIPLOMAS IN ART AND ART EDUCATION

400 LEVEL SUBJECT UNITS

APPROVED SUPPORT STUDY 405
Four hours per week
A student may submit to the Head of Department an outline of a proposed study, which the student believes will assist to a greater degree in the specialist preparation area than that which is currently provided. This study may be undertaken only if and when approved by the Head of the Department of Art.

ASSESSMENT
Progressive evaluation.

CERAMICS AND GLASS 481.01
Ceramics
Four hours per week
Prerequisite—Ceramics and Glass 381.01
Students work in close consultation with advisers in a programme of significant value to the student with self-selection of ideas and procedures of working, showing an emphasis in industrial and studio production.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

CERAMICS AND GLASS 481.02
Four hours per week
Corequisite—Ceramics and Glass 481.01
This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Ceramics and Glass 481.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
DIPLOMAS IN ART AND ART EDUCATION

CERAMICS AND GLASS 482.01
Glass
Four hours per week
Prerequisite—Ceramics and Glass 382.01
Students work in close consultation with advisers in a programme of significant value to the student with self-selection of ideas and procedures of working, showing an emphasis in industrial production and studio production.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

CERAMICS AND GLASS 482.02
Four hours per week
Corequisite—Ceramics and Glass 482.01
This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Ceramics and Glass 482.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

DESIGN 406.01
Four hours per week for one semester
Prerequisite—Design 306.01
This unit involves personal research into new problems and principles to gain an independent knowledge of design and enrich special studies including design research in systems theory, general and applied design. Students determine and propose their own assignments which must be approved by and undertaken in consultation with the lecturer.

ASSESSMENT
Progressive evaluation.

DESIGN 406.02
Four hours per week for one semester
Corequisite—Design 406.01
This unit involves personal research into new problems and principles to gain an independent knowledge of design and enrich special studies including design research in systems theory, general and applied design. Students determine and propose their own assignments which must be approved by and undertaken in consultation with the lecturer.

ASSESSMENT
Progressive evaluation.

DRAWING 404.01
Four hours per week for one semester
Prerequisite—Drawing 304.01
This unit provides emphasis on personal and individual expression. An open and speculative attitude is encouraged and the student's personal critical sense developed, within a contemporary context, to enrich special studies. The human figure forms the basis of research.

ASSESSMENT
Progressive evaluation.

DRAWING 404.02
Four hours per week for one semester
Corequisite—Drawing 404.01
This unit provides emphasis on personal and individual expression. An open and speculative attitude is encouraged and the student's personal critical sense developed, within a contemporary context, to enrich special studies. Various aspects of man's environment forms the basis of research.

ASSESSMENT
Progressive evaluation.
DIPLOMAS IN ART AND ART EDUCATION

GRAPHICS 471.01
Printmaking
Four hours per week
Prerequisite—Graphics 371.01
Controlled use of techniques and materials is required in this unit to show an advanced level of conceptual development in serigraphy, intaglio, relief and other forms. Students select one or more topics.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHICS 471.02
GRAPHICS 471.03
GRAPHICS 471.04
Four hours per week per unit
Corequisite—Graphics 471.01
These are individual units of study with no face-to-face lecturing commitment. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 471.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHICS 472.01
Film Media
Four hours per week
Prerequisite—Graphics 372.01
This unit communicates visual codes which show technical expertise in a context of advanced conceptual development including texture, form and composition, structure, module, tension and movement.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHICS 472.02
Four hours per week
Corequisite—Graphics 472.01
This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 472.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHICS 473.01
Graphic Communication
Four hours per week
Prerequisite—Graphics 373.01
This unit extends the creative potential of applied graphics with the student selecting subject matter and processes of working.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHICS 473.02
Four hours per week
Corequisite—Graphics 473.01
This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 473.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
DIPLOMAS IN ART AND ART EDUCATION

GRAPHICS 474.01

Photography
Four hours per week
Prerequisite—Graphics 374.01

In this unit the student works in close consultation with the adviser in a programme of significant value to the student with self selection of ideas and processes of working, the student structure and complete their own programme in consultation with lecturers. Emphasis is placed on creativity of photography relating to professional photography in industrial, commercial, studio, press and photojournalism areas.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHICS 474.02

Four hours per week
Corequisite—Graphics 474.01

This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Graphics 474.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

HISTORY OF ART 409

Four hours per week
Prerequisite—Art Education III

Strand A—History of Art

This fosters analytical attitudes towards the social courses of contemporary art movements including the modern industrial, technological and social revolution; comparison of contemporary art with pre-industrial revolution art, various aspects of modern society, contemporary art movements and their social courses.

DIPLOMAS IN ART AND ART EDUCATION

Strand B—Philosophy of Sociology of Art 401.01

This strand traces the origins of twentieth-century thought through both the Eastern and Western philosophic traditions and develops personal aesthetic concepts within a contemporary framework.

ASSESSMENT
Progressive evaluation including essays, tutorial papers and group participation.

HISTORY OF ART 491.01

Four hours per week
Prerequisite—History of Art 391.01

This unit encourages students to develop a capacity for sustained research into selected areas gaining competence in utilising and evaluating appropriate source material, stressing analysis rather than description. Topics are chosen in consultation with lecturers and specialist advisers but include both a specialised study of a chosen period of art history and a specialised study of a chosen individual artist.

ASSESSMENT
By presentation of formal papers of no less than ten-thousand (10,000) words, supplemented where appropriate with audio-visual material.

HISTORY OF ART 491.02

Four hours per week
Corequisite—History of Art 491.01

This is an individual unit of study with no face-to-face lecturing commitments. Requirements for this programme of study and its assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of History of Art 491.01.

ASSESSMENT
By presentation of formal papers of no less than ten-thousand (10,000) words, supplemented where appropriate with audio-visual material.

LIBERAL STUDIES 401

Three hours per week

Strand A—Philosophy and Sociology of Art 401.01

This strand traces the origins of twentieth-century thought through both the Eastern and Western philosophic traditions and develops
personal aesthetic concepts within a contemporary framework.

**Assessment**
Progressive evaluation including essays, tutorial papers and group participation.

**Strand B—Research Study 401.02**

This strand is designed to develop critical capacities in relation to the student's own work and concepts, thereby supplementing studio, workshop and scholarly experiences. Students undertake the following in accordance with their specialist preparation studies:

- **Studio-Workshop Paper**: A paper analysing the form and content of the student's own work, stating reasons for the approach(s) chosen and providing ideas held for future development(s).
- **Research Supervision**: No ongoing research supervision is provided formally, but supervisors are available for consultation.
- **Research Requirement**: Two copies of the research studies are to be submitted as an academic paper and should exceed four-thousand (4,000) words.

**Submission**: Research papers must be submitted to the department's clerical staff by the end of the first week in June—receipt slips will be given.

**Extensions**: Extensions are granted where the supervisors consider these to be justified. Applications for extension must be made in writing at least two (2) weeks before the due date for the submission. Where granted, no extension will exceed four (4) weeks.

**Assessment**
Final evaluation which may include external examiners.

**Strand C—Liberal Study Option 401.03**

Students choose from a variety of subjects outside the field of art, which are intended to complement their art studies. Options may be offered in fields as varied as Music, Physical Education, Science, Drama, Audio-Visual, Literature.

**Assessment**
Progressive evaluation that may include final examination.

**Painting 451.01**

Four hours per week

**Prerequisite**: Painting 351.01

Self-awareness through in-depth study which shows evidence of advanced conceptual development is encouraged by this unit.

**Assessment**
Exhibition assessed by a panel which may include at least one external examiner.

**Sculpture 461.01**

Four hours per week

**Prerequisite**: Sculpture 361.01

Students work in close consultation with the adviser in a programme of significant value to the student selecting ideas and processes of working.

**Assessment**
Exhibition assessed by a panel which may include at least one external examiner.

**Painting 451.02**

Prerequisite—Painting 451.01

These are individual units of study with no face-to-face lecturing commitment. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Painting 451.01.

**Assessment**
Exhibition assessed by a panel which may include at least one external examiner.

**Sculpture 461.02**

Prerequisite—Sculpture 461.01

These are individual units of study with no face-to-face lecturing commitment. Requirements for these programmes of study and their assessment, although similar to, are in addition to any other unit of study taken in this specific subject area. Students selecting this additional specialisation unit are responsible to the lecturer in charge of Sculpture 461.01.

**Assessment**
Exhibition assessed by a panel which may include at least one external examiner.
sessions related to the teaching of art to High School students analysing the content and relationship between structured experiences and major works.

ASSESSMENT
Progressive evaluation including participation in lectures, seminars, discussions, workshops, practical teaching experience, essays and assignments.

TEXTBOOKS
Syllabuses in Art, N.S.W. Department of Education.

Strand B—Philosophy and Sociology of Art 201.01

This unit is a presentation of the central ideas which affect art in its sociological context, emphasising those controversies which surround the motives and effects of art as a modern activity.

Three basic areas are considered covering the growth of aesthetics—theories of philosophical analysis, nature as a reference, Neo-Idealism, Romanticism, socio-political contexts; philosophy on technology—intrinsic and extrinsic purpose, creativity and constraints, professionalism; art criticism as art philosophy—changing concepts of the artists, art audiences, art and politics, notions of the avant-garde, “the international school”, the post-object debate, leadership and relationalism in criticism.

ASSESSMENT
Progressive evaluation.

TEXTBOOKS
Baudelaire. London, Faber and Faber, 1957.
DIPLOMAS IN ART AND ART EDUCATION

ART EDUCATION III

Four hours per week

Strand A—Art Education and its Practical Application

This strand analyses the practical application of Art Education with special emphasis on the teaching of art to Senior High School students. Topics to be studied include Art Education as a discovery process, motivation, programming concepts particularly for the Junior High School in N.S.W., senior school syllabus and its programming, process versus product, the place of art history in the curriculum—procedures and methods, teacher and pupil—evaluation of pupil’s development and product, current research in Art Education and its practical applications, present practice and possible future directions in Art Education, organisation of the artroom/workshop environment, museums, galleries and visual environment as extensions of the artroom, student research into programming and different approaches to art in the secondary schools, preparation for practice teaching, safety procedures and precautions in practical workshops. Practical workshop sessions related to the teaching of art to High School students analyses the content and relationship between structured experiences and major works.

ASSESSMENT

Progressive evaluation including participation in lectures, seminars, discussions, essays or assignments and practical teaching experience.

TEXTBOOKS


Syllabuses in Art. N.S.W. Department of Education.

Strand B—Philosophy and Sociology of Art 301.01

This strand is a presentation of the major philosophic and aesthetic streams of the twentieth century including Organicism and Structuralism—the Romantic rebellion, Schiller and Marcuse, Hegel's Philosophy of Art, Karl Marx on Art, Socialist Realism; Empiricism—traditional British, Logical Positivism, later developments; Existentialism—Nietzsche and Kierkegaard (“truth is a power”), Sartre and Camus (vivisection and the single person), Paradise Lost (four existential artists and the art of striptease), Being Free (bad faith and chains), The Cocktail Party Phenomenon (Cezanne an existentialist?); Twentieth Century Aesthetics—the aesthetic tradition, “Extremist” theories, The Challenge of Tradition, artists' statements, the rise of art sociology.
DIPLOMA IN MUSIC EDUCATION

The following outlines relate ONLY to components conducted by this College; for specialist preparation studies in Music students should consult publications of the Newcastle Branch of the Conservatorium of Music.

STUDENTS COMMENCING IN 1976

Year I
Education I 3
Music Education I 3
(includes Principles & Practice of Teaching)

Year II
Education II 3
*Music Education II 3
(includes Principles & Practice of Teaching)
English GS 3

*Two Micro Experiences to be undertaken during first semester

Year III
Music Education III 3
(includes Principles & Practice of Teaching)
Social Science GS 3

Year IV
Education III 4
Music Education IV 4
Physical Education II 2
Elective 3
Teaching Experience IV

STUDENTS CONTINUING IN 1976

Year II
Education II 3
Communications II 2
Music Education II 3
Teaching Experience II

Year III
Music Education III 3
Elective 3
Teaching Experience III

Year IV
Education III 4
Music Education IV 4
Physical Education II 2
Elective 3
Teaching Experience IV
DIPLOMA IN MUSIC (EDUCATION)

MUSIC EDUCATION I

Music Education in Primary and Secondary Schools

Three hours per week

Rhythm and time; an investigation into approaches to rhythmic development, both aurally and in relation to notation skills in the classroom. Speech and movement as a means of developing rhythmic facility.

The progressive development of pitch perception in children. Pitch training through pentatonicism. Pitched percussion as an aid to teaching pitch and notation.

The development of perception through participatory activities in listening lessons. Teaching concepts of pitch, time, dynamics and timbre using non-traditional graphic notation.

A comparison of the approaches to Primary Music Education in N.S.W. with Kodaly music education in Hungary and Orff Schulwerk in Germany.

Descant recorder, rhythmic and tuned percussion.

ASSESSMENT
Progressive evaluation by class tests, assignments, practical work.

TEXTBOOKS
Dankworth, A.
Salkeld, R.

REFERENCES
Choyte, J. and Cheyette, C. H.
Wheeler, L. and Raebeck, L.


COMMUNICATIONS II

Two hours per week

Strand A—The Use of English

This strand deals with and partially integrates the communication arts of reading, speaking and writing English. 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.

ASSESSMENT
Progressive evaluation including practical work, tests and essays.

Strand B—Mass Media

A critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society is developed by discussing distinctive features of each medium, language and communication techniques of the media, media offerings for different categories of the population, recent trends in the media (especially in Australia), issues in the media, investigation and surveys of current programmes and materials.

ASSESSMENT
Progressive evaluation including essays and exercises.

REFERENCES
Casty, Alan
Emery, M. C. and Smyth, T. C.
Groombridge, B.
Maye, Henry
Merrill, J. C. and Lowenstein, R.
Thompson, Denis (ed.)
Watson, K. and Christie, Frances


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

Strand C—Language Teaching in the Specialist Subjects

This brief curriculum study is concerned with the use of language in the classroom and the teacher’s impact on the language of his pupils. The subject is designed to increase understanding of linguistic problems in communicating with children, ways of contributing effectively to the language performance of children in the contexts which individual subjects provide, ways of promoting children’s basic language skills, the role of the English teacher and the centrality of his concern with creative experience of literature and expression.
DIPLOMA IN MUSIC EDUCATION

REFERENCES
Ashworth, Arthur and Watson, Ken
Butler, Douglas
Barnes, Douglas
Britton, James and Rosen, D. M.
Bennett, D. M.
Britton, James
Dougherty, Peter
Pearce, John and Thornton, G.
Flower, F. D.
Jones, Anthony and Muirhead, Jeremy
Rosen, Harold
Towards a New English. Sydney, Reed, 1972.

