COLLEGE COURSES

FOUR-YEAR COURSES (FULL-TIME)
- Bachelor of Education (Art) (for students commencing in 1977)
- Bachelor of Education (Home Science/Textiles)
- Bachelor of Education (Industrial Arts)
- Diploma in Art (for students continuing in 1977)
- Diploma in Art Education (for students continuing in 1977)
- Diploma in Music Education (in association with the N.S.W. State Conservatorium of Music, Newcastle Branch)

THREE-YEAR COURSES (FULL-TIME)
- Diploma in Teaching (Primary Education)
  - General Primary
  - Lower Primary and Infant
  - Conversion Courses
- Diploma in Teaching (Early Childhood Education)
- Diploma in Teaching (Secondary Education)
  - English/History
  - Mathematics
  - Science
  - Industrial Arts
  - Home Science/Textiles
  - Geography/Commerce/Social Sciences
  - Physical Education
  - Conversion Courses
- Diploma in Art (for students commencing in 1977)

ONE-YEAR COURSES (FULL-TIME)
- Graduate Diploma in Education
  - General Primary and Lower Primary Teaching
  - Specialist Secondary Teaching
- Diploma in Special Education

PART-TIME COURSES
- Diploma in Teaching (Technical and Further Education)
  (Minimum two years)
COLLEGE COURSES

Diploma in Education (Technical and Further Education)
(Minimum two years)
Diploma in Teacher Librarianship (Two years)
Diploma in Nursing Education

EXTERNAL COURSES (MINIMUM TWO YEARS)

(i) Conversion from Two-Year to Three-Year Trained Certification for those teachers wishing to upgrade their qualifications.
(ii) Completion of requirements for conditionally certificated ex-students who need to complete subjects to qualify for a College award.

PREFACE

Newcastle College of Advanced Education occupies extensive, modern, well-appointed buildings in an attractive natural bushland setting of some 24 hectares off Rankin Drive in the suburb of Waratah West, adjacent to the University of Newcastle and approximately 11 kilometres from the city of Newcastle.

Newcastle, with an urban population of 280,000, situated 160 km (100 miles) north of Sydney, is the second city of New South Wales. It is a major Australian seaport, a centre of heavy industry and serves the rich Hunter Valley region (total population 430,000), a noted wine producing area. The city and district is well endowed with beaches, lakes, holiday resorts and an attractive hinterland.

The College is being developed as a multi-discipline tertiary institution to cater for the demands of advanced education in the Newcastle and Hunter Valley 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 will hold office until 31st March, 1977 when it is expected that the Council will be reconstituted under the College’s own By-law. The College’s By-law has received final approval and it is expected that it will be gazetted and come into effect early in 1977.

The College’s primary emphasis has been in the field of teacher education in which it provides a wide range of courses in a variety of specialist fields, at both diploma and graduate-diploma levels. The College’s diversification into other course areas commenced at the beginning of 1975 when the College assumed
responsibility for the four-year Diploma in Fine Art courses, formerly offered by the Department of Technical and Further Education at the Newcastle Branch of the National Art School, and accepted full responsibility for the Diploma in Art Education courses which had been offered in association with that Department.

The introduction of the College's first four-year degree course, the Bachelor of Education degree in Industrial Arts, was approved in 1975. The College continues to offer a three-year diploma course in Industrial Arts as well as the new degree course. The College's second degree course, the Bachelor of Education in Home Science/Textiles, is being introduced from the beginning of the 1976 academic year. This is also a three-year/four-year integrated programme leading to the Diploma in Teaching for the former and the Bachelor of Education in Home Science/Textiles for the latter.

The College at present offers the following courses:

**Four-Year Degree Courses—**
- Bachelor of Education in Industrial Arts
- Bachelor of Education in Home Science/Textiles

**Four-Year Diploma Courses—**
- Diploma in Music Education
  *This Diploma course is offered in association with the N.S.W. State Conservatorium of Music*
- Diploma in Art Education
- Diploma in Art
  *Specialising in two of Painting/Sculpture/Graphics/Ceramics*

**Three-Year Diploma Courses—**
- Diploma in Teaching (Primary Education)
  *Primary or Infants specialisation
  Early Childhood Education specialisation*
- Diploma in Teaching (Secondary Education)
  *Specialising in one of:

**One-Year Diploma Courses—**
- Graduate Diploma in Education
  *This one-year course offered at post-graduate level to University graduates or holders of equivalent qualifications prepares students for entry to the teaching service in the fields of Primary Education, English/History, Mathematics, Science, Industrial Arts, Social Sciences, Teacher Librarianship, Languages, and Home Science/Textiles*

- Diploma in Special Education
  *This one-year course is available to teachers with at least two years' formal training and a minimum of two years' teaching experience. The course covers various aspects of the teaching of children with intellectual handicaps, physical and sensory defects, mild to moderate emotional and behavioural disorders and those with other learning disabilities*

**Two-Year Part-Time Diploma Course—**
- Diploma in Teacher Librarianship
  *This two-year part-time course is available to teachers with at least two years' formal training and a minimum of two years' teaching experience*

**External Studies—**
These courses are conducted by correspondence to enable teachers possessing two-year trained certification to obtain the Diploma in Teaching.

It is planned to offer these courses on a part-time attendance basis in 1977 for those students who reside within travelling distance of the College.

**Courses Proposed for Introduction in 1977—**
- Associate Diploma in Social Welfare
- Diploma in Education (Technical and Further Education)
- Diploma in Teaching (Technical and Further Education)
- Diploma in Nursing Education
- Bachelor of Education Degree (Extension)
- Diploma in Art (revised course)
The introduction of these courses in 1977 will be subject to the final approval of the New South Wales Higher Education Board.

The new College complex at Waratah West was established at a cost of $9 million, including furniture and equipment. Stage I of the complex was occupied by the Industrial Arts and Art Education departments from the beginning of 1971. Occupation of Stage II commenced when the College moved all of its activities from the previous site in the city in March, 1974. Stage II was finalised with the completion in November, 1974 of an Auditorium incorporating an extensive stage area, excellent facilities for the performing arts, and seating capacity on two levels for 970 persons. The Auditorium has been named “The Griffith Duncan Theatre” in honour of the College’s Foundation Principal who retired in March, 1975.

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 buildings to be constructed on the Waratah West site during the 1977/79 Triennium. Capital grants in excess of $1 million have been recommended by the Australian Commission on Advanced Education to enable this project to proceed during 1978/79.

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; student common room, coffee lounge and dining hall; and a Physical Education complex incorporating two fully-equipped gymnasia, a dance studio, health studio, change rooms and lecture facilities, with adjacent courts and playing fields. The Library consists of a single floor reading room, including study rooms, offices, typing rooms, stacks and catalogues; and a second lower floor which includes an audio-visual teaching aides resources centre, tape recording rooms, visual education rooms, a language laboratory, two lecture rooms, and extensive storage space for films, cassettes and records.

In May, 1976, a Special Education Centre was completed and equipped at a cost exceeding $600,000. The new Centre, which is seen as a community asset, will facilitate the consolidation and development of the College’s courses and research in the field of special education. The provision of courses for the preparation of resource teachers and teachers of educationally handicapped children will be emphasised and the opportunity provided for the teaching of special education courses particularly where clinical conditions are appropriate. The co-operation of the College and other educational institutions is planned in the field of development and research in special education using this facility. It is planned that the Centre will become fully operational from the beginning of 1977 with the arrival of the newly appointed Director.

In 1976 the College had an effective full-time student enrolment of 2,146 made up of some 1,966 in full-time courses, 180 in part-time courses, with a further 228 students undertaking external study courses; an academic staff of 169 located in 12 departments; and a non-teaching staff establishment of 170.

The College’s approved E.F.T.S. for 1977 is 2,300 and will consist of some 2,300 students enrolled in full-time and part-time courses and some 60 undertaking external studies courses. The academic staff establishment will increase to 192 in 1977.

The governing body of the College, the Council, consists of members drawn from the community, the staff and the students of the College. The Council has the responsibility for the management of the affairs of the College and exercises 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 Boards of Studies, established to co-ordinate and supervise activities in the fields of Primary and Special Education, Secondary Education and Art. The Council has established committees to advise it and make recommendations on matters relating to Finance, Management and Personnel, Properties and Grounds, Diversification of the College’s programme, and 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 discipline within the College;
the election of elected members of Council; the manner of appointment, promotion and dismissal of staff; the qualifications required for admission to courses; the 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. It is anticipated that the College's Principal By-law will be approved and take effect early in 1977.

A corporate college of advanced education established under the Colleges of Advanced Education Act has perpetual succession, a common seal, may take legal proceedings and be proceeded against, deal with property and all matters that a body corporate, by law, may do to further the purposes for which it was constituted. The College is funded by the Australian Government through the agencies of the Australian Commission on Advanced Education and the New South Wales Higher Education Board. The planning of the College's recurrent and capital programmes is undertaken on a three-year basis in accordance with the policy and requirements of these two instrumentalities, but at the present time is subject to annual review in accord with current policy. The College is entirely responsible for handling its own funds granted under the Australian Government States Grants Legislation, both capital and recurrent, which are received into its own bank accounts quarterly or monthly in advance.

TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Courses</td>
<td>3</td>
</tr>
<tr>
<td>Preface</td>
<td>5</td>
</tr>
<tr>
<td>Principal Dates</td>
<td>14</td>
</tr>
<tr>
<td>Officers of the College</td>
<td>17</td>
</tr>
<tr>
<td>The College Council</td>
<td>18</td>
</tr>
<tr>
<td>Committees of the Council</td>
<td>19</td>
</tr>
<tr>
<td>The Academic Board</td>
<td>21</td>
</tr>
<tr>
<td>Committees of the Academic Board</td>
<td>21</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
</tr>
<tr>
<td>Academic</td>
<td>25</td>
</tr>
<tr>
<td>Administrative</td>
<td>34</td>
</tr>
<tr>
<td>Library</td>
<td>36</td>
</tr>
<tr>
<td>Counselling</td>
<td>37</td>
</tr>
<tr>
<td>Education Research</td>
<td>37</td>
</tr>
<tr>
<td>Honorary Fellows of the College</td>
<td>37</td>
</tr>
<tr>
<td>Honorary Associates of the College</td>
<td>37</td>
</tr>
<tr>
<td>Admission</td>
<td>38</td>
</tr>
<tr>
<td>College Regulations</td>
<td></td>
</tr>
<tr>
<td>Discipline (Reg. 4.1)</td>
<td>43</td>
</tr>
<tr>
<td>Courses and Awards (Reg. 5.2)</td>
<td>44</td>
</tr>
<tr>
<td>Unsatisfactory Progress (Reg. 5.3)</td>
<td>45</td>
</tr>
<tr>
<td>Show Cause (Reg. 5.4)</td>
<td>46</td>
</tr>
<tr>
<td>Re-Admission (Reg. 5.5)</td>
<td>47</td>
</tr>
<tr>
<td>Appeal Against Exclusion (Reg. 5.6)</td>
<td>47</td>
</tr>
<tr>
<td>Conferring of Diplomas (Reg. 5.8)</td>
<td>47</td>
</tr>
<tr>
<td>Fees (Reg. 5.9)</td>
<td>48</td>
</tr>
<tr>
<td>General Conditions for Award of Diplomas (Reg. 5.10)</td>
<td>49</td>
</tr>
<tr>
<td>Assessment (Reg. 5.11)</td>
<td>49</td>
</tr>
<tr>
<td>Conduct of Examinations (Reg. 5.12)</td>
<td>49</td>
</tr>
<tr>
<td>Timetable Requirements (Reg. 5.13)</td>
<td>52</td>
</tr>
<tr>
<td>Withdrawal (Reg. 5.14)</td>
<td>53</td>
</tr>
<tr>
<td>Relaxing Clause (Reg. 5.15)</td>
<td>53</td>
</tr>
<tr>
<td>Terms (Reg. 6.1)</td>
<td>53</td>
</tr>
<tr>
<td>Designation of Students (Reg. 6.2)</td>
<td>53</td>
</tr>
<tr>
<td>The Wearing of Academic Dress (Reg. 7.1)</td>
<td>54</td>
</tr>
<tr>
<td>General Procedures/General Requirements</td>
<td></td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>55</td>
</tr>
<tr>
<td>Change of Name/Address</td>
<td>55</td>
</tr>
<tr>
<td>Enrolment in Correct Subjects</td>
<td>55</td>
</tr>
<tr>
<td>Examination Results</td>
<td>56</td>
</tr>
<tr>
<td>Identity Cards</td>
<td>56</td>
</tr>
<tr>
<td>Notice Boards</td>
<td>56</td>
</tr>
<tr>
<td>Ownership of Work</td>
<td>57</td>
</tr>
<tr>
<td>Parking of Cars</td>
<td>57</td>
</tr>
<tr>
<td>Variation of Course</td>
<td>57</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS continued

<table>
<thead>
<tr>
<th>Services for Students</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amenities</td>
<td>59</td>
</tr>
<tr>
<td>Chaplaincy Service</td>
<td>59</td>
</tr>
<tr>
<td>Counselling Service</td>
<td>60</td>
</tr>
<tr>
<td>Student Accommodation Scheme</td>
<td>61</td>
</tr>
<tr>
<td>Student Loan Fund</td>
<td>61</td>
</tr>
</tbody>
</table>

| The Library                                   | 63   |
| Annual Report for 1975                        | 65   |
| The Council                                   | 66   |
| By-Laws                                       | 68   |
| Physical Developments                         | 68   |
| Academic Developments                         | 70   |
| Staff                                         | 75   |
| Students                                      | 77   |
| Enrolments                                    | 77   |
| Awards                                        | 77   |
| Student Counselling Service                   | 78   |
| The Library                                   | 79   |
| Finances and Funding                          | 79   |
| Benefactions                                  | 80   |
| Appendix                                      | 81   |
| Financial Statements                          | 82   |
| Annexure A                                   | 83   |
| Annexure B                                   | 84   |
| Annexure C                                   | 85   |
| Annexure D                                   | 86   |
| Annexure E                                   | 87   |
| Annexure F                                   | 88   |
| Annexure G                                   | 89   |
| Annexure H                                   | 90   |

| Award of Diplomas 1976                        | 91   |
| Graduate Diploma in Education (Primary Education) | 91   |
| Graduate Diploma in Education (Secondary Education) | 92   |
| Diploma in Special Education                  | 93   |
| Diploma in Art Education                      | 93   |
| Diploma in Art Education (Conversion)         | 94   |
| Diploma in Art                                | 94   |
| Diploma in Music Education                    | 94   |
| Diploma in Teaching (Primary Education)       | 95   |
| Diploma in Teaching (Special Education)       | 96   |
| Diploma in Teaching (Secondary Education)     | 97   |
| Prizes                                        | 99   |

| Syllabus Outlines                             | 100  |
| Diploma in Teaching (Primary Education)       | 101  |
| — One Year Conversion                         | 161  |
| Diploma in Teaching (Secondary Education)     | 168  |
| — English/History                             | 190  |
| — Mathematics                                 | 208  |
| — Science                                     | 221  |
| Bachelor of Education (Industrial Arts)       | 242  |

TABLE OF CONTENTS continued

| Diploma in Teaching (Secondary Education)     | Page |
| — Social Sciences                             | 263  |
| — Physical Education                          | 285  |
| — One Year Conversion                         | 308  |

| Bachelor of Education (Home Science/Textiles) | 245  |

| Diploma in Music Education                    | 382  |
| Diploma in Special Education                  | 388  |

| Graduate Diploma in Education                 | 397  |
| — Primary Education                            | 398  |
| — Secondary Education                          | 398  |

| Diploma in Teacher Librarianship              | 432  |
| Diploma in Teaching (Technical and Further Education) | 443  |
| Diploma in Education (Technical and Further Education) | 445  |
| Diploma in Nursing Education                  | 472  |

| Professional Studies                          | 497  |
| Education I                                   | 498  |
| Education PII                                 | 498  |
| Education SII                                 | 499  |

| General Studies and Electives                  | 506  |
| English GS                                    | 506  |
| English/History GS (Integrated)               | 509  |
| Science GS                                    | 511  |
| Social Science GS                             | 512  |

| General Study Electives                       | 514  |
| Level I                                       | 534  |
| Level II                                      | 548  |
| Level III                                     | 560  |

<p>| External Studies                              | 560  |</p>
<table>
<thead>
<tr>
<th>PRINCIPAL DATES</th>
<th></th>
<th>PRINCIPAL DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>MAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GRADUATION DAY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FIRST TERM ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SECOND TERM begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JUNE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Holiday—Queen’s Birthday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEMESTER I ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>27 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block Practice Teaching begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JULY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Block Practice Teaching ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEMESTER II begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>29 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to withdraw without failure from course or subject having a duration of one academic year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AUGUST</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SECOND TERM ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEPTEMBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THIRD TERM begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day for withdrawal without failure from a subject which is being undertaken in the second semester only</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OCTOBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Public Holiday—Eight Hour Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NOVEMBER</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18 Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEMESTER II ends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21 Monday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Examinations begin</td>
</tr>
</tbody>
</table>

**JANUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Monday</td>
<td>Public Holiday</td>
</tr>
<tr>
<td>14 Friday</td>
<td>Last day for lodgement of request for review of 1976 Annual Examination results</td>
</tr>
<tr>
<td>17 Monday</td>
<td>Special Examinations begin</td>
</tr>
<tr>
<td>21 Friday</td>
<td>Special Examinations end</td>
</tr>
<tr>
<td>31 Monday</td>
<td>Public Holiday—Australia Day</td>
</tr>
</tbody>
</table>

**FEBRUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Friday</td>
<td>Last day for lodgement of request for review of 1977 Special Examination results</td>
</tr>
<tr>
<td>24 Thursday</td>
<td>Newcastle Show Day Holiday</td>
</tr>
<tr>
<td>25 Friday</td>
<td>Last day for lodgement of re-enrolment forms</td>
</tr>
<tr>
<td>28 Monday</td>
<td>FIRST TERM begins</td>
</tr>
</tbody>
</table>

**MARCH**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Friday</td>
<td>Last day for payment of fees</td>
</tr>
</tbody>
</table>

**APRIL**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Friday</td>
<td>Public Holiday—Good Friday</td>
</tr>
<tr>
<td>11 Monday</td>
<td>Public Holiday—Easter Monday</td>
</tr>
<tr>
<td>12 Tuesday</td>
<td>Last day of Easter Recess</td>
</tr>
<tr>
<td>15 Friday</td>
<td>Last day for withdrawal without failure from a subject which is being undertaken in the first semester only</td>
</tr>
<tr>
<td>25 Monday</td>
<td>Public Holiday—Anzac Day</td>
</tr>
</tbody>
</table>

**MAY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Friday</td>
<td>GRADUATION DAY</td>
</tr>
<tr>
<td>30 Monday</td>
<td>SECOND TERM begins</td>
</tr>
</tbody>
</table>

**JUNE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Monday</td>
<td>Public Holiday—Queen’s Birthday</td>
</tr>
<tr>
<td>24 Friday</td>
<td>SEMESTER I ends</td>
</tr>
<tr>
<td>27 Monday</td>
<td>Block Practice Teaching begins</td>
</tr>
</tbody>
</table>

**JULY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22 Friday</td>
<td>Block Practice Teaching ends</td>
</tr>
<tr>
<td>25 Monday</td>
<td>SEMESTER II begins</td>
</tr>
<tr>
<td>29 Friday</td>
<td>Last day to withdraw without failure from course or subject having a duration of one academic year</td>
</tr>
</tbody>
</table>

**AUGUST**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Friday</td>
<td>SECOND TERM ends</td>
</tr>
</tbody>
</table>

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Monday</td>
<td>THIRD TERM begins</td>
</tr>
<tr>
<td>30 Friday</td>
<td>Last day for withdrawal without failure from a subject which is being undertaken in the second semester only</td>
</tr>
</tbody>
</table>

**OCTOBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Monday</td>
<td>Public Holiday—Eight Hour Day</td>
</tr>
</tbody>
</table>

**NOVEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 Friday</td>
<td>SEMESTER II ends</td>
</tr>
<tr>
<td>21 Monday</td>
<td>Annual Examinations begin</td>
</tr>
</tbody>
</table>
PRINCIPAL DATES

DECEMBER

3 Saturday Annual Examinations end
THIRD TERM ends

PRINCIPAL DATES

1978

JANUARY

13 Friday Last day for lodgement of request for review of 1977 Annual Examination results.

16 Monday Special Examinations begin

20 Friday Special Examinations end

FEBRUARY

10 Friday Last day for lodgement of request for review of 1978 Special Examination results

OFFICERS OF THE COLLEGE

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

Assistant Principal
Douglas Rex Huxley, BA(Sydney), LittB(New England), MA(Newcastle)

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 31st March, 1977.

Chairman:
Leslie Gibbs, BEM, FAIM

Deputy Chairman:
Alderman Gordon Cameron Anderson, FAIM, FIPSM

Members Nominated by the Minister for Education:
Alderman Gordon Cameron Anderson, FAIM, FIPSM
Francis Bruce Bensley, BSc, DipEd(Sydney), MACE
Professor Alexander John Carmichael, BE, PhD(New South Wales), ASTC, CEng, FIEAust, FIMechE(London), MASCE(New York), MSES(A)New York), FRSA(London)
Professor Clifton Darfield Ellyett, MSc(New Zealand), PhD(Manchester), FRAS, FRSNZ, FAIP
Andrew John Ferguson
James Reddick Foster, BA(New England)
Leslie Gibbs, BEM, FAIM
Rodney John Harden, BSc(New South Wales), ASTC, MAIMM
Henry Douglas Harding, MIE(Victoria), FRIPA, FAIM, MCIT
Robert Alwyn James, DipTCP, MRAPI
Raymond Ernest Alexander Patrick, BCom(Newcastle), FCA, ACIS
James Alwyn Reeves, BEc, DipEd(Sydney), DipBusStudies(Newcastle)
Kathleen Prescott Stewart, BA(Queensland)
Terence Kevin Tobin, MIEAust, MISAust, MAICE
Professor Alan Douglas Tweedie, MA(New Zealand)
Clarence Morgan Willoughby, BEc(Sydney), DipEd(Administration)
(New England)

Members Being Official Members:
The Principal: Edward Richardson, BSc, PhD, PCertEd(London)
The Assistant Principal: Douglas Rex Huxley, BA, LittB(New England), MA(Newcastle)

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
Assistant Principal

Mr. F. B. Bensley
Mr. A. J. Ferguson
Mr. H. D. Harding
Mr. T. K. Tobin

DIVERSIFICATION COMMITTEE

Chairman of Council
Principal

Mr. F. B. Bensley
Professor A. J. Carmichael
Mr. R. J. Harden
Mr. R. L. Hodgins
Mr. R. E. A. Patrick
Mrs. K. P. Stewart
Mr. J. D. Todd

In Attendance:
Mr. J. J. Thompson

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
COMMITTEES OF THE COUNCIL

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

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)
Mr. D. R. Huxley (Deputy Chairman)

Mr. J. W. Bennett
Miss J. Blatchford
Mr. J. W. Cramp
Miss J. E. Ferguson
Mr. T. J. Fullerton
Mr. J. J. Grady
Mrs. M. F. Grady
Mr. R. L. Hodgins
Mr. J. P. Koos
Dr. H. B. Lindsay
Mr. W. R. Maley

Student Members
Mrs. R. N. Kirk
Ms. K. A. Parker

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:
Mr. J. J. Grady
Mr. W. R. Maley
COMMITTEES OF THE ACADEMIC BOARD

THE BOARD OF STUDIES IN ART

Mr. L. A. Ware (Chairman)

Mr. J. W. Cramp
Mr. R. Heading
Mr. J. P. Koos
Mrs. A. O'Brien
Mr. G. J. Rintoul
Mr. P. W. Singleton
Mrs. E. A. Smith
Co-ordinator of Studies in Secondary Education or his nominee
Chairman of the Admissions Committee or his nominee

By Invitation

Mr. A. Bright
Mr. R. Broadbent
Miss D. Gill
Mr. M. Kavanagh

THE BOARD OF STUDIES IN PRIMARY AND SPECIAL EDUCATION

Mr. J. W. Bennett (Chairman)

Mr. J. A. W. Caldwell
Mr. A. W. Curry
Mr. E. J. Dunnage
Mr. R. B. Flanagan
Mr. L. A. McKenzie
Mr. W. R. Maley
Mr. E. J. Manning
Mr. B. R. Morison

By Invitation (Students)

Mr. A. Cornick
Mrs. W. Harrison
Mr. E. Moncrieff

Mr. R. S. Murray
Mr. G. J. Nicholls
Miss F. Nugent
Mrs. O. K. Pilger
Mr. N. D. Pryde
Mrs. E. A. Smith
Mr. L. A. Ware
Mr. D. L. Yorke

Ms. K. Parker
Mr. D. Robertson

THE BOARD OF STUDIES IN SECONDARY EDUCATION

Mr. B. L. Wood (Chairman)

Miss K. J. Abernethy
Mr. J. W. Cramp
Mrs. M. F. Grady
Mr. H. J. C. Green
Mr. R. E. Haines
Mr. D. M. Hawke
Mr. R. Heading

By Invitation

Mr. R. Lambley
Miss B. Mehan

Semester I
Mr. R. Heading

Semester II
Mrs. F. M. Lloyd

Dr. H. B. Lindsay
Mr. J. W. Moore
Mrs. P. Mowatt
Mr. L. W. J. Pennington
Mrs. E. A. Smith
Mr. A. O. Taylor
Mr. B. W. Wilson

THE ADMISSIONS COMMITTEE

Dr. H. B. Lindsay (Chairman)

Mr. J. W. Cramp
Mr. W. R. Maley
Mr. J. W. Moore
Mr. L. A. Ware
Mr. R. J. Whitbread

THE EXTERNAL STUDIES COMMITTEE

Mr. J. W. Moore (Chairman)

Mr. J. W. Cramp
Miss J. E. Ferguson
Mrs. J. P. Gollan
Mr. R. D. Hinten
Mr. K. A. Laffey
Mr. K. McDonald
Mr. L. N. See
Mrs. E. A. Smith
Mr. R. J. Whitbread
Mr. L. G. Young
COMMITTEES OF THE ACADEMIC BOARD

THE RESEARCH COMMITTEE
Mr. D. R. Huxley
Mr. S. J. Beveridge
Mr. E. J. Manning
Dr. J. Miles
Mr. T. J. Sheedy
Mr. L. A. Ware
Mr. R. J. Whitbread

THE STUDY LEAVE COMMITTEE
Mr. D. R. Huxley
Mr. J. W. Bennett
Mr. J. P. Koos
Mr. J. W. Moore

THE TIMETABLE COMMITTEE
Mr. B. L. Wood (Chairman)
Mr. J. W. Bennett (Deputy Chairman)
Executive Member
Mr. D. E. Corney
Mr. J. Gill
Mr. R. L. Hodgins
Mr. A. C. Murphy
Mr. K. Scott

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
Christine A. Sanders, ASTC DipPaint
Patricia A. Wilson, ASTC DipPaint

Assistant Lecturers
Sonya G. Celtlan, ASTC, DipESN (Cambridge)
G. W. Jones, ASTC, DipArt (Ed)
R. J. Morrison, AIAP, AIIP, ASA
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. Birkett, BA (Exeter), ATC (London)
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 Lecturer
H. B. Lindsay, BA, MEd(Sydney), PhD(New England), MACE

Senior Lecturers
D. Chaston, BA, MEd(Sydney)
W. R. Maley, BA(Sydney), LittB, MEd(New England), MACE, MAPsS, MBPsS
E. J. Manning, BA, DipEd, MA(Sydney), MAPsS
J. Miles, BA, PhD(Newcastle), MAPsS
R. R. Milne, BA(Sydney), MACE, MAPsS
B. R. Morison, BA, DipEd, MEd(Sydney), MAPsS

Lecturers
Rosina Bailey, BA(New England), ATCL, LTCL (Trinity College London), MACE
D. L. Baird, BA(California), MA(Sacramento)
C. T. Burford, DipPE(Sydney), BPE, MEd(Calgary)
J. A. Burke, BA(Sydney), MA(Newcastle), MACE
J. A. W. Caldwell, BA(New South Wales), DipEd, MA(Newcastle), PhD(Macquarie), MACE
R. H. Coulton, BA, LittB(New England), MACE
P. D. Earley, BA(Kent), MA(Essex), PGCEd(Oxon)
Carolyln G. Flanagan, BA(Newcastle), AAPsS
P. J. Foreman, BA, LittB, MEd(New England), MACE
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, LittB(New England), MEd(Sydney), MAPsS
J. A. Rees, BA(Newcastle)
G. L. W. Robinson, BA, DipEd(Sydney), MAPsS
R. S. Rowe, BA(New England), PhD(Newcastle), MACE, MAPsS
Wendy E. Schiller, AUA(Adelaide), DipTeach(Adel Teach Coll), BEd(Alberta), MEd(Early Childhood) (Canada)
Faith H. E. Trent, BSc(Sydney), DipTeach(Syd Teach Coll), MA(Simon Fraser)
R. L. Wilson, BA(Sydney), LTCL (Trinity College London), MACE
N. H. Wright, BA(New England)

ACADEMIC STAFF

DEPARTMENT OF ENGLISH

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

Principal Lecturer
E. Agnes Smith, BA(Sydney), MACE

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

Lecturers
D. J. Absalom, BA, MA, DipEd, PhD(Newcastle)
M. M. Beck, BA(Newcastle)
R. J. Haywood, BA(New England)
D. F. King, BA(Newcastle), MACE
D. Matthews, BA(Newcastle), MA(Toronto)
A. P. Mitchell, BA, LittB(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 Lecturers
Pamela Boyd, BA(Newcastle)
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, AAIFST

Lecturers
Ena D. Abell, BA (New England)
Pauline J. Clark, DipTeach
Rae Fox, DipTeach, ArtConDip
June P. Gollan, DipDomArts (Larnook Teach Coll), DipTeach
Maia L. Manning, DipTeach, ArtConDip
Rhonda M. Williamson, BSc (New South Wales)

ACADEMIC STAFF

DEPARTMENT OF INDUSTRIAL ARTS AND CRAFTS

Acting Head of Department and Senior Lecturer
E. W. Fitness, ASTC (ManArts)

Senior Lecturers
W. L. Cook, BA (New England), MSc (New South Wales), ASTC (ManArts)
D. E. Corney, ASTC (Man Arts), DipArt (Ed)
G. T. Nicholls, BA (New England), MEd (Alberta), ASTC (ManArts), MACE
A. O. Taylor, BA, ASTC (Man Arts), MEngSc (Newcastle), FIIA

Lecturers
B. W. Ableson, ASTC (ManArts), MIIA
O. J. Barry, ASTC (ManArts), MS (Wisc-Stout), PhD (Texas), MACE
C. H. L. Ferguson, ASTC (ManArts)
J. B. Fisher, DipArt (Ed)
J. P. Koos, DipArt (Ed)
G. C. Lindsay, ASTC (ManArts)
W. T. Marsh, ASTC (ManArts)
K. Morgan, DipIA (Ed), BEdStudies (Newcastle)
T. R. Owen, DipArt (Ed)
A. J. Pateman, ASTC (ManArts)
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, ASTC (ManArts)

Assistant Lecturer
W. H. Wiltshire, DipIA (Ed)
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(ManArts)

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. F. Joyce, BA(New England), MEd(Newcastle)
R. S. Murray, BSc, DipEd(Sydney)
J. Neilson, BA(New South Wales)
M. J. Williams, BA, DipEd, MEngSc(Newcastle)

DEPARTMENT OF MUSIC

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

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

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

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, BEdStudies(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), BEdStudies(Newcastle)

DEPARTMENT OF PROFESSIONAL STUDIES

Head of Department and Principal Lecturer
T. J. Fullerton, BA(Newcastle)
ACADEMIC STAFF

DEPARTMENT OF SCIENCE

Acting Head of Department and Principal Lecturer
J. W. Moore, BA (New South Wales), BScAgr (Sydney), BEd (Melbourne)

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

Lecturers
S. J. Beveridge, BSc, DipEd (Newcastle), MSc (Sydney), ARACI, MRSH
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

Acting Head of Department and 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), LittB (New England), MA (Newcastle)
N. D. Pryde, BA (Newcastle), MA (Sydney), MACE

Lecturers
W. R. Bruce, BA, DipEd (Sydney), MEd (Newcastle), MACE
H. J. C. Green, BA, DipEd (New England)
R. Lewis, BA, MEd (Newcastle)
J. R. Nyman, BA (Sydney), BA, MA, LittB (Oxon), DipEd (New England)
K. Scott, BA, LittB (New England)
G. Spencer, BA (New South Wales), DipEd (Newcastle)
J. F. Stokes, BA (New England)
J. W. Tierney, BSc, 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)

Assistant Lecturer
Janet N. Kellet, BA (Newcastle)

DEPARTMENT OF SPECIAL EDUCATION

Head of Department and Principal Lecturer
P. D. O'Connor, BA, MEd (Sydney), PhD (Oregon)
ADMINISTRATIVE STAFF

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

Deputy Secretary:
P. R. Welsh, AASA

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

Finance —
R. M. Taylor, AASA, ACIS

College Planner:
W. G. Collins, BArch(Sydney), FRAIA, RIBA

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

Administrative Officer:
Student Administration—
G. L. Parkinson, BA(Auckland)

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, DipBusStudies(Newcastle), AFAIM, AIPMA

Publications—
Elaine Walker

College Accountant—
G. A. Searles, AASA

Finance—
T. G. Jones, MIAA

Salaries—
R. J. Salter

Properties—
J. C. Goluzd, BCom(Newcastle), AAIM

Purchasing and Supply—
K. J. Morrissey

Maintenance Supervisor—
F. P. Barry

Resident Caretaker—
I. Auld

Senior Gardener—
Vacant
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
Carolyn L. Symes, BA(Newcastle), DipLib(New South Wales), ALAA
Fay Brown

Reference Services
Senior Librarian: Jennifer M. Scobie, BA, DipEd(Sydney), ALAA
Laurie Nilsen, ALAA
Audrey L. Porter, DipTech/Library Studies (SAIT), ALAA
Rochelle Jang, ALAA

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

COUNSELLING STAFF

Senior Student Counsellor
A. J. Kavanagh, BA(Sydney), MAPsS

EDUCATION RESEARCH OFFICER

J. J. Thomson, BCom(Newcastle), DipEd

HONORARY FELLOWS OF THE COLLEGE

1975 Griffith Hammond Duncan, OBE, MA(Sydney), BEd(Melbourne), FACE

HONORARY ASSOCIATES OF THE COLLEGE

1976 Edward Albury Crago, BSc(Sydney)
1976 Gordon Charles Elliott, BA, DipEd(Sydney), MA(New South Wales), ABPsS, MAPsS, MACE
ADMISSION

ADMISSION AS A STUDENT

A person who has applied to undertake a course or subject or subjects shall upon the approval of admission to the College and the payment of such fees as may from time to time be determined, become an admitted member of the College and be deemed to have accepted the privileges and obligations of membership of the College.

ADMISSION BASED ON THE NEW SOUTH WALES HIGHER SCHOOL CERTIFICATE

(1) General Requirements

A candidate, before being deemed eligible to be considered for admission to Newcastle College of Advanced Education, is required to:

(a) offer at least 11 units in the N.S.W. Higher School Certificate presented from at least 4 approved subjects (see below), one of which must be English, and

(b) reach a standard accepted as satisfactory by the College Academic Board in the English course attempted (see below, Special English Requirements), and

(c) have attained in that examination the aggregate of marks prescribed by the College Academic Board (such aggregate to be based on the 10 best units of those offered in the N.S.W. Higher School Certificate), and

(d) have satisfied in that examination the departmental entry prerequisites (see below).

Approved Subjects

The approved subjects shall include:

<table>
<thead>
<tr>
<th>English</th>
<th>Dutch</th>
<th>Modern History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Japanese</td>
<td>Food &amp; Textile Science</td>
</tr>
<tr>
<td>Science</td>
<td>Latin</td>
<td>Music</td>
</tr>
<tr>
<td>Chinese</td>
<td>Modern Greek</td>
<td>Agriculture</td>
</tr>
<tr>
<td>French</td>
<td>Russian</td>
<td>Industrial Arts</td>
</tr>
<tr>
<td>German</td>
<td>Spanish</td>
<td>General Studies</td>
</tr>
<tr>
<td>Classical Greek</td>
<td>Ancient History</td>
<td>Home Science</td>
</tr>
<tr>
<td>Hebrew</td>
<td>Art</td>
<td>Textiles &amp; Design</td>
</tr>
<tr>
<td>Indonesian</td>
<td>Economics</td>
<td>Farm Mechanics</td>
</tr>
<tr>
<td>Italian</td>
<td>Geography</td>
<td>Sheep Husbandry &amp; Wool Technology</td>
</tr>
</tbody>
</table>

(2) Special English Requirements

(a) Candidates for entry to the Diploma in Art course should have attained in English at the H.S.C. the level of 2 Unit A Grades 1, 2, 3, 4 or better.

(b) Students entering Art Education, Home Science and Textiles, Industrial Arts, Mathematics, Music, Physical Education, Science and Social Science should have attained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3, 4 or 5

or (ii) 2 Unit, Grades 1, 2 or 3

or (iii) 2 Unit A, Grades 1 or 2

unless otherwise stated by the department concerned.

(c) Candidates for specialist secondary English courses should have attained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3 or 4

or (ii) 2 Unit, Grades 1, 2 or 3

or (iii) 2 Unit A, Grades 1 or 2—provided that they also attained the level of 2 Unit, Grades 1, 2 or 3 in any other two humanities subjects. (Geography, History, Economics or a Foreign Language.)

(d) Candidates for entry to the Diploma in Teaching (Primary Education), (Early Childhood Education) and (Special Education) course should have attained in English at the H.S.C. the level of

(i) 3 Unit, Grades 1, 2, 3, 4 or 5

or (ii) 2 Unit, Grades 1, 2 or 3

or (iii) 2 Unit A, Grades 1 or 2

Preference will be given to candidates with attainments at (d)(i) or (d)(ii) levels.

(3) Admission to Specialist Departments

ART

Prescribed:

At least a 2 Unit course in Art at the H.S.C.

Preferred:

A 3 Unit course in Art at the H.S.C.

ART EDUCATION

Prescribed:

At least a 2 Unit course in Art at the H.S.C.

Preferred:

A 3 Unit course in Art at the H.S.C.
**ENGLISH/HISTORY**

Prescribed:
- At least attained English at the H.S.C. as set out below
  1. 3 Unit, Grades 1, 2, 3 or 4
  2. 2 Unit, Grades 1, 2 or 3
  3. 2 Unit A, Grades 1 or 2—provided that they also attained the level of 2 Unit, Grades 1, 2 or 3 in any other two humanities subjects. (Geography, History, Economics or a Foreign Language.)

**HOME SCIENCE/TEXTILES**

Preferred:
- (i) a 3 Unit course in Food and Textile Science
- (ii) Two 2 Unit courses from
  - (a) Home Science
  - (b) Textiles and Design
  - (c) Science (Chemistry preferred)

**INDUSTRIAL ARTS**

Preferred:
- Units in Industrial Arts, Mathematics and Science.

**MATHEMATICS**

Students offering a 2 Unit A course in Mathematics are not eligible.

Prescribed:
- (i) Students offering the 2 Unit course in Mathematics must attain a Grade 2 or better award.
- (ii) Students offering a 3 Unit course in Mathematics must attain a Grade 3 or better award.

Students offering the 4 Unit course in Mathematics will be deemed eligible for consideration.

**MUSIC**

Preferred:
- A course in Music (B.S.S.S.) at the H.S.C.
- Grade VII Practical Study, together with Grade VI Musicanship (or higher grades)
- H.S.C. with special musical abilities.

**ADMISSION**

All three are dependent upon a successful interview with Music Departments at the Conservatorium and College of Advanced Education. (At this interview, students will be asked to demonstrate their performance skills and aural ability.)

**PHYSICAL EDUCATION**

Preferred:
- (i) A 2 Unit course in Mathematics and
- (ii) A 2 Unit course in Science.

**SCIENCE**

Students offering a 2 Unit A course in Science are not eligible.

Prescribed:
- (i) At least a 2 Unit course in Science at the appropriate Grade in the H.S.C., and
- (ii) At least a 2 Unit course in Mathematics at the appropriate Grade in the H.S.C.

Preferred:
- (i) A 4 Unit course in Science at the H.S.C., or
- (ii) A 2 Unit course in Chemistry or Physics at the H.S.C., and
- (iii) A 4 or 3 or 2 Unit course in Mathematics (not including a 2 Unit A course) at the appropriate Grade in the H.S.C.

**SOCIAL SCIENCE**

No specific prerequisites. Lectures will be based on the assumption that students have studied Economics or Geography at the H.S.C.

**MATURE AGE ENTRY**

Applicants who will be at least 21 years of age by the commencement of the academic year for which application is made may apply for admission as mature age entrants, whether or not they meet the normal entry requirements. Such applicants may be required to attend the College in the preceding year for a series of entrance tests and an interview. Applicants who are not admitted as mature age entrants will still be considered for admission on the basis of whatever academic qualifications they may hold.
ARTISAN ENTRY
Provision is made for admission into the Diploma in Teaching (Industrial Arts) course with the equivalent of one year’s advanced standing of suitably qualified tradesmen with the Higher School Certificate or equivalent. Further details may be obtained from the Student Administration Office at the College.

OTHER ENTRY PROVISIONS
Provision has been made for the admission to courses of applicants 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/she has reached a standard of education sufficient to enable him to pursue his/her proposed course of study. Any candidate who wishes to apply for admission on the basis of qualifications other than those listed above and is in doubt about his/her eligibility for admission is invited to approach the College for advice.

PROCEDURES FOR ADMISSION
All forms relating to admission are obtainable from the Student Administration Office.
All candidates for admission to the College should lodge a completed ‘Application for Admission’ form with
The Secretary,
Newcastle College of Advanced Education,
P.O. Box 84,
WARATAH, N.S.W. 2298
(The closing date for admission to the College in 1977 was Friday 1st October 1976 for all those courses other than the Diploma in Special Education and for the Diploma in Special Education, 1st November 1976.)
Each applicant 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. It should be noted that new students will be required to attend the College in person in mid-February to have their enrolments approved and to pay fees. Students accepted for admission will be advised of these dates.

LIMITATION OF NUMBERS
The Council may if necessary limit the number of places available in any subject or course.

COLLEGE REGULATIONS
A full statement of the College Regulations and Rules of Procedure may be found in the 1974 Handbook and Calendar which is available in the College Library. Amending and interpretive rules and regulations approved periodically by Council or the Academic Board may be found in the minutes of those bodies, copies of which are retained in the Library. The following Regulations are concerned with conduct, enrolment and the governance of courses.

4.1 Discipline
5.2 Courses and Awards—Requirements
5.3 Unsatisfactory Progress—Exclusion
5.4 Show Cause
5.5 Re-Admission
5.6 Appeal Against Exclusion
5.8 Conferring of Diplomas
5.9 Fees
5.10 General Conditions for Award of Diplomas
5.11 Assessment
5.12 Conduct of Examinations
5.13 Timetable Requirements
5.14 Withdrawal
5.15 Relaxing Clause
6.1 Terms
6.2 Designation of Students
7.1 The Wearing of Academic Dress
**REGULATIONS**

**Regulation 4.1—Discipline**

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.

   (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 assistant principal.

   (4) When *prima facie* misconduct occurs in an area of the College which is not the location of an organised 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.

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

**Regulation 5.2—Courses and Awards—Requirements**

1. The Council may, on the recommendation of the Academic Board, by resolution determine—
   - (a) the requirements for courses of study in the College; and
   - (b) the requirements for fellowship, scholarship, prizes, degrees and diplomas and the granting thereof.

2. The approved requirements for courses of study and awards are set out in rules made under this regulation.

**Regulation 5.3—Unsatisfactory Progress—Exclusion**

1. The head of a department may determine that a student taking a subject or course offered by the department shall be excluded 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:
REGULATIONS

(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.

Regulation 5.4—Show Cause

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.

Regulation 5.5—Re-Admission

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

Regulation 5.6—Appeal Against Exclusion

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.

Regulation 5.8—Conferring of Diplomas

1. The principal of the College or his nominee shall at the conferring ceremony of any diploma present duly qualified candidates for the award of that diploma.

2. Where a duly qualified candidate for the award of a diploma is absent from a conferring ceremony, the principal or his nominee shall present the candidate's name at that ceremony.
REGULATIONS

Regulation 5.9—Fees

1. The fees payable in respect of attendance at the College shall be determined from time to time by the Council, acting in accordance with the provisions of the Act. The following schedule of fees and charges have been prescribed by Council.

1. COLLEGE ASSOCIATION COUNCIL FEE
   All registered full-time students must pay a membership fee of $50.00 to the College Association Council. Education students will be required to pay a C.A.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, 25th February, 1977 ................................................................. $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, 4th March, 1977 .................. $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

REGULATIONS

Regulation 5.10—General Conditions for Award of Diplomas

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.

Regulation 5.11—Assessment

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.

Regulation 5.12—Conduct of Examinations

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

Annual Examinations

A 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.

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.

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

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

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

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

Further Examinations

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

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 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.

Regulation 5.13—Timetable Requirements

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

Regulation 5.14—Withdrawal

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.

15th April—Last day for withdrawal without failure from Semester I subject(s).

29th July—Last day for withdrawal without failure from subject(s) of course having a duration of one academic year.

30th September—Last day for withdrawal without failure from Semester II subject(s).

Regulation 5.15—Relaxing Clause

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

Regulation 6.1—Terms

The Council may on the recommendation of the Academic Board determine the academic year, the commencement and ending of terms and of lectures for any year for the whole College, for any group of students or for any department as it may think necessary.

Regulation 6.2—Designation of Students

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 enrolls in more than half of the subjects of a normal course-year; such a student remains a full-time student unless and until his application to be classed as a part-time student is approved by the co-ordinator of studies in the programme within which the student is enrolled.
REGULATIONS

(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 purpose of the regulations an external course student means a student who enrolls in a course available by correspondence.

Regulation 7.1—The Wearing of Academic Dress

All members and officers of the College whenever they are present on public occasions convened for academic purposes and on such other occasions as the Council may appoint, shall wear academic dress appropriate to their status.

GENERAL PROCEDURES

GENERAL REQUIREMENTS

ACADEMIC REQUIREMENTS
CHANGE OF NAME/ADDRESS
ENROLMENT IN CORRECT SUBJECTS
EXAMINATION RESULTS
IDENTITY CARDS
NOTICE BOARDS
OWNERSHIP OF WORK
PARKING OF CARS
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.

ENROLMENT IN CORRECT SUBJECTS

It is essential that all students consult the 1977 Handbook for the correct subject, strand and elective names involved in their course of study before submitting the completed enrolment or re-enrolment form.
GENERAL PROCEDURES

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 1977 to enrolling students who have paid both the CAC fee and Library deposit. Re-enrolling students must have their existing card endorsed for 1977. 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.

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.

PARKING OF CARS
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 30km/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.

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.
GENERAL PROCEDURES

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

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 also assists student organisations within the College in the operation of the activities and control of finance, etc., assists in the establishment of new clubs and societies, and provides liaison between the College and student bodies in the 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,
MEREWEATHER
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 1455

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, 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 1977 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 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.

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 loan to students to supplement the existing C.A.C. Loans system to cover the short term loan
SERVICES FOR STUDENTS

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

The College Library is based on the collection begun in 1949 for the Teachers' College. It has been considerably expanded and updated, with a present monograph holding of more than 65,000 volumes. The many valuable backruns of serials have been retained and the collection increased to some 1,100 titles, 800 of which are currently being received.

The new audio-visual collection includes cassettes, art prints, pictures, maps, kits, slides, strip and loop films, 16mm films and video cassettes to satisfy a wide range of interests and provide materials needed for practice teaching, curriculum studies and self-paced learning.

While the primary function of the Library is to meet the needs of the students and staff, teachers and other professional groups connected with the College are welcome to use the Library and to apply for external membership. Students of other colleges of advanced education are also offered external membership.

Co-operation between the Auchmuty Library (University of Newcastle) and the College Library supplements resources available to each institution by transfer of material for special courses and by reciprocal borrowing rights for academic staff.

HOURS OF OPENING:

Monday to Friday 8.15 a.m.—5 p.m.
During term extended hours—Tuesday and Wednesday to 9 p.m.
COMMUNITY PROGRAMMES

Since 1975, the College has been conducting joint programmes in Adult Education in association with the University of Newcastle Department of Community Programmes. Emphasis has been placed on programmes in practical, creative and artistic fields such as Art, Music Making, Spinning and Weaving, Photography, Batik, Ceramics, Theatre Arts, Jewellery and Exotic Cookery.

Besides having evening courses throughout the year a Summer School of the Arts was held in January 1976 in conjunction with the Newcastle Arts Council and the Newcastle Society of Artists. In view of the reception given to the Summer School it is proposed to have a second Summer School in January 1977. Another activity commencing in 1977 is a School of Languages to be conducted in association with the W.E.A. and the University of Newcastle. Emphasis will be placed on the learning of modern languages such as French, German, Italian, Indonesian, Japanese and Russian according to demand. The courses will be held in the evening to allow people from industry and commerce to attend.

Full use will be made of the Language Laboratory.

Other fields of Adult Education and Continuing Education are under investigation.

It is hoped the College can offer further service to the community in this important activity.

ANNUAL REPORT

FOR

1975

The Honourable E. L. Bedford, B.A., M.L.A.,
Minister for Education,
SYDNEY, N.S.W. 2000.

Dear Mr. Bedford,

The Newcastle College of Advanced Education has the honour of transmitting to you in terms of Section 21 of the Colleges of Advanced Education Act, 1975, the Second Annual Report on the work and activities of the College.

This second Annual Report deals with the activities of the College during the period of twelve months ended 31st December, 1975.

Yours sincerely,

L. GIBBS,
CHAIRMAN OF COUNCIL.

E. RICHARDSON,
PRINCIPAL.
ANNUAL REPORT

THE COUNCIL

Membership
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, to hold office for a period of two years from 1st October, 1974 to 30th September, 1976.

At 1st January, 1975, the membership of Council was:

Members Nominated by the Minister for Education
Alderman Gordon Cameron ANDERSON, FAIM, FIPSM
Francis Bruce BENSLEY, BSc, DipEd(Syd), MACE
Jack Herbert BRENNAN, BA(Syd), AASA(Senior), ACIS
Professor Alexander John CARMICHAEL, BE, PhD(NSW),
ASTC, CEng, FIEAust, FIMechE(Lond), MASCE(NY),
MSESA(NY), FRSA(Lond)
Professor Clifton Darfield ELL YETT, MSc(NZ), PhD(Manch),
FRAS, FRSNZ, FAIP
James Redriff FOSTER, BA(UUNE)
Leslie GIBBS, BEM, FAIM
Edgar Elliott GRAY, BEc(Syd)
Rodney John HARDEN, BSc(NSW), ASTC, MAIMM
Harry Douglas HARDING, MIE(Vic), FRIPA, FAIM, MCIT
Robert Alwyn JAMES, DipTCP, MRAPI
Raymond Ernest Alexander PATRICK, BCom(Ncle), FCA,
ACIS
James Alwyn REEVES, BEc, DipEd(Syd), DipBusStudies(Ncle)
Professor Lawrence Neville SHORT, MSc(Syd), DPhil(Oxon),
DipEd(Syd), MACE, FRSA
Kathleen Prescot STEWART, BA(Qld)

Members Being Official Members
The Principal: Griffith Hammond DUNCAN, OBE, MA(Syd),
BED(Melb), FACE
The Vice-Principal: Gordon Charles ELLIOTT, BA, DipEd
(Syd), MA(NSW), ABPsS, MAPsS, MACE

Members Elected by Members of the Academic Staff
Raymond Lewis HODGINS, BSc(NSW), ASTC
Joan Evelyn POOLE, MA(Syd)

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

Member Elected by the Students of the College
Michael John MURRAY

There were several changes in the composition of Council during the year under review. Mr. J. H. Brennan, Mr. E. E. Gray and Professor L. N. Short resigned during the year. Mr. T. K. Tobin, MIEAust, MISAust, MAICE, Principal, Newcastle Technical College and Area Director, Northern Area, Department of Technical and Further Education, Mr. C. M. Willoughby, BEc(Syd), DipEd(Admin)(UNE), Director of Education, Newcastle Region, and Professor A. D. Tweedie, MA(NZ), Vice-Principal and Deputy Vice-Chancellor in the University of Newcastle, were appointed by the Minister to succeed the members who had resigned. The Minister also appointed Mr. A. J. Fergusson, AGA, Director of the Newcastle City Art Gallery, to fill a vacancy which already existed on the Council.

It was with regret that the Council received the resignation of the College's Foundation Principal, Mr. G. H. Duncan, OBE, MA(Syd), BED(Melb), FACE, who retired at the end of March, 1975. The Minister, on 26th September, 1975, notified the appointment of the Principal-Elect, Dr. Edward Richardson, BSc, PhD, PCertEd(Lond), to fill the casual vacancy on the Council created by Mr. Duncan's retirement, to hold office from the date of his appointment, 1st February, 1976.

The offices of the Council continued to be occupied during 1975, by the following:

Chairman:
L. Gibbs, BEM, FAIM

Deputy Chairman:
Alderman G. C. Anderson, FAIM, FIPSM

Secretary to the Council:
J. D. Todd, BCom(Ncle), AASA

Grant of Armorial Ensigns
The Council, in 1975, sought an artist's design of the College emblem, which has been in existence since the inception of the
College. The design retains the existing symbols (the Torch, the Rock and the Chains of Prometheus, symbolising the torch of knowledge, the rock of despair and the chains of ignorance) in their relationship in existing versions of the College crest. The Council accepted the permanent design for presentation to the College of Heralds and the College has applied to the College of Arms for a Grant of Armorial Ensigns incorporating the proposed emblem.

BY-LAWS

The Colleges of Advanced Education 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. Further progress was made in the drafting of the College's Principal By-law and in July, 1975 a draft of the By-law was submitted to the Advanced Education Board for the Minister's approval in principle. The Advanced Education Board advised the College in December 1975 that no major issues of policy had been raised by the provisions included in the By-law, which had been referred to the Under Secretary of the Department of Attorney General and of Justice for advice as to whether the proposed By-law may legally be made. The Council was hopeful that the By-law would receive approval and be gazetted during 1976 and so make it possible to resolve in that year some of the difficulties of transition referred to in the corresponding Chapter of the College's 1974 Report to the Minister.

PHYSICAL DEVELOPMENTS

Stage II of the new building complex at Waratah West was completed early in 1975, with the installation of further lighting and sound equipment in the College Auditorium. The major part of the new complex, established at a final cost of $8 million, including buildings, furniture and equipment, had been completed by the end of 1974.

Work on two major projects commenced in 1975, the construction of the Special Education Centre and the modification of and extensions to the student car parking area.

The extension and renovation of the student car parking facilities were necessary as a result of the growth in student numbers and the more isolated situation of the College in its new location at Waratah West. With student enrolments increasing significantly beyond the numbers projected during the planning stages, the existing parking facilities were found to be inadequate at the time of the transfer of all of the College's activities from the previous site in the city to the new complex.

The construction of the Special Education Centre, authorised under the States Grants (Advanced Education) legislation for the 1973/75 triennium, commenced on 10th June, 1975. This Centre, the first of its kind to be provided outside of Sydney, will enable the College to facilitate the consolidation and development of its 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. Specifically, the building has been planned to provide for the offering of courses dealing with learning disabilities of the average child as well as for the understanding and the education of the handicapped child.

In the total complex there will be two major observation classrooms, four therapy/tutorial rooms, two clinic observation rooms, ten interview/consultant rooms, a conference room, reception area, playroom and office space.

