NEWCASTLE
TEACHERS
COLLEGE

CALENDAR
1972/3
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- French IA (ii): French Language and Literature
- French IIA: French Language and Literature
- German IA (i): Elementary German
- German IA (ii): German Language and Literature
- Latin IA (i): Elementary Latin
- Latin IA (ii): Latin Language and Literature
- Latin IIA: Latin Language and Literature
- Classics IB: The Ancient Mediterranean World
- Language IB: Teaching English as a Foreign Language

#### SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

- French IA (i): Elementary French
- French IA (ii): French Language and Literature
- French IIA: French Language and Literature
- German IA (i): Elementary German
- German IA (ii): German Language and Literature
- Latin IA (i): Elementary Latin
- Latin IA (ii): Latin Language and Literature
- Latin IIA: Latin Language and Literature
- Classics IB: The Ancient Mediterranean World
- Language IB: Teaching English as a Foreign Language

### DEPARTMENT OF MATHEMATICS

#### MAIN STUDIES ELECTIVES

- Mathematics I G.P.
- Mathematics II G.P.
- Mathematics III G.P.
- Mathematics I S.M.
- Mathematics II S.M.
- Mathematics III S.M.
- One and Two-Year Professional Courses

#### SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

- Mathematics I G.P.
- Mathematics II G.P.
- Mathematics III G.P.
- Mathematics I S.M.
- Mathematics II S.M.
- Mathematics III S.M.
- One and Two-Year Professional Courses
- Additional Secondary Electives

### DEPARTMENT OF MUSIC

#### MAIN STUDIES ELECTIVES

- Music I G.P.
- Music II G.P.
- Music III G.P.
- Music I S.M.
- Music II S.M.
- Music III S.M.
- Diploma in Music, First Year
- Diploma in Music, Second Year
- Diploma in Music, Third Year
- Diploma in Music, Fourth Year

#### SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

- Music I G.P.
- Music II G.P.
- Music III G.P.
- Music I S.M.
- Music II S.M.
- Music III S.M.
- Diploma in Music, First Year
- Diploma in Music, Second Year
- Diploma in Music, Third Year
- Diploma in Music, Fourth Year

### DEPARTMENT OF PHYSICAL EDUCATION AND HEALTHFUL LIVING

#### MAIN STUDIES ELECTIVES

- Physical Education I G.P.
- Physical Education II G.P.
- Physical Education III G.P.
- Physical Education I L.P.
- Physical Education II L.P.
- Physical Education III L.P.
- Physical Education—One and Two-Year Professional Courses
- Additional Secondary Electives
An Outline History of Newcastle Teachers College

At the end of this academic year, 1972, Newcastle Teachers College completes its twenty-fourth 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 resettling 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—there were 13 lecturers, and one librarian and a registrar. The college first assembled on Tuesday, 1st March, 1949, in unpleasant circumstances as, for the previous three weeks, rain had fallen almost continuously and the buildings were not ready. The present college buildings were not built until 1952, and the first college intake of 181 students met in the partly completed buildings of Newcastle Technical High School at Broadmeadow. There was little furniture and chairs were hurriedly borrowed from Newcastle Girls High School. There were no blackboards, enough tables and chairs for only one room, and no telephone.

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

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

At the beginning of 1952 the college moved to its present site. 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 Artisans' Section was formed in 1960 of people who had the Leaving Certificate and a Higher Trade Certificate. Thus, older men with trade experience were able to join the teaching service.

A 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 1971 was double that of 1970.

In 1970 the long-promised building at Shortland was completed. It houses the Industrial Arts and Art sections and is the best equipped centre for Industrial Arts in N.S.W. Over 200 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 probably metamorphosis of the college in the near future, even greater contributions to education will be made.
Newcastle Teachers College

(Established 1949)

Principal:
Griffith H. Duncan O.B.E., M.A., B.Ed.

Vice-Principal:
Gordon C. Elliott B.A., Dip.Ed. (Sydney), M.A. (N.S.W.)

Adviser to Women Students:

Adviser to Men Students:
Warren E. James B.Sc. (Econs.)

Student Counsellor
P. A. Newling M.A.

Registrar:
Frank B. Brady

Librarian
Joan Blatchford B.A., A.L.A.A.

Caretaker-Attendant (Cooks Hill)
Ted Auld

Caretaker (Waratah West)
Kenneth Maddocks
LECTURING STAFF 1971

ART
Eszter Marosszeky
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.
John W. Moore B.A. (N.S.W.), B.Sc.Agr. (Syd.), B.Ed., Dip.Ed. (Melb.)
Joyce E. Winney, B.Sc., Dip.Ed.

EDUCATION
Rosina Bailey B.A., A.T.C.L.
Enid M. Banks B.A.
Jeffery W. Bennett B.A., M.Ed.
Joseph A. Burke B.A.
Dennis C. Chaston B.A., M.Ed.
Trevor J. Fullerton B.A.
Norman F. Kafer B.A.
L. Michael Koder B.Sc.
Harold B. Lindsay B.A., M.Ed., Ph.D.
William R. Maley B.A., Litt.B.
John J. McIvor B.A., Litt.B.
Ralph R. Milne B.A.

ENGLISH
Ronald J. Haywood 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.)

Frances Nugent B.A. (Syd.), M.A. (N.E.)
Joan E. Poole M.A.
John Robson B.A., Dip.Ed.
E. Agnes Smith B.A.
Jacqueline M. M. Thorpe L.T.C.L.
Bertram L. Wood M.A.

HEALTH EDUCATION
Harry R. Dugdale M.B., Ch.B., D.P.H.
Curzon W. Furner M.B., B.S., F.R.C.S.

HOME SCIENCE AND TEXTILES
Rae Allaburton
Lynette N. Brown
Pauline J. Clark
Josephine A. Fisher
Mabel F. Grady B.A.
Maia L. Juhani
Olga K. Pilger
Ruth E. Symes

INDUSTRIAL ARTS AND CRAFTS
Barry W. Ableson A.S.T.C.
David E. Corney A.S.T.C.
Eric W. Fitness A.S.T.C.
Charles W. Hook
John P. Koos Dip.Art.(Ed.)
Gordon C. Lindsay A.S.T.C.
Donald A. Mackay A.S.T.C.
Allan J. Pateman A.S.T.C.
Harry Pickard A.S.T.C.
E. Douglas Pyle A.S.T.C.
Laurence N. See A.S.T.C.
Douglas N. Smith B.Sc. (Ind. Arts.)
Allan O. Taylor B.A., A.S.T.C.
Walter E. Wilcox
LANGUAGES
William T. Bryant B.A.

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

MUSIC
Allan W. Curry B.A.
Jess E. Ferguson L.Mus., D.S.C.M., L.T.C.L.
Roger Heading
Margaret F. Lloyd

PHYSICAL EDUCATION
Kathleen J. Abernethy Dip.P.E.
Wendy M. Coleman Dip.P.E.
Marilyn K. Cooper Dip.P.E.
Judith E. Cowley Dip.P.E.
E. Joseph Dunning 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.
Leslie W. J. Pennington B.Sc., Dip.Ed. (Liv.), M.Ed. (Syd.)
Terrence Sheedy B.Sc., Dip.Ed. (N.E.), M.Sc. (Newc.)
Herbert E. White B.Sc.

SOCIAL SCIENCES
Edward A. Crago B.Sc.
John J. Grady B.A.
J. Morris Graham B.A. (Syd.), Litt.B. (N.E.)
NEWCASTLE TEACHERS COLLEGE

VACATIONS
Teachers College: 18th Dec.-27th Feb.
Technical College: 18th Dec.-20th Feb.
Schools: 17th Dec.-31st Jan.
University: 18th Dec.-27th Feb.

FIRST TERM
Teachers College: 28th Feb.-5th May
Technical College: 21st Feb.-12th May
Schools: 1st Feb.-4th May
University: 28th Feb.-13th May
Anzac Day: 25th Apr.

SECOND TERM
Teachers College: 6th May-21st May
Technical College: 13th May-28th May
Schools: 5th May-15th May
University: 16th May-4th June
Queen's Birthday: 12th June

THIRD TERM
Teachers College: 22nd May-18th Aug.
Technical College: 29th May-18th Aug.
Schools: 16th May-24th Aug.
University: 5th June-12th Aug.

VACATIONS
Teachers College: 19th Aug.-10th Sept.

ABBREVIATIONS
Teachers College: TC
Technical College: TC
S. S. = School's School
G. S. = Government School
Prac. = Practical Work
S. R. = Science Room
E. R. = English Room
M. R. = Music Room
H. R. = History Room
G. R. = Geography Room
P. R. = Physical Education Room
D. R. = Drawing Room
L. R. = Library Room
C. R. = Chemistry Room
T. R. = Technical Room
M. S. = Music Suite
E. S. = English Suite
H. S. = History Suite
G. S. = Geography Suite
P. S. = Physical Education Suite
D. S. = Drawing Suite
L. S. = Library Suite
C. S. = Chemistry Suite
T. S. = Technical Suite
S. C. = Science College
E. C. = English College
H. C. = History College
G. C. = Geography College
P. C. = Physical Education College
D. C. = Drawing College
L. C. = Library College
C. C. = Chemistry College
T. C. = Technical College

CONSERVATORIUM OF MUSIC
First Term: 7th Feb.-5th May
Second Term: 22nd May-14th Aug.
Third Term: 11th Sept.-4th Dec.
Practice Teaching dates still to be announced.

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

End of year arrangements to be decided.

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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 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 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 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 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. At the present time the Council consists of the Principal, Vice Principal, five members elected by the staff and three members nominated by the Principal. Matters for its consideration may be submitted by any member of the College. 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.

It is anticipated that members of the community who are in a position to make a contribution to the college and the profession will be invited to join the Council.

THE COLLEGE ACADEMIC BOARD

The College Academic Board consists of the Principal, Vice Principal, and heads of departments.

The Board is responsible to the Principal for making broad recommendations on any matter affecting the college programme. It endorses the proceedings of other communities 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.

THE ADMISSIONS COMMITTEE

This Committee is responsible to the College Academic Board for making recommendations concerning the admission of any student to any course with special reference to the problem of recognition of any work already done in any other course, particularly work done at other tertiary institutions.

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 English/History;
(3) Secondary Mathematics;
(4) Secondary Science;
(5) Secondary Industrial Arts;
(6) Secondary Artisan;
(7) Secondary Home Science/Textiles;
(8) Secondary Geography/Commerce;
(9) Secondary Diploma in Music (Education);
(10) Secondary Diploma in Art (Education);
(11) College Diploma in Education;
(12) Professional Preparation for University Undergraduates.

Each course committee consists of the head of the major subject
department concerned who shall be chairman, together with repre­
sentatives of other subject departments contributing to the course.

ENROLMENT AND ADMISSION 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 Profes­
sional Staff. University students must select two teaching subjects
in their degree subjects.

All cases of students seeking admission with advanced standing on
the basis of studies already completed at the university or other
tertiary institution are to be referred to the Admissions Committee.
These requests should be made, through the Principal, by February,
1972.

Later requests will be considered only when circumstances beyond
the student’s control have prevented them being made by the due date.

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 enrol­
ment 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 availability of board
and lodging in Newcastle and inquiries should be directed to them
as soon as possible after 1st February each year.

SUBJECT DEPARTMENTS

The subject departments of the college are set out in the list of
members of the academic staff printed on page 13 of this handbook.

THE COUNSELLING SERVICE

The services of a full-time Student Counsellor are available. The
Counsellor 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 con­
fidential to the person concerned.

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

(i) EXAMINATIONS

1. The students' 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, other than an elective subject, must be repeated as determined by the Head of the Subject Department concerned. If the subject of failure is an elective subject, it may be repeated or another acceptable elective subject may be taken in its place.

Students carrying a Subject (Repeating it in another year of the Course).

Permission to repeat a Course or part of a Course failed in a previous year must be applied for in writing. The application should be addressed to the Head of the Department concerned early enough for him to make arrangements for such repetition to commence at the beginning of the Course. The Head of the Department concerned will notify the student in writing of the conditions under which the Course is to be repeated.

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 subjects as required.

8. Further Examination

(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 that 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 special examination. 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-tableting 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 Teacher Education Scholarship Branch.

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 decided 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

(iv) ACADEMIC DRESS

1. Diploma in Art (Education).

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 3-inch cream edging, then a 2-inch stripe in orange followed by a 4-inch stripe in deep gold.

2. Diploma in Music (Education).

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 the 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.

3. The names of the other College Awards have not been decided as approval from the Advanced Education Board is necessary.

(v) 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 in writing to the College Principal by completing an appropriate application for leave of absence.

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.

6. Any absence in excess of 14 days must be reported to the Department of Education accompanied by a recommendation concerning the student's likelihood of success if he is allowed to resume and continue the course or—when this is justified—allowed to take leave of absence and resume the following year.

7. The Department of Education has ruled that for any unauthorized absence from college or practice teaching commitments a proportional deduction should be made from the student's allowance.

(vi) COLLEGE FEES

1. Certain fees are payable by all students enrolled in courses at the college. These are:

   Membership of Students' Association $ 14.00
   General Service fee $ 3.00
   Library fees $ 3.00

   Total $20.00

2. Diploma in Art (Education) and Diploma in Music (Education) will pay these fees:

   General Service Fee $ 3.00
   Library $ 3.00
   Students' Association $ 4.00

   Total $10.00

3. University Undergraduates and graduates following Diploma in Education courses who wish to use the library and sporting facilities are required to pay:

   General Service Fee $ 3.00
   Library Fee $ 3.00

   Total $ 6.00

   If the student wishes to join in College Sporting and Dramatic Activities, etc.:

   $ 3.00

   Total $ 9.00

4. In addition to these fees payable by all students, in order to meet the cost of materials used, those enrolled in the following courses pay the fee indicated:

   Primary Crafts $ 5.00
   Diploma in Art (Education) $ 6.00
   Industrial Arts:
      First year $ 20.00
      Second year $ 20.00
      Third year $ 30.00

(vi) IMPORTANT DATES TO NOTE

There are final dates by which certain decisions must be made by students and these dates should be noted carefully.

Applications for admission with advanced standing 28th February, 1972 (also see p. 24 under Enrolment and Admission Procedures).

Determination of Main Study Electives (Primary) and Electives (Secondary) 7th March, 1972.

Applications to change course 24th March, 1972.

Applications to sit for Certification examinations (ex-students) 1st May, 1972.
SCHOLARSHIP
INFORMATION
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.

(iv) LIVING AWAY FROM HOME RATES OF ALLOWANCE

The Department of Education grants living away from home rates of allowance to students who would suffer difficulties in travelling to and from College and University each day under the following conditions:

1. The student must in fact live away from home.
2. Total travelling time, by public transport, each day must be 4 hours or in excess of that time.
3. The student must leave home frequently before 7 a.m.
4. The student must arrive home frequently after 8 p.m.
5. Public transport is not available.

(Sometimes a difficult lecture-timetable combined with an inadequate transport service makes it impossible for a student to get home at all and even if this would occur only one evening per week this would be sufficient cause.)

(6) A student in the final year of training may elect to live away from home and if he does so may be granted living-away-from-home rate of allowance.

Cost of travel is not recognized as a factor to be considered, for transport concessions are provided even on private bus systems, while students who must travel in excess of 7 miles each way daily are paid $10 p.a. as a contribution towards the excess travel costs.

These rules are applied already to all Colleges in the metropolitan area and must be applied uniformly in all other areas from the beginning of 1972. If any student has a special case caused by a difficult timetable, by an inadequate bus service, or by other cause he is required to submit a special application on Statutory Declaration forms obtainable at the Teachers College office.

If any present student feels that he should qualify for living away from home rate of allowance in 1972 in terms of the above rules he is requested to write to the Principal and set out his case as soon as possible. On request the appropriate Statutory Declaration forms will be forwarded.

If any student cannot apply at the present time because he cannot know in advance his timetable for 1972, then at the beginning of the year he will be paid only living at home rate until he has submitted the necessary Statutory Declaration and approval has been obtained from Teacher Education Scholarships Branch.

(v) PRIVATE STUDENTS—LECTURE FEES

A limited number of fee-paying students can be admitted to the college and at the present time the fees for such students are $350 per annum. In the case of students who are attending the Conservatorium or the National Art School there may be an adjustment of these fees in accordance with this scale:

Diploma in Music
1st Year—$40 per term
2nd Year—$40 per term
3rd Year—$40 per term
4th Year—$110 per term

Diploma in Art
1st Year—$40 per term
2nd Year—$40 per term
3rd Year—$40 per term
4th Year—$74 per term

(In these cases Music students pay separate fees direct to the Conservatorium while Art students pay separate fees direct to the Technical College).

The adjustment of fees for Art School and/or Conservatorium scholars as suggested above is dependent upon the type of enrolment.)
If the student wishes to seek employment in a Government school as distinct from a non-Government school it may be that the total fee could be payable to the Teachers College. Then the Department of Education would be responsible for paying appropriate fees to the Art School or Conservatorium. Any student should make personal enquiries if he or she could be one of these special cases.

Some students could be sponsored by the Department of Social Services, by Legacy, or by some other authority. In such cases the fees would still be payable but they would be the responsibility of the sponsoring authority.

Some students may be admitted as Commonwealth Advanced Education scholars and in such cases the fees would be the responsibility of the Department of Education and Science, LaSalle Building, 70 Castlereagh Street, Sydney 2000.

All private or fee-paying or sponsored students must pay, in addition to the lecture fees, the usual compulsory fees for all students as set out on pages 30, 31. In some cases these compulsory student fees would be met by the sponsoring authority but in some other cases they may be the responsibility of the student. Each student concerned should make personal enquiries concerning his own case.

(vi) PRACTICE TEACHING EXPENSES

Any student is entitled to claim at the end of practice teaching a refund of the difference between the cost of his daily travel to and from the school to which he has been attached and the cost of his regular daily travel to and from college. Students are expected to get weekly tickets on buses or rail if these provide cheaper travel, and the difference between the costs is determined only by comparing the cost by normal public transport with the cost to college by normal public transport.

Appropriate forms are issued to students at each practice teaching and the day for payment of claims is announced on the College Notice Board and by supervisors at practice teaching. Students who fail to make their claim at the proper time lose their right to the refund unless their absence has been brought about by sickness or some other cause which justifies granting leave.

(vii) CHANGE OF ADDRESS

Students who change their home or Newcastle address are required to notify the Registrar without delay. This applies also in cases where the student's parents or bondsmen change their address. Failure to do so may result in delay of payment of College Allowance, or in delay of official or private mail.

(viii) STUDENTS' CORRESPONDENCE

Students wishing to communicate in writing with the Department of Education are reminded that they must send their letters through the College Registrar. If letters are sent direct to the Department or to the Teacher Education Scholarship Section, they will be returned to the College Principal for his comment and advice.

(ix) OTHER EMPLOYMENT AND EXTERNAL ACTIVITIES

Students in receipt of scholarship allowance may undertake other employment during term, or indeed employment at any other time, provided this does not interfere with the completion of any course of study.

In this matter, as in many others, the student must use his individual judgment. The test of permissibility and/or advisability of any outstanding activity is simply this, that it must not hinder success in the course of training nor be likely to prevent appointment as a teacher.
APPOINTMENT 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 that he cannot make good the deficiency after appointment without prejudicing his success as a teacher, he may be required to repeat the year's work either in part or whole. Such cases must be referred to the College Academic Board. Students judged suitable for appointment despite failures are appointed as Conditionally Certificated teachers.

Ex-students granted 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 first day of the month following the date of the examination at which they are successful.

(ii) STATUS

Upon successful completion of his course the student is classified as having status related to the length of that course.

Artisan students completing a one-year course are classified as having two-year trained status.

Students completing a three-year course are classified as having three-year trained status.

Diplomates in Art (Education) and in Music (Education) and university graduates are classified as having four-year trained status.

Students who have passed in one or two subjects at the university, normally enter the first year of a three-year course and on completion of this are classified as having three-year trained status. However, in certain cases students who have passed two degree units, including two "teaching" subjects, may be permitted to undertake a third degree unit, at their own expense, at the same time as they are completing the College course. Such students enter a special one-year professional course. Applications to be included in this category will be considered by the College Academic Board. Failure to pass the concurrent university subject will result in the student being classified, if appointed, as a conditionally certificated teacher, three-year trained.

Students who have passed in six, seven or eight subjects at the university, which include two "teaching" subjects enter a special one-year professional course, at the completion of which the student is classified as having three-year trained status. However, it is the policy of the Department of Education to permit those students who have passed in eight units of a nine unit degree course, to undertake the final ninth unit, at the student's own expense, at the same time as he is completing the College course. This permission is granted subject to the student coping with the College course. If this final subject is passed, such students would be classified as having four-year trained status.

Ex-students who are conditionally certificated may gain certificate attainments after appointment by applying to the College which they attended for permission to sit for examination in the subject(s) in which they failed, or in substituted subjects acceptable to the College. Such applications must be made before 1st May in each year. The examinations will be held in January of the following year.

(iii) APPOINTMENT DETAIL INFORMATION SHEETS

Outgoing students are issued during second term with Outgoing Student 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 in duplicate and returned to the college at the end of the second term for forwarding to Head Office. 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 Outgoing Student 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 is also granted 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 separate 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 and inside education.

(v) ASSEMBLY OF OUTGOING STUDENTS

At an assembly in third term, students are advised about superannuation data sheets, entry on duty forms, obtaining board and lodging in country centres and other matters. Attendance at this assembly is compulsory for all outgoing students.

(vi) FIRST APPOINTMENT

With the notification of the first appointment ex-students will receive an information sheet headed "Removal Expenses". This document should be studied carefully as it contains procedures to be followed in taking up the appointment.

In summary—

1. If the teacher wishes to use his own vehicle permission must be obtained before undertaking the journey.
2. Rail Warrants may be obtained from the appropriate Area Director or Head Office.
3. Receipts for incidental expenses and for excess accommodation costs arising from taking up duty must be kept and submitted with claims for refund.
4. Married students should consult the appropriate Area Office or Head Office before making arrangements to transfer furniture.

Students should study regulations 69–73 (pages 189 to 198 of the Teachers' Handbook).

(vii) 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 through the school principal.

One copy of the entry on duty form is forwarded to the Accountant to ensure correct payment of salary.
THE DEMONSTRATION SCHOOL AND DEMONSTRATING SCHOOLS
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 are generally 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 1971 demonstration lessons were also arranged at Hamilton Public (Infants Department), Newcastle East Public and Waratah Orthopaedic Schools.

Demonstrations arranged in 1971 included:
First Year—English, Mathematics, Music, Physical Education, Social Studies.
Second Year—Art, Craft, English, Mathematics, Music, Natural Science, Physical Education, Social Studies.

In the senior years at College the Two-Teacher School at Miami and the One-Teacher Fern Bay Infant School are visited for demonstrations in Small School Method.

(ii) JUNIOR SECONDARY AND PROFESSIONAL YEAR COURSES

Demonstrations were arranged during 1971 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
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

Demonstrations were arranged in:

PRACTICE
TEACHING
PRACTICE TEACHING

COLLEGE PRACTICE

Periods of teaching practice are organized at suitable stages in the course. All students allocated to a school for practice teaching must carry out instructions issued for that practice. 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 for a period of two 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 STUDENTSUndERTAKING 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.

THE AIMS OF PRACTICE TEACHING

The various periods of practice teaching during the College course aim at providing the students with practical experience in teaching and being members of a school staff, with ancillary responsibilities; to allow them to practise the kinds of approach to teaching procedures and lesson structures that are discussed in lectures and demonstrated in demonstrations; to make observations about the nature of the profession of teaching generally and to collect ideas likely to be useful to them in their own teaching careers, particularly in connection with the school's routine and organization, and the special, novel and noteworthy activities of the classroom under the skilled teacher; to have varied experience by practising in several separate and different schools, and to develop some concept of their own teaching potential and personality and philosophy by comparing themselves with established teachers; to learn at first hand something of the nature of the child in the learning situation, and to apply principles of child-study and the Psychology of learning as studied at the College; to receive the benefit of guidance and encouragement and if necessary instruction in practical teaching matters or any of the foregoing aspects of teaching from College staff and School staff; generally to be inducted as teachers in a limited practical situation, whilst remaining as learners in relation to the School staff and College staff, but to progress in this relationship from first practice to final practice in such a way as to become reasonably well-equipped to enter the service as junior teachers upon graduation from the College.

PRACTICE TEACHING: GENERAL ADVICE TO STUDENTS

THE STUDENT AS A TEMPORARY MEMBER OF THE SCHOOL STAFF

During the period of the practice, the student is regarded as being attached to the staff and under the general control of the principal of the school. On arrival, he reports to this officer for instructions and allocation to the teacher(s) with whom he will work. Every day he is in attendance he signs a School Attendance Book or Time Book, fits into the normal routines, and shares in the duties undertaken by teachers such as playground and sports supervision, while realizing that, as he is not a Department employee, he cannot accept legal responsibility in these matters.

PUNCTUALITY AND ATTENDANCE

The student should arrive daily at the school at least half an hour before the time set down for the commencement of lessons in primary and infants departments, or 15 minutes in the case of secondary classes. He should remain at the school until the school is dismissed, unless permission to leave has been granted by the principal. If unable to report, he should notify the school by telephone as soon as possible, and report to the school principal on returning to duty at the school. The student may be required to complete a written application for leave of absence if the Supervisor or school Principal considers it advisable. Such applications may be forwarded by the school Principal direct to the Principal of the Teachers College.

DRESS AND DEPORTMENT

Special attention should be given in the practice teaching situation to ensure that the student appears and conducts himself as befits a
member of the teaching profession. Reasonable conservatism and tidiness in dress should be observed at all times. Men should wear a coat and tie, and hair must be of reasonable cut and trim. General appearance and deportment should be such as not to provoke unfavourable reaction from the school staff, pupils or the community.

THE STUDENT IN THE CLASSROOM

During the practice, the general primary student is expected to teach, if in first year, for a minimum of 1 hour of the school day; second year students for 2 hours, and third year students for one half-day every day. Secondary students usually teach approximately twelve periods per week, more if possible, in the case of students in their final year. In general, the time-table of lessons is given to the student a week in advance and detailed briefing for a particular lesson at least a day before it is to be given. It is the student’s responsibility to ensure that he is properly prepared for each lesson given by him. He should provide himself with a bound foolscap notebook in which notes for every lesson are to be recorded. The actual notes of the lesson, indicating structure and procedure, should be written on the right-hand page. The corresponding left-hand page may be used for content material (including lists of questions, exercises) blackboard summaries and comments. A new book need not be commenced for every practice, but at the beginning of each period a whole page should be taken as a title page on which should be written—

(a) dates of the practice,
(b) name of school,
(c) classes taught, teachers involved and subjects (where applicable),
(d) name of supervisor.

While no set form is prescribed covering all types of lessons, the student should follow the pattern set down in the demonstrations and by the respective subject method lecturers. Writing, neatness and setting-out should be exemplary, and notes should indicate not only the subject-matter, arranged in logical order, but also the method of treatment, including the activity of teacher and pupils at the various stages. A space should be left for comments by the student (comprising evaluation and criticism of the conduct of the lesson, and suggestions for follow-up and future treatment) and by the supervisor. Full notes are to be written for a maximum of four lessons per day; lessons in excess of this number may be written in an abbreviated (Day Book) form. Lesson notes should be readily available to members of the school or college staff involved.

EMPLOYMENT OF NON-TEACHING TIME

Non-teaching time should be spent in gainful occupations, of which the following may be mentioned:

(i) Observing lessons given by teachers on his own or another class by arrangement.
(ii) Practising blackboard writing in an approved basic style (refer to the Primary Curriculum). In particular all left-handed students must show that if they are teaching in the primary or infant school, they can demonstrate right-handed writing both on the chalkboard and in pupils’ books. To this end, such students must undertake appropriate practice while in the schools.
(iii) Attaining proficiency in the preparation of teaching aids, such as sketches, maps, diagrams, flashcards, duplicated material.
(iv) Preparing materials to be used in lessons.
(v) Practising techniques in practical work.
(vi) Writing up comments and suggestions on his own lessons.
(vii) Making observations on matters of significance in the school.

These could include.

(a) School routines, e.g. bell times, line procedure, assemblies, playground rosters, transport, sports procedures, procedure for latecomers, routine for ventilation of classrooms, classroom tidiness procedures, routine for illness and accident, home lessons, detentions, departmental records.
(b) Classroom routines, e.g. where material is stored for use of teacher and pupils, procedure if child is without the necessary material, methods of distribution and collection of material, principle behind seating of children in classroom, different formations for special purposes, teacher’s method of handling special groups according to their needs, methods of supervision of class work—rapid supervision of whole class, individual attention.
(c) Teaching routines, e.g. acceptable standards of neatness and orderliness of work in books and methods of obtaining the same, permissible amount of sound and movement during periods of listening, questioning, discussion, working exercises, practical work, testing, length of time the teacher usually takes for these activities, methods used to correct and assess pupils’ work, methods and devices used to prevent class inertia and disturbances.

The student is advised to take full advantage of the opportunity to observe all that the school has to offer. A special book for recording these matters as they come under his notice is recommended.
GENERAL

(a) Expense Forms. These must be signed by the Supervisor. The student teacher is entitled only the EXCESS of the cost of getting to the school over that normally incurred in attending College. Where weekly tickets may be obtained for travel by train, bus or ferry they must be obtained. It is regretted that the College cannot meet any expenses incurred in attending sport or swimming schools.

(b) Library. During practice teaching the College Library will be open from 8.15 a.m. to 5.45 p.m. Monday to Friday, inclusive.

Note: The notes above, though referring to men, are meant to apply appropriately to both men and women students.
INFORMATION FOR THE YOUNG TEACHER

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 provisions 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 and inside education minor alterations which are to be placed in the Handbook.

EDUCATION GAZETTE AND INSIDE EDUCATION

The departmental publications are the Education Gazette and inside 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, retirements, dismissals, and annulments of appointments of officers made under this Act shall be conclusive evidence of the appointment, promotion, retirement, dismissal, or annulment 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.

The Education Gazette and inside education are distributed 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 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.

UNIVERSITY COURSES

Many 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 and inside education. 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 Teachers’ 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, 12th October, 1971, page 202.)

LEAVE OF ABSENCE

Leave of Absence provisions are stated in the Education Gazette Special Issue No. 2, February, 1971. Included are Sick Leave, Special Leave, Accouncheen Leave and Long Service Leave.

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, in inside education and in Education, the journal of the Teachers Federation. Existing salary scales appear in Education Gazette issue No. 10, 16th February, 1971.

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

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 main College library collection is housed in a separate brick building. Normally it is open from 8.15 a.m. to 5.30 p.m. Monday to Friday for study, reading, borrowing, and the return of loans; during the weeks of practice teaching sessions, it closes later (normally 5.45 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.

There is a branch library at the Shortland annexe. 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. Students and staff members may suggest books for purchase.

The collection contains nearly 40,000 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 given only 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 reserved, 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 |
| 100—199 | Philosophy and Psychology |
| 150 | Psychology |
| 170 | Ethics |

| 200—299 | Religions |
| 230—280 | Christianity |
| 300—399 | Social Sciences |
| 310 | Statistics |
| 330 | Economics |
| 370 | Education |
| 400—499 | Language |
| 420 | English Language |
| 500—599 | Pure Science |
| 510 | Mathematics |
| 530 | Physics |
| 540 | Chemistry |
| 600—699 | Applied Sciences |
| 620 | Engineering |
| 640 | Domestic Sciences |
| 700—799 | Arts |
| 730 | Sculpture |
| 750 | Painting |
| 780 | Music |
| 790 | Recreations |
| 800—899 | Literature |
| 820 | English |
| 900—999 | Geography and History |
| 910 | Geography |
| 920 | Biography |
| 940 | Europe History |
| 990 | Australia and Pacific |

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 are collections of film strips, records, maps, teaching pictures, art prints and pamphlets. 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 and will then be issued with an Identification Card. 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 into the library desk. However, it may be necessary for the librarian to require that certain books in heavy demands be limited to overnight loans, or to remain in the library building, or to 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.

A student is permitted to have up to five books on loan at any time.

The Identification Card is not transferable. Material borrowed is the responsibility of the person whose name appears on the Identification Card and consequently, on the loan card.

Books lost by students (and not subsequently found) must be replaced or paid for by the student concerned. Replacement is preferred.

Books which are overdue after the one-week loan period attract a fine of twenty cents (20c) per week or part thereof. All students are urged to return books on time, to assist in the efficient working of the library.

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 OUTLINES AND REQUIREMENTS

1. Primary and Lower Primary Courses
2. Secondary English/History
3. Secondary Mathematics
4. Secondary Science
5. (a) Secondary Industrial Arts
   (b) Artisan—One or Two Years
6. Secondary Home Science/Textiles
7. Secondary Geography/Commerce
8. Diploma in Music (Education)
9. Diploma in Art (Education)
10. College Diploma in Education
11. (a) Undergraduate Professional Course—One Year Course
    (b) Undergraduate Professional Course—Two Year Course

COURSES OF STUDY—PRIMARY AND INFANT COURSES

These courses aim at preparing primary and lower primary teachers for N.S.W. schools. Though it is not essential it is desirable that the student select either primary or lower primary teaching from the beginning of first year otherwise a firm choice must be made in second year. Each course is three years in duration. The notes which follow the course outline are of great importance and are to be read in conjunction with the course outline.

GENERAL COURSE OUTLINE—PRIMARY AND LOWER PRIMARY (INFANT) TEACHING COURSES

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Lecture hours per week</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>General Professional Studies</td>
<td>Education I . . 4</td>
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<tr>
<td></td>
<td>Communications I . . 2</td>
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<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Professional and Curriculum Studies</td>
<td>English CS I . . 2</td>
</tr>
<tr>
<td></td>
<td>Maths CS I . . 2</td>
</tr>
<tr>
<td></td>
<td>Music CS I . . 2</td>
</tr>
<tr>
<td></td>
<td>Social Sciences CS I . . 2</td>
</tr>
<tr>
<td></td>
<td>PE &amp; Health see above.</td>
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</tr>
</tbody>
</table>

NOTES

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

SPECIALIST PROFESSIONAL STUDIES are academic studies dealing directly with the content and advanced development of a teaching subject as an academic discipline.
CURRICULUM STUDIES are subjects closely related to one or more syllabuses in the N.S.W. Education Department, and include both content and methods of teaching.

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

Main Studies Electives are divided into two groups, Group A and Group B. Each year a student must attempt two Main Study units, one at least of which must be from Group A. A major sequence may be in either Group A or Group B. Subjects offered as Group A and Group B Main Studies will be found at the beginning of each Subject Section of the Handbook and a general list is given on page 67.

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 up on admission to College, however, students will be recommended to undertake certain Tutorial courses according to their individual needs.

The selection of the six Main Study Electives should include either one major sequence or two minor sequences, the other units being selected in any way the student prefers provided the timetable permits the desired choice and provided also the grouping principle is maintained. These studies are directed at the student's academic and personal development. It is strongly recommended that the student pursue a major sequence in one elective and that the alternative procedure of two minor sequences be regarded as acceptable only in special cases approved by the Academic Board.

Demonstrations, school experience and practice teaching are additional. Normally, a student will observe one or two demonstrations each week and spend four to six weeks of each year in schools at teaching practice, but when circumstances are appropriate both demonstrations and practice teaching may be arranged in other ways, e.g., micro-teaching, student-teaching, or allocation to schools for one day each week, in order to provide a wider variety of school experiences.

ADVANCED CURRICULUM STUDIES are subjects dealing with the theoretical and practical approach to teaching method of any subject or group of subjects. These studies require attention to modern research on the teaching of the subject(s) concerned, a correlation with the findings of modern psychology and educational principles and are not limited in any way by approaches to teaching the subject which may be recommended by any authority even though such authorities may be given proper recognition. Their purpose is to produce thoughtful teachers who will try to keep abreast of modern research in their chosen teaching field.

These subjects are available in third year only and a selection may be made from any of the eight major strands of the primary curriculum. A student may select four subjects of two hours/week or three of three hours/week or any similar combination of equivalent weightings, provided the college timetable permits the choice.