MUSIC EDUCATION II
Music Education in the Secondary School
Three hours per week
Prerequisite—Pass in Music Education I
Curriculum study and choice of teaching material related to junior non-elective classes in the secondary school. Integration and planning of classroom activities. Programming for the integrated development of aural and visual skills. The composite lesson. Interdisciplinary approaches—music and speech, music and movement, music theatre. The adaptation and application of the educational philosophies of Kodaly and Orff to Secondary Music Teaching. Instrumental activities in non-elective classes: percussion arrangements, harmonisation of rounds and songs. Listening: analysis of compositions. Recorder work at advanced level, recorder ensemble.

ASSESSMENT
Progressive evaluation of class tests, assignments, practical work.

TEXTBOOKS
Fiske, R.
Self, O.

REFERENCES
Dennis, B. B.
D'Ongevan, G. R.
Gren, W. A.
Paynter, J. and Aston, P.
Zimmerman, M. P.

MUSIC EDUCATION IV
Music Education in the Secondary School—Senior Classes
Four hours per week
Prerequisite—Pass in Music Education III

ASSESSMENT
Progressive evaluation, class tests, written work, contribution to discussion groups and seminars.

REFERENCES
Bennett, D. M.
Barnes, Douglas
Ashworth, Arthur and
REFERENCES
Bennett, D. M.
Barnes, Douglas
Ashworth, Arthur and
REFERENCES
Bennett, D. M.
Barnes, Douglas
Ashworth, Arthur and
REFERENCES
Bennett, D. M.
Barnes, Douglas
Ashworth, Arthur and
DIPLOMA IN SPECIAL EDUCATION

THE CHILD A1
Education and the Atypical Child
Three hours per week

This unit discusses the role of Education and the Atypical Child. Disorders of physical and motor development including visual and auditory defects are examined covering the genesis and measurement of the problem, social and educational implications and the special provisions needed for management of the child in special schools or normal classroom. Physical and motor disabilities are discussed similarly. Disorders of communication inherent in speech defects, language disorders and reading difficulties are examined in various aspects. The nature of mental retardation and its effects on other skills and performance of the individual are discussed, together with appropriate learning theories related to teaching techniques. The causes, behavioural and learning effects of brain damage are examined in relation to new trends in educational management. Disorders of social and emotional adjustment are also studied.

ASSESSMENT
Progressive evaluation including two essays each of two-thousand (2,000) words, and seminar papers.

TEXTBOOK
Dunn, L. M.

REFERENCES
Cruickshank, W. M. and Johnson, G. O.
Telford, C. W. and Sawrey, J. M.
Trapp, E. P. and Himelstein, P.

THE CHILD A2
Education—Learning Disorders and Diagnostic Techniques
Three hours per week

This unit is concerned with an examination of pupils who are having difficulty learning in the normal classroom and an analysis of the possible reasons for their difficulty. Both the biological bases of learning and diagnostic and remedial techniques are discussed. The latter involves analysis of developmental skills in relation to specific learning disabilities, possible causes of disability, relationship of skills to later academic problems, evaluation tests of specific developmental skills (including I.T.P.A., Frostig; Bender, Wepman), evaluation of screening batteries and early identification of learning disabilities, evaluation of attainment and diagnostic tests in the basic
DIPLOMA IN SPECIAL EDUCATION

academic skill areas, assessment of tests and intellectual functioning (including Binet, W.I.S.C., Slosson and various group verbal and non-verbal tests), and diagnostic analysis of the child's total functioning as the basis of a remedial programme.

ASSessment
Progressive assessment based on assignments and effectiveness of work in the schools.

REFERENCES

THE CHILD IN SOCIETY B1

Education in Society

Two hours per week

This unit examines sub-groups and the individual in society including personal and social development and influence of the person within groups, culture and society generally, as well as examining the function of education in society. Sociology of Education as a discipline is also discussed and an analysis is made of the various agencies of socialisation. Institutional and subinstitutional structures are included in an analysis of the school as an agent of social control and integration, communication structure, power and authority, leadership, social climate, morale, cohesion of subgroups, group processes in the classroom including the influence of peer groups in the educative process and political action within an institution. The school as an organisation in its formal and informal aspects is used to examine a number of issues.

Assessment
Progressive evaluation including two assignments and semester examinations.

TEXTBOOKS

DIPLOMA IN SPECIAL EDUCATION

THE CHILD IN SOCIETY B2

Language and Linguistics: The Problems of Disadvantaged Children

One hour per week

This unit discusses language acquisition and development—behavioural explanations; the theories of Piaget and Noam Chomsky. Linguistics—an introduction to transformational grammar. Specific language learning disabilities; language in disadvantaged groups and the influence of social class on language. An examination of linguistic teaching materials and their correlation to personal and curriculum aims and objectives. Teaching programmes.

Assessment
Progressive evaluation including seminars, research reports and a two-thousand (2,000) word essay.

TEXTBOOKS

THE CHILD IN SOCIETY B3

English as a Second Language

Two hours per week

This unit initially examines the background culture of migrants, culture shock in N.S.W., history of migration to Australia and agencies for integration. The situational method of teaching English to migrant children both in theory and practice is then discussed in detail with the aid of film and video-tape material. Practical exercises and self-criticism are employed and encouraged to assist the learning of this method. Familiarisation with hardware is ensured and an examination is made of the various commercially available language kits.

Assessment
Progressive evaluation including seminars, practical exercises, and an essay of two-thousand (2,000) words.

TEXTBOOKS
THE CHILD IN SOCIETY B4

Social Development Through Drama

One hour per week for one semester

This unit examines the nature and causes of social disabilities in the mildly handicapped child as well as the social and emotional difficulties of such a child in the classroom. Creative drama is presented as an emotional and imaginative release, a social support and a foundation for effective communication for the mildly handicapped child. Various methods and materials in speech and drama development are explained so as to encourage personal development of the student in speech and creative drama.

ASSESMENT
Progressive evaluation based on practical exercises, reports, seminars and written assignment.

TEXTBOOKS

REFERENCES
Barch, R. H.
Bottom, R.
Educational Drama Association
Hayes, L.

Steve, G. A.

THE CHILD IN SCHOOL C1

Studies in Reading Education

Two hours per week

Topics include approaches to the teaching of reading and possible compensatory techniques for children experiencing difficulty. Design and organisation of remedial programmes including evaluation of existing and emerging resources for reading improvement as well as construction of appropriate material. Investigation of current controversies and problems in the area of reading. Interdisciplinary team case studies are also undertaken.

ASSESMENT
Progressive evaluation based upon assignments, reports and contribution to seminars.

REFERENCES
Cooper, J. D. et al.
Dallman, Martha et al.
Dechant, E.
Dechant, E.

THE CHILD IN SCHOOL C2

Studies in Mathematics

Two hours per week

Topics include a brief survey of modern theories pertinent to the development of mathematical concepts, illustrated in practice by the use of structured and environmental materials. The value and use of individualised kits and programmed instruction such as Triad, I.M.P., S.R.A. and Distar systems are examined. Testing and evaluation are discussed as well as the incidence of conceptual difficulties and erroneous calculations in mathematics with consideration of remedial approaches. Reinforcement exercises and materials such as Wirtz, Botel and the value of games as reinforcement aids are considered. Deviations from normal expectancy arising from particular handicaps are analysed with visiting speakers from special schools. Research in the teaching of Mathematics to handicapped children with emphasis on readiness of pupil and appropriateness of approach is also examined as well as the use of the calculator as an aid to problem solving.

ASSESMENT
Progressive evaluation including seminar presentation and participation, assignments and unit tests.

REFERENCES
Cooper, J. D. et al.
Dallman, Martha et al.
Dechant, E.
Dechant, E.

JOURNALS

Remedial Education. Melbourne, Diagnostic and Remedial Teachers' Association of Victoria Australian Remedial Education Association.
The Reading Teacher. Newark, Delaware, International Reading Association.
The Slow Learning Child. St. Lucia, University of Queensland.
DIPLOMA IN SPECIAL EDUCATION

REFERENCES
Association of Teachers of Mathematics
D'Augustine, Charles H.

Greater Cleveland Educational Research Council
Homes, Emma E.

Kramer, K.

Reeves, J. P. and Radford, W. C.

JOURNALS


TEXTBOOKS

Key Topics in Mathematics for the Primary Teacher. Chicago, S.F.A. 1962.


Some Aspects of Performance in Mathematics in Australian Schools.

DIPLOMA IN SPECIAL EDUCATION

REFERENCES
Ashlock, P. and Stephens, A.
Bailey, P.

Barbe, W. B.


Cratty, B. J.


Key Topics in Mathematics for the Primary Teacher. Chicago, S.F.A. 1962.


Some Aspects of Performance in Mathematics in Australian Schools.

THE CHILD IN SCHOOL C3

The Creative Arts

Five hours per week

Creative Arts is an interdisciplinary study consisting of four areas—Art, Crafts, Music and Physical Education—each contributing to work related to the teaching of handicapped children and to the solving of difficulties and problems resulting from specific handicaps. Integration is achieved through the planning of activities in each area so that there is collective working towards the achievement of specific objectives as a means of illustrating the more effective implementing of special education programmes in schools by achieving development and understanding of the creative arts. By analysis of difficulties or handicaps, in a cross-disciplinary approach the student is introduced to methods and materials pertinent to each area as well as developing a better understanding of the place of the creative arts in the teaching of mentally retarded, emotionally disturbed, deaf, partially hearing or sighted and physically handicapped children.

ASSESSMENT

Progressive assessment based on assignments and effectiveness of work.

TEXTBOOKS

Key Topics in Mathematics for the Primary Teacher. Chicago, S.F.A. 1962.


Some Aspects of Performance in Mathematics in Australian Schools.

DIPLOMA IN SPECIAL EDUCATION

REFERENCES
Ashlock, P. and Stephens, A.
Bailey, P.

Barbe, W. B.


Cratty, B. J.


Key Topics in Mathematics for the Primary Teacher. Chicago, S.F.A. 1962.


Some Aspects of Performance in Mathematics in Australian Schools.

THE CHILD IN SCHOOL C3

The Creative Arts

Five hours per week

Creative Arts is an interdisciplinary study consisting of four areas—Art, Crafts, Music and Physical Education—each contributing to work related to the teaching of handicapped children and to the solving of difficulties and problems resulting from specific handicaps. Integration is achieved through the planning of activities in each area so that there is collective working towards the achievement of specific objectives as a means of illustrating the more effective implementing of special education programmes in schools by achieving development and understanding of the creative arts. By analysis of difficulties or handicaps, in a cross-disciplinary approach the student is introduced to methods and materials pertinent to each area as well as developing a better understanding of the place of the creative arts in the teaching of mentally retarded, emotionally disturbed, deaf, partially hearing or sighted and physically handicapped children.

ASSESSMENT

Progressive assessment based on assignments and effectiveness of work.

TEXTBOOKS

Key Topics in Mathematics for the Primary Teacher. Chicago, S.F.A. 1962.


Some Aspects of Performance in Mathematics in Australian Schools.

### GRADUATE DIPLOMA IN EDUCATION (Primary Education)

**Subject** | **Hours per week**
--- | ---
Education IVP | 2
Principles and Practice of Teaching IV | 3
English and Reading IVP | 3
Mathematics IVP | 2
Art IVP | 3*
Crafts IVP | 3*
Physical Education IV | 3*
Music IVP | 3**
Social Science IVP | 3**
Natural Science IVP | 3**

A substantial essay is also required of all Diploma in Education (Primary Education) students on a subject approved by the Principal Lecturer in charge of the subject field and must be submitted to him prior to the annual examinations.

Exemption from this essay can only be granted by the Academic Board and may only be given if a qualifying subject is being undertaken or for another substantial reason.

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### GRADUATE DIPLOMA IN EDUCATION (Secondary Education)

**Subject** | **Hours per week**
--- | ---
Education IVS | 6
Principles and Practice of Teaching IV** | 3
Physical Education IV | 2
**Two of the following:**
- Art IVA | 4
- Art IVB | 3
- English IVA | 3
- English IVB | 3
- French IV | 3
- German IV | 3
- Greek IV | 3
- History IV | 3
- Industrial Arts IVA | 4
- Industrial Arts IVB | 4
- Latin IV | 3
- Mathematics IVA | 3
- Mathematics IVB | 3
- Science IVA | 3
- Science IVB | 3
- Social Science IVA | 3
- Social Science IVB | 3

**The practice teaching requirement is six (6) weeks as can be most conveniently arranged.**

A substantial essay is also required of all Diploma in Education (Secondary Education) students on a subject approved by the Principal Lecturer in charge of the subject field and must be submitted to him prior to the annual examinations.

Exemption from this essay can only be granted by the Academic Board and may only be given if a qualifying subject is being undertaken or for another substantial reason.

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*These units are being undertaken during the first semester.

**These units are being undertaken during the second semester.
The qualifying subjects which may be required of students who are deficient in certain areas are:
- Biology I
- Chemistry I
- Geology I
- Physics I
- Industrial Arts IVC

Students undertaking qualifying subject(s) in Science should refer to Biology I, Chemistry I, Geology I and Physics I as shown for the three years of full-time study Diploma in Teaching (Secondary Education) award.

Graduates required to undertake qualifying subjects in the field of Science may be required to undertake different and/or supplementary work for assessment in these subjects than that required of students undertaking these subjects as part of the Diploma in Teaching (Secondary Education) award. Such students should contact the Head of the Science Department as early as possible in the academic year.

An outline is given below for students undertaking a qualifying subject in Industrial Arts.

**INDUSTRIAL ARTS IVC**

Four hours per week

This unit provides an opportunity to qualify in technological aspects of Industrial Arts covering problems associated with the use of various hand and machine tools used in secondary schools, logical planning and sequential procedure techniques and skills in working with various media.

**ASSESSMENT**
Progressive evaluation including assignments and final examination.

**TEXTBOOKS**

**REFERENCES**

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**GRADUATE DIPLOMA IN EDUCATION**

**ART IVA**

**ART IVB**

**Art Education**
Seven hours per week

(Both of these subjects must be undertaken together.)

This provides preparation for teaching Art at High School level. Practical teaching experience and studies of school organisation is related particularly to the N.S.W. Secondary Schools system. A detailed study and evaluation of the specific tasks of the Art Educator is undertaken to establish an effective professional orientation, increase confidence in teacher-pupil relationships and relate teaching skills and resources to an effective personal impact.