The Art Diploma courses continue to be offered in premises of the Department of Technical and Further Education in Hunter Street, Newcastle West. Pre-planning of Stage I of a new Art School building, as recommended in the Fourth Report of the Commission on Advanced Education for the 1976/78 triennium, at the then estimated cost of $679,000, proceeded during the year. Unfortunately, further detailed planning of the Art School building had to be deferred as a consequence of the Australian Government's decision to defer for one year, until 1977, the commencement of a new triennium for the funding of capital projects.
During 1975, the College Council examined further proposals designed to provide improved access to, and internal road systems within, the College. This planning is necessary to overcome the dangers associated with the existing hazardous entrance to the College, located as it is slightly below the crest of a hill on a major industrial highway. The Council sought the concurrence of the various authorities involved, including the University of Newcastle, the Newcastle City Council and the Department of Main Roads, to the proposals, in anticipation that work on an alternative entrance could commence in 1976. Some forty members of the academic staff and nine members of the non-teaching staff still shared, in 1975, group offices in tutorial rooms, diverted from their original purpose for use as offices, or were located in temporary buildings, transferred from the old College site, in 1974. Such space allocation means that, until the planned permanent extensions can be constructed, the original teaching function of the tutorial rooms—the instruction of students in smaller groups—cannot be served. The pre-planning of the extensions to provide additional academic staff offices and lecture rooms was completed to the detailed drawing stage, but further planning was deferred, again as a consequence of the deferral of the introduction of a new triennium for the funding of capital projects.

**ACADEMIC DEVELOPMENTS**

Course Development

Two new diploma courses and one degree course were instituted in the College in 1975 and planning was finalised for the introduction of new courses, involving specialist strands within the course leading to the Diploma in Teaching, in 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 its planning for diversification into other course areas during 1974 when the Minister approved the proposal for the College to assume the former responsibilities of the Department of Technical and Further Education in offering advanced education courses in Painting and Sculpture. Consequently, arrangements were finalised for the College to take over the responsibility for the Fine Art Diploma courses formerly offered by the Department of Technical and Further 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), and subsequently approved the nomenclature of the awards for these courses as Diploma in Art (abbreviation: Dip.Art) and Diploma in Art Education (abbreviation: Dip.ArtEd.).

The Advanced Education Board, in 1975, approved the introduction of the College's first degree course, a four-year course leading to the degree of Bachelor of Education in Industrial Arts, from 1st January, 1975. The Board approved of the three-year/four-year programme in Industrial Arts education leading to the Diploma in Teaching and the Bachelor of Education in Industrial Arts, respectively. At the request of the Board, the College confirmed that the numbers admitted to the degree course strand would be arranged such that they approximate 20% of the 1st year intakes.

The College received in April, 1975, the Advanced Education Board's approval, following assessment, of the one-year full-time end-on course leading to the Diploma in Special Education, which had been introduced for the first time in 1974. The fundamental objective 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.
In keeping with its policy to achieve further diversification of course offerings in coming triennia, the College Council in 1975 pursued the investigation of preliminary proposals for the development of courses for the training of social workers and welfare workers. It is the Council’s intention to finalise a submission on the introduction of courses in the fields of Applied Social Sciences and Social Work for presentation to the Higher Education Board early in 1976.

Planning of new course development continued in 1975 when the College submitted for the Advanced Education Board’s approval two major variations of the Diploma in Teaching programme to provide two specialist strands in the fields of Early Childhood Education and Special Education. The two new course programmes in these specialist fields, leading to the Diploma in Teaching—Early Childhood Education and the Diploma in Teaching—Special Education, are to be offered for the first time in 1976.

During the year the programme of registration of the College’s courses by the Australian Council on Awards in Advanced Education continued, and in 1975 the Australian Council registered courses leading to the following awards of the College:

- Graduate Diploma in Education in the fields of Secondary Education and Primary Education
- Diploma in Teaching—Physical Education
- Diploma in Teacher Librarianship
- Diploma in Music (Education)
- Diploma in Special Education.

In the field of Principles and Practice of Teaching, an unique undertaking in controlled practical experience in teaching reached a new level of development in 1975. In expanding this programme, it was accepted that the practice of skills is blind unless it is soundly based on an understanding of the factors which invest the teaching situation and the complexity of their interrelationships. Accordingly, first year students are introduced to a programme involving eight separate experiences in rotational order, each sequence of eight being repeated, as necessary, at least once. Attention is given to the preparation of the student to meet small groups of pupils to develop teaching skills, to practise lesson preparation, to meet full size classes and to become aware of himself and the role of the teacher. The programme admits recognition of individual differences. Inasmuch as upon the demonstration by the student of competence in the miniature situation he is progressed to larger and larger groups of pupils. In years senior to first year the programme moved to one whereby students visit schools carrying out certain assigned tasks with a minimum of prescription.

Regional and Community Involvement

The College Council has been conscious of the College’s responsibilities in the field of Continuing and Adult Education and early in 1975 implemented 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 development of community and adult education programmes, to work in association with the University of Newcastle so that the College would complement, and benefit from, the organisation already developed by the University’s Department of Community Programmes. Consequently, College community education programmes have been developed in association with the University for an initial period of 12 months, and the programme will be assessed and reviewed early in 1976.

These community programmes have included several dramatic and other performing arts productions in the College’s Griffith Duncan Theatre, including several professional productions which have been brought to Newcastle in association with the University Department of Community Programmes. The first professional production in the College Theatre was the season, in May 1975, by the Nimrod Theatre Company from Sydney,
of the award winning play by Jennifer Compton, “No Man’s Land”, which gained first prize in the national play competition conducted by the Students Representative Council of the College. In third term the first series of Creativity Courses for the Community were conducted at the College. Courses in the following fields, for persons who wished to develop skill and understanding, requiring no prior knowledge or experience, were offered: Painting and Drawing; Photography; Jewellery Making; the Psychology of Motivation; Mechanical Skills for the Layman; Creative Dance; and Children’s Literature. At the end of 1975, a Summer Art School, to be conducted at the College in January 1976, was organised, in fields such as Painting, Spinning and Weaving, Music Making, Graphic Art, Exotic Cookery, Theatre Arts, Photography, Jewellery Making, Batik and Tie Dye, and Ceramics.

Honorary Awards
Early in 1975, the College Council adopted the following policy in respect of the conferring of honorary awards:

(i) that there be two levels of honorary awards, namely, “Honorary Fellow” and “Honorary Associate” and that the award “Honorary Fellow” be regarded as the senior award for distinguished service to the College or to education;

(ii) that the level at which an award is conferred be determined at the discretion of Council; and

(iii) that recommendations for the conferring of honorary awards be made to Council through its Standing Committee.

Establishment of Research Fund
The Council, in August, 1975, approved the establishment of a Research Fund in the College and a statement of policy and procedure governing the operation of the fund, utilising a gift of $1,000 made by the former Principal, Mr. G. H. Duncan, as the capital basis of the Fund.

The main purpose of the Fund will be to provide assistance, especially for the initial funding, to the staff within the College undertaking promising research projects. The Council was informed that in its formative stages, a research project might not attract financial support from sources outside the College, but may, after a suitable pilot investigation, lead to an undertaking of value which would attract outside funds. It would be the purpose of the fund to make funds available for “priming” a promising research project so that outside support might be attracted. Any grants or subsequent revenues obtained from outside sources will be used to reimburse the Research Fund as well as to continue the particular research project.

STAFF

Establishment
The College establishment in 1975 comprised an academic staff of 168 (an increase of 18 from 1974) located in twelve academic departments and a non-academic staff establishment consisting of administrative, clerical, library, technical, laboratory, maintenance, out-door and cleaning staff of 154 (an increase of 34 on the 1974 establishment).

The Special Education Centre nearing completion, the College Council, towards the end of 1975, sought and obtained the approval of the Advanced Education Board for the establishment of a new position, that of Director of the Special Education Centre, to be created early in 1976 at Principal Lecturer level.

Study Leave
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. The Council was able in 1974 to develop and 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. The Council, in 1975, consolidated the study leave policies and procedures which had been developed over the previous 18 months, formalising the guidelines in a set of conditions for the granting of study leave both to academic and senior non-teaching staff. The study leave conditions, adopted by Council in October 1975, are now fully in operation in the College.
ANNUAL REPORT

Retirement of Foundation Principal

The first Principal of the College, Mr. G. H. Duncan, OBE, MA(Syd), BEd(Melb), FACE, retired on Thursday, 27th March, 1975, after 26 years as Principal of the College from its inception in February 1949. The College Council in recognition of Mr. Duncan's distinguished service to education and to the College, conferred on him the first award of Honorary Fellow of the College at the College Graduation Ceremony on 2nd May, 1975. The Council also named the College Auditorium, "The Griffith Duncan Theatre", in honour of Mr. Duncan and in permanent recognition of his outstanding service to the College.

Following the retirement of Mr. Duncan, the former Vice-Principal, Mr. G. C. Elliott, was appointed Acting Principal during the interregnum from 2nd April, 1975 until the appointment of a new Principal. Mr. E. A. Crago, formerly Head of the Department of Social Sciences, was appointed Acting Vice-Principal from 2nd April, 1975 until his retirement on 12th December, 1975.

Appointment of New Principal

With the position of Principal becoming vacant upon the retirement of the first Principal, the Advanced Education Board and the Public Service Board early in 1975 reviewed the establishment of the College and approved the redesignation of the position to that of Principal of a multi-discipline College. The position was advertised by the Council which, on 4th August, 1975, appointed Associate Professor Edward Richardson, BSc, PhD, PCertEd(Lond), Associate Professor in Education in the School of Education, Macquarie University, to the new position. Dr. Richardson would take up his appointment as Principal of the College on 1st February, 1976.

Appointment of Principal Lecturers

Two new Principal Lecturers were appointed early in 1975 as a consequence of the new course developments to be undertaken in the field of Art from the beginning of 1975. In January, 1975, Mr. L. A. Ware was appointed Head of the Department of Art and Mr. J. W. Cramp, Head of the Department of Art Education.

STUDENTS

Enrolments

Total student enrolments rose from 2,004 (enrolled at 30th April, 1974) to 2,214 in 1975 (still enrolled on 30th April, 1975), an increase of 11%. The following analysis gives details of the enrolments in each of the courses offered by the College in 1975.

<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>613</td>
<td>—</td>
<td>202</td>
<td>815</td>
</tr>
<tr>
<td>General Primary Course</td>
<td>11</td>
<td>—</td>
<td>—</td>
<td>11</td>
</tr>
<tr>
<td>Special Education</td>
<td>79</td>
<td>—</td>
<td>19</td>
<td>98</td>
</tr>
<tr>
<td>Secondary Courses</td>
<td>81</td>
<td>—</td>
<td>18</td>
<td>99</td>
</tr>
<tr>
<td>English/History</td>
<td>82</td>
<td>—</td>
<td>2</td>
<td>84</td>
</tr>
<tr>
<td>Mathematics</td>
<td>156</td>
<td>2</td>
<td>31</td>
<td>187</td>
</tr>
<tr>
<td>Science</td>
<td>122</td>
<td>—</td>
<td>26</td>
<td>148</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>90</td>
<td>—</td>
<td>18</td>
<td>108</td>
</tr>
<tr>
<td>Home Science</td>
<td>61</td>
<td>—</td>
<td>—</td>
<td>61</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>26</td>
<td>—</td>
<td>—</td>
<td>26</td>
</tr>
<tr>
<td>Physical Education</td>
<td>8</td>
<td>—</td>
<td>—</td>
<td>8</td>
</tr>
<tr>
<td>Two Year Primary Conversion</td>
<td>17</td>
<td>—</td>
<td>—</td>
<td>17</td>
</tr>
<tr>
<td>One Year Primary Conversion</td>
<td>18</td>
<td>—</td>
<td>—</td>
<td>18</td>
</tr>
<tr>
<td>Two Year Secondary Conversion</td>
<td>57</td>
<td>—</td>
<td>—</td>
<td>57</td>
</tr>
<tr>
<td>One Year Secondary Conversion</td>
<td>107</td>
<td>—</td>
<td>—</td>
<td>107</td>
</tr>
<tr>
<td>Industrial Arts/Artisans</td>
<td>108</td>
<td>—</td>
<td>3</td>
<td>111</td>
</tr>
<tr>
<td>Diploma in Art</td>
<td>28</td>
<td>—</td>
<td>—</td>
<td>28</td>
</tr>
<tr>
<td>Diploma in Art (Education) Conversion</td>
<td>28</td>
<td>—</td>
<td>103</td>
<td>115</td>
</tr>
<tr>
<td>Diploma in Art (Education) Conversion</td>
<td>16</td>
<td>—</td>
<td>—</td>
<td>16</td>
</tr>
<tr>
<td>Diploma in Music (Education)</td>
<td>58</td>
<td>—</td>
<td>—</td>
<td>58</td>
</tr>
<tr>
<td>Diploma in Education (Primary)</td>
<td>30</td>
<td>—</td>
<td>—</td>
<td>30</td>
</tr>
<tr>
<td>Diploma in Education (Secondary)</td>
<td>253</td>
<td>343</td>
<td>2,214</td>
<td></td>
</tr>
<tr>
<td>Diploma in Special Education</td>
<td>346</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma in Special Education</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The above enrolments when converted to an Equivalent Full-time Students base produced a total E.F.T.S. at 30th April, 1975 of 1,918.

Awards Conferred

Diplomas of the College awarded to graduates at two College Graduation Ceremonies held on Friday, 2nd May, 1975 in the College Auditorium were as follows:

- Diploma in Teaching (Primary Education) 253
- Diploma in Teaching (Secondary Education) 346
- Diploma in Teaching (Special Education) 11
ANNUAL REPORT

Diploma in Special Education 30
Graduate Diploma in Education (Primary Education) 16
Graduate Diploma in Education (Secondary Education) 60
Diploma in Music (Education) 25
Diploma in Art Education 30
Diploma in Art Education (Conversion) 10
Diploma in Art 17

TOTAL 798

Mature Age Admission
The College Council and the College Academic Board introduced for the first time in 1975 a policy for the admission of mature age applicants. Provision is made for the admission to undergraduate courses of persons of mature age, who may or may not possess standard entry requirements based on the Leaving Certificate or Higher School Certificate examinations. The minimum age for such applicants is 21 years on the first day of the first term of the year of entry. The new policy originally envisaged that in any one year, approximately 2% of the new student intake be made available for mature age applicants. It is hoped to increase the percentage of mature age applicants to be admitted to the College in 1976.

Student Counselling Service
A student counselling service was established in the College in 1975 with the appointment of the College's first Senior Counsellor, Mr. Austin J. Kavanagh, BA(Syd), MAPsS, who was formerly Senior Counsellor at the Bendigo Institute of Technology. The Senior Student Counsellor is 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, also seeks to help students improve their study methods and examination preparation techniques.

With the exception of two groups that were run during the year, the majority of student contact was in the form of one-to-one interviews. In first term 133 interview sessions were conducted, in second term 212 and in third term 203. It is noticeable that there was a bulge in second term interviews despite the fact that the students were away from College for four (4) weeks practice teaching. There was a greater demand on the Counsellor's services both prior and subsequent to practice teaching and this is attributed to the period being a stressful one for many students.

A pleasing aspect of the introduction of the Counselling Service was the high level of academic staff co-operation achieved, many of the students visiting the Counsellor having been referred by members of the teaching staff. The Counselling Service also made contacts during the year with other Counselling, Health and Welfare Services in the Newcastle area as well as with public authorities.

LIBRARY
The year 1974 was the first year of occupation of the vastly improved and extended library facility provided in the new College complex at Waratah West. The provision of the new facility resulted in considerable improvements in services generally and in working conditions for readers and library staff. There has been significant growth in library collections during 1974 and 1975, made possible by an unmatched library grant of $80,000 from the Australian Government, which had been fully expended by the end of 1975, and by allocations applied from the College's recurrent funds for acquisitions.

By the end of 1975, the library collections, including books, periodicals and audio-visual materials totalled 69,072, an increase of 11,202 items during the year. At 31st December, 1975, the stock of books totalled 60,187, periodicals amounted to 2,847 volumes, while audio-visual materials, including microform, accounted for 6,038 items.

Regrettably, proposals for extension of the library were once again deferred in 1975 and therefore, the expansion of library holdings coupled with increased student numbers, caused even greater strains on already fully taxed library space.

FINANCES AND FUNDING
During 1975, as in 1974, the College received moneys for recurrent and capital purposes granted under the States Grants (Advanced Education) legislation. Funds were also provided under the States Grants (Schools) legislation to enable the diploma course in special education to be maintained in 1975.

The Australian Research Grants Committee provided funds to Mr. T. Sheedy, a Senior Lecturer in Science within the College,
to continue research on a project entitled “Research Analysis of Models of Teaching and Their Use in Science Teacher Education”.

These Government provided funds were able to be supplemented by the College from interest earned during the year from the investment of temporarily surplus funds in interest bearing deposits for periods varying from thirty to ninety days.

Full details of the funds provided for recurrent, capital and other purposes and the disbursements made are contained in the audited financial statements for the year ended 31st December, 1975, attached as Appendices to this report.

BENEFACIONS

The Council acknowledges with gratitude the following benefactions which were received during 1975.

Donations for Special Purposes—

For the establishment of a Research Fund to be known, by resolution of the Council, as the G. H. Duncan Research Fund:

Mr. G. H. Duncan $1,000

For the establishment of a Fund to provide an Organ for the College Auditorium:

Mr. G. H. Duncan $1,000
Mr. E. A. Crago $200
Mrs. E. A. Smith $500
Mr. L. C. R. Smith $500

For Prize Funds—

Bank of New South Wales $60
Home Economics and Needlework Association $20
Infants Mistresses Association $20
Institute of Industrial Arts, Newcastle Branch $20
Mrs. E. Miller $10
Newcastle Business and Professional Womens Club $20
Newcastle Morning Herald $70
New South Wales Department of Education $32

CERTIFICATION BY PRINCIPAL

I hereby certify that payments shown on the accompanying statements relating to moneys provided under States Grants (Advanced Education) legislation have been expended for approved purposes and in accordance with the relevant sections of the States Grants (Advanced Education) Act.

1st July, 1976

E. RICHARDSON, Principal
NEWCASTLE COLLEGE OF ADVANCED EDUCATION
ANNUAL FINANCIAL STATEMENTS
STATEMENT OF BALANCES AS AT 31st DECEMBER, 1975

<table>
<thead>
<tr>
<th>FUNDS</th>
<th>1974</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,038,729</td>
<td>General Recurrent Funds as per Annexure A</td>
<td>1,033,042.58</td>
</tr>
<tr>
<td>71,764</td>
<td>Capital Funds as per Annexure B</td>
<td>182,889.11</td>
</tr>
<tr>
<td>41,829</td>
<td>Library Grant as per Annexure C</td>
<td>—</td>
</tr>
<tr>
<td>34,276</td>
<td>States Grants (Schools) Funds as per Annexure D</td>
<td>25,072.36</td>
</tr>
<tr>
<td>25,072</td>
<td>Research Grants as per Annexure E</td>
<td>596.38</td>
</tr>
<tr>
<td>34,276</td>
<td>States Grants (Aboriginal Affairs) as per Annexure F</td>
<td>1,312.49</td>
</tr>
<tr>
<td>29,950</td>
<td>Trust Funds as per Annexure G</td>
<td>90,429.28</td>
</tr>
<tr>
<td>1,216,548</td>
<td></td>
<td>1,333,342.20</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary
31st January, 1976

P. R. WELSH, Assistant Secretary (Finance)

The accounts of the Newcastle College of Advanced Education have been audited as required by Section 20 of the Colleges of Advanced Education Act, 1975.

In my opinion, the above Statement of Balances, together with Annexures ‘A’ to ‘H’ inclusive, sets out a true and correct view of the financial position of the College as at 31st December, 1975, and the transactions for year then ended.


AUDITOR-GENERAL OF NEW SOUTH WALES

NEWCASTLE COLLEGE OF ADVANCED EDUCATION
RECURRENT FUNDS STATEMENT OF RECEIPTS AND PAYMENTS
FOR YEAR ENDED 31st DECEMBER, 1975

<table>
<thead>
<tr>
<th>YEAR</th>
<th>RECEIPTS</th>
<th>PAYMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>1,038,729</td>
<td>4,688,196</td>
</tr>
<tr>
<td>1975</td>
<td>1,033,042.58</td>
<td>4,122,821.97</td>
</tr>
</tbody>
</table>

NOTES
1. Opening balance includes $942,700 which relates to 1st Quarter, 1975, received December 1974.
2. Treasury appropriations include $750,500 which relates to 1st Quarter, 1976, received December, 1975.
3. Salaries & Wages include $33,635.61 covering salaries in advance which relate to 1976.

J. D. TODD, Secretary
31st January, 1976

P. R. WELSH, Assistant Secretary (Finance)
NEWCASTLE COLLEGE OF ADVANCED EDUCATION

CAPITAL WORKS PROGRAMME

ANNEXURE B

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31ST DECEMBER, 1975

<table>
<thead>
<tr>
<th>Year</th>
<th>RECEIPTS</th>
<th>PAYMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opening Balance</td>
<td>284,701 Completion of Stage 2</td>
</tr>
<tr>
<td></td>
<td>Treasury Appropriations</td>
<td>630,299.99</td>
</tr>
<tr>
<td>389,852</td>
<td></td>
<td>Special Education Clinic and Teaching Centre</td>
</tr>
<tr>
<td>71,763.72</td>
<td>68</td>
<td>29,668 Other Works and Services</td>
</tr>
<tr>
<td>630,299.99</td>
<td></td>
<td>— Planning</td>
</tr>
<tr>
<td>702,063.71</td>
<td>3,651</td>
<td>1,457.61</td>
</tr>
<tr>
<td>389,852</td>
<td></td>
<td>71,764 Balance Carried Forward</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.
31st January, 1976

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

NEWCASTLE COLLEGE OF ADVANCED EDUCATION

UNMATCHED LIBRARY GRANT

ANNEXURE C

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31ST DECEMBER, 1975

<table>
<thead>
<tr>
<th>Year</th>
<th>RECEIPTS</th>
<th>PAYMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Opening Balance</td>
<td>2,760 Salaries and Wages</td>
</tr>
<tr>
<td></td>
<td>Treasury Appropriations</td>
<td>138 Payroll Tax</td>
</tr>
<tr>
<td>54,000</td>
<td></td>
<td>6 Workers Compensation Insurance</td>
</tr>
<tr>
<td>41,829</td>
<td>9,267</td>
<td>58,062.39</td>
</tr>
<tr>
<td>67,829.04</td>
<td>41,829</td>
<td>—</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.
31st January, 1976

P. R. WELSH, Assistant Secretary (Finance).
# STATES GRANTS (SCHOOLS) ACT FUNDING

## ANNEXURE D

### STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st DECEMBER, 1975

<table>
<thead>
<tr>
<th>Year</th>
<th>RECEIPT</th>
<th>1975</th>
<th>PAYMENTS</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opening Balance</td>
<td>34,276.39</td>
<td>Salaries and Wages</td>
<td>52,677.38</td>
</tr>
<tr>
<td></td>
<td>Treasury Appropriations (1)</td>
<td>79,500.00</td>
<td>Payroll Tax</td>
<td>2,633.87</td>
</tr>
<tr>
<td></td>
<td><strong>NOTES</strong></td>
<td></td>
<td><strong>Employers' Superannuation Contribution</strong></td>
<td>1,541.26</td>
</tr>
<tr>
<td></td>
<td>(1) Treasury appropriations include $13,500 which related to 1974.</td>
<td></td>
<td><strong>Workers Compensation Insurance</strong></td>
<td>158.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Fees for Services Rendered</strong></td>
<td>245.76</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Payments to Teachers for Practice Teaching</strong></td>
<td>1,338.38</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Books and Periodicals</strong></td>
<td>685.51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Stores</strong></td>
<td>28,640.63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Travel</strong></td>
<td>783.21</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Balance carried forward</strong></td>
<td>25,072.36</td>
</tr>
<tr>
<td></td>
<td>Opening Balance</td>
<td>34,276.39</td>
<td><strong>Balance Carried Forward</strong></td>
<td>596.38</td>
</tr>
<tr>
<td></td>
<td>Treasury Appropriations (1)</td>
<td>79,500.00</td>
<td><strong>Fees for Services Rendered</strong></td>
<td>96.00</td>
</tr>
<tr>
<td></td>
<td><strong>NOTES</strong></td>
<td></td>
<td><strong>Stores</strong></td>
<td>794.87</td>
</tr>
<tr>
<td></td>
<td>(1) Treasury appropriations include $13,500 which related to 1974.</td>
<td></td>
<td><strong>Balance Carried Forward</strong></td>
<td>890.87</td>
</tr>
<tr>
<td>1974</td>
<td>87,050</td>
<td>113,776.39</td>
<td></td>
<td>87,050</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.

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


---

# NEWCASTLE COLLEGE OF ADVANCED EDUCATION

## RESEARCH GRANT (T. SHEEDY)

### ANNEXURE E

### STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st DECEMBER, 1975

<table>
<thead>
<tr>
<th>Year</th>
<th>RECEIPT</th>
<th>1975</th>
<th>PAYMENTS</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balance Brought Forward</td>
<td>2,526.00</td>
<td>Balance Brought Forward</td>
<td>1,038.75</td>
</tr>
<tr>
<td></td>
<td>Income</td>
<td>1,204</td>
<td><strong>Fees for Services Rendered</strong></td>
<td>96.00</td>
</tr>
<tr>
<td></td>
<td>Grant</td>
<td>2,526.00</td>
<td><strong>Stores</strong></td>
<td>794.87</td>
</tr>
<tr>
<td>1975</td>
<td>1,039</td>
<td>2,526.00</td>
<td><strong>Balance Carried Forward</strong></td>
<td>596.38</td>
</tr>
<tr>
<td></td>
<td>Balance Brought Forward</td>
<td>1,204</td>
<td><strong>Fees for Services Rendered</strong></td>
<td>96.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2,526.00</td>
<td><strong>Stores</strong></td>
<td>794.87</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,204</td>
<td><strong>Balance Carried Forward</strong></td>
<td>596.38</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.

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

NEWCASTLE COLLEGE OF ADVANCED EDUCATION  

GRANT — ABORIGINAL AFFAIRS  

ANNEXURE F

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st DECEMBER, 1975

<table>
<thead>
<tr>
<th>1974</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>— Balance Brought Forward</td>
<td>3,289.76</td>
</tr>
<tr>
<td>4,032 Treasury Appropriations</td>
<td>—</td>
</tr>
<tr>
<td>132 Fees for Services Rendered</td>
<td>523.30</td>
</tr>
<tr>
<td>32 Books and periodicals</td>
<td>1,093.46</td>
</tr>
<tr>
<td>30 Stores</td>
<td>40.30</td>
</tr>
<tr>
<td>548 Travel</td>
<td>320.21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1974</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,290 Balance Carried Forward</td>
<td>1,312.49</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.  


NEWCASTLE COLLEGE OF ADVANCED EDUCATION  

TRUST FUNDS  

ANNEXURE G

STATEMENT OF RECEIPTS AND PAYMENTS FOR THE YEAR ENDED 31st DECEMBER, 1975

<table>
<thead>
<tr>
<th>1974 BALANCES</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debit</td>
<td>Credit</td>
</tr>
<tr>
<td>—</td>
<td>23,460</td>
</tr>
<tr>
<td>—</td>
<td>G. H. Duncan Research Fund</td>
</tr>
<tr>
<td>—</td>
<td>College Organ Fund</td>
</tr>
<tr>
<td>1,039</td>
<td>Research Grant (T. Sheedy)</td>
</tr>
<tr>
<td>—</td>
<td>3,290</td>
</tr>
<tr>
<td>—</td>
<td>2,076</td>
</tr>
<tr>
<td>—</td>
<td>5,321</td>
</tr>
<tr>
<td>112</td>
<td>Cash on Hand (Change Floats)</td>
</tr>
<tr>
<td>—</td>
<td>5,847</td>
</tr>
<tr>
<td>—</td>
<td>300</td>
</tr>
<tr>
<td>—</td>
<td>146</td>
</tr>
<tr>
<td>—</td>
<td>100</td>
</tr>
<tr>
<td>4,220</td>
<td>Investments — Commonwealth Bonds</td>
</tr>
<tr>
<td>—</td>
<td>620</td>
</tr>
<tr>
<td>—</td>
<td>1,515</td>
</tr>
<tr>
<td>—</td>
<td>3,000</td>
</tr>
<tr>
<td>1,576</td>
<td>Student Loans</td>
</tr>
<tr>
<td>634</td>
<td>Administrative Suspense</td>
</tr>
<tr>
<td>38,948</td>
<td>Cash at Bank No. 2 Account</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1975 BALANCES</th>
<th>1974</th>
<th>1975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debit</td>
<td>Credit</td>
<td>Debit</td>
</tr>
<tr>
<td>—</td>
<td>6,281.58</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>2,236.52</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>2,231.33</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>3,290.00</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>4,499.11</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>31,749.32</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>300.00</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>20,995.93</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>7,184.59</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>4,220.00</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>620.00</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>50,000.00</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>12,108.17</td>
<td>—</td>
</tr>
<tr>
<td>—</td>
<td>3,000.00</td>
<td>—</td>
</tr>
<tr>
<td>256,867.95</td>
<td>213,962.00</td>
<td>91,603.28</td>
</tr>
</tbody>
</table>

J. D. TODD, Secretary.  
P. R. WELSH, Assistant Secretary (Finance).  

# Schedule of Investments as at 31st December, 1975

<table>
<thead>
<tr>
<th>Value</th>
<th>Commonwealth Inscribed Stock</th>
<th>Maturing</th>
<th>Normal Yield</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100</td>
<td></td>
<td>15/2/82</td>
<td>5.1</td>
<td>John &amp; Margaret</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>15/10/84</td>
<td>5.4</td>
<td>John &amp; Margaret</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>15/7/83</td>
<td>5.4</td>
<td>D. Burton</td>
</tr>
<tr>
<td>120</td>
<td></td>
<td>15/5/85</td>
<td>5.4</td>
<td>Ian D. Renwick</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>15/5/85</td>
<td>5.4</td>
<td>Home Economics Prize</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>15/7/83</td>
<td>5.4</td>
<td>H. A. Turner</td>
</tr>
<tr>
<td>100</td>
<td></td>
<td>15/10/91</td>
<td>5.4</td>
<td>Frances Baker</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>15/10/91</td>
<td>5.4</td>
<td>Leila Whittle</td>
</tr>
<tr>
<td>3,000</td>
<td></td>
<td>15/10/91</td>
<td>5.4</td>
<td>S.R.C.</td>
</tr>
<tr>
<td>420</td>
<td>Interest Bearing Deposit</td>
<td>11/4/76</td>
<td>7.5</td>
<td>G. Hutchinson</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>11/11/76</td>
<td>7.5</td>
<td>Colin Doyle</td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>29/1/76</td>
<td>7.25</td>
<td>Temporarily Surplus</td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>14/1/76</td>
<td>7</td>
<td>Funds</td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>19/1/76</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>28/1/76</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>11/2/76</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>13/2/76</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>50,000</td>
<td></td>
<td>22/1/76</td>
<td>7.75</td>
<td></td>
</tr>
<tr>
<td>100,000</td>
<td></td>
<td>29/3/76</td>
<td>7.75</td>
<td></td>
</tr>
<tr>
<td>500,000</td>
<td></td>
<td>30/3/76</td>
<td>7.75</td>
<td></td>
</tr>
</tbody>
</table>

|            |                               |                     |              |                       |
| 1,254,840 |                               |                     |              |                       |

J. D. Todd, Secretary.
P. R. Welsh, Assistant Secretary (Finance).

31st January, 1976

---

**Graduate Diploma in Education 1976**

AWARD OF DIPLOMAS

- Adams, Anthony Hugh B.A. (Nel)
- Jordan, Ellen Elizabeth S.R.C.
- Maiden, Cheryl Louise B.A. (Nel)
- Beauman, Cheryl Louise B.A. (Nel)
- O'Brien, Anne Patricia B.A. (Nel)
- O'Hea, Amna Reema Elizabeth B.A. (Nel)
- Gillon, Amanda Jane B.A. (Nel)
- St. George, Catherine B.A. (Nel)
- Hill, Alan Kenneth B.A. (Nel)
- Haines, Paul B.Sc. (Metallurgy)
- Jones, Joyce Mary B.A. (Medi)
- Wilmott, William B.A. (Nel)
- Wilmot, William B.A. (Nel)
- Pillidge, Jacqueline B.A. (Nel)
- Wilkins, Margaret A.B. (Nel)

(Primary Education)
AWARD OF DIPLOMAS

GRADUATE DIPLOMA IN EDUCATION
(Secondary Education)

BAKER, Robert John B.A.(Ncle.)
CECCATO, Raymond Donald B.A.(Macq.)
CHALKER, Patricia Ruth B.A.(Ncle.)
CHANDLER, Gregory John B.A.(Avon.)
COTTERILL, Eric William, A.S.T.C.
DEAN, Jennifer Anne B.A.(N.E.)
DUGAN, Margot Louise A.S.T.C.(Painting)
DYBALL, Mark Lawrence B.A.(Ncle.)
FAULKNER, Neil Roderick B.A.(Engineering)
FORD, David B.Sc.(Ncle.)
FREEMAN, Philip John B.Com.(Ncle.)
GEORGE, Susan Maree B.Com.(Ncle.)
GLOVER, Denise Anne B.A.(Ncle.)
GLOVER, Garry B.Com.(Ncle.)
GUINANE, Timothy John B.A.(Ncle.)
HADLEY, Glenda Elizabeth B.Sc.(Ncle.)
HAMBLY, Nelson Walter A.S.T.C.
HODGSON, Julie Christine B.A.(Ncle.)
HORN, Judith May B.A.(Ncle.)
JACKSON, Paul David B.A.(N.S.W.)
JONES, Stephen Robert B.Math.(Ncle.)
KIRKLAND, Ruth Maree A.S.T.C.(Painting)
KIGHT, Jennifer Jane B.A.(N.E.)
LAIDLDER, Gregory John B.Sc.(Ncle.)
LYNCH, Anthony John Gray B.A.(Ncle.)
MCDONALD, Christopher James A.S.T.C.(Painting)
MANN, Joan B.Sc.(Ncle.)
MARTIN, Linda Joy B.A.(Ncle.)
MAURIC, Maida Mira B.Sc.(Ncle.)
MERKENHOF, Hendrik Leendert B.A.(Ncle.)
MUDGE, John A.S.T.C.(Painting) B.A.(Ncle.)
NAYLOER, Deborah Louise
O’REILLY, William James Diploma in Metallurgy
PRESTON, Beau Charles B.Sc.(Ncle.)
SCANLON, Ian John B.A.(Ncle.)
SCHOFIELD, Trevor Allan B.A.(Ncle.)
SEAGER, Kerri Robyn B.Sc.(Ncle.)
SHILCOCK, Jo Anne B.A.(Ncle.)
STONE, Gayle A.S.T.C.(Painting)
THOMSON, Philip David Knowles B.Com.(Ncle.)
THORNTON, Susan B.A.(Ncle.)
THRIFT, John Andrew B.Sc.(Ncle.)
WARCZAK, Barbara Maria B.Sc.(N.S.W.)
WATTS, Anthony King B.Sc.(Ncle.)
YORKE, Rosalie Margaret B.A.(N.S.W.)

BURGESS, Peter Stephen
CRAFT, Gail Ann
DAVY, Lindsay Kenneth
DUNNICLEFF, Warren Raymond
FARRIER, Daphne Maud
FORD, Robert Kingston
HALLOWS, Madeline
HARVEY, Edward
HILL, Faye Elizabeth
HORACEK, David Edward
HORSLEY, Sheila Mavis
JACKSON, Babette Isabel
LEWIS, Glennis Ann
McPHERSON, Alex James
MENNE, John
MERRICK, Maida Mira B.Sc.(Ncle.)
DYBALL, Mark Lawrence B.A.(Ncle.)
MUDGE, John A.S.T.C.(Painting) B.A.(Ncle.)
MUIR, William John B.A.(Ncle.)
NAYLOR, Deborah Louise
O’REILLY, William James Diploma in Metallurgy
PRESTON, Beau Charles B.Sc.(Ncle.)
SCANLON, Ian John B.A.(Ncle.)
SCHOFIELD, Trevor Allan B.A.(Ncle.)
SEAGER, Kerri Robyn B.Sc.(Ncle.)
SHILCOCK, Jo Anne B.A.(Ncle.)
STONE, Gayle A.S.T.C.(Painting)
THOMSON, Philip David Knowles B.Com.(Ncle.)
THORNTON, Susan B.A.(Ncle.)
THRIFT, John Andrew B.Sc.(Ncle.)
WARCZAK, Barbara Maria B.Sc.(N.S.W.)
WATTS, Anthony King B.Sc.(Ncle.)
YORKE, Rosalie Margaret B.A.(N.S.W.)

ADAMS, John Phillip
AGNEW, Graham Peter
ALAND, Peter
ANSTISS, Cheryl Susan
BEESON, Jennifer Clare
BRIDGES, Arlene Louise
BROOKSBY, Alicia May
CLAPP, Graham Geoffrey
COWAN, Frances Ann
EZzy, Pamela May
EZzy, Robert John
JESSOP, Rhonda Gail
JOHNSTONE, Julie Liarne
LOVETT, Dianne Gaye
McBEATH, Ken William
MOSS, Carolyn June
MULLARD, Lynette Marion
ROLLINSON, Julie Anne
RUSH, Michele Patricia
SMEREKANYCZ, Katheryn
SPENCE, Jeanne Alison
VAN DE SCHEUR, Margaret
WALKER, Janet Ruth

AWARD OF DIPLOMAS

DIPLOMA IN ART EDUCATION

ADAMS, John Phillip
AGNEW, Graham Peter
ALAND, Peter
ANSTISS, Cheryl Susan
BEESON, Jennifer Clare
BRIDGES, Arlene Louise
BROOKSBY, Alicia May
CLAPP, Graham Geoffrey
COWAN, Frances Ann
EZzy, Pamela May
EZzy, Robert John
JESSOP, Rhonda Gail

JOHNSTONE, Julie Liarne
LOVETT, Dianne Gaye
McBEATH, Ken William
MOSS, Carolyn June
MULLARD, Lynette Marion
ROLLINSON, Julie Anne
RUSH, Michele Patricia
SMEREKANYCZ, Katheryn
SPENCE, Jeanne Alison
VAN DE SCHEUR, Margaret
WALKER, Janet Ruth
DIPLOMA IN ART EDUCATION (Conversion)

ALLABURTON, Rae
BAKER, Helen Joy
COUSTON, Janet Mary
CREED, Gordon

DEACON, John William
GREEN, Nola Annette
MAGENNIS, Robert James
MANNING, Maia-Liisa

DIPLOMA IN ART

BAYLEY, Melanie Irene
EDWARDS, Rodney Neville
FRASER, Diane Rosemary
IRVIN, Julie Edith
McBRIDE, David John Loye
McBRIDE, Jane

MUDWAY, Gordon
O'CONOR, Denis John
SUTTONBERG, Kerry Ann
WHITING, Jean
WILSON, Wayne Earl

DIPLOMA IN MUSIC EDUCATION

in association with the New South Wales State Conservatorium of Music

ALLAN, Christopher
CAMPTON, Narelle Patrice
COLLYER, David Wayne
DALY, Margaret Ellen
DONNELLY, Susan Clare
GARSIDE, Stephanie Lynn
GIBBS, Peter John
GILMORE, Debra Jane
GRANT, Merle Gwynneth
HARDWICK, Kenneth Charles
HATCH, Margaret Joy
HOARE, Anne Eleanor

HOPSON, Philip Michael
INGALL, Anne Francine
LAY, Kenneth John
NUGENT, Julie Ann
O'KEEFE, Carolyn Anne
SLEE, William Trevor
SQUIRES, Diane Cynthia
WALLER, Philip Anthony
WATT, Merylyn Joan
WHITE, Gary Ronald
WOOF, Jocelyn Emily
WORRELL, Jennifer Margaret

DIPLOMA IN TEACHING (Primary Education)

ATKINSON, Christopher
BAIRD, Patsy Nell
BARBER, Brendan Anthony
BARCLAY, Therese Anne
BECKETT, Debra Louise
BELL, Deborah Anne
BENNETT, Janine Maree
BENNETT, Susan Joy
BEVAN, Glenda Kay
BILLINGHAM, David Ewan
BOLAND, Margaret Elizabeth
BOOTS, Kerri-Anne
BOUGHTON, Leonard John
BOWDEN, Kerry Fay
BOWDEN, Linda Margaret
BOYLE, Kathleen May
BRAND, Ruth Gwenifred
BRAY, Helen Joy
BROWN, Kathryn Valerie
BROWN, Kim Adell
BURGESS, Peter Ronald
BURNS, Carolyn Anne
BURNS, Dianne
BYRNE, Peter John
CAMPBELL, Gail Lesley
CAPPER, Richard John
CHENEY, Catherine May
CHIPCHASE, Bruce Arthur
COCHRANE, John Gerard
COLLINS, Judith Ann
COLLINS, Jennifer Louise
 COLLINS, Jennifer Mary
CORDNER, Beverly Kay
CRITTENDEN, Kenneth Michael
CROCKETT, John Albert
CROPLEY, Roslyn Jan
CUNNEEN, Pamela Joy Rodgers
CUNNINGHAM, Cynthia
FITZ-GERALD
CURRY, Craig Ronald
DAVIS, Wendy Robyn
DONNELLY, Margaret Madeline
DRIVER, Kathie Noeline Merrilyn
DUBL, Colin Victor
DUMPLETON, Jillian Carol
DUNN, Janine Margaret
DUNNE, Julie
EDDY, Rhonda Hazel
ELLINGTON, Lynn
FARRELL, Patrick Shane
FINNEY, Brenda Christine
FITZGIBBON, Kaye Marie

FITZPATRICK, Sheila Anne
FOSTER, Marie Kathleen
FULTON, Dianne Elizabeth
GARDNER, Lindsay Charles
GARNSEY, Pamela Helen
GATLEY, Jennifer Lesley
GIGGINS, Sharon Anne
GILLARD, Carolyn Louise
GOLLAN, Janette Maree
GOLLEDGE, Michael John
GRAHA, Elizabeth
GRAHAM, Annette Joy
GRANT, Carol Anne
GRINDLEY, Jennifer
GRIVAS, Peter
HADLEY, Trevor Philip
HALL, Pauline Gail
HALLAMS, Anne Elizabeth
HAMILTON, Douglas Bruce
HARRIS, Lorraine Nanette
HARRIS, Margaret
HARRISON, Kerri Anne
HART, Susan Yvonne
HAWKINS, Karen Maree
HENNESSY, Malcolm Lee
HENRY, Merryn Patricia
HOLMES, Bronwyn Jean
HOYE, Robert John
HUGHES, Cheryl Lesly
ISON, Jane Virginia
JAMES, Gloria Christine
JOHNSON, Helen Louise
JOHNSTON, Kaye Frances
JUNOR, Marilyn Lesley
KENNY, Patricia Mary
KNOTT, Valma
LAI, Julie Ann
LAMING, Anderson Michael
LANGFORD, Elizabeth Alison
LAVIS, Anne Maree
LAWSON, Denise
LEES, Gregory Alan
LEGGETT, Katherine Anne
LEIS, Wendy Anne
LEVI, Kerry Elizabeth
LEWIS, Bronwyn Gai
LINDEN, Caroline Ellen
LINDSAY, Julie Ann
LLEWELLYN, Rosemary
LORRAINE, Allen Michael
LUKAS, Gudrun Mary
AWARD OF DIPLOMAS

DIPLOMA IN TEACHING (Primary Education)

MCDONALD, Julie Anne
MACKAY, Rhonda Margaret
McMILLAN, Anne Elizabeth
MAGOWAN, Margaret Elizabeth
MAIDMENT, Christine Susan
MARTIN, Deborah Jane
MASON, Judith Anne
MATHIESON, David Russell
MEAN, Garry James
MILLER, Brian Paul
MOLYNEUX, Victoria Mary
MONIN, Rosemary
MOODIE, Lesley Merle
MOORE, Oriel Susanne
MOREY, Alica Alexandra
MORGAN, Ailsa Enid
MORRIS, Catherine Anne
MORRIS, Susan Mary
MUTTON, Lynette Christine
NEWNAM, Lynda Marilyn
NOLAN, Judith
NORBURN, Lesley Joy
NORRIS, Jennifer Anne
NOWLAN, Fay Caroline
O'BRIEN, Joan Mary
OXFORD, Jan
PAYNE, Elizabeth Freda
PEACOCK, Wendy
PHELAN, Elizabeth Nora
PICKERING, Patricia Verle
PILGRIM, Susan
POISON, Lois Ellen
PRESTON, Deirdre
PRIYCHARD, John Samuel
PURTHER, Stephen Eric
PURVIS, Susan Janet
PYE, Priscilla Catherine
RANDALL, Lynne Marie
ROBERTS, Carolyn
ROBERTS, Julie Dorothy
RYDE, Glynis
SAUNDERS, Mark William
SAVAGE, Brenda Joy
SCHNECKER, Karin
SEMPLE, Suzanne
SHEARMAN, Paul Thomas
SHEEHAN, Denise Rainelle
SIMPSON, Gayle
SMITH, Helen Margaret
SMITH, Helene Margaret Mary
STANDEN, Elizabeth Ann
STONE, Cathy Vera
STONE, Louise Anne
SULLINGS, Roslyn Linda
SWEETING, Terrie Louise
SWIFT, Susan Margaret
SZYMANSKI, Maureen Susan
THOMAS, Judith Anne
THOMSON, Barry Christopher
TREVILLIEN, Roslyn Fay
TRUNK, Kaylene Adele
TURNY, Lynette Robyn
VALE, Jeannette Robyn
WALDRON, Marianne Margaret
WATSON, Beverley Joan
WAY, Janice Marion
WEBER, Catherine Ann
WEPPLE, Ross Thomas
WHITE, Lynda Dawn
WHITE, Lynda Rae
WILLIAMS, Bonita June
WILLIAMS, Susan Margaret
WILLINGTON, Margaret Anne
WILLIS, Robert Wayne
WILMOETT, Suzanne Gail
WILSON, Dianne Ray
WILSON, Mary Elizabeth
WILTON, Joy Elaine
WITTON, Ruth Margaret
WORMER, Lynette May
WYBORN, Gary Mervyn
YORK, Bernard Joseph
ZIGURS, Tanja Yvonne

DIPLOMA IN TEACHING (Secondary Education)

ADAMS, Ruth Mary
ALEXANDER, Michael John
ALLEN, Bruce Graham
ANDERBERG, Peter
APTHORPE, Kevin John
APTHORPE, Mark Allan
ASHBY, Victor Leonard
BAINBRIDGE, Judith Anne
BAIRD, Janelle Ann
BALDWIN, Mark Andrew
BARNES, Elizabeth Irene
BARNES, Gary Arthur
BARTHOLOMEW, Annette Maria
BEATTIE, Helen Anne
BEITAKI, Kolimio Levaci
BELCHER, Dianne Frances
BEUZELVE, Leila Elizabeth
BODDINGTON, John Michael
BOSWORTH, David Neilson
BOUCKLEY, George David
BOWMAN, Ronald Peter
BRAID, Garry James
BRAYSHAW, Catherine Ann
BRINN, Andrew Mark
BROADWOOD, Graham
BROWN, Ian David
BROWN, Robyn Lorraine
BUNKER, Alfred Rees
BURGESS, Thomas James
BURROWS, Phillip Kevin
BUXTON, John Wallace
BYTHEWAY, Leonard Brian
CALDERWOOD, Eleanor Anne
CAMPBELL, Mark Stephen
CAMPION, David Neil
CARLIER, Ralph George
CASSIDY, James Phillip
CHAPPELL, Susan Elizabeth
CHARNAUD, Judith Ann
CHRISTENSEN, Robert James
COLLINGS, Gregory John
COLLINS, Michael Gerrard
CONLIN, Anthony Frank
CONNORS, Brian Doyle
COOK, Helen Joy
COX, Rose-Anne Patricia
CRANFIELD, Thomas Charles
CUMMINGS, Julie Gai
DALLY, Graeme Richard
DAVIES, Andrew Stuart
DAVIES, Barry Colin

DIPLOMA IN TEACHING (Special Education)

ANDERSON, Narelle Margaret
CRIBB, Margaret Callaghan
DALGARNO, Danielle
DAVISON, Prudence Diane
FERRY, Robert John
PARKER, Colin Geoffrey
PICKARD, Jennifer Ruth
SMART, Janelle Claire
WATSON, Christine Gai
WRIGHT, Gloria Sunnie Isabel

DAWSON, Margaret Kay
DEAN, Rodney Allan
DEVERIDGE, Stephen
DE VOS, Julie Ann
DILLON, Lynette Rose
DIXON, Wallace Charles
DOHNT, Douglas William
DOMAN, Shirley May
DRUMMOND, Chrystine Elizabeth
DUFFY, Wendy Narelle
DUTCH, Reginald Peter
EASTER, Neil Hunter
EGAN, Christine Lee
EGAN, Phillip John
EISEL, Alfred Jacob
ENGLISH, Anne Louise
EPS, Judith Joan
FANNING, Denise Edith
FARRELL, Lorraine Lesley
FERNIHOUGH, Eric James
FIELD, Bruce Laurence
FILIPCEVIC, Tomislav Rade Benno
FILNAE, Paul Francis
FISHER, Michael
FISHER, Valda Joan
FLOWERS, John Frederick
FRAPPELL, Peter Leonard
FRASER, Colin Charles
FRASER, Jeanette
FRASER, Robert Lynne
GALBRAITH, Julie Anne
GAMBLE, Maxine Elizabeth
GESELL, Joan Maree
GIBSON, Helen Therese
GILL, David John
GODFREY, Kenneth John
G O O C H , Kay Maree
G O O C H , Neville William
GRACH, Peter Mario
GRAY, Anne
GREENLESS, Paul Martin
GRIEP, Joerg Michael
GRIEVE, Philip John
H A L E, Ian William
HANLEY, Christopher Michael Peter
HALL, Christine Joy
HALLETT, Graeme Norman
HARDY, Philip John
HART, Norman Stewart
HAWES, Donald Roy
HAWKINS, Graeme John

96
97
AWARD OF DIPLOMAS

DIPLOMA IN TEACHING (Secondary Education)

HERRON, John Robert
HOCKING, Ross Maxwell
HODGINS, Peter Thomas
HOPKINS, William Jan
HOPKINS, Graham Rex
HOSCHKE, Margaret Faye
HUME, Carolyn Maree
ISRAEL, Robyn Joy
JACKSON, Julie Anne
JENKINS, Judith Laurel
JONES, Brian
JONES, Neil Miriam
JONES, Trevor Douglas
KELLY, Allen
KEMP, Garry Francis
KING, Anne Maree
KINNIARD, Bradley James
KINNIBIRD, Vivienne
KNIGHT, Denis Noel
KOBB, Philip Arthur
KOUTSO-HAVAS, Kathleen Frances
KRAETZIG, Anne
KYLMA, Bronwyn Margaret
LAKIN, Richard Henry
LAMING, Gail Glenis
LANG, Kevin William
LANGFORD, Allan Neal
LATIF, Anwar
LAW, Kenneth George
LEAHY, Kathleen Mary
LEE, Melvin Maxwell
LEGGETT, Anne
LISTER, Anne-Louise
McCLUSKEY, Philip Mark
McCOWILLY, Vona Catherine
MCDONALD, Carl Lawrence
MCKENZIE, Helen Joy
MCGINNITY, Vicky
MCGOWAN, Larry Wayne
MCGRATH, Beverley Joy
MACIEJczyk, Ray Peter
MCKEE, Ian Harold
MACKENZIE, Robert Bruce
MCKENZIE, Stephen Leslie
MCLEOD, Richard Thomas
MCFARLANE, Alastair Henry
MACPHAIL, Linda
MAJEWSKI, John Cheslaw
MALANCHUK, Robert Harry
MANHOOD, Michelle
MARA, Joan Christine
MARINI, Diana Elena
MARKOTANOS, Thomas James
MARTIN, Gregory William
MASTERS, Peter
MASTERS, Sofia
MATHERS, Rhonda Narelle
MAXWELL, Ruth Frances
MEAKER, Meg
MINISINI, Andrew Peter
MITCHELL, Peter
MORGAN, William Robert
MORSE, Barbara Jean
MORSE, Colin Robert
MOSCOVICH, John
MOSS, Wayne Robert
MOWLE, Susan Narelle
MURRAY, Cathie Mary
MYERS, John
NAZER, Phillipa Robyn
NEIL, Jane
NEVINS, Pamela Dawn
NOBLE, Rodney John
OLIVE, Robyn Kay
O'NEILL, Margaret Frances
OSBORNE, Lee Annette
OSBORNE, Lynette Elizabeth
OSBORNE, Margaret Irene
OSBORNE, Peter Frederick
OSMOND, Rodney Bruce
OUTCH, Michelle Rita
OUTTIDER, Laurence William
PALMER, Jane Frances
PEAACK, Robert Henry
PEEDER, Dennis Michael
PETERS, John
PICKERING, Glenda
PINAZZA, Peter Francis
PINKERTON, Andrew Walter
PIZARRO, Elaine Joy
PLIMMER, Christine Anne
POWELL, Wayne John
PRENDERGAST, Wayne John
PRICHARD, Peter John
PRIOR, Carol Ruth
RAIDAL, Ene-Lea
READ, Michael Stuart
RICHARDSON, Gregory Lester
RILEY, Quentin
ROBERTSON, Jan
ROBINSON, Allan (Posthumous)
ROBINSON, Clive Ian
ROBINSON, Maire Susanne
RODERS, Clive Sidney
ROPER, Peter Liddell
ROWSELL, Graham Robert
RUSSELL, Carmel Edith
RUTKAY, John
RYAN, Margaret Helen
SANTARELLI, Bassino Frank
Savage, Ronald
SCHER, Sandra Jaccquelyn
SCHOFIELD, Anthony Joseph
SCHRECH, Cheryl Elizabeth
SECCOMBE, Jennifer

DIPLOMA IN TEACHING (Secondary Education)

SHAW, Donald
SHEARS, Ian Peter
SHERWIN, Lyndall
SHOEMARK, George Donald
SMITH, Michael John
SMITH, Robert James
SOLOMON, Neil Douglas
SPENCER, Ross Paul
STAAHER, Kathleen Gail
STANGER, Terrence Clive
STEPHENS, Beth Elaine
STILKOWSKI, Barbara Helena
SULLIVAN, Mark
SWADLING, Darrell Paul
SYKES, William Thomas
TAPP, Peter Haynes
TEMPEST, Mark Neville
THOMAS, Hilary Dore

PRIZES

N. Doyle Prize
The New South Wales Department of Education Prize (Aeq.)
Infants Mistresses Association Prize
I. D. Renwick Prize
J. W. Staines Prize
College Prize for Social Science (Aeq.)
Sydna Leslie Memorial Prize
College Prize for Science
College Prize for Home Science (Aeq.)
The George Hutchinson Prize
The Frances Baker Prize
Home Economics and Needlework Association Prize
The Leila Whittle Prize
The Colin C. Doyle Memorial Prize for Mathematics
New South Wales Bank Prize for Final Year Commerce
Institute of Industrial Arts Prize
The Huldah Turner Prize
D. Burton Prize
The Keith Noake Memorial Prize (Conservatorium of Music Prize)
Special Prize for Contribution to Music within the College
College Prize for Music
College Prize for Art
Signor A. Dattilo Rubbo Prize
New South Wales Bank Prize for Second Year Commerce
New South Wales Bank Prize for First Year Commerce
The H. W. Gillard Prize
The Robert C. Miller Soccer Prize
TOUZEL, Alan Rupert
TREW, Reginald Ross
TRIGG, Douglas Brian
TROTTER, Robyne Diane
VAN DAM, Nanna
VERNON, Paul
VOORBY, Karel Anthony
VOORBY, Vicki Elizabeth
WAPET, Petronella Elizabeth
WALKER, Jennifer Anne
WATERS, Ian Robert
WATSON, Earl Stuart
WHATSON, Anthony Harold
WILKINSON, John
WILLIAMS, John Arthur
WILSON, Christine Maree
WISEMANTEL, Paul Thomas
YOUNG, Stephen Allan

GRABDA, Elizabeth
MORGAN, Ailsa Enid
MINISINI, Andrew Peter
ZIGURS, Tania Yvonne
SILCOCK, Jo Anne
BAINBRIDGE, Judith Anne
FRASER, Jeanette
BRAYSHAW, Catherine Ann
COOK, Helen Joy
EGAN, Christine Lee
PISH, Michael Alan
GALBRAITH, Julie Anne
HOPKINS, Colleen Jan
HOSCHEK, Margaret Faye
JENKINS, Judith Laurel
JONES, Brian
MINISINI, Andrew Peter
PRICHARD, Peter John
SECCOMBE, Jennifer
ALLAN, Christopher
LAY, Kenneth John
SQUIRES, Diane Cynthia
ROLLINSON, Julie Ann
FRASER, Diane Rosemary
PETTET, Donna Cecilia
LOWE, Deborah Anne
MORRIS, Phillip Ross
SYLLABUS OUTLINES

for

DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
   — ENGLISH/HISTORY
   — MATHEMATICS
   — SCIENCE
   — INDUSTRIAL ARTS
BACHELOR OF EDUCATION (INDUSTRIAL ARTS)
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
   — HOME SCIENCE/TEXTILES
BACHELOR OF EDUCATION (HOME SCIENCE/TEXTILES)
DIPLOMA IN TEACHING (SECONDARY EDUCATION)
   — SOCIAL SCIENCES
   — PHYSICAL EDUCATION
DIPLOMA IN ART
BACHELOR OF EDUCATION (ART)
DIPLOMA IN ART EDUCATION
DIPLOMA IN MUSIC EDUCATION
DIPLOMA IN SPECIAL EDUCATION
GRADUATE DIPLOMA IN EDUCATION
   — PRIMARY EDUCATION
   — SECONDARY EDUCATION
DIPLOMA IN TEACHER LIBRARIANSHIP
DIPLOMA IN TEACHING (TECHNICAL AND FURTHER EDUCATION)
DIPLOMA IN EDUCATION (TECHNICAL AND FURTHER EDUCATION)
DIPLOMA IN NURSING EDUCATION

In any of the above courses where reference is made to Professional Studies units, the syllabuses for these units may be found by referring to pages 497-505.