Students are advised to select Main Study Electives and Advanced Curriculum Studies in such a way as to give a sound general preparation for primary teaching.

SPECIAL THIRD YEAR COURSE IN 1972

In 1972 Newcastle Teachers College will offer a third year of training for thirty selected students who have completed a two-year General Primary or Infants course.

Third year course will centre on first an examination of children who, while still placed in a normal class, deviate in such a way as to present an educational problem and, second, methods of remediation for such children. The course requires one day each week to be spent in practical experiences in schools together with a lecturing programme of 16 hours per week for the year.

Education—Eight hours per week for the year

   See Education GP III (a) (page 120)
   Main Studies B Education IIIB (iii) (page 107)
   English—Four hours per week for the year

   See English p. 162

   Mathematics—Two hours per week for the year

   See Mathematics p. 241

   Physical Education—Two hours per week for the year

   See Physical Education p. 276

MAIN STUDIES ELECTIVES:

A list of Main Study Electives it is hoped to offer is given below. Details of the syllabus for each subject—and any sub-title in the naming of a subject—will be found in the syllabuses set out in each Subject Department.
Group A

Art IA: History of Art
Art IIA: History of Art
Art IIIA: History of Art

Education IA (i): Psychology
Education IIA (i): Psychology

Education IIIA (i): Psychology

Education IIIB (iii): Atypical Children and Diagnostic Teaching

English IA (i): Poetry and Drama
English IIA (i): English Language and Linguistics
English IIIA (i): American Literature

English IA (ii): Childhood in Literature

Group B

Art IB: Introductory Study of Art
Art IIB: Painting and Sculpture
Art IIIB: Painting and Sculpture

Education IB: The Atypical Child
Education IIB (i): Infant Education

Education IIB (ii): The Primary School (Not available 1972)

Education IIB (iii): The Identification and Prevention of Learning Difficulties

Education IIIB (i): Infant Education
Education IIIB (ii): The Primary School (Not available 1972)

Education IIIB (iii): Atypical Children and Diagnostic Teaching

English IIA (ii): Shakespeare or

or

English IIA (i): For Secondary Students electing a Unit of English—Literature and the Modern Mind

English IIIA (ii): Commonwealth Literature

English IA (iii): Art of Speech I

or

English IIA (iii): Art of Speech II

English IIIA (iii): Art of Speech III

Group A

English IIA (ii): Shakespeare or

or

English IIA (i): For Secondary Students electing a Unit of English—Literature and the Modern Mind

English IIIA (ii): Commonwealth Literature

English IA (iii): Art of Speech I

or

English IIA (iii): Art of Speech II

English IIIA (iii): Art of Speech III

Group B

English IB (iii): Teacher Librarianship

Industrial Arts IB: Crafts (not available to second year students in 1972)

Industrial Arts IIB: Crafts

Classics IA:

Classics IIA:

* Classics IB (i): Elementary Latin

* Classics IB (ii): The Ancient and Mediterranean World

French IA:

French IIA:

* French IB: Elementary French

German IA:

* German IB: Elementary German

* Language IB: Teaching English as a Foreign Language

Mathematics IA (i):

Mathematics IA (ii):

Mathematics IIA (i):

Mathematics IIA (ii):

Mathematics IIIA:

* Available only if staff and student numbers warrant
In addition to the Main Studies Electives there are electives and specialist subjects offered in the various secondary courses. Sometimes it is possible, if the timetable allows the choice and approval is given by the Head of the Department concerned, for a student to take suitable secondary specialist subject or elective in lieu of one of the group of primary main study electives. It is impossible to list all of these subjects here and a list of electives available in each secondary course is given with the general course outline of that course. Details are set out under the headings of the various subject departments. Sometimes, too, the same subject serves both as a unit of the appropriate secondary course and as a Main Studies Elective. Any student in doubt, or any student seeking to take a secondary subject as an elective should consult the Head of the Department concerned to see if this is possible.

COURSES OF STUDY—SECONDARY—THREE AND FOUR YEAR COURSES, ONE AND TWO YEAR COURSES

This section of the Handbook deals with the general principles underlying the structure of the various specialist secondary teaching courses. A more detailed statement of each special course is given in the pages which follow this section. Note that the Diploma in Education Course and Undergraduation Professional Course, which are one-year courses, are treated separately as special cases.

As a general principle every secondary teacher must prepare to teach two subjects and so courses are arranged by subject groupings.

The following courses are available for Secondary Students:

THREE-YEAR COURSES

English/History; Mathematics; Science; Industrial Arts; Home Science/Textiles; Geography/Commerce.

FOUR-YEAR COURSES

Diploma in Music (Education).
Diploma in Art (Education).

ONE-YEAR COURSES

College Diploma in Education.
Undergraduate Professional Course.

TWO-YEAR COURSES

Undergraduate Professional Course.
Artisan Course.
THREE YEAR COURSE STRUCTURE

The general structure of all three-year secondary courses is set out below but the notes which follow the course are of great importance and are to be read in conjunction with the course outline. One and two-year courses will be found under their own special headings.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>General Professional Studies</td>
<td>Education I</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. I and Health I</td>
</tr>
<tr>
<td></td>
<td>Communications I</td>
</tr>
<tr>
<td>Specialist Professional and Curriculum Studies</td>
<td>Either at least one subject studied for three years to form a major sequence or at least two subjects studied for two years to form two minor sequences. The lecture hours each week in this section of the course may vary from 12 to 16 per week in each year of the course and the subject units may be, for example, 3 units each of 3 hrs/week or 4 units each of 4 hrs/week while provision is to be made in at least second and third year of the course for students to select, if they so desire, study of one elective unit in lieu of one unit of specialist studies.</td>
</tr>
<tr>
<td>Elective</td>
<td>In some courses there is an elective in each year of the course but in others year of the course.</td>
</tr>
<tr>
<td>Service Studies</td>
<td>Service Studies may be offered by Subject Departments to meet student needs.</td>
</tr>
</tbody>
</table>

NOTES

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

SPECIALIST 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.

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

SERVICE STUDIES are as outlined under Primary and Infant Course (page 66).

ELECTIVES are provided by allowing students to select a suitable subject from the Primary Main Studies Electives provided the timetable permits the choice, and by providing also a number of secondary electives most of which come from the fields of English, Social Sciences, Geography, History, Commerce, Education and Psychology. Electives for each course are indicated beneath each course outline.

Demonstrations, school experience and practice teaching are additional. Normally a student will observe one or two demonstrations each week and spend four to six weeks of each year in schools at teaching practice but when circumstances are appropriate both demonstrations and practice teaching may be arranged in other ways, e.g., micro-teaching, student-teaching, or allocation to schools for one day each week, in order to provide a wider variety of school experiences.

SECONDARY ENGLISH/HISTORY COURSES—THREE YEARS

To be read in conjunction with the general description of secondary courses of study on pages 71, 72.

This course aims at the preparation of teachers of English and History for N.S.W. secondary schools. It has General Professional Studies similar to those of the Primary and Infant Courses, a marked concentration on English and History both as teaching subjects and academic disciplines, while provision is made for students to select an elective unit as a substitute for one of the academic units in English or History in second year and third year. This elective may be chosen from an approved list of available subjects provided the college timetable permits study of the chosen subject.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Year I</td>
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<tr>
<td>General Professional Studies</td>
<td>Education</td>
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</tr>
<tr>
<td></td>
<td>English</td>
<td>2</td>
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<tr>
<td></td>
<td>P.E.</td>
<td>1</td>
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<tr>
<td></td>
<td>Health</td>
<td>0</td>
</tr>
<tr>
<td>Specialist Professional and Curriculum Studies</td>
<td>English A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English B</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>History A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>History B</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>One elective may be chosen in lieu of English B or History B.</td>
<td>One elective may be chosen in lieu of English B or History B.</td>
</tr>
<tr>
<td>Totals</td>
<td>21</td>
<td>21</td>
</tr>
</tbody>
</table>

Note.—In 1972 students in second year of this course may not select an elective in lieu of English B or History B.
List of Electives in Second Year and Third Year

1. Any Primary Main Study Elective.

SECONDARY MATHEMATICS COURSE—THREE YEARS

This course aims at the preparation of teachers of mathematics for the N.S.W. secondary schools. It has General Professional Studies similar to those of the Primary course, a marked concentration upon mathematics both as a teaching subject and as an academic discipline while provision is made for the selection of an elective unit in each year of the course. The elective unit may be chosen from an approved list of available electives subject to the proviso that the student's timetable must permit study of the chosen subject.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
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<tbody>
<tr>
<td>General</td>
<td>English</td>
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<tr>
<td>Professional Studies</td>
<td>Health</td>
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</tr>
<tr>
<td>Specialist</td>
<td>Mathematics</td>
<td>12</td>
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<tr>
<td>Professional and Curriculum Studies</td>
<td>Maths SM Ia</td>
<td>3</td>
</tr>
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<td></td>
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<td>12</td>
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<td>12</td>
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<tr>
<td>Electives</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>22 or 20</td>
</tr>
</tbody>
</table>

List of Electives it is hoped to make available:
1. Any appropriate Primary Main Study Elective.
2. English, Geography, Commerce, Social Studies, Physical Education, Psychology, Philosophy, Mathematics, Chemistry, Physics, Sociology.

THE INDUSTRIAL ARTS COURSE—THREE YEARS

This course aims at the preparation of teachers of Industrial Arts subjects (Woodwork, Metalwork, Technical Drawing, Crafts, Farm Mechanics, and Industrial Arts) in N.S.W. secondary schools. It has General Professional Studies similar to those of the Primary Course, a marked concentration on Industrial Arts subjects both as teaching subjects and as academic disciplines while provision is made in both second and third year for the student to select an elective subject as a substitute for one unit of the specialist industrial arts field. This elective subject may be chosen from an approved list of available subjects provided the college timetable permits study of the chosen subjects.

<table>
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<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>Health</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Specialist</td>
<td>Industrial Arts</td>
<td>16</td>
</tr>
<tr>
<td>Professional and Curriculum Studies</td>
<td>S.I.A.</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8, 12 or 16</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>One or two subjects may be chosen from an approved list of electives.</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>22 or 20</td>
</tr>
</tbody>
</table>

List of Electives it is hoped to make available:
1. Any primary Main Study elective.
2. English, Geography, Commerce, Social Studies, Physical Education, Psychology, Philosophy, Mathematics, Chemistry, Physics, Sociology.

SECONDARY SCIENCE COURSE—THREE YEARS

This course aims at the preparation of teachers of science for N.S.W. secondary schools. It has General Professional Studies similar to those of the Primary Course, a marked concentration on science giving opportunity for a study in depth of each of the four science strands—Biology, Chemistry, Geology and Physics—while provision is made for the selection of an elective unit from another discipline as a substitute for one of the science units in second and third year but both Chemistry and Physics must be completed satisfactorily at least to second year standard. The elective, if chosen, must be selected from
an approved list of electives provided the college timetable permits study of that subject.

<table>
<thead>
<tr>
<th>Lecture hours per week</th>
<th>Subject</th>
<th>Course Area</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>General Professional Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education</td>
<td></td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td></td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P.E.</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7</td>
<td>7</td>
<td>4</td>
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<tr>
<td></td>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology</td>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td></td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Geology</td>
<td></td>
<td>4</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td></td>
<td>7</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
<td>15</td>
<td>15, 12, 11</td>
<td>16 or 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One elective may replace a science unit in each of 2nd and 3rd year.</td>
<td>0 or 3</td>
<td>0 or 3</td>
<td>0 or 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Totals</td>
<td>22</td>
<td>21 or 22</td>
<td>20 or 19</td>
</tr>
</tbody>
</table>

List of Electives it is hoped to make available:

1. Any Primary Main Study elective.
2. English, Geography, History, Social Studies, Psychology, Philosophy, Mathematics.

ARTISAN COURSE—TWO YEARS

The course is intended for students who have completed appropriate trade qualifications as well as the usual Higher School Certificate admission requirement and aim at teaching Industrial Arts in secondary schools.

From 1972 onwards the course will be of two years' duration and will lead to 3-year trained status.

The outline of the course is set out below. Note that Artisans are exempted from Year I of the Industrial Arts course because of their trade training and experience.

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List of Electives it is hoped to make available:

1. Any Primary Main Study Elective.
2. English, Geography, History, Physical Education, Social Studies, Psychology, Sociology, Philosophy, Mathematics, Chemistry.

SECONDARY GEOGRAPHY/COMMERCE COURSE—THREE YEARS

This course aims at the preparation of teachers of Geography, Commerce and Social Studies for the N.S.W. secondary schools. It has General Professional Studies similar to that of the Primary Course, a marked concentration upon Geography and Commerce both as teaching subjects and as academic disciplines while provision is made for the selection of an elective unit in each year of the course. The elective unit may be chosen from an approved list of available electives subject to the proviso that the student's timetable permits study of the chosen subject.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>General Professional Studies</td>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>P.E.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>7</td>
</tr>
<tr>
<td>Specialist Professional</td>
<td>Geography I</td>
<td>4</td>
</tr>
<tr>
<td>and Curriculum Studies</td>
<td>Geography II</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Commerce I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Commerce II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Commerce III</td>
<td>3</td>
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<td></td>
<td>Curriculum</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>One elective unit is to be selected each year.</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

List of Electives it is hoped to make available:

1. Any Primary Main Study elective, except Geography and Commerce.

THE DIPLOMA IN MUSIC (EDUCATION)—FOUR YEARS

The course aims at the preparation of teachers of music in secondary schools. It has General Professional Studies, a marked concentration on music, study of a second teaching subject and of appropriate curriculum subjects.

Successful students are awarded the Diploma in Music (Education) on the joint recommendation of the Conservatorium of Music and the Newcastle Teachers College. Diplomates are entitled to wear academic dress, a description of which is set out elsewhere.

At the Conservatorium students have a choice of principal study but all must have adequate proficiency in playing the piano.

It is hoped to offer a choice of second teaching subjects from this list but it may not be possible to offer all subjects:

- English
- Geography
- History
- German
- Physical Education
- Social Studies

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
<th>Adjustments for 1972</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year I</td>
<td>Year II</td>
</tr>
<tr>
<td>Teachers College Component—General Professional Studies</td>
<td>Education</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>English Speech</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>P.E.</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Specialist</td>
<td>Music &amp; Choir</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Component</td>
<td>2nd Teaching Subject</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td>Piano Preparation</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>As directed by Principal of Conservatorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accompaniment and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concert Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Singing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Woodwinds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brass</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orchestration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Band</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choir and Harmony</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Add. Choir Harmony</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keyboard and Aur.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Studies</td>
<td>0</td>
<td>0</td>
</tr>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-Totals</td>
<td></td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>19</td>
<td>22</td>
</tr>
</tbody>
</table>
DIPLOMA IN MUSIC (EDUCATION): HONOURS DIPLOMA

1. An Honours Diploma will be awarded to students who successfully complete the prescribed course of study for one additional full-time year after the completion of the normal four-year course leading to the Diploma in Music (Education). There will be two grades of honours; Class I and Class II.

2. The prescribed course of study at present is as follows:

   Section I—Advanced Studies in Music
   Part (i)—Music Education
   Part (ii)—Music—History and Analysis

   Section II—A Research Project

Each candidate will be required to write a substantial thesis based upon a research project, approved by the Principal of the Teachers College and the Principal of the Conservatorium, in the field of Music Education. Section III—Further practical study in Music at an advanced level as prescribed by the Principal of the Conservatorium.

3. Each candidate who wishes to be admitted to the honours year should make application in writing addressed to the Principal of the Teachers College, in the final year of the four-year course and before 30th November of that year.

4. The Principal of the Teachers College and the Principal of the Conservatorium shall decide together whether or not any candidate shall be accepted for admission to the honours year and that decision shall be final.

5. The decision shall take into account the applicant's overall performance in the final examinations for the Diploma, general music achievement, course record, proposed area of research, as well as any other matters deemed relevant by the Principal of the Teachers College and the Principal of the Conservatorium.

6. Applications submitted through the Principal of the Teachers College shall indicate in general terms the research project which the applicant has in mind to undertake. This statement, however, shall not be binding on the student and the final selection of the project and the parts of the course to be studied will be approved by the Principals of the College and the Conservatorium after applicants admitted to the honours year have had opportunity to discuss their proposals with senior staff of the College and the Conservatorium and to prepare a research topic and project design.

THE DIPLOMA IN ART (EDUCATION)—FOUR YEARS

The course aims at the preparation of teachers of Art and a second teaching subject in N.S.W. secondary schools. It has General Professional Studies, a marked concentration upon Art, study of a second teaching subject and of appropriate curriculum subjects. The course

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

Successful students are awarded the Diploma in Art (Education) and are entitled to wear academic dress, a description of which is set out elsewhere.

At the Art School there is a choice of a painting or a sculpture bias to the course.

It is hoped to offer a choice of second teaching subject from this list but it may not be possible to offer all subjects:

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>German</td>
</tr>
<tr>
<td>History</td>
<td>Latin</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Commerce</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

Course Area                      | Lecture hours per week |
----------------------------------|-------------------------|
| Teachers College Component—     | Year I | Year II | Year III | Year IV |
| General Professional Studies    | 4      | 2       | 2        | 4       |
| Education                      | 2      | 2       |          |         |
| English (Comm)                 | 3      | 3       |          |         |
| P.E.                           | 3      | 3       |          |         |
| Health                         | 3      | 3       |          |         |
|                                 | 6      | 3       | 4        | 6       |
| Specialist Professional Art     | 4      | 4       | 5        |         |
| Curriculum Studies.             | 3      | 3       | 4        |         |
| Second Teaching Subject.        | 7      | 7       | 9        |         |
| Sub-Totals                      | 10     | 10      | 11       | 15      |

<table>
<thead>
<tr>
<th>National Art School Component—</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing and Research</td>
<td>5</td>
</tr>
<tr>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>Design and Colour</td>
<td>3</td>
</tr>
<tr>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>Materials, Methods and Media</td>
<td>3</td>
</tr>
<tr>
<td>3-D Design Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>History and Appreciation of Art and Architecture</td>
<td>1</td>
</tr>
<tr>
<td>Psychology of Visual Perception and Communication</td>
<td>2</td>
</tr>
<tr>
<td>Photography</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetics and Philosophy—</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>1</td>
</tr>
<tr>
<td>Drawing and Research Design and Colour</td>
<td>5</td>
</tr>
<tr>
<td>Painting</td>
<td>5</td>
</tr>
<tr>
<td>3-D Design Sculpture</td>
<td>5</td>
</tr>
<tr>
<td>Printing (Silk Screen)</td>
<td>3</td>
</tr>
<tr>
<td>Printing (Etching)</td>
<td>3</td>
</tr>
<tr>
<td>Printing (Textile)</td>
<td>3</td>
</tr>
<tr>
<td>Printing (Photographic)</td>
<td>3</td>
</tr>
<tr>
<td>Jewellery</td>
<td>3</td>
</tr>
<tr>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>Model Construction</td>
<td>3</td>
</tr>
<tr>
<td>Puppetry and Stage Design</td>
<td>3</td>
</tr>
<tr>
<td>Sub-_totals</td>
<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>30</td>
</tr>
</tbody>
</table>
DIPLOMA IN ART (EDUCATION): HONOURS DIPLOMA

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

2. The prescribed course of study at present is as follows:

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

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

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

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

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

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

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

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

DIPLOMA IN EDUCATION—ONE YEAR

This course is provided for university graduates who may wish to complete a Diploma in Education Course at the college instead of at the university.

Students who need only one degree unit to graduate are eligible for this course provided they can complete this final subject concurrently with the Diploma Course. The Diploma is not awarded unless the student graduates either before entry to or concurrently with the Diploma Course.

Students completing both the degree and the Diploma Course satisfactorily will be granted four-year trained status by the N.S.W. Department of Education but students who do not complete the degree may be granted only conditionally certificated status, three-year or four-year as decided by the Classifiers Committee.

The course has three separate strands—primary, infant or secondary teaching. Students seeking to enter the secondary course must have completed adequate study of two teaching subjects in their university courses in order to gain admission to the curriculum study subjects of the professional course. Normally successful study of a university subject for two years is required as a pre-requisite for admission to the corresponding curriculum study but there are special conditions for science, commerce and social studies. Any student in doubt should submit an application for consideration by the Admission Committee addressed to the Principal.

Students who seek to prepare for science teaching are required to have a broad preparation in Physics, Chemistry, Geology and Biology. If earlier university preparation does not provide sufficient coverage certain qualifying courses will need to be followed as part of the course. Similarly Commerce students whose studies have been limited to Economics will need to undertake qualifying work in commercial subjects as part of the curriculum studies course. To qualify for admission to Social Studies, students will need some preliminary preparation in both Geography and History.

All students except those attempting Science, Commerce or English curriculum studies are required to present a long essay on a subject approved by the Senior Lecturer in Education. Study of a third teaching subject, e.g. Social Studies, may be substituted for the long essay.

All students are required to pass a qualifying course in spoken English and undertake tutorial studies until a satisfactory standard is attained. Students undertaking English as a curriculum study are required to undertake the teaching of spoken English and practical dramatic work as part of the course.
## ONE YEAR PROFESSIONAL COURSE FOR UNIVERSITY STUDENTS

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Professional Studies</td>
<td>Education</td>
<td>Primary/Infant Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Professional</td>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>and Curriculum Studies</td>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Crafts</td>
<td>2</td>
</tr>
<tr>
<td>Qualifying Studies</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>(applicable in some fields if necessary)</td>
<td>For Science students only</td>
<td>3</td>
</tr>
<tr>
<td>Totals</td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

### TWO YEAR PROFESSIONAL COURSE FOR UNIVERSITY STUDENTS WHO HAVE COMPETED 3/9ths OF A DEGREE

**PROFESSIONAL PREPARATION FOR UNDERGRADUATES—TWO-YEAR COURSE**

This course aims at preparing for teaching those former university undergraduates who have passed in three, four, or five units of a nine-unit university degree course and who have chosen to complete their professional preparation at the Teachers' College before proceeding to a university degree. The course has three strands, one directed at primary teaching, one at infant teaching and the third at secondary teaching.

Students who seek to prepare for science teaching are required to complete basic studies in Physics, Chemistry, Geology, and Biology and if their university subjects do not provide a wide enough coverage certain qualifying courses will need to be followed as part of the course. Similarly, commerce students must show that they are able to cope with book-keeping, and commercial law in addition to fundamental economics studies.

### ONE YEAR PROFESSIONAL COURSE FOR UNIVERSITY STUDENTS

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Professional Studies</td>
<td>Education</td>
<td>Primary/Infant Course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary Course</td>
</tr>
<tr>
<td></td>
<td>P.E.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Professional</td>
<td>Primary—Curriculum</td>
<td>16</td>
</tr>
<tr>
<td>and Curriculum Studies</td>
<td>Studies or Infant</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Qualifying Studies</td>
<td>e.g. Biology or Geology</td>
<td>4</td>
</tr>
<tr>
<td>(may apply in some fields if necessary)</td>
<td>For Science students only</td>
<td></td>
</tr>
<tr>
<td>Accounts</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Other subjects may be offered as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Students with a degree in science or commerce, or in doubt about their eligibility, are advised to write to the college for advice. Special cases may be submitted to the Admissions Committee.
Three-ninths of a university degree are accepted as a preliminary preparation equivalent in value to the first year of a three-year college course. Students seeking to enter the secondary strand must have included adequate study of two acceptable teaching subjects in their university preliminary studies.

Where a student has completed satisfactorily four or five degree units (i.e. one or two units above the basic preliminary three units) no recognition for the additional one or two units is given in the college course. (Students who have more than three units should see the teachers' salaries agreement to see the recognition given when they complete an additional three units above the three recognized as part of the college course.)

The two years of the college course thus are equated in value to second and third year of the normal three-year course.

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NOTES:
1. Demonstrations, practice teaching, tutorials are provided as in other courses.
2. In the Primary and Infants strands students are to study at least one elective in such a way as to complete a major sequence based on one year's study of the subject followed by two further years at the College.
3. In the secondary strand students may be required to undertake qualifying courses where their previous experience has not included aspects of courses taught in the secondary school. The choice of teaching subjects and selection of appropriate college subjects is dependent upon approval by the Head of the College Department concerned.
SUBJECT DEPARTMENTS
AND
SYLLABUS OUTLINES

DEPARTMENTS AND SUB-DEPARTMENTS IN ALPHABETICAL ORDER

ART

EDUCATION:
- Philosophy
- Psychology
- Sociology

ENGLISH:
- Literature and General Studies
- Speech, Drama and Oral Communication

HEALTH EDUCATION

HOME SCIENCE:
- Basic Science, Food, Nutrition and Cookery
- Textiles and Women's Crafts

INDUSTRIAL ARTS:
- Crafts
- Drawing and Design
- Materials Science
- Mechanics
- Metals Technology
- Woodwork

LANGUAGES

MATHEMATICS

MUSIC

PHYSICAL EDUCATION AND HEALTHFUL LIVING
DEPARTMENT OF ART

MAIN STUDIES ELECTIVES

SPECIAL PROFESSIONAL AND CURRICULUM STUDIES

COURSES FOR THE DIPLOMA IN ART (EDUCATION)
SUMMARY OF SUBJECTS—DEPARTMENT OF ART

MAIN STUDIES ELECTIVES

MAIN STUDIES GROUP A:

Art I A: History of Art
Art II A: History of Art
Art III A: History of Art (to be offered in 1973)

MAIN STUDIES ELECTIVES GROUP B:

Art I B: Introductory Study of Art
Art II B: Painting and Sculpture
Art III B: Further Painting and Sculpture (to be offered in 1973)

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

Art G.P. II: Primary Art Curriculum Study
Art L.P. II: Lower Primary Art Curriculum Study

SUBJECTS OF STUDY FOR THE DIPLOMA IN ART (EDUCATION)

Art S.A. I: Art Education
Art S.A. II: Art Education
Art III: Art Education
Art S.A. IV: Art Education

MAIN STUDY ELECTIVES GROUP A:

History of Art: A course of lectures, discussions, excursions, visits and art-oriented activities to develop understanding of relationships that exist between art and society. The subject is available for study for three years.

Art I A: History of Art: An introductory course to orientate students to art terminology. A study of basic considerations of aesthetic factors of environment and of art as the man-made object.

Art II A: History of Art: Through research and surveys, as well as class work, students will be encouraged to investigate aspects of art and life, viz.:

(i) Relationships in selected historical epochs and the effects of tribal ritual, hierarchical control or individual determinism.

(ii) Major art forms in time and place.

(iii) Minor arts evident in societies’ visible structures and patterns of life.


TEXTBOOKS AND REFERENCE MATERIAL

Reading and reference will need to cover many avenues. Books contained in the college library under the 700 classification will form the basic reference.

Books, documents, drawings, plans and photographs contained in municipal and public libraries, council records, newspaper offices and other institutions may form an extension of resources.

ASSESSMENT: Assessment will be by progressive evaluation on evidence of participation and by evaluation of essay or research material and other terminal submissions.

MAIN STUDY ELECTIVES GROUP B:

Art: These are practical art subjects providing opportunity and encouragement for the development of aesthetic sensibility and creative skill.

Art I B: Introductory Study of Art
Three hours per week for one year

An exploratory and introductory course, to broaden students’ concepts of the art experience and art forms:

(i) Basic exercises in drawing, modelling, painting, weaving, ceramics, sculpture, and art metalwork.

(ii) Analysis of essential elements of composition, media, and techniques.

(iii) Design and its basic application to all art processes.

(iv) Relationships between art, life, and education.

(v) Aims of education through art.

Art II B: Painting and Sculpture
Three hours per week for one year

Special interests and abilities of students can be expanded by serious devotion to a limited number of techniques. History and development of techniques will be studied.

Prerequisites: Satisfactory completion of Art I B, or satisfactory evidence of equivalent achievement.
NOTE: The detailed syllabus and programme of work will be designed in accordance with each student's selection of techniques based on prerequisite qualifications.

Textbooks and Reference Books

The library collection on both college campuses contains valuable reference books on methods and techniques under the general classification, 700.

Students will be encouraged to use this material freely as a stimulus to their own ideas and as a basis for acquiring sound technical knowledge of art processes.

Assessment: Evaluation of work, research assignments and records of technical data.

ART III: Further Painting and Sculpture (to be offered in 1973).

Specialist Professional and Curriculum Studies

ART G.P. II and ART L.P. II: Primary and Lower Primary Curriculum Study

Two hours per week for one year

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

The course involves three elements:

(1) Theoretical and practical art experience.
(2) Theories of art education and their relationship to classroom experience.
(3) Practical skills in teaching children art.

Syllabus Outline

(1) (a) Composition and picture making. Organization of shapes in space, methods and techniques, drawing and painting.
(d) Historical survey of art and society.
(e) The foundations of Modern Art.
(2) (a) Traditional and contemporary research in art education.
(b) Child development and art ability.

(3) (a) Criteria for assessing child art.
(b) Curriculum and programme design in relationship to class needs.
(c) Lesson preparation, presentation, evaluation, and progression.

Textbooks:

Reference Books:

Additional requirements:

Sections 2 and 3 of the course will require students to utilize their study time to complete prescribed reading to enable lecture time to consolidate essential relationships.

Demonstrations will be arranged at appropriate levels.

Assessment:

(i) Practical work and methods book.
(ii) Class tests.
(iii) Assigned work.
(iv) Performance in seminars, discussions, and teaching presentations.

Note: The theoretical framework of each course, viz., General Primary or Lower Primary, will contain a fundamental universality but the exploration of theoretical implications and their applications in professional practice will relate to the specified field.

ART S.A. 1: Education and the Visual Arts

Four hours per week
Syllabus Outline

A course designed to develop students' awareness of the role of an art teacher through an understanding of the essential requirements in the practice of art education.

Study of the following topics will be included:

1. (a) A comparative analysis of research theories and practices in art education.
(b) Child development and art ability.
(c) Criteria for evaluation of child art.
(d) Curriculum and lesson planning in relationship to class needs.
(e) Creative experience and its relationship to education.
(f) Art education processes, techniques and media.

2. Practical exercises in art centred craft media. Selection will depend on facilities available, but may include: Weaving, puppetry, bookcrafts, leatherwork, art metalwork, elementary techniques in timber.

TEXTBOOKS


REFERENCE BOOKS

Wide reading will be necessary since comparative studies are important to the establishment of sound criteria. The general classification of 700 in the Newcastle Teachers College library contains basic texts for most areas of study in the course.

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

Additional requirements: An essential part of the course will be observation in schools and practical classroom teaching experience.

ASSESSMENT: Assessment will be by progressive evaluation of class work, class tests, assignments and practical work.

ART S.A. II: Education and the Visual Arts

Four hours per week

Syllabus Outline

A detailed study and evaluation of the specific tasks of the secondary school art-educator in order to establish an effective professional orientation.

Topics covered will include:

(a) Art and the adolescent.
(b) Consideration of the appropriateness of traditional art values when applied to education of the secondary school pupil.
(c) Development of positive classroom procedures based on understanding of aims and content of high school syllabuses.
(d) The teacher's role in improving the work, understanding and awareness of the pupil.
(e) Relevance of the following areas of study to art education; art history, composition, aesthetic theory, design.

TEXTBOOKS

Secondary Schools Board: Syllabuses in Art, N.S.W. Department of Education.

REFERENCE BOOKS

Textbooks listed are basic reading in art education only. Wide reading on specific aspects of method and content will be required. Selection of relevant references is regarded as an essential part of student development.

Additional requirements: Opportunity will be planned for students to test their solutions to problems by application of their theoretical interpretations to human situations.

Assessment: Assessment will be by progressive evaluation of class work, class tests, assignments, research result and practical work.

ART S.A. III: Education and the Visual Arts

Four hours per week

Syllabus Outline

The aim of this course is to increase students' confidence in class and pupil management by further examination of the theoretical basis for art education than in previous years, and by involvement in its application to teacher-pupil relationships.

Topics to be included are:

(a) Individual differences and their manifestation in child art.
(b) Programming from the syllabus.
(c) Analysis of the content of subject sub-areas.
(d) Practical teaching experience in selected techniques and in various situations, viz., small groups, individual tuition, small classes, large groups, single or multiple activities.

TEXTBOOKS
Secondary Schools Board: *Syllabuses in Art*, N.S.W. Department of Education.

REFERENCE BOOKS
Textbooks listed are basic reading in art education only. Wide reading on specific aspects of method and content will be required. Selection of references relevant to problems encountered is regarded as an essential part of student development.

ASSESSMENT: Assessment will be by progressive evaluation of class work, class tests, assignments, research results, practical work and teaching performance.

ART S.A. IV: Education and the Visual Arts

Four hours per week

Syllabus Outline

Aims:
(i) To consider the individuality of the child as an important factor in art programming.
(ii) To develop a professional understanding of administrative procedures significant in art education.
(iii) To provide wider experience of teaching.

Topics:
(a) Exceptional children.
(b) Individual differences. Comparative, sociological and psychological study of factors relevant to education through art.
(c) Development of personal skills, or study at depth, in selected art techniques relevant to the high school syllabus.
(d) Research on areas of life or human endeavour relevant to art education.
(e) Art education administration.
(f) Practical teaching experience in a wide application of subject sub-areas to various teaching situations.

TEXTBOOKS

Secondary Schools Board: *Syllabuses in Art*, N.S.W. Department of Education.

REFERENCE BOOKS
Textbooks listed are basic reading in art education only. Wide reading of books, research papers, periodicals and journals which deal with specific areas of method and content of the course will be required. Selection of references relevant to problems encountered is regarded as an essential part of student development.

ASSESSMENT: Assessment will be by progressive evaluation of class work, class tests, assignments, research results, practical work and teaching performance.
DEPARTMENT
OF EDUCATION

Main Studies Electives
General Professional Studies
SUMMARY OF SUBJECTS—DEPARTMENTS OF
EDUCATION, PSYCHOLOGY AND SOCIOLOGY

MAIN STUDIES ELECTIVES

GROUP A

*Three hours per week*

**Education IA (i):** Psychology  
**Education IIA (i):** Psychology  
**Education IIIA (i):** Psychology

or

**Education IIIIB (iii):** Atypical Children and Diagnostic Teaching  
**Education IA (ii):** Sociology of Education  
**Education IIA (ii):** Sociology of Education  
**Education IIIA (ii):** Sociology of Education

or

**Education IIIIB (iii):** Atypical Children and Diagnostic Teaching

GROUP B

**Education IB: The Atypical Child**  
**Education IIB (i):** Infant Education  
**Education IIB (ii):** The Primary School

or

**Education IIB (iii):** Identification and Prevention of Learning Difficulties (1972 only)

**Education IIB (i):** Infant Education (not available 1972)

or

**Education IIB (ii):** The Primary School (not available 1972)

or

**Education IIB (iii):** Atypical Children and Diagnostic Teaching

GENERAL PROFESSIONAL COURSES

GENERAL PRIMARY

**Education GP I:** Educational Psychology—*Four hours per week for the year*

**Education GP II:** Trends in Education—*Three hours per week for the year*

**Education GP III (a):** Sociology of Education—*Two hours per week for the year*; and  
(b): (i) Personality Development and Mental Health—*Two hours per week for the year*  
or

(ii) Measurement and Evaluation in the Classroom—*Two hours per week for the year*

or

(iii) Educational Change and the Philosophies of the Seventies—*Two hours per week for the year*  
or

(iv) Changing Educational Patterns in Canada, Japan and the United States—*Two hours per week for the year*  
or

(v) The History of Education in New South Wales—*Two hours per week for the year*  
or

(vi) Exceptional Children—*Two hours per week for the year*

SECONDARY

Courses are as listed for General Primary

ONE-YEAR PROFESSIONAL COURSE

**Education XU IS I (a):** Sociology of Education—*Two hours per week for the year*; and  
(b): (i) Personality Development and Mental Health—*Two hours per week for the year*  
or

(ii) Measurement and Evaluation in the Classroom—*Two hours per week for the year*
TWO-YEAR PROFESSIONAL COURSES

EDUCATION XU 2S I (a): Educational Psychology—*Four hours per week for the year*; and
(b) Trends in Education, Part A: Educational Aims, Objectives and the Challenge of Change—*One hour per week for the year*.