Topics covered include art and the adolescent—individual differences and their manifestation in child art, creative teaching procedures and the role of the teacher in fostering creativity, the relevance of Art History, composition, aesthetics, theory and design, art programming and utilisation of the syllabus, both the exception­ally gifted and handicapped child and art, research into personal skills, media, areas of history and personal endeavour relevant to Art Education.

**REFERENCES**

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**ART IVP**

**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 by encouraging awareness of the nature of the child and the developmental stages through which he passes, planning activities calculated to fostert this development.
GRADUATE DIPLOMA IN EDUCATION

Practical experiences are undertaken in two-dimensional expression—basic design, drawing, composition, picture making and printmaking; three-dimensional art forms; creative use of the environment—training the eye to observe and appreciate visual patterns in the environment.

A study is made also of the primary art curriculum, programming, lesson preparation and evaluation.

ASSESSMENT
Progressive evaluation including performance in practical experiences, seminars and discussions; assignments and other school activities.

TEXTBOOKS
Lowenfeld, V. and Brittain, W. L.
McTear, J. K.
Read, H.


CRAFT IVP

Three hours per week for one semester

This subject gives a fundamental knowledge of the principles involved in various aspects of craft work. Topics include a basic introduction to the aims, organisation of requirements, assessment, primary syllabus, attitudes and approaches to various age levels; followed by various aspects of design, bookcrafts, paper craft, cane craft, metal craft, woodcraft, leather craft, paper mâché, graphic arts, classroom environment and administration, including an examination of the development of atmosphere and procedures conducive to safe successful craft work.

In addition, particular attention is given to the development of an understanding of the place and function of craft activities in the Primary School (or equivalent) in other States, Canada and the U.S.A.

ASSESSMENT
Progressive evaluation including project and bookwork.

REFERENCES
Ball, F.
Corney, D. E.
Hambly, P.
Haulsey, P.
Miller, W. R. and Boyd, G.
Mosley, S., Johnson, P.
and Koenig, H.
Rogers, E.
Scobey, M. M.


EDUCATION IVS

Sociology of Education

Two hours per week

This subject examines the family and the school in society, culture transmission, function of education in society, the school as an agent of social control and integration, socialisation, social attitudes—motes and influence, social climate, theories of dissonance, consonance and balance, social status and role, personality as a social phenomenon—society, culture and personality—the self, the self and achievement motivation, institutional and subinstitutional structures, communication structure—task versus non-task activities, power structures and authority including types of power, power and leadership, the teacher as a group leader, social climate of the classroom—moral, inter-group conflict—cohesion of subgroup, small groups in the classroom—the influence of peer groups in the educative process, the school as an organisation—formal and informal aspects, the school as a social system, bureaucracy—the school organisation and the teacher-pupil relationship, personnel—the problems of professionalisation, the impact of social and technological change—effects on culture and the social structure of schools, impact of bureaucratisation and specialisation of function.

ASSESSMENT
Progressive evaluation including term tests, written assignments and final examination.

TEXTBOOKS
Edgar, D. E. (ed.)
Koller, M. R.


REFERENCES
Campbell, W. D. (ed.)
Gordon, I. J.
Hudson, L. (ed.)
Katz, F. M. and Brown, R. K. (eds.)
Swift, D. F. (ed.)
White, W. F.


EDUCATION IVS

Strand A—Perspectives in Education

This strand orientates its aims and content in terms of the understanding and insights represented concretely in existing educational systems, particularly those which are Australian. Conflicting philosophical
views of the aims of Education and its objectives are examined in the light of the changing functions of formal education. Curriculum planning and development are discussed as to selection of content and learning experiences, as well as, organisation and design of curricula. The teacher in the classroom is considered in regard to expectations held by pupils, other teachers, the employer, parents and the community; and also instructional considerations and classroom management. Methods of teaching and their relationship to educational objectives are analysed as well as educational provision in Australia including the educational role of the States and the Commonwealth, and educational evaluation.

ASSESSMENT
Progressive evaluation including term tests, written assignments and final examination.

TEXTBOOK
Johnson, J. A. (ed.)

REFERENCES

Strand B—Students must select one of the available strands from the following:

1. Educational Psychology

Information gathering and processing techniques in Educational Psychology are considered. Inherited and environmental influences contributing to variance in student school related behaviours are examined in the light of physical—motor, intellectual and personal—both social and self-development. The assessment of student school related behaviours are discussed in the light of the above topics.

ASSESSMENT
Progressive evaluation which may include a final examination.

REFERENCES

2. Atypical Children

This strand discusses the role of Education and the atypical child. Disorders of physical and motor development including visual and auditory defects are examined covering measurement of the problem, social and educational implications and the special provisions needed for management of the child in special schools or normal classroom. Physical and motor disabilities are discussed similarly. Disorders of communication inherent in speech defects, language disorders and reading difficulties are examined in various aspects. The nature of mental retardation and its effects on other skills and performance of the individual are discussed together with appropriate learning theories related to teaching techniques: causes, behavioural and learning effects of brain damage are examined in relation to new trends in educational management. Disorders of social and emotional adjustment are also studied.

ASSESSMENT
Progressive evaluation including two essays each of two thousand (2,000) words and seminar papers.

TEXTBOOK
Rosen, Alan O.

REFERENCES

Kirk, S. A.

Smith, R. M. and Neisworth, J. T., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telford, C. W., Telfor...
ENGLISH IVA

The Teaching of English in the Secondary School

Prerequisite—Adequate University background in English as determined by Department.

Corequisite—English IVB

This unit covers such topics as the centrality of literature and the language of literature in teaching English, major theorists, recent developments in teaching English at the primary school level, approaches to literature in the junior school, the novel as a focal point of interpretation and implementation of curricula is undertaken in respect of:

ENGLISH AND READING IVP

Three hours per week

This subject unit is designed to develop knowledge of the principles and methodology of teaching English in the primary school. Interpretation and implementation of curricula is undertaken in respect of:

ENGLISH IVB

Corequisite—English IVA

Strand A—Speech and Listening

This unit investigates the requirements for effective speaking both for the students and in the classroom and aims to attain an acceptable standard in the various uses of speech. Topics include voice production and the dynamics of speech, phonetics and the phoneme theory, Australian speech, speech improvement in the classroom, creativity and speech, discussion and debating.

ASSESSMENT

Progressive evaluation including assignments, seminars and practical exercises.

REFERENCES


Strand B—Drama

This strand examines expression and communication through drama, stagecrafts and basic acting, production, design and stage-management skills, drama in the secondary school including practical work—exercises, production and presentation of short play or excerpts. Visits to professional and other theatrical productions are arranged as well as demonstration lessons.
GRADUATE DIPLOMA IN EDUCATION

Drama—includes practical and theoretical work in various areas; spelling and handwriting—including modern approaches to spelling instruction and the teaching of handwriting skills; and, planning for language arts instruction—covering varied approaches, programming in the language arts, use of the thematic approach effectively, and language arts in experimental classroom arrangements.

REFERENCES
Goodridge, J. 
Kohl, H. P. 
Melnik, A. and Merritt, J. 
Walter, R. D. 
Wilkinson, A.


FRENCH IV
Language Methodology
Three hours per week
Prerequisite—Adequate University background in French as determined by Department. Additional studies may be required to remedy any deficiency.

Strand A—Theory, Practice and Methodology
This covers the nature of language, linguistics and foreign language teaching, the psychological bases of language learning, a review of the history of foreign language teaching methods and current methods, audio-lingual techniques, a study of the N.S.W. syllabus, performance objectives and individualisation, pattern drills—their composition and use, practical consideration of the methods used in the various branches of foreign language instruction, the observation and discussion of demonstration lessons, teaching practice—the application of theory and an examination of foreign languages in the primary schools.
Methodology is studied by considering approaches to difficulties and sources of error, audio-visual aids, the Language Laboratory, division of material—lesson plans, making a programme, use of the School Library and the testing of proficiency.

Strand B—Curriculum Study
Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the student’s ability to use the language and teach it more effectively.

ASSESSMENT
Progressive evaluation including assignments, seminars and final examination.

GERMAN IV
Language Methodology
Three hours per week
Prerequisite—Adequate University background in German as determined by Department. Additional studies may be required to remedy any deficiency.

Strand A—Theory, Practice and Methodology
This covers the nature of language, linguistics and foreign language teaching, the psychological bases of language learning, a review of the history of foreign language teaching methods and current methods, audio-lingual techniques, a study of the N.S.W. syllabus, performance objectives and individualisation, pattern drills—their composition and use, practical consideration of the methods used in the various branches of foreign language instruction, the observation and discussion of demonstration lessons, teaching practice—the application of theory and an examination of foreign languages in the primary schools.
Methodology is studied by considering approaches to difficulties and sources of error, audio-visual aids, the Language Laboratory, division of material—lesson plans, making a programme, use of the School Library and the testing of proficiency.

Strand B—Curriculum Study
Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the student’s ability to use the language and teach it more effectively.

ASSESSMENT
Progressive evaluation including assignments, seminars and final examination.

GREEK IV
Language Methodology
Three hours per week
Prerequisite—Adequate University background in Greek as determined by Department
GRADUATE DIPLOMA IN EDUCATION

This unit provides students with knowledge, skills and techniques to enable them to begin teaching Greek in secondary schools. Theory is considered by examining the psychology of language learning, the bases of verbal behaviour, language and linguistics, barriers and aids to understanding.

The practice of teaching in the aspects of audio-lingual technique, situational approach, vocabulary development, teaching structures, performance objectives and individualisation, the application of psychological and educational principles to classroom procedures and practice in their use.

Methodology is studied by considering motivation and diagnosis of difficulties, individual and group language learning techniques, development of language skills, cultural enrichment and transfer, language testing.

ASSESSMENT

Progressive evaluation including units of work, participation in discussion and seminars assignment and a final examination if required.

REFERENCES

Audit, P. F.
Howard, A. P. R.
Hughes, John P.
I.A.A.M.
Lado, Robert
Morriss, Sidney
Oliva, Peter F.
Politzer, Robert L.
Rivers, Wilga M.
Rivers, Wilga M.
Stock, Edward M.
Sturtense, E. H.
Turner, J. D.
Valdman, Albert (ed.)
Vallette, R. M. and
Dresch, R. S. (ed.)


HISTORY IV

The Teaching of History

Three hours per week

Prerequisites—University History I and II or equivalent

This unit examines the case for teaching History and considers basic lesson procedures—including oral presentation, study and use of textbooks, documents, cartoons, maps; observation, including audio-visual, pictorial, movie-film and television aids; use of literature such as the novel, poetry and drama; discussion both teacher and pupil centred; activity lessons such as simulation games, model making, charts, diagrams as well as furthering of enquiry techniques and role playing techniques.

Questioning techniques for teachers are examined in terms of focus questions, distribution of questioning, rephrasing and pupil involvement, as well as, the importance of questioning in class discussion. The organisation of the History Department in schools is considered on matters such as programmes, syllabus, approach to interpretation, source materials, unit organisation, registration of work, teaching of graded and ungraded classes, examination and assessment by prose assessment, objective testing, and progressive assessment, as well as, the organisation, use and pupil involvement in the establishment of a history room including an examination of its value as a means of furthering interest in history, textbooks and their selection, use and organisation of stock; placement of pupils in classes.

Written work is considered in relation to note taking and development of skills in essay techniques.

Training is also undertaken in the use of activity methods such as the making of aids, models, slide making techniques, involvement of pupils in depth studies by the use of group activity.

New ideas in the teaching of History in Australia and overseas are analysed, as well as the role of the teacher of History in relation to pupils, the school and the community.

ASSESSMENT

Progressive evaluation including exercises, assignments and final examination if necessary.

REFERENCES

Ballard, M. (ed.)
Booth, M.
Burton, W. H.
Burton, W. H.
Burton, W. H. and
Green, C. W. (ed.)
Daniels, R. V.
Fawley, J. A.
Fingerson, J.
Hall, L. T.
Jamieson, A.
Little, N. A.
Watts, D. G.


SYLLABUS IN HISTORY


WAYS WE TEACH HISTORY. N.S.W. History Teachers Association, 1971.

INDUSTRIAL ARTS IVA

Four hours per week

This unit develops skills in the teaching of Industrial Arts subjects in secondary schools examining current trends and procedures in teaching. Micro-teaching is employed as a prelude to practical experience in the schools. Content and standards used in teaching drawing in schools are analysed and practised in detail so that students develop a sound knowledge of drawing and design and overcome any deficiencies of knowledge in this area.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS
Fittors, E. W., Lindsay, G. C. and Taylor, A. O.
Pare, E. G., Leving, R. O. and Hill, J. L.
Turney, C. et al.

REFERENCES
Gregory, T. B.
Hawk, M.
Hill, C.
Jenson, C.
Kotara, Newtek, 1975.

TEXTBOOKS

INDUSTRIAL ARTS IVB

Four hours per week

This unit deals with the specific areas of material science and engineering mechanics. Development of research material for lesson preparation and logical programme sequences are considered and practical demonstrations in the teaching situation are undertaken, dealing with the structure, properties and selection of engineering materials—metals, polymers and ceramics, as well as, objectives, organisation of learning experiences and processes of evaluation in the teaching of engineering mechanics. Students are expected to develop a sound knowledge in these areas and overcome any deficiencies.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOKS
Schloker, B. R.
Taylor, A. O. and Barry, O. J.
Van Vlack, L. N.
Walker, J. D.

REFERENCES
Doyle, E. H. et al.

LATIN IV

Language Methodology

Three hours per week

Prerequisite—Adequate University background in Latin as determined by Department

This unit provides students with knowledge, skills and techniques to enable them to begin teaching Latin in secondary schools. Theory is considered by examining the psychology of language learning, the bases of verbal behaviour, language and linguistics, barriers and aids to understanding.

The practice of teaching in the aspects of audio-lingual technique, situational approach, vocabulary development, teaching structures, performance objectives and individualisation, the application of psychological and educational principles to classroom procedures and practice in their use.

Methodology is studied by considering motivation and diagnosis of difficulties, individual and group language learning techniques, Language Laboratory, programmed instruction, syllabus making, development of language skills, cultural enrichment and transfer, language testing.

ASSESSMENT
Progressive evaluation including units of work, participation in discussion and seminars assignment and a final examination if required.

REFERENCES
Dierker, P. F.
Hewitt, A. F. R.
Hughes, John P.
I.A.A.M.
Lado, Robert
Laxton, E. W., Lindsay, G.
Lisov, Peter F.
Lloyd, Robert
Morris, Sidney
Olivier, E. H.
Perry, R.
Politzer, Robert L.
Rivers, Wilga M.
Rivers, Wilga M.
Stack, Edward M.
Sturtevant, E. H.
Turner, J. D.
Vaidman, Albert (ed.)
Vallette, R. M. and Dinkus, R. S. (ed.)

