GENERAL AIMS

On the basis of a level of general education reached at the Higher School Certificate examination, the College provides tertiary courses for intending teachers.

During his preparation at College, the student should acquire:

(a) a knowledge of the curriculum subjects in his particular field sufficient to enable him to commence teaching effectively and with confidence;

(b) a knowledge of developmental psychology and educational principles providing a basis for sensitivity to the needs of children and understanding of the educative process;

(c) growth in personal development involving scholarship, emotional maturity, cultivated tastes and a sense of social responsibility.

(d) a feeling of commitment to the profession of teaching.

THREE YEAR COURSES OF PREPARATION

The course of preparation for many teachers is of two years' duration but is being extended to three years. At first it is expected that the third year of preparation will not be provided at this college as a year of full-time attendance but as a conversion course taken by part-time attendance at the college in the evening after commencement of duty as a teacher. Each part-time course year will be considered as the equivalent of half a full-time year. The Conversion Courses are to be provided for teachers already in the service who have two-year qualifications and wish to obtain three-year qualifications without undertaking university studies. (Four university subjects passed after completing two-year preparation grants three-year status and the college conversion courses are an alternative method. It is hoped that means will be found to provide these conversion courses, except for practical subjects, by correspondence and it is hoped also that in time means will be found to provide a further two part-time attendance years or equivalent correspondence courses to permit converting three-year qualifications to four-year qualifications.)

At present, however, we have for many of our courses only two years of preparation with the promise of a third year to come either by full-time attendance or by part-time conversion courses.
CONTENTS

Teacher's Certificate (2-year) - Primary Course .......................... 1
Details of Subjects - 2-year - Primary Course .......................... 3

Teacher's Certificate (2-year) - Infant Teaching .......................... 26
Details of Subjects - 2-year - Infant Teaching .......................... 27

Teacher's Certificate (2-year) - Geography/Commerce .......................... 35
Details of Subjects - 2-year - Geography/Commerce .......................... 36

Teacher's Certificate (2-year) - Mathematics .......................... 44
Details of Subjects - 2-year - Mathematics .......................... 45

Teacher's Certificate (2-year) - Science .......................... 51
Details of Subjects - 2-year - Science .......................... 52

Teacher's Certificate (3-year) - Home Science/Textiles .......................... 61
Details of Subjects - 3-year - Home Science/Textiles .......................... 62

Teacher's Certificate (3-year) - Industrial Arts .......................... 71
Details of Subjects - 3-year - Industrial Arts .......................... 72

Diploma in Art Education .................................................. 90
Diploma in Art Education: Honours Diploma .................................................. 91
Details of Subjects for Diploma in Art Education .................................................. 92
Diploma in Art Education - 2-year Conversion (Professional) Course .................................................. 101
Art Conversion Course for 2-year Trained Teachers .................................................. 102

Diploma in Music Education .................................................. 103
Details of Subjects Prescribed for Diploma in Music Education .................................................. 104
Diploma in Music Education - 2-year Conversion (Professional) Course .................................................. 115

Teacher's Certificate (2-year Status) - Industrial Arts Artisan .................................................. 116
Details of Subjects - 2-year Status - Industrial Arts Artisan .................................................. 117

Teacher's Certificate (2-year, 3-year, 4-year) Primary Teaching / Infant Teaching / Secondary Teaching .................................................. 122
Details of Subjects - 2-year, 3-year, 4-year - 1969 .................................................. 122
One-Year Professional Courses (XU) Proposed for 1970 .................................................. 133

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ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

TEACHER'S CERTIFICATE (2 YEARS) - PRIMARY COURSE

<table>
<thead>
<tr>
<th></th>
<th>YEAR I</th>
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Notes on the Primary Teaching Course:

Supplementary and Qualifying Subjects:

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

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

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

Tutorials:

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

Demonstrations and Observations in Schools:

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

Options:

Every student must select an "Option" subject in each year of the course. The option subjects are listed below. An option subject is intended to provide an opportunity for variety, initiative and depth in a course which
consists almost entirely of compulsory units. For examination and progression purposes the option subject ranks equally with all other subjects to which similar time allocation is made.

List of Option Subjects:

Year I:
Art I Oa: Practical Art
Craft I Oa: Extension of Primary Crafts I
Education I Oa: Clinical Education
Education I Ob: Exceptional Children
Education I Oc: Psychology
English I Oa: Drama
English I Ob: Literature
Language I Oa: Elementary German
Language I Ob: Latin
Music I Oa: Elementary Harmony, History and Appreciation
Physical Education I Oa: Physical Tests and Measurements
Physical Education I Ob: Physical Tests and Measurements
Social Science I Oa: An Extension of the Primary Social Science I

Year II:
Art II Oa: Practical Art
Crafts II Oa: Advanced Primary Crafts
Education II Oa: Clinical Education
Education II Ob: Psychology
Education II Oc: The Slow Learner
English II Oa: Drama
English II Ob: Literature
Physical Education II Oa: The Dance
Physical Education II Ob: Games and Athletics
Social Science II Oa: Geography
Social Science II Ob: History

Practice Teaching:

Students are required to complete satisfactorily the following periods of practical teaching:

Year I: 3 weeks towards the end of 1st term
3 weeks towards the end of 3rd term

Year II: 2 weeks in February before College resumes - "Home" Practice
3 weeks towards the end of 1st term
3 weeks towards the end of 3rd term
DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE
- 2-YEAR - PRIMARY TEACHING

PART I - YEAR I

ART I: Primary Art
2 hours per week
Not offered in 1969.

CRAFTS I: Crafts for the Primary and Infant Teacher
2 hours per week

This course is the first part of a two-year course designed with the following objects in mind:
1. To acquaint students with the tools and materials on issue in the schools.
2. To have students practise, and acquire, the basic skills associated with the use of these tools and materials.
3. To have students gain confidence in their ability to teach simple tasks by example.
4. To encourage students to express themselves through craft activities and so help them to understand and encourage this form of expression in children.

Students will be required to collect information about and complete exercises in the following activities:

- **Bookcrafts**: This section of the course is designed to allow students to practise the skills and understand the processes involved in the decoration and construction of a number of bookcrafts exercises. The exercises and their order of presentation will be designed to include the following:
  (a) All forms of paper decoration.
  (b) Marking out, cutting and pasting of strawboard of various weights, bookcloth, cover papers and lining paper.
  (c) Construction of spine and corners for cover... various types and techniques.
  (d) Eyelets, press studs, cording.
  (e) Sewing single sections, multi-sections.
  (f) Construction of books from single leaves.

Practical exercises will include the construction of a Jotter, Magazine Cover, Portfolio (foolscap), Loose Leaf Binder, Single Section Book, Book from Single Leaves.

- **Canework**: This activity will consist of a simple introductory exercise to familiarise students with the material and the basic techniques involved in cane weaving. This will be followed by a more complex exercise involving decorative weaving and stake control.

- **Weaving**: Students will complete exercises involving the use of paper and card looms as well as making a scarf on the braid and scarf loom.

- **Puppetry**: Students will be made aware of plastic and semi-plastic materials suitable for modelling. They will construct and clothe a glove puppet.

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

Text-Books:
Department of Education - Handicraft Leaflets
Department of Education - Curriculum for Primary Schools
Crampton, C.: Canework
Reference Books:
Dryad Handicrafts, Leicester: Dryad Handicraft Instruction Leaflets.
Crampton, C.: The Junior Basket Maker
Simpson and Weir: The Weaver's Craft.
See also 745 in College Library

Method of Assessment - Progressive Evaluation

EDUCATION I: Educational Psychology (Primary) a 4 hours per week

This course provides an introduction to Psychology and its relation to Education. The basic aim of the course is to aid the development of a fuller understanding of human behaviour with reference to oneself and specifically to classroom situations.

Each student will prepare one major seminar and deliver it to the group (date indicated at commencement of course). Seven essays (not exceeding 800 words) are required - due dates: 21st March, 16th May, 20th June, 25th July, 8th August, 26th August, 10th October.

Text-Books:

Reference Books:
Specific reference texts will be issued in association with each major topic of study.

Method of Assessment - Progressive evaluation based on seminar work and assignments will be taken into account together with an annual examination.

ENGLISH I: Communications 4 hours per week

Part (i) (a): Drama 1 hour per week (1 Semester)

Aim: Expression and Communication through Drama.
Large group, small group and individual expression. Emphasis on basic skills: relaxation, concentration, organic expression, intelligibility and variety of dramatic movement. Natural and Symbolic expression.
Cultivation of the imagination. Correlation with Music and Painting
Activities: Mime and Movement
Voice and Gesture
Improvisations
Elementary dramatic movement
Interpretative reading of prose and verse passages
Play reading: script analysis: dialogue and action integrated
Student production of short extracts from plays.

Method of Assessment - Progressive evaluation.

Part (i) (b): Oral Expression 1 hour per week (1 Semester)

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

Faults of Speech.

Activities: Discussion, Debate.

Meeting Procedure:

Speech Making.

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

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

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

Method of Assessment - Progressive evaluation.

Part (i) (c) : Reading
1 hour per week (1 Semester)

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

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

Practical work as indicated in outline.

Method of Assessment - Class exercises.

Part (i) (d) : Written English
1 hour per week (1 Semester)

Purpose of course as personal and professional development.

Teacher as citizen developing awareness of social processes and social pressures, tension between declared and actual values.

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

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

Practical work - practical application of course.

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

Method of Assessment - Progressive evaluation.
Part (ii): Growth of Literature
1 hour per week

The course aims to outline the evolution of English Literature, to diversify the reading interests of students and to examine the different media by which modern technology presents literature.

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

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

Assignments and Essays - One essay, 1500-2000 words due in July.

Class exercises. Optional seminar.

Method of Assessment - Essay; final examination; seminar.

Part (iii): Method
(a) English Method in the Primary School
(b) English Method in the Infant School

English Method in the Primary School:

1. Introduction:
   (a) Course orientation.
   (b) The continuing importance of language teaching in a modern society.

2. The Teaching of Spelling:
   (a) Spelling as an important skill - a teaching approach.
   (b) Selecting appropriate material.
   (c) Types of spelling lessons.
   (d) The importance of the pretest method.
   (e) Spelling readiness.
   (f) Organizing the week's work in spelling.

3. The Teaching of Handwriting:
   (a) An introduction to the styles recommended in the curriculum.
   (b) General teaching recommendations.
   (c) Teaching a new letter or join.

4. The Teaching of Reading:
   (a) The aims and objectives.
   (b) Types of reading lessons.
   (c) Using the School Magazine to advantage.
   (d) The physiology of reading. (Eye span, movement, regression, etc.)
   (e) Developing and strengthening comprehension skills.

5. Oral and Written Expression:
   (a) Aims and objectives.
   (b) Dramatic and expository situations in expression.
   (c) Developing a topic for oral and written expression.
   (d) Treating an expository topic.
   (e) Topic selection throughout the grades.
   (f) Evaluation of written expression.

English Method in the Infant School:

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

2. Development of oral embellishments.
   Broadening of imaginative fields in oral work.
   Picture Talk lessons.
   The conversational exchange of ideas - the Creative Play lesson - work with individuals and small groups.

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

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

5. The Beginning Reading Stage.
   The Look-Say approach.
   (a) Word recognition.
   (b) Phrase recognition.
   (c) Sentence recognition.
   The use of simple, direct, easily understood words.
   Use of contrast in visual quality.
   The value of the use of print similar to that used in writing.
   The Analytic Approach - use of phonics.
   (a) The teaching of the basic sounds.
   (b) The breaking down of a word.
   (c) The building up of a word.
   (d) The use of contextual and auditory clues.
   The complementary qualities of these approaches.

6. Phonic Training.
   (a) Diagraphs.
   (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.

8. Handwriting.
   Developing handwriting readiness.
   The pre-writing course.
   Transition to formal script writing.
   Rhythmic pattern work as an aid to fluency.
   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 1000 words. Due April or May.
2. Practical assignment based on Infant Method plus analysis and comment - approx. 1000 words. Due July.

Text Books:
Schonell, F.: The Teaching of Reading.

Reference Books:
Anderson, P.S.: Language Skills in Elementary Education.
Gregg, J.: Beginning the Three R's.
Hildreth, G.: Teaching Spelling.

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

HEALTH EDUCATION I
1 hour per week
Not offered in 1969.

MATHEMATICS I: Mathematics Method for the Primary and Infant Teacher
2 hours per week

1. Lesson structure and the preparation of lesson notes for primary and infant classes.
2. Questioning - particularly oral questioning.
3. Tests.
5. Number concept (Piaget's ideas), set, base arithmetic.

A study of the curriculum, its methods and aims.

6. Introducing the basic concepts of the operations $+ - \div \times \frac{1}{3}$
8. Algorisms, extended forms and stages in reaching the contracted form.
9. Fun methods for drill. Number patterns etc.
10. The fraction concept.
12. Measures (weight, length, time, etc.)
13. Practical lessons - dividing a class into groups.
15. Shapes (geometry) and Area.
17. Programming.
18. History of number and measures.

Assignments and Essays - Six minor assignments, set one week in advance, each involving one foolscap page of work. Dates due: 11th July, 25th July, 8th August, 12th September, 26th September, 10th October.

Text Books:
N.S.W. Department of Education: Mathematics, Curriculum for Primary Schools, 1967.

Method of Assessment - Final examination, assignments and class tests.

MUSIC I: Music in the Primary School
2 hours per week

Vocal: Repertoire suited to Infant and Primary classes.
Aural training.
Reading and Writing.
Instrumental: Recorder tuition.
Listening: Instruments of the orchestra; singing voice and its range; analysis of vocal and instrumental compositions suitable for lessons in Infant and Primary classes.
Method and Techniques: Singing and listening activities in music lessons.

Assignments and Essays -
1. Essay, 1000 words, due 20th June, 1969, (Sections 101-105) R. Heading.
2. Collection of songs and listening material, approx. 8 hours' work, due 17th October, 1969 (Section 100) J. Ferguson.

Text Books:
A, B, C : Adventures in Music.
Priestley and Fowler : Recorder Book I.

Reference Books:
Eele : Listening Together.
Fiske : Listening to Music
Also College Library 780-789.

