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An Outline History of Newcastle Teachers College

At the end of this academic year, 1969, Newcastle Teachers College completes its twenty-first year as an establishment directed towards the preparation of teachers. It was opened in 1949, fairly soon after the end of the Second World War, at a time when the re-settling of ex-servicemen and the migrant programme pointed to a large increase in expected school populations in the 1950's, and indicated the need for a great increase in the number of teachers—many more than could be provided by the existing colleges.

To attract students who were unable to attend the Teachers Colleges at Sydney and Armidale, colleges were established in large country centres. A college was founded at Balmain in 1946, and then came the country colleges: Wagga in 1947, Newcastle in 1949, Bathurst in 1951. These provided at first courses only for primary teachers. They were placed in those centres partly because of the number of schools available for practice teaching, partly because of land easily available in the town, and partly because decentralization.

The first (and present) Principal of the Newcastle Teachers College was Mr. G. H. Duncan. He and his staff met on 11th February, 1949—there were 13 lecturers, and one librarian and a registrar. The college first assembled on Tuesday, 1st March, 1949, in unpleasant circumstances as, for the previous three weeks, rain had fallen almost continuously and the buildings were not ready. The present college buildings were not built until 1952, and the first college intake of 181 students met in the partly completed buildings of Newcastle Technical High School at Broadmeadow. There was little furniture and chairs were hurriedly borrowed from Newcastle Girls High School. There were no blackboards, enough tables and chairs for only one room, and no telephone.

To cope with this situation the students were sent to schools to observe lessons and the teachers were generous in their help. Then text-books and furniture arrived and the work of preparing students began. While the college was small many camps and picnics were held. These were abandoned as the numbers grew and the organization became unwieldy.

The college should have been officially opened on 8th December, but the election in December caused the opening to be postponed until 15th March, 1950. The Rt Hon. R. J. Heffron performed the ceremony.
From the first year the college has fostered the dramatic arts. Two and a half months after the college began in 1949, four one-act plays were performed in the Hamilton Presbyterian Hall. In July of that year five plays were performed and five more in October. This tradition has continued until the present day.

At the beginning of 1952 the college moved to its present site. Those buildings were planned to serve as a Teachers College (unlike those of other colleges) but were nonetheless temporary prefabricated aluminium units.

In January, 1953, the first inservice training school was held, and 110 teachers attended these refresher courses. This was the beginning of the extension of the college's activities.

In the 1950's there was an expansion in the number and scope of secondary schools with more pupils remaining longer in school. The need for more secondary teachers led to the gradual introduction of courses for secondary school teachers. This was helped in Newcastle by the developments in the educational life of the city. The new Public Library was opened in 1952, the Conservatorium of Music in 1953 and the University College of the N.S.W. University of Technology, which began in 1952, became the Newcastle University College in 1954. Newcastle was becoming a centre of tertiary education. In 1954, the college began a four-year training course in conjunction with the University College, with 15 students in Arts and 4 in Science. There were in 1954 also, 17 students in the new Home Economics class at the college. In February, 1955, courses in Manual Arts and Junior Secondary School Biology were added to the work of the college.

This expansion created the need for more buildings. The Home Economics building was built in 1955 and a new Music block in 1957. In 1957, the students at the University, having completed their degrees, came to the college for their professional year, leading to the Diploma of Education. In the next year, Junior Secondary courses were extended to include English, History, Geography, Mathematics and Physical Science and in 1960, a Music specialists' course of four years was begun. This course was given in conjunction with the Conservatorium of Music.

An Artisans' Section was formed in 1960 of people who had the Leaving Certificate and a Higher Trade Certificate. Thus, older men with trade experience were able to join the teaching service.

A longfelt need was satisfied in 1962 when the Assembly Hall was built. No gymnasium was provided so the Hall had to serve this purpose as well. From the beginning it has been used to its utmost extent and often classes have been held in the foyer and backstage while P.E. or drama has been in progress in the hall.

Another much-needed building came in 1964 when the Library was built. Formerly the library was housed in the end rooms of one of the wings.

The next building, the new complex at Shortland, is eagerly awaited. In its planning the Government Architect has extended to the staff of the college the opportunity to discuss and make suggestions about the kinds of buildings and facilities to be provided for the college.

In recent years, several changes in teaching techniques have taken place. In 1966 "micro teaching" was introduced as an experiment. This involves a student beginning his practice-teaching by spending a short period teaching one or two pupils so that he can see a "basic" teaching situation. At the same time "rolling practice" was begun. Several sections of students spent one day per week for eleven weeks at a school, instead of a "block" period of three weeks' continuous practice. The number of formal examinations has greatly decreased in favour of progressive assessment. Fewer formal lectures are given and more individual work is demanded. The use of the library in 1969 is double that of 1968. In 1969 an experimental group was taught for much of the time on the individual tuition system.

Thus Newcastle Teachers College keeps up with new trends in education and experiments with new methods. With the reorganization and probable metamorphosis of the college in the near future, even greater contributions to education will be made.
Newcastle Teachers College
(Established 1949)

Principal:

Vice-Principal:

Warden of Women Students:

Warden of Men Students:
Warren E. James, B.Sc. (Econs.).

Registrar:
Frank B. Brady.

Librarian:

Caretaker-Attendant:
Kenneth Maddocks.
LECTURING STAFF 1969

Art and Craft
William L. Cook, B.A., A.S.T.C.
David Corney, A.S.T.C.
Eric A. Fitness, A.S.T.C.
Donald A. Mackay, A.S.T.C.
Geoffrey T. Nicholls, B.A., A.S.T.C.
Allan J. Pateman, A.S.T.C.
Camille I. Smith, A.T.D.
Allan O. Taylor, B.A., A.S.T.C.
Walter E. Wilcox.
Donald L. Yorke, A.R.C.A., N.D.D.

Biology
Gordon S. Grace, B.Sc.
Kevin McDonald, B.A., Litt.B.
John W. Moore, B.A., (N.S.W.), B.Sc.Agr. (Syd), B.Ed.,
Dip.Ed. (Melb.) both.
Joyce E. Winney, B.Sc, Dip.Ed.

Classics

Education
M.Ed. (Syd).
Joseph A. Burke, B.A.
Dennis C. Chaston, B.A., M.Ed.
Nora A. Doyle, B.A.
Trevor J. Fullerton, B.A.
L. Michael Koder, B.Sc.
Harold B. Lindsay, B.A., M.Ed.
Ralph R. Milne, B.A.
Paul A. Newling, M.A.

English
Des Davis, B.A.
Douglas R. Huxley, B.A., Litt.B.
Philip A. Marquet, B.A., A.A.S.A., A.L.C.M.
A. Paul Mitchell, B.A.
Frances Nugent, M.A.
Dan O'Donnell, B.A. (Queens), M.A. (Graduand).
Joan E. Poole, B.A.
Agnes E. Smith, B.A.
(News.).
Bertram L. Wood, M.A.

Geography
Edward A. Crago, B.Sc.
Warren E. James, B.Sc. (Econs).
Kenneth C. Short, B.A. (on leave).
Reg. Ward, B.A.

Health Education
Curzon W. Furner, M.B., B.S., F.R.C.S.
Frank Grivas, M.B., B.S.

History
John J. Grady, B.A.
J. Morris Graham, B.A., Litt.B.
Frank J. Meaney, B.A.
Jack R. Nyman, B.A. (Syd.), M.A., B.Litt. (both Oxon.),
Dip.Ed. (New Eng.).
Noel D. Pryde, B.A.

Home Science and Needlework
Rae Allaburton.
Lois J. Bennett, B.A. (Syd.), M.A. (M.S.U.), A.S.T.C.
Mabel F. Grady, B.A.

Mathematics
Colin C. Doyle, B.Sc., Dip.Ed.
John W. Hill, B.A., A.S.T.C.
Brian Joyce, B.A.
John E. M. Munro, B.Sc., Dip.Ed.
Music
Jess E. Ferguson, L.Mus., D.S.C.M., L.T.C.L.
Roger Heading, Mus. (Syd. Con.).
Marjorie G. Snedden, B.A., D.S.C.M.

Physical Education
Harold W. Gillard.
Kevin Laffey, Dip.Phys.Ed.

Physical Sciences
John P. Doherty, M.Sc.
Raymond L. Hodgins, B.Sc., A.S.T.C.
Leslie W. J. Pennington, B.Sc., Dip.Ed. (Liv.), M.Ed. (Syd.).
Terence Sheedy, B.Sc., Dip.Ed. (N.E.), M.Sc. (Newc.).

PART-TIME LECTURERS

Industrial Arts
George Davies.
Wesley Norman.
Harry Pickard, A.S.T.C.
Eric Roach, A.S.T.C.

Modern Languages
Gay Reeves, B.A.

Staff changes for this year will be announced to students at the first College Assembly.
NEWCASTLE TEACHERS' COLLEGE

1970

VACATIONS
Teachers College: 13th Dec.-22nd Feb.
Technical College: 13th Dec.-15th Feb.
Schools: 12th Dec.-26th Jan.
University: 13th Dec.-1st Mar.

FIRST TERM
Teachers College: 23rd Feb.-8th May.
Technical College: 16th Feb.-8th May.
Schools: 27th Jan.-7th May.
University: 2nd Mar.-15th May.
Anzac Day: 25th Apr.
Captain Cook Bi-Centenary Day: 29th Apr.

Graduation Day: 8th May.

VACATIONS
Teachers College: 9th May-24th May.
Technical College: 9th May-24th May.
Schools: 8th May-18th May.
University: 16th May-27th June.

SECOND TERM
Teachers College: 25th May-14th Aug.
Technical College: 25th May-14th Aug.
Schools: 19th May-20th Aug.
University: 8th June-14th Aug.
Queen's Birthday: 8th June.

VACATIONS

THIRD TERM
Teachers College: 7th Sept.-18th Dec.
Schools: 8th Sept.-17th Dec.
University: 7th Sept.-6th Nov.
Labour Day: 5th Oct.
Yearly Examinations: 2nd Nov.-13th Nov.
Practice Teaching: 16th Nov.-11th Dec.
Swimming School I.S.: 7th Dec.-11th Dec.

VACATIONS
Teachers College: 19th Dec.-1st Mar.
Technical College: 18th Dec.-15th Feb.
Schools: 18th Dec.-2nd Feb.
University: 19th Dec.-1st Mar.

CONSERVATORIUM OF MUSIC
First Term: 9th Feb.-9th May.
Second Term: 25th May-8th Aug.
Third Term: 7th Sept.-7th Dec.

ABBREVIATIONS
V=Vacations and Public Holidays.
P=Practice Teaching.
E=Examinations.

COLLEGE ADMINISTRATION
(a) GENERAL COLLEGE POLICY

The task of the college is to prepare students for teaching in schools in N.S.W. Most will teach in government schools and a few in non-government schools. All will find that the greater part of all syllabuses in both kinds of schools has a common academic and civic content and in secondary schools in particular the examination syllabuses and the external examinations are the same for all.

For these reasons the college must concentrate upon preparing teachers for schools as they are but it would not be a forward-looking institution if it did not also try to give to its students a vision of schools as they might be. Though a thorough background to present syllabuses and methods is essential the college courses must extend far beyond that background. Study of subject matter should be both deep and wide, for a teacher who does not have a professionally deep and extensive knowledge of his subject matter cannot meet the challenge of a changing school in a changing society.

The college, too, is a living community and through its extra-curricular activities, clubs, student councils and committees as well as through the freedom of opinion which should be cultivated in lecture programmes it seeks to develop students of independent character, with initiative and tolerance, reliability, sincerity, gentleness, and consideration for others as the core of the personality so essential to the good teacher.

Examinations and subject programmes are the responsibility of staff under the guidance of heads of the departments which will be found set out at the beginning of this handbook, but the responsibility for personal development is the student’s own. The college society is a free one. Each student is encouraged to make his own best contribution in his own way and it is hoped that staff and students will maintain that rapport which results from willing sharing of common tasks.

The welfare of students, staff, and college is important but not because in themselves they are the focus of attention. The real reason for considering their welfare, no matter how important it may be, lies in the fact that the college exists only because schools need teachers. The welfare of staff, students, and college is a means to ensuring the welfare of pupils in schools. The provision of good teachers is the vocational purpose of the college and it accepts that purpose proudly and confidently, for only well-educated, culturally, and professionally trained teachers are good enough for the children in our schools.

(b) ADVISORY COUNCIL

The college is working towards the formation of an Advisory Council, consisting of members of the academic and administrative staff, lay personnel and student representation. Initially, its function will be to advise the Principal on matters of policy and procedure, but it is intended that increased powers of decision-making will be granted to the council, which would thus form the basis of a governing body if and when the college becomes a self-governing institution.

(c) COLLEGE ACADEMIC BOARD

The College Academic Board consists of the Principal, Vice Principal, heads of departments and sub-departments, together with four elected representatives of the other members of the academic staff.

The board is responsible to the Principal for making broad recommendations on any matter affecting the college programme. It endorses the proceedings of other committees and reports its decisions to a meeting of the full staff, which in turn may make recommendations as it sees fit, but cannot vary a decision of the board. Any member of the staff or student body may make representations to the board either in writing directed to the Principal as chairman of the board, or by seeking permission to present a case in person.

(d) COURSE COMMITTEES

The following Course Committees are responsible to the Academic Board for the structure and administration of the respective courses, including admission and enrolment requirements and procedures:

1. General Primary (including Upper Primary and Lower Primary);
2. Secondary Geography/Commerce;
3. Secondary Mathematics;
4. Secondary Science;
5. Secondary Home Science/Textiles;
6. Secondary Industrial Arts and Artisan Courses;
7. Secondary Diploma in Art (Education);
8. Secondary Diploma in Music (Education);
9. Returned University Students and Professional Year.

Each course committee consists of the head of the major subject department concerned as chairman, together with representatives of other subject departments involved in the course.
(e) ADMISSION PROCEDURES, ENROLMENT, BOOKS, ETC.

One member of staff at least of each Subject Department and/or Course Committee is on duty or on call as from 1st February, 1970, to answer queries and give advice to prospective students. Specific advice on selection of university courses, however, should be directed to the University Counselling Service or Professional Staff. University students must select two teaching subjects in their degree studies.

Dates and times for First Assemblies for various incoming groups of students will have been notified by the Registrar to prospective students with their scholarship awards. Details of requirements and enrolment procedures will also be indicated at this time or during the assembly.

Incoming students should note that the Men's and Women's Wardens can give information regarding the availability of board and lodging in Newcastle and inquiries should be directed to them as soon as possible after 1st February, 1970.

Text books will be issued to students during the first week of term.

(f) SUBJECT DEPARTMENTS

The subject departments of the college are set out in the list of members of the academic staff printed on page 12 of this handbook.

THE COUNSELLING SERVICE

The services of a full-time Student Counsellor are available. This person assists students in their problems of adjustment, personal, academic or social. Students are invited to approach him at mutually convenient times.

It is a point of professional ethics that all discussions are confidential to the person concerned.

In addition certain research functions are carried out by the Counsellor.

COLLEGE REGULATIONS
COLLEGE REGULATIONS

(i) EXAMINATIONS

1. The recognized examinations are annual examinations and deferred examinations.

2. Qualifying Tests are set in Spelling, Arithmetic, Written Expression, Practical Speech and Practical Music, and may also be set in other subjects as required.

3. A student who fails in a Qualifying Test is not eligible for certification until he has reached the required standard.

4. If a subject or part of a subject is not examined by a final written examination an assessment may be determined by progressive evaluation by the lecturer concerned.

5. In all subjects, grades are awarded as follows:
   - D: Distinction.
   - C: Credit.
   - P: Pass.
   - X or S: Deferred (X) or Special (S) examination.
   - F: Fail—no deferred to be allowed.

6. Deferred examinations are not granted in the final year of a course.

7. Heads of departments may call up students with borderline results to give supplementary *viva voce* tests to determine the final award.

8. In the case of an instaying student being awarded an “F”, the subject must be repeated wholly or in part or by examination at the end of the following year as determined by the Head of the Subject Department concerned.

9. A student who fails in a repeat subject must show satisfactory cause before he can be given a further opportunity at that particular course and normally will be required to wait another year before being allowed to attempt it.

10. A student leaving the college with outstanding failures may apply for re-examination at a time to be determined.

11. Any student who wishes to submit an appeal for consideration on the grounds of sickness or other factor relevant to the result of an examination may submit a request for re-consideration *in writing* to the Chairman of the Academic Board, forwarded through the Registrar within seven (7) days of the publication of the results.

(ii) PROGRESSION FROM YEAR TO YEAR

1. A student whose work is of acceptable standard in all subjects and at practice teaching will be granted progression from one year to the next year of any course.

2. If a student after deferred examinations still has failures in any subject or subjects his case must be referred to the College Academic Board. Each case will be decided on its merits but as a general principle the Board will recommend a student to proceed from one year to the next on scholarship only if he can carry the failed subject(s) and repeat it(them) at the same time as mastering the next year of the course. Progress will depend on standard of work, extent of the failures and the possibility of time-tableing the repeated subject(s), or of meeting the requirement of the Head of the Department(s) concerned in some other way.

3. Nothing in these regulations shall preclude any student from being refused progression from one year to the next if his standard of work is so poor in any subject or subjects that the examiners consider ultimate failure inevitable if the student is allowed to proceed. Such decision is a matter for individual heads of departments but must be confirmed by the College Academic Board.

4. Students who fail to reach required standards of work may be offered a choice from the following possibilities:
   - (a) Repetition without allowance or any other financial assistance.
   - (b) Discontinuation with assessment of bond liability.
   - (c) Repetition with allowance if failure has been brought about by sickness or accident and therefore is not the result of the student’s weakness or failure to concentrate upon the course.
   - (d) Leave of absence for one year to seek employment and save funds to permit repetition without allowance the following year.
   - (e) Delay of appointment, if the result is failure in practice teaching, to permit further practice in the hope of obtaining improvement.
   - (f) Referred to the Director of School Medical Services if the problem is related to medical disability of some kind.

In all such cases the college is not the deciding authority. Its task is merely to prepare a report and make a submission on behalf of the student together with a statement of relevant facts.
(iii) AWARD OF TEACHER'S CERTIFICATE AND COLLEGE ACADEMIC AWARDS

1. Students who pass in all subjects and also are satisfactory in practical teaching skill are “recommended for appointment with teacher's certificate attainments subject to the usual conditions of satisfactory service”.

2. The periods of service required for the award of a teacher's certificate are—
   - 4- and 5-year trained students—1 year.
   - 2- and 3-year trained students—3 years.

Students who complete satisfactorily the 4-year Secondary Art or Secondary Music course are awarded the Diploma in Art (Education) or Diploma in Music (Education) as the case may be, wear the appropriate academic dress (gown, hood and cap) details of which can be obtained from the College. Details of academic dress for these diplomates are as follows:

   Diploma in Art (Education)—
   - gown—black graduate,
   - hood—black with ¼-inch cream edging,
   - 2-inch orange stripe,
   - 4-inch deep gold.

   Diploma in Music (Education)—
   - gown—black graduate,
   - hood—black edged with 2-inch white stripe then 2-inch maroon stripe.

(iv) ATTENDANCE AT LECTURES

1. It is the student's individual responsibility to be present at every lecture, demonstration and laboratory period.

2. If a student misses a significant proportion of lectures in any subject he may be failed because he has not given proper attention to the course.

3. The Department of Education as the authority controlling scholarship allowances requires that any absence of more than three days should be reported and a medical certificate submitted if applicable.

4. A student absent on any occasion for a legitimate reason, e.g., sickness, representation in a country or state sporting fixture, may apply through the appropriate warden for leave of absence to be recorded.

5. The Department of Education requires that payment of instalments of allowance be dependent upon regular attendance and satisfactory progress in the course.
SCHOLARSHIP INFORMATION

(i) CONDITIONS UNDER WHICH SCHOLARSHIPS ARE HELD

Teachers College Scholarships are awarded by the Department of Education under conditions laid down by that Department, and the role of the college is to implement departmental policy concerning scholarships. The college does not make decisions concerning bonds, allowances, attendance qualifying for payment of allowances, or similar related matters. The college as an academic institution makes decisions concerning the quality of the students' academic work, and estimates their suitability for teaching as a career. All matters concerning bonds and allowances are referred to the appropriate authorities.

(ii) RATES OF ALLOWANCE

The amounts of allowance in various categories are published every year on the College Notice Board. It is each student's personal responsibility to check that he is being paid at the correct rate.

(iii) STUDENT INSURANCE

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

APPOINTMENT TO N.S.W. DEPARTMENT OF EDUCATION SCHOOLS
APPONMENT TO N.S.W. DEPARTMENT OF EDUCATION SCHOOLS

(i) ACADEMIC ATTAINMENTS

If a student in his final year has no failures and no accumulated hours of failure he will be recommended for appointment with certificate attainments. If, however, a student's failures are so serious that it is considered he cannot make good the deficiency after appointment without prejudicing his success as a teacher he may be required to repeat the year's work either in part or whole. Such cases must be referred to the College Academic Board. Students judged suitable for appointment despite failures are appointed as Conditionally Certificated teachers.

Ex-students granted C.C. attainments are appointed on a salary scale different from those with C. attainments. Students who qualify for C. attainments after leaving college have their certificates dated from the 1st day of the month following the date of the examination at which they obtain success.

(ii) STATUS

The status of a teacher based on his attainments is determined by the Classifiers' Committee to which all results and recommendations of colleges are submitted for notification. Two-, three-, four- or five-year status is granted on satisfactory completion of a course covering the stated period of time in each case. Three-year status is also granted to certain students who have passed 6, 7, or 8 units of a 9 course university degree followed by a year of profession training at a teachers' college. Six passed courses will not give three-year trained status unless the six courses include two teaching subjects studied for two years or one teaching subject for two years plus two related teaching subjects studied for one year each. It is important to note that a student who returns to college after completing 3, 4 or 5 units at the university will be granted two-year status only. Even if a student with five units completed manages to pass the sixth unit concurrently with his teachers college year, he will not be granted three-year status. The Classifiers' Committee does not recognize any university courses concurrent with professional training as counting towards status except in two ways:

(a) If one unit is needed to complete a degree and approval is given to undertake the unit concurrently with the Diploma in Education or 4th year course it will be recognized as granting graduate status.

(b) If later a single unit taken concurrently is supplemented by other units to complete a degree it will be recognized. Otherwise, if a student has 5 units completed at the university, and manages a sixth during the college year it will still be necessary to do an additional unit not concurrent with college training to get the 6 units needed for the 3-year trained status.