MATHEMATICS IVA

Prerequisite—Mathematics I and II at a recognised University or equivalent

Corequisite—Mathematics IVB

Strand A

This strand investigates the background of Mathematics of Year 7 pupils with reference to the curriculum and the common approaches used in the primary school. General principles of classroom procedures are examined including class management, questioning, motivation and fixing techniques, use of teaching aids, testing, lesson preparation and lesson notes. Years 7 and 8 curriculum study covering number and geometry are considered in detail.

Strand B

This strand extends topics introduced in the first strand above. Curriculum study includes an extension of the study of Mathematics courses to Year 10 at all levels with selection of topics to illustrate development and structure of various lesson types. The Higher School Certificate two unit A syllabus involves intensive study of selected topics. Instructional media involves a brief review of audio-visual equipment such as film, strip-film, loop film, television, colour slides, tapes; preparation of overhead projector transparencies. Teaching and learning theories covering the aims and principles of the secondary Mathematics curriculum are discussed with an introduction to the work of Piaget, Dienes, Bruner, Ausubel, Fehr and Mathews (The Nuffield Project). The concept of "readiness" and its assessment is analysed as well as the notion of the "spiral curriculum" related to current policy and practice in N.S.W. Classroom management examines topics such as getting acquainted with pupils, catering for individual differences, grading and grouping; progressive assessment, innovative teaching methods and extramural experiences.

Practical work includes a review of the value and methods of use of aids, as well as trigonometric surveying and the use of calculating machines. Evaluation covers elementary topics and the need for feedback, the Education Department's Public Examinations, an analysis of Statewide assessment and progressive evaluation; the classroom testing programme and item analysis and the assessment of "other aims" of the syllabus.

MATHMATICS IVB

Prerequisite—Mathematics I and II at a recognised University or equivalent

Corequisite—Mathematics IVA

The organisation of Mathematics courses in Years 11 and 12. An examination of the syllabus content and of methods of presentation of:
(a) the four unit Mathematics course
(b) the three unit Mathematics course
(c) the computing strand of the two unit B course in Mathematics.


ASSESSMENT

Progressive evaluation including regular assignments and final examination.

TEXTBOOK

N.S.W. Department of Education Mathematics Syllabus and Notes for Forms I-VI. Sydney, N.S.W. Government Printer.

REFERENCES


Teaching Practice Problems and Perspectives. London, Methuen, 1972.
GRADUATE DIPLOMA IN EDUCATION

MATHEMATICS

Mathematics in the Infant and Primary School

Two 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. Topics include an examination of the general methods and lesson structure; research into the learning of mathematics including that of Piaget, Dienes and Bruner; the use and value of structured materials; sets, cardinal numbers and whole numbers, numeration, history of numeration, systems of numeration; algorithms, calculating devices, elementary properties of whole numbers, tests of divisibility and the general properties of place—valued numeration; rational numbers; mathematical structures, field of real numbers, quantities and experimental procedures, problems, spatial relationships and elementary topology, graphs and statistics.

Comparative curriculum studies between N.S.W. and another Australian State are made, each student being required to prepare a comparative study on an approved topic not treated in lectures. A study of the verbal and activity approaches in the teaching of Mathematics including discovery techniques, structured materials, environmental methods, etc., commonly used in the primary school. Opportunity is provided for students to obtain practical experience with structured materials, environmental materials, laboratories and audio-visual aids.

ASSESSMENT

Progressive evaluation including class exercises, assignments and final examination.

TEXTBOOK

N.S.W. Department of Education

REFERENCES


GRADUATE DIPLOMA IN EDUCATION

MUSIC

Primary and Lower Primary Music Teaching

Three hours per week for one semester

This subject examines lesson procedures in primary and lower primary teaching of Music. Creative work includes scoring for percussion, writing pitched percussion accompaniments for songs, musical composition in primary and infant classes. Programming, teaching materials and equipment, and practical work with recorder, rhythmic and tuned percussion are studied.

ASSESSMENT

Progressive evaluation including class exercises, assignments and practical work.

REFERENCES


NATURAL SCIENCE

Science for the Primary School

Three hours per week for one semester

This unit enables students to gain an understanding of the role of Science in the primary school and introduces a variety of teaching procedures for use in schools. Topics include the aims of Science teaching in the primary school, behavioural objectives in teaching, the nature and processes of Science and their relation to teaching of Science, classroom techniques of teaching Science, including models of teaching procedures, the use of teaching aids in the classroom, learning and teaching outside the classroom including the projects, excursions, field work covering specimen collections and natural phenomena.

TEXTBOOKS

N.S.W. Department of Education

Rockcastle, V. N. et al.


REFERENCES

Elder, W. C.


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GRADUATE DIPLOMA IN EDUCATION

PHYSICAL EDUCATION IV

Strand A—Personal Health and Physical Fitness
This strand is designed to develop some knowledge and understanding in the areas of hygiene, human sexuality, nutrition, drug education, safety and first aid. Topics cover assessment of personal physique and physical fitness, consideration of plans, techniques and routines commonly advocated for personal health and physical fitness, maintenance procedures—fitness for living, and, regular reassessment and personal checks to ensure success of programme.

Strand B—Theory and Practice in Teaching Motor Skills
Topics include essential conditions for effective motor learning, motor learning theory, motor performance laboratory and assessment—a personal consultation.

Strand C—Personal Recreation in Physical Education
Topics are selected recreational activities considered for skill components, teaching procedures and personal playing strategies.

Strand D—Personal Project: Research in Health Education, Physical Education, Recreation
Each student must propose a personal research project. When approved the topic must be methodically researched and the results collated to bring the project to a conclusion.

ASSESSMENT
Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinics and demonstrations.

REFERENCES
Bartley et al.
Butcher, Charles A.
Crosby, Bryant J.
Fenn, R. H. Manturk, C.
and Herdman, B. P.
Lockhart, A. and
Johnson, J.
Willis, F. H.

JOURNALS
Australian Journal of Physical Education.

GRADUATE DIPLOMA IN EDUCATION

SCIENCE IV

Junior IVA

Three hours per week

Corequisite—Science IVB
This unit is concerned with the teaching of Science to pupils in N.S.W. Years 7–10 or their equivalent. Theoretical foundations of Science teaching examines Science, its place in general education and its objectives, the psychological and educational basis of Science teaching including the learning experiences involved, as well as the principles of evaluation in Science teaching.

Teaching techniques analyses and practises the planning of learning within lessons, units of work and programmes; the organisation and presentation of specific classroom, laboratory and field activities; as well as the planning and organisation of testing procedures. Laboratory techniques include consideration of the organisation of the laboratory, along with care and use of new types of equipment, as well as safety precautions in the laboratory and on field excursions. The future of Science teaching is analysed in new curricula developments in Australia and elsewhere including the application of new educational techniques and equipment to Science teaching.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES
Colette, A. T.
Lacey, A. L.
Romey, W. P.
Tisher, R. P., Power, C. N.
and Endean, J.

JOURNALS

Science IVB

Senior Science Education
Three hours per week

Corequisite—Science IVA
This unit is concerned with the teaching of Science at the level of Years 11 and 12 (N.S.W.) or their equivalent. Knowledge of the general ideas treated in Junior Science Education is assumed.
GRADUATE DIPLOMA IN EDUCATION

The educational basis of Senior Science is considered in terms of its objectives, appropriate learning experiences and evaluation. Specific courses at senior level are examined and related to overseas experiences as well as being analysed as multistrand and integrated courses. Classroom techniques are discussed in the organisation of senior practical work and group studies, the stimulation and guidance of individual study and the use of textbooks and reference books.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES

SOCIAL SCIENCE IVA

Three hours per week

This unit introduces the curriculum and teaching methodology of the Social Science and Asian Social Studies. In this context an examination is made of what is taught about man and society, modern trends in Social Sciences Education and the aims of such teaching as well as the implications of the Base Paper on the Total Curriculum. Interdisciplinary approaches to teaching and the curriculum with particular reference to Social Science, Asian Social Studies, Man and Society, and Personal Development subjects in the secondary school are examined in detail. The development of programmes, teaching units, resources and assessment procedures for these subjects are studied. Methodology consists of an examination of traditional procedures, inquiry procedures, role playing and socio-drama, teaching about social controversy and the use of technology in teaching the Social Sciences.

Students who have an inadequate background in Accounting must also complete the Accounting portion of Strand A of Social Science IVB if they are not doing that subject in its entirety.

ASSESSMENT
Progressive evaluation including resource units, seminar papers, assignments, and final examination.

REFERENCES
Duffy, D. G. (ed.)
Gross, R. E. (ed.)
Hooper, R.
Secondary Social Science Project
Tasmanian Department of Education

The Study of Society. Victoria, Department of Education.

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SOCIAL SCIENCE IVP

Three hours per week for one semester

This unit produces a varied approach to the teaching of Social Science by focusing on a wide range of traditional and inquiry techniques and preparing students for the planning of Social Science and integrated units.

Theoretical planning and practical application in the classroom of appropriate strategies are suggested.

The structuring of learning situations is examined in a range of lessons from simple inquiry—based studies to complex units of work, with particular reference to individual pupil research, the local community, current affairs, simulation games, and role play.

A depth study of integrated programming must be conducted also, involving adequate presentation of areas of inquiry, focus questions, formulation of objectives, teaching and learning strategies—lesson sequencing, resources, evaluation, and integration with other subjects.

ASSESSMENT
Progressive evaluation including assignments and class exercises with the possibility of final examination being required.

PROFESSIONAL STUDIES

EDUCATION I

Educational Psychology

Three hours per week

This subject contributes to the professional competence and the general education of the student and is so structured as to make the applications of psychology available to the student in the form of effective teaching behaviour.

In the area of the child and adolescent development a scientific study is made of child development, the nature and interaction of heredity and environment. Socialisation, the agents of social development, areas of social behaviour, group processes, social groups in the classroom and cognitive development including the work of Piaget are considered.

The learning process is examined in terms of the types of learning and classroom instances, behavioural objectives, classical and operant conditioning, principles of reinforcement, modelling and initiative learning, memory and verbal learning, nature and conditions of forgetting, individual styles of learning, teaching strategies, psychological aspects of reading including the combination of relevant person and environmental variables.

Motivation and the self are considered in topics including the physiological bases of motivation, learned motives, human needs, the place of motivation in education, long and short-term motivation, curiosity and exploration, attitudes and values, the role of the teacher; the self as a motivating force; perceived, real and ideal self, development of the self, influence on behaviour, the importance of the teacher.

Measurement and evaluation—an analysis is made of basic statistics of central tendency and dispersion, rank order methods, correlation; the nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations and standardised tests.

Abilities are considered in terms of the individual together with their correlates and assessment.
PROFESSIONAL STUDIES

ASSESSMENT
Progressive evaluation which may include final examination.

REFERENCES
Collins, J. K. (ed.)
Communications Research Machines
Duckin, D.
Frost
Gergen, K. J.
Grinder, R. E.
La Benne, W. and
Gerner, B.
Lesser, G. (ed.)

Educational Psychology. Del Mar, California, CRM, 1973.
Teaching Young Children to Read. Boston, Allyn and Bacon, 1972.

PRINCIPLES AND PRACTICE OF TEACHING I

This unit is oriented differently for the various groups undertaking it depending on their specialisation. It may also be organised differently between various groups depending on a number of factors, so that for some areas of specialisation components of the unit may be varied, in some instances to a substantial extent. Generally, however, this unit is a composite of the Block Practice teaching session held in mid-year and a micro-teaching programme.

The micro-teaching programme is fundamentally cyclical in nature and contains four sequential experiences, each of two to three hours 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 three experiences of each cycle are oriented towards the development of basic teaching skills while the remaining experience concentrates 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.
(c) Presentation of lesson content for the selected instructional objectives.
(d) Planning of the two ‘mini’ lessons.

Two: Micro-Practice
(a) Initial teach of one of previously planned lessons highlighting a particular teaching skill 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: Macro-Practice
(a) Teach of a planned lesson highlighting the previously treated teaching skill to a full class of children.
(b) Observation of a peer teaching a planned lesson highlighting the same teaching skill to a full class of children.

Four: Human Relations—Self, Pupil and Teacher Role Awareness
Teacher role awareness is approached by examining such matters as a Principal’s expectations of his staff, school and community relations, organising school sport, running a school library and using equipment in schools.

The activities involved in developing self and pupil awareness includes group interaction, role playing and peer teaching. Many of these activities are video-taped and supplemented by a ‘critical incidents’ programme.

ASSESSMENT
Evaluation is in terms of reaching a satisfactory standard in each of the following areas:
(a) Block Practice performance
(b) Attendance
(c) School Experience Workbook
(d) Teaching skill performance at both practical and theoretical levels.

TEXTBOOKS

EDUCATION II

The Learner and the Primary School

Three hours per week

To effectively plan and implement an educational programme in the primary school the teacher must have a thorough understanding of the administrative environment in which he and his pupils function and of the constraints imposed upon his programme by the developmental levels of his pupils. This subject provides these understandings and by means of practical exercises introducing students to modern trends in the teaching-learning process.

Topics include the primary school in perspective which provides an understanding of the principles of child development applicable from kindergarten to upper primary school level, providing a means by which the teacher will be able to develop a legitimate set of educational expectation of the individuals in his care; and, the teaching-learning process which integrates the knowledge gained from the above and utilises these in developing the skills of planning an educational programme and carrying it through to a successful conclusion.
PROFESSIONAL STUDIES

ASSESSMENT
Progressive evaluation including assignments, term tests, workshop-tutorial exercises and field reports.

REFERENCES
Communications Research
Bagan, M. L.
Cohen, D. and
Simpson, G.
Giles, J.
Lefrancois, G. R.

EDUCATION II

The Learner and the Secondary School

Three hours per week

This subject provides knowledge of the changing administrative structure within teaching and the underlying theoretical bases of these changes, provides knowledge of the developmental characteristics of pupils at the secondary school level and studies modern approaches to the teaching-learning process in relation to the above.

The teaching-learning process is examined, in terms of the contribution of learning theories to teaching practice, models of teaching—after Bagne, Ausubel etc., classroom management and discipline, evaluating and reporting pupil progress, utilising audio-visual and other resource material in the classroom, as well as considering alternatives in Education including open education, deschooling the community school, programmed instruction, behavioural objectives.

The high school student is considered in the light of the nature of adolescence, cognitive and emotional development during the high school years, preparation for a vocation, the high school student and sex, the minority group member at school, the high school student in cross-cultural perspective and the school leaver.