DIPLOMA IN TEACHING (PRIMARY EDUCATION) AND ONE YEAR CONVERSION COURSE

A revised General Primary course was commenced in 1976—therefore, on the following pages separate outlines are shown for both the new course and Year III of the old course. 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 appropriate course outline.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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>English I</td>
<td>3</td>
</tr>
<tr>
<td>Primary and Curriculum Studies I</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics I</td>
<td></td>
</tr>
<tr>
<td>Music I</td>
<td></td>
</tr>
<tr>
<td>Physical Education I</td>
<td></td>
</tr>
<tr>
<td>Social Science I</td>
<td></td>
</tr>
<tr>
<td>*Any additional available subject</td>
<td>3</td>
</tr>
</tbody>
</table>

*semester subjects

Year II

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>English II</td>
<td>3</td>
</tr>
<tr>
<td>Primary and Curriculum Studies II</td>
<td>8</td>
</tr>
<tr>
<td>Art II</td>
<td></td>
</tr>
<tr>
<td>Crafts IIL or IIP</td>
<td></td>
</tr>
<tr>
<td>Science IIL or IIP</td>
<td></td>
</tr>
<tr>
<td>Social Science I</td>
<td></td>
</tr>
<tr>
<td>*Any additional available subject</td>
<td>3</td>
</tr>
</tbody>
</table>

*semester subjects
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

STUDENTS COMMENCING IN 1977 AND ENROLLING FOR YEAR II IN 1978

<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>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>English II</td>
<td>3</td>
</tr>
<tr>
<td>Primary and Curriculum Studies II</td>
<td>8</td>
</tr>
<tr>
<td>Art II</td>
<td>3</td>
</tr>
<tr>
<td>Crafts III or IIP</td>
<td>4*</td>
</tr>
<tr>
<td>Science III or IIP</td>
<td>4*</td>
</tr>
<tr>
<td>Social Science GS</td>
<td></td>
</tr>
<tr>
<td>Any additional available subject</td>
<td>3</td>
</tr>
</tbody>
</table>

*semester subjects

<table>
<thead>
<tr>
<th>Year III</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Principles and Practice of Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Studies III</td>
<td>9</td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Crafts</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Any additional available subject</td>
<td></td>
</tr>
</tbody>
</table>

Choose three, each of 3 hours from approved list.

STUDENTS CONTINUING IN 1977 (OLD COURSE)

<table>
<thead>
<tr>
<th>Year III</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>3</td>
</tr>
<tr>
<td>Three of:</td>
<td></td>
</tr>
<tr>
<td>Art IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>Art IIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Craft IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>Craft IIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Education IIIA—</td>
<td></td>
</tr>
<tr>
<td>Learning Difficulties and Diagnostic Teaching</td>
<td>3</td>
</tr>
<tr>
<td>English IIIID—The Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>English IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>English IIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IIIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Music IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>Music IIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science IIIA—Infant and Primary</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Social Science IIIA—Infant</td>
<td>3</td>
</tr>
<tr>
<td>Social Science IIIIP—Primary</td>
<td>3</td>
</tr>
<tr>
<td>Elective Level III</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td></td>
</tr>
</tbody>
</table>

The following alternative Year III 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 IIIIS</td>
<td>2</td>
</tr>
<tr>
<td>Art III or Music III</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td></td>
</tr>
</tbody>
</table>

The following Year III programme is offered to students who wish to undertake training in the field of Early Childhood Education.

<table>
<thead>
<tr>
<th>Year III</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education IIIA</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>Early Childhood Studies II A</td>
<td>4</td>
</tr>
<tr>
<td>Early Childhood Studies II B</td>
<td>4</td>
</tr>
<tr>
<td>Child Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>General Studies</td>
<td>3</td>
</tr>
</tbody>
</table>
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Education EIII 3
Principles and Practice of Teaching III 3
Early Childhood Studies IIIA 2
Early Childhood Studies IIIB 4
Child Psychology III 3
General Studies* 3

*In 1977 students may choose a level III elective or an approved third year Curriculum Study.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

CONVERSION SUBJECTS

Art IIY 3*
Craft IIY 3*
Education IIY 2
English and Reading IIY 3
Mathematics IIY 2
Music IIY 3**
Natural Science IIY 3**
Physical Education IIY 3*
Principles and Practice of Teaching III 3
Social Science IIIY 3**

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

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

YEAR I SUBJECTS

Students undertaking subjects in Primary and Lower Primary English must demonstrate a satisfactory standard in written English (including Spelling).

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 Merritt, J.
Southgate, V.
Southgate, V. and Roberts, G. R.
Walsh, R. D. (ed.)


MATHEMATICS IP

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 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.

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

TEXTBOOK
N.S.W. Department of Education

REFERENCES
Copeland, Richard W. and Hackworth, Robert D.
Kellely, J. L. and Richert, D.
Skemp, Richard R.
Turner, V. D. and Prouse, H. L.
Wolfl F. L.
Zwier, P. J. and Myhoff, 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.
Salkeid, R.
Timmins, Maxwell D.

Music is Fun Book II. Huddersfield, Schofield and Sims Ltd., 1970.

REFERENCES
Choksy, L.
Dankworth, A.
Heading, R. and McDonald, T.
Ingleby, W. S.
Landis, B. and Carder, C.
Marsh, M. V.
Orff, S. and Keetman, G.


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
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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 Cross, R. E.
Estvan, F. J.
Jarolimek, J.
Joyce, B. R.
N.S.W. Department of Education
Pryde, N. 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.

PRINCIPLES AND PRACTICE OF TEACHING I

This unit is a composite of the Block Practice teaching session and a two semester programme of continuous school-based work. Each of the semester programmes consists of four sequential experiences. The experiences are held concurrently so that on the day allocated for the programme, one section of students is at Experience One, another is at Experience Two, a third at Experience Three, and so on. Students cycle through these experiences sequentially on a weekly basis and having cycled through the experiences once, commence the sequence again. Details of the general activities for each experience are as follows:

EXPERIENCE ONE
Teaching Skills: Theory—3 hours
(a) Presentation of lesson content.
(b) Observation, discussion and testing of visual and symbolic models of teaching skills.
(c) Presentation of a method to analyse the teaching skill.
(d) Preparation of content, procedure, objectives and evaluation techniques for one “mini” lesson (20 minutes).

EXPERIENCE TWO
Teaching Skills: Micro-Practice—1 ½ hours
Session A (Half section only working in pairs)
(a) Teach of previously planned lesson to a small group of children under video conditions.
(b) Evaluation of teach in using process and product criteria.
(c) Wash up.

Session B (Other half of section working in pairs)
(a) Teach of previously planned lesson to a small group of children under video conditions.
(b) Evaluation of teach using process and product criteria.
(c) Wash up.

EXPERIENCE THREE
Teaching Skills: Theory (Feedback)—3 hours
(a) Playback and analysis of a particular teaching skill from a randomly selected videotape.
(b) Applying various schedules of analysis to videotaped lessons.
(c) Preparation of content, procedure, objectives and evaluation techniques for one macro lesson.

EXPERIENCE FOUR
Teaching Skills: Macro-Practice—3 hours
(a) Teaching of previously planned lesson to a full class of children.
(b) Peer and supervisor appraisal of lesson using process and product criteria.

ASSESSMENT
Students will be evaluated in terms of reaching a satisfactory standard in each of the following areas:
(a) Attendance.
(b) School Experience Workbook.
(c) Teaching skill performance at both practical and theoretical levels.

TEXTBOOK
Turney, et al
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

YEAR II SUBJECTS

ENGLISH II

Three hours per week

This subject unit is designed to develop the student's knowledge of the teaching of English throughout the primary school. There are three strands which are integrated with each other and with Year I strands.

Strand A—Language

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 transformational 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
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Strand B—Literature for the Teacher

This section examines major authors, themes and developments in contemporary fiction and poetry and makes thematic connections with literature for children.

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

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Strand C—EITHER: Teaching English in the Primary School

This section examines major methods and techniques in the teaching of reading, writing and the achievement of responses to literature.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

OR: Teaching English in the Lower Primary School

This section deals with the development of fluency in spoken communication, the development of pre-reading and pre-writing skills, beginning reading and the mastery of handwriting as a communication skill, and the development of a response to drama and literature for the lower primary child.

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

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

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.

ASSESSMENT
Progressive evaluation including practical work and methods book, assignments, class tests, participation in seminars, discussions and teaching expositions

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.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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

REFERENCES
Corney, D. E.
Corney, D. E.
Greenberg, P.
Hamlyn, P.
Johnson, P.
Moseley, S., Johnson, P. and Koening, H.
Rottiger, Ernst

CRAFT IIP

Two hours per week

This subject is designed to develop an understanding of the significance of craft activities in the overall education of the primary school pupil by examining manipulative skills and applications, core activities in two and three dimensional surface treatment, with emphasis on different materials and on the application of found materials. Extension activities are conducted in the open laboratory with team teaching of a selection of a variety of materials. Curriculum implementation is demonstrated through development of a variety of activities and procedures organised and presented by students.

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

TEXTBOOKS

REFERENCES
Ball, F.
Macdonald
Williams, P. H. M.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

SCIENCE III

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
Ester, W.
Schmidt, V. E. and Rockcastle, V. N.
Victor, E. and Lerner, M. S.

SCIENCE IIP

Science for the Primary School

Two hours per week

This unit enables students to gain an understanding of the role of Science in the primary school and introduces the student to a variety of teaching procedures for use in schools. This is achieved by examining the aims of Science teaching in the primary school and the behavioural objectives, the nature and processes of science and their relation to teaching, classroom techniques of teaching Science including models of teaching procedures and
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

the use of teaching aids in the classroom, learning and teaching outside the classroom, and an examination of recently devised Science programmes.

ASSESSMENT
Progressive evaluation and a final examination.

TEXTBOOKS
N.S.W. Department of Education
Text to be selected.

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

SOCIAL SCIENCE II

Contemporary Australian Society

Two hours per week

This subject treats the main issues facing Australian society in this last quarter of the 20th century, and provides an opportunity to examine in depth selected areas of Australian society.

Issues in Contemporary Australian Society

Issues are examined through the perspective of the major social disciplines. As well as some significant issues that have stemmed from the historical development of Australia, political, economic, geographic and various social issues are examined.

Groups in Contemporary Australian Society

A number of significant economic, political, geographic and social groups are examined in the second semester. Students elect to study two of the Group Electives offered.

ASSESSMENT
Progressive assessment based on: 3 minor assignments (500 words or equivalent each), and 1 test in 1st semester; and two major assignments (1,500 words or equivalent each) in 2nd semester.

TEXTBOOKS
Davis, A. F. and Encev, S.
Edgar, D. E. (ed.)
Hunt, F. I.
Rapport, A.
Socialisation in Australia. Sydney, Angus and Robertson, 1972.
Australia as Human Setting. Sydney, Angus and Robertson, 1972.

PRINCIPLES AND PRACTICE OF TEACHING II

This unit is a composite of the Block Practice Teaching session held in mid-year and a two semester programme of continuous school-based work, one at infants level and the other at primary level. The school-based work is made up of four phases.

(a) Orientation Phase
Students will be attached to a class for a period of two weeks. During this time they will be required to contract with the class teacher to teach an integrated unit of work together with topics in Mathematics and Reading.

(b) Planning Phase
Students will be required to develop programmes for the previously contracted work. This will entail specifying sets of objectives in performance based terms, criterion exercises and prerequisite learnings.

(c) Teaching Phase
The teaching sessions will be done on individual, small group and team teaching bases for Mathematics, Reading, Natural Science and Art/Craft.

(d) Evaluation Phase
At the end of the teaching phase students will administer various measuring devices to diagnose and analyse pupil performance in the programmes taught. The research data on child development will also be collated and analysed during this phase.

ASSESSMENT
Students will be evaluated in terms of reaching a satisfactory standard in each of the following areas:

(a) Attendance
(b) Programme Workbook
(c) Teaching performance
(d) Planned programmes of work
(e) Methods used to evaluate programmes of work
(f) Completed research activities

TEXTBOOKS
Gronlund, N. E.
Reading Development Centre
EDUCATION EIII

Three hours a week for one year

The subject includes a background study of the work of some early childhood educators and of the development of organised programmes of pre-school education leading to an examination of these historical influences on current provisions for early childhood education.

OBJECTIVES
1. To promote an understanding of the emergence and development of early childhood education programmes.
2. To develop an understanding and knowledge of different types of education programmes currently available.
3. To examine and evaluate these programmes.

SYLLABUS
1. Theories and practice of some innovators in early childhood education
   (a) Comenius
   (b) Pestalozzi
   (c) Froebel
   (d) Montessori
   (e) McMillan
2. The development of early childhood education programmes in
   (a) England
   (b) United States
   (c) U.S.S.R.
   (d) Australia
3. Present day trends and issues in pre-school education
   (a) Traditional programmes
   (b) Full day care
   (c) Compensatory programmes
   (d) Play groups
   (e) Residential programmes

APPROACH
The unit is covered by means of lectures, films and seminars.

PRINCIPLES AND PRACTICE OF TEACHING II

Three hours a week for one year

A practical course to develop observation, recording and teaching skills.

OBJECTIVES
1. To develop skills in observing and recording the behaviour of children from 0-5 years.
2. To develop competence in working with young children during routine and play periods.
3. To practise micro-teaching on a one to one basis and with small groups. Students plan and critically evaluate their own work.
4. To plan and conduct group activities.

SYLLABUS
1. Observations and recordings of the behaviour of infants.
   (a) Prehension and manipulation of objects.
   (b) Locomotion.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

(c) In relationship with mother and a stranger.
(d) In exploratory activities.

2. Observations and recordings of behaviour of children in a pre-school.
   (a) During routines.
   (b) Using materials.
   (c) In relationship with each other.
   (d) In relationship with adults.
   (e) In teacher-directed activities.

3. Micro-teaching with a small group.
   (a) Planning activities.
   (b) Introducing supplementary material.
   (c) Introducing new vocabulary.
   (d) Directing children's attention to concepts of quantity, quality, sequence and relationship.

4. Planning and conducting group activities.

APPROACH

The section is divided into two groups. Each group alternates by spending one morning in practical work and the next week meeting at College to discuss and evaluate their experiences and to plan for the next week.

During second term students have a four-week continuous practice experience.

The course is closely integrated with work in EARLY CHILDHOOD STUDIES IIA.

Structuring the Educational Experience and with CHILD PSYCHOLOGY II—Child Development.

ASSESSMENT

Students are assessed on their practical skills in observation, recording, preparation of work and teaching skills.

TEXTBOOK

Rowen, B.

REFERENCES

Cohen, D. H. and Stern, V.

and as advised in lectures


DIPLOMA IN TEACHING (PRIMARY EDUCATION)

EARLY CHILDHOOD STUDIES IIA

SECTION (I)—Structuring the Educational Experience

Two hours a week for the year

The course is integrated with and provides a theoretical background for PRINCIPLES AND PRACTICE OF TEACHING II.

OBJECTIVES

1. To develop competence in providing and guiding educational experiences for young children.
2. To develop skills in planning and evaluating educational experiences.
3. To develop teaching skills.

SYLLABUS

1. Planning routines of toileting, eating, dressing, washing and resting.
3. Learning through discovery in the environment. Extending and enriching the child's experience.

Educational principles involved in:

(a) Learning through motor activities for large and small muscle development.
(b) Learning through sensory experiences. Touching, smelling, tasting, seeing, hearing.
(c) Learning through language and literature. Opportunities for incidental and structural language experience. Organisation of group experiences in language and literature. Creating literature from "here and now" experiences.
(d) Learning through music experience. Organisation of individual and group experiences in singing, rhythmic movement and use of musical instruments.
(e) Graphic and plastic arts. Organising and selecting materials for children's creative use.
(f) Learning from the natural and social environment. Developing concepts of size, space, time, sequence and causality.

4. Record keeping. Types of records for different purposes. Objectivity and confidentiality in record keeping.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

5. Planning the daily programme. Half day, full day, extended day. Seasonal variations.


APPROACH
This segment consists of lectures and workshop activities.

ASSESSMENT
Students are assessed by consideration of practical assignments in workshop activities.

TEXTBOOKS
Brearley, M. and Batt, R. et al
Mills, B. C. and Mills, R. A.
Yardley, A.

REFERENCES
Edgar, P. et al
Moore, S. G. and Kilmer, S.
Nixon, R. H. and Nixon, C. L.

SECTION (II)—Social Science and English

Two hours a week for one year

Part I—Social Science

(A) Understanding the Society of a Pre-School Child
Section A of the Social Science Syllabus is designed to provide an understanding of the cross-cultural background against which the English syllabus can be appreciated.

At this point of integration the factors influencing language development will be considered with specific reference to those systems, functions and roles pertinent to the family unit as it exists in selected societies. (A2 Social Science Syllabus.)

This segment of the Year II social sciences study is taught on a semester time allocation and is organised as a series of workshops with the class divided into two sections.

Students attend one workshop session per week on techniques and resources. The other lecture is free for reading in the area indicated by the subtitle UNDERSTANDING THE SOCIETY OF A PRE-SCHOOL CHILD.

Students are required to undertake research to develop a cross-cultural perspective of the family. This involves a general survey of the function and structure of the family in other societies and in-depth, comparative research within two contemporary societies. Research is undertaken on an individual contract basis. Regular meetings with a tutor to plan work and discuss progress are required.

The study focuses on the family as the social environment of the pre-school child.

1. Types of family structure—
   - nuclear
   - joint.

   Functions of each.

2. Child rearing practices.
   (a) Asian societies.
   (b) Mediterranean societies.
   (c) Australian society—
      white collar and blue collar differences
      Aboriginal groups.

3. The family circle—significant relatives outside the nuclear family—grandparents, uncles, god-parents.

4. Family as a socialising agency—
   introduction to the neighbourhood
   occupational training
   attitudes to education.

(B) Techniques and Resources
Section B will include as resources picture boards, books, music, poetry, excursions and realia which relate to the home, family and neighbourhood. The language development skills referred to in Topic 3 of the English syllabus will be biased towards these types of resources and experiences.

This series of workshops is designed to prepare the teacher to handle a wide range of resources in both structured and unstructured learning experiences. Naturally, greater stress is placed on free play strategies.

The following activities based on the child's personal, family and neighbourhood experiences are treated:

1. Preparation of concrete material for unstructured/structured situations.
   (a) Making mobiles and models.
   (b) Making diorama or landscape fresca/frieze.
   (c) Picture collection—mounting, labelling, classroom use.
   (d) Slide taking and making—use in the classroom.

2. Audio-video techniques in classroom strategies.
3. The use of multi-media learning kits designed for individual/group/class learning experiences.

4. Field study techniques.

ASSIGNMENTS

(A) Understanding the Society of a Pre-School Child

1. A minor written assignment studying the family as a social institution in various cultures. Maximum of 1,500 words.

2. A major written assignment in which two societies are examined in detail. Maximum of 3,000 words.

(B) Techniques and Resources

A series of practical exercises are given. These are completed during the organised workshops and in the students’ free time.

ASSESSMENT

Progressive assessment based on class exercises and assignments.

READING AND REFERENCE

(A) Understanding the Society of a Pre-School Child


(B) Techniques and Resources


PART II—English

This subject aims at developing teacher sensitivity to the child’s growing understanding of his own role in social and family interaction and his management of himself and his environment. There are two major strands concerned with

(a) language development in pre-school society and

(b) the role of language in that society.

1. Areas of language development in Early Childhood Education

(a) Listening—

— to others

— to literature

— to develop auditory discrimination.

(b) Expressing—

— talking

— dramatising original stories and traditional material

— picturing.

(c) Communicating—

— talking to others.

(d) Appreciating—

— poetry

— music

— pictures, etc.

(e) Vocabulary development and concept formation—

— excursions

— discussions

— listening to readings.

(f) The creation of a climate of awareness in children of the symbolic representation of language in its written form by observation of teacher activity in:

Reading—

— the recognition of names, symbols

— picture books

— excursion records.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Writing—
dictated letters, stories
labels.
(g) The oral transmission of traditional language material—
nonsense rhymes
nursery rhymes
nursery stories.
(h) Printing—
‘the talking typewriter’, experimental work by O. K.
Moore.

2. Practical Application of Language Theory Work
Practical work with listening to, recording and analysing the talk
of young children.
Practical work on the influencing of children’s ability to use
language structures to develop concepts.

APPROACH
The subject material is dealt with by lectures, seminars and
group discussions, practical work on analysis of language struc­
tures through the use of tape-recorded material and observations
gathered on relevant excursions.

ASSESSMENT
Assessment is by progressive evaluation based on assignments, reports of practical
work, participation in seminars and an annual examination.

REFERENCES
Allen, Roach van
and Allen, Claryce
Bar-Adom, A. and
Leopold, W. F. (ed.)
Braggett, E. J. (ed.)
Scott, L. B.

JOURNALS
Current journal articles as discussed in lectures and seminars.

EARLY CHILDHOOD STUDIES IIB

Art and Craft

Four hours per week for one year

OBJECTIVES
To prepare teachers for the professional education of children
from two to five years of age through art and craft.
This objective is pursued by a systematic course of study designed
to establish the necessary knowledge, skills and attitudes required
to plan and implement programmes relevant to the needs of
children and to create an atmosphere conducive to their creative
development.

ART SYLLABUS
(a) Fundamental concepts of art.
(b) Children’s pictorial images as expression and communica­
tion.
(c) Relationship between child art, play and imagination.
(d) Creative patterns of behaviour in childhood.
(e) Learning processes and creativity.
(f) Creative art processes—Drawing, Painting, Printmaking,
Sculpture.
(g) Creative art materials and techniques.
(h) Motivation—the direct experience, audio-visual aids,
literature, music, games, dance, drama.
(i) Evaluation and progression.

CRAFT SYLLABUS
(a) The role of craft activities in early childhood education.
(b) Application of craft activities in the development of hand­
eye co-ordination and motor skill control.
(c) The development of imagination and creativity through
the application of craft activities.
(d) Concept development and the extension of the child’s
scientific and mechanical comprehension through involve­
ment in craft activities.
(e) Establishing relationships between materials, techniques
and educational processes.
(f) Administrative procedures in the planning and imple­
mentation of craft activities.
(g) The extension of personal skill development in the
application of craft skills to the design and construction
of educational apparatus.

REFERENCES
Art
Barkan, M.
D’Amico, V.

Creative Teaching in Art. Scranton, International Textbook
Co., 1968.

Developing Artistic and Perceptual Awareness, 3rd ed. Wilm.

Creative and Mental Growth. 5th ed. New York, Macmillan,
1970.

Art, Artists and Art Education. New York, McGraw-Hill,
1969.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

McFee, J. K.
Mendelowitz, D.
Craft
Moore, S. and
Kilmer, S.
Todd, V. E. and
Heffernan, H.
Walker, M. et al


CHILD PSYCHOLOGY II

Child Development

Three hours a week for one year

The purpose of this subject is to develop an understanding of the growth and development of children from conception to the early school years.

OBJECTIVES
1. To deepen the students' awareness of the child as a developing individual and to increase their insight into the inter-relationship of all aspects of development—physical, motor, intellectual, social and emotional.
2. To provide a theoretical background to guide the students' observations, the planning of early childhood education programmes and the structuring of educational experiences.
3. To foster an interest in and a respect for the child as a unique individual.

SYLLABUS
1. The field and methods of child psychology.
2. Basic principles of development.
3. Pre-natal period. Conception; the zygote; embryo and foetus. Genetic and environmental influences. The birth process and its consequences.


APPROACH
The subject is covered by lectures, seminars and films. It includes contributions from several subject departments, and is closely related to practical work in PRINCIPLES AND PRACTICE OF TEACHING II and EARLY CHILDHOOD STUDIES II Section A. STRUCTURING THE EDUCATIONAL EXPERIENCE.

ASSESSMENT
Students are assessed by consideration of:
1. Written assignment.
2. Preparation of papers for discussion in seminars.
3. Half yearly tests.

TEXTBOOK
Smart, M. S. and Smart, R. C.

REFERENCES

JOURNALS
Child Development.
Developmental Psychology.
Monographs of the Society for Research in Child Development.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

YEAR III SUBJECTS

ART III

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 extend the student's knowledge and understanding of established methods and examine 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 is made of practical classroom procedures by examining the establishment of creative teaching environments and the provision of opportunities for the child to enrich his experiences and develop 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.
Eisner, E. W. and Ecker, D. W.
Hastie, W. R. (ed.)
Lansing, K. M.
McFee, J. K.

CRAFT III

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
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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
Ball, F. C. and Lovaas, J.
Linderman, E. W.
Linderman, E. W.
Lieber, A.
Lowenfeld, V.
Lowenfeld, V.
Pickering, J. M.
Robinson, S. and P.
Rotger, E. E.
Rotger, E.
Sivits, R.
Taylor, F. A.


CRAFT IIIP

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, leather-working and copperwork. A study of graphic communications provides the opportunity for prospective teachers to investigate some of the more traditional methods of printing.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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

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

CHILDREN'S STUDY

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 I.T.P.A., Bender, Wepman, Monroe are examined. Evaluation of attainment and diagnostic tests. Assessment of tests of intellectual functioning—demonstrating Binet, W.I.S.C., Slosson and group tests. Diagnostic analysis of child's total functioning as a basic for a remedial programme. The programme is designed to overcome the child's disabilities.

ASSESSMENT
Progressive evaluation which may include final examination.

TEXTBOOKS
McCarthy, J. J. and J. F.
Nathan, P.
Waugh, K. W. and Bish, J.
Wilson, J. A. R. (ed.)

REFERENCEES
Berry, M. F.
Frierson, E. C. and Barbe, W. B.
Jones, R. L.
Morgan, C. T. and King, R. A.
Myers, P. I. and Hammill, D. D.
Naidoo, S.

Diagnosing Learning Disorders. Columbus, Ohio, Merrill, 1971.
New Directions in Special Education. Boston, Allyn and Bacon, 1970.
ENGLISH IIID

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 IIIP

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 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, Jeanne S.
Daniels, J. A. and Diack, H.
Downing, J. A.
Downing, J. A.
Durkin, Dolores
Fries, C. C.
Gattegno, C.
Moore, Omar K.
Southgate, V. and Roberts, G. R.
Spache, Evelyn B.
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.

REFERENCES
Caldrop, Kenyon
Chambers, Aidan
Jones, Anthony and Buttry, June

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Peel, Marie
Stratta, Leslie et al
Walshe, R. D.

New English, New Ways. Sydney, Primary Teachers' Association of N.S.W., 1975.

MATHEMATICS IIIL

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.

MUSIC IIIL

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
Cheyette, I. and C. H.
Geen, W. A.
Paynter, J. and Aston, P.
Wheeler, L. and Raebeck, L.
Zimmerman, M. P.


MATHEMATICS IIIP

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. 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.

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
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

of Orff and Kodaly; programming; teaching materials and equipment.

ASSESSMENT
Progressive evaluation including creative work, tests, assignments.

REFERENCES
Cheyette, I. and C. H. Choksy, L.
Farley, P.
Geen, W. A. Ingleby, W. S. and Hunter, H.
Paynter, J. and Aston, P.
Wheeler, L. and Raebeck, L.
Zimmerman, M. P.


NATURAL SCIENCE III

Science Education for Infants and Primary School

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 both the infant and the primary school; an in-depth study of a selected science topic relevant to Science in the elementary 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 and primary school.

ASSESSMENT
Progressive evaluation including seminars, assignments and practical activities.

PHYSICAL EDUCATION III

Three hours per week

Part A


DIPLOMA IN TEACHING (PRIMARY EDUCATION)

2. Development of concepts of health and fitness through applied physiology, principles of exercise and fitness, body mechanics and movement fundamentals.

3. Environmental influences on the natural form of movement; their implications for the teaching of physical education.

4. Contribution of creative movement to modern programmes of education; its integration with poetry, music, art, natural science, etc.

Part B

1. Advanced study of the three lesson types as outlined by the physical education syllabus. Development of the problem solving approach to games, dance and gymnastics.

2. Programme planning; the improvisation of equipment and facilities for the implementation of a balanced programme for Physical Education.

3. Physical education for:
   (a) the handicapped child
   (b) the migrant child with language difficulties
   (c) the disadvantaged child-enrichment programmes involving adventure playgrounds.

4. Safety education; the development of an awareness of the need for safety precautions in physical education activities and the development of responsible behaviour in relation to individual safety and that of others.

Part C

1. The organisation of school displays, open days and clubs.

2. Practical teaching and the appreciation of demonstration lessons.

ASSESSMENT
All demonstrations, practical exercises and assignments are required elements of this study and with a Research Report will be the bases of final assessment.

REFERENCES
Buchler, C. A. and Reade, E. M.
Cust, J.
Department of Education
Fait, H. B.
Farley, P.
Kephart, N. C.
Laban, R.
The Slow Learner in the Classroom. Ohio, Charles Merrill Co., 1971.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Lady Allen of Hurtwood
Laing, M.

Lloyd, P. and Exiner, J.
London Education Authority
Russell, J.


Creative Dance in the Primary School. MacDonald and Evans, 1965.

PHYSICAL EDUCATION IIIP

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.

TEXTBOOKS
Lockhart, Aileen and Johnson, Jo.
Singer, Robert N.

Schmidt, Loretta M.

REFERENCES
Cratty, Bryant J.
Harrow, Anita J.
Schmidt, Richard A.
Stallings, Loretta M.

SOCIAL SCIENCE IIIIL

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.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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 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.

REFERENCES
Banks, J. A. and Clegg, A. A.
Bassett, G. W. (ed.)
Estvan, F. J.
Herman, W. L. (ed.)
Jarolimek, J.
Jarolimek, J. and Walsh, H. M.
Joyce, B. R.
Queensland Department of Education
Taba, H. et al

Tasmanian Department of Education
Trail, R. D., Logan, L. M.
and Rimington, G. I.
Zahorik, J. A. and Brubaker, D. L.

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

Teaching Strategies for the Social Studies. Massachusetts, Addison-Wesley.
Curriculum in Social Studies.
Curriculum in Social Studies.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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 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 lecture room and the school classroom.

ASSESSMENT

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

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

TEXTBOOKS

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

REFERENCES

Banks, J. A. and Clegg, A. A.
Bassett, G. W. (ed.)
Estvan, E. J.
Herman, W. L. (ed.)
Jarolimek, J.
Jarolimek, J. et al
Joyce, S. R.
Queensland Department of Education
Taba, H. et al

Tasmanian Department of Education
Trail, R. D., Logan, L. M. et al
Zahorik, J. A. and Brubaker, D. L.


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


Curriculum in Social Studies.


Curriculum in Social Studies.


PRINCIPLES AND PRACTICE OF TEACHING III

This unit will be a composite of the Block Practice Teaching session held in mid-year and the equivalent of a two semester programme of continuous school-based work at either infants or primary level. As well as improving teaching competence the programme aims at developing social and ethnic sensitivity towards children with special needs. During 1977 the programme will operate on a pilot basis with a small group of students. The school-based work will be made up of three phases.

(a) Diagnostic and Planning Phase

Each student will be required to diagnose the learning problems of a small group of children with different needs and then construct a learning programme for purposes of remediation. Special emphasis will be given to literacy and numeracy. In addition students will be required to plan an integrated unit of work.

(b) Teaching Phase

Each student will be responsible for teaching the planned units of work.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

(c) Evaluation Phase
Following the teaching phase students will be required to administer various measuring devices to diagnose and analyze pupil performance on the constructed remedial and integrated programmes.

ASSESSMENT
Students will be evaluated in terms of reaching a satisfactory standard in each of the following areas:
(a) Attendance
(b) Programme Workbook
(c) Teaching performance
(d) Planned programmes of work
(e) Methods used to evaluate programmes of work

TEXTBOOKS
Gronlund, N. E.
Gronlund, N. E.
Reading Development Centre


DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ALTERNATIVE YEAR III SUBJECTS

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.

TEXTBOOK
Kovacs, M. L. and Cropley, A. J.

REFERENCES
Adler, S.
Berndt, R. M.
Bottom, R.
Bourke, J.
Bridges, B.
Broom, L.
Clemens, A.
Coombs, H.
Cowles, M. (ed.)
Dunn, S. (ed.)
Gordon, E. W. et al
Gough, L.
Kearney, J.
Miller, H. L.
Watts, B. H.


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 organisation: 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

REFERENCES

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—aetiology, 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

REFERENCE

ENGLISH IIIC

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.

Strand A—Remedial Reading


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

REFERENCES
Bond, G. L. and Tinker, M. A. 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
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

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
Eisenson, J. and Ogilvie, M.

REFERENCES
Ecroyd, F. P.
Lewis, M. M.
Piaget, Jean
Scott, L. B. and Thompson, J. J.
Van Riper, C.


DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ASSESSMENT
Progressive evaluation.

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

The Acquisition of Syntax in Children from 5 to 10. Cambridge, Massachusetts, M.I.T., 1969.

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.

MATHEMATICS IIIIS

Diagnostic and Remedial Methods in Mathematics

Two hours per week

This subject examines the intellectual growth of the child, basic mathematical concepts and problems in learning. It provides opportunity for curriculum study, for examination of media, materials and methods of individualising instruction, and for intensive study of testing and evaluation. The diagnosis of errors and conceptual weaknesses is emphasised together with the design and implementation of remedial measures.

ASSESSMENT
Progressive evaluation involving two major assignments, reports in practical work, a seminar on learning difficulties, and written examinations of both traditional and open-book formats.

TEXTBOOK
Macdonald, T. H.

Basic Mathematics and Remedial Instruction. Sydney, Angus and Robertson, 1972.

REFERENCES
Copeland, R. W.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)


JOURNALS

The Arithmetic Teacher, Virginia, N.C.T.M.
Journal of Research in Mathematics Education, Virginia, N.C.T.M.

ART III

Two hours per week

An examination of art in Special Education. This includes artistic development and ability of the pre-school and infant 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.

REFERENCES

Churchill, A. R.
Eisner, Elliott W. and Ecker, D. W.
Harris, Dale B.
Naumberg, M.
Naumberg, M.

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

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

Andress, B. L. et al
Bailey, P.
Carlson, B. W. and Gingelnd, D. R.
Cheyette, I. and Cheyette, H. C.
Dobbs, J. T. B.
Farley, P.
Gaston, E. T.
Geen, W. A.
Gingelnd, D. R. and Stiles, W.
Hope-Brown, M.
Marsh, M. V.
Marsh, M. V.
Nordoff, P. and Robbins, C.

JOURNALS


Sociology of Pre-School Education

Three hours a week for one year

The study aims to promote an understanding of the interaction between home, school and community in the education of young children.

OBJECTIVES
1. To acquaint the students with some basic sociological concepts used in the analysis of society and social processes.
2. To analyse the school as an ongoing social system.
3. To develop an understanding of the interaction between the school, the family and the community.

SYLLABUS
1. Fields and methods of enquiry used in sociology of education.
2. Concepts and framework.
   - Agents of socialisation. Family, school, peer group, mass media.
4. The school as a social system.
   - Relationships within the school or between school, family and community.
5. Group processes within the school.
   - Interpersonal relationships and communication.
   - Relationships between school and community.
   - Inequalities in provision of pre-school education. Special problems of disadvantaged children, migrants and aborigines.

APPROACH
The unit consists of lectures, seminars, films and practical exercises.

ASSESSMENT
Students are assessed by consideration of:
(a) Written assignment.
(b) Papers prepared for discussion in seminars.
(c) Half yearly tests.

TEXTBOOKS
Browne, R. K., Foster, L. E. and Simpkins, W. S.
King, E.

REFERENCES
Bossard, J. and Bell, E.
Danziger, K.
Hunt, F. J. (ed.)
Morrish, I.
Newson, J. and Newson, E.
Stoller, A. (ed.)

Socialisation in Australia. Sydney, Angus and Robertson, 1972.

PRINCIPLES AND PRACTICE OF TEACHING III

Three hours a week for one year

Practical activities to improve teaching skills in a variety of programmes and to develop an understanding of planning programmes in early childhood education.

OBJECTIVES
1. To provide opportunities for students to work with teachers in a variety of programmes.
2. To develop competence in planning and implementing programmes to meet individual and community needs.
3. To foster the desire and ability to work with parents and other professional people in related disciplines.

SYLLABUS
1. Students to have practical experience in at least two of the following types of programme:
   (a) Residential institution.
   (b) Centre providing full day care.
   (c) Compensatory programmes.
   (d) Centre for atypical children.
   (e) Play group.
2. Students to have opportunity to plan and implement a programme for a complete session.
3. A four-week period of intensive practical experience in one centre.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

4. Visits to Community Agencies.
   Baby Health Centre
   Community Health Centre.
5. Visiting Speakers from Community Agencies.

APPROACH
For two terms students alternate between three hours spent in practical experience and three hours in discussion, planning and evaluation in workshops.
During third term students visit community agencies and visiting speakers from community agencies come to the College.

ASSESSMENT
Students are assessed by reference to their practical work in schools and workshops.

REFERENCES
Blank, M.
Leeper, S. H. et al
Spodek, B.

EARLY CHILDHOOD STUDIES IIIA
Child Health and Welfare
Two hours a week for one year
This subject aims to give an understanding of basic principles and practice of child health and to acquaint students with the various functions of related governmental agencies in education, health, and child welfare.

OBJECTIVES
1. To provide a knowledge of health practices, safety requirements and first aid.
2. To give an understanding of basic nutrition as it affects the growth, development and health of young children.
3. To develop an awareness of the role of the Federal, State and Local Governments and of voluntary organisations in the provision of services for young children.
4. To acquaint students with legislation concerning children in this age group.

SYLLABUS
1. (a) Common childhood illnesses.
   Infections, diseases.
   Daily health inspection.
   Needs for exclusion from school.
   (b) Hygiene in the school.
   (c) Prevention of accidents. Safety measures. Supervision.
   (d) First aid.
2. Nutrition
   (a) Availability of food throughout the world.
   (b) Five basic food groups for an adequate diet.
   (c) Digestion, absorption and metabolism of foods and food nutrients.
   (d) Prevention of ill-health; internal and external causes.
   (e) Use and abuse of convenience foods in the feeding of children.
   (f) Sources of reliable information on nutrition.
   (g) Special food requirements necessary in childhood diseases.
   (h) Selection of foods for meals supplied to children to develop beneficial dietary habits.
   (i) Planning, budgeting and costing of meals to provide a balanced diet for all children.
3. (a) Public health, medical, social services available for young children.
   (b) Australian, State and voluntary agencies responsible for child care and family welfare.
   (c) Laws relating to protection of children and the care of children in group situations.
   (d) The Welfare Act.
   (e) Family law and family courts.
   (f) The single parent family—a study of the social phenomenon with projections of social change.
   (g) An introduction to case work. Interview techniques.
   (h) Preparation of reports and submissions.

APPROACH
The subject is covered by means of lectures, practical work, films and visits to related agencies.

ASSESSMENT
Students are assessed by progressive evaluation of assignments.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

TEXTBOOKS
Clements, F. W. and Rogers, J. F.
Clements, F. W. and Rogers, J. F.

REFERENCES
Bogert, J. L. and Briggs, G. M. et al
Davidson, S. and Passmore, R. et al
Howe, P. S.
Krause, M. V. and Hunscher, M. A.
Lowenberg, M. and Tschunter, N. et al
Pyke, M.
Robinson, C. H.
Williams, S. R.

CHILD WELFARE REFERENCE AND RECOMMENDED READING
ACROSS Council of Social Service of N.S.W.
Kewley, T. H.
Seglow, Jean
Tierney, Leonard

Youth, Ethnic and Community Services (formerly N.S.W.
Department of Child Welfare and Social Welfare)
State and Australian Government Acts relating to establishment of child and social welfare departments and functions.

EARLY CHILDHOOD STUDIES IIIB

SECTION (I)—Physical Education and Music

Two hours a week for one year

This is a team teaching unit presentation on an interdisciplinary basis designed to consider both the teacher as an individual and, at the same time, present professional platforms related to Physical Education and Music.

OBJECTIVES
1. To provide opportunity for the development of the student's individual skills in Physical Education and Music.
2. To develop in the student an appreciation of the contributions of Physical Education and Music in the child's early development.

3. To stimulate the student's awareness of the need for continual search for new methods and approaches in presenting experiences in Physical Education and Music to young children.

SYLLABUS
1. Music, physical education and child development; sequencing musical and motor experiences motivated by movement, language, thought, physical, emotional and social development, body awareness.
2. The child at play; improvisation—song and instruments.
3. Music and motor development; the importance of rhythm; analysis of music suitable for use in the rhythmic development of the young child; music and movement.
4. Expression and appreciation; listening to music; music for relaxation; response to sound.
5. Tradition; traditional rhymes, musical games, finger plays; changing conditions and new approaches in music education—the contributions of Orff and Kodaly.
7. Professional development; an opportunity for students to develop musical and motor skills needed for the implementation of the work.

APPROACH
1. Lectures, laboratory practical work, tutorials on demand.
2. In-school experience and teaching task analyses. Child study and observation experiences.

Inter-departmental co-operation is stressed, and an integrated team teaching approach is envisaged.

ASSESSMENT
Progressive evaluation to include: reading and written assignments, practical work and formal examination.

TEXTBOOKS
Cratty, B. J.
Gerhardt, L. A.

REFERENCES
Andress, A. B.
Heimann, H. M., Rinehart, C. A. and Talbert, E. G.
Blasini, A.
Thomas, R. and Pogonowski, L.
Holt, J.

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Landis, B. and Carder, P.
March, M. V.
Pape, M.
Szabo, M.
Williams, N.
Zimmerman, P.
Booklet (N.A.)

JOURNALS

Australian Journal of Physical Education.

SECTION (II)—Natural Science and Mathematics in Early Childhood

Two hours a week for one year

OBJECTIVES

1. To enable the student to generate environments for the pre-school child which will:
   (a) provide opportunities appropriate to the development of pre-number and elementary natural science concepts.
   (b) stimulate enquiry about quantitative and qualitative differences and likenesses.
2. To encompass the development of mathematical and natural science concepts and skills beyond the pre-school level to the stage of concrete operations in the Piagetian context.

MATHEMATICS

SYLLABUS

This strand is an extension of the studies engaged in by students preparing for lower primary teaching. It is designed to cater for students who wish to specialise as teachers of Pre-school children.

TOPICS

1. The first number and mathematical experiences of the child. Experience of:
   (a) materials—“continuous” and “discontinuous”,
   (b) space, shape and size,
   (c) matching and measuring,
   (d) number words and symbols,
   (e) counting.

2. The application of number to the Pre-school environment.
   (a) Pre-number concepts.
   (b) How children acquire the concept of number.
      (i) Contributions to development of number concepts by Piaget, Dienes, Bruner, Montessori, Stern, Cuisenaire, Bryant.
      (ii) Specific concepts to be studied will include sets, ordinal number, cardinal number, conservation of number, but will not be limited to these.
3. Attribute recognition and discrimination.
   (a) Dienes's attribute blocks and associated play materials.
   (b) General physical attributes, e.g. hot, cold; big, little and others available from the child's natural environment.
4. The study of geometrical properties of figures and measurement—development of spatial and geometric concepts in the child.
5. General Evaluation. Techniques to determine understanding of experiences.
   (a) Questioning techniques.
   (b) Piagetian-type tasks.
6. Mathematics for students—workshop activities to develop an awareness of the mathematics that occur naturally in the environment of the child.

APPROACH

This strand is conducted through lectures, student exercises and workshop sessions. Every effort is made to utilise the experiences developed in the other subject areas of this course.

ASSESSMENT

Assessment is by means of assignments, class tests, and final examination.

TEXTBOOK

No set text is envisaged at this time.

REFERENCES

Lucas, J. S. and Neufeld, E.
Gale, D. H.
Copeland, R. W.
Dienes, Z. P. and Golding, E. W.
Nuffield Guides


Nelson, L. D. and Leidhke, W.

156
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

SCIENCE

SYLLABUS

1. A study of content and techniques through which young children might initiate and develop concepts in science and other areas through the following topics and areas of study.
   (a) Experiences with:
      (i) sound and music
      (ii) light
      (iii) air
      (iv) water
      (v) clay, sand, plasticine, dough
      (vi) magnets.
   (b) Experiences with constructional and other toys to initiate and develop concepts of size, weight, shape, texture, sequence.
   (c) Experiences with simple tools to help in work.
   (d) Excursions to farms, parks, gardens, zoos.

2. A study of the ways of using local resources and improvised or everyday things to provide experiences for young children.

APPROACH
The material in the study is dealt with by lectures, group discussions, and practical work in the laboratory supported by relevant excursions. Every effort is made to integrate topics and the treatment of them with experiences and theories developed in other subject areas of the course.

ASSESSMENT
Assessment is to be by progressive evaluation based on tests, excursion reports, practical work and an annual examination.

TEXTBOOK
There will not be any set texts.

REFERENCES
Brandwein, Cooper, Blackwood, Hone and Fraser
Holt, M.
Rockcastle, Salamon and Schmidt, et al
Silberman, C. E. (ed.)

JOURNALS

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

CHILD PSYCHOLOGY III

Theories of Child Development and Atypical Children

Three hours a week for one year

The subject aims to explain some of the theories of child development in its various aspects and to enable students to recognise anomalies in development.

OBJECTIVES
1. To extend the second year course by:
   Giving a knowledge of some theories of child development.
   Developing an understanding of behavioural problems in the early childhood years.
   Alerting students to possible deviances which may require medical and/or special educational diagnosis and treatment.

SYLLABUS
1. Theories of child development.
   (a) Field (Lewin)
   (b) Cognitive—developmental (Piaget and Vygotsky)
   (c) Psycho-analytic (Erikson)
   (d) Stimulus—response (Skinner)
   (e) Social Learning (Bandura)

2. Contributions of linguists to theories of language development.
   (a) Analytical, e.g. Carol Chomsky, Noam Chomsky, Paula Menyuk.
   (b) Descriptive, e.g. James Britton, Andrew Wilkinson, Connie and Harold Rosen.

3. Atypical Children in the Pre-School.
   Identification of atypical children.
   Referral and diagnostic agencies.
   Community resources for atypical children.
   Special educational needs.

APPROACH
The subject field is covered by means of lectures, seminars and films together with visits to special schools and community agencies for the diagnosis and treatment of atypical children.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ASSESSMENT
Students are assessed by consideration of:
(a) Written assignments.
(b) Preparation of papers for discussion in seminars.
(c) Reports of visits.
(d) Half yearly tests.

RECOMMENDED READING
Baldwin, A. L.
Britton, J.
Chomsky, Noam
Douglas, D. (ed.)
Frosting, M. and Maslow, P.
Ginsberg, H. and Oppen, S.
Greene, Judith
Keats, D. M. (ed.)
Kirk, S. A.
Lyons, John
McNeill, David
Pines, M.
Pringle, K. M.
Rosen, C. and H.
Saporta, Sol (ed.)
Wilkinson, Andrew
Wilkinson, Andrew
Winnicott, D. W.


DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ONE YEAR CONVERSION SUBJECTS

ART IIY

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


CRAFT IIY

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, papier mâché, graphic arts, classroom environment and administration, including an examination of the development of atmosphere and procedures conducive to safe successful craft work.
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

ASSMENT
Progressive evaluation of project and bookwork.

REFERENCES
Ball, F. M. and
Corney, H. (ed.)

EXPERIMENTAL TECHNIQUES AND ENAMELLING
Reinhold, 1972.


EDUCATION IIIY

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—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, 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 bureaucracy and specialisation of function.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOKS
Bany, M. A. and
Johnson, L.

EDUCATIONAL SOCIAL PSYCHOLOGY

SOCIOLOGY OF AUSTRALIAN EDUCATION: A Book of Readings

SCHOLARS IN CONTEXT: THE EFFECTS OF ENVIRONMENT ON LEARNING

STUDYING THE CHILD IN SCHOOL

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Hudson, L. (ed.)
Katz, F. M. and
Browne, R. K. (ed.)
Miles, M. B.

LEARNING TO WORK IN GROUPS

THE ECOLOGY OF HUMAN INTELLIGENCE

SOCIOLOGY OF EDUCATION

Teacher Tactics. Sydney, Symes, 1975.

ENGLISH AND READING IIIY

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. J.
Kohl, H. P.
Meinik, A. and
Merritt, J.
Walbush, R. D.
Wilkinson, A.

DRAMA IN THE PRIMARY SCHOOL

THE OPEN CLASSROOM

READING TODAY AND TOMORROW

MY MACHINE MAKES RAINBOWS
Sydney, Reed Educational, 1972.

THE FOUNDATION OF LANGUAGE: TALKING AND READING IN YOUNG CHILDREN

MATHEMATICS IIIY

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
DIPLOMA IN TEACHING (PRIMARY EDUCATION)

use and value of structural 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.

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

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, assignments and practical work.

REFERENCES

DIPLOMA IN TEACHING (PRIMARY EDUCATION)

Inley, W. S. and Hunter, H.
Marsh, M. V.
Orff, S. and Keestman, G.
Salkeid, M. D.
Timmins, M. D.


Natural Science IIY

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 projects, excursions, field work covering specimen collections and natural phenomena.

ASSESSMENT
Progressive evaluation including assignments and final examination.

TEXTBOOK
N.S.W. Department of Education

REFERENCES
Ester, W. K.
Jacobson, W. J.
Kibler, R. J., Barker, L. L. and Miles, D. T.
Pilz, A. and Sand, R.
Schmidt, V. E. and Rockcastle, V. N.
Thier, H. D.

Physical Education IIY

Two hours per week

Strand A—Personal Health and Physical Fitness

This strand is designed to develop some knowledge and under-
standing 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
Budcer, Charles A.
Cratty, Bryant J.
Kirk, R. H., Mayshark, C. and Hornsby, R. P.
Lockhart, A. and Johnson, J.
Willits, P. H.

JOURNALS

Australian Journal of Physical Education.
Loughborough, British Association of Sport and Medicine.
Interaction.
Journal of Health, Physical Education and Recreation.
Washington.

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

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

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

Curriculum in Social Studies.

Curriculum in Social Studies.

In 1977, a revised English/History course is in the second year of being phased in. Therefore, on the following pages separate outlines are shown for new and continuing students in the first or second Year of a three year full time course (including students granted admission with advanced standing) in 1977 and for students progressing from second year in 1976 to third year in 1977. 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.

Students undertaking the Diploma in Teaching (Secondary Education) English/History must demonstrate a satisfactory standard in written English (including Spelling).

### Pattern English 6 Units/History 3 Units

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year I</strong></td>
<td></td>
</tr>
<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>
<td>3</td>
</tr>
<tr>
<td>English IA</td>
<td>4</td>
</tr>
<tr>
<td>History I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Year II</strong></td>
<td></td>
</tr>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>English IIA</td>
<td>3</td>
</tr>
<tr>
<td>English IIB or IIC</td>
<td>3 or 4</td>
</tr>
<tr>
<td>History IIA</td>
<td>3</td>
</tr>
<tr>
<td>Elective I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Year III</strong></td>
<td></td>
</tr>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Principles and Practice of Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>English IIIA</td>
<td>3</td>
</tr>
<tr>
<td>English IIIB</td>
<td>3</td>
</tr>
<tr>
<td>English IIIC</td>
<td>3</td>
</tr>
<tr>
<td>History IIIA</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**FOR STUDENTS CONTINUING IN 1977**

**Year II**

Students progressing from first year in 1976 or after being granted admission with advanced standing in 1977 will undertake one of the course patterns outlined above for Year II.

<table>
<thead>
<tr>
<th>Year III</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>English III or IIIA</td>
<td>4</td>
</tr>
<tr>
<td>*English IIIB</td>
<td>3</td>
</tr>
<tr>
<td>History IIIA</td>
<td>4</td>
</tr>
<tr>
<td>*History IIIB</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td>4</td>
</tr>
</tbody>
</table>

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

---

Students commencing in 1977 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:
**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

### PREREQUISITES 1977

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>Education I</td>
</tr>
<tr>
<td>English IIA</td>
<td>English IA</td>
</tr>
<tr>
<td>English IIB</td>
<td>English IA</td>
</tr>
<tr>
<td>History IIA</td>
<td>History I</td>
</tr>
<tr>
<td>History IIB</td>
<td>History I</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>English III</td>
<td>English IIA</td>
</tr>
<tr>
<td>English IIA</td>
<td>English IIA</td>
</tr>
<tr>
<td>English IIB</td>
<td>English IIB</td>
</tr>
<tr>
<td>History IIIA</td>
<td>History IIA</td>
</tr>
<tr>
<td>History IIB</td>
<td>History IIB</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.

---

**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

### Pattern English 5 Units/History 4 Units

#### Year I

<table>
<thead>
<tr>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

- Education I
- Principles and Practice of Teaching I
- Science GS
- English/History GS (Integrated)
- English IIA
- History I

#### Year II

- Education II
- Principles and Practice of Teaching II
- English IIA
- English IIB or IIC 3 or 4
- History IIA
- History IIB

#### Year III

- Education III
- Principles and Practice of Teaching III
- English IIA
- English IIB or IIC
- Elective I
- History IIIA

### Pattern English 4 Units/History 5 Units

#### Year I

<table>
<thead>
<tr>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

- Education I
- Principles and Practice of Teaching I
- Science GS
- English/History GS (Integrated)
- English IIA
- History I

#### Year II

- Education II
- Principles and Practice of Teaching II
- English IIA
- English IIB or IIC 3 or 4
- History IIA
- History IIB
## DIPLOMA IN TEACHING (SECONDARY EDUCATION)

### YEAR I SUBJECTS

#### 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
  - Charles Dickens
- The Turn of the Screw
  - Henry James
- A Portrait of the Artist as a Young Man
  - James Joyce
- The Rainbow
  - D. H. Lawrence
- The Fallen Idol
  - Graham Greene
- Lolita
  - G. P. Hartley
- The Prime of Miss Jean Brodie
  - Vladimir Nabokov
- Muriel Spark

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
  - William Shakespeare
- The Playboy of the Western World
  - J. M. Synge
- Juno and the Paycock
  - S. O'Casey
- Billy Liar
  - Keith Waterhouse

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.