(iii) APPOINTMENT DETAIL INFORMATION SHEETS

Outgoing students are issued during second term with Appointment Detail Information Sheets. These sheets are to be taken home and may be discussed with parents if students wish to do so. The forms are to be completed and returned to the college by the end of the second term. The information written by the student on the form will be summarized and transferred to the Appointment Details Sheet forwarded to the Primary and Secondary Registers at the Department of Education in Sydney. It is emphasized that all first appointments are made by the Primary and Secondary Registrars. The college has no control over appointments and its only function is to forward to Sydney a statement of Certificate or Conditional Certificate recommend­ation, practice teaching result and any supporting evidence put forward by any student with respect to any request for special consideration concerning appointment on compassionate, academic, medical or other appropriate grounds. Such requests should be documented wherever possible and attached to the Appointment Detail Information Sheets, or, where confidential, submitted under sealed cover to the Principal or the Vice Principal.

(iv) UNIVERSITY WARRANTS

The department does not favour ex-students attempting university courses during their first year of teaching, on the ground that experience has shown that this first year is one during which the young teacher needs to concentrate on teaching and any division of interest causes serious risk of failure. However, the college is permitted to recommend in order of merit about 10 to 15 students who have done outstanding work both in the practical teaching and the academic sides of the course for the issue of a warrant to undertake university studies. If the Department of Education endorses this recommenda­tion, the ex-student is thereby permitted to enrol in part-time or external university courses while teaching and also grants freedom from lecture fees and some financial assistance towards books, etc. Students who wish to be considered for a warrant must attach a letter of application to their Appointment Detail Information Sheets and also (even if recommended by the college) follow this up with a re-application through the usual channels as soon as appointment is taken up at a school. The correct procedure is outlined annually in The Education Gazette (usually in the February issue).
(v) ASSEMBLY OF OUTGOING STUDENTS

At an assembly in third term, the Welfare Officer of the Department of Education addresses all outgoing students on conditions relating to their first appointments, superannuation data sheets, entry on duty form, obtaining board and lodging in country centres and other matters. Attendance at this assembly is compulsory for all outgoing students.
THE DEMONSTRATION SCHOOL AND DEMONSTRATING SCHOOLS

Demonstration lessons are arranged throughout each college course to ensure that the student obtains a comprehensive picture of the methods, techniques, activities and devices used in teaching.

Students generally are provided with duplicated copies of lesson notes for each demonstration lesson to be observed. Each Method Lecturer instructs his students on the procedures to be followed in recording and preserving information gained through each demonstration lesson.

(a) PRIMARY AND INFANT SCHOOL DEMONSTRATIONS

The Demonstration School is situated at The Junction, Newcastle. Its activities supplement the Primary and Infant School courses of the college. Demonstration lessons illustrate both the methods and the procedures recommended in college lectures, and skill in handling the everyday problems which arise in the classroom.

Demonstrations are arranged by co-operation between the Demonstration School staff and the college staff. Teaching notes are prepared after suitable preliminary discussion.

Demonstration Lessons are followed by discussions led by a member of the college staff who attends as a supervisor.

During the second year at college the Two-Teacher School at Minmi and the One-Teacher Sandgate Infant School are visited for demonstrations in Small School Method.

During 1969 demonstrations were arranged for:

First Year—Craft, English, Mathematics, Natural Science, Physical Education, Social Studies.

Second Year—Art, Craft, English, Mathematics, Music, Natural Science, Physical Education, Social Studies.

(b) JUNIOR SECONDARY AND PROFESSIONAL YEAR COURSES

Demonstrations were arranged during 1969 by Method Lecturers for students taking these courses. The demonstrations were given at The Demonstration School and at one or more of the following High and Junior High Schools:

Broadmeadow Junior High School
Cardiff High School
Cooks Hill Girls High School
Gateshead High School
Hamilton Girls Junior High
Hunter Girls High School
Jesmond High School
Newcastle Boys High School
Newcastle Girls High School
Newcastle Technical High School
Wallsend High School
Whitebridge High School
Wickham Girls Junior High School

Demonstrations were arranged in:

PRACTICE TEACHING
PRACTICE TEACHING

COLLEGE PRACTICE

Periods of teaching practice are organized at suitable stages in the course. All students allocated to a school for practice teaching must carry out instructions issued for that practice. These will be issued before each practice period. Students are entitled to the excess of the cost of travelling to the school over that normally incurred in attending college.

HOME PRACTICE TEACHING

Students are required to undertake one or more periods of practice teaching unsupervised by the college staff. This will normally be during the student's summer vacation for a period covering the second and third weeks of the school year. Students will elect their own schools for this practice, subject to college approval, and bearing in mind that no travelling or other expenses incurred by students for Home Practice will be refunded.

Details of Home Practice requirements for the various courses are as follows:

(a) *Two-year courses.* Students are required to undertake a two-week period of practice teaching during the summer vacation at the beginning of their second year.

(b) *Three-year courses.* Students normally will be required to undertake a two-week period of practice teaching during the summer vacations at the beginning of second and third years.

(c) *University Students.* Students attending university courses on Teachers College Scholarships normally will be required to undertake a two-week period of practice teaching during the summer vacation at the beginning of their fourth or professional year.

(d) *Four-year courses for Music and Art Specialists.* Students normally will be required to undertake a two-week period of practice teaching in the summer vacations at the beginning of third and fourth years.

GENERAL INFORMATION FOR STUDENTS UNDERTAKING HOME PRACTICE

(i) The object of this period of practice is to enable students to gain increased facility in teaching, and increased familiarity with school problems, without feeling that their progress is being assessed. No mark is awarded, but a report is requested from the school principals that each student's attendance and conduct have been satisfactory.

(ii) During this practice students are fully responsible to the Principal of the school elected and are expected to carry out such duties as may be allocated to them. Students should prepare lesson notes as at the usual supervised practices.

(iii) Students will be asked in September of each year to nominate the school they wish to attend in the following February.
INFORMATION FOR THE YOUNG TEACHER
INFORMATION FOR THE YOUNG TEACHER

(i) HANDBOOK: INSTRUCTION AND INFORMATION FOR THE GUIDANCE OF TEACHERS

This book, of some 580 pages, is issued by the Department of Education to all teachers. (Supplies are not always available but there will be some copies for use in the school to which you are appointed.) With its very detailed index the Handbook is a source of information for teachers at any level. A random sample of its contents includes:

- information about workers' compensation,
- the administration of intelligence tests,
- the provision of removal expenses,
- maintenance of pupils record cards,
- educational facilities available at the Australian Museum.

In other words the teachers can find information or instruction covering most organizational situations.

The Handbook is kept up-to-date either by the issue of new pages or by printing in the Education Gazette minor alterations which are to be placed in the Handbook.

(ii) EDUCATION GAZETTE

The Education Gazette is published monthly by the N.S.W. Department of Education as a journal of professional reading and as an administrative bulletin. All teachers must note its administrative information which will include material of personal value to the teacher, such as procedures to obtain university warrants.

(iii) UNIVERSITY COURSES

Many school teachers attempt university courses to further their education and to enhance promotion prospects. Details of the university courses available to part-time students and to external (correspondence) students will be found in the Teachers' Handbook, pp. 252–254. Current information is also published in the Education Gazette each year, usually in November. This notice will merit careful attention in the teacher's own interest.

Teachers may apply for warrants entitling them to enrol without payment of lecture fees. Generally warrants will be issued only to permanent teachers (not temporary or casual teachers) who have qualified in attainments for the Teacher's Certificate. Further, teachers in their first year of service will be considered for the issue of warrants only if recommended by the Principal of the Teachers College they attended. The number of teachers to whom warrants are issued in their first year of teaching is quite limited.

Teachers may apply for transfer to or retention in an area convenient for university attendance but they should realize that such applications cannot always be satisfied.

Points to be noted carefully include:

(a) the closing date for application to the Department for the issue of warrants. This is usually early February;
(b) the closing date for enrolment at the chosen university;
(c) for those proposing to teach in secondary schools at some time, the academic subject requirements for placement on the High Schools Promotion Lists. (See Handbook pp. 219–221.)

Limited weekly leave may be granted to teachers for attendance at university courses not available outside teaching hours. (See Education Gazette, March, 1969, p. 128.)

(iv) LEAVE


Please remember that it will be your responsibility to apply for sick leave without being reminded by your superiors.


(v) SALARIES AGREEMENTS

Salaries agreements are reached by negotiation between the N.S.W. Teachers Federation and the N.S.W. Public Service Board which is our employer. If agreement is not reached an award may be made by the N.S.W. Industrial Commission. Details of the salary scales are then published in the Education Gazette and in Education, the journal of the Teachers Federation. The scales published in the Teachers' Handbook are out-of-date.

Individual inquiries about salaries may be sent directly to the Accountant, Department of Education, at Sydney, by the teacher concerned.

(vi) ENTRY ON DUTY FORMS

All newly appointed teachers and teachers transferred from another school shall forward a completed "notification of entry on duty" form to the district inspector. This form may be obtained from the school principal or his deputy. When filled in it is returned to him to be forwarded to the district inspector.
(vii) N.S.W. TEACHERS FEDERATION

The Federation is the organization established by the public school teachers of the state to advance their professional and trade union interests. Almost all state school teachers are members of the federation. Membership fees may be deducted fortnightly from your salary by the Departmental accountant. Arrangements for these deductions may be made late in your final year at college or when you commence teaching.

Major Federation activities include:

(a) negotiations concerning salaries and industrial conditions of teachers;

(b) campaigns about educational facilities in New South Wales;

(c) support for the interests of individual teachers in relations with the Department of Education and the Public Service Board.

The federation runs a Health Society with a comprehensive system of medical and hospital benefits. Contributions to this fund may also be deducted fortnightly from salaries. There is also a Teachers’ Club, fully licensed, in the Federation building at 300 Sussex Street, Sydney.

Enquiries about the Federation can be made:
at college, to representatives of the Teacher Trainees Association;
in schools, to Federation representatives appointed by their fellow teachers;
or to the General Secretary, New South Wales Teachers Federation, 300 Sussex Street, Sydney 2000.
GENERAL PRIMARY COURSES
FIRST YEAR

ALLOCATIONS OF LECTURE HOURS TO SUBJECTS 1970

TEACHER'S CERTIFICATE (2 YEARS)—PRIMARY COURSE AND LOWER PRIMARY COURSE

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<th>Year</th>
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<td>Education</td>
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<td>English (Core)</td>
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<td>Health Education</td>
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<tr>
<td>Physical Education</td>
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<td>Art</td>
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<td>Crafts</td>
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<td>Mathematics</td>
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<td>Social Science</td>
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<tr>
<td>Demonstrations</td>
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|     | 24  | 23  | 20  |

* Electives shown thus ( ). † When 3-year training is instituted.

Notes on the Primary Teaching Course
Supplementary and Qualifying Subjects

Incoming students are tested in reading, spelling, expression and arithmetical skills and if weaknesses are revealed in any student’s preparation in these fields he may be required to attend up to two hours per week in supplementary courses designed to correct these weaknesses.

Supplementary courses are provided on both tutorial and class bases, in the following areas:

- Arithmetic Fundamentals
- Reading Skills
- Spelling
- Spoken English
- Written English

Tutorials

As staff and time permit tutorial assistance may be arranged in the work of any subject. Attendance at tutorials may be voluntary but since tutorials are designed to help students those who fail to take advantage of them must be sure that they can cope with the work without assistance.

Demonstrations and Observations in Schools

Demonstrations are arranged as shown in the timetable or as organized by lecturers in teaching methods. Students are informed by the lecturer responsible concerning the times, dates and arrangements for demonstrations and observation of school teaching, routines and practical policy. Demonstrations are given by teachers specially chosen for the work in selected schools in such a way as to coordinate the work demonstrated with college lecture programmes.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE—2-YEAR—PRIMARY TEACHING

Part I—Year I

EDUCATION I: G.P.

(i) Educational Psychology I

Two hours per week

This course aims to clarify the educationally relevant features of the cultural environment within which the teacher operates and to inform the student of the nature of children as the material with which he works.

To this end, the contribution of the agencies of socialization will be examined, leading to a treatment of selected aspects of the psychology of the normal individual.

(ii) Foundations of Teaching I

Two hours per week

From an appreciation of the teacher’s role as a facilitator of learning by his pupils, this course will proceed to an examination of some of the more formal aspects of the teacher’s classroom behaviour.

A treatment of the nature and educational justification of the general structure of lessons will prepare the student for the application of particular considerations to his teaching.

ENGLISH I: COMMUNICATIONS I—G.P.

Two hours per week

Part (a): Drama

One hour per week (one Semester)

Aim: Expression and Communication through Drama.

Large group, small group and individual expression. Emphasis on basic skills: relaxation, concentration, organic expression, intelligibility and variety of dramatic movement. Natural and Symbolic expression. Cultivation of the imagination. Correlation with Music and Painting.
Activities:

- Mime and Movement.
- Voice and Gesture.
- Improvisations.
- Elementary dramatic movement.
- Interpretative reading of prose and verse passages.
- Play reading: script analysis: dialogue and action integrated.
- Student production of short extracts from plays.

Method of Assessment—Progressive evaluation.

PART (b): ORAL EXPRESSION

One hour per week (one Semester)

The major role of speech in communication. The teacher's professional skills; his leadership in the community. The value of practice in developing speech and language skills.

Theory of Speech:

- Voice Production and Delivery.
- Faults of Speech.

Activities:

- Discussion.
- Debate.
- Meeting Procedure.
- Speech Making.

General Principles: See lines 1, 2, 3 above.

Topics:

- Good Speech a total integrated process.
- Basic essentials of the (public) speaking situation.
- Voice colour.
- Voice production.
- Delivery.
- Speech Faults and Defects.

Activities:

- Reading aloud.
- (Short) Speech making.
- Verse Speaking.
- Demonstrations and Visits.

Method of Assessment—Progressive evaluation.

REFERENCES

See College Library at 808. 5.
- Missen and Bourke: The Australian Debater.
- Renton: Guide to Meetings and Organizations.
- Compton (Ed.): Spoken English.
- Monroe: Principles and Types of Speech.
- College Films: Public Opinion, Let's Talk It Over, Room for Discussion, How to Conduct a Discussion.

PART (c): READING

One hour per week (one Semester)

Aims: To encourage greater awareness of the importance of reading. To familiarize with innovations in reading materials and equipment and provide opportunities for practice. To improve the reading efficiency of students.

Content:

(i) Discussion of the place of reading in communication.
(ii) Analysis of impediments to reading efficiency.
(iii) Investigation of, and practice on, reading equipment and materials (projected, mechanical and laboratory aids).
(iv) Exercises on particular reading skills—pre-reading, scanning, skimming, critical reading, inferring, evaluating, resisting.
(v) Finding information and preparing suitable notes.

Practical work as indicated in outline.

Method of Assessment—Class exercises.

PART (d): WRITTEN ENGLISH

One hour per week (one Semester)

Purpose of course as personal and professional development. Teacher as citizen developing awareness of social processes and social pressures, tension between declared and actual values.

Environment as part of the educational process: the mass media—newspapers, radio, film, television, books, music, plastic arts, institutions.

Writing: story, article, sketch, essay, verse, drama (script); debate; report, memorandum, minutes, letter, forms; speech introducing, thanking a speaker.

Practical work—practical application of course.

Assignments and Essays—preparation as required for participation in activities.

Method of Assessment—Progressive evaluation.

TEXTS

McAllister, A.: A Year's Course in Speech Training.
- Bullard, A.M. and Lindsay, E. D.: Speech at Work.

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HEALTH EDUCATION I
Not offered in 1970.

PHYSICAL EDUCATION I U.P.
Two hours per week
1. Aims and scope of Physical Education in Primary and Infant schools.
2. Consideration of nature of school child in relation to physical activity.
4. Appreciation of good poise and good posture in movement and methods by which it may be developed in a child.
5. The Gymnastics Lesson—basic planning.
7. Swimming and Life Saving.
8. Practical Teaching.

TEXTBOOKS
Mac Craig and Clark: Games Worth Playing.

REFERENCE BOOKS
Department of Education, N.S.W.: Primary Syllabus of Physical Education.
Davies, M. B.: Physical Training Athletics and Games.

ART I
Not offered in 1970.

CRAFTS I
Not offered in 1970.

ENGLISH I G.P.—GROWTH OF LITERATURE
One hour per week
The course aims to outline the evolution of English Literature, to diversify the reading interests of students and to examine the different media by which modern technology presents literature.

Topics include Beowulf and Chaucer; the rise of drama; the rise of the novel; review of literature by centuries and “periods”; some characteristics of modern literature; some implications of the presentation of literature via radio, films, stage, and television.

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

Assignments and Essays—One essay, 1,500–2,000 words due in July. Class exercises. Optional seminar.

Method of Assessment—Essay; final examination; seminar.

ENGLISH I—METHOD
(a) English Method in the Primary School.
(b) English Method in the Infant School.

Two hours per week
English Method in the Primary School
1. Introduction:
   (a) Course orientation.
   (b) The continuing importance of language teaching in a modern society.
2. The Teaching of Spelling:
   (a) Spelling as an important skill—a teaching approach.
   (b) Selecting appropriate material.
   (c) Types of spelling lessons.
   (d) The importance of the pre-test method.
   (e) Spelling readiness.
   (f) Organizing the week’s work in spelling.
3. The Teaching of Handwriting:
   (a) An introduction to the styles recommended in the curriculum.
   (b) General teaching recommendations.
   (c) Teaching a new letter or join.
4. The Teaching of Reading:
   (a) The aims and objectives.
   (b) Types of reading lessons.
   (c) Using the School Magazine to advantage.
   (d) The physiology of reading. (Eye span, movement, regression, etc.)
   (e) Developing and strengthening comprehension skills.
5. Oral and Written Expression:
   (a) Aims and objectives.
   (b) Dramatic and expository situations in expression.
   (c) Developing a topic for oral and written expression.
Treating an expository topic.
Topic selection throughout the grades.
Evaluation of written expression.

English Method in the Infant School

1. Aims of the teaching of English in the Infant School. Experience in the use of English of the Infant School child:
   (a) Ability to use language to communicate.
   (b) Ability to use the sentence form.
   (c) The morning talk lesson.
   (d) The comprehension and use of language forms—introduction of correct forms and the child's reproduction of these.


3. Dramatization—formal and creative:
   (a) The content of material to be dramatized.
   (b) The use of impromptu and creative drama. The relation of content to the English programme, particularly in the illustration of difficult word usages.
   (c) The use of puppetry.

4. Reading—the Pre-reading Stage:
   (a) Left-right eye movement.
   (b) Visual discrimination.
   (c) Auditory discrimination.
   (d) Exercises in the association of written material with concepts represented.
   (e) Development of a sense of sequence through use of pictures.

5. The Beginning Reading Stage.
   The Look-Say approach:
   (a) Word recognition.
   (b) Phrase recognition.
   (c) Sentence recognition.

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

   The analytic Approach—use of phonics.

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

The complementary qualities of these approaches.

   (a) Digraphs.
   (b) Word Building.
   (c) Word Grouping.

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


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

Assignments and Essays—

(1) Note taking from curriculum with additions from reference material. About 1,000 words. Due April or May.

(2) Practical assignment based on Infant Method plus analysis and comment—approximately 1,000 words. Due July.

3. Essay on research topic. About 1,000 words. Due September/October.

TEXT BOOKS
Schonell, F.: The Teaching of Reading.

REFERENCE BOOKS
Anderson, P. S.: Language Skills in Elementary Education.
Gregg, J.: Beginning the Three R’s.
Hildredth, G.: Teaching Spelling.

Method of Assessment—Progressive evaluation (assignment and demonstration work). Written examination.

MATHEMATICS I U.P.—MATHEMATICS FOR THE PRIMARY TEACHER

Three hours per week

This course involves the study and discussion of methods of developing number and mathematical concepts of children in the Infant and
Primary School. The emphasis will be placed at the primary school level, particularly upon the changing pattern of primary education. Research into children's methods of learning, by Piaget and others, and its influence on methods which foster understanding will be considered.

TEXT BOOKS
N.S.W. Department of Education: Mathematics, Curriculum for Primary Schools.

REFERENCE BOOKS

MUSIC I G.P.—MUSIC IN THE PRIMARY SCHOOL

Fours hours per week

Vocal: Repertoire suited to Infant and Primary classes.


Reading and Writing: Time-names, solfa, notation, time signatures, key-signatures, common Italian words of expression.

Instrumental: Recorder tuition, percussion-band, including score-writing, activities with tuned percussion.

Listening: Instruments of the orchestra; singing voice and its range; analysis of vocal and instrumental compositions suitable for Infant and Primary classes.

Method and Techniques: Curriculum study, programme planning, all basic lesson types, individual conducting of unison and part-songs and rounds, melody-writing.

TEXT AND REFERENCE BOOKS
Music Curriculum for Primary Schools.
Selected Song Books.
Priestley and Fowler: Recorder Books I and II.
Bavin: The percussion band from A to Z.
Clark: Tunes to remember.
Driver: Music and Movement.
Eele: Listening together.
Fiske: Listening to Music.
Orff: Music for Children, Book I.
Also College Library 780-789.

SCIENCE I
Not offered in 1970.

SOCIAL SCIENCE I G.P.—SOCIAL STUDIES IN THE PRIMARY SCHOOL

Four hours per week

This course will consist of two strands:

PART A: FORCES AT WORK IN SOCIETY

This section of the course deals with reading and researching in social sciences. After a preparatory study of research techniques, students will approach Australian and world problems through individual research.

PART B: SOCIAL STUDIES METHOD

The first section of the course, "An Orientation to Social Studies Teaching", deals with the aims and content of the social studies curriculum and with basic lesson techniques and skills.

The second section, "Variety in Lesson Procedure", is designed to strike a balance in emphasis among the major purposes of social studies.

Growth of Knowledge and Understanding.
Development of Attitudes.
Development of Skills.

This course is aimed at ensuring a flexible approach to programming and the development of an understanding of the individual initiative that lies with the teacher in his selection of material and its presentation.

TEXT BOOKS
Brown and Adams: How to Read the Social Sciences.
Department of Education: N.S.W. Curriculum in Social Studies.

Method of Assessment—Progressive evaluation.
GENERAL PRIMARY COURSES
SECOND YEAR

EDUCATION II G.P.
Three hours per week

PART I—EDUCATIONAL PSYCHOLOGY II

This course focuses on the nature, conditions, outcomes and evaluation of classroom learning. It will take account of the cognitive, emotional and social factors involved, and concern itself with the rationale and the use of evaluation procedures. Particular emphasis on various aspects will be related to the level of teaching for which the student is being prepared.

PART 2—PERSPECTIVES IN EDUCATION

This course will examine the aims of education in the light of their philosophical and historical background. From the general standpoint, the course will focus on trends apparent in educational thinking in N.S.W. This will necessarily involve a consideration of the means of implementing those aims.

EDUCATION II G.P.—FOUNDATIONS OF TEACHING

FOUNDATIONS OF TEACHING II

This course will follow on from Foundations of Teaching I, critically examining classroom practice from the standpoints of practical requirement and pedagogical relevance. Thus the beginning teacher will be inducted to current practice in teaching while being encouraged to act therein with insight and initiative.

