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An Outline History of Newcastle Teachers College

At the end of this academic year, 1970, Newcastle Teachers College completes its twenty-second 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 of 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, to observe lessons and receive help. Then the college was small. Many began. While the college was small many camps and picnics were held. These were abandoned as the numbers grew and the organization became unwieldy.

To cope with this situation the students were sent to schools to observe lessons and the teachers were generous in their help. Textbooks and furniture arrived and the work of preparing students for a great increase in the number of teachers—many more than could be provided by the existing colleges.

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. These 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 Arts and Crafts 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 long felt 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.

In 1970 the long-promised building at Shortland was completed. It houses the Manual Arts and Art sections and is the best equipped centre for Manual Arts in N.S.W. 215 students are taught there.

In October, 1970, the contract was signed for the second stage of the Shortland campus and its completion will allow the whole college to move to the new site, probably in 1972.

Three year courses have begun for all students training for secondary schools and totally new courses have been prepared.

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

Warden of Women Students:

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

Registrar:
Frank B. Brady

Librarian:
Ian R. Stubbin, B.A. (Q'ld.), Dip.Lib. (N.S.W.)

Caretaker-Attendant:
Ted Auld
LECTURING STAFF 1970

ART
Camille I. Smith, A.T.D.
Donald L. Yorke, A.R.C.A., N.D.D.

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

EDUCATION
Rosina Bailey, B.A., A.T.C.L.
Jeffery W. Bennett, B.A., M.Ed., M.A.C.E.
Joseph A. Burke, B.A.
Dennis C. Chaston, B.A., M.Ed.
Trevor J. Fullerton, B.A.
L. Michael Koder, B.Sc., M.A.C.E.
Harold B. Lindsay, B.A., M.Ed.
John L McIvor, B.A., Litt.B., M.A.Ps.S.
Ralph R. Milne, B.A., M.A.Ps.S., M.A.C.E.

ENGLISH
Des Davis, B.A.
Douglas R. Huxley, B.A., Litt.B.
Graham J. McGill, M.A.
A. Paul Mitchell, B.A., Litt.B.
William H. Newling, B.A., Dip.Ed. (N.E.), M.Ed. (Syd.).
Joan E. Poole, B.A.
E. A. Smith, B.A., M.A.C.E.
Bertram L. Wood, M.A.

GEOGRAPHY
Edward A. Crago, B.Sc.
Henry J. C. Green, B.A., Dip.Ed.
Warren E. James, B.Sc. (Econs).
Reginald J. Ward, B.A.

HEALTH EDUCATION
Frank Grivas, M.B., B.S. (on leave).
Henry D. McGorry, M.A., M.D., D.P.H.

HISTORY
John J. Grady, B.A., M.A.C.E.
Noel D. Pryde, B.A. (Newc.), M.Ed. (Syd.).

HOME SCIENCE and TEXTILES
Rae Allaburton
Josephine A. Fisher
Mabel F. Grady, B.A., M.A.Ps.S., M.A.C.E.
Maia L. Juhani
OlgA K. Pilger
Ruth E. Symes

INDUSTRIAL ARTS and CRAFT
Barry W. Ableson, A.S.T.C., M.I.I.A.
David E. Corney, A.S.T.C., M.I.I.A.
Eric W. Fitness, A.S.T.C., M.I.I.A.
Hubert J. Mawby, A.S.T.C., M.I.I.A.
Donald A. Mackay, A.S.T.C., M.I.I.A.
Allan J. Pateman, A.S.T.C., M.I.I.A.
Harry Pickard, A.S.T.C., M.I.I.A.
Walter E. Wilcox, M.I.I.A.
LANGUAGES
William T. Bryant, B.A. (part-time).

MATHEMATICS
Colin C. Doyle, B.Sc., Dip.Ed., M.A.C.E.
William P. Galvin, B.A.
John W. W. Hill, B.A., A.S.T.C.
Brian F. Joyce, B.A.
Robert S. Murray, B.Sc., Dip.Ed.

MUSIC
Allan W. Curry, Mus. (Syd. Con.).
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
Kathleen J. Abernethy, Dip.P.E.
Marilyn K. Cooper, Dip.P.E.
Judith E. Cowley, Dip.P.E.
Harold W. Gillard.
Kevin Laffey, B.A., Dip.P.E.
John P. Whiteside, D.P.E.H. (Scot.).

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

STUDENT COUNSELLOR
Paul A. Newling, M.A., M.A.Ps.S.
### VACATIONS

|-------------------------------------|---------------------------------------|

### FIRST TERM

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### COLLEGE ADMINISTRATION

**ABBREVIATIONS**

- **V**: Vacations and Public Holidays
- **F**: Practice Teaching
- **E**: Examinations

### CONSERVATORIUM OF MUSIC

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(i) 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 a 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 colleges 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.

(ii) 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.

(iii) COLLEGE ACADEMIC BOARD

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

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 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.

(iv) COURSE COMMITTEES

The following Course Committees are responsible for advising the Academic Board concerning the structure and administration of the various courses and the qualifications for admission to them:

(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 who shall be chairman, together with representatives of other subject departments contributing to the course.

(v) ENROLMENT, ADMISSION AND PROCEDURES

At least one member of the staff of each Subject Department and/or Course Committee is on duty or on call as from the beginning of February each year 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 be 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 Staff Advisers to Men and Women students 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 each year.

(vi) 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.

(vii) 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

(i) EXAMINATIONS

1. The student's work in each subject will be assessed and awarded a grading for that subject at the end of each academic year.

2. This assessment may be based upon a final written examination, or upon a progressive evaluation of the student's work by the lecturer concerned, or upon both. The form of the assessment will be determined by the College Academic Board on the advice of each department concerned.

3. In all subjects, grades are awarded as follows:
   - D: Distinction.
   - C: Credit.
   - P: Pass.
   - F: Fail.

4. Deferred examinations are not granted.

5. 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, or as determined by the Head of the Subject Department concerned.

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

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

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

9. Further Examinations
   (a) After completion of the written examination or upon final assessment, the student may be called upon by an examiner to undertake further written, practical, or oral tests as part of that final assessment.
   (b) A student leaving the College with outstanding failures (thereby being recommended for conditional certification) may apply for re-examination to complete Teachers' Certificate requirements (refer Education Gazette, February, 1970, pages 47-48). The minimum period of a year must elapse between the student's failure and his re-examination. This examination may be in the same subject as he failed, or in that subject as modified, or in a subject substituted for it by the appropriate College department.

(c) Special Examinations
   (i) When a candidate is prevented by illness or by any other serious cause from sitting for the final examination, he may apply to the College Academic Board for a special examination. Such applications should be submitted within seven (7) days of the date of the examination, setting out all the circumstances of the case supported by appropriate evidence.
   (ii) When a candidate's studies during the year have been seriously hampered by illness or other serious cause he may, before the date of the examination period, submit a request to the College Academic Board that this circumstance be taken into account when his work is assessed, with a view to his being granted a special examination.
   (iii) When a candidate, during a paper at the final examination, is affected by illness to a grave degree, he may apply to the College Academic Board for the granting of a special examination in that paper. It will be necessary, however, for him to have reported this circumstance to the Supervisor-in-Charge of that examination on that occasion.

(d) Appeal against assessment. The student who wishes to question his final assessment in any subject may submit a written appeal for review of the award to the College Academic Board within three (3) days of the announcement of final results. This submission should state cogent arguments to justify the review.

(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 his course.

2. If a student has failures in any subject 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 repeat the failed subject(s) at the same time as mastering the next year of the course. Progression will depend on the standard of work,
nature and extent of the failures and the possibility of time-tabling 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 he is allowed to proceed. Such decision is a matter for the College Academic Board on the advice of the individual Heads of Departments.

4. Students who fail to reach required standards of work may be offered a choice from the following possibilities:
   (a) Repetition without allowance and without any other financial assistance.
   (b) Discontinuation of course and the assessment of bond liability.
   (c) Repetition with allowance if the failure has been brought about by circumstances beyond the control of the student, and 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) If the result is failure in practice teaching, a period of further practice in order to reach a satisfactory standard of teaching competence.
   (f) If the problem is related to medical disability of some kind, referral to the Physician-in-charge, Examination Section, Department of Public Health.

   In any such case the College is not the deciding authority. Its task is merely to prepare a report stating the relevant facts as a submission and recommendation to the Teachers College Scholarship Section.

5. Notwithstanding the provisions of the foregoing regulations 1–4, a student may seek transfer from any other course to a General Primary or Infant course at any completed stage of his academic progress.

   Such applications must be made in writing to the Principal, and will be discussed by the College Academic Board.

(iii) ACADEMIC AWARDS

1. A student whose work is of acceptable standard in all subjects and at practice teaching will be recommended for appointment with Teacher's Certificate Attainments subject to the usual conditions of satisfactory service.

2. It is to be noted that the Teacher's Certificate is awarded by the Director-General of Education and is dependent upon the teacher satisfying requirements in respect of—
   (a) educational attainments
   (b) teaching skill
   (c) probationary service.

   The periods of satisfactory probationary service required for the award of a Teacher's Certificate are:
   - for a 5-year trained student . . . . . 1 year
   - for a 4-year trained student . . . . . 1 year
   - for a 3-year trained student . . . . . 2 years
   - for a 2-year trained student . . . . . 3 years

3. Students who satisfactorily complete the 4-year Secondary Art course are awarded the Diploma in Art (Education). They are entitled to wear the academic dress appropriate to that status consisting of a black graduate gown, a trencher, a hood of black having a three inch cream edging, then a two-inch stripe in orange followed by a four-inch stripe in deep gold.

4. Students who satisfactorily complete the 4-year Secondary Music course are awarded the Diploma in Music (Education). They are entitled to wear the academic dress appropriate to that status, consisting of a black graduate gown, a trencher, a hood with a two-inch white edging followed by a two-inch stripe in maroon.

(iv) ATTENDANCE AT LECTURES

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

2. It is the student's individual responsibility to be present at every lecture, demonstration and laboratory period, and any other occasion demanded by a subject or course.

3. If a student is absent from a significant proportion of lectures in any subject, he may be failed because he has not given proper attention to the course, and consequently is deemed not to have profited sufficiently from it.

4. The Department of Education as the authority controlling scholarship allowances requires that any absence of more than three (3) days should be reported.
5. 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 Adviser to Students for leave of absence to be granted. A medical certificate is to be submitted in case of illness of four days or more.
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.

APPPOINTMENT TO
N.S.W. DEPARTMENT OF
EDUCATION SCHOOLS
APPOINTMENT 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 Certificate teachers.

Ex-students granted Conditional Certificate attainments are appointed on a salary scale different from those with Certificate attainments. Students who qualify for Certificate 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 actual regulations will be found on pages 264, 265 of the Teachers' Handbook, second edition, as revised in 1969.

4.6.20. Application for Three Years' Trained Status

4.6.20.1. Teachers may qualify for three years' trained status by:

1. Completing six-ninths of a three-year course leading to a university degree (or five courses including a distinction course in the case of a candidate for an honours degree in Arts) provided these courses include two years in each of two teaching subjects, or holding approved equivalent attainments, and

2. Completing an approved course of teacher training of at least one year's duration.

Note: Where, as in the case of students in returned university groups, approved courses of study have been undertaken prior to the professional year at Teachers' College and credit for these courses has been given in the award of two years' trained status on entry on duty as a teacher, requirements for three years' trained status are the completion of four-ninths of a three-year degree course (including at least one teaching subject), or an acceptable equivalent, in addition to the courses counting towards two years' trained status.

4.6.20.2. Two years' trained teachers may qualify for three years' trained status by:

1. Completing at least four-ninths of an approved three-year university degree, or

2. Completing an acceptable proportion of an approved diploma or other tertiary course; in general, four-ninths of the approved course will be acceptable, but a greater proportion of some courses may be required.

To interpret the above these notes are given.

1. No university course taken concurrently with a Teachers College course will be recognized as contributing towards the granting of three-year trained status.

2. If a student enters the College with six-ninths of a degree complete he will obtain three-year trained status after a one-year course at the College.

3. If a student enters the College with three-ninths of a degree complete he will be granted one year towards two-year trained status.

If, after one year at the College, he does additional university units he will need to complete a further four-ninths of a degree to obtain three-year trained status.

4. If a student enters the College with four-ninths of a university degree complete he will need to complete a further three-ninths after leaving the College to obtain three-year trained status following a one-year professional course.

5. If a student enters the College with five-ninths of a degree complete he will need to complete a further two-ninths of a degree after leaving the College to obtain three-year trained status.

In other words College authorities recognize six-ninths of a degree, taken before the student enters College, and the subsequent one-year course at College as qualifying a student for three-year trained status. Otherwise however, the student needs seven-ninths of a degree if the College course is interposed between University subjects, in order to qualify him for three-year trained status.

6. Two-Year Trained Status. If a student has one-ninth or two-ninths of a degree completed before entry to the Teachers College he must complete a two-year College Course to obtain two-year trained status. He can obtain three-year trained status thereafter by completing the remaining units to bring the total to four-ninths of a degree. (See Teachers' Handbook 4.6.20.2 as revised 1969.)

(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 Registrars 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 Details 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 some 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 Details 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.

(i) 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 skills 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 One-Teacher School at Minmi and the One-Teacher Fern Bay Infant School are visited for demonstrations in Small School Method.

During 1970 demonstrations were arranged for:
First Year—English, Mathematics, Music, Physical Education, Social Studies.
Second Year—Art, Craft, English, Mathematics, Music, Natural Science, Physical Education, Social Studies.

(ii) JUNIOR SECONDARY AND PROFESSIONAL YEAR COURSES

Demonstrations were arranged during 1970 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 Schools:

Broadmeadow High School
Cardiff High School
Cooks Hill Girls High School
Gateshead High School

Demonstration were arranged in:

Hamilton Girls Junior High
Hunter Girls High School
Jesmond High School
Kotara High School
Newcastle Boys High School
Newcastle Girls High School
Newcastle Technical High School
Wallsend High School
Whitebridge High School
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

The requirement that students undertake one or more periods of practice teaching unsupervised by the college staff is under review. Where this experience is required, it 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. This practice is required of all University students at the beginning of their fourth or professional year.

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.
INFORMATION FOR THE YOUNG TEACHER

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

This book, of some 608 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 pupil 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 departmental publication—hitherto known as The Education Gazette, and published monthly—will in future be known as inside education; journal of the N.S.W. Department of Education.

By reason of the provisions of the Teaching Service Act, 1970 (which was assented to on 13th March 1970), it is necessary for the Department in future to publish on a fortnightly basis an Education Gazette so that

All notices of appointments, promotions, retirements, dismissals, and annuillment of appointments of officers made under this Act shall be published in the Education Gazette, and a notice so published shall be conclusive evidence of the appointment, promotion, retirement, dismissal, or annuillment of appointment specified in the notice. (Vide section 44.)

As such, the Education Gazette will therefore assume the functions of the Government Gazette of N.S.W. and Public Service Board Notices insofar as officers and employees in the teaching service are concerned. All proclamations, notices and regulations under the Teaching Service Act 1970 will also be promulgated in the Education Gazette—and not necessarily in the monthly publication inside education.

Distribution of the Education Gazette, the first issue of which is expected to be published on Tuesday, 11th August, 1970, will be to all governmental teachers colleges, primary and secondary schools, throughout New South Wales, in sufficient numbers for each lecturer and teacher to receive a copy. Copies will be despatched to staff inspectors, inspectors of schools and supervisors, as well as to senior administrative staff.