EDUCATION XU 2S II (a): Trends in Education, Part B: Educational Objectives and Educational Provision in Australia—*One hour per week for the year*; and electives
(b): See Education GP III (page 120)

EDUCATION SIA I (Artisan): Educational Psychology—*Four hours per week for the year*.

EDUCATION SIA II (Artisan) (a): Sociology of Education—*Two hours per week for the year*; and electives
(b): See Education GP III (b) electives (page 122)

DIPLOMA IN ART EDUCATION

EDUCATION SA I: Educational Psychology—*Four hours per week for the year*.

EDUCATION SA II: Trends in Education, Part A: Educational Aims, Objectives and the Challenge of Change—*One hour per week for the year*.

EDUCATION SA III: Trends in Education, Part B: Educational Objectives, Methods of Teaching and Educational Provision in Australia—*Two hours per week for the year*.

EDUCATION SA IV (a): Sociology of Education—*Two hours per week for the year*; and electives
(b): See Educational GP III (b) electives (page 122)

EDUCATION SA V: Education and Thesis—*Four hours per week for the year*.

DIPLOMA IN MUSIC EDUCATION

EDUCATION SMu I: Educational Psychology—*Four hours per week for the year*.

EDUCATION SMu II: Trends in Education, Part A: Educational Aims, Objectives and the Challenge of Change—*One hour per week for the year*.

EDUCATION SMu III: Trends in Education, Part B: Educational Objectives, Methods of Teaching and Educational Provision in Australia—*Two hours per week for the year*.

EDUCATION SMu IV (a): Sociology of Education—*Two hours per week for the year*; and electives
(b): See Education GP III (b) (page 122)

EDUCATION SMu V: Education and Thesis—*Four hours per week for the year*.

DEPARTMENT OF EDUCATION, PSYCHOLOGY AND SOCIOLOGY

MAIN STUDIES ELECTIVES

Students undertaking Primary or Junior Secondary courses may elect, subject to their particular course requirements, to study any of the following Main Study courses.

Students may elect a major sequence (three consecutive years), a minor sequence (two consecutive courses) or single studies.

The first year Main Study electives were not available in 1971 because of staff shortages. They are available in 1972. In 1972 the second year Main Study electives Infant Education and The Primary School will be offered without the usual requirement of prior first year study within the Main Study sequence.

SEQUENCES IN MAIN STUDIES ELECTIVES IN EDUCATION

Education IA (i) — Education IIA (i) — Education IIIA (i)
Psychology — Psychology — Psychology

or

Education IIB (iii)
Atypical Children

Education IA (ii) — Education IIA (ii) — Education IIIA (ii)
Sociology — Sociology — Sociology

or

Education IIB (iii)
Atypical Children
MAIN STUDIES A

EDUCATION IA (i): Psychology

Three hours per week

Topics of study have been chosen mainly for their value as general education, though with some regard, also, to their relevance to the teaching profession. Knowledge of research methods is an ongoing aim of this course, to be taught as occasion arises and through practical assignments.

Attitudes: Their nature and functions, beliefs, prejudices, stereotypes. Processes of attitude formation and change: imitation, choice of models, group influences, authorities. Consistency theory and contradictions. Some attitudes of social concern: blind conformity, social irresponsibility, aggressive competition.

Personality: Varieties of definition, processes involved in personality formation, personality as an influence upon thinking, perception, imagination, memory. Theories: Psychoanalytic, factorial, social learning, self theories, Interpersonal perception.


Additional Requirements: Reports of three practical assignments, each of 2,000 words.

Assessment: Tests at completion of each of the three topics, plus marks for Reports, the two to be given equal weight.

Textbooks:

EDUCATION IA (i): Psychology
Details not yet available.

EDUCATION IIIA (i): Psychology
Details not yet available.

EDUCATION IIIB (iii): Atypical Children and Diagnostic Teaching

Four hours per week

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

A. THE BIOLOGICAL BASES OF LEARNING

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

B. ORGANIC PROBLEMS

These are investigated through: Types of defect, physiological causes, diagnosis from classroom activities, and, educational provisions for remediation. The study will include, visual, auditory and perceptual defects, aphasia, neurological impairment, mental retardation, and cerebral dysfunctions.

C. BEHAVIOUR DIFFICULTIES

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

D. DIAGNOSTIC TEACHING

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

Developmental Tests—ITPA, Frostig, Oseretsky.
Attainment and diagnostic tests.
Diagnostic evaluation of the child's total functioning as basis of remedial programme—the diagnostic profile.

Remedial Techniques.
Programmes and techniques related to channels of communication and developmental skills.
The integrated approach,
Teaching aids and materials.
The use of behavioral modification techniques in the classroom.

Additional Requirements: Assignments will be related to Case Study work conducted in schools.

Assessment: Progressive Evaluation.

Textbooks:

Reference Books:

Education IA (ii): Sociology of Education

Three hours per week.

In this three hour per week course, two hours will be given to lectures and discussions, while one hour will be taken up in workshop and field activities.

1. Sociology of education as a discipline.
   (a) The divisions of social science;
   (b) Sociology of education and society;
   (c) Social psychology and sociology of education.

2. The Logic and Method of Sociological inquiry.
   (a) Data, its sources and collection;
   (b) Data and hypothesis testing;
   (c) Analysis of data; use of models and case study.

   (a) Reinforcement and social learning;
   (b) Developmental sequences—culturally determined values and expectations—choice of models—reference groups—social attraction and relationships—sociometry.

   (a) Social influences on perception and cognition;
   (b) Social norms and studies of yielding to social pressures;
   (c) Social influence through manipulation;
   (d) Role playing.

5. Social Roles and Personality as a Social Phenomenon.
   (a) Personality defined;
   (b) Roles and personality formation—e.g. studies of birth order;
   (c) Relationship to authority figures; leadership;
   (d) The Self-Theories of the self—social learning and the self—the self as a source of meaning—social dependence and independence.

6. The family.
   (a) Defining the family—are there any universal criteria?
   (b) Australian studies of the family;
   (c) The family and achievement motivation;
   (d) The functions of the family in an industrial society;
   (e) Social change and the family.

7. The peer group.
   (a) Social motivation and socialization processes;
   (b) Social-emotional development and the peer group;
   (c) Perception and peer group influences.

Additional requirements: One major assignment is required.

Assessment: Evaluation will be progressive and include the major assignment, terms tests and a final examination if necessary.

Textbooks

Reference Books
Other references will be mentioned in lectures.
EDUCATION II A (ii): Sociology of Education

Three hours per week.

In this three hour per week course, two hours will be given to lectures and discussions, and one to workshop and practical exercises.

1. The individual in society.
   (a) Education processes and work in industrial society;
   (b) Social consumption and production;
   (c) Organizations—general approaches to study of organizations;
   (d) The school as an organization;
   (e) The teacher and his social roles in time of change;
   (f) The teacher and dissident youth.

2. The functions of social groups.
   (a) Groups as social systems and open system theory introduced;
   (b) From infancy to adulthood—group functioning and roles;
   (c) Social norms, morale, social climate;
   (d) Typology of groups—primary and secondary; formal and informal; exclusive and inclusive; membership groups and reference groups;
   (e) Measurement and analysis of group interaction.

3. Theories of dissonance, consonance and balance.

4. The classroom group.
   (a) The teacher, the pupil and the tasks;
   (b) Studies of what happens in the classroom;
   (c) Communication, language and thinking, feedback;
   (d) Role strain and role conflict in the classroom and school society;
   (e) Group task performance.

5. Leadership.
   (a) Attempts at definition;
   (b) Types of leadership;
   (c) Educational leaders as facilitators of social learning.

6. Aggression and its management in the school context.
   (a) Cultural and biological bases;
   (b) Prejudice;
   (c) Coping with hostility.

Additional requirements: One major assignment is required.

Assessment: Evaluation will be by means of one major assignment, term tests and a final examination if required.

Textbooks

Reference Books

EDUCATION III A (ii): Sociology of Education.
Details are not yet available.

or

EDUCATION III B (iii): Atypical Children and Diagnostic Teaching.
(See page 107 above.)

Four hours per week


Four hours per week

1. Introduction to methods and problems of sociology of education.
2. Society and the school:
   (a) The study of society;
   (b) Transmitting the cultural heritage;
   (c) Role in processes of social change;
   (d) Sorting and sifting process in the school;
   (e) Other functions of the school.
3. The impact of social and technological change:
   (a) The school as a social system;
   (b) Technological change and its effects on the culture and the social structure of the school;
   (c) Bureaucratization and specialization of their impact;
(d) Demographic changes and effects on educational problems and policy;
(e) Growth of cities and satellite urban communities;
(f) Problems of immigrant and minority groups, e.g., aborigines.

4. The Family:
(a) Problem of definition and search for universal criteria;
(b) Australian studies of the family;
(c) The family: factors in achievement motivation;
(d) Family functions in an industrial society;
(e) Social change and the family—concept of familism.

5. The School as an agent of social control and integration:
(a) Institutional and subinstitutional structures;
(b) Means by which the school facilitates socialization;
(c) Social learning;
(d) Social attitudes and motives, social influence, social climate;
(e) Theories of dissonance, consonance, and balance;
(f) Social status and roles;
(g) Personality as a social phenomenon—society, culture, and personality;
(h) Power structures and sociometric structure;
(i) Communication;
(j) Small groups in the classroom.

6. Organizations—the school as a special case:
(a) Systems theory and organization;
(b) Formal and informal organization;
(c) Bureaucracy and professionalization—role strain;
(d) Allocation of resources;
(e) Special problems on the contemporary scene—student dissent.

TEXTBOOKS:

REFERENCE BOOKS:


Further references will be given in lectures.

MAIN STUDIES B

Three hours per week

EDUCATION IB: The Atypical Child

This course is aimed at providing—

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

1. Disorders of physical and motor development:
(a) Visual defects:
   (i) The blind child—social and educational implications—special provisions.
   (ii) The partial-seeing child—types of visual defects—measurement of visual acuity—educational management—partial sighted units.

(b) Auditory defects:
   (ii) Partially deaf child—causes of auditory impairment—educational management—O.D. classes.
   (iii) The hard of hearing child in the normal classroom—identification—assessment—management.

(c) Physical and motor disabilities:
   Types of disorders—educational problems—special schools—hospital schools.
2. Disorders of communication:
   (a) Speech defects—nature of defects—assessment—educational implications—Speech Clinics.
   (b) Language disorders—types of disorders—assessment—education in the normal classroom—O.L. classes.
   (c) Reading difficulties—nature of difficulties—emotional and educational implications—special assessment and placement—the Guidance Service—Educational Clinics.

3. Mental retardation:
   (a) Nature of mental retardation—effects on development of motor skills, language, perception, cognition.
   (b) Learning Theories related to teaching techniques: S-R Theory—Skinner—operant conditioning—reinforcement—Association Theory—Hebb.
   (c) Brain damage—causes—behavioural and learning effects—new trends in educational management.
   (d) Special provisions—O.A. schools and classes—O.F. schools.

4. Disorders of social and emotional adjustment:
   (a) Behaviour problems and academic achievement—cause and effect.
   (b) Types of behaviour problems—the withdrawn child—acting out child—aggressive child—school phobic—management techniques in the classroom.
   (c) Referral agencies—The Guidance Service—Child Health Centre.

Additional Requirements: Two essays (2,000 words) due mid second term and mid third term. Seminar topics—one paper every three weeks. Visits to special schools and classes.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:

E U D U C AT I O N  II B (i): Infants Education
Three hours per week

The purpose of this course is to provide potential infant teachers with an overview of the nature, aims, curriculum and methodology of infant education, particularly in N.S.W.

1. The nature and aims of infant education:
   Psychological characteristics of infants. The infant school as a miniature society. The implications of the above topics in determining aims and objectives. Exposition and critique of aims and objectives in N.S.W. curriculum. N.S.W. provision for pre-school and infant education. The organization and administration of the infant school.

2. The Infant Curriculum in N.S.W.:
   Tasks involved in curriculum construction. Piaget and Bruner and the infant curriculum criteria of organization and selection of content and learning experiences. Sequence and continuity in the infant curriculum. The overall pattern of content and learning experiences in N.S.W. infants curriculum.

3. Teaching method in the infant school:

Additional Requirements: Three assignments due a fortnight before the end of each term (500 words each). Three class tests given at the end of each term.

Assessment: By progressive evaluation.

Textbooks:
EDUCATION II B (ii): The Primary School

Three hours per week

The course starts with an examination of variations in school settings in N.S.W., then considers divergencies due to individual development and acculturalization, and then explores various schemata used to analyse the instructional situation. The schemata will be employed experimentally to evaluate a number of possible primary school procedures. Emphasis will be placed here on practical work by college students.

1. Varying socio-economic backgrounds of communities in which schools are located. These are examined from historical as well as contemporary perspectives. Reference is made to American and British studies as well as to Australian material. Emphasis is placed on methodological variations in teaching which arise from background differences.

2. Developmental psychology, developmental tasks and acculturalization. This will be approached through role theory.

3. Instructional situation schemata.
   e.g. From micro-teaching studies, Taba, Bloom, Bruner. (Details of the practical work will be planned with the students at the start of the course. It is hoped to cater for individual interests of students.)

Additional Requirements: One assignment (500 words) due two weeks before the end of each term, plus practical work indicated in course outline.

Assessment: Progressive evaluation, which includes a class test each term.

Textbooks:

Reference Books:

Additional material for use in the practical workshops will be provided during the course.

EDUCATION IIIB (iii): Identification and Prevention of Learning Difficulties (1972 only)

Three hours per week

The aim of this course is to develop insight into the ways children learn and to provide a rationale for understanding disturbances in the processes of learning, resulting in learning difficulties, with special emphasis on reading difficulties. The main emphasis will be on early diagnosis and intervention, with practical experience being given in the testing of readiness skills and the presentation of a diagnostic profile.

This course provides a background to the 3rd year practicum course and also an extension, theoretical and practical, to the 2nd year infant and primary courses.


2. The concept of readiness—psychological rationale underlying readiness programmes—tests of readiness—predictive tests.

3. New trends in early childhood education—
   (a) enrichment programmes for disadvantaged children;
   (b) Montessori rediscovered;
   (c) cognitive stimulation in early years.


Additional Requirements: Two essays, due end first term and end second term (2,000 words each). Seminar reports. Practical assignments and reports.

Assessment: Progressive evaluation.
EDUCATION IIIB (i): Infants Education
Four hours per week
Details are not yet available.

or

EDUCATION IIIB (ii): The Primary School
Four hours per week
The course will include programming, test construction, school organization, and educational administration. Details will be supplied in the 1973 Calendar.

or

EDUCATION IIIB (iii): Atypical Children and Diagnostic Teaching
Four hours per week
See above (page 107).

GENERAL PROFESSIONAL COURSES

GENERAL PRIMARY

EDUCATION GP I: Educational Psychology
Four hours per week
The aim is to enhance the general competence of the student as a teacher. Psychological material has been chosen for its relevance to this aim, and has been supplemented with general principles of teaching and testing.

Physical and Motor Development (separate content for Primary and Secondary): Primary: Maturation, readiness, growth rates, motor skills. Secondary: Growth rates, puberty, individual and sex differences in onset, their social implications and effects.

Learning: Motivation to learn: its variations, means of increasing it, anxiety and learning; operant and classical conditioning. Nature and management of learning of following varieties: verbal learning and remembering, perceptual-motor skills, concepts and intellectual skills.

Social Development: Friendship choices; groups, gangs, cliques, sociometry in the classroom, peer group influences, social climate, teacher as classroom leader, social learning as an educational aim, moral development. (Separate Primary and Secondary content.)

EDUCATION G.P. II: Trends in Education
Three hours per week
This course seeks to orient its aims and content in terms of the understandings and insights represented concretely in existing educational systems, particularly those which are Australian.

Part A

1. Educational aims, objectives and the challenge of change.
   (a) The changing functions of formal education.
   (b) Conflicting modern philosophical views of the aims of education.

Part B

2. Theories of concept development; and their relationship to educational objectives and curriculum planning, e.g., Piaget, Bruner, Bloom, Ausubel.
3. Curriculum planning and development.
   (a) Selection of content and learning experiences.
   (b) Organization and design.

4. Methods of teaching and their relationship to educational objectives, e.g., Individualized instruction, flexible scheduling.

5. Educational provision in Australia.
   (a) The educational role of the States—particularly N.S.W.
   (b) The educational role of the Commonwealth.
   (c) Educational evaluation.

Additional requirements: One essay, 1,500 words, is required for 4th August, along with three written assignments, 500 words each.

ASSESSMENT: Progressive evaluation, which includes term tests and a final examination.

TEXTBOOKS

REFERENCE BOOKS
Parker, R. G. (Ed.): Readings in Educational Psychology, Boston, Allyn and Bacon, 1968.

EDUCATION GP III( a): Sociology of Education
Two hours per week

1. Sociology of education as a discipline.

2. Social Learning.
   Reinforcement and social learning.
   Developmental sequences—culturally determined values and expectations—choice of models—reference groups—social attractions and relationships—sociometry.

3. The school in society.
   Culture—transmission.
   Function of education in society.

4. The school as an agent of social control and integration.
   Socialization.
   Social attitudes and motives—social influence.
   Social climate.
   Social status and role.
   Personality as a social phenomenon—society, culture and personality—the self; self and achievement motivation.
   Institutional and subinstitutional structures.
   Communication structure; task versus non-task activities.
   Power structure and authority; types of power, power and leadership; the teacher as a group leader.
   Social climate of the classroom—morale, intergroup conflict—cohesion of subgroup.
   Small groups in the classroom—the influence of peer groups in the educative process.

5. The school as an organization: formal and informal aspects.
   The school as a social system.
   Bureaucracy and the school organization.
   Bureaucracy and the teacher-pupil relationship.
   Personnel—the problems of professionalization.

6. The impact of social and technological change.
   Technological change—effects on culture and the social structure of schools.
   Impact of bureaucracy and specialization of function.
   Acculuration of immigrants and minority groups (e.g. aborigines).
   Political change in Australia and the world
   Dynamics of social and cultural changes—conceptual views

Additional Requirements: One assignment, 2,500 words, due in July.
ASSESSMENT: Progressive Evaluation on assignment, three class tests plus final examination if necessary for borderline students.

TEXTBOOKS:
TOPICS TO BE STUDIED

1. Introduction
   Role theory—an approach to social learning—the child in school and society; influence of school upon personality and of personality upon school success; extent of influence, varieties of influence, evidence from research, value judgments on the role of the school in personal matters—a system model for personality study.

2. Emergence of scientific theories and practices
   Organic approach—psychological approach—sociological approach—holistic viewpoint.

3. Overview of theories of development of personality
   Psychoanalytic theory—Jung’s analytic theory—S-R theory—trait and factor theory—existentialism—Rogers’ self theory.

4. Self concept and school achievement
   Theories of self—the self and academic performance—growth of the self—the task of the teacher.

5. Personality development and adjustment

6. Abnormal behaviour
   Causes: faulty biological development, faulty psychological disorders, psychoneurotic disorders, psychophysiological reactors—overview of disorders: transient situations personality disorders, psychoneurotic disorders, psychophysiological reactions, the functional psychosis, character disorders, mental retardation.

7. Management
   Medical therapy—psychotherapy—sociotherapy—holistic approach.

8. Appraisal of personality in the classroom
   Conditions for accurate appraisal without standardized instruments—halo effects—definitions of qualities in objective terms—adequate samples of behaviour—situational variations in children—evidence on accuracy of teacher’s appraisal of pupils—standardized instruments available to teachers—sociometric tests, guess who?, adjustment check lists—reporting pupil personality in official records and to parents—should personality be object of formal reports, as an educational objective?—the case study.

9. Recognition and referral of children needing special treatment
   Categories—avenues of referral—classroom provisions where necessary.

Additional Requirements: One assignment, 2,500 words essay, due July.

Assessment: One assignment, three class tests, progressive assessment—final examination if needed to decide borderline passes.

Textbooks:
REFERENCES:


EDUCATION GP III (b) (ii): Measurement and Evaluation in the Classroom—two hours per week

The purpose of this course is to give the aspiring teacher an insight into the methods and problems associated with educational measurement and evaluation. Where necessary basic statistical concepts will be introduced but these will be minimized in order that sufficient time be made available to study in depth the various methods of evaluation. Emphasis will be placed on the practical aspects of test construction.

A list of the major areas to be covered in this course is given below:

1. The scope of educational measurement.
2. The purpose of measurement and evaluation in the classroom.
3. The role of instructional objectives in classroom evaluation.
4. The concepts of validity and reliability.
5. Varieties of tests employed in the classroom.
6. Objective item types.
7. Writing the objective item.
8. The refinement of objective items.
11. General features of testing.
12. The interpretation of test scores.
13. Standardized tests and their use in the classroom.
14. Non-intellectual factors in testing.

Additional Requirements:

1. Practical Assignment concerning refinement of multiple choice items (1,000 words—due the last day of second term).
2. Construction of three 10 question tests—dates due will be staggered.

ASSESSMENT: A final examination will be given equal weight with a class mark, the latter being based on assignments.

TEXTBOOKS:


REFERENCES:


EDUCATION GP III (b) (iii): Educational Change and the Philosophies of the Seventies—two hours per week

The purpose of the course is to indicate the implications of the great, intellectual, social and ethical movements of the seventies for educational change in the Western World.

1. New Purposes in Education
   Existentialism and the cult of individuality
   Social evolutionary idealism and society-centred education
   Pragmatism and the cult of efficiency
2. Changing patterns in curricula
   Existentialism and education for creativity
   Social evolutionary idealism and the society-centred curriculum
   Essentialism and the subject-centred curriculum
3. Teaching practices and the new educational technology
   Existentialism, Personalism and the new role of the teacher
   Piagetian subjectivism and the new Mathematics, Linguistics, etc.
   Behaviourism and the new educational technology

Additional Requirements: Two essays of 2,000 words each. Due dates—mid second term and mid third term.

Assessment: By progressive evaluation.

TEXTBOOKS:

EDUCATION G.P. III (b): (iv) Changing Educational Patterns in Canada, Japan and the United States.

Two hours per week.

The intention of this elective is, directly, to offer students an opportunity to satisfy their interests in the educational provisions of three rapidly changing nations and, indirectly, to clarify their understanding of the New South Wales system by contrast.

1. The role of comparative education as a discipline.
   Its significance in the discipline of education.
   Method in comparative education.
   The structure of educational systems.
2. The effect of social change on educational provision.
   Japan: adaptation to affluence and Westernization.
   Canadian education and the affluent but divided society.
   The United States and the alienation of the young.
3. New curricula in three countries.
   The curricula at stages of educational provision.
   The new mathematics, social science, etc.
   The matching of content with learning experiences.
4. Changing educational practices and:
   The role of teacher, pupil and school.
   The new educational technology.
5. Administrative practice.
   Roles of federal, state and local governments.

Additional Requirements: Two essays of 2,000 words each. Due dates—mid second term and third term.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS

REFERENCE BOOKS


Two hours per week.

The aim of the course is to bring the New South Wales Student-in-Training into contact with the main historical segments which have been responsible for our current system of Education.

1. The influence of European Educational Thought on Australian Education in the late 19th Century.
2. Early attempts to promote Elementary Education in our Convict Colony.
3. The work of the Anglican Ministers and the promotion of Elementary Education in the first quarter of the 19th Century.
4. The contribution of Archdeacon Scott and the Church and Schools Corporation Act.
5. The attempts by Governors Bourke and Gipps to promote the Irish National System of Education in the Colony and the Denominational opposition to it.
6. The Lowe Committee, 1844, and the events which led to the setting up of the two Boards of Education in 1848.
7. The work of the National Board of Education and the Denominational Board of Education, 1848-1866.
9. Education in the melting pot, 1866-1880.
10. N.S.W. and Free, Compulsory and Secular Education.
    (a) The development of non-assisted denominational schools;
    (b) The expanding State system of New South Wales;
    (c) The expansion of technical education.
12. The Winds of Change, 1912-1942.
    (a) Educational theory and the neo-Herbartian contributions;
    (b) New methodological approach in primary education;
    (c) The influence of 1929-1933 Depression on education in New South Wales;
    (d) Secondary education in 1930s in a transitional stage.
13. The war and its impact on education. Attempts at educational reconstruction post 1945.
   (a) The C.R.T.S.;
   (b) The universities;
   (c) The technical colleges;
   (d) Changes in private schooling;
   (e) Adult education and evening classes.

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

15. Education and democracy within our changing and developing society.

Additional requirements: Two essays due:
   (a) Mid second term;
   (b) Last week of third term.
Also class tests.

Assessment: Progressive evaluation.

Textbooks

Reference Books


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

EDUCATION GP III (b) (vi): Exceptional Children
Two hours per week for the year

1. Mental Retardation:

2. Visually Handicapped:

3. Auditoryly Handicapped:

4. Crippled Children:
   Types of orthopaedic dysfunction. Methods of education. Orthopaedic school. Correspondence school.

5. Cerebral Dysfunction:
   Description of spasticity, epilepsy, palsy, dyslexia. Causes of these dysfunction. Control and education of these children. Planning courses for this group.

6. Mentally Gifted:
   Definition. Special classes. Selection. Problems of instruction and organization.

Additional Requirements: Two essays due mid second term and mid third term. Class tests.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:

Secondary
   Education S I—Refer to Education G.P. I.
   Education S II—Refer to Education GP II.
   Education S III—Refer to Education GP III (a) and (b).
ONE-YEAR PROFESSIONAL COURSE
Education XU 1S I—Refer to Education GP III (a) and (b).

TWO-YEAR PROFESSIONAL COURSES
Education XU 2S I (a)—Refer to Education GP I.
Education XU 2S I (b)—Refer to Education GP II, Part A.
Education XU 2S II (a)—Refer to Education GP II, Part B.
Education XU 2S II (b)—Refer to Education GP III (a) and (b).
Education XIA I (Artisan)—Refer to Education GP I.
Education XIA II (Artisan)—Refer to Education GP III (a) and (b).

DIPLOMA IN ART (EDUCATION)
Education SA I—Refer to Education GP I.
Education SA II—Refer to Education GP II, Part A.
Education SA III—Refer to Education GP II, Part B.
Education SA IV—Refer to Education GP III (a) and (b).
Education SA V—Honours—Education and Thesis.

DIPLOMA IN MUSIC (EDUCATION)
Education SMu I—Refer to Education GP I.
Education SMu II—Refer to Education GP II, Part A.
Education SMu III—Refer to Education GP II, Part B.
Education SMu IV—Refer to Education GP III (a) and (b).
Education SMu V—Honours—Education and Thesis.

DIPLOMA IN MUSIC EDUCATION SMu and DIPLOMA IN ART EDUCATION SA
Education V: 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.

METHOD OF ASSESSMENT: Thesis.

DEPARTMENT OF ENGLISH

ELECTIVES IN ENGLISH

GENERAL PROFESSIONAL STUDIES—COMMUNICATIONS G.P.
CURRICULUM STUDIES G.P. AND L.P.

GENERAL PROFESSIONAL STUDIES—COMMUNICATIONS S.

CURRICULUM STUDIES—SECONDARY ONE- AND TWO-YEAR PROFESSIONAL STUDIES

ENGLISH FOR DIPLOMA IN ART (EDUCATION) AND DIPLOMA IN MUSIC (EDUCATION) STUDENTS
SUMMARY OF SUBJECTS—DEPARTMENT OF ENGLISH
MAIN STUDIES ELECTIVES
Three hours per week

GROUP A

ENGLISH IA (i) Poetry and Drama
ENGLISH IIA (i) English Language and Linguistics
ENGLISH IIIA (i) American Literature
ENGLISH IA (ii) Childhood in Literature
ENGLISH IIA (ii) Shakespeare

or

ENGLISH IIA (ii) For secondary students electing a unit of English, Literature and the Modern Mind
ENGLISH IIIA (ii) Commonwealth Literature
ENGLISH IA (iii) Art of Speech I
ENGLISH IIA (iii) Art of Speech II
ENGLISH IIIA (iii) Art of Speech III

GROUP B

ENGLISH IB (i) Drama and Play Production I
ENGLISH IIB (ii) Drama and Play Production II
ENGLISH IIB (ii) Drama and Play Production III
ENGLISH IB (ii) Film Art
ENGLISH IB (iii) Teacher Librarianship

Students undertaking Primary or Secondary English-History courses may elect a major sequence (three consecutive years), a minor sequence (two consecutive years) or single studies. Secondary English students are expected to have either a major or minor sequence in English. Secondary students other than English-History students may elect single studies as indicated.

GENERAL PROFESSIONAL STUDIES—COMMUNICATIONS

ENGLISH IC G.P. & S.—
Part (a) Speech and Listening; one hour per week
Part (b) Reading; one hour per week for one semester
Part (c) Drama; one hour per week for one semester

ENGLISH IIC G.P.—
Part (a) Linguistics and Language; one hour per week
Part (b) Mass Media; one hour per week for one semester
Part (c) Children's Literature; one hour per week for one semester

CURRICULUM STUDIES—PRIMARY AND INFANT

ENGLISH I G.P.—Two hours per week
Part (a) The Growth of Literature; one hour per week
Part (b) English Method in the Primary School; one hour per week for one semester
Part (c) English in the Infant School; one hour per week for one semester

ENGLISH II G.P.—two hours per week
Part (a) Literature—Modern Novel and Short Story; one hour per week
Part (b) English Method in the Primary School; one hour per week

or

English Method in the Infant School; one hour per week

ENGLISH III G.P.—four hours per week (for 1972 only)
Part (a) Remedial Reading—one hour per week
Part (b) Language—one hour per week
Part (c) Speech—one hour per week
Part (d) Teaching English as a Foreign Language—one hour per week.

CURRICULUM STUDIES—SECONDARY

ENGLISH IS—Methodology and Content of English in the Secondary School—three hours per week

ENGLISH IIS—Methodology and Content of English in the Secondary School—three hours per week

ENGLISH IIS—Methodology and Content of English in the Secondary School—three hours per week

ONE AND TWO-YEAR PROFESSIONAL COURSES

ENGLISH II S.I.A.—English for Artisans—two hours per week
Part (a) Cultural Studies in Literature
Part (b) Oral Communication
ENGLISH XU.S—Methodology and Content of English in the Secondary School—four hours per week for one year

ENGLISH XU S—Methodology and Content of English in the Secondary School—six hours per week for two years

ENGLISH COURSES FOR DIPLOMA IN MUSIC (EDUCATION) AND DIPLOMA IN ART (EDUCATION)

ENGLISH S.Mu. I and S.A. I—as for English IC G.P. above—two hours per week

ENGLISH S.Mu II and S.A. II—
Part (a) As for English IIC G.P. above—two hours per week
Part (b) As for English IS above—three hours per week

ENGLISH S.Mu III and S.A. III— (S.Mu only in 1972)
As for English IIS—three hours per week

ENGLISH S.Mu IV and S.A. IV (S.Mu only in 1972)
Part (a) As for English IIIS—three hours per week
Part (b) Literature Elective—see English A—three hours per week

ENGLISH I ELECTIVE—GROUP A

GENERAL PRIMARY AND SECONDARY

TITLE: English Literature: Poetry and Drama IA (i)
Time: Three lectures per week
Pre-requisite: H.S.C. Pass in English

SYLLABUS OUTLINE:

The course aims at a knowledge and appreciation of developments and trends in drama and poetry in the twentieth century, through study of individual writers and works. A brief survey of the nineteenth century background will form an introduction to modern poets and dramatists, British, Australian and American.

Poets for intensive study will be chosen from: the poets of the First World War; Eliot, Auden, Yeats, Thomas, Gunn, Larkin, Cummings, Frost, Wilbur, Brennan, Hope, Wright, Slessor and Fitzgerald.

Dramatists for intensive study will be chosen from: Wilde, Synge, Shaw, Ibsen, Thomas, Eliot, Pinter, Behan, Albee.

TEXTBOOKS:

REFERENCE BOOKS:
General: College Library at 808.8, 808.91 (modern poetry); 811.5 (modern American poetry); 829.1 (Australian); 822.91 (modern Drama).
Specific: to be advised in lectures.

Additional Requirements: Two essay assignments of 2,000 words, due at the end of second and third terms.

ASSESSMENT: Essays and final examination.

ENGLISH II ELECTIVE—GROUP A

GENERAL PRIMARY AND SECONDARY

TITLE: English language and Linguistics IIA (i) (not available 1972)
Time: Three lectures per week
Pre-requisite: H.S.C. Pass in Level I or Level II English

SYLLABUS OUTLINE:

The aim of the course will be to make a scientific study of Modern English, using the methods made available by recent developments in Linguistics. The course will be both theoretical and practical with the practical aspects being based upon data collected by students from the spoken spoken and written sources available to them in their everyday activities. Theoretical and practical aspects will be integrated through analysis of the data in accordance with matters discussed during consideration of:

(a) The nature of language;
(b) Communication theory;
(c) Characteristics of Modern English;
(d) The development of scientific methods of describing language:
   (i) Traditional;
   (ii) Structural;
   (iii) Transformational;
   (iv) Tagmemic, Functional and Stratificational.

TEXTBOOKS:
Additional Requirements: One assignment, 2,000 words, due August.

Assessment: Class exercises, assignment, examination.

Exemptions: Nil.

ENGLISH III ELECTIVE—GROUP A

GENERAL PRIMARY AND SECONDARY

Title: American Literature IIIA (i)

Time: Three hours per week

Pre-requisite: Pass in English I and English II Electives

Syllabus Outline:

The student will be introduced to contemporary trends in American Literature through a survey of selected works of outstanding nineteenth and twentieth century writers of poetry and the novel. Students will be expected to read extensively in contemporary work in poetry, novel and drama and to select the work of two authors for intensive study. Minor essays on the development and expression of the American tradition in literature, and major essays on the selected authors will form part of the requirements.

Textbooks:

Works chosen for study should be from these selected authors and associated critical writings:

Novel: Cooper, Hawthorne, Melville, Howells, James, Twain, Norris, Crane, Dreiser, Sinclair Lewis, Fitzgerald, Hemingway, Faulkner, Steinbeck, Bellow, Baldwin, Malamud, Salinger, Burroughs, Kerouac, Heller, Updike, Nabokov, Mailer, Upton Sinclair.

Prose: Thoreau, James, Howells, Twain, Mencken, Mailer.

Poetry: Poe, Emerson, Longfellow, Whitman, Dickinson, Melville, Frost, Sandburg, Pound, MacLeish, Stevens, Williams, Cummings, Lowell, Ferlinghetti, Corso, Ginsberg.

Drama: James, O'Neill, Rice, Maxwell Anderson, Sherwood Anderson, O'Casey, Rue, Wilder, Miller, Tennessee Williams, Kopit, Garson, Gelber, Albee.

Reference Books:


Assessment: Essays and seminar work.

ENGLISH I ELECTIVE—GROUP A

GENERAL PRIMARY AND SECONDARY

Title: Childhood in Literature IA (ii)

Time: Three lectures per week

Pre-requisite: H.S.C. Pass in Level I or Level II English

Syllabus Outline:

A study of the presentation of Childhood in works of Literature in the post-eighteenth century period, with necessary reference back to Rousseau. The presentation of children in the works of Blake, Wordsworth, Dickens, Thackeray, George Eliot, Mark Twain, Henry James, Samuel Butler, James Joyce, D. H. Lawrence, J. M. Barrie, Kipling, Richard Hughes, Ivy Compton Burnett, Salinger and Golding will be considered as the main section of the course. Some reference will be made also to Judith Wright, Janet Frame, Henry Handel Richardson and Brent of Bin Bin.

Textbooks:

Works of the above writers.

Reference Books:


Additional Requirements: Two essays of 2,000 words.

Assessment: Class exercises, assignments, examination.

ENGLISH II ELECTIVE A

GENERAL PRIMARY AND SECONDARY

Title: Shakespeare IIA (ii)

Course Outline:

Shakespeare's plays are generally regarded as the most sophisticated form of entertainment the stage or library can offer. They provide the great aesthetic delight of language used with wit and profound and compassionate insight into the human condition. Students taking this elective will make an intensive study of selected plays.