ENGLISH II G.P.—COMMUNICATIONS

Two hours per week—Semester courses

PART (a)—CHILDREN’S LITERATURE

One hour per week (one Semester)

1. A consideration of children’s literature as a representative of the moral and social values of a society.

2. Analysis of the content of stories to present their relationship to the present day as instruments of communicating the values of a contemporary culture.
   (a) a cautionary tale,
   (b) a nonsense story,
   (c) a realistic story.

3. Emergence and use of the following—myths, fables, folk tales, legends, fairy tales.

4. The criteria of a good children’s book.

5. History and development of Children’s Books. The use of books written for adults as vehicles of moral instruction—Foxe’s Book of Martyrs. The children’s appropriation of books written for adults, e.g. Robinson Crusoe and Gulliver’s Travels because of:
   (a) basically good stories,
   (b) episodic plot structures.

6. The development of didacticism in material written for children.

7. The recording of folk tales—a comparatively late literary phenomenon—The Brothers Grimm.

8. The development of the literary folk and fairy tales at a time when society becomes both urban and industrial—Hans Christian Anderson.

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

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


12. The children’s story written with author-like identification—e.g. E. Nesbitt’s The Treasure Seekers.


Assignments and Essays—Critical essay or practical creative writing for children—1,200 words—due July.

TEXTBOOKS

REFERENCE BOOKS

PART (b)—LISTENING

*One hour per week (1 Semester)*

The aims of the course are:

(1) To discuss the importance of listening in human communication;

(2) To indicate the nature of listening and the skills necessary for efficient listening;

(3) To demonstrate methods of increasing listening efficiency and to provide students with opportunities to practise listening skills in a variety of situations.

Course Outline:

(1) Communication and the Language Arts—the role and the relative importance of listening;

(2) The nature of listening—hearing, listening and auding;

(3) Listening skills in:
   (a) Hearing—acuity, masking, fatigue and binaural effects;
   (b) Listening—attention, adjustment, memory and sequence;
   (c) Auding—rhythm and intonation, non-verbal stimuli, organization, purpose and methods of presentation;

(4) Improvement of listening skills through:
   (a) Practice of skills mentioned in (3);
   (b) Recognizing and overcoming barriers to effective listening;
   (c) Utilization of a variety of listening situations.

REFERENCES
Lewis and Nicholls: *Speaking and Listening*.
Nicholls and Stevens: *Are You Listening*?

Russell and Russell: *Listening Aids Through the Grades*.
Taylor: *Listening*.
Weaver et al.: *Speaking and Listening*.
Also at College Library 152.15, 370.5, 372.2, 808.5, 820.7.

METHOD OF ASSESSMENT—Progressive evaluation.

PART (c)—MASS MEDIA

*One hour per week (1 Semester)*

The Mass Media strand of the Communications course will examine the press, radio, television and film as formative influences operating in our society.

It will consider such questions as the following:

What are the mass media?
How do they communicate?
What are the distinctive features of each medium?
What are the effects of the mass media on the individual and on society?

The course will involve research, analysis and discussion to discover some answers to these questions. Where practicable, lectures will be presented with audio-visual aids.

Criteria appropriate to the critical appreciation of each medium will be presented with audio-visual aids.

Criteria appropriate to the critical appreciation of each medium will be considered.

REFERENCES
Boutwell: *Using Mass Media in the School*.
Emery, Ault and Agee: *Introduction to Mass Communications*.
Petersen, Jensen and Rivers: *The Mass Media and Modern Society*.
Schramm: *The Science of Human Communication*.
Thompson: *Discrimination and Popular Culture*.
Tucker: *Understanding the Mass Media*.

METHOD OF ASSESSMENT—Progressive evaluation.

PART (d)—SPEECH EDUCATION II

*One hour per week*

1. Elementary Phonetics for:
   (i) Ear Training.
   (ii) Rhythm of Speech.
   (iii) Pronunciation.
   (iv) Recording and Analysis of Speech Errors.
2. Study of pronunciation change through phonetics.

3. Language Development in Infants and Primary School children.

4. Special Technical use for:
   (i) Speech Making,
   (ii) Story Telling,
   (iii) Choral Verse-Speaking.

5. Materials and Methods of teaching Speech in the Primary and Infants Schools.

6. Reading aloud in the Primary and Infants Schools.

**TEXTBOOKS**

- McAllister: *A Year's Course in Speech Training.*
- Bullard and Lindsay: *Speech at Work."

**REFERENCES**

- Miel, Alice (ed.): *Creativity in Teaching."
- Fries, C. C.: *Linguistics and the Teaching of Reading."
- Compton (ed.): *Spoken English."
- Sansom, Clive: *Speech and Communication in the Primary School."

**HEALTH EDUCATION II G.P.—HEALTH EDUCATION**

One hour per week

1. The objects and philosophy of Health Education.
2. The achievement of Personal Health and Happiness.
3. Food and Nutrition.
5. The Central Nervous System.
8. Public Health Services to School and Community.
10. First Aid.
12. Drugs, alcohol, and tobacco.

**TEXTBOOKS**

- Clements, F. W.: *Child Health: its origins and promotion."
- Gardner, A. W. and Roylance, P.: *New Essential First Aid."

**REFERENCE BOOKS**

- Johns, E. B.: *Health for Effective Living."

**METHOD OF ASSESSMENT**—Written examination at the end of third term.

**PHYSICAL EDUCATION II U.P.**

One hour per week

1. The Gymnastics Lesson in detail.
2. Major and Minor games.
4. Display Work.
5. Dancing.
6. Organization of Carnivals.
7. Small School Work.
8. Practical Teaching.
10. Life Saving.

**TEXTBOOKS**

- Department of Education, N.S.W.: *Primary Syllabus of Physical Education."

**REFERENCE BOOKS**

- Department of Education, N.S.W.: *The Games Book."
- College Library at 613.71, 793, 796–799.
- Hayes, Elizabeth: *Dance Composition and Production."
- Sorell, Walter: *The Dance has many Faces."

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ART II G.P.—ART EDUCATION IN THE PRIMARY SCHOOL

Two hours per week

The background to child development in primary grades.
Philosophy and aims of Art teaching.
Aesthetic criteria.
Elements of composition.
Comparison of teaching methods of Cole, Richardson, Greenberg, and Cizek.
Exploratory exercises in drawing, painting, and modelling.
Visits to the Art Gallery and appreciation of original work.

REFERENCES
Gombrich: The Story of Art.
Lowenfeld and Brittain: Creative and Mental Growth.
Viola: Child Art.
Cole: The Arts in the Classroom.
Curriculum for Art and Craft, N.S.W.

CRAFT II U.P.—CRAFT FOR THE PRIMARY SCHOOL TEACHER

Four hours per week

(Two hours in 1970)

This course is designed with the following objects in mind—
To understand the significance of craft in the overall education of the primary school pupil, the place of craft in the classroom situation, methods of lesson presentation, storage and ordering of tools and equipment.
To provide students with a range of ideas and techniques suitable for planning and implementing a variety of craft activities in the classroom.
To have students gain confidence in their ability to teach simple tasks by example.
To encourage students to express themselves through craft activities and so help them to understand and encourage this form of expression in children.

Students will be encouraged to complete at least one major written assignment as well as collect information about and complete exercises in a selection from the following activities:
Bookcrafts.
Weaving and Textile crafts.

Workboard Exercises.
Paper Craft Activities.
Modelling.
Graphic Arts.
Woodcraft.

Evaluation of this course will be based on assignments and progressive evaluation.

REFERENCES
Department of Education: Handicraft Leaflets.
Department of Education: Curriculum for Primary Schools.
Walton, J. A.: Woodwork for First Form.
Dryad Handicrafts, Leicester: The Junior Basket Maker.
Crampton, C.: Canework.
Simpson and Weir: The Weavers Craft.
College Library at 745.

ENGLISH II U.P.

PART (i)—LITERATURE—MODERN NOVEL AND SHORT STORY

One hour per week

The course aims to improve the capacity of students to profit from an important educational activity and develop the literary abilities that the teaching of literature requires.

The texts to be studied will be the following:
Stow, Randolph: The Merry-go-round in the Sea.
White, Patrick: The Tree of Man.
Steinbeck, John: The Grapes of Wrath.
Cary, Joyce: Except the Lord.
Bowen, Elizabeth: The Death of the Heart.
Hadfield, John, ed.: Modern Short Stories.
Assignments will be based mainly on set texts. Students wishing to extend the scope of the literature they study may present a seminar, answer a question in the final examination on an author in whom they have a special interest, and use their wider reading to attempt a general question on modern fiction. Thus students may come into contact with other twentieth-century authors such as Graham Greene, Somerset Maugham, Alan Sillitoe, Evelyn Waugh, Joseph Conrad, Henry Green, Ivy Compton-Burnett, Virginia Woolf, Iris Murdoch, D. H. Lawrence, E. M. Forster, John Braine, Lawrence Durrell, John Wain, L. P. Hartley, James Joyce, Aldous Huxley, George Orwell, Kingsley Amis, Muriel Spark, William Golding, Saul Bellow, Ernest Hemingway, Joseph Heller, Stephen Crane, Bernard Malamud, F. Scott Fitzgerald, Theodore Dreiser, William Styron, John Updike, Henry James, Thornton Wilder, Sinclair Lewis, William Faulkner, Martin Boyd, M. Barnard Eldershaw, Leonard Mann, Judah Waten, Vance Palmer, Eleanore Dark, Thea Astley, Gavin Casey, Miles Franklin, Henry Handel Richardson, Peter Cowan, Katherine Prichard, Xavier Herbert, Louis Stone, Kenneth Mackenzie, Thomas Keneally, Kylie Tennant, David Martin, Brian Penton, Albert Camus, and Boris Pasternak.

References on literary forms and on particular authors will be supplied in lectures.

Method of Assessment—By assignment, seminar (optional), final written examination.

Part (ii)—Primary English Method U.P.

One hour per week

The course will include demonstration lessons in group reading, the extension of reading interests, the organization of an S.R.A. Laboratory lesson, Formal English, and poetry appreciation.

In general, the course is a continuation and an extension of English Method—First Year (p. 6). Topics considered may include:

- Library Skills.
- Group methods in teaching reading.
- Developing word recognition techniques.
- Standardized tests of word recognition and comprehension.
- S.R.A. Word Games Laboratory.
- Developing comprehension skills.
- Developing oral reading skills.
- S.R.A. Reading Laboratories for silent reading skills.
- Extending reading interests.
- The Literature Sampler.
- Bibliotherapy.

Creative prose writing.
Verse composition.
S.R.A. Writing Skills Laboratories.
Correct usage.
Punctuation.
Sentence structure.
Teaching the parts of speech.
Developing poetry appreciation. Memorization lesson.
Teaching drama.
General follow up of English Method—First Year (p. 6).

Assignments and Essays—Analysis and discussion of demonstration material. Lesson plans—1st due April-May, 2nd due September.
Seminar—to be prepared and presented by each student in second term.

Mathematics II U.P.—Mathematics for the Primary Teacher

Two hours per week for half a year
OR

One hour per week for whole year

(i) Structured Materials and their use.
(ii) Structure of the number system.
(iii) Elementary Statistics.
(iv) Programming Mathematics in the primary school.

References
N.S.W. Department of Education: Mathematics Curriculum for Primary Schools.
Brumfield, etc.: Arithmetic Concepts and Skills. Addison-Wesley.
Schaaf: Basic Concepts of Elementary Mathematics.
Mulhall: Elementary Statistics.

Music II G.P.—Music in the Primary School

Two hours per week

Vocal: Repertoire suited to Infant and Primary classes.
Reading and writing: Dictation, key-signatures, extension of music vocabulary.
Instrumental: Recorder tuition, percussion-band, including scorewriting, Carl Orff activities.

Listening: Singing voice and famous singers; analysis of vocal and instrumental compositions suitable for Primary classes.

Method and Techniques: Curriculum study, programme planning, student teaching of all lesson types, individual conducting of unison songs, part-songs and rounds, melody-writing.

TEXT AND REFERENCE BOOKS

Music Curriculum for Primary Schools.
Selected Song Books.
Priestley and Fowler: Recorder Book II.
Clarke: Tunes to remember.
Eele: Listening together.
Fiske: Listening to Music.
Orff: Music for Children, Book I.
Also College Library 780–789.

SCIENCE II U.P.—NATURAL SCIENCE METHOD

Two hours per week

The aim of the course is to prepare students to teach Natural Science in the Primary School.

The course will include:

(1) Study of the syllabus in Natural Science, its content and aims.

(2) Content and background material for topics indicated in syllabus.

(3) Materials and methods of presentation. Design of experiments suitable for primary classes.

(4) Reference materials and aids.

The course will consist of lectures, practical work and assignments. Demonstration lessons will be arranged throughout the year.

MAIN TEXTS

Department of Education:
Curriculum for Primary Schools, 1965.
Syllabus in Natural Science.
Hone, Joseph and Victor: A Source Book for Elementary Science.
Burnett: Teaching Science in the Elementary School.

OR

Blough, Swartz and Hugget: Elementary School Science and How to Teach It.

Assessment—Method of assessment under review.
LOWER PRIMARY COURSES
FIRST YEAR
ALLOCATION OF LECTURE HOURS TO SUBJECTS
TEACHERS' CERTIFICATE (2-YEAR)—INFANT
TEACHING

Refer to Allocation of Lecture Hours to Primary and Lower
Primary Courses, page 44.

DETAILS OF COURSE SUBJECTS PRESCRIBED FOR THE
TEACHER'S CERTIFICATE—2-YEAR—INFANT
TEACHING COURSE

Part 1—Year 1

EDUCATION I L.P.
Three hours per week
(i) Educational Psychology I.
(ii) Foundations of Teaching I.

Refer to Education I: (i) and (ii) G.P., page 45.

ENGLISH I L.P.—COMMUNICATIONS (COMMON CORE)
Two hours per week

Refer to English I. Communications G.P., page 45 et seq.

HEALTH EDUCATION I
Not offered in 1970.

PHYSICAL EDUCATION I L.P.
Two hours per week
1. Aims and scope of Physical Education in Infant Schools.
2. Growth pattern of pre-school and Infant school child relative to
   needs and abilities. Appreciation of good poise and good posture in
   movement and methods by which it may be developed in the child.
3. (a) Organization, administration and supervision of Games
    lesson.
   (b) Practical Teaching.
   (c) Programming.
4. The Gymnastics lesson—basic planning.

REFERENCE BOOKS
Ministry of Education, London:
Planning the Programme.
Moving and Growing.
Department of Education, N.S.W.: Physical Education in Primary
Schools.

ART I
Not offered in 1970.

CRAFTS I
Not offered in 1970.

ENGLISH I L.P. 1970
Refer to Growth of Literature U.P. page 48.

MATHEMATICS I L.P.—MATHEMATICS FOR THE INFANT
TEACHER
Three hours per week

Study of topics in the Infants Section of the Mathematics Curri-
culum and of the methods of developing pre-number and number
concepts, particularly methods involving the use of structured
materials. Treatment will be given to the contributions of Stern,
Cuisenaire, Piaget, Bruner and Dienes to research in children's
methods of developing mathematical concepts.

TEXT BOOK
N.S.W. Department of Education: Mathematics, Curriculum for Primary
Schools.

REFERENCE BOOKS
Yates, Hamilton, Hackett: Modern Mathematics with Structured
Materials.

MUSIC I L.P. 1970
Refer to Music I U.P. page 52.

SCIENCE I L.P.
Not offered in 1970.

SOCIAL SCIENCE I L.P.
Refer to Social Science I U.P. page 53.
LOWER PRIMARY COURSES
SECOND YEAR

EDUCATION II L.P.
Refer to Education II U.P. page 54.

ENGLISH II COMMUNICATIONS L.P.
Refer to English II Communications U.P. page 54 et seq.

HEALTH EDUCATION II L.P.
As for Health Education II U.P. page 58.

PHYSICAL EDUCATION II L.P.
*One hour per week*

1. The Gymnastics lesson in detail.
2. Practical Teaching.
3. The Dance Lesson:
   (a) Dance learning.
   (b) Dance making:
      (i) Creativity through dance.
      (ii) Correlation of creativity in dance making with other subject fields, e.g., Drama, Art.
4. Display Work.
5. Programming.

REFERENCE BOOKS
Hayes, Elizabeth: *Dance Composiition and Production.*
Sorrell, Walter: *The Dance has many Faces.*

ART II L.P.—ART EDUCATION IN THE INFANT SCHOOL
*Two hours per week*

This course will include the study of child development through expression in pre-school and infant grades.
Teaching methods and techniques illustrated by demonstrations.
Exploratory exercises in line, colour and form.
Appreciation of works of Art.
Visits to Art Galleries.

REFERENCES
Lowenfeld and Brittain: *Your Child and His Art: Creative and Mental Growth.*
Read, H.: *Education through Art.*
Greenberg, P.: *Art experiences for Children.*
Richardson: *Art and the Child.*


CRAFT II L.P.—CRAFT FOR THE INFANT SCHOOL TEACHER

*Four hours per week*
(Two hours in 1970)

Whilst this course has specific emphasis toward the practical application of creative skills, teaching method will form an integral part of all activities, as outlined below:

Child development in relation to classroom environment.
Pre-school education as an aid to social development.
Educational objectives of handwork activities.
Basic skill development.
Manipulative skill development.
Classroom administration.
Integrating handwork activities with the various areas of the Infant Curriculum.
Lesson procedures.
Teaching aids and their application.
Students will be required to conduct independent research and experimentation in the preparation of written and practical assignments.

Evaluation of this course will be based on assignments and progressive evaluation.

REFERENCES
Wills and Stegeman: *Living in the Kindergarten.*
Klausmeier and Dresden: *Teaching Elementary School.*
Johnson, P.: *Creating with Paper.*
Corney, D. E.: *Creative Handwork.*

College Library at 686.
ENGLISH II LP—ENGLISH METHOD IN THE INFANT SCHOOL

Two hours per week

The course involves amplification of the subjects treated in first year, discussion of Reading, Spelling, Literature, Drama, Oral and Written Expression and Work on Programmes and Timetables for Infant Grades (Kindergarten, First and Second Grades).

Reading—Types of Reading Lessons, including Activity and Group Reading. Principles of writing and treatment of basic reading primers. Extensive Reading—library and supplementary work. Chalkboard reading.

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

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

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

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

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

Literature—Principles of selection of poems suitable for
(a) memorization.
(b) appreciation.


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

TEXTBOOKS

Goddard, Nora L.: Reading in the Modern Infants School.

REFERENCE BOOKS

McKee and Harrison: Let’s Talk—Annotated Teacher’s Guide.

Method of Assessment—Progressive assessment with alternative examination.

MATHEMATICS II LP: MATHEMATICS FOR THE INFANT TEACHER

Two hours per week for half year
Or,
One hour per week for whole year

Study of topics and methods suggested in the Infant Section of the Mathematics Curriculum. Emphasis will be placed on the use of structured materials in the development of pre-number and number concept.
TEXTBOOK
N.S.W. Department of Education: Mathematics Curriculum for Primary Schools.

REFERENCE BOOKS

Refer to Music II U.P. page 63.

SCIENCE II L.P.—NATURAL SCIENCE METHOD
Two hours per week

The purpose of this course is to enable students to understand the role of science in the Infants School and the type of experience the child may profitably enjoy in first becoming acquainted with science.

A detailed study will be made of the curriculum. Emphasis will be placed on—

(1) Selection of suitable activities.
(2) Modern methods of presentation.
(3) Simplified scientific method.

Practical work will be an integral part of the course.

TEXT BOOKS
Curriculum for Primary Schools—Natural Science.

REFERENCE BOOKS
Burnett: Teaching Science in the Elementary School.
Leach: Australian Nature Studies.

ASSESSMENT—Method of assessment under review.

SOCIAL SCIENCE II L.P.
Refer to Social Science II U.P., page 65.
GEOGRAPHY COMMERCE
ALLOCATIONS OF LECTURE HOURS TO SUBJECTS
TEACHER'S CERTIFICATE (2 YEAR)—
GEOGRAPHY/COMMERCE

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<thead>
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<th>Year</th>
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<td>Bridging Course or Elective or Honours</td>
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* When 3-year courses established.

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Course.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE—2-YEAR—GEOGRAPHY/COMMERCE COURSE

Part I—Year I

EDUCATION I J.S.—EDUCATIONAL PSYCHOLOGY I

Three hours per week

Refer to Education I G.P.: Educational Psychology I G.P., page 45.

ENGLISH I J.S.—COMMUNICATIONS (COMMON CORE)

Two hours per week

Refer to English I: Communications.

PART (i) DRAMA—page 45.
PART (ii) READING—page 47.
PART (iii) WRITING—page 47.

PART (iv) LIBRARY SKILLS.

The course aims to develop and extend student understanding of the functions and resources of libraries so that most effective use of facilities may be made during their college studies.

Practical work in several topics will be done as part of lecture-demonstrations.

Emphasis will be placed on the following topics:

(i) Extent, variety and locations of reference material.
(ii) Extended work in use of catalogue, especially for periodical material and pamphlet files.
(iii) Research techniques.

Method of Assessment—Based upon completion of practical units.

HEALTH EDUCATION I

Not offered in 1970.

PHYSICAL EDUCATION I S.

Two hours per week

1. Administration and principles of Physical Education.
2. Planning a Games Lesson.
3. Minor and Major games.
5. Gymnastics—Lesson Plan—use of equipment—practical work and application.
7. Programming.
8. Swimming and Life Saving.

TEXT BOOK


REFERENCE BOOKS


Physical Education Publication: Track and Field.

Dewitt, R. J.: Teaching Individual and Team Sports.

SOCIAL SCIENCE I S.

*Fourteen hours per week*

This course in the field of History, Geography, Economics and Commerce involves individual study based on a tutorial system.

Following an Orientation Semester of approximately 15 weeks, lecturers of the Social Studies staff will act as tutors and each will be responsible for a small group of students. Each student will meet his tutor at least once for a week.

The Orientation Semester of approximately 15 weeks will provide an introduction to the tutorial system, a chance to examine content and method in the teaching subjects, an opportunity to look at society regularly with visits, speakers, films, etc., and to overview subjects such as History, Geography, Economics and Commerce.

Method of Assessment—Progressive evaluation.

SOCIAL SCIENCE I S.—HONOURS

*Three hours per week*

Course to be provided.

GEOGRAPHY COMMERCE—DISTINCTION COURSES

*Three hours per week*

Students who are accepted to study at distinction level in the social science field will follow a course involving individual study and research arranged especially to suit their needs and interests.

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GEOGRAPHY COMMERCE II

EDUCATION II S

PART (i)—EDUCATIONAL PSYCHOLOGY II
PART (ii)—PERSPECTIVES IN EDUCATION

*Three hours per week*

Refer to Education II U.P. page 54.

ENGLISH II S: COMMUNICATIONS (COMMON CORE)

*Two hours per week*

PART (i)—LISTENING
Refer to English II part (i) U.P. page 56.