Method of Assessment - Progressive evaluation, through regular written and practical tests, and assignments.

PHYSICAL EDUCATION I : Primary Physical Education
1 hour per week
1. Aims and scope of Physical Education in the Primary school.
2. Consideration of nature of school child in relation to physical activity.
3. Organization, administration and supervision of Games Lessons.
   Methods of class coaching and development of personal skills.
   Knowledge of rules of certain major games.
4. Appreciation of good poise and good posture in movement and methods by which it may be developed in a child.
5. Swimming and Life Saving.

Text Book:
MacCuaig and Clark : Games Worth Playing.

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

Method of Assessment - Unit Tests.

SCIENCE I : Natural Science Method
2 hours per week
The purpose of the course is to help students understand the role of science in the primary school and the type of science experience which may profitably be provided at this level.
A detailed study will be made of the Curriculum for Natural Science for primary schools. Topics discussed in relation to this will include:
Concept development.
Selecting suitable activities.
Methods of presentation.
Adapting content to the child's interests and abilities.
Recording.
Developing an understanding of the methods of science.
Developing an appreciation of the contribution of science to man's welfare.
Developing a science programme.
Extending interest in science beyond the classroom; projects, outdoor activities, library facilities, etc.

Assignments and Essays - One major written assignment (approx. 1200 words) due towards the end of each term plus certain practical exercises e.g. selection and presentation of experiments and materials suitable for Primary classes.

Text Book:
Curriculum for Primary Schools - Natural Science.

Reference Books:
Blough and Swartz: Elementary School Science.
Burnett: Teaching Science in the Elementary School.
Craig: Science for the Elementary School Teacher.
Hone, Joseph and Victor: A Source Book for Elementary Science.

Method of Assessment - Assignments, exercises and examination.

SOCIAL SCIENCE I: Social Studies in the Infant and Primary School
2 hours per week

The course will consist of two strands -

A. Social Studies Method which deals with the teaching of Social Studies in the Infant and Primary Schools.
Topics will include
Aims and Purposes - What Social Studies Means.
Content of Social Studies course.
Factors influencing types of lessons.
Lesson types.
Current affairs.
Scripture and moral education.
Celebration of Special Days.
Mapping.
Local Studies.

B. A course based on parts of the Syllabus in Social Studies for the Primary School. In this course the emphasis will be on techniques of obtaining information and interpretation rather than on content. Lectures and discussion techniques will be used initially but as the year progresses greater emphasis will be placed on student research.

Assignments and Essays - Up to six short reports on research, each about 500 words spaced throughout the year or one major report.

Text Books:
Primary School Curriculum.
Dunlop: Teaching Social Studies in the Primary School.

Method of Assessment - Progressive evaluation.

PART I O --- YEAR I
Option Subjects for Primary and Infant Courses.

ART I O: Practical Art.
2 hours per week

To give practical experience in Drawing and Painting and 3D work. This course is designed to improve the standard of the student's own art ability and will include appreciation and theory.

Assignments and Essays - Set works to be completed during the year in Drawing, Painting, and 3D work. Approx. 3 works per term.
Text and Reference Books:
No set text or reference books but time will be allowed for special library study.

Method of Assessment - Assignments during the year.

**CRAFT I O**: Extension of Primary Crafts
2 hours per week

This course is an extension of the "General Primary Course". (p.3)
The approach is to be practical.

Projects will be selected from the following: lino printing, leatherwork, bookbinding, wood toys, ceramics, art, metalwork.


Assignments and Essays - Notes to be prepared on each project. These notes to be in the form of work sheets suitable for display in the classroom.

Text Books:
As for "Primary Craft" (p.3)
Reference Books:
Moseley, Johnson, König "Crafts Design.

Method of Assessment - Progressive evaluation.

**EDUCATION I Oa**: Clinical Education
2 hours per week

It is intended to introduce the student to the clinical method for dealing with primary and infant school children who display atypical behaviour. Methods used in diagnosing such difficulties as well as general treatment procedures will be covered. Some specific problems commonly occurring in the primary school will be discussed. Such difficulties will be studied under the three headings:

(a) Atypical behaviour due to organic disability;
(b) Atypical behaviour concerned with disabilities in specific school subjects;
(c) Atypical behaviour arising from emotional difficulties.

Assignments and Essays -
1. Reporting on an interesting child - 500 words - due first week Term II.
2. Essay - 1000 words - due third week Term II.
3. Essay - 2000 words - due last week Term II.

Reference Books:
To be given as need arises.

Method of Assessment - Progressive assessment on assignment work.

**OB**: Exceptional Children

This course will deal with the nature of atypical children and of the provisions for their education with emphasis on the N.S.W. scene. Visits to special schools and classes will supplement work done in seminars and lectures.

Practical Work - Observation of special schools and classes.

Assignments and Essays - One major seminar paper; record of observation of special schools and classes.
Text Books:
N. S. W. Department of Education publication: Provision for the Education of Exceptional Children.

Reference Books:
As given in connection with seminars on specific topics.

Method of Assessment - Progressive evaluation of seminars and observation records, together with term tests.

Occ: Psychology

This course is intended to cover substantially those areas dealt with in Psychology I at university level. Topics of study will include:
- Physiological bases of behaviour.
- Neurological foundations of behaviour.
- Growth and development.
- Sensation and perception.
- Learning.

Assignments and Essays - One major seminar topic (2000 words) to be delivered to the group. Due 11th July, 1969.

Reference Books:
Lists of references will be issued as appropriate during the course.

Method of Assessment - Student progress will be evaluated by seminar work and a class test at the end of the course.

ENGLISH I Occ: Drama
2 hours per week

A course in practical drama, emphasizing acting and experience of drama and the theatre. Details of course will be given in lectures.

Practical work - Participation in a one-act play and/or in dance drama.

Assignments and Essays - Two assignments of 500 words, one on a design for a modern play, the other on script analysis.

Reference Books:
Dyce: Speech and Drama in the Secondary School.
Burton : Drama in the School.
Bennett : Classroom Dramatics.
Bennett : Let's Do a Play.
Burton : English through Self-Expression.
Bruford : Teaching Mime.
Cobby : Calling All Playmakers.
Siks : Creative Dramatics.
Way : Development through Drama.
The College has a number of movie and strip films relevant to the course.

Method of Assessment - By practical work, assignments and a short examination paper.

Occ: Literature

A survey of contemporary British and American Literature, embracing poetry, prose and drama. A flexible course in which the student will be encouraged to pursue his own special interests but in which there will be tutorials and class exercises to achieve some breadth of coverage.
Practical work - regular intensive reading.

Assignments and Essays - One substantial essay in the student's own field of specialisation will be required at the end of September. As well, there will be seminars and class exercises throughout the year on specific topics. (Approx. 5000 words)

Method of Assessment - Class exercises, seminars, one substantial essay.

LANGUAGES I Oa : Elementary German
2 hours per week

This is a course designed for those students who have not studied German previously. The chief aim of the course will be to give students an opportunity of learning to comprehend and speak German. Students will also be encouraged to gain facility in reading the language.

During the course aspects of German life and culture will be studied. Students' particular interests will be considered in planning the course.

Assignments and Essays - weekly preparation of material set.

Text Books:

Method of Assessment - Progressive evaluation.

Ob : Latin

The course is designed for those who have studied Latin to School Certificate or Higher School Certificate.

The aim is to achieve fluency in comprehending the language both orally and by reading. To this end simple verse and prose passages for reading and discussion will lead on to a study of several serious works in prose and verse.

Assignments and Essays - weekly preparation of material set.

Text Books: (list to be supplied)

Method of Assessment - progressive evaluation.

MUSIC 1 O : Elementary Harmony, History and Appreciation
2 hours per week

1. Elementary Harmony for use in the class room.
2. General Musical History.
3. Analysis of larger Musical Forms.

Assignments and Essays - Weekly harmony exercises (½ hour). Fortnightly preparation of notes on work covered in lectures (½ hour).

Text Books:

Reference Books:
Hill, Ralph : The Symphony.
Hill, Ralph : The Concerto.
Music Library 780-789.

Method of Assessment - Progressive evaluation.

PHYSICAL EDUCATION I Oa : Physical Tests and Measurements
2 hours per week

This subject is intended for Men Students only and will extend the work of the General Primary Student in the following fields:
1. Tests and Measurements.
2. Display Work, stressing rhythmic creative activities using balls, hoops, etc.
3. Pure Gymnastics.
4. Advanced work in Archery and Fencing.

Text Books:
MacCuaig and Clark: Games Worth Playing.

Reference Books:
Le Maistre: Physical Education.

Method of Assessment: Unit work tests.

Ob: Physical Tests and Measurements

This subject if for Women Students only and is intended to extend their knowledge in the following fields:

1. Tests and Measurements.
2. Physical Fitness Development at varying levels.
3. Displays, including dance choreography.
   Dances for the Primary Child.

Reference Books:
Le Maistre: Physical Education.
Murray, Ruth L.: Dance in Elementary Education.

Method of Assessments - Unit work tests.

SOCIAL SCIENCE 10: An Extension of the Primary Social Science I (p. 10)
2 hours per week

This subject offers a number of studies involving individual reading and research under guidance of a tutor in such fields as archaeology; Asian, American and Ancient History; meteorology; urban Geography and Economics.

Assignments and Essays - Regular reports on individual research topics.

Method of Assessment - Progressive evaluation.
PART II --- YEAR II

ART II : Education Through Art

2 hours per week

Child development in Art during Infant and Primary stages.
Class room management for teaching Art: Materials, Programmes, etc.
Practical work to develop the student's own ability in Art.
Teaching methods and aims.
Study of the primary school curriculum.
A short history of Art development.

Practical methods - Drawing
Painting
Creative crafts
3 Dimensional work
Design

Assignments and Essays - Written programme for teaching Art in the primary school - 3rd term (Progressive lessons for one term). Major
Art work or study (one major piece of work completed during 2nd term)
Demonstration notes - 1 first term, 1 second term, 1 third term.

Reference Books:
Kepes, Gyorgy : Language of Vision.
Lowenfield & Brittain : Creative and Mental Growth.
Read, Herbert : Education through Art.

Method of Assessment - Lecture notes (complete record of methods).
Progress during the year (practical work). Assignments. Written examination on methods and theory.

CRAFT II : Primary Crafts Method

1 hour per week

The second year of the primary craft course is designed to reinforce techniques introduced in First Year and continues to introduce new and varied activities. An increasing emphasis will be placed upon application to the classroom situation. Part of the course is designed to present ideas and activities suitable for Lower Primary and Infant Classes.

1. Infant Handwork
   (a) Basic Skill Development - cutting, pasting.
   (b) Applied Paper Skills - cut paper designs, pattern cutting, frieze cutting and design, Christmas and Easter cards, festive decorations.
   (c) Creative Activity Lessons - preparation and presentation of individual and group activity lessons.

2. Lower Primary
   (a) Extension of elementary paper skills.
   (b) Two and three dimensional modelling in light cardboard.

3. Upper Primary
   (a) Lino Block Cutting and Printing. Silk Screen Printing.
   (b) Single Section and Single Leaf Binding.

4. Improvised Craft
   The preparation and presentation of activity lessons which make use of items children collect around the home - egg cartons, match boxes, scraps of wool, bottle-tops, etc.

5. Teaching Aids
   Instruction in the application of duplicating and projection aids.
Assignments and Essays - Written assignments concerned with the classroom application and construction of practical assignments are to be submitted at various times during the year to coincide with the completion of practical exercises.

Text Books:
- Crampton, C. : Canework.
- Department of Education : Handicraft Leaflets.
- Department of Education : Primary Syllabus.

Reference Books:
- Becker : Adventures with Scissors and Paper.
- Also 745 in College Library.

Method of Assessment - Progressive evaluation.

EDUCATION II : Part (i) : Educational Psychology
4 hours per week 2 hours per week

This course consists of selected topics from the fields of Educational Development and Social Psychology.

Assignments and Essays - Students will be required to complete six 500 word assignments during the year. (Due 21st March, 3rd April, 18th June, 27th June, 11th July, 19th September). A 1500 word essay will be required for 25th July.

Text Books:

Reference Books:
- Duplicated sheets listing suggested references will be issued during the year.

Method of assessment will be progressive based on assignment marks and term tests. Students are required to pass both in assignments and in term tests.

Part (ii) : Modern Educational Practice
2 hours per week

This course examines various topics in Educational Philosophy, administration, organisation, classroom management and pedagogical techniques.

Practical work - Seminars and large group/small group discussions.

Assignments and Essays - Weekly assignments (exercises) : approximately one foolscap page.

Text Books:

Reference Books:

Method of Assessment -
By weekly assignments;
By frequent class tests;
By performance in small group discussions.
ENGLISH II
4 hours per week

Part (i) (a) : Children's Literature
1 hour per week (1 Semester)

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

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

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

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

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

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

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

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

9. The development of the incorporation of moral content into an artistic whole. e.g. Kingsley's THE WATER BABIES. The use of symbolism in characterization.

10. The development of children's literature as a form aimed directly at children's enjoyment - The nonsense story which mocks adult values - Carroll's ALICE IN WONDERLAND.


12. The children's story written with author-child identification - e.g. E. Nesbitt's THE TREASURE SEEKERS.

13. The recent developments of qualities of fantasy in children's literature - THE HOBBIT - J.R.R. Tolkien - leading on to adult material - THE LORD OF THE RINGS.
    THE BORROWERS - Mary Norton
    The NARNIA series - C.S. Lewis - use of symbolism.

14. AUSTRALIAN WRITING FOR CHILDREN
    The bush stories - DOT AND THE KANGAROO
    The growing recognition of the worth of aboriginal myths - CHILDREN OF THE DARK PEOPLE - F.D. Davison.
Fantasy - Norman Lindsay - THE MAGIC PUDDING
A bush fantasy with lilliputian qualities - SNUGGLEPOT AND CUDDLEPIE - May Gibbs.
The post-war emergence of an indigenous Australian children's literature.
Prize material.

Assignments and Essays - Critical essay or practical creative writing for children - 1200 words - due July.