---

**Year III**
- Education III
- Principles and Practice of Teaching III
- English IIIA
- Elective I
- History IIIA
- History IIIB

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

<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</td>
<td>3</td>
</tr>
<tr>
<td>Science GS</td>
<td>3</td>
</tr>
<tr>
<td>English/History GS</td>
<td>3</td>
</tr>
<tr>
<td>English IIA</td>
<td>4</td>
</tr>
<tr>
<td>History I</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Year II**
- Education II
- Principles and Practice of Teaching II
- English II A
- Elective I
- History II A
- History II B

---

**Year III**
- Education III
- Principles and Practice of Teaching III
- English III A
- History III A
- History IIIB
- History IIIC

---

172

173


**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**Strand C—The Creative Arts**

Creative, interpretative and critical activity by students in the areas of poetry, prose, drama and media. The general approach is one in which the student reads and interprets a work or works and uses this experience as a stimulus for his own written and spoken creative activity which is then presented and evaluated. The strand involves experience in the techniques of practical criticism, creative and scripted drama, speech arts and imaginative writing.

**ASSESSMENT**
Progressive evaluation including participation in the activities and the preparation of a series of short exercises.

**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**

or


Other references are given at the commencement of the year.
The teaching skills to be introduced are:
(a) Basic questioning
(b) Explaining and narrating
(c) Introduction and closure
(d) Variability

The model for each cycle is repeated every three weeks, with each element in the model being sequential and involving students up to three hours each week.

Model for Each Cycle

ONE
Viewing Teaching Skill and Preparation.

TWO
MicroTeaching—Teach/Re-teach Experience

THREE
Macro-teaching/Micro-teaching/Demonstration Lesson.

ASSESSMENT
Progressive evaluation based on exercises, lesson preparation, interaction analysis and essays.

REFERENCES
Adams, R. S. and Biddle, B. J.
Amidson, E. J. and Hough, J. B. (eds.)
Gronlund, N. F.
Harley, B.
Mager, R. F.
Turney, C. et al

(b) Macro-experiences, in co-ordination with High Schools
Each student is required to undertake planning and teaching experiences in teaching English and History to larger groups of pupils in secondary schools.

(Arrangements for these experiences are issued at the commencement of the course).

(c) Practice Teaching
Arrangements are made for each student to experience a period of continuous teaching in at least one secondary school during the year. Each student is required to practise the teaching skills demonstrated. Prior to practice teaching, seminars and workshops are conducted to provide opportunities for students to become familiar with a range of teaching routines, teaching materials and equipment.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR II SUBJECTS

ENGLISH IIA

Three hours per week

Strand A—Teaching English in the Secondary School II

This unit is designed to extend the study of the theory and practice of teaching English especially in relation to Literature, Language and the Media. Topics include (i) an assessment of the writings of major theorists such as David Holbrook, John Dixon, Leslie Stratte, James Britton, F. D. Flower, Frank Whitehead and Kenyon Calthrop; (ii) teaching literature in the junior school; (iii) teaching the language skills of listening, reading, speaking and writing; (iv) the mass media in English teaching; (v) the use of the imagination.

ASSESSMENT
Progressive evaluation—assignments and unit tests.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Strand B—Studies in Popular Fiction

This unit provides a background in popular fiction by investigating the diversity of subject matter and approach, narrative technique and language and the historical and biographical perspectives. Topics are selected from science fiction, the detective story, the crime novel, spy fiction, the love story, and stories of the supernatural.

ASSESSMENT
Assignments, seminar papers, final examination.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Strand C—Language

This unit is concerned with the investigation and development of methods of applying the results of linguistic research to the classroom situation in the teaching of reading, writing, speaking and listening. The following are the major areas of study—kind 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; problems of semantic interpretation.

ASSESSMENT
Essays, class exercises, examination.

REFERENCES

ENGLISH IIB
World Literature

Three hours per week

This unit introduces on a comparative basis a variety of major authors and literary trends on the world scene. It is based on selections from American fiction, drama and poetry, European and Russian literature and Commonwealth and Asian literature.

ASSESSMENT
Assignments, seminar papers, final examination.

REFERENCES
Burgess, A. Cunningham, Marcus Fiedler, Leslie Grazzini, Giovanni Ludwig, Jack Magill, Frank (ed.) Murphy, Rosalie (ed.) Peyre, Henri Seymour-Smith, Martin Strachey, Lytton Vinson, James (ed.) Williams, Raymond West, Paul Tibble, Anne

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ENGLISH IIC

Stage and Film

Four hours per week

Strand A—Film

This strand develops techniques of critical appreciation in studying the art of film. In addition, there is study of the techniques of teaching film appreciation in secondary schools. The following matters are emphasised: historical perspective; elements of film language; the documentary; the animated film; producers and directors; and the use of film extracts. Film making: the techniques available to the film-maker. Study of visual composition and movement, shot and sequence arrangement, use of light and colour, and correlation of visuals and sound as they relate to the use of 8mm and 16mm equipment and to the use of CCTV.

ASSESSMENT
Progressive evaluation based on assignments, participation, seminars and practical exercises.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Strand B—Theatre

This strand involves relaxation and inhibition release exercises; non-scripted creativity and documentary theatre; analysis of scripted drama to illuminate approaches to acting and directing, including the concept of sub-text, basic structure of drama, rhythm, pace, grouping and movement; technical aspects of theatre—lighting, sound, set design, make-up and costuming, incorporating historical perspective; the extension of critical response and theatrical experience by attendance at professional and amateur productions; performance and production experience of scripted and/or group-created drama, and the relation of the above to school experience.

ASSESSMENT
Progressive evaluation based on assignments, participation, seminars and practical exercises.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.
HISTORY IIA

British History to 1815

Three hours per week

This unit studies the development of the British people from the Norman Conquest. It has a brief overview of the pre-conquest period and then examines the centralising impulses in England after the Normans which led to the formation of national institutions and the early nation state. It investigates the constitutional crises of the Wars of the Roses which led to Tudor despotism. The Renaissance and Reformation are studied as part of European movements. The conflict between King and Parliament in Stuart times and the revolutionary settlement are studied with reference to modern constitutional crises. The “Georgian era” of national expansion, agrarian and industrial expansion and the effect of the French Revolution are studied.

ASSESSMENT
Progressive evaluation including class exercises, assignments and semester tests.

REFERENCES
Cole, H.
Davis, H. W. C.
Elton, G. R.
Fisher, D. J. V.
Halevy, E.
Jones, J. A. P.
Kenyon, J. P.

HISTORY IIB

Asian History

Three hours per week

This subject examines the countries of the Asian region by a study of their historical and cultural backgrounds, as well as their modern history. In this way it encourages an appreciation of the viewpoint of various Asian countries on modern world events and tries to avoid judgements based on Western values. Because a detailed and comprehensive study of the whole of the Asian region is not possible in one year, lectures and student research are depth studies along lines of individual interest. The themes of Migration, Power and Authority, and Ideas and Technology are used as guidelines to the study.

ASSESSMENT
Progressive assessment including assignments, class tests and examination.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

PRINCIPLES AND PRACTICE OF TEACHING II

Secondary English/History

Three hours per week

The course has three components:
(a) A/V Equipment Familiarization Component
(b) Rotating In-School Experiences
(c) Block Practice Teaching

OBJECTIVES
The purpose of the course is to develop an awareness of, and participation in, the uses of specific teaching strategies in secondary English and History.
(a) A/V Equipment Familiarization Component
In a program over two weeks at the College Audio-Visual Resources Unit, students will receive basic instruction in the operation of the range of equipment in general use in schools.
(b) Rotating In-School Experiences
Structure
The Rotating In-School Experience programme is developed around indepth studies of specific teaching strategies. The studies are complemented by visits to teachers in secondary schools who have expertise in these strategies.
The course is structured around several teaching strategies, such as:
Whole class techniques, including:
(a) Role play/socio-drama
(b) Group learning
(c) Field studies
(d) Evaluation.
The approach of the course is based on four cycles, with the focus in each cycle being on a specific teaching strategy. Each cycle has four elements:
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ELEMENT ONE
Introduction to the strategy; review of the literature, presentation of basic structure, view films/video tapes, or listen to audio tapes and discussion.

ELEMENT TWO
Demonstration lesson by a secondary school teacher specialist in the presentation of the teaching strategy, discussion of lesson.

ELEMENT THREE
Preparation of lesson and organisation of resource materials, critical appraisal of lesson by peer group and staff.

ELEMENT FOUR
In-School experience presenting the specific teaching strategy to at least one class, evaluation of procedures and discussion of performances. Before repeating the cycle with the next teaching strategy, an objective appraisal is conducted on the cycle just completed.

ASSESSMENT
Progressive evaluation of students in written work, lesson preparation, resources co-ordination, reports and reading notes.

(c) Practice Teaching
Pre-practice seminars including materials, evaluation and practice orientation.
Block Practice.
Post-practice seminars examining experiences gained during block practice, and providing reinforcement of teaching strategies where necessary.
Additional practice experience may be required of students deemed to be in need of it.

ASSESSMENT
Assessment of each student's performance is in terms of lesson notes, teaching practices and effectiveness, and abilities to apply the knowledge of specific teaching strategies.

REFERENCES
Chester, M. and Fon, R.
Clark, L. H.
Gage, N.
Clark, L. H.
Traill, R. D., Logan, I. M. and Rimington, G. T.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

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
Shappcott, T. W.
Wright, J.

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, tech-
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

nological equipment and other teaching aids—their relevance to the classroom.

ASSESSMENT
Progressive evaluation.

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.

COMPENSATORY ENGLISH

Elements of this are drawn upon during the third year 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.

REFERENCES

(a) BOOKS
Blainey, G.

Chisholm, A.

Clark, C. M. H.

Crawford, R. M.

Fitzpatrick, B.

Grattan, H.

REFERENCES

The Tyranny of Distance. Melbourne, Sun, 1969.

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


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Greenwood, G.
Hancock, W. K.
Pike, D.
Shaw, A. G. L.
Ward, R.
Ward, R. (b)
JOURNALS
(c) NEWSPAPERS
See the microfilms in the College Library. Further reading is recommended during the year.

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 based on participation and assignments.

REFERENCES
Barzun, J. and Graffe, 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., 1977.

HISTORY III B

Power and Authority in the United States

Three hours per week

Strand A

A chronological study is made of the bases of power and authority as well as the tensions among different interests. The varieties of power and authority in the colonies, and American independence from Britain are considered. Attention is given to the search for new bases—from the Articles of Confederation to the Constitution, Federalists and Jeffersonians, Jacksonian democracy, Northern and Southern sectionalism, the Civil War, the Reconstruction of the South, the new power of large cor-

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

portations, the populist and progressive challenges to corporate power, the New Deal, McCarthyism, the challenge of Black America.

Strand B

This deals with some important general themes in the American experience. The roles of the Presidency, Legislature, Judiciary, Parties, Press and Lobbyists.

ASSESSMENT
Progressive evaluation including assignments, class work and examination.

REFERENCES
Fine, S. and Brown, G. S.
Hafstadter, R.
Nye, R. B. and Morpurgo, J. E.
The Serials:
Problems in American Civilisation.
Problems in American History.
Berkeley Series in American History.
American Heritage.
American Historical Review.
Current History.
Journals of Southern History.

PRINCIPLES AND PRACTICE OF TEACHING III

Secondary English/History

Three hours per week

The course has two basic components, both practical in nature.
(a) Internship: a regular half-day per week teaching experience in selected secondary schools.
(b) Block Teaching Practice: a period of continuous practice teaching in secondary schools.

OBJECTIVE
To provide an environment for the further professionalisation of student-teachers, in which opportunities are created for the practice of the basic skills and teaching strategies. This course is designed to provide student teachers with opportunities to implement educational theory by observing its pragmatic value and by demonstrating an understanding of it. By having the opportunity to become involved in a total teaching situation, on-going in nature, the student may achieve a climax of pre-service professional preparation. This course recognises
the desirability of placing student-teachers in the field where they may benefit from a continuous involvement with children and teachers. They need to know teachers as colleagues, to understand their problems, even to participate in resolving confusions and doubts.

(a) Internship—half-day per week.

Each student is required to practise the teaching skills and related activities determined by the co-operating teachers and supervising lecturers.

The intern's tasks could include:

1. Developing complete units of study under the guidance of a teacher. The student-teacher may be required to plan and develop aims, determine strategies, locate and use resources, clarify ideas through discussion, select appropriate concepts, review and evaluate outcomes.

2. Observing, procuring and organising resource materials suitable for the needs, abilities and interests of a particular class. The use of motion pictures, models, field trips, exhibits and television is assuming increasing importance in educational programmes. The student-teacher needs to develop competence in several of these areas.

Students may gain experience in such areas as:

- preparation of stencils and transparencies
- previewing 16mm films and videotapes
- using projectors and tape recorders
- helping in film making

—assisting with field studies, etc.

3. Teaching a wide range of age and ability levels. It may be possible for the intern to observe and teach a number of classes from years 7 to 12. Interns are also acquainted with the special problems inherent in classes organised for pupils deemed to be of low general ability.

4. Familiarising themselves with those aspects of class and school administration appropriate to the beginning teacher.

The intern is required to function directly under the supervision of the subject master and co-operating teacher. However, the student-teacher should become fully aware of the roles of other staff members with whom he must co-operate. Through the aid of these individuals (other teachers, librarian, clinical and jani-
A revised Mathematics course was introduced in 1976 and is being phased in. On the following pages, therefore, outlines are shown for years I, II and III of the new course and for year III of the old course. Students attempting Year I and II studies in 1977 should refer to the new course, whilst students attempting Year III studies in 1977 should refer to the old 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 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

#### NEW COURSE FOR FIRST AND SECOND YEAR STUDENTS

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

#### OLD COURSE FOR THIRD YEAR STUDENTS

| Year III |                  |
| Education III | 4 |
| Mathematics III A | 4 |
| Two of: |         |
| Mathematics III B | 4 |
| Mathematics III C | 4 |
| Mathematics III D | 4 |
| Elective | 3 |
| Teaching Experience III | |

### PREREQUISITES 1977

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>Education I</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>Principles and Practice of Teaching I</td>
</tr>
<tr>
<td>Mathematics II A</td>
<td>Students should consult subject syllabuses</td>
</tr>
<tr>
<td>Mathematics II B</td>
<td></td>
</tr>
<tr>
<td>Mathematics II C</td>
<td></td>
</tr>
<tr>
<td>Elective or Mathematics Unit</td>
<td></td>
</tr>
<tr>
<td>Education III</td>
<td></td>
</tr>
<tr>
<td>Mathematics II A</td>
<td></td>
</tr>
<tr>
<td>Mathematics II B</td>
<td></td>
</tr>
<tr>
<td>Mathematics II C</td>
<td></td>
</tr>
<tr>
<td>Mathematics II D</td>
<td></td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td></td>
</tr>
</tbody>
</table>

Students should consult subject syllabuses following:

- Education II
- 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.

**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 substitutions. Rings, Integral Domains and Fields will be considered as extensions of the group concept. Sets of Numbers: Natural Numbers (N); Integers (Z), 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. Matrices and determinant relations. Matrices and Determinants. Structure and properties of matrices to an order of \( 3 \times 3 \); related matrices; solution of linear equations; isomorphism of fields \( C \) and \( \{ \begin{bmatrix} a & -b \\ b & a \end{bmatrix} \} \)

**ASSESSMENT**

Progressive evaluation including assignments, class tests and final examination.

**TEXTBOOKS**


**DIPLOMA IN TEACHING (SECONDARY EDUCATION)**

**Strand B—Geometry**

Analytic Geometry in \( \mathbb{R}^2 \): Equations and properties of straight line and circle; review of locus with reference to cartesian, polar and parametric representations; canonical forms of conic sections as loci studies; application of locus considerations to the properties of conic sections, special curves, envelopes. 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**


**MATHEMATICS 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
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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.

TEXTBOOK
McLoon, K. and Tromba, 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.


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

PRINCIPLES AND PRACTICE OF TEACHING I

Secondary Mathematics

Three hours per week

(a) Microteaching
This topic consists of the analysis and the practice of a set of teaching skills through
(i) the study of underlying theory and principles
(ii) the application of theory and principles in a micro-teaching situation

(b) Block Practice teaching
During a period of block practice teaching, the skills and techniques introduced during microteaching are developed and extended.

ASSESSMENT
Assessment using class tests and supervisor's reports on preparation and presentation of lessons during the microteaching and practice teaching sessions.

REFERENCES
Brown, G.
Turney, C. et al

YEAR II SUBJECTS

MATHEMATICS IIA
MATHEMATICS IIB
MATHEMATICS IIC
MATHEMATICS IID
MATHEMATICS IIE

The specialist studies are determined by various combinations of two-hour strands. These studies are available to all students but some restrictions apply to specialist mathematics students. The combinations and available strands are listed below.

Mathematics IIA: Two of the strands (a), (b) and (i).
Strands (a) and (b) are compulsory for students training as secondary mathematics teachers.

Mathematics IIB: Two of the strands (c), (d) and (e).
Strands (c) and (d) are compulsory for students training as mathematics teachers.

Mathematics IIC: Two of the strands (e), (f) and (g).
Mathematics IID: Two of the strands (g), (h) and (j).
Mathematics IIE: Two of the strands (i), (j) and (f).

NB. Third year students who elect two second year subjects may find that their second year selection has made listed combinations impossible. In such cases strand (h), with the approval of the Head of the Department, may be substituted for a nominated strand to effect an approved combination.

<table>
<thead>
<tr>
<th>Strand Title</th>
<th>Prerequisite</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Matrices and Elementary Vector Spaces</td>
<td>Mathematics IA</td>
<td>2</td>
</tr>
<tr>
<td>(b) Theory of Number and Related Topics</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>(c) Mathematics Education; Junior Curriculum Studies</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>(d) Real Analysis</td>
<td>Mathematics IB</td>
<td>2</td>
</tr>
<tr>
<td>(e) Calculus</td>
<td>Mathematics IB</td>
<td>2</td>
</tr>
<tr>
<td>(f) Applied Mathematics: Mechanics</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>(g) Finite Mathematics</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>(h) Geometry (not offered in 1977)</td>
<td>Mathematics IA</td>
<td></td>
</tr>
<tr>
<td>(i) Computer Studies</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>(j) Applied Mathematics: Astronomy, Navigation and Surveying</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Strand (a)—Matrices and Elementary Vector Spaces

Two hours per week

A review and extension of matrix and vector theory.
Linear spaces—subspaces.
Linear dependence and independence.
Linear mappings—the relationship between linear maps and matrices.
Singular and non-singular linear transformations.
Linear Operators.

ASSESSMENT
A final examination together with a number of shorter class tests.

TEXTBOOK

REFERENCES

Strand (b)—Theory of Number and Related Topics

Two hours per week

Sets and elementary logic.
Relations and mappings.
Combinations and permutations.
Primes—Composites—divisibility—congruences.
Special numbers.
Continued fractions.

ASSESSMENT
A final examination together with short class tests and assignments.

TEXTBOOK
REFERENCES
Benner, C. P. et al
Hardy, G. H. and
Wright, E. M.
Kirch, A. M.
McCoy, N. H.
Maxfield, J. E. and M. W.
Pettofrezzo, A. J. and
Byrkit, D. R.
Weiss, E.


ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

TEXTBOOK
Giles, J. R.


REFERENCES
Anderson and Hall
Burrill & Knudsen
Labarre, A. E.
Rudin, Walter


ASSESSMENT
The study is assessed by means of tests and a final examination.

REFERENCES
McLoon, K. and
Tromba, A.


ASSESSMENT
The study is assessed by means of tests and a final examination.

REFERENCES
Apostol, T. M.


Kaplan, W.
Shanks, M. E. and
Gambill, R.
Thomas, G. B.


Strand (f) — Applied Mathematics: Mechanics

Two hours per week

This strand aims to relate pure mathematics to the solution of problems arising in the physical world and to provide a background to some applied mathematics topics being introduced to secondary school courses.

Topics studied include:
- Dynamics of a particle and a body in one dimension.
- Dynamics of a particle moving in more than one dimension.
- Vector Methods.
- Statics—particle and rigid body.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

TEXTBOOK
Fitzpatrick, J. B. and Galbraith, P.  
**Applied Mathematics.** Melbourne, Jacaranda, 1972.

REFERENCES
Clarke, L. H. and Norton, F. G. J.  

Wragg, C. A. L.  

Strand (g) — Finite Mathematics

Two hours per week

This strand is designed to introduce teachers to some aspects of modern applied mathematics and to provide a background to some topics being introduced to secondary school courses.

Linear programming.
- (i) The Algebra of linear inequalities.
- (ii) Graphing of linear inequalities—convex polygons.
- (iii) The linear programming problem.
- (iv) Graphical solution.
- (v) Fourier-Motzkin method of solution.
- (vi) The Simplex Algorithm.
- (vii) Dual programmes.

Solution of matrix games.

Networks.
- (i) Maximum flow.
- (ii) Shortest paths and minimal spanning trees.
- (iii) Activity networks and critical paths.

ASSESSMENT
The study is assessed by means of assignments, class tests and final examination.

TEXTBOOK
No set textbook.

REFERENCES
Benner, C. F. et al  

Bussaker, R. G. and Saaty, T. L.  

Campbell, H. G.  

Garvin, W. W.  

Gass, S. I.  

Gilligan, L. G. and Nemzer, R. B.  

Hoel, R. G.  

Lipschutz, S.  

Loomba, N.  

Merserve, B. E.  

Owen, G.  

Pearl, M.  

Smith, K. J.  

Strand (h) — Geometry is not offered in 1977

Strand (i) — Computer Studies

A strand designed to extend the introductory treatment of computing presented in Mathematics IB and to develop an appreciation of certain relevant aspects of Computing Science.

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.

Simple machine code.

Introduction to numerical analysis.

ASSESSMENT
This strand is assessed by means of assignments, class tests and final examination.
REFERENCES
Adler, I.
Bohl, M.
Eadie, D.
Hull and Day
Korfhage, R.
Lytel, A.
Mano, M.
Rolston, A.
Schied, F.


Strand (j)—Applied Mathematics: Mathematical Astronomy, Navigation and Surveying is not offered in 1977.

Strand (k)—Complex Variables

Complex numbers.


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

TEXTBOOK
Spiegal, M. R.


REFERENCES
Churchill, R. V.


Hanser, Arthur A.


Ledermann, W.


Tall, D. O.


Strand (l)—Differential Equations


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

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

REPRESENTD BY

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

TEXTBOOK
Betz, H., Burcham, P., and Ewing, G.


REFERENCES
Ayres, Frank


Boyce, W. E. and Di Prima, R. C.


Strand (m)—Analysis of Metric Spaces


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

REFERENCES
Lipschutz, 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.

The assessment of pupils studying Mathematics. The Mathematics laboratory—practical work in Mathematics. The preparation and
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

presentation of learning aids—teacher made and departmentally supplied. The organisation of a Mathematics Department within a school—the maintenance of records. Library work for the Mathematics student. An introduction to professional journals. Catering for individual differences. Research into the learning of Mathematics. The views of Dienes, Bruner, Ausubel, Skemp and Biggs. Comparative studies. School Mathematics outside N.S.W. Trends in Mathematics teaching. The component skills of teaching, in a mathematical context, will be illustrated through live demonstrations and the viewing of filmed models.

ASSESSMENT
Progressive evaluation based upon assignments, participation in tutorials and seminars and demonstrated competence in the content of the senior secondary school syllabus in Mathematics.

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 Morris, S.

Strand (p)—Numerical Analysis


This strand requires limited access to a high speed computer using Fortran as a programming language and/or ready access to programmable desk calculators of not less than seven memories plus Jump facilities.

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

TEXTBOOK
Conte, S. D.

REFERENCES
Ralston, A.
Scheid, F.

PRINCIPLES AND PRACTICE OF TEACHING II

Secondary Mathematics

Three hours per week

Prerequisite—Principles and Practice of Teaching I.

(a) Microteaching and macroteaching

(i) This topic includes an extension of the microteaching sequence described in Principles and Practice of Teaching I.

Skills treated are centred upon:

(ii) the teaching of small groups
(ii) Students analyse a set of lesson types by:
(i) the study of underlying theory and principles
(ii) the application of theory and principles in a macroteaching situation
(iii) the observation and discussion of pre-recorded and live demonstrations of these lesson types

The lesson types treated are:
(i) introducing a new topic;
(ii) extending a process;
(iii) the discovery lesson;
(iv) a preliminary lesson to diagnose pupils' abilities and weaknesses;
(v) the returning of test papers and the subsequent review;
(vi) the revision lesson.

In the preparation and presentation of these lessons, attention is given to using:
(i) geometrical instruments,
(ii) structured materials,
(iii) the overhead projector and other audio/visual equipment,
(iv) the programmable calculator as a teaching aid,
(v) specifically constructed teaching aids,
(vi) activity approaches.

(b) Block practice teaching
During a period of block practice teaching, the skills, techniques and lesson structures of part (a) are developed and extended.

ASSESSMENT
Assessment is by means of class tests, assignments and supervisor's reports on preparation and presentation of lessons during the microteaching, macroteaching and practice teaching sessions.

REFERENCES
Brown, G.
Cooney, T. J. et al
Mathematics Teacher Education Project
Turney, C. et al
Mathematics Teacher Education Project
Turney, C. et al
Turney, C. et al

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

REFERENCES
Baumsley, B. and Chandler, B.
Birkhoff, G. and MacLane, S.
Macdonald, L. D.
Rotman, J. J.

YEAR III SUBJECTS

MATHEMATICS IIIA  MATHEMATICS IIIC
MATHEMATICS IIIB  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 third-year units.

Strand Title  Hours per week  Prerequisite
H  Group Theory  2  Mathematics IA**
I  Linear Algebra  2  Strand B*
J  Projective Geometry  2  Strand A*
K  Complex Variable  2  Strand D*
L  Differential Equations  2  Strand E*
M  Analysis of Metric Spaces  2  Strand D*
N  Curriculum Studies and Senior Mathematics Method  2  Strand A*
O  Probability and Statistics  2  Strand G*
P  Numerical Analysis  2  Strand G*

*See 1976 Calendar.
**See 1975 Handbook.

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 subsets, quotient groups, homomorphism theorems.

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

REFERENCES
Baumsley, B. and Chandler, B.
Birkhoff, G. and MacLane, S.
Macdonald, L. D.
Rotman, J. J.

A revised Science course is being phased in. Consequently, there is one course outline for students who enter College in 1977—or with advanced standing—or who entered the first year of the course in 1976. There is a second course outline for continuing students who entered the course prior to 1976 or who entered 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)**

**SCIENCE**

Students who commenced first year studies in 1976 and those who enter College in 1977—or with advanced standing.

**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 Teaching I</td>
<td>3</td>
</tr>
<tr>
<td>Biology I</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>Geology I</td>
<td>4</td>
</tr>
<tr>
<td>Physics I</td>
<td>4</td>
</tr>
</tbody>
</table>

**PREREQUISITES 1977**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>Education I</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>Physical Education I</td>
</tr>
<tr>
<td>Biology II</td>
<td>Biology I</td>
</tr>
<tr>
<td>Chemistry II</td>
<td>Chemistry I</td>
</tr>
<tr>
<td>Geology II</td>
<td>Geology I</td>
</tr>
<tr>
<td>Geology II</td>
<td>Geology I</td>
</tr>
</tbody>
</table>

**Year II**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>Three of:</td>
<td></td>
</tr>
<tr>
<td>(Biology II)</td>
<td>4</td>
</tr>
<tr>
<td>(Chemistry II)</td>
<td>4</td>
</tr>
<tr>
<td>(Geology II)</td>
<td>4</td>
</tr>
<tr>
<td>(Physics II)</td>
<td>4</td>
</tr>
<tr>
<td>English GS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year III**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Principles and Practice Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>Two of:</td>
<td></td>
</tr>
<tr>
<td>(Biology III)</td>
<td>4</td>
</tr>
<tr>
<td>(Chemistry III)</td>
<td>4</td>
</tr>
<tr>
<td>(Geology III)</td>
<td>4</td>
</tr>
<tr>
<td>(Physics III)</td>
<td>4</td>
</tr>
<tr>
<td>Social Science GS</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Science Unit</td>
<td>3</td>
</tr>
</tbody>
</table>

**STUDENTS CONTINUING IN 1977**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Four of:</td>
<td></td>
</tr>
<tr>
<td>(Biology III)</td>
<td>4</td>
</tr>
<tr>
<td>(Chemistry III)</td>
<td>4</td>
</tr>
<tr>
<td>(Geology III)</td>
<td>4</td>
</tr>
<tr>
<td>(Physics III)</td>
<td>4</td>
</tr>
<tr>
<td>(Elective)</td>
<td>3</td>
</tr>
<tr>
<td>(Science Subject Level II</td>
<td>4</td>
</tr>
<tr>
<td>Teaching Experience III</td>
<td></td>
</tr>
</tbody>
</table>
Physics II
Science Education II
Teaching Experience II

Education III
Biology III
Chemistry III
Geology III
Physics III
Teaching Experience III

Physics I
Science Education I
Teaching Experience I

Education II
Biology II
Chemistry II
Geology II
Physics II
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.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR I SUBJECTS

BIOLOGY I

Four hours per week

Prerequisite—Higher School Certificate Science

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. Brief study of the skeletal, reproductive, respiratory, nervous and muscular 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

Prerequisite—Higher School Certificate Science

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.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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

TEXTBOOKS
Aylward, G. H. and Findlay, T. J. V.
Fernandez, J. E. and Whitaker, R. D.

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

GEOLOGY I

Four hours per week

Prerequisite—Higher School Certificate Science

A general study of the earth as a planetary body, earth cycles and processes and geological principles. Topics of study include—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 practical work are included.

ASSESSMENT
Progressive assessment including periodic tests and final examination.

TEXTBOOKS
American Geological Institute
Bickford, M. E. et al

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

PHYSICS I

Four hours per week

Prerequisite—Higher School Certificate Science and Mathematics

Mechanics: kinematics, relativistic effects, statics and dynamics of a particle, statics of a rigid body, conservation of energy and momentum, rotational dynamics, rotational momentum and energy and oscillatory motion.
Thermodynamics topics include: the ideal gas model, thermal properties of matter, and laws of thermodynamics.

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

TEXTBOOK
Reimann, A. L.

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

PRINCIPLES AND PRACTICE OF TEACHING I

Science Education

Three hours per week

In the first semester, the course is concerned with preparation for practice teaching. Topics include objectives for science teaching, preparation and presentation of lessons, safety in the laboratory, self-awareness, pupil awareness, use of teaching aids, and class management.
After practice teaching, in the second semester, the students are assisted to master the Sydney Micro Skills of basic questioning, reinforcement, and variability. Experiences include theory treatment at Newcastle College of Advanced Education, demonstration lessons, and video-taped micro-teaching sessions.

ASSESSMENT
Progressive evaluation based on assignments, preparation and presentation of lessons, followed by a final examination.

REFERENCES
Tisher, R. P. et al
Turney, C. et al
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR II SUBJECTS

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
A list of references will be supplied by the lecturer at the start of the academic year.

Strand B—Ecology and Field Studies

This strand covers ecology and the nature of the ecosystems, energy flow through 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 excursion, research projects, exercises, displays and final examination.

TEXTBOOKS

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

CHEMISTRY II

Four hours per week

Prerequisite—Chemistry I or equivalent

Outline of Content
1. Wave mechanical model of atomic structure.
2. Theories of chemical bonding and the relation of these theories to observable physical and chemical properties of elements and compounds.
3. Energy changes in chemical reactions; use of $\Delta H$, $\Delta S$ and $\Delta G$ changes.
4. Co-ordination chemistry (3d elements); an introduction including stereochemical aspects, bonding theories (including ligand field theory) and a consideration of the importance of co-ordination compounds in analytical chemistry and biological systems.
5. Analytical chemistry. Importance of analytical chemistry to pure science and to social issues. Range of techniques used in analytical chemistry. Difficulties and limitations of each technique.

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

TEXTBOOKS

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

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
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

PHYSICS II

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

TEXTBOOK

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

PRINCIPLES AND PRACTICE OF TEACHING II

Science Education

Three hours per week

Prerequisite—Principles and Practice of Teaching I

In the first semester, students are assisted to master some basic models of science teaching, and to demonstrate competence in elementary analysis of lessons. The models are Ausbel's advance organiser model, Bruner's concept attainment model, Suchman's inquiry training model, and the ASEP and JSSP models. Experiences include theory treatment at Newcastle College of Advanced Education, macro-teaching under video conditions, and analysis of lessons. After practice teaching, the course in the second semester is concerned with strategies for influencing secondary pupils' attitudes, through the development of interesting curriculum materials, especially experimental materials, and through relating the science curriculum more meaningfully to life processes.

ASSESSMENT
Progressive assessment based on assignments, analysis of lessons, and teaching.

REFERENCES
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR III SUBJECTS

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, protoza; 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


REFERENCES

A list of references will be supplied by the lecturer at the start of the academic year.

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


LAboratory Guide

REFERENCES

A list of references will be supplied by the lecturer at the start of the academic year.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

CHEMISTRY III

Four hours per week

Prerequisite—Chemistry II or equivalent

Content

A lecture programme covering the following:

1. Molecules in organic chemistry; bonding and stereochemistry of aliphatic, alicyclic, aromatic and heterocyclic molecules.

2. Basic organic reactions; conversion and identification. This will be largely by laboratory work.

3. Factors which affect the properties and reactions of organic molecules.

4. Mechanism of selected organic reactions: addition reactions of alkenes and carbonyls, substitution and elimination reactions of alkyl halides and alcohols, electrophilic aromatic substitution, free radical reactions.

5. Polymers—addition and condensation.

6. Natural product chemistry—a consideration of the composition and properties of naturally occurring compounds which are relevant to Senior High School courses.

7. Instrumental techniques used to elucidate molecular structure with particular emphasis on infra-red spectroscopy.

8. A consideration of the relationship between chemistry and society.

This is carried out by assignment and seminars.

ASSESSMENT

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

TEXTBOOKS


OR


REFERENCES

A list of references will be supplied by the lecturer at the start of the academic year.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

GEOLOGY III

Four hours per week

Prerequisite—Geology II or equivalent

Further studies in petrology, to include the petrology of sedimentary and metamorphic rocks and the processes of their formation.

Geology of the Sydney Basin.

Geological education—the place of Geology in science education and the development of some curriculum materials.

Geophysical topics including the earth's magnetic and gravitational fields; radiometric dating; some principles of seismology. Field work will involve several days' excursion.

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

TEXTBOOK

PHYSICS III

Four hours per week

Prerequisite—Physics II or equivalent

This subject includes electromagnetic waves radio theory 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 situations. 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.

TEXTBOOKS

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

INDUSTRIAL ARTS

BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

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.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

INDUSTRIAL ARTS

STUDENTS COMMENCING IN 1977

<table>
<thead>
<tr>
<th>Year</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
</tr>
<tr>
<td>Education I</td>
<td>3</td>
</tr>
<tr>
<td>Industrial Arts Education I</td>
<td>3</td>
</tr>
<tr>
<td>Drawing and Design I</td>
<td>4</td>
</tr>
<tr>
<td>Technology IA</td>
<td>4</td>
</tr>
<tr>
<td>Technology IB</td>
<td>4</td>
</tr>
<tr>
<td>Engineering Science I</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td></td>
</tr>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Drawing and Design II</td>
<td>4</td>
</tr>
<tr>
<td>Technology IIA</td>
<td>4</td>
</tr>
<tr>
<td>Technology IIB</td>
<td>4</td>
</tr>
<tr>
<td>English GS</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Industrial Arts Unit</td>
<td>3</td>
</tr>
</tbody>
</table>
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Year III

Education III  4
Industrial Arts Education II  3
Two of:
(Drawing and Design III  4
(Technology IIIA  4
(Technology IIIB  4
(Materials Science II  4
(Mechanics II  4
Social Science GS  3
Elective or Industrial Arts Unit  3

ARTISAN ENTRY

STUDENTS COMMENCING IN 1977

Year II

Education IIIa  4
Industrial Arts Education IA  2
Drawing and Design IIA  4
Technology IIA  4
Technology IIIB  4
Engineering Science I  4
English GS  3

Hours per week

Year III

Education III  4
Industrial Arts Education II  3
Two of:
(Drawing and Design III  4
(Technology IIIA  4
(Technology IIIB  4
(Materials Science II  4
(Mechanics II  4
Social Science GS  3
Elective or Industrial Arts Unit  3

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR I SUBJECTS

INDUSTRIAL ARTS EDUCATION I

Principles and Practice of Teaching

Three hours per week for one year

This subject aims to provide each student with an opportunity to acquire specific teaching behaviours or skills, to feed into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on his field of specialisation. The subject organisation has been developed around three major areas or units. The first, during the first semester of the year, is devoted to a cyclic programme of micro-teaching. The second involves a block period of four weeks of practice teaching in secondary schools. The final unit, offered during the second semester, is concerned with aspects of the functioning school with specific reference to industrial arts.

OBJECTIVES

More specifically, the subject is designed to help the prospective industrial arts teacher to:

(a) Practise some teaching behaviours in a supportive situation.
(b) Develop confidence in his ability to teach.
(c) Recognise and cultivate his personal teaching style.
(d) Orient his teaching and personal expectations to the realities of the school situation.
(e) Relate theories of education to the practical teaching situation.
(f) Become acquainted with some of the various types of teaching procedures applicable to industrial arts.
(g) Gain an understanding of the place and function of industrial arts in secondary education in N.S.W.

TOPICS

A. Unit I—Micro-Teaching

Each cycle of the programme will consist of five experiences:

(a) Details of the teaching skill or behaviour to be practised (e.g. reinforcement; questioning; variability). Devising instructional objectives for the lesson, and evaluating strategies.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

(b) Viewing video-taped models; deciding instructional strategies for lesson.
(c) Initial teaching session (video-taped). Lesson video-taped, replayed during a refinement break, then retaught and again played back for evaluation.
(d) Second teaching session. As in (c) but with audio recording.
(e) Demonstration lesson by experienced teacher presenting similar lesson. Discussion of observed lesson with teacher.

B. Unit 2—Block Practice
During the block practice period the group of students assigned to work together during micro-teaching will be appointed to the same school so that their co-operative approach to lesson preparation, presentation and evaluation may be continued. Team teaching will be encouraged, especially with experienced teachers, so that the size of the class group can be varied to suit the student's ability and confidence.

C. Unit 3—The Functioning School
A variety of approaches will be employed to orient the prospective industrial arts teacher to the school and community relations, school organisation, the industrial arts department, curriculum content and development, programming and general classroom organisation. Visiting speakers will provide insight into the expectations of others (administrators, colleagues, pupils, parents) and first-hand information relating to current trends and procedures in industrial arts. Arrangements will be made for students to visit selected schools and inspect general school organisation and curriculum applications in industrial arts.

ASSESSMENT
(a) Objective tests to evaluate student mastery of the theory of the teaching skill component.
(b) A personal folder containing evidence of completion of prescribed preparation at each station of the micro-teaching cycle and during the block practice teaching period.
(c) A series of brief but specific assignments designed to provide students with a permanent record of information relating to topics covered in C above—the Functioning School.
(d) A final test covering the general content of the subject.

TEXTBOOK
Turney, C. et al

REFERENCES
Fisk, L. and Lindgren, H. C.
Gregory, T. B.
Telfer, R. and Rees, J.
Williams, P. (ed.)

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

INDUSTRIAL ARTS EDUCATION 1a

Principles and Practice of Teaching

Two hours per week for one year

This subject aims to provide each student with an opportunity to acquire specific teaching behaviours or skills, to put into practice some of the theory acquired in other subjects and to orient himself to the realities of the school situation with particular emphasis on his field of specialisation.

OBJECTIVES
More specifically the subject is designed to help the prospective industrial arts teacher to:
(a) Practise some teaching behaviours in a supportive situation.
(b) Develop confidence in his ability to teach.
(c) Recognise and cultivate his personal teaching style.
(d) Orient his teaching and personal expectations to the realities of the school situation.
(e) Relate theories of education to the practical teaching situation.
(f) Become acquainted with some of the various types of teaching procedures applicable to industrial arts.
(g) Gain an understanding of the place and function of industrial arts, in secondary education in N.S.W.

TOPICS
A. Micro-Teaching
Each cycle of the programme will consist of five experiences:
(a) Details of the teaching skill or behaviour to be practised (e.g. reinforcement, questioning, variability). Devising instructional objectives for the lesson, and evaluating strategies.
(b) Viewing video-taped models; deciding instructional strategies for lesson.
(c) Initial teaching session (video-taped). Lesson video-taped, replayed during a refinement break, then retaught and again played back for evaluation.
(d) Second teaching session. As in (c) but with audio recording.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

(c) Demonstration lesson by experienced teacher presenting similar lesson. Discussion of observed lesson with teacher.

B. Block Practice

During the block practice period the group of students assigned to work together during micro-teaching will be appointed to the same school so that their co-operative approach to lesson preparation, presentation and evaluation may be continued. Team teaching will be encouraged, especially with experienced teachers, so that the size of the class group can be varied to suit the student's ability and confidence.

C. The Functioning School

A variety of approaches will be employed to orient the prospective industrial arts teacher to general school organisation, the industrial arts department, programming and general classroom management for industrial arts. Arrangements will be made for students to visit selected schools and inspect general school organisation and curriculum applications in industrial arts.

ASSESSMENT

(a) Objective tests to evaluate student mastery of the theory of the teaching skill component.
(b) A personal folder containing evidence of completion of prescribed preparation at each station of the micro-teaching cycle and during the block practice teaching period.
(c) A series of brief but specific assignments designed to provide students with a permanent record of information relating to topics covered in C above—the Functioning School.
(d) A final test covering the general content of the subject.

TEXTBOOK

Turnay, C. et al  

REFERENCES

Fisk, L. and Lindgren, H. C.  
Gregory, T. B.

Telfer, R. and Rees, J.

Williams, P. (ed.)


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.

Part 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

Fitness, E. W., Lindsay, G. C. and Taylor, A. O.

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

REFERENCES

Co-operative Building Societies of N.S.W.

Jensen, C. H.

Standards Association of Australia

The Institute of Engineers


Part B—Applied Design in Technology

The subject seeks to provide students with the opportunity of extending their knowledge of design by application of design principles to the development of products in a number of materials and allied processes. Students will be given the opportunity to select their own areas of specialisation from a number of the traditional crafts.

ASSESSMENT

Progressive evaluation based on practical work and research assignments.

TEXTBOOK

Evans, H. M.

REFERENCES

Hild, K.

Moxley, S.

Johnson, P. and Koenig, K.

Pevener, N.

Zanker, F.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

TECHNOLOGY IA

Metal and Allied Metals

Four hours per week

This subject aims to provide 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.

TEXTBOOKS

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.

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

TEXTBOOKS


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

REFERENCES

JOURNALS

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
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 including exercises and essays. A final examination may be required.

REFERENCES
Collins, J. K. (ed.)
Communications Research Machines
Durkin, D.
Frost
Gergen, K. J.
Grinder, R. E.
La Benne, W. and
Greene, B.
Lesler, G. (ed.)
Russell, I. L.

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.
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.

ASSMENT
Progressive evaluation including assignments, term tests, workshop and tutorial exercises and field reports, a final examination may be required.

REFERENCES
Bigge, M. L.
Cohen, D. and
Simpson, G.
Communications Research Machines
Connell, W. F. et al
Giles, J.
Johnston, J. A. (ed.)
Schoenheirner, H. (ed.)
Tyler, R. W.
Wheeler, D. K.

ASSESSMENT
Progressive evaluation including exercises and essays. A final examination may be required.

REFERENCES
Bigge, M. L.
Cohen, D. and
Simpson, G.
Communications Research Machines
Connell, W. F. et al
Giles, J.
Johnston, J. A. (ed.)
Schoenheirner, H. (ed.)
Tyler, R. W.
Wheeler, D. K.

12 to 20—Studies of City Youth. Sydney, Hicks Smith and Sons, 1975.
The Half Open Door on Open Education. Sydney, Ashton Scholastic, 1975.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

YEAR II SUBJECTS

DRAWING AND DESIGN II

Four hours per week

Part A—Technical Drawing and Graphical Representation


Artisans are required to become familiar with Strand A of Drawing and Design I.

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

TEXTBOOK

REFERENCES


Part B—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 of solids on, or cut by the oblique plane, mining problems. Distances related to the oblique plane. Dihedral angles. Developments of the cone, oblique cone, cylinder, oblique cylinder, transition pieces by triangulation. Intersection of solids with parallel or inclined axes. Fillet curves and rod ends. Conic sections.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 including final examination.

TEXTBOOK

REFERENCES
TECHNOLOGY IIB

Wood and Allied Materials

This subject emphasises the approach to problems of design and places importance upon creativity rather than reproduction. Emphasis is directed towards practical skills to a greater extent than would be found in courses not specifically designed for vocational purposes, such skills being of significance to the occupational needs of the students.

Topics included are cabinet making, wood technology, timber finishing and decorative treatment of timber, wood machining. Artisans are required to familiarise themselves with topics covered in Technology IB, viz. shaping and joining of timber, the use of hand tools, timber products and allied materials, and tool maintenance.

ASSESSMENT
Progressive evaluation including practical and written assignments and final examination.

TEXTBOOKS
Keable, J. E. and Leadbetter, B. R.

REFERENCES
Department of Technical Education
Glenister, S. H.
Hjorth, H. and Holtrop, W. F.
Krasner, M. and Pursell, C. W.
Lindbeck, J. R.
Pipenburg, R. E.
Waring, R. H.
Zanker, F. O.

INDUSTRIAL ARTS EDUCATION II

Three hours per week for one year

This area of study aims to provide the intending teacher of industrial arts with an understanding of industrial arts curriculum development and application through an investigation into current industrial arts programmes. In particular, the student will be expected to consider and evaluate the place and function of industrial arts in secondary education in N.S.W. through involvement in current curriculum and by investigating and experimenting with possible changes in curriculum structure and/or application.

OBJECTIVES
More specifically, the subject aims to help the prospective industrial arts teacher to:

(a) Relate the development of his field of specialisation to the factors underlying the general development of educational programmes.

(b) Gain an appreciation and understanding of a number of significant approaches to industrial arts.

(c) Develop an awareness of the factors influencing industrial arts curriculum development in N.S.W.

(d) Critically examine current industrial arts programmes in N.S.W.

(e) Gain experience in curriculum implementation through field experience programmes.

(f) Experiment with changes in curriculum application through the development of new approaches and classroom techniques.

TOPICS

(a) Examination of selected contemporary industrial arts programmes.

(b) Investigation of the philosophies which determine industrial arts curriculum. Emphasis to be placed upon factors relating to industrial arts curriculum decisions in N.S.W. and upon the identification of possible trends in curriculum structure and application within the field of specialisation in the state.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

(c) Analysis of the application of various teaching procedures in industrial arts.

APPROACH
The subject is essentially practical in nature. Some formal lectures will be given but much of the theoretical background will be covered through seminars prepared and presented by the students and by visiting speakers who will provide insight into current curriculum structure and application in N.S.W. schools. Students will be encouraged to use College facilities to develop software and other materials involved with the presentation of various innovative application techniques. A field experience programme and the block period of practice will provide students with the opportunity of testing and evaluating various teaching procedures. Arrangements will be made for students to visit selected schools and inspect a variety of curriculum applications in industrial arts.

ASSESSMENT
Assessment will be by progressive evaluation, based on seminars, practice teaching and field experience reports, class exercises and a major assignment.

TEXTBOOKS
No specific text or texts adequately cover the overall content of this subject. Journal articles will be extensively used. Students will be referred to applicable portions of the following representative reference material at appropriate times.

REFERENCES
Barlow, Melvin C.
Cochrane, G. H.
Cusick, P. A.
Edgar, D. E. (ed.)
Fink, L. and Lindgren, H. C.
Householder, Daniel L.
Negron, Lloyd P. and Sargent, William T. (ed.)
Short, Edmund C. and Marconnet, George D. (ed.)
Swendsen, Ethan A. T. (ed.)
Telfer, R. and Rees, J.
Ziel, H. R.

History of Industrial Education in the United States. Peoria, Chas. A. Bennett, 1967.
Innovative Programs in Industrial Education. Bloomington, McKnight and McKnight, 1970.
The Competent Teacher. Sydney, Angus and Robertson, 1974.
Industrial Arts for the Early Adolescent. 21st Yearbook of the American Council on Industrial Arts Teacher Education. Bloomington, McKnight and McKnight, 1972.
Action and Thought in Industrial Arts Education. 12th Yearbook of the American Council of Industrial Arts Teacher Education. Bloomington, McKnight and McKnight, 1963.

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.

Part A—Engineering Drawing (Degree and Diploma)

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
Elger, A. J. and Busch, E. K.
Standards Association of Australia
The Institute of Engineers

REFERENCES
Co-operative Building Societies of N.S.W.
Taylor, A. O.
Jenson, C. H.


Part 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
Parker, R., Jensen, A. and Chenoweth, H.
Part C—Craft (Diploma Only)

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
Ceramics and electricity. Refractories and industry.

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.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

REFERENCES
Bekley, G. C. and
Chilton, E. G.
Croxton, P. C. L.,
Martin, L. H. and
Mills, G. M.
Embleton, W.
Hirschhorn, Dr. J.
Oberg, Ryder, G. H.

GRAPHIC ARTS AND PHOTOGRAPHY: An extension of work undertaken

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

REFERENCES
Bekley, G. C. and
Chilton, E. G.

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


DIPLOMA IN TEACHING (SECONDARY EDUCATION)
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 study covered by Mathematics, Physics and Chemistry, and recognises the interdependence of the pure scientist and the technologist 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.

REFERENCES

Desch, H. E.
Hackett, D. F. and Spielman, P. E.
Hartley, A.
Kranzberg, M. and Wallis, N. K.

JOURNAL

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.

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 in 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 student to aid in experimental analysis.

ASSESSMENT

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

TEXTBOOK

John, V. B.
OR
Schlenker, B. R.

REFERENCES

Allen, D. K. and Mortensen, K. S.
Bailey, F. W. J.
Byrnes, J. V.
Chandler, M.
Mark, H. F. and Tobolsky, A. V.
Pollack, H. W.
Starfield, M. S. and Schrager, A. M.
Van Vlack, L. N.


REFERENCES

Embleton, W.
Hannah, J. and Hillier, H.
Holman, J. P.
Jensen, A. and Chenoweth, H. H.
Adapted by D. N. Watkins
Morley, J.
Mullins, R. K.
Schlenker, B. and McKeon, D.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

MECHANICS II

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.

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 in 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 student to aid in experimental analysis.

ASSESSMENT

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

TEXTBOOK

John, V. B.
OR
Schlenker, B. R.

REFERENCES

Allen, D. K. and Mortensen, K. S.
Bailey, F. W. J.
Byrnes, J. V.
Chandler, M.
Mark, H. F. and Tobolsky, A. V.
Pollack, H. W.
Starfield, M. S. and Schrager, A. M.
Van Vlack, L. N.


REFERENCES

Embleton, W.
Hannah, J. and Hillier, H.
Holman, J. P.
Jensen, A. and Chenoweth, H. H.
Adapted by D. N. Watkins
Morley, J.
Mullins, R. K.
Schlenker, B. and McKeon, D.
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 1977 may be permitted to undertake additional degree requirements while they are still full-time students.

**Year III**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td><strong>Three of</strong></td>
<td></td>
</tr>
<tr>
<td>(Drawing and Design III)</td>
<td>4</td>
</tr>
<tr>
<td>(Technology II A)</td>
<td>4</td>
</tr>
<tr>
<td>(Technology II B)</td>
<td>4</td>
</tr>
<tr>
<td>(Materials Science II)</td>
<td>4*</td>
</tr>
<tr>
<td>(Mechanics II)</td>
<td>4*</td>
</tr>
<tr>
<td>Social Science GS</td>
<td>3</td>
</tr>
<tr>
<td>Elective or Industrial Arts Unit</td>
<td>3</td>
</tr>
</tbody>
</table>

**Year IV**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education IV</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Arts Education II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Three of following including at least one at level IV:</strong></td>
<td></td>
</tr>
<tr>
<td>(Drawing and Design III or IV)</td>
<td>4</td>
</tr>
<tr>
<td>(Technology II A or IV A)</td>
<td>4</td>
</tr>
<tr>
<td>(Technology II B or IV B)</td>
<td>4</td>
</tr>
<tr>
<td>(Materials Science II or III)</td>
<td>4*</td>
</tr>
<tr>
<td>(Mechanics II or III)</td>
<td>4*</td>
</tr>
<tr>
<td>Elective or Industrial Arts Unit</td>
<td>3</td>
</tr>
</tbody>
</table>

*In their course students MUST undertake either Materials Science III or Mechanics III as well as Science IBE or Mathematics IAE.*

**BACHELOR OF EDUCATION (INDUSTRIAL ARTS)**

Additional degree requirements which may be completed by students in Year III of the diploma course.

**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.
BACHELOR OF EDUCATION (INDUSTRIAL ARTS)

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.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

HOME SCIENCE/TEXTILES

BACHELOR OF EDUCATION

HOME SCIENCE/TEXTILES

The N.S.W. Higher Education Board has approved the introduction of the Bachelor of Education (Home Science/Textiles) in 1977. The first two years of the programme outlined are common to both the diploma and degree courses. 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)

HOME SCIENCE/TEXTILES

BACHELOR OF EDUCATION

HOME SCIENCE/TEXTILES

<table>
<thead>
<tr>
<th>Year I</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>Nutrition and Food Science I</td>
<td>4</td>
</tr>
<tr>
<td>Family Studies I</td>
<td>4</td>
</tr>
<tr>
<td>Textile Science I</td>
<td>4</td>
</tr>
<tr>
<td>Textile Design I</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>Three of:</td>
<td></td>
</tr>
<tr>
<td>(Nutrition and Food Science II</td>
<td>4</td>
</tr>
<tr>
<td>(Family Studies II</td>
<td>4</td>
</tr>
<tr>
<td>(Textile Science II</td>
<td>4</td>
</tr>
<tr>
<td>(Textile Design II</td>
<td>4</td>
</tr>
<tr>
<td>English GS</td>
<td>3</td>
</tr>
</tbody>
</table>
HOME SCIENCE/TEXTILES

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

HOME SCIENCE/TEXTILES

Year III
Education III 4
Principles and Practice of Teaching III 3
Two of:
   (Nutrition and Food Science III 4
   Family Studies III 4
   Textile Science III 4
   Textile Design III 4
Social Science GS 3
Elective or Home Science/Textiles unit 3

BACHELOR OF EDUCATION
(HOME SCIENCE/TEXTILES)

Year III
Education III 4
Three of:
   (Nutrition and Food Science III 4
   Family Studies III 4
   Textile Science III 4
   Textile Design III 4
Social Science GS 3
Elective unit 3

Year IV
Education IV 4
Principles and Practice of Teaching III 3
Three of:
   (Nutrition and Food Science IV 4
   Consumer Studies IV 4
   Textiles IV 4
Year II or III subject not previously studied 4
   (At least two subjects must be taken at Year IV level.)
Elective unit 3

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, staple foods, basic food groups, sources of nutrients, human nutrient needs, recommended daily allowances, nutrition problems. Perceptual study of the chemical receptors of taste and olfaction, taste-testing studies. The roles of hunger and thirst in human behaviour patterns. 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. The structure and function of the plant cell. 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 are 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 electropA
ing. 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
Corden, Margaret and Thomas, Suey Davidson, Stanley et al

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.
FAMILY STUDIES I

Four hours per week

Family and Culture: Foods: in Historical Perspective

This subject promotes the study of the structures and functions of the family in historical perspective and the effects of culture orientation upon food choice, preparation and presentation; the understanding of the vectors of human relationships and the effects of the availability and selection of food upon human behaviour.

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

REFERENCES
Reading lists will be available at the commencement of the year.