PART (ii)—LITERATURE
Course to be provided.

PART (iii)—MASS MEDIA
Refer to English II U.P. page 57.

PART (iv)—WRITING
Refer to English I U.P. page 47.

HEALTH EDUCATION II

*One hour per week*

Refer to Health Education II U.P. page 58.

PHYSICAL EDUCATION II S

*One hour per week*

1. Planning and progression in Gymnastics and Games Lesson.
3. Training Programmes—Weights—Circuits.
4. The Sportmaster.
5. Major and Minor games.
6. Athletics.
8. Swimming and Life Saving.
TEXTBOOK
Department of Physical Education: *Handbook for Swimming Instructors*.

REFERENCE BOOKS
Physical Education Publication: *Track and Field*.
Dewitt, R. J.: *Teaching Individual and Team Sports*.

SOCIAL SCIENCE II S
Fourteen hours per week

**PART (i) - SOCIAL STUDIES CONTENT AND BACKGROUND**

*Ten hours per week*

This course in the field of History, Geography, Commerce, and Economics involves individual study based on a tutorial system.

Lecturers of the Social Studies staff will act as tutors and each will be responsible for a small group of students. Each student will meet his tutor at least once a week.

Method of Assessment—progressive evaluation.

**PART (ii) - COMMERCE—BOOKKEEPING**

*Two hours per week*

Theory, practice of, and methods of teaching Trading, Profit and Loss, Balance Sheet, Balance Day adjustments and transfers; special cash records; Bank Reconciliation; Club accounts; control accounts; Ratios; Elementary auditing.

Method of assessment—regular assignments and short weekly exercises.

TEXTBOOKS

REFERENCE BOOKS
Yorston, Smith, and Brown: *Accounting Fundamentals* (Law Book Co.).

**PART (iii) - METHOD**

*Two hours per week*

(a) *Geography*. The aim of this course will be to examine the methods appropriate to the teaching of Geography in the secondary school.

Method of assessment—progressive evaluation, with regular assignments.

REFERENCES
UNESCO: *Source Book in Geography Teaching* (Longmans).
Gopsill: *The Teaching of Geography*.
Biault and Shaw: *Geography In and Out of School*.

(b) *Social Studies*. The aim of this course is to examine the Social Studies Syllabi, the Asian School Studies Syllabus and the methods appropriate to the teaching of these subjects in the high school.

Method of assessment—progressive evaluation.

SOCIAL SCIENCE II S—HONOURS

*Three hours per week*

Course to be provided.

**ELECTIVE SOCIAL SCIENCE I AND II**

*Three hours per week in each year*

Elective courses will be offered in the following fields:

1. Earth Sciences.
2. Commercial Law.
3. The Individual and Society since 1945.

**EXTENSION COURSES**

Details concerning commencement of Extension Courses have yet to be determined.

Extension courses will be offered in the following fields:

1. Earth Sciences.
2. Commercial Law.
3. The Individual and Society since 1945.
MATHEMATICS

ALLOCATIONS OF LECTURE HOURS TO SUBJECTS
TEACHER'S CERTIFICATE (3 YEAR)—MATHEMATICS

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<tr>
<th>Year I</th>
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<td>22</td>
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<td>22</td>
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</tbody>
</table>

* When three-year courses established.

In 1970 the following Electives will be offered in first year: Geography I and History I. It is hoped that other courses may also be offered.

In 1970 the following Electives will be offered in second year: Geography II and History II. It is hoped that other courses may also be offered.

Students may attempt Geography II without having completed Geography I or History II without having completed History I.

Supplementary and qualifying subjects, tutorials, and practice teaching are as set out under the heading of the Primary Course.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE—3-YEAR—MATHEMATICS

Part I—Year I

EDUCATION I J.S.—EDUCATIONAL PSYCHOLOGY I

Three hours per week

Refer to Education I U.P.—Educational Psychology I, page 54.

ENGLISH I J.S.—COMMUNICATIONS

Two hours per week—Semester Courses

Refer to English I J.S.—Communications Geog./Com., page 74.

HEALTH EDUCATION I

Not offered in 1970.

PHYSICAL EDUCATION I.S.M.

Two hours per week

Refer to Physical Education I—Geog./Commerce, page 75.

MATHEMATICS I S.M.

Twelve hours per week

PART (i)—ALGEBRA

Three hours per week

Mathematical Induction.
Binomial Theorem.
Partial Fractions.
Complex Numbers.
Matrices.
Determinants.
Sequences and Limits.

Assignments and Essays: Weekly tutorial examples.

TEXTBOOK


Method of Assessment—Class tests and final examination.

PART (ii)—CALCULUS

Four hours per week

Functional notation and limits of functions.
Derivatives, their calculation and meaning.
Exponential, circular, hyperbolic, logarithmic, the inverse circular and inverse hyperbolic functions. The relations between these, their derivatives.
Integration and its applications.
Differentiation of implicit functions. Logarithmic differentiation.
Methods of integration.
Lengths of arcs, areas of surfaces. Centres of mass, etc.
Power series and Maclaurin and Taylor expansions.
Logarithmic Series, de l'Hopital's theorem.
Use of complex numbers in integration.
Expansion of Cos $nx$ Sin $nx$, etc.
DE's First order, variables separable, linear, homogeneous.
Second order with constant coefficients.
Particular integral and complementary function.
Partial differentiation. Use for finding max., min. values of functions of two variables.
Exact differential equations.
Assignments and Essays—1 or 2 examples. Weekly tutorial examples.

TEXTBOOKS
Durell and Robson: Elementary Calculus.
Keane and Senior: Complementary Mathematics.

REFERENCE BOOK
Thomas: Calculus.

Method of Assessment—Final examination.

PART (iii)

Three hours per week

1. Analytic Geometry in Three Dimensions: the geometry of point, line and plane, cylinders and spheres.

Assignments and Essays—Weekly tutorial examples.

TEXTBOOK

REFERENCE BOOKS
Bell, R. J. T.: Coordinate Geometry of Three Dimensions.

Method of Assessment—Final examination.

PART (iv) — MATHEMATICS METHOD

Two hours per week

1. Primary mathematics background of first form pupils.
2. Teaching methods—
   Lesson structure and lesson notes.
   Questioning.
   Testing.

TEXTBOOKS
First form mathematics syllabus and notes.

REFERENCE BOOKS
Curriculum for Primary Schools—Mathematics.

Method of Assessment—Final examination.
MATHEMATICS YEAR II
Part II—Year II

EDUCATION II S.
Part (i)—Educational Psychology II
Part (ii)—Perspectives in Education

Three hours per week

Refer to Education II S.—Geog./Commerce, page 77.

ENGLISH II S.—COMMUNICATIONS

Two hours per week

Refer to English II S.—Communications Geog./Commerce, page 77.

HEALTH EDUCATION II S.

One hour per week

Refer to Health Education II U.P., page 77.

PHYSICAL EDUCATION II S.

One hour per week

Refer to Physical Education II S.—Geog./Commerce, page 77.

MATHEMATICS II S.M.

Twelve hours per week

Part (i)—ALGEBRA

Three hours per week

Matrices.
Sequences.
Convergence of Series.
Elementary Group Theory.
Rings, integral domains, fields.
Polynomials.
Vector spaces.
Assignments and Essays—Weekly tutorial questions.

TEXTBOOK

Method of Assessment—Final examination and tests throughout the year.

Part (ii)—CALCULUS

Three hours per week

Partial differentiation. Use in finding maximum, minimum values
of a function of two variables.
DE’s. The particular integral and the complementary function.
Total differentials and error theory.
Taylor and Maclaurin expansions.
Leibnitz theorem on finding derivations of products.
Series of solutions for DE’s.
Expansion of functions in Fourier series.
Double, multiple, repeated integrals. Improper and infinite integ-

RAL.
Elementary theory of functions of a complex variable. Beta and
Gamma functions.
Laplace transforms and their use.
Assignments and Essays—Weekly tutorial exercises—1 or 2
examples.

TEXTBOOKS
Durell and Robson: Elementary Calculus.
Keane and Senior: Complementary Mathematics.

REFERENCE BOOKS
Thomas: Calculus.

Method of Assessment—Final examination.

Part (iii)—GEOMETRY AND APPLIED MATHEMATICS

Four hours per week

Geometry: Study of the following topics:
Conic: Reduction of Conic. Translations and Rotation of Axes
using matrix methods.

Three Dimensional Geometry: Eqn. of the line in space-symmetric
and parametric forms. Eqn of a plane. Angle between two lines,
planes, line and plane. Distance of a point from a plane. Image
of a point in a plane.


TEXTBOOKS
Bell: *Co-ordinate Geometry (3 Dimensional)*.
Weatherburn: *Elementary Vector Analyses*.

Applied Mathematics. Study of the following topics:
- Kinematics. Motion of a particle in a horizontal and vertical line under constant and variable acceleration.
- Dynamics of a single particle, systems of particles.
- Concepts of momentum, impulse, work and energy. Circular motion.
- Simple Harmonic Motion. Statics.

TEXTBOOK
Bullen: *An Introduction to the Theory of Mechanics*.

**Part (iv)—Mathematics Method**

*Two hours per week*

Extension of the first-year course. Lesson types, lesson structure and topic development.

The organization of mathematics courses in Forms 2, 3, and 4.

Discussion of topics selected from these courses.

School textbooks—their use and abuse.

Testing—construction of tests, marking, treatment of errors, recording of marks.

Programming.

Demonstration lessons will be arranged to illustrate and clarify the points arising in lectures.

Assignments and Essays—One assignment of 1,500 words, due 14th September.

TEXTBOOKS
Syllabuses and Notes for Forms I-IV.

**Reference Books**
School textbooks.
Method of Assessment—Final examination and assignment.

**Part III—Year III**

**Mathematics III**

*Full-time students.* This course will probably not be given before 1972, but will then be similar to the Mathematics III part-time course, q.v.

**Mathematics III**

*Part-time students.* This course will consist of four sections, each of four hours per week.

**Mathematics III A.**
Linear Algebra and Group Theory.

**Mathematics III B.**
Calculus and Differential Equations.

**Mathematics III C.**
Real and Complex Analysis.

**Mathematics III D.**
Statistics.

Part-time students must not attempt more than two of these sections in any one year.
SCIENCE

ALLOCATIONS OF LECTURE HOURS TO SUBJECTS
TEACHER'S CERTIFICATE (2-YEAR)—SCIENCE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year I</th>
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</thead>
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<td>English</td>
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<td>Physical Education</td>
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<tr>
<td>Mathematics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Course.

Where applicable alternative treatments for certain subjects (A and B) are given to provide for students with differing preparation in Science before admission to college.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE—(2-YEAR)—SCIENCE

Part I—Year I

EDUCATION I: EDUCATIONAL PSYCHOLOGY
Three hours per week
As for Educational Psychology I U.P. page 45.

ENGLISH I—COMMUNICATIONS I (Common Course)
Two hours per week
As for English I G/C.—Communications I, page 74.

HEALTH EDUCATION I
Not offered in 1970.

PHYSICAL EDUCATION I J.S.
Two hours per week
As for Physical Education I—Geog./Comm., page 75.

MATHEMATICS I S. Sc.
Two hours per week
Topics selected from algebra, co-ordinate geometry, trigonometry, calculus, statistics to provide a background to the sciences.
Assignments and Essays—Weekly tutorial examples.

REFERENCE BOOKS
As issued in lectures.
Method of Assessment—Class tests and final examination.

SCIENCE I

Part (i)—BIOLOGY
Four hours per week
This course is intended to be the first year of a three-year course.
There will be a broad survey of the field of biology, which will simultaneously provide content and background for the teaching of the Biology strand of the Science Syllabus, Forms I–IV.
The course will provide for regular practical classes: materials, aids and references suitable for use in teaching will be examined.
The general topics will include:
The history and development of biology.
The diversity of living organisms.
The origin of living organisms.
The cell theory.
The organization of multicellular organisms, with emphasis on angiosperms and mammals.
The continuity of life.
The organism and its environment.

MAIN TEXTS
Villee: Biology.
Weiss: The Elements of Biology.
Assessment—Method of assessment under review.

Part (ii)—CHEMISTRY
First and Second Year—four hours per week in each year
This subject has the following aims:
(a) To ensure that students have sufficient understanding of chemistry to enable them to teach the chemistry section of
the School Certificate Science Course with confidence and understanding.

(b) To broaden and deepen the students' understanding of chemistry so as to give them an adequate background for further study of the subject.

1. Revision of the Chemistry section of the School Certificate Science.
2. Outline of the history of Chemistry.
3. Historical development of Dalton's Atomic Theory and the derivation of accurate atomic weights.
4. The classification of the elements. The Periodic Law.
5. Atomic structure; relationship to periodicity, chemical bonding.
7. Solutions.
8. Chemical kinetics; factors affecting rates of reaction.
9. Equilibrium; ionic equilibrium; acid—base theory.
10. Energy changes in chemistry; thermochemistry; electrolysis.
11. Organic chemistry.

TEXTBOOKS
Baxter and Steiner: Modern Chemistry. Vols I and II.
Jaffe, B.: Crucibles. The Story of Chemistry.
Schaum: College Chemistry.

REFERENCES
Partington, J. R.: General and Inorganic Chemistry.
Morrison and Boyd: Organic Chemistry.
University of N.S.W.: Approach to Chemistry.
Assessment—Method of assessment under review.

PART (iii)—GEOLOGY
Two hours per week
Structure of the earth.
Mineralogy.
Igneous processes and petrology.
Weathering and denudation; the processes and resulting landforms.
Sedimentation and sedimentary petrology.

Deformation of the earth's crust.
Metamorphism.
Structural geology.

Practical work will include mineralogy, petrology with hand specimens, field work.

TEXTBOOK
McDonnell, Massey and Tebbutt: Enquiring into the Earth.

REFERENCES will be given during the course.

Assessments—Method of assessment under review.

PART (iv)—PHYSICS
First and Second Years—Four periods per week in each year
This course has the following aims:

(1) To ensure the student can handle with confidence the concepts and models used in the teaching of the physics in Forms I to IV and in the third level course and, moreover can make these models interesting and acceptable to the pupils.

(2) To give the student a wider view of physics for three reasons:

(a) To satisfy his own special interests.
(b) To enable him to deal more effectively with subject matter just outside the syllabus limits that he will be teaching.
(c) To give a grounding for future study.

These aims will govern the actual content to be studied. The content will be based on the text Modern University Physics Richards et al. and will be at the standard of that text.

The course will involve practical work, assignments and periodic tests. It will be spread over two years.

Other texts to be consulted will include:
Martin and Connor: Basic Physics.
Halliday and Resnick: Physics.
Ference, Lemon and Stephenson: Analytical Experimental Physics.

Assessment—Method of assessment under review.
PART (v)—SCIENCE METHOD

First and Second Years, two hours per week in each year

This course will include a study of:

(a) The general principles of science teaching, e.g.,—
    the objectives of science teaching;
    the value and purpose of practical work;
    evaluation in science teaching.

(b) Teaching techniques, e.g.—
    the demonstration of experiments;
    organization of practical work;
    use of visual aids;
    organization of excursions.

(c) Laboratory techniques, e.g.—
    manipulation of glass;
    the planning and setting up of composite apparatus.

(d) History and Philosophy of science, e.g.—
    scientific method and attitude;
    social relations of science.

Demonstration lessons will be arranged on suitable topics throughout both First and Second Year.

TEXT BOOKS

No set text. A number of references will be used.

REFERENCES

Syllabuses and Notes—

Assessment—Method of assessment under review.

SCIENCE—YEAR II

Part II—Year II

EDUCATION II

Three hours per week

PART (i)—EDUCATIONAL PSYCHOLOGY

PART (ii)—PERSPECTIVES IN EDUCATION

Refer to Education II—Geography/Commerce, page 77.

ENGLISH II: COMMUNICATIONS

Two hours per week

Refer to English II—Communications Geography/Commerce, page 77.

HEALTH EDUCATION II

One hour per week

Refer to Health Education II U.P., page 77.

PHYSICAL EDUCATION II

One hour per week

Refer to Physical Education II—Geography/Commerce, page 77.

PART (i)—BIOLOGY

Four hours per week

This course is intended to be the final year of a two-year course.

Topics studied will include:

Nutrition and co-ordination in the angiosperm.

The mammal, co-ordination, response, movement, reproduction, behaviour.

Cell metabolism.

The diversity of living organisms. The modern view of evolution. Adaptation as an outcome of evolution.

Ecological principles and their application to some local habitat studies.

Practical work two hours per week, plus selected field work.
TEXTBOOKS
Villee: Biology.
Weisz: The Elements of Biology.
Assessment—method of assessment under review.

PART (ii)—CHEMISTRY
Second year four periods per week
For details of this course, see Science I, Part (ii).
Chemistry, page 89.
Assessment—method of assessment under review.

SCIENCE II
PART (iii)—GEOLOGY
Two hours per week
Structural geology.
General Palaeontology.
Mapping.
Economic geology.
Stratigraphy and geological history.
Geology of the Ocean Basins.
Soils.
Practical work will include mapping, economic mineralogy, field work, and palaeontology.

TEXTBOOK
McDonnell, Massey, and Tebbutt: Enquiring into the Earth.

REFERENCES INCLUDE
Holmes: Physical Geology.
Stokes: Essentials of Earth History.
Brown, Campbell, and Crook: Geological Evolution of Australia and New Zealand.
Further references will be given during the course.
Assessment—method of assessment under review.

PART (iv)—PHYSICS
Second year four periods per week
For details of this course see Science I, Part (iv)—Physics, on page 91.
Assessment—method of assessment under review.

PART (v)—SCIENCE METHOD
Two periods per week
For details of this course see Science I, Part (v)—Science Method, 92.
Assessment—method of assessment under review.

SCIENCE—YEAR III
Details will be available when three-year courses are established.
HOME SCIENCE AND TEXTILES

ALLOCATION OF LECTURES HOURS TO SUBJECTS—TEACHER’S CERTIFICATE (3-YEAR)—HOME SCIENCE/TEXTILES COURSE

<table>
<thead>
<tr>
<th>Year I</th>
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<th>Year III</th>
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<tbody>
<tr>
<td>Subject</td>
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<td>Subject</td>
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<td>Home Sc./Textiles II</td>
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<td>Total</td>
<td>23</td>
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Supplementary and qualifying subjects, tutorials, and practice teaching are as set out under the heading of the Primary Teaching Course with the additional requirement that Home Practice, and two periods of practice teaching, each of three weeks’ duration, are included in the Year III programme.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER’S CERTIFICATE—3-YEAR—HOME SCIENCE/TEXTILES

EDUCATION I S.—EDUCATIONAL PSYCHOLOGY I

Three hours per week

Refer to Education I—Educational Psychology I Geography/Commerce, page 74.

ENGLISH I S.—COMMUNICATIONS I

Two hours per week

Refer to English I S.—Communications I Geography/Commerce, page 74.

HEALTH EDUCATION I

Not offered in 1970.

PHYSICAL EDUCATION I S

Two hours per week

Refer to Physical Education I S.—Geography/Commerce, page 75.

HOME SCIENCE/TEXTILES I S.H.Sc.

Thirteen hours per week

PART (i)—BASIC SCIENCE

Three hours per week

Since Home Science and Textiles are scientific disciplines, the development of knowledge in Physics and Chemistry will give greater meaning to many basic concepts in these major studies. In addition this course should broaden knowledge and understanding in the field of science.

Topics will include:
(a) Scientific measurement.
(b) Elements, periodicity, periodic table.
(c) Atomic structure, chemical bonding.
(d) Electricity. Electrochemistry.
(e) Thermochemistry.
(f) Solutions: Definitions, types, process, properties.
(g) Organic chemistry.
(h) Polymer and colloid chemistry.
(i) Fundamental concepts in Physics.

Practical work—Experimental investigation will play a major role in this course as a basis for formulating and testing theoretical concepts. Topics relevant to everyday situations will be investigated.

REFERENCE BOOKS

Supplied as required.

Methods of Assessment—Progressive evaluation.

PART (ii)—HOME SCIENCE

Five hours per week

This course consists of four integrated strands:
(1) Nutritional Chemistry.
(2) The Science and Technology of Food Processing.
(3) Human Relationships.
(4) Curriculum Studies.
Practical Work—Experimental investigation leading to the application of experimental findings in Home Science situations.

REFERENCE BOOKS
The Chemistry of Nutrition and Food Processing.
Others supplied as required.
Method of Assessment—Progressive evaluation.

PART (iii)—TEXTILES
Five hours per week

This course consists of four integrated strands:

(1) Textile Arts—
(a) clothing,
(b) embroidery,
(c) furnishings.

(2) Design.

(3) Textile Science.

(4) Curriculum Studies.

Practical work—Experimental investigation of the reactions of textile substances and the application of these reactions in textile arts and design. Practical clothing construction, embroidery and furnishing exercises which will give a broad understanding and knowledge and encourage creative ability.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation.

Bridging courses will be undertaken by students who in secondary school have not completed studies in Home Science or Textiles and Design or Needlework or whose knowledge of science is considered inadequate.
Practice work—Experimental investigation will play a major role in this course as a basis for formulating and testing theoretical concepts.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation.

PART (ii)—HOME SCIENCE

*Five hours per week*

This course consists of four integrated strands:

1. Nutritional Chemistry.
2. Science and Technology of Food Processing.

Practical Work—Experimental investigation and research leading to the application of the findings in Home Science situations.

REFERENCE BOOKS
*The Chemistry of Nutrition and Food Processing.*
Pike and Brown: *Nutrition, an Integrated Approach.*
Others supplied as required.

Method of Assessment—Progressive evaluation.

PART (iii)—TEXTILES

*Five hours per week*

This course consists of four integrated strands of textile study and application.

1. Textile Arts—
   a. clothing,
   b. embroidery,
   c. furnishings.
2. Historical studies.

Practical Work—Experimental investigation of the reactions of textile substances and the application of these reactions in textile arts and design. Practical clothing construction, embroidery and furnishing exercises which will give a broad understanding and knowledge and encourage creative ability.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation.

PART (iv)—DISTINCTION COURSES

*Three hours per week*

Students of ability wishing to proceed to advanced and honours courses may elect to do extra studies in
either (1) Home Science
or (2)Textiles.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation.
HOME SCIENCE AND TEXTILES—YEAR III

Part III—Year III

EDUCATION III S.H.Sc.—INTRODUCTORY

Four hours per week

Third Year courses in Education will be so designed as to pursue aspects of the field in depth. Thus, while subject fields may be specified as a means of delineating areas of related interest, it will be characteristic of the detailed construction of the course that freedom to pursue a worthwhile topic will be granted to the student.

Subject to considerations of section size, staffing, time-table arrangements and previous acquaintance with foundation material, students are invited to choose any one of the following subjects as the third year requirement in Education. Those students permitted to choose an elective are invited to nominate a second subject as their choice therein.