Text Books:

Reference Books:

Part (i) (b): Literature - Drama and Poetry
1 hour per week

A. Drama: A brief outline of English drama from the Middle Ages to modern times, with intensive reading of selected plays in the context of their period.

B. Poetry: Study of a number and variety of poems, to develop understanding and discrimination. Techniques and some forms of poetry will be considered. Particular attention will be given to influential modern Australian poets.

Assignments and Essays - Two essay assignments, 1000 words length, due in second and third terms.

Text Books:
Evans: Short History of English Drama.
Sheridan: The Rivals.
Wilde: The Importance of Being Earnest.
Synge: Riders to the Sea.
Thomas: Under Milk Wood.

Reference Books:
To be given in lectures but students may consult the College Library at 791.5, 792, 808.2, 822-822.9 (drama), and 808.1, 820.7, 821 (poetry).

Method of Assessment - Assignments and final examination.

Part (i) (c): Literature - Modern Novel and Short Story
1 hour per week

The course aims to improve the capacity of students to profit from an important educational activity and to 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.
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 Prichard, Xavier Herbert, Louis Stone, Kenneth Mackenzie, Thomas Keneally, Kylie Tennant, David Martin, Brian Penton, Albert Camus, and Boris Pasternak.

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

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

Part (i) (d) : Primary English Method
1½ hours per week

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

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

- Group methods in teaching reading.
- Developing word recognition techniques.
- Standardized tests of word recognition and comprehension.
- S.R.A. Word Games Laboratory.
- Developing comprehension skills.
- Developing oral reading skills.
- S.R.A. Reading Laboratories for silent reading skills.
- Extending reading interests.
- The Literature Sampler.
- Bibliotherapy.
- Creative prose writing.
- Verse composition.
- S.R.A. Writing Skills Laboratories.
- Correct usage.
- Punctuation.
- Sentence structure.
- Teaching the parts of speech.
- Developing poetry appreciation. Memorization lesson.
- Teaching drama.
- General follow up of English Method - First Year. (p.6)

Assignments and Essays - Analysis and discussion of demonstration material. Lesson plans - 1st due April-May, 2nd due September.

Seminar - to be prepared and presented by each student in second term.
HEALTH EDUCATION II: Health Education
1 hour per week
1. The objects and philosophy of Health Education.
2. The achievement of Personal Health and Happiness.
3. Food and Nutrition.
5. The Central Nervous System.
8. Public Health Services to School and Community.
10. First Aid.
12. Drugs, alcohol, and tobacco.

Text Books:
Clements, F.W. : Child Health: its origins and promotion.

Reference Books:
Johns, E.B. : Health for Effective Living.

Method of Assessment - written examination at the end of third term.

MUSIC II: Music in the Primary School
2 hours per week
Vocal, aural, reading and writing: Extension of 1st year work.
Instrumental: Percussion-band, including score-writing; activities with tuned percussion instruments.
Method & Techniques: Extension of first year work. Curriculum study and programme planning.
Listening: Extension of first year work.

Assignments and Essays - One term's programme in music, due 28th June. Percussion-band score, due 8th August.

Text Books:
Various Infant and Primary song-books used in class work.
Music curriculum.

Reference Books:
Orff and Keetman : Music for Children, Book I.

Method of Assessment - Progressive assessment through regular written and practical tests, and assignments.
PHYSICAL EDUCATION II : Physical Education in the Primary School
2 hours per week

- Theory and Practice of Physical Education and Games.
- Programming.
- Small Side Team Games.
- Folk Dancing.
- Major Games.
- Athletics.
- Swimming and Life Saving.
- Carnival Organization.

Assignments and Essays - 5 weeks programme for 3rd, 4th, 5th, and 6th classes.
3rd class programme to be finished before end of 1st term.
4th and 5th class programmes to be finished before end of 2nd term.
6th class programme to be finished before end of 3rd term.

Text Books:
- Department of Education, N.S.W.: Primary Syllabus of Physical Education.
- Department of Education, N.S.W.: Curriculum for Primary Schools.

Reference Books:
- College Library 613.71, 753, 796-799.

Method of Assessment - unit method.

SCIENCE II : Natural Science Method
1 hour per week

This subject has the following aims:

1. to argue (by example) that an approach to science teaching at primary school which includes opportunity for activity, discovery and pupil involvement in observation and experiment is more interesting to the pupils and of greater value in an elementary science education than a "chalk and talk" presentation of science.
2. to provide a background in some areas of knowledge in Natural Science relevant to the primary school.
3. to demonstrate techniques for teaching this subject effectively at primary school level.
4. to make familiar the N.S.W. Curriculum for Primary Schools in Natural Science.

Laboratory/Practical Work - Students will at times participate in elementary observations, experiments and field studies.

Assignments and Essays - Each student will
(i) keep a practical book for recording experiments and observations; submitted once per term.
(ii) compile a Natural Science Reference Book of stencilled material, additional notes, etc. Submitted during the week prior to the annual examinations.

Text Books:
- Mackean: Introduction to Biology.
- Leach: Australian Nature Studies.
- Department of Education: N.S.W. Curriculum in Natural Science.
Reference Books:

Method of Assessment - Pass (and other gradings) will be made on the basis of quality in the above requirements (listed under assignments and essays). Students who do not reach a satisfactory standard in the above may be required to sit for a final examination.

SOCIAL SCIENCE II: Forces at Work in Society
2 hours per week

1. Some Forces of Change in Society.
2. Background to Some Chronic World Problems.
4. Meeting People of Influence in our Society.

Assignments and Essays - Five short - 500 word - assignments - spaced over year.

Method of Assessment - By means of tests and assignments throughout year.

PART II O --- YEAR II
Option Subjects for Primary and Infant Courses.

ART II O: Practical Art
2 hours per week

This course will cover exploratory exercises in:
(a) Drawing - Life and environmental subjects using a variety of media including pen and wash.
(b) Painting - Still life, portraiture and figure composition.
(c) Appreciation of Australian Painting with emphasis on contemporary works.

Practical Work - see above. Use of colour slides to illustrate (c).
Visits to galleries.

Assignments and Essays - Practical exercises each week supplemented by two essays per term on (c).

Reference Books:
Smith, Bernard: Australian Painting.

Method of Assessment - On practical exercises and short essays.

CRAFT II Oa: Advanced Primary Craft
2 hours per week

This course provides opportunity for the study and practice of a number of craft activities designed to develop skill in the methods of teaching each and to foster a general appreciation of good craftsmanship. In the selection of topics, consideration is given to student interest and ability. Emphasis is placed upon the practice of skills.

Practical work forms an integral part of the course and students will be required to construct a variety of exercises related to the topics discussed.

Assignments and Essays - An essay of 800-1000 words - due fourth week of third term - is required.

Reference Books:
Collins, A. F: Bookcrafts for Senior Students.

Method of Assessment - Progressive evaluation.

Ob : Advanced Primary Craft
2 hours per week

This course is an extension of the Craft I Option course (p.11).
The approach is to be practical.

Projects will be selected from the following: bookcrafts, cane work, cotton applique, paper sculpture, leathercraft, ceramics, and art metalwork.

Practical Work - Panels (4" square), cane sewing basket with lid, cloth panel (cotton or cloth applique), table lamp (ceramics), neck or wrist ornament (enamel), etch design in copper.

Assignments and Essays - Notes to be prepared on each project.
These notes to be in the form of work sheets suitable for display in the classroom.

Text Books:
As for Primary Craft (p.15)

Reference Books:
Moseley, Johnson, Koenig : Crafts Design.

Method of Assessment - Progressive evaluation.

EDUCATION II 0a : Clinical Education
2 hours per week

The student has been introduced to the clinical method in the classroom in first year (p.11). This option deals with the study of specific areas of atypical behaviour exhibited by the Primary and Infant school child. Such difficulties will be studied under the three headings:
(a) atypical behaviour due to organic disability,
(b) atypical behaviour concerned with disabilities in specific school subjects,
(c) atypical behaviour attributable to emotional difficulties.

Assignments and Essays -
1. Reporting on an interesting child (500 words) - due first week Term II.
2. Essay (1000 words) - progress reports due from fifth week of Term I.
3. Essay (2000 words) - due last week Term II.
4. Reports (300 words) on five visits to special classes, etc. - spaced throughout year.

Method of Assessment - Progressive assessment on assignment work.

Ob : Psychology
2 hours per week

This course is a continuation of 1st year Psychology Option (p.12), intended to cover substantially those areas dealt with in Psychology I at University. Topics of study will include:
Methodology and Statistics.
Sensation and Perception.
Personality and Personal Adjustment.
Motivation and Emotion.
Learning and Learning Theory.

Assignments and Essays - One major seminar topic (3000 words) to be delivered to the group. Due 18th July, 1969.
Reference Books:
List of references will be issued at various stages during the course.

Method of Assessment - Student progress will be evaluated by seminar work and a class test at the end of the course.

Oc : The Slow Learner
2 hours per week

This course aims to give students an understanding of factors related to learning disability: its diagnosis, and approaches to the adjustment of the school programme; to compensate for it in the classroom situation.

Assignments and Essays - One major seminar topic (3000 words) to be delivered to the group at an appropriate stage during the course.

Reference Books:
Lists of reference books relevant to various aspects of the course will be provided throughout the year.

Method of Assessment - Student progress will be evaluated by seminar work and class tests.

ENGLISH II Oa : Drama
2 hours per week

The course consists of three strands:
(a) Expression and Communication through drama, including drama in the school.
(b) Stagecraft: acting, production, design, stage management, set construction, costume, lighting, sound, make-up.
(c) History of English Theatre and Contemporary Styles: Mediaeval; Elizabethan; Restoration; 18th Century comedy; 19th Century melodrama; modern realism; modern non-realistic theatre; musical; dance-drama; non-scripted drama.

Activities will include practical exercises in the above and some public performance.

Assignments and Essays - One of 1000 words on a topic from (c) above. One of 500 words on another topics from (c) above.

Reference Books:
Way, B. : Development through Drama.
Fiala, O. : Drama in Action.
College Library at 792.09, 822.

Method of Assessment - Practical work and assignments.

Ob : Literature
1 hours per week

The course aims -
1. To provide opportunity for study in depth along lines of students' own interests in modern poetry, drama, novel.
2. To provide a better perspective of modern technical developments in drama and the novel, and of the major concerns of literature in the twentieth century - these to be investigated by lectures, discussion and seminar papers.
3. To introduce the students to research methods in literary studies.

Practical Work - Library and periodical research.

Assignments and Essays - Long essay, 1500-2000 words due September on thematic topic to provide for (3) above.

Method of Assessment - Essay, progressive evaluation, final written examination.
PHYSICAL EDUCATION II OA: The Dance
2 hours per week

This subject is intended for Women Students only and will present the area of dance to a tertiary level.
1. The Dance - basic movements.
2. The Dance - English and Continental expressive dances.
4. Dance Choreography.

Reference Books:
Hayes, Elizabeth R.: Dance Composition and Production.
Sorell, Walter: The Dance has many Faces.

Ob: Games and Athletics
2 hours per week

This subject is intended for Men and Women Students and is intended to extend their knowledge in the following areas.
1. Physiology - The skeletal muscular and cardio-respiratory systems.
3. Umpires' Certificates in two major sports.

Reference Books:
Physical Education Co-op.: Track and Field.
Le Maistre: Physical Education.

Method of Assessment - Unit work tests.

SOCIAL SCIENCE II OA: Geography
2 hours per week

This course involves individual study and research in a variety of topics in Geography, in consultation with the lecturer.

Assignments and Essays - Regular reports on reading and research.
Method of Assessment - Progressive evaluation.

Ob: History

This is a course of individual reading in selected areas of History; a selection being made after discussions between student and tutor.

Assignments and Essays - Regular reports on reading and research.
Method of Assessment - Progressive evaluation.
### ALLOCATION OF LECTURE HOURS TO SUBJECTS

**TEACHER'S CERTIFICATE (2 YEAR) - INFANT TEACHING**

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**Notes on the Infant Teaching Course:**

1. All Option Subjects are the same as those provided for Primary Teaching and for subject outlines of these option subjects please refer to the outlines for the Teacher's Certificate (2-year) - Primary Teaching.

2. Refer also to the general notes under the heading of Primary Teaching for information on Demonstrations, Supplementary and Qualifying subjects and Practice Teaching. (p.1)
DETAILS OF COURSE SUBJECTS PRESCRIBED FOR THE TEACHER'S CERTIFICATE - 2-YEAR - INFANT TEACHING COURSE

PART I --- YEAR I

ART I : Art for the Infant Teacher
2 hours per week

Not offered in 1969.

CRAFTS I : Crafts for the Primary and Infant Teacher
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.3)

EDUCATION I : Educational Psychology (a) and Infant Education
2 hours per week

Except that this subject as taught to prospective Infant Teachers will have a bias towards the Infant School and its pupils, the subject material is exactly as set out for Teachers' Certificate - 2-year - Primary Teaching Education I : Educational Psychology (a) (p.4)

ENGLISH I
4 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.4).

HEALTH EDUCATION I
1 hour per week

Not offered in 1969.

MATHEMATICS I
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.8)

MUSIC I
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.8)

PHYSICAL EDUCATION I : Physical Education in the Infant School
1 hour per week

The Games Lesson.
The Gymnastic Lesson.
Method.
Swimming and Lifesaving.

Reference Books:
H. M. S. Office : Moving and Growing.
Lifesaving Manual.

Method of Assessment - Unit Tests.

SCIENCE I : Natural Science Method
2 hours per week

A detailed study will be made of the Curriculum for Natural Science for primary schools. In relation to this, topics discussed will include:
Concept development.
Selecting suitable activities.
Methods of presentation.
Adapting content to the child's interests and abilities.
Recording.
Developing an understanding of the methods of science.
Developing an appreciation of the contribution of science to man's welfare.
Developing a science programme.
Extending interest in science beyond the classroom: projects, outdoor activities, library facilities, etc.

Laboratory/practical work - one period per week correlated with theory lectures.

Assignments and Essays - Practice teaching on assignment re practical work in Infant school due 2nd week 2nd term (1000 words)

Text Books:
Curriculum for Primary Schools - Natural Science.