All teachers should note the administrative information of personal as well as professional value to them, 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. 257-260. 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. 216-219.)

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 OF ABSENCE


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.

A teacher transferred to another inspectorial district shall also notify the inspector of the district he is leaving. Again this notification is forwarded via the school principal.

(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 conducts:

a Health Society with a comprehensive coverage of medical, dental, hospital and pharmaceutical benefits;

a Credit Union for loans at minimum interest rates;

a Library of books and periodicals.

There is a Teachers’ Building Society, not run directly by the Federation, but providing home finance to teachers exclusively. Information about it can be obtained from the Federation.

The Teachers’ Club, with all the usual club facilities, is situated in Federation House.

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.
THE
LIBRARY
THE LIBRARY

The main College library collection is housed in a separate brick building near the front gate. Normally it is open from 8.30 a.m. to 5.00 p.m. Monday to Friday for study, reading, borrowing, and the return of loans. In the vacations, the opening hours are 9.00 a.m. to 5.00 p.m., while during the weeks of practice teaching sessions, it opens later and closes later (normally 7.00 p.m.) so that teaching materials may be borrowed and returned after school. The hours of opening and any variations in them will be posted on the library notice board in plenty of time.

There is a branch library at the Shortland annexe which does not keep the same hours. Times of opening and closing are posted at that library. It contains books, serials and related material connected with the Industrial Arts and Art courses taught there. The same library regulations apply. As would be expected, the main library's collection is heavily weighted towards educational topics with considerable coverage in other subjects in the sciences, social sciences and humanities. If any student or staff member wishes to suggest a book for purchase, this will be welcomed by the librarian.

The collection contains nearly forty-thousand volumes of monographs and periodicals all of which are entered alphabetically in the card catalogue; the periodicals by title and the monographs by author and subject. Monographs are only given a title entry if the title is distinctive, e.g., Girl with a monkey.

Serials (i.e., journals and periodicals) are kept separately from books, and current unbound issues stored in pigeon holes on the south wall of the periodicals area. Access to the matter in the several hundred periodicals may be had by using the periodical indexes such as Education Index, Art Index, and Australian Public Affairs Information Service. Library staff will be pleased to explain their use and the wealth of up-to-date information they unlock from serial publications. Information relevant to many subjects thinly or not at all represented in the catalogue may be obtained by using these indexes.

For more immediate reference use, several hundred books (marked "R") are designed, along with encyclopaedias and atlases as reference books and may not be borrowed. If assistance with these reference books in the use of the catalogue is needed, library staff will be pleased to give it.

The book collection is arranged by the familiar Dewey Decimal Classification which brings related subjects together using a numerical notation. Some Dewey classes follow:

- 000—099 General works
- 030 Encyclopaedias

These numbers are further divided (e.g. 370.15: Educational Psychology) and a copy of the classification book is kept on the catalogue cabinet. Use will make the system familiar.

Besides printed volumes, there is a substantial collection of film strips, records, maps, teaching pictures and art prints. Almost all of these may be borrowed, so that students may use library materials for recreational as well as academic purposes. The 35-mm filmstrips are listed in a separate catalogue kept with them.
Any book whose classification number is preceded by the letter "S" (for Stack) is not kept in the open shelves, but any member of the library staff will quickly obtain it. Of some heavily used titles held in multiple copies, some are kept in the open shelves and others in the stack.

Upon the payment of the prescribed library fee and production of the receipt, every student may register as a borrower by completing a registration card in the library. This entitles a first or second year student to have four books at a time on loan, while a third or fourth year student may borrow five books or periodical volumes. Borrowed material may be retained normally for one week, and if it has not been reserved at the end of that time, the loan may be renewed if the volume concerned is brought in to the library desk. However, the librarian may require that certain books in heavy demand remain in the library building, or recall any book before the loan period of one week is completed. While any person may, with the librarian's permission, make use of library material within the building, certain classes of persons may, upon payment of the prescribed fee be registered as external borrowers.

Books lost by students and not subsequently found must be replaced or paid for by the student concerned. Replacement is preferable. Each borrower is responsible for books taken out in his name, so caution is recommended in allowing others to borrow on one's card.

Books which are overdue after the one week loan period attract a fine of twenty cents (20c) per day. All students are urged to return books on time, because the librarian is interested in greater use of library material, and not in making a profit from overdue fines.

Similarly, students are urged to ask a library staff member for assistance if confronted with any problem concerning the use of the library and the material in it.
COURSES OF STUDY—PRIMARY AND INFANT COURSES

From the beginning of 1971 all students entering the College to undertake General Primary or Infant Courses will do a three-year course as follows:

<table>
<thead>
<tr>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Hrs</td>
<td>Subject</td>
</tr>
<tr>
<td>MAIN STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Main Studies I G.P. Group A</td>
<td>3</td>
<td>Main Studies I or II G.P. Group A</td>
</tr>
<tr>
<td>Main Studies I G.P. Group A or B</td>
<td>3</td>
<td>Main Studies I or II G.P. Group A or B</td>
</tr>
<tr>
<td>CURRICULUM STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music C.S. I G.P.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>GENERAL PROFESSIONAL STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education I G.P. Communications I G.P.</td>
<td>4</td>
<td>Education II G.P. Communications II G.P.</td>
</tr>
<tr>
<td>Totals</td>
<td>24</td>
<td>Totals</td>
</tr>
</tbody>
</table>

SERVICE STUDIES

Service Studies offered by Subject Departments to meet student needs.

MAIN STUDIES form a group of academic subjects studied in depth. A Main Study unit is a study of the chosen subject for at least one full year, and is so called because each Main Study unit is a part of a sequence of three subject units and entry to the second year of a Main Study is dependent upon success in the previous year's work in that subject. A major sequence is a successful study of a Main Study subject for three years, e.g., English I, English II, and English III. Each student's course must include one major sequence from the Main Studies offered, either in Group A or in Group B.

A minor sequence is a successful study of a subject for two years, e.g., History I and History II.

Main Studies are divided into two groups, Group A and Group B. Each year a student must attempt two Main Study units, one of which must be from Group A. A major sequence may be in either Group A or Group B subjects. Subjects offered as Group A and Group B Main Studies will be found at the beginning of each Subject Section of the Calendar, e.g., English, Social Science, etc.

CURRICULUM STUDIES are those subjects which are related closely to one or more syllabuses in the N.S.W. Education system, and include both content and Method.

GENERAL PROFESSIONAL STUDIES are courses in Education, Communications skills relevant to teaching and learning, and Health Education.

SERVICE STUDIES are additional subjects not included in the course requirements, but designed to help students overcome special individual difficulties, or to improve and develop special professional skills. They will therefore be of two kinds, Tutorial, and Developmental. Enrolment in such courses will be voluntary. On the basis of diagnostic tests taken upon admission to College, however, students will be recommended to undertake certain Tutorial courses according to their individual needs.

COURSES OF STUDY—SECONDARY

The following courses are available for Secondary Students: Geography, Commerce, Mathematics, Science, Home Science and Textiles, Industrial Arts.

<table>
<thead>
<tr>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Hrs</td>
<td>Subject</td>
</tr>
<tr>
<td>GENERAL PROFESSIONAL STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>Education Communications</td>
</tr>
<tr>
<td>SPECIFIC PROFESSIONAL STUDIES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Subject to be studied in each of three years to form a major sequence; One Subject to be studied to form a minor sequence. At least two Elective units of 4 hours per week each outside the subject area of the course, which may be taken in any year of the course (as recommended by the Head of the Subject Department). A maximum of 16 hours per week in each year and a maximum of five subjects per year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SERVICUS STUDIES</td>
<td></td>
<td></td>
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<tr>
<td>Service Studies offered by Subject Departments to meet student needs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SPECIFIC PROFESSIONAL STUDIES are the groups of subjects related to the Study of a single Secondary subject area such as Geography, Commerce, Mathematics, Science, Home Science and Textiles, and Industrial Arts, and include Curriculum Studies for that subject.

GENERAL PROFESSIONAL STUDIES are courses in Education, Communications skills and Health Education.

SERVICE STUDIES are as outlined under Primary and Infant Courses (page 51). For details of Courses provided under Specific Professional Studies see the Individual Subject outlines set out in the following pages. Electives may be taken from those listed under Main Studies (Primary and Infant Courses) or from other Secondary fields meeting the requirements.
ART

COURSES IN ART FOR 1971

DIPLOMA IN ART—Course Outline.

MAIN STUDIES A—Art History.

MAIN STUDIES B—Art I.

ART II G.P.—Art Education in the Primary School.

ART II L.P.—Art Education in the Infant School.

ART I S.A.—Art Method for First Year Diploma in Art Education students.

ART II S.A.—Art Method for Second Year Diploma in Art Education students.

ART III S.A.—Art Method for Third Year Diploma in Art Education students.

ART IV S.A.—Art Method for Fourth Year Diploma in Art Education students.

ART V S.A.—Art Education for Honours Diploma students.
**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:

<table>
<thead>
<tr>
<th>Teachers College Component</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Year I</td>
</tr>
<tr>
<td>Art and Craft Method and Demonstrations</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
</tr>
<tr>
<td>English and Speech</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education and Health</td>
<td>(H.E.)</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
<td>1(P.E.)</td>
</tr>
<tr>
<td>Total Hours</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>National Art School Component</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Year I</td>
</tr>
<tr>
<td>Design</td>
<td>3</td>
</tr>
<tr>
<td>Drawing</td>
<td>5</td>
</tr>
<tr>
<td>Painting</td>
<td>2</td>
</tr>
<tr>
<td>Composition</td>
<td>3</td>
</tr>
<tr>
<td>3-D Design</td>
<td>3</td>
</tr>
<tr>
<td>History of Arts</td>
<td>3</td>
</tr>
<tr>
<td>Graphic Art</td>
<td>3</td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
</tr>
<tr>
<td>Jewellery</td>
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<td>Total Hours</td>
<td>19</td>
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MAIN STUDIES A—ART HISTORY

EUROPEAN ART

Examination of the relationship of Art to Society in significant historical eras. Investigation of the changes in the concept of art during the twentieth century.

MAIN STUDIES B—ART I

A predominantly practical course requiring evidence of the necessary creative potential to reach a high standard of achievement in selected areas of specialization.

ART II G.P.—ART AND ART EDUCATION

Three hours per week

The art course aims, through direct contact, to provide an understanding of the skills, materials, thought, response and involvement which are the special province of the visual arts.

The work is designed to provide a series of exercises which will help realize and extend each student's creative potential and be of immediate relevance to the classroom.

Course components are as follows:

1. Composition and Picture Making—Organization of shapes in space, experimentation with media, drawing and painting.
2. Design Fundamentals.
4. The Development of Modern Art.
5. Modelling.
7. Theory and Practice of Art Teaching.
8. Practical Teaching Experience—Lectures in Organization, Syllabus structure and Programming with emphasis on primary grades.

Assessment will be by means of progressive evaluation through assignments in practical work and written exercises.

TEXT AND REFERENCE BOOKS:

Lowenfeld, V.: Creative and Mental Growth.
McFee, J. K.: Preparation for Art.
Read, H.: Education Through Art.

Cole, N. R.: Arts in the Classroom.
Barkan, M.: Through Art to Creativity.
Gombrich: The Story of Art.
McCurdy, Charles (Ed.): Modern Art: A Pictorial Anthology.
Larousse Encyclopedia of Art series.

Periodicals.

Art and Australia.
Australian Society for Education through Art.
Art Gallery of New South Wales Quarterly.
Art Education.
Art International.
Architecture in Australia.
Art and Craft in Education.
Ceramics Monthly.
Script, Screen and Art.
Pottery in Australia.

ART II L.P.—ART AND ART EDUCATION

Three hours per week

Refer to course for Art II G.P., page 56.

This course will refer specifically to Infant grades in practical teaching, organization, syllabus structure and lesson programming.

ART S.I.A.—1972

Two hours per week

The full course will be divided into four areas of study:

1. Drawing skills
2. Design
3. Ceramics
4. Appreciation

1. Drawing:

To improve the student's drawing ability through practical exercises. Attention will be given to developing the use of observation and drawing techniques in figure drawing, free-hand sketching, use of perspective and methods of illustration.
2. Design:
Three aspects of design will be covered:
Expressive design in two dimensions including graphic art and picture making.
Functional design as applied to architecture.
Three dimensional design and elements of sculpture.

3. Ceramics:
Practical experience in ceramics and pottery techniques used in the high school.

4. Appreciation:
An introduction to art appreciation and the history and development of art. Methods of presentation will be through theory and history lectures, written assignments and discussions.

Courses prescribed for Diploma in Art Education

ART I S.A.—ART, CRAFT AND METHOD

Four hours per week

This course is designed to orientate the Art Student's skills and developing experiences in art toward art education and to provide the necessary professional training for classroom practice.

The course will contain the following strands:
(1) Child growth and development and child art.
(2) Theory and practice of art teaching.
(3) Exploration of a variety of lesson types.
(4) Relationship of aesthetic standards and effective teaching procedures.
(5) Methods and techniques for painting, design, sculpture and crafts.
(6) Practical teaching experience—organization, syllabus structure and programming with emphasis on Infant and Primary Grades.

ART II S.A.—ART AND METHOD

Four hours per week

Units of work will be concerned with the various fields of experience relative to art teaching requirements in the secondary schools of N.S.W.
5. Practical teaching experience and demonstrations.

ART IV S.A.—ART METHOD.

*Five hours per week.*

1. Theory of Art Education:
   - The place of Art in educating the exceptional child—the gifted and handicapped child.

2. Teaching methods and techniques:
   - (a) Interior design.
   - (b) Industrial design (product and graphic).
   - (c) Sculpture.
   - (d) Jewellery.
   - (e) Applied design.
   - (f) Ceramics.

3. Syllabus, programming, lesson register, and teaching organization.

4. Organization of an Art Department:
   - (a) Administration.
   - (b) Supplies and materials.
   - (c) Care and operation of equipment and machinery.
   - (d) Assessment—techniques of examining and assessing achievements.

5. Practical teaching experience and demonstrations.

Assessment, Textbooks, and References for courses Art I S.A.—Art IV S.A.

Assessment will be by means of progressive evaluation at the termination of each unit of work. Methods to be used will include objective tests, essays, and assignments and class or seminar presentations.

**TEXTBOOKS AND REFERENCES:**

Wide reading will be necessary since comparative studies are essential to the establishment of sound criteria. A complete list of titles and authors held in the Newcastle Teachers College Library which will provide reference for specific areas of study will be given to each student on commencing the course.
EDUCATION, PSYCHOLOGY, AND SOCIOLOGY

Students in Lower and General Primary Courses and some Junior Secondary Courses may elect to study any of the following Main Study courses.

MAIN STUDIES A

EDUCATION: EXCEPTIONAL CHILDREN

This course aims to give a broad introduction to the concept of the "Atypical child".

SEMESTER I

Conspectus course to provide experience of many kinds of exceptional children. It is mainly a descriptive course involving observational visits to special schools and institutions.

SEMESTER II

This course is concerned with understanding the behaviour of exceptional children. Using a developmental approach attempts are made to explain the reasons behind atypical behaviour.

REFERENCE BOOKS:

EDUCATION: COMPARATIVE EDUCATION

The courses in this field will examine the provision of educational facilities in several countries. The first year of the course will concern itself with Polynesia, Melanesia, China, Japan, Laos, Cambodia, Vietnam, Thailand and, in some detail, the education of the Australian aborigine.