EDUCATION IIIA—THE PSYCHOLOGY AND EDUCATION OF EXCEPTIONAL CHILDREN

The characteristics and the behaviour of children considered exceptional will be studied against the background of the normal child. The need for special treatment of such children will be explored and methods examined.

The common categories of exceptional children are:
Gifted, Slow Learning, Disadvantaged, Delinquent, Physically Handicapped, Emotionally deviant.

EDUCATION IIIB—SOCIOLOGY IN EDUCATION

This course will consider the sociological forces which bear upon the school-child. Commencing with the individual child, consideration will be given to the impact of the family, other groups, institutions and environmental pressures in general.

EDUCATION IIIC—COMPARATIVE EDUCATION

The aims of education in various countries will be the basis for the study of the organization of their educational provision. The countries treated will be selected from:

The United Kingdom, Germany, France, Scandinavia, The United States of America, Asia and emerging countries.

EDUCATION IIIID—PERSONALITY IN EDUCATION

The manifestations of personality, normal and deviant, will be the starting point for an examination of their determinants and of theories to explain them.

The significance of experiences in the various age-stages (infancy, middle childhood, adolescence) will be studied with emphasis according to the interest of the student.

The role and the resources of the school and of other agencies in the management of problems of deviance will be explored.

EDUCATION IIIE—THE PSYCHOLOGY OF LEARNING AND THINKING

An examination of the adequacy of selected theories to explain the phenomena of learning and thinking will lead to a critical appraisal of educational practice. Central to this subject will be considerations of personal motivation and capacity, transfer of learning, concept formation, problem solving, critical thinking and creativity.

HEALTH EDUCATION III

One hour per week

As for Health Education II U.P., page 58.

HOME SCIENCE/TEXTILES III S.H.Sc.

Twelve to fifteen hours per week

PART (i)—BASIC SCIENCE

Four hours per week

This course will include a study of Physics and Biology with an emphasis on Perception, as well as continuing studies in biochemistry and biophysics.

Topics will include:
(a) Further studies in cell metabolism, particularly in relation to specialized cells and tissues.
(b) Wave phenomena. Sound and light.
(c) Sense organs and the perception of environmental factors by the human organism.
(d) Theories of:
—colour perception,
—size and shape constancy,
—after images,
—illusions.
Practical Work—Experimental and research methods of investigation will play a major role in this course as a basis for formulating and testing theoretical concepts.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation.

PART (ii)—HOME SCIENCE
Four hours per week
This course consists of four integrated strands:
(1) Nutritional Chemistry.
(2) Science and Technology of Food Processing.
(3) Human Relationships.
(4) Senior Curriculum Studies.
Practical Work—Experimental and research investigations leading to the application of the findings in Home Science situations.

REFERENCE BOOKS
The Chemistry of Nutrition and Food Processing.
Others supplied as required.
Method of Assessment—Progressive evaluation.

PART (iii)—TEXTILES
Four hours per week
This course consists of four integrated strands of textile study and application:
(1) Textile Arts:
   (a) clothing,
   (b) embroidery,
   (c) furnishings.
(2) Design.
(3) Textile Science.
(4) Senior Curriculum Studies.
Practical Work—Experimental and research investigation of reactions of textile substances and the application of these reactions in textile arts and design. Practical clothing construction, embroidery, and furnishings exercises which will give a broad understanding and knowledge and encourage creativity.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation.

PART (iv)—HONOURS AND ADVANCED COURSES
Three hours per week
Students of ability wishing to proceed to an honours course may elect to do extra studies in:
   either 1. Home Science
   or 2. Textiles.
Students who pass this course but do not attain an honours standard will be credited with a pass grade in Advanced Home Science or Advanced Textiles.

REFERENCE BOOKS
Supplied as required.
Method of Assessment—Progressive evaluation plus thesis.

EXTENSION COURSES
It is proposed that Extension Courses in Home Science/Textiles III will be offered in the following:
(1) Basic Science.
(2) Home Science.
(3) Textiles.
INDUSTRIAL ARTS

ALLOCATION OF LECTURE HOURS TO SUBJECTS—
TEACHER’S CERTIFICATE (3 YEARS)—INDUSTRIAL ARTS

<table>
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<th>Year I</th>
<th>Hours</th>
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<th>Hours</th>
<th>Year III</th>
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<td>Industrial Arts III</td>
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<td>Technology I</td>
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<td>8</td>
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<td>Total Hours</td>
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<td>Total Hours</td>
<td>23</td>
<td>Total Hours</td>
<td>23</td>
</tr>
</tbody>
</table>

Tutorials will be provided in English, Graphics, and Technology. Two periods of practice teaching each of three weeks are included in each year with an additional period of Home Practice in Years II and III.

Elective subjects are indicated thus (4). Students are required to select four electives.

Health Education III and Crafts III will be included in Years I and II in the future when the total hours in Year III will be reduced to 20 hours.

Supplementary and qualifying subjects, tutorials, and practice teaching are as set out under the heading of the Primary Teaching Course with the additional requirement that Home Practice, and two periods of practice teaching, each of three weeks’ duration, are included in the year III programme.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER’S CERTIFICATE—3 YEAR—INDUSTRIAL ARTS

PART I—YEAR I

EDUCATION I S.I.A.

Three hours per week

Refer to Education I S.—Geography/Commerce, page 74.

ENGLISH I S.I.A.

Two hours per week

Refer to English I S.—Communications, Geography/Commerce, page 74.

PHYSICAL EDUCATION I S.I.A.

Two hours per week

Refer to Physical Education I S.—Geography/Commerce, page 75.

INDUSTRIAL ARTS I S.I.A.

Eight hours per week

(a) Design I S.I.A.

This course aims at understanding the perceptual and the functional aspects of design thereby leading to the appreciation of a well-designed object.

The aesthetic aspects of design will be incorporated in an Art strand of the course. Projects in two and three dimensions will be carried out to develop an awareness of the relationships between the visual aspects of design. Freehand sketching will be included in the course.

The mathematics component of this course is intended to provide mathematical techniques together with mathematical concepts and the study of functions that are appropriate to Industrial Arts.

Topics in elementary Engineering Mechanics, taught in secondary schools will be included to form the basis of organization and presentation of information in the teaching situation.

Practical work commenced in lectures will be completed as assignments.

Assessment will be based on assignments, tests and yearly examination.

REFERENCES

Greaves: *Design.*
Allendear and Oakley: *Principles of Mathematics.*
Thomas: *Calculus.*
College Library at 744, 745.
(b) Graphics I S.I.A.

This strand of the Industrial Arts course is related to the graphical aspect of the Industrial Arts course. Selected projects in bookcrafts will be included in the course. Emphasis will be placed on the functional and aesthetic aspects of the completed models which will give practice in the various processes used in the decoration and printing of paper and the application to book composition and display. The creative aspect of self expression will be fostered.

The course is also designed to establish basic concepts in Engineering Drawing, Descriptive Geometry, Architectural Drawing and Pictorial Drawing. Provision is also made for inclusion of drawings used in cabinet work.

Emphasis on high quality draftsmanship will be maintained at all times and methods of efficiently imparting these skills to others will be studied. The syllabus as taught in the schools has been analysed into “basic units of work”. Students are to be shown how these can be used as lesson notes.

The “Australian Standard Drawing Office Practice” and the “Architectural and Building Practice” to be introduced and the importance of standardization in drawing procedures to be stressed.

The relationship between orthographic, isometric, oblique, axonometric, and perspective drawings will be studied.

Basic teaching methods are to be combined with the various topics listed as each topic is presented and demonstration lessons showing how topics are taught in the schools will be presented and the various teaching procedures used will be discussed after each demonstration.

Work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES
Department of Education: Bookcrafts Syllabus.
Wilcox, W. E.: Perspective Drawing for Beginners.
Fitness, E. W.: Descriptive Geometry and Drawing, Books I, II, III.
Steel, G. and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.

(c) Materials I S.I.A.

An introduction to the study of materials will be obtained by working with various materials used in teaching the following crafts: leatherwork, modelling, canework, and plastics.

The following aspects of chemistry will be studied as an aid to studying the physical properties of materials used in crafts and technology:

Elementary Laws of Chemical Combination.
Elementary Theory of Electrovalency and Covalency.
Acids, bases and salts, treated from an ionic standpoint.
Corrosion of metals.
Electrochemistry.
Physical properties of the elements related to structure.
Physical and chemical properties of compounds in the Periodic System.
Elementary Organic Chemistry.

In the Materials Science strand of this course a study will be made of the materials included in the teaching of Industrial Arts in the school situation. A study will be made of metals with reference to methods of forming, and of design criteria as a background to the utilization of these materials in schools.

Laboratory work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES
Department of Education: Craft and Leatherwork Syllabuses.
Crampton, C.: Canework.
Cope: Plastics.
Sienko, M. J. and Place, R. A.: Chemistry.
College Library at 620. 660-680.
TECHNOLOGY I S.I.A.

Four hours per week

Students without previous experience will be given the opportunity to acquire basic skills in woodwork and metalwork. Care and safe use of tools, appliances, and machines will be emphasized. Teaching method will be discussed.

In the woodwork strand of the course the articles to be constructed will be chosen to suit the individual needs of students who will, in conjunction with the lecturer, design the model. The skills and processes will be associated with bench woodwork and finishing, laminating, wood sculpture and wood turning.

The second strand of the course will be directed towards elementary aspects of working metals and other allied materials. Their properties and utilization will also be considered. Experience will be given in bench fitting, sheet metalwork, the lathe, shaping machine, art metalwork, and also the fabricating metals and materials.

Practical work commenced in lectures will be completed as assignments. Reference books in the library will be used to increase the scope of work covered in lectures in order to allow the student to come into contact with a variety of approaches to the study of technology.

Assessment will be based on assignments, progressive evaluation, and yearly examination.

REFERENCES


College Library at 660–671, 682, 684.

INDUSTRIAL ARTS II

Part II—Year II

EDUCATION II S.I.A.

Three hours per week

Refer to Education II S.—Geog./Comm., page 77.

ENGLISH II S.I.A.

Two hours per week

Refer to English II S.—Communications II—Geog./Com., page 77.

PHYSICAL EDUCATION II S.I.A.

One hour per week

Refer to Physical Education I S.—Geog./Com., page 75.

HEALTH EDUCATION II S.I.A.

Refer to Health Education I U.P., page 58.

INDUSTRIAL ARTS II S.I.A.

Eight hours per week

(a) DESIGN II S.I.A.

Development of design concepts and craftsmanship will be applied to textiles with emphasis on weaving on two and four shaft looms.

A study will be made of the curriculum in the elementary Engineering Mechanics strand of the Industrial Arts course in schools. Emphasis will be placed on the significance of framing problems in words, and construction of aids. Subject matter will be supplemented by small practical experiments.

Practical work commenced in lectures will be completed as assignments.

Assessment will be based on assignments, tests and yearly examination.
REFERENCES


Simpson and Weir: *The Weaver’s Craft*.

Thomas: *Calculus*.


College Library at 744, 745.

(b) GRAPHICS II S.I.A.

The graphical aspects of communication will be an important aspect of this course. Provision will be made for students to gain experience in various reproductive processes including ink duplicators, letterpress and offset printing. Various forms of copying processes will be included in the course.

The drawing aspect of the course is designed to widen the experience of the student in the following strands:

- Engineering Drawing,
- Architectural and Pictorial Drawing,
- Descriptive Geometry.

The work to be covered will be to greater depth than the introduction to basic concepts given in the first year of the course.

Work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES

Department of Education: *Graphic Arts Syllabus*.

Wilcox, W. E.: *Perspective Drawing for Beginners*.

Fitness, E. W.: *Descriptive Geometry and Drawing, Books I, II, III*.

Steel, G. and Fitness, E. W.: *Descriptive Geometry and Drawing, Senior Book*.


College Library at 686.

(c) MATERIALS II S.I.A.

One strand of this course will give students a broad background in ceramics with particular emphasis being placed on the techniques and skills contained in the Ceramics Syllabus for Forms II, III, and IV.

Students will be encouraged to experiment with clay and glaze composition and application.

Models and projects will be designed to afford practice in the various methods of joining, shaping, and decorating clay.

The second strand of the course involves a survey of technological invention and development with special emphasis on 18th, 19th and 20th centuries. This survey will attempt to give an overall view of the development which has taken place and will lead into to what is considered the main emphasis of the course namely the economic, social and political effects of these changes and their interaction.

The third strand of the course consists of a study of materials oriented to the teaching of Industrial Arts in the school situation. A study will be made of ceramics and plastics with reference to methods of forming and design criteria as a background to the utilization of these materials in schools.

Laboratory work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES

Department of Education: *Ceramics and Industrial Arts Syllabuses*.

Roy, Vincent A.: *Ceramics*.

Rhodes, Daniel: *Clay and Glazes for the Potter*.

Van Vlack: *Physical Ceramics for Engineers*.

Derry and Williams: *Short History of Technology*.

Lilley, S.: *Man, Machines and History*.

Alexander, W. and Street, A.: *Metals in the Service of Man*.

Kaufman: *First Century of Plastics*.

Merdinger, C. E.: *Civil Engineering through the Ages*.

College Library at 738, 609, 620.

TECHNOLOGY II S.I.A.

Eight hours per week

The care and safe use of tools, appliances and machines will be a fundamental part of this course. Teaching method will be discussed.
The woodwork strand will emphasize the approach to problems in design and will place importance upon creativity rather than reproduction in the area of cabinet making, wood turning and elementary pattern making. Wood technology and the utilization of timber and wood products will also be studied.

The metal and allied materials strand will be broader and more intensive than that covered in "Technology I". Greater emphasis will be given to freedom of design. Topics will include the history of machines, farm mechanics, bench fitting, sheet metalwork, workshop machinery, engineering metrology, art metalwork, fabricating of metals and allied material (to include welding), pattern making and casting, heat treatment, enamelling. Each student will be required to design and construct a working model suitable for school children to 4th form.

Practical work commenced in lectures will be completed as assignments. Reference books in the library will be used to increase the scope of work covered in lectures in order to allow the student to come in contact with a variety of approaches to the study of technology.

Assessment will be based on assignments, progressive evaluation, and yearly examination.

REFERENCES
Department of Education: Manual of Safe Practice in School Workshops.
Department of Education: Syllabuses in Woodwork and Metalwork.
Burghadt and Axlerod: Machine Tool Operations.
Cook, W.: Metalwork for Schools.
Atkins, W. A.: Practical Sheet and Plate Metalwork.
Zechlin, K.: Creative Enamelling and Jewelry-making.

INDUSTRIAL ARTS III
Part III—Year III

EDUCATION III S.I.A.
Four hours per week
Refer to Education III S.H.Sc., page 102.

HEALTH EDUCATION III
Refer to Health Education II, see page 58.

CRAFTS III
Two hours per week
This course will be available only in 1970 to cover work in Weaving and Graphic Arts. In future these crafts will be taught in Years I and II.

For content of courses see Design II and Graphics II.

PHYSICAL EDUCATION III S.I.A.—PHYSICAL EDUCATION AND HEALTHY DEVELOPMENT OF THE SECONDARY SCHOOL CHILD
Four hours per week

PART I—GENERAL PRINCIPLES

1. Physical Education, its range and purpose.
   (a) Contribution to education in general.
   (b) In terms of fitness (to be developed in fitness unit).
   (c) The range of physical education activity within education and society.

2. A. Anatomical and Physiological Basis of Physical Education
   (a) The Human Body—general structure and function. The skeletal system.
   (b) Muscular system—structure and function of skeletal muscle. The Physiology of Exercise and muscular activity.
   (c) The effect of movement and exercise on the systems of the human body, e.g., nervous system, etc.
B. Fitness—Meaning and Components

(a) Motor fitness, physical fitness, total fitness.

(b) Associated tests.

(c) Factors associated with health and physical development.
   (i) Exercise and metabolism.
   (ii) Diet and athletic performance.
   (iii) Diet and weight control.
   (iv) Posture—factors influencing good posture.

(d) Programme of fitness
   (i) Meaning of conditioning.
   (ii) Aspects of training.
   (iii) Training methods, e.g., Weight, Circuit, Interval.
   (iv) Individual programmes, e.g., 10 BX, etc.
   (v) Motor Fitness Test Battery.

3. Scientific Principles of Movement

(a) Principles of mechanics.

(b) Motion—force—resistance, etc.

(c) Equilibrium.

(d) Analysis of activities—practical application of these principles to games, dance, athletics, developmental and other activities found in school situations and recreational activity.

PART II—PHYSICAL EDUCATION IN THE SECONDARY SCHOOL

1. A. General Principles

(a) Critical evaluation of the contribution of Physical Education and the education of the child.

(b) Sport in the school—completion—sportsmaster's duties, competition draws, etc.

(c) Associated National Fitness activities—camping, etc.

(d) Equipment—purchase, repair, storage.

(e) Carnival Administration.

(f) Programme planning.

(g) Creative Dance.

B. Games and Gymnastic Lessons

(a) Developmental activities.

(b) Games and Games Skills.

REFERENCES

Saunders: Body Conditioning for College Men.
Golf, Tumbling, Track and Field, Gymnastics, etc.
Bookwalter and Vanderzwaag: Foundations and Principles of Physical Education.
Safran: First Book of Creative Rhythms.
Johnson, Updyke, Stolberg and Schaefer: A Problem Solving Approach to Health and Fitness.
Fait: Special Physical Education Adapted Corrective, Developmental.
Agostini: Track and Field.

INDUSTRIAL ARTS III

Eight hours per week

(a) DESIGN III S.I.A.

This course is designed to assist students of Industrial Arts to acquire knowledge and proficiency in analytical and practical mechanics, so that they will have sufficient background information to teach the Elementary Engineering Mechanics Strand of the Industrial Arts syllabus with a high level of confidence.

A large portion of the lecture time will be devoted to empirical studies and to designing suitable mechanics experiments for school use.

For the analytical aspects of this course, students will be divided into two groups according to their experience and ability in Mathematics.

The group containing students with limited experience in Mathematics will be guided through an analytical course aimed at broadening their concepts in mechanics. The other group will be asked to study Mechanics to a depth compatible with their knowledge of Mathematics.

Practical work commenced in lectures will be completed as assignments.

Assessment will be based on assignments, tests and yearly examination.

REFERENCES

Meriam: Statics and Dynamics.
Beer and Johnson: Vector Mechanics for Engineers.
College Library at 744.
DESIGN III S.I.A. HONOURS

The work for honours will be devoted to a study of one aspect of mechanics. A list of suitable aspects will be available for students' selection at the beginning of the year.

Study will be individual under the supervision of a lecturer. Students will be asked for two progress reports each term. The final report will reflect the year’s work and will form the major portion of evaluation of the student's ability to organize and present material of high quality.

(b) GRAPHICS III S.I.A.

The purpose of this course is to integrate the students' knowledge of mathematics, mechanics and mechanical drawing so as to form a sound basis for further study leading to the design of machine components, machines and structures.

The basic principles and current practice in Engineering Design will be explained during lectures. Some typical design problems will be solved on the chalkboard during the first term. Thereafter the students are required to find more and more information for themselves.

Students will be required to submit reports on each project. The reports will include all calculations and either a full set of detail drawings, an assembly drawing or a free hand drawing as required. The appropriate Australian Standards will be used for limits and fits, gears, pressure vessels, keys and keyways and materials.

The major portion of the final examination work in this subject will be determined by a project involving the application of the principles taught in this subject to a more comprehensive situation.

These projects will incorporate, in varying degrees, combination of analysis, ingenuity, proportioning of parts, use of codes, drawing and sketching, specifications, selection of materials, safety considerations, economic factors, life expectancy.

Work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES

Faires: Design of Machine Elements.
Shiglay: Mechanical Engineering Design.
Schaum: Machine Design.
Phelan: Machine Design.

Beach: Machine Design.
Hauk, M. C. Schaum: Descriptive Geometry.
College Library at 744.

GRAPHICS III S.I.A. HONOURS

Honours will involve advanced exercises in the design of machine components. Students will select, from a wide range, two projects. Information on these projects will be gathered from all possible sources (commerce, libraries, Government Departments, etc.) by private means.

Assessment of success in the course will be based on the organization and presentation of the information gathered, the design calculations made and detail drawings produced during the year.

(c) MATERIALS III S.I.A.

This course will consist of a study of materials which will include an extension of work on metals and introduction of new materials such as ceramics, polymers and composites, which will be dealt with in sufficient depth to enable sound teaching in these fields in the Industrial Arts course in schools.

Theoretical work will be supplemented by laboratory work and methods of presenting work in the classroom will be studied taking into account the preparation of suitable teaching aids.

Laboratory work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES

Van Vlack: Physical Ceramics for Engineers.
Van Vlack: Elements of Materials Science.
Rollason: Metallurgy for Engineers.
College Library at 620, 660–680.

MATERIALS III S.I.A. HONOURS

An extension of one of the fields previously studied. Students will be encouraged to do research in this selected field.
Individual study with the assistance of a lecturer will be encouraged. Students will be required to submit progress reports each term. The final report will reflect the year's work and will form the major portion of evaluation of the student's ability to organize and present material of high quality.

(d) Technology III S.I.A.

Eight hours per week

Students will be given the opportunity to extend the scope of work covered in "Technology II". Depth of study will be featured.

In woodwork the scope of work in carpentry, joinery, and cabinet-making will be enlarged by a more extensive use of machines and processes. The work in pattern making may be correlated with the casting and machining of the finished product in the metalwork room. The designing of projects in all aspects of woodworking and the construction of teaching aids to ensure a high degree of efficiency will be an important section of the course.

In metalwork the approach will be one aimed to develop individual ability for design and construction. In order to achieve this the major work of the year will be one designed and produced by the student. This project could be either of a mechanical nature or one suitable for household effects.

A mechanical project will require careful consideration of operational problems. A household effects project will require more consideration of the aesthetics of design. It may be necessary to develop mould or die blocks in order to complete the project. In all cases the aim is to stimulate the student to approach the project as one leading to eventual multiple production. To further this aim contact with industry will be maintained.

A study of industry will be made and visits to industrial concerns will be included. Teaching aids will be constructed. Areas of work that may be studied are milling, cylindrical grinding, casting, metal sculpture, welding, enamelling, automotive work.

Practical work commenced in lectures will be completed as assignments. A written report will be required as part of the major work of the year. Reference books in the library will be used to increase the scope of work covered in lectures.

Evaluation of this course will be based on assignments, progressive evaluation, and yearly examination.

REFERENCES
Burghadt and Axlerod: Machine Tool Operations.
Melia and Selden: Direct Metal Sculpture.
Pack, Greta: Jewellery and Enamelling.

Technology III S.I.A. Honours

Students accepted for the honours course will be required to select a topic to be studied in depth: e.g., the preparation for mass production of a simple ash tray in stainless steel. This would require design, development of a prototype, construction of dies and eventual production using the dies. Contact with industry would be essential. Experimental work commenced in lectures will be completed as assignments. A written report, complete in all details, would be required. A list of reference books will be determined individually for each student.