Textbooks:


Reference Books:


Assessment: Two essays, each of 2,500 words, due the end of term I, term II. Final examination.
ENGLISH II ELECTIVE—GROUP A
GENERAL PRIMARY OR SECONDARY STUDENTS

TITLE: Literature and the Modern Mind. IIA (ii)

Pre-requisite: H.S.C. Level I or II English

COURSE OUTLINE

1. Australian Poetry since World War II.
   Group A: Wright, Hope, McAuley, Slessor, Fitzgerald.
   Group B: Hall, Malouf, McDonald, Lehmann, Murray, Breen, Powell, Dransfield, Simpson, Shapcott, Talbot.

2. Contemporary Novelists.
   Group A, Australian: White, Keneally, Niland, Tennant.
   Group B: Student choice of any contemporary novelist for seminar presentation.

3. Drama
   A: Attendance at local productions.

4. Short Story
   A: Form of the short story—Poe, Chekov, Maupassant.
   B: Hemingway's short stories.
   C: Modern Australian Short Stories.

5. Special Interest Area
   A: Topic selected by any student for intensive study.
   B: Topic presented in seminar by student.

TEXTBOOKS:

REFERENCE BOOKS:
Periodicals: Meanjin, Southerly, Quadrant, Bulletin, Poetry Now.

Additional requirements: Assignments on each section of the course.
An essay of 2,000 words on topic 5A due September, 1972.

ASSESSMENT: Progressive evaluation.

ENGLISH III ELECTIVE—A
GENERAL PRIMARY AND SECONDARY

TITLE: Commonwealth Literature IIIA (ii)

Time: Three lectures per week

SYLLABUS OUTLINE
The literature of Commonwealth countries—West Indian, Canadian, Australian, New Zealand, Indian, African—provide valuable national additions to the body of literature in English, some of more than local importance. Selected novels, short stories, poems and plays will be read in this one-year course.

TEXTBOOKS:
As advised in lectures.

REFERENCE BOOKS:

Additional requirements: Two written assignments, due at the end of Term I and Term II; length 2,000 words.

ASSESSMENT: Class tests, assignments, final examination.

ENGLISH I ELECTIVE—GROUP A
GENERAL PRIMARY AND SECONDARY

TITLE: Art of Speech—English IA (iii)

Time: Three lectures per week

Pre-requisite: H.S.C. English at Level I or II

COURSE OUTLINE
Physiology of Speech.
Phonetics and the Theory of Speech.
Speech arts in the Primary School.
Speech correction.
Public Speaking.
Visits.
(Additional requirements: Compilation of collection of speech exercises and activities. Two assignments.

Assessment: Progressive evaluation.

Textbooks:
Bullard, A. and Lindsay, E. D.: Speech at Work, Melbourne, Longmans, Green, 1951.

Reference Books:
Sansom, Clive and Bennett, Rodney: Adventure in Words four books, University of London Press, 1959-52.

ENGLISH II ELECTIVE—GROUP A

GENERAL PRIMARY AND SECONDARY

Title: Art of Speech—English IIA (iii)

Time: Three lectures per week

Pre-requisite: Pass in English IA (iii)

Syllabus Outline:
Voice production.
Speaking in formal situations: Public speaking, debating, meeting procedure.
Interpretation of prose, poetry and drama.
Performance: Choral Verse Speaking, Speaking of Poetry.
Prosody.

Additional requirements: Compilation of a selection of poems, with suggested treatment.

Assessment: Final written and practical tests.

Textbooks:

Reference Books:

ENGLISH III ELECTIVE—GROUP A

GENERAL PRIMARY AND SECONDARY

Title: Art of Speech—English IIIA (iii)

Time: Three lectures per week

Pre-requisite: Pass in English IIA (iii)

Syllabus Outline:
Phonetics and Speech Correction.
The Origins of Language, Linguistics.
Argumentation—logical method.
Debating and Adjudication.
The Approach to Shakespeare.
Compilation of Programmes.

Additional requirements: Thesis on a selected topic.

Assessment: Final examination.

Textbooks:

Reference Books:


**ENGLISH I ELECTIVE—GROUP B**

**GENERAL PRIMARY AND SECONDARY**

**Title:** Drama and Play Production IB (i)

**Time:** Three lectures per week

**Pre-requisite:** H.S.C. English at any level

**SYLLABUS OUTLINE:**

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

**TEXTBOOKS:**

As advised by lecturers.

**REFERENCE BOOKS:**


**Additional requirements:**

Participation in the active work of production and play-acting. Two assignments each term: a project on the craft of the theatre and an essay (1,500 words) as an exercise in criticism.

**ASSESSMENT:** Progressive evaluation.

**ENGLISH II ELECTIVE—GROUP B**

**GENERAL PRIMARY AND SECONDARY**

**Title:** Drama and Play Production IIB (i)

**Time:** Three lectures per week

**Pre-requisite:** Drama and Play Production IB (i).

**SYLLABUS OUTLINE:**

Practice at a higher level of the arts and skills of acting, play production, and stage design. Production of a three-act play. The study of Style in Production. A study of the dramatic achievements of Ibsen, Tchekov, Strindberg and Pirandello and their successors (Shaw, O'Casey, O'Neill, Miller, Williams, for example).

**TEXTBOOKS:**


**REFERENCE BOOKS:**


**Additional requirements:**

Two assignments each term: a project on the craft of the theatre and an essay (2,000 words) as an exercise in criticism.

**ASSESSMENT:** Progressive evaluation.

**ENGLISH III ELECTIVE—GROUP B**

**GENERAL PRIMARY AND SECONDARY**

**Title:** Drama and Play Production IIIB (i)

**Time:** Three lectures per week

**Pre-requisite:** IIB (i) Drama and Play Production

**SYLLABUS OUTLINE:**


**TEXTBOOKS:**

Addition Requirements:
Participation in Children's Theatre programme. A long essay on a chosen topic of particular interest to the student (8,000 words).

Assessment: Progressive evaluation.

ENGLISH I ELECTIVE B
GENERAL PRIMARY AND SECONDARY
Title: Film Art IB (ii).
Time: Three lectures per week

Syllabus Outline:
Students will be introduced to the study and appreciation of the motion picture. Criteria of criticism for this creative, imaginative process will be developed through the study of short and long films. Some attention will be given to the limitations and freedoms in the various genres. Through film-making the students will be expected to apply their critical theory and to develop fundamental skills in cine photography, editing and other aspects of film production.

Textbook:

Reference Books:

Additional requirements:
A series of exercises at three-weekly intervals: at least one exercise will involve film-making.

Assessment: Progressive evaluation.

ENGLISH ELECTIVE B
GENERAL PRIMARY AND SECONDARY
Title: Teacher Librarianship IB (iii) Library Organization and Practice for the Teacher Librarian
Time: Three hours per week

As designed at present, a one-year course for students professing an interest in teacher-librarianship. Students who may later wish to seek appointment in this field will be given the opportunity to prepare for some of the L.A.A. Registration papers. Such students are advised that matriculation is a desirable, but not at this stage necessary, prerequisite.

1. Exploratory:
Development of Library/Resource/Materials Centre in the modern school.
Emerging concepts of design and function.

2. Changing concepts of the Teacher Librarian's role.

3. Areas of the Teacher Librarian's responsibility:
(a) to the Principal;
(b) to the staff generally;
(c) to the pupils;
(d) to the community the school serves.
Dual responsibility as Educationist and Organizer.

4. Organization of the Library.
(a) Physical:
Attractive features, light, ventilation, provision for study and recreational reading areas, flexible utilization of space. Shelving systems, furniture and display equipment, storage, special purpose areas, multipurpose areas.

(b) Clerical:
Establishment of efficient routines involving selection, ordering, purchase, accessioning, charging and borrowing of print and non-print materials, shelving and display, stocktake, regular report to Principal and other authorities.

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

(d) Educational:
The Library/Resource Centre as an instructional/cultural unit of education.
Survey and diagnosis of student needs, staff and community expectations and requirements.
Provision of reader services, establishment of routines of instruction and of codes for supervised and unsupervised study.
Co-operative selection and discussion of short term and extended library programmes for various subject areas.
Co-ordination of total school programmes.
Evaluation of resource material and programmes. Extension of community and public relations.
5. Special Services and Functions:
   (a) Mechanical preparation:
   Storage and upkeep of all media material and equipment.
   (b) School Library as effective aid in a reading programme.
   Remedial and recreational programmes; extended and specialized programmes for the exceptional child.
   (c) School Library as contributing to the guidance programme.
   Student surveys and individual needs; "Book therapy". Training of pupils in community service through the Library.
   (d) School Library as a teaching/service agency. Needs and professional development of teachers; participation in youth leadership and leisure occupation programmes.
   Contact with adult education groups and professional associations.

Additional Requirements: Practical work involved in organization processes. Attendance at excursions and observations.
   Essay—not to exceed 2,500 words, agreed topic, due first week in October, 1972.

Assessment: Progressive evaluation of practical units, seminar papers, essay, and/or elected examination procedures.

Exemptions: From any unit of the course already covered by pass in L.A.A. Registration Papers.

Textbooks:

Reference Books:
   At College Library 021 to 028.
   An up-to-date, full critical bibliography will be provided at beginning of course.

General Professional Studies I. G.P. and S.

General Primary and Secondary

Title: Professional Studies in English IC—Communications.

Time: Two hours per week for one year.

Part (a): Speech and Listening — One hour per week for one year.

Aims:
   (i) To discuss the role of speech and listening skills in the classroom and the community.
   (ii) To provide opportunities to increase speech skills and listening efficiency.

The Techniques of Speech and Listening:
   Ear-training in listening to speech sounds.
   The nature of Listening: hearing, listening, and auding.
   Voice Production.
   Theory of Speech, including the techniques of Interpretation.
   Speech and Listening in the Classroom. The Curricula.
   Analysis of Faults of Listening and of Speech.
   Elementary Phonetics.

Speech and Listening Activities:
   Speech Making.
   Interpretative Reading (Prose, Verse, and Drama).
   Verse Speaking.
   Discussion.
   Debate.
   The Procedure of Public Meetings.
   The Improvement of Listening Skills.
   Demonstrations.

Assessment: Progressive evaluation.

Textbooks:
   Bullard and Lindsay: Speech at Work, London: Longmans, Green, 1951.

Reference Books:
   Binder, Scott and Thompson: Talking Time, St Louis: Webster.
PART (b) READING — One hour per week for one semester.

The aim of this course is to encourage greater awareness of the importance of reading, and the development of a range of appropriate reading skills with an understanding of their educational significance. It also aims at familiarizing the student with innovations in reading materials and equipment, and to provide opportunities for practice.

Content of the Course:
(i) The place of reading in communication processes.
(ii) Impediments to reading efficiency.
(iii) Investigation of, and practice on, reading equipment and materials (projected, mechanical and laboratory aids).
(iv) Exploration of particular reading skills—pre-reading, scanning, skimming, critical reading, inferring, evaluating, resisting.
(v) Note preparation.
(vi) Exercises in matching reading technique to purposes and content over a wide range of expository and imaginative writing.

REFERENCE BOOKS:
College Library at 372.4 and 428.43.

ASSESSMENT:
(a) Progressive assessment of class exercises arising from the above activities;
(b) Tests on sustained reading assignments.

PART (c) DRAMA — One hour per week for one semester.

Aim: Expression and Communication through Drama.

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

Activities:
Mime and Movement.
Voice and Gesture.
Improvisations.
Elementary dramatic movement.

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

REFERENCE BOOKS:

ASSESSMENT: Progressive evaluation.

ENGLISH II PROFESSIONAL STUDIES IIC G.P.

COMMUNICATIONS

GENERAL PRIMARY

PART (a): Linguistics and Language

Time: One hour per week for one year

Pre-requisite: H.S.C. English

Course Outline:

1. The nature of language and language learning: An examination of the views of psychologists and linguists.

2. Modern approaches to Linguistic Description: A review of Traditional Grammar and an examination of approaches to the description of syntax, phonology and semantics in Structural and Transformational grammars.

3. Linguistics and classroom practice: Application of the findings of linguistic research to the teaching of English.

TEXTBOOKS:

REFERENCE BOOKS:
Additional Requirements:

1. Two assignments of 500 words due end of April and end of June.
2. A series of short exercises due at three weekly intervals beginning in July.
3. Objective tests.

Assessment: Progressive evaluation.

Part (b) Mass Media — One hour per week for 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?
- What are the effects of the mass media on the adolescent or the pre-adolescent child?

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.

Reference Books:

- Cherry: On Human Communication.
- Rosenthal: McLuhan, Pro and Con.
- Thompson: Discrimination and Popular Culture.
- Tucker: Understanding the Mass Media.

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 (c) Children’s Literature—one hour per week for one semester.

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


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

TEXTBOOKS:

REFERENCE BOOKS:

GENERAL PROFESSIONAL STUDIES—COMMUNICATIONS

ICS—See GENERAL PROFESSIONAL STUDIES I—PRIMARY
IICS—GENERAL PROFESSIONAL STUDIES—COMMUNICATIONS

Time: Two hours per week

PART (a) See MASS MEDIA COURSE, GENERAL PROFESSIONAL STUDIES PRIMARY II, page 150

PART (b) LIBRARIES AND RESOURCE CENTRES—One hour per week for one semester.

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.

TEXTBOOKS:

REFERENCES BOOKS:

Additional Requirements: Completion of class exercises and research units; two brief assignments: notified dates within semester.

ASSESSMENT: Progressive evaluation based upon satisfactory completion of notified requirements.

PART (c) THE USE OF ENGLISH—One hour per week

This course is concerned with the communication arts of Reading, Speaking and Writing English, with some integration of these strands. It will involve Literature requiring some treatment in depth, largely from contemporary sources; the techniques of discussion with some practical experience in presenting a prepared paper and conducting discussion as well as taking part in informed interchange of views; there will be opportunities for functional, critical and creative writing of English.

METHOD OF ASSESSMENT:
Practical work, tests, essays.

TEXTBOOKS AND REFERENCE BOOKS:
These will be notified during lectures.

CURRICULUM STUDIES
GENERAL PRIMARY I

TITLE: English I G.P. and I

Time: Two hours per week

SYLLABUS OUTLINE:

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PART (a) GROWTH OF LITERATURE—One hour 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.

TEXTS referred to during the course: Chaucer’s The Pardoner’s Tale, Defoe’s Moll Flanders, Jane Austen’s Pride and Prejudice, Dickens’s Hard Times, William Golding’s Free Fall, Aristophanes’ The Frogs, John Webster’s The Duchess of Malfi, Congreve’s The Way of the World, Wilde’s Lady Windermere’s Fan, Ionesco’s Rhinoceros. Selected poems from Marlowe, Donne, Marvell, Suckling, Wordsworth, Robert Browning, Elizabeth Browning, Tennyson, Auden, Hope, Wright, Breen and selected prose passages from the works of Robert Burton, John Milton, Matthew Arnold, Aldous Huxley and Arthur Miller will be included in the course.

REFERENCE BOOKS:

Additional Requirements: Assignments and Essays—one essay, 1,500 words—2,000 words due in July. Class exercises.

METHOD OF ASSESSMENT: Essays, class exercises, final examination.

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 letter junctions.

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.

REFERENCE BOOKS:

See also reference list for Primary English Method U.P., p. 160.
PART (c) INTRODUCTION TO THE TEACHING OF ENGLISH IN THE INFANT SCHOOL—One hour per week for 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.

6. Phonic Training.
   (a) Digraphs.
   (b) Word Building.
   (c) Word Grouping.

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

TEXTBOOKS:
Schonell, F.: The Teaching of Reading.
Durkin, Dolores: Teaching them to Read, Allyn and Bacon Inc., Boston, 1970.

REFERENCE BOOKS:

Method of Assessment—Progressive evaluation (assignment and demonstration work). Written examination.
CURRICULUM STUDIES
GENERAL PRIMARY II

TITLE: English II G.P. and I
Time: Two hours per week

SYLLABUS OUTLINE:

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

THE MODERN MIND

One hour per week

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

The texts to be studied will be the following:
Stow, Randolph: The Merry-go-round in the Sea.
White, Patrick: The Tree of Man.
Steinbeck, John: The Grapes of Wrath.
Cary, Joyce: Except the Lord.
Bowen, Elizabeth: The Death of the Heart.
Hadfield, John, ed.: Modern Short Stories.

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

PART (b)—PRIMARY ENGLISH METHOD

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. 153). 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. 153).

REFERENCE BOOKS:

PERIODICALS:
Modern Fiction Studies.
Studies in Short Fiction.

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

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

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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.

REFERENCE BOOKS:
Murphy: Creative Writing, Reading, Cuisenaire, 1966.
Murphy: Douglas Can't Read, Reading, Cuisenaire, 1968.
Murphy: To Perceive and to Write, Reading, Educational Explorers, 1970.
Spache: Reading in the Elementary School, Boston, Allyn and Bacon, 1969.

PERIODICALS:
Primary Education
Inside Education.
Australian Grade Teacher.

PART (b)—ALTERNATIVE TO PRIMARY METHOD

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

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).
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. Demonstrations.

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

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

Reference Books:
   McKee and Harrison: Let's Talk—Annotated Teacher's Guide.

Method of Assessment—Progressive assessment with alternative examination.

English III G.P.

General Primary Curriculum Study

Time: Four hours per week

Part (a) Remedial Reading—One hour per week

Course Outline

The course aims at the understanding of impediments to learning and achievement in the language arts and to explore ways of helping children to overcome disabilities.

(i) Reading re-visited: a review of techniques and activities previously discussed and implemented during practice teaching;
(ii) Reading disability: some effects of failure on learning;
(iii) The place of reading in curricula at all levels—disability in relation to changing tasks and expectations;
(iv) Innovations in reading instruction, e.g., Breakthrough to Literacy, Words in Colour—application to remedial work;
(v) Techniques of remediation—direct and indirect;
(vi) Materials and facilities available. Design and preparation of reading aids;
(vii) Organization problems—administrative arrangements within the individual classroom and the school—stress points in remedial programmes;
(viii) Preserving the gains—a programme of compensatory teaching to maintain improvement.

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

Additional requirements:

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

Assessment: Evaluation of case work; unit tests.

Reference Books:
   Harris, A. J. (ed.): Casebook on Reading Disability, N.Y., D. McKay Co., 1970.

Part (b)—Language—One hour per week

Course Outline:

Theoretical basis to language studies;
The empirical approach to language;
Language development in the pre-school child;
Examination, through recording and analysis of spoken expression, of the language of adults and children;
Examination of written expression.
**REFERENCE BOOKS:**


**Additional requirements:** Essay and assignment work.

**EVALUATION:** Progressive evaluation.

**PART (c)—SPEECH—One hour per week**

**COURSE OUTLINE:**
- Physiology of voice; Phonetics—related to Australian Speech;
- Classification of consonants and vowels;
- Speech improvement in (i) the student; (ii) the pupil;
- Speech faults and defects: recognition, analysis and treatment; referral;
- Individual case histories;
- Planning the remedial lesson.

**Additional requirements:** Assignments; compilation of case-book material.

**ASSESSMENT:** Final Written Examination.

**TEXTBOOKS:**

- Bullard and Lindsay: *Speech at Work*, London, Longmans, Green, 1951.

**REFERENCE BOOKS:**


**PART (d) TEACHING ENGLISH AS A FOREIGN LANGUAGE—One hour per week**

**COURSE OUTLINE:**

(i) Problems of the migrant child:
   (a) Linguistic and cultural;
   (c) Social and environmental;
   (c) Organizational, i.e., within the Australian Education systems.

(ii) Liaison with social and cultural organizations—their contribution to assimilation and integration;

(iii) Micro-teaching of migrant children.

**TEXTBOOKS:**


**ENGLISH CURRICULUM STUDIES—SECONDARY**

**TITLE:** Secondary English Curriculum Studies I—English IS

**Time:** Three hours per week

**SYLLABUS OUTLINE:**

This course is an introduction to the methodology and content of English in the Secondary School. It will include the following:

(i) Qualifications of the teacher of English.

(ii) An examination in general of N.S.W. Curricula in English, and the requirements for the Speaking, Reading and Comprehension, Writing and Use of Language, and Literature sections of the Syllabus.

(iii) The ontology of English; implications for teacher-pupil relationship in English.

(iv) The structure of standard English lesson types; sample lesson procedures.

(v) The Language and Speaking of English sections of the Curriculum in greater detail.

(vi) Background literature, prose, poetry, drama.

**TEXTBOOKS AND REFERENCE BOOKS:**

(See below CS.SIII.)

**ASSESSMENT:** Essays, seminar work, final examination.
Syllabus Outline:
The integrated English Curriculum;
Thematic approach to the teaching of English; group techniques;
Standardized tests in English;
Written Expression; functional and creative writing;
Reading, Comprehension and Literature; types of reading;
Teaching in the Mass Media;
Drama in the Secondary School;
Background literature; the education of reading tastes.

Textbooks and Reference Books:
(See below III's.)

Assessment:
Essays, seminar work, final examination.

Title: Secondary English Curriculum Studies—English IIIS

Time: Three hours per week

Textbooks and Reference Books:

Students studying Secondary English Method are advised to obtain recent editions of The Concise Oxford Dictionary, Roget's Thesaurus, Daniel Jones's English Pronouncing Dictionary, and Fowler's Modern English Usage. In addition a Concise Dictionary of English Literature, The Oxford Companion to English Literature, and a suitable History of English Literature are recommended. Brewer's Dictionary of Phrase and Fable will be found to be invaluable. Other references such as A Shakespeare Companion and a Book of Quotations are suggested.

It is expected that students will build up their own personal libraries from recommended texts and background literature forming course content. The following list of textbooks refers to all three years of the course:

ONE YEAR PROFESSIONAL COURSES

ENGLISH FOR ARTISANS

ENGLISH II S.I.A.

PART (a) CULTURAL STUDIES IN LITERATURE

One and a 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—One hour per week for one semester

See Communications I G.P. Part (b), page 146.

ONE AND TWO-YEAR PROFESSIONAL COURSES

THE TEACHING OF ENGLISH—XU₁S

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 Course will consist of topics selected from English Curriculum Studies I and II (Secondary), page 165. Textbooks and Reference books will be found at the end of the Secondary Curriculum Studies section.

THE TEACHING OF ENGLISH—XU₂S

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.

For details of the course see English Curriculum Studies I and II (Secondary), and the textbooks and reference books following the Secondary Curriculum Studies section.

ENGLISH SMU AND S.A.

ENGLISH COURSES FOR DIPLOMA IN ART (EDUCATION) AND DIPLOMA IN MUSIC (EDUCATION)

Students in the above groups who elect English as a second teaching subject will follow the same English Courses in General Professional Studies (Communications) as General Primary students for the first and second years of their course. In addition, in the second, third and fourth years of their course they will follow the English Curriculum Studies (Secondary) Courses I, II and III. Students in the Art and Music courses electing a second teaching subject other than English will do General Professional Studies I and II (Communications) only.

In the Fourth year of the Course students will undertake an English Elective unit in addition to their Curriculum Studies.

Note: From 1972 onwards Diploma in Art and Diploma in Music students will elect their second teaching subject at the beginning of the second year of their course.
HEALTH EDUCATION

PRIMARY COURSE
SECONDARY COURSE
HEALTH EDUCATION I

CURRICULUM COURSES I and II, i.e., all primary and lower primary sections in 1st and 2nd years in 1972.

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 the health status of people or solving specific problems can best be done by organized community effort.

The student is encouraged to study the correlation of health education with other subjects and to recognize the place of incidental teaching and of formal teaching methods in this subject field.

HEALTH EDUCATION I

PROFESSIONAL COURSES I

All first year secondary schedules (1972).

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.
SUMMARY OF SUBJECTS—DEPARTMENT OF HOME SCIENCE AND TEXTILES

MAIN STUDIES ELECTIVES

GROUP B

HOME SCIENCE/TEXTILES II (a): Applied Textile Design (syllabus for Home Science Textiles II (d)) Full course—Three hours per week for the year.

SPECIALIST CONTENT AND CURRICULUM STUDIES

HOME SCIENCE TEXTILES COURSE

HOME SCIENCE/TEXTILES SHScIa: Basic Science I—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIb: Home Science I—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIc: Textiles—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScId: Elementary Textiles—Three hours per week for the year.

or

HOME SCIENCE/TEXTILES SHScIe: Elementary Nutrition and Food Science—Three hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIa: Basic Science II—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIb: Home Science II—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIc: Textiles II—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIId: Applied Textiles—Three hours per week for a semester.

HOME SCIENCE/TEXTILES SHScIIe: The Home—A Unit of Society—Three hours per week for a semester.

HOME SCIENCE/TEXTILES SHScIIIa: Basic Science III—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIIb: Home Science III—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIIc: Textiles III—Four hours per week for the year.

HOME SCIENCE/TEXTILES SHScIIIId: Applied Textiles—Four hours per week for a semester.

HOME SCIENCE/TEXTILES SHScIIIe: Haute Cuisine—Four hours per week for a semester.

HOME SCIENCE/TEXTILES S.H.Sc. I (a): Basic Science I

Four hours per week for year

A knowledge of the basic concepts of science is considered essential for teachers of Home Science and Textiles. Both Home Science and Textiles are applied sciences.

1. Laboratory procedures—use of laboratory kits and equipment. Safety in the laboratory. Correct use of apparatus and reagents.


3. Properties of matter—Our knowledge of the physical world. Basic concepts (e.g. mass, weight, force, density, temperature, etc.). Separation techniques. The mole concept. Solutions and solution concentration.


6. Energy—Relationship of energy to matter. Mechanical; heat; electrical; chemical; light.


Additional requirements:

Suitable practical work will accompany each of the above units. All students must submit a book in which all work will be recorded.

ASSESSMENT: Progressive evaluation.

TEXTBOOK:


REFERENCE BOOKS:


HOME SCIENCE/TEXTILES S.H.Sc. I (b): Home Science I

Four hours per week for year

This course consists of four integrated strands:


Additional requirements: Suitable experiments and research will accompany each of the above units. All students must submit all recorded work.

Assessment: Progressive evaluation.

Textbook:

Reference Books:

The student is expected to read widely in this subject field. The above texts are merely guides; the list is not intended to be restrictive.

HOME SCIENCE/TEXTILES S.H.Sc. I (c): Textiles I

Four hours per week for year

1. Textile Science
Fibre content and structure
Fibre testing
The limitations of fibres—natural and synthetic
The place of natural fibres in a textile market that is becoming increasingly directed towards synthetics

2. Embroidery and Design
Fundamentals of design
Function of design—the application of surface stitchery, yarns and fabrics to create design

3. Fashion Design and Construction
Analysis of three-dimensional forms of clothing and preparation of various two-dimensional forms
Basic construction techniques for summer weight fabrics
Study of new fabrics and fashion trends

Additional Requirements:
1. (i) Properties unique to each group of fibres and the suitability of these to specific end uses. Due last week of term I
(ii) A review of Textile Labelling Acts of Australia and America or
A survey of countries that produce synthetic fibres and the sources of their raw materials
Due the last week of term II
(iii) Teaching aids associated with fibre study

2. (i) Experimentation in the use of surface stitchery—practical application—one article to be submitted. Due in May
(ii) Design assignment. Due in September

3. (i) Weekly drafting and design assignments in terms I and II
(ii) Major construction techniques assignment. Due in August

Assessment: Progressive evaluation

Textbooks:
McCall's: Sewing.
REFERENCE BOOKS:


The student is expected to read widely in this subject field. The above texts are merely guides, the list is not intended to be restrictive.

HOME SCIENCE/TEXTILES S.H.Sc. I (d): Elementary Textiles
Three hours per week—one semester

The primary aim of this course is to assist the students who have not gained a background in Textiles and Design through secondary school. The course is designed to develop skill in construction techniques and an understanding of the properties of textiles as related to clothing design.

Terminology: fabric names, equipment, commercial pattern markings, style features.

Construction techniques—appropriate to fabric and style:
- seams
- hems
- fastenings
- distributing fullness
- facings
- collars, sleeves, cuffs

ASSESSMENT: Progressive evaluation

Exemptions: This course need not be chosen by students who have reached a satisfactory standard of work at School Certificate and Higher School Certificate examinations in Textiles and Design.

TEXTBOOK:

HOME SCIENCE/TEXTILES S.H.Sc. I (e): Elementary Nutrition and Food Preparation
Three hours per week—one semester

The primary aim of this course is to assist students who have not gained a suitable background in Home Science through secondary school.

The course is designed to develop practical skills in food preparation and presentation, demonstration skills, and an understanding of the nutritional value of the foods suited to the topics of the HOME Science School Certificate Syllabuses.

A wide variety of suitable foods will be handled, giving emphasis to:
- reactions of various types of foods to cooking methods
- nutritional importance
- presentation methods which enhance the value of the food
- kitchen management
- good manners

Additional Requirements: Practical exercises should be of a satisfactory standard

ASSESSMENT: Progressive evaluation

Exemptions: This course need not be chosen by students who have reached a satisfactory standard of work at School Certificate and Higher School Certificate examinations in Home Science.

TEXTBOOKS:
- Public Schools Cookery Teachers’ Assoc.: Commonsense Cookery Book, Sydney, Angus and Robertson, 1970.

REFERENCE BOOKS:
Use should be made of other available recipe books.

HOME SCIENCE/TEXTILES S.H.Sc. II (a): Basic Science II
Four hours per week—for year

Historical perspective in biochemistry, microbiology, and food and textile sciences.

The animal cell—a study of structure and function, briefly treated and expanded through the relevant sections of Basic Science, Home Science and Textiles in Years II and III.


Oilseed production. Economic reasons. The physical properties of vegetable oils: linseed, safflower, peanut, rapeseed, sunflower, maize, soyabean, cottonseed, olive, and reference to coconut and palm oils.
Surface activity—detergency, emulsification, lipid composition of the unit membrane.

Proteins—Amino acid structure. The polypeptide chain. Hydrogen bonding and the alpha helix. Inter- and intra-molecular bonding and the function of a protein molecule according to shape, and shape according to amino acid sequence.

Polymerization—Formation of macromolecules. Soluble colloids and disperse systems.

The plant cell—structure and function. Variations from those of the animal cell.

Carbohydrates—Classification. Chemistry of mono-, di-, and polysaccharides. The plant cell wall. The starch granules.


Plant lipids with specialized functions—chlorophyll and the carotenoids.

Biological Investigations of tissues and organs, by dissection, preparation of slides for microscopic work, etc. This work is intended to give the student knowledge of structure to supplement studies in function in biochemistry.

Additional Requirements: Suitable practical work will accompany each of the above units. The student is required to submit written records in an acceptable and well organized form.

Assessment: Progressive evaluation.

Textbooks:

Reference books:

Journals:
Technology.
Technology in Australia.
Nutrition Notes and Reviews.
C.S.I.R.O. publications in both Home Science and Textiles.
The Agricultural Gazette.

The students are expected to read widely, and make the most effective use of ALL the library and resource materials available to them.

HOME SCIENCE/TEXTILES S.H.Sc. II (b): Home Science II
Four hours per week—for year

The course consists of four integrated parts.

1. Nutritional Chemistry:
Calorimetry—a detailed study. Food composition and listed requirements revised for Australian conditions.
Body composition, nutrition of the cell, deficiency diseases. The application of nutritional principles in food preparation and selection of diet.

2. Food 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 following areas of study:
(a) Lipids—animal fats and vegetable oils—emulsification—shortening—aeration—frying medium.
(b) Carbohydrates—sugars in foods—pectins.
(c) Fruits and Vegetables—pigments—effect of pH—preservation.
Foods for the future populations.

3. Human Relationships and the Place of the Home in Modern Society. Concepts, goals, values and principles of management applied to family living, with emphasis on the changing pattern of family structure in modern society. Interaction of family members. Child guidance and development. Ergonomics in relation to hygiene of the household, wearing apparel and contemporary textiles. The functional design of cooking areas, and a survey of finishes, equipment, and reagents designed to increase the effectiveness of cleaning methods.
4. Curriculum Studies:

Organization of the Home Science department with one or more teachers. The school certificate syllabus and levels of teaching. Handling groups containing pupils studying at different levels.

Additional Requirements: Satisfactory laboratory work. An assignment in Terms I, II, and III. An original research project (emphasis on originality and simplicity of presentation rather than on length, due in July.

ASSESSMENT: Progressive evaluation.

TEXTBOOK:

REFERENCE BOOKS:

Students are expected to read widely, and make the most effective use of ALL the library and resource materials available to them.

HOME SCIENCE/TEXTILES S.H.Sc. II (c): Textiles II

Four hours per week—for year

1. Textile Science:
Yarn structure.
Fabric construction: methods and associated processes.
Fabric finishes—decorative and functional.

2. Embroidery and Design:
Design principles and their relationship to structural and decorative design—means of applying principles through the use of yarns and fabrics.

Sociological survey of various ethnic groups responsible for contributing to the heritage of embroidery.

Experimental work using traditional embroidery techniques—to include drawn fabric, drawn thread, Danish hedebo, cross stitch, Assisi, hardanger, blackwork, quilting, cutwork, applique, canvas, darning.

3. Fashion Design and Construction:
The relationship between design, fabric and construction methods. Emphasis will be placed on:
(a) winter fabrics,
(b) fine fabrics (children's wear, lingerie).

4. Clothing—Multipurpose, aspects of clothing, e.g., functional, aesthetic, moral, social, etc.

Additional Requirements:
1. (i) Uses of textured yarn in knitting. Due end of Term I.
   (ii) What reasons underlie the use of screen printing by the Australian Textile industry? Due end of Term II.

2. Bi-monthly assignments on practical application, and historical survey of traditional forms of embroidery.
   Major practical assignment due in August.

3. Fashion design and construction assignment in winter fabric due in June and in lingerie or a child's garment due in October.

4. Use of uniform since the 1930's. Due in 5th week in Term III.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:
Anchor: Coats Sewing Group Booklets.
McCull's Sewing.

REFERENCE BOOKS:
Anchor: Coats Sewing Group Booklets.
HOME SCIENCE/TEXTILES S.H.Sc. II (d): Applied Textile Design

Main Study—Three hours per week for the year

HOME SCIENCE/TEXTILES abridged course—Three hours per week for a semester

The emphasis in this course will be on the practical application of design fundamentals and their interpretation in embroidery and textiles.

Design:
1. Design principles and their relationship to the structural and decorative design; means of applying principles through the use of yarns and fabrics.
2. Development of the ability to perceive, select and appreciate objects; sources of inspiration for creation of embroidery designs (naturalistic, stylized, abstract).

Applications:
1. Interpretation of designs in fibres, yarns and fabrics.

Execution of major works from two of the following groups:
(a) traditional embroidery;
(b) modern embroidery;
(c) woven tapestry;
(d) hand spinning and/or weaving (using natural or commercial dyes).

Additional Requirements:
Design: Design collection suitable for embroidery (from nature, buildings). Due in first week of term II.

Application: Two major works from the sections listed. Due in last week of second term, and last week in October.

Assessment: Progressive evaluation.

Textbook:
Additional requirements: As far as possible primary resources will be used as basis for student evaluation of theoretical work. These will include: laboratory work, reviews of excursions, suitable meal preparation, home nursing techniques, and some consideration of types of entertainment for or by the family.

Assessment: Progressive evaluation.

Reference Books:
The student is expected to read widely and to make the best use of library and resource materials.

Home Science/Textiles S.H.Sc. III (a): Basic Science III
Four hours per week—for year
This course consists of two equally weighted strands.
1. Perception.


Human sense organs of balance, hearing, taste, smell, vision, touch, etc.

The elements of human perception and their applications in Home Science and Textiles studies.

2. Biochemistry and allied studies.

A detailed study of the components of the animal cell. Correlation with aspects of nutrition, food processing and textiles.

Human physiology and metabolism—digestion, nervous system, muscles, and other organs.

The plant cell—a study of its effects in nutrition, food processing and textile fibres.

Chemical theories of behaviour. Some effects of deficiencies in metabolism—sources of nutrient lack or deficiency—diet and biological inheritance as factors in metabolism.