TEXTILE SCIENCE I

Four hours per week

The Artist Craftsman: textile techniques originating in ancient cultures. Fibre to thread and interlaced fabrics.

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

TEXTBOOK

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

TEXTILE DESIGN I

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
Snook, Barbara

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.
HOME SCIENCE/TEXTILES

PRINCIPLES AND PRACTICE OF TEACHING I

Home Science and Textiles

Three hours per week for one year

This subject aims to provide each student with an opportunity to acquire specific teaching behaviours or skills to feed into practice some of the theory acquired in other subjects and be oriented to the realities of the school situation with particular emphasis on the field of specialisation. The subject organisation has been developed around three major areas or units. The first, during the first semester of the year, is devoted to a cyclic programme of micro-teaching in primary schools. The second involves a block period of four weeks of practice teaching in secondary schools. The final unit offered contains a cyclic programme of micro-teaching in secondary schools and deals with aspects of the functioning school with specific reference to Home Science and Textiles.

OBJECTIVES

More specifically, the subject is designed to help the prospective Home Science/Textile teacher to:

(a) Practise some teaching behaviours in a supportive situation.
(b) Develop confidence in teaching.
(c) Recognise and cultivate a personal teaching style.
(d) Orient teaching and personal expectations to the realities of the school situation.
(e) Relate theories of education to the practical teaching situation.
(f) Become acquainted with some of the various types of teaching procedures applicable to Home Science/Textiles.
(g) Gain an understanding of the place and function of Home Science/Textiles in secondary education in N.S.W.

SYLLABUS UNITS

Part A—Unit 1—Micro-teaching

Each cycle of the programme consists of five experiences:

(a) Details of the teaching skill or behaviour to be practised (e.g. reinforcement; questioning, variability). Devising instructional objectives for the lesson, and evaluating strategies.
(b) Viewing videotaped models; deciding instructional strategies for lesson.
(c) Initial teaching session (videotaped). Lesson videotaped, replayed during a refinement break, then retaught and again videotaped and played back for evaluation.
(d) Second teaching session. As in (c) but with audio recording.
(e) Demonstration lesson by experienced teacher presenting similar lesson. Discussion of observed lesson with teacher.

Part B—Unit 2—Block Practice

During the block practice period each unit of students assigned to work together during micro-teaching is appointed to the same school so that co-operative approach as to lesson preparation, presentation and evaluation may be continued. Team teaching is encouraged, especially with experienced teachers, so that the size of the class group may be varied to suit the student’s ability and confidence.

Part C—Unit 3—The Functioning School

A variety of approaches is employed to orient the prospective Home Science/Textiles teacher to the school and community relations, school organisation, Home Science/Textiles Department, curriculum content and development, programming and general classroom organisation. Visiting speakers provide insight into the expectations of others (administrators, colleagues, pupils, parents) and first-hand information relating to current trends and procedures in Home Science/Textiles. Arrangements are made for students to experience additional micro-teaching in secondary schools.

ASSESSMENT

Assessment is based upon consideration of:

(a) Objective tests to evaluate student mastery of the theory of the teaching skill component.
(b) A cumulative personal folder containing evidence of completion of prescribed preparation at each station of the micro-teaching cycle and during the block practice teaching period.
(c) A series of brief but specific assignments designed to provide students with a permanent record of information relating to topics covered in Part C above—The Functioning School.
(d) A final test covering the general content of the subject.

TEXTBOOK

YEAR II SUBJECTS

NUTRITION AND FOOD SCIENCE II

Four hours per week

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

Nutrition: 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.

Nutrition and public health—theories of the malnutrition of affluence—analyses and hypotheses.

Food Science: colloidal food systems concerning lipids and carbohydrates. Crystallinity, solubility, and sweetness of sugars, synthetic sweeteners.

Experimental investigation of the reactions of lipids and carbohydrates to methods of food handling. Shelf life, effects of food deterioration on acceptability and/or health. New food products. Legislation concerning lipids and carbohydrates.

Household Science: topics listed are treated in the appropriate sections of Nutrition and Food Science; energy—lighting and heating, fabric stiffeners and finishes, waxes, polishes, detergents.

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

TEXTBOOKS

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

FAMILY STUDIES II

Four hours per week

Family and Culture: Foods: in Australia

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.

ASSESSMENT
Progressive evaluation, including seminars, practical and written exercises, research reports, simulation experiences, assignments, tests and journal analysis.

REFERENCES
Reading lists will be available at the commencement of the year.

TEXTILE SCIENCE II

Four hours per week

Textile Science and Technology: design, manufacture, structure and properties of yarns and fabrics.


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

TEXTBOOK

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

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 physical and mechanical properties of sheer fabrics in fashion design.
**HOME SCIENCE/TEXTILES**

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**
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

---

**PRINCIPLES AND PRACTICE OF TEACHING II**

**Home Science and Textiles**

Three hours per week for one year

The purpose of this subject is to further develop the student's proficiency and confidence in handling learning situations in the classroom, including teaching the class as a whole, in groups, and as individuals.

The organisation of this subject includes:
(a) A block period of four weeks of supervised practice teaching in secondary schools.
(b) A variety of supervised school experiences concerned with aspects of the functioning school with specific references to Home Science and Textiles.

**OBJECTIVES**
The subject is designed to help the prospective Home Science/Textiles teacher to:
(a) become familiar with the processes of school organisation.
(b) examine the syllabus and formulate appropriate programmes for the junior school.
(c) realise the value of planned focal points in controlling the progression of the lesson in the direction desired.
(d) gain mastery in devising, constructing and assembling aids to learning, and in using available visual aid equipment.
(e) meet the challenge of pupil resistance to learning by introducing new and varied approaches to lesson presentation for class groups and individuals.
(f) provide for flexibility in lesson presentation by continuous evaluation and selection of appropriate aids.

**SYLLABUS**

**Part A—Methods and Aids in Lesson Presentation**
(a) Demonstration techniques
   Achievement of clarity in presentation of practical and theoretical information.
The need for good organisation in lesson structure and demonstration planning.
HOME SCIENCE/TEXTILES

Variations in demonstration techniques.
Live television and radio audiences.
Utilisation of closed circuit television equipment.

(b) Aids
Design for clarity and effectiveness.
Availability and variety of aids available in Home Science and Textiles.
Special applications of material available in the Audio-Visual Department of the College. The value of resource centres.

(c) The Practical Lesson
Time organisation.
Budgeting, costing, and purchase of materials.
Utilisation of auxiliary staff.
Safety procedures.
Class organisation.
Evaluation and assessment.

(d) Innovative teaching methods to give variety, interest and incentive to pupils.

(e) The best use of “discussion” and “research and independent study” lessons for senior groups. (Particular attention required for small class for which reduced teaching periods are allocated.)

(g) Suggested methods of dealing with “multi-strand” or “mixed ability” group.

Part B—Block Practice
Implementation of educational techniques and procedures incorporated in A, above.

Part C—The Programme

Part D—School Organisation
Assessment of the contribution of the Home Science/Textiles Department to the functioning of the school as a whole.

HOME SCIENCE/TEXTILES

APPROACH
The subject is both theoretical and practical in nature.

ASSESSMENT
Progressive evaluation of organisational ability in lesson planning and presentation, the design and use of teaching aids and teaching ability.

REFERENCES
Brown, James, W., Lewis, R. B. and Harderoad, F. F.
Fleck, Henrietta
Hall, Olive A. and Pauleau, B.
Home Economics Teachers Group
Langford, Michael
McGrath, Earl J. and Johnson, J. T.

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 storage and preparation. Application of theoretical and experimental procedures to produce products of high nutritional and aesthetic quality using conventional and alternative protein foods. The production of natural protein foods; 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; legislation concerning food service outlets.

Household Science: these topics are integrated into Nutrition and Food Science; 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
Paul, Pauline, C. and Palmer, Helen H. (eds.) Pike, Ruth L. and Brown, M. L.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

FAMILY STUDIES III

Four hours per week

The Contemporary Family and Culture: Foods

This subject develops an understanding of family and household as a functional unit in a transient environment. The contemporary family household. The family life cycle. Social responsibility and aid available to families. Family food purchase, finance, presentation and consumer awareness, trends, surveys, dietary health and the influence of the media.

ASSESSMENT
Progressive evaluation including practical and written exercises, research reports, simulation experiences and seminar presentation. Annual and/or semester examinations may be required.

REFERENCES
Reading lists will be available at the commencement of the year.

TEXTILE SCIENCE III

Four hours per week

Textile Science and Technology: dyeing and finishing of textile products.
The Artist Craftsman: applying colour to cloth for apparel and decoration.

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

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.
TEXTILE DESIGN III

Four hours per week


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

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

HOME SCIENCE/TEXTILES

PRINCIPLES AND PRACTICE OF TEACHING III

Home Science and Textiles

Three hours per week for one year

This area of study aims to provide the intending teacher of Home Science/Textiles with an understanding of curriculum development and application through an investigation into current programming. In particular, the student is expected to consider and evaluate the place and function of Home Science/Textiles in secondary education in N.S.W. and at the local level.

OBJECTIVES
The subject is designed to acquaint the prospective Home Science/Textiles teacher with:
(a) The organisation and administration of the Home Science/Textiles department within the school.
(b) The programme development within the secondary school.
(c) The importance of co-operative behaviour as a staff member.
(d) Suitable procedures for coping with problems in the classroom.

SYLLABUS UNITS

Part A—The Home Science and Textile Department
Organisation and Administration
(i) Timetabling;
(ii) Conditions of employment and duties of ancillary staff;
(iii) Legal implications of industrial awards;
(iv) Costing and financial organisation for supplies for practical lessons and demonstrations and of equipment. Ownership of equipment donated or on loan.
(v) Accident insurance;
(vi) Compiling an organisation book, and filing of instructions, official instructional material;
(vii) Assessment procedures and record keeping. Compiling tests; evaluation of validity; usefulness as a teaching technique, and at different levels of study and ability.
HOME SCIENCE/TEXTILES

Part B—Programme Development
Examination of selected contemporary Home Science/Textiles programme.
Investigation of the philosophies and goals of the Home Science/Textiles curricula in Australia.
The role of professional associations.
Programme compilation and syllabus interpretation
(i) Breakdown of syllabus into workable units.
(ii) Assessment of reasonable expectation of progress for a particular level of study.

Part C—Sound Decision Making
The challenge of student teaching in personal attitudes and inter-relationships with both staff and students.
Critical evaluation and testing of problems within the classroom.

Part D—Block Practice and Rolling Practice
A block period of four weeks of supervised practice teaching in secondary schools followed by one term of one day per week rolling practice teaching.
Additional Requirements for Degree Course
Each degree student will be required to develop a unit of study applicable to an area of the Home Science/Textiles Curriculum. A detailed programme will be required together with teaching procedures and relevant resource materials.

APPROACH
Coverage of the subject is achieved by both practical and theoretical treatments.

ASSESSMENT
Assessment is by progressive evaluation based on seminars, practice teaching, and field experience reports, class exercises and a major assignment.

TEXTBOOKS
No specific text or texts adequately cover the overall content of this subject. Literature for this study is kept constantly on view.

REFERENCES
Brown, James W., Lewis, R. B. and Harcleroad, F. F.; Fleck, Henrietta; Hall, Olive A. and Paolucci, B.; Home Economics Teachers Group; Langford, Michael; McGrath, Earl J. and Johnson, J. T.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

SOCIAL SCIENCES

A revised Social Science course was commenced 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 1977 and for students continuing studies in 1977 either progressing from first year in 1976 or after being granted admission with advanced standing in 1977. 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)

SOCIAL SCIENCES

STUDENTS COMMENCING IN 1977

Year I

<table>
<thead>
<tr>
<th>Course</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>Social Science IA</td>
<td>3</td>
</tr>
<tr>
<td>Two of:</td>
<td></td>
</tr>
<tr>
<td>(Economics I)</td>
<td>3</td>
</tr>
<tr>
<td>(Geography I)</td>
<td>3</td>
</tr>
<tr>
<td>(Social Science IB)</td>
<td>3</td>
</tr>
<tr>
<td>English/History GS (Integrated)</td>
<td>3</td>
</tr>
</tbody>
</table>
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Year II
Education II 3
Principles and Practice of Teaching II 3
Three of:
(Social Science II A 3
(Economics II 3
(Commerce I 3
(Social Science II B 3
Science GS 3

Year III
Education III 4
Principles and Practice of Teaching III 3
Three of:
(Social Science III A 3
(Economics III 3
(Commerce III 3
(Social Science III B 3
Elective or Social Science Unit 3

STUDENTS CONTINUING IN 1977

Year III
Education III 4
*Commerce III 4
*Geography III 4
*Social Science III 4
Elective 3
Teaching Experience III 3

*In 1977 students may elect to take the subject Exceptional Children in lieu of one of the subjects asterisked above. The syllabus for this unit may be obtained from the Department of Education.

PREREQUISITES 1977

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>Education I</td>
</tr>
<tr>
<td>Physical Education II</td>
<td>Physical Education I</td>
</tr>
<tr>
<td>Economics II</td>
<td>Economics I</td>
</tr>
<tr>
<td>Geography II</td>
<td>Geography I</td>
</tr>
<tr>
<td>Social Science II</td>
<td>Social Science I</td>
</tr>
</tbody>
</table>

Teaching Experience II 3
Education III 3
Commerce III 3
Geography III 3
Social Science III 3
Teaching Experience III 3

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

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 interdisciplinary approaches to teaching with particular reference to the current high school Social Science 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.

TEXTBOOK
Clark, L. C.

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.

ASSESSMENT
Progressive evaluation including essays and reports.

REFERENCES


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.

ASSESSMENT
Progressive evaluation including essays and reports.

REFERENCES


JOURNAL
Of Consuming Interest. Quarterly.

GEOGRAPHY I

Australia in Transition

Three hours per week

A study of changing Australia involving two themes:
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Urban growth, structure and planning. The complex influence of urban man on natural systems.

(2) Resources Utilization and the Environment. Impact of current resource utilization on existing settlement patterns, industrial integration, urban/rural population balance and transport systems.

In both parts of this subject attention will be given to appropriate geographic skills and methods of inquiry.

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Andrews, J.
Coghill, I.
Davies, A. and
Ensell, S.
Drury, G. and
Logan, M.
Harris, D. D.
Jones, F. L.
Learmonth, N. and A.
Leaper, G. (ed.)
Logan, M. I.
Martin, A.
Robinson, K. W.

SOCIAL SCIENCE IB

Understanding Society

Three hours per week

This unit focuses on sociétés that are different. There are three broad subject areas—the family, religion and social groupings.

1. The family—a study of marriage practices and expectations, divorce, roles, child-rearing practices, etc., in traditional Aboriginal society, New Guinea, Africa and modern industrial society.

2. Religion—a comparison of the function of religion in societies such as in New Guinea, Africa and some newer developments such as Cargo cults, Black Muslims and Hari Krishna.

3. Social Groupings—a study of the way in which societies group people into classes or castes using examples from Africa, India, the United States of America and Australia.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Concurrently 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.

ASSESSMENT
Progressive evaluation including one two-thousand (2,000) word essay, assignments and examination.

REFERENCES
Anderson, M. (ed.)
Cohen, R. and
Middleton, J.
Edgar, D. E.
Epstein, A. L.
Fortes, M. and
Evans-Pritchard, E.
Harding, T. and
Wallace, B.
Krupinski, J. and
Stoller, A.
Maquet, J. J.

Wilson, P. R.

PRINCIPLES AND PRACTICE OF TEACHING I

Secondary Social Sciences

Three hours per week

This unit is developed jointly by staff from the Education and Social Sciences Departments of the College.

The course has two basic components, both practical in nature:

(a) a micro-teaching component, which is cyclic and contains four experiences in each cycle.

(b) a period of continuous practice teaching in secondary schools, applying the skills of teaching developed in the first part of the micro-teaching programme.

(a) Micro-teaching Component

OBJECTIVES
To develop and practice competence in several basic teaching skills. To analyse teacher-pupil behaviour and to modify teaching strategies appropriately.

Syllabus
The course has six cycles, with each cycle focusing on a specific teaching skill.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

The teaching skills introduced are:
(a) Explaining
(b) Basic Questioning
(c) Variability
(d) Introduction and Closure
(e) Reinforcement
(f) Advanced Questioning

The model for each cycle is repeated every four weeks, with each component in the model being sequential and involving students up to three hours each week.

Model for Each Cycle

ONE
Viewing Teaching Skill and Preparation

TWO
Micro-teaching—Teaching/Re-teach Experience—(Video)

THREE
Macro-teaching/Micro-teaching/Demonstration Lesson

FOUR
Demonstration Lesson

ASSESSMENT
Progressive evaluation based on exercises, lesson preparation, interaction analysis and essays.

REFERENCES
Adams, R. S. and Biddle, B. J.
Amidson, R. J. and Rough, J. B. (eds.)
Gronlund, N. F.
Harley, B.
Mager, R. F.
Tindall, K. et al
Turney, C. et al

(b) Practice Teaching

Arrangements are made for each student to experience a period of continuous teaching in at least one secondary school during the year.

Each student is required to practice the teaching skills demonstrated in the course.

Prior to practice teaching seminars and workshops are conducted to provide opportunities for students to become familiar with teaching routines, teaching materials and equipment.

The Assessment of each student teacher is in relation to their achievement of the objectives associated with each teaching skill.

REFERENCE
Fish, L. and Lindgren, H. C.
SOCIAL SCIENCE IIA

Three hours per week

This unit introduces the curriculum and teaching methodology of Geography and Economics/Commerce.

Strand A—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.

Strand B—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, organization, 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 process, the measurement and reporting of income, accounting for and control of assets, funds flow analysis, analysis and interpretation of accounting reports.

ASSESSMENT
Progressive evaluation including exercises, seminar papers and resource units.

TEXTBOOK


REFERENCES

Clark, L. C.

Barrett, W.

ECONOMICS II

Economics and Commercial Principles

Three hours per week

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details on economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

REFERENCES

Ardt, H. W. and Corden, W. M. (eds.)

Deinburg, T. F. and McDougall, D. M.

Hagger, A. J.

The Australian Economy: A First Volume of Readings.


Harris, C. P.

McFarlane, B.

Neville, J. W.

Phillips, J. C.

The Teaching of Elementary Economics.


ECONOMICS II

Economics and Commercial Principles

Three hours per week

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details on economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

REFERENCES

Ardt, H. W. and Corden, W. M. (eds.)

Deinburg, T. F. and McDougall, D. M.

Hagger, A. J.


Harris, C. P.

McFarlane, B.

Neville, J. W.

Phillips, J. C.

The Teaching of Elementary Economics.


ECONOMICS II

Economics and Commercial Principles

Three hours per week

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details on economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

REFERENCES

Ardt, H. W. and Corden, W. M. (eds.)

Deinburg, T. F. and McDougall, D. M.

Hagger, A. J.


Harris, C. P.

McFarlane, B.

Neville, J. W.

Phillips, J. C.

The Teaching of Elementary Economics.


Selected Readings in Economics Education. Athens, Ohio University, 1969.

ECONOMICS II

Economics and Commercial Principles

Three hours per week

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details on economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

REFERENCES

Ardt, H. W. and Corden, W. M. (eds.)

Deinburg, T. F. and McDougall, D. M.

Hagger, A. J.


Harris, C. P.

McFarlane, B.

Neville, J. W.

Phillips, J. C.

The Teaching of Elementary Economics.


Selected Readings in Economics Education. Athens, Ohio University, 1969.

ECONOMICS II

Economics and Commercial Principles

Three hours per week

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details on economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

REFERENCES

Ardt, H. W. and Corden, W. M. (eds.)

Deinburg, T. F. and McDougall, D. M.

Hagger, A. J.


Harris, C. P.

McFarlane, B.

Neville, J. W.

Phillips, J. C.

The Teaching of Elementary Economics.


Selected Readings in Economics Education. Athens, Ohio University, 1969.

ECONOMICS II

Economics and Commercial Principles

Three hours per week

This unit aims to examine the basic macroeconomic concepts as they exist in theoretical models. There is an analysis of income determination, employment and business activity together with details on economic forecasting and an analysis of current economic policies. The structure of the monetary sector is examined with descriptions of monetary institutions and their operations. Monetary aspects of inflation and techniques of monetary control are examined. Commercial principles as applied to the structure and roles of different types of business organizations are examined.

ASSESSMENT
Progressive evaluation including tests, assignments and practical work.

REFERENCES

Ardt, H. W. and Corden, W. M. (eds.)

Deinburg, T. F. and McDougall, D. M.

Hagger, A. J.


Harris, C. P.

McFarlane, B.

Neville, J. W.

Phillips, J. C.

The Teaching of Elementary Economics.


Selected Readings in Economics Education. Athens, Ohio University, 1969.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

GEOGRAPHY II

Australia and Asia and the Teaching of Geography

Four hours per week

Strand A—Australia and Asia

Contrasts in development in the major Asian countries. Special attention is given to the Indian subcontinent, China and Japan. In addition, annual selection is made of material from other Asian countries in order to emphasize the variety of resource development, cultural patterns, population pressures and relations that are typical in this area. A flexibility is maintained so that significant developments in Asia may be considered as they arise.

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Andrews, R. L.
Andrews, R. L. and Newnham, T. O.
Breeze, G.
Dempster, P.
East, W. G., Spate, O. K. H. and Fischer, C. A.
Fryer, D. W.
Johnson, B. L. C. and Reichl, P.
Kolb, A.
McGee, T.
Missen, G. J.
Noh, T. and Gordon, D. H.


Strand B—The Teaching of Geography

(Details are given at the commencement of the year.)

REFERENCES
Ball, J. M.
Steinbrink, J. E. and Stoltman, J. P.
Graves, N.
Hall, D.
Morris, J. W.
Wheeler, D. K.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

SOCIAL SCIENCE IIb

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 Judd, B.
Michaelis, J. W. and McKeown, R. J. (eds.)
Sargeant, K. D. (ed.)
Welty, 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, I. C.
Dufty, D. G. (ed.)
Traill, R. D., Logan, L. M. and Rimington, G. T.
Walsh, R. D. and Little, N. A.
Ways We Teach History. Parramatta, History Teachers' Association of N.S.W., 1976.
Asia Teachers' Association Bulletin. Hemisphere.
Development News Digest. Orientation.
PRINCIPLES AND PRACTICE OF TEACHING II

Secondary Social Sciences

Three hours per week

The course has two components:
(a) Rotating In-School Experiences
(b) Block Practice Teaching

OBJECTIVES
The purpose of the course is to develop an awareness of, and participation in, the uses of specific teaching strategies in the Social Sciences subjects in secondary schools.

(a) Rotating In-School Experiences

Structure
The Rotating In-School Experience programme is developed around in-depth studies of specific teaching strategies identified as being familiar to the Social Sciences. The studies are complemented by visits to teachers in secondary schools who have expertise in the practices of these strategies in the classroom.

The course is structured around several teaching strategies, such as:
(a) Simulation/role play/socio-drama
(b) Field studies
(c) Programmed instruction
(d) Social research

The approach of the course is based on four cycles, with the focus in each cycle being on a specific teaching strategy. Each cycle has four elements:

ELEMENT ONE
Introduction to the strategy:—review of the literature, presentation of basic structure, view films/video tapes, or listen to audio tapes, and discussion.

ELEMENT TWO
Demonstration lesson by a secondary school teacher specialist in the presentation of the teaching strategy, discussion of lesson.

REFERENCES
Birrell, W. K.
Chester, M. and Fon, R.
Clark, L. H.
Davey, C.
Gage, N. L. (ed.)
Gordon, A. K.
Hays, W. L.
Herger, H. K.
Kenworthy, L. S.
Noad, B. M.
Noble, P. S.
Sandford, C. T. and Bradbury, M. S.
Shaftel, F. R. and Shaftel, G.
Traill, R. D.
Logan, L. M. and Rimington, G. T.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ELEMENT THREE
Preparation of lesson and organisation of resource materials, critical appraisal of lesson by peer group and staff.

ELEMENT FOUR
In-school experience presenting the specific teaching strategy to at least one class, evaluation of procedures, and discussion of performances. Before repeating the cycle with the next teaching strategy, an objective appraisal is conducted on the cycle just completed.

ASSESSMENT
Progressive evaluation of students in written work, lesson preparation, resources coordination, reports and reading notes.

(b) Practice Teaching
Each student is to undertake a period of continuous practice teaching in at least one secondary school.

Students are expected to practise the specific teaching skills introduced in the course and to extend their competencies as classroom teachers in the Social Sciences subjects.

ASSESSMENT
Assessment of each student's performances is in terms of lesson notes, teaching practices and effectiveness, and abilities to apply the knowledge of specific teaching strategies.

REFERENCES
Birrell, W. K.
Chester, M. and Fon, R.
Clark, L. H.
Davey, C.
Gage, N. L. (ed.)
Gordon, A. K.
Hays, W. L.
Herger, H. K.
Kenworthy, L. S.
Noad, B. M.
Noble, P. S.
Sandford, C. T. and Bradbury, M. S.
Shaftel, F. R. and Shaftel, G.
Traill, R. D.
Logan, L. M. and Rimington, G. 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; intergovernmental 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 essay, resource unit and seminar presentations and final examination in curriculum and method.

REFERENCES
Chamberlain, N. W. (ed.)
Dixon, J. (ed.)
Downing, R. I. et al
Eckstein, O.
Mathews, R. L. and Jay, W. R.
Noble, C. E. and Nottle, R. W.
Prest, A.

Strand B—The Teaching of Economics

Modern trends in economics education, particularly in the U.S.A. and U.K. Recent developments in economics curriculum in N.S.W.—critical appraisal of the present and proposed syllabuses. Aims and objectives of the curriculum and an analysis of how the present and proposed syllabuses compare with current educational thought on economics. Content selection and organi-

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

zation—some possible alternatives. Programming and evaluation in economics. Traditional and advanced methodology; and, resources selection.

ASSESSMENT
Progressive evaluation including essay, resource unit and seminar presentations and final examination in curriculum and method.

REFERENCES
Edwards, G.
Lee, N.
Lumsden, K.
Lumsden, K.
Maher, J. E.
N.S.W. Department of Education
Prehn, E. C.
Wamke, R. F. and Drayer, G. F.

JOURNALS

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
Brook, J. and Webb, J.
Detwyler, T. R.
Fryer, D. W.
Russwurm, L. H. and Sommerville, E.
Thomas, R.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Strand B—The Teaching of Geography

(Details are given at the commencement of the year.)

SOCIAL SCIENCE III

Contemporary Australian Society and the Teaching of Social Science

Four hours per week

Strand A—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 developing 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; Inter-personal relationships. Personal attitudes.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ASSESSMENT
Progressive evaluation based on term tests, reports on field studies, exercises in research data, and depth studies, including their manner of presentation.

TEXTBOOKS
Davies, A. F. and Ensel, S.
Edgar, D. E. (ed.)
Hunt, F. J.
Rapoport, A.
Socialisation in Australia. Sydney, Angus and Robertson, 1972.
Australia as Human Setting. Sydney, Angus and Robertson, 1972.

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; organization 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.)
Gross, R. E.
Hunt, F. J.
Morrissett, I.
Social Science and the School Curriculum. Sydney, Angus and Robertson, 1971.

PRINCIPLES AND PRACTICE OF TEACHING III

Secondary Social Sciences

Three hours per week

The course has two basic components, both practical in nature.
  (a) Internship: a regular half-day per week teaching experience in selected secondary schools.
  (b) Block Teaching Practice: a period of continuous practice teaching in secondary schools.

OBJECTIVE
To provide an environment for the further professionalisation of student-teachers, in which opportunities are created for the
practice of the basic skills and teaching strategies of the teacher of the Social Sciences subjects.

This course is designed to provide student teachers with opportunities to implement educational theory by observing its pragmatic value and by demonstrating an understanding of it. By having the opportunity to become involved in a total teaching situation, on-going in nature, the student may achieve a climax of pre-service professional preparation. This course recognises the desirability of placing student-teachers in the field where they may benefit from a continuous involvement with children and teachers. They need to know teachers as colleagues, to understand their problems, even to participate in resolving confusion and doubts.

(a) Internship—half-day per week.

Each student is required to practise the teaching skills and related activities determined by the master teacher and supervising lecturer. The intern's tasks could include:

1. Developing complete units of study under the guidance of a teacher. The student-teacher may be required to plan and develop aims, determine strategies, locate and use resources, clarify ideas through discussion, select appropriate concepts, review and evaluate outcomes.

2. Observing, procuring and organising resource materials suitable for the needs, abilities and interests of a particular class. The use of motion pictures, models, field trips, exhibits and television, is assuming increasing importance in educational programmes. The student-teacher needs to develop competence in several of these areas.

   Students may gain experience in such areas as:
   —preparation of stencils and transparencies
   —previewing 16mm films and videotapes
   —using projectors and tape recorders
   —helping in film making
   —assisting with field studies, etc.

3. Teaching a wide range of age and ability levels. It may be possible for the intern to observe and teach a number of classes from years 7 to 12. Interns are also acquainted with the special problems inherent in classes organised for pupils deemed to be of low general ability.

4. Familiarising themselves with those aspects of class and school administration appropriate to the beginning teacher.

The intern is required to function directly under the supervision of the subject master and co-operating teacher. However, the student-teacher should become fully aware of the roles of other staff members with whom he must co-operate. Through the aid of these individuals (other teachers, librarian, clinical and janitorial staffs, supervisors, principal), he has the opportunity of watching a school in operation.

The student should observe such things as:
— the organization of staff meetings
— school assemblies
— specialist rooms/facilities
— modes of discipline
— pupil records
— department records/registers
— library/resource unit equipment and services, etc.

By undertaking, and being involved in, these various activities, the intern may achieve significant insights into the function of the school and the particular role it assumes as part of the community it serves.

ASSESSMENT
The assessment of each student-teacher is in relation to his achievement of the objectives associated with each task in the programme.

(b) Practice Teaching—8 weeks

Format

1. Three weeks’ block practice
2. Two weeks’ refinement activities
3. Three weeks’ block practice.

Arrangements are made for each student-teacher to experience a period of continuous teaching in at least one secondary school during the year. Each student is required to practise and perform the teaching skills and related activities determined by the master teacher and supervising lecturer. The assessment of each student-teacher is in relation to his achievement of the objective associated with each teaching skill.
REFERENCES
Brown, T. J.
Carter, W. L. et al
Cohen, A. and Garner, N.
Fraenkel, J.
Gagne, R. M. and Briggs, L. J.
Hunter, E. and Amidon, E.
Nicholls, A. and Nicholls, A. H.
Stones, E. and Morris, S.
Telfer, R. and Rees, J.

Teacher Tactics. Sydney, Symes, 1975.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICAL EDUCATION

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 appropriate course outline.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICAL EDUCATION

Year I

<table>
<thead>
<tr>
<th>Course</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>Physical Education IA</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IB</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IC</td>
<td>3</td>
</tr>
<tr>
<td>English GS (Integrated)</td>
<td>3</td>
</tr>
</tbody>
</table>

Year II

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education II</td>
<td>3</td>
</tr>
<tr>
<td>Principles and Practice of Teaching II</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIA</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIB</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIC</td>
<td>3</td>
</tr>
<tr>
<td>Social Science GS</td>
<td>3</td>
</tr>
</tbody>
</table>

Year III

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Principles and Practice of Teaching III</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIIA</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIIIB</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IIIC</td>
<td>3</td>
</tr>
</tbody>
</table>

284

285
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

One of:
- English GS 3
- Elective 3
- Physical Education Unit 3

Special Programme for those students who have previously been unable to make good failure in Physical Education in Year II of the course.

Physical Education IISX (Available in 1977 only)

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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

REFERENCES
Mosston, Muska Teaching Physical Education. Columbus, Ohio, Charles Merrill Publishing Co., 1966.

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
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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
Kirkendall, Tumbleson and Masters and Johnson

Strand C—Music

This strand presents fundamentals of Music and examines skills which contribute to the teaching of movement in Physical Education. Basic rhythmic patterns in simple and compound times, metre, phrasing, repetition, balance; the application of these to movement. Analysis and composition of different types of melodies such as flowing, angular, repetitive, contrasted. Musical form—monothematic, binary, ternary, rondo. Musical "colour"—dynamics, tempo, contrasts and texture. Scoring for rhythmic percussion instruments to indicate types of movement such as quick, light, strong and to consolidate knowledge of rhythmic patterns and music form.

ASSESSMENT
Progressive evaluation.

REFERENCES
Bruce, V. R.
Department of Education, N.S.W.
Marsh, V. M.
Murray, R. L.


PHYSICAL EDUCATION IIA

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

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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, Greyson
Felsch, Janet
Mackenzie, Marlin M.
Mosston, Muska
Vannier, Mary Helen and Fait, Hollis F.

Strand B—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.

ASSESSMENT
Progressive evaluation including assignments and final examinations.

REFERENCES
Davis, A.
Wilson, Fisher and Fugua Cornacchia-Bentel-Smith


Strand C—Tests and Measurements I

OBJECTIVES
To present statistics and test and measurements material so that the student may determine pupil status; design effective programmes and evaluate progress with emphasis on recent developments in the field of tests and measurements.

TOPICS
Elementary Statistics:
An introduction to the problems of measurement in relation to behavioural statistics and 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 deviation and standard normal distribution, Z scores, correlation and Chi-square.

Test and Measurements:
This segment covers the application of test procedures and evaluation in Physical Education. Such elements as test validity, reliability, objectivity and accuracy in definition of terms and criteria are applied to tests of fitness and posture.

Exercise Physiology:
This segment is integrated with the above topic to include basic circulatory, cardiovascular and body composition tests.

ASSESSMENT
Progressive evaluation including a laboratory book, test administration and data treatment plus final examination.

REFERENCES
Johnson, B. L. and Nelson, T. K.
Mathews, D. K.
Penman, K. A.
Sheehan, T. T.


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, critiques and final formal examination.

TEXTBOOKS
Vaizey, J.
Van Dalen, D. B. and Bennett, B. L.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 lecturers constitutes assessment requirements of this course. Two (2) typed A4 copies of the assignment are to be submitted.

TEXTBOOK
Kroll, Walter P.


REFERENCES
American Association of Health, Physical Education and Recreation.
Turabian, Kate L.


Strand C—Research Method in Health, Physical Education and Recreation


ASSESSMENT
Progressive evaluation including class quizzes, reports, assignments and final examination.

TEXTBOOK
Clarke, D. H. and H. H.


REFERENCES
A.A.H.P.E.R.

Van Dalen, D. B.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

Strand D—Health Education III

Mental Health, First Aid, Community Health and Services; this strand aids the understanding of education for mental health, caring for emergencies which face the teacher in a school setting, and health at the community level and services for its members.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES
Gardner, A. W. and Roylance, P. J. Gruenbaum, Henry Turner, C. E.


Strand E—Music

This 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 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. Farley, P.
Gelineau, R. P. Paynier, J. and Aston, P.
Whitcomb, I.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 flotation, Bernoulli’s principle.

ASSESSMENT
Progressive evaluation including tests and final examination.

TEXTBOOK
Dyson, Geoffrey


REFERENCES
Bueche, F.
Jensen, C. R. and Schultz, G. W.


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.

Swanson, C. P.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICAL EDUCATION IIIB

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. Introductory organic chemistry. Biologically important molecules. Enzyme catalysis. Biochemical energetics. Respiratory phosphorylation, glycolysis. Muscular contraction. Digestion and absorption of food. Blood cells. Vitamins and the role of essential metal ions. Biochemical control and integration.

ASSESSMENT
Progressive evaluation including practical reports, a major assignment, tutorial contributions and final examination.

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

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 assignments and examinations.

TEXTBOOK

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PHYSICAL EDUCATION IIIB

Three hours per week

Strand A—Biomechanics

Physical principles; prediction in physical situations. Coefficient of restitution of balls and use of this factor. Flight of balls: Reynold's number, Magnus effect, lift coefficient, effect of humidity. Coefficient of friction and its use in analysis of human activities. Further discussion of effect of moment of inertia upon the behaviour of a spinning object. Conservation of energy and momentum where rotation occurs. 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 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.

TEXTBOOK

REFERENCES

Strand B—Tests and Measurements II

OBJECTIVES
To familiarise the student with the use of descriptive statistics; to develop expertise in administering modern methods of evaluation pertaining to Exercise Physiology, Motor Learning and Health and Physical Education curricula.

TOPICS
The topics to be presented are related to the three strands: Motor Learning, Exercise Physiology and Physical Testing.
EXERCISE PHYSIOLOGY
(a) The physiology of exercise, training and fatigue in relation to physical activity: individual differences in cardiovascular and respiratory function.
(b) Immediate and long range adaptations of the body to exercise.
(c) Physiological limits and work capacities in relation to age, sex, diet, environmental factors and the nature of the activity.

TESTS AND MEASUREMENTS
(a) An in-depth study of motor performance, posture and motor skill testing.
(b) Construction of testing programmes and formulation of related norms.

MOTOR LEARNING
An introduction to theoretical issues that relate to practical problems involved in studying motor learning and skill performance of sports tasks.

ASSESSMENT
Progressive evaluation. Submission of laboratory workbook. Final Examination.

REFERENCES
Cratty, Bryant J.
Johnson, B. L. and Nelson, T. K.
Mathews, D. K.


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

PHYSICAL EDUCATION IC
PHYSICAL EDUCATION IIC
PHYSICAL EDUCATION IIIC

Four hours per week

The physical education strand designated “C” is the physical education activity strand in which units of study are presented in the theory and practice of aquatics, athletics, dance, games and gymnastics.

A core-style basis is presented in level 1 representing a focus of attention upon the teaching and coaching of basic motor skills. Further attention is drawn to professional correction techniques and an analysis is made of fundamental errors of beginners as they strive for mastery in motor skill performance. An appreciation of quality performance of motor skill is fostered.

In IIC the second level in this strand an historical study is promoted towards terminology, rules conduct in skill performance and tactical strategy. Practical attainments include officiating and actual teaching/coaching experience is encouraged. At this level an elective style begins additional to the core strand.

Level IIIC is the advanced level which may not be reached by all students. This level permits the student to strengthen personal interests and skill performance mastery in appropriately
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

approved areas. Twelve modules of study represent the base line minimum in this strand.

Some modules are required of students, such as:

A. Basic Motor Performance
B. Elementary Gymnastics
C. Elementary Dance
D. A racquet game
E. A ball game
F. Elementary athletics
G. Elementary aquatics

Community Service
Field service in the community is a graduation requirement. To fulfill this requirement the following conditions must be met:

A. Four (4) umpire credentials (Two (2) of these to be secured in first year of the course).
B. Annual participation in competitive sport.
C. Annual participation in a community service project, e.g. camping, play centre, coaching, club leadership.

1977 PHYSICAL ACTIVITY (STRAND C)

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Motor Movement 20 Hours</td>
<td>Elementary Gymnastics 20 Hours</td>
</tr>
<tr>
<td>Elementary Dance 16 Hours</td>
<td>Elementary Dance (Select 1)</td>
</tr>
<tr>
<td>Elementary Gymnastics 16 Hours</td>
<td>Elementary Life Saving 16 Hours</td>
</tr>
<tr>
<td>Fitness Training</td>
<td>Soccer/Softball (Select 1)</td>
</tr>
<tr>
<td>20 Hours (Select 1)</td>
<td>Elementary Volleyball</td>
</tr>
<tr>
<td>Intermediate Basketball</td>
<td>Intermediate Tennis (Select 2)</td>
</tr>
<tr>
<td>Elementary Tennis</td>
<td>Intermediate Hockey</td>
</tr>
<tr>
<td>Intermediate Softball</td>
<td>Aquatics I</td>
</tr>
<tr>
<td>Elementary Cricket</td>
<td>(Select 2)</td>
</tr>
<tr>
<td>Elementary Netball</td>
<td>20 Hours 16 Hours</td>
</tr>
<tr>
<td>Intermediate Gymnastics 28 Hours</td>
<td>OR</td>
</tr>
<tr>
<td>Fitness Training</td>
<td>OR</td>
</tr>
</tbody>
</table>

OR

| Intermediate Netball | Advanced Gymnastics |
| 28 Hours (Select 2) | Intermediate Squash (Select 2) |
| Advanced Dance | Individual Recreation |
| Individual Recreation | Rugby |
| Advanced Basketball | Advanced Volleyball |

299
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

OBJECTIVES:
It is intended that the specialist student in Physical Education will be aided to:
(a) enter primary level teaching practice in the micro situation with the technical and personal support of college and school;
(b) develop self-reliance in the primary teaching situation;
(c) acquire the abilities to increase personal teaching techniques;
(d) recognise and rationalise the associations between theory and practice of learning;
(e) be appreciative of the psychological and physiological aspects of the stages of child growth and development;
(f) practise a humane approach toward pupils; allow for individual differences in abilities and potentials; seek realistic standards of achievement;
(g) realise the importance of Physical Education within the school, the community and the nation; enhance pupils' health aspirations and fitness prospects.

TOPICS
A. Unit 1—Micro Teaching

Five phases are listed within this programme:
1. Theoretical principles of teaching are outlined, e.g. Introductory Procedures and closure, re-inforcement, presentation of subject matter, preparation in lesson planning and programming of the primary school curriculum skills.
2. Videotape experience; the practice of technical aspects of filming and replay.
3. The initial teaching session—lesson filmed—recapitulation of lesson plans, presentation, teaching style, skills acquisition—replay of tape—discussion of personnel techniques/lesson strategies/pupil reaction.
4. Re-teach; replay of videotape—discussion/recapitulation.
5. Demonstrations by experienced teacher—discussion.

B. Unit 2—Block Practice—Primary School

This phase of practice will occupy some four weeks and will be an extension of primary involvement commenced with micro-teaching. The change from micro to macro methodology will be cushioned by team teaching and student/class teacher co-operative work in the school. Both size of class and scope of lesson plans will be subject to variation and experiment by the practising student in liaison with the class teacher. Where feasible, students involved in the earlier micro situation will be again grouped to encourage continued co-operation in programme planning and implementation, and the professional progression of the intending specialist in Physical Education.

C. Unit 3—Micro-extension

The second semester of the year is to be given over to the extension of the micro practice of the first semester. This unit will have five phases comparable with the micro unit but different because of student experiential background.
1. Revision of principles of learning and teaching; detailed investigation of lesson structures/intentions/evaluations; educational implications of re-inforcement, demonstrate imprinting, conditioning examined.
2. Videotape practice; progressional aspects of filming and replay; continuity of material presented in replay, editing, observations.
3. Initial teaching session—from micro to larger numbers through team teaching approach and/or through gradual increase in class numbers in succeeding lessons, film and replay of tape—audio and visual—team recapitulation and discussion of technical aspects.
4. Re-teach; replay of audio-visual record—discussion and recapitulation.
5. Demonstrations by experienced teacher—discussion.

ASSESSMENT
(a) By assignments specific to each Unit of the course.
(b) By examination of Practice Record File as compiled by the student.
(c) By degree of student involvement in revisional, discussional, experimental seminars.
(d) By final written test covering educational principles and practices, course content and implications.

TEXTBOOK
Brown, G.

REFERENCES
Allen, D. W. and Gross, R. E.
Altan, B. E. (ed.)
Amidon, E.
Boeck, M. A.
Borg, W. R.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

PRINCIPLES AND PRACTICE OF TEACHING II

Physical Education

Three hours per week

This subject aims to extend the opportunity for the acquiring of specific teaching skills in Physical Education through micro and macro practice situations in the first and second semesters in the secondary schools.

Three units of methodology are entailed. Firstly, the second year student will commence a programme of micro-teaching in the secondary school, preferably within the secondary junior school. During this first semester before Block Practice the student will teach to increasing numbers of pupils, moving gradually toward the macro class situation. This practice should occupy some ten weeks and is detailed below.

Block Practice of four weeks follows to complete the first semester. This practice will take place in the secondary school. This will comprise the second phase of macro-teaching. The third phase will occupy the second semester and will involve students in macro practice, again in the secondary school. It is envisaged that this teaching will involve the more senior school pupils of say, Years 9 and 10.

The subject programme attempts to guide the student toward the complete class teaching situation through a graduated progression of preparation and presentation to increasing numbers of pupils, and to pupils of more mature age and abilities.

OBJECTIVES

It is intended that the specialist student in Physical Education will be aided to:

(a) extend his primary micro-teaching experience by entering the secondary school teaching situation;
(b) through practice in micro-classes progress toward macro-teaching in the secondary junior school;
(c) develop confidence to teach secondary school pupils;
(d) gain an appreciation of the place and function of physical education in the secondary school;
(e) plan and administer a progressional programme of physical education for secondary school pupils;
(f) cultivate a personal teaching style;

(g) seek realistic standards of achievement whilst allowing for pupils' individual differences in abilities and potentials.

TOPICS

A. Unit 1—Micro-extension in the Secondary School

Five phases constitute this programme:

1. Theoretical principles of teaching in the primary sphere are revised and technical aspects of secondary teaching discussed. This phase will see the dispersion of student personnel into micro and macro strands according to experiential background.

2. Detailed comparisons of primary and secondary lesson structures and presentation techniques.

3. Investigation and association of lesson strategies. Implications in the junior secondary school of introductory procedures, re-inforcement, demonstration, imprinting and closure techniques.

4. Videotape practice; sophistication of filming and replay for student and pupil edification; editing of strategies for pupil and student records.

5. Replay programming; examination and revision of listed educational strategies; Discussion.

B. Unit 2—Block Practice

This second phase in second year will occupy four weeks of teaching practice in the secondary school. The student by this time should be confident enough to enter macro-teaching with the co-operation of the Sportsmaster or Sportsmistress and administer a variety of gymnastic, games and dance lessons to pupils of Years 7 to 10. Class sizes and numbers of lessons may be varied to accommodate the ability of the student and his professional confidence.

C. Unit 3—Macro-teaching in the Secondary School

The second semester will be devoted to macro practice within the junior secondary school at first, extending to the more senior secondary pupils at a rate to accommodate both pupils themselves and the practising students.

This unit will involve five phases comparable with the micro-extension unit of the first semester, but different because of students' experience and competence.
1. The revision of lesson structures; educational implications of reinforcement, demonstration, introductory and closure techniques re-examined; evaluation of observation, discussion, questioning items.

2. Videotape practice; aspects of filming and replay; continuity of material for replay, editing.

3. Initial macro-teaching session; junior secondary school in increasing numbers; individual and team teaching practices; team recapitulation and modification procedures.

4. Re-teach; replay of audio-visual record—discussion and modification.

5. Demonstration by experienced teacher; discussion/evaluation.

ASSESSMENT
(a) By degree of student involvement in revisional aspects of the programme.
(b) By assignment particular to each unit of the course.
(c) By written examination and exposition of the educational principles and practices of course content and methodology.
(d) By presentation and examination of the student Practice Record File as compiled by the student.

TEXTBOOK

REFERENCES

PRINCIPLES AND PRACTICE OF TEACHING III

Physical Education

Three hours per week

This subject aims to further extend the opportunity for the acquisition of those teaching skills specific to the specialist in Physical Education and the realisation and observation of individual differences in the processes of motor skills achievement and motor learning generally. The course extends through three cycles; the first involves the opportunity for assessment of pupils through physical fitness criteria; this phase will take place in the junior secondary school; Block Practice of four weeks allows for the return to class teaching through the range of school age groupings, that is from Years 7 to 12. Second semester will entail both the statistical and practical manipulation of data discovered through the observations of physical competence, ability range, general motor-skills/physical fitness components of pupils of the junior school, in the first semester.

This third year programme is intended to make the specialist in this subject more fully aware of the existence, in practical and theoretical terms, of deviations from normal motor co-ordination; the third year student should be able to accommodate his programme to provide both consideration for pupils of this category and for the general stream.

The programme attempts to finalise the progression of the student through the complete class teaching situation. The gradual compilation of programme material and the manipulation of subject content, especially in regard to degree of pupil acceptance and management of content complete the programme.

OBJECTIVES
It is intended that the specialist student in physical education, third year will be aided to:
(a) extend the range of his secondary experience by observation of the physical attributes of pupils of the junior secondary school.
(b) through macro group practice become aware of individual differences in rate and manner of motor learning.
(c) administer subject content to groups of pupils so as to allow for such individual differences in the acquisition of physical skills.
(d) be competent to manipulate the findings of earlier observations to suit programme construction for physical education lessons in dance, gymnastics and games in the secondary school.
(e) become more fully aware of the need for a humane approach towards pupils.
(f) realise the importance of physical education, recreation and health within the school, the community and the nation.

TOPICS
A. Unit 1—Macro-extension in the Secondary School
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

1. Theoretical principles of teaching in the secondary school extended. These teaching strategies of second year discussed and revised.
2. Allocation of students to pupils for physical observation and programmes of physical education lessons.
4. Comparisons of physical differences through age and national norms; significance for pupil performance levels.
5. Effects of systematic and progressive programmes of physical education examined.
6. Implementation of motor achievement scales, physical fitness norms, skill oriented studies discussed.

B. Unit 2—Block Practice

Block practice will occupy four weeks and will be taken in the secondary sphere through Years 7 to 12. The third year student should by this time be competent enough to manage a programme of dance, gymnastics and games in physical education, challenging enough to extend the motor performance and capabilities of the general stream, yet flexible enough to permit the less physically oriented as well as the highly physically skilled pupil satisfactory and rewarding experiences. Class sizes and numbers may be varied to accommodate the ability and professional confidence of the student.

C. Unit 3—Macro-teaching in the Secondary School

The second semester will involve macro-teaching through the full range of pupil ages within the secondary school. Programming will become a major consideration in the light of first semester observation of pupils’ physical potentials and progressions.

Provision is also allowed for remedial teaching and for the concern of the student for personal teaching style. Opportunity will be provided for consolidation of student understanding of teaching strategies/skills; demonstration of lesson methodology and specialised teaching within the subject field will complete this segment of the course.

ASSESSMENT
(1) By degree of student involvement within the programme.
(2) By assignment particular to each unit of the course.
(3) By written examination and exposition of the educational principles and practices of course content and methodology.
(4) By presentation of reports and programming for individual differences.

TEXTBOOK
Turney, C. et al

REFERENCES
Fait, H.
Adams, R. C., Daniel, A. N. and Rullman, L.
Cratty, B. J. and Breen, J. E.

JOURNALS
From time to time students will be required to refer to journal articles; for example: Studies Related to Moderately (Trainable) Persons. Challenge, pp 1-8, February-March, 1975.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Education IIIB</td>
<td>6</td>
</tr>
<tr>
<td>Principles and Practice of Teaching III*</td>
<td>3</td>
</tr>
<tr>
<td>Health and Physical Education IIIS</td>
<td>2</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>English IIIXA</td>
<td>3</td>
</tr>
<tr>
<td>English IIIXB</td>
<td>3</td>
</tr>
<tr>
<td>French III</td>
<td>3</td>
</tr>
<tr>
<td>German III</td>
<td>3</td>
</tr>
<tr>
<td>Greek III**</td>
<td>3</td>
</tr>
<tr>
<td>History III</td>
<td>3</td>
</tr>
<tr>
<td>Latin III**</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IIIXA</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IIIXB</td>
<td>3</td>
</tr>
<tr>
<td>Science IIIXA</td>
<td>3</td>
</tr>
<tr>
<td>Science IIIXB</td>
<td>3</td>
</tr>
<tr>
<td>Social Science IIIXA</td>
<td>3</td>
</tr>
<tr>
<td>Social Science IIIXB</td>
<td>3</td>
</tr>
</tbody>
</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.

**Not offered in 1977.

The qualifying subjects which may be required of science students who are deficient in certain areas are:

- Biology I
- Chemistry I
- Geology I
- Physics I

Assessment
Progressive evaluation including term tests, written assignments and final examination.

Textbook

References


Diploma in Teaching (Secondary Education)

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.

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 experience, 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.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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 including exercises, essays and other work. A final examination may be required.

**REFERENCES**
Garrison, K. C. and Magoon, R. A.

Rupen, R. P. and Haber, A.

Sattler, J. M.

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**
Ross, Alan O.

**REFERENCES**
Cruickshank, W. M. and Johnson, G. O.

Dunn, L. M. (ed.)
Kirk, S. A.

Smith, R. M. and Nellsworth, J. T.

**3. 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.

**ASSESSMENT**
Progressive evaluation including essays and seminar papers. A final examination may be required.

**TEXTBOOK**
Edgar, D. E. (ed.)

**REFERENCES**
Brown, R. K. and Magin, (eds.)
Campbell, W. J. (ed.)
Craig, G. J.
Dunphy, D.
Hudson, L. (ed.)
Katz, F. M. and Brown, R. K. (eds.)
Swift, D. E. (ed.)

**HEALTH AND PHYSICAL EDUCATION IIIIS**

Three hours per week in first semester

Two hours per week in second semester

Strand A—Personal Health and Physical Fitness

This strand is designed to develop some knowledge and under-
standing 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 discussions, clinics and demonstrations.

REFERENCES
Bartley et al
Bucher, Charles A.
Cratty, Bryant J.
Kirk, R. H., Mayshark, C.
and Hornsby, R. P.
Lockhart, A. and
Johnson, J.
Morehouse, L. E.
Willis, P. H.

JOURNALS

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

ENGLISH IIIXA

The Teaching of English in the Secondary School

Prerequisite—Adequate University background in English as determined by Department.

Corequisite—English IIIXB

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.
DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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


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.

FRENCH III

GERMAN III

Language Methodology

Three hours per week

Prerequisite—Adequate University background in French or 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.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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.

TEXTBOOK

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

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. The role of the History teacher is considered on matters such as syllabus interpretation, programmes, unit organisation, source materials, 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, and use of a history room. Textbooks and their selection are studied.

Written work is considered in relation to note taking and development of skills in essay techniques.
ASSESSMENT
Progressive evaluation including exercises, assignments and final examination.

REFERENCES
Baldwin, M. (ed.)
Booth, M.
Burston, 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.
Walshe, R. D. and Little, N. A.
Watts, D. G.

JOURNALS
N.S.W. History Teachers' Association
Teaching History Newsletter.

MATHMATICS IIIXA

Prerequisite—Mathematics I and II at a recognised University or equivalent

Corequisite—Mathematics IIYXB

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 cover number and geometry are considered in detail.

Corequisite—Mathematics IIYXB

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 extra-mural experiences.

Practical work includes a review of the value and methods of use of aids, as well as the 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 exercises, 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)

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.

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.


The component skills of teaching, in a mathematical context, will be illustrated through live demonstrations and the viewing of filmed models.

ASSESSMENT
Progressive evaluation based upon assignments, participation in tutorials and seminars, and demonstrated competence in the content of the Senior Secondary School Syllabus in Mathematics.

TEXTBOOK
N.S.W. Department of Education

Mathematics Syllabus and Notes Forms V and VI. Sydney, N.S.W. Government Printer.

REFERENCES
Alchele, D. R. and Reys, R. E. (ed.)
Jackson, G. R. and Condon, D. J.
Kramer, K. (ed.)

N.S.W. Department of Education

Stones, E. and Morris, S.


Teaching Practice Problems and Perspectives. London, Methuen, 1972.

DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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, organisation of the laboratory, equipment, safety precautions in the laboratory. The future of Science teaching.

ASSESSMENT
Progressive evaluation including assignments and final examination.

REFERENCES
Colete, A. T.
Lacey, A. L.
Romey, W. P.
Tisher, R. P., Power, C. N. and Endean, L.

JOURNALS
The Australian Science Teachers Journals.
The Science Teacher.
The School Science Review.
The Science Bulletin.


DIPLOMA IN TEACHING (SECONDARY EDUCATION)

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

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 process, the measurement and reporting of income, accounting for and control of assets, funds flow analysis, analysis and interpretation of accounting reports.

ASSESSMENT
Progressive evaluation including resource units, seminar papers, assignments and final examinations.

TEXTBOOK
Clark, L. C.

REFERENCES
Dufty, D. G. (ed.)
Gross, R. L. (ed.)
Hooper, R.
Secondary Social Science Project
Tasmanian Department of Education


Teaching the Social Studies: What, Why and How.
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 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
Barrett, W.
Chorley, R. and Haggett, P.
Cooke, R. U. and Johnson, J. H.
Graves, N.
Knopf, K. A. and Strauss, J. H.
Lee, N.
Lumsden, V. G.
Murphy, R.
Sanford, C. M. and Bradbury, M. S.
Walford, R.