The school context is presented by examining current trends in the administration of education in Australia; Federal-State responsibility including acts, boards, funding and so on; the N.S.W. system—teacher induction and evaluation; issues of change in aims and procedures; as well as alternatives in Education mentioned above.

ASSESSMENT
Progressive evaluation including assignments, term tests, workshop-tutorial exercises and field reports.

REFERENCES
Bagne, M. L.
Cohen, D. and
Simpson, G.
Cohen, D. and
Simpson, G.
Connell, W. F. et al.
Giles, J.
Johnston, J. A. (ed.)
Schoenhiermer, H. (ed.)
Tylor, R. W.
Wheeler, D. K.

PROFESSIONAL STUDIES

PRINCIPLES AND PRACTICE OF TEACHING II

TEACHING EXPERIENCE II

This unit provides the opportunity to learn in the practice teaching situation and apply theoretical propositions which derive from other aspects of the course. It aims to develop a rationale for teaching and teaching strategies and examines various models.

This unit is oriented differently for the various groups undertaking it depending on their specialisation and whether the new or old course programme is being undertaken. It may also be organised differently between various groups depending on a number of factors, so that for some students, components of the unit may be varied, in some instances to a substantial extent.

Generally however, this unit is a composite of the Block Practice teaching session held in mid-year and other short courses of various types conducted throughout the year.

If a student's performance is judged less than satisfactory, the question of continuation on course must be examined. It may be possible to afford such a student a further opportunity to satisfy requirements and such additional work will form an integral part of this unit.

ASSESSMENT
The quality of a student's practical performance is assessed by school teachers and lecturers against defined criteria.

It is emphasised that a satisfactory level of skill must be demonstrated at this level before a student may progress to the next stage of the course.

EDUCATION III

Four hours per week

Strand A—Sociology of Education

This strand examines the Sociology of Education as a discipline. Topics include the individual in society—social learning, culture, values and transmission, developmental sequences, personality as a social phenomenon and the self, theories of dissonance, consonance and balance, social status and role, socialisation, the function of education in society; agencies of socialisation—family, school, peer group, others, the dynamics of social and cultural change; institutional and subinstitutional structures—control and integration, communication structure, leadership, power and authority, the teacher as a group leader, social climate and the classroom, group processes in the classroom, influence of peer groups in the educative process, political action within an institution, the school as an organisation: formal and informal aspects.
PROFESSIONAL STUDIES

ASSESSMENT
Progressive evaluation.

TEXTBOOKS
McNaughton, A. and McIntyre, D. (eds.)
Morrison, R. and McIntyre, D.
Schmekel, R. A. and P. A.

REFERENCES
Beckman, C. W. and Secord, P. F.
Brockover, W. B. and Gottlieb, D.
Swift, D. F. (ed.)

Strand B—Students must select one of the available strands from the following:

1. Personality Development and Mental Health

This strand is an introduction to major approaches, methods and findings in the field of personality. It presents an overview of basic theories, strategies, issues and conclusions in the psychological study of personality.

Topics of study are the nature of personality—hypothesised personality constituents, personality as a construct, definitions of personality—attempts to define, personality and character; personality determinants—biological factors, biological and cultural evolution, genetic and physiological influences, cultural and social factors; theoretical considerations of personality—physiological, psychological, sociological and psychiatric theories including psychodynamic theories and post-Freudian theory, Phenomenological theory, cognitive theory, behavioural approaches to personality, trait and factor theory; assessment of personality—principles, subjective, projective, psychometric techniques of assessment, case study methods, measurement of interests, attitudes and values, expressive measures of personality; mental health and society-stress and anxiety, overview of abnormal behaviour, and its causes and management.

ASSESSMENT
Progressive evaluation including assignments, seminar tests and seminar work.

TEXTBOOKS
Mischel, W.
Perlin, L. A.

REFERENCES
Gottman, J. M.
Grenze, E. R.
Hall, C. S. and Lindzey, C.
Lazarus, R. S.


2. Measurement and Evaluation in the Classroom

This strand gives the student an insight into the methods and problems associated with educational measurement and evaluation. Where necessary basic statistical methods are introduced and the student is expected to demonstrate proficiency in computing these statistics. The major areas 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 standardised tests in the classroom and the nature, function, interpretation and reporting of school marks.

TEXTBOOKS
Ahmann, J. S. and Giack, M. D.
Brunk, R. L.
Groenland, N. E.


3. Technology of Education

This strand 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. There is an introduction to concepts of educational technology and its development, theories of organisation and their application to what we know about human learning, relationship of educational technology to the process of education and the roles of the teacher, pupils and administrator, the future in Technology of Education, the production of educational software, using the hardware—problems of management in traditional school buildings and organisational systems.

REFERENCES
Australian National Advisory Committee for UNESCO
Bush, R. N. and Allen, D. W.
Ebbing, J. V.
Gaver, M. V.
Krech, F. G. and Childs, J. V.
Richmond, W. K.
Travers, R. M.


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4. The History of Education in N.S.W.

This strand brings contact with the significant historical segments which have been responsible for our current system of education. This study encourages research into an appropriate section of local education in its historical context. Topics include the influence of European educational thought on Australian education in the 19th century and formative influences within the colony including the work of various Governors, Boards and Committees; attempts of higher education from 1850; education in a state of change 1866–80; free, compulsory, secular education and the development of denominational schools; innovation reforms and change in the pre-World War II years including the effects of the Depression, impact of war and educational reconstruction and development post 1945; the technological revolution and education in recent decades; and, education and democracy within our changing and developing society.

ASSSESSMENT
Progressive evaluation including semester and final examination.

TEXTBOOK

REFERENCES

5. Exceptional Children

This strand is only available to people who have not completed previously a unit about atypical children. It examines mental retardation—causes; genetic and hereditary factors, formation of special classes, sheltered workshop, curriculum planning and techniques designed for dealing with retarded people; visually handicapped—methods of educating and problems associated with the blind, causes of visual defects, extent of education of partially sighted; auditorily handicapped—causes and prevention of deafness, discovery of hard of hearing and methods of educating these children; crippled children—types of orthopaedic dysfunction and methods of education; cerebral dysfunction—description and causes of spasticity, epilepsy, palsy, dyslexia, control and education of these children, planning courses for this group; mentally gifted—definition, special classes, selection, problems of instruction and organisation.

6. Teaching Problems: Possible Solutions to Simulated Situations

This strand orients the prospective teacher to the realities of the school situation, then builds upon this to provide a simulated school in which a series of critical incidents demand an appropriate response. These responses provide bases for group discussion of alternatives. Situations examined include orientation to the functioning school, critical incidents and responses in the teacher’s relationship to pupils, other teachers, administration and the community.

ASSSESSMENT
Progressive evaluation including major assignment, seminar presentations, field reports and term exercises.

TEXTBOOK

REFERENCES
The Compliant Teacher Sydney, Angus and Robertson, 1974.
Classroom Uses of Behavior modification. Ohio, Merrill, 1972.

7. Educational Administration

(Available to External Studies students only)

This strand orients the student in the field of Educational Administration, taking him into readings in group dynamics, educational leadership, social psychology, organisational theory and practice, innovation and change. Then by means of simulation exercises, 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
8. Educational Research

This strand provides a basic grounding in research methodology. With this background and the knowledge obtained from other studies in his training programme there is development of a more critical approach to research studies and an ability to carry out simple research projects alone.

The unit involves field as well as laboratory work and the activities are such that the student is given practical experience with the following: descriptive statistics, experimental design, inferential statistics, educational measurement and evaluation.

**ASSSESSMENT**
Progressive evaluation.

**REFERENCES**
Ary, D. et al.
Johnson, H. H.
Gounley, E. et al.
McAshan, H. H.
Rummel, J. F.
Travers, R. M. W.

9. Mathematics Education

This strand centres on the actual process of teaching. It aims at isolating, identifying and examining critical teaching skills such as variability, reinforcement, questioning, set induction and closure. Symbolic and practical models are utilised to illustrate skills and students are given ample opportunity to put these skills into practice. Practice sessions are carried out in a local high school where students assume responsibility for teaching strands of the mathematics curricula to small groups of pupils and are aided by the use of videotapes to assist in a subsequent critique of performance.

**REFERENCES**
Campbell, R. F. and Grigg, R. T. (eds.)
Caulton, F. G., Murray, D. J. and Potter, D. C.
Crick, P.
Griffiths, D. E. (ed.)
Katz, B. and Kahn, R. L.
Owen, R. G.
Walker, W. G., Rich, F. and Treadair, R.

**PROFESSIONAL STUDIES**

**PROFESSIONAL STUDIES**

**REFERENCES**
Ary, D. and Ryan, K.
Ober, R. L., Bentley, E. L. and Miller, E.
Stones, E. and Morren, S.

**PRINCIPLES AND PRACTICE OF TEACHING III**

**TEACHING EXPERIENCE III**

This unit provides the opportunity to learn in the practical teaching situation and apply the theoretical propositions which derive from other aspects of the course. It aims to develop finesse in curricula and organisational matters as well as deal with problems generally. This unit is oriented differently for the various groups undertaking it depending on their specialisation and whether the new or old course programme is being undertaken. It may also be organised differently between various groups depending on a number of factors, so that for some students, components of the unit may be varied, in some instances to a substantial extent.

Generally, however, this unit is a composite of the Block Practice teaching session held in mid-year and other short courses particularly in schools conducted throughout the year. If a student's performance is judged less than satisfactory, the question of continuation on course must be examined. If a student's performance is judged less than satisfactory, the question of continuation on course must be examined. It may be possible to afford such a student a further opportunity to satisfy requirements and such additional work will form an integral part of this unit.

**ASSSESSMENT**

The quality of a student's practical performance is assessed by school teachers and lecturers against defined criteria. It is emphasised that a satisfactory level of skill must be demonstrated at this level before a student can be recommended for appointment to a teaching position.
GENERAL STUDIES AND ELECTIVES

A number of General Studies are specified for students in various years of the
Diploma in Teaching (Primary Education)
Diploma in Teaching (Secondary Education)
Diploma in Art Education
Diploma in Music Education
courses, while further electives are made available to many students at different times in their courses.
The General Studies units specified for the different courses are:
English GS
English/History GS
Science GS
Social Science GS
Students should consult the outline for their particular course to see if and when they are required to undertake any of those listed above or the electives.
Students wishing to study electives should ensure that they have the necessary prerequisites for any subject they wish to nominate.

ENGLISH GS
Three hours per week
This is a subject unit of general English Studies for secondary students not specialising in English. It confronts students with traditional and contemporary values and issues in Australian society as reflected in various literary forms, film and the media. The subject will cover a number of aspects of the Australian experience, with emphasis on the present, integrating historical and thematic approaches.

A. From New Land to New Nation
Selections from:
(a) Prose:
Keneally — Bring Larks and Heroes
Tucker — Ralph Rashleigh
Clarke — For the Term of His Natural Life
Warung — Convict Days
Furphy — Such is Life
Franklin — All That Swagger
Lawson — Stories
(b) Poetry:
Selections of poets and poetry reflecting the convict and colonial experience and the growth of nationalism.
(c) Drama:
Ellis and Boddy — The Legend of King O'Malley
Stewart — Ned Kelly
(d) Film:
The Eureka Stockade
Robbery Under Arms
Ned Kelly

B. Diggers and Depression
Selections from:
(a) Prose:
Johnston — My Brother Jack
Tennant — The Battlers
Casey — Snowball
Cusack and James — Come In Spinner
Stow — The Merry-Go-Round in the Sea
Hardy — Power Without Glory
White — Riders in the Chariot
Porter — The Watcher on the Cas-iron Balcony
Lower — Here's Luck
(b) Poetry:
Selections of poets and poetry reflecting these aspects of the Australian experience.
(c) Drama:
Oakley — The Feet of Daniel Mannix
Kenna — A Hard God
Seymour — The One Day of the Year
(d) Film and Television:
From 40,000 Horsemen; Rats of Tobruk; My Brother Jack; Marion; Redheap; The Rainbow and the Serpent; A Hard God.
GENERAL STUDIES AND ELECTIVES

C. The Contemporary Scene

Selections from:

(a) Prose:
- Keneally — Three Cheers for the Paraclete
- White — The Burnt Ones
- Johnston — Clean Straw for Nothing
- Oakley — A Salute to the Great McCarthy
- Anthologies and Periodicals
  - Hewett
  - Marshall — Stories
  - Herbert

(b) Poetry:
- Three Cheers for the Paraclete
- The Burnt Ones
- Clean Straw for Nothing
- A Salute to the Great McCarthy
- Short Stories and Essays
  - Bobbin Up
  - Poor Fellow My Country

(c) Drama:
- Williamson — The Removalists
- Hibberd — Dimboola
- Buzo — White with Wire Wheels
- McNeil — Rooted
- Cove — Kookaburra

(d) Film, Television and the Media:
Selections from relevant films, television programmes and other media material reflecting current aspirations, values and issues in Australian society, including:
- The Adventures of Barry McKenzie
- Wake in Fright
- Stork
- Three to Go
- Homestead

Allowance will be made for students to choose special areas of intensive study.

ASSESSMENT
Progressive evaluation based on essays and assignments, seminar papers, participation in discussion groups, and final examination paper.

REFERENCES
- Dutton, Geoffrey
- Moore, T. Inglis

ENGLISH/HISTORY GS (Integrated)

Man and Society in Australian History and Literature

Three hours per week

A survey and selected depth studies of Australia’s history from 1788 to 1945 provide the background for an appreciation of our literary heritage.

Works are chosen and assessed on the basis of the extent to which they emanated from and reflected the social environment, and on their literary and historical roles in evoking the spirit and attitudes of the times. The accumulation of enduring imaginative responses is seen as primary source material manifesting an emerging Australian consciousness.

Aspects of Australia’s history which are considered fruitful as sources of Australian literature include difficulties in the primitive society, crime and punishment, an emerging free society, the nationalist sentiment, and Australia in the world.

Literary study focuses on journals, letters and the press, as well as on poetry, prose and drama in their traditional forms. Priority is given to works written in the periods being examined, as sources of contemporary social comment, but due regard is paid also to the fact that the illumination given to history by literature need not necessarily be contemporaneous with the period under discussion.

ASSESSMENT
Progressive evaluation based on participation, assignments and unit tests.

REFERENCES
- Historical Sources:
  - A. BOOKS
  - Blanchy, G.
  - Clark, C. M. H.
  - Green, H.
  - Greenwood, G.
  - Mackaness, G.
  - McQueen, H.
  - Shaw, A. G. L.
  - Ward, R.
  - Fitzpatrick, B.

GENERAL STUDIES AND ELECTIVES

B. JOURNALS, PERIODICALS AND DOCUMENTS
Historical Records of Australia, Series I.
Journals of the Royal Australian Historical Society.
Australian Journal of Politics and History.
Historical Studies, Australia and New Zealand.