Assessment will be based on the student's ability to organize and present assignments of a high standard and of considerable depth.
INDUSTRIAL ARTS (ARTISAN)

ALLOCATION OF LECTURES HOURS TO SUBJECTS
TEACHER'S CERTIFICATE—2-YEAR STATUS—INDUSTRIAL ARTS (ARTISAN)

<table>
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<tr>
<th>Subject</th>
<th>Hours</th>
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<tr>
<td>Education IIa</td>
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<tr>
<td>English II</td>
<td>2</td>
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<tr>
<td>Health Education II</td>
<td>1</td>
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<tr>
<td>Physical Education II</td>
<td>2</td>
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<tr>
<td>Industrial Arts IIa</td>
<td>8</td>
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<tr>
<td>Technology IIa</td>
<td>8</td>
</tr>
<tr>
<td>Total Hours</td>
<td>25</td>
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Tutorials will be provided in English, Graphics, and Technology. Two periods of practice teaching, each of three weeks, are included in the course.

Supplementary and qualifying subjects, tutorials, and practice teaching are as set out under the heading of the Primary Teaching Course.

DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE—2-YEAR STATUS—INDUSTRIAL ARTS (ARTISANS)

HEALTH EDUCATION II S.I.A.

One hour per week

Refer to Health Education II U.P., page 58.

PHYSICAL EDUCATION II S.I.A.

Two hours per week

Refer to Physical Education I S., Geography/Commerce, page 75.

EDUCATION II S.I.A.—THE THEORY AND PRACTICE OF EDUCATION

Four hours per week

This one-year course aims to acquaint the student with the organization of the educational system he will enter and the broad nature of pupils he will teach. The individual differences of his charges will be highlighted and the means of handling the classroom situation will be treated. Special emphasis will be given to a study of adolescence as one phase of the general socialization of children.

ENGLISH II S.I.A.—CULTURAL STUDIES IN LITERATURE

Two hours per week

The study of modern novels, plays, poems, and short stories.

Practical work—regular reading assignments.

Assignments and Essays—one major assignment; class exercises; seminars.

TEXTBOOKS

Short story anthologies (Hadfield, Murdoch, Hemingway).

The Old Man and the Sea.

The Grapes of Wrath.

Point Counter Point.

Ibsen: Three Plays.


Green: Anthology of Australian Verse.

Method of Assessment—Class exercises, seminars, one essay, and end of year examination.

INDUSTRIAL ARTS II S.I.A.—ARTISANS

Eight hours per week

(a) Design II S.I.A.—Artisans

The aim of this course is to give students an understanding of the perceptual and functional aspects of design thereby leading to the appreciation of the aesthetic properties of a well designed object. Design analysis will be carried out on selected objects leading to simple design projects in two and three dimensions aimed at developing an awareness of the relationships between materials and work processes. Practical application will be in ceramics and textiles.
Topics in elementary Engineering Mechanics taught in secondary schools will be included to form the basis of organization and presentation of information in the teaching situation. Emphasis will be placed on the importance of Engineering Mechanics in the field of design.

Practical work commenced in lectures will be completed as assignments.

Assessment will be based on assignments, tests and yearly examination.

REFERENCES

Roy, Vincent A.: Ceramics—guide to creating and enjoying pottery.
Kenny, John B.: Ceramics Design.
Simpson and Weir: The Weaver's Craft.
College Library at 738, 744, 745.

(b) GRAPHICS II S.I.A.—ARTISANS

This course is designed to widen the experience of the student in the following strands:

- Engineering Drawing.
- Architectural and Pictorial Drawing.
- Descriptive Geometry.

Work commenced in lectures will be finished as assignments.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES

Department of Education: Graphic Arts Syllabus.
Wilcox, W. E.: Perspective Drawing for Beginners.
Fitness, E. W.: Descriptive Geometry and Drawing, Books I, II, III.
Steel, G. and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.
College Library at 686.

(c) MATERIALS II S.I.A.—ARTISANS

An introduction to the study of materials is obtained by working with paper, strawboard, cane, and plastics. The creative side of design will be applied to leather and substitute materials with attention paid to the modelling and various methods of thonging and decoration.

A brief study will be made of all of the materials dealt with in the Materials Science section of the High School Industrial Arts course. Theoretical work will be supplemented by laboratory work and methods of presenting work in the classroom will be studied taking into account the preparation of suitable teaching aids.

Practical work carried out in lectures will be completed as assignments. Written assignments will be set to bring students into contact with the history and traditions associated with each craft and their importance in society.

Assessment will be based on assignments, progressive evaluation, and yearly examination.

REFERENCES

Department of Education: Craft and Industrial Arts Syllabuses.
Crampton, C.: Canework.
Cope: Plastics.
College Library at 620, 660–680.

TECHNOLOGY II S.I.A.—ARTISANS

Eight hours per week

This is a course specially designed for artisans. They will be required to complete a course of practical woodwork. Models included in the course will be typical of the jobs attempted by school pupils at various levels of a complete secondary programme. Theory of woodwork will, of necessity, be confined to that which is directly related to the practical work in hand.

The student will be expected to familiarize himself with the general organization of the practical room and be capable of carrying out the normal maintenance of all tools and appliances.

The metalwork syllabus prescribed for the schools will be analysed and models will be selected to meet the needs of students. The more capable students will be encouraged to pursue assignments of a more ambitious nature, applying principles of basic design. In addition the preparation of teaching aids will form part of the course.
Practical work commenced in lectures will be completed as assignments. Reference books in the library will be used to increase the scope of work covered in lectures in order to allow the student to come in contact with a variety of approaches to the study of technology.

Assessment will be based on assignments, progressive evaluation and yearly examination.

REFERENCES
Department of Technical Education, N.S.W.: *Carpentry and Joinery.*
Department of Labour and National Service: *French Polishing.*
Cook, W.: *Craft for Schools.*
Cook, W.: *Metalwork for Schools.*
College Library at 660–671, 682, 684.

EXTENSION AND PART-TIME COURSES
It is hoped that extension or part-time courses will be provided to enable two-year trained teachers to gain three-year trained attainments but at the time of printing a final decision in this matter is not available.

DIPLOMA COURSES

ART
MUSIC
**DIPLOMA IN ART**

**ALLOCATIONS OF LECTURE HOURS TO SUBJECTS —DIPLOMA IN ART EDUCATION**

This course is conducted jointly by the Newcastle Teachers College and the National Art School, Newcastle Technical College Branch.

Student teachers doing this course will be required to do practice teaching at the end of each of the first three years and three periods of practice teaching in the final year.

Work in a second teaching subject, History, is compulsory.

The course outline is as follows:

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<thead>
<tr>
<th>Teachers College Component</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td></td>
<td>Year I</td>
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<td>Art and Craft Method and Demonstrations</td>
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<tr>
<td>Education</td>
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<td>English</td>
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<td>Health Education</td>
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<td>Physical Education</td>
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<th>National Art School Component</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>Paint. Sculp.</td>
<td>3</td>
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<tr>
<td>Draw. Sculp.</td>
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<tr>
<td>Painting</td>
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<td>Composition</td>
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<td>3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>History of Arts</td>
<td>3</td>
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<tr>
<td>Graphic Art</td>
<td>3</td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
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<tr>
<td>Jewellery</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>19</td>
</tr>
</tbody>
</table>

Method of Assessment—Study guides will be issued through the year. Tests, of one hour’s duration each, will be based on the study guides. Three tests will be given in each term.

**DIPLOMA IN ART EDUCATION: HONOURS DIPLOMA**

1. An Honours Diploma will be awarded to students who successfully complete the prescribed course of study for one additional full-time year after the completion of the normal four-year course leading to the Diploma in Art Education.

2. The prescribed course of study will be as follows:

   **Section I—Advanced Theoretical Studies**
   Part 1—Art Education.
   Part 2—Art History and Appreciation.

   **Section II—A Research Project**
   Each candidate will be required to write a substantial thesis based upon a research project, approved by the Joint Standing Committee, in the field of art education.

   **Section III—Further Practical Study**
   Each candidate will be required to undertake further practical art study as prescribed by the Head of the National Art School.

Candidates will be required to complete all three sections at an advanced level.

3. Each candidate who wishes to be admitted to the honours year shall make application through the Principal of the Teachers College to the Joint Standing Committee in the final year of the four-year course and before 30th November of that year.

4. The Joint Standing Committee shall decide whether or not a candidate shall be admitted to the honours year, and the decision of the Joint Standing Committee shall be final.

5. The Joint Standing Committee’s decision shall take into account the applicant’s overall performance in the final examination for the Diploma, general art achievement, course record, and proposed area of research, as well as any other matters the Joint Standing Committee deems relevant.

6. Applications submitted through the Principal of the Teachers College shall indicate in general terms the research project which the applicant has in mind to undertake. This statement, however, shall not be binding on the student and the final selection of the project and the parts of the course to be studied will be approved by the Standing Committee after applicants admitted to the honours year have had opportunity to discuss their proposals with the Head of the National Art School and the Principal of the Teachers College.
DETAILS OF SUBJECTS PRESCRIBED FOR DIPLOMA IN ART EDUCATION

Part I—Year I

ART I S.A.—ART METHOD

Two hours per week

1. Early development of child's art ability.
2. Study of Art Syllabuses—Infants and Primary.
3. Classroom management and organization.
4. Theories of Art Education and their comparisons.
5. Demonstrations at Infants and Primary levels.

TEXTBOOKS
Tomlinson: Children as Artists.
Herbert Reid: Education Through Art.

REFERENCE BOOKS
Lowenfield and Brittain: Your Child and his Art. Creative and Mental Growth.
Greenberg: Children's Experiences in Art.

Method of Assessment—By assignments in Practical and Written work.

CRAFT I S.A.—CRAFTS

Two hours per week

This course is designed to provide the opportunity for Art students to gain experience in the use of a large range of tools, equipment and materials. It may vary from year to year depending on the equipment, accommodation available and the requirements of students.

In the main, items chosen from the following crafts may be made:

Weaving.
Basketry.
Puppetry.
Leatherwork.
Woodwork.
Bookcrafts.

Assignments and Essays—Written assignments concerned with the classroom application and construction of practical exercises are to be submitted at various times during the year to coincide with the completion of practical exercises.

REFERENCES BOOKS
Simpson and Weir: The Weaver's Craft.
Crampton, C.: Canework.

Method of Assessment—Progressive evaluation.

EDUCATION I S.A.—EDUCATIONAL PSYCHOLOGY SECONDARY (C)

Two hours per week

Refer to Teacher's Certificate—2-year—Primary Teaching, page 45, from which a selection of topics is made.

ENGLISH I S.A.

Two hours per week

PART (i): LITERATURE—HISTORY OF THE NOVEL

The development of the modern realistic novel from its earliest beginning. Innovations to be examined will include Defoe, Swift, Richardson, Fielding, Smollett, Sterne, Walpole and Radcliffe, Scott, Austen, the Brontës. Dickens, Thackeray, Eliot, Lawrence, Joyce, Huxley and representative modern novelists. Students will be expected to read from the writings of all innovators but five novels will be studied intensively. These will be Joseph Andrews, The Mill on the Floss, The Return of the Native, A Portrait of the Artist as a Young Man, and Point Counter Point.

Practical work—regular reading assignments.

Assignments and Essays—One major essay of 1,500 words due in July. Regular reading assignments and class exercises. All students must deliver three seminar papers.

TEXTBOOKS
See above.

REFERENCE BOOKS
Cambridge History of English Literature.
Libbock, P.: Craft of Fiction.
Saintsbury, G.: Short History of English Literature.
Method of Assessment—Class exercises, seminar papers, essay, final written examination.

PART (ii): ORAL EXPRESSION

One hour per week. See page 46.

HEALTH EDUCATION I S.A.

PHYSICAL EDUCATION I S.A.

SOCIAL SCIENCE I S.A.—HISTORY—GENERAL

Three hours per week

1. A general overview of world history to provide a simple framework for later study.

2. "Posthole" studies of selected themes, e.g. social classes, culture, religion, urbanization, agriculture, industry, government from a variety of times and places.

Assignments and Essays—Three 400-word reviews of journal articles in first term. Five 400-word reports on posthole studies spread throughout second and third terms.

TEXTBOOKS

To be supplied.

REFERENCE BOOKS

To be supplied.

Method of Assessment—Progressive evaluation.

Part II—Year II

ART II S.A.—ART METHOD

Four hours per week

1. Junior Methods:
   Form I and Cultural Art.
   School Crafts.
   Materials and Equipment.

2. Demonstrations and Techniques at Secondary Level.

3. Visits to Galleries and Museums.


Method of Assessment—by assignments.

EDUCATION II S.A.—MODERN EDUCATIONAL PRACTICE (b)

Two hours per week

Refer to Teacher’s Certificate—2-year—Mathematics (p. 84).

ENGLISH II S.A.—CULTURAL STUDIES IN LITERATURE

Refer to Teacher’s Certificate—2-year—Mathematics, page 84.

The study of prescribed books including modern novels, plays, poems and short stories.

Practical work—Regular reading assignments.

Assignments and Essays—One major essay, class exercises, seminars.

TEXTBOOKS

Short Story Anthologies.
The Old Man and the Sea.
The Grapes of Wrath.
The Battlers.
Ibsen: Three Plays.
Green: Anthology of Australian Verse.

Method of assessment—Class exercises, seminars, one essay, final written examination.

HEALTH EDUCATION II S.A.

PHYSICAL EDUCATION II S.A.

SOCIAL SCIENCE II S.A.

Two hours per week

The course will cover History from Renaissance times to the end of the War of American Independence. It will consist of major themes such as:

European Renaissance,
The European and English Reformations,
Exploration and Discovery in the New World,
Colonization and Revolution in North America.
Assignments and Essays—Each student will endeavour to teach the other members of his sub-group the results of his investigation of the topic which he has studied. This will involve the preparation of:

(a) discussion sheets,
(b) questions for study, and
(c) summaries.

The effectiveness of the teaching will be examined in each sub-group by each student reporting his reaction to the seminar itself.

REFERENCE BOOKS
Supplied individually.

Method of Assessment—Evaluation will be carried out by means of reporting seminars and submitted written work.

PART III—Year III

ART III S.A.—ART METHOD

Four hours per week

1. Senior Methods. This course is designed to cover all Art Subjects up to 6th Form including Elective Classes, their management and organization and theories of methods.

2. Practical Work—Some practical work with teaching methods.

3. Demonstrations at High Schools.

REFERENCE BOOKS
Read, Herbert: Education Through Art.
Lowenfeld and Brittain: Creative and Mental Growth.
de Saussmerez, Maurice: Basic Design—The Dynamics of Visual Form.
Kepes, Gyorgy: Language of Vision.
McFee, June King: Preparation for Art.
Kenny, John B.: Ceramic Design

Method of Assessment—Assignments and Written Examination.

EDUCATION III S.A.

Three hours per week

PART (i)—EDUCATIONAL PSYCHOLOGY (b)

Two hours per week

Refer to Teacher’s Certificate—2-year—Primary Teaching (p. 54).

PART (ii)—MODERN EDUCATIONAL PRACTICE (b)

One hour per week

Refer to Teacher’s Certificate—2-year—Geography/Commerce, page 84, from which topics will be selected.

ENGLISH III S.A.—LITERATURE OF THE TWENTIETH CENTURY

Two hours per week

The course aims:

(1) To introduce students to the changing techniques of twentieth century literature, i.e., novel, poetry, drama.

(2) To investigate the influence of social, cultural, and ideological concerns of this century upon its literature.

(3) To encourage discrimination in reading and integration of literary studies.

Assignments and essays:

(a) Seminar—agreed times during second term.

(b) Compilation and analysis of bibliographical and critical lists relevant to individual reading courses.

(c) Short class exercises.

TEXTBOOKS

Twentieth century writers included in prescribed lists for Level I Higher School Certificate Literature—additional reading designed to meet students’ needs and interests.

REFERENCE BOOKS

Periodical Literature.
Relevant sections of College Library.

Method of Assessment—Seminar, class exercises, annual examination.

SOCIAL SCIENCE III S.A.—HISTORY—EUROPEAN

Two hours per week

Refer to Teacher’s Certificate—2-year—Geography/Commerce Social Science II, page 78.

PART IV—Year IV

ART IV S.A.—ART METHOD

Five hours per week
The fourth year course will consist mainly of teaching practice and applying theories and methods in the actual school situation. Students will be expected to write programmes, teach methods, test pupils and mark papers so that they will gain confidence in their own knowledge and teaching ability.

In addition to the above supervised practice teaching, the course will include discussions, library study, educational visits and demonstrations.

Visual aids—Equipment and application.

REFERENCE BOOKS
Read, Herbert: Education Through Art.
Lowenfeld and Brittain: Creative and Mental Growth.
de Saussure, Maurice: Basic Design—The Dynamics of Visual Form.
Kepes, Gyorgy: Language of Vision.
McFee, June King: Preparation for Art.
Kenny, John B.: Ceramic Design.

Method of Assessment—By assignments in Practical and Written work.

EDUCATION IV S.A.—EDUCATIONAL PSYCHOLOGY
Three hours per week

This course examines the contribution of the study of psychology to the understanding of such topics as the learning process, teacher-pupil relationships, individual differences, methods of evaluation, adolescence and the relationship between education and mental health.

Assignments and essays—Four 1,500-word essays and one seminar to be presented by each student. Due dates—18th April, 27th June, 8th August, 3rd October.

REFERENCE BOOKS
Lists of references will be issued during the year.
Method of Assessment—Progressive evaluation.

ENGLISH IV S.A.—BACKGROUND AND PERSPECTIVE IN TWENTIETH CENTURY LITERATURE
Two hours per week

Aims of the Course: To extend students' knowledge of twentieth century literature in its three main fields of poetry, drama, and the novel.

It is intended that the social and ideological background of the period should be explored as the basis of the thematic and technical concerns of present day literature of England, America, and Australia.

Some comparative studies involving European literature will be attempted, and perspective and depth provided by exploration of some persistent or recurring themes pursued from their simplest origins to their highly sophisticated and complex presentations.

Assignments and essays:
(a) Essay 2,000 words due September.
(b) Seminar—agreed times during second term.
(c) Compilation and analysis of bibliographical and critical literature relevant to topics.

TEXT BOOKS
No set texts—individual reading courses designed to meet students' needs and interests.

REFERENCE BOOKS
Periodical literature.
As advised in lectures.
Method of Assessment—Assignment, seminar, annual examination.

HEALTH EDUCATION IV S.A.—HEALTH EDUCATION
One hour per week

Refer to Teacher's Certificate—2-year—Primary Teaching.

PHYSICAL EDUCATION IV S.A.—PRINCIPLES AND PRACTICE OF SECONDARY P.E.
One hour per week

A study of the general principles and practice of Physical Education, team games and sports together with regular practical experience related to the teaching of Physical Education and supervision of sport in schools.

Practical work—Practical application of all major games including dancing.
Method of assessment—Unit work tests.

SOCIAL SCIENCE IV S.A.—ASIAN HISTORY
Four hours per week

Refer to Teacher's Certificate—2-year—Geography/Commerce, page 65.
Assignments and essays—5,000 words—due end of second term.

TEXT BOOKS
To be supplied.

REFERENCE BOOKS
To be supplied.

Method of assessment—Progressive evaluation.

**Part V—Year V**

**EDUCATION V S.A.—EDUCATION AND THESIS**

*Four hours per week*

Discussion of the thesis topic will inevitably raise educational and psychological issues. These will be integrated into the thesis work.

Practical work—Research in schools.

Assignments and essays—Thesis—10,000 plus words.

REFERENCE BOOKS
As appropriate.


**ART CONVERSION COURSE FOR TWO-YEAR TRAINED TEACHERS**

<table>
<thead>
<tr>
<th>National Art School Subjects</th>
<th>Stage III</th>
<th>Stage IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part I</td>
<td>Part II</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Drawing-General</td>
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<td>2</td>
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<tr>
<td>Drawing-Figure</td>
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<td>2</td>
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<tr>
<td>Drawing-Life</td>
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<td>2</td>
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<tr>
<td>Design</td>
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<td>3</td>
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<tr>
<td>Design-3-D</td>
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<td>2</td>
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<tr>
<td>Composition</td>
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<td>3</td>
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<tr>
<td>Composition/Painting</td>
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<td>3</td>
</tr>
<tr>
<td>Painting-Life</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Painting-Portrait</td>
<td>3</td>
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</tr>
<tr>
<td>Sculpture</td>
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<td>3</td>
</tr>
<tr>
<td>Ceramics</td>
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</tr>
<tr>
<td>Printmaking</td>
<td>2</td>
<td>2</td>
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<td>Jewellery</td>
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<td>Art History</td>
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<td>Totals</td>
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<table>
<thead>
<tr>
<th>Periods per week</th>
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<tbody>
<tr>
<td>Year I</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Art and Craft Method</td>
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<tr>
<td>Education</td>
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<tr>
<td>English and Speech</td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td>History of Art</td>
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<tr>
<td>History</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
</tr>
<tr>
<td>Demonstrations</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>

**NOTE:** It could well happen that the students attempting this course would have to take up their scholarships at Alexander Mackie Teachers College, Darlington.
# DIPLOMA IN MUSIC

## ALLOCATIONS OF LECTURE HOURS TO SUBJECTS—DIPLOMA IN MUSIC EDUCATION

**Teachers' College Component**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
</thead>
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<tr>
<td>Education</td>
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<td>2</td>
<td>1</td>
<td>7</td>
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<tr>
<td>English and Speech</td>
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<td>2</td>
<td>6</td>
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<tr>
<td>Health Education</td>
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</tr>
<tr>
<td>Music, Choir, etc.</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>24</td>
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</table>

**Conservatorium Component**

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<tr>
<th>Subject</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
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<td>1</td>
<td>1</td>
<td>1⅓</td>
</tr>
<tr>
<td>Second Study</td>
<td>⅓</td>
<td>⅓</td>
<td>⅓</td>
<td>⅓</td>
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<tr>
<td>Harmony and Applied Harmony</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>History and Analysis</td>
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<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>Orchestral and Choral Arranging</td>
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<td>1</td>
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<tr>
<td>Accompaniment Class</td>
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<td>1</td>
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<tr>
<td>Orchestra Class</td>
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<tr>
<td>Choir</td>
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<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>String, woodwind, brass and percussion class</td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Director's class</td>
<td></td>
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</tr>
<tr>
<td><strong>Totals</strong></td>
<td>6⅓</td>
<td>10⅓</td>
<td>12⅔</td>
<td>4⅓</td>
</tr>
</tbody>
</table>

## DETAILS OF SUBJECTS PRESCRIBED FOR DIPLOMA IN MUSIC EDUCATION

### Part I—Year I

**EDUCATION I S.Mu.—EDUCATIONAL PSYCHOLOGY I Mu.**

*One hour per week*

Topics will be selected from the course, Education I G.P., Educational Psychology I.