Reference Books:
Burnett: Teaching Science in the Elementary School.
Craig: Science for the Elementary School Teacher.
Leach: Australian Nature Studies.

Method of Assessment - Periodic Testing.

SOCIAL SCIENCE I
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.10)

PART I O --- YEAR I
Option subjects for Primary and Infant Courses.

Refer to subjects appearing under this heading in the details of Subjects prescribed for Teacher's Certificate - 2-year - Primary Teaching (pp.10-14).
PART II --- YEAR II

ART II : Education through Art in the Infant School.
2 hours per week

This course will include the study of child development through art expression from pre-school to Infant level.

Teaching methods and techniques will be demonstrated and discussed and case histories studied.

Appreciation of great works of Art.

Visits to galleries to view and discuss contemporary works.

Practical work - Exploratory exercises in line, colour and plastic media.

Assignments and Essays - Short essays, three per term. One long essay (min. 3000 words) due June-October.

Text Books:
Gombrich : Story of Art.
Tomlinson : Children as Artists.

Reference Books:
Lowenfield & Brittain : Your Child and his Art.
Lowenfield & Brittain : Creative and Mental Growth.
Chase : Famous Painting.
Phoenix : The Impressionists and their World.
Phoenix : The Moderns and their World.

Method of Assessment - Short written assignments, three per term, and two half-yearly longer essays - Practical exercises.

CRAFT II : Craft Method for the Infant School
2 hours per week

This is a practical course, designed to provide students with a range of ideas and techniques useful in the preparation of handwork activities.

The course will include:
Pre-School Education.
Educational objectives of handwork.
Basic Skill Development.
Manipulative Skill Development.
Creative development through handwork.
Media suited to Infant Handwork.
Classroom administration.
Lesson preparation.
Teaching Aids and their application.

Practical work forms an integral part of the course and students will be required to plan and implement a variety of activities related to the various topics discussed.

Assignments and Essays - Three practical assignments, one due each term.

Reference Books:
Johnson, Pauline : Creating with Paper.
Becker : Adventures with Scissors and Paste.

Method of Assessment - Progressive evaluation.
EDUCATION II
4 hours per week

Part (i): Educational Psychology - Infant Teaching
2 hours per week

This course covers two major areas:
(a) the physical, social, emotional, intellectual and moral development of the child with emphasis on pre-school and Infant grade children; and
(b) factors influencing children's learning, emphasising the pupil-teacher relationship.

Assignments and Essays - Assignments of approx. 600-1000 words each are required every three (3) weeks.

Text Books:
Frandsen, A. : Educational Psychology.

Method of Assessment - Continuous evaluation throughout the year. This is done by assignments and class tests.

Part (ii) : Modern Educational Practice (a)
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 16).

ENGLISH II
4 hours per week

Part (i) : Children's Literature
1 hour per week (1 Semester)

Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 17).

Part (ii) : The Modern Novel and Short Story
1 hour per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 18)

Part (iii) : Poetry
1 hour per week (1 Semester)

A brief account of the development of children's poetry. Study of a number and variety of poems to develop understanding and discrimination. Techniques and some forms will be considered. Particular attention will be given to influential modern Australian poets.

Assignments and Essays - One short assignment, due early second term, involving observation and collecting of material during practice teaching, and an essay of about 750 words on an aspect of modern poetry.

Text Books:

Reference Books:
to be given in lectures.

Method of Assessment - Assignment and examination.
Part (iv) : English Method in the Infant School

2 hours per week

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

Reading - Types of Reading Lessons, including Activity and Group Reading. Principles of writing and treatment of basic reading primers.

Extensive Reading - library and supplementary work. Chalkboard reading.

Handwriting - The use of manuscript. Syllabus requirements.

Principles involved in the movement from fluency and pre-writing exercises to written material. Synthetic and analytic.

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

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

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

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

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


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

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

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

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

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

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

Practical work - Five sets of collected practical material. Demonstrations.

Assignments and Essays - Analysis and comment on above practical material - due 1. First Term; 2. Second Term; 3. Third Term.
Text Books:
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.

HEALTH EDUCATION II
1 hour per week
Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 20).

MATHEMATICS II: Mathematics Method for the Infant School
1 hour per week
Study of topics and methods suggested in the syllabus, with emphasis being placed on Cuisenaire Method. Treatment will be given to the psychological theories of Piaget and Bruner and their role in shaping the mathematics curriculum.

Assignments and Essays - Five minor assignments, set one week in advance, each involving one foolscap page of work - due 18th April, 20th June, 18th July, 15th August, 19th September.

Reference Books:

Method of Assessment - Final Examination.

MUSIC II: Music in the Infant School
2 hours per week
Vocal,aural, reading and writing: Extension of first year work.
Instrumental: Percussion-band, including score-writing; activities with tuned percussion instruments.
Method and Techniques: Extension of first year work. Curriculum study and programme planning.
Listening: Extension of first year work.
Assignments and Essays - Collection of songs and piano pieces for use with Infant classes (approx. 30 hours' work), due 10th September.

Text Books:
Various Early and Primary song-books used in class work.
Music Curriculum.

Reference Books:
Bavin: Percussion-band from A to Z.

Method of Assessment - Progressive assessment through regular written and practical tests, and assignments.
PHYSICAL EDUCATION II: Physical Education in the Infant School
2 hours per week

1. The Dance Lesson.
2. The Gymnastics Lesson.
3. The Games Lesson.
4. Displays.
5. Method.

Text Books:
H. M. S. Office: Moving and Growing.

Reference Books:
Ruth Lovell Murray: Dance in Elementary Education.
Russel, Joan: Creative Dance in Primary School.
Schurr, Evelyn L.: Movement Experience for Children.

Method of Assessment - Unit tests.

SCIENCE II: Natural Science Method
1 hour per week

The purpose of the course is to help students understand the role of science in the primary school and the type of experience which may profitably be provided at this level.

A detailed study will be made of the Curriculum for Natural Science for Primary Schools.

Emphasis will be placed on:
1. Selecting suitable activities.

Laboratory/practical work - 1 period per two weeks correlated with theory lectures.

Assignments and Essays - Practice teaching assignment on nature table due second week of second term (1500 words).

Text Books:
Curriculum for Primary Schools - Natural Science.

Reference Books:
Burnett: Teaching Science in the Elementary School.
Leach: Australian Nature Studies.

Method of Assessment - Periodic Testing.

SOCIAL SCIENCE II
2 hours per week

Part (i): Asian Studies

Asian Studies will be approached through individual research. Following the study of different Asian countries, cultural, educational, historical, economic or geographical topics will be chosen for research presentation.

Part (ii): Social Studies Method

This course aims at developing in the student teacher a wider and deeper understanding of the issues involved in "social living", a perspective view and the ability to decide on criteria.
"Variety in Lesson Procedure" is the course theme and it is aimed at ensuring a flexible approach to programming and the development of an understanding of the individual initiative that lies with the teacher in her selection of material and its presentation.

These methods will be approached by way of
(a) Case Studies.
(b) Method Workshops.
(c) Demonstrations at The Junction School.

Assignments and Essays - Research Assignments - 1500 words - due 20th June and 20th September. Method Assignment - due 6th June.

Method of Assessment - Progressive assessment using tutorials, assignments, and reports on research.

PART II O --- YEAR II
Option Subjects for Primary and Infant Courses.

Refer to Teacher's Certificate - 2-year - Primary Teaching (pp.22-25).
## ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

TEACHER'S CERTIFICATE (2 YEAR) - GEOGRAPHY/COMMERCE

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There are no option subjects.

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Course.
DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE

- 2-YEAR - GEOGRAPHY/COMMERCE COURSE

PART I --- YEAR I

EDUCATION I: Educational Psychology (Secondary)

4 hours per week

Refer to Teacher's Certificate - 2 year - Primary Teaching (p. 4). This subject will cover the same ground as set out in Education I: Educational Psychology, but will have an emphasis upon secondary pupils and their needs.

ENGLISH I

2 hours per week

Part (i): Cultural Studies in Literature

1 hour per week

1. The study of selected Shakespearean plays.

2. The study of the literary forms - novel, poem, play, short story.

Assignments and Essays - 1000 words on Poet due beginning of Term 2, 500 words on Novelist due beginning of Term 3.

Text Books:

- Becket: Waiting for Godot.
- Hemingway: Old Man and The Sea.
- Hemingway: First 49 Stories.
- Shakespeare: 15 Plays.

Reference Books:

- Commentaries by Boas, Bradley, Dowden, Hazlitt, Hudson, Masefield, Logan Pearsall Smith, Stopford Brooke, Speaight, Wilson, Middleton Murry.
- Pelican Guides to English Literature, Vols 1-7.
- "Writers and their Work" Pamphlets.
- Campbell, L. B.: Shakespeare's Histories; Shakespeare's Tragic Heroes.
- Charlton, H. B.: Shakespearian Comedy.
- Granville Barker: Prefaces to Shakespeare.
- Leavis, F. R.: The Great Tradition; Common Pursuit.
- O'Faolain: The Short Story.
- Ridley: Shakespeare's Plays.
- Tillyard: Shakespeare's History Plays.
- Wilson, J. Dover: Six Tragedies of Shakespeare.
- Also College Library at 822.33; 800-829.

Method of Assessment - Assignments and Final Examination.

Part (ii): Oral Expression

1 hour per week

1. To discuss the Elements of Delivery and Communication and the Principles and Techniques of Various Forms of Oral Expression.

3. To provide students with some opportunities to practise speaking effectively, clearly, pleasantly and acceptably in various kinds of speech situations.

4. To encourage in the students critical attitudes and discrimination as listeners and provide them with criteria for judging speakers and speeches.

Principles and Techniques will be discussed and amplified and illustrated by films and recordings (tape and disc).

(i) Voice Colour: meaning as thought and feeling; voice times, range of tone, variety of intonation; volume and projection; pace, pitch, inflections; emphasis, rhythm.

(ii) Basic Essentials of the Speech Situation: To be seen (general appearance, stance, balance, posture, deportment, gesture, facial expression, eye-contact); to be heard (audibility), to be understood (intelligibility); to be "felt" (conveying of feeling, emotion, mood, attitude), employment of acceptable pronunciation, grammatical forms and word usage. Personality - what the speaker looks like, what the speaker sounds like, effect on others. Faults.

(iii) Basic Steps in the Speaking Situation. Analysis of Aim, Audience and Subject; Planning - Assembly, Selection, Arrangement and Illustrations (verbal and visual) of Material, Delivery - Directness, Liveliness.

(iv) Structure of a Talk (Lesson) as a Composition. Concept of Form. Introduction - interest arouser, importance of subject, statement of aim, theme, use of "key" words; outline of main points; Body or Development - interesting and logical; Conclusion - Summary, response, what to do. Recapitulation. Relationship between Aim and Response.

(v) Voice Production: Respiration - supply and control of breath; diaphragm and intercostal muscles; Phonation; Resonation; Sounds (articulation and enunciation); Pronunciation; Diction. Phrasing and Pausing (sense and breath pauses).

5. Some Practical Speech Forms - Informal and Formal.

(i) Reading aloud and speaking of prose and verse in unison, in groups, individually, chorally.

(ii) Everyday Speech Situations - Conversation; use of telephone and microphone; classroom talks, interviews; question and answer.

(iii) Information Speeches - own-choice topics, set topics, explanation of a process, description of an exhibit.

(iv) Discussion Group Work - group assignment lesson; the class meeting; points of view; the discussion lesson.

(v) Debating - "Parliamentary" and formal. Adjudication.

(vi) Speeches for special occasions and Ceremonials - votes of thanks, Introducing a speaker; presentation and receiving of awards, etc.; Commonwealth Day, etc.; toasts.

(vii) Impromptu Speaking - "chain-reaction" talks.

(viii) Reading of dramatic dialogue, direct speech. Descriptive passages.

Practical work - see section 5 above.

Assignments and Essays - Preparation for speech activities.
Text Books:
Bullard and Lindsay: Speech at Work.
McAllister: A Year's Course in Speech Training.

Reference Books:
See College Library 808.85.

Method of Assessment - Practical speech tests and written test.

HEALTH EDUCATION I
Not offered in 1969.

PHYSICAL EDUCATION I: Secondary Physical Education
2 hours per week
1. Administration and principles of Physical Education.
2. Planning a Games Lesson.
3. Minor Games, e.g. Post Ball, Corner Ball.
5. Athletics: (a) Basic techniques of track and field.
   (b) Standards.
   (c) Organisation of Athletics Carnival.
6. Gymnastics: (a) Lesson Plan.
   (b) Mat and Box Work.
   (c) Rope and Bar Work.
8. Swimming and Life Saving.

Text Books:
Handbook for Swimming Instructors.

Reference Books:

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

Method of Assessment - Unit tests.

SOCIAL SCIENCE I
15 hours per week

Part (i): Social Studies - Content and Background
12 hours per week
This course in the field of History, Geography and Commerce involves individual study based on a tutorial system.

Six lecturers of the Social Studies staff will act as tutors and each will be responsible for a small group of students. Each student will meet his tutor at least once a week, probably for a lecture period. After preliminary assessment, a course will be designed to suit the requirements of the individual.

Provision is being made for occasional short courses to be given by members of the Social Science staff and other lecturers. These are
aimed at illuminating certain specific aspects of the course.

Method of Assessment - Progressive evaluation, seminars and tests as indicated in lectures.

Part (ii) : Social Studies Method
1 hour per week

1. What is Social Studies?
2. The Nature of the Syllabuses at present
   Form I
   Form II, III, IV
   Activity
   Asian Social Studies
4. Teaching Techniques.
5. Teaching aids.

Reference Books:
Fenton: The New Social Studies.

Method of Assessment - Progressive evaluation.

Part (iii) : Commerce - Book-keeping
2 hours per week

This course aims at enabling students to acquire a sound knowledge of accounting principles, in addition to introducing them to the various approaches to commercial practice as taught in the secondary school.

This course will cover -
(a) Accounting concepts.
(b) Books of original entry.
(c) Ledger postings.
(d) Preparation of trial balances.
(e) Correction of errors.
(f) Analysis of profit and capital.
(g) Preparation of Trading Account, Profit and Loss Account.