REFERENCE BOOKS:

PSYCHOLOGY: EXPERIMENTAL EDUCATION

AND PSYCHOLOGY

The nature of educational research and research techniques.
Establishing a problem. The hypothesis.
Research design; collection of data; analysis of data.
(Knowledge of basic statistical concepts and their computation is assumed.)
Writing the research report.
Examination of research studies.
Progressive experimental work. Initially group work based on defined problems in certain areas but eventually leading to an independent investigation.

REFERENCES:

Psychology: Personality.
The problem of defining personality.
Theoretical considerations of personality.
Measurement of personality.
Processes involved in personality formation.
Personality as a determinant. Effects of personality differences on perception, imagination, thinking, memory, decision and action.

REFERENCES:
Hall, C. S. and Lindzey, G., Theories of personality, N.Y., 1957.

SOCIOLOGY: THE GROUP

This course aims to give a general understanding of the individual's behaviour within a social context. From a general introductory discussion of social influence the concept of group and group influence is developed. Basic principles, derived from a detailed study of within group conformity and interpersonal attraction, are applied to the social climate of the classroom.

REFERENCES:
To be announced in 1971.
MAIN STUDY B.

EDUCATION: INFANT EDUCATION 1.

This course makes a survey of the organization and the characteristics of pre-school kindergartens and infant schools. The course considers general pre-school education, the history of the nursery school and the history of infant education. Examination will be made of particular theories of the development of young children.

Visits to various nursery and infant schools will form an integral part of the course.

REFERENCES:

EDUCATION: SMALL SCHOOLS 1.

This course examines the purposes of the small school within its unique social setting. Particular emphasis will be placed on the role of the school and the teacher in the community. The course will involve visits to such schools. Discussions with small-school teachers will form an integral part of the course.

REFERENCE BOOKS.

EDUCATION: CREATIVITY IN THE CLASSROOM 1

Students will observe demonstration lessons in which children are engaged in creative activities. From what students learn from these, and from their study of expert works in this subject they will be guided to determine the general definition of creativity and the particular ways in which it is interpreted in specific areas.

TEXTBOOKS:

REFERENCES:

GENERAL PRIMARY COURSES IN EDUCATION

EDUCATION I: G.P.

PART A—CHILD DEVELOPMENT I

Three hours per week

AIMS

The aims of this course are:
(a) to give the student a professionally relevant knowledge of normal child development;
(b) to sensitize the student to the needs and problem of children in an educational setting;
(c) to develop in the student the capacity to distinguish between well-founded and merely conjectural statements in the field of child psychology.

SEMESTER 1

Basic concepts of psychology: motivation, stimulus, response, learning.

Principles of human development: characteristics, trends, heredity, environment, maturation.

Development of the concept of the self: physical features, identification, other influences, the ideal self.

Physical and motor development: relation to self-concept, trends and critical stages including puberty, physical defects, control of body, handedness.

Emotional development: Nature of emotions, emotional patterns of childhood, emotional control.

SEMESTER 2

Social and moral development: social interaction and social learning; play, social maturity; Stages of character development, moral learning, classroom discipline.

Concept development: Piagetian theory of concept development; relation to curriculum.
Intellectual development: Nature of intelligence, general patterns and individual variations in development, measurement of intelligence, relation to curriculum and to individual achievement factors influencing intellectual development.


REFERENCE BOOKS:

ASSIGNMENTS: An essay, 1,200 words, due 30 July. Three reports on practical exercises, due 7th May, 6th August, and 29th October.

PART B.—PRINCIPLES OF TEACHING I

One hour per week

Semester I. Classroom Interaction

This semester course concerns itself, in general, with an examination of teaching behaviour as suggested by role theory and, in particular, with an analysis of the verbal behaviour of teacher and pupils.

TEXTBOOK

REFERENCE BOOKS

Semester II. Teaching Fundamentals

This semester course is practical in orientation. It will involve an investigation of problem solving, discovery learning and creativity.

TEXTBOOKS

REFERENCE BOOKS

ASSIGNMENTS
- Practical exercises, due 7th May and 29th October.

EDUCATION II G.P.—1971 ONLY

Three hours per week

PART A—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 B—PERSPECTIVES IN EDUCATION

This course will examine the aims of education in the light of their philosophical and historical background and 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.

PART C—FOUNDATIONS OF TEACHING II

LOWER PRIMARY COURSES IN EDUCATION

EDUCATION II L.P.

Refer to Education II G.P. above.

EDUCATION II L.P. INFANT EDUCATION

Two hours per week

A selection of topics will be made from Main Studies B: Infant Education I, page 64.

REFERENCES
ASSIGNMENTS

Topics will be selected by students from areas of special interest. Emphasis will be placed, however, on practical application. Due: 1st June, 30th September.

JUNIOR SECONDARY COURSES IN EDUCATION

EDUCATION I J.S.—CHILD DEVELOPMENT I
—PRINCIPLES OF TEACHING I
Refer to Education I G.P. page 65.

EDUCATION II J.S.—EDUCATIONAL PSYCHOLOGY II
—PERSPECTIVES IN EDUCATION
Refer to Education II G.P. page 67.

EDUCATION III J.S.—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 schoolchild. 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 IIID—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.

ONE-YEAR PROFESSIONAL COURSES

Students doing the Primary or Secondary course, except for S.L.A. (Artisan), will not be allocated Education courses until 1971. Courses will be offered after consideration of the entrance qualifications of the students.
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.

TWO-YEAR PROFESSIONAL COURSES

Primary and Secondary

EDUCATION I XU,P and XU,S

Four hours per week

Refer to Education I G.P. page 65.

EDUCATION II XU,P and XU,S—To be announced in 1971.

DIPLOMA IN ART EDUCATION

EDUCATION I S.A.

Two hours per week

Refer to Education I G.P. page 65.

Child Development I Semester I course.

Principles of Teaching I.

EDUCATION II S.A.

Two hours per week

Refer to Education I G.P. page 65.

Child Development I Semester II course.

EDUCATION III S.A.

Four hours per week

Refer to Education II G.P. page 67.

EDUCATION IV S.A.

Four hours per week

Refer to Education III J.S. page 68.

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.


DIPLOMA IN MUSIC EDUCATION

EDUCATION I S.Mu.

Two hours per week

Refer to Education I S.A. above.

EDUCATION II S.Mu.

Two hours per week

Refer to Education II S.A. above.

EDUCATION III S.Mu.

Two hours per week

Refer to Education II G.P. from which a selection of topics is made.

EDUCATION IV S.Mu.

Six hours per week

Refer to Education II G.P. and Education III J.S. page 68.

EDUCATION V S.Mu.

Refer to Education V S.A. above.
DEPARTMENT OF ENGLISH

Main Studies
Communications G.P.
Curriculum Studies G.P.-L.P.
Communications S
One and Two-year Professional Studies
English for Diploma in Art and Music Students
DEPARTMENT OF ENGLISH

COURSES IN ENGLISH, 1971

MAIN STUDIES 1 G.P.

Electives in English Main Studies will be offered by the English Department in a number of different aspects of English, listed as follows under Group A and Group B Electives. Students may elect a major sequence in English from the Group A subjects, or a minor sequence from the Group B subjects, or select single subjects from either group not being part of a major or minor sequence.

ENGLISH ELECTIVES GROUP A. Initial courses offered for 1971.

(i) Commonwealth Literature

The Literatures of Canada, New Zealand, Australia, South and West Africa, the West Indies, India, Malay, and Singapore, providing valuable national additions to the body of literature in English, and having new and interesting subject matter often experimental and unconventional.

(ii) Survey of World Drama

This one-year course will be a broad course of reading in dramatic literature, designed to explore the relationship between the play and the theatre in which it was performed.

(iii) Elements, Sources, and Developments of Arthurian Romance: a Thematic Study

The course will examine briefly the origin in folktale and epic tradition of the legendary king and investigate developments and adaptations of this material from the fourteenth to the present century.

(iv) Language Studies

Studies in Old and Middle English, the History of English, the Structure of English, the Grammars of English and similar topics. Initially a one-year course.

(v) The Short Story as an Art Form.

A study of the development of the short story, and an examination of examples from the Literature of many countries, English, American, French, Russian, Australian and so on. A one-year course.

(vi) Modern Poetry.

The course will involve the intensive reading of selected twentieth century poets, English, American and Australian, including Yeats, Eliot, Auden, Thomas, Cummings, Frost and Hope.


Studies in the development of the Australian novel since about 1930, involving examination of the writings of major novelists with added opportunities for students to pursue personal interests.

(viii) Recent Australian Writing (Non-fiction).

A study in the widely different genre of recent Australian paperbacks, and publications such as “The Bulletin”. Opportunity will be given for individual student selection of related works. A one-year course.

(ix) American Literature.

A one-year course in the study of American writers and their work.

(x) The Contemporary English Novel.

A one-year course in the reading of novels by modern English novelists.

(xi) Australian Poetry.

Studies in the development of Australian poetry, and the work of significant contemporary poets. A one-year course.

(xii) Art of Speech.

The course would be designed to meet the special needs of teachers in the field. Its aim would be to help teachers themselves to speak well, and to suggest methods of cultivating good, pleasing speech in school pupils. A considerable amount of practical work, based on sound principles, theory and understanding of techniques, would be incorporated, and an amount of observational work in centres dealing with defective and faulty speech would be provided for. Some guidance in understanding and diagnosing the more common types of difficulties with speech likely to be met with in children would be given, and, beyond this, teachers might be given some knowledge and experience of corrective work with a view to overcoming the less complex types of speech difficulties in their pupils.

The result of the course generally might do much towards providing “speech specialists”, and towards gaining some qualifications, e.g. from the N.S.W. Conservatorium of Music or other recognised examining body.
The Course could be taken as a “Major” Study of, say, four hours a week, and could be taken in yearly Units, I, II and III.

ENGLISH ELECTIVES GROUP B

(i) Practical Drama.

The skills of play-production and acting will be developed through active participation in student performances. The course is of one year's duration.

(ii) Oral Communication.

This Course would provide training in the use of our spoken language by providing as many practical experiences as possible in such situations as Public Speaking, Debate, Discussion, Meetings etc.; Delivery in terms of the oral interpretation of prose, poetry and drama.

These experiences and exercises would be accompanied by sufficient incidental explanations of principles and theory to make them meaningful to the teacher, and should result in not only improved personal development but also ability to examine in speech, adjudicate debates, correct speech faults, etc., and give the teacher a sounder understanding of his own and his pupils' speech.

2. COMMUNICATIONS

The Courses in Communications are designed to develop in students an understanding of the various means by which basic communication takes place, and to give them some concept of the educational significance of these for both the teacher and the pupil. Communications courses are available for General Primary and Junior Secondary students as indicated.

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.
Improvizations.
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 COMMUNICATION

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

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): TEACHING COMMUNICATION IN THE INFANT SCHOOL

One hour per week (one Semester)

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 works. Use of contrast in visual quality. The value of the use of print similar to that used in writing.

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

   The complementary qualities of these approaches.

   (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
Gregg, J.: *Beginning the Three R's.*
Hildredth, G.: *Teaching Spelling.*

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

ENGLISH II G.P.—COMMUNICATIONS
Two hours per week—Semester courses

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

THE MODERN MIND
One hour per week (one Semester)

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, Eleamore Dark, Thea Astley, Gavin Casey, Miles Franklin, Harry Memfis Richardson, Peter Cowan, Katherine Prichard, Xavier Herbert, Louis Stone, Kenneth Mackenzie, Thomas Keneally, Kylie Tennant, David Martin, Brien 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 (b)—LISTENING

One hour per week (one Semester)

The aims of the course are:
(i) To discuss the importance of listening in human communication;
(ii) To indicate the nature of listening and the skills necessary for efficient listening;
(iii) 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 Nichols: Speaking and Listening.
Nichols and Stevens: Are You Listening?
Russell and Russell: Listening Aids Through the Grades.
Taylor: Listening.
Weaver et al.: Speaking and Listening.

Method of Assessment—Progressive evaluation.

PART (c)—MASS MEDIA

One hour per week (one 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
Elmer, Auft, and Age: Introduction to Mass Communications.
Thompson: Discrimination and Popular Culture.
Tucker: Understanding the Mass Media.

Method of Assessment—Progressive evaluation.

PART (d)—SPEECH EDUCATION II

One hour per week (one Semester)

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.


5. Special Technical use for:
   (i) Speech Making,
   (ii) Story Telling,
   (iii) Choral Verses—Speaking.

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

7. 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.
Fräes, C. C.: Linguistics and the Teaching of Reading.
Compton (ed.): Spoken English.
Sanson, Clive: Speech and Communication in the Primary School.
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 and final written and Practical tests.

3. CURRICULUM STUDIES
(Two hours per week)

PART (a)—ENGLISH I GP—GROWTH OF LITERATURE—CS I GP
Two hours per week

This is a background course in English Literature for students who will be teaching English. It provides a general overview of English Literature from its beginning until the present day.

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.

PART (b)—ENGLISH METHOD IN THE PRIMARY SCHOOL
One hour per week

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.
   (d) Treating an expository topic.
   (e) Topic selection throughout the grades.
   (f) Evaluation of written expression.

TEXTBOOKS
Schonell, F.: The Teaching of Reading.

REFERENCE BOOKS
Anderson, P. S.: Language Skills in Elementary Education.
Gregg, J.: Beginning of Three R's.
Hildredth, G.: Teaching Spelling.
Logan and Logan: A dynamic approach to the language arts.
See also references after Primary Method U.P. (page 87).

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


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—Han Christian Andersen.

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. Nesbit'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)—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. 84). 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. 84).

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.

REFERENCES
Anderson: Language Skills in Elementary Education.
Anderson: The Singing Roads.
Applegate: Freeing Children to Write.
Arnstein: Poetry in the Elementary Classroom.
Burns and Lowe: The Language Arts in Childhood Education.
Clegg: The Excitement of Writing.
Elyard: Fun With Speech.
Fisher: Intent Upon Reading.
Frost: Issues and Innovations in the Teaching of Reading.
Gattegno: Reading with Words in Colour.
Lane and Kemp: An Approach to Writing in the Primary School.
Logan and Logan: A Dynamic Approach to the Language Arts.
Murphy: Creative Writing.
Murphy: Douglas Can't Read.
Murphy: To Perceive and to Write.
Powell: English Through Poetry Writing.
Roth and Altshuler: Writing Step by Step.
Schonell: Backwardness in the Basic Subjects.
Spache: Reading in the Elementary School.
Wagner and Hosier: Reading Games.
Whitehead: The Disappearing Dais.

Periodicals:
Primary Education.
Inside Education.
Australian Grade Teacher.

ENGLISH II L.P.—ENGLISH METHOD IN THE INFANT SCHOOL—C.S. II L.P

14 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.

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

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

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

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

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

Practical work—Five sets of collected practical material. Demons-
trations.

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

TEXTBOOKS
Goddard, Nora L.: Reading in the Modern Infants School.
Renwick, A. and I. D.: Programming Reading in Infant Grades. New-

REFERENCE BOOKS
Foster and Headley: Education in the Kindergarten. American Book
McKee and Harrison: Let's Talk—Annotated Teacher's Guide.

Method of Assessment—Progressive examination.

4. COMMUNICATIONS I S.

Two hours per week

PART (a) ORAL COMMUNICATION—see Communications I—G.P.
(page 77).

PART (b) READING—see Communications I—G.P. (page 78).

PART (c) WRITTEN ENGLISH.

One hour per week (One Semester)

The purpose of the course is the development of personal and pro-
fessional skills through increased proficiency in writing skills of many
types, creative, critical and functional.