Refer to page 45.

**ENGLISH I S.Mu.**

1. **ORAL EXPRESSION**
   *One hour per week*

2. **HISTORY OF THE NOVEL.**
   *See Diploma in Art English, page 13.*

3. **POETRY AND DRAMA.**
   *One hour per week*

**HEALTH EDUCATION I**

Not offered in 1970.

**PHYSICAL EDUCATION I**

Not offered in 1970.

**MUSIC I S.Mu.—MUSIC IN THE INFANTS AND PRIMARY SCHOOL**

*Two hours per week plus choir*


Choral class: Repertoire Suitable for Secondary and Tertiary levels; conducting.

Recorder work—descant and tenor.

**TEXT AND REFERENCE BOOKS**

- *Music Curriculum for Primary Schools.*
- Selected song books.
- Priestley and Fowler: *Recorder Books I and II.*
- Bavin: *The Percussion Band from A to Z.*
- Eele: *Listening together.*
- Fiske: *Listening to Music.*
- Orff: *Music for Children, Book I.*
- Also College Library 780-789.

### Part II—Year II

**EDUCATION II S.Mu.—EDUCATIONAL PSYCHOLOGY II Mu.**

The balance of the course, Education I G.P., Educational Psychology I, will be covered in this course.
ENGLISH II S.Mu.—BACKGROUND STUDIES IN LITERATURE

Three hours per week

MUSIC II—MUSIC IN THE SECONDARY SCHOOL (A)

Two hours per week + choir

Method and Content: Class study of material for programming, performance, listening, reading and writing and aural work in Form I.

Choral class: Extension of Music I work.

Recorder work: Descant, treble and tenor arrangements.

TEXT AND REFERENCE BOOKS

Form I curriculum, specimen examination papers.

Secondary song books.

Selected recorder ensemble books.


Warburton: A graded Music Course.

Also College Library 780-789.

Part III—Year III

EDUCATION III S.Mu.—GROUP DYNAMICS

The study of formal and informal groups in operation will provide the occasion for the isolation of the features which characterize group structure and dynamics. Those of particular relevance to the school situation will be emphasized.

ENGLISH III S.Mu.

(1) AUSTRALIAN LITERATURE

One hour per week

(2) ENGLISH METHOD—AN INTRODUCTORY COURSE

One hour per week

MUSIC III S.Mu.—MUSIC IN THE SECONDARY SCHOOL (B)

Three hours per week + choir

Method and content: Study of all aspects of the Secondary School curricula for Forms II-IV.

Choral class: Extension of Music II class.

Programming at all levels.

Preparation and organization of examination material.

Instrumental: Recorder ensembles, tuned percussion.

Extra-curricular activities.

TEXT AND REFERENCE BOOKS

Curricula for Forms II-IV.

Orff: Music for Children, Books II, III.

Oxford: Selected song and text books.

Fiske: Score Reading, Books I, II, III.

Also College Library, 780-789.

Part IV—Year IV

EDUCATION IV S.Mu.

PART (i)—THE PSYCHOLOGY OF LEARNING

Refer to the outline for Education IV S.A.

PART (ii)—HISTORY OF EDUCATION

Refer to the outline for Education III S.A.—Part 2.

PART (iii)—PRINCIPLES OF EDUCATION

The recognition of the role of the teacher will lead to an examination of ways to meet these expectations. Classroom practices will be evaluated in terms of their educational and psychological bases.

ENGLISH IV S.Mu.

Two hours per week

(1) LITERATURE


(2) ENGLISH METHOD

Three hours per week

Studies in the teaching of English in Forms I-IV.

(3) ORAL COMMUNICATION

One hour per week

HEALTH EDUCATION IV S.Mu.

MUSIC IV S.Mu.—MUSIC IN THE SECONDARY SCHOOL (C)

Four hours per week + choir

Method and content: Programming of material for all classes, Forms V and VI; class harmony and melody writing; score reading; preparation of set works; arrangements for school choir and orchestra.

Instrumental: Complete recorder ensemble; tuned percussion; student arrangements for school orchestra.

Student experience with stage production of musical works.

TEXT AND REFERENCE BOOKS
Curricula for Forms V, VI.
Fiske: *Score Reading*, Books I, II, III.
Shaw: *Music in the Secondary School*.
Also College Library 780-789.

DIPLOMA IN MUSIC EDUCATION—TWO-YEAR CONVERSION (PROFESSIONAL) COURSE

Students with a Conservatorium Diploma or other Music qualifications at least equivalent to those of the four-year trained full-time Diploma in Music Education Course students may convert to the Diploma in Music Education by undertaking successfully the following two-year course of full-time study at the Teachers College.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year I</th>
<th>Year II</th>
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<tbody>
<tr>
<td></td>
<td>hrs/wk</td>
<td>hrs/wk</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
<td>6</td>
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<tr>
<td>Second Teaching Subject</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Language, Speech and Drama</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Cultural Study</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>P.E. and Health Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>22</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
ALLOCATIONS OF LECTURE HOURS TO SUBJECTS
TEACHER'S CERTIFICATE (2-YEARS/3-YEARS/4-YEARS)
PRIMARY TEACHING/INFANT TEACHING/
SECONDARY TEACHING

No set table can be supplied for 1970, since such considerable variation of academic and professional needs and requirements exists within this grouping of students. See One Year Professional Courses (p. 159) for a detailed explanation of proposed future subject and time allocations for such students.

Details of Subjects Prescribed in 1970 for:

(i) Non-graduate Returned University students who are candidates for Teacher's Certificate 2-year/3-year Primary Teaching/Infant Teaching/Secondary Teaching.

(ii) Graduate students not electing Diploma in Education courses who are candidates for Teacher's Certificate 4-year Infant Teaching.

(iii) To meet the special needs and circumstances of certain other students whose combination of subjects does not permit their inclusion within previously scheduled courses. In general these students are candidates for Teacher's Certificate 2-year/3-year Primary Teaching/Infant Teaching/Secondary Teaching.

Where in (i), (ii), (ii), above there is provision made for bridge, equivalent or condensed courses to meet special requirements, students are reminded that examination and/or assessment may be carried out at different levels.

There are no option courses. Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of Primary Teaching.

EDUCATION II AND III
Seven hours per week

PART (i)—COMPARATIVE EDUCATION
Two hours per week

The aim of the course is to consider the provision of educational facilities in certain countries, covering, in particular, the organizational and administrative structures, types of schools, methods of finance and control, and make comparisons with existing practices in New South Wales where applicable.

The educational systems of the following countries will be studied in order:

The United Kingdom, the United States of America, France, the Union of the Soviet Socialist Republics, the People's Republic of China, Sweden, Brazil, Canada, the Philippines, Japan, South Africa, New Zealand.

Assignments and Essays—Each student will be required to prepare and present a seminar paper on a selected topic, and objective tests will be set at various stages as announced. See also entry below on method of assessment.

TEXTBOOKS

REFERENCE BOOKS
As issued to students in duplicated form.

Method of Assessment—At the conclusion of the course, assessment will be by written examination. Those whose performance during the year has been considered satisfactory (as measured by seminar contributions and the objective tests) may substitute for the final examination an assignment of approximately 3,000 words involving individual research on an approved topic.

PART (ii)—EDUCATIONAL PSYCHOLOGY (a)
Three hours per week

Refer to Diploma in Art Education, page 131.

PART (iii)—MODERN EDUCATIONAL PRACTICE
Two hours per week

Refer to Teacher's Certificate—2-year—Geography/Commerce, page 74.

ENGLISH II AND III
One/six/seven hours per week

PART (i)—ORAL EXPRESSION
One hour per week

(Prescribed in 1970 for all students included in categories (i), (ii), (iii), on page 46.)
**PART (ii) — DRAMA — PRACTICAL**

*One hour per week*

(Prescribed in 1970 for English Method students only.)

1. Expression and communication through drama.

2. Stagecraft: basic acting, production, design and stage-management skills.


Practical work—Exercises in the above. Preparation and presentation of a one-act play.

**REFERENCE BOOKS**

Way: *Development Through Drama.*

Fiala: *Drama in Action.*

Dyce: *Speech and Drama in the Secondary School.*

College Library 792.09, 822.

Method of Assessment—Progressive assessment of theoretical and practical work.

**PART (iii) — BACKGROUND AND PERSPECTIVE IN LITERATURE**

*Three hours per week*

(Prescribed in 1970 for English Method students only.)

1. The study of literary forms—novel, poem, play, short story.

2. Study of prescribed books, including recommended objectives for School Certificate and Higher School Certificate. In addition, selected modern novels, plays, poems, short stories are covered.

Assignments and Essays—Brief class exercises spread over year. Essay, 1,500 words, due third term.

**TEXTBOOKS**

As recommended for School Certificate and Higher School Certificate Examinations.

**REFERENCE BOOKS**

As recommended in lectures.

Method of Assessment—Final written examination.

**PART (iv) — THE TEACHING OF ENGLISH**

*Three hours per week*

(Prescribed in 1970 for English Method students only.)

1. Basic principles underlying the teaching of English subjects.

2. Review of content of various secondary curricula.

3. The teaching of language in the secondary school.

4. Oral expression.

5. Written expression.

6. (a) The teaching of reading in the secondary school—mechanical.

   (b) Remedial reading.

   (c) Extended reading programmes.

7. Literature. The techniques and problems of teaching (a) poetry, (b) prose, (c) drama, in each of the secondary forms.


   (a) Responsibility of the English department in school drama.

   (b) Practical aspects of production in the school.


10. The English teacher and the school library. The teacher-librarian.

11. The organization of the English department in a secondary school.

Practical work—Demonstrations. Practice Teaching. Compilation of teaching material.

Assignments and Essays—Five short exercises spread over year. Analysis and discussion of demonstration lessons.

**TEXTBOOKS**

As recommended in lectures.

**REFERENCE BOOKS**

As recommended in lectures.

Method of Assessment—Progressive evaluation of practical work, discussion, assignments. Final written examination.

**HEALTH EDUCATION II AND III**

*One hour per week*

Refer to Teacher’s Certificate—2-year—Primary Teaching, page 58.

**PHYSICAL EDUCATION II AND III**

*Two hours per week*

**PART (i) — PHYSICAL EDUCATION IN THE PRIMARY SCHOOL**

*Two hours per week*
PART (ii) — SECONDARY SCHOOL GAMES (An alternative to Part (i)).

Two hours per week

A study of the general principles and practice of Physical Education, team games, and sports together with regular practical experience related to the teaching of Physical Education and supervision of sport in schools.

Practical work—Practical application of all major games including dancing.

Assignments and Essays—1 Coaching Guide on any major sport—three sections—to be handed in second week of May (section 1), second week in August (section 2), and third week in October (section 3).

Method of Assessment—Unit work tests.

TEACHING METHODS

A. LANGUAGES

(a) FRENCH METHOD

Three hours per week

This course involves a study of the aims and methods of teaching French in secondary schools. The contents of the French Syllabus will be studied in lectures, seminars and demonstrations. There are two periods of practice teaching. Students will be required to prepare background material in accordance with the French Syllabus.

Throughout the year students will be given an opportunity to practise their oral French so that they may gain greater facility in its use for the classroom situation. The examination will include an oral test in which an adequate facility in the language must be shown.

Students will be assessed on their assignments and seminar preparation during the year as well as on the results of the final examination, which is of three hours’ duration.

Assignments and Essays—Each student is required to conduct at least one seminar and to prepare lesson material for oral presentation.

Method of Assessment—Annual examination of three hours’ duration.

(b) LATIN METHOD

Three hours per week

The course is designed for those who have followed university courses in Latin, for one, two, or three years, and wish to teach it in the Secondary School. It includes lectures, demonstration lessons in schools, student seminars and teaching practice.

The following topics receive attention:

(a) The aims of teaching Latin and its place in the modern curriculum.
(b) Methods and techniques of teaching foreign languages, in relation to modern educational and linguistic theory.
(c) Programme construction.
(d) Lesson types.
(e) Background material: antiquities, etc.
(f) Pronunciation of Latin: opportunity will be given for students to practise an acceptable pronunciation, with attention to quantity, rhythm and intonation. An oral test forms part of the examination.

The written examination is of three hours’ duration. Copies of syllabuses are supplied.

Assignments and Essays—Each student is required to conduct at least one seminar, and to prepare lesson material for oral presentation.

Method of assessment—Annual examination of three hours’ duration.

B. MATHEMATICS

(a) JUNIOR MATHEMATICS METHOD

Four hours per week

1. Lesson outlines in mathematics.
2. Discussion of topics from the syllabuses, looking at:
   (a) setting out,
   (b) methods of presentation,
   (c) background which may be used,
   (d) difficulties likely to be encountered.
   (e) grading of exercises.
3. Discussion of programmes, textbooks, tests and testing-aids, etc.

TEXTBOOKS

Syllabuses in Mathematics and Notes thereon.
REFERENCE BOOKS
Any standard textbook in Mathematics used in N.S.W. Schools.

Method of Assessment—Final examination and assignments.

(b) SENIOR MATHEMATICS METHOD

Four hours per week

The organization of mathematics courses in the senior secondary school.

Lesson types, lesson structure, topic development.

Curriculum study based upon the Level 2F syllabus. Some topics from the Level 3 and Level 1 syllabuses will also be discussed.

Testing—construction of tests, marking, treatment of errors, recording of marks.

School textbooks.

Approximately one hour per week will be devoted to observing lessons given by demonstration teachers. Whenever possible, these lessons will be arranged to illustrate and clarify points arising in lectures.

Programming.

The development of mathematics courses in New South Wales. The aims and advantages of the current syllabuses.

Assignments and Essays—One assignment, each approximately 500 words, each term.

TEXTBOOKS
Syllabuses and Notes for Forms V and VI.

REFERENCE BOOKS
Students will have to refer to school textbooks for the current syllabuses and previous syllabuses, pupils' workbooks and teachers' manuals for overseas mathematics projects, examination papers and examiners' comments, syllabuses for mathematics courses in New South Wales since 1945.

Method of Assessment—Final examination with assignments.

C. SCIENCE
(a) JUNIOR SCIENCE METHOD

Three hours per week

The purpose of this course is to give the student the opportunity to understand, to experience and to evaluate objectives, methods, and evaluation procedures appropriate to science education at this level.

1. Objectives for science teaching.
2. Methods for attaining these objectives:
   Syllabuses (local and elsewhere),
   Planning for science teaching,
   Explanation, discussion, questioning,
   Demonstration of experiments,
   Laboratory activities,
   Out of door activities,
   Use of textbooks, study guides, worksheets,
   Programmed learning,
   Use of library,
   Use of visual aids.
3. Evaluation.
4. The teaching of topics selected from the local syllabuses to illustrate the above features of science teaching.
   Practical work will be used to illustrate appropriate aspects of the subject.

Assignments and Essays—Weekly assignments (approximately 500 words).

TEXTBOOKS
No set texts. Students will be referred to a variety of books of the type set out below.

REFERENCE BOOKS
Massey, N. B.: Patterns for the Teaching of Science.
UNESCO: Sourcebook for Science Teachers.

Method of Assessment—Final examination.

(b) SENIOR SCIENCE METHOD

Three hours per week

The purpose of this course is:
   to revise and extend the understanding of science to be taught at this level,
to stimulate interest in the teaching of senior science,
to give the student the opportunity to acquire soundly based con-
fidence in teaching senior science.

1. Objectives of Senior Science Teaching:
   Traditional objectives,
   Objectives of new courses (Australian and overseas).

2. Teaching Techniques:
   selection and adaptation of methods considered in Junior Science
   Method,
   Consideration of methods particularly appropriate to Senior
   Science.

3. Evaluation Procedures:
   Selection and design of those procedures appropriate to Senior
   Science,
   Evaluation of those in current use.

4. The teaching of topics selected from N.S.W. Senior Science
   Syllabus to illustrate the application of the above objectives, teaching
   techniques and evaluation procedures.

REFERENCE BOOKS

Messel, H. et al (ed.): Senior Science for High School Students. Part I
and II.
Edmonds, A. et al: Chemistry for Forms V and VI.
Edmonds, A. et al: Physics for Forms V and VI.
McDonnell, Massey, and Tebbutt: Enquiring into the Earth.
Chemical Bond Approach: Investigating Chemical Systems.
Chem. Study: Chemistry, An Experimental Science.
Physical Science Study Committee: Physics.
Nuffield Foundation: Books related to Chemistry and Physics.

Method of Assessment—Final examination.

SCIENCE II, III, IV—BIOLOGY

Four hours per week

This subject is provided to enable science students in their pro-
fessional year to reach a minimum standard in Biology if Biology
has not been included in their university studies.

1. Introduction: Biology in relation to other sciences.


4. Plant Morphology, Leaf Structure and Photosynthesis. Modifica-
tions of Leaf Structure.


6. Stem Structure. Dicotyledons, Monocotyledons, Stem modifi-
cations.

7. Reproduction in the Flowering Plant.

8. The Mammal, Digestive, Circulatory, Respiratory, Urinary,
   Reproductive and Nervous Systems.


10. Heredity, mechanism, chemical basis, protein synthesis.

11. History of Evolutionary Theories, Modern Theories and Evolu-
tion. Adaptation as a result of Evolution.


13. Diversity of Living Organisms.
   Non Vascular Plants, Vascular Plants, Pteridophyta, Sperma-
   tophyta, Gymnospermae, Angiospermae.
   Fungi—selected examples,
   Coelenterates, Platyhelminthes, Annelida, Arthropoda, Mollusca,
   Echinodermata.

Practical work—two hours per week. Certain field excursions.
Assignments and Essays—Each student will be required to lead a
seminar at least once per term.

TEXTBOOKS

Villee: Biology.

REFERENCE BOOKS

Weisz: The Elements of Biology.
Foundations of Modern Biology Series.
Certain periodicals, e.g. The Scientific American.

Methods of Assessment—One three-hour paper at the end of the
year. A practical examination may be required.

SOCIAL SCIENCES II AND III

Three/six/seven hours per week

PART (i):—COMMERCE— BOOK-KEEPING

Two hours per week
1. Books of original entry.
2. Ledger postings.
4. Preparation of the Trial Balance.
5. Preparation of Trading Account, Profit and Loss Account.
8. Multi-column cash books—school and canteen accounts.
10. Sectional Balancing.
11. Auditing.

Assignments and Essays—Regulation exercises will be completed during the course.

TEXTBOOKS

REFERENCE BOOKS
Gallagher, R. E.: *Our Commercial Environment Book 1 and 2*. Angus and Robertson.
Gallagher, R. E.: *Accounting Solution*. Angus and Robertson.

Method of Assessment—Progressive evaluation.

PART (ii) — COMMERCE — COMMERCIAL PRINCIPALS

One hour per week

A short course designed to introduce students to the technical and legal background of the Section A in the Commerce Syllabus. The course will be divided into three series:

Series A—
The Post Office.
Money and Banking.
Recovery of Money Owing.
Business Organization.
Insurance.

Series B—
Law of Contract.
Agent and Principal.
Sale of Goods.
Common Carrier.
Ships and Shipping.

Series C—
“Aspects of the Australian Economy.”
Trade Unions and Wages.
Conciliation and Arbitration in Australia.
Budgetary Policy in Australia.
Government in Australia.
Australia’s Trading Position.

TEXT BOOKS
Yorston and Fortescue: *Australian Mercantile Law* (12th Ed. or later). Law Book Co.


Method of Assessment—A system of progressive evaluation will be used throughout the course.

PART (iii) — COMMERCE — ECONOMICS METHOD

One hour per week

A course aimed at examining methods and procedures in the teaching of Economics.

(i) Lessons types—
acquisition of knowledge,
expression,
revision,
testing.

(ii) Classroom practice—
use of documents,
graphs, diagrams, charts, etc.,
excursions and resource persons,
survey work,
current topics, newspapers,
bulletin boards and library resources,
notebooks and assignments,
reference material and textbook use,
testing and evaluation.
(iii) Syllabus in Economics—
aims and purposes,
arrangement of subject material,
planning a course,
a master plan of skills.

TEXT BOOKS

REFERENCE BOOKS
Economics. Journal of the Economics Teachers' Association of N.S.W.
Method of Assessment—A system of progressive evaluation will be used throughout the course.

PART (iv) GEOPGRAPHY AND METHOD
Three hours per week
Aspects treated will include—
(i) The scope and content of geography and its place in the curriculum.
(ii) Examination of the syllabuses in geography.
(iii) Planning of programmes.
(iv) Methods of presenting, consolidating and testing information and skills.
(v) Field studies and visual aids.
(vi) Professional growth of geography teacher.

Assignments and Essays—
(a) Short exercises covering lesson plans, commentaries on observations and techniques, interpretation of syllabuses and programming.
(b) An investigation into one aspect of content of the School Certificate Syllabus (approx. 2,000 words).

REFERENCE BOOKS
Wise: Geography and the Teacher.
Briault and Shave: Geography in and out of Schools.
Gopsill: The Teaching of Geography.
Chorley and Haggett: Frontiers in Geography Teaching.
UNESCO: Source Book for Geography Teachers.
Biddle Ed.: Readings in Geographical Education.
Method of Assessment—Progressive evaluation.

PART (v) HISTORY
Three hours per week
A course in Australian History in which the following problems will be examined:
(i) What is an Australian today?
(ii) Who lived in Australia first?
(iii) How did the Europeans discover the nature of the continent?
(v) The Influence of Particular Forces in the Community.

Assignments and Essays—one essay, 1,000 words. Two essays, 500 words. One essay, 1,500 words.

TEXT BOOKS
Clark, C. M.: Select Documents in Australian History, Vols I and II.

REFERENCE BOOKS
Clark, C. M. H.: Australia.
Method of Assessment—By means of regular assignments.

ONE-YEAR PROFESSIONAL COURSES (XU) PROPOSED FOR 1970

1. Students who have completed three, four or five units towards a university degree, and who elect to prepare for teaching in Primary or Infant Departments, will undertake the first year programme of the Primary or Infant course. Successful students in this course may be recommended for a 2-year certificate, the university preparation being accepted as equivalent to one year of the college course.

2. Students who have completed three, four or five units towards a university degree, and who elect to prepare for teaching in secondary schools, may complete a professional year in one of two ways:
(a) They may be enrolled in the first year of the appropriate college secondary course, e.g., Geography/Commerce, Mathematics, etc., and on successful completion be eligible for a 2-year certificate.

or
(b) They may be enrolled in a course structured like that set out in paragraph 3 below and on successful completion be eligible for a 2-year certificate.

The decision may depend on many factors such as number of years of study of each teaching subject, availability of staff, vacancies in courses.
3. Students who have completed six, seven or eight units towards a university degree, and who elect to teach in Primary or Infants Departments, will undertake the first-year programme of the Primary or Infant course. Successful students may be recommended for a 3-year certificate, the university preparation being accepted as equivalent to two years of the college course.