C. NEWSPAPERS
(The Library possesses an extensive range of 19th century publications, mostly on microfilm.)
The Sydney Gazette and New South Wales Advertiser.
The Australian.
The Memori.
The Sydney Herald.
The Sydney Morning Herald.
The Bulletin.
The Age.

Other papers as suggested.

BIBLIOGRAPHIC REFERENCES
Pike, D.

Forbes, P.

Bulger Society

Literary Sources:
Program (I)
Savery, Henry
Tucker, James
Kingdon, Henry
Chace, Marcus
Kerndy, Thomas
Richardson, Henry Handel
Furphy, Joseph
Bent of Bin Bne
Rudd, Stone
Kennedy, Thomas
Paton, Brian
White, Patrick
Lawson, Henry
Semmel, Clement (ed.)
Stone, Louis
Manning, Frederick
Teraner, Kyle
Lanyer, Eye
Hassey, T. A. G.
Lambert, Eric
Cusack, Dymphna
Stave, Randolph

Program (Il)
Tench, Watkin
Dundonald, Gill
Twain, Mark
Souer, J.
Meredith, Louis Ann
Sadler, Michael
Boswell, George The
Gould, Nae
Tweety, R. E. N.
Cainiege, D.

(Note: these last nine titles are Penguin Colonial Facsimiles)
Gumming, Bill
Burke, K.

Poetry
Ward (ed.)
Hezelmie, H. (ed.)

Drama
Blair, Ron
Kerndy, Thomas
Boud, M. and Cooney
Buza, A.
Lawler, R.
Stewart, Douglas
Dunstan, Dick
Boud, M. and Ellis, R.
Locke-Elliot, S.

Flash Jim Vaux
Holloan's Little Boat
Cash
Manoa
The Man Who Shot the Albinoes
Ned Kelly
Redy River
The Legend of King O'Malley
Busty Buggs

SCIENCE GS

Science and Society

Three hours per week

This subject develops an understanding of the relationship between science and society, an understanding of the ways in which science has shaped society and of the factors in society which have directed developed and retarded science.

The nature of science, science and technology, natural sciences and social sciences. An outline is given of the history of science and technology in society and an examination is made of some important histories, e.g. metallurgy and society, electrical science and society, nuclear science and society. Science and its relationship to some components of society such as industry, religion, education, art, government is examined. Science in different societies, e.g. capitalist, communist, developing countries, Australian society is considered. Science and the future, the role against science, science and the doomsday prophecy are also analysed.

ASSESSMENT
Progressive evaluation including assignments, seminar material and final examination.

REFERENCES
Buzan
Berrill, J D
Cottrellino, R. L. and
Skathe, J. W. (ed.)
Farrington, B
Kearney, H
Meredith, G. S. and
Green, S. (ed.)
Rose, H. and Rose, S.


JOURNALS

AUDITAPU
Snow, C. P.


SOCIAL SCIENCE GS

Contemporary Australian Society

Three hours per week

This subject treats the formative influences on Australian society, groups in Australian society, areas of group tensions and individual reactions to group pressures. The focus of study is on Australian society's institutions, as embodying group responses to collectively felt problems.
Formative Influences:
The setting for Australian society; the continent compared with others. Human structures, patterns and numerical distributions throughout the continent—contrast with underdeveloped countries. Distinctive features of Australian images, ethos and culture; voting systems and arbitration; a centralised bureaucracy. Minority groups and other special groups.

Groupings In Contemporary Society:
Students elect one field for study from these three areas offered.

Area One — Family, Church and Local Groups
Area Two — Economic Groups covering consumers, rural/urban economy, urbanisation with conservation
Area Three — Political Groups, pressure groups and the role of law

Arena of Group Tensions:
The creators of tensions—conflict of ideologies; clashes on ethnicity, social movements and economic struggle. Resolution of tension—the rule of law; the role of the legislature and executive. Australia in regional tensions—its foreign policy. The Debits and Credits of tensions.

Personal Responses to Group Tensions:
Future shock; Alvin Toffler’s thesis; Orson Welles and his audio-visual presentation of “Future Shock”. Inter-personal relationships. Personal attitudes.

ASSESSMENT
Progressive evaluation based on term tests, reports on field studies, exercises in research data, and three depth studies, including their manner of presentation.

TEXTBOOKS
Davis, A. P. and Eneel, S.
Edgar, D. E. (ed.)
Hunt, F. J.
Rapoport, A.

Socialisation in Australia. Sydney, Angus and Robertson, 1972.
Australia at Human Sizing. Sydney, Angus and Robertson, 1972.
ART IAE

Practical Art: Introductory Course

Three hours per week

An introductory unit to provide basic knowledge and techniques necessary for the development of creative potential and skills. Students are encouraged to experiment with new and exciting approaches, expressing individual ideas through creative drawing, observation techniques, three-dimensional expression and design. Subjects include Drawing, Painting, Sculpture, Three-dimensional Design, Applied Arts, Weaving and Jewellery, Ceramics, Photography, Graphic Art, Art Appreciation.

ASSESSMENT
Progressive evaluation including practical work and three essays of two thousand (2,000) words.

TEXTBOOKS
Barrio, R.
Birnin, M. E.
Burnett, Calvin
Scott, R. G.

REFERENCES
Arnheim, Rudolf
Barry, Gerald (ed.)
Bertram, Anthony
Birren, Faber
Fripp, Sir Alfred
Ocvirk, Otto G. et al.

UNESCO

ART ICE

Art in Society

Three hours per week

A unit designed to meet the needs of Industrial Arts students only in discovering their own creative talents in art and promoting involvement in and understanding of the creative process. Experiences in art are programmed to develop imagination and creativity and develop skills in techniques appropriate to the creative exploitation of materials and concepts. The encouragement of a high level of satisfaction and achievement in artistic pursuits is encouraged through studies in Drawing, Design, Ceramics and Sculpture by workshop and studio practice, demonstrations and lectures, seminars, discussions, the use of visual aids and by individual research and experimentation.

ASSESSMENT
Evaluation including practical work and three essays of two thousand (2,000) words.

TEXTBOOKS
Barrio, R.
Beaton, M. E.
Burnett, Calvin
Scott, R. G.

REFERENCES
Arnheim, Rudolf
Barry, Gerald (ed.)
Bertram, Anthony
Birren, Faber
Fripp, Sir Alfred
Ocvirk, Otto G. et al.

UNESCO
CHEMISTRY IBE

Four hours per week

This subject widens the student’s understanding of and develops experimental skills in chemistry, especially in areas relevant to subsequent Materials Science studies.

Topics include atomic structure, distribution of electrons in quantum levels; chemical periodicity, the relation of atomic structure and properties of the elements; atomic and molecular weights, Avogadro’s Hypothesis, the mole, stoichiometry; bonding, ionic and covalent compounds, properties of ionic and covalent compounds; shapes of molecules and ions, intermolecular forces; the nature of solids, liquids and gases, changes of state and the energy involved; ionic solutions, electrode reactions, electrode potentials, electrolysis, corrosion; acids and bases, Lowry-Bronsted concept of acid base theory; organic chemistry, concepts of homologous series, isomers, functional groups and reactions, polymers, their nature, production and properties; metals, the metallic bond and metal properties.

ASSESSMENT
Progressive evaluation including assignments, periodic tests, tutorials, practical work and final examination.

REFERENCES
Kaufman, M.
Sienko, M. J. and Plate, R. A.
Turk, A. et al.


CRAFT IIE

Three hours per week

This subject provides the student with the opportunity to develop the latent powers of creative expression through craft activities. Topics include a brief history of each area and examines individual work in Leatherwork, Copper Jewellery, Sheet Metal Work and Candle Making.

ASSESSMENT
Progressive evaluation of practical work and assignments.

REFERENCES
Bryant, J.
Cherry, R.
Collings, A.
Crowford, D.
Dowd, D.


EDUCATION IAE

Atypical Children

Three hours per week

This unit discusses disorders of physical and motor development including visual and auditory defects with their social and educational implications with an examination of the resultant needs and provisions that must be made; as well as this the relevance and
GENERAL STUDIES AND ELECTIVES

Handling of physical and motor disabilities are examined. Disorders of communication generally and the intellectually atypical child—both retarded and gifted—are discussed in relation to assessment, special needs and problems as well as physical dysfunctions. Referral agencies, social and emotional problems are also examined.

ASSESSMENT
Progressive evaluation.

TEXTBOOKS

REFERENCES

EDUCATION IBE

Psychology and Child Development

Three hours per week

This subject introduces students to the study of psychology. Attention is given to the nature of psychological research and the evaluation of evidence in the subject. Major areas of psychology are treated and the area of child development is explored in depth. Topics of study are nature and scope of psychology including historical development of psychology, its scientific aspects and the practice of psychology; as well as the physiological bases of behaviour, motivation and emotion, perception, intelligence, learning, remembering and forgetting, personality, interpersonal interaction.

Child development examines prenatal influences, neonatal enrichment and deprivation studies, comparative studies, and developmental issues in early adolescence.

ASSESSMENT
Progressive evaluation including one essay, one practical report, presentation of a seminar paper and class exercises.

TEXTBOOKS

REFERENCES
Burgess
Vonnegut
Nabokov
Lawrence, D. H.
Solzhenitsyn
Waterhouse, Keith
Bellow
Maugham, Somerset
Lawrence, D. H.
Fitzgerald, Scott

A Clockwork Orange
Slaughterhouse 5
Lolita
Lady Chatterley's Lover
One Day in the Life of Ivan Denisovich
Billy Liar
Henderson the Rain King
Rain
Women in Love
Tender is the Night

ENGLISH IBE

Literature

Three hours per week

By selection from various works this unit examines various themes such as twentieth century violence, censorship, the plight of the individual, women in fiction—the role of the female in fiction—an historical overview to provide a background to the modern emancipated heroine. Additional themes will be decided on by the lecturer and students after discussion and inquiry. The unit provides opportunities for the writing of stories and poems, as an optional element; abundant informal discussion with fellow students in small groups and panels. Contemporary poetry may be read in association with the above type of reading, but in general the unit provides a broad experience of fiction around the world.

ASSESSMENT
Progressive evaluation which may include an examination.

REFERENCES
Burgess
Vonnegut
Nabokov
Lawrence, D. H.
Solzhenitsyn
Waterhouse, Keith
Bellow
Maugham, Somerset
Lawrence, D. H.
Fitzgerald, Scott

A Clockwork Orange
Slaughterhouse 5
Lolita
Lady Chatterley's Lover
One Day in the Life of Ivan Denisovich
Billy Liar
Henderson the Rain King
Rain
Women in Love
Tender is the Night

Theatre and Stagecraft

Three hours per week

This unit is designed to develop a true interest in the theatre and performing arts. It allows students to gain understanding and experience of the theory and practice of theatre, as well as encourage them to extend and explore their own creativity. The many facets of play production and acting are not to be seen as an easy option. Hard and prolonged intellectual and physical work are involved, perhaps even extending beyond lecture times. Theatre work is for people prepared to contribute the required time and effort.

ASSESSMENT
Progressive evaluation.
GENERAL STUDIES AND ELECTIVES

FRENCH IE

French Language and Literature

Three hours per week

Prerequisite—School Certificate French

This study is divided into five strands and is designed to cater for students of diverse interests including linguistic, cultural and literary interests. Students are required to select at least three of the five strands offered; if they are seeking higher gradings they must select at least four strands.

Strand A
Aural comprehension, oral fluency and grammatical review

Strand B
Approaches to modern French society

Strand C
French literary development through extensive reading (Recommended especially for candidates having studied French to the H.S.C.)

Strand D
Literary appreciation through intensive reading (Recommended especially for candidates having studied French to the H.S.C.)

Strand E
French film, art and popular song appreciation

ASSIGNMENTS

Strand A
Two short written or completion exercises per fortnight. One private half-hour laboratory session on pattern practice exercises.

Strand B
One major assignment on one thousand five hundred (1,500) words based on John Ardagh's "The New France". Two short comprehension exercises per term based on reading of Penguin French Reader and similar extracts.

Strand C
One questionnaire exercise based on each short story or novel as completed.

Strand D
One (1) seven hundred and fifty (750) word literary essay per term.

Strand E
One (1) five hundred (500) word assignment per term on aspects of the French popular song study.

ASSESSMENT

No formal examinations are set. Assessment is based on performance in the above assignments and on participation in group discussion and in-class exercises.

TEXTBOOKS

Strand A
Carlson, C. and Meiden, W.

Strand B
Ardagh, J.

Strand C
Maupassant, G. de

Strand D
Camus, A.

Strand E
Gide, A.

REFERENCES


GERMANY IE

German Language and Literature

Three hours per week

Prerequisite—School Certificate German

The aim of this study is to explore life in contemporary Germany and to improve students' oral command of the language to a point where communication with native speakers is assured.

The subject has four strands, of which the first is optional:

*1. Contemporary Film

In this strand modern German films are shown and discussed.
GENERAL STUDIES AND ELECTIVES

2. Literary Work
Short modern German novels, plays and short stories are read and discussed.

3. Oral Work
Use is made of German magazines, tapes and other materials, with discussions on contemporary German life.

4. Language
Extensive use is made of the Language Laboratory, where students may also work independently.

ASSIGNMENTS
Strands 1 and 2
One short seminar paper per term
Strand 3
Two essays, each of one-thousand (1,000) words, due at the end of first term and mid-third term.
Strand 4
Weekly short exercise or tape. Tapes may be borrowed from the lecturer if necessary.

ASSESSMENT
Work is assessed on completion; there is no final examination.

TEXTBOOKS
Breitl, B. 
Rehdey, H. and Twaddell, F.
Stephan, E. (ed.)
Zueber, Otto (ed.)

ADDITIONAL FOR DISTINCTION
Buchner, G. (ed. Bern)
Hase, H.

HISTORY IE

Basic Themes in History
Three hours per week

This unit treats the four important and continuing themes of migration: reasons for migration, both inter-national and intra-national including cultural adaptation of people affected by migration from ancient to modern times; power: seen as the exercise of authority in society and how it has shifted throughout history; use of physical resources: places emphasis on the development of technology and its impact on man in his environment; and, ideas: showing how throughout history religious, philosophical, economic and political ideas have helped fashion human society, including the ideas of some significant thinkers.

ASSESSMENT
Progressive evaluation including essays, class exercises, tests and semester examinations.

REFERENCES
Adcock, F. E.
Doyle, P.
Fisher, A. L.
Hare, D.
Kennedy, J. F.