Assignments and Essays - During the course a number of exercises will be set for correction by the lecturer. In addition, three term tests will be conducted.

Text Books:

Reference Books:
Gallagher, R.E. : Accounting Solution. Angus and Robertson.

Method of Assessment - Progressive evaluation.
PART II --- YEAR II

EDUCATION II
4 hours per week

Part (i) : Educational Psychology
2 hours per week

This course will deal with the following main topics: a teaching-learning model; child and adolescent development; group dynamics; socialization; the family; the learner; the process of instruction; coping with stress.

Assignments and Essays - Six essay-type assignments of approximately 600 words length, due on the following dates: 21st March, 18th April, 27th June, 25th July, 15th August, 3rd October.

Text Books:

Reference Books:

Method of Assessment - Progressive evaluation by assignments and three tests (one test per term).

Part (ii) : Modern Educational Practice
2 hours per week

A broad view of the subject of Education including treatment of:
(i) The History of Education in N.S.W.;
(ii) The Philosophy of Education;
(iii) Comparative Education;
(iv) Curriculum;
(v) Administration and Teachers' Handbook;
(vi) The Wyndham Report;
(vii) Discipline;
(viii) Programming;
(ix) Creativity;
(x) Audio-visual aids.

Assignments and Essays - three exercises (questions and answers) of 500 words each. One essay of 1000 words.

Text Books:

Reference Books:

Method of Assessment - The general requirement of this subject is that each student passes in each unit of the subject, and does all assignments and class tests. Each unit consists of a term's work.

Unit A (1st Term) - 1 assignment (10 marks)
1 objective test (20 marks)

Unit B (2nd Term) - 2 assignments (20 marks)
1 objective test (20 marks)

Unit C (3rd Term) - 1 exercise (10 marks)
1 objective test (20 marks)
ENGLISH II ; Cultural Studies in Literature
2 hours per week

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

Practical work - regular reading assignments.

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

Text Books:
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.

HEALTH EDUCATION II
1 hour per week

Refer to Teacher's Certificate - 2 year - Primary Teaching (p.20).

PHYSICAL EDUCATION II : An Extension of Secondary Physical Education II
2 hours per week
(p.38).

Planning and progression in gymnastics and games lessons.
Use of medicine balls, sticks, ropes, etc.
Tabloid sports.
Progressive games.
Training programmes. Weights - circuits.
The Sportsmaster.
Major games: Rugby, Soccer, Basket Ball, Racquet Games.
Athletics.
Minor or lead up games for major games.
Swimming and life saving.

Practical work - practical application of major games, etc.

Text Books:
Handbook for Swimming Instructors - Department of Physical Education.

Reference Books:
P. E. Co-op. : Track and Field.
Dewitt, R. J. : Teaching Individual and Team Sports.

Method of Assessment - Unit method.

SOCIAL SCIENCE II
14 hours per week

Part (i) (a) : Commerce - Book-keeping
2 hours per week

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

Text Books:
James : New Way to Book-keeping, Parts I and II.

Reference Books:

Method of Assessment - Progressive evaluation on submitted exercises.

Part (i) (b) : Commerce - Descriptive Economics
3 hours per week

This course aims to develop an understanding of sections of the Australian economy. It is expected that the following will be treated in lectures and tutorials:

Government in Australia.
The Australian Legal System.
Advertising and Market Research.
Australia's System of Banking.
Trade Unions and Wages.
Conciliation and Arbitration in Australia.
The Nature of Monetary and Fiscal Policy in Australia.
International Trade.
International Agreements.
Problems of Australia's Development.

Assignments and Essays - Regular assignments will be completed throughout the course. In addition, students will be required to prepare for tutorials in each aspect of the Australian economic scene.

Method of Assessment - A system of progressive evaluation will be followed in this course.

Part (ii) (a) : Geography
3 hours per week

This course pursues individual study and research in a variety of topics in Geography, involving frequent consultation with the lecturer.

Method of Assessment - Progressive evaluation.

Part (ii) (b) : Geography Method
1 hour per week

1. Aims and purposes of Geography in schools.
2. Content and analyses of syllabuses.
3. Programming - variety and integration through the forms - systematic and regional aspects - mapping.
4. Methods of presenting, consolidating and testing geographical information, along traditional, modern and experimental lines. This will include field work, visual aids, research and survey methods.

Assignments and Essays - Six short assignments embracing lesson plans, commentaries on demonstrations, assessment of techniques, and one book review (450 words) will be required through the year.

Reference Books:
UNESCO : Source Book in Geography Teaching.
Gopsill : The Teaching of Geography.
Method of Assessment - Students will be progressively assessed by assignment work and contribution in activities.

Part (iii) (a) : Asian History
2 1/2 hours per week

This study is intended to cater for students with varying academic backgrounds in history. It aims to develop an understanding of the social, cultural, economic, educational and political problems facing the countries of South East Asia by a study of the history of the area.

This course will have two strands:
(a) A study of Japan, Indonesia, China through lectures and tutorials.
(b) The second strand will involve individual research on the remaining South East Asian countries. Students will choose a country and after general background reading will critically evaluate a feature of the country's history.

This strand is aimed at developing the ability to select, assess and present research material.

Assignments and Essays - Research assignment (2000 words) due 12th September.

Method of Assessment - Progressive evaluation will be based on
(a) tutorials,
(b) class test,
(c) research studies.

Part (iii) (b) : European History
2 1/2 hours per week

No set course is provided but after discussion with the lecturer the student follows a course designed to meet his own needs and interests.

The course is based on reading and research and involves frequent reports to and discussions with the lecturer.

Method of Assessment - Progressive evaluation.
## ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

### TEACHER'S CERTIFICATE (2 YEAR) - MATHEMATICS

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There are no option subjects.

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Course.
DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE

- 2-YEAR - MATHEMATICS

PART I --- YEAR I

EDUCATION I : Educational Psychology Secondary (a)
4 hours per week
Refer to Teacher's Certificate - 2-year - Primary Teaching (p.4).

ENGLISH I
2 hours per week

Part (i) : Cultural Studies in Literature
1 hour per week
The study of the literary forms - novel, poem, play, short story.
Practical work - regular reading assignments.
Assignments and Essays - One major essay of 1500 words due in July; class exercises; at least three seminar papers.

Text Books:
Short Story Anthologies.
Joseph Andrews.
The Old Man and the Sea.
The Grapes of Wrath.
Point Counter Point.
Mackaness : Anthology of Australian Verse.
Shakespeare : Fifteen Plays.

Method of Assessment - Class exercises, seminars, essay, final written examination.

Part (ii) : Oral Expression
1 hour per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.36-37).

HEALTH EDUCATION I

Not offered in 1969.

MATHEMATICS I
10 hours per week

Part (i) : Algebra
2 hours per week
Mathematical Induction.
Binomial Theorem.
Partial Fractions.
Complex Numbers.
Matrices.
Determinants.
Sequences and Limits.
Assignments and Essays - Weekly tutorial examples.

Text Books:
John Wiley.

Method of Assessment - Final examination and class tests.
Part (ii) : Calculus
3 hours per week

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

Assignments and Essays - 1 or 2 examples. Weekly tutorial
examples.

Text Books:
Durell and Robson : Elementary Calculus.
Keane and Senior : Complementary Mathematics.

Reference Books:
Thomas : Calculus.

Method of Assessment - Final examination.

Part (iii) : Geometry
3 hours per week

1. Analytic Geometry in Three Dimensions: the geometry of point, line
   and plane, cylinders and spheres.
2. Plane Geometry: polar and Cartesian coordinates, conic sections,
envelopes.
3. Vectors: equality, addition, subtraction and multiplication by a scalar.
   Proof of simple geometric properties by vector methods.
4. Rotation and translation of axes in two dimensions: identification of
   the general conic.

Assignments and Essays - Weekly tutorial examples.

Text Books:
Keane, A. and Senior S.A. : Complementary Mathematics

Reference Books:
Bell, R. J. T. : Coordinate Geometry of Three Dimensions.

Method of Assessment - Final examination.

Part (iv) : Mathematics Method
2 hours per week

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

3. First form curriculum study.
   Assignments and Essays - Four assignments, 400 words, due 15th April, 4th July, 1st August, 19th September.
   Text Books:
   First form mathematics syllabus and notes.
   Reference Books:
   Curriculum for Primary Schools - Mathematics.

PHYSICAL EDUCATION I
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.38).

SOCIAL SCIENCE I : Geography
4 hours per week
This course aims to:
(a) Give a fundamental knowledge of Geography.
(b) Develop an appreciation of methods of geographical study.
(c) Provide opportunity for discussion of geography as it relates to current events.
Opportunity will be provided for students to pursue their own interests in geographical studies.
Assignments and Essays - Two essay assignments (2000 words each) will be required for the year.
Reference Books:
Strahler: Physical Geography.
Finch and Trewartha: Introduction to Geography.
Jones and Darkenwald: Economic Geography.
Thoman, R.S.: The Geography of Economic Activity.
Method of Assessment - Progressive evaluation.
PART II -- YEAR II

EDUCATION II
4 hours per week

Part (i) : Educational Psychology Secondary (a)
2 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce
(p.40).

Part (ii) : Modern Educational Practice (b)
2 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce
(p.40).

ENGLISH II : Cultural Studies in Literature
2 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce
(p.41).

Assignments and Essays - Two essays - 1. 1000 words, due 6th June
2. 2000 words, due 14th August.

Class assignment, 500 words due second term.

Text Books: As issued in lectures.

Reference Books: As issued in lectures.

Method of Assessment - Assignments, class work, annual examination.

HEALTH EDUCATION II : Health Education
1 hour per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.20).

MATHEMATICS II
10 hours per week

Part (i) : Algebra
2 hours per week

Matrices
Sequences
Convergence of Series
Elementary Group Theory
Rings, integral domains, fields.
Polynomials.

Assignments and Essays - Weekly tutorial questions.

Text Books:

Method of Assessment - Final examination and tests throughout the

year.

Part (ii) : Applied Mathematics
1 hour per week

Study of the following topics:
Kinematics. Motion of a particle in a horizontal and vertical line
under constant and variable acceleration.

Assignments and Essays - Weekly tutorial exercises.

Text Books:

Method of Assessment - Final examination and class tests.

Part (iii) : Calculus
3 hours per week
Partial differentiation. Use in finding maximum, minimum values of a function of two variables.
DE's. The particular integral and the complementary function.
Total differentials and error theory.
Taylor and Maclaurin expansions.
Leibnitz theorem on finding derivations of products.
Series of solutions for DE's.
Expansion of functions in Fourier series.
Double, multiple, repeated integrals.
Improper and infinite integrals.
Elementary theory of functions of a complex variable.
Beta and Gamma functions.
Laplace transforms and their use.

Assignments and Essays - Weekly tutorial exercises - 1 or 2 examples.

Text Books:
Durell and Robson : Elementary Calculus.
Keane and Senior : Complementary Mathematics.

Reference Books:
Thomas : Calculus.

Method of Assessment - Final examination.

Part (iv) : Geometry
2 hours per week
Study of the following topics:
Conic: Reduction of Conic. Translations and Rotation of Axes using matrix methods.
Three Dimensional Geometry: Eqn. of the line in space-symmetric and parametric forms. Eqn. of a plane. Angle between two lines, planes, line and plane. Distance of a point from a plane. Image of a point in a plane.

Assignments and Essays - Weekly tutorial exercises.
Text Books:
Bell: Co-ordinate Geometry (3 Dimensional).
Weatherburn: Elementary Vector Analyses.

Method of Assessment - Final examination and class tests.

Part (v) : Mathematics Method
2 hours per week

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

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

Discussion of topics selected from these courses.

School textbooks - their use and abuse.

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

Programming.

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

Assignments and Essays - One assignment of 1500 words, due 12th September.

Text Books:
Syllabuses and Notes for Forms I-IV.
Reference Books:
School textbooks.

Method of Assessment - Final examination and assignment.

PHYSICAL EDUCATION II: An Extension of Physical Education I
2 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.41).

SOCIAL SCIENCE II: Asian History
3 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.43).

Assignments and Essays - Research assignments - 1500 words - due 27th June and 26th September. Tutorial preparation (lecture time given).

Reference Books:
Michael and Taylor: Far East in Modern World.

Method of Assessment - Progressive evaluation based on tutorials, class tests, and research studies.
### ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

**TEACHER'S CERTIFICATE (2 YEAR) - SCIENCE**

<table>
<thead>
<tr>
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There are no option subjects.

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

Where applicable alternative treatments for certain subjects (A & B) are given to provide for students with differing preparation in Science before admission to College.
DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE

- 2-YEAR - SCIENCE

PART I --- YEAR I

EDUCATION I : Educational Psychology Secondary (a)
4 hours per week
Refer to Teacher's Certificate - 2-year - Primary Teaching (p.4).

ENGLISH I
2 hours per week

Part (i) : Cultural Studies in Literature
1 hour per week
The study of the literary forms - novel, poem, play, short story.
Practical work - Regular reading assignments.

Assignments and Essays - One major essay of 1500 words due in July; class exercises; at least three seminar papers.

Text Books:
Short story anthologies.
Joseph Andrews.
The Old Man and the Sea.
The Grapes of Wrath.
Point Counter Point.
Mackaness : Anthology of Australian Verse.
Shakespeare : Fifteen Plays.

Method of Assessment - Class exercises; seminars; essay; final written examination.

Part (ii) : Oral Expression
1 hour per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.36).

HEALTH EDUCATION I : Child Health
Not offered in 1969.

PHYSICAL EDUCATION I : Secondary Physical Education
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.38).

SCIENCE I
15 hours per week

Part (i) (a) : Biology A
4 hours per week
The Cell: structure, metabolism, mitosis and meiosis.
The Green Flowering Plant: morphology, anatomy, physiology, reproduction.
The Mammal: general features, classification, body systems,
digestive, circulatory, respiratory, excretory, reproductive, nervous, endocrine.

Animal Tissues.

Heredity, mechanism, chemical basis, heredity in man.

Practical work - at least two hours per week.

Assignments and Essays - Each student to lead a seminar in each term.

Text Books:
Villee : Biology.