Additional requirements: Submission of material used throughout the course to show evidence of good organization and understanding of the course. This is a student-orientated course. Evidence of wide reading will be expected.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:

Journals:
Scientific American.
Technology.
Technology in Australia.
CSIRO publications.
Nutrition Notes and Reviews.

Students are expected to read widely, and make the best use of ALL the library and resource materials available to them.

Home Science/Textiles S.H.Sc. III (b): Home Science III
Four hours per week—for year
This course consists of four integrated parts.

1. Nutritional Chemistry

Research on and theories of nutrition as reported in scientific journals. Review of work in nutritional studies. Problems of large-scale catering as in hospitals and institutions. The biochemical significance of the food nutrients.

2. Food Science and Technology

(a) Animal foods. Skeletal muscle, avian eggs, milk and milk products.
(b) Plant foods. Cereals and cereal products, legumes.
(c) Fermentation and wine-making. Dietary effects of alcohol.
(d) Microbiology of foods. Storage, packaging and preservation.

3. A research project on a selected aspect of food technology.

Original research techniques employed. The need for simplification of technical and scientific material for teaching. A development of reliance and confidence in ability to observe and interpret.

4. Curriculum Studies

The place of Home Science in the school curriculum. The senior school syllabus and programming suggestions. The role of the Home Science teacher in the school, community and profession.
**Additional requirements:** Satisfactory laboratory work throughout the course. The research project is due in the second week of Term III.

**Assessment:** Progressive evaluation.

**Textbook:**

**Reference Books:**

The student is expected to read widely—both textbooks and journals—and to be familiar with many sources of information. The above list is intended as a guide only.

**HOME SCIENCE/TEXTILES S.H.Sc. III (c): Textiles III**

Four hours per week—for year.

1. Textile Science.
   - Colour theories.
   - The historic development of textile technology. Outstanding achievements in textile manufacture and in design of machinery since 1960.

2. Embroidery and Design.

This course is designed to allow for individual development, opportunity to experiment, exploring the possibilities of new media and materials characteristic of the modern age. Designing exercises in such media as cut paper, string, fabric objects from Nature.

The planning of a design to suit a predetermined purpose. Execution of at least one embroidery piece.

   - Analysis and designing of advanced three-dimensional forms reduced to two-dimensional forms.
   - Application of advanced construction techniques to include tailoring and formal wear.
   - (Study of new fabrics and fashion trends in this field.)

   - (a) Correlation of fashion and textile technology in historic times. Application of terms "fashion" and "style" to clothing since 1960.
   - (b) Semester course aims at preparing students to read and interpret periods of history. The effect of great issues of the day in different historical eras on cultural, social and family life will be looked at to examine their influences on the costume of the period.

**Additional requirements:**
   (ii) Problems of colourfastness in fabrics. Due first week of term III.
   (iii) Teaching aids relating to content matter.

2. Embroidery piece.

3. Design exercises.

**Assessment:** Progressive evaluation: and an exhibition of all design, embroidery exercises and major works.

**Textbooks:**

**Reference Books:**

Refer to Textiles I list on embroidery.

JOURNALS: The Australian Textile Journal; Burda; Elegance; Vogue.

HOME SCIENCE/TEXTILES S.H.Sc. III (d): Applied Textile Design

HOME SCIENCE/TEXTILES abridged course—Four hours per week for semester.

Basic principles of colour and design and their application to textiles.

The history and development of colour in cloth by the batik, screen, tie and dye and block methods.

Skills, suitable designs, colours and fabrics for the following methods of colour cloth:
batik,
screen printing,
tie and dye,
block printing.

Additional requirements: Suitable practical applications of a satisfactory standard.

ASSESSMENT: Execution of each of the colouring methods mentioned above and an exhibition of all work.

REFERENCE BOOK:
Batsford series in Creative Textile Craft.

HOME SCIENCE/TEXTILES S.H.Sc. III (e): Haute Cuisine
Four hours per week for the year

HOME SCIENCE/TEXTILES abridged course—Four hours per week for a semester

As the title suggests this is a course in high-class cookery. This applies to the preparation and the presentation of the food. The aim of the course is to develop knowledge, understanding and skill in handling foodstuffs to produce an excellence in demonstration techniques.

Study will include
Batterie de cuisine
Terminology and the interpretation of menus
DEPARTMENT OF INDUSTRIAL ARTS

MAIN STUDIES ELECTIVES

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES
SUMMARY OF SUBJECTS—DEPARTMENT OF
INDUSTRIAL ARTS

MAIN STUDIES ELECTIVES

Industrial Arts IB: Crafts Elective—three hours per week.
Industrial Arts IIB: Crafts Elective—three hours per week.
Industrial Arts IIIB: Crafts Elective—three hours per week.

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

Industrial Arts L.P. I: Lower Primary Crafts—two hours per week.
Industrial Arts G.P. I: Primary Crafts—two hours per week.
Industrial Arts S.LA.: Secondary Crafts Elective—four hours per week.
Industrial Arts S.LA. I a and b: Mathematics and Chemistry—four hours per week.
Industrial Arts S.LA. I c: Drawing and Design—four hours per week.
Industrial Arts S.LA. I d: Metals Technology—four hours per week.
Industrial Arts S.LA. I e: Woodwork—four hours per week.
Industrial Arts S.LA. II a: Materials Science—two hours per week.
Industrial Arts S.LA. II b: Mechanics—two hours per week.
Industrial Arts S.LA. II c: Drawing and Design—four hours per week.
Industrial Arts S.LA. II d: Metals Technology—four hours per week.
Industrial Arts S.LA. II e: Woodwork—four hours per week.
Industrial Arts S.LA. III a: Materials Science—four hours per week.
Industrial Arts S.LA. III b: Mechanics—four hours per week.
Industrial Arts S.LA. III c: Drawing and Design—four hours per week.
Industrial Arts S.LA. III d: Metals Technology—four hours per week.
Industrial Arts S.LA. III e: Woodwork—four hours per week.

INDUSTRIAL ARTS IB: Crafts

Three hours per week

Basic Design: An analysis of the elements of design. The relationship of design to all areas of artistic endeavour and an appreciation of design and its application within the craft field.

Graded exercises aimed at examination of the design elements of line, direction, shape, size, texture, value, colour.

Examination and exercises based on the design principles of repetition, harmony, contrast, alternation, gradation, dominance, unity balance.

The relation of two dimensional to three dimensional design will form the fundamental basis of the course. The appreciation of historical as well as contemporary design and craftsmanship will be integrated with the course.

Examination of practical exercises related to the following:

Leather Jewellery: Design, leather types, cutting, joining, beads, plaiting, decoration and finishing.

Wire Jewellery: Design, suitable wires, cutting, twisting, bending, chain making, jigs, soldering, gluing, cleaning, polishing and finishes.

Sheetmetal Jewellery: Design, suitable metals, annealing, cutting, repousse, punching, chasing, piercing, joining applique, enamelling, stone setting, cleaning, polishing and finishes.

Ceramic Jewellery: Design, preparation and care of clay, shaping, slab, coil, decoration, glazes, glazing, firing, assembling.

Additional Requirements: Practical work and assignments.

Assessment: Progressive evaluation of practical work and assignments.

Textbooks:

Gerhard: Working with Leather, West Germany, Bures and Oates- Herder Book.


Reference Books:


College Library—685-745.
INDUSTRIAL ARTS IIB: Crafts
Three hours per week

THREE DIMENSIONAL DESIGN: This course extends the study of visual form and the allied design elements beyond the bounds of the two-dimensional field into three-dimensional space. The emphasis of the course is upon the examination of two and three dimensional design theory by means of experimentation and research together with a series of practical exercises in: two dimensional design, two dimensional textural design, relief sculpture, sculpture with a base, free standing solid form, and three dimensional linear form.

An examination of media and constructional techniques is requisite to the above exercises.

GRAPHIC DESIGN AND PHOTOGRAPHY: Graphic design affords the opportunity of applying previously acquired design experience within the field of visual reproduction. Practical experience is gained through the application of the following techniques in a variety of exercises: block printing, silk screen printing, letterpress and planographic printing, and photography and allied processing skills.

Additional Requirements: Practical work and assignments.

Assessment: Progressive evaluation of practical work and assignments.

Textbooks:

Reference Books:
College Library 685-745.

INDUSTRIAL ARTS IIIB: Crafts
Three hours per week

CERAMICS: The history of ceramics together with ceramic design forms an examinable theoretical framework for the course. The relationship of ceramics to other areas of artistic endeavour and an appreciation of ceramic form and applied surface design are important areas of study.

Practical work includes projects of historical and contemporary design as well as the following: preparation and care of clay bodies; shaping; coil, slab and strip building; modelling; moulds and moulding; throwing and turning; decoration; preparation of glazes, glazing and firing.

From an examination of the historical importance of textiles the course moves to a study of the techniques of textile manufacture and processing. The extent and importance to society of textile production, and appreciation of textile design are related studies whose theoretical background is supplemented by practical exercises in the techniques of silk screen printing, batik, tie dyeing, creative embroidery and weaving.

Additional Requirements: Practical work and assignments.

Assessment: Progressive evaluation of practical work and assignments.

Textbooks:

Reference Books:

INDUSTRIAL ARTS L.P. 1: Lower Primary Crafts
Two hours per week

The following topics are proposed to form the basis of this course in Infant Handwork. The actual sequence of presentation varies according to the availability of materials, equipment and demonstration facilities.

1. An appreciation of Child Development with specific emphasis on the significance of Handwork Activities in relation to:
   (a) Physical Development;
   (b) Motor Skill Development;
   (c) Social Development.

2. An examination of the stages of Creative Expression through which children pass. The importance of relating these stages to the planning of Handwork Activities.

3. Methods of planning Handwork Activities with specific emphasis on the correlation of these activities with other areas of the Infant Curriculum.

4. An examination of ideas and procedures which will assist in the development of efficient classroom administration. Topics such
as storage of materials and equipment, requisition of supplies, techniques of displaying work and procedures for distribution and collection of materials during lesson presentation.

5. The preparation and application of teaching aids which will assist the Infant teacher.

Students are required to develop a sound degree of personal competence in the application of a wide variety of practical skills, techniques and a knowledge of related media.

Areas in which practical experimentation and research are to be conducted include the following: basic design, paper skills, textile crafts, puppetry, three-dimensional modelling, graphic design and visual reproduction.

Additional Requirements: Demonstrations, practical work and assignments—two books of creative handwork materials and ideas to be prepared on a weekly basis, design a directed activity lesson for Kindergarten or First class in second term and a group activity lesson for Infants in third term.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:
College Library—685, 700 and 745.

Industrial Arts G.P. I: Primary Crafts

Two hours per week

Students are introduced to a basic range of materials, ideas and techniques suitable for classroom handwork and teaching aids. The planning and implementation of a variety of activities is considered. It is hoped to develop student confidence and competence in basic techniques with self-expression through design applications; an understanding of child-development in the areas of skills and self-expression; awareness of the significance of craft in the overall teaching situation, methods of classroom administration and lesson presentation; and a collection of models, drawings, charts, lesson notes reference lists, slides and other teaching aids which will be immediately useful on appointment to schools, thus reducing the initial stress of preparation at that time.

Topics treated include: educational objectives and application of craft; the teacher and the syllabus—static or evolutionary; lesson types, planning and administration; possible variation or extension of each craft activity; safety of pupils and equipment; issue and collection procedures; care of craft room and equipment; classroom environment and display principles to create atmosphere.

Practical Work:

The following topics are proposed but may be varied according to student needs or availability of materials and equipment: design principles and exercises, paper skills and applications, modelling in three dimensional media, textile crafts, graphic arts, elementary book-craft and decoration of papers, and basic weaving using cane or wool.

Additional Requirements: Students are required to: conduct independent research and experimentation in the execution of practical and written assignments during each term; compile teaching notes on each aspect of the course to include brief history, materials and sources, equipment needed, basic processes involved, suitable applications, reference list of useful books; submit at least one original example of practical application in each section; attend all demonstration lessons and write constructive observations. A fee of $5 per person is charged for materials used in the course.

Assessment: Progressive evaluation of practical work, Ideas Book and assignments.

Textbooks:

Reference Books:
College Library at 745 General Crafts, 655 Graphic Arts, 746 Textiles.

Industrial Arts G.P. II: Primary Crafts

Four hours per week

The course should appeal to those who aspire to become specialist teachers of craft work in the General Primary field. Those students who elect to do this course in third year will find it essentially an extension of the second year curriculum study. Those topics already
introduced in second year will now be studied in more detail, while those limited by time in the curriculum study will be treated here in depth.

The basic aims, references and methods of assessment will be very much the same as for the Second Year course.

Additional Requirements: Work commenced in lectures will be completed as assignments. Three written assignments of 1,000 words due fourth week of each term.

ASSESSMENT: Progressive evaluation of practical work and assignments.

TEXTBOOKS:

REFERENCE BOOKS:
- College Library at 745 General Crafts, 655 Graphic Arts, 746 Textiles.

INDUSTRIAL ARTS S.LA. Secondary Crafts Elective

Four hours per week

The aims of the course are:
(i) To provide wide experience in media, tools, and equipment.
(ii) To add to the students' 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 hand-made decorative papers.

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

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

ROPEWORK: Practical work in knotting, splicing and binding.

GRAPHIC ARTS: Short history of the evolution of recording. Printing presses and type, composition, methods of printing.

CERAMICS: Short history of ceramics, preparation of clay, shaping, moulding, throwing, decorating, glazes and glazing, firing.

Additional Requirements: Practical work commenced in lectures is completed as assignments.

ASSESSMENT: Progressive evaluation of practical work, assignments and final examination.

TEXTBOOKS:
- Jenkins, R. H.: Practical Pottery for Craftsmen and Student, Milwaukee, Bruce, 1947.

REFERENCE BOOKS:
- Black, M. E.: New Key to Weaving, Milwaukee, Bruce, 1957.

INDUSTRIAL ARTS S.LA. I a: Chemistry: two hours per week; I b: Mathematics: two hours per week.

MATHEMATICS: Study of mathematical concepts in sufficient depth to enable an appreciation of their application to problems within the area of Industrial Arts. Topics of study include: trigonometry, calculus, interpretation of graphs, use of slide rule, matrices and determinants, vectors and differential equations.

CHEMISTRY: Here the intention is to extend students' understanding of the listed topics and their relevance to the study of Industrial Arts.

Atomic structure and the periodic table; bonding; the relation of bonding to the properties of materials; organic chemistry, with emphasis on industrial polymers; electron transfer reactions—oxidation
and reduction, corrosion, electrodeposition of metals; origin, chemistry and processing of important metallic ores.

Additional Requirements: Appropriate practical work in mathematics and science. Assignments to be notified during lectures.

ASSESSMENT: Assignments, progressive evaluation and final examination.

TEXTBOOKS:

REFERENCE BOOKS:

INDUSTRIAL ARTS S.I.A. 1 c: Drawing and Design
Four hours per week

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

General principles underlying planning, programming, teaching and examining these skills are discussed and related to the topics presented. Guidance is given in analysis and preparation of lessons; in the preparation of day-book notes; lesson information sheets, charts and teaching aids.

Opportunity exists for developing advanced individual skills and techniques in project drawing and design, and for demonstrating teaching skills in the classroom situation.

Standards used throughout the course conform to AUSTRALIAN STANDARD DRAWING OFFICE PRACTICE and ARCHITECTURAL AND BUILDING PRACTICE.

Additional Requirements: Practical exercises commenced in lectures are completed as assignments. A machine drawing is to be completed each fortnight as an assignment.

ASSESSMENT: Progressive evaluation of assignments submitted fortnightly and by tests, and a final examination.
greater ability to further develop their skills. Each project is planned and presented as a working drawing and these drawings provide a set of useful project ideas.

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

Additional Requirements: A written assignment of approximately 2,000 words is to be completed at the end of each term.

Assessment: Progressive evaluation, assignments and yearly examination.

Textbooks:

Reference Books:

Industrial Arts S.I.A. I: Woodwork

Four hours per week

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

This knowledge finds a broad application in practical work, which simultaneously provides practical skills for the teaching of Woodwork to the School Certificate level. The more capable students are given ample opportunity to embark on work of a more ambitious nature.

A study of the aims of teaching woodwork, the principles of evaluation, techniques in demonstrating and the organization of practical work is made.

Students practise safe working habits with hand tools and machines, and a planned approach is made for setting up safety programmes in the school situation.

The following topics are studied by way of assignments and at all times related to practical projects attempted: general principles of design, joining timber, tool maintenance, wood technology, timber products, allied materials, decorative treatment of timber, wood-finishing and woodturning.

Additional Requirements: Work commenced in lectures is completed as assignments. Reference books are nominated to increase the scope of work covered in lectures and allow students to search out new approaches.

Assessments: Assignments, progressive evaluation and final examination.

Textbooks:

Reference Books:
- Department of Technical Education: Carpentry and Joinery, Stage 1, Sydney, Department of Technical Education, 1957.

College Library at 684, 736, 745, 749.

Industrial Arts S.I.A. IIa: Materials Science

Two hours per week

Designed to give the student an understanding of some of the materials used for engineering purposes the course places emphasis on metallic materials and these will be studied in depth.
Topics to be studied: engineering properties of materials, classes of materials, crystalline structure of metals, solidification of metals, as cast structures and defects, constitution diagrams and their interpretation, diffusion and precipitation hardening, mechanisms of deformation in crystalline materials, heat treatment of steels, fabrication of materials, polymers.

Additional Requirements: Lectures will be supplemented by laboratory work, tutorial exercises and assignments.

Exemptions: Any student who has completed a similar course at a recognized institution will be considered for exemption from part or whole of the course.

Assessment: Examination of each major sector of the course as completed. In addition, progressive evaluation is made throughout the year based on experimental reports, tutorial exercises and assignments.

Textbooks:

Reference Books:

Industrial Arts S.I.A. II b: Mechanics
Two hours per week

Sound basic knowledge of the theory and techniques of Engineering Mechanics is the major concern of the course.

A study will be made of the Elementary Engineering Mechanics strand of the Higher School Certificate Industrial Arts syllabus. However the subject matter will be broadened to take in topics such as the kinetics of rotating bodies, the equilibrium of internal force systems, stress analysis and moment of inertia of area and of mass.

Additional Requirements: Lectures will be supplemented by tutorials, assignments, demonstrations and laboratory work and assignments of 3,000 words due in May, July and October.

Exemptions: Artisans who have completed a Mechanical Engineering Certificate course may be granted exemption from lectures and assignments after passing an exemption examination. These students will still be required to complete the laboratory programme.

Assessment: Progressive evaluation and final examination.

Textbooks:

Reference Books:

Industrial Arts S.I.A. II c: Drawing and Design
Four hours per week

In seeking to broaden the experience of the student in those areas already studied in Drawing and Design I, teaching methods are discussed in relation to the topics presented and demonstration lessons arranged to allow students to see techniques implemented.

Engineering and Architectural Drawing
The recommended practice for Architectural and Engineering Drawing is studied in detail and applied.

Assembly drawings, sub-assembly drawings, drawings of individual components, structures, machining operations, tolerances, surface finishes, heat treatment, selection of materials and simple design are included.

Descriptive Geometry
Problems in descriptive geometry involving point, lines, planes, plane figures, positioning of solids in relation to planes, developments, intersection of solids, fillet curves, rod ends, etc.

Pictorial Drawings
Isometric, oblique, axonometric and perspective are covered.

Additional Requirements: Three assignments per term.

Assessment: Progressive evaluation of assignments, projects, class work and final examination.

Textbooks:
INDUSTRIAL ARTS S.I.A. II d: Metals Technology

Four hours per week

Here, where emphasis is upon freedom of design, each student is required to design and construct a working model suitable for school construction up to 4th form level. In addition students are required to complete practical projects to their own design, where possible, involving work in the following areas:

(i) Bench fitting to include the use of the micrometer and vernier caliper, and an understanding of tolerance in measurement.

(ii) Automobile maintenance.

(iii) Machines, lathe operations, calculations for lathe operations, thread cutting, tool geometry and the shaping of single and compound angles.

(iv) Applied Arts, shaping sheetmetal, decorative processes, use of the jeweller’s saw, enamelling (dusting, use of beads and threads, cloisone).

(v) Shaping materials by fabrication A.C. and D.C. welding, braze welding, joining of plastics.

(vi) Casting, equipment, melting the metal, moulding, pattern making, working with metals and plastics.

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

Reference books in the library are nominated to increase the scope of work covered in lectures, allowing the student to come in contact with a variety of approaches.

Additional Requirements: Practical work commenced during lectures is completed as assignments. A written assignment of approximately 1,000 words is to be completed each term.

ASSessment: Based upon assignments, progressive evaluation and final examination.

TEXTBOOKS:

REFERENCE BOOKS:
College Library at 621, 671, 738 and 739.

INDUSTRIAL ARTS S.I.A. II e: Woodwork

Four hours per week

Students are given the opportunity of extending the scope of work covered in Woodwork I. Depth of study is featured. Teaching procedures determine the thinking behind the design and construction of practical work. The preparation of teaching aids is an important aspect of the course. Preparation of working rods or skids for all furniture projects, designed by the student, to be presented before work is commenced. Selection of examples in this field vary according to the background possessed by the individual student. Areas of work to include the following: turning, cabinet making, decorative treatment, timber finishes and wood machining. Theoretical aspects associated with the above areas of work are covered.

Tool maintenance and the safe use of tools, appliances and machines are fundamental parts of the course.

Additional Requirements: Completion of practical work commenced in lectures, written assignments.

ASSessment: Assignments, progressive evaluation and yearly examination.

TEXTBOOKS:

REFERENCE BOOKS:
INDUSTRIAL ARTS S.I.A. III a: Materials Science

Four hours per week

This is an extension of the Industrial Arts II course in that specific metallic alloys are studied as well as mechanisms of corrosion and protection of metals. A study of ceramic and allied materials will also be made.

Topics to be studied: corrosion, copper and copper alloys, alloy steels, aluminium alloys, joining of metals, powder metallurgy, ceramic technology, refractory materials, abrasive materials, glasses, insulating materials and metal protection. Lectures will be supplemented by experimental reports and tutorial exercises.

Additional Requirements: Experimental reports, tutorial exercises and assignments.

Exemptions: To be eligible for consideration students must produce evidence of satisfactory completion of a similar, recognized course.

Assessment: Examinations upon completion of each major section of the course. In addition to examinations, progressive evaluation will be made throughout the year on experimental reports, tutorial exercises and assignments.

Reference Books:

INDUSTRIAL ARTS S.I.A. III b: Mechanics

Four hours per week

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 portion of the lecture time is devoted to empirical studies and to designing suitable mechanics experiments for school use.

Topics treated include: vectors, spatial force systems, kinematics and kinetics of rigid bodies in translation, rotation and plane motion, mechanics of deformable bodies and fluid mechanics.

Additional Requirements: Practical work commenced in lectures is completed as assignments.

Assessment: Progressive evaluation and final examination.

Textbooks:
- Newcastle Teachers College: Mechanics and Design Tables, Newcastle, N.S.W., 1970.
- Newcastle Teachers College: Practical Experiments in Mechanics, Newcastle, N.S.W., 1970.

Reference Books:

INDUSTRIAL ARTS III c: Drawing and Design

Four hours per week

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

Basic principles of, and current practice in Engineering Design will be treated and some typical design problems solved during first term.

Reports on each project include all calculations and either a full set of detailed drawings, an assembly drawing or a freehand drawing as required. The appropriate Australian Standards will be used for limits and fits, gears, pressure vessels, keys and key ways, and materials.
Final examination work in this subject will be determined by a major project requiring application of the principles taught to a more comprehensive situation involving analysis, ingenuity, proportioning of parts, use of codes, drawing and sketching, specifications, selection of materials, safety considerations, economic factors, life expectancy.

Additional Requirements: Field sketch book to record observations of engineering techniques. Assignments of design problems due June, September and October.

ASSESSMENT: Progressive evaluation of practical work and assignments, yearly examination.

TEXTBOOKS:
Newcastle Teachers College: Mechanics and Design Tables, Newcastle, N.S.W., 1970.

REFERENCE:

INDUSTRIAL ARTS S.I.A. III d: Metals Technology

Four hours per week

Students have the opportunity to extend the scope of work covered in Metal Technology II. Depth of study is emphasized.

The approach aims to develop individual ability for design and construction and the main project for the year is designed and produced by the student. This project could be of a mechanical nature 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 is maintained.

The care and safe use of tools, including care in handling acids, appliances and machines is a fundamental part of this course. In addition students are required to complete practical projects, to their own design, in the following areas:

(i) Applied arts, historical survey of metalwork (to include enamelling), design and construction of jewellery, constituents of enamels, enamelling (cloisonne, stencils, sgraffito, plique-a-jour), counter enamelling.

Etching, dry point, aquatint technique, use of brush and carbon paint.

(ii) Sculpture, use of various materials, e.g., steel, aluminium, plastic and fibre glass. Fabrication: basic techniques, use of cores, gravity and pressure die casting, problems in moulding and casting, wax casting.

(iii) Machines, milling machine types, milling cutters, use of dial gauges, use of dividing head, cylindrical grinding, parallel and tapered work, use of the sine bar, turrett and automatic lathes. Use of lathe attachments. Shaping of irregular surfaces.

Theoretical aspects associated with the above areas of work are covered. In addition, a study of industrial design (to include conceptual design) the aesthetics of form and shape, productivity, divisions within industry, processing and industrial production methods is made. Construction of a film strip as an example of a resource unit is required.

Reference books in the library are nominated to increase the scope of work covered in lectures.

Additional Requirements: Practical work commenced in lectures is completed as assignments. A written report is required as part of the major work of the year. In addition, a written assignment of approximately 1,000 words is required in first term and one of 2,000 words in second term.

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

TEXTBOOKS:

REFERENCE BOOKS:
INDUSTRIAL ARTS S.I.A. III e: Woodwork

Four hours per week

The student is provided with an extensive field of study and practical activity, allied to the Advanced Syllabus for Woodwork in High Schools. The acquisition of background knowledge, the development of confidence and skills, the stimulation of the powers for individual design are basic aims of this specialist year.

The course is primarily practical in scope, presenting the opportunity to further develop special talents, skills and interests. The theoretical aspects associated with the work will be covered by lecturettes, assignments and examination.

A study in depth of the fundamental part that wood in all its forms has played in the development of civilization is included. These investigations will also show the relationship of this study to other areas of utilization of natural resources. Some predictions concerning future uses by man in solving problems associated with human endeavour will be outlined. A full appreciation of present day applications to man’s environment will be encouraged.

The investigation of aesthetic design, sound engineering principles, scientific treatment of wood internally and externally, husbandry and marketing will form another part of the theoretical framework.

The professional requirements of the course will be met by assignment work throughout the year and by final examination.

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

A major project will be undertaken in one of the following fields: cabinet work, forming and shaping of wood, mass production project suitable for industry, elementary boat building, laminated assembly, model building construction, wood turning, joinery, teaching aids, working models and demonstration equipment. The student will be asked to present a project in each of the other areas.

Throughout the course the study of wood as a material in industrial design and processing, and as a platform for finishing processes will be shown to be indispensable to the successful craftsman.

Additional Requirements: Work commenced in lectures will be completed as assignments.

Assessments: Assignments, progressive evaluation and final examination. Project work to be presented on completion and before the 15th October. Essays of 500 words due by 31st July, 30th September, and 31st October. Other assignments will be set as the course develops.

Textbooks:
- Reference Books:
- Division of Forest Products: Forest Products Newsletter, C.S.I.R.O. monthly.
SUMMARY OF SUBJECTS—DEPARTMENT OF LANGUAGES

MAIN STUDIES ELECTIVES

GROUP A

FRENCH IA (i): Elementary French. This may precede French IA (ii) and IIA to form a major sequence—Three hours per week for the year.

FRENCH IA (ii): French Language and Literature—Three hours per week for the year.

FRENCH IIA: French Language and Literature—Three hours per week for the year.

FRENCH IIIA: Not yet available.

GERMAN IA (i): Elementary German. This may precede German IA (ii) and IIA to form a major sequence—Three hours per week for the year.

GERMAN IA (ii): German Language and Literature—Three hours per week for the year.

GERMAN IIA: Not yet available.

GERMAN IIIA: Not yet available.

LATIN IA (i): Elementary Latin—Three hours per week for the year. This may precede Latin IA (ii) and IIA to form a major sequence.

LATIN IA (ii): Latin Language and Literature—Three hours per week for the year.

LATIN IIA: Latin Language and Literature—Three hours per week for the year.

LATIN IIIA: Not yet available.

GROUP B

CLASSICS IB: The Ancient Mediterranean World—Three hours per week for the year.

CLASSICS IIB: Not yet available.

CLASSICS IIIB: Not yet available.

LANGUAGE IB: Teaching English as a Foreign Language—Three hours per week for the year.

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SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

Two Year Undergraduate Professional Course—Each four hours per week for the year.

FRENCH XU 2S II: French Language and Literature and Teaching Method.

GERMAN XU 2S II: German Language and Literature and Teaching Method.

LATIN XU 2S II: Latin Language and Literature and Teaching Method.

One Year Undergraduate Professional Course—Each four hours per week for the year.


GERMAN XU 1S III: The Teaching of German in the Secondary School.

LATIN XU 1S III: The Teaching of Latin in the Secondary School.

French IA (i): Elementary French
Three hours per week for the year

This course is available for those wishing to begin the study of French in order to pursue the subject for a further one or two years as an extension of the study of other languages, or as a companion study of another discipline, e.g. history, science, etc. It may precede French IA and French IIA as a major sequence. The aim is to achieve linguistic competence in spoken and written French. Stress is laid on the spoken language with considerable oral-aural practice. The culture of France is also dealt with.

TEXTBOOKS:

FRENCH IA (ii): French Language and Literature
Three hours per week for the year

Pre-requisite: Pass in Higher School Certificate French or equivalent level.

The course comprises:
(a) Lectures and practical classes designed to develop reading ability and oral and written expression.
(b) A study of phonetics and the accurate reproduction of French speech sounds.

(c) A survey of French drama from its beginnings to the present day.

(d) A closer study of selected works.

Additional Requirements: Regular short language assignments are set throughout the year and four essays of approximately 800 words each on the texts studied.

ASSESSMENT: The above assignments, a short oral and conversation test and a final examination are taken into account in assessing the performance of students.

TEXTBOOKS:

REFERENCE BOOKS:

FRENCH IIA: French Language and Literature

Three hours per week for the year

Pre-requisite: Pass in French IA (ii) or equivalent

The course comprises:

(a) Lectures and practical classes designed to develop further self-expression in speech and writing.

(b) A survey of the main streams of 20th century French Literature.

(c) A closer study of representative works by French authors of the 20th century.

Additional Requirements: Regular short language assignments are set throughout the year and four essays of approximately 1,000 words each are set on the authors studied.

GERMAN IIA: German Language and Literature

Three hours per week for the year

Pre-requisite: Pass in Higher School Certificate German or equivalent.

The course comprises:

(a) Lectures and practical classes designed to develop further the ability of the student to express himself in speech and writing and the ability to read German directly.

ASSUMPTIONS: The above assignments, a short oral and conversation test and a final examination of three hours' duration are taken into consideration in assessing the performance of students.

TEXTBOOKS:

REFERENCE BOOKS:
(b) A survey of German drama.

(c) A more detailed study of the German drama of the 20th century with particular reference to selected works.

Additional Requirements: Regular short language assignments are set throughout the year, together with four essays of approximately 800 words each on the authors studied.

Assessment: The above assignments, a short oral and conversation test and a final examination are taken into account in assessing the performance of students.

Textbooks:

(b) Those students proceeding from German IB (Elementary German) to German IA are advised to acquire the following two books in preparation:

Reference Books:

Latin IA (i): Elementary Latin
Three hours per week for the year
This may precede Classics IA and IIA to form a major sequence.

Pre-requisite: An interest in studying the language.

Aim: To acquire a reading knowledge of Latin in order to pursue a study of the Romans and their literatures or history, or as a companion study to another language or other discipline. Modern techniques of language study are adopted.

Assessment: By progressive evaluation of units of work completed, a final examination may also be set.

Textbook:

Latin IA (ii): Latin Language and Literature
Three hours per week for the year
Pre-requisites: Pass in Latin at Higher School Certificate or equivalent.

Aim: To review techniques for comprehending a foreign language; to develop skills necessary to read Latin fluently; to read a representative selection of Latin literature; to prepare an assignment on some aspect of Roman life; to express ideas in written Latin.

Assessment: Progressive evaluation, based on units of work completed; a final examination may be set.

Textbooks:

Reference Books:
A good Latin Grammar and Dictionary.

Latin IIA: Latin Language and Literature
Three hours per week for the year
Pre-requisites Classics IA (ii) or equivalent.

Aim: To study Roman culture through a selection of Latin Literature; to prepare an assignment on some aspect of Roman life; to gain skill in writing Latin.

Textbooks:
Cicero: Orations against Catiline (any edition).

Reference Books:

Latin IIIA: Latin Language and Literature
Not expected to be available in 1972.

Classics IB: The Ancient Mediterranean World
Three hours per week for the year
Aim: To study key topics in the Mediterranean World of Ancient Greece and Rome from the Minoan age to the death of Justiniun.
Some suggested topics:
Political institutions: Sparta, Athens, Rome, etc.
Social Organization.
Developments in religious belief.
Tyranny and freedom.
The nature of ancient democracies.
Citizenship and the non-citizen.
Slavery.
Trade and commerce.
Education.
Aspects of Greek philosophy.
Cultural expansion.
The rise of Christianity.
The Arts: Athens, Rome.
Population and food supply.
Military organization.
The city state.
Roman provincial system.
Imperial organization.

Additional Requirements: In each year, students are required:

(a) To participate in seminars on topics notified in advance, and
    to be responsible for leading at least one such seminar.

(b) To present a major assignment (5,000–10,000 words) on
    a topic chosen in consultation with the lecturer. This it to
    involve research in the ancient sources (in translation if
    necessary) and the investigation of a specific problem or
    set of related problems.

Assessment: Progressive evaluation, based on completion of units
of work, participation in discussion, the qualities of the assign­
ment submitted; a final examination may also be set.

Textbooks:
As recommended; chiefly the works of ancient authors, in translation
where necessary; e.g., Loeb Classical Library.
Caesar: Commentaries.
Cicero: Select Orations and Letters.
Herodotus: Histories.
Livy: History of Rome.
Plato: Republic and other dialogues.
Plutarch: Lives of the Noble Greeks and Romans.
Polybius: History.
Sallust: Catiline and Jugurtha.

Seutonius: Lives of the Twelve Caesars.
Tacitus: Annals, Histories, Germany.
Thucydides: History of the Peloponnesian War.
Xenophon: Hellenic History, etc.
Most of the above are now available in paperbacks in Pelican, or
the Oxford Paperbacks, etc.

Language IB: Teaching English as a Foreign Language
Three hours per week for the year

Pre-requisites: Some study of a foreign language

Aim: To provide students with the knowledge, skills and methods
(a) to effect socialization within the school system and integra­
tion within the community of children lacking an Eng­
lish speaking background.
(b) to build up a knowledge of and confidence in English to
enable these children to profit from instruction within the
Australian school system.

Theory:
Theories of language development: biological, psychological,
social.
Bases of verbal behaviour and language learning.
Language and linguistics; psycholinguistics, sociolinguistics.
Barriers and aids to mutual understanding.
World language groupings and their relationships.
Language and meaning; sound and symbol, semantics, semiotics.

Practice:
Direct and situational approaches; audiolingual techniques.
Vocabulary development; methods of stimulation and reinforce­
ment; identification, concept, definition.
Forms and structures; pattern practice and chain patterning.
Opportunities for observation of migrant children in school situa­
tions.
Contact with adult education groups, non-English-language cul­
tural organizations, governmental and civic agencies, e.g. Good Neigh­
bour Council.
Practical teaching experience for application of theory.