JOURNALS
Economics. Economics Teachers' Association of N.S.W.
Econ-news. Economics Teachers' Association of N.S.W.
Selected Readings in Economics Education. Athens, Ohio University, 1969.

Required study for all Diploma in Art Students continuing in 1977.
DIPLOMA IN ART

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. Printmaking 271
d. Film Media 272
e. Graphic Communication 273
f. Photography 274
g. Ceramics 281
h. 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.)

This unit is offered over two semesters' duration and includes two hours of studio practice/research per week.

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.
(See 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
Printmaking 371.01
Printmaking 371.02
Printmaking 371.03
Printmaking 371.04
Film Media 372.01
Film Media 372.02
Graphic Communication 373.01
Graphic Communication 373.02
Photography 374.01
Photography 374.02

400 LEVEL

Hours per week for one semester

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
Printmaking 471.01
Printmaking 471.02
Printmaking 471.03
Printmaking 471.04
Film Media 472.01
Film Media 472.02
Graphic Communication 473.01
Graphic Communication 473.02
Photography 474.01
Photography 474.02
Ceramics 481.01
Ceramics 481.02

324
**DIPLOMA IN ART**

Glass 482.01  
Glass 482.02*  
History of Art 491.01  
History of Art 491.02

*Restrictions may limit the availability of these units in 1977.

**This specialisation unit includes two hours of studio practice/research.

†This unit is offered over two semesters' duration and includes two hours of studio practice/research per week.

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.

---

**100 LEVEL SUBJECT UNITS**

**CERAMICS 181**

This unit explores the basic qualities of the media and equipment, basic concepts of glazing and firing and concepts of form.

**TOPICS**
1. Forming  
2. Firing  
3. Glazing  
4. Safety procedures.

**APPROACH**
Studio workshop, demonstrations, lectures.

**ASSESSMENT**
Progressive evaluation.

**DESIGN 106.01**

The objectives of this unit are to develop a basic understanding of the fundamentals of structuring colour in two and three dimensions.

**TOPICS**
1. Quantitative Structure  
2. Gestalt Organisation  
3. Spatial Relations.

**APPROACH**
Project and tutorial methods.

**ASSESSMENT**
Progressive evaluation.

**DESIGN 106.02**

The objectives of this unit are to further develop a basic understanding of the fundamentals of structuring colour in two and three dimensions.

**TOPICS**
1. Quantitative Structure  
2. Gestalt Organisation  
3. Spatial Relations.
DIPLOMA IN ART

APPROACH
Project and tutorial methods.

ASSESSMENT
Progressive evaluation.

DRAWING 104.01
The objectives of this unit are to develop basic perceptive and manipulative skills.

TOPICS
1. Quantitative Structure
2. Organisation of Elements
3. Spatial Relations.

APPROACH
Organised studio workshop.

ASSESSMENT
Progressive evaluation.

DRAWING 104.02
The objectives of this unit are to further develop basic perceptive and manipulative skills.

TOPICS
1. Quantitative Structure
2. Organisation of Elements
3. Spatial Relations.

APPROACH
Organised studio workshop.

ASSESSMENT
Progressive evaluation.

FILM MEDIA 172
Four hours per week

This area of graphics explores the establishment of a relationship between techniques, 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.

GLASS 182
Four hours per week

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 experience 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.

GRAPHIC COMMUNICATION 173
This unit will explore the basic creative possibilities of media communication.

TOPICS
1. Concepts and imagery
2. Psychology of the visual message
3. Techniques and applications.

APPROACH
(a) Organised studio exercises, discussions of finished products, films and slides.
(b) Analysis of current media.
(c) Excursions and environmental studies.

ASSESSMENT
Progressive evaluation.

HISTORY OF ART 131
(Contemporary Survey)
The objectives of this unit are to give students some knowledge of the nature, sources and contexts of contemporary art.

TOPICS
1. Background studies, to include Classicism and Romanticism, later Eastern Art, Realism and Impressionism.
2. Art forms and society.
DIPLOMA IN ART

4. Art after the First World War—Surrealism and Dada.
5. Twentieth Century Sculpture.
8. Optical Art, Pop Art and recent developments.
9. The role of the avant-garde.
10. Recent sculpture and architecture.

APPROACH
Lectures, seminars, tutorials and independent study research.

ASSESSMENT
Progressive evaluation.

JEWELLERY AND SILVERSMITHING 195

OBJECTIVES
To explore the creative potential of design principles applied to jewellery making, using an extensive range of construction techniques and materials.

TOPICS
1. Historical background.
2. Style, trends and recent technology.
3. Practical design problems.
4. Techniques and skills in the use of equipment, including safety procedures.
5. Materials and process studies including enamelling, casting and assemblage.

APPROACH
Lectures, tutorials, demonstrations, in a studio workshop situation.

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—psychological basis of thought; unconscious processes and perception; imagery, signs and symbols, language and thought—structural linguistics; 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
DIPLOMA IN ART

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

The objectives of this unit are to develop perceptive and manipulative skills in painting.

TOPICS
1. Examination of form and space discovered in natural and man-made environments.
2. Development of concepts.
3. Experiments in and development of design and composition ideas.
4. Media and techniques.
5. Examination of concepts and techniques resulting from painting innovations.

APPROACH
Organised studio workshop.

ASSESSMENT
Progressive evaluation.

PHOTOGRAPHY 174

This unit will explore essential photographic techniques by establishing a relationship between concept and imagery using photography as a vehicle for creative expression.

TOPICS
1. History of photography.
2. Camera formats.
3. Lenses and images.
4. Dark room techniques.
5. Studio and available lighting.
6. Examination of visual impressions.

DIPLOMA IN ART

APPROACH
Problems solving situations within studio/darkroom, workshops, lectures, tutorials, demonstrations, field experience, independent study.

ASSESSMENT
Progressive evaluation.

PRINTMAKING 171

This unit will explore the basic possibilities of the various techniques related to the paper print.

TOPICS
1. Intaglio.
2. Relief print.
3. Stencil.
4. Planographic.
6. Acids.
7. Inks.
8. Cutting methods.

APPROACH
Studio workshop, lectures, tutorials, field experiences, demonstrations, independent studies.

ASSESSMENT
Progressive evaluation.

SCULPTURE 161

The objectives of this unit are:
(a) To investigate major areas in sculpture, i.e. modelling, casting, carving and construction.
(b) To extend awareness and manipulative skills in these areas.

TOPICS
1. Sculptural concepts.
2. Techniques and processes.
3. Investigation of mental modes.
4. Safety and care of equipment.
APPRAOCH
Studio/workshop, seminars and independent study.

ASSESSMENT
Progressive evaluation.

TEXTILES 141

OBJECTIVES
To explore the basic possibilities of printed, dyed, structured, spun and woven fabric in an expressive creative way.

TOPICS
1. Concept and imagery.
2. Silkscreen printing.
3. Block printing.
4. Offset printing.
5. Tie and dye.
7. Textile preparation and finishing.
8. Spinning.

APPRAOCH
Studio workshop lectures, tutorials, field experiences, demonstrations, independent studies.

ASSESSMENT
Progressive evaluation.

200 LEVEL SUBJECT UNITS

CERAMICS 281

Four hours per week

Prerequisite—Ceramics and Glass 181 (1976)

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.

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.
DIPLOMA IN ART

FILM MEDIA 272

Four hours per week

Prerequisite—Graphics 171.03

This area of graphics explores the establishment of a relationship between techniques, 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.

GLASS 282

Four hours per week

Prerequisite—Ceramics and Glass 181 (1976)

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.

GRAPHIC COMMUNICATION 273

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.

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; 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-
DIPLOMA IN ART

Idealism, Romanticism, socio-political contexts; Philosophy on technology—innocent 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.
Batcock, G. (ed.)
Greenberg, C.

REFERENCES
Croce, B.
Elton, W. (ed.)
Greenberg, C.
Hilton, T.
Kant, I.
Lippard, L.
Mao Tse-Tung
Oakeshott, M.
Pater, W.
Redpath, T.
Rosenberg, H.
Rosenberg, H.
Scarfe, F.
Starke, E.

JOURNALS
Art International. Monthly. Lugano, Switzerland.
Partisan Review. New Brunswick, New Jersey, Rutgers University.

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

338
DIPLOMA IN ART

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. 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.

PHOTOGRAPHY 274

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 format 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 and Alison

Art and Photography. Allen Lane, Penguin, 1968. (Also in paperback.)


PRINTMAKING 271

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.

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
DIPLOMA IN ART

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.

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.

CERAMICS 381.01

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 381.02

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.
DIPLOMA IN ART

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.

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 of man's environment.

ASSESSMENT
Progressive evaluation.

DIPLOMA IN ART

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.

FILM MEDIA 372.01
Four hours per week

Prerequisite—Film Media 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.

FILM MEDIA 372.02
Four hours per week

Corequisite—Film Media 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 Film Media 372.01.

ASSESSMENT
Progressive evaluation.
DIPLOMA IN ART

GLASS 382.01

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.

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 Glass 382.01.

ASSESSMENT
Progressive evaluation.

GRAPHIC COMMUNICATION 373.01

Four hours per week

Prerequisite—Graphic Communication 273

This unit extends the creative potential of applied graphics by selected subject matter and processes of working.

ASSESSMENT
Progressive evaluation.

GRAPHIC COMMUNICATION 373.02

Four hours per week

Corequisite—Graphic Communication 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 Graphic Communication 373.01.

ASSESSMENT
Progressive evaluation.

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
DIPLOMA IN ART

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.

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 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.

ASSESSMENT
Progressive evaluation including essays, tutorial papers and group participation.

TEXTBOOKS
Camus, A.
Camus, A.
Chipp, H. B. (ed.)
Duvignaud, J.
Passmore, J. A.
Sartre, J. P.
Sartre, J. P.
Sartre, J. P.

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.

Research Supervision: No ongoing research supervision is provided formally, but supervisors are available for consultation.

Research Requirements: Two copies of the research studies are to be submitted as an academic paper and should exceed three thousand (3,000) 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 301.03

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.
DIPLOMA IN ART

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 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.

PHOTOGRAPHY 374.01

Four hours per week

Prerequisite—Photography 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.

PHOTOGRAPHY 374.02

Four hours per week

Corequisite—Photography 374.01

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 Photography 374.01.

ASSESSMENT
Progressive evaluation.

PRINTMAKING 371.01

Four hours per week

Prerequisite—Printmaking 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.

PRINTMAKING 371.02
PRINTMAKING 371.03
PRINTMAKING 371.04

Four hours per week per unit

Corequisite—Printmaking 371.01

ASSESSMENT
Progressive evaluation.

TEXTBOOKS

De Mare, Eric
Holm and Alison
Langford, M. J.

REFERENCES

Newhall, Beaumont
Scharf, Aaron

PHOTOGRAPHY


Art and Photography. Allen Lane, Penguin, 1968. (Also in paperback.)
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 Printmaking 371.01.

**ASSESSMENT**
Progressive evaluation.

**SCULPTURE 361.01**

Four hours per week

*Prerequisite*—Sculpture 261, 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.

**CERAMICS 481.01**

Four hours per week

*Prerequisite*—Ceramics 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 481.02**

Four hours per week

*Corequisite*—Ceramics 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 481.01.

**ASSESSMENT**
Exhibition assessed by a panel which may include at least one external examiner.
DIPLOMA IN ART

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 and expanded attitude towards design and enrich special studies including design research—environmental and human factors, general design 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.

FILM MEDIA 472.01

Four hours per week

Prerequisite—Film Media 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.
DIPLOMA IN ART

this additional specialisation unit are responsible to the lecturer in charge of Film Media 472.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GLASS 482.01
Four hours per week

Prerequisite—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.

GLASS 482.02
Four hours per week

Corequisite—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 Glass 482.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

GRAPHIC COMMUNICATION 473.01
Four hours per week

Prerequisite—Graphic Communication 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.

GRAPHIC COMMUNICATION 473.02
Four hours per week

Corequisite—Graphic Communication 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 Graphic Communication 473.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

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
DIPLOMA IN ART

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(es) 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.

DIPLOMA IN ART

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. Problems, themes and processes of working are selected by the student. Accommodation is made for individual differences.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PAINTING 451.02
PAINTING 451.03
PAINTING 451.04

Four hours per week per unit

Corequisite—Painting 451.01

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 Painting 451.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.
PHOTOGRAPHY 474.01

Four hours per week

Prerequisite—Photography 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 students 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 photo-journalism areas.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PHOTOGRAPHY 474.02

Four hours per week

Corequisite—Photography 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 Photography 474.01.

ASSESSMENT
Exhibition assessed by a panel which may include at least one external examiner.

PRINTMAKING 471.01

Four hours per week

Prerequisite—Printmaking 371.01

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.

PRINTMAKING 471.02
PRINTMAKING 471.03
PRINTMAKING 471.04

Four hours per week per unit

Corequisite—Printmaking 471.01

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 Printmaking 471.01.

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.
DIPLOMA IN ART

SCULPTURE 461.02
SCULPTURE 461.03
SCULPTURE 461.04

Four hours per week per unit

Corequisite—Sculpture 461.01

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 461.01.

ASSessment
Exhibition assessed by a panel which may include at least one external examiner.

BACHELOR OF EDUCATION ART

The College has recently been given approval to offer the Degree of Bachelor of Education (Art).

The course is a four-year full-time (or equivalent part-time) course intended to provide general theoretical and professional preparation for prospective art teachers. The aim of the course is to prepare for entry into the teaching service students, who with experience, should become skilled teaching practitioners with a sound understanding of educational principles and procedure, and who will possess expert knowledge in the specialist field of Art Education.

The overall plan for the course structure contains two major sections:

A. General Theoretical Preparation is divided between
   (i) Education;
   (ii) Education Studies; and
   (iii) Art Subject Content.

B. Professional Preparation is divided between
   (i) Special Theory; and
   (ii) Practical Experience.

The area termed Special Theory is divided between
   (a) The Theory and Practice of Teaching;
   (b) Theory Specific to the Practice of Art Education.

The Practical Experience section includes:
   (a) Simulation Approaches; and
   (b) Practice in the Field.

General Provisions for the Course

1. Definitions
   Semester Subject—a subject occupying approximately half an academic year.
   Credit Points—an indication of the minimum amount of work required for any particular subject/course. Credit points are totalled to indicate the extent of work required for any particular group of subjects or the programme as a whole.
**BACHELOR OF EDUCATION (ART)**

**Full-time and Part-time Students**

A.* A full-time student is one who enrolls in a programme amounting to not less than 36 credit points. Programmes in excess of 36 credit points may be approved by the Board of Studies in Secondary Education.

B.* A part-time student is one who enrolls in a programme amounting to not less than 18 credit points. Programmes in excess of 18 credit points may be approved by the Board of Studies in Secondary Education.

*On enrolment or re-enrolment the student will be required to submit for approval his proposed course of studies for both semesters of the year.

1. Levels—an indication of the relative difficulty of the course. Levels range upwards from a starting level of 100 through to 400.

2. The course shall be conducted, in general, on a semester basis.

3. The course shall be organised on a credit points basis, the Degree requiring a minimum of 144 credit points: the student shall be required to score a minimum of 105 points in Part A, *General Theoretical Preparation*, and a maximum of 33 points in Part B, *Professional Preparation*, subject further to the provisions

   (a) that with the concurrence of the Secondary Board of Studies, up to 9 credit points may be transferred from the specific methods area (B.i.b) to the special subject content area (A.iii.a) (Should the full 9 points be transferred, they must be at 300 level);

   (b) that should such approval be given, the minimum number of points required in ‘Professional Preparation’ be 24 with a minimum of 15 in the section ‘Special Theory’ (of which at least 6 must be gained in the ‘General’ sub-section) and 6 in the section ‘Practical Experience’.

4. 48 hours of work per week shall be accepted as the norm for an average student.

   (i.e. one credit point equals 1 1/2 hours of work for a full year’s course, or 2 2/3 hours of work per week for a semester course.)

5. The norm for all semester modules shall be three credit points but courses of two or four credit points shall be acceptable. (Other credit point loadings may be permitted in special cases.)

6. Not more than 42 credit points in the area of ‘General Theoretical Preparation’ may be credited towards the course at 100 level.

7. The maximum number of points a Department may require of its Secondary specialists in the ‘Special’ area of ‘Subject Content’ shall be 45 plus such points as may be transferred from the ‘Specific’ area to ‘Special Theory’.

8. The minimum number of credit points in ‘Education’ shall be 15 of which at least 3 credit points shall be gained at 300 level.

9. All students must gain a minimum of 9 credit points in a recognised specialist area at 300 level.

10. Students shall be encouraged to spread their studies across disciplines and no programme from a department may be so prescriptive as to deny students access to subjects in other areas.

11. Of the 144 credit points, 30 must be at the 400 level, distributed as follows:

   —at least 9 credit points in ‘Educational Studies’;

   —at least 12 credit points in ‘Subject Content Studies’;

   —9 credit points for a project.

   (The supervision of the project is to be the joint responsibility of at least one member of the Education Department and one member of the relevant department of subject specialisation.)

12. The duration of the Bachelor of Education degree course shall be a minimum of eight semesters full-time or part-time equivalent.

13. A condition for the award of the degree is that the student has gained at least six credit points in Education at 300 Level.

14. A further condition for the award of the degree is that the student has gained at least 9 credit points in Art History (3 at 100 level, 3 at 200 and 3 at 300 level).

**Teaching Practice**

All students will be expected to undertake four weeks of continuous teaching practice at the end of Semester I in each year. Such teaching practice will be allocated a total of 6 credit points over the entire programme and will be classified as ‘Practice in the Field’.
BACHELOR OF EDUCATION (ART)

BACHELOR OF EDUCATION (ART) PROGRAMME 1977

A. GENERAL THEORETICAL PREPARATION 100 LEVEL

(i) Education

Semester 1  "Child Development (Adolescence)"
Three hours per week for one semester
(3 credit points)

Semester 2  "Basic Issues in Education"
Three hours per week for one semester
(3 credit points)

(ii) Subject Content Studies

(a) Special

Semester 1  Art Study
Select one of the following
“Painting 151”
or “Sculpture 161”
or “Printmaking (Paper) 171”
Four hours per week for one semester
(3 credit points)

Support Study
“Drawing 104.01”
Four hours per week for one semester
(3 credit points)

Semester 2  Art Study
Select one of the following
(do not select alternative completed in
Semester 1)
“Painting 151”
or “Sculpture 161”
or “Printmaking (Paper) 171”
Four hours per week for one semester
(3 credit points)

(b) General

One module to be selected from the following
and made available in either Semester 1 or
Semester 2
Creative Writing
Drama
Film Video
Dance Movement
Sound
Technology
Details will be supplied to students on com-
menement of the course
Three hours per week for one semester
(3 credit points)

B. PROFESSIONAL PREPARATION 100 LEVEL

(i) Special Theory

(a) General

Semester 1  “Theory and Practice of Teaching”
Three hours per week for one semester
(2 credit points)

(b) Specific to Subject

Semester 1  Select one of the following
“Concept Development and Techniques in the
Teaching of Two Dimensional Art Forms”
Three hours per week for one semester
(3 credit points)
BACHELOR OF EDUCATION (ART)

or “Printmaking Techniques in Relation to Teaching various processes and ideas as an Art Media in the School Situation"
Three hours per week for one semester
(2 credit points)

Semester 2 Select Alternative Module from above specific to subject.
“Structured Art Experience for Progressive Development”
Three hours per week for one semester
(2 credit points)

(ii) Practical Experience

“Practical Teaching Experience”
(2 credit points)
Every full-time student will enter upon a continuous period of Teaching Practice lasting four weeks.

BACHELOR OF EDUCATION (ART)

GENERAL PROFESSIONAL PREPARATION 100

Theory and Practice of Teaching

Three hours per week for one semester

OBJECTIVES
To provide each student with an opportunity to identify and acquire specific teaching skills and behaviour. Students will be presented with an opportunity to practise these skills in the reality of a school situation.

SPECIFIC OBJECTIVES
Identify and practise specific teaching skills.
Develop self-awareness of personal presentation in a teaching situation.
Relate theories of education to the practical teaching situation.
Apply expository model of teaching at secondary level.

TOPICS
Introduction to the theory and practice of Education.
School and pupil orientation with specific reference to Art Education.
Education aims and objectives, with specific reference to Art Education.
Creativity.
Lesson Preparation.
Determining learning outcomes.
(Information, intellectual skills, motor skills, cognitive strategies, attitude.)
Writing objectives in performance based terms.
Distinguishing between content and procedure.
Formulating criterion achievement measures.
Introduction to expository teaching.
Teaching Skills.
Reinforcement.
Basic questioning.
Variability.

APPROACH
Each stage of the programme is made up of two phases moving in sequence through:
BACHELOR OF EDUCATION (ART)

Theoretical Phase
Reading basic sources and related research.
Listening to and discussing summary lectures on the salient features of the skill or model.

Practical Phase
Viewing and analysing video tape of skill/model.
Lesson preparation.
Application of skill/model in a micro teaching situation.
Analysis of teaching experience through peer group and self-analysis.
Live demonstrations of specific skill/model.

ASSESSMENT
Evaluation is in terms of reaching a satisfactory standard in each of the following:
Theoretical objective tests.
Teaching performance.
Programme workbook.

REFERENCES
Gagne, R. M.
Gagne, R. M.
Lansing, K.
Mager, R. F.
Turney, C.

SPECIFIC PROFESSIONAL PREPARATION 101

Concept Development and Techniques in the Teaching of Two Dimensional Art Forms

Four hours per week for one semester

OBJECTIVES
To make future art educators aware of art methodology as a means of presenting subject content to children with varying levels of skill and intellectual development.
To identify and analyse the difficulties of individuals in both conceptual and practical experiences in art, so that step-development programmes of work can be organised to satisfy special needs.
To understand processes and concepts related to art experience so that appropriate materials, methods and practice can be applied at the child's level of experience in the school situation.

ASSESSMENT
Progressive evaluation of workshop activities and written assignments.

REFERENCES
Allen, W.
Batcock, G.
Bechley, L.
Bettel, K.
Bryce, M.
Bulley, M.
Burkhart, R.
Cole, N. R.
Conant, H. and Randall, A.
The Arts in the Classroom. New York, Day, 1940.
Art in Education. Peoria, Illinois, Chas Bennett, 1963.
BACHELOR OF EDUCATION (ART)

SPECIFIC PROFESSIONAL PREPARATION 102

Structured Art Experience for Progressive Development

Three hours per week for one semester

OBJECTIVES
To make a comparative analysis of course structures designed in relation to evaluation, organisation and programming for progressive development.

TOPICS
Analytical testing to determine needs for programme implementation.
Consideration of course content and art curriculum analysis.
Curriculum implementation methods—a comparative view.
Comprehensive survey of art curricula both in Australia and elsewhere.
Art curriculum objectives with specific attention to Junior and Senior school.
Lesson aims and motivation.
Programme structure concepts with consideration of breadth and depth development.
The organisation of art study units—group activities.
Specific grade levels where appropriate.
Programming—a discovery process.
Relationship and integration of subjects.
Special needs of individuals and group teaching methods.
Methods of evaluation.
Analysis of present and future development.

APPROACH
Lectures, discussions, written assignments.

ASSESSMENT
Progressive evaluation of workshop activities and written assignments.

REFERENCES
Byar, C.
Field, D.
Linderman, E. and Herbelino, D.
Portsmouth, J.
N.S.W. Department of Education
Birckett, J.
Brown, N.

Art Bulletin 1, 1975.

BACHELOR OF EDUCATION (ART)

SPECIFIC PROFESSIONAL PREPARATION 103

Printmaking Techniques in Relation to Teaching Various Processes and Ideas as an Art Media in The School Situation

Three hours per week for one semester

OBJECTIVES
To encourage printmaking processes to be used as a creative art media in the schools.
To explore various techniques and materials suitable for schools and different age groups.
To understand the limitations and possibilities of autographic processes in relation to methods adopted by children in preparing art work for printing.

TOPICS
A brief history and development of printing in relation to education.
Concepts and methods dealing with the basic processes of printmaking for school purposes. Equipment and materials available to schools.
Ideas and alternatives in relation to methods of teaching printmaking.
Graphic design and process reproduction: aims discussed in relation to art education.
Exercises and lesson types related to printmaking.
The application of photographic techniques.
Applied design in relation to printmaking and school projects.

APPROACH
Lectures, discussions and workshop activities.

ASSESSMENT
By progressive evaluation of group involvement and satisfactory completion of assignments.

REFERENCES
Banister, M.
Banister, M.
Chieffo, C. T.
Daniels, H.
Hofmann, A.
Lewis, J. and Edwin, S.
Rothenstein, M.
Ross, J. and Romano, C.
Salamon, P.

DIPLOMA IN ART EDUCATION

STUDENTS CONTINUING IN 1977

Year II
Professional Studies
  Education I
  Art Education II
  (includes Philosophy and Sociology) 3
  of Art 201.01) 4
  1
General Studies
  English GS 3
Specialist Studies
  Drawing 204 2
  Design 206 2
  Two of the following chosen from different categories (a-i):
  (a) Painting 251 or Painting 252 8
  (b) Sculpture 261 or Sculpture 262 or Sculpture 263 8
  (c) Printmaking 271 8
  (d) Film Media 272 8
  (e) Graphic Communication 273 8
  (f) Photography 274 8
  (g) Ceramics 281 8
  (h) Glass 282 4
  (i) History of Art 291 4

*This includes two hours per week of studio practice/research in each subject.

†One semester duration.

Year III
Professional Studies
  Education II
  Art Education III
  (includes Philosophy and Sociology of Art 301.01) 3
  4
  1
General Studies
  Social Studies GS 3
Specialist Studies
  4

One of the following categories (a-c):
(a) Design 306.01 (Semester I), Design 306.02 (Semester II) 4
(b) Design 306.01 (Semester I), Drawing 304.01 (Semester II) 4
(c) Drawing 304.01 (Semester I), Drawing 304.02 (Semester II) 4
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 8
  Painting 351.02 8
  Sculpture 361.01 8
  Sculpture 361.02 8
  Printmaking 371.01 8
  Printmaking 371.02 8
  Film Media 372.01 8
  Film Media 372.02 8
  Graphic Communication 373.01 8
  Graphic Communication 373.02 8
  Photography 374.01 8
  Photography 374.02 8
  Ceramics 381.01 4
  Ceramics 381.02 4
  Glass 382.01 4
  Glass 382.02 4
  History of Art 391.01 4
  History of Art 391.02 4

*Restrictions may limit the availability of these units in 1977.

**This includes two hours of studio practice/research.

†One semester duration.
# DIPLOMA IN ART EDUCATION

## Year IV

<table>
<thead>
<tr>
<th>Professional Studies</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education III</td>
<td>4</td>
</tr>
<tr>
<td>Art Education IV</td>
<td>4</td>
</tr>
<tr>
<td>History of Art 409 (includes Philosophy and Sociology of Art 401.01)</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective from approved list</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialist Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two subjects may be selected from the following subject units or additional specialisation units or from Year II or Year III level units, <strong>BUT</strong> at least <strong>one unit</strong> <strong>MUST</strong> be taken at Year IV level</td>
<td></td>
</tr>
<tr>
<td>(Note: A maximum of three Year II Specialist Studies may be undertaken towards an award):</td>
<td></td>
</tr>
<tr>
<td>Painting 451.01</td>
<td>8***†</td>
</tr>
<tr>
<td>Painting 451.02</td>
<td>8†</td>
</tr>
<tr>
<td>Sculpture 461.01</td>
<td>8***†</td>
</tr>
<tr>
<td>Sculpture 461.02</td>
<td>8†</td>
</tr>
<tr>
<td>Printmaking 471.01</td>
<td>8***†</td>
</tr>
<tr>
<td>Printmaking 471.02</td>
<td>8†</td>
</tr>
<tr>
<td>Film Media 472.01</td>
<td>8***†</td>
</tr>
<tr>
<td>Film Media 472.02</td>
<td>8†</td>
</tr>
<tr>
<td>Graphic Communication 473.01</td>
<td>8***†</td>
</tr>
<tr>
<td>Graphic Communication 473.02</td>
<td>8†</td>
</tr>
<tr>
<td>Photography 474.01</td>
<td>8***†</td>
</tr>
<tr>
<td>Photography 474.02*</td>
<td>8†</td>
</tr>
<tr>
<td>Ceramics 481.01</td>
<td>4**</td>
</tr>
<tr>
<td>Ceramics 481.02</td>
<td>4</td>
</tr>
<tr>
<td>Glass 482.01</td>
<td>4**</td>
</tr>
<tr>
<td>Glass 482.02*</td>
<td>4</td>
</tr>
<tr>
<td>History of Art 491.01</td>
<td>4**</td>
</tr>
<tr>
<td>History of Art 491.02</td>
<td>4</td>
</tr>
</tbody>
</table>

*Restrictions may limit the availability of these units in 1977.*

**This includes two hours of studio practice/research.*

†One semester duration.

---

# DIPLOMA IN ART EDUCATION (CONVERSION COURSE)

## Stage I

- Not offered in 1977

## Stage II

- Not offered in 1977

## Stage III

- Drawing 304.01 & 304.02
- History of Art 291

**Three of the following:**
- Sculpture 262
- Painting 252
- Printmaking 271
- Photography 274
- Ceramics 281

## Stage IV

- Design 306.01 & 306.02

**Three of the following:**
- Sculpture 361.01
- Painting 351.01
- Printmaking 371.01
- Photography 374.01
- Ceramics 281
- History of Art 391.01

## Stage V

- Theory and Practice of A/T
- Drawing 404.01 & Drawing 404.02

**Two of the following:**
- Sculpture 461.01
- Sculpture 461.02
- Painting 451.01
- Painting 451.02
- Photography 474.01
- Photography 474.02
- Ceramics 381.01

---

376

---

377
ART EDUCATION II

Four hours per week for one year

Strand A—Growth and Development in Art Education

This unit is designed to present students with an understanding of the growth and development in Art Education and to prepare students for teaching art to junior high school pupils.

TOPICS INCLUDE
Nature of child art—child development and art ability.
Growth and development in Art Education.
Aims and philosophy of Art Education.
Structure of Art Education in N.S.W.
In-depth study of junior high school syllabus.
Syllabus implementation and programming concepts.
Junior school practical workshop methods.
Preparation for teaching practice.

ASSESSMENT
Progressive evaluation based on satisfactory attendance at lectures, participation in seminars and discussion groups, essays or assignments.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Four weeks in-school Teaching Practice.

Strand B—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.

ART EDUCATION III

Four hours per week for one year

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 INCLUDE
Art Education as a discovery process.
Art workshop as a learning environment.
Teaching aids.
Museums/Galleries as extensions of the art room.
Senior school syllabus—programming methods.
The place of Art History in the curriculum.
Art history teaching methods.
Evaluation for progressive development.
Senior school practical workshop methods.
Preparation for teaching practice.
ASSESSMENT
Progressive evaluation including satisfactory participation in lectures, seminars, discussions, essays or assignments.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

Four weeks in school Teaching Practice.

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.

ASSESSMENT
Progressive evaluation including essays, tutorial papers and group participation.

TEXTBOOKS
Camus, A.
Chipp, H. B. (ed.)
Duvignaud, J.
Passmore, J. A.
Sartre, J.-P.
Sartre, J.-P.
Sartre, J.-P.

ART EDUCATION IV

Four hours per week

This is an intensive study seeking development of a professional attitude towards art teaching and an understanding of significant administrative procedures within schools. Topics to be studied include atypical children, diagnostic art, art therapy, study of gifted children, student research into traditional values and their place in the ‘now’ society, new media and the teaching of art, art education in the context of aesthetic education, the art teacher and the school administration, examination systems and requirements, sources of materials and supplies, audio-visual—teaching aids, research on areas of life or human endeavour relevant to Art Education, personal art education research, preparation for practice teaching, safety precautions and procedures in practical workshops including 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, essays or assignments and practical teaching experience.

TEXTBOOKS
Hastie, W. R. (ed.)
Lansing, K. M.
McFee, J. K.
Secondary Schools Board

JOURNALS
Syllabuses in Art. N.S.W. Department of Education.

Art and Artists
Art and Australia
Art Bulletin. The Art Branch, N.S.W. Department of Education.
Art Education. Journal of the National Art Education Association, U.S.A.
Art International.
A.S.E.A. Bulletin.
Studio International.
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.

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 COMMENCING IN 1977

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
- Principles and Practice of Teaching 2
- Elective 3

STUDENTS CONTINUING IN 1977

Year III
- Music Education III 3
- Elective 3
- Teaching Experience III 3

Year IV
- Education III 4
- Music Education IV 4
- Physical Education II 2
- Elective 3
- Teaching Experience IV 3
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 Orf Schulwerk in Germany.
Descant recorder, rhythmic and tuned percussion.

ASSESSMENT
Progressive evaluation by class tests, assignments, practical work.

TEXTBOOKS
Dankworth, A.
Salkeld, R.

REFERENCES
Cheyette, I. and Cheyette, C. H.
Choksy, L.
Wheeler, L. and Raebeck, L.


DIPLOMA IN MUSIC EDUCATION

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.
Heading, R.

REFERENCES
Geen, W. A.
Glen, N. E., McBride, W. and Wilson, G. H.
Orff, S. and Keetman, G.
Szonyi, E.


DIPLOMA IN MUSIC EDUCATION

MUSIC EDUCATION III

Music Education in the Secondary School

Three hours per week

Prerequisite—Pass in Music Education II

Curriculum planning for elective and non-elective music classes in Years 8-10. Orchestral techniques and styles. Score reading. Preparation of examination material. Rhythmic and tuned percussion; recorder ensemble; choir, instrumental groups. Melody-making; chime bar arrangements; simple orchestration for school groups; experimental composition using graphic notation. Film music.

ASSESSMENT
Progressive evaluation, class tests, assignments, practical work.

TEXTBOOKS
Fiske, R.
Self, G.

REFERENCES
Dennis, B. B.
D’Ombrain, G. R.
Leon, 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
B.B.C.
Brindle, R. S.
Kennan, K. W.
Persichetti, V.
Salzman, E.

Guides to Music.

PRINCIPLES AND PRACTICE OF TEACHING I - IV

Diploma in Music Education

The analysis and practice of teaching skills will be presented in a four year programme based on a graded progression of techniques and theoretical principles.

Micro teaching—Year I

An introduction to basic teaching skills will be presented through theoretical discussion, observation and analysis. These skills will be practised in a micro-teaching situation.

Macro teaching—Year II

More advanced procedures will be examined and practised in a macro-teaching situation.

Block Practice - I - IV

In each year a period of block practice will be undertaken in which previously introduced skills and techniques will be developed and extended.

ASSESSMENT
Assessment based on class tests and supervisor’s reports on preparation and presentation of lessons during the micro-teaching, macro-teaching and practice teaching sessions.

REFERENCES
A list of references will be given at the beginning of the programme.
## DIPLOMA IN SPECIAL EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Child</td>
<td>A1—3 hours per week, A2—3 hours per week</td>
</tr>
<tr>
<td>The Child in Society</td>
<td>B1—2 hours per week, B2—1 hour per week*, B3—2 hours per week, B4—1 hour per week</td>
</tr>
<tr>
<td>The Child in School</td>
<td>C1—2 hours per week, C2—2 hours per week, C3—5 hours per week</td>
</tr>
</tbody>
</table>

*Subject undertaken for one semester only.

---

### THE CHILD A1

**Education and the Atypical Child**

Three hours per week

This unit discusses the role of Education with respect to the Atypical Child. Disorders of physical and motor development including visual and auditory defects are examined covering the genesis and measurement of the problems, social and educational implications and the special provisions needed for management of the children in special schools or normal classrooms. Physical and motor disabilities are discussed similarly. Disorders of communication inherent in speech defects, language disorders and reading difficulties are examined. The nature of mental retardation and its effect on other skills and performances 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) words, and seminar papers.

**TEXTBOOK**


### 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. The biological concomitants of learning and diagnostic and remedial techniques are discussed. The latter involve analysis of developmental skills in relation to specific learning disabilities, possible causes of disability, relationship of skills to later academic prob-
DIPLOMA IN SPECIAL EDUCATION

PROBLEMS, discussion of tests of specific developmental skills (including I.T.P.A., Frostig, Bender and Wepman tests) and of 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.

ASSESSMENT
Progressive assessment based on assignments and effectiveness of work in the schools.

REFERENCES
Busch, W. J. and Giles, M. T.
Francis, William J.
Frierson, E. C. and Francis, William J.
Pumfrey, P.
Giglioli, B. J.
Lyons, J.
McKee, B. J.
McKay, 1971.

ASSESSMENT
Progressive evaluation including seminars, research reports and a two-thousand (2,000) word essay.

TEXTBOOKS
Bellugi, V. and Brown, R.
Giglioli, P. D. (ed.)
Lyons, J.
Wadsworth, B. J.

REFERENCES
Chomsky, N.
Fodor, J. A. and Katz, J. J. (eds.)
Piaget, J.
Vygotsky, L. S.
Whorf, B. L.

THE CHILD IN SOCIETY B1

EDUCATIONAL SOCIOLOGY

TWO HOURS PER WEEK

This unit examines the personal and social development of the individual and his interactions with societal subgroups as background to a study of the function of education in society. Sociology of Education as a discipline is also discussed and a study 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
Morrison, A. and Mcintyre, D. (eds.)
Morrison, A. and Mcintyre, D.
Schmuck, R. A. and P. A.

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


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
Bellugi, V. and Brown, R.
Giglioli, P. D. (ed.)
Lyons, J.
Wadsworth, B. J.

REFERENCES
Chomsky, N.
Fodor, J. A. and Katz, J. J. (eds.)
Piaget, J.
Vygotsky, L. S.
Whorf, B. L.


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
Australia, Department of Education and Science
Bullivant, B. M.
Derrick, J.
N.S.W. Department of Education

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.

ASSESSMENT
Progressive evaluation based on practical exercises, reports, seminars and written assignments.

REFERENCES
Cooper, J. D. et al
Dallman, Martha, et al
Dechant, E.
Dechant, E.
Harris, A. J. (ed.)
Harris, Larry and Smith, Carl B.
Hay, Julie and Wingo, C.
Holdaway, Don
Mackay, D. et al
Scheil, Leo and Burns, Paul
Southgate, V. and Roberts, G. R.
Stauffer, R. G.

JOURNALS

DIPLOMA IN SPECIAL EDUCATION

TEXTBOOKS
Logan, L. M. and V. G. and Paterson, L.
Slade, P.

REFERENCES
Barsch, R. H.
Bottom, R.
Educational Drama Association
Hayes, L.
Male, D. 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. Inter-disciplinary team case studies are also undertaken.

ASSESSMENT
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.
Harris, A. J. (ed.)
Harris, Larry and Smith, Carl B.
Hay, Julie and Wingo, C.
Holdaway, Don
Mackay, D. et al
Scheil, Leo and Burns, Paul
Southgate, V. and Roberts, G. R.
Stauffer, R. G.

JOURNALS


Diagnosis and Remediation of Reading Disability. New York, Parker, 1968.
Casebook on Reading Disability. New York, Mackay, 1970.

Remedial Reading: Classroom and Clinic. Boston, Allyn and Bacon, 1972.


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.

**ASSESSMENT**
Progressive evaluation based upon assignments and contribution to seminars.

**REFERENCES**
- Association of Teachers of Mathematics
- D'Augustine, Charles H.
- Greater Cleveland Educational Research Council
- Holmes, Emma E.
- Kramer, K.
- Reeves, J. P. and Radford, W. C.

**JOURNALS**
- Vinculum, Parkville, Vic., The Mathematical Association of Victoria.

---

**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 a co-ordinated planning of activities in each area. 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**
- Dobbs, J. P. B.
- Fait, H. F.
- Gaston, E. Thayer
- Haring, N. G. and Schiefele, R. L.
- Harvat, R. W.
- Jameson, K.
- Kephart, N. C.
- McFee, J. K.
- Mood, P. and Robbins, C.
- Oxendine, J. B.
- Rathbone, J. L.
- Roach, E. G. and Kephart, N. C.
- Sparkes, R.

**REFERENCES**
- Ashlock, E.
- Bailey, P.
- Chester, C. M. and Kephart, N. C.
- Chavey, I. and H.
- Cratty, B. J.
- Eisner, E.
- Frierson, E. G. and Barbe, W. B.
- Ginglend, D. R. and Siles, W. E.
- Great Britain and Ireland Department of Education and Science
- The Slow Learner in the Classroom. Columbus, Ohio, Merrill, 1971.
- The Purdue Perceptual—Motor Survey. Columbus, Ohio, Merrill, 1968.

**EDUCATIONAL THERAPY IN THE ELEMENTARY SCHOOL**
- Motoric Aids to Perceptual Training. Columbus, Ohio, Merrill, 1968.
DIPLOMA IN SPECIAL EDUCATION

Hope-Brown, M.
Lindeman, E. W. and
Herberholz, D. W.
Lowenfield, V. and
Brittain, W. L.
Marsh, M. V.
Myers, P. I. and
Hammill, D. D.
Orff, C. and
Koestman, G.
Robbins, I.

JOURNALS


Arts and Crafts Media Ideas for the Elementary Teacher.

Volume 9, No. 1, 1972.

GRADUATE DIPLOMA IN EDUCATION
(PRIMARY EDUCATION)

GRADUATE DIPLOMA IN EDUCATION
(SECONDARY EDUCATION)

GRADUATE DIPLOMA IN EDUCATION
(PRIMARY EDUCATION)

Semester I

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education IVP</td>
<td>2 + 1*</td>
</tr>
<tr>
<td>Principles and Practice of Teaching IVP</td>
<td>3</td>
</tr>
<tr>
<td>English and Reading IVP</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IVP</td>
<td>2</td>
</tr>
<tr>
<td>Art IVP</td>
<td>3</td>
</tr>
<tr>
<td>Craft IVP</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education IVP</td>
<td>3</td>
</tr>
</tbody>
</table>

Semester II

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education IVP</td>
<td>2 + 1*</td>
</tr>
<tr>
<td>Principles and Practice of Teaching IVP (until 19-8-77)</td>
<td>3</td>
</tr>
<tr>
<td>English and Reading IVP</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics IVP</td>
<td>2</td>
</tr>
<tr>
<td>Music IVP</td>
<td>3 until 19-8-77 then 4</td>
</tr>
<tr>
<td>Social Science IVP</td>
<td>3 until 19-8-77 then 4</td>
</tr>
<tr>
<td>Natural Science IVP</td>
<td>3 until 19-8-77 then 4</td>
</tr>
</tbody>
</table>

*Compulsory for those students without a sufficient background in Education or Psychology who will be expected to attend one massed lecture per week in Educational Psychology.

In addition to a four (4) weeks block practice period in mid-year students enrolled in 1977 in the Diploma in Education (Primary Education) undertake a further three (3) weeks period of block practice teaching at the commencement of the third term.

A substantial essay is also required of all Diploma in Education (Primary Education) students. The topic chosen must relate to either the field of specialisation or the field of Education. The essay topic must be approved by the appropriate Principal Lecturer and must be submitted to him prior to the annual examinations.
GRADUATE DIPLOMA IN EDUCATION

Exemption from this essay can only be granted by the Academic Board and may only be given if an additional qualifying subject is being undertaken.

GRADUATE DIPLOMA IN EDUCATION
(SECONDARY EDUCATION)

Subject                                      Hours per week
Education IVS                                 6
Principles and Practice of Teaching IV**      3
Health and 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
Nutrition and Food Science IV†               3
Science IVA                                  3
Science IVB                                  3
Social Science IVA                            3
Social Science IVB                            3
Teacher Librarianship IVA                    3
Teacher Librarianship IVB                    3
Textiles IV                                  4

*Not offered in 1977.
**The practice teaching requirement is four (4) weeks block practice and two additional weeks as can be most conveniently arranged.
†Students may consult the head of the department regarding submission of an individual programme.

A substantial essay is also required of all Diploma in Education (Secondary Education) students. The topic chosen must relate to either the field of specialisation or the field of Education. The essay topic must be approved by the appropriate Principal Lecturer and must be submitted to him prior to the annual examinations.

REFERENCES
Secondary Schools Board Art Curriculum Studies
and Board of Senior School Studies

ART IVA

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.

ART IVB

Art Education

Three hours per week for one semester

A basic introduction to the skills, materials, resources, thought processes and objectives of education through Art by encour-
AGING 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

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, wood craft, leather craft, papier 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 workbook.

REFERENCES
Aging 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

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, wood craft, leather craft, papier 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 workbook.

REFERENCES
STRUAD B—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. Cave, D. (ed.)
Craig, G. J.
Finley, W. J. (ed.)
Horton, D. L. and Turnage, T. W.
Hunkins, F. P.
Jacks, D. A. (ed.)
Maclaine, A. G. and Selby Smith, R. (eds.)
Morris, C. G.
Tanner, D.

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 including exercises, essays and other work. A final examination may be required.

REFERENCES
Garrison, K. C. and Magoun, R. A. Runyan, R. P. and Haber, A.
Sattler, J. M.

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
Ross, A. O.

REFERENCES
Crickshank, W. M. and Johnson, G. O. Dunn, L. M. (ed.)
Kirk, S. A.
Smith, R. M. and Neisworth, J. T. Telford, C. W. and Sawrey, J. M.
Trapp, E. P. and Himaitein, F. (eds.)
3. 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.

ASSESSMENT
Progressive evaluation including essays and seminar papers. A final examination may be required.

TEXTBOOK

REFERENCES

Students undertaking the Graduate Diploma in Education English subjects must demonstrate a satisfactory standard in written English (including Spelling).

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 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. Also 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 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
GRADUATE DIPLOMA IN EDUCATION

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.

ENGLISH AND READING IV

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:

- 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, its development and interpretation within the 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.
Melnik, A. and Merritt, J.
Walshe, R. D.
Wilkinson, A.


GRADUATE DIPLOMA IN EDUCATION

FRENCH IV

GERMAN IV

Language Methodology

Three hours per week

Prerequisite—Adequate University background in French or 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.

TEXTBOOK


REFERENCES

Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.
GRADUATE DIPLOMA IN EDUCATION

HEALTH AND PHYSICAL EDUCATION IV

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.

ASSESSMENT
Progressive evaluation including process participation and productive personal reports, group papers and reports, class discussion, clinical and demonstration.

REFERENCES
Bartley, et al
Bucher, Charles A.
Cratty, Bryant J.
Kirk, R. H., Mayshark, C. and Hornsby, R. P.
Lockhart, A. and Johnson, J.
Willis, F. H.

JOURNALS


Australian Journal of Physical Education.
Loughborough, British Association of Sport and Medicine.

GRADUATE DIPLOMA IN EDUCATION

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. The role of the History teacher is considered on matters such as syllabus, approach to interpretation, programmes, unit organisation, source materials, 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, and use of a history room. Textbooks and their selection are studied.

Written work is considered in relation to note taking and development of skills in essay techniques. Training is undertaken in the use of activity methods such as the making of aids, models, slide making techniques, involvement of pupils in depth studies. 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 and curriculum.

ASSESSMENT
Progressive evaluation including exercises, assignments and final examination.

REFERENCES
Ballard, M. (ed.)
Booth, M.
Burston, W. H.
Burston, W. H.
Green, C. W. (eds.)
Daniels, R. V.
Fairley, J. A.
Plipton, S.

GRADUATE DIPLOMA IN EDUCATION

Hall, L. T.

Jamieson, A.
N.S.W. Department of Education
Thomson, D.
Walsh, R. D. and
Little, N. A.
Watts, D. G.


Ways We Teach History. N.S.W. History Teachers Association, 1976.


INDUSTRIAL ARTS IVC QUALIFYING

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

Egelstaff, D. W.

Glenister, S. H.

Kranzberg, M. and

Purseil, C. W.

Lappin, A. R.

Ludwig, O. and

McCarthy, W.

Walker, J. B.


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. Content and standards used in teaching drawing will be 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. The elements of practical operations requiring skill will also be analysed so that by suitable demonstration and description the student will be able to effectively communicate in the school situation.

ASSESSMENT

Progressive evaluation involving assignments and final examination.

TEXTBOOKS


GRADUATE DIPLOMA IN EDUCATION

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 extra-mural experiences. Practical work includes a review of the value and methods of use of aids, as well as the 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 Australian Mathematics Teacher. Australian Association of Mathematics Teachers.
A Mathematics Bulletin. N.S.W. Department of Education.

MATHEMATICS 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.

MATHEMATICS IVP

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.

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.
GRADUATE DIPLOMA IN EDUCATION

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
Esler, W. K.
Jacobson, W. J.
Kibler, R. J., Barker, L. L. and Miles, D. T.
Piltz, A. and Sand, R.
Schmidt, V. E. and Rockcastle, V. N.
Thier, H. D.

GRADUATE DIPLOMA IN EDUCATION

NUTRITION AND FOOD SCIENCE IV

Four hours per week for one year

The purpose of this course is to increase the student’s knowledge and understanding of nutrition and food science, and to promote a continuing awareness of and interest in research and development in these fields.

OBJECTIVES
(a) To ensure the student’s knowledge of nutrition and food science is based on a high quality of intellectual understanding.
(b) To stimulate the student to assess the efficiency of the utilisation of food and resources in the home, the school and the community.
(c) To equip the student with an understanding of the health hazards involved with the various methods of community food presentation.
(d) To review the latest trends in modern food technology and waste disposal to avoid ecological imbalances associated with food production.

(c) To foster the student’s knowledge, based on an enquiry approach to research in their specialist field of study, as well as related fields, to enable the graduate to teach with confidence.

Part A—Nutrition
The study of:
(a) Nutrient interactions and complexes in metabolism,
(b) The nutritional implications of the
--- interstellar enzyme deficiencies,
--- imbalance of hormones and/or enzymes,
--- catecholamines and the autonomic nervous system,
--- concept of genetic engineering.
Inborn and acquired errors of metabolism.
(c) Malnutrition, undernutrition, overnutrition and deficiency diseases
--- diseases of affluence and poverty,
--- diseases of minority ethnic groups,
--- alcoholism and drug addiction,
--- practical application of research with experimental animals.
(d) The effect of differing environments upon ingestion of staple foods—endemic diseases, heavy metal, organic and inorganic contaminants.
Powers of public health authorities and standards organisations in safeguarding community health.
Evaluation of effective methods of community health education.

Part B—Food Science
(a) Microbiological studies of food in relation to methods of storage and preservative treatments.
Preservation techniques and their effectiveness in relation to foodstuff.
Developments in packaging.
(b) Developments in commercial food science and technology in relation to problems of food supply, processing and marketing techniques, and time-saving requirements.
The use of food additives such as natural and synthetic colours and flavours; preservatives; surfactants; nutritional enrichment.
GRADUATE DIPLOMA IN EDUCATION

Effects on nutritional health within the community of technological and scientific modifications of its food.
Waste disposal to prevent ecological imbalance.
New concepts in food production.
(c) Food science and technology in relation to institutional management.
(i) Design of food service areas; floor planning, routing lines and layouts; equipment; hygiene.
(ii) Food service in: school canteens and tuckshops; residential halls; industrial canteens; cafeterias; hotels and restaurants; take-away food bars; mobile food vendors.
(d) Australian policies in relation to food labelling; adequacy of information supplied on food labels.
(e) Development and testing of recipes for specialised foods to meet specific dietary needs such as low protein breads; low sodium and potassium foods; special foods for dietary treatment of such diseases as diabetes, coronary heart disease, phenylketonuria, galactosaemia, coeliac disease, diverticulitis.
Standardisation of recipes.
Costing of recipes.
Adaptation of household recipes to quantity recipes.

APPROACH
By formal lectures, seminars, reading of current journals, applications of research techniques, industrial visits, written reports and assignments.

ASSESSMENT
Will be by assignments, seminar participation, and the presentation of an original supervised research paper.
Annual and/or semester examinations may be required.

REFERENCES
Australia. Commonwealth Bureau of Census and Statistics
Borgstrom, Bengt, Dahlquist, Arne and Hambraeus, Leif (ed.)
Goodhart, Robert S. and Shils, Maurice E. (ed.)
McGilvery, Robert W.
Mayo Clinic Committee on Dietetics
Paul, Pauline C. and Palmer, Helen H. (ed.)
Pike, Ruth L. and Brown, M.
West, Bebe B. and others
Villee, Claude A.


GRADUATE DIPLOMA IN EDUCATION

The main reading emphasis is placed on current journals published by learned societies and institutions conducting research in the fields of nutrition and food technology.
The student is expected to read widely at a high level of understanding.
The student will use the Australian Education Index and other indices.

PHYSICAL EDUCATION IV

Three hours per week for one semester

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.
GRADUATE DIPLOMA IN EDUCATION

REFERENCES

Barley, et al.
Buchner, Charles A.
Cratty, Bryant J.
Kirk, R. H., Mayshark, C. and Hornsby, R. P.
Lockart, A. and Johnson, J.
Willis, F. H.


JOURNALS

Australian Journal of Physical Education.
Loughborough, British Association of Sport and Medicine.
Interational.
Journal of Health, Physical Education and Recreation.
Washington.

SCIENCE IVA

Junior Science Education

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 laboratory, field activities; as well as the planning and organisation of testing procedures.
Laboratory techniques, organisation of the laboratory, equipment, safety precautions. The future of Science teaching.

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, and Asian Social Studies, 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.

**TEXTBOOK**

**REFERENCES**
Dufty, D. G. (ed.)
Gross, R. E. (ed.)
Hooper, R.
Second Secondary Social Science Project
Tasmanian Department of Education

**SOCIAL SCIENCE IVB**

Students may choose to do two semesters of Geography OR two semesters of Economics with the approval of the Social Sciences Department.

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 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**
Barrett, W.
Chorley, R. and Haggett, P.
Cooke, R. U. and Johnson, J. H.
Graves, N.
Knopf, K. A. and Strauss, J. H.
Lee, N.
Lumsden, V. G.
Murphy, R.
Sanford, C. M. and Bradbury, M. S.
Walford, R.
Wamke, R. F. and Draayer, G. F.

**JOURNALS**


Selected Readings in Economics Education. Athens, Ohio University, 1969.

**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.

**TEXTBOOKS**
Brown, C. M. and Adams, W. R. N.S.W. Department of Education

Pryde, N. D.

**REFERENCES**
Banks, J. A. and Clegg, A. A.

Bassett, G. W. (ed.)

Eystan, F. J.

Fraenkel, J. R.

Herman, W. I. (ed.)

Jarolimek, J.

Jarolimek, J. and Walsh, B. M.

Joyce, B. R.

Queensland Department of Education

Taba, H. et al

Tasmanian Department of Education

Trail, R. D., Logan, I. M. and Remington, G. I.

Zahorik, J. A. and Brubaker, D. I.

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

**TEXTBOOKS**
Brown, C. M. and Adams, W. R. N.S.W. Department of Education

Pryde, N. D.

**REFERENCES**
Banks, J. A. and Clegg, A. A.

Bassett, G. W. (ed.)

Eystan, F. J.

Fraenkel, J. R.

Herman, W. I. (ed.)

Jarolimek, J.

Jarolimek, J. and Walsh, B. M.

Joyce, B. R.

Queensland Department of Education

Taba, H. et al

Tasmanian Department of Education

Trail, R. D., Logan, I. M. and Remington, G. I.

Zahorik, J. A. and Brubaker, D. I.

**TEACHER LIBRARIANSHIP IVA AND IVB**
Six hours per week for one year

**OBJECTIVES**

To establish a background of theoretical knowledge concerning school libraries and multi-media resources centres, which, with a reserve of practical experiences enables the future teacher to accept responsibility for work in the school library situation with confidence and enjoyment.