The study of and comment upon environment as part of the educa-
tional process: the mass media—newspapers, radio, film, television,
books, music, plastic arts, institutions.

Practice in writing of many types: story, article, sketch, essay,
résumé, verse, drama (script); debating brief; report, memorandum,
minutes, letter forms; notes for speech-making, introducing a speaker,
thanking a speaker; programme compilation; practical criticism.

Assignments and essays will be required as part of the participation
in the activities of the course.

Method of Assessment—Progressive evaluation.

PART (d) LIBRARIES AND RESOURCE CENTRES

To extend knowledge of and familiarity with the functions and
resources of the learning centre so that most effective use is made of
facilities.

(i) for students' personal development;
(ii) as integral to their teaching methods and procedures.

Topics will include:
(1) The core library and the resource centre. Systems and
materials.
(2) Extent, location and variety of resource materials.
(3) Selection, organization, integration, and storage of materials;
maintenance; criteria of evaluation and relevance.
(4) Research techniques and information retrieval.
(5) The changing concept of the librarian's role—programming
and co-ordination of school programmes.

COMMUNICATIONS II S.

Two hours per week

PART (a)—LISTENING—See Communications II G.P. (page 81).
PART (b)—MASS MEDIA

One hour per week (one 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 considered.

REFERENCES

- Thompson: Discrimination and Popular Culture.
- Tucker: Understanding the Mass Media.

PART (c)—THE MODERN MIND—COMMUNICATION THROUGH LITERATURE

One hour per week

This course will concern itself with the comment made upon the contemporary scene by writers in the various literary genre. The function of literature as a comment upon and explication of the human predicament will be examined, as well as a study of the means used to make the work artistic and effective.

5. ONE YEAR PROFESSIONAL COURSES

ENGLISH FOR ARTISANS

PART (a)—ENGLISH I S.A.—CULTURAL STUDIES IN LITERATURE

One and half hours per week

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

Practical work—regular reading assignments, class discussion.

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.

PART (b)—ORAL COMMUNICATION

See Communications I G.P. Part (b), page 77.

ONE AND TWO-YEAR PROFESSIONAL COURSES

THE TEACHING OF ENGLISH—XU’s

- Available for students who have completed 6, 7 or 8 University courses towards a degree, including at least English I.

A course of 4 hours per week for one year, covering methodology, speech and drama.

Demonstrations, excursions and practice teaching are integral parts of the course.

THE TEACHING OF ENGLISH—XU2’s

- Available for students who have completed 3, 4, or 5 University courses towards a degree, preferably including English I.

A course of 6/7 hours per week for two years, covering methodology, content, speech and drama.

Demonstrations, excursions and practice teaching are integral parts of the course.

Details of the second year will be provided later.

6. ENGLISH COURSES FOR DIPLOMA IN ART STUDENTS

ENGLISH I S.A.

One hour 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 Pointer 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 seminar papers.

TEXTBOOKS

See above.

REFERENCE BOOKS

Cambridge History of English Literature.
Lubbock, 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 COMMUNICATION

One hour per week. See page 77.

ENGLISH II S.A.—CULTURAL STUDIES IN LITERATURE

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—The following are indicative:

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

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

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

Two hours per week

The course aims:

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

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

(iii) 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.

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.

TEXTBOOKS
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

7. COURSES IN ENGLISH FOR DIPLOMA IN MUSIC
STUDENTS

ENGLISH I S.Mu.
PART (a)—ORAL COMMUNICATION, one hour per week. See page 77.
PART (b)—HISTORY OF THE NOVEL. See Diploma in Art, page 94.

ENGLISH II S.Mu.
PART (a)—BACKGROUND STUDIES IN LITERATURE.
PART (b)—INTRODUCTORY ENGLISH METHOD.

ENGLISH III S.Mu.
PART (a)—BACKGROUND STUDIES IN LITERATURE INCLUDING AU-
STRALIAN LITERATURE.
PART (b)—ENGLISH METHOD FOR SECONDARY SCHOOLS.

ENGLISH IV S.Mu.
PART (a)—LITERATURE.
Studies in literary genre. Bibliography compilation. Seminar work
in selected fields. Preparation of an English Literature thesis on an
approved topic.
PART (b)—ENGLISH METHOD.
Studies in the teaching of English in Forms I–IV.
PART (c)—SPEECH EDUCATION. See English G.P. II, Part (d), page
83.
HEALTH EDUCATION I

CURRICULUM COURSES I and II, i.e., all primary and lower primary sections in 1st and 2nd years in 1971.

The aim of this course is twofold, viz., to assist the student to improve and maintain his own health, both physical and mental, and to enable him to formulate school programmes which will meet the health needs of children.

In relation to himself, the student is encouraged to examine the personal goals, social pressures, and value systems which may guide him in making informed choices in regard to his own personal health and his relationships with others.

In terms of his role as a teacher of health in the primary (lower primary, or nursery) school, the following concepts are examined briefly:

(i) Growth and Development of the Child:
Physical and psychosexual development is a dynamic process which follows a predictable sequence, yet each individual develops in a unique way, influenced by heredity, environment, and personal practices.

(ii) The Family and the Child:
The family is a vital socio-cultural institution. In his “nuclear” family the child grows, develops, and forms his first inter-personal relationships, learning subsequently to relate to the “extended” family and to the outside world.

A more detailed study is made of the following concepts:

(i) The School Child as a Person:
The growing child learns to make choices regarding such aspects of personal health as care of the teeth, skin, and hair, use of leisure time, selection of foods, the use of medicinal products and substances that modify mood and behaviour. Psychosexual development in infancy and childhood is an important preparation for adolescent and adult sexuality.

(ii) The School Child and His Environment:
Relationships exist between man, disease, and environment. Children should learn to enjoy life to the full, with its adventurous pursuits, but must also be aware of the hazards which exist in terms of disease, pollution, and accidents and of ways in which these may be avoided or wisely handled. The individual has a basic responsibility for safeguarding and maintaining health. In some instances, raising

HEALTH EDUCATION I

PROFESSIONAL COURSES I

All first year secondary schedules (1971).

The aim of this course is twofold, viz., to assist the student to improve and maintain his own health, both physical and mental, and to enable him to understand the health needs of adolescents and assist in promoting a healthful school environment.

In relation to himself, the student is encouraged to examine the personal goals, social pressures, and value systems which may guide him in making informed choices in regard to his own personal health and his relationship with others.

In terms of his role as a teacher, the following concepts are examined briefly:

(i) Growth and Development of the Child and Adolescent:
Physical and psychosexual development is a dynamic process which follows a predictable sequence, yet each individual develops in a unique way, influenced by heredity, environment, and personal practices.

(ii) The Family and the Adolescent:
The family is a vital socio-cultural institution. It is a situation where the adolescent learns to express and explore many emotions as he establishes his own identity and individuality.

A more detailed study is made of the following concepts:

(i) The Adolescent as a Person:
The adolescent is faced with decisions regarding such aspects of personal health as care of the skin, hair, and teeth, sleep and relaxation, selection of foods, inter-personal relationships, and the use of medicinal products and of substances that modify mood and behaviour. Social pressures, personal needs, and psychological motives underlie many of these decisions.

(ii) The Adolescent and His Environment:
Relationships exist between man, disease, and environment. Adolescents should be encouraged to enjoy life fully while also being
aware of the hazards which exist in terms of disease, pollution, and accidents. The individual has a basic responsibility for safeguarding and maintaining health, but in some instances raising the health status of people can best be done by community effort.

The student is encouraged to co-operate with existing health services in the schools and to see the importance of incidental health teaching in his contacts with pupils.

Postscript for Graduate Schedule Only.

Diploma in Education students planning to teach in tropical regions are offered, in third term, a course of study in health education for the tropics. These lectures are an alternative to the general health lectures in term III.

HOME SCIENCE AND TEXTILES

HOME SCIENCE/TEXTILES I S.H.Sc.—thirteen-sixteen hours per week.
PART (a)—Basic Science I—three hours per week.
PART (b)—Home Science I—five hours per week.
PART (c)—Textiles I—five hours per week.
PART (d)—Elementary Courses in Home Science and Textiles—three hours per week.

HOME SCIENCE/TEXTILES II S.H.Sc.—fourteen-seventeen hours per week.
PART (a)—Basic Science
Section (A)—two hours per week.
Section (B)—four hours per week.
PART (b)—Home Science II—five hours per week.
PART (c)—Textiles II.
PART (d)—Honours Qualifying (1971 only)—three hours per week.

HOME SCIENCE/TEXTILES III S.H.Sc.—twelve-fifteen hours per week.
PART (a)—Basic Science—four hours per week.
PART (b)—Home Science—four hours per week.
PART (c)—Textiles.
PART (d)—Honours Course—three hours per week.
HOME SCIENCE/TEXTILES I S.H.Sc.

Three to sixteen hours per week

PART (a)—BASIC SCIENCE I

Three hours per week

A knowledge of the fundamentals of basic science is considered essential for teachers of Home Science and Textiles Science. For example:

1. In food chemistry and nutrition a knowledge of fundamental organic chemistry is needed;
2. In household appliances and equipment, a knowledge of such topics as heat, energy, and electricity;
3. In food storage and preservation, a knowledge of fungi, bacteria, and other biological topics;
4. In textile science, a knowledge of pH, polymers, electrostatics, and solvents.

TOPICS:

1. Laboratory procedures
   Use of laboratory kits and equipment; safety in the laboratory; manipulation of apparatus and reagents; the direct reading balance; pH meter, etc.

2. Measurement
   The need for measurement; units of measurement; manipulation of quantities; error in measurement; experimental design.

3. Properties of matter
   Our knowledge of the physical world: the "black box" analogy, basic concepts (e.g., mass, weight, force, energy, density, temperature, etc.). Separation techniques. The mole concept. Solutions and solution concentration.

4. Chemical change

5. Basic Organic Chemistry

REFERENCE


PART (b)—HOME SCIENCE I

Five hours per week.

Evaluation by progressive assessment.

This course consists of four integrated strands.

1. Nutritional Chemistry

2. The Science and Technology of Food Processing
   Introduction to present day advances in science and technology and the effects on food products. Composition and structure of foods.

3. Human Relationships and the Home
   Family life. Comparative studies and the changing role of women. Housing developments, equipment, decorating and associated topics with critical analysis and principles underlying criteria for choice.

4. Curriculum Studies
   Based on the syllabuses for Junior Secondary schools and including demonstration techniques, food preparation, programming, and practice teaching.

PART (c)—TEXTILES I

Five hours per week

1. Textile Science, Design, and Colour
2. Fashion Design and Construction

Historical survey and the development of functional dress. Analysis of three dimensional forms of clothing and preparation of various two dimensional forms.

3. Embroidery and Design

Fundamentals of design. Function of design and application of surface stitchery.

PART (d)—ELEMENTARY COURSES IN HOME SCIENCE AND TEXTILES

Three hours per week

Evaluation by progressive assessment to award a pass grading only.

Students who have not taken either Home Science or Textiles and Design at the H.Sc.Cert. will be required to attend a course which will deal with basic concepts and skills as background for tertiary studies in the subject.

HOME SCIENCE/TEXTILES II S.H.Sc.

Fourteen to seventeen hours

PART (a)—BASIC SCIENCE

Section A—two hours per week

1. The scientific approach to the investigation of physical and biological phenomena. Scientific attitude and "method". Hypothesis formation; experimental design, case studies.

2. Some broad scientific themes, ideas, and concepts: e.g., energy, field concept, the biological spectrum, evolution.

3. Background knowledge of some topics in Home Science/Textiles teaching: e.g., further basic organic chemistry; specific and latent heat; thermochemistry; polymers.

4. Some common practical techniques of science: e.g., separation techniques (chromatography, etc.); elementary electrical circuitry; microscopy.

5. The impact of science on mankind: environmental science; science and technology; ecology and ecosystem studies; conservation and pollution; scientific literacy.

Practical work—Suitable practical work will be involved in each of the above units. Each student will keep a Spirax foolscap book to record all work performed in the laboratory and in which all duplicated sheets issued will be filed.

Method of assessment—Progressive assessment.

Section B—Four hours per week

Evaluation by progressive assessment.

Continuing study of solutions and application to work in Home Science.

Classification of Physical states of matter and application to food products.

Study of simple lipids and application in food and textiles.

Formation of macromolecules or high polymers by condensation and addition.


Surface Activity and application in detergency and emulsification.

Protein chemistry and dietary studies.

Carbohydrate chemistry and extension of solubility, polymerization, acid hydrolysis, and yeast fermentation.

The Animal Cell implications in nutrition, food processing, and textile studies.


PART (b)—HOME SCIENCE II

Five hours per week

Evaluation by progressive assessment.

The course consists of four integrated strands.

1. Nutritional Chemistry.

Calorimetry. A detailed study.

Body composition and nutrition of the cell.

The application of nutritional principles in food preparation and selection of diet.

2. The Science and Technology of Food Processing

Extension of Year I course. Relation of Basic Science to food preparation and processing.
Meal planning, conservation of nutrients and application to the following areas of study:
(a) Fats—animal fats. Vegetable oils (emulsification, shortening, aeration, and frying medium).
(b) Carbohydrates—sugars in foods and pectins.
(c) Fruits and vegetables—pigments; effects of pH; and preservation.

3. Human Relationships and the Home
Hygiene of the home. Concepts, values and principles of management applied to family living. The interaction of family members.
Consumer education applied to food, clothing, furniture, housing selection. Future developments of retailing and advertising.
Survey of finishes, equipment, and reagents designed to increase effectiveness of cleaning methods.
The home laundry. Chemistry and physics of present-day laundry equipment and reagents.

4. Curriculum Studies
Organization of the Home Science Department with one or more teachers. The school syllabus and levels of teaching.

PART (c)—TEXTILES II
Five hours per week
Evaluation by progressive assessment.
2. Clothing
   Function of clothing, cultural influences, effects of commerce and self expression through apparel choice.
3. Embroidery and Design
   An historical survey of traditional forms and application to create a pre-determined article of pleasing form. Theory of colour and systems to meet specific purposes.
4. Fashion Design and Construction
   The relationship between design, fabric and construction methods.
(i) Skeletal muscles as food. (Detailed study of effects of preparation and microbiology.)

(ii) Avian Eggs as food. (Detailed study of effects of preparation, nutritive value, and microbiology.)

(iii) Milk and milk products—Biosynthesis of milk, Nutritive value. Effects of preparation and microbiology.

(b) Plant Foods—Knowledge of the plant cell and its “ecology” applied to nutrition and food science.


(ii) Legumes—Nutritional composition and detailed study as substitute for meat protein.

(iii) Fermentation and wine making—Dietary effects of alcohol. Biochemical changes and problems of alcoholism.

(c) General.

Microbiology of foods. Storage of foods. Packaging and preservation.


Positive human relationships. Planning new approaches to teaching human relationships and achieving harmony in the classroom. Realistic approach to Home Management.


The Home Science/Textile course in relation to the whole education environment of the school. The contribution of the department to school organization. Senior School Syllabus.

Advanced food preparation based on tertiary topics. Application of modern educational thought to teaching Home Science—discussion and experiment.

The role of the Home Science teacher in the school, community, and profession.

PART (c)—TEXTILES


2. Clothing.
INDUSTRIAL ARTS
MAIN STUDIES—CRAFT
PRIMARY CRAFT COURSE
INDUSTRIAL ARTS COURSE
MAIN STUDY GROUP B—CRAFT

Three hours per week

DESIGN AND ITS SOCIAL IMPLICATIONS

The theme of design will serve to provide a high degree of continuity between the three years of study in this course.