Methodology:
Studies in motivation.
Diagnosis of stages of difficulty and sources of error.
Bilingualism and associated problems.
Individual and group language learning techniques.
Audiovisual aids in language teaching and language learning.
Language laboratories and programmed instruction in language learning.
Syllabus making; grading and sequence of material; lesson units and preparation.
Development and integration of the language skills within a total programme of listening, speaking, reading and writing.
Cultural enrichment and transfer.
Testing of language aptitudes and proficiency.

Additional Requirements: Students are expected
(a) to participate in seminar discussions, and to lead one such seminar;
(b) to present a major assignment on a topic chosen in consultation with the lecturer, designed to investigate some aspect of language teaching or learning, or some specific problem met by migrants in Australia.

Assessment: Progressive evaluation of completed units of work; a final examination may also be set.

Textbooks:

Reference Books:
Periodicals:

Relevant books and periodicals are to be found in the College Library under sections 153, 400-410, 428, etc.

An up to date bibliography is issued at the beginning of each year.

French XU 2S II: French Language and Literature and Teaching Method

Four hours per week for the year
Pre-requisite: Successful completion of 3, 4 or 5 University courses, leading to a degree, including one or more in French.

The course comprises:
(a) Lectures and practical classes designed to develop further self-expression in speech and writing.
(b) A survey of the main streams of 20th century French literature.
(c) A closer study of representative works by French authors of the 20th century.
(d) An introductory course on the theory and practice of the teaching of modern languages.

Additional Requirements: As for French IIA with the addition of one major assignment on teaching method.

Assessment: As for French IIA.

Textbooks:
As for French IIA.
Reference Books:
As for French IIA.

German XU 2S II: German Language and Literature and Teaching Method

Four hours per week for the year
Pre-requisite: Successful completion of 3, 4 or 5 University courses, leading to a degree, including one or more in German.

Outline: Three hours weekly are devoted to lectures and practical classes designed to develop reading ability and fluency in oral and written expression. The course aims to give some insight into the German way of life through a study of German civilization and literature, with a closer examination of representative works in German by 20th century authors. One hour weekly is devoted to an introduction to the theory and practice of the teaching of modern languages.

Additional Requirements: Regular short language assignments are set throughout the year and four major assignments of approximately 1,000 words each are set on the various aspects of the course.

Assessment: The above assignments, a short oral and conversation test and a final examination are taken into consideration in assessing the performance of students.

Textbooks:
FRENCH XU 1S III: The Teaching of French in the Secondary School

Four hours per week for the year

Pre-requisite: Successful completion of 6, 7 or 8 University courses, leading to a degree, (including one or more in French.)

This course is divided into two sections, namely Method and Curriculum.

LECTURES IN METHOD:

(a) Theory and Practice

The nature of language.
Linguistics and foreign language teaching.
The psychological bases of language learning.
A review of the history of foreign language teaching methods.
A review of methods in current use.
Audio-lingual techniques.
A study of the N.S.W. syllabus.
Pattern drills—their composition and use.
Practical consideration of the methods used in the various branches of foreign language instruction.
The observation and discussion of demonstration lessons.
Teaching practice—the application of theory.
Foreign languages in the primary schools.

(b) Methodology

The approach to difficulties and sources of error.
Audio-visual aids.
The language laboratory.
Division of material—lesson plans.
Making a programme.
The use of the school library.
The testing of proficiency.

LECTURES IN CURRICULUM:

Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the students' ability to use the language and to teach it more effectively.

Additional Requirements: Regular short language assignments. Preparation of seminar material. Two major assignments on methodology.

Assessment: The above assignments and a final examination are taken into consideration in assessing the performance of students.

Textbooks:

Reference Books:

An up-to-date list of reference books on the teaching of Modern Languages is issued at the beginning of the course.

GERMAN XU 1S III: The Teaching of German in the Secondary School

Four hours per week for the year

Pre-requisite: Successful completion of 6, 7 or 8 University courses, leading to a degree, including one or more in German.

Course Outline: See French XU 1S III.

Additional Requirements: Regular short language assignments. Preparation of seminar material. Two major assignments on methodology.

Assessment: The above assignments and a final examination are taken into consideration in assessing the performance of students.

Textbooks:

Reference Books:

An up-to-date list of reference books on the teaching of Modern Languages is issued at the beginning of the course.
LATIN XU 2S II: Latin Language and Literature and Teaching Method

Four hours per week for the year

Pre-requisite: Successful completion of three, four or five University courses leading to a degree, including one or more in Latin.

Course: As for Latin II A, Latin Language and Literature, together with The Teaching of Latin, as follows:

AIM: To develop skill and facility with the language and to study methods of teaching it.

THEORY: The psychology of language learning.

PRACTICE: The application of psychological and educational principles to the preparation of classroom procedures, and practice in their use.

ASSESSMENT: Progressive evaluation of completed units of work; a final examination of three hours may be set.

TEXTBOOK:

REFERENCE BOOKS:

LATIN XU 1S III: The Teaching of Latin in the Secondary School

Four hours per week for the year

Pre-requisite: Successful completion of 6, 7 or 8 University courses, leading to a degree, including one or more courses in Latin.

Course: As for Latin III A: Latin Language and Literature together with The Teaching of Latin as follows:

AIM: To provide students with knowledge, skills and techniques to enable them to teach Latin in secondary schools.

THEORY: Bases of verbal behaviour; language and linguistics; barriers and aids to understanding.

PRACTICE: Audiolingual techniques; situational approach; vocabulary development; forms and structures.

METHODOLOGY: Motivation and diagnosis of difficulties; individual and group language learning techniques; language laboratory; programmed instruction; syllabus making; development of language skills: listening, speaking, reading, writing; cultural enrichment and transfer; language testing.

Additional requirements: Students are required:

(a) to participate in seminars on topics concerned with Roman life, and in experiments and demonstrations of teaching techniques in class time;
(b) to present a major assignment on some aspect of teaching Latin;
(c) to participate in teaching practice and to attend demonstrations in schools.

NOTE: The main emphasis of this course is on teaching method, but literary and language studies are necessary elements.

ASSESSMENT: Progressive evaluation of completed units of work, of participation in discussion, of the quality of the assignment. A final examination may also be set.

TEXTBOOK:

REFERENCE BOOKS:
Lado, Robert: Linguistics Across Cultures, Michigan, Ann Arbor, 1957.
PERIODICALS:


*Classical Journal*, Iowa City: Department of Classics, Iowa University.


SUMMARY OF SUBJECTS—DEPARTMENT OF MATHEMATICS

MAIN STUDIES ELECTIVES

MATHEMATICS IA (i): Algebra—One and a half hours per week for the year

MATHEMATICS IA (ii): Calculus—One and a half hours per week for the year

MATHEMATICS IIA (i): Geometry and Vectors—One and a half hours per week for the year

MATHEMATICS IIA (ii): Calculus—One and a half hours per week for the year

MATHEMATICS IIIA: Calculus, Geometry and Vectors—Three hours per week for the year

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

INFANTS AND PRIMARY

MATHEMATICS GP I: Mathematics in the infant and primary schools—Two hours per week for the year

MATHEMATICS GP III: Mathematics in the infant and primary schools—Two hours per week for the year

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

SECONDARY

MATHEMATICS SM IA: Algebra—Three hours per week for the year

MATHEMATICS SM IB: Calculus—Four hours per week for the year

MATHEMATICS SM IC: Geometry—Three hours per week for the year

MATHEMATICS SM ID: Mathematics Method—Two hours per week for the year

MATHEMATICS SM IIA: Algebra—Two hours per week for the year

MATHEMATICS SM IIB: Calculus—Four hours per week for the year

MATHEMATICS SM IIC: Geometry and Applied Mathematics—Four hours per week for the year

MATHEMATICS SM IID: Mathematics Method—Two hours per week for the year

MATHEMATICS SM IIIA: Analysis—Four hours per week for the year

MATHEMATICS SM IIIB: Complex Variable—Four hours per week for the year

MATHEMATICS SM IIIC: Algebra—Four hours per week for the year

MATHEMATICS SM IIID: Projective Geometry—Four hours per week for the year

ONE AND TWO-YEAR PROFESSIONAL STUDIES

MATHEMATICS XU 2 GP II: Mathematics in the Infant and Primary schools—Two hours per week for the year

MATHEMATICS XU 2S IIA: Mathematics Method in the Junior Secondary school—Three hours per week for the year

MATHEMATICS XU 2S IIB: Mathematics Method in the Senior Secondary school—Three hours per week for the year

MATHEMATICS XU 1 GP III and IV: See Mathematics GP I

MATHEMATICS XU 1S IIIA and IVA: See Mathematics XU 2S IIA

MATHEMATICS XU 1S IIIB and IVB: See Mathematics XU 2S IIB

DIPLOMA IN ART (EDUCATION) AND MUSIC (EDUCATION)

MATHEMATICS SA II and SMu II: See Mathematics SM ID and SM IID—Three hours per week for the year

MATHEMATICS IA (i): Algebra

One and a half hours per week

1. Mathematical Induction.
2. The Binomial Theorem.
3. The Real Numbers.
4. Complex Numbers.
5. Finite arithmetics—residues—congruences.

Additional Requirements: Weekly tutorial examples.

Assessment: Class tests and final examination.
TEXTBOOKS:
Not recommended.

REFERENCE BOOKS:

MATHEMATICS IA (ii): Calculus
One and a half hours per week
1. Derivatives
   (a) Definition
   (b) Limits
   (c) Theorems on differentiation
2. Applications of Differentiation
   (a) Geometrical
   (b) Rate of change
   (c) L'Hospital's Rule
3. Derivatives of Particular Functions
   (a) Circular
   (b) Inverse Circular
   (c) Exponential
   (d) Logarithmic
   (e) Hyperbolic
   (f) Inverse Hyperbolic
4. Integration
   (a) Standard Integrals
   (b) Change of Variable
   (c) Integration by Parts
   (d) Use of Partial Fractions
5. Definite Integrals
   (a) Area
   (b) Volume of Revolution
   (c) Surface Area
   (d) Length of Arc

Additional Requirements: Assignments based on class exercises.

ASSESSMENT: Class tests and final examination.

TEXTBOOK:

REFERENCE BOOKS:

MATHEMATICS IIA (i): Geometry and Vectors
One and a half hours per week
1. Matrices and co-ordinate systems
2. Vectors
3. Determinants
4. Vector products
5. Lines in a plane
6. Planes and lines in a space
7. The conic sections

TEXTBOOKS:

REFERENCE BOOKS:

MATHEMATICS IIA (ii): Calculus
One and a half hours per week
Further Integration
   Standard integrals
   Methods of integration
   Reduction formulae
   Partial Differentiation
   Differential Equations

Additional Requirements: Class exercises.
ASSESSMENT: Class tests and final examination.

REFERENCE BOOKS:

MATHEMATICS IIIA: Calculus, Geometry and Vectors

See MATHEMATICS IIIA parts (i) and (ii):

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES INFANTS AND PRIMARY

MATHEMATICS GP I: 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.

1. General methods and lesson structure
   (a) Oral drill and written practice
   (b) Questioning techniques
   (c) Testing
2. Research into children's methods of learning mathematics
   (a) Piaget
   (b) Dienes
   (c) Bruner
3. The use and value of structured materials
   (a) Cuisenaire Rods
   (b) Attribute Blocks
   (c) Multibase Arithmetic Blocks
4. Sets
5. The number concept and approaches to teaching Number
6. Systems of Numeration
7. Number Patterns

8. Operations on Counting Numbers and Money
   (a) The four basic operations
   (b) Algorisms
9. Rational Number
10. Problems
11. Spatial relationships
12. Graphs
13. Statistics
14. Measurement

Additional Requirements: 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.

ASSESSMENT:
Final Written Examination (80%).
Assignments (20%).

It is also compulsory that students attain a satisfactory level of skill in arithmetical calculation.

TEXTBOOKS:

REFERENCE BOOKS:

MATHEMATICS GP III: Mathematics in the Infant and Primary schools

Two hours per week

Goals for school mathematics.
Aims of the curriculum.
The developmental theory of Piaget.
The development of mathematical concepts—the theories of Dienes, Bruner, Gattegno, Skemp, Biggs.

Testing and evaluation—
diagnostic tests;
standardized tests;
teacher-made tests.
Meeting individual differences.
Problem solving techniques.
Instruction materials—
the textbook;
structured materials;
programmed instruction.
Remedial techniques.
Discovery methods.

Additional Requirements: One assignment of 1,200 words due 11th September.

ASSESSMENT: Final examination and assignment.

TEXTBOOK:

REFERENCE BOOKS:
The following journals will be helpful:
Mathematics Teaching.
The Mathematics Teacher.
The Arithmetic Teacher.

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES SECONDARY

MATHEMATICS SM IA: Algebra

Three hours per week
Mathematical Induction.
Binomial Theorem.
Partial Fractions.
Complex Numbers.
Matrices.

MATHEMATICS SM IB: Calculus

Four hours per week
1. Functions:
   (a) Definition
   (b) Graphs
2. Limits:
   (a) Idea of limit—definition
   (b) Theorems on limits
   (c) Evaluation of limits
3. Derivatives:
   (a) Definition
   (b) Theorems on differentiation
4. Applications of Differentiation:
   (a) Geometrical
   (b) Rates of change
   (c) Approximations
   (d) L'Hospital's Rule
5. Properties and Derivatives of Some Particular Functions:
   (a) Circular Functions
   (b) Inverse Circular Functions
   (c) Exponential Functions
   (d) Logarithmic Functions
   (e) Hyperbolic Functions
   (f) Inverse Hyperbolic Functions
6. Methods of Integration:
   (a) Change of Variable
   (b) Integration by Parts
   (c) Use of Partial Fractions

7. Definite Integrals:
   (a) Area
   (b) Limit of a Sum
   (c) Improper integrals

8. Applications of Definite Integrals:
   (a) Volumes of Revolution
   (b) Area of Surface
   (c) Length of Arc

Additional Requirements: Weekly tutorial exercises.

Assessment: Class tests and final examination.

Textbook:

Reference Books:

MATHEMATICS SM IC: Geometry

Three hours per week for the year

Polar geometry
The straight line—line pairs
Translation and rotation of axes
The circle
The conic sections—standard equations
The general equation of the second degree

Additional Requirements: Weekly exercises.

Assessment: Class tests and final examination.

Textbooks:

Reference Books:
(e) Series:
1. Convergence.
2. Comparison test.
3. Ratio test.
4. Series of positive and negative terms.
5. Absolute convergence.
6. Interval of convergence.

Additional Requirements: Weekly tutorial exercises.

Assessment: Class tests and final examination.

Reference Books:

Mathematics SM II A: Calculus

Four hours per week for the year

1. Further Integration
   (a) Reduction formulae.
   (b) Use of complex numbers.
2. Partial Differentiation and Applications.
3. Differential Equations
   (a) First order—variables separable, homogeneous, linear, exact
   (b) Some higher order equations.
5. Maclaurin-Taylor Expansions.
6. Fourier Series.

Additional Requirements: Class exercises and assignments based on these.

Assessment: Class tests and final examination.

Reference Books:

Mathematics SM II C: Geometry and Applied Mathematics

Four hours per week for the year

Part (i): Geometry—Two hours per week for the year
1. Conic sections.
2. Vectors in the plane and in space.
3. Three Dimensional Co-ordinate Geometry.
4. Vector Spaces.

Additional Requirements: Weekly tutorial exercises.

Assessment: Class tests and final examination.

Textbooks:

Reference Books:

Part (ii): Applied Mathematics—Two hours per week for the year

Kinematics. Motion of a point in a horizontal or vertical line under constant or variable acceleration.

The velocity-time graph.

Change of reference origin.

Elementary dynamics of a particle.

Concepts of force, mass, momentum, impulse, work, kinetic and potential 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.
Resisted motion in a straight line.

Additional Requirements: Weekly exercises.

Assessment: Class tests and final examination.

Reference Books:

Mathematics SM IID: Mathematics Method

Two hours per week for the year

Extension of 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.
Discussion of topics selected from Level III from the Higher School Certificate.
School textbooks—their use and abuse.
Demonstration lessons will be arranged to illustrate and clarify the points arising in lectures.

Additional Requirements: One assignment of 2,000 words due 11th September.

Assessment: Final examination and assignment.

Textbooks:

Reference Books:
The following Journals will be useful:
Association of Teachers of Mathematics: Mathematics Teaching.
Australian Association of Mathematics Teacher: The Australian Mathematics Teacher.

Mathematics SM IIIA: Analysis

Four hours per week for the year

Notions from Set Theory—Sets, Subsets, Functions.
The Real Number System—Field Properties, Order, Bounds.
Metric Spaces—Open and closed sets—Convergent sequences, completeness, compactness, connectedness.
Continuous Functions—Continuity and limits. Continuous functions on a compact metric space and on a connected metric space.
Sequences of functions.
Differentiation—Rules—Mean Value and Taylor's theorems.
Riemann Integration—Linearity and order properties. Existence—Fundamental theorem. Logarithms and exponential functions.
Successive approximations—Fixed point theorem—Implicit function theorem—existence and uniqueness theorems.
Partial Differentiation—Definition, higher derivatives, implicit function theorem.

Additional Requirements: Short assignments, fortnightly.

Assessment: Class tests plus final examination.

Textbooks:

Reference Books:

Mathematics SM IIIB: Complex Variable

Four hours per week for the year

(a) Complex numbers
(b) Functions of a complex variable
   Continuity, Differentiation, Analytical Functions, Mapping by elementary functions
(c) Integration
(d) Power series
(e) Residues and Poles
(f) Conformal Mapping
**Additional Requirements**: Weekly Tutorial Exercises.

**ASSESSMENT**: Class tests and final examination.

**TEXTBOOKS**:

**MATHEMATICS SM IIIC**: Algebra

*Four hours per week for the year*

- Theory of Groups.
- Rings, Integral Domains, Fields.
- Polynomials over a Field.
- Vector Spaces.

**ASSESSMENT**: Class tests and final examination.

**TEXTBOOKS**:

**REFERENCE BOOKS**:

**MATHEMATICS SM IIID**: Projective Geometry

*Four hours per week for the year*


*If time permits:* Locus—conics—Tangents—Pascal’s theorem—Brianchon’s theorem.

**Additional Requirements**: Weekly tutorial examples.

**ASSESSMENT**: Class tests and final examination.

**TEXTBOOKS**:

**REFERENCE BOOKS**:

**MATHEMATICS XU 2GP II**: Mathematics in the Infant and Primary Schools

*Two hours per week for the year*

*See Mathematics GP I*

**MATHEMATICS XU 2S IIA**: Mathematics Method in the Junior Secondary School

*Three hours per week for the year*

**Aims of the curriculum.**
- The developmental theory of Piaget.
- The development of Mathematics concepts—the theories of Dienes, Bruner, Ausubel, Gattegno, Skemp and Biggs.
- The Mathematics background of First Form pupils.
- The organization of mathematics courses in forms 2, 3 and 4.
- Lesson types, lesson structure, topic development.
- Instructional media.
Evaluation—diagnostic tests, standardized tests, teacher-made tests.
Discussion of topics selected from courses.
Meeting individual differences.
Remedial techniques.
Demonstration lessons will be arranged to illustrate and clarify points arising in lectures.

Additional Requirements: Weekly exercises.

ASSESSMENT: Class tests and final examination.

TEXTBOOKS:

REFERENCE BOOKS:
The following journals will be useful:
The Australian Mathematics Teacher
The Mathematics Teacher
The Arithmetic Teacher
Mathematics Teaching

MATHEMATICS XU 2S IIB: Mathematics Method in the Senior Secondary School

Three hours per week for the year

Organization of Mathematics courses in Senior High School;
Curriculum Study: Level III 2S, 2F.
Lesson structure.
Methods of teaching selected topics.
Testing.
Programming courses.
Discussion of school textbooks.

Additional Requirements: Observation of demonstration lessons. Two assignments of approximately 2,000 words, due at end of first, second terms, respectively.

ASSESSMENT: Final examination and assignments.

TEXTBOOKS:
DEPARTMENT OF MUSIC

MAIN STUDIES ELECTIVES

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

DIPLOMA IN MUSIC (EDUCATION)
SUMMARY OF SUBJECTS—DEPARTMENT OF MUSIC

MAIN STUDIES ELECTIVES

GROUP A

Music IA: Three hours per week for the year.
Music IIA: Three hours per week for the year.

GROUP B

Music IB: Three hours per week for the year.
Music IIB: Three hours per week for the year.

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

Music GP I: Music in the Primary School—Two hours per week for the year.
Music XU 1 GP I: Music in the Primary School—Two hours per week for the year. See Music GP I.
Music XU 2 GP I: Music in the Primary School—Two hours per week for the year. See Music GP I.
Music GP III: Music in the Primary School—Three hours per week for the year. Not available in 1972.

Choir work for First, Second and Third years.

DIPLOMA IN MUSIC (Education)

Music SMu I: Music in the Infants and Primary Schools—Three hours per week for the year plus Choir.
Music SMu II: Introduction to Music in the Secondary School—Three hours per week for the year plus Choir.
Music SMu III: Music in the Secondary School—Three hours per week for the year plus Choir.
Music SMu IV: Music in the Secondary School, Senior Classes—Four hours per week for the year plus Choir.

MUSIC IA

Three hours per week for the year

Pre-requisites: Previous experience in practical work in Music. All intending members of this group are asked to come for interview with the Music Department.

HARMONY AND CREATIVE WRITING:

Melody and harmony for voices and instruments.
Melodic invention in various styles, and the setting of music and words. Simple piano and chime bar accompaniments for songs.
Experimental work in music patterning for rhythmic percussion.
Compositions for tuned percussion, recorder, piano and various combinations of instruments; these to be based on major, minor, pentatonic and whole tone scales.

AURAL WORK:

Pulse, time and rhythm, including duplets, triplets, and syncopation.
Memorizing and writing short melodic and rhythmic passages from dictation.
Sight singing.
Aural analysis of qualities of intervals, modes and scales (major, minor, pentatonic and whole tone), modulations, structure and style in Music.
Recognition of chords and cadences studied in Harmony lessons.

PRACTICAL WORK:

Performance of students' compositions for the purpose of analysis.
Some practical work to include recorder and tuned percussion ensemble.

THE DEVELOPMENT OF MUSIC:

Examination of sacred and secular works illustrating the main developments in form, orchestration and musical styles from about 1650 to the present day.
Score reading and analysis of works heard.
The interaction of the more significant features of musical and social thought and activity will be investigated in detail.

Additional Requirements: Weekly composition exercises. Three longer assignments in harmony and creative writing, one due at the end of each term. Two essay assignments on the development of Music. Each assignment will be of approximately 1,500 words.

ASSESSMENT: Progressive evaluation of exercises and assignments.
TEXTBOOKS:

REFERENCE BOOKS:

MUSIC IIA

*Three hours per week for the year*

*Pre-requisite:* Satisfactory pass in Music IA.

**HARMONY AND CREATIVE WORK:**
Harmonic and melodic extension of first year work to include: chords of the seventh and its inversions; modulatory progressions to dominant, sub-dominant and relative major and minor keys; suspensions.
Techniques of melodic-rhythmic development. Free counterpoint for two and three voices.
Writing of simple variations on a theme.
Music arrangement and simple orchestration.
Writing accompaniments.

**AURAL WORK:**
Recognition of chords and cadences studied in harmony.
Writing the lower part of two part passages. Recognition of modulations. Memorizing and writing more complex melodic and rhythmic passages from dictation.

**THE DEVELOPMENT OF MUSIC**
Detailed examination of keyboard, vocal and orchestral music in England, France, Germany and Italy in the Baroque and Classical periods... c1650–1800. Emphasis will be placed on score reading and analysis of examples used. An investigation of the amount and extent of influence which the more significant aspects of the social structure of each area exerted on composers.

**PRACTICAL WORK:**
A continuation of practical work outlined in Year One.

**Additional Requirements:** Weekly composition exercises. Three longer assignments in harmony and creative writing, due at the end of each term. Two essay assignments on the development of music; each assignment will be of approximately 1,500 words.

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ASSessment: Progressive evaluation of exercises and essays.

TEXTBOOKS:

REFERENCE BOOKS:

MUSIC IB

*Three hours per week for the year*

This course does not require any previous musical experience. Particular emphasis will be placed on group performance and group composition.

**CREATIVE WORK:**
Experimental work in music patterning for rhythmic percussion.
Building of simple group compositions for tuned percussion.
Chime bar accompaniments to folk songs.

**PRACTICAL WORK:**
Introductory piano lessons will be provided where possible. Performance of group compositions for tuned and rhythmic percussion.
Part singing.
Recorder ensemble or guitar class.
Performance of instrumental compositions of Carl Orff.

**THE DEVELOPMENT OF MUSIC:**
Examination of sacred and secular works illustrating the main developments in form, orchestration and musical styles from about 1650 to the present day.
Score reading and analysis of works heard.
The interaction of the more significant features of musical and social thought and activity will be investigated in detail.

**Additional Requirements:** Weekly composition exercises. Three longer assignments in harmony and creative writing, one due at the end of each term. Two essay assignments on the development of music. Each assignment will be of approximately 1,500 words.

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ASSESSMENT: Progressive evaluation of exercises, assignments and practical work.

TEXTBOOKS:

REFERENCE BOOKS:

MUSIC IIB

Three hours per week for the year

Pre-requisites: Satisfactory pass in Music I B.

CREATIVE WORK:
An extension of work in creative composition, with emphasis on practical performance of individual and group works. Chord repertoire will be extended in simple accompaniment for songs, and instrumental compositions for tuned percussion instruments.

Melody writing. Two part arrangements for recorder.

PRACTICAL WORK:
Performance of students' compositions.
More advanced recorder ensemble or guitar class.

DEVELOPMENT OF MUSIC:
Detailed examination of keyboard, vocal and instrumental music in England, France, Italy and Germany in the Baroque and Classical periods—c1650–1800.

Emphasis will be placed on score reading and analysis of examples used.

An investigation will be made of the amount and extent of influence which the more significant aspects of the social structure of each area exerted on composers.

Additional Requirements: Weekly composition exercises. Three longer assignments in harmony and creative writing, due at the end of each term. Two essay assignments on the development of music. Each assignment will be of approximately 1,500 words.

ASSESSMENT: Progressive evaluation of exercises and essays.

TEXTBOOK:
MUSIC XU 2 GP I: Music in the Primary School
Two hours per week for the year
See MUSIC GP I.

MUSIC GP III: Music in the Primary School
Three hours per week for the year
Pre-requisites: Satisfactory pass in Music GP I.

PERFORMANCE:
Singing of unison songs, rounds, part songs and songs with descants.
Guitar class.

METHOD:
Classroom techniques particular to music teaching.

CREATIVE WORK:
Writing of accompaniments using tuned percussion instruments.
Melody making.

READING AND WRITING:
Notation connected with Singing and Listening activities.
Score reading of some works heard in class.

PROGRAMMING:
Integration and planning of classroom activities. Grading of work.

ORGANIZATION:
School choirs and instrumental groups.
Combined school festivals.

GENERAL LISTENING:
Broadening of general musical background, by study of musical works reflecting different musical periods and styles.
Extension of Listening repertoire for class work.

ASSESSMENT: Progressive evaluation—class tests, assignments, practical work.

TEXTBOOKS:

REFERENCE BOOKS:

MUSIC LP III: Music in the Infants School
Three hours per week for the year

CURRICULUM STUDY:
Selection and grading of songs and singing games for Infant classes.
Listening material and its presentation.
Music and movement.

INSTRUMENTAL WORK:
Use of tuned percussion instruments.
Guitar class.
Rhythmic percussion for Infant classes.

CREATIVE WORK:
Melody making.
Writing of songs suitable for Infant classes.

MUSIC READING:
Sight singing.
Notation as set out for Infant classes in the Primary School Curriculum, and its presentation to children.
Score reading of some works heard in general listening section of work.

PROGRAMMING:
Integration and planning of classroom activities. Grading of work.

ORGANIZATION:
School choirs.
Instrumental festivals.

GENERAL LISTENING:
Broadening of general musical background by study of musical works reflecting different periods and styles.
Extension of listening repertoire for class work.

ASSESSMENT: Progressive evaluation—class tests, assignments, practical work.

TEXTBOOKS:
REFERENCE BOOKS:

MUSIC SMu I: Music in the Infants and Primary School

*Three hours per week for the year plus Choir*

**Curriculum Study:**
Selection and study of vocal and instrumental works suitable for Infant and Primary classes.

**Method:**
Some ways of presenting the above material to ensure musical understanding and development.

**Performance:**
Vocal: unison songs and simple rounds.
Recorder: descant recorder playing.
Tuned percussion: chime bar accompaniments to rounds.

**Reading and Writing Activities:**
Pitch and rhythm: notation relevant to Infant and Primary work, and its presentation to children.
Percussion band: writing and playing of scores to selected works, instrumental and vocal.
Melody making.
Writing of chime bar accompaniments for rounds.

**Aural Work:**
Pitch and rhythm exercises related to work in Singing and Listening activities.
Recognition of instrumental tone colour.

**Assessment:** Progressive evaluation—class tests, assignments, practical work.

**Textbooks:**

REFERENCE BOOKS:

MUSIC SMu II: Introduction to Music in the Secondary School

*Three hours per week for the year plus Choir*

**Vocal Work:**
Repertoire suited to the needs of junior classes in the Secondary School.

**Method and Techniques:**
Curriculum study related to first form.
Programming—integration and planning of classroom activities.
Grading of work.

**Instrumental Work:**
Descant, treble and tenor recorder ensemble.
Pitched percussion; Carl Orff’s methods; creative melody making in the classroom.
Chime bar arrangements; harmonization of rounds and songs.

**Listening:**
Analysis of compositions, vocal and instrumental.

**Assessment:** Progressive evaluation—class tests, assignments and practical work.

**Textbooks:**

**Reference Books:**
MUSIC SMu III: Music in the Secondary School

Three hours per week for the year plus Choir

**METHOD AND CONTENT:**
- Study of curriculum planning and integrated programming for elective and non-examinable music courses in Forms II–IV.
- An analysis of music illustrating various formal patterns, orchestral techniques and styles. A study of set works for School Certificate, and development of skills in score reading.
- Preparation and organization of examination material.

**PERFORMANCE:**
- Vocal repertoire; unison, part songs and rounds.
- Recorder ensembles.
- Rhythmic and tuned percussion.

**READING AND WRITING:**
- Melody making, harmony, chime bar arrangements, and simple orchestration.

**AURAL:**
- Techniques for progressive development of rhythm and pitch.
- Aural testing.

**ORGANIZATION OF EXTRA-CURRICULAR ACTIVITIES:**
- Choir, instrumental groups.

**ASSESSMENT:** Progressive evaluation of assignments and class tests.

**TEXTBOOKS:**

**REFERENCE BOOKS:**
- *Curriculum for Non-examination Music, Forms I–IV.*
- *Curriculum for Advanced and Ordinary Level Music, II–IV.*

MUSIC SMu IV: Music in the Secondary School, Senior Classes

Four hours per week for the year plus Choir

**SYLLABUS OUTLINE:**
- Content and methods relating to elective studies in Forms V and VI—melody writing, harmonization, aural perception, score reading, and the analysis of works set for general and detailed study at the Higher School Certificate examination.
- Detailed investigation of the Advanced Studies of composition and arrangement, and the writing of a thesis.
- The organization of school choirs and instrumental groups—particular emphasis on the principles of conducting, part singing and orchestration.
- Analysis of music from the nineteenth and twentieth centuries—score reading and the development of forms, the orchestra and techniques of composition.

**ASSESSMENT:** Progressive evaluation—class tests, arrangements, and three pieces of written work (approximately 1,500 words each) on aspects of the course.

**TEXTBOOKS:**
- Miniature scores of the following:
  - Brahms: Variation on a Theme of Haydn, Op. 56A.
  - Vaughan Williams—Fantasia on a Theme of Tallis.

**REFERENCE BOOKS:**
- B.B.C. Guides to Music.
DEPARTMENT OF PHYSICAL EDUCATION AND HEALTHFUL LIVING

MAIN STUDIES ELECTIVES

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

ADDITIONAL SECONDARY ELECTIVES
SUMMARY OF COURSES—DEPARTMENT OF PHYSICAL EDUCATION AND HEALTHFUL LIVING

MAIN STUDIES ELECTIVES

Physical Education IB: Modern Primary Gymnastics—Three hours per week for the year.

Physical Education IIB: Foundations of Physical Education (Primary)—Three hours per week for the year

Physical Education IIB: Not offered in 1972

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

Physical Education GP I: Physical Education in the Primary and Infant School—One hour per week for the year

Physical Education GP II: Physical Education in the Primary School—Two hours per week for the year

Physical Education LP II: Physical Education in the Infant School—Two hours per week for the year

Physical Education GP III: Physical Education for the Handicapped Child—Two hours per week for the year

Physical Education S I: Physical Education in the Secondary School (For all Secondary courses in First Year except Industrial Arts)—One hour per week for the year

Physical Education SIA I: Theory and Practice of Physical Education—Two hours per week for the year

Physical Education SIA II: Theory and Practice of Physical Education in the Secondary School II (For all second year Secondary courses except Mathematics, Home Science, Industrial Arts, Artisans and Ex-University)—One hour per week for the year

Physical Education SM II: Physical Education in the Secondary School II A—Two hours per week for the year

Physical Education SIIc: II: Secondary Physical Education—Two hours per week for the year

Physical Education SIA II: Theory and Practice of Physical Education—Two hours per week for the year

Physical Education SIA I and II: Theory and Practice of Physical Education—Two hours per week for the year

PHYSICAL EDUCATION SMu IV: See SIA I and II

PHYSICAL EDUCATION SA IV: Physical Education in the Secondary School—Two hours per week for the year

PHYSICAL EDUCATION XU 1S IV: Principles and Practice of Physical Education in the Secondary School—Two hours per week for the year

PHYSICAL EDUCATION XU 1 GP IV: Principles and Practice of Physical Education in the Primary/Infant School—Two hours per week for the year

PHYSICAL EDUCATION XU 1 LP IV: See Physical Education XU 1 GP IV

(These two subjects are dealt with in accordance with individual needs based on the prior experience of university students in this field.)

PHYSICAL EDUCATION XU 2 GP II: Basic Physical Education (i)—Two hours per week for the year

PHYSICAL EDUCATION XU 2 GP II (EL): See Physical Education IIB: Main Studies Electives

(Available only to two-year undergraduate courses.)

PHYSICAL EDUCATION XU 2 GP III: Basic Physical Education (ii)—One hour per week for the year

PHYSICAL EDUCATION XU 2S II: Basic Physical Education (i)—Two hours per week for the year

PHYSICAL EDUCATION XU 2S III: Basic Physical Education (ii)—One hour per week for the year

College Diploma in Education subjects have the same syllabus as the XU one year group above.)

ADDITIONAL SECONDARY ELECTIVES

Physical Education S I (e): The Philosophy of Physical Education: Biological Foundations—Three hours per week for the year

Physical Education S II (e): The Philosophy of Physical Education: Educational Foundations—Three hours per week for the year

Physical Education S III (e): Physical Education and the Healthy Development of the Secondary School Child (for both Home Science and Industrial Arts)—Four hours per week for the year
PHYSICAL EDUCATION IB: Modern Primary Gymnastics

*Three hours per week for the year*

The course covers:

- Theory and presentation of modern Primary Gymnastics including the theoretical lectures, class discussions, films, reading, assignments and demonstrations.
- History of Physical Education in Australia and other countries and its role in education today.
- Evaluation of the contribution made by Physical Education to education and its place in the community.
- Principles of movement and their application in Physical Education; sport and dance.
- Testing and measuring programmes and their use in evaluation of all strands of Physical Education.
- The range of Physical Education activities in school and society and the associated national fitness and recreational areas.
- Theory of games and sports and the place of sport in the overall education of the child. Knowledge of essential features of several games; rules and methods of organization—value of games to pupils.
- Components of fitness and physical development. Health and personal fitness. Type, quality and quantity of exercise.
- Preparation for Referees' certificates in two major games.
- Education for leisure in school, during school years, and after school.