**STRUCTURE and TOPICS**
The general structure of the subject is set out as follows:

Teacher Librarianship IVA
1. The Library in Education
2. School Library Systems and Materials
3. Reference and Research—Techniques and Resources

Teacher Librarianship IVB
4. The Library in Society
5. Collection Building and Reading Guidance
6. Organisation and Management of the School Library

Topics covered within the several units include:

1. **The Library in Education**
   (a) The library/resources centre as an instructional and cultural medium in education.
   (b) Developing concepts of design and function of the library and resources or materials centre in the primary or secondary school. Regional and area resources.
   (c) The quality curriculum. Research into library education programmes.
   (d) Provision of reader services. Routines and codes of individual or group study. Research techniques and effective use of resources available.
   (e) Specialist and remedial programmes, as for visually handicapped, hearing impaired; for users at emotional, reading, cultural or social disadvantage; training in use of multimedia equipment and materials; as in training of pupils in community service through the library.
   (f) The library as a teaching/service agency catering for the continuing professional development of teachers.
2. School Library Systems and Materials
(a) Functional organisation for efficient use of all resources. The library as an information storage system. Information processing and retrieval.

(b) Classification, indexing and cataloguing systems; accessions register and shelf lists; integration of multi-media resources; reference collections, periodicals and special materials.

(c) Bibliographical aids and reference tools appropriate to range of subject areas; advisory services to school staff (e.g. displays, accession lists, conferences, seminars, workshops, etc.)

(d) Acquisition, processing, storage and maintenance of all print and non-print materials.

(e) Policies; contacts with suppliers and sales representatives; School Library Services.

3. Reference and Research—Techniques and Resources
(a) The range and scope of reference material and bibliographical aids; the form and structure of basic types (e.g. dictionaries, encyclopaedias, indexes, bibliographies, abstracts).

(b) Simple and exhaustive reference; search techniques appropriate to
   (i) general areas
   (ii) specific areas

(c) Survey of bibliographical aids for print and non-print materials (e.g. standard reference publications in subject areas; publishers' trade and professional journals; supplements and revisions).

(d) Criteria of selection and evaluation of print and non-print materials.

(e) Services and resources for information processing and retrieval
   (i) central agencies for indexing and processing of print and non-print materials
   (ii) union catalogues and related services
   (iii) inter-library loan; bulk loan; micro-copying
   (iv) photocopying and translation services

(f) The teacher librarian as curriculum consultant.

(g) Inquiry and search techniques; sequences appropriate to various modes; establishing a method for pupil inquiry and research.

(h) Methods of recording results of reference or research.

(i) Using results of reference or research; collation and comparison of sources; organisation of factual material; formal acknowledgement; informal reference.

(j) Writing a research paper.

4. The Library in Society
(a) The role of the library in the social and the cultural development of civilization; the history of libraries; their role in communication.

(b) The history of books and printing; publishing and book-selling; the present day situation and its problems as related to school libraries, e.g. the provisions of the Copyright Act.

(c) Functions and services of various types of library in the Australian community; inter-library co-operation.

(d) School and community relationships; inviting and retaining co-operation; surveys of educational and leisure needs and priorities within the school and community it serves.

(e) School and community experiences as in excursions, projects and activities such as Children's Book Week, radio, television and film programmes; services for the disadvantaged or handicapped; youth leadership programmes, rural youth groups; community and adult education services and programmes.

5. Collection Building and Reading Guidance
(a) Principles of selection and acquisition—environmental, cultural and educational considerations.

(b) Source of supply and avenues of choice; appropriateness and relevance of choice to
   (i) adolescent needs and interest
   (ii) community and personal values
   (iii) study programmes and recreational pursuits

(c) Multi-media communication and reading guidance as in film, record and tape, radio and television. Criteria of selection of multi-media language and literature resources.

(d) Development of fictional and non-fictional literature for the young adolescent—particular reference to post-World War II era—the paperback explosion and the reluctant reader.

(e) Illustration. A History of Illustrations. Illustration and the Non-Reader—from ideograph to comic strip.

(f) Newspapers and journals for the adolescent reader.

(g) Non-English stories and reading material for migrant children; parallel texts; problems of translation.
GRADUATE DIPLOMA IN EDUCATION

(h) Non-fictional literature of secondary curriculum areas.
Consideration of pupil needs and authorial limitations.
(i) Children's Poetry, Story and Book Clubs.
(j) Book Awards and Motivations
   — International
   — National
   — State

(k) Evaluation, development and maintenance of collections.
(l) Reading guidance for the exceptional, average and retarded reader. Group reading, reading of serials, remedial programmes, "book therapy".

6. Organisation and Management of the School Library
(a) Areas of responsibility of the teacher librarian—to principal and staff; to pupils; to the community the school serves.
(b) Competencies and relations involved in administration
   (i) Simple, efficient clerical routines.
   (ii) Office filing and indexing systems.
   (iii) Task analysis in terms of systems and personnel employed in performance.
   (iv) Dissection of complex tasks and relation to work flow.
   (v) Policy framing with principal, staff, pupils.
   (vi) Regular and comprehensive report to principal (sources of finance, expenditure, subsidy claims, stock take, school audit, etc.); to staff and pupils (accession lists, display publicity, etc.).
(c) Standards and objectives in architectural planning and design and their relationship to educational objectives. Standards and codes for school library services. Provision of study, recreational and leisure activity areas and services.
(d) Organisation of the library so that balance is preserved between physical, clerical, functional and educational objectives.
(e) Management and administration aspects of the teacher librarian’s responsibilities
   (i) Understanding of group, community and social structures and their importance in educational design.
   (ii) Integration of the roles of curriculum consultant, manager, administrator.
   (iii) Costing and estimating of library programmes in terms of educational yield and economic resources. Funding and mounting of programmes; feedback, research and evaluation.

(iv) Meshing of personal, community and professional responsibilities.

APPROACH
A variety of methods is used to cover the units, viz. lectures; assigned reading followed by forum; preparation and presentation of a seminar paper; excursions and observations; school library workshops.
Note: Attendance at workshops and excursions is obligatory.

ADDITIONAL REQUIREMENTS
1. Practice Teaching component as required by Diploma in Education Course Structure. A satisfactory performance is required in the practical teaching situation to qualify for a pass in the subject.
2. Presentation of a major assignment (which may also complete the essay requirement of the Diploma in Education course) not to exceed 4,000 words, due third week in October. Topic to be chosen in consultation with lecturer and essay to be accompanied by a critical bibliography.

ASSESSMENT
By progressive evaluation based upon seminar paper, semester tests, major assignment and practical experience component; final examination.

TEXTBOOKS

REFERENCES

TEXTILES IV
Fours hours per week for one year

This unit is designed to provide the student with an appreciation of the manufacture of textiles for a consumer-oriented society, with emphasis on current trends in textile development and experimentation.
GRADUATE DIPLOMA IN EDUCATION

OBJECTIVES
To ensure students
(a) Acquire an appreciation of the role of textile standards and marketing procedures.
(b) Become familiar with the principles and methods of serviceability testing and quality control in the textile industry.
(c) Comprehend the trends in research and development in textile science and technology.
(d) Develop that artistic appreciation of textile materials which will encourage a confidence to use these materials in original and creative design.

Part A—Textile Science and Technology
Theoretical and experimental consideration of
(a) Aspects of the principles and practice of sampling textile materials.
(b) Physical testing of fibres, yarns and fabrics.
(c) Evaluation of serviceability; standards of marketing in Australia.
(d) Quality control in the textile industry; mill organisation, lay-out and location.
(e) Principles of research and development in textiles.
(f) Survey of recent major advances in fibre science and yarn, fabric colouring and finishing technologies.

Part B—Textile Arts
(a) Use of natural dye sources in experimental studies, on fibres, yarns and fabrics.
(b) Concept interpretation in design: creativity through observation of patterns in nature; discovery techniques in architecture, art, history, ethnic cultures, wild life, theatre.
(c) Experimental use of design concepts in textile media to develop
   (i) Understanding of relationships between methods and media.
   (ii) Individual exploration of one textile medium.
Three major works to be completed to show development of methods and media studies.

APPROACH
Through formal lectures, tutorials, assignments, laboratory work, industrial excursions, projects involving seminar and research topics, and experimental exercises.

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

TEXTBOOK
Booth, John E.

REFERENCES
American Society for Testing and Materials
Backer, S. and Valko, E. J.
New South Wales Parliament Statutes
Skinkle, John H.

Ward, Michael

This list is not restrictive. Students are expected to read widely; to be competent in the use of library facilities; and make use of all available resources.

Students will be directed to reading and source material in Textile Arts throughout the year.
The Diploma in Teacher Librarianship is a part-time (evening) course offered over two years. The course is available to experienced teachers with at least two years training.

**Semester I**

<table>
<thead>
<tr>
<th>Hours per week per semester</th>
<th>Cataloguing and Classification</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Method, Organisation and Management for the School Library</td>
<td>4</td>
</tr>
</tbody>
</table>

**Semester II**

<table>
<thead>
<tr>
<th>Advanced Reference and Research</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Technology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Semester III**

| Curriculum Development, Design and Research | 4 |
| Educational Administration               | 4 |

**Semester IV**

| Collection Building and Reading Guidance | 4 |
| Sociology of Education                   | 4 |

In addition library observation and experience will be included in each year.

---

**CATALOGUING AND CLASSIFICATION**

Four hours per week for one semester

This module provides the basic cataloguing and classification information needed to organise a school library. It also presents information on how library material is obtained, cared for and circulated.

**TOPICS**

1. Library Catalogue:
   - General introduction to the dictionary catalogue.
   - Brief mention of author, classified, divided catalogues.
   - Advantage of dictionary catalogue for schools.
2. Catalogue card:
   - Main entry; added entries; unit cards.
   - Lay out of card.
3. Classification:
   - A. Aim
     - Dewey Decimal Classification; main class numbers; main criticisms.
   - B. Editions of Dewey—abbreviated, abridged, 17th, 18th.
     - Application to school libraries.
   - C. Classification of books. Examples and practice.
     - Treatment of fiction.
4. Self List:
   - Self list card; arrangement; uses in the library.
5. Compiling the catalogue:
   - A. Need for code of rules.
     - A.A.C.R.
     - Main entries for:
       - Personal author
       - Joint author
       - Collections
       - Corporate author
       - Pseudonymous author
       - Anonymous works
   - Conference—very brief mention
   - Added entries:
     - Form of name:
       - Personal names; corporate names
       - Other descriptive cataloguing
B. Subject cataloguing:
   Purpose; method; need for control and guidance; subject headings lists.
C. Analytical entries:
   Main layout and use; relation to indexes and finding list.
6. Supplements to the catalogue:
   Indexes, bibliographies; abstracts.
7. Selection of material:
   Aids; suggestion cards; allocation of book vote.
8. Ordering:
   Trade catalogues; order cards file (alphabetical); typed orders (chronological record).
   Commitment record.
   Payments record.
9. Accessioning:
   Accessions register.
10. Processing of books:
11. Publicising new material:
   Display of books
   Accession list
   Service to Principal and others with special interests.
12. Repair and Binding of Books:
13. Periodicals:
   Selection aids; ordering; accessioning; processing, binding.
14. Special materials:
   Pamphlets, records, tapes, cassettes, pictures.
   Organization of this material.
15. Reference work:
   General introduction to material likely to be useful.
   Suggestions:
   Australian National bibliography.
   Grove's Dictionary of Music and Musicians.
   Twentieth Century Authors.
   Granger's Index to Poetry.
   McGraw-Hill Encyclopaedia of Science and Technology.
   Australian Education Index.
   Australian Science Index.
16. Circulation:
   Loan systems used in schools.
   Inter-library loans.
   Union lists especially those compiled in Newcastle areas.
17. Library statistics:
18. Stocktake:
19. School Library Service and its publications:

ASSESSMENT
Progressive evaluation of practical work, assignments and/or final examination.

TEXTBOOKS AND REFERENCES
As advised in lectures.

METHOD, ORGANIZATION AND MANAGEMENT
FOR THE SCHOOL LIBRARY

Four hours per week for one semester

This module explores the functions of the school librarian. It relates his organizational duties as a librarian to his wider professional responsibilities as a teacher.

TOPICS
1. Exploratory:
   Development of Library/Resource/Materials Centre in the modern school.
   Emerging concepts of design and function.
2. Changing concepts of the Teacher Librarian's role.
3. Areas of the Teacher Librarian's responsibility:
   (a) to the Principal;
   (b) to the staff generally;
   (c) to the pupils;
   (d) to the community the school serves.
   Dual responsibility as Educationist and Organizer.
4. Organization of the Library:
   (a) Physical;
   (b) Clerical;
   (c) Functional;
   (d) Educational.
   The Library/Resource Centre as an instructional/cultural unit of education.
   Survey and diagnosis of student needs, staff and community expectations and requirements.
   Provision of reader services, establishment of routines of instruction and of codes for supervised and unsupervised study.
   Co-operative selection and discussion of short term and extended library programmes for various subject areas.
   Co-ordination of resource material and programmes.
   Extension of community and public relations.
5. Special Services and Functions:
   (a) Mechanical Preparation.
       Storage and upkeep of all media material and equipment.
   (b) School library as effective aid in a reading programme.
       Remedial and recreational programmes; extended and
       specialized programmes for the exceptional child.
   (c) School library as contributing to the guidance pro-
       gramme.
       Student surveys and individual needs;
       “Book Therapy”
       Training of pupils in community service through the
       library:
   (d) School library as a teaching/service agency.
       Needs and professional development of teachers; partici-
       pation in youth leadership and leisure occupation
       programmes.
       Contact with adult education groups and professional
       associations.

ASSESSMENT
By progressive evaluation of class exercises, tests, assignments and/or final examination.

TEXTBOOKS

REFERENCES
As advised in lectures.

ADVANCED REFERENCE AND RESEARCH SKILLS
AND METHODS

Four hours per week for one semester

The module is designed to provide information on the ways libraries can assist in research.

TOPICS
1. The range and scope of reference material and bibliographical aids; the form and structure of the various types—as,
   dictionaries, encyclopaedias, indexes, bibliographies, abstracts, etc.
2. Simple and exhaustive reference—“search techniques” appropriate to
   (a) general areas;
   (b) specific areas;
3. Survey of bibliographical aids for
   (a) print material;
   (b) non-print material;
   e.g., standard reference publications in subject areas, publishers, trade and professional journals; supplements and
   revisions; evaluation criteria—source, detail, bias, purpose, authority.
4. Services and resources for information processing and retrieval.
   (a) central agencies for indexing and processing of print
       and non-print materials;
   (b) union catalogues and related services;
   (c) inter-library and bulk loan-micro copying;
   (d) photocopying and translation services;
   (Note:—The provisions of the Copyright Act as they relate
       to information services.)
5. Reference work in schools and the reader services librarian.
   The teacher librarian and the role of curriculum consultant.
6. Inquiry and search techniques—sequences appropriate to
   various modes of approach. Establishing a method of ap-
   proach for inquiry and research.
7. Methods of recording results of reference or research—for
   passing on by correspondence, telephone or photocopy.
8. Using the results of reference or research—organization of
   factual material; collation of sources; formal reference and
   acknowledgement—appropriate forms for junior and senior
   school levels.
9. Writing a research paper.

ADDITIONAL REQUIREMENTS
Class exercises, including the writing of a research paper.

ASSESSMENT
Progressive evaluation of class exercises, assignments, and/or final examination.

TEXTBOOKS AND REFERENCES

And as advised in lectures.
DIPLOMA IN TEACHER LIBRARIANSHIP

RESOURCE TECHNOLOGY

Four hours per week for one semester

This module 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 organization 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 organizational systems.

REFERENCES

CURRICULUM DEVELOPMENT, DESIGN AND RESEARCH

Four hours per week for one semester

The aim of this module is to review the basic principles and practices of curriculum theory and development and to apply these to the student’s specific areas of interest.

TOPICS
2. Current Theories of Curriculum Development

EDUCATIONAL ADMINISTRATION

Four hours per week for one semester

This module orients the student in the field of Educational Administration, taking him into readings in group dynamics, educational leadership, social psychology, organizational theory and practice, innovation and change. 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.

REFERENCES

TEXTBOOKS

REFERENCES
Herrick, V. Strategies of Curriculum Development. Columbus, Merrill, 1965.
Tyler, R. W. Basic Principles of Curriculum and Instruction. Columbus, Merrill, 1971.

APPRAOCH
By lectures, seminars, workshops, research and visits. Workshops will be structured with student competencies.

ASSESSMENT
Progressive evaluation in workshop exercises according to prescribed criteria, participation in seminars, individual research projects, and a major assignment of a curriculum unit connected with the student’s own area of interest, to be justified in terms of the basic principles and practices of curriculum design.
DIPLOMA IN TEACHER LIBRARIANSHIP

TEXTBOOKS
Bassett, G. W.,
Crane, A. R. and
Walker, W. G.

REFERENCE
Campbell, R. F. and
Gregg, R. T. (eds.)

REPRESENTATIONS
Griffiths, P. E. (ed.)

Katz, B. and Kahn, R. L.

Owen, R. G.

Walker, W. G., Rich, F.
and Teadale, R.

5. Illustration. A History of Illustrations. Illustration and the
Non Reader—from ideograph to comic strip.
6. Newspaper and journals for the adolescent reader.
7. Non-English stories and reading material for migrant children;
parallel tests; problems of translation.
8. Non-fictional literature.
9. Children's Poetry, Story and Book Clubs.
10. Book awards and motivations—
International
National
State
11. Evaluation, development and maintenance of collections.
12. Reading guidance for the exceptional, average and retarded
reader. Group reading, reading of serials, remedial pro-
grammes, “book therapy”.

ADDITIONAL REQUIREMENTS
Critical study of some form or genre of work designed for children, or detailed study
of modern children's author. To be chosen in consultation with lecturer.

ASSESSMENT
By progressive evaluation of class exercises, assignments and essays and/or final
examination.

TEXTBOOKS
Greene, Ellin and
Schoenfeld, M. (eds.)

REFERENCES
As advised in lectures.

SOCIOLOGY OF EDUCATION

Four hours per week for one semester

This module 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
DIPLOMA IN TEACHER LIBRARIANSHIP

of peer groups in the educative process, political action within an institution; the school as an organization: formal and informal aspects.

ASSESSMENT
Progressive evaluation.

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

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


DIPLOMA IN TEACHING
(TECHNICAL AND FURTHER EDUCATION)

Admission Requirements

In general, candidates should possess recognised specialist technical qualifications suitable as a basis for teaching in post-secondary technical and further education or similar.

1. An applicant for admission to candidature for the Diploma in Teaching shall possess either
   (a) a Trade Certificate,
   (b) a Certificate of the technician or middle level kind of the New South Wales Department of Technical and Further Education,
   (c) an Associate Diploma,
   (d) have completed a three-year full-time technical course based upon a School Certificate or Higher School Certificate,
   (e) have such specialised training and occupational experience as to have been selected by the Director of Technical and Further Education for employment as a teacher,
   (f) have such other vocational education qualifications as may be deemed by the Academic Board to be equivalent to one of the qualifications (a) to (d) above,
   (g) be eligible for admission to the College as a mature age candidate,
   AND
   (h) have had, except in cases under (c) and (d) aforementioned, a minimum of three years’ occupational experience related to the specialised vocational qualification forming the basis of application for admission.
Major Requirements for the Award

For the award of Diploma in Teaching, candidates must successfully complete a total of 108 credit points of which a minimum of 15 must be in Education, a minimum of 15 in Special Theory—Professional Preparation and a minimum of 51 from Subject Content.

A programme for the Diploma in Teaching requires the completion of at least two years of part-time study.

Core Programme

The following studies together constitute a programme for the basic core of the Diploma in Teaching: 17 credit points in Education Theory Studies, 17 credit points in Professional Preparation Studies and 6 credit points in Subject Content studies. Where a student is in full-time teaching employment and his practical experience is supervised, a maximum of 9 credit points is available. If practice is limited to brief block practices and micro-teaching or equivalent, a maximum of 6 credit points is available.

Subject Content Studies

Subject content will generally be related to the candidate’s field of teaching and may be wholly formal studies to be undertaken in one or more approved institutions or may be individual study programmes which combine formal studies and project or thesis work, but in all cases proposed programmes must adhere to such guidelines as the Academic Board may prescribe for the field and be submitted for the approval of the Academic Board. Criteria to be used by the Board will include a preference for some sequential studies over at least two years where these are available in an approved institution and a strand of studies consistent with the other part of the Diploma in Teaching course.

Admission with Credits

Candidates on admission to the Diploma in Teaching programme may apply with documentary evidence for entry with credits for previously completed Subject Content studies beyond the core programme requirements, and the Academic Board shall determine the number of further credit points to be completed by an individual study programme to meet the requirements of the general Diploma programme.
ment where teaching is supervised or 6 credit points if more limited practical experience is available. These studies together constitute a core programme.

A programme for the Graduate Diploma in Education requires two years of part-time study or its equivalent.

**Distinction Between the Diploma in Teaching and the Diploma in Education.**

These courses are basically similar since neither group of students is expected to have previous extensive experience in education. Diploma in Education students, however, are expected to read more widely and to demonstrate a more critical evaluation of theories and research evidence. This distinction is implicit within all module approaches and assessments. In addition some modules are extension topics to be undertaken by Diploma in Education students only.

Course programmes differ for the two diplomas. Whereas Diploma in Teaching students gain 6 credit points from electives in General Theoretical Preparation at 100, 200 or 300 levels, Diploma in Education students gain 6 credit points from Educational Studies in 300 or 400 level courses.

**College Diploma in Teaching Structure.**

<table>
<thead>
<tr>
<th>Course Components</th>
<th>Min. Credit Points</th>
<th>Max. Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. General</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theoretical Preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(incl. Max. 42 at 100 level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Education 15*</td>
<td>17**</td>
<td>17**</td>
</tr>
<tr>
<td>(ii) Educational Studies</td>
<td></td>
<td>6**</td>
</tr>
<tr>
<td>(iii) Subject Content Studies</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

**Course Curriculum**

The programme is preceded by a Technical College introductory course in which Newcastle College of Advanced Education staff assist with units on lesson-planning, peer-group micro-teaching, the use of audio-visual equipment and library and study skills. The core programme is designed in three consecutive units. Initially it is proposed that these units provide a two-year, part-time programme occupying 1 day (5 hours) in the 1st year, and two days (10 hours) in the second year. This programme includes all required education studies and for the Diploma in Teaching course some elected Subject Content studies.

In view of their ongoing work experience 9 credit points are awarded to all technical teachers for practical experience provided that, in the opinion of a small committee of C.A.E. and Technical College staff who have been involved in the guidance and supervision of the student's work, such teaching is of a satisfactory standard. Students who are not members of the technical college staff may gain 6-9 credit points depending on the amount of supervised practical experience available to them.

**Programme for Courses**

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Credit Points</th>
<th>Hours for Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adolescents and Adults</td>
<td>3</td>
<td>2 2</td>
</tr>
<tr>
<td>Cognitive Processes</td>
<td>2</td>
<td>2 2</td>
</tr>
<tr>
<td>Professional Preparation I</td>
<td>8</td>
<td>6 3 3</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>3</td>
<td>- -</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>10 5 5</td>
</tr>
</tbody>
</table>
### Year 2 Semester 1

<table>
<thead>
<tr>
<th>Unit 2</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Development</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Identification and Assessment</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>of Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Preparation II</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Subject Content (Diploma in</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teaching)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Educational Studies (Diploma</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>in Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### Year 2 Semester 2

<table>
<thead>
<tr>
<th>Unit 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sociology of Education</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Principles of TAFE</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Professional Preparation III</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Subject Content (Diploma in</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Teaching)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR Educational Studies (Diploma</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>in Education)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Experience</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

### MODULE GROUPS

#### 1. MODULES IN EDUCATIONAL STUDIES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adolescents and Adults</td>
<td>3</td>
</tr>
<tr>
<td>(lectures, discussion, seminars)</td>
<td></td>
</tr>
<tr>
<td>Cognitive Processes (lectures, discussion</td>
<td>2</td>
</tr>
<tr>
<td>and class exercises)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Development (workshops and</td>
<td>3</td>
</tr>
<tr>
<td>contracts)</td>
<td></td>
</tr>
<tr>
<td>Identification and Assessment of Objectives</td>
<td>3</td>
</tr>
<tr>
<td>(individualised and programmed instruction)</td>
<td></td>
</tr>
<tr>
<td>Sociology of Education (workshops and small</td>
<td>3</td>
</tr>
<tr>
<td>group discussion)</td>
<td></td>
</tr>
<tr>
<td>Principles of TAFE (lectures, seminars)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### 2. MODULES IN PROFESSIONAL PREPARATION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Preparation I</td>
<td>8</td>
</tr>
<tr>
<td>Professional Preparation II</td>
<td>5</td>
</tr>
<tr>
<td>Professional Preparation III</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

#### 3. MODULES IN GENERAL THEORETICAL

**PREPARATION—SUBJECT CONTENT**

Diploma in Education students are required to elect one of
(a) Personality development and mental health
or
(b) (i) Introduction to organisational theory
(ii) Leadership
or
(c) Behavioural Engineering
(3 hours a week for two semesters)
and
(d) An approved reading course or project concerned with principles and issues in technical education.

Diploma in Teaching students are required to elect two general subject content modules as part of the core programme. A variety of modules are generally available to students within the College. A proposed module in Effective Communication will be highly recommended to beginning
TECHNICAL AND FURTHER EDUCATION

TECHNICAL AND FURTHER EDUCATION

teachers. Each of these modules will occupy three hours a week for one semester and will carry three credit points.

PSYCHOLOGY OF ADOLESCENTS AND ADULTS

Two hours per week for one semester

(3 credit points)

OBJECTIVES

The student should become aware of the way in which people learn to perceive themselves and others. He should recognise the way in which he communicates with others and should be able to apply this understanding to his own role as an educator and to his relationship with students.

TOPICS

Self-concept. How we know ourselves and see others. Special reference will be made to sex roles, occupational stereotypes, educational status and social prejudices. *Views of Maslow, McClelland, Rogers will be considered.


*Diploma in Education students.

APPROACH

Lectures, group discussion, seminars on topics of special relevance to particular students’ subject areas and personal interest.

ASSESSMENT

Progressive assessment based on assignments and seminars, but with the possibility of examination in individual cases.

REFERENCES


COGNITIVE PROCESSES

Two hours per week for one semester

(2 credit points)

OBJECTIVES

The student should be able to:

(a) describe teaching strategies designed to promote the development of cognitive processes,

(b) define relevant objectives for these and

(c) write an individualised unit of work which incorporates several strategies.

TOPICS

1. Processes, pacing and levels of thinking will be considered in relation to thinking as information processing, computer simulation, concept formation logical thinking, problem solving, personal knowledge and creative thinking.

2. The relation of motivation and cognition, and of language and thought will be considered.

3. This knowledge will be applied to the classroom situation in terms of the precise statement of objectives of the selection of appropriate teaching strategies and of formative evaluation of individual student progress.

*4. Some of the research evidence related to cognitive processes or theories of cognitive development will be surveyed.

APPROACH

Lectures, seminars*, discussion and class exercises.

ASSESSMENT

Class exercises, discussions and seminar participation.

*Indicates requirements for Diploma in Education students only.

REFERENCES


"If You Want To Get Ahead, Get a Theory." Cognition. 3, 3, 1974-75. pp. 195-212.


TECHNICAL AND FURTHER EDUCATION

CURRICULUM DEVELOPMENT

Two hours per week for one semester
(3 credit points)

OBJECTIVES
To provide opportunities for students to examine basic principles and practices of curriculum development in order that they might understand these and apply them to their own specific areas of interest.

TOPICS
3. Developing the Curriculum. Principles and practices of content selection (surveying needs of industry, industrial and job analyses, considering needs of students, departmental practices, etc.).
4. Organisation of the Curriculum. Principles and practices of content organisation, continuity, sequence and integration. Developing curricula for people—different entering behaviours, job experience, individual differences, attendance patterns. Format of the curriculum—subject-based, modular, core plus electives, uses of co- and prerequisites, etc.

APPROACH
Essentially a workshop-oriented course, involving students in contract-learning, tasks in reading and researching, writing objectives and conducting appraisal of appropriate curricula.

ASSESSMENT
By means of progressive evaluation in workshop exercises according to prescribed criteria and a major assignment related to the construction of a curriculum (in the students own area of interest) to be justified in terms of basic principles and practices of curriculum design.

THE IDENTIFICATION AND ASSESSMENT OF EDUCATIONAL OBJECTIVES

Two hours per week for one semester
(2 credit points)

OBJECTIVES
To provide students with skills in the identification of educational assessment aims and behavioural objectives, the creation of appropriate tests and the interpretation and reporting of test results.

TOPICS
(Diploma in Education students are required to do all topics; Diploma in Teaching students will omit asterisked topics.)
Aims and operational procedures of teacher-made (diagnostic) criterion-referenced and (ranking) norm-referenced tests, with examples and exercises from actual data deriving from the specific occupational area of interest. After completion of this unit the student will be able to demonstrate a satisfactory level of competence in:
1. analysing a required performance into "fine grain" behavioural objectives
2. writing appropriate test items to assess behavioural objectives
3. *constructing scoring systems
4. identifying the usefulness of a norm-referenced test with

TEXTBOOK
Hermann, G., Richardson, E. and Woodburne, G.

REFERENCES
Bloom, B. et al
Doll, R. C.
Herrick, V.
Hughes, P. (ed.)
McMahon, G. G.
Nerbovig, M. H.
Payne, D. A. (ed.)
Stenhouse, L.
Tyler, R. W.
Wheeler, D. K.

Strategies of Curriculum Development. Columbus, Merrill, 1975.
Basic Principles of Curriculum and Instruction. Columbus, Merrill, 1971.
respect to reliability and validity, with an understanding of the statistical concepts involved (especially correlation and associated significance)

5. identifying the usefulness of a norm-referenced test with respect to difficulty and discriminability with an understanding of the statistical concepts involved

6. identifying the usefulness of a criterion-referenced test item and test

7. identifying the worth of an individual or group score on a teacher-made criterion-referenced test in terms of a pass/fail or binomial criterion respectively

8. assessing the worth of an individual or group score on a teacher-made norm-referenced test in terms of a rank order or “z” score transformation respectively

9. aggregating the scores of a given individual over several ranking tests by forcing a normal distribution or assuming a normal distribution and aggregating relevant “z” zones

10. *assessing the descriptive usefulness of other distributions, e.g. the beta distribution

11. reporting test results to relevant persons graphically (histogram and frequency polygons) and algebraically (for norm-referenced tests only) in terms of mean and standard deviation and percentiles

12. designing classroom research embracing the observation of student interactions and frequency counts of time-sampled, objectively defined behaviours; the comparison of 2 or more instructional methods with treatment groups equated by random allocation or matching procedures with objective treatments and relevant statistical analyses.

**APPROACH**

By individualised instructional exercises using real data supplemented with some lectures and tutorials.

**ASSESSMENT**

This module is itself criterion referenced and a mastery level of at least 95% is expected on each of the units.

**REFERENCES**

Gronlund, N. E.

Lindvall, C. M. and Nitko, A.

Miles, J.

Runyon, R. P. and Haber, A.


**SOCIOLOGY OF EDUCATION**

Two hours per week for one semester

(3 credit points)

**Prerequisite**—Three credit points at 200 Level in Education. Suitable for Technical teachers in training.

**OBJECTIVES**

To promote an awareness of the following:

(a) Processes as they operate in small and complex groups.

(b) The relationship between individuals and organisations in general and further educational institutions in particular.

(c) The sociological factors which influence a student's performance and the social forces which help to shape the role of the teacher and the institution.

**TOPICS**

Diploma in Education students are required to cover all topics; Diploma in Teaching students will omit asterisked topics.

1. Basic Concepts. Society and Culture—general concepts, the Australian multi-cultural scene, society in one other culture.

2. The Socialization Process. Role theory—status, role, names, values, attitudes, mores, social control, social learning, transmission of heritage, motivational module, reference groups, concepts of self. Disadvantaged roles—prisoners, mentally and physically handicapped, migrants, women.


4. Dynamics of Small Groups. Leadership, small group and organisational climate, communication, morale, intergroup conflict, cohesiveness, attraction, organisational norms, group influence on motivation and achievement, conformity, group pressures.

5. *Attitudes and Attitude Change. Theories of attitude change, concepts of leadership, power and authority.

6. The Teacher in the System. Role conflict, role strain, problems of professionalisation, local further education systems.

7. *Environmental and Systemic Pressures on Organisation. The aim here is to analyse local, state and nation pressures from without and within the organisation which can affect the system's goal direction and achievement of tasks.
TECHNICAL AND FURTHER EDUCATION

APPROACH
Workshop and small group discussions.

ASSESSMENT
Progressive evaluation to include—one major essay, workshop involvement, class exercises.

REFERENCES
Bany, M. A. and Johnson, L. Luft, J.
Sprott, W. J. H. Miles, M. B.

LEARNING TO WORK IN GROUPS. Columbia, New York, Teachers College, 1973

PRINCIPLES OF TECHNICAL AND FURTHER EDUCATION (T.A.F.E.)

Two hours per week for one semester
(3 credit points)

OBJECTIVES
To make students aware of the nature of further education, not only in their own context, but within the state and in the framework of technical and further education in developed countries.

TOPICS
1. Introduction
2. Terminology
3. Historical Perspective
4. System Perspective
   (a) Higher and further education
      Higher compared with further education; Universities; C.A.E.'s; Technical Colleges; Community Colleges; articulation.
   (b) Further Education
      (i) Aims and functions
      (ii) Departmental organisation
         —Separate department of further education
         —Within a department of education
         —Recent committees of enquiry, Partridge in Western Australia and Karmel in Tasmania
   (c) Relationship with secondary education
   (d) Relationship with industry
      “education” vs “training”, different attendance patterns, the total curriculum, industrial simulation, levels of education, trade, technician, technologist.

5. Educational Theory Perspective
   including recurrent education
   including manpower vs social demand

6. Sociological Perspective
   including manifest vs latent functions of further education

7. Organisation of further education in Australia
   Centralised vs decentralised systems
   Control
   Financing
   Planning
   Relationships with T.A.F.E.C.

8. Comparative Post-school Education
   (a) England/Wales—including influence of the levy-grant system of training
   (b) Ontario
   (c) Australian States

9. Analysis of Reports—
   ACOTAFE 1 and 2 and other current reports on T.A.F.E. and industrial training

10. Synthesis—what constitutes an optimum system of post-school education for N.S.W.?

APPROACH
Lectures, seminars.

ASSESSMENT
Progressive evaluation.

TEXTBOOK
Hermann, G. D., Richardson, E. and Woodburne, G. T.

REFERENCES
Cantor, L. M. and Roberts, T. P.
Cochrane, D. (Chairman)
Kangan, M. (Chairman)
Mortenson, K. G.
Richardson, E. (Chairman)
Sehon, D. A.
Sharpe, J. G. (Chairman)
Tregillis, B. H. (Chairman)
Young, J. T.

TRADE AND TECHNICIAN EDUCATION. Sydney, Cassell, 1976.
TECHNICAL AND FURTHER EDUCATION

EDUCATION—100 LEVEL/200 LEVEL/300 LEVEL—
PROFESSIONAL PREPARATION
DIPLOMA IN TEACHING

Stage I:
3 hours per week for two semesters
(8 credit points)

Stage II:
3 hours per week for one semester
(5 credit points)

Stage III:
3 hours per week for one semester
(4 credit points)

PREAMBLE
Although there are a few notable exceptions, it is generally true
to say that courses in teacher education institutions have stood
in isolation from each other and overlapped marginally in the
actual teaching situation. A situation exists where much of the
theory propounded is found to be seemingly inconsistent with
what actually takes place in practice.

This programme is an attempt to resolve the apparent conflict
between theory and practice. In it, education lecturers and special
method lecturers in technical subjects co-operate in planning
and presenting both phases of the approach. Education lecturers
present general theory and teaching models. Special method
lecturers assist students in applying the theoretical model to
their own subject. Both education and special method lecturers
give guidance to students in micro- and macro-teaching situations.
This course aims at providing students with a repertoire of
teaching strategies so that they will be able to provide a more
personalised education for those whom they eventually teach.
The basis for this aim is the accepted view of educators that
there is no one best method of teaching that fits all situations.
The course is made up of three stages with each stage concentra-
ting on a number of teaching strategies with a similar orientation.

OBJECTIVES
At the end of the course each student will be able to
(a) identify the various teaching strategies;
(b) demonstrate competence in the syllabus content they will
teach;

(c) plan and execute lessons using each of the various
strategies;
(d) identify a basic repertoire of teaching strategies that
relates to his particular subject area and execute them
in a teaching situation;
(e) implement teaching strategies that utilise contemporary
technical support systems.

TOPICS: (Stage I)
Expository Teaching:
1. Determining learning outcomes (information, intellectual
   skills, motor skills, cognitive strategies, attitudes)
2. Writing objectives in performance based terms
3. Distinguishing between content and procedure
4. Applying specified instructional events
5. Formulating criterion achievement measures
Related teaching skills:
Explaining, introductory procedures and closure, basic question-
ing, reinforcement, demonstrating, variability, organising work-
shop procedures.

TOPICS: (Stage II)
Individualising instruction:
1. Describing the principles underlying self-paced learning
2. Producing educational programme material suitable for de-
   fined purposes with specific populations
3. Manipulating and applying many types of equipment
4. Organising and supervising their own students’ learning ex-
   periences
5. Developing a multi-media instructional kit suitable for the
   student’s teaching field with information on specific objectives
   and evaluation.

TOPICS: (Stage III)
Small group, inquiry and laboratory techniques:
1. Inquiry methods, advanced questioning techniques and or-
   ganising for student problem solving.
2. Small group communication and group maintenance techni-
   ques.

APPROACH
Each stage of the programme is made up of two phases, moving
in sequence through:
(a) The Theoretical Phase
   (i) Extending subject content needed for syllabus instruction
   (ii) Listening to and discussing summary lectures on the salient features of the model
   (iii) Reading annotated transcripts and narrative accounts of the model.

(b) The Practical Phase
   (i) Viewing and analysing a videotape or live demonstration of the model
   (ii) Preparing lessons which apply the model to specific subject content
   (iii) Applying the model in a peer-practice micro-teaching situation
   (iv) Implementing the model in a full teaching situation
   (v) Student and lecturer evaluation of the teaching performance.

ASSESSMENT
Assessment is progressive and is based on the preparation and implementation of the various teaching strategies.

EDUCATION—100 LEVEL/200 LEVEL/300 LEVEL—
PROFESSIONAL PREPARATION
DIPLOMA IN EDUCATION,

Stage I:
   3 hours per week for two semesters
   (8 credit points) 100 level

Stage II:
   3 hours per week for one semester
   (5 credit points) 200 level

Stage III:
   3 hours per week for one semester
   (4 credit points) 300 level

PREAMBLE
Although there are a few notable exceptions, it is generally true to say that courses in teacher education institutions have stood in isolation from each other and overlapped marginally in the actual teaching situation. A situation exists where much of the theory propounded is found to be seemingly inconsistent with what actually takes place in practice.

This programme is an attempt to resolve the apparent conflict between theory and practice. Its design is unified in that a number of strategies and objectives taken from the work of various learning theorists, psychologists and educators are treated at a theoretical level and attempts are immediately made to put them into practice.

Education lecturers and special method lecturers in technical subjects co-operate in planning and presenting both phases of the approach. Education lecturers present the theory and the teaching models. Special method lecturers assist students in applying a theoretical model to their own subject. Both education and special method lecturers give guidance to students in micro- and macro-teaching situations.

This course aims at providing students with a repertoire of teaching strategies so that they will be able to provide a more personalised education for those whom they eventually teach. The basis for this aim is the accepted view of educators that there is no one best method of teaching that fits all situations.

The course is made up of three stages with each stage concentrating on a number of teaching strategies with a similar orientation.

OBJECTIVES
At the end of the course each student will be able to
   (a) identify the various teaching strategies and describe the theoretical positions that underlie them;
   (b) plan and execute lessons using each of the various strategies;
   (c) identify a basic repertoire of teaching strategies that relates to his particular subject area and execute them in a teaching situation;
   (d) compare the various teaching strategies presented within each stage and evaluate them in terms of their claimed objectives;
   (e) implement teaching strategies that utilise contemporary technical support systems.

TOPICS: (Stage I)
1. Approaches to Expository Teaching
   (a) Gage and lecturing effectiveness
   (b) Ausubel's advanced organiser technique for didactic exposition
   (c) Gagné's conditions of learning.
2. Related Teaching Skills
   (a) Lesson Preparation
TECHNICAL AND FURTHER EDUCATION

(i) Determining learning outcomes (information, intellectual skills, motor skills, cognitive strategies, attitudes)
(ii) Writing objectives in performance-based terms
(iii) Distinguishing between content and procedure
(iv) Applying specified instructional events
(v) Formulating criterion achievement measures

Related Teaching Skills
Explaining, introductory procedures and closure, variability, basic questioning, reinforcement, demonstrating, organising workshop procedures.

TOPICS: (Stage II)
1. Approaches to Individualised Instruction
   (a) Skinner’s theory of operant conditioning and programmed instruction;
   (b) The design of instructional systems;
   (i) Training psychology
   (ii) Cybernetic theory
   (iii) Systems development
2. Related Skills to Individualised Instruction
   (a) Producing educational programme material suitable for defined purposes for specific populations
   (b) Manipulating and applying many types of equipment
   (c) Locating resource material (in print and non-print form) and reviews of technical development

TOPICS: (Stage III)
1. Approaches to Small Group, Inquiry and Laboratory Teaching
   (a) Bruner's concept attainment model
   (b) Glasser’s classroom meeting (discussion) model
   (c) Parson’s inquiry-oriented analysis system
2. Related teaching skills
   (a) Advanced questioning techniques
   (b) Small group communication and group maintenance skills

TECHNICAL AND FURTHER EDUCATION

(i) Listening to and discussing summary lectures on salient features of the model
(ii) Reading annotated transcripts and narrative accounts of the model

(b) The Practical Phase
(i) Viewing and analysing a videotape or live demonstration of the model
(ii) Preparing lessons which apply the model to specific subject content
(iii) Applying the model in a peer-practice micro-teaching situation
(iv) Implementing the model in a full teaching situation
(v) Student and lecturer evaluating of teaching performance

ASSESSMENT
Assessment is progressive and is based on the preparation and implementation of the various teaching strategies together with tests on the theoretical material in the course. For Stage II of the course students will be required to do a major assignment involving the production of multimedia material, its evaluation and presentation supported by accompanying written material.

REFERENCES (Stage I)
Ausubel, D. P.

REFERENCES (Stage II)
Brown, J. W., Lewis, R. B., and Harderoad, F. F.

REFERENCES (Stage III)
Gagné, R. M.


REFERENCEs (Stage I)
Gibbons, M.


REFERENCES (Stage II)
Moore, J. W., Lewis, R. B., and Harderoad, F. F.

REFERENCES (Stage III)
Gagné, R. M.


APPROACH
Each stage of the programme is made up of two phases, moving in sequence through:
(a) The Theoretical Phase
   (i) Reading basic sources and related research on the model
PERSONALITY DEVELOPMENT AND MENTAL HEALTH

Three hours per week for two semesters
(6 credit points)

AIMS
This study 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.

OBJECTIVES
(a) To contribute to the personal growth of the student through an understanding of personality development.
(b) To make people more effective in the positive influence they have upon personality development, self concept and social skills.

TOPICS
Topics of study are:

Semester I
A. The Nature of Personality. Hypothesised personality constituents (e.g. trait types, dimensions, habits, beliefs, attitudes, complexes). Personality as a construct.
B. Definitions of Personality. Attempts to define personality. Personality in relation to character.
C. Personality Determinants
   (a) Biological factors—biological and cultural evolution—genetic and physiological influences.
   (b) Cultural and social factors—contemporaneous and developmental social influences. Mechanisms of social influences upon personality.
D. Theoretical Considerations of Personality. Physiological, psychological, sociological and psychiatric theories:
   (a) Psycho-dynamic theories—Freud's psycho-analytic theory. Post-Freudian theory (Jung and Adler).
   (b) Phenomenological theory—Carl Roger's client centred framework. Self theories, e.g. Lewin, Kelly Festinger.
   (c) Cognitive theory—the personal construct theory of George A. Kelly.
   (d) Behavioural approaches to personality—personality in learning theory terms: Watson, Hull and Skinner. Personality in social learning terms (imitation, identification): Miller and Dollard, Sears, Bandera and Walters.
TECHNICAL AND FURTHER EDUCATION

(e) Trait and factor theory—constitutional theory (Sheldon), personology theory (Murray), trait and factor theories (Allport, Cattell).

Semester II (Prerequisite is Semester I of this course)

E. Assessment of Personality. Principles and techniques of assessment:
(a) Subjective techniques—interviews.
(b) Projective techniques—Rorschach and T.A.T. tests.
(c) Psychometric techniques—personality inventories, questionnaires, rating methods.
(d) Case study methods.
(e) Measurement of interest, attitudes and values.
(f) Expressive measures of personality—drawing, painting, stories and fantasies (Blacky, Szondi and Rohde tests), play and drama.

F. Mental Health and Society
(a) Stress and anxiety—frustration, conflict, aggression, defence, withdrawal, frustration tolerance.
(b) Overview of abnormal behaviour—transient situational disorders, psychoneurotic disorders, functional psychoses, character disorders.
(c) Causes of abnormal behaviour—faulty biological and psychological development, genetic bases of mental illness.
(d) Management—medical therapy, psychotherapy, sociotherapy, behaviour modification.

APPROACH
The study will be presented through a lecture-discussion approach.

ASSESSMENT
Progressive assessment—one major assignment (2,500 words), two minor assignments (500 words), two semester tests and seminar work.

TEXTBOOKS
Mischel, W.
Pervin, L. A.

REFERENCES
Geiwitz, P. J.
Greene, E. B.
Hall, C. S. and Lindzey, C.
Lazarus, R. S.


TECHNICAL AND FURTHER EDUCATION

INTRODUCTION TO ORGANISATIONAL THEORY

Three hours per week for one semester
(3 credit points)

Prerequisite—50 credit points in General Theoretical Subjects or equivalent.

AIM
To provide a general introduction to the theories and practices of administration.

OBJECTIVES
To establish an understanding of organisational theory.

TOPICS
1. The Nature of Organisations. Definition; Goals.
2. Bureaucracy. Functional and dysfunctional aspects; Flatness and tallness of hierarchy; Span of control; Line and staff.
3. The Development of Organisational Theory. Scientific management. (Classical Organisation Theory); The Human Relations Movement; The Structural Approach. (A Synthesis of Ideas.)
4. The Informal Organisation
5. The Individual in the Organisation. Individual Needs and Organisational Requirements; Upward Mobile, Indifferent, Ambivalent members; Conflict in the work organisation; The organisation man.
7. Leadership and Supervision in Organisations. Authority (vertical specialisation), responsibility and accountability; Professional and non-professional organisations; Decision making—shared or otherwise.
8. Communication in Organisations. Blocks to communication; Facilitating communication.
9. Bureaucracy and Social Change. Central control vs decentralised control; Barriers to change; Conditions facilitating change; Parkinson’s law; The Peter principle.
10. Bureaucracy and Democracy
**TECHNICAL AND FURTHER EDUCATION**

**APPROACH**
Lectures, seminars, discussion groups and visits to selected organisations.

**ASSESSMENT**
Progressive assessment embracing two essays, one seminar paper and a final examination. Satisfactory performance is required in each of these departments.

**TEXTBOOKS**
- Argyle, M.
- Blau, P. M. and Meyer, M. W.
- Etzioni, A.

**REFERENCES**
- Champion, D. J.
- Hunt, J. W.
- March, J. G. (ed.)
- Mayo, E.
- Pace, R. W. and Boren, R. W.

**LEADERSHIP**

Three hours per week for one semester
(3 credit points)

**Prerequisite**—Introduction to Organisational Theory (300 Level)

**AIM**
The course aims to introduce the administrative student to theories of leadership and their contribution to the administrative process.

**OBJECTIVES**
To introduce various theories relating to leadership, the decision-making process, styles of organisational behaviour, supervisory techniques, staff morale and organisational climate, and have the student test their theories in simulated practical situations.

**TOPICS**
The course will cover the following topics:

1. **Leadership Theory.** The Dimensions of Leadership; Democratic Leadership; Administrative Leadership; Styles of Leadership; Leadership and Social Power; Leader-Follower Interactions.

---

**TECHNICAL AND FURTHER EDUCATION**

2. **Decision Making Process.** Administration as Decision Making; Practical Problems in Decision Making; Shared Decision Making; The “Team System” of Decision Making.

3. **Style in Organisation Behaviour.**

4. **Leadership and Group Performance.** Social Systems; Theory and Organisational Climate; Ways of Studying Climate in Organisations; Organisational Morale.

**APPROACH**
The course will be made up of lectures and tutorials, comprising lecture material, core studies, in-basket studies and simulated practical situations.

**ASSIGNMENTS**
One major paper, study guide questionnaires, in-basket exercises and case studies.

**ASSESSMENT**
Progressive evaluation.

**TEXTBOOKS**
- Lippit, G. L. et al (eds.)
- Stogdill, R. M.

**REFERENCES**
- Castles, F. G., Murray, D. J. and Potter, D. G.
- Gibb, C. A. (ed.)
- Luke, S.
- Maier, N. R.
- Milgram, S.

**BEHAVIOURAL ENGINEERING**

Three hours per week for two semesters
(6 credit points)

The course has two strands which are given concurrently.

A. Theoretical Aspects

B. Empirical Aspects

**A. THEORETICAL ASPECTS**

**OBJECTIVES**
To give students some knowledge of the techniques of psychological persuasion and some opportunity to construct their own associated moral attitudes.
TECHNICAL AND FURTHER EDUCATION

TOPICS

1. Opinions and attitudes
   (a) Definition of terms; the structure of opinions and attitudes
   (b) General development of opinions and attitudes
   (c) Assessment techniques: direct—Thurstone, Likert and Guttman scales, structured interviews, questionnaire techniques; indirect—polygraph and disguised questionnaire methods.

2. The shaping of community opinion and attitude by small groups (with some cross-cultural reference). The role of business, government and interest (union, community, professional) groups in shaping community behaviour through symbolic (media) and real (group demonstration, individual lobbying) events.

3. The shaping of individual opinion and attitude by individuals. Behaviour modification with reinforcement and aversive techniques using examples in the classroom, home and hospital.

APPROACH

The module will be presented as a series of fortnightly assignments of roughly equivalent worth involving:

(a) Minor empirical studies, where practical, with brief written reports
(b) Minor theoretical studies with longer (approximately 800 words) written reports.

ASSESSMENT

The written report.

REFERENCES

Blackham, G. J. and Silberman, A.
Jones, E. E. and Gerard, H. B.
Sulzer, B. and Mayer, G. R.
Triandis, H. C.
Ulrich, R., Stachnik, T. and Mabry, J.


B. EMPIRICAL ASPECTS

OBJECTIVES

To demonstrate to students the importance of teacher mental set in class or group related behaviour at the primary, secondary or tertiary level and to give some experience in the conduct of an empirical investigation.

TECHNICAL AND FURTHER EDUCATION

TOPICS

1. Definitions of terms—belief, expectancy.
2. Previous research showing positive and zero effects of expectancy.
3. Hypothesised effects of peer group and teacher expectancy on the individual via overt and covert (non-verbal) behaviour.
4. Valid measures of effects established.
5. Empirical procedures established to assess significance of effects. Data gathered in group effort with due consideration of experimenter bias.
6. Analysis of group data.
7. Assessment of hypothesis. Consideration of results to include the possible effects of expectancy in other cognitive contexts (e.g. creative production).
8. Writing of report.

APPROACH

After extensive discussion in topics 1, 2 and 3 an empirical investigation will be conducted by the whole group and individual reports written.

ASSESSMENT

The written report.

REFERENCES

Elashoff, J. D. and Snow, R. E.
Fleming, E. S. and Anttonen, R. G.
Rosenthal, R. and Jacobsen, L.
Snow, R.
Thorndike, R. L.

Pygmalion in the Classroom. New York, Holt, Rinehart and Winston.
DIPLOMA IN NURSING EDUCATION

The Diploma in Nursing Education is a post registration course intended to develop further the general and specific competence of experienced general, mental retardation and psychiatric trained nurses who now plan to specialise in their respective fields. It is expected that candidates for enrolment should have at least a minimum of two years' nursing experience.

DESCRIPTION OF THE COURSE

1. DEFINITIONS
   Semester subject—a subject occupying half an academic year.
   Credit points—an indication of the minimum amount of work required for any particular subject/course. Credit points are totalled to indicate the extent of work required for any particular group of courses or the programme as a whole.
   Levels—an indication of the placement of the course. Levels range from a starting level of 100 through to 300.
   Intersession—an intensive full-time course conducted within a three-week period placed between semesters. If lectures are given each day the number of intersession presentations equals those given in a semester programme.

2. The duration of this part-time diploma course shall be a minimum period of five semesters together with two intersession periods.

Programmes in semesters one and two are based on a two-day a week release for registered nurses, semesters three and four on a one-day a week release and semester five on evening lectures with no release from normal hospital duties.

3. The course shall be conducted, in general, on a semester basis.

4. The course shall be organised on a credit points basis, the Diploma requiring a minimum of 80 credit points: the student shall be required to gain a minimum of 59 points in modules classified as "General Theoretical Preparation", and a minimum of 21 points in modules or practical work classified as "Professional Preparation".

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMESTER 1</td>
</tr>
<tr>
<td>SEMESTER 2</td>
</tr>
<tr>
<td>SEMESTER 3</td>
</tr>
<tr>
<td>SEMESTER 4</td>
</tr>
<tr>
<td>SEMESTER 5</td>
</tr>
</tbody>
</table>

Credit Points per Week

8 + 6* 6

80 points per 50 hours day

*The projects are to be undertaken in the four days each week spent within the hospital.
DIPLOMA IN NURSING EDUCATION

PROFESSIONAL PREPARATION STAGES IA, IB AND II

Stage IA:
  3 hours per week for one semester
  (4 credit points) 100 level

Stage IB:
  3 hours per week for one semester
  (4 credit points) 100 level

Stage II:
  4 hours per week for one semester
  (5 credit points) 200 level

PREAMBLE
Although there are a few notable exceptions, it is generally true to say that courses in teacher education institutions have stood in isolation from each other and overlapped marginally in the actual teaching situation. A situation exists where much of the theory propounded is found to be seemingly inconsistent with what actually takes place in practice. Consequently, many of the theoretical ideas developed in course work are found not to work or to be irrelevant when attempts are made to apply them. This programme is an attempt to resolve the apparent conflict between theory and practice. Its design is unified in that a number of strategies and objectives taken from the work of various learning theorists, psychologists and educators are treated at a theoretical level and attempts are immediately made to put them into practice.

Theory and Practice of Teaching
This course aims at providing students with a repertoire of teaching strategies so that they will be able to provide a more personalised education for those whom they eventually teach. The basis for this aim is the accepted view of educators that there is no one best method of teaching that fits all situations. The course is made up of three stages with each stage concentrating on a number of teaching strategies with a similar orientation.

OBJECTIVES
At the end of the course each student will be able to
(a) identify the various teaching strategies and describe the theoretical positions that underlie them;
(b) plan and execute lessons using each of the various strategies;
DIPLOMA IN NURSING EDUCATION

(c) identify a basic repertoire of teaching strategies that relates to his particular subject area and execute them in a teaching situation;
(d) implement teaching strategies that utilise contemporary technical support systems.

TOPICS (Stage IA)
1. Approaches to Expository Teaching
   (a) Gage and lecturing effectiveness;
   (b) Ausubel’s advanced organiser technique for deductive exposition;
   (c) Gagne’s conditions of learning.
2. Related Teaching Skills
   (a) Lesson Preparation
      (i) Determining learning outcomes (information, intellectual skills, motor skills, cognitive strategies, attitudes);
      (ii) Writing objectives in performance-based terms;
      (iii) Distinguishing between content and procedure;
      (iv) Formulating criterion achievement measures.