Practical, aesthetic, historical, and sociological aspects of design and its influence on society, both present and past, will be studied. Students will be required to conduct independent research and experimentation to develop depth of knowledge and its expression.

In each year design will be related to a variety of practical fields.

Suggested areas of Practical Study:

Year I—Basic Design, 3D Design, Graphic Arts, and Allied Skills.
Year II—Textiles and Weaving, Plastics.
Year III—Ceramics, Modelling in various media.

CRAFT II G.P. SECOND YEAR PRIMARY AND INFANT SECTIONS

Four hours per week.

Whilst the course being presented in 1971 has areas of study common to both Primary and Infant students, particular emphasis on the various subject areas will be related to the type of teaching for which the student is being prepared. The course is designed with the following objects in mind:

Understanding the significance of craft in the overall education of the primary and infant school pupil, the place of craft in the classroom situation, methods of lesson presentation, classroom administration.

Providing students with a range of ideas and techniques suitable for planning and implementing a variety of craft activities in the classroom.

Having students gain confidence in their ability to teach simple tasks by example.

Encouraging students to express themselves through craft activities to help them to understand and develop this form of expression in children.

Students will be required to conduct independent research and experimentation in the preparation of written and practical assignments. Areas of study will include a selection of the following:

- Basic design.
- Bookcrafts.
- Weaving and Textile crafts.
- Paper craft activities.
- Modelling.
- Graphic Arts.
- Woodcraft.
- Teaching Aids and their application.

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

REFERENCES:

Wills & Stegeman: *Living in the Kindergarten.*
Klausmeier & Dresden: *Teaching Elementary School.*
Johnson, P.: *Creating with Paper.*
Corney, D. E.: *Creative Handwork.*
Corney, D. E.: *Handwork Ideas.*
Department of Education: *Handcraft Leaflets.*
Department of Education: *Curriculum for Primary Schools.*
Crampton, C.: *Canework.*
Simpson & Weir: *The Weaver's Craft.*
College Library at 685, 700, and 745.
<table>
<thead>
<tr>
<th>Year I</th>
<th>Education I</th>
<th>Communications I</th>
<th>Physical Ed. I</th>
<th>Draw and Design I</th>
<th>Metalwork I</th>
<th>Woodwork I</th>
<th>Mathematics</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>24</td>
</tr>
</tbody>
</table>

* Elective subjects—four to be selected.

**ARTISANS**—A one-year course in Industrial Arts.

The aims of this course are:
(i) To provide wide experience in media, tools, and equipment.
(ii) To add to the student's cultural background and appreciation of fine workmanship in materials other than metal and wood.
(iii) To provide an introduction to crafts taught as electives in High Schools.

**Weaving:**
Experience in working on varieties of two- and four-shaft looms in natural and synthetic threads. Work may be done in tabby, twill, and overshot patterns.

**Bookcrafts:**
The course includes exercises in the construction of portfolios, books of single leaves, and multi-sectioned books covered with various handmade decorative papers.

**Canework:**
A short graded course in the use of Rattan cane to familiarize the student with the methods of manipulating this material, together with the tools used.

Items to be made might include:
1. A wastepaper basket.
2. A large tray with a flat border.
3. A sewing or shopping basket.

**Leatherwork:**
Notes on the tanning of skins and hides.
Processes in leatherwork such as designing, staining, modelling, punching, tooling, thonging, inserting fastenings, and making handles.

Articles might include a key case in roan, various purses, wallets, etc., with gussets, made in calf.

Assessment will be by assignments, progressive evaluation, and final examination.
CRAFTS II S.I.A.

Four hours per week

An elective course under this name will be offered to third year Industrial Arts students.

The course will be either a composite study (with practical work) of two or more crafts or specialized work in one craft only, as decided by staff and by those wishing to take the course. In either case it will be a study in depth requiring a substantial research paper on a specific area of the craft(s) chosen.

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

REFERENCES:
College Library at 672, 677, 685, 686, 700, 745.

DRAWING AND DESIGN I S.I.A.

Four hours per week

This course is designed to establish basic concepts in Engineering and Architectural Drawing.

Emphasis on a high quality of draughtsmanship is basic and methods of efficiently imparting these skills to others will be studied.

Basic teaching methods are discussed in association with each topic as it is presented and demonstration lessons given to illustrate appropriate teaching procedures.

Principles of design and accuracy in visual perception as the basis for all practical work.

Inkwork techniques in making tracings for reproductions both in dyeline techniques and in making stencils electronically.

REFERENCES:
Simpson & Weir: The Weaver's Craft.
Collins: Bookcrafts for Seniors.
Kay, J.: Bookcrafts for Beginners.
N.S.W. Dept of Edu.: Handicrafts Leaflets.
Crampton, C.: Canework.
Kay, J.: Leatherwork.
Roseman: Leatherwork.
College Library at 672, 677, 685, 686, 700, 745.

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 with some examples in freehand sketching of machine parts and architectural details.

The solution of problems relating to the practical application of plane and solid geometry will also be required.

Practical work will be carried out during lectures.

Assignments and Essays—Practical work commenced in lectures will be completed as assignments. A machine drawing will be completed each fortnight as an assignment.

REFERENCE BOOKS:
Fitness, E. W.: Descriptive Geometry and Drawing, Books I, II, III.
Stein, G., and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.
Wilson, W. E.: Chalkboard Writing and Illustration.
Wilson, W. E.: Perspective Drawing for Beginners.
Standards Association of Australia: Australian Standard Architectural and Building Drawing Practice.
Also College Library at 371, 690, 720, 741 to 745, 747, 749.

Method of Assessment—Assignments, progressive evaluation and yearly examination.

DRAWING AND DESIGN II S.I.A.

Three hours per week

This course is designed to widen the experiences of the student in such drawing fields as have already been studied—Engineering Drawing, Descriptive Geometry, Architectural Drawing and Pictorial Drawing—in the first year of this course.

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

The recommended practice for Architectural and Engineering Drawing will be studied in detail.
Engineering and Architectural Drawing:

Drawing of individual machine parts and structures; selection of examples varied according to the background in the subject possessed by the individual students.

Further experience to be gained in the making of sub-assembly and assembly drawings. These are to be made up from simple component parts designed by students. This section of the work is to form the basis of a detailed study in the next year of the course.

Descriptive Geometry:

To cover all aspects of the work giving full consideration to the presentation in the teaching situation.

This work is to be an extension of the first year course. The developments in this field should assist solution of problems in three-dimensional graphics.

Assignments—Problems relating to the practical application of Descriptive Geometry to be studied and completed by assignments.

Method of Assessment—Assignment, progressive evaluation, and yearly examination.

REFERENCE BOOKS:

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


College Library at 744.

INDUSTRIAL ARTS I S.I.A.

Four hours per week

Part (a)—Materials

A study of the materials included in the teaching of Industrial Arts in schools. Special reference will be made to the crystalline structure of metals, effects of mechanical work and methods of forming. Plastics, rubbers, and other common construction materials will also be studied.

A portion of the lecture time will be allocated to laboratory work.

Laboratory work commenced in lectures will be completed as assigned work.

Assessment will be based on assignments and yearly examinations.
REFERENCES:

PART (b)—MECHANICS

A study of the curriculum in the Elementary Engineering Mechanics strand of the second level Industrial Arts syllabus whose subject matter will be broadened to take in topics such as the kinetics of rotating bodies and the equilibrium of internal force systems to complete the frame of study.

Emphasis will be placed on the significance of framing problems and the construction of aids.

A large portion of the allocated lecture time will be devoted to practical work in the mechanics laboratory.

Assessment will be by progressive evaluation and final examination.

REFERENCES:

INDUSTRIAL ARTS II S.I.A.

Four hours per week

PART (a)—MATERIALS

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

An extension course of two hours per week will be offered to students wishing to study selected areas to a greater depth.

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.

Assessment will be based on assignments and yearly examination.

REFERENCES:
Van Vlack, L. H.: Physical Ceramics for Engineers.
Rollason, E. C.: Metallurgy for Engineers.

PART (b)—MECHANICS

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.

The students, divided into two groups according to their experience and ability in Mathematics, will be guided through an analytical course aimed at broadening their concepts in mechanics, or will be asked to study Mechanics to a depth compatible with their knowledge of Mathematics.

An extension course of two hours per week will be offered to students wishing to study selected areas to greater depth.

Practical work commenced in lectures will be completed as assignments.

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

REFERENCES:
Meriam, J.: Statics and Dynamics.
College Library at 744.

METALWORK I S.I.A.

Four hours per week

This course provides a foundation in Metalwork operations and techniques which can be further extended and expanded in Metalwork II and III.
A variety of practical experiences using both hand tools and machines will be provided to familiarize the student with different metals and materials and the ways in which they may be worked and decorated.

Each student will be given the opportunity to plan and execute his practical projects within a set framework, allowing those of greater ability and scope to develop their skills. Each project will be planned on working drawings and these will be built into a set of useful project ideas.

The student will be required to prepare and demonstrate techniques to the group to help prepare him for practice teaching.

A major written assignment will be set for the year and this, together with practical projects, demonstrations and the final examinations will be used to evaluate the student's work.

Safe working practices with both hand tools and machines will be stressed at all times.

REFERENCES:
Cook, W.: *Metalwork for Schools*.
Fein and Tatro: *Machine Tool Metalworking*.
Johnson, H.: *Metal Spinning, Techniques and Projects*.
Winell, S.: *Sheet Metalwork*.
Untracht, O.: *Enamelling on Metal*.
Siegens, V.: *Art Metals*.
College Library at 671 and 739.

**METALWORK II S.I.A.**

*Three hours per week*

The emphasis in this course will be upon freedom of design. Each student will be required to design and construct a working model suitable for school children to 4th form. In addition, students are required to complete practical projects, to their own design where possible, in the following areas:

(i) Sheetmetal work.
(ii) Bench fitting.
(iii) Machines (lathe, shaper, milling machine).
(iv) Applied arts (shaping, etching, enamelling).
(v) Joining of metals (welding, brazing).

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Theoretical aspects associated with the above areas of work will be covered. The care and safe use of tools, appliances, and machines will be a fundamental part of this 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 metalwork.

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

REFERENCES:
Department of Education: *Syllabuses in Metalwork*.
Cook, W.: *Metalwork for Schools*.
Cook, W.: *Craft for Schools*.
Atkins, W. A.: *Practical Sheet and Plate Metalwork*.
Zechlin, K.: *Creative Enamelling and Jewelry-Making*.
College Library at 671 and 739.

**METALWORK III S.I.A.**

*Four hours per week*

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

The approach aims to develop individual ability for design and construction and the major work of the year will be one designed and produced by the student. This project could be of a mechanical nature, one suitable for household effects or one concentrating upon the applied arts.

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.

In addition students are required to complete practical projects, to their own design, in the following areas:

(i) Applied arts (jewellery).
(ii) Metal sculpture (welding, casting).
(iii) Machines (lathe, shaper, milling, cylindrical grinding).
(iv) Etching (dry point, aquatint).

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Theoretical aspects associated with the above areas of work will be covered. The care and safe use of tools, appliances, and machines will be a fundamental part of this course.

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:
Cook, W.: Metalwork for Schools.
Walker, J. R.: Machining Fundamentals.
Mellach and Selden: Direct Metal Sculpture.
Pack, George: Jewellery and Enamelling.
Besham, P.: Foundrywork Design and Practice.
College Library at 671 and 739.

WOODWORK I S.I.A.

Four hours per week

The aim of the course is to give student teachers a fundamental knowledge of woodworking processes and an opportunity to acquire basic skills.

Practical work will be selected to meet the individual needs of the student, who, in conjunction with the lecturer, will design a series of models. The more capable students will proceed at an accelerated pace and be encouraged to embark on work of a more ambitious nature.

Throughout the course, basic teaching method will be combined with practical work attempted. Selected demonstration lessons and industrial visits will broaden the student's experience.

Familiarity and confidence with basic woodworking machinery will be achieved by ample opportunities for use. Each student will present information sheets and demonstration models related to group activities, which will provide a progressive evaluation of the student's work.

Work commenced in lectures will be completed as assignments.

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

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

REFERENCES:
Department of Education: Manual of Safe Practice in School Workshops.
Department of Education: Syllabus in Woodwork.
College Library at 684, 690, 736, 749.

WOODWORK II S.I.A.

Three hours per week

Students will progress to full knowledge of hand and machine processes essential to the ability to perform teaching duties in the high schools. Teaching procedures will dominate the thinking behind the design and construction of practical work. The preparation of teaching aids will be an important aspect of the course.

To assist the professional preparation of the student he will be asked to analyse and evaluate the Woodwork syllabus as prescribed for the school certificate examination, to have full sets of work sheets and job cards in his source book and to adopt a professional attitude in the discharge of both theoretical and practical aspects of the course.

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

REFERENCES:
Lindbeck, J. R.: Design Textbook.
College Library at 684, 690, 736, 749.

WOODWORK III S.I.A.

Four hours per week

A challenging course allied to the Advanced Syllabus for Woodwork to provide depth in the form of background knowledge and confidence to bridge the gap between the student role and the teacher role.
Assessment will be based on assignments, progressive evaluation and yearly examination.

MAIN REFERENCE:

READING LIST:
Rudder Publishing Co.: 21 Plywood Boats.
Capron, H. J. (McKnight and McKnight): Wood Laminating.

OTHER READING:
Haines, R. E. (and others) (Van Nostrand): The Circular Saw.

ARTISAN COURSE:
A one-year course for Artisans. See course outlines for Industrial Arts, page 114.
LANGUAGE DEPARTMENT

MAIN STUDIES IN LANGUAGES—GROUP A

Main Study subject groups are available to General Primary Students in Foreign Languages. The prerequisite is a pass at H.S.C. level I or II in the language selected, or an equivalent. These subjects, involving attention to both language and literature, will be available for the full three years of the course.

Method of assessment—progressive evaluation.

FRENCH G.P. I

Three hours per week
Prerequisite—Pass at H.S.C. Level I or II or equivalent.

The subject offers a study of French Language and Literature for those wishing to continue French at tertiary level for one, two or three years.

GERMAN G.P. I

Three hours per week
Prerequisite—Pass at H.S.C. Level I or II or equivalent.

A study of German Language and Literature for those wishing to continue the subject at tertiary level for one, two or three years.

LATIN G.P. I

Three hours per week
Prerequisite—Pass at H.S.C. Level I or II or equivalent.

A study of Roman Society of the Golden Age, reading of representative texts and practice in the use of the language.

TEXTS:
Vergil: Aeneid I & II, ed. Sweet (Ann Arbor.)
Cicero: Selectae.
Paoli: Cicero Filius (Longmans).

ELEMENTARY GERMAN AND/OR LATIN may be available for those wishing to begin the study of one of these languages in the hope of reaching H.S.C. standard in one year in order to pursue the study for a further one or two years.

The following Language Subject Groups are offered to students who have successfully completed one or more University Courses in the language chosen.

FRENCH, GERMAN AND LATIN XU 5

Are offered for students who have completed 3, 4, or 5 University courses, wishing to teach one or more of these Languages in secondary schools. This subject group will involve a study of the chosen Language and Literature, together with Method of teaching and cultural background.

Three hours per week for two years.

FRENCH, GERMAN AND LATIN XU 5

Are offered for students who have successfully completed 6, 7, or 8 University courses, wishing to teach one or more of these languages in secondary schools. The main emphasis will be on teaching method.