**ASSESSMENT:** Progressive evaluation.

**TEXTBOOKS:**


**REFERENCE BOOKS:**


PHYSICAL EDUCATION II A: Foundations of Physical Education (Primary)

*Three hours per week for the year*

**A. PHILOSOPHICAL FOUNDATIONS OF PHYSICAL EDUCATION**

Basis for a systematic philosophy of Physical Education; philosophy of Life; role of educational philosophy; forms of analysis in educational philosophy; comparative analysis in physical education; conceptual analysis in physical education.

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PHYSICAL EDUCATION GP I: Physical Education in the Primary and Infant School

*One hour per week for the year*

The course is designed to cover:

- Aims of Physical Education in the primary school.
- Principles of sound teaching.
- The gymnastics lesson.
- Programme planning.
- Dance. The development of desirable movement through the medium of creativity.
- Appreciation of demonstration lessons as set in 1965 Primary Education syllabus.
- Swimming: how to teach a pupil to swim.
- The development of neuro-muscular co-ordination through the games situation and use of major games in soccer, netball, basketball.
- Athletics coaching—Tabloids.
- R.L.S.S. Practical and theoretical work.
Demonstrations are a necessary part of the course.

Additional Requirements: Essays/Assignments—1.—2,500 words, due middle of second term.

Assessment: Progressive evaluation.

Textbooks:
Various Authors: Track and Field, Sydney: Peters Pty Ltd, 1966.

Reference Books:

Physical Education LP II: Physical Education in the Infant School

Two hours per week for the year

A. The treatment of the games, gymnastics and dance lessons with the following aims and principles based on the characteristics of the Infant School child—

1. Group Inter-action—leadership, readiness to be part of a group; analysis of ability groupings.

2. Muscular co-ordination—
   a) motor training
   b) effects of past experience and extra-curricular activities
   c) posture—
      i) factors underlying good posture
      ii) posture deviations, causes and possible corrections.

3. Sense of achievement and enjoyment of participation in sheer physical activity.

4. Inherent need for creativity.


6. Safety precautions—
   a) general
   b) fixed equipment.

7. Practical teaching.

8. Appreciation of demonstration lessons.

B. Programming of the above lessons.
   a) Progression.
   b) Equipment and facilities.
C. Correlated activities.

(a) Tabloids.

(b) Displays.

An adjunct to concepts already formed during the application of the basic curriculum.

Additional Requirements: Assignment—Part A due May 7th, 1,500 words. Part B due October 6th, 1,500 words.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:
- Dept of Public Instruction (Qld): *Folk Dance Syllabus*, Brisbane: Govt Printer.

Physical Education GP III: Physical Education for the Handicapped Child

Two hours per week for the year

Term 1

1. Students will develop a basic knowledge of the following activities, with particular attention to natural progressions of teaching and the application of these activities to the handicapped child.
   (a) Balancing. (i) without equipment, (ii) with equipment.
   (b) Tumbling. (i) round back activities, (ii) hollow back activities.
   (c) Springing and landing. (i) without apparatus, (ii) with apparatus.
   (d) Dancing. (i) creative, (ii) simple folk.

2. To develop a knowledge of activities associated with muscular and neuromuscular co-ordination.

3. To develop a Programme of Special Physical Education with emphasis on the handicapped child.

Term 2. Special Corrective Physical Education

1. Students will develop a sound knowledge in the following—
   (a) Elementary Anatomy.
   (b) Elementary Physiology.
   (c) Mechanics of Body Movement.

2. The use of “Kephart” and the application of this “method” of Physical Education via Visual Perception.

3. The practical application of the above information through peer group teaching.

Term 3. Child Study

1. Through a thorough examination of the “subject”, personal observation and critical evaluation of the situation, develop a personal “child study” record book.

2. Plan a suitable Programme of Corrective Physical Education using the information obtained from the “child study” record book, as a basis.

3. The implementation of this programme in the school situation, thereby involving regular practice teaching.

4. The evaluation of the planned Programme, and the presentation of the final report on Child Study.

Additional Requirements: Two assignments of 2,000 words, 1st assignment due 4th May, 1972; 2nd assignment due 16th August, 1972.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:
- As above.

Physical Education S I: Physical Education in the Secondary School

For all Secondary courses in First Year except Industrial Arts.

One hour per week for the year

Topics covered in the lecture programme will include:
Introducing lecture—orientation—introduction to games lesson application and theory—Cricket.

Games lesson—theory and practice—Cricket—introduction to teaching techniques.

Games lesson—Basketball.

Games lesson—minor games.

Major games—Athletics—track events/field events—visits to local carnivals as officials.

Games lesson revision—Hockey/Soccer/Rugby League, Rugby Union.

Games lesson revision—Softball—lead-up games—revision of minor games.

Revision of relevance of minor games as introduction to major games—programming.

Dance—Ballroom/Folk/National.

Tennis.

Squash.

Recreational activities and their importance.

The accent in this course is to be directed toward the practice by the students of the philosophies and the techniques of teaching, and the maximum has been allowed for this, with the attendant provision for as much individual guidance as possible.

Each “Block” of the course concludes with a test of some 15 minutes, privately corrected by the lecturer with the student privately notified of his rating. Corrective measures in the form of “follow-up” discussions supplement these tests.

Wherever possible, face-to-face contact with children is to be arranged to allow for the practice of teaching portions of lesson structures; the varying skills within, say, the skills practices section of a games lesson or the application of some theory held by the children, the student or by the lecturer.

Additional Requirements: One assignment of 2,500 words due mid second term.

Assessment: Progressive evaluation.

Textbooks:


Reference Books:

As above.
TERM 3: seven (7) weeks duration

1. Dance Lesson—Introduction to the Dance—etiquettes, procedures; programming.
2. Dance Lesson—as per programme attached.
4. Badminton.
5. Badminton.
6. Tennis.
7. Tennis.

SYNOPSIS

The accent in this course has been directed toward the practice by the students of each Section of the philosophies and techniques of teaching, and as much time and endeavour has been allowed for this with the attendant provision for as much individual guidance and help as possible by the lecturer.

Each “block” of the course concludes with some brief (fifteen minutes) written testing which is privately corrected by the lecturer and the student privately notified of his percentage rating. Corrective measures in the form of “follow-up” and discussions both private and public supplement these tests.

Wherever possible, face-to-face contact with children will be arranged so that as many opportunities as feasible should be allowed for the practice of teaching portions of lesson structures, the varying skills within say, the skills practices section of the Games Lesson or the applications of some theory held by either, student, children or lecturer.

Additional Requirements: One assignment of 2,500 words due 12th August, 1972.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:


Combined Authors: Track and Field, Sydney: Physical Education Cooperative, 1966.

PHYSICAL EDUCATION SM II: Physical Education in the Secondary School II

(For all second year Secondary courses except Mathematics, Home Science, Industrial Arts, Artisans and Ex-University.)

One hour per week for the year

Revision of games lesson—format and theory.

Gymnastics lesson—progressions and programming—teaching practice.

Major games—Athletics—official duties, carnival organization.

Sportmaster’s duties.

Life Saving practice and teaching.

Dance.

Badminton.

Tennis.

Squash.

Recreational activities, e.g., Archery, Golf, Fencing—objectives.

Fitness programme—biological fitness—tests and measurements.

The policy of providing as much teaching practice as possible is to be followed here and where feasible children are to be taught in both micro and macro situations so as to allow for as much teaching expression as possible.

This same principle will apply when section members act as officials at local athletic meets with each assigned an administrative task. Written report of these shall form part of student progressive assessment.

Testing, too, in each “block” of work completed shall be part of such continued evaluation.

Additional Requirements: One assignment of 2,500 words due 12th August, 1972.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:


Combined Authors: Track and Field, Sydney: Physical Education Cooperative, 1966.

PHYSICAL EDUCATION SM II: Physical Education in the Secondary School II

Two hours per week for the year

A course available in 1972 to Secondary Mathematics section.

The lecture programme is designed to cover:

Revision of games lesson—teaching practice.

Gymnastics lesson.

Dance—Ballroom, Folk, National, Creative.
Major games—Track and field athletics.
Major games—Soccer, Hockey, Rugby, etc.
Minor games—lead-up games/skills.
Life Saving and Swimming.
Badminton.
Tennis.
Squash.
Personal fitness—testing and measurement.
Recreational activities, e.g., Archery, fencing, golf.

Assessment: Progressive Evaluation.

Textbooks:
Combined Authors: Track and Field, Sydney: Physical Education Cooperative, 1966.

PHYSICAL EDUCATION SHSc II: Secondary Physical Education
Two hours per week for the year
Available in 1972 to Home Science II covering the following:
Theory and practical applications of the gymnastics lesson—progression—teaching practice.
Development of the scope of the games lesson; its relevance to the sports programme in the secondary school.
Appreciation of personal physical fitness and posture through programmes of anatomy and physiology; the critical appraisal of group and personal fitness in society.
Further development of the basic skills in all major games; the importance and place of such skills in the learning and appreciation of games, within the school and recreational spheres.
Coaching of athletic skills; carnival organization; official duties at carnivals.
Enlargement of the dance theme as commenced in First Year.

Additional Requirements: Assignment—Part A due 21st June, Part B due 11th October. To consist of about 2,000 words.

Textbook:

Reference Book:
Any books or pamphlets on coaching of games.

PHYSICAL EDUCATION SIA II: Theory and Practice of Physical Education
Two hours per week for the year
This course concerns Men Only.
Term 1: nine (9) weeks duration
1. Revision of games lesson format and theory—Cricket—teaching practice.
2. Games lesson—Cricket—Testing—Assessment of teaching programme.
7. Major Games—Rugby Union, teaching.
9. Life Saving Practice/teaching—swimming skills—corrective procedures (heated pool).

Term 2: eight (8) weeks duration
1. Gymnastics lesson format and theory—progressions/programming—teaching.
2. Gymnastics lesson format and theory—progressions—Testing. Squash (108A) only)—Tennis (208B only).
3. Squash (108A only)—Tennis (208B only)—Testing.
5. Life Saving Practice/teaching—swimming skills—corrective procedures—Testing.
7. Major Games—Athletics—Track events (starting techniques, sprints, relays, hurdles).
8. Major Games—Visit as officials to Athletic Meet—written report.
TERM 3: seven (7) weeks duration

1. Badminton (both sections 208A and 208B).
2. Badminton (both sections 208A and 208B) Testing.
3. Dance lesson—as per attached programme.
4. Dance lesson—as per attached programme. Testing.
6. Sportsmaster's duties—general programming—allocation of equipment/finance, etc.—organization of carnivals, roll marking—Departmental regulations.

SYNOPSIS:
As with other second year students, members of these sections are given as much teaching opportunity as possible both within their own group and before school students when these are available. Progressive assessment accompanies these exercises. The student of this course should be able through his own opinion and through discussion later to make a value-judgment of his progression and performance. Testing forms part of progressive assessment of each student and follows each “block” of the course.

The above programme provides for the attendance as an official at a local Athletic Meet of all class members. The intention is to allow for first-hand practical application of theories concerning phases of the athletic course and the meeting of students of the college with staff members engaged as officials at a carnival.

Additional Requirements: One assignment of 2,500 words due 12th August, 1972.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:
Combined Authors: Track and Field, Sydney: Physical Education Cooperative, 1966.

PHYSICAL EDUCATION Sla I and II: Theory and Practice of Physical Education
Two hours per week for the year

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.

PHYSICAL EDUCATION Sla I and II: Theory and Practice of Physical Education
Two hours per week for the year

A detailed study of one major winter and one major summer game.

Additional Requirements: One major assignment approximately 2,000 words—due Part (a) 10th May; Part (b) 16th August.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:

REFERENCE BOOKS:

PHYSICAL EDUCATION SMu IV: Theory and Practice of Physical Education

Two hours per week for the year

See PHYSICAL EDUCATION Sla I and II.

PHYSICAL EDUCATION SA IV: Physical Education in the Secondary School

Two hours per week for the year

The course sets out to cover:
the aims and scope of Physical Education in the Secondary School;
the contributions made by Physical Education to general education;
the range of Physical Education within education and society;
the development of neuro-muscular co-ordination through experience in the games situations:
and to develop:
a sound knowledge of coaching, in particular in connection with athletics and minor games;
a knowledge of elementary physiology, anatomy, and kinesiology and the relationship between them;
a sound knowledge of the duties of a Sportsmaster in the secondary school. Special attention will be given to the following:
(a) organization and administrative of swimming and athletics carnivals;
(b) organization of games tabloids;
(c) organization of weekly sports programme;
a sound knowledge of recreation and the value of well spent leisure time in our modern society. Special emphasis will be placed on the following:
Tennis, Squash, Swimming, Badminton, Basketball and Net-ball, Duke of Edinburgh Scheme, Volley Ball.

Additional Requirements: One assignment approximately 2,500 words due mid second term.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:
Various Authors: Track and Field, Sydney: Peters Pty Ltd, 1966.

REFERENCE BOOKS:
Whiteside, J.: Games Coaching for Non-Specialist, Sydney: Riverlea Books, 1970 (796.077/W1)

PHYSICAL EDUCATION XU1S III and IV: Principles and Practice of Physical Education in the Secondary School
Two hours per week for the year

Athletics:
(a) Includes carnival administration and official duties.
(b) The theory of athletics and practical application to athletic events.

Gymnastics: An outline of gymnastics programmes with and without equipment, especially suited to secondary schools.

Organization and administration of sport in the secondary schools:
(a) Theory of games and sport; their place in the overall education of the pupil.
(b) Practical experience in some, including opportunity to gain Referees' Certificates.

Introduction to Social and Modern Dance as appropriate to the secondary school.
TEXTBOOKS:

REFERENCE BOOKS:

PHYSICAL EDUCATION XU 1 LP III and IV:
See PHYSICAL EDUCATION XU 1 GP III and IV.

PHYSICAL EDUCATION XU 2 GP II: Basic Physical Education (i)

Two hours per week for the year

Aims of Physical Education in the infant and primary school fields.
The games lesson—format and theory—teaching techniques.
Major and minor games.
Track and field athletics.
Dance—creative—folk—national.
Gymnastics lesson.
Personal fitness—posture.
Recreational activities—tennis, badminton.
Major games—softball, rugby, vigoro.
Tabloids and display.

Additional Requirements: One assignment of approximately 2,500 words, due 19th August.

ASSessment: Progressive evaluation.

TEXTBOOKS:

REFERENCE BOOKS:

PHYSICAL EDUCATION XU 2GP II (EI)

Three hours per week for the year

See PHYSICAL EDUCATION IIB

PHYSICAL EDUCATION XU 2GP III. Basic Physical Education (ii)

One hour per week for the year

Revision of games lessons—teaching practice—programming.
Revision of gymnastics lesson.
Recreational activities including swimming practice.
Life saving training.
Athletics for primary school students.
Minor games and their progression to major games—Tennis, soccer, netball, basketball.
Personal fitness—posture.

Additional Requirements: One assignment of approximately 2,500 words due 12th August.

ASSessment: Progressive evaluation.

TEXTBOOKS:
As for PHYSICAL EDUCATION XU 2GP II.

REFERENCE BOOKS:
As for PHYSICAL EDUCATION XU 2GP II.

PHYSICAL EDUCATION XU 2S II. Basic Physical Education (i)

Two hours per week for the year

Orientation—introduction to games lesson structure—cricket.
Games lesson—teaching techniques—cricket, basketball.
Major games—track and field athletics.
Major games—Hockey, Soccer, Rugby.
Dance—ballroom, folk, national, creative.
Badminton, tennis, squash.
Life saving and swimming—theory and practice.
Recreational activities, archery, golf, fencing.
Personal fitness—tests and measurement.

Additional Requirements: One major assignment of approximately 3,000 words due 5th August.

ASSessment: Progressive evaluation.

TEXTBOOKS:

Combined Authors: *Track and Field*, Sydney: Physical Education Cooperative, 1966.

G 60231—10 K 5126
REFERENCE BOOKS:

PHYSICAL EDUCATION XU 2S III: Basic Physical Education

(ii)
*One hour per week for the year*
- Revision of games lesson—programming progressions; gymnastics lesson; fitness programme—circuit training; major games—athletics revision, softball; recreational activities; dance revision.

Additional Requirements: One assignment approximately 2,500 words due mid 2nd term.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:
As for PHYSICAL EDUCATION SII.

REFERENCE BOOKS:
As for PHYSICAL EDUCATION SII.

PHYSICAL EDUCATION S I (e): The Philosophy of Physical Education: Biologist Foundations

*Three hours per week for the year*

1. PHILOSOPHY OF PHYSICAL EDUCATION and its dynamic role in the field of general education:
   (a) Philosophy of the "good life"—an educational goal.
   (b) Social and personal importance of a pleasurable life—emotional security—individual and group worth and achievement.
   (c) Philosophical implications for education in the twentieth century world.
   (d) Objectives of Physical Education; objectives of leaders of Physical Education.
   (e) Physical Education's role in general education—pursuit of excellence.
      (i) education and freedom
      (ii) responsibility for education
      (iii) physical development—personal and group
      (iv) contribution of Physical Education to education in general

2. ANATOMICAL AND PHYSIOLOGICAL BASES OF PHYSICAL EDUCATION:
   The skeleton—its functions
   (a) bones of the body
   (b) actions of the joints
   (c) range of motion

   The human muscular system
   (a) skeletal muscle
   (b) heart muscle

   Man's potential and his performance:
   (a) health of the nation—of each individual
   (b) physical and motor growth and development

3. BIOLOGICAL FITNESS:
   (a) Education for fitness.
   (b) What does "physical fitness" mean to young people of
      (i) Infant School age?
      (ii) Primary School age?
      (iii) Secondary School age?
      (iv) College and University ages?
   (c) Fitness and health
   (d) Paths to fitness
   (e) Components of physical fitness—the age factor
   (f) Exercise and physical fitness
   (g) Exercise and general health
   (h) Isometric and Isotonic exercises—results
   (i) Effects of training—principles of training
   (j) Role of school and community in physical fitness

4. RECREATION:
   (a) Health development objective, including physical fitness
   (b) Human relations objective
   (c) Self-development objective
   (d) Need for recreation in modern living
   (e) New developments in recreation
(f) The wise use of leisure—a practical philosophy
(g) Organization of leisure in government and education
(h) School and recreation
(i) Outdoor education—objectives—programmes—implications for teachers

5. RELATIONSHIPS OF PHYSICAL EDUCATION TO HEALTH, RECREATION AND OUTDOOR EDUCATION:
   (a) Why Health education?
   (b) Progress in school health
   (c) Relationship of Physical Education to Health programmes in schools
   (d) Interrelations between school and public health programmes
   (e) Scope for school and college health programmes
   (f) Professional preparation of Health Education

6. KINESIOLOGY:
   (a) Foundations of Movement
      (i) Understanding the body mechanism—mechanical principles
      (ii) Actions of the body joints
      (iii) Fundamentals of exercise and relaxation
   (b) Analysis of basic movement—
      (i) Analysis of fundamental skills
      (ii) Analysis of locomotion
      (iii) Analysis of basic catching, throwing and striking patterns of movement

7. PHYSICAL EDUCATION AND THE TEACHING PROCESS:
   Motor learning and methods to enhance learning
   (a) Motor skill learning—methods
   (b) Planning units of instruction
   (c) Place of practice drills, skill games, lead-up games
   (d) Effective use of equipment and space
   (e) Groupings within the class

8. EVALUATION OF THE PRODUCT AND PROCESS:
   (a) Evaluation of the Programme
   (b) Evaluation of the child
   (c) Evaluation of the teacher
   (d) Evaluation of the lesson

9. TESTS AND MEASUREMENT:
   (a) Measurements of personal and group physical fitness—practical
   (b) Measurements of the effect of sustained exercise
   (c) Group testing—recovery rates—endurance
   (d) Programming for individual and group physical development
   (e) Measurement of significant patterns of change

Additional Requirements: Two written assignments, each 2,500 words, due 28th April and 22nd September. Seminar work in second term. Class tests—two each term.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:

REFERENCE BOOKS:
   As for Textbooks.
   McCloy, C. A.: Test & Measurement in Physical Education, N.Y.s Century-Crofts, 1939. (c.f. 613 71/M)
   Schurr, I.: Movement experiences for Children, N.Y., Appleton Century Crofts, 1967. (c.f. 613 71/516)

PHYSICAL EDUCATION S II (e): The Philosophy of Physical Education: Educational Foundations

Three hours per week for the year

1. NATURE AND SCOPE OF PHYSICAL EDUCATION:
   Physical Education as an emerging profession. Problems. Steps towards professional status. Current status of Physical Education—overseas and Australia. Place of physical activity in the lives of educators, parents, and general public. Physical Education defined. Physical Education as applied to education. Goals to be achieved in making Physical Education a strong profession.

2. SCIENTIFIC FOUNDATIONS OF PHYSICAL EDUCATION:
   The Biological make-up of man.
3. LEADERSHIP IN PHYSICAL EDUCATION:
Qualities of the Teacher.
The teaching profession—overseas and in Australia; new development affecting the teacher; qualifications for teachers of Physical Education overseas and in Australia; the beginning teacher; responsibilities of the physical educator.

4. KINESIOLOGY:
(a) Foundations of Movement. Understanding of the body mechanism; actions of the body joints; fundamentals of exercise and relaxation.
(b) Analysis of basic movement. Analysis of fundamental skills; analysis of locomotion, analysis of basic catching, striking, and throwing techniques.

5. ANATOMICAL AND KINESIOLOGICAL FOUNDATIONS/RELATIONSHIP:
The scope of anatomy and kinesiology and their relationship, the anatomical system; the bones and the joints; the muscular system; the nervous system.

6. PHYSIOLOGY:
The nature of Physiology; the nature of exercise; the cardiovascular system; the respiratory system; effects of exercise on the cardiovascular and respiratory systems homeostasis.

7. TESTS AND MEASUREMENT:
Measurements of Motor Capacity.
Size and maturity; power; agility; motor educability; general motor capacity.
Present status—Methods of measurement.
Strength; endurance; general motor achievement; motor ability; special abilities.
Cardiovascular tests.

8. PHYSICAL EDUCATION IN SELECTED COUNTRIES:
U.S.A., Scandinavia, Canada, U.K., Australia, South Africa, China, Russia, Israel, etc.

Additional Requirements: Two assignments each approximately 2,500 words due 28th April and 22nd September. Seminars in term 2. Class tests in each term.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:


REFERENCE BOOKS:

PHYSICAL EDUCATION S III (e): Physical Education and the Healthy Development of the Secondary School Child

Four hours per week for the year

PART I—GENERAL PRINCIPLES:

1. PHYSICAL EDUCATION, ITS RANGE AND PURPOSE:
Contribution to education in general; in terms of fitness (to be developed in fitness unit); the range of physical education activity within education and society.

2. A. ANATOMICAL AND PHYSIOLOGICAL BASIS OF PHYSICAL EDUCATION:
The human body—general structure and function. The skeletal system. Muscular system—structure and function of skeletal muscle. The Physiology of Exercise and muscular activity. The effect of movement and exercise on the systems of the human body, e.g. nervous system etc.

2. B. FITNESS—MEANING AND COMPONENTS:
Motor fitness, physical fitness, total fitness. Associated tests. Factors associated with health and physical development; exercise and metabolism; diet and athletic performance; diet and weight control; posture—factors influencing good posture; programme of fitness; meaning of conditioning; aspects of training; training methods, e.g., weight, circuit, interval; individual programmes, e.g. 10 BX etc.; motor fitness test battery.

3. SCIENTIFIC PRINCIPLES OF MOVEMENT:
Principles of mechanics; motion—force—resistance, etc.; equilibrium analysis of activities—practical application of these principles to games, dance, athletics, developmental and other activities found in school situations and recreational activity.

PART II—PHYSICAL EDUCATION IN THE SECONDARY SCHOOL

1. A. GENERAL PRINCIPLES
Critical evaluation of the contribution of Physical Education for the education of the child; associated National Fitness activities, camping, etc.; programme planning; creative dance.
I. B. GAMES AND GYMNASTIC LESSONS:
Development activities; games and games skills.

Additional Requirements: One assignment of approximately 3,000 words, due mid 2nd term.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:
As for textbooks.
SUMMARY OF SUBJECTS—DEPARTMENT OF SCIENCE

MAIN STUDIES ELECTIVES

SCIENCE IA: Man and His Environment—Three hours per week
SCIENCE IIA—Man and His Environment—Three hours per week
SCIENCE IIIA: Not available in 1972—Four hours per week

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

SCIENCE L.P. II: Science for the Infant School—Two hours per week
SCIENCE G.P. II: Science for the Primary School—Two hours per week

SCIENCE S. Sc. I:
(a) Biology—Four hours per week
(b) Chemistry—Four hours per week
(c) Geology—Three hours per week
(d) Physics—Four hours per week

SCIENCE S. Sc. II:
(a) Biology—Four hours per week
(b) Chemistry—Four hours per week
(c) Geology—Three hours per week
(d) Physics—Four hours per week

SCIENCE S. Sc. III:
(a) Biology—Four hours per week
(b) Chemistry—Four hours per week
(c) Geology—Four hours per week
(d) Physics—Four hours per week

SCIENCE XU2S III:
(a) Qualifying Courses—Three hours per week
(b) Science Education—Six hours per week
(c) Biology—Three hours per week

SCIENCE XU2S II:
(a) Biology—Four hours per week
(b) Chemistry—Four hours per week
(c) Geology—Three hours per week
(d) Physics—Four hours per week
(e) Science Education—Two hours per week

SCIENCE DIP.ED. IV:
(a) Science Education—Six hours per week
(b) Biology—Three hours per week

MAIN STUDY IA

MAN AND HIS ENVIRONMENT

Three hours per week for one year

The pre-requisite for this subject is H.S.C. Science.

Outline of Course:
- 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: environment 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.

Laboratory work and excursions form an important part of this course.

TEXTBOOK:

REFERENCE BOOKS:
A reading list will be supplied.

ASSESSMENT will be based on an examination and satisfactory completion of class exercises.

MAIN STUDY IIA

MAN AND HIS ENVIRONMENT

Three hours per week for one year

The pre-requisite for this subject is a satisfactory pass in Main Study I, Man and His Environment.
A course of lectures, practical exercises, reading and discussion on contemporary problems. The selection of particular problems will take into account the expressed interests of students entering the course. It is intended that three units will be selected for detailed treatment.

The units offered will include the following:

**FEEDING THE WORLD'S POPULATION**
Dietary needs, food sources, dietary habits, distribution problems, economic factors.

**WATER POLLUTION**
Its causes and effects on the aquatic community. Significance to man. Possible cumulative and long-term effects.

**THE FUTURE OF OUR BARRIER REEF**

**PESTS AND PESTICIDES**
Natural histories of important insect pests. Natural controls and population fluctuations. Chemical insecticides; effect on insects and on the environment. Biological control.

**RADIATION HAZARDS**

**THE AESTHETIC QUALITY OF ENVIRONMENT**
Ecology of landscape. Conflicting needs for land use. Problems of maintaining parks, gardens and recreation areas. The roles of "natural areas" in planned development.

A reading list will be supplied for specific units selected.

**GENERAL BACKGROUND READING:**

**ASSESSMENT** will be based upon the following items:
Assignments (to be notified).
Progressive evaluation.

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**LOWER PRIMARY COURSE**

**SCIENCE II L.P.—Science for the Infant School**
*Two hours per week for one year*

There is no pre-requisite for this subject.

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

The course will include:
1. How children learn about biological and physical phenomena; the contributions of educational theory.
2. Elementary observation and experiment.
3. Background material for syllabus topics.
4. A study of the curriculum—its aims and content.
5. Reference materials and aids.

Additional requirements of this course are:
1. Major micro-teaching assignment. Approximately 3,000 words. Due commencement of 2nd term.
2. Maintenance of a Natural Science Reference Book. Due last lecture week of third term.

**TEXTBOOK:**

**REFERENCE BOOKS:**
Curriculum for Primary Schools: Natural Science (Infants School), N.S.W. Dept of Education.

**ASSESSMENT** will be based on:
Progressive evaluation.
Three term tests.

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**GENERAL PRIMARY COURSE**

**SCIENCE II P.—Science for the Primary School**

There is no pre-requisite for this subject.

**Outline of Course:**
1. The aims of science teaching at primary school level.
2. Scientific method in natural science.
3. Classroom technique in natural science teaching.
4. The extension of learning beyond the classroom.
5. Projects, excursions, field work, specimens, etc.

An additional requirement of this course is the maintenance of a reference book of science sheets.

TEXTBOOK:

REFERENCE BOOK:
Curriculum for Primary Schools, N.S.W. Dept of Education.

ASSESSMENT will be based on three term tests.

SECONDARY SCIENCE

SCIENCE S. Sc. I
PART (a) BIOLOGY

Four hours per week for one year

The pre-requisite for this subject is H.S.C. Science (Level 2 or above).

Outline of Course:


Unit 2: The angiosperm, general morphology, reproduction, seed and fruit structure, seed dispersal and germination.

Unit 3: The mammal, description, classification. Detailed study of the digestive and circulatory systems. Brief study of the skeletal, reproductive, respiratory, nervous and muscular systems.

Unit 4: Diversity of living organisms. Simple classification of selected plants from algae, fungi, bryophyta, ferns, gymnosperms; animals from coelenterates, platyhelminthes, annelida, mollusca, arthropoda.

Unit 5: Elementary ecology, basic principles, illustrations from local ecological studies.

Laboratory work forms an essential part of this course.

TEXTBOOK:

REFERENCE BOOKS:

ASSESSMENT: Will be based upon the following items:
Progressive evaluation;
Final examination.

PART (b) CHEMISTRY

Four hours (plus one hour optional tutorial) per week for one year.

The pre-requisite for this subject is H.S.C. Science (Level 2 or above).

The subject has the following aims:
1. To enable students to gain competence and confidence to teach school chemistry.
2. To promote the student's ability and confidence to study chemistry independently— with respect to both its content and its process.
3. To develop a functional understanding of some of the modern theories of chemistry.

Outline of Course:

1. Revision of selected portions of school chemistry.
2. Outline of history of chemistry.
3. Architecture of atoms and molecules; structure of atoms, valence and chemical bond, different types of valence, polar and non-polar molecules.
4. Periodic Table; general relationships between position in table, properties and structure. Special reference to carbon.
5. Qualitative and quantitative analysis in general and of organic compounds in particular.
7. Introduction to organic chemistry; homologous series, hydrocarbons, halogen derivatives.
8. Revision of thermal chemistry and its application to organic chemistry.
11. Organic compounds of nitrogen and sulphur.
12. Carbohydrates and alicyclic compounds.
13. Reactivity and structure.
14. Aromatic compounds.
15. Heterocyclic compounds, physiologically active compounds and polymers.

Practical work is an essential part of the course and will occupy approximately half of the allotted time.

TEXTBOOKS:

REFERENCE BOOKS:

ASSESSMENT: Will be based upon the following items:
- Assignments—
  (a) 1,500 words due in early June;
  (b) 1,500 words due in early October;
- Assessment of practical work—based upon records and subjective assessment;
- Periodic tests, approximately two per term;
- Final examination.

PART (c) GEOLOGY

*Three hours per week for one year*

There is no pre-requisite for this course.

*Outline of Course:*

Historical foundations of geology.

Seismicity; nature, behaviour and detection of seismic waves; Mercalli and Richter scales; seismic evidence of the structure of the earth.

Mineralogy; silicate structures; composition and properties of the common silicate and non-silicate minerals.


Weathering, erosion and the resulting landforms. Soils; sedimentary processes; sedimentary petrology.

Metamorphism. Introduction to metamorphic processes and products; the facies concept.

Stratigraphy; structural geology; mapping.

Earth history, geological time determination. Continental shields, margins and orogenic belts.

General palaeontology. The formation and significance of fossils, classification at the phylum level.

Ocean basins—an outline of the geological features of the ocean basins.

Applied geology; sub-surface water; mineral deposition; engineering aspects.

The place of geology in science education. Some problems of geology teaching.

Practical and field work form part of this course.

TEXTBOOK:

REFERENCE BOOKS:

ASSESSMENT: Will be based on the following items:
- Assignments (to be notified).
- Progressive evaluation.

PART (d) PHYSICS

*Four hours (plus one hour optional tutorial) per week for one year*

The pre-requisite for this subject is H.S.C. Science (Level 2 or above) and Maths (Level 2 or 3).

The subject 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 outside the syllabus content.
   (c) To give a grounding for future study.

Outline of Course:

1. A brief review of mathematics needed for elementary physics, together with the errors in and significance of observations.

2. The content will be based on the text "Analytical Experimental Physics" by Ference, Lemon and Stephenson and will be at the standard of that text.

The following work will be undertaken during the year:

MECHANICS

Kinematics; Statistics and Dynamics of a Particle; Momentum; Work; Energy; Simple Harmonic Motion.

ELECTRICITY

Electrostatics; Direct Current Electricity; Electromagnetism and Electromagnetic Induction.

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.

TEXTBOOK:


REFERENCE BOOKS:


ASSESSMENT: Will be based on the following items:

An assignment (approx. 1,000 words) for beginning of third term.

Periodic tests (approx. five during year).

Final examination at conclusion of course.

Assessment of practical work during year.

SCIENCE S.Sc.II

PART (a) BIOLOGY

(i) CELL PHYSIOLOGY

Four hours per week for one semester

The pre-requisite for this subject is a satisfactory pass in Sc. I S.Sc. Part (a) Biology or University Biology I for returned University students.

Outline of Course:

The cellular basis of life.

Variation in size and form of cells, the cell and its environment.

The structure of cells. Membrane systems; cell organelles.

Organic molecules in cells.

Energy conversion processes in the cell.

Structure of the nucleus. Mitosis; meiosis.

Chemical organization of the nucleus.

The role of D.N.A.

Biosynthesis of proteins.

Extracellular substances.

Cell differentiation.

Ageing and death of cells.

Laboratory work of satisfactory standard is an essential part of this course.

TEXTBOOK:


REFERENCE BOOKS:


ASSESSMENT will be based on:

Examination at end of Semester.

Proficiency in laboratory exercises.
(ii) ECOLOGY AND FIELD STUDIES

Four hours per week for one semester

The pre-requisite for this subject is a satisfactory pass in Sc. I S.Sc. Part (a) Biology or University Biology I for returned University students.

Topics of Study:
- Ecology and the nature of ecosystems.
- Ecological energetics.
- Biogeochemical cycles.
- Ecology of populations.
- Organization and dynamics of ecological communities.
- Field techniques and procedures.
- Teaching ecology at secondary school.
- Conservation studies.
- Local ecosystem studies.
- Additional requirements of this course are:
  - Student Ecology Research Project.
  - Maintenance of Ecology and Field Studies Reference Book (both due at end of semester).

TEXTBOOK:

REFERENCE BOOKS:

ASSESSMENT will be based on 1½ hour examination paper at the end of the semester.

PART (b) CHEMISTRY

Four hours (plus one hour optional tutorial) per week for one year

The pre-requisite for this subject is a pass in Science 1 S.Sc. Part (b) Chemistry.

The 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 high school chemistry.

The general topics will include:

(i) Concepts leading to wave mechanics, quantum mechanics, atomic orbitals, electron configuration.

(ii) Chemical bonding:
  - (a) covalent bonding (molecular orbitals, hybridization, bond polarity, molecular shapes);
  - (b) ionic bonding (energy changes, lattice energy, crystal packing, character of ionic bonds);
  - (c) bonds at a distance (van der Waals forces, hydrogen bond);
  - (d) metallic bonding.

(iii) Co-ordination chemistry; chelation, stereochemistry, theory of bonding.

(iv) Energy and chemical change; probability and entropy, changes in energy, free energy.

(v) Chemistry of solutions; nature of solvents, dissolution reactions, equilibrium, precipitation.

(vi) Periodic relationships; electronic structure, bonding, chemistry of oxides, chemistry of halides.

(vii) Elements of row 2 of the periodic table.

TEXTBOOK:

REFERENCE BOOKS:
ASSESSMENT will be based upon the following items:

Assignments
(a) 1,500 words due in early June
(b) 1,500 words due in early October

Assessment of practical work—based upon records and subjective assessment

Periodic tests; approximately two per term

Final examination

PART (c) GEOLOGY.