TOPICS (Stage IB)
1. Approaches to Individualised Instruction
   (a) Skinner’s theory of operant conditioning and programmed instruction;
   (b) The design of instructional systems;
      (i) training psychology
      (ii) cybernetic theory
      (iii) systems development.
2. Related Skills to Individualised Instruction
   (a) Producing educational programme material suitable for defined purposes for specific populations;
   (b) Manipulating and applying many types of equipment;
   (c) Locating resource material (in print and non-print form) and reviews of technical development.

TOPICS (Stage II)
1. Approaches to Small Group, Inquiry and Laboratory Teaching
   (a) Bruner’s concept attainment model;
   (b) Glasser’s classroom meeting (discussion) model;
   (c) Parson’s inquiry-oriented analysis system.

2. Related Teaching Skills
   (a) Reinforcement;
   (b) Basic questioning techniques;
   (c) Advanced questioning techniques.

APPROACH
Each stage of the programme is made up of two phases, moving in sequence through:
(a) The Theoretical Phase
   (i) Reading basic sources and related research on the model.
   (ii) Listening to and discussing summary lectures on the salient features of the model.
   (iii) Reading annotated transcripts and narrative accounts of the model.
(b) The Practical Phase
   (i) Viewing and analysing a videotape or live demonstration of the model.
   (ii) Practising exercises on aspects of the model.
   (iii) Applying the model in a peer-practice micro-teaching situation.
   (iv) Implementing the model in a full teaching situation.

ASSESSMENT
Assessment is progressive and is based on the preparation and implementation of the various teaching strategies together with tests on the theoretical material in the course. For Stage Two of the course students will be required to do a major assignment involving the production of multi-media material, its evaluation and presentation supported by accompanying written material.

REFERENCES
Ausbubel, D. P.
Ausubel, D. P.
Callahan, S. G.
Colman, J. E.
Gagne, R. M.
Gagne, R. M.
Gagne, R. M. and Briggs, L. J.
Gronlund, H. E.
Joyce, B. and Neill, M.
Turney, C. et al
Westbury, I. and Bellack, A. H.

REFERENCES (Stage IB)
Brown, J. W.; Lewis, R. B. and Harderod, F. F.
Davies, J. K.
Davis, R. H.
Alexander, L. T. and Yelon, S. L.

DIPLOMA IN NURSING EDUCATION

PROFESSIONAL PREPARATION III (CLINICAL EDUCATION METHOD)

Three hours per week for one semester
(4 credit points)

The subject aims to give opportunity for the nurse teacher to acquire specific clinical teaching skills. This behaviour is to be developed because of the central significance attached to this component of the curriculum. Further, the course is designed to require the student to apply the principles of education, in general, and curriculum, in particular, when examining and developing clinical learning programmes, and to develop a self-directed approach to learning.

OBJECTIVES

The course is designed to enable the nurse teacher to:

1. perceive the central significance of organised clinical learning and practice to the total curriculum.
2. practise as a role model by participating in direct patient care, by demonstrating and interpreting nursing care to others.
3. structure the clinical environment by creating and maintaining an environment conducive to self-directed learning, growth in learner-nurse confidence, to problem solving, and therefore to safe patient-centred care.
4. define clearly the objectives to be set for clinical practice and evaluation.
5. select and plan learning experiences in direct patient care which enable the learner nurse to translate basic theoretical knowledge into the provision of patient-centred care and, in so doing, to gain practice in a variety of intellectual, psychomotor and effective skills.

TOPICS

1. The relationship of experience and practice to the total curriculum.
2. The scope of clinical teaching learning: identification of the components and their relationships to each other and to the common goal of the curriculum so as to service both hospital and community care.
3. The identification of the behaviours and practitioner characteristics inherent in clinical practice.
4. The establishment of the climate for teaching and learning in clinical practice in both the administrative and teacher roles.

5. The designing of clinical learning: planning, selecting and organising.

6. The methods and approaches designed to foster the range of skills involved in patient-centred care.

7. The evaluation of clinical learning—general introduction only, as this aspect is to constitute a component of the secondary inter-session programme which follows Semester 4.

8. The responsibilities of the clinical teacher and learner.

**APPROACH**
Lecture and group activity accompanied by laboratory sessions in the development of teaching techniques.

**ASSESSMENT**
Continuous throughout the semester involving written submissions, an evaluation of student performance as a teacher in clinical situations.

**TEXTBOOK**

Further references will be supplied to the student at the outset of the course.

**DIPLOMA IN NURSING EDUCATION**

PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER I

Two hours per week for one semester

(3 credit points)

This subject enables the nurse teacher to explore and develop those concepts which form the theoretical basis for nursing.

**OBJECTIVES**
The course is designed to enable the nurse teacher to:

1. explore the relationships between theory and nursing practice in general and outcomes in patient care in particular;
2. develop a philosophy of nursing and to demonstrate and justify its applicability to nursing education;
3. identify the component concepts constituting a comprehensive nursing theory and to explore the relationships of the components to each other and their relevance to the total curriculum;
4. recognise the centrality of the subject of nursing as the direction giver and integrating factor in the curriculum, and to place the supporting subjects in their true context;
5. engage in the use of higher order thinking skills such as analysis, synthesis and evaluation so that he/she will be better able to make sound judgements.

**TOPICS**
1. The rationale of theory construction in nursing practice and education.
2. A comparative analysis of the theoretical models of nursing proposed by various theorists.
3. The construction of theoretical models appropriate to the contemporary nursing scene in Australia.
4. The directional influences in the development of nursing practice namely historical, medical, technological, sociological and political.
5. The issues and problems in nursing in Australia.

**APPROACH**
It is intended to involve the nurse teacher actively in the strategies involved in theory-model construction and analysis. Group
activities will provide a suitable means of allowing the nurse teacher to draw on his/her knowledge and experience in organising theory models.

**ASSESSMENT**
Continuous assessment on the basis of group participation, an essay, and the development of theory models or paradigms.

**TEXTBOOKS AND REFERENCES**
To be supplied.

**PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER II**

*Administrative and Legal Aspects of Health Care*

Two hours per week for one semester

(3 credit points)

This subject enables the nurse teacher to explore the relationship between the Australian political system, the Australian health care system and the Australian legal system.

**OBJECTIVES**
At the end of the course the student will be able to:
1. identify the effect of varying administrative and legal decisions on the determination of health;
2. recognise the constitutional and statutory foundations of the Federal and N.S.W. State health care systems and to use this knowledge in planning classroom teaching;
3. evaluate the role of the nurse in the health care system;
4. interpret acts and regulation pertaining to nursing;
5. influence student nurses to follow safe working practices which conform with legal requirements;
6. use common legal terms, understand the hierarchy of the courts and bases of the Australian legal system.

**TOPICS**
1. Determinants of health—personal, physical, social and community.
2. Federal responsibility for health care.
4. The role of local government and welfare services in health care.
6. Administrative structure and function of the various types of health care institutions and organisations.
7. Systems of payment for health care services, e.g. Medibank and private funds.
8. Nursing and nursing services within the health care system.
10. The hierarchy of the courts and the constitutional framework.
11. The theory of precedent particularly related to hospital care.
12. The law of torts.
13. The law of contract.
14. Law and industrial relations in Australia.
15. Consent.
16. Acts particularly relevant to nursing.

**APPROACH**
Work is covered by lectures, class discussion, assignments and visits to relevant courts and law enforcement agencies.

**ASSESSMENT**
Assignments and examinations.

**TEXTBOOKS**
Dewdney, J. C. H.
O'Sullivan, J.

**REFERENCES AND ACTS**
A Report on Hospitals in Australia
Fleming, J. G.
Lloyd, D.
Miller, J. D. B. and Jinks, B.
Sax, S.
Sawyer, G.
Sawyer, G.
Spann, R. N.
Wynes, W.


*Medical Care in the Melting Pot.* Sydney, Angus and Robertson, 1972.


*Nurses Registration Act.* 1933.


*Public Hospitals Act and Regulations,* 1929.

*Poisons Act and Regulations,* 1966/67.

*Coroners Act and Regulations,* 1960.

*Public Health Act and Regulations,* 1902.
PROFESSIONAL DEVELOPMENT OF THE NURSE PRACTITIONER III

Three hours per week for one semester
(4 credit points)

OBJECTIVES
The course is designed to enable the nurse teacher to:
1. differentiate between principles and fixed method rules and to devise principles appropriate to a range of nursing procedures;
2. convey a clear and total approach to the activity of nursing to the student nurse;
3. design meaningful learning experiences in nursing;
4. recognise the relationship of problem solving to the activity of nursing and to strengthen his/her behaviour in the cognitive abilities involved.

TOPICS
1. The relationship of principles to methodology.
2. The evolving of principles appropriate to different categories of procedural practices in nursing.
3. The identification of specific concepts crucial to understanding the basis of care and to the making of informed clinical judgements.
4. The analysis of concepts to identify the sequential development of skills.
5. The principles and strategies of management in different care categories.

APPROACH
Lectures, group activities and individual work.

ASSESSMENT
Written examination and the submission of a project related to aspect of methodology.

TEXTBOOK AND REFERENCES
To be supplied.

MOTIVATION AND MORALE

Two hours per week for one semester
(3 credit points)

OBJECTIVES
1. To provide students with an understanding of the motivation of human behaviour and the relevance of motivation to education.
2. To examine the relationship between motivation and morale and to outline some of the factors influencing job morale.

TOPICS
1. Motivation
   (a) Physiological and learned drives, human needs, motivating conditions, the complexity of motivation.
   (b) The place of motivation in education.
   (c) Motives and methods in education; long and short term motivation in the planning, introduction and conducting of learning.
   (d) The self; its nature, development and influence on behaviour.
   (e) The role of the teacher.
2. Morale
   (a) Morale as the satisfaction of human growth needs, the congruence of ideal and real self, the provision of optimum levels of arousal.
   (b) The importance to morale of interpersonal relations, job satisfaction and mobility, freedom and responsibility, involvement and identification.
   (c) Morale and uncertainty, anxiety and conflict resulting from unrealistic expectations, information overload and values and ethics problems.

APPROACHES
EITHER
1. The course will be taught through a programme of lectures, tutorials and students seminars,
   OR
2. Students will pursue a programme of study, drawn up in consultation with the lecturer, which will involve reading and study in all aspects of the course.
DIPLOMA IN NURSING EDUCATION

ASSESSMENT

EITHER
1. Assessment will be on the basis of written assignments, presentation of seminar and by a final examination,
OR
2. Assessment will be on the basis of written assignments, regular consultation and discussion with the lecturer and by final examination.

REFERENCES
Cofer, C.
Maslow, A.
Russell, I. L.
Siegel, I. and Lane, I.

LIFE SPAN DEVELOPMENT

Three hours per week for two semesters
(8 credit points)

OBJECTIVES
Students are expected to gain in understanding the factors which interact throughout a person’s life-cycle and to appreciate the possible implication of these for health education and hospital care.

TOPICS
Methodological issues in the collection and interpretation of data related to a survey of other topics in the course.
Physiological perspectives on the life-cycle.
Sociological perspectives on the life-cycle.
Continuities and Development in Cognition.
Socialisation and Personality.
Focal Points of Experience and Identity—Birth, Vocation (religion work).
Marriage, Illness and Hospitalisation, Ageing and Retirement, Death.
Family attachments and disruptions.
Human intervention organisation.
Problems of the unmarried one-parent family.

APPROACH
Lectures, discussion, workshops, role-plays.

ASSESSMENT
Class exercises, group participation, workshops.

REFERENCES

EFFECTIVE COMMUNICATION

Two hours per week for one semester
(3 credit points)

AIM
To promote an understanding of the skills and interactions involved in effective communication.

OBJECTIVES
1. To investigate the functions of effective speaking and writing and to develop the abilities required to attain professional competence.
2. To extend the students’ cultural background through the use of variety of forms of communication and to offer these forms as examples of oral and written expression.
3. Through creative work, to develop the effectiveness of the students’ personal presentation in social and professional situations.

TOPICS
1. Voice quality and speech production.
2. Expressive speaking and effective listening.
3. Language and personality.
4. Communicating in various situations and at different registers.
5. Non-verbal communication.
6. Improving spoken and written language structures.
7. Functional and creative writing.
8. Reading skills.

APPROACH
The unit consists of lectures, seminars, films and practical exercises.
DIPLOMA IN NURSING EDUCATION

ASSESSMENT
Progressive evaluation by means of class exercises, a project, tutorial participation and seminars.

TEXTBOOKS

REFERENCES
Arthur, B.
Ashley, R. M.
Barker, E. I.
Brewer, E. C.
Burgess, A.
Brock, G. L.
Bernard, L. R.
Browder, W.
Lundsteen.

JOURNALS
Robinson, K. F. and Rank, H.
Wells, J. C. and Colson, G.

CREATIVE DIPLOMA IN NURSING EDUCATION

PURPOSE
The Health Worker and Group Learning

Three hours each day for one intersession

(4 credit points)

OBJECTIVES
1. To provide an understanding of the major concepts and perspectives used in Sociology.
2. To illustrate these concepts through an analysis of material relevant to the health worker.

SOCIOLOGY I

The Health Worker and Group Learning

Three hours each day for one intersession

(4 credit points)

OBJECTIVES
1. To provide an understanding of the major concepts and perspectives used in Sociology.
2. To illustrate these concepts through an analysis of material relevant to the health worker.

TOPICS
1. What is Sociology?
Sociology and social science, the tools of the sociologist, sampling, social surveys, questionnaires, methods of observation.

2. Society and Culture
Meaning and content of culture, social structure, the Australian scene, a study of society in another culture.

3. Socialisation and Self
Role theory, status, role, norms, values, attitudes, social control, social learning, transmission of heritage, motivational models, reference groups, concept of self.

4. Social Organisation
Groups and non-groups, formal organisations and primary groups, social stratification (socio-economic status, social class and behaviour, social mobility).

5. Institutions in Society
(a) Family, religion, education;
(b) Health care services.

6. Industrial and Occupational Analysis
Work and alienation, industrialisation, careers, technical development and innovation.

7. The Health Worker in Society
Background, recruitment, training, status, roles and relationships, agent of social change.

APPROACH
Lectures, group discussions and workshops.

ASSESSMENT
Assessment by progressive evaluation based on a major essay, class tests, and workshop involvement.

REFERENCES
Bierstedt, R.
Broom, L. and Selznick, P.
Landis, J. R.
Nobbs, J., Hine, R. and Flemming, M. E.
Scott, W. R.

A supplementary reading list is being prepared for specific components of the course.
DIPLOMA IN NURSING EDUCATION

SOCIOLOGY II

The Health Worker and Group Learning

Three hours per week for one semester
(4 credit points)

Prerequisite—A Pass in Sociology I—The Health Worker and Society.

OBJECTIVES
To promote an awareness of the following:
(a) group processes as they operate on learning;
(b) the relationships between individuals and organisations in general and individuals within health care establishments in particular;
(c) the sociological factors which influence a student's performance and the social forces which help to shape the role of the health worker in the hospital.

TOPICS
1. The Health Unit as an Organisation
   Formal and informal aspects.
2. Theories of Learning
   An introduction to the major approaches to individual and group learning.
3. Processes in Small Groups
   Leadership, group climate, communication, morale, intergroup conflict, cohesiveness, attraction, organisational norms, group influence on motivation and achievement, conformity, peer group pressures.
4. Attitudes and Attitude Change
   Theories of attitude change, concepts of power and authority in relation to leadership, social models relating to competition and co-operation, reinforcers (personal and group).
5. The Educator in the Health System
   Role conflict, role strain, teacher-student relationships, the problem of professionalisation.
6. Recent Research in Group Processes

APPROACH
Lectures, group discussions and workshops.

ASSESSMENT
Assessment by progressive evaluation based on a major essay, class tests and workshop involvement.

REFERENCES
Bany, M. A. and Johnson, L.
Etzioni, A.
Luft, J.
Miles, M. B.
Schmuck, R. A. and Schmuck, P. A.

A supplementary reading list is being prepared for specific components of the course.

BIological SCIENCES COMPONENT

Introductory Statement
The following three modules are to be viewed as a sequential, integrated course under the general heading:

MAN AS A MULTICELLULAR ORGANISM
IN HEALTH AND DISEASE

The course will be held over two semesters and one intersession, designated as follows:

Module A: One Semester (Semester 4)
Module B: One Intersession (Intersession 2)
Module C: One Semester (Semester 5)

The three modules will comprise a unified course integrating structure and function in health and disease. Personnel contributing to the course will include hospital based scientists and clinicians in addition to lecturers in science and education from the College. The topics will relate theoretical aspects with practical skills essential for the teaching of student nurses.

The following set of aims and objectives applies to the course as a whole (i.e. all three modules).

GENERAL AIMS
1. To develop a background of specific knowledge, skills and attitudes in areas of biological science especially relevant to nursing.
2. To develop a background of specific knowledge, skills and attitudes in areas of biological science especially relevant to the process of nurse education.
3. To establish an overview of human biosciences and its application to patient care and the needs of nurse educators.
PERFORMANCE OBJECTIVES
At the conclusion of the course the student nurse educator will be able to:

Cognitive
- Synthesize from a knowledge of human bioscience appropriate course content for student nurses.
- Interpret and apply microbiological principles in the detection, prevention and treatment of disease.
- Apply a knowledge of physiological and pathological principles to interpretation of common laboratory investigation.
- Demonstrate an understanding of therapeutic principles underlying patient management.
- Apply a problem solving approach to patient care.

Psychomotor
- Instruct the student nurse in appropriate microbiological, pathological and physiological techniques.
- Make effective use of aids to learning.
- Perform specific laboratory procedures to demonstrate normal and abnormal structure and function.

Affective
- Show concern for community health problems by seeking wider acquaintance with such problems and by relating teaching practice to the prevention or solution of these problems.
- View the training of nurses as a function of an integrated approach using contributions from the different elements of modern medical practice.
- Show empathy towards the student who experiences difficulty in establishing an effective approach to patient care.

BIOLOGICAL SCIENCE FOR NURSE EDUCATORS—
Module A

Three hours per week for one semester
(4 credit points)

Corequisite—Students who find that their background of chemical knowledge is inadequate may be required to undertake supplementary studies in chemistry.

AIMS
See page 491.

TOPICS
The cell and its environment
- genetic influences—cellular changes (a) injury (b) disease
Infections—the body’s defence mechanisms. Host susceptibility.
Immunity. Pathogen virulence. The inflammatory process. Transmission and control. Regulation of body systems—chemical—
neural—endocrine; hormone influences—organisation and structure of the nervous system; mechanisms for body protection.
Integration of brain function.
See later statement on Approach, Assessment and Texts.

BIOLOGICAL SCIENCE FOR NURSE EDUCATORS—
Module B

Twelve hours per week for one intersession of three weeks
(4 credit points)

Prerequisite—Biological Science Module A (a level 100 course of 4 credit points).

AIMS
See page 491.

TOPICS
Transport Systems
- “The river of life”—maintaining flow of life’s essential elements and elimination of waste by-products from the cellular environment.
DIPLOMA IN NURSING EDUCATION

Respiratory
— ventilation and transport monitoring of gases.
Cardio-vascular
— movement of body fluids. The heart and blood vessels. Composition of blood. Interstitial and intercellular fluids; diffusion and osmosis.
Homeostatic Mechanisms
See later statement on Approach, Assessment and Texts.

BIOLOGICAL SCIENCE FOR NURSE EDUCATORS—
Module C
Three hours per week for one semester
(4 credit points)
Prerequisite—Biological Science Module B (a level of 4 credit points).

AIMS
See page 491.

TOPICS
Metabolism and related nutritional problems:
— the alimentary canal; demand and supply of nutrients; metabolic processes.
Temperature control mechanisms
— regulation in health and disease
Movement
— musculo-skeletal system
Communications
— special senses and perception: smell, touch, sight, hearing, pressure, balance.
See following statement on Approach, Assessment and Texts.

BIOLOGICAL SCIENCE COMPONENT

APPROACH
Lectures, tutorials, laboratory work, visits to local hospital, laboratories.

ASSESSMENT
Practical reports, assignments, examinations.

EVALUATION AND RESEARCH SKILLS

Three hours per day for one intersession period
(4 credit points)

AIM
To give nurse educators some skills in the application of basic principles of measurement and analysis in practical research problems.

CONTENT
Basic Research Designs
(a) classification of empirical designs from rigorous experimental to unstructured naturalistic.
(b) survey designs—simple random and proportionate stratified random samples.
Analysis for the computation of Differences and Association
(a) a single case—time series analysis
Diploma in Nursing Education

(b) small groups with non-parametric assumptions—McNemar and Sign tests, chi square and Mann Whitney U tests, Kruskal-Wallis and Friedman tests, Spearman and Kendall rank tests, binomial test, contingency coefficient and coefficient of concordance.

(c) larger groups with parametric assumptions—test, A test, analysis of variance, Pearson product moment coefficient. Analysis for prediction—linear regression analysis for two or more predictor variables.

A small scale practical (experimental or survey) assignment with written report.

**Approach**

By lecture, discussion and many practical exercises drawn from nursing experience.

**Assessment**

A satisfactory mastery of criterion-referenced tests throughout the course. By written report of the practical assignment.

**References**

Moser, C. A. and Kalton, G.
Siegel, S.
Silverman, E. N. and Brody, L. A.

Survey Methods in Social Investigation. London, Heine-
Nonparametric Statistics for the Behavioural Sciences. New
Statistics—a Commonsense Approach. Boston, Massachu-

Professional Studies

**Education I**

Educational Psychology

**Part A—Primary**

Three hours per week

The wide differences among pupils in intellectual, motivational, emotional and social skills constitute a potential impediment to successful class teaching. This course examines the development and the assessment of these skills in some detail. School and classroom procedures designed to cater for such individual differences are discussed.

**Assessment**

Progressive evaluation.

**Textbook**


**References**

Other reference material will be identified throughout the course.

**Part B—Secondary**

Three hours per week

The course aims to convey an understanding of the secondary school student, especially as related to the teaching-learning process.

Topics of study include: Socialisation and social relationships in the school, the learning process and provision for individual styles of learning, abilities and aptitudes, the I.Q. and its relationship to attainments, motivation and basic human needs, the self as a motivating force, evaluation of learning and basic statistics.

**Assessment**

Assignments, practical reports and an examination, with provision that students whose work reaches a sufficient standard may be exempt from the examination.

**Textbooks (alternatives)**

EDUCATION PII

The Learner and the Primary School

Three hours per week

The course is designed to enable students to examine the principles and procedures in curriculum construction and to provide a theoretical context for the Principles and Practice of Teaching II with which it is substantially co-ordinated. The course includes an analysis of the function of the school within the culture of a country and a community, the formulation of objectives, an examination of ways of structuring school learning environments including school organisation and administration and the use of resources, the selection of appropriate curriculum design and content and the evaluation of the curriculum. The social, emotional and cognitive development of the child is recognised as an integral part of the planning of learning experiences while an appreciation of the variety of approaches possible is examined in alternatives to traditional education.

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

EDUCATION III

There are three main sections to this subject

(a) The Teaching/Learning Process
(b) The High School Student
(c) The High School in Contemporary Society.

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 their preparation for a vocation, their attitude to minority groups and their differences in various cultures.

Section (c) looks at the Australian high school from the perspective of its recent history and the changing expectations of contemporary society.

Consideration is also given to the teachers’ induction into the N.S.W. state system of education and the total course comes to a focus in the planning of a school curriculum giving due regard to all the above matters.

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

REFERENCES
Bigge, M. L.
Cohen, D. and Simpson, G.
Communications Research Machines
Connell, W. F. et al
Gagne, N. L. and Berliner, D. C.
Giles, J.
Johnston, J. A. (ed.)
Schoenheirner, H. (ed.)
Tyler, R. W.
Wheeler, D. K.

Developmental Psychology Today. Del Mar, California, CRM, 1971.
12 to 20 — Studies of City Youth. Sydney, Hicks Smith and Sons, 1975.
Educational Psychology. Chicago, Rand McNally, 1975.
The Half Open Door On Open Education. Sydney, Ashton Scholastic, 1975.
an institution; the school as an organisation—formal and informal aspects.

ASSESSMENT
Progressive evaluation.

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

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

textbooks


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, semester tests and seminar work.

TEXTBOOKS
Mischel, W.
Pervin, L. A.


REFERENCES
Greene, E. B.
Hall, C. S. and Lindsey, 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 Gillock, M. D.
Ebel, R. L.
Gronlund, N. E.


3. Technology of Education

This strand deals with the relationships 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.

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.

**ASSESSMENT**

Progressive evaluation including semester and final examination.

**TEXTBOOK**

Barcan, A.


**REFERENCES**

Austin, A. G.

Fogarty, R.

Griffiths, D. G.

**JOURNALS**

The Australian Journal of Education.


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.

**ASSESSMENT**

Progressive evaluation including major assignment, seminar presentations, field reports and term exercises.

**TEXTBOOK**

Telfer, R. and Rees, J.


**REFERENCES**

Cusick, P. A.

Edgar, D. E. (ed.)

Fisk, L. and Lindgren, H. C.

Harris, M. B. (ed.)

Krumholz, J. D. and H. B.

Williams, P. (ed.)


The Competent Teacher. Sydney, Angus and Robertson, 1974.


Classroom Uses of Behaviour 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
Bassett, G. W., Crane, A. R. and Walker, W. G.

REFERENCES
Campbell, R. F. and Gregg, R. T. (ed.)

Katz, A. B. and Kahn, R. L.

8. Educational Research

This strand provides a basic grounding in research methodology. With this background and the knowledge obtained from other studies in the 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.

REFERENCES
Ary, D. et al

Johnson, H. H.

Gauldy, E. et al

McAshall, 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 use of video-tapes to assist in a subsequent critique of performance.

REFERENCES
Allen, D. and Ryan, K.

Ober, R. L., Bentley, E. L. and Miller, E.

Stones, E. and Morris, S.
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

(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

(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 Cast-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.

Lawson  —Stories
The Bulletin —Stories and Articles
Rudd    —On Our Selection
Boldrewood —Robbery Under Arms
Herbert  —Capricornia
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 — Bobbin Up
- Marshall — Stories
- Herbert — Poor Fellow My Country

(b) Poetry:
Poetry reflecting current issues and values, including the poetry of Wright, Hope, Fitzgerald, McAuley, Daw, Porter, Simpson, Harwood, Hall, Murray, Dransfield and Tipping.

(c) Drama:
- Williamson — The Removalists
- — Don’s Party
- Hibberd — Dimboola
- Buzo — White with Wire Wheels
- McNeil — Rooted
- — Norm and Ahmed
- — The Chocolate Frog
- Cove — The Old Familiar Juice
- — 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
- — Homesdale

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.

GENERAL STUDIES AND ELECTIVES

REFERENCES
Dutton, Geoffrey
Moore, T. Inglis
Rees, Leslie
Serle, Geoffrey

JOURNALS
The Australian Author. Sydney, published quarterly by the Australian Society of Authors.
Australian Literary Studies. Tasmania, published half-yearly by the University of Tasmania.
Meanjin Quarterly. Melbourne, published by the University of Melbourne.
Westerly. Perth, published quarterly by University of Western Australia.

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.
GENERAL STUDIES AND ELECTIVES

REFERENCES

Historical Sources:
A. Books
Blairney, G.
Clark, C. M. H.
Fitzpatrick, B.
Greenwood, G.
Grattan, H.
Mackaness, G.
McQueen, H.
Shaw, A. G. L.
Ward, R.
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 Monitor.
The Sydney Herald.
The Sydney Morning Herald.
The Bulletin.
The Age.
Other papers as suggested.

BIBLIOGRAPHIC REFERENCES

Pike, D.
Serle, P.
Grolier Society
The Australian Encyclopedia. Sydney, Angus and Robertson, 1925.

Heritage Sources:
A. Books
Blenkinsop, J. W.
Campbell, A.
Cooper, D.
Currey, M.
D. Grolier Society

C. Journals, Periodicals and Documents
The Australian Encyclopedia. Sydney, Angus and Robertson, 1925.

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.

Other papers as suggested.

REFERENCES

Prose (I)
Savery, Henry
Tucker, James
Kingsley, Henry
Clarke, Marcus
Keneally, Thomas
Richardson, Henry
Handel
Murphy, Joseph
Brent of Bin Bin
Rudd, Steele
Keneally, Thomas
Penton, Brian
White, Patrick
Lawson, Henry
Semmler, Clement (ed.)
Stone, Louis
Manning, Frederic
Tennant, Kyle
Langley, Eve
Hungerford, T. A. G.
Lambert, Eric
Cusack, Dymphna
Stow, Randolph

Prose (II)
Tench, Watkin
Twain, Mark
Sherer, J.
Meredith, Louisa Ann
Sadie, Michael
Boxall, George Edes
Good, Nat
Twopenny, R. E. N.
Carnegie, D.

BIBLIOGRAPHIC REFERENCES

The Tyranny of Distance. Melbourne, Sun, 1969.

Science and Society

Three hours per week

This subject develops an understanding of the relationship between science and society.
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 and government is examined. Science in different societies, e.g. capitalistic, communist, developing countries and 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 material and final examination.

REFERENCES

Barzun
Bernal, J. D.
Catovillano, R. L. and Skehaz, J. W. (ed.)
Cattolifano, R. L. and Skehaz, J. W. (ed.)
Metraux, G. S. and Grosset (ed.)
Rose, H. and Rose, S.

JOURNALS

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 developing 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; Inter-personal relationships. Personal attitudes.

ASSESSMENT
Progressive evaluation based on term tests, reports on field studies, exercises in research data, and depth studies, including their manner of presentation.
GENERAL STUDY ELECTIVES

LEVEL I

Subject | Prerequisite
------- | -------
Art IAE | Nil
Art IBE | Nil
Art ICE* | H.S.C. Art
Ceramics 181 | Nil
Chemistry IBE | Nil
Craft IE** | Nil
Education IAE—Atypical Children | Nil
Education IBE—Psychology | Nil
English IAE—Literature | Nil
English IBE—Theatre and Stage Craft | Nil
Economics IE—Economics for the Citizen | Nil
French IAE | Nil
French IBE | nil
Geography IE—Australia in Transition | Nil
German IAE | S.C. German
German IBE | S.C. French
History IE—Basic Themes | Nil
Mathematics IAE | Nil
Mathematics IBE*** | Nil
Mathematics ICE—Mathematics in Action | Nil
Music IE | Nil
Painting 151 | Nil
Personal Development IE**** | Nil
Physical Education IE | Nil
Printmaking 171 | Nil
Science IE—Man and his Environment | H.S.C. Science
Science and Society IE | Nil
Sculpture 161 | Nil

* Industrial Arts students ONLY
** Not available to continuing students
*** Not available to Industrial Arts students
**** Not available to Home Science and Physical Education students

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.
Bestin, M. E.
Burnett, Calvin
Fripp, Sir Alfred
Ocvirk, Otto G. et al
UNESCO

REFERENCES
Arnheim, Rudolf
Barry, Gerald (ed.)
Bertram, Anthony
Birren, Faber
Fripp, Sir Alfred
Ocvirk, Otto G. et al
UNESCO

ART IBE

Practical Art: Advanced Course

Three hours per week

Prerequisite—Higher School Certificate Art

An advanced unit for students with previous experience and developed skills in the visual arts. Students are encouraged to extend their experiences and creativity in media and styles previously attempted and explore new and exciting means of expression according to individual ambitions.
Subjects for individual study include Painting in Oils and Acrylics, Sculpture, Ceramics, Weaving, Jewellery, Photographic Art Forms, Graphic Art, Graphic Design, Interior Design, Industrial Design, Art History and Appreciation.

**ASSESSMENT**
Progressive evaluation including practical work and three essays of two thousand (2,000) words.

**TEXTBOOKS**
- Barrio, R.
- Bestin, 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

**GENERAL STUDY ELECTIVES**

**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.

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.

**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; chemical periodicity; Avogadro's Hypothesis, the mole, stoichiometry; bonding, properties of ionic and covalent compounds; shapes of molecules and ions, intermolecular forces; electrode reactions, electrode potentials, electrolysis, corrosion; acids and bases, organic chemistry, concepts of homologous series, functional groups and reactions, polymers; metals, the metallic bond and metal properties.

**TEXTBOOKS**
- Barrio, R.
- Bestin, 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

**CERAMICS 181**

This unit explores the basic qualities of the media and equipment, basic concepts of glazing and firing and concepts of form.

**TOPICS**
1. Forming
2. Firing
3. Glazing
4. Safety procedures.

**APPROACH**
Studio workshop, demonstrations, lectures.

**ASSESSMENT**
Progressive evaluation.
GENERAL STUDY ELECTIVES

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

TEXTBOOK

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.

CRAFT IE

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
Bryner, I.
Cherry, R.
Collings, A.
Crawford, J.
Davidson, I.


ECONOMICS IE

Economics for the Citizen

Three hours per week

The aim of this subject is to introduce students with a limited economics background to the study of economics. Students are introduced to economic methods by examining problems outside the traditional subject matter of economic study but familiar to the student. Concepts and methods thus developed are applied to a range of problems of government decision making.

Topics include: the meaning of economics; methods of economics: application to the economics of the family, crime and dishonesty, poverty, discrimination. Decision making in the public sector; aim and objectives; conflict of aids; elementary theory of income and employment; economics and the quality of life; decision making in alternative economic systems.

ASSESSMENT
Progressive evaluation including exercises, seminars and written assignments.

REFERENCES
Boehm, F. A.
Cameron, B.
Chamberlain, N. W. (ed.)
Downing, R. I. et al
Hutchinson, H. D.
Nevile, J. W.
Noble, C. E. and Nettle, R. W.
Perkins, J. O. W.
Samuelson, P. A. and Hancock, K.
Schaeffer, G. and Dale, H.
Williams, M.


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 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.

TEXTBOOK

REFERENCES
Cruickshank, W. M. and Johnson, G. O.
Kirk, S. A.
Telford, C. W. and Sawrey, J. M.

GENERAL STUDY ELECTIVES

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; 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

ENGLISH IAE

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. This 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 Slaughterhouse 5
Vonnegut Lolita
Nabokov Lady Chatterley's Lover
Lawrence, D. H. One Day in the Life of Ivan Denisovich
Solzhenitsyn Billy Liar
Waterhouse, Keith Henderson the Rain King
Bellow Rain
Maugham, Somerset Women in Love
Lawrence, D. H. Tender is the Night
Fitzgerald, Scott

FRENCH IAE

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 the linguistic, cultural and literary. Students are required to select at least three of the five strands offered; if they are seeking higher gradings they must select four strands.
GENERAL STUDY ELECTIVES

Strand A  
Aural comprehension, oral fluency and grammatical review.

Strand B  
Approaches to modern French society.

Strand C  
French literacy development through extensive reading.
  (Recommended especially for candidates having studied French to the 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 of 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 short questionnaire assignment on each of the three films studied. 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  

Strand B  

Strand C  
Selected magazine articles and short stories.

Strand D  

Strand E  

GENERAL STUDY ELECTIVES

FRENCH IBE

Beginning French

Prerequisite—Nil

This subject involves a communications approach to learning the French language, designed to promote competence in the basic skills of listening, reading and dialogue participation within modern French situational contexts. Relevant aspects of French society, particularly socio-linguistic factors, are treated.

ASSESSMENT

Assessment is progressive, based on regular performance in oral and reading comprehension exercises.

TEXTBOOKS


GEOGRAPHY IE

Australia in Transition

Three hours per week

A study of changing Australia involving two themes:

  Urban growth, structure and planning. The complex influence of urban man on natural systems.


In both parts of this subject attention will be given to appropriate geographic skills and methods of inquiry.

ASSESSMENT

Progressive evaluation and final examination.

REFERENCES

Andrews, J.
Coughlin, I.
Davies, A. and Encel, S.
*Australia's Resources and their Utilization*. Sydney, University of Sydney, 1976.
GERMAN IAE

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 possible. The subject has four strands, of which the first is optional:

1. Contemporary Film
   In this strand modern German films are shown and discussed.

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 exercises on tape. Tapes may be borrowed from the lecturer if necessary.

GENERAL STUDY ELECTIVES

ASSSESSMENT
Work is assessed on completion; there is no final examination.

TEXTBOOKS

Brecht, B.
Di Durrenmmatt, F.
Rehder, H. and Twaddell, F.
Stobell, K. (ed.)

Zuber, Ortrum (ed.)

Geschichten zum Nachdenken. Sydney, Hicks Smith and Sons Ltd., 1973.

ADDITIONAL FOR DISTINCTION

Büchner, G. (ed. Benn)


GERMAN IBE

Beginning German

Three hours per week

Prerequisite—Nil

The aim of this study is to give a grounding in the German language and some cultural background.

ASSESSMENT
Assessment is progressive, based on regular short written exercises and taped oral/aural exercises, with one short reading and comprehension test.

TEXTBOOK

Schneider, R.

Guten Tag_ A German Language Course for Television. Munich, Langenscheidt, 1968.

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 international 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.
GENERAL STUDY ELECTIVES

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

REFERENCES

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

REFERENCES

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;

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

REFERENCES
Bohl, M. Canon Canon 167P-II Instruction Manual.

GENERAL STUDY ELECTIVES

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

REFERENCES

MATHEMATICS 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

REFERENCES
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 cadences; practical work including guitar class and performance of student compositions; the development of music including an examination of sacred and secular works illustrating the main developments in form, orchestration and musical styles from about 1650 to the present day and the interaction of the more significant features of musical and social thought and activity.

ASSESSMENT
Progressive evaluation of tests, exercises and assignments.

TEXTBOOKS
Raynor, H.
Smith, E. and Renouf, D.

REFERENCES
B.B.C.
Osney, L.
Paynter, J. and Aston, P.
Simpson, R. (ed.)

Guides to Music. Various titles—details to be announced in lectures.

PAINTING 151

The objectives of this unit are to develop perceptive and manipulative skills in painting.

TOPICS
1. Examination of form and space discovered in natural and man-made environments.
2. Development of concepts.
3. Experiments in and development of design and composition ideas.
4. Media and techniques.
5. Examination of concepts and techniques resulting from painting innovations.

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 understanding necessary to develop and maintain a 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.

TEXTBOOK
Miller, B. J. and Burt, J. J.

REFERENCES
Lists will be distributed to students at the commencement of the year and at appropriate times thereafter.

PHYSICAL EDUCATION IE

Gymnastics

Three hours per week

AIM
The aim of this course is to allow students the opportunity to develop their ability to teach gymnastics at an elementary level.

OBJECTIVES
Specifically the course will enable students to:
1. Become more aware of the need for natural progression in gymnastics.
GENERAL STUDY ELECTIVES

2. Understand the teaching techniques involved with the gymnastic lesson.
3. Develop skill and understanding in lesson structure and programming in gymnastics.
4. Develop a deeper understanding of the strategies involved in coaching gymnastics.

CONTENT
1. Scope
   (a) Types of gymnastics
   (b) Time allocation
2. Lesson Organisation
   (a) Introductory activities
   (b) Skills section
   (c) Physical powers
3. Elementary Progressions
   (a) Balancing
   (b) Tumbling
   (c) Vaulting

APPROACH
Both practical and theoretical lectures will be involved with this course. School experience, discussions, seminars, films and guest speakers could also be included in this course.

ASSESSMENT
Progressive assessment will be based upon
(a) Participation
(b) Interest
(c) Personal development in gymnastics
(d) Seminar presentation, unit tests, assignments and final practical test may be used where required.

REFERENCES
Abernethy, K. et al
Australian Amateur Gymnastic Union
Drury, B. J. and Schmid, A. B.
Dunnage, E. J.
Loken, N. and Willoughby, R.

PRINTMAKING 171

This unit will explore the basic possibilities of the various techniques related to the paper print.

TOPICS
1. Intaglio
2. Relief print
3. Stencil
4. Planographic
5. Paper preparation
6. Acids
7. Inks
8. Cutting methods
9. Press procedures

APPROACH
Studio workshop, lectures, tutorials, field experiences, demonstrations, independent studies.

ASSESSMENT
Progressive evaluation.

SCIENCE IE

Man and his Environment

Three hours per week

Prerequisite—Higher School Certificate Science

A subject involving field visits, practical activities, discussions and assignments which focus attention on environmental issues and problems at local, national and global levels. Attention is given to the need for assessing environmental change and hence to the role of public authorities and citizen action in securing improved planning and control in order to anticipate short and long term effects of urban and industrial development. Major themes will include: the environment and human health, impact on natural ecosystems, nature conservation, procedures for assessment of air and water pollution, environmental education, simulation games and role-play techniques and the analysis of various environmental impact studies.

ASSESSMENT
Progressive evaluation including class exercises and examination.

TEXTBOOK

REFERENCES
A list of references will be supplied by the lecturer at the start of the academic year.
GENERAL STUDY ELECTIVES

SCIENCE AND SOCIETY IE

Three hours per week

This subject develops an understanding of the relationship between science and society.

The nature of science, science and technology, natural science 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 and government is examined. Science in different societies, e.g. capitalistic, communistic, developing countries and 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, I.
Barzun, J.
Bernal, J. D.
Bronowski, J.
de Rapp, R. S.
Hempel, C.
Whitehead, A.

JOURNALS

SCULPTURE 161

The objectives of this unit are:
(a) To investigate major areas in sculpture, i.e. modelling, casting, carving and construction.
(b) To extend awareness and manipulative skills in these areas.

TOPICS
1. Sculptural concepts.
2. Techniques and processes.
GENERAL STUDY ELECTIVES

LEVEL II

Subject
Art IIE
Craft IIE
Economics IIE
Education IIAE—Atypical Children
Education IIBE—Psychology
English IIAE—Literature
English IIBE—Practical Theatre and Film
French IIE
Geography IIE—Australia and Asia
German IIE
History IIE—Asia in the Modern World
Mathematics IIAE
Music IIAE
Music IIBE
Personal Development IIE
Physical Education IIAE
Physical Education IIBE
Science IIE—Man and his Environment

Prerequisite
Art IE
Craft IE
Economics IE
Education IAE or Education IBE
Education IAE or Education IBE
Any first year English subject

English IBE
French IBE
Geography IE
German IE
History IE
Mathematics IAE
Music IE
Music IE
Personal Development IIE
Physical Education IIE
Physical Education IIE
Science IE

ART IIE

Practical Art

Three hours per week

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
GENERAL STUDY ELECTIVES

ECONOMICS IIE

Consumer Education

Three hours per week

This unit provides an introductory course in consumer education. It attempts to develop an awareness of the concept of consumerism through an interdisciplinary approach. Areas of study include perception, learning and consumer behaviour. This section considers consumer branch choice, subjective perceptions of price and the impact of advertising. The influence of motivation and personality on consumer choice; beliefs, attitudes, social processes, class and culture. Consumerism, interpretation, goals and organisation; the Consumer movement, Naderism. The Australian Consumer and the law; the consumer and corporate accountability, truth in packaging, credit buying and advertising; low income groups and consumerism poverty, minority and consumer exploitation; the philosophy of cost-benefit analysis.

ASSESSMENT
Progressive assessment through written assignments, experiments, field research and class exercises.

REFERENCES
Ehrenberg, A. S. and Pyatt, F. G. (eds.)
Farmer, R. N. and Dickson Hogue, W. Ilich, I.
Kessarjian, H. H. and Robertson, T. S. (eds.)
MacLean, R. and Lawrence, A. McNeal, J. U.
Murray, B. B. (ed.)
Nader, R.
Selbit, J. and Wills, G. (eds.)


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 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.

TEXTBOOK
Herbert, M.


REFERENCES
Kanner, L.
Nunokawa, W. D.
Sarason, I. G.
Ullman, L. F. and Krasner, L.
Verville, E.
White, R. W.

GENERAL STUDY ELECTIVES

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.

ENGLISH IIBE

Theatre and Film

Three hours per week

Prerequisite—English IIBE

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
Bokker, L. R.
Fist, S.
Kuhns, W. and
Giardino, T. P.
Stephenson, R. and
Debrix, J. R.


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
Jean Giraudoux
Jean-Paul Sartre

La Valse des toreadors
Intermezzo
Les Maines 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 Decouvrir la 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 Et maintenant.
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 in the above assignments and on participation in group discussion and in-class exercises.
GENERAL STUDY ELECTIVES

TEXTBOOKS
Carlut, Charles and Meiden, Walter

Carlut, Charles and Meiden, Walter

Ionesco, E.

Sartre, J-P.

Ionesco, E.
Sartre, J-P.
(Plays listed for Distinction are available on a loan basis.)

GEOGRAPHY IIE

Australia and Asia
Three hours per week

Prerequisite—Geography IE

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 emphasise the variety in resource development, cultural patterns, population pressures and relations with Australia that is typical of this area. Flexibility is maintained so that significant developments in Asia may be considered as they arise.

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Andrews, R. L.

Dempster, P.

East, W. G., Spate, O. K. H. and Fischer, C. A.

Freyer, D. W.

Gorrie, A. M.

Johnson, B. L. C. and Reichl, P.

Kolb, A.

McGee, T.

Maison, T. and Gordon, D. H.

GERMAN IIE

German Language and Literature

Prerequisite—German IE

This subject is a continuation of German IE 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.

ASSIGNMENTS

Strand 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 on tape. Tapes may be borrowed from the lecturer if necessary.

ASSESSMENT

Work is assessed on completion; there is no final examination.

TEXTBOOKS
Brecht, B.

Dürrenmatt, F.

Eisner, O. Z. and Cunliffe, W. G.

McGlashan, L. and Campbell, I. R.

541
HISTORY IIE

Asia in the Modern World

Three hours per week

Prerequisite—History IIE

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

MATHEMATICS IIAE

Three hours per week

Prerequisite—Mathematics IAE (or equivalent)

Networks—maximum flow, shortest path, minimal spanning trees, activity networks and critical paths.
Programming—programmable calculators, elementary computer programming.
Theory of Numbers—divisibility, primes, congruences.
Algebraic structures.

ASSESSMENT
Progressive evaluation through assignments and class tests.

REFERENCES
List will be distributed to students at the commencement of the year and at appropriate times thereafter.

MUSIC IIAE

Three hours per week

Prerequisite—Music IIE

Practical work—performance of student compositions; guitar class. Works for recorder and tuned percussion ensemble.
The development of music—music in England, France, Germany and Italy in the Baroque and Classical periods. The influence which the more significant aspects of the social structure of each area exerted on composers.

ASSESSMENT
Progressive evaluation of exercises, tests and assignments.

TEXTBOOKS
Hopper, C. R.
Smith, E. and Renouf, D.

REFERENCES
Blume, F.
Kennan, K. W.
Kirby, F. E.
Palais, C.
Shearer, A.

MUSIC IIBE

Three hours per week

Prerequisite—Music IIE

Particular emphasis in this subject is placed on group composition and group performance.
GENERAL STUDY ELECTIVES

Creative work—experiments in graphic notation; written 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.

PERSONAL DEVELOPMENT IIE

Three hours per week

(i) Personal Relations

The aim of this part is to allow students to experience the sensations of a helping relationship both as helper and helpee, and to enable them to become more self-aware and sensitive to others.

Group dynamics; Informal counselling; Understanding the life cycle; Helping people in crisis experiences; Ethics.

A residential weekend workshop will be offered early in the course at which self-discovery, sensitivity and experience of the group process and interaction will be gained.

Discussion, small group interaction and observation of professional and para-professional helpers will be included. Role-play, simulated interviewing, visits to helping agencies as well as lectures, films and seminars may also be involved.

TEXTBOOK
Brammer, L. M.


(ii) Marriage and the Family

This part aims to provide an understanding of form and function of marriage and the family in contemporary Australian society. Marriage in Australia; Alternative life styles; The family in Australia; The single person in society; Values relating to marriage and the family. The subject is approached through a combination of lectures, seminars and discussion, guest speakers, audio-visual material, role-play situations, and games for active student participation.

ASSESSMENT
Progressive assessment will be based on practical performance, written tests and seminar presentation.

REFERENCES
Anderson, M., (ed.)
Bernard, J.
Davies, A. F. and Encel, S., (eds.)
Marsden, D.
Talmon, Y.

PHYSICAL EDUCATION IIAE

Scientific Foundations of Sports Movements

Three hours per week

Prerequisite—Physical Education IIE

Topics treated include anatomy and physiology, analysis of sports movements in scientific terms of mechanics, kinesiology and physiology of exercise, and ergonomics.

ASSESSMENT
Progressive evaluation of reports and laboratory studies, class assignments and term paper.
GENERAL STUDY ELECTIVES

PHYSICAL EDUCATION IIIE

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

SCIENCE IIIE

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 to 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, use of “natural areas” in planned development.

ASSESSMENT
Progressive evaluation including assignments.

REFERENCES
GENERAL STUDY ELECTIVES

LEVEL III

Subject

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art IIIE</td>
<td>Art IIIE</td>
</tr>
<tr>
<td>Craft IIIE</td>
<td>Craft IIIE</td>
</tr>
<tr>
<td>Education IIIAE-</td>
<td>Education IIIAE or</td>
</tr>
<tr>
<td>Atypical Children</td>
<td>Education IIIBE</td>
</tr>
<tr>
<td>Education IIIBE-</td>
<td>Education IIIAE or</td>
</tr>
<tr>
<td>Psychology</td>
<td>Education IIIE</td>
</tr>
<tr>
<td>English IIIAE-</td>
<td>Any second year</td>
</tr>
<tr>
<td>Literature</td>
<td>English subject</td>
</tr>
<tr>
<td>English IIIBE-</td>
<td>English IIIE</td>
</tr>
<tr>
<td>Theatre and Film</td>
<td>French IIIE</td>
</tr>
<tr>
<td>French IIIE</td>
<td>Geography IIIE or equivalent</td>
</tr>
<tr>
<td>Geography IIIE-</td>
<td>German IIIE</td>
</tr>
<tr>
<td>Australia and the World</td>
<td>History IIIE</td>
</tr>
<tr>
<td>Australia in Modern World</td>
<td>History IIIE</td>
</tr>
<tr>
<td>Mathematics IIIAE</td>
<td>Mathematics IIIAE</td>
</tr>
<tr>
<td>Music IIIAE</td>
<td>Music IIIE</td>
</tr>
<tr>
<td>Music IIIBE</td>
<td>Music IIIE</td>
</tr>
<tr>
<td>Physical Education IIIE</td>
<td>Physical Education IIIE</td>
</tr>
<tr>
<td>Religion and Society IIIE*</td>
<td>English IIIE</td>
</tr>
<tr>
<td>Science IIIE-</td>
<td>Science IIIE</td>
</tr>
<tr>
<td>Social Science IIIE-</td>
<td>Social Science IIIE</td>
</tr>
<tr>
<td>Aboriginal Studies**</td>
<td>Aboriginal Studies**</td>
</tr>
<tr>
<td>Environmental Science IIIE***</td>
<td>Any two Science subjects at Level II</td>
</tr>
</tbody>
</table>

Prerequisite

| Prerequisite | Level of 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
- Krantz, Karl
- Lindeman, Earl W.

REFERENCES


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.
GENERAL STUDY ELECTIVES

REFERENCES
Chandler, M.
Kenny, J.
Moseby, S., Johnson, P. and Keenig, H.
Nelson, G.
Primmer, L.
Zechlin, K.


EDUCATION IIIAE

Atypical Children

Three hours per week

Prerequisite—Education II A or Education II BE

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.

TEXTBOOK
Kovacs, M. L. and Cropley, A. J.

REFERENCES
Bullivant, B. M.
Gale, F. and Brookman, A.


EDUCATION IIIBE

Psychology

Three hours per week

Prerequisite—Education II A or Education II BE

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).

ENGLISH II AEE

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 Australian and British contemporary poetry is also included. One novelist may be chosen for reading in some depth. Examples of authors who may be included are: British—D. H. Lawrence, Graham Greene, Joyce Cary, Evelyn Waugh, Somerset Maugham, L. P. Hartley, C. P. Snow, Muriel Spark, Alan Sillitoe, Keith Waterhouse, John Fowles, William Golding, Stan Barstow, John Braine, Kingsley Amis, George Orwell, Margaret Drabble, John Wain, H. E. Bates, Bill Naughton; Australian—Vance Palmer, Henry Handel Richardson, Patrick White, Randolph Stow, Xavier Herbert, Kylie Tennant, Thomas Keneally, Katherine Pritchard, George Johnston, Ronald McKie, Brian James, Alan Marshall.

ASSESSMENT
Progressive evaluation which may include a final examination.

ENGLISH IIIBE

Theatre and Film

Three hours per week

Prerequisite—English II BE
GENERAL STUDY ELECTIVES

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 programmes 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.

FRENCH III E

French Language and Literature

Prerequisite—French IIE

The syllabus is the same as for French IIE, except that in Strand C the following works are treated:


French III candidates seeking Distinction are to study an extra text. (A list of texts is available.)

GEOGRAPHY III E

*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.

REFERENCES

Broek, J. and Webb, J.

Detwyler, T. R.

Fryer, D. W.

Russwurm, L. H. and Sommerville, E.

Thomas, R.


GERMAN III E

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:


ASSESSMENT
Work is assessed on completion; there is no final examination.

HISTORY III E

*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 resolve contemporary problems are analysed. Opportunity is given for theoretical and practical research into areas of particular interest to individuals, from topics such as
migration, the struggle for power in Australian society, economic development, social problems, Australia in world affairs, and Australian culture.

ASSESSMENT
Progressive evaluation based on participation, exercises including research, and examination.

REFERENCES
Barth, N.; Bateman, J., and Graf, H.; Blainey, G.; Clark, C. M. H.; Clark, C. M. H.; Davies, A. and Greenwood, G.; La Nauze, J. A.; McQueen, H.; Madgwiek, R.; Roe, M.; Younger, R.; Shaw, A. G. L.; Ward, R.; Younger, R.

JOURNALS
Australian Journal of Politics and History.
Current Affairs Bulletin.
Journals of the Royal Australian Historical Society.
Political Studies: Australia and New Zealand.

MATHMATICS IIIAE

Three hours per week

Prerequisite—Mathematics IIAE (or equivalent)

Linear Programming—graphical and algebraical.
Methods—The Simplex tableau. Duality.
Solution of matrix games.
Difference sets and Finite Geometrics.
Computer programming and its application to numerical analysis.
Elementary theory of groups.

ASSESSMENT
Progressive evaluation through assignments and class tests.

REFERENCES
A Selection of Documents in Australian History. Sydney, Angus and Robertson, 1935.

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, polystyle 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
GENERAL STUDY ELECTIVES

MUSIC IIIE

Three hours per week

Prerequisite—Music IIIE

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, bithonal 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

REFERENCES

PHYSICAL EDUCATION IIIE

Motor Learning

Three hours per week

Prerequisite—Physical Education IIIE

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.

RELIGION AND SOCIETY IIIE

Three hours per week

This course is a study of the philosophical and religious bases of selected religions with special consideration of the effects of religion on the human personality and on the nature of society. A primitive religion, an eastern religion and the Jewish religion will be studied in the first semester. Christianity, Islam and modern forms of religious belief (e.g. communism, humanism) will be studied in the second semester.

ASSESSMENT
Progressive evaluation including three exercises and tests.

REFERENCES
Smart, N. The Religious Experience of Mankind. London, Collins (Fontana), 1969. (Basic text.)

Other references will be issued after students have chosen the religions to be studied.

SCIENCE IIIE

Man and his Environment

Three hours per week

Prerequisite—Science IIIE

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 population 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.
GENERAL STUDY ELECTIVES

ASSESSMENT
Progressive evaluation including class exercises and examinations.

REFERENCES

SOCIAL SCIENCE III

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. Aboriginal and non-Aboriginal guest speakers are invited to contribute.

Strand A—Society

This strand involves a study of pre-history of the Australian 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 English and modern Aboriginal literature.

ASSESSMENT
Progressive evaluation including two assignments, seminar participation and final examination.

REFERENCES
The Desert People. Sydney, Angus and Robertson, 1962.

ENVIRONMENTAL SCIENCE III

Four 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. 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

REFERENCES
A list of references will be given by the lecturer at the start of the academic year.
1. Conversion Courses

The Department of External Studies offers a two-year 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 Newcastle College of Advanced Education (or the former Newcastle Teachers’ College) 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


All students enrolled in external studies are exempted from payment of the College Association 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