Three hours per week for one year.
MATHEMATICS

Secondary Mathematics Course—Table
Main Studies
Infant and Primary Courses
Secondary Mathematics
Professional Courses
Allocation of Lecture Hours to subjects in Teacher's Certificate (three year) Secondary Mathematics Course

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<thead>
<tr>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
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<tbody>
<tr>
<td>Education I SM</td>
<td>4</td>
<td>Education II SM</td>
</tr>
<tr>
<td>English I SM</td>
<td>2</td>
<td>English II SM</td>
</tr>
<tr>
<td>Health and Physical Education I SM</td>
<td>2</td>
<td>Health and Physical Education II SM</td>
</tr>
<tr>
<td>Mathematics I SM</td>
<td>12</td>
<td>Mathematics II SM</td>
</tr>
<tr>
<td>Elective I SM</td>
<td>3</td>
<td>Elective II SM</td>
</tr>
<tr>
<td>Demonstrations I</td>
<td></td>
<td>Demonstrations II</td>
</tr>
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<td>23</td>
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* This course is only tentative, and full details will be announced during 1971.

It is hoped that a number of electives will be available in each year - such as English Literature, History, Geography, Psychology, Physical Education, Music, Languages.

In general a student may attempt an elective in any year without having attempted that elective in a previous year.

Supplementary and qualifying subjects, tutorials, and practice teaching will also be included.

MAIN STUDIES A G.P. I

MATHEMATICS I

Three hours per week

Topics will be selected from Algebra, Calculus, Geometry and Statistics.

A second level pass in Mathematics at the Higher School Certificate is needed to enter this course.

Assignments and Essays—weekly tutorial examples.

REFERENCE BOOKS

As issued in lectures.

Method of Assessment—Class tests and final examination.

COMPUTING I

Three hours per week

This course will be provided only if computing facilities are available, the scope of the course depending upon the nature of those facilities.

Assignments and Essays—Regular exercises will be given as the course develops.

REFERENCE BOOKS

Notes issued in lectures.

Method of Assessment—Progressive evaluation based on class exercises and class tests together with a final examination.

INFANT AND PRIMARY COURSES

MATHEMATICS I G.P.—Mathematics in the Infant and Primary Schools.

Two 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 Schools.

With reference to the topics and methods suggested in the curriculum, the use and value of structured materials in the Infant School and the contributions of Montessori, Stern, Cuisenaire and Dienes in this field will be examined, but 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, Bruner and Dienes, and its influence on methods which foster understanding, will be considered.

Essays and Assignments: Short class exercises to be submitted at regular intervals during the year. Major assignment is the compilation of a "Mathematics Ideas Book", which will be due at the beginning of third term.

TEXTBOOKS

Downes and Paling: The Teaching of Arithmetic in Primary Schools, Curriculum for Primary School Mathematics (1967).
REFERENCES BOOKS
Dienes: Building Up Mathematics.

Final assessment: Major assignment (20 per cent), and a final, written examination (80 per cent). It is also compulsory that students attain a satisfactory level of skill in arithmetical calculation.

SECONDARY MATHEMATICS

MATHEMATICS I.S.M.
Twelve hours per week.

PART (a) - ALGEBRA
Mathematical Induction.
Binomial Theorem.
Partial Fractions.
Complex Numbers.
Matrices.
Determinants.
Sequences and Limits.
Assignments and Essay: Weekly tutorial examples.

TEXTBOOK

Method of Assessment—Class tests and final examination.

PART (b) - CALCULUS
Functional notation and limit of functions.
Derivatives, their calculation and meaning.
Exponential, circular, hyperbolic, logarithmic, inverse circular and inverse hyperbolic functions. The relation between these and their derivatives.
Integration and its application.
Differentiation of implicit functions—Logarithmic differentiation.

PART (c) - COMPUTING
This is an introductory course in programming in Fortran. As the course develops, students will be required to write programmes and have them run on the computer.

Assignments and Essay: Regular exercises in programming.

REFERENCES BOOKS
Notes issued in lectures.
Method of Assessment—Progressive evaluation based on class exercises and class tests together with a final examination.

PART (d) - MATHEMATICS METHOD
(i) Primary mathematics background of first form pupils.
(ii) Teaching methods—Lesson structure and lesson notes.
Testing.
(iii) First form curriculum study. Number and Geometry.
TEXTBOOKS
First form mathematics syllabus and notes.

REFERENCE BOOKS
Curriculum for Primary Schools—Mathematics.
Method of Assessment—Final examination.

MATHEMATICS II S.M.
Twelve hours per week

PART (a)—ALGEBRA
Matrices and determinants.
Sequences.
Convergence of series.
Theoretical Arithmetic.
Fields.
Polynomials.
Vector Spaces.
Assignments and Essays—weekly tutorial questions.

REFERENCE BOOKS
Wilf: Calculus and Linear Algebra (Harcourt, Brace & World Inc.).
Weiss and Dubisch: Higher Algebra for the Undergraduate (John Wiley).
Method of Assessment—Class tests and final examination.

PART (b)—CALCULUS
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.

REFERENCE BOOKS
Thomas: Calculus.
Method of Assessment—Final examination.

PART (c)—COMPUTING AND APPLIED MATHEMATICS
(a) COMPUTING—As for Mathematics I S.M. Part (c). See page 135.

(b) APPLIED MATHEMATICS
Kinematics. Motion of a point in a horizontal or vertical line under constant or variable acceleration.
Change of reference origin.
The velocity-time graph.
Elementary dynamics of a particle.
Concepts of force, mass, momentum, impulse, work and energy.
Dynamics of a particle moving in a circle.
Simple harmonic motion.
Hooke's law. The oscillating spring.
Motion of a particle in a plane.
Free motion of a particle under constant gravity.
Two-dimensional statics.
Assignments and essays—weekly tutorial exercises.

TEXTBOOK
Bullen, An introduction to the theory of mechanics.
REFERENCE BOOKS
Coroneos, A.H.S.C. course in mathematics. (2F, Form VI.)
Coroneos and Lynch, A.H.S.C. course in mathematics. (1F, Form VI.)
Mulhall and Smith-White, A new mathematics for senior forms. (Volume 2 and Advanced supplement, part 2.)

Method of assessment—Class tests and final examination.

PART (d) — M A T H E M A T I C S M E T H O D

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

MATHEMATICS III S.M. (not available in 1971)

Four hours per week

A number of courses will be available, and students will be able to make a selection from among those.

SUGGESTED TOPICS

Analysis.

Calculus of the Complex Variable.

Linear algebra and matrix theory.

Group theory.

Projective Geometry.

Numerical analysis.

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.

MATHEMATICS I S.I.A.

Two hours per week

1. Revision of sets.

2. Revision of equations, inequalities, problem solving.


4. Triangle trigonometry.

5. Elementary co-ordinate geometry.


8. Primitive functions.

9. Areas under curves, approximations methods, the definite integral.

10. Application of the calculus to kinematics, centroids, projectiles.

11. Further differentiation—product rule, quotient rule, chain rule.

12. Further graph sketching.


14. The logarithmic and exponential functions.


17. Areas and volumes.

18. Application of the definite integral—centroids of area and volume, moments of inertia.
19. Solution of differential equations—1st order—2nd order with constant co-efficients.
20. Determinants.

Note: Parallel classes will be graded. The lower group will attempt topics 1-13, whereas the upper group will attempt topics 11-21.

Assignments and Essays—small weekly class assignments.

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

PROFESSIONAL COURSES

MATHEMATICS I XU1P
See Mathematics I G.P.: Mathematics in the Infant and Primary Schools on page 133.

MATHEMATICS I SU1S
Details of this course will be announced and given to students in a duplicated form during the first lecture of the course.

MATHEMATICS I XU2P
See Mathematics I G.P.: Mathematics in the Infant and Primary Schools on page 133.

MATHEMATICS I XU2S
Details of this course will be announced and given to students in a duplicated form during the first lecture of the course.

MUSIC

MAIN STUDIES A
Aural Training.
Harmony and Creative Writing.
History of Music.
Score Reading.
Practical Work.

MAIN STUDIES B
Aural Training.
Elementary Harmony.
History of Music.
Score Reading.
Practical Work.

GENERAL PRIMARY COURSES IN MUSIC
Music I G.P.—Two hours per week.
Music II G.P.—One hour per week.
Music II L.P.—One hour per week.

ONE-YEAR PROFESSIONAL COURSES
Music I XU1P.—To be announced in 1971.

TWO-YEAR PROFESSIONAL COURSES
Music I XU2P.—Two hours per week.

DIPLOMA IN MUSIC EDUCATION
Music I S.Mu.—Two hours per week plus choir.
Music II S.Mu.—Three hours per week plus choir.
Music III S.Mu.—Three hours per week plus choir.
Music IV S.Mu.—Four hours per week plus choir.
MAIN STUDIES I GROUP A—MUSIC

Three hours per week

Aural Class

Scales (major, minor, pentatonic, whole-tone, etc.); modes; intervals (melodic and harmonic); 3-part triads in open or closed position; pulse, time, and rhythm, including triplets, duplets, and syncopation; memorizing and writing short melodic and rhythmic passages from dictation, also the lower part of a two-part passage; sight singing; aural analysis and recognition of instruments; modulations, structure, and styles; recognition of chords and cadences studied in the harmony class.

Harmony and Creative Writing

Melody and harmony for voices and instruments; writing a simple piano and/or chime-bar accompaniment to a song; melodic invention in various styles and the setting of words; harmonic analysis; percussion arrangements.

Development of music

Music in western civilization from the time of Bach up to the present day.

Score-reading and study of scores

Description of instruments of the orchestra and the various types of voice; how to read a music score; detailed study of specific works with miniature or vocal scores and recordings.

Practical work

Introductory piano lessons will be provided where necessary; unison and part-singing. Recorder ensemble.

REFERENCE BOOKS:

Hill: The Symphony.
Lang: Music in Western Civilization.
Bernstein and Picker: An Introduction to Music.

MAIN STUDIES I GROUP B—MUSIC

This course does not require a previous pass in music examinations.

Aural Training

Training associated with material studied in other sections of the course.

Elementary harmony and melody writing.

Development of music

Music in western civilization from the time of Bach to the present day.

Score-reading and the study of scores

Description of instruments of the orchestra and the various types of voice; how to read a music score; detailed study of specific works with miniature or vocal scores and recordings.

Practical work

Introductory piano lessons will be provided where necessary; unison and part-singing; recorder ensemble.

REFERENCE BOOKS:

Hill: The Symphony.
Lang: Music in Western Civilization.
Bernstein and Picker: An Introduction to Music.

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

Two 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; basic lesson types; individual conducting of unison songs; 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.

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

One hour per week.

Vocal: Repertoire suited to Infant and Primary classes.

Aural training: Interval practice, recognition of instrumental tone-colour.

Reading and writing: Dictation, key-signatures, extension of music vocabulary.

Instrumental: Recorder tuition, percussion band, including score-writing, 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; all types of lessons, including rhythmic activities; individual conducting of unison songs and rounds; melody-writing.

TEXT AND REFERENCE BOOKS
- Music Curriculum for Primary Schools.
- Selected song books.
- Clarke: Tunes to Remember.
- Eele: Listening Together.
- Fiske: Listening to Music.
- Orff: Music for Children, Book I.
- Also College Library 780-789.

ONE-YEAR PROFESSIONAL COURSES—PRIMARY

MUSIC I XU₁P—MUSIC IN THE PRIMARY SCHOOL

The music syllabus for this group will be issued in 1971.

TWO-YEAR PROFESSIONAL COURSES—PRIMARY

MUSIC I XU₂P—MUSIC IN THE PRIMARY SCHOOL

Refer to Music I G.P., page 143. Two hours per week.
DIPLOMA IN MUSIC

ALLOCATIONS OF LECTURE HOURS TO SUBJECTS—DIPLOMA IN MUSIC EDUCATION

Teachers College Component

<table>
<thead>
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<th>Subject</th>
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<td>Music Education and Choir</td>
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Conservatorium Component

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<td>Second Study</td>
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<td>Accompaniment Class</td>
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<td>Orchestra Class</td>
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<td>String, woodwind, brass and percussion class</td>
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<tr>
<td>Director's class</td>
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<td><strong>Totals</strong></td>
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<td><strong>10½</strong></td>
<td><strong>12½</strong></td>
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MUSIC I S.Mu.—MUSIC IN THE INFANT AND PRIMARY SCHOOLS

*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*.

Griff: *Music for Children, Book I*.

Also College Library 780-789.

MUSIC II—MUSIC IN THE SECONDARY SCHOOL (A)

*Three hours per week plus 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.

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

*Three hours per week plus 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.

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

Four hours per week plus 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.
Orff: Music for Children, Books II, III.
Fiske: Score Reading, Books I, II, III.
Also College Library 780–789.

PHYSICAL EDUCATION AND GENERAL HEALTH

Primary and Infant Courses
Secondary Courses
Professional Courses
Elective Course
PHYSICAL EDUCATION AND GENERAL HEALTH L.P. II

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.
6. Practical Health in Infant Schools.

REFERENCE BOOKS
Hayes, Elizabeth: Dance Composition and Production.
Sorell, Walter: The Dance has many Faces.

PHYSICAL EDUCATION AND GENERAL HEALTH S. I

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.
9. Specialized coaching in coaching and umpiring.

REFERENCE BOOKS

PHYSICAL EDUCATION AND GENERAL HEALTH S. II

Two hours per week

1. Planning and progression in gymnastics and games lesson.
2. Tabloid sports and progressive games.
3. Training programmes—Weights—Circuits.
4. The Sportsmaster.
5. Major and minor games.
6. Athletics.
8. Swimming and Life Saving.
9. Specialized coaching in coaching and umpiring.

TEXTBOOK

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

PHYSICAL EDUCATION AND GENERAL HEALTH S.Mu. IV

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.

Practical Health.
Swimming and Life Saving.
REFERENCES
Physical Education Publication: Track and Field.
Dewitt, R. J.: Teaching individual and team sports.
Department of Education: Alternative curriculum in Physical Education for Secondary Schools

PHYSICAL EDUCATION AND GENERAL HEALTH S. I—
Artisans only
Two hours per week
See Physical Education and General Health S. II.

PHYSICAL EDUCATION AND GENERAL HEALTH S.A. IV—
PRINCIPLES AND PRACTICE OF PHYSICAL EDUCATION
(Art Students)
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.
Swimming and Life Saving.
Practical work—practical application of all major games including dancing.
Practical Health.
Method of assessment—Unit work tests.

REFERENCES
Saunders: Body Conditioning for College Men: Golf, Tumbling, Track and Field, Gymnastics.
Bookwalter and Vanderzwaag: Foundations and Principles of Physical Education.
Agostini: Track and Field.

PHYSICAL EDUCATION AND GENERAL HEALTH XU5

One hour per week
See Physical Education and General Health G.P. II.

PHYSICAL EDUCATION AND GENERAL HEALTH XU5S
Two hours per week
See Physical Education and General Health S. I.

PHYSICAL EDUCATION AND GENERAL HEALTH XU5P
Two hours per week
See Physical Education and General Health G.P. I.

PHYSICAL EDUCATION AND GENERAL HEALTH XU5S
Two hours per week
See Physical Education and General Health S. II.