Reference Books:
Weisz : The Elements of Biology.
Foundations of Modern Biology.
Swanson, E.G. : The Cell.

Method of Assessment - Progressive at least once per term. Practical examination at end of third term. A final examination may be required of any student who does unsatisfactory work in the progressive assessments.

Part (i) (b) : Biology B - Alternative Course to Biology A
4 hours per week

1. Introductory:
The early history of biology.
Biology in relation to other branches of science.
Biology in the school curriculum.

2. Cell Structure and Metabolism.

3. Organization and physiology of:
   (a) The Mammal,
   (b) The Angiosperm,
   with emphasis on biochemical processes and energy relationships.

4. Entomology.

   Practical work - two hours per week correlated with theory lectures.

Assignments and Essays - Each student to lead a seminar each term.

Text Books:
Villee : Biology.
Weisz : The Elements of Biology.

Reference Books:
Robins, Weier, Stocking : Botany.

Method of Assessment - Assignments, exercises, and periodic testing.

Part (ii) : Chemistry
4 hours per week

This subject has the following aims:
(a) To ensure that students have sufficient understanding of chemistry to enable them to teach the chemistry section of the School Certificate Science course with confidence and understanding.
(b) To broaden and deepen the students' understanding of chemistry so as to give them an adequate background for their teaching and to provide them with a basis for further study of the subject.

1. Revision of Chemistry section of School Certificate Science.
2. Outline of the history of Chemistry.


4. The classification of elements.

5. Solutions.

6. Chemical kinetics.

7. Equilibrium.

8. Acid-base theory.


10. Electrochemistry.

Practical work - two hours per week.

Assignments and Essays - Weekly assignments of chemical calculations, etc. Weekly assignments of laboratory reports.

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

Reference Books:
Partington, J. R. : General and Inorganic Chemistry.
Kemp, B. : Organic Chemistry.
Chemical Bond Approach : Chemical Systems.

Method of Assessment - Monthly tests, final examination and assessment of practical work.

Part (iii) : Geology
2 hours per week

Structure of the earth.
Mineralogy.
Igneous processes and petrology.
Weathering and denudation. The processes, resulting landforms.
Sedimentation and sedimentary petrology.
Deformation of the earth's crust.
Metamorphism.
Structural Geology.

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

Assignments and Essays - Essay type on -
Igneous rocks - 1000 words - due 16th May.
Processes of denudation - 2000 words - due 18th July.
Sedimentation - 1000 words - due 1st August.
Deformation of the Crust - 1000 words - 15th August.
Metamorphism - 1000 words - 3rd October.

Text Books:
McDonnell, Massey, and Teddutt : Enquiring into the Earth.

Reference Books:
Putnam : Geology
Bayly: Introduction to Petrology.
Krumbein and Sloss: Stratigraphy and Sedimentation.
Twidale: Geomorphology.
Nashar: Geology of the Hunter Valley.

Method of Assessment - Periodic testing, assignments and practical work.

Part (iv) : Physics
4 hours per week

The physics course is seen as a part of the total education of a teacher. The primary aim is a student confident in himself as a teacher in all three fields, cognitive, effective and psychomotor, leading to enthusiasm for his task, always providing that the confidence is justified.

The student requires a thorough grasp of all concepts involved in school physics and the ability to make our various models acceptable to the pupils' understanding. He also needs a sufficient grounding for further study and for coping with special interests of individual pupils.

The general aims above will dictate the content to be covered in the course. We do not know what content our teachers will be teaching in ten years' time.

The work will be based on the text 'Modern University Physics', Richards, et al. and will be at the standard of that text.

Work will be taken from chapters 1-12 and 19-30 namely:
Mechanics under such headings as -
Rectilinear motion
Circular motion
Wave motion

Electricity under such headings as -
Electrostatics
Direct current electricity
Magnetic fields
Magnetism and electricity
Electromagnetic radiation.

Practical work - There will be two hours' practical work per week related to the topics being studied at the time.

Assignments and Essays - The students are expected to work for four hours each week to be divided as follows -
One hour completing practical records,
Two hours spent on work being studied at the time leading to periodic tests and problems to be collected.
One hour on general reading of aspects of modern physics.

Text Books:  
Richards, Sears, Wehr and Zemansky: Modern University Physics.
Martin and Connor: Basic Physics, Vols I, II, III.
Butler and Messel eds., : Space and the Atom.

Reference Books:  
Halliday and Resnick : Physics.
Ference, Lemon and Stephenson: Analytical Experimental Physics.
Freier: University Physics.
Messel ed. : Senior Science for High School Students, Part I.
Kricker and Butler : Advanced Physics.

Method of Assessment - Periodic tests, problems and a final examination. Practical work to be assessed throughout the year.
Part (v) : Science Method
1 hour per week

The following topics shall be discussed:
Class control.
Pupil involvement.
Planning of lessons.
Questioning.
Demonstration of experiments.
Organization of practical lessons.
Safety in the laboratory.
Objectives for science teaching.
Scientific method.
Teaching Science as thought rather than subject matter.
Integration and correlation.
Unit planning.
Evaluation.
Modern approaches to syllabus construction.

Assignments and Essays - Two assignments per term. Each assignment approximately 1500 words in length. Assignments due in the third and sixth weeks of each term.

Reference Books:

Method of Assessment - Assessment shall be on assignments done throughout the year.
PART II --- YEAR II

EDUCATION II
4 hours per week

Part (i): Educational Psychology Secondary (a)
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.40).

Part (ii): Modern Educational Practice
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.40).

ENGLISH II: Cultural Studies in Literature
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.41).
Assignments and Essays - Two essays
1. 1000 words due 6th June.
2. 2000 words due 14th August.
Class assignment, 500 words, due second term.
Method of Assessment - Assignments, class work, and annual examination.

HEALTH EDUCATION II: Health Education
1 hour per week
Refer to Teacher's Certificate - 2-year - Primary Teaching. (p.20).

PHYSICAL EDUCATION II: An Extension of Secondary Physical Education I
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.41).

SCIENCE II
15 hours per week

Part (i) (a): Biology A
4 hours per week
The second year of a two year course designed to provide content and background for teaching the biology strand of the science syllabus for the School Certificate.
Further study, through lectures, practical work and set reading, of the following topics:
The Green Plant: Nutrition, co-ordination.
The Animal: Co-ordination and response; movement; reproduction.
Cell Metabolism.
Genetics.
Ecology.
Practical work - Two hours per week + selected field exercises.
Assignments and Essays - One major written assignment (approx. 2000 words) due August. Short weekly exercises on theoretical and practical presentation of selected topics.
Text Books:
Villee: Biology.

Reference Books:
Weisz: The Elements of Biology.
Robbins, Weier and Stocking: Botany.

Additional references for particular topics will be given during course.

Method of Assessment - Assignments, exercises and periodic testing.

Part (i) (b): Biology B - Alternative to Biology A.
4 hours per week

1. The Mechanism of Heredity.
2. Diversity of Living Organisms.
   The Modern View of Evolution.
   Adaptation as an Outcome of Evolution.
3. Ecological principles and their application to some local habitat studies.
   Practical work - Two hours per week correlated with theory lectures.

Assignments and Essays - One major written assignment (approx. 2000 words) due in August. Short weekly exercises in theoretical and practical presentation of selected topics.

Text Books:
Villee: Biology.
Weisz: The Elements of Biology.

Reference Books:
Robbins, Weier, Stocking: Botany.
Swinott, Dunn, Dobbansky: Genetics.

Method of Assessment - By assignment and periodic testing.

Part (ii): Chemistry
4 hours per week

Bonding, Structure and Periodicity.
Chemical Equilibrium.
Electrochemistry.
Energy Changes in Chemistry.
Elementary Organic Chemistry.
Historical Approach to Atomic Molecular Theory.

Practical work - Two hours per week of practical work, related to the topics listed above.

Text Books:
Schaum, D. and Roseberg, J. L.: College Chemistry.

Reference Books:
University of New South Wales: Approach to Chemistry Series.

Method of Assessment - Study guides shall be issued throughout the year. Tests, of one hour duration each, shall be based on the study guides. Three tests shall be given in each term.
Part (iii) : Geology
2 hours per week

Sedimentation and sedimentary petrology.
Metamorphism.
General palaeontology.
Deformation of the earth's crust.
Mapping.
Economic geology - ore minerals and their deposition; coal, petroleum.
Stratigraphy and geological history.
Geology of the ocean basins.

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

Assignments and Essays - Essay-form, 1000 words, on
sedimentation, due 4th April.
metamorphism, due 15th May.
deformation of earth's crust, due 27th June.
a geological history, due 10th October.
Throughout July, mapping assignments, up to two hours per week.

Text Books:
McDonell, Massey, and Tebbutt : Enquiring into the Earth.

Reference Books:
Keunan : Marine Geology.
Holmes : Physical Geology.
Putnam : Geology.
Bayly : Introduction to Petrology.
Brouwer : General Palaeontology.
Stokes : Essentials of Earth History.
Brown, Campbell and Crook : Geological Evolution of Australia.

Method of Assessment - Periodic testing, assignments, practical
and field work.

Part (iv) : Physics
4 hours per week

The general aims will be a continuation of those specified under
Science I : Physics (p. 55).

The work will be based on the text Modern University Physics,
Richards et al and will be at the standard of that text.

Work will be taken from chapters 13-18 and 31-45 namely; topics
such as:

Sound.
Hydrostatics.
Temperature.
Work and heat.
The ideal gas.
Nature of light.
Reflection.
Refraction.
Interference and diffraction of light.
Polarization.
Relativity.
Waves and corpuscles.
Nuclear energy.
Assignments and Essays - The students are expected to work for four hours each week to be divided as follows:
One hour completing practical records.
Two hours spent on work being studied at the time leading to periodic tests and problems to be collected.
One hour in general reading of aspects of modern physics.

Text Books:
Rciahrehs, Sears, Wehr and Zemansky : Modern University Physics.
Martin and Connor : Basic Physics Vols I, II, III.
Butler and Messel Eds : Space and the Atom.

Reference Books:
Halliday and Resnick : Physics.
Ference, Lemon and Stephenson : Analytical Experimental Physics.
Freier : University Physics.
Messel Ed. : Senior Science for High School Students Part I.
Kricker and Butler : Advanced Physics.

Method of Assessment - Periodic tests, problems and a final examination. Practical work to be assessed throughout the year.

Part (v) : Science Method
1 hour per week

The Second year of a two year course comprising one lecture per week together with attendance at demonstrations as arranged at local secondary schools.

The course will include:

1. A continued study of the general principles of science teaching and of teaching techniques particularly applicable to science.
2. A survey of the current science syllabuses for Forms I-IV.
   Construction of programmes.
3. Catering for extremes of ability in science: the slow learner; the outstanding pupil.

Assignments and Essays -
Term I - Two essay type approx. 1000 words - due 7th and 11th weeks of term.
Term II - One essay 1000-1500 words, due August. Short class exercises.
Term III - One essay-type assignment - 1000 words - due 1st week in October.

Students will also be required to write brief reports on demonstration lessons.

Text Books:
No set text. A number of references will be used as below.

Reference Books:
Students are provided with copies of the syllabuses and notes.
Multiple copies of relevant reference books are available in the library and detailed references to these will be given during the course.

Method of Assessment - By assignment and performance in class exercises.
### ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

**TEACHER'S CERTIFICATE (3 YEAR) - HOME SCIENCE/TEXTILES**

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<th>YEAR III</th>
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There are no option subjects.

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Teaching Course with the additional requirement that Home Practice and two periods of practice teaching, each of three weeks' duration, are included in the Year III programme.
Students will be made aware of and given instruction in the construction and/or operation of the various classroom aids, duplicating aids and audio-visual aids.

Whilst instruction will be given in the operation and maintenance of all mechanical aids, emphasis in the course will be placed upon their use in the classroom situation.

(a) Classroom Aids.
- The Chalkboard as a Teaching Aid - writing and drawing on the chalkboard, planning chalkboard layout, colour and shading for 3D effect.
- Charts and Chart Construction - function of charts, storage and display, aids in chart construction, enlargement and reduction of drawings; reproduction of drawings.
- The Construction and Interpretation of Graphs - planning graph layout, lettering, scale, cross hatching and shading.

(b) Duplicating Material.
- Operation, maintenance and function as teaching aids of the following methods of producing multiple copies of material.
- Students will prepare master sheets, stencils for the spirit duplicator and ink duplicator.
- Hektograph Pad and Spirit Duplicator.
- Ink Duplicator and Stencil Scanning Machine.
- Photocell and Head Duplicators.
- Offset printing machines.

(c) Audio-Visual Aids.
- The Slide and Strip Film Projector - construction and use of daylight screens, positing of projector and screen in classroom.
- Storage and indexing of films and slides.
- The Overhead Projector - operating instructions, preparation of transparencies and projection of samples.
- The Motion Picture Projector - care, storage, splicing, rewinding of films. The operation of the projector.
- The Tape Recorder - function of the recorder as a teaching aid.
- Radio and Television - their impact on modern teaching techniques.
- Closed circuit television.

Assignments and Essays -
- (a) chart due during second term
- (b) graph
- (c) master sheets and stencils for duplication
- (d) an essay of approx. 800-1000 words - due 4th week of third term.

Reference Books:
- Schultz, Morton : The Teacher and the Overhead Projector.

Method of Assessment - Progressive evaluation.
EDUCATION I : Educational Psychology Secondary (b)
3 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.4).
The same general areas will be treated, though not to the same depth.

ENGLISH I
2 hours per week

Part (i) : Cultural Studies in Literature
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce
(p.36).

Assignments and Essays - Essay 1200 words, due 2nd June.
Essay 1000 words - due 8th September.

Method of Assessment - Assignments and written examination.

Part (ii) : Oral Expression
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce
(p.36).

HEALTH EDUCATION I
Not offered in 1969.

HOME SCIENCE/TEXTILES I
16 hours per week

Part (i) : Basic Science
3 hours per week

A course in Physics and Chemistry which will give an adequate background in the scientific principles specifically applied in courses in Home Science and Textiles.