*Three hours per week for one year*

The pre-requisite for this subject is a satisfactory pass in Science I Part (c) Geology.

Outline of Course:

Petrology. A continuation of petrology introduced in Science I Geology, in greater detail, with attention to the optical properties of minerals, and micropetrology mainly of the igneous rocks.

Structural geology. Rock deformation. Large and small scale structures.

Mapping.

Economic geology. Properties of important economic minerals.

The origin of economic deposits with attention to Australian examples.

Continental drift. Historical development of the theory; modern evidence; the expanding earth theory.

Palaeontology. Detailed study of the structure and stratigraphic distribution of important phyla.

Laboratory and field work form part of this course.

TEXTBOOK:

No general textbook is recommended.

REFERENCE BOOKS:


ASSESSMENT will be based upon the following items:

Assignments to be notified.

Progressive evaluation.

PART (d) PHYSICS

*Four hours (plus one hour optional tutorial) per week for one year*

The pre-requisite for this subject is a satisfactory pass in S. Sc. I Part (d) Physics.

The subject has the following aims:

Aims are the same as for S. Sc. I, namely:

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 outside the syllabus content.

(c) To give a grounding for future study.

Outline of Course:

The content will be based on the text “Analytical Experimental Physics” by Ference, Lemon and Stephenson, and will be at the standard of that text.

The following work will be undertaken:

**HEAT**

Temperature; Calorimetry; Ideal Gases; Weather.

**SOUND**

Wave Motion; Doppler Effect; Musical Sounds.

**LIGHT**

Thin Lens Geometrical Optics; Interference and Diffraction; Polarization.

**MODERN PHYSICS**

Relativity; Waves and Particles; Transistors and Simple Radio.

**ASTRONOMY**

Observation and Solar System; Star Types; Star Evolution.

**PRACTICAL WORK**

There will be an average of two periods per week spent on practical work related to the topics being studied at the time.
The role of micro-organisms in natural ecosystems.
Micro-organisms and man.

Additional requirements of this course are:
Regular laboratory work;
Maintenance of record of practical work;
Individual research topics.

TEXTBOOK:
No general textbook is recommended.

REFERENCE BOOKS:

ASSESSMENT: Will be based on 1 1-hour examination paper at the end of the semester.

(ii) REGULATION AND RESPONSE IN ORGANISMS

Four hours per week for one semester.

The pre-requisite for this subject is a satisfactory pass in Sc. II S. Sc. Part (a) Biology.

Outline of Course:
Principles of integration.
Functional anatomy of the vertebrate nervous system.
Types of reception.
The roles of hormones in animals and plants.
Homeostatic mechanisms.
Regulation of reproductive cycles.
Photoperiodism.
Laboratory exercises will be included in this course.

TEXTBOOKS:

REFERENCE BOOKS:
PART (b) CHEMISTRY

Four hours per week for one year.

The pre-requisite for this subject is a satisfactory pass in Science II S. Sc. Part (b) Chemistry.

UNIT 1:

A study of organic chemistry involving the understanding and interpretation of organic reactions on the basis of general chemical principles previously studied, e.g.:

- Principles of valency and bonding;
- Shapes and polarities of molecules;
- Acid-base theory;
- Thermodynamics.

These principles will be extended to include chemical kinetics and reaction mechanisms.

Associated with this theory there will be practical work based upon modern methods of synthesis, separation and analysis, e.g.:

- Thin-layer chromatography;
- Gas phase chromatography;
- Elementary molecular spectroscopy.

UNIT 2:

Students will carry out at least two literature researches in depth on chemical topics of their own choice—after consultation with staff—and conduct associated experimental work on such topics.

UNIT 3:

Students will study—by seminar procedures—the relationship between chemistry and society, e.g.:

- The relationship between chemistry and other areas of knowledge;
- The relationship between chemistry and industry;
- The relationship between chemistry and modern culture.

PART (c) GEOLOGY

Four hours per week for one year

The pre-requisite for this subject is a satisfactory pass in Science II Part (c) Geology.

Outline of Course:

- Petrology. An introduction to the optical properties of the rock forming minerals and to micropetrology of the igneous rocks.
- Structural geology. Rock deformation. Large and small scale structures.
- Geophysics. Seismic, magnetic and gravity investigations; seismology; evidence for the structure of the earth.
- Geology of the ocean basins.
- Stratigraphy, with particular reference to New South Wales.

Laboratory and field work form part of this course.
TEXTBOOK:
No general textbook is recommended.

REFERENCE BOOKS:

ASSESSMENT will be based on the following:
Assignments (to be notified).
Progressive evaluation.

PART (d) PHYSICS
Four hours per week for one year

The pre-requisite for this subject is a satisfactory pass in S.Sc. II

PART (d) PHYSICS.

Outline of Course:
The course will be in four units:

UNIT I
An integrated view of Physics under the heading Waves, Fields and Particles.

UNIT II
A topic chosen by the student in consultation with staff. The topic must:
(i) Be capable of treatment in depth.
(ii) Have a practical aspect.
(iii) Bear some relevance to the teaching situation.

UNIT III
A unit entitled "Measurement in Physics". This to stress the experimental and quantitative aspect of Physics, including the study of various measuring instruments.

UNIT IV
A unit on some aspects of Modern Physics involving philosophy and social implications of Physics. This unit will be studied on a seminar basis.

TEXTBOOK:

A second general text chosen for its relevance for individual topic being studied.

REFERENCE BOOKS:

ASSESSMENT will be based on the following items:
Seminar work.
Individual topic report.
Periodic tests.
Final examination.

SCIENCE X U_1 S III

SCIENCE X U_1 (a) QUALIFYING COURSES
Three hours per week for one year

Courses in Biology, Chemistry, Geology and/or Physics will be available to ensure that students have an adequate background in all strands to enable them to teach the integrated science courses. These courses will be designed to meet the particular needs of 1972 students —within the availability of staff.
SCIENCE X U₁ (b) SCIENCE EDUCATION

This course will be the same as the course Science Dip. Ed. IV Science Education.

SCIENCE X U₂ S II

PART (a) BIOLOGY

Four hours per week for one year

This course will be the same as Science S.Sc. II (a) Biology.

PART (b) CHEMISTRY

Four hours per week for one year

This course will be the same as Science S.Sc. II (b) Chemistry.

PART (c) GEOLOGY

Three hours per week for one year

This course will be the same as Science S.Sc. II (c) Geology.

PART (d) PHYSICS

Four hours per week for one year

This course will be the same as Science S.Sc. II (d) Physics.

PART (e) SCIENCE EDUCATION

Two hours per week for one year

This course will include a study of:

(i) Theoretical foundations of science teaching, e.g.:

- Psychological basis for the teaching of science.
- The objectives of science teaching.
- Principles of evaluation in science teaching.

(ii) Techniques for teaching science, e.g.:

- Demonstration of experiments.
- Organization of practical work.
- Use of visual aids.

(iii) Planning for teaching science, e.g.:

- Planning of—
  - Science lessons.
  - Units of work.
  - Yearly programmes of work.

TEXTBOOK:

There is no set textbook for this work.

REFERENCES:


ASSESSMENT will be based upon:

- Assignments.
- Micro-teaching.
- Final examination.

SCIENCE X U₂ S III

PART (a) BIOLOGY

Four hours per week for one year

This course will be the same as Science S.Sc. III (a) Biology.

PART (b) BIOLOGY

Four hours per week for one year

This course will be the same as Science S.Sc. III (b) Chemistry.

PART (c) GEOLOGY

Four hours per week for one year

This course will be the same as Science S.Sc. III (c) Geology.

PART (d) PHYSICS

Four hours per week for one year

This course will be the same as Science S.Sc. III (d) Physics.

PART (e) SCIENCE EDUCATION

Two hours per week for one year

This course will include a study of:

(i) Teaching techniques, e.g.:

- Organization of excursions;
- Teaching science to pupils of varying abilities;
- Extension and project work.

(ii) Laboratory techniques, e.g.:

- Laboratory organization;
- Manipulation of glass;
- The planning and setting-up of composite apparatus.
(iii) Science Curriculum Development, e.g.:
  New science curricula in other countries;
  New science curricula in Australia.

(iv) General aspects of science and their relevance to science teaching, e.g.:
  History and philosophy of science;
  Scientific method and attitude;
  Social relations of science.

TEXTBOOK:
There is no set textbook for this work.

REFERENCES:
The Australian Science Teachers Journal.
The Science Teacher.
The School Science Review.

ASSESSMENT will be based upon:
Assignments.
Micro-teaching.
Final examination.

SCIENCE DIP. ED. IV SCIENCE EDUCATION
Six periods per week for one year

Outline of Course:
Theoretical foundations of science teaching
  psychological basis for the teaching of science
the objectives of science teaching
methods available for science teachers
principles of evaluation in science teaching
Teaching technique
  planning of science lessons, units of work, programmes
demonstration of experiments
organization of practical activities
organization of independent study, group discussions, etc.
use of visual aids, programme learning, etc.

Laboratory techniques
  laboratory organization
  mastery of new pieces of apparatus
  manipulation of glass
  planning and setting up of composite apparatus

Science courses in N.S.W.
  application of above ideas and techniques to the teaching of these courses
  new curriculum development
  new science curriculum in Australia and other countries
General aspects of science and their relevance to science teaching
  history and philosophy of science
  scientific method and attitude
  social relations of science

Provision will be made within the course for demonstration lessons
and micro-teaching.

TEXTBOOK
There is no set textbook.

REFERENCE BOOKS:
The Australian Science Teachers Journal.
The Science Teacher.
The School Science Review.

ASSESSMENT will be based upon:
Assignments
Micro-teaching
Final examination.
DEPARTMENT OF SOCIA STUDIES

MAIN STUDIES ELECTIVES

SPECIALIST CONTENT AND CURRICULUM STUDIES

PRIMARY

SPECIALIST CONTENT AND CURRICULUM STUDIES

SECONDARY

ONE AND TWO-YEAR PROFESSIONAL STUDIES

DIPLOMA IN ART (EDUCATION)
SUMMARY OF SUBJECTS—DEPARTMENT OF SOCIAL STUDIES

MAIN STUDIES ELECTIVES

COMMERCE IA: Economics and Commercial Principles—Three hours per week for the year

COMMERCE IIA: Economics and Commercial Principles—Three hours per week for the year

COMMERCE IIIA: Economics and Commercial Principles—Four hours per week for the year

GEOGRAPHY IA: Australia in Transition—Three hours per week for the year

GEOGRAPHY IIA: Australia and Asia—Three hours per week for the year

GEOGRAPHY IIIA: Australia and the World—Four hours per week for the year

HISTORY IA: Some Basic Themes in History—Three hours per week for the year

HISTORY IIA: Asia in the Modern World—Three hours per week for the year

HISTORY IIIA: Australia in the Modern World—Four hours per week for the year

SPECIALIST CONTENT AND CURRICULUM STUDIES

PRIMARY

SOCIAL STUDIES SPI: The Social Studies Curriculum—Two hours per week for the year

SPECIALIST CONTENT AND CURRICULUM STUDIES

SECONDARY

GEOGRAPHY COMMERCE COURSE

COMMERCE SGCIIA: See Commerce IA Main Studies Elective (page 326)

COMMERCE SGCIIb: Elementary Accountancy I—One hour per week for the year

COMMERCE SGCIIIa: See Commerce IIA Main Studies Elective (page 327)

ENGLISH-HISTORY COURSE

HISTORY SEH IA: See History IA Main Studies Elective (page 332)

HISTORY SEH IB: The Secondary History Curriculum—Three hours per week for the year

HISTORY SEH IIA: See History IIA Main Studies Electives (page 333)

HISTORY SEH IIB: For 1972 see History SEH IB (page 341)

HISTORY SEH IIIA and B: Not offered in 1972—Three hours per week for the year
ONE- AND TWO-YEAR PROFESSIONAL STUDIES

COMMERCIAL XII: The Teaching of Commerce—Five hours per week for the year

GEOGRAPHY XII: The Teaching of Geography—Four hours per week for the year

HISTORY XII: The Teaching of History—Four hours per week for the year

DIPLOMA IN ART (EDUCATION)

HISTORY SA I: Not offered in 1972

HISTORY SA II: Asia in the Modern World and the Teaching of History (1972 only)—Three hours per week for the year

HISTORY SA III: Early Modern History (1972 only)—Two hours per week for the year

HISTORY SA IV: The Writing of History (1972 only)—Four hours per week for the year

COMMERCIAL IIA: Economics and Commercial Principles

Three hours per week


Additional Requirements:

Economics—Two essays, 2,000 words each.

Commercial Principles—Three essays, 1,000 words each, plus seminars.

ASSESSMENT: Examination.

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TEXTBOOKS:

Labour Economics:


Industry Economics:


Commercial Law:


REFERENCE BOOKS:


Three hours per week.
PART A: ECONOMICS

(i) Monetary Economics: A semester course involving the following:

The structure of modern monetary institutions and their operations; theory and practice of banking in Australia; compare with banking institutions in U.S.A. and U.K.; current international monetary institutions and their functions; monetary aspects of inflation; techniques of monetary controls; problems of international payments.

Readings:

(ii) International Trade: A semester course involving the following:

Theories of international trade; effect of growth on trade and the role of trade in development; theory of protection; tariffs; problems of balance of payments; methods of control of balance of payments; nature and significance of Australia’s capital inflow; international money systems; pattern of Australia’s overseas trade and trade policies.

Reference Books:

PART B: COMMERCIAL PRINCIPLES AND PRACTICES

A year course involving:

The nature and structure and general functions of government in Australia in the federal, State and local spheres; State and semi-governmental public enterprises; financial relations between States and Commonwealth; spheres of taxation; fiscal functions and policies; financial problems; the structure and function of the judiciary systems in Australia; law reform.

Sample studies of civil department and comparison with overseas administrative systems.

Reference Books:

Additional requirements:
Economics: Two essays, 2,000 words each.
Commercial Principles: Three essays, 1,000 words each, plus seminars.
Assessment: Examination.


Four hours per week.

PART A: ECONOMICS

(i) Public Finance: A semester course involving the following: Significance of government economic intervention; fiscal policies and measures; effects of taxation on savings, consumption and labour; effects of indirect taxation; nature and effects of the Budget; use of taxation and public expenditure as stabilisers of the growth rate; effects on national development; inter-government finance and its effect.

Readings:

(ii) Macro-Economics: A semester course involving the following: Measurement and determination of levels of income, employment and business activity; in a closed system; aggregate demand and consumption; investment and supply; changes through external and government sectors.

PART B: COMMERCIAL PRINCIPLES AND PRACTICES

Australian Commercial Institutions: A year course involving: Sole proprietorships, partnerships, private and public companies; cooperatives; insurance companies; sources of funds and nature of equity capital; branch and chain store forms and functions; amalgamations; investment opportunities for the individual and enterprise; functions of
the Stock Exchange; finance companies; government controls and assistance.

REFERENCE BOOKS:

Part A:

Part B:


GEOGRAPHY IIA: Australia and Asia

Three hours per week


Additional Requirements: Three 2,000 word essays, one per term.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:

REFERENCE BOOKS:

GEOGRAPHY IIIA: Australia and the World

Four hours per week

CULTURE WORLDS

Pluralism.
Boundaries.
Political patterns.

THE IMPACT OF MAN'S INCREASING NUMBERS AND DEVELOPING TECHNOLOGY ON NATURAL SYSTEMS

Productivity and affluence.
Problems of pollution.
Additional Requirements: Three 2,000 word essays, one per term.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:

History IA: Some Basic Themes in History

Three 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 new environment.

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

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

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

Additional Requirements: Two 2,000 word essays due in second and third terms.

Assessment: Progressive evaluation.

Textbooks:

Supplementary reference lists, including periodical articles will be provided for each theme.

Reference Books:
As indication of the kind of text that will be useful:

History IIA: Asia in the Modern World

Three hours per week

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

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

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

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

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

This course also aims at the development of historical skills. The following skills will be practised throughout the course—
   Tutorial
   Interview
   Inquiry
   Book analysis
   Article review
   Research presentation
   Use of primary sources in research.
Additional Requirements: Tutorials, seminars, book reviews, research studies. Three written assignments, one of which will be at least 3,000 words.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:

History IIIA: Australia in the Modern World (1972 only)

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 and aims at the development of historical skills.

Additional Requirements: Tutorials, seminars, book reviews, research studies. Three written assignments, one of which will be at least 3,000 words.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:

Social Studies GPI: The Social Studies Curriculum

Two hours per week

Part A: An Orientation to Social Studies Teaching in the Primary School

This course deals with the aims and content of the Social Studies curriculum and with basic lesson techniques and skills.

Part B: Variety in Lesson Procedure

This course is designed to strike a balance in emphasis among the major purposes of Social Studies.

The Development of the Person.
The Growth of Knowledge and Understanding.
The Development of Attitudes.
The Development of Skills.

Great stress is placed on the "Inquiry Approach" to Social Studies teaching.

(i) Estvan's taxonomy of methods.
(ii) The case for the inquiry approach.
(iii) The role of the teacher in the inquiry classroom.
(iv) Individual skills and interests.
(v) The resource unit.

This is also a practical course and case studies will be made both in theory and in the classroom.

Part C: Effective Programming

This course aims at ensuring a flexible approach to programming and an understanding of the individual initiative that lies with the teacher in his selection of material and in its presentation.
Additional Requirements: Three 1,000 word essays, one per term.

Assessment: Progressive evaluation.

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

Commerce SGCl: See Commerce IA Main Studies Elective (page 326)

Commerce SGCII: Elementary Accountancy I

One hour per week

Accountancy Conventions and doctrines.
Pro Forma documents; Journal and Sub-journal entries; Posting to the Ledger; Balancing Accounts; Trial Balance; Cash Discounts; Special uses of the General Journal.

Additional Requirements: Assignments: regular practical exercises.

Assessment: Class tests and examination.

Textbooks:
Reference Book:

Commerce SGClIA: See Commerce IIA Main Studies Elective (page 327)

Commerce SGCIIB: Elementary Accountancy II

One hour per week

Elementary Accountancy:
A year course involving:
The concept of accounting profit; analysis of final Trial Balance; revenue accounts and statements; the Balance Sheet; changes in nature and volume of capital; Balance Day adjustments; journal entries; business ratios and statement of funds.

Additional Requirements: Assignments: regular practical exercises.

Assessment: Class tests and examination.

Reference Books:

Commerce SGClIII: See Commerce IIIA Main Studies Elective (page 329)

Commerce SGCIIB: Elementary Accountancy III

One hour per week

Elementary Accountancy:
A year course involving:
Special Cash recording; Bank Reconciliation; Sectional Balancing; Bills of Exchange; Club Accounts; Elementary Auditing.

Additional Requirements: Assignments: regular practical exercises.

Assessment: Class tests and examination.

Reference Books:

Geography SGCl: See Geography IA Main Studies Elective (page 330)

Geography SGCIIB: See Geography IIA Main Studies Elective (page 331)

Geography SGClIII: See Geography IIIA Main Studies Elective (page 331)

Social Studies SGCl: An Examination of Syllabuses and Classroom Practices

Two hours per week

Aims and purposes of the Syllabuses in Asian Social Studies, Commerce, Geography and Social Studies.
Planning and programming of courses.
Teaching methods and procedures.
Resources and their application in each subject area.
Testing and evaluation.

Additional Requirements: Eight short exercises on Classroom Practices. Two essays each of 1,500 words due 30th June and 31st October.

Assessment: Progressive evaluation.

Textbooks:

Reference Books:
N.S.W. Dept of Education: Syllabuses in Commerce, Geography, Social Studies, and Asian Social Studies and accompanying commentaries and suggestions.
Victorian Commercial Teachers' Association: "General Journal".

Social Studies SGCIla: Advanced Teaching Procedures
Two hours per week
Curriculum development.
The experimental Social Science course.
Inquiry and problem solving classroom procedures.
Programmed instruction.
Team teaching.
Independent inquiry.
New resources and their application.

Additional Requirements: Three essays each of 2,000 words. One per term.

Assessment: Progressive evaluation.

Textbooks:
N.S.W. Dept of Education: "Notes on the Commerce Syllabus (1966)";
"Resource Digest and Bibliography on the Commerce Syllabus 1970";
"Social Studies Draft Syllabus and Notes 1970";

Social Studies SGClb: Understanding Society I
Two hours per week

A preliminary examination of society:
Things not being always as they seem;
Society's monoliths and their stability;
Role playing and manipulation;
Attempting to change the bases of society;
Withdrawing from society.

An examination of the nature and functioning of some of society's institutions, including differences due to cultural diversity.

Reference Books:
Victorian Commercial Teachers' Association: "General Journal".

Social Studies SGClia: Independent Inquiry into Curriculum Patterns and Classroom Procedures
Two hours per week

Students will be required to submit a thesis on a topic which represents a frontier area in the teaching of Commerce, Geography, Social Studies and Asian Social Studies.

Topics will be chosen after a preliminary series of seminars and tutorials identifying such areas as:
1. A common curriculum for all pupils.
2. Subject aims as they relate to Wyndham Scheme.
3. The relationship of subject areas to the life of the child.
4. Implications of change in subject areas for classroom practices.
5. The increasingly important role of technology in classroom and field practices.
6. The environmental crisis and the role of each subject area.

Additional Requirements: A 10,000 word thesis on an independent topic.

Assessment: Progressive evaluation.

Texts and references will be determined by the student's topic area.

Social Studies SGClb: Understanding Society II
Two hours per week

A preliminary examination of society:
Things not being always as they seem;
Society's monoliths and their stability;
Role playing and manipulation;
Attempting to change the bases of society;
Withdrawing from society.

An examination of the nature and functioning of some of society's institutions, including differences due to cultural diversity.
**Additional Requirements:** One 2,000 word essay, due third term. Up to four 500 word exercises due throughout the year.

**ASSESSMENT:** Progressive evaluation.

**TEXTBOOKS:**

**SOCIAL STUDIES SGCIIb: Understanding Society II**

*Two hours per week*

An examination of some views of Society:
- Auguste Comte
- J. S. Mill
- Karl Marx
- Herbert Spencer
- Vilfredo Pareto
- Emile Durkheim
- Max Weber
- Karl Mannheim

**Additional Requirements:** One 2,000 word essay due late second term. Up to four 500 word exercises due throughout the year.

**ASSESSMENT:** Progressive evaluation.

**TEXTBOOKS:**

**REFERENCE BOOKS:**
- Lists of monographs and periodical articles will be supplied throughout the year.
- N.S.W. Dept of Education Syllabus in History Forms II, III, IV, V and VI all levels.

**SOCIAL STUDIES SGC IIIb: Understanding Society III**

*Two hours per week*

The functioning of Australian Society—an examination of the principal social, political and economic institutions.

**Additional Requirements:** One 2,000 word essay due late second term. Up to four 500 word exercises due throughout the year.

**ASSESSMENT:** Progressive evaluation.

**TEXTBOOK:**

**REFERENCE BOOKS:**
- These will be referred to during the year.

**HISTORY SEH IA:** See HISTORY IA Main Studies Elective (page 332)

**HISTORY SEH IB:** The Secondary History Curriculum

*Three hours per week*


**Additional Requirements:** Three 1,000 word essays, one per term.

**ASSESSMENT:** Progressive evaluation.

**TEXTBOOKS:**

**REFERENCE BOOKS:**
- N.S.W. Dept of Education Syllabus in History Forms II, III, IV, V and VI all levels.

**HISTORY SEH IIA:** See HISTORY IIA Main Studies Electives (page 333)

**HISTORY SEH IIB:** For 1972 see History SEH IB (page 341)

**HISTORY SEH IIIA and B:** Not offered in 1972

**COMMERCE XUIII III:** The Teaching of Commerce

*Five hours per week*

**Pre-Requisites:** University Economics I, II or equivalent.

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 Principles and Practices.
(iii) Descriptive Economics—the Australian Economy.
(iv) Teaching Method.
It is expected that the lecture programme will be supported by tutorials, discussions, and the observation of appropriate lessons in secondary schools.

**Assessment:** Progressive evaluation, with term tests in elementary accounting.

**Textbooks:**


**Reference Books:**


**Geography XU1S III: The Teaching of Geography**

*Four hours per week*

**Pre-Requisites:** University Geography I, II or equivalent.

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.

**Assessment:** Progressive evaluation.

**Textbooks:**

HISTORY XU1S III: The Teaching of History

Four hours per week.

Pre-requisites: University History I, II or equivalent.

1. Background. Why we teach History.

2. Lesson procedures.
   (a) Oral Presentation.
   (b) Study.
   (c) Observation.
   (d) Use of Literature.
   (e) Activity.
   (f) Discussion.

3. The Organization of the History Department.
   (a) Programmes: Syllabus; Approach; Source Material.
   (b) Registration of Work.
   (c) Examining and Testing.
   (d) Aids.
   (e) The History Room.

4. Written work.
   (a) Note-taking.
   (b) Essay writing.
   (c) Assessment.

5. Demonstrations to illustrate Teaching Method.

Additional requirements: Demonstrations.

Assignments: Two of 2,000 words, due end of Term I, and end of Term II, Micro-Practice.

Assessment: Progressive with end of year examination for unsatisfactory students.

Textbooks:
N.S.W. Department of Education: Syllabus in History. All Forms and All Levels.
N.S.W. History Teachers' Association: Teaching History and Newsletter.

Reference Books:

HISTORY SA I: Not offered in 1972.

HISTORY SA II: Asia in the Modern World and the Teaching of History. (1972 only.)

Three hours per week.

Asia in the Modern World:
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 deals with depth studies of—
- Migration;
- The Struggle for Power in Asian Society;
- Economic Development;
- Asian Culture.

Part two allows for individual student choice into any aspect of Asian history and aims at the development of historical skills.
HISTORY METHOD:
1. Lesson Types and Demonstrations.
2. Programming and Registration of Work.
3. Teaching Aids.
4. Textbooks.

Additional requirements: Students to be advised.

ASSESSMENT: Progressive evaluation.

TEXTBOOKS:
Shurman, F., and Schell, O.: China Readings: I Imperial China.
II Republican China.

REFERENCE BOOKS:

HISTORY SAIII: Early Modern History (1972 only)
Two hours per week
Settling of America—colonial expansion.
Thirty Years War.
France in 17th and 18th centuries.
Baroque culture.
17th and 18th century political thought.
The French Revolution.
Liberalism and Socialism in 19th century.

Additional Requirements: One essay per term, due in week 9 of each term—approximately 2,000 words.

Assessment: Term tests. Final examination.

TEXTBOOKS:
Or any other good history of Europe.

REFERENCE BOOKS:

HISTORY SAIV: The Writing of History (1972 only)
Four hours per week

PART A:
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 5,000 words on an approved topic.

PART B:
Teaching of History.
1. Questioning and Discussion.
2. Study skills for senior and junior students.
3. Some thoughts on local history.
4. The History Room.

Additional Requirements: Students to be advised.

Assessment: Progressive evaluation.

TEXTBOOKS:
REFERENCE BOOKS:


COLLEGE ACTIVITIES
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:

   (a) (i) A President, two Vice-Presidents, an Honorary Secretary and an Honorary Treasurer elected annually through secret ballot by all registered members of the Students Association;
   (ii) A number of representatives of the student body on the basis of one representative from each Section as indicated in the College Register;
   (iii) Seven representatives of the College Sports Union;
   (iv) Seven representatives of the College Recreation Union;
   (v) The Editor of the Students Association newspaper;
   (vi) A person nominated and appointed by the Principal of the College;
   (vii) Such other person or persons as the Students Representative Council by a majority of votes of those present at any meeting may decide to admit to membership; with the provision that no member shall be elected or appointed to the Students Representative Council as representing more than one of the above categories of membership.
   (b) Life Membership may be granted to persons by a majority vote of those present at any meeting of the Students Representative Council.
   (c) The annual fee for membership to the Students Association shall be determined by the Students Representative Council.
   (d) (i) If any representative is absent from three consecutive meetings of the Students Representative Council without leave of that Council, or if he dies or otherwise becomes incapable of carrying out his duties, or if he tenders his resignation in writing, or ceases to be a registered student of the College, then his position on the Students Representative Council shall become vacant.
   (ii) Where the position of a representative becomes vacant before the expiration of his or her term of office, then a representative to fill the vacant place shall be appointed forthwith by the Students Representative Council provided that the new appointee does not already represent any category as set down in clause 4A of this Constitution. The person so appointed shall hold office for the remainder of his or her predecessor's term of office.
   (iii) An elected representative shall cease to be a member of the Students Representative Council on the receipt by the Honorary Secretary of a petition signed by at least 50 per cent plus one of those who are entitled to elect the representative.
   (iv) Notwithstanding such vacancies, the Students Representative Council may continue to act as an authorized body.

5. POWERS, RIGHTS, AND RESPONSIBILITIES OF THE STUDENTS REPRESENTATIVE COUNCIL

   (a) Subject to this Constitution, the Students Representative Council shall have power to do all things incidental and conducive to the attainment of any of the objects of the Students Representative Council, and, in particular without limiting in any way the generality of this clause, it shall have power to:
(b) (i) To make Rules not inconsistent with this Constitution for the regulation of the affairs of the Students Association provided that the mover of the new Rule shall have given seven days' notice in writing to the Honorary Secretary of his intention to move the same and that this notice of motion in full be included in the notice convening the meeting of the Students Council.

(ii) To summon and conduct General Meetings of the Students Association;

(iii) To make representation to the Principal on behalf of the Students Association or any Affiliated Body of the Association;

(iv) On the resolution of the Students Representative Council that an act of any member is deemed prejudicial to the College or the Students Association to recommend that the College Principal take such disciplinary action as the Council deems appropriate;

(v) To delegate to any sub-committee any matter for investigation or report;

(vi) To appoint, remove and prescribe the duties of such officers as it thinks fit;

(vii) To open a bank account or accounts and operate thereon;

(viii) To enter into contract with and to employ any person or persons on such terms as it thinks fit;

(ix) To acquire property and to manage, deal with and dispose of any property so acquired;

(x) To invest moneys in any authorized trustee investments and to vary and realize such investments;

(xi) To borrow money and give security over any property of the Students Representative Council;

(xii) To publish or 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 find time to time determine;

(c) Members of the College Staff, graduates of the College and graduates of other approved educational institutions may be granted Associate Membership on application to and approval by the Committee of the Sports Union;

(d) The Committee may confer Life Membership of the Sports Union upon such person or persons as it deems fit in recognition of their services to the Sports Union or for such reasons as the Committee may deem sufficient;

(e) If the membership fee of any member remains unpaid for a period of two (2) months after it becomes due, the member may be debarred from the privileges of membership by decision of the Committee;

(f) Associate Members of the Sports Union shall be liable for the Associate Membership Fee as prescribed in the Rules and Regulations of the Sports Union;
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 the College Council;

(b) A Club representative shall be deemed to have vacated his position if he absents himself from two consecutive meetings of the Committee without leave of the Committee and the Constituent Club shall appoint another delegate;

(c) If a Club delegate is unable to attend a Meeting of the Committee of the Sports Union, the Constituent Club may appoint a Proxy Delegate provided that such Proxy Delegate is also a member of the Club.

7. POWERS OF THE COMMITTEE

Subject to this Constitution, the Committee shall have discretionary power to do such things as may be incidental or conducive to the attainment of any of the objects of the Sports Union and in particular the Committee shall have power to:

(a) Delegate to any Sub-committee any matter for investigation or report;

(b) Appoint, remove and prescribe the duties of such officers as it thinks fit;

(c) Enter into contracts on such terms as it thinks fit;

(d) Acquire, manage, deal with and dispose of any property of the Sports Union, to lend material, equipment and other property to the Constituent Clubs with the provision that all such property shall continue to be owned by the Sports Union and also that no such equipment or property be loaned to non-constituent bodies without permission of the Sports Union;

(e) Affiliate with other organizations within the College and with other amateur sporting organizations;
(f) Make from time to time Rules and Regulations relating to the business of the Sports Union and Constituent Clubs;

(g) To limit for such time as it may determine the rights and privileges of any members whose actions appear to the Committee to be prejudicial to the Sports Union or any Constituent Club, provided that:
   (i) The member is first given the opportunity to appear before the Committee and be heard in his or her defence, and,
   (ii) The decision of the Committee to limit the rights and privileges of the member is carried by a two-thirds majority of members of the Committee.

(h) Impose fines on Constituent Clubs whose actions appear to the Committee to be prejudicial to the Sports Union or which fail to comply with any reasonable direction of the Committee and, in the event of non-payment of such fines within two months of the Constituent Clubs being notified of same, to expel such Constituent Club, provided that:
   (i) A representative of the said Club is first given an opportunity to appear before the Committee and be heard in defence of the Constituent Club, and
   (ii) Any decision of the Committee to exercise those powers of the imposition of a fine or expulsion be carried by a two-thirds majority of Members of the Committee.

8. THE EXECUTIVE

(a) The Executive of the Sports Union shall consist of the following:
   (i) The President, Honorary Secretary and Honorary Treasurer each of whom shall be elected annually by the Members present at an Annual General Meeting of the Sports Union, provided that nominations for each office shall be called for as specified in the Rules and Regulations of the Sports Union by the Honorary Secretary not less than fourteen (14) days before the election;
   (ii) The Vice-President who shall be elected from the Committee by its members at the first Meeting of the Committee held after the Annual General Meeting of the Sports Union. On his election to such office, he shall relinquish his position as a Club Representative and a new representative of the Club shall be elected from and by its members to replace him or her;
   (iii) The representative appointed by the College Council.

(b) A quorum at Executive Meetings shall be three (3) voting members.

(c) The Executive may make recommendations to the Committee and may act if necessary to implement the decisions and policy of the Committee provided that all acts of the Executive shall be reported back to the Committee at its next Meeting for endorsement.

9. MEETINGS

(a) The Annual General Meeting of the Sports Union shall take place not earlier than the 30th June each year, when Executive Officers for the ensuing year shall be elected, other than the Vice-President, the Annual Financial Report, and Secretary's Report shall be submitted and any General Business transacted.

(b) A quorum at the Annual General Meeting or at any Extraordinary General Meeting called by the Committee shall be 33 per cent of such 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

Some clubs are formed under the auspices of the Students Association and membership is open to all students. They are intended to provide cultural, intellectual, social, political, and sporting activities for students. As far as possible they should be conducted by the students' own elected representatives, but each club is assisted and guided by a member of staff when necessary. It is hoped that each student will belong to at least one club, but he would be unwise to engage in more than one major activity. College Clubs must be affiliated with either the Sports Union or the Recreational Union, and may be granted money through these Unions by the S.R.C. from students' funds.

In addition, independent clubs may be approved by the authority of the Principal.

To co-ordinate the activities of Clubs, and to ensure equitable use of facilities, a joint committee of Staff Advisers and Student Officers form the Union of Recreational Clubs (U.R.C.).

Clubs affiliated with the Students Association operating at present are listed below.

SPORTING CLUBS

Rifle
Hockey
Soccer
Rugby
Netball
Squash
Tennis
Badminton
Cricket
Women's Softball

RECREATIONAL CLUBS

Drama
Revue
Music
Photographic
Social
Debating
"Altjiringa"
Film
Poetry
Basketball
Table Tennis
Chess
Swimming
Athletics
Rowing
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.

SPORTS AWARDS

Honours Blue will be awarded to any student who receives a Blue in three or more sports.

Composite Blue will be awarded to any student who receives a Blue in two sports.

College Blue will be awarded to any student for outstanding performances in College sport, provided that he/she participates in at least 75 per cent of matches where regular competition is played or at least three matches where there is no regular College competition or team.

Award of Merit will be awarded to any student who does not reach Blue standard and/or to any student who participates in outside competition and if selected in an intercol team attains a reasonably high standard in that sport.

Encouragement Award will be awarded to any person(s) who show great interest and enthusiasm in the operation of a club in which he participates regularly.

Special Award may be made to any student gaining high representative honours.

PRIZES AND AWARDS
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At the Graduation Ceremony each year students who have shown excellence in various fields are recognized by the awarding of a prize.

The names of all graduating prize winners are published each year in the Graduation Day Programme.