PHYSICAL EDUCATION III (Elective)—Physical Education and Healthy Development of the Secondary School Child
Four hours per week

PART (c) 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 bases of physical education
   (i) The human body—general structure and function. The skeletal system.
   (ii) Muscular system—structure and function of skeletal muscle. The physiology of exercise and muscular activity.
   (iii) The effect of movement and exercise on the systems of the human body, e.g., nervous system, etc.
   (b) Fitness—Meaning and components
      (i) Motor fitness, physical fitness, total fitness.
      (ii) Associated tests.
      (iii) Factors associated with health and physical development.
         (1) Exercise and metabolism.
         (2) Diet and athletic performance.
         (3) Diet and weight control.
         (4) Posture—factors influencing good posture.
(iv) Programme of Fitness.
(1) Meaning of conditioning.
(2) Aspects of training.
(3) Training methods, e.g., weight, circuit, interval.
(4) Individual programmes, e.g., 10BX, etc.
(5) Motor fitness test battery.

3. Scientific principles of movement
   (a) Principles of mechanics.
   (b) Motion—force—resistance, etc.

**PART (b)**

1. General Principles
   (a) Critical evaluation of the contribution of physical education and the education of the child.
   (b) Types of lessons—sequences—practical application.
   (c) Sport in the school—competition—sportsmaster's duties—competition draws, etc.
   (d) Associated National Fitness Activities—camping, etc.
   (e) Equipment—purchase—repair—storage.
   (f) Carnival administration.
   (g) Programme planning.

2. Games and Gymnastics Skills
   (a) Developmental activities.
   (b) Games and games skills.

**REFERENCES**

Saunders: *Body Conditioning for College Men: Golf, Tumbling, Track and Field, Gymnastics, etc.*
Bookwaller and Vanderwaag: *Foundations and Principals of Physical Education.*
Saffran: *First Book of Creative Rhythms.*
Fait: *Special Physical Education Adapted Corrective, Developmental.*
Agostini: *Track and Field.*

**SOCIAL SCIENCE**

**OUTLINE OF GEOGRAPHY COMMERCE COURSE**

**COMMERCE**

Main Study A—Consumer Education—*four hours per week.*
Secondary Commerce—1st year—*four hours per week.*
           —2nd year—*four hours per week.*
Professional Courses—*XU₁S—five hours per week.*

**GEOGRAPHY**

Main Study—*four hours per week.*
Secondary Geography—1st year—*four hours per week.*
           —2nd year—*four hours per week.*
Professional Courses—*XU₁S—four hours per week.*

**HISTORY**

Main Study—*four hours per week.*
Secondary History—1st year—*four hours per week.*
           —2nd year—*four hours per week.*
Industrial Arts—*two hours per week.*
Professional Courses—*XU₁S—four hours per week.*
           —*XU₂S—four hours per week.*
History—Diploma in Art Education I–IV.
History—Elective Home Science III—*four hours per week.*

**SOCIAL STUDIES**

Curriculum Studies—
Primary 1st year—*two hours per week.*
Primary 2nd year—*one hour per week.*
Infants 2nd year—*one hour per week.*
Professional Courses—
       *XU₁P—two hours per week.*
       *XU₂P—two hours per week.*
SECONDARY GEOGRAPHY—COMMERCE COURSE

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<th>Year 1 Hours</th>
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<tr>
<td>Communications</td>
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<td>Commerce</td>
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<td>History</td>
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<td>Curriculum Studies</td>
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* For 1971 only.

COMMERCE

MAIN STUDY A G.P.

COMMERCE I—CONSUMER EDUCATION

Four hours per week

A course in commercial education related to the business needs of the individual in the modern economy—the commercial structure and basic institutions of the Australian Economy in particular and the elements of Commercial Law which underlie the functions of these institutions.

COMMERCE I

Four hours per week

TWO STRAND:

1. Accounting.
   (a) Elementary Accounting—a set of books to trial balance—simple analysis of capital and profit.

2. Law/Economics.
   (a) Descriptive Economics—relevant to the Australian economy.
   (b) Commercial Law I—law of contract, agent and principal, sale of goods, carriers.
   (c) Commercial Law II—Company law.

COMMERCE II S.G. 2

Four hours per week

PART (a)—ELEMENTARY ACCOUNTANCY

Theory and practice of accounting procedures involving Balance Day analyses, special cash records and analyses, non-profit making organizations, sectional balancing, Bills of Exchange, and elementary auditing.

REFERENCES

James, W. E.: New Way to Book-keeping, Parts II and III.

PART (b)—THE AUSTRALIAN ECONOMY

An overview of the economic institutions of the Australian Economy, their functions and their influence on the domestic, and external sectors as they apply.

REFERENCES

Grant, Hagger & Hocking: Economic Institutions & Policy, Cheshire, Melbourne, 1968.

COMMERCE METHOD XU1S

Five hours per week

This course is designed to introduce students to the techniques of teaching and the subject matter of Commerce and Economics in the secondary school.
The course is divided into a number of strands:

(i) Elementary Accounting.
(ii) Commercial Law.
(iii) Descriptive Economics—the Australian Economy.
(iv) Teaching Method.

It is expected that the lecture programme will be supplemented by tutorials, discussions, and the observation of appropriate lessons in secondary schools.

REFERENCES


GEOGRAPHY

M.S. I G.P. (A)

MAIN STUDY—GEOGRAPHY I

*Four hours per week*

This first-year course is designed to develop and deepen the understanding of landscapes of Australia and South-East Asia. In subsequent years the aim is to extend this study by applying the principles of physical and cultural geography in the core region.

GEOGRAPHY I S.G.I.—Refer to M.S. IA G.P. (above).

GEOGRAPHY CURRICULUM STUDY I S.G.I.

The aim of this course is to orientate students to the teaching subjects in the secondary schools, with particular reference to Geography, Commerce, Social Studies, Asian Social Studies.

Emphasis will be placed on teaching methods and syllabus interpretation.

REFERENCES:

N.S.W. Department of Education: *Syllabi Geography* (modified, ordinary, advanced).

N.S.W. Department of Education: *Syllabi Commerce* (ordinary, advanced).

N.S.W. Department of Education: *Syllabi Social Studies* (ordinary and advanced).

N.S.W. Department of Education: *Asian Social Studies* with appropriate commentaries, notes, and bibliographies.

GEOGRAPHY II S.G. II

*Four hours per week*

This course is a sequential development of the geographical overview of Geography I. Depth and qualification are provided through aspects of Geographical Thought, Urban, Political and Social Geography and Methodology. Its aim is to give adequate background for an independent inquiry approach in Geography III.
REFERENCES:

GEOGRAPHY CURRICULUM STUDY II S.G. II

Two hours per week
This course is designed to examine the methods and content of the teaching subjects of Commerce, Geography, Social Studies, and Asian Social Studies.

The lecture programme will be supported by observation of lessons in secondary schools and by practical experience.

GEOGRAPHY METHOD, XU1S

Four hours per week
This course is designed to examine the teaching of Geography in the secondary school, and it is intended to present studies in the—
(i) organization of the Geography syllabuses;
(ii) techniques in the teaching of Geography.

Specific details of the course—
1. Aims and purposes of Geography in the secondary school curriculum.
2. Arrangement of the Syllabus in Geography in N.S.W. and other states in Australia.
3. Analyses of the Geography Syllabuses in N.S.W.
4. Planning courses in Geography.
5. The selection of geographical skills and concepts.
6. Teaching methods and procedures in Geography—conveying the subject matter to children.
7. The selection and evaluation of resource materials used in Geography teaching (including a consideration of popular textbooks used in the junior school and in the senior school).
8. Teaching Geography to children of limited ability.

10. Questioning skills.
11. The senior course—teaching and the organization of material, the treatment of the students.
12. Other aspects—
(a) the local area—its usefulness and treatment.
(b) teaching climate in the secondary school.
(c) maps and mapping.
(d) visual aids—pictures, films, film strips—their use and problems.
(e) teaching current affairs—its relevance to the Form Four course.
(f) equipping a Geography room.
(g) the Geography library—fixed or mobile?

In addition to a lecture programme it is expected that students will be able to observe lessons in various local secondary schools.

TEXTBOOKS

REFERENCES
University of London Institute of Education Standing Committee in Geography: *Handbook for Geography Teachers*.
Ministry of Education, Pamphlet No. 39: "Geography and Education".
Brailt, E. W. H. and Shave, D. W.: *Geography in and Out of School* (Harrap).
Fairgrieve, J. Geography in School.
Biddle, D. S. (Ed.): *Aspects of the Teaching of Geography in Fifth and Sixth Forms* (Geog. Society of N.S.W.), 1966 Syd.
Dury, G. H. (Ed.): *Aspects of the Content of Geography in Fifth and Sixth Forms* (Geog. Society of N.S.W.) 1966, Syd.
HISTORY

M.S. I G.P. (A)
MAIN STUDY I—
HISTORY I

Four hours per week

This course will treat the following four important and continuing themes:

1. Migration
   Reasons for migration.
   Impact on earlier inhabitants. Changes due to the new environment.

2. Power
   Kings.
   The Church.
   New groups, e.g., bourgeoisie, working class.

3. Use of Physical Resources
   With emphasis on the impact of technological change.

4. Ideas
   The development and importance of religious, philosophical, economic and political ideas.

HISTORY I S.G. I—Asia in the Modern World

Four hours per week

In the post World War II period, Asian nationalism has held Western imperialism responsible for Asia's immediate problems. Actually, many of these political, social, and economic difficulties were deeply ingrained in Asian culture before the arrival of the West.

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

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

Part One of the course is a depth study of—
China,
Japan,
Indonesia,
from the pre-Western period to the present day.

Part Two allows for individual research study into any other Asian country of the student's choice.

This course also aims at the development of historical skills. The following skills will be practised throughout the course—
tutorial,
interview,
question,
book analysis,
article reviewing,
research presentation.

REFERENCES

HISTORY II—AUSTRALIA IN THE MODERN WORLD S.G. II
Four hours per week.

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

This course will follow the theme approach to history. Depth studies will be made of Australian historical themes, but opportunity will be given for individual research into areas of particular interest to individual students.

Part one deals with depth studies of—
Migration,
The Struggle for Power in Australian Society,
Economic Development,
Australian Culture.

Part two allows for individual student choice into any aspect of Australian history.

This course aims to consolidate the skills developed during the previous year and to introduce the student to the skills of—
Seminar,
Interview and survey techniques,
the use of primary sources in research.

REFERENCES

HISTORY II S.I.A.

Two hours per week.

This course deals with developments in technology: the individuals who were responsible for the development; their motives; and the social, economic, and political consequences of technological advance.

The areas of development considered are:
(i) Power—especially steam, electricity, internal combustion, atomic fission.
(ii) Machine tools.
(iii) Metallurgy.
(iv) Transport.
(v) Communication.
(vi) Building construction.
(vii) Plastics.
(viii) Electronics.

Examination will be by progressive evaluation throughout the year.

REFERENCES

HISTORY METHOD XIV'SS

Four hours per week

1. Background. Why we teach History.

2. Lesson Types.
   (a) Oral Presentation.
   (b) Study Lesson.
   (c) Observation Lesson—photographs, film, TV.
   (d) Use of Literature.
   (e) Project Lesson and variations.
   (f) Discussion Lesson.

3. Demonstrations to be organized to illustrate step 2 (above).

4. The organization of the School History Department.
   (a) Programmes; Syllabus, source material, etc.
   (b) Registration of Work.
   (c) Examining and Testing.
   (d) Aids.
   (e) The History Room.
   (f) The above points to be seen as needs of the teacher and treated separately . . .

5. Programming and Registration of work.
7. Essay writing and Assessment of written work.
8. Examining and testing, including progressive assessment.
9. The aids available to the History Teacher:
   (a) Slide, strip and movie projector.
   (b) Infra-red copier for duplication.
   (c) Scanner.
   (d) Spirit duplicator.
   (e) Tape recorder.
   (f) Overhead projector.
   (g) The possibilities of Photography.
10. Questioning re-emphasized as part of lesson procedure.

REFERENCES:
New South Wales Department of Education: *Syllabus in History*. Forms II, III, IV. Forms V and VI All Levels.

HISTORY COURSE FOR XU5S

*Four hours per week*

*Method Course as for XU5s*

The course pursued will depend on the background of completed University courses. Students may be offered one of the following:

1. Australian History. The approach is a study by strands.
   (a) Political growth.
   (b) Economic growth.
   (c) Social attitudes.
   (d) Australia and foreign policy, including Trusteeship.
   (e) Australia and the Commonwealth of Nations.

2. Contemporary Problems; e.g.
   The problem of colour prejudice . . . general.
   Australian foreign policy . . . regional.
   Modern Japan . . . national.

REFERENCES:
These are not prescribed, but some of the following are suggested:
Clarke, C. M. H.: *Select Documents in Australian History*.
Fitzpatrick, B.: *The British Empire in Australia*.
Grattan, C. H.: *The Southwest Pacific to 1900 . . . since 1900*.
Shann, E.: *An Economic History of Australia*.
DIPLOMA IN ART EDUCATION

HISTORY I S.A. I.

Four hours per week

GENERAL HISTORY

The following three important, continuing and still relevant themes will be studied through lectures and seminars.

1. Migration.
   (a) Reasons for migration
      (i) within a country,
      (ii) across a continent,
      (iii) from continent to continent.
   (b) Impact of migration on previous inhabitants.
   (c) Changes in society due to migration.

The above aspects will be studied with special reference to the Germanic migrations across Europe; migration to Australia.

2. The Acquisition, Exercise, and Loss of Power.
   (a) The power of princes and kings.
   (b) The power of spiritual authorities.
   (c) Power and emerging groups, e.g., the bourgeoisie, the working class.

This theme will be studied with reference to England.

3. Ideas

This study will deal with the origins, development and impact of some of the influential ideas in religion and philosophy in Europe.

SELECTED REFERENCES

Migration

Power
The Pelican History of England in eight volumes.

Ideas


HISTORY II S.A. II—Asian and South American

Two hours per week

South East Asia and Latin America

This course comprises a political, social and cultural study of two areas which are substantially unfamiliar to Australians who have previously studied history.

The study will be made with special reference to Indo-China and the Malay peninsula; and to Brazil and Argentina.

SELECTED REFERENCES


HISTORY III S.A. III—Comparative Social History

Two hours per week

Comparative Social History

This course makes a comparative study in the social history of the world's four most populous countries.

The study will be made in two parts:
   (i) U.S.A. and U.S.S.R.
   (ii) China and India.

SELECTED REFERENCES


HISTORY IV—S.A. IV
Four hours per week
The Writing of History
This course has three aspects, all concerned with the writing of history.

1. The ways in which historians differ in their interpretations, and the grounds on which they differ.
2. Practice in examining source materials and using the evidence to interpret a question.
3. Writing a minor thesis of 10,000 words on an approved topic.

REFERENCES
Holt, Rinehart: Source Problems in World Civilization.
Heath: Problems in American Civilization.
Heath: Problems in European Civilization.
Random House Historical Issues Series.

HISTORY III
Two hours per week
Elective for Home Science Textile Students
This is a research-seminar course dealing with World Problems—Past and Present. Students practise the skills of—
(i) Seminar presentation and discussion.
(ii) Article and book review.
(iii) Interview technique.
(iv) Research technique.
(v) Written presentation of research.

SOCIAL STUDIES

SOCIAL SCIENCE I G.P.
Social Studies in the Primary School
Two hours per week

PART (a)—Forces at Work in Society
This section of the course deals with reading and research in Australian and World Problems.

PART (b)—Social Studies Method
The first section of the course deals with the aims and content of the social studies curriculum and with basic lesson techniques and skills.
The second section 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.

REFERENCES
Department of Education: N.S.W. Curriculum in Social Studies.