NOTE: Students who graduate afterwards may be granted 4-year status.

4. Students who have completed six, seven or eight units towards a university degree, including at least two teaching subjects each studied for two years, and who elect to teach in secondary schools, will undertake a course which specializes in the teaching of those subjects. Successful students may be recommended for a 3-year certificate.

The lecture programme is tabulated below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

Curriculum and Method

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject I</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Subject II</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>Dems/Observations</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
</tr>
</tbody>
</table>

The subjects chosen must be available on the college timetable so that the student can attend lectures without hindrance and, in addition, Heads of Departments may prescribe additional qualifying or alternative studies where considered necessary. If a student is successful later in completing a university degree this, with the one-year professional course, is qualification for 4-year trained status.

5. Graduates who desire to complete a college professional year and elect to follow courses:

(a) in Primary or Infant teaching, will undertake the first-year programme in the chosen course;

(b) in Secondary teaching, and who have included in their degree, at least two teaching subjects studied for two years, will undertake a course which specializes in the teaching of those subjects.

The structure of this fourth year course is the same as that set out in paragraph 4 above.
CONSTITUTION OF THE STUDENTS REPRESENTATIVE COUNCIL

1. NAME: The name shall be “The Students Representative Council of the Newcastle Teachers College”.

2. INTERPRETATIONS: In this Constitution and in any Rules made hereunder, unless the content or subject matter otherwise indicates or requires:

“College” means the Newcastle Teachers College.
“Students Association” means the Association of the Students of the Newcastle Teachers College.
“Students Council” means the Students Representative Council of the Newcastle Teachers College.
“Sports Union” means the Union of members of the sporting clubs of the Newcastle Teachers College.
“Recreations Union” means the Union of members of the recreational clubs of the Newcastle Teachers College.

3. OBJECTS: The objects of the Students’ Council shall be:

(a) To act as the governing body of the Students Association;
(b) To represent the Students Association in all matters affecting its interest;
(c) To afford a recognized means of communication between the Students Association and The Principal and Academic Board of the Newcastle Teachers College;
(d) To promote the social and intellectual life of the Students Association;
(e) To promote the interests and maintain the traditions of the Students Association.

4. MEMBERSHIP: The Students Representative Council shall consist of:

(a) (i) A President, two Vice-Presidents, an Honorary Secretary and an Honorary Treasurer elected annually through secret ballot by all registered members of the Students Association;
(ii) A number of representatives of the student body on the basis of one representative from each Section as indicated in the College Register;
(iii) Seven representatives of the College Sports Union;
(iv) Seven representatives of the College Recreation Union;
(v) The Editor of the Students Association newspaper;

(vi) A person nominated and appointed by the Principal of the College;
(vii) Such other person or persons as the Students Representative Council by a majority of votes of those present at any meeting may decide to admit to membership;

with the provision that no member shall be elected or appointed to the Students Representative Council as representing more than one of the above categories of membership.

(b) Life Membership may be granted to persons by a majority vote of those present at any meeting of the Students Representative Council.

(c) The annual fee for membership to the Students Association shall be determined by the Students Representative Council.

(d) (i) If any representative is absent from three consecutive meetings of the Students Representative Council without leave of that Council, or if he dies or otherwise becomes incapable of carrying out his duties, or if he tenders his resignation in writing, or ceases to be a registered student of the College, then his position on the Students Representative Council shall become vacant.

(ii) Where the position of a representative becomes vacant before the expiration of his or her term of office, then a representative to fill the vacant place shall be appointed forthwith by the Students Representative Council provided that the new appointee does not already represent any category as set down in clause 4A of this Constitution. The person so appointed shall hold office for the remainder of his or her predecessor’s term of office.

(iii) An elected representative shall cease to be a member of the Students Representative Council on the receipt by the Honorary Secretary of a petition signed by at least 50 per cent plus one of those who are entitled to elect the representative.

(iv) Notwithstanding such vacancies, the Students Representative Council may continue to act as an authorized body.

5. POWERS, RIGHTS, AND RESPONSIBILITIES OF THE STUDENTS REPRESENTATIVE COUNCIL

(a) Subject to this Constitution, the Students Representative Council shall have power to do all things incidental and conducive to the attainment of any of the objects of the
Students Representative Council, and, in particular without limiting in any way the generality of this clause, it shall have power to:

(b) (i) To make Rules not inconsistent with this Constitution for the regulation of the affairs of the Students Association provided that the mover of the new Rule shall have given seven days' notice in writing to the Honorary Secretary of his intention to move the same and that this notice of motion in full be included in the notice convening the meeting of the Students Council.

(ii) To summon and conduct General Meetings of the Students' Association;

(iii) To make representation to the Principal on behalf of the Students' Association or any Affiliated Body of the Association;

(iv) On the resolution of the Students Representative Council that an act of any member is deemed prejudicial to the College or the Students Association to recommend that the College Principal take such disciplinary action as the Council deems appropriate;

(v) To delegate to any sub-committee any matter for investigation or report;

(vi) To appoint, remove and prescribe the duties of such officers as it thinks fit;

(vii) To open a bank account or accounts and operate thereon;

(viii) To enter into contract with and to employ any person or persons on such terms as it thinks fit;

(ix) To acquire property and to manage, deal with and dispose of any property so acquired;

(x) To invest moneys in any authorized trustee investments and to vary and realize such investments;

(xi) To borrow money and give security over any property of the Students Representative Council;

(xii) To publish or authorise publication of any magazine, newspaper or any other printed matter on behalf of the Students' Representative Council;

(xii) To publish or authorize publication of any magazine, objects providing that such affiliation shall have been approved by two thirds of the membership present and voting at a General Meeting;

(xiv) To enact, amend and repeal regulations or Rules not inconsistent with this Constitution;

(xv) The Students Representative Council shall cause to be kept proper books of account dealing with its finances and property, and shall present to the Students Association at each Annual General Meeting an audited Statement of Accounts and Balance Sheet for the past Financial Year;

(xvi) The Students Representative Council shall submit to the College Council a copy of a report of its activities for the past year and copies of its Annual Statement of Accounts and Balance Sheet;

(xvii) The Students Representative Council may also call for an intermediate audit of its books by the appointed Auditor at any time it thinks fit.

6. MEETINGS

(a) Meetings of the Students Association shall be either the Annual General Meeting or Extraordinary General Meetings.

(b) The Annual General Meeting of the Association shall be summoned in October of each year when the Representative Council shall present a report of its proceedings and activities and an audited Statement of Accounts and Balance Sheet for the past financial year.

(c) Extraordinary General Meetings may be summoned by the Executive of the Representative Council or within 28 days of the receipt by the Honorary Secretary of a written request signed by at least twenty (20) members and specifying the purpose of the requested Meeting.

(d) At least 7 days notice shall be given by the Honorary Secretary of any General Meeting or adjourned General Meeting and this notice must be displayed on the Students Representative Council Notice Board and specify the time, the place and the business of the Meeting.

(e) At every General Meeting, a quorum shall consist of 50 per cent of the members. If at any General Meeting a quorum be not present within half an hour of the stipulated time for the beginning of the meeting, the Meeting shall stand adjourned to a time and place fixed by a majority of members present and at such an adjourned Meeting the members present shall form the quorum.

(f) At every General Meeting, the president shall preside as Chairman. In his absence, either of the Vice-Presidents may preside, but if all those officers are absent, then the members present may elect from their number a Chairman who will preside for that Meeting.
(g) The Chairman at any meeting shall have the right to vote and where there is equality of votes, he may exercise a casting vote.

(h) The Executive of the Students Representative Council consisting of the officers referred to in Clause 4a (i) of this Constitution shall meet when and where they think fit and conduct such business as they consider necessary to meet the objects of the Students Association.

(i) Decisions made by the Executive must be presented to the following Meeting of the Students Representative Council for endorsement or approval.

(j) At such meetings of the Executive, a quorum shall be three officers.

(k) The Meetings of the Executive shall be supervised by the President as Chairman but, if this officer is absent, a Vice-President may act as Chairman.

7. AMENDMENTS TO THE CONSTITUTION

(a) An amendment may be proposed by the Students' Representative Council or by written request made to the Honorary Secretary signed by at least thirty members of the Students' Association.

(b) In either case, the Honorary Secretary shall convene an Extraordinary General Meeting of the Students' Association within 28 days of his receipt of this request, for the purpose of dealing with the proposed amendment.

(c) Within 7 days of such receipt, from either the Representative Council or the petitioners, the Honorary Secretary shall display a notice setting out the proposed amendment on the Notice Board of the Association.

(d) The amendment shall be carried by no less than two thirds of the votes of those members who are present and vote on it.

(e) No amendment shall be effected without the approval of the College Council.

CONSTITUTION OF THE SPORTS UNION OF THE NEWCASTLE TEACHERS COLLEGE

1. NAME: The name shall be the Newcastle Teachers College Sports Union.

2. INTERPRETATIONS: In this Constitution and in all Rules and Regulations made hereunder, unless a contrary intention appears the following terms shall have the several meanings hereby assigned to them, that is to say:

(a) “Sports Union” shall mean the Newcastle Teachers College Sports Union;

(b) “College” shall mean the Newcastle Teachers College;

(c) “Student” shall mean a registered student of the Newcastle Teachers College;

(d) “Committee” shall mean the Committee of the Sports Union as constituted under the provisions hereof;

(e) “Executive” shall mean the Executive of the Sports Union as constituted under the provisions hereof;

(f) “Constituent Clubs” shall mean the clubs which have been admitted to constituent membership of the Sports Union under the provisions hereof and shall include those bodies set out in schedule designated in Clause of this Constitution.

3. OBJECTS: The objects of the Sports Union shall be:

(a) To encourage, foster, promote, extend and control amateur sport within the College;

(b) To co-ordinate, assist and support the sporting activities of the various Constituent Clubs and to represent them in relation with organizations within the College and with other sporting organizations.

(c) To provide, where necessary, materials, equipment and other facilities for amateur sports within the College;

(d) To undertake any other matters that the Committee determines to be in the interests of the Sports Union and its members.

4. MEMBERSHIP

(a) Each registered student of the College who has paid the Annual Students Association Fee is a member of the Sports Union;

(b) The Committee may confer Associate Membership of the Sports Union upon such person or persons as it may from time to time determine;

(c) Members of the College Staff, graduates of the College and graduates of other approved educational institutions may be granted Associate Membership on application to and approval by the Committee of the Sports Union;
(d) The Committee may confer Life Membership of the Sports Union upon such person or persons as it deems fit in recognition of their services to the Sports Union or for such reasons as the Committee may deem sufficient;

(e) If the membership fee of any member remains unpaid for a period of two (2) months after it becomes due, the member may be debarred from the privileges of membership by decision of the Committee;

(f) Associate Members of the Sports Union shall be liable for the Associate Membership Fee as prescribed in the Rules and Regulations of the Sports Union;

(g) Where a person or persons shall have been appointed as Life Members of the Sports Union they will hold Life Membership in an honorary capacity and will not be liable for Membership Fees.

5. CONSTITUENT CLUBS

(a) Any amateur sports club within the College engaged in a sport recognized by the Sports Union as being part of the sporting activities of the College shall become a Constituent Club of the Sports Union upon written application to the Committee of the Sports Union and upon decision to that effect by the Committee;

(b) Before any Club can become a Constituent Club, it shall prescribe its own Rules subject to this Constitution and the Regulations made hereunder and shall submit such rules for the approval of the Committee,

(c) Amendments to the Rules of any Constituent Club shall become effective only after approval by the Committee of the Sports Union;

(d) Subject to this Constitution and Rules and Regulations made hereunder the management of each Constituent Club shall be vested in the Committee of such Club which shall be elected annually from and by the members of the Club in accordance with its Rules;

(e) The President and Honorary Secretary of the Sports Union Committee shall be ex-officio members of the Committee of each Constituent Club but shall have no voting rights at any Meeting of the Club Committee by virtue of these officers.

(f) Notification of any change of the Committee of any Constituent Club shall be forwarded in writing to the Committee of the Sports Union within fourteen (14) days after such change has been made;

(g) Any Constituent Club may withdraw from the Sports Union after the expiration of at least six months from the delivery of written notice to the Honorary Secretary of the Sports Union of its intention to withdraw;

(h) When any Constituent Club withdraws from the Sports Union, that Club shall cease to enjoy the privileges under this Constitution and the representative appointed to the Committee of the Sports Union shall cease to be a member of such Committee;

(i) Any Constituent Club withdrawing from the Sports Union shall remain liable to the Sports Union for all the moneys owing to the Sports Union at the date of withdrawal.

6. THE COMMITTEE

(a) The governing body of the Sports Union shall be the Committee which shall consist of:

(i) The Members of the Executive elected at the Annual General Meeting of the Sports Union;

(ii) One representative elected or appointed by each Constituent Club for a period determined by that Club provided that such representative or appointee shall be a registered student of the College, a member of the Sports Union and a member of the Club, and provided also that no person shall be entitled to represent more than one Club at any time;

(iii) One representative appointed by the College Council;

(iv) Such non-voting members as the Committee may appoint from time to time in accordance with Rules and Regulations under the terms of this Constitution.

(b) A Club representative shall be deemed to have vacated his position if he absents himself from two consecutive meetings of the Committee without leave of the Committee and the Constituent Club shall appoint another delegate;

(c) If a Club delegate is unable to attend a Meeting of the Committee of the Sports Union, the Constituent Club may appoint a Proxy Delegate provided that such Proxy Delegate is also a member of the Club.

7. POWERS OF THE COMMITTEE

Subject to this Constitution, the Committee shall have discretionary power to do such things as may be incidental or conducive to the attainment of any of the objects of the Sports Union and in particular the Committee shall have power to:

(a) Delegate to any Sub-committee any matter for investigation or report;
(b) Appoint, remove and prescribe the duties of such officers as it thinks fit;

(c) Enter into contracts on such terms as it thinks fit;

(d) Acquire, manage, deal with and dispose of any property of the Sports Union, to lend material, equipment and other property to the Constituent Clubs with the provision that all such property shall continue to be owned by the Sports Union and also that no such equipment or property be loaned to non-constituent bodies without permission of the Sports Union;

(e) Affiliate with other organizations within the College and with other amateur sporting organizations;

(f) Make from time to time Rules and Regulations relating to the business of the Sports Union and Constituent Clubs;

(g) To limit for such time as it may determine the rights and privileges of any members whose actions appear to the Committee to be prejudicial to the Sports Union or any Constituent Club, provided that:

(i) The member is first given the opportunity to appear before the Committee and be heard in his or her defence, and,

(ii) The decision of the Committee to limit the rights and privileges of the member is carried by a two-thirds majority of members of the Committee.

(h) Impose fines on Constituent Clubs whose actions appear to the Committee to be prejudicial to the Sports Union or which fail to comply with any reasonable direction of the Committee and, in the event of non-payment of such fines within two months of the Constituent Club's being notified of same, to expel such Constituent Club, provided that:

(i) A representative of the said Club is first given an opportunity to appear before the Committee and be heard in defence of the Constituent Club, and,

(ii) Any decision of the Committee to exercise those powers of the imposition of a fine or expulsion be carried by a two-thirds majority of Members of the Committee.

8. THE EXECUTIVE

(a) The Executive of the Sports Union shall consist of the following:

(i) The President, Honorary Secretary and Honorary Treasurer each of whom shall be elected annually by the Members present at an Annual General Meeting of the Sports Union, provided that nominations for each office shall be called for as specified in the Rules and Regulations of the Sports Union by the Honorary Secretary not less than fourteen (14) days before the election;

(ii) The Vice-President who shall be elected from the Committee by its members at the first Meeting of the Committee held after the Annual General Meeting of the Sports Union. On his election to such office, he shall relinquish his position as a Club Representative and a new representative of the Club shall be elected from and by its members to replace him or her;

(iii) The representative appointed by the College Council.

(b) A quorum at Executive Meetings shall be three (3) voting members.

(c) The Executive may make recommendations to the Committee and may act if necessary to implement the decisions and policy of the Committee provided that all acts of the Executive shall be reported back to the Committee at its next Meeting for endorsement.

9. MEETINGS

(a) The Annual General Meeting of the Sports Union shall take place not earlier than the 30th June each year, when Executive Officers for the ensuing year shall be elected, other than the Vice-President, the Annual Financial Report and Secretary's Report shall be submitted and any General Business transacted.

(b) A quorum at the Annual General Meeting or at any Extraordinary General Meeting called by the Committee shall be 33 per cent of such numbers as may be prescribed in the Regulations of the Sports Union.

(c) If a quorum does not attend any such Meeting, the Meeting shall stand adjourned and shall be reconvened by the Secretary's giving seven (7) days' notice of such Meeting then, irrespective of the number of members present, the Meeting shall be empowered to transact legally the business for which the Meeting was called.

(d) An Extraordinary General Meeting may be called by the Committee within one calendar month of the receipt of a written request to theHonorary Secretary signed by at least twenty (20) financial members of the Sports Union, or by the Honorary Secretary on the instructions of the Committee provided that the Honorary Secretary shall have given at least seven (7) days notice of such a Meeting, such notice to be displayed on the appropriate Notice Board and that Honorary and Life Members shall be notified by letter at least ten (10) days prior to the date of the Meeting.
(e) The Committee shall meet once at least per calendar month of the Academic Year or at more frequent intervals as prescribed in the Regulations.

(f) Special Committee Meetings shall be called by the Honorary Secretary within seven (7) days of his receipt of a written request by any four (4) members of the Committee.

(g) The Honorary Secretary shall give each Member of the Committee at least seven (7) days notice in writing of any Ordinary Meeting of the Committee and at least four (4) days notice in writing of any Special Committee Meeting.

(h) At all Committee Meetings a quorum shall consist of half the number of members entitled to vote, with the exception of a reconvened meeting called after the adjournment of a meeting because of lack of quorum.

(i) At every meeting of the Committee, the President shall be Chairman, or in his or her absence, the Vice-President. If both are absent, the members present may elect one of their number to act as Chairman.

(j) In the event of equality of votes, the Chairman shall have a casting vote.

10. FINANCE

(a) The Sports Union shall have an account current with a recognized savings bank which shall be called the “Newcastle Teachers College Sports Union Account”.

(b) All moneys received by the Sports Union from any source whatsoever shall be deposited in this account.

(c) All disbursements of the Sports Union shall be in the form of cheques drawn by any two of the President, Secretary or Treasurer provided that small payments may be made from petty cash shall not exceed $20 at any time.

(d) The Committee shall cause to be kept proper books of account in relation to the funds of the Sports Union and shall prepare and present to the Annual General Meeting a Statement of Income and Expenditure for the past year and audited Balance Sheet as at the balance date of that year.

(e) A copy of these documents shall be presented to the College Council.

(f) No member shall incur the expenditure of the funds of the Sports Union without the approval of the Committee.

(g) The books of the Sports Union shall be examined by an appointed auditor from time to time and a complete audit take at the end of the financial year of the Sports Union.

(h) Each Constituent Club shall submit to the Committee on or before the 31st day of March each year estimates in detail of the Income and Expenditure for the ensuing financial year and an audited Statement of Income and Expenditure and Balance Sheet for the past financial year.

(i) No Executive or Committee Member of the Sports Union shall be liable for any loss suffered by the Sports Union or liability incurred by the Sports Union unless the same happen through his or her negligence or breach of trust.

COLLEGE CLUBS

There are formed under the auspices of the Students Union and membership is open to all students. They are intended to provide cultural, intellectual, social, political and sporting activities for students. As far as possible they should be conducted by the students' own elected representatives, but each club is assisted and guided by a member of staff when necessary. It is hoped that each student will belong to at least one club, but he would be unwise to engage in more than one major activity. College Clubs must be affiliated with either the Sports Union or the Recreational Union, and may be granted money through these Unions by the S.R.C. from students' funds.

Clubs operating at present are listed below.

SPORTING CLUBS

Rifle.
Hockey.
Soccer.
Rugby.
Basketball.
Squash.
Tennis.
Badminton.
Cricket.
Women's Softball.
Women's International Rules Basketball.
Table Tennis.
Chess.
Swimming.
Athletics.
RECREATIONAL CLUBS

Drama.
Revue.
Music.
Photographic.
Social.
Debating.
“Altjiringa”.

COLLEGE SPORT

College Sport is part of Physical Education. Students are encouraged to have a working knowledge of one winter and one summer game.

Swimming and Life Saving are organized for all students.

Carnivals are organized annually by the Sports Clubs.

In addition College teams participate in district competitions outside College hours.

INTERCOLLEGIATE VISIT

During the last week of the second term, it is usual for an intercollegiate contest to be held. Teams from the colleges compete in a number of different sports, and social functions are held thereby enabling the students of the colleges to get to know one another.

Informal contests at weekends are also held with A.S.O.P.A. and Westmead Colleges.

Students selected for teams are required to meet their own expenses.

Representation in Intercollegiate is open to all students of the college.

Selection of teams is in the hands of the respective Club Selection Committees comprising two (2) First Years and two (2) Second Years with a Physical Education lecturer as arbiter.

1969 Triangular Contest—Sydney-Newcastle-Wollongong at Sydney.

1970 To be arranged.

BLUES

Blues are awarded on performances in College Sport.

A Blue may be awarded to a student with high Representative Honours.

(i) Honours Blue—A Blue in three different sports ensures an Honours Blue.

(ii) Composite Blue—A Blue in two different sports ensures a Composite Blue.

(iii) Merit Certificate—A Merit Certificate may be awarded to candidates not reaching Blue standard.

(iv) Individual Sport Blue—For individual ability in any Sport a Blue may be awarded.

QUALIFICATIONS

Each Club is to have a Special Committee plus a coach to nominate members for Blues, the Club to deal with such.

Final nominations are to be submitted to a Sports Union Blues Committee for decision.

Sports Union Blues Committee is to consist of Sports Union Executive, Physical Education Lecturers, together with a Club representative for the particular sport being dealt with.

The number who qualify will be governed solely by the standard of play and inclusion in or exclusion from a College representative team does not automatically qualify or disqualify a player for the award of a Blue.

SPORTS FOR WHICH BLUES ARE AWARDED:

Men—Athletics, Badminton, Basketball, Chess, Cricket, Golf, Hockey, Rugby, Soccer, Squash, Swimming, Table Tennis, Tennis, Rifle Shooting.

Women—Athletics, Badminton, Basketball, Chess, Golf, Hockey, Netball, Softball, Squash, Swimming, Table Tennis, Tennis.
PRIZES AND AWARDS
**PRIZES AND TROPHIES**

At the Graduation ceremony each year students who have shown excellence in various fields are recognized by the awarding of a prize. The main prizes are listed below, but in addition there is a number of College prizes. These are awarded each year from a general fund to those students showing outstanding merit in general proficiency, or in general subjects. A prize is not necessarily given in every subject.

The names of all prizewinners are published each year in the Graduation Day Programme.

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The following awards are made at the Sports Assembly during third term.