Topics will include:
(a) Scientific measurement.
(b) Elements, periodicity, periodic table.
(c) Atomic structure; chemical bonding.
(d) Electricity. Electrochemistry.
(e) Motion.
(f) Solutions: definitions, types, process, properties.
(g) Organic chemistry.
(h) Polymer and colloid chemistry.

Practical work - Experimental investigation will play a major role in this course as a basis for formulating and testing theoretical concepts.

Assignments and Essays - Five short problems will be set each week to test students' understanding of basic principles and their application to concrete situations found in Home Science. It is expected that approximately thirty experiments (often in conjunction with work in Home Science) will be carried out during the year. Students will be expected to complete inferences for each.

Reference Books:
Supplied as required.

Method of Assessment - Progressive evaluation.
Part (ii) : Home Science
3 hours per week

A course designed to integrate a scientific understanding of how food substances react (reference to be made to the relevant topics in Physics and Chemistry) with the application of this understanding to the actual preparation of food for the family.

A study of nutritional chemistry will be made in the context of the foods investigated.


Assignments and Essays - An assignment of approximately five pages will be set on each of five topics during the year. The topics to be covered are:

- World Food Problem - due 11th April
- Food Production - due 30th June
- Food Preparation (Experimental) - due 4th August
- Microbiology of Foods - due 3rd October
- Diets and dietary patterns for various groups - due 20th October

Reference Books:
Supplied as required

Method of Assessment - Progressive evaluation.

Part (iii) : Junior Home Science Method
2 hours per week

A study of school organization and routine will be made within the contexts of theoretical concepts and the school situation.

Topics will include:
(a) The place of Home Science within the school and the part it should play in the total school organization.
(b) Written and practical preparation for lesson presentation.
(c) Understanding the school syllabuses.
(d) Teaching methods.
(e) Problems of the practical lesson in schools - integrated with practical College work where possible.
(f) Demonstrations.

Practical work - Teaching aids relevant to school syllabuses.
Practical Cookery, Home Management and Laundry topics.

Assignments and Essays -
1. A short essay of 2-3 pages on the effects and relevance of changes in the social, technological and economic patterns upon Home Science Education in the secondary schools - due 12th May.
2. Devising a unit of work, using one of the subject areas of the syllabus - Home Science or Craft - and making use of the principles learned concerning curriculum construction - due 11th August.
3. In class, during second term, practice will be gained in carrying out techniques for effective teaching of segments of the Syllabus for 1st to 4th Form (every student individually on different dates).
4. Observations will be made and recorded during practice teaching of procedures in school organization of importance in teaching from 1st to 4th Forms (due at beginning of 2nd year).

Text Books:
School Syllabuses in Home Science Forms II to IV and Craft for Girls.
Reference Books:
Supplied as required.

Method of Assessment - Progressive evaluation.

Part (iv) : Junior Needlework Method
6 hours per week (1 Term)

Section A - Teaching Secondary Needlework.
1. Brief discussion on requirements of the Primary School.
2. Method of teaching and testing the use of the sewing machine.
3. Preparation and construction of lesson notes.
4. Simple study of fabrics as they would be treated with aids made for 1st Form Craft.
5. Method of teaching processes and stitchery according to syllabus requirements.

Section B - Practical Needlework.
1. Compilation of a method book involving processes and stitches with variations according to the syllabus.
2. Construction of teaching aids for demonstration purposes.
3. Construction of Articles and Garments suitable for 1st Form Craft Classes.
4. Sample stitches suitable for wool embroidery.

Assignments and Essays - Practical Needlework during 1st Term.

Text Books:
Giles, R. P. : Needlework Fabrics.

Reference Books:
Anchor : Manual of Needlework.
Curriculum for Primary Schools - Art and Craft.
Selection of Art Needlework Embroidery Books.

Method of Assessment - Progressive evaluation.

Part (v) : Supplementary Science
2 hours per week

This subject has the following aims:
1. To provide some relevant science background knowledge for those students whose secondary education did not include courses in senior science and/or home science and/or textiles.
2. To give experience in the scientific approach to experimental situations - hypothesis formation, experimental design, drawing valid conclusions, etc.
3. To provide and design simple experiments useful for clarifying broad scientific themes.
4. To examine critically some important ideas, concepts and techniques in modern science.
5. To treat aspects of measurement in science.
6. To treat elementary stoichiometry.
7. To investigate selected everyday scientific phenomena.

Practical work - Laboratory exercises will be given to complement the material covered in lectures.

Assignments and Essays -
1. Each student will keep a bound foolscap book in which a record of all work will be kept (stencilled material, notes, answers to questions, experimental results, etc.) This will be checked periodically
and handed in for final assessment during the week prior to the annual examinations.

2. Question sheets issued for each topic (approximately one per fortnight).

Reference Books:
Appropriate reference books will be listed for the various topics as the course proceeds.

Method of Assessment - Periodic assessment on the basis of three term tests, with the submission of the above-mentioned Reference Book (see Assignments) counting 25% of the final assessment. There will not be a final examination in this subject, though students failing to meet a satisfactory standard in the year's work may be required to sit for a final examination.

Part (vi) : Textiles
4 hours per week (2 Terms)

This course involves the integration of the following strands of textile study and application.

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

2. Design.


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

Assignments and Essays - Laboratory reports to be presented on completion of each set of experiments. Examples, usually a completed article, of practical exercises.

Reference Books:
Supplied as required.

Method of Assessment - Progressive evaluation.

PHYSICAL EDUCATION I : Secondary School Games
1 hour per week

Minor Games.

Major Games - Softball, Squash, Tennis, Hockey, Netball.

Umpires' Tests.

Swimming and Life Saving.

Reference Books:
Life Saving Manual,
Rule Books of Games.

Method of Assessment - Unit tests.
Reference Books:
Supplied as required.

Method of Assessment - Progressive evaluation.

Part (ii) : Home Science
3 hours per week

A course designed to integrate a scientific understanding of how food substances react, with the application of this understanding to actual preparation of food for the family.

A study of nutritional chemistry and an extension of this knowledge in a study of nutritional problems in Australia and overseas will be made.

Some research will be conducted in regard to foodstuffs commonly eaten in other countries, especially developing countries. Food will be prepared using recipes from countries such as Indonesia, Philippines, New Guinea, Tanzania. Authentic methods of cooking and serving will be followed wherever practicable. Any parallel between type of food eaten and the nutritional status of the nation will be considered.

Practical work - Preparation of equipment required in experimental design. Experimental investigation of reactions of food substances and the effect upon nutritional value and food preparation. Application of experimental findings in preparation, cooking, and serving of food.

Assignments and Essays - Laboratory reports to be presented on completion of each set of experiments. Reports of the practical application based on own evaluation, and evaluation by section members of dishes cooked.

Text Books:
The Chemistry of Nutrition and Food Processing.

Reference Books:
Supplied as required.

Method of Assessment - Progressive evaluation.

Part (iii) : Junior Home Science Method
2 hours per week

A study of school organization and routine will be made within the contexts of theoretical concepts and the school situation.

Topics will include:
(a) The place of Home Science within the school and the part it can play in the total school organization.
(b) The efficient organization of a Home Science unit.
(c) Aids to efficiency in organization.
(d) Cookery school accounts.
(e) Syllabus interpretation and programming.
(f) Problems of the practical lesson in schools - integrated where possible with College work.

Practical work - Teaching aids relevant to school syllabuses - for lesson presentation and increasing the efficiency when organizing a Home Science unit. Practical Cookery, Home Management, and Laundry topics.

Assignments and Essays - Reports on observations of school organization - to be used as suitable reference material if appointment is to either a staffed Home Science unit or to manage the unit alone.

Text Books:
PART II --- YEAR II

EDUCATION II
3 hours per week

Part (i) : Educational Psychology Secondary (a)
2 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.40).

Part (ii) : Modern Educational Practice
1 hour per week
Topics will be selected from those indicated in Education II : Modern Educational Practice (b) Teacher's Certificate - 2-year - Geography/Commerce (p.40).

ENGLISH II : Cultural Studies in Literature
2 hours per week
The study of prescribed books including modern novels, plays, short stories.
Assignments and Essays - Three short (500-750 words) assignments due late second and third terms.

Text Books:
Sheridan : The Rivals.
Wilde : The Importance of Being Earnest.
Hemingway : The Old Man and the Sea.
Hadfield : Modern English Short Stories.
Murdoch : Australian Short Stories.

Reference Books:
To be given in lectures.

Method of Assessment - Assignments and final examination.

HEALTH EDUCATION II : Health Education
1 hour per week
Refer to Teacher's Certificate - 2-year - Primary Teaching (p.20).

HOME SCIENCE/TEXTILES II
14 hours per week

Part (i) : Basic Science
3 hours per week
A course which will give an adequate background in the scientific disciplines of Biology, Biochemistry and Biophysics for application in the relevant strands of the Home Science and Textiles Course.

Topics will include:
(a) The biological and biochemical theories of behaviour.
(b) Environment in relation to homeostasis of organism, tissues and cells.
(c) Relation of structure to the biochemistry of the cell.
(d) Biochemical and biophysical nature of cell metabolism.

Practical work - Experimental investigation will play a major role in this course as a basis for formulating and testing theoretical concepts.

Assignments and Essays - Laboratory reports to be presented at completion of each set of experiments.
Reference Books: Supplied as required.
Method of Assessment - Progressive evaluation.

Part (ii): Home Science
3 hours per week

A course designed to integrate a scientific understanding of how food substances react, with the application of this understanding to actual preparation of food for the family.

A study of nutritional chemistry and an extension of this knowledge in a study of nutritional problems in Australia and overseas will be made.

Some research will be conducted in regard to foodstuffs commonly eaten in other countries, especially developing countries. Food will be prepared using recipes from countries such as Indonesia, Philippines, New Guinea, Tanzania. Authentic methods of cooking and serving will be followed wherever practicable. Any parallel between type of food eaten and the nutritional status of the nation will be considered.

Practical work - Preparation of equipment required in experimental design. Experimental investigation of reactions of food substances and the effect upon nutritional value and food preparation. Application of experimental findings in preparation, cooking, and serving of food.

Assignments and Essays - Laboratory reports to be presented on completion of each set of experiments. Reports of the practical application based on own evaluation, and evaluation by section members of dishes cooked.

Text Books:
The Chemistry of Nutrition and Food Processing.

Reference Books: Supplied as required.
Method of Assessment - Progressive evaluation.

Part (iii): Junior Home Science Method
2 hours per week

A study of school organization and routine will be made within the contexts of theoretical concepts and the school situation.

Topics will include:
(a) The place of Home Science within the school and the part it can play in the total school organization.
(b) The efficient organization of a Home Science unit.
(c) Aids to efficiency in organization.
(d) Cookery school accounts.
(e) Syllabus interpretation and programming.
(f) Problems of the practical lesson in schools - integrated where possible with College work.

Practical work - Teaching aids relevant to school syllabuses - for lesson presentation and increasing the efficiency when organizing a Home Science unit. Practical Cookery, Home Management, and Laundry topics.

Assignments and Essays - Reports on observations of school organization - to be used as suitable reference material if appointment is to either a staffed Home Science unit or to manage the unit alone.

Text Books:
Reference Books:
Supplied as required.

Method of Assessment - Progressive evaluation.

Part (iv) : Junior Needlework Method
2 hours per week (1 Term)

Section A - Teaching Secondary Needlework
1. Brief discussion on typical drafting lessons for Forms II, III, IV. Use
   of blocks, commercial patterns, and drafting.
3. Use and supervision of the "making" periods.
4. Marking of practical work.

Section B - Practical Application.
2. Suitable edge finishings for various types of embroidery.
3. Examples of as many types of embroidery as possible in time available.

Assignments and Essays - Practical needlework.

Text Books:
Department of Education : Basic Drafts for Secondary Needlework
   Students.

Reference Books:
Anchor : Manual of Needlework.
Selection of Art Needlework Embroidery Books.

Method of Assessment - Progressive evaluation.

Part (v) : Supplementary Science
2 hours per week

Refer to Teacher's Certificate - 3-year - Home Science/Textiles -
Home Science/Textiles I : Supplementary Science (p.65).

Part (vi) : Textiles
4 hours per week (2 Terms)

This course involves the integration of the following strands of
textile study and application.
1. Textile Arts (a) clothing,
   (b) embroidery,
   (c) furnishings.
2. Design.

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

Assignments and Essays - Laboratory reports to be presented on
completion of each set of experiments. Examples, usually a completed
article, of practical exercises.

Reference Books:
Supplied as required.
Method of Assessment - Progressive evaluation.

PHYSICAL EDUCATION. II : An Extension of Secondary School Games
1 hour per week

Minor Games.

Major Games - Cricket, Hockey, Tennis, Badminton.

Umpires' Tests.

Tabloid Sports.

Progressive Games.

Swimming and Lifesaving.

Text Books:

Handbook for Swimming Instructors - P.E. Department.

Reference Books:

Life Saving Manual.

Rule Books of Games.

Method of Assessment - Unit tests.

PART III --- YEAR III

Not offered in 1969.
### Allocation of Lecture Hours to Subjects

#### Teacher's Certificate (3-Year) - Industrial Arts

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**Total**: 25/27  
**Total**: 26  
**Total**: 25/26

There are no option subjects.

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Teaching Course with the additional requirement that Home Practice, and two periods of practice teaching, each of three weeks' duration, are included in the year III programme.
DETAILED LIST OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE

PART I --- YEAR I

ART I
--- Not offered in 1969.

EDUCATION 1: Educational Psychology Secondary (a)
3 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 4).

ENGLISH I:
3 hours per week

Part (i): Cultural Studies in Literature
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p. 36).

Assignments and Essays -
1. Short essay - 500-800 words - due end of April.
2. Long essay - 1000-1200 words - due July.
3. Seminar - 300-400 words - due September/October.

Text Books:
Hemingway, E. : 49 Stories.
Stone, L. : Jonah.
Tennant, K. : The Battlers.
Golding, W. : Lord of the Flies.
Shakespeare, W. : 15 Plays.

Final written examination.

Part (ii): Practical Written English
1 hour per week

This course is printed for the guidance of students whose English Expression needs to be improved.

1. Some samples of composition, grammatically correct, but containing words carelessly chosen and used. Exercise in choosing and using best words. Harmony in writing. Atmosphere.