GENERAL STUDIES AND ELECTIVES

Mathiavelli, N.
Moss, H. St. L. B.
Strover, H. R. and Munro, D. C.
Trenyhan, G. M.
Yarwood, A. T.

The Birth of the Middle Ages, 395-114, Oxford University Press, 1963.
The Middle Ages 115-1500. New York, Appleton, 1942.

ATTITUDES TO NON-EUROPEAN IMMIGRATION. Melbourne, Cassell, 1968.

MATHEMATICS IAE

Three hours per week

This unit relates to, but is not necessarily confined to, the following topics—sets; mappings, relations and functions; functions of the real variable; continuity; techniques of differentiation and integration with their common applications; Taylor’s Theorem and Fourier Series; vectors and vector calculus; complex numbers; matrices and determinants; mathematical structures with reference to complex numbers, vectors and determinants; programmable calculator; and, introductory computer studies.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

TEXTBOOKS
Ayres, F.
McLoom, K. and Tromba, A.

REFERENCES
Ayres, F.
Barrett, T. and Spitzerb, A.
Bata, L.
Robston, A.

Scharz, J. T.
Stron, S. K.
Whitney, K. L. and Whitney, M. N.

MATHEMATICS IBE

Three hours per week

This unit covers a variety of topics including sets; mappings, relations and functions; function of a real variable; continuity; techniques of differentiation and integration; complex numbers; selected topics from Algebra, Geometry, Finite Mathematics, History of Mathematics; practical topics from elementary surveying, cartography, mathematical art, calculators and computers.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

TEXTBOOKS
McLoom, K. and Tromba, A.


GENERAL STUDIES AND ELECTIVES

REFERENCES
Ayres, F.
Bendel, T., and
Spence, J. A.
Bers, L.
Bolton, A.
Schwarz, J. T.
Stott, S. K.
Whitney, K. L., and
Whitney, M. N.


Introduction to Programming and Computer Science. Tokyo, McGraw-Hill,
Kogakusha Ltd., 1971.

MATHMATICS ICE

Mathematics in Action
Three hours per week

Strand A

This strand examines problem solving and application of flowcharting techniques to problem solving, the programmable calculator's use as both an ordinary and programmable machine, higher level language programming depending on the compilers available, as well as, applications of the above.

Strand B

This strand introduces the realms of statistics and probability, collection, classification and tabulation of data, measures of central tendency, measure of variability, elementary probability, mathematical distributions—Binomial, Poisson, Normal, statistical estimation and inference, hypothesis testing and programming applications.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

REFERENCES
Boett, M.
Cannon, Canola
1679-II
Duffy and Foley
Hore, P.
Kazdin, H.
Sanderson, P.
Weinberg and Schumaker


MUSIC IE

Three hours per week

An introductory study is made of harmony and creative writing including melodic and harmonic invention in major and minor keys for voices and instruments, chime bar and piano accompaniments, composition for tuned percussion, recorder, piano; aural work dealing with rhythm and pitch dictation, sight singing, recognition of

PERSONAL DEVELOPMENT IE

Three hours per week

This subject is designed to help meet the health needs of an educated person in modern society and equip that person with the knowledge and understandings necessary to develop and maintain a vigorously healthy body and mind. Content includes a basic understanding of the structure and function of the human body, the nutritional requirements for a healthy person, a programme for developing and maintaining a desired level of fitness, human sexuality, the relation of drugs and health, avoidance of and care for accidental injury. This subject helps prepare people who are interested in participating in the Personal Development programme in schools.

ASSESSMENT
Progressive evaluation including tests, exercises and assignments, semester and/or final examination may be required.

TEXTBOOKS


REFERENCES
Boett, B. J. and
Burri, J. J.


You and Your Food. Sydney, Reed, 1967.


GENERAL STUDIES AND ELECTIVES

PHYSICAL EDUCATION IE

Gymnastics in the Primary School

Three hours per week

This unit considers aspects of primary school gymnastics and gymnastic programmes, mostly in practical laboratory-style situations. Applied research investigations involve students in school situations.

ASSESSMENT
Progressive evaluation including personal workbook study and compilation, assignments and term examination.

SCIENCE IE

Man and his Environment

Three hours per week

Prerequisite—Higher School Certificate Science

Topics include 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 ability to modify his environment and his need for scientific literacy; pollution, environment and degradation. Local studies are incorporated in this study and laboratory work and excursions form an important part of this subject.

ASSESSMENT
Progressive evaluation including class exercises and examination.

TEXTBOOK
Wagner, Richard H.

REFERENCES
Turk, Turk and Wittes

JOURNALS

GENERAL STUDIES AND ELECTIVES

SCIENCE AND SOCIETY IE

Three hours per week

This subject develops an understanding of the relationship between science and society, an understanding of the ways in which science has shaped society and of the factors in society which have directed, developed and retarded science.

The nature of science, science and technology, natural sciences and social sciences. An outline is given of the history of science and technology in society and an examination is made of some case histories, e.g., metallurgy and society, electrical science and society, nuclear science and society. Science and its relationship to some components of society such as industry, religion, education, art, government is examined. Science in different societies, e.g., capitalistic, communistic, developing countries, Australian society is considered. Science and the future, the revolt against science, science and the doomsday prophecy are also analysed.

ASSESSMENT
Progressive evaluation including assignments, seminar materials and final examination.

REFERENCES

Asimov, L.
Barzun, J.
Bernal, J. D.
Bronowski, J.
de Rapp, R. S.
Hempel, C.
Whitehead, A.

JOURNALS

GENERAL STUDIES AND ELECTIVES

GENERAL STUDY ELECTIVES
LEVEL II

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Prerequisite—Art IE

This unit advances experiences and skills acquired in the first year. Each student is encouraged to develop special interests and concentrate on a limited number of areas in depth. Students may work individually or on group projects and are expected to complete selected works to a high standard. Opportunities are provided for carrying out ambitious work in Painting, Design, Sculpture, Ceramics, Jewellery, Graphic Arts, Silk Screen Printing, Photography, Film Making, Fibre Construction and in either traditional or contemporary styles.

ASSessment
Progressive evaluation including assignments.

CRAFT IIE

Three hours per week

Prerequisite—Craft IE

This subject provides the student with an opportunity for theoretical and practical exploration in traditional and current methods of graphic communication. A short history of traditional methods of fabric printing is integrated with individual work involving techniques peculiar to tie-dyeing, silk screening and batik.

ASSessment
Progressive evaluation including practical work and assignments.

REFERENCES

EDUCATION IIAE

Atypical Children

Three hours per week

Prerequisite—Education IAE or Education IBE

This subject discusses personality including theories of Freud, Rogers, Skinner and Maslow dealing with the biological psychogenic
GENERAL STUDIES AND ELECTIVES

and sociocultural aetiology. Broad categories of mental dysfunction are also examined as well as factors influencing behaviour modification. Treatment of selected reactions to conflict are also analysed.

ASSESSMENT
Progressive evaluation which may include a final examination.

REFERENCES
Kanner, L. N., Nunokawa, W. D.
Spaulding, R. C. (ed.)
Ullman, L. P. and
Krauss, L.
Verville, E.
White, R. W.


ASSESSMENT
Progressive evaluation which may include a final examination.

REFERENCES
Kanner, L. N., Nunokawa, W. D.
Spaulding, R. C. (ed.)
Ullman, L. P. and
Krauss, L.
Verville, E.
White, R. W.

Psychology

Three hours per week

Prerequisite—Education IAE or Education IBE

Social Psychology is discussed in topics such as conformity, acquiescence, obedience, dogmatism. Locus of control and its measurement (Rotter). Current social issues, e.g. privacy, feminism and sex differences, equality of individuals, prisons. Schutz analysis of inter-personal relationships and the FIRO scales. Aspects of psychobiology are discussed such as consciousness and awareness, language and the brain, the EEG, motivational systems, the input to the brain and the output from it, effects of brain damage, laterality, phylogenetic and ontogenetic comparisons of the nervous system, and brain processes in learning.

ASSESSMENT
Progressive evaluation which may include a final examination.

REFERENCES
Atkinson, R. C.
Mason, L.
Taylor, T.


ENGLISH IIAE

Literature

Three hours per week

Prerequisite—Pass in any First Year English

This subject considers the various approaches by authors to some basic themes in modern American fiction. Students are allowed a wide choice of works within any three of the following areas: The American City; Rural and Regional Novels; The American as a Political Animal; Americans Abroad; The Great American War Novel; Anti-Hero Novels; Great American Dream Novels. The final choice of writers will depend on class discussions but it is expected that the works of Hemingway, Steinbeck, Fitzgerald, Henry James, J. D. Salinger, Saul Bellow, Mailer, Faulkner, Vonnegut, Heller, Updike and Barth will be among those for selection.

ASSESSMENT
Progressive evaluation including assignments and class work.

REFERENCES
Aikins, R. C.
Mann, L.
Teyler, T.


ENGLISH IIBE

Theatre and Film

Three hours per week

Prerequisite—English IBE

Students learn to produce films and videotapes, using Super 8mm, 16mm and CCTV equipment. Aspects to be emphasised include: Techniques—camera operation; VTR and video camera operation; scripting; direction and editing; soundtrack production; Film Language—visual composition and movement; shot and sequence arrangement; use of light and colour; and correlation of visuals and sound.

ASSESSMENT
Progressive evaluation including practical film and television production, and a final examination.

TEXTBOOKS
Bobker, L. R.
Fitt, S.
Kunos, W. and
Guadino, T. F.
Stephenson, R. and
Debra, J. R.


GENERAL STUDIES AND ELECTIVES

FRENCH IIE

French Language and Literature

Three hours per week

Prerequisite—French IIE

This study is designed to cater for students of diverse interests, including linguistic, cultural and literary leanings. One lecture per week is devoted to each of the following strands:

Strand A Oral fluency and grammatical review
Strand B Approaches to Modern French Society
Strand C Modern French Literature and Film Art Appreciation

Additional for Distinction

Distinction candidates are expected to study any version of one of the following additional plays:

Jean Anouilh Le Val des toreraux
Jean Giraudoux Intermezzo
Jean-Paul Sartre Les Mains sales

ASSIGNMENTS

Strand A One half-hour session fortnightly of pattern practice undertaken privately or in the Language Laboratory. Two short written translation or completion exercises per fortnight.
Strand B One major assignment on Discoveries in France (2,000 words plus supporting illustrative material) to be presented in seminar form to the group.
One short assignment (600 words) per term on French popular song exponents.
One short written exercise per term on articles from El mantenimiento.
Strand C Preparation of continuous sections of each play set by reading intensively prior to each lecture.
One essay on each play (1,000 words) and one comparative essay on the films (1,000 words).

ASSESSMENT

No formal examinations are set. Assessment is based on performance on the above assignments and on participation in group discussion and in-class exercises.

TEXTBOOKS


(Plays listed for Distinction are available on a loan basis.)

GEOGRAPHY IIE

Australia and Asia

Three hours per week

Prerequisite—Geography IIE

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.

ASSIGNMENTS

Strands 1 and 2 One short seminar paper per term.
Strand 3 Two essays, each of one-thousand (1,000) words, due at the end of first term and mid-third term.
Weekly short exercise on tape. Tapes may be borrowed from the lecturer if necessary.
For Distinction One extra essay of one-thousand (1,000) words is required, due at the end of October.

GERMAN IIE

German Language and Literature

Prerequisite—German IIE

This subject is a continuation of German IIE at a more advanced level. It consists of four strands, of which the first is optional.

1. Contemporary German Film
Modern German films are shown and discussed.

2. Literary Work
Short modern German plays, short stories and novels are read and discussed.

3. Oral Work
Use is made of German magazines, tapes and other materials, with discussion of the contemporary German scene. Taped radio programmes from Germany may also be available.

4. Language
Extensive use is made of the Language Laboratory, where students may also work independently.

REFERENCES

Andrews, R. L.
Andrews, R. L.
Breeze, G.
Breeze, G.

Evans, P.
Evans, P.

Fryer, D. W.
Fryer, D. W.

Gorrie, A. M.
Gorrie, A. M.

Kolb, A.
Kolb, A.

McGee, T.
McGee, T.

Meiden, Walter
Meiden, Walter

Misson, G. J.
Misson, G. J.

Tregear, T. R.
Tregear, T. R.

Wilson, D.
Wilson, D.


ASSESSMENT

Progressive evaluation and final examination.

GEOGRAPHY AND ELECTIVES
GENERAL STUDIES AND ELECTIVES

ASSESSMENT
Work is assessed on completion; there is no final examination.

TEXTBOOKS

Brecht, B.
Durrenmatt, F.
Eisner, O. Z. and
Essl, W. G.
McGuinness, L. and
Campbell, J. R.
Musil, R. (ed. Sack)

HISTORY IIE

Asia in the Modern World

Three hours per week

Prerequisite—History IE

In the post-World War II period, Asian nationalism has held Western imperialism responsible for Asia’s immediate problems. This unit studies the problems of the present day through an investigation of Asian history and culture. It includes depth studies of migration, the struggle for power in Asian society, economic development, Asian culture. There is provision for individual student choice of study in depth into aspects of Asian history. Development of historical skills is further encouraged.

ASSESSMENT
Progressive evaluation including tutorials, seminars, book reviews, research studies. Three written assignments, one of which is of at least three-thousand (3,000) words.

REFERENCES

Ball, J. E.
Bury, W. T.
Hall, D. G. E.
Schurmann, F. and
Schell, G. (eds.)
Spear, P.
Storry, R.
Tate, E. D. J. M.
Thapar, R.


MUSIC IIAE

Three hours per week

Prerequisite—Music IE


ASSESSMENT
Progressive evaluation of exercises, tests and assignments.

TEXTBOOKS

Hooper, C. R.
Smith, E. and
Renaud, D.

REFERENCES

Blume, F.
Kennan, R. W.
Koffy, F. E.
Palaisca, C.
Shearer, A.


GENERAL STUDIES AND ELECTIVES

MATHEMATICS IIAE

Three hours per week

Prerequisite—Mathematics IAE

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 isometries 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
Progressive evaluation including assignments, class test and final examination.

TEXTBOOKS


REFERENCES

Blume, F.
Kennan, R. W.
Koffy, F. E.
Palaisca, C.
Shearer, A.


GENERAL STUDIES AND ELECTIVES

MUSIC IIBE

Three hours per week

Prerequisite—Music IE

Particular emphasis in this subject is 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 student compositions.
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.

ASSESSMENT
Progressive evaluation of tests, exercises and assignments.

TEXTBOOKS
Andrews, D.
Hopper, C. R.
Smith, E. and Renouf, D.

REFERENCES
Blume, F.
Kirby, F. E.
Palisca, C.
Shearer, A.