SOCIAL SCIENCE II G.P. (1971 only)
One hour per week.
In this course the emphasis will be on the understanding of the mechanics of government in Australia, on research into the background of some chronic world problems, and in communicating the results of this research.

REFERENCES

SOCIAL STUDIES XU1P
Two hours per week
This course is available for people who have completed 6, 7, or 8 courses towards a university degree and who elect to follow a primary course.
SOCIAL STUDIES XU2P
Two hours per week

This course is available for people who have completed 3, 4, or 5 courses towards a university degree and who elect to follow a primary course.

Refer to MS(A) G.P. I, page 161 and Curriculum Studies G.P. I, page 173.

SCIENCE
Secondary Science Course—Table
Main Studies
Primary and Infant Courses
Secondary Science Courses
SECONDARY SCIENCE COURSES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 1 Hours</th>
<th>Year 2 Hours</th>
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<td>Education</td>
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<td>Physical Education</td>
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<td>Part (ii) Chemistry</td>
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<td>Part (iii) Geology</td>
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<tr>
<td>Part (iv) Physics</td>
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<tr>
<td>Part (v) Science Method</td>
<td>2</td>
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<td>Total</td>
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MAIN STUDY A GP

BIOLOGY—MAN AND HIS ENVIRONMENT

A study of man as part of the ecosystem. Problems resulting from the impact of technology and the population explosion.

Year I topics will include—

Basic concepts of population, community ecosystem.
Ecological classification of organisms.
Physical factors of the environment and their effects on organisms.
Biogeochemical cycles.
Food webs and energy flow.
Adaptation.
Pollution: environmental degradation. Effects of change in environment on composition of communities.

Man's unique ability to modify his environment and hence the need for scientific literacy.

Local studies will be incorporated in this course.

PRIMARY AND INFANT COURSES

SCIENCE II G.P.—SCIENCE FOR THE PRIMARY SCHOOL

Three hours per week

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

The course will include:

(i) Study of the syllabus in Natural Science, its content and aims.
(ii) Content and background material for topics indicated in the syllabus.
(iii) Materials and methods of presentation. Design of experiments suitable for primary classes.
(iv) 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.
Burnett: Teaching Science in the Elementary School.

Or,
Blough and Swartz: Elementary School Science and How to Teach It.
Schmidt and Rockcastle: Teaching Science with Everyday Things.

SCIENCE II L.P.—SCIENCE FOR THE INFANT SCHOOL

Three hours per week

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

The course will include:

(i) How children learn about biological and physical phenomena; the contributions of educational theory; the work of Piaget, Bruner, Ausubel and other psychologists.
(ii) Elementary observation and experiment.
(iii) Background material for syllabus topics.
(iv) A study of the curriculum—its content and aims.
(v) Reference materials and aids.

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

REFERENCES:

Curriculum for Primary Schools: Natural Science (Infant School).
Burnett: Teaching Science in the Elementary School.
Leach: Australian Nature Studies.
Schmidt and Rockcastle: Teaching Science with Everyday Things.

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SECONDARY SCIENCE COURSES

CHEMISTRY I S.I.A.

Two hours per week

This course is intended to provide a background of chemistry relevant to Industrial Arts. It will include:

(i) Atomic structure.
(ii) Bonding—ionic, covalent, and metallic; intermolecular forces; properties of ionic, covalent, and metallic substances; shapes of ions and molecules; crystal lattices.
(iii) The activity series.
(iv) Oxidation and reduction; electrode potentials; electroplating.
(v) Corrosion.
(vi) Organic chemistry, with emphasis on industrial polymers.

Appropriate laboratory work will be included.
Assessment will be based on progressive evaluation.

References will be given during the course.

SCIENCE I S.Sc.

PART (a)—BIOLOGY

Four hours per week

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:

(i) The history and development of biology.
(ii) The diversity of living organisms.
(iii) The origin of living organisms.
(iv) The cell theory.
(v) The organization of multicellular organisms, with emphasis on angiosperms and mammals.
(vi) The continuity of life.
(vii) The organism and its environment.

TEXTS include:
Australian Academy of Science: The Web of Life.
Villee: Biology.
Weisz: The Elements of Biology.

PART (b) CHEMISTRY

Four hours per week

This subject has the following aims:

1. To establish a stable framework, or structure, of modern chemistry, which includes the most substantive and organizing principles of the discipline, appropriate to a course of tertiary status. Such a structure would provide a background for meaningful interpretation, for solving problems, and for extension of learning within the discipline.

2. To enable students to gain sufficient competence, and confidence, to teach school chemistry.

The general topics will include:

(i) An outline of the history of chemistry.
(iii) The Mole concept and related calculations.
(v) The classification of the elements, the Periodic Law.
(vi) Atomic Structure, chemical bonding, structures of elements and compounds, relation of properties to structure.

TEXTBOOKS
Baxter & 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.
University of N.S.W.: Approach to Chemistry (5 vol.).
Assessment—Progressive assessment with a final examination.

PART (c) 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, and field work.

REFERENCES include
Holmes: Principles of Physical Geology.
Bayly: Introduction to Petrology.
Putnam: Geology.
Twidale: Geomorphology.
Other references will be given during the course.

Assessment will be by progressive evaluation using assignments and tests.

PART (d) PHYSICS
Four periods per week

The course has the following aims:

1. To ensure the student can handle with care and confidence the concepts and models used in the teaching of physics at the school level and moreover can make these models interesting and acceptable to the pupils.

2. To give the students a view of physics wider than that needed in paragraph (1) above, for the following reasons:
   (a) To satisfy his own particular interests.
   (b) To enable him to deal more effectively with subject material that is just outside the syllabus content.
   (c) To give a grounding for future study.

The content will be based on the texts: Analytical Experimental Physics, Ference, Lemon and Stephenson; Modern University Physics, Richards et al., and will be at the standard of these texts.

Mechanics
Kinematics, Statics and Dynamics of a particle.
Momentum, Work, Energy, Simple Harmonic Motion.

Electricity
Electrostatics, Direct current electricity, Electromagnetism and Electromagnetic induction.

Heat
Temperature, Calorimetry, Ideal gases.

Practical Work—There will be an average of two periods per week spent on practical work related to the topic being studied at the time.

Assessment—Periodic tests, problems and a final examination. Practical work will be assessed throughout the year.

REFERENCE BOOKS
As well as the textbooks named above other texts will be consulted, for example:
Frier: University Physics.
Butler and Messel, eds.: Space and the Atom.
Martin and Connor, Basic Physics.

PART (e) SCIENCE METHOD
Two hours per week

This course will include a study of:

(i) Theoretical foundations of science teaching, e.g., psychological bases for the teaching of science, the objectives of science teaching, principles of evaluation in science teaching.

(ii) Teaching techniques, e.g., the demonstration of experiments, the organization of practical work, use of visual aids.

(iii) Laboratory techniques, e.g., laboratory organization, manipulation of glass, the planning and setting-up of composite apparatus.

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

REFERENCE
SCIENCE II S.Sc.

PART (a)—BIOLOGY

Four hours per week

This course will concentrate on cytology, ecology and genetics.


2. Ecological principles and their application to some local habitat studies.

3. A background to modern genetics. Mendelian inheritance, genes and chromosomes, the role of D.N.A. and R.N.A., human heredity, the application of genetics to plant and animal breeding. Evolution and population genetics.

Practical work will occupy two hours per week of the course. There will also be selected field studies.

REFERENCE BOOKS

Weisz: Contemporary Readings in Biology.
Swanson: The Cell.

PART (b)—CHEMISTRY

Four hours per week

This subject is a continuation of the first year chemistry subject and is directed towards the same objectives.

The general topics will include:

(i) Energy changes in chemistry, electrochemistry, thermodynamics.

(ii) Organic chemistry.

(iii) Chemical Kinetics.

(iv) Detailed study of some Periodic families.

TEXTBOOKS

Baxter, J. F. & Steiner, L. E.: Modern Chemistry, Vols I & II.
Schaum: College Chemistry.

REFERENCES

Partington, J. R.: General and Inorganic Chemistry.
University of N.S.W.: Approach to Chemistry Series.
Assessment—Progressive Assessment.

PART (c)—GEOLOGY

Two hours per week

Deformation of the earth's crust.
Mapping.
General palaeontology.
Stratigraphy and geological history.
Economic geology.
Seismology.
Geology of the ocean basins.
Continental Drift.
Soils.
Geology in Education.

Practical work will include mapping, palaeontology, economic mineralogy and field work.

REFERENCES INCLUDE

Brown, Campbell and Crook: Geological Evolution of Australia.
Holmes: Principles of Physical Geology.
Putman: Geology.
Stokes: Essentials of Earth History.
Other references will be given during the course.
Assessment will be by progressive evaluation using assignments and tests.

PART (d)—PHYSICS

Four periods per week

Aims, Practical work, Assessment, Reference books, Textbooks, as for Sc. I Part (iv) PHYSICS (page 180).
Content

1. Sound
   Wave motion.
   Doppler effect.
   Musical sounds.

2. Light
   Thin lens geometrical optics.
   Simple physical optics.

3. Modern Physics
   Relativity.
   Waves and corpuscles.
   Nuclear energy.
   Transistors and simple radio.

PART (c)—SCIENCE METHOD

This subject is a continuation and extension of the corresponding First Year subject.

This subject will include a study of

1. Teaching Techniques, e.g.
   Organization and excursions.
   Teaching science to pupils of varying abilities.
   Planning science lessons, units of work, programmes.
   Extension and project work.

2. Science Curriculum Development, e.g.
   New science curricula in other countries.
   New science curricula in Australia.

3. General Aspects of Science
   History and philosophy of science.
   Scientific method and attitude.
   Social relations of science.

TEXTBOOKS

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

REFERENCES

Syllabus and Notes.

SCIENCE III S.Sc.

PART (a)—BIOLOGY

Four hours per week

Major topics of study will be selected from:
(i) Regulatory mechanisms in plants and animals.
(ii) Man and the ecosystem.
(iii) Modern systematics.
(iv) The chemistry of the cell.
(v) Microbiology.

It is anticipated that students undertaking this course will have the opportunity of pursuing individual research projects.

PART (b)—CHEMISTRY

This course would include a study of the application of chemistry in the total environment.

Against the stable framework of the discipline, established in the first two years, students would study in depth the application of chemical principles to topics such as:
(i) Location and extraction of useful materials.
(ii) Modern methods of analysis and synthesis of materials.
(iii) Production and use of chemical fuels.
(iv) Production and use of synthetic materials (e.g., plastics).
(v) Biochemical applications (drugs, vitamins, etc.).

Textbooks, reference books and methods of assessment are still under review.

PART (c)—GEOLOGY

Four hours per week

The course will be selected to meet student interests from the areas of petrography, palaeontology, stratigraphy, and geophysics.
PART (d)—PHYSICS

Four periods per week

It is envisaged the course will be in three sections, two on broad prescribed topics, e.g., waves, fields, laws, and one designed by the individual student.

This course is designed to suit individual groups and individuals within the groups and more details of the course will be determined during the second year.
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 context 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:
   (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 authorize publication of any magazine, newspaper or any other printed matter on behalf of the Students Representative Council;

(xiii) To co-operate or affiliate with any body having similar 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 5 (a) 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;
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;
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 members 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 the Honorary 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 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 taken 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.

With suitable emendations the same form of Constitution has been adopted by the Recreation Union of Clubs.

COLLEGE CLUBS

These 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 as 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.
"Altiringa".
Film.
COLLEGE SPORT

College Sport is part of Physical Education. Students are encouraged to have a working knowledge of at least one winter and one summer game.

Swimming and Life Saving classes 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 VISITS

From time to time, visits of sporting teams from other Colleges are arranged by the Sports Union with the co-operation of the staff of the Physical Education Department.

BLUES

Blues are awarded for outstanding 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, Fencing, Golf, Hockey, Rugby, Soccer, Squash, Swimming, Table Tennis, Tennis, Rifle Shooting, Rowing.

Women—Athletics, Badminton, Basketball, Chess, Golf, Hockey, Netball, Softball, Squash, Swimming, Table Tennis, Tennis.
PRIZES AND AWARDS
PRIZES AND AWARDS

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. At prize is not necessarily given in every subject.

The names of all prizewinners are published each year in the Graduation Day Programme.

<table>
<thead>
<tr>
<th>AWARD</th>
<th>FOR EXCELLENCE IN</th>
<th>RECIPIENT 1969</th>
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<tr>
<td>Altjiringa</td>
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<td>Anonymous</td>
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<td>Frances Baker</td>
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<td>D. Burton</td>
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<td>Business and Professional Women's Club</td>
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<td>H. S. Carslaw</td>
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<td>Education Department</td>
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<td>Geographical Society</td>
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<td>Home Economics and Needlework Association</td>
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<td>G. W. Hutchinson</td>
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<td>Infants' Mistresses' Association Institute of Industrial Arts (Newcastle Branch)</td>
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<td>Margaret Jane Maidland High School Plaque</td>
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<td>J. D. Renwick</td>
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<td>J. W. Staines</td>
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<td>Department of Public Health</td>
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AWARD | FOR EXCELLENCE IN | RECIPIENT 1969
---|-------------------|----------------|
| Titan Wynn Shield | Technical Subjects | Dill, E. B. |
| | Citizenship | Huntington, Carol J. |
| | | Pearse, Lorraine A. |
| | | Collins, G. P. |
| | | Isaac, G. R. |
| | | Sibbald, R. R. B. |
| | | Dunn, Stephanie, K. |
| | | Miller, Patricia |
| | | Bates, Dianne M. T. |
| | | Fox, B. C. |

The following awards are made at the Sports Assembly during third term.

<table>
<thead>
<tr>
<th>AWARD</th>
<th>FOR EXCELLENCE IN</th>
<th>RECIPIENT 1968 OR 1969</th>
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<tbody>
<tr>
<td>Reg A. Baker Trophy</td>
<td>Sportsmanship (Second year)</td>
<td>Carriage, Elizabeth</td>
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<tr>
<td>Brown-Grahame Trophy</td>
<td>Sportsmanship (First year)</td>
<td>Cornwall, Louise</td>
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<td>Scott's Shield</td>
<td>Inter-Section Sports Competition</td>
<td>Section 201</td>
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<td>Armstrong Cup</td>
<td>Athletics</td>
<td>Section 201</td>
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<td>Charles Davis Cups</td>
<td>Athletics</td>
<td>Carriage, Elizabeth</td>
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<td>Bryden, P.</td>
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<tr>
<td>Mick Simmons Shield</td>
<td>Inter-Section Swimming Competition</td>
<td>Section 202</td>
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<td>H. P. Mottville Cup</td>
<td>Lifesaving</td>
<td>Section 308</td>
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<tr>
<td>Hodendorf Cup</td>
<td>Swimming</td>
<td>Section 212</td>
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<tr>
<td>John Gustard Shield</td>
<td>Tennis</td>
<td>Section 212</td>
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<tr>
<td>Robert Collingwood Miller Trophy</td>
<td>Golf</td>
<td>Section 212</td>
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<tr>
<td>R. Tinklay Trophy</td>
<td>Rifle Shooting</td>
<td>Wood, Sue</td>
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<tr>
<td>N.B.A. Medal</td>
<td>Rugby Union</td>
<td>Wondergem, J.</td>
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<td>Leo Coombes Trophy</td>
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<td>Shand, B.</td>
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<td>Brown, G.</td>
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<td>Jopson, G.</td>
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<td>Andrews, C.</td>
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<td>Henry, T.</td>
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V. C. N Blyth, Government Printer, New South Wales—1971