PHYSICAL EDUCATION IIBE

Movement Orientation

Three hours per week

Prerequisite—Physical Education IE

An investigation of the basic orientation of human movement in gymnastics and dance.
Development is achieved through the workshops, use of film, some teaching experience in schools, and visits to schools which feature Adventure Playgrounds and which implement Educational Gymnastics.

ASSESSMENT
Progressive evaluation including reports and term papers.

REFERENCES
Flinchum, B. M.
Stanly, S.
Barlow, F. M.
Stanly, S.


SCIENCE IIE

Man and his Environment

Prerequisite—Science IE

This unit discusses contemporary problems. The selection of particular problems will take into account the expressed interests of students entering the course. However, three units must be selected for detailed treatment from among the following: 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 fluctuations, chemical insecticides, and their effect on insects and 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, of “natural areas” in planned development.

ASSESSMENT
Progressive evaluation including assignments.

REFERENCES
Dansereau, Pierre (ed.)
Wagner, Richard H.

GENERAL STUDIES AND ELECTIVES

GENERAL STUDY ELECTIVES

LEVEL III

Subject
Art IIIE
Craft IIIE
Education IIIAE—
  Atypical Children
Education IIIIBE—
  Psychology
English IIIAE—
  Literature
English IIIIBE—
  Theatre and Film
Geography IIIE—
  Australia and the World
History IIIE—
  Australia in Modern World
Mathematics IIIAE
Music IIIAE
Music IIIIBE
Physical Education IIIE
Religion and Society IIIE*
Science IIIE—
  Man and his Environment
Social Science IIIE—
  Aboriginal Studies**
Environmental Science IIIE***
Science Education IIIE****

Prerequisite
Art IIIE
Craft IIIE
Education IIIAE or
  Education IIIIBE
Education IIIAE or
  Education IIIIBE
Any second year
  English subject
English IIIE
Geography IIIE or
  equivalent
History IIIE
Mathematics IIIAE
Music IIIAE
Music IIIIBE
Physical Education IIIE
Science IIIE

* Final year students ONLY
** Final year General Primary, English/History, Social Science ONLY
*** Available to final year Science students ONLY

ART IIIE

Practical Art

Three hours per week

Prerequisite—Art IIIE

Students are expected by intensive studio work to achieve a level of professional standing in areas that may include Painting, Sculpture, Design, Ceramics, Jewellery, Photography, Graphic Art, History of Art, Art Education and Architecture. To this end they are encouraged to concentrate on developing a personal form of expression in one or more selected areas of study. In addition, opportunities exist for students to study Applied Art as well as undertake theoretical studies.

ASSESSMENT
Progressive evaluation including assignments and exhibition of all work completed for assessment by a panel of lecturers.

TEXTBOOKS
Baldwin, J.
Moholy-Nagy, L.
Pye, David W.
Scuphor, Michael

REFERENCES
Krantz, Karl
Lindeman, Earl W.

CRAFT IIIE

Three hours per week

Prerequisite—Craft IIIE

This subject provides an opportunity for practical application of design in a three-dimensional field such as ceramics, plaster casting and polyester resin casting. Techniques peculiar to each area and individual experimental studies are undertaken.

ASSESSMENT
Progressive evaluation including practical work and assignments.

REFERENCES
Chandler, M.
Kenny, J.
Moody, S. and Johnson, P.
Nelson, G.
Primmer, L.
Zechlin, K.

GENERAL STUDIES AND ELECTIVES

EDUCATION IIIAE
Atypical Children
Three hours per week
Prerequisite—Education IIAE or Education IIBE
This unit initially deals with sociological problems associated with children and an outline of work designed to alleviate pressures on the disadvantaged child. Difficulties experienced by Aborigines, migrants and children from low socio-economic areas are discussed. Students must prepare a thesis on some accepted area of atypicality. This work must contain some original research into the skills and methods of teaching atypical children.

ASSESSMENT
Progressive evaluation which may include final examination.

EDUCATION IIBE
Psychology
Three hours per week
Prerequisite—Education IIAE or Education IIBE
Studies focus on the development, assessment, and the influence of attitudes to significant groups of persons and individuals (including the self). A critical appraisal is made of the contributions of well known theories on classroom management. Emphasis will be placed on student involvement either directly (e.g. by experimental work or classroom observation) or vicariously (e.g. by the use of protocol materials).

ASSESSMENT
Progressive evaluation which may include final examination.

ENGLISH IIIAE
Literature
Three hours per week
Prerequisite—Pass in any Second Year English
The subject is concerned with the sorts of human issues and approaches to fiction that have interested novelists and short story writers in Britain and Australia in the Twentieth century. Associated

GENERAL STUDIES AND ELECTIVES

ENGLISH IIIBE
Theatre and Film
Three hours per week
Prerequisite—English IIBE
This subject gives students an opportunity to develop their own initiatives in a practical way in theatre and/or film. The emphasis is on individual creative abilities. Activities include writing for the stage, film or television, production, performance and/or screening of student-created material; editing or devising programs incorporating literary, historical, biographical, documentary, musical and/or other material; production and performance of other theatrical creations. This could be a rewarding unit for people who feel a strong urge to create some original and individual work in the performing arts.

ASSESSMENT
Progressive evaluation.

ENVIRONMENTAL SCIENCE IIIE
Three hours per week
Prerequisite—Any two Science subjects at Level II
This subject develops an integrated understanding of the application of the sciences to the investigation of environmental phenomena and problems.
GENERAL STUDIES AND ELECTIVES

Topics are examined with special reference to Australia and the Hunter Valley region and include ecology and natural systems, human adaptation to environmental change, the extinction of species, the growth of human populations, energy-resources, consumption and pollution, agricultural systems, control of pests and weeds, radioactive pollutants, air and water pollution, solid wastes, noise, social, legal and economic aspects of environmental degradation.

ASSESSMENT
Progressive evaluation including assignments, tests and final examination.

TEXTBOOK
Turk et al.

REFERENCES
McCaull, J. and Crossland, J.
Pryde, D. W.
Romberg, F. and Smith, D. L.
Stoker, H. S. and Seager, S. L.

FRENCH IIIE

French Language and Literature

Prerequisite—French IIE

The syllabus is the same as for French IIE, except that in Strand Call candidates choose an extra play from the Additional for Distinction list. Similarly, French IIIE candidates seeking Distinction are to choose two extra plays from that list. The reading prescription changes each year. One more short essay is set on each book to be read.

GEOGRAPHY IIIE

Australia and the World

Three hours per week

Prerequisite—Geography IIE

Using specific examples, themes studied include: impact of man’s increasing numbers and developing technology on natural systems—development and the environment; pluralism, nationalism and stability; underdevelopment; resource interdependence and economic alliance; independence, interdependence and changing political boundaries.

GENERAL STUDIES AND ELECTIVES

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Brock, J. and Webb, J.
Detwiler, T. R.
Fryer, D. W.
Thomas, R.

GERMAN IIIE

German Language and Literature

Prerequisite—German IIE

The syllabus is the same as for German IIE, with the addition of the study of the following texts:

Brecht, B.
Dickins, E. P.
Kafka, F.

Students seeking Distinction must complete additional work from the references.

HISTORY IIIE

Australia in the Modern World

Three hours per week

Prerequisite—History IIE

By means of a “themes” approach Australia’s development from a convict settlement to nationhood and the struggle to gain international status are analysed within the framework of a small population, cultural self-consciousness and the difficulties of economic development which have consistently worried Australians throughout the first 200 years. Depth studies are made and opportunity is given for research into areas of particular interest to individuals from among topics such as migration, the struggle for power in Australian society, economic development, social problems, Australia in world affairs, Australian culture.
GENERAL STUDIES AND ELECTIVES

ASSESSMENT
Progressive evaluation, including examination.

REFERENCES
Clark, G. Myths and Legends of Australia. Sydney, Angus and Robertson, 1957.

JOURNALS

MATHMATICS IIIAE
Three hours per week
Prerequisite—Mathematics IIE
Differential equations: equations of the first order and degree with applications to geometry and the physical world. Linear equations with constant coefficients.
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 groups of order 3, 4, 5, 6, 8. Rotation of selected solids. Computer studies: extension of studies with desk calculator to programming in Fortran.

Some opportunity may be available for limited studies of Finite Mathematics and Numerical Analysis, including assistance available from a Canola 164P desk calculator.

ASSESSMENT
Progressive evaluation including assignments, class tests and final examination.

MUSIC IIIAE
Three hours per week
Prerequisite—Music IIAE
Harmony and creative work—Romantic and Impressionistic styles of composition and orchestration. Free counterpoint for two and three voices. Serial, atonal, bitonal, polystylistic composition, 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 including performance of student compositions, guitar classes, works for recorder and tuned percussion ensemble.
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.

ASSESSMENT
Progressive evaluation including tests, exercises and assignments.

TEXTBOOKS

REFERENCES

THE third chapter of the text discusses the development of music in the nineteenth and twentieth centuries in association with related aspects of social and political history. Music in non-European countries.

ASSESSMENT
Progressive evaluation including tests, exercises and assignments.

TEXTBOOKS

REFERENCES
GENERAL STUDIES AND ELECTIVES

MUSIC IIIBE

Three hours per week

Prerequisite—Music IIIBE

Harmony and creative work—Emphasis on practical performance and group composition, 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 techniques are introduced in simple group creative exercises; experimental work in electronic and chance music and the use of graphic notation; aural exercises closely related to studies in harmony.

Practical work—Performance of student compositions and practical work in guitar.

Development of music—The main developments in the nineteenth and twentieth centuries in association with related aspects of social and political history. Music in non-European countries.

ASSESSMENT
Progressive evaluation including exercises, tests and assignments.

TEXTBOOK
Grout, D. J.

REFERENCES
Austin, W., Fox, C., Horex, F., Longeyar, R., Malm, W.
Palmer, C., Persichetti, V., Palmer, E.
Shaw, A.


PHYSICAL EDUCATION IIIIE

Motor Learning

Three hours per week

Prerequisite—Physical Education IIIIE

Consideration is given to the role of learning and performance in acquisition of motor skills. Topics include transfer of learning, specificity of motor skill performance and individual differences in learning and performance.

ASSESSMENT
Progressive evaluation including reports, laboratory workbooks and term paper.

GENERAL STUDIES AND ELECTIVES

RELIGION AND SOCIETY IIIIE

Three hours per week

Prerequisite—Eligibility to enter Third Year Diploma in Teaching

Historical, sociological and anthropological survey of the operation of religion in primitive and developing societies.

A selection is made, after consultation with the lecturer, from topics which include the nature of the enquiry and a definition of terms; the role of religion in various eastern and western cultures, civilisation and societies primitive, ancient and modern; Christianity's emergence, crises, development including reformation, counter reformation, missionary activities and position in the modern world; today's religions including secularism, pluralism and social mobility, disintegration of social bonds in the pluralist society, communist and non-communist societies; religious world views including causation and natural law as seen in polytheistic and monotheistic systems, the rise of modern science and religious opposition; problems about religions. What causes a religion to die? Why have so many religions arisen in U.S.A.? Are religions produced by social stress? What caused mediaeval conflict between Church and State? Causes of Irish strife today. "Rites of passage".

ASSESSMENT
Progressive evaluation including exercises, tests and assignments.

REFERENCES
Berger, Peter L.
Beitzion, H. (ed.)
Bouquet, A. C.
Cros, F. I. and Livingstone, E. A. (ed.)
Firth, J.
Fitchard, James
Robertson, Roland
Thomas, D. W.


SCIENCES EDUCATION IIIIE

Three hours per week

This subject has both educational and scientific aspects. Course units from a school science programme are developed in terms of the objectives of science education, and instructional strategies to achieve the objectives. The units are programmed in detail and preparative, formative, and summative evaluation are used to estamate the effectiveness of the units. Critical analysis is assisted by the use of videotape in parallel classes on a cycle basis.
SCIENCE IIIE

*Man and his Environment*

Three hours per week

**Prerequisite—Science IIE**

This unit analyses contemporary problems. The selection of particular problems will reflect the expressed interests of persons undertaking the subject. Topics include—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 versus 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 and planning for leisure.

ASSESSMENT

Progressive evaluation including class exercises and examinations.

REFERENCES


SOCIAL SCIENCE IIIE

*Aboriginal Studies*

Three hours per week

This is an integrated study which surveys Aboriginal society, past and present, to develop an understanding of the Aboriginal people, a realisation of their cultural heritage and an appreciation of the problems facing Aborigines in present-day Australian society. Emphasis is on the contemporary situation from many different aspects.

GENERAL STUDIES AND ELECTIVES

ASSESSMENT

Progressive evaluation.

REFERENCE


**Strand A—Society**

This strand involves a study of pre-history of the Aboriginal Aborigine, traditional Aboriginal society, black/white relations, contemporary Aboriginal society in both tribal and urban aspects.

**Strand B—Language**

This involves an analysis of traditional Aboriginal languages, mythology, Aboriginal literature and English.

ASSESSMENT

Progressive evaluation including a major assignment, seminar participation and final examination.

REFERENCES


Kearney, G. E. *et al.* Olson, J. *et al.*


Morsbach, M. *et al.* Sharp, J. G. *et al.*

Stanner, W. E. H. *et al.*

Stevens, F. S. *et al.*

Taft, R. *et al.*

Dansereau, Pierre (ed.) *et al.*

Hazen, William E. *et al.*


The Desert People. Sydney, Angus and Robertson, 1962.


THE DEPARTMENT OF EXTERNAL STUDIES

1. Conversion Courses

The Department of External Studies offers a two years part-time conversion course leading to the award of the Diploma in Teaching (Primary Education) or certain fields of the Diploma in Teaching (Secondary Education) to teachers with two-year trained status.

Admission

Applicants should normally have completed a two year full-time programme at a recognised institution leading to two year trained status with the N.S.W. Department of Education. Consideration may be given to applicants who have qualifications deemed to be equivalent.

APPLICATIONS SHOULD BE LODGED BY 1ST DECEMBER IN THE YEAR PRIOR TO THAT IN WHICH ENTRY IS SOUGHT.

2. Completion of Diploma Requirements

Provision has been made for students who have completed the major portion of the Diploma in Teaching to undertake individual subjects in order to satisfy requirements for the award.

Admission

APPLICATIONS SHOULD BE LODGED BY 23rd FEBRUARY 1976.

All students enrolled in external studies are exempted from payment of the Student Representative Council fee of $50.00 and the Library deposit charge of $10.00.

ENQUIRIES

All enquiries regarding external studies should be directed to:

The Director of External Studies,
Newcastle College of Advanced Education,
P.O. Box 84,
WARATAH. N.S.W. 2298