2. (i) Types of Prose Composition - descriptive, narrative (reproductive, expository, imaginative), analytical, argument, reflective.
(iii) Steps in writing composition - collection, selection, organization of material.
(iv) Balance and Unity.
(v) Examples and exercises.

3. The Paragraph, Structure, Topic Sentence. Unity, contunity, balance, emphasis, variety, length. Headings and sub-headings. Samples of well constructed and "straggling" paragraphs.
4. The Sentence -
   (i) Definition - "unit" of communication.
   (ii) General requirements - formal correctness, exactness, clearness, conciseness, completeness, effectiveness.
   (iii) Some errors in grammar and usage - collective nouns, distributives, relative pronouns, other pronouns, adjectives, verb forms, adverbs, conjunctions.
   (iv) Structure - subject word(s), finite verb extensions.
   (v) Classification of sentences - simple, compound, complex (loose, periodic, loose-periodic), parenthetical.
   (vi) Some faults - lack of finite verb, principal clause, incorrect order of words, wrong word relationships, monotonous repetition of the same word.
   (vii) Functions of the Sentence - statement, question, command, exclamation, wish.
   (viii) Characteristics of the Sentence - unity, length, balance, emphasis, wish.

5. The Word -
   (i) The Parts of Speech. Some word forms.
   (ii) Vocabulary - aids to improving - use of the word.
   (iii) Rules of Word Usage - propriety, simplicity, purity, brevity.
   (iv) Power of particular words - adjectives, verbs, adverbs, sounds of words.
   (v) Synonyms, antonyms, homonyms, homophones.
   (vi) "Overworked" words, double comparatives and superlatives, tautology, hackneyed expressions, cliches.


7. Punctuation - historical background, purpose, Marks and Rules of Uses, especially full-stop, comma, question mark, semi-colon.

8. Figurative Language and Literary Devices -
   (i) Literal and Figurative Language. Why use figurative language and literary devices?
   (ii) Simile, metaphor, personification, apostrophe, metonymy, synecdoche, hyperbole, euphemism, antithesis, crisis, climax, anti-climax, epigram, paradox, irony, humour, wit, pun, pathos.
   (iii) Sound devices - assonance, alliteration, onomatopoeia, vowels (Long, short), consonants (hard, sharp, bitter; soft, tender, peaceful, melodious, lingering).
   (iv) Repetition, epithets, rhythm, rhyme, direct speech (dialogue).

9. Business Letter Writing -
   (i) Need for, definition.
   (ii) Parts of letter, detailed explanation of.
   (iii) Points to note - arrangement, first and second sheets, enclosures, folding, the envelope.
   (iv) Forms of Letter - indent, block, block-indent.
   (v) Style and general qualities - layout, spacing, spelling, legibility.


11. Paraphrase and Elaboration.

12. Treatment of errors in spelling, usage, pronunciation, etc., commonly found in written and spoken work.

Text Books:
   Bayliss: School Certificate English.
   Herbert: What a Word.
   King and Ketley: The Control of Language.
   Wilson: English - Spoken and Written.
Reference Books:
The Oxford Dictionary.
Roget's Thesaurus.
Gowers: Complete Plain Words.
Graves and Hodge: The Reader Over Your Shoulder.
Mitchell: The Use of English.
Ogilvie and Albert: A Practical Course in Secondary English.
Quirk: The Use of English.
Richards: Basic English and Its Uses.
Treble and Vallins: The A. B. C. of English Usage.
Warner: On the Writing of English.
Strunk and White: The Elements of Style.
Also College Library 420-429; R423.

Method of Assessment - Written examination.

Part (iii) : Oral Expression
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p. 36).

INDUSTRIAL ARTS I
15 hours per week

Part (i) : Crafts - Bookbinding and Method
3 hours per week

A. Bookbinding.
Methods of bookbinding and paper decoration. Loose leaf, single section and multi-section books. Marbling end papers, cover printing and decoration. A study of the principles of design and the application to book composition and display.

B. Method.
The purpose of this course is to co-ordinate the teaching method of the various subjects taught in the field of Craft and Industrial Arts. Student teachers will be required to observe demonstration lessons, prepare lesson notes, make charts, and teaching aids, compile loose leaf reference books on Woodwork, Metalwork, Technical Drawing, Industrial Arts and Crafts. Safe working procedures will be emphasized.

Exercises in perspective drawing will be included in the course. This work will include the perspective of shadows.

Practical work will be carried out in each lecture.

Assignments and Essays - Practical work commenced in lectures will have to be completed as assignments.

Text Books:
Department of Education: Craft leaflets.
Department of Education: Craft and Industrial Arts Syllabuses.
Wilcox, W.E.: Perspective Drawing for Beginners.

Reference Books:
College Library at 371, 607-700, 720-749.

Method of Assessment - Progressive evaluation and assignments.
Part (ii): Drawing and Design
3 hours per week

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

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

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

Both first and third angle projections will be used but only the first angle method to be used in Descriptive Geometry.

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

Some examples in freehand sketching of machine parts and architectural details, both assembled and "exploded" to be given.

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

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

Practical work will be carried out during lectures.

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

Text Books:
Fitness, E. W.: Descriptive Geometry and Drawing, Books I, II, III.
Steel, G. and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.

Reference Books:
Standards Association of Australia: Australian Standard Architectural and Building Drawing Practice.
Also College Library at 515, 744.

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

Part (iii): Mechanics and Materials Science I
3 hours per week

A study of the history of tools (including machine tools).

A complete study of modern methods of producing machine tools including:
(a) Types of materials used,
(b) Method of forming,
(c) Types of machines used.
Various industrial processes will be studied, e.g. wire drawing, production of bar and plate. In this study special reference will be made to cold working, recrystallization, annealing and normalising.

Simple machines will be studied concurrently with the above processes. Students will be expected to take an active part in the design of a simple machine to serve a given purpose. Only simple calculations will be made at this stage of the course.

Laboratory work will be carried out in each lecture.

Assignments and Essays - Laboratory work commenced in lectures will be completed as assignments. Written assignment of 2000 words on History of Technology due fourth week of each term.

Text Books:
- Derry and Williams: Short History of Technology.

Reference Books:
- College Library at 620, 660-680.

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

Part (iv) : Metalwork I - Fitting and Machining
3 hours per week

This course is designed to give student teachers an opportunity to develop skills in fitting and machining. Models in the course will be typical of the jobs attempted by school pupils in this aspect of Metalwork. Associated theory will be given to supplement the practical work.

This course will be given at the Technical College.

Practical work will be carried out during lectures.

Assignments and Essays - Study textbooks to supplement theory lectures.

Text Books:
- South Bend Lathe: How to Run a Lathe.
- Sydney Technical College: Trade Technology, Books I and II.

Reference Books:
- College Library at 660-671.

Method of Assessment - Progressive evaluation - theory and practical tests at end of year.

Part (v) : Woodwork I
3 hours per week

This course is designed to give student teachers an opportunity to develop skills in the fundamental operations in Woodwork. Models in the course will include basic woodwork joints, glove box and shaving cabinet. Associated theory will be given to supplement the practical work.

This course will be given at the Technical College.

Practical work will be carried out during lectures.

Assignments and Essays - Study textbooks to supplement theory and practical work given in lectures.

Text Books:
- Douglas and Roberts: Units in Woodworking.
- Walton: Woodwork Theory and Practice.

Method of Assessment - Progressive evaluation - theory and practical tests at the end of the year.

MATHEMATICS I: Mathematics for Industrial Arts Students
3 hours per week

Triangle trigonometry
Elementary co-ordinate geometry.
Graphs of simple polynomial functions.
Differentiation of polynomial functions.
Stationary values of functions.
Primitive functions.
Areas under curves, approximation methods, the definite integral.
Application of the calculus to kinematics, centroids, projectiles.
Further differentiation - product rule, quotient rule, chain rule.
Application of calculus to circular functions, logarithmic functions and inverses.
Methods of integration.
Further physical applications of the calculus.
Simple differential equations and their applications.
Assignments and Essays - Small weekly class assignments.


Method of Assessment - Final examination and class tests.

PHYSICAL EDUCATION I: Secondary School Games
2 hours per week

1. Administration and principles of Physical Education.
2. Planning a Games Lesson.
3. Minor Games, e.g. Post Ball, Corner Ball.
5. Athletics: (a) Basic techniques of track and field.
   (b) Standards.
   (c) Organisation of Athletics Carnival.
6. Gymnastics: (a) Lesson Plan.
   (b) Mat and Box Work.
   (c) Rope and Bar Work.
8. Swimming and Life Saving.

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

Method of Assessment - Unit tests.

SCIENCE I

Not offered in 1969.
PART II

YEAR II

ART III

Not offered in 1969.

EDUCATION III: The School and the Adolescent

3 hours per week

This course covers the following broad topics:

(a) The N.S.W. Educational System, its organisation, structure, examination system, etc.

(b) A study of the adolescent: intellectual, social, emotional, physical, moral development.

(c) The pupil-teacher relationship in the secondary school.

Assignments and Essays - Assignments, of approx. 600-1000 words each, are required every three (3) weeks.

Text Books:

Method of Assessment - Continuous evaluation throughout the year by assignment work and class testing.

ENGLISH III: Cultural Studies in English

2 hours per week

Refer to Teacher's Certificate - 2-year - Geography Commerce (p.41).

Assignments and Essays -
1. Short essay - 500-800 words - due end of April.
2. Long essay - 1000-1200 words - due July.
3. Seminar - 300-400 words - due September/October.

Text Books:
Shakespeare, W.: 15 Plays.
Stow, R.: Merry-go-round In The Sea.
White, P.: The Tree of Man.

Method of Assessment - Progressive assessment through assignments - final examination.

HEALTH EDUCATION III: Health Education

Not offered in 1969.

INDUSTRIAL ARTS II

17 hours per week

Part (i): Craft II: Ceramics and Method

3 hours per week

A: Ceramics.

This course is designed to provide the student with a broad background in ceramics with particular emphasis being placed on the techniques and skills contained in the Ceramics Syllabus for Forms II, III, and IV.

Students will be encouraged to experiment with clay and glaze composition and application.
Models and projects will be designed to afford practice in the various methods of joining, shaping, and decorating clay.

The course will place emphasis upon an understanding of the following topics:

- Principles of design as applied to ceramics.
- Testing and physical properties of clay.
- Ceramics and industry.
- Tools, materials and equipment used for decorating and glazing.
- Composition, mixing and application of glazes.
- Kilns and kiln furniture.
- Control and testing of heat and atmosphere in the kiln.
- Action of heat on clay.
- Mould making and slip casting.
- Plating and coating of ceramics.

B. Method.

The work in Method will follow closely the work as set out in the syllabuses for each Industrial Arts subject in the secondary school. Emphasis will be placed on teaching method and not on practical work.

Work in perspective drawing will be more advanced than the work given in the first-year course. Each drawing will be rendered in colour.

Practical work will be carried out in each lecture.

Assignments and Essays - Work commenced in lectures will be completed as assignments.

Text Books:
- Department of Education: Craft and Industrial Arts Syllabuses.
- Wilcox, W.E.: Perspective Drawing for Beginners.

Reference Books:
- Jenkins, R. Horrace: Practical Pottery.
- Rhodes, Daniel: Clay and Glazes for the Potter.
- Culver Long, Lois: Ceramic Decoration.
- Kenny, John B.: Ceramic Design.
- College Library at 371, 378, 607-609, 720-749.

Method of Assessment - Assignments and progressive evaluation.

Part (ii) : Drawing and Design II

3 hours per week

This course is designed to widen the experience of the student in such drawing fields as they have already studied namely Engineering Drawing, Descriptive Geometry, Architectural Drawing and Pictorial Drawing.

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

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

Engineering Drawing.

Drawing of individual machine parts; the selection of examples to be varied according to the background in the subject possessed by the individual members of the group, the aim being a uniform standard of work.
in basic principles by the end of the year. Both first and third angle projection are to be used.

Experience to be gained in the making of sub-assembly and assembly drawings.

Preparation of tracings.

Methods of reproducing drawings.

Architectural and Pictorial Drawing.

Architectural. Symbols and scales used in house planning. Some detail drawing of typical features; e.g., window, door, etc.

Detail of joints used in a timber frame dwelling. Names of various members in the frame construction.

Students to prepare a plan of a dwelling to certain specified limits of area, living requirements, etc. Specifications for such a building to be discussed.

Experience in the reading of drawings of a diagrammatic or arrangement form, to be gained. The use of symbols and legends, pipe arrangement drawings, survey and electrical drawings, and similar types of drawings.

Pictorial. The use of isometric, oblique, axonometric and mechanical perspective drawings related to:

The drawing of architectural details and external views.
The preparation of pictorial drawings of machine parts in suitable form for use in the students' later teaching.
The standard form of lettering and dimensioning is to be used on these drawings.

Descriptive Geometry - only first angle projection to be used.

   (a) Orthographic projection of solids in specified positions by rotation and auxiliary projection:
      (i) Specified in relation to reference planes.
      (ii) Face lying in an oblique plane.
   (b) Intersection of a solid and a line.
   (c) Sections of solids by inclined and oblique planes; true shape of section (special reference to conic sections).
   (d) Intersection of solids; obtaining lines of intersection by suitable cutting planes.

2. Development
   (a) Simple examples - sectional cone, pyramid, intersecting cylinders (pipe elbows).
   (b) Transition ducts - triangulation - use of true length diagrams.
   (c) Approximate development of a sphere.
   (d) Plane Geometry - polygons, tangents and areas, involutes, spirals, cycloidal curves and conic sections.

3. Locating points spatially.
   Using Cartesian co-ordinates locate positions of points and lines.

4. Oblique lines.

5. Oblique planes.

Pictorial Drawing.

The difference between isometric drawing and isometric projection will be determined using an axonometric plane (oblique plane). Spheres and hemispheres will be drawn in isometric projection exercises.
Cabinetwork Drawing
Drawings included will be selected for correlation with Cabinetwork course, and will lead to the drawing of working rods.

Practical work will be carried out during lectures.

Assignments and Essays - Drawings commenced in lectures will be completed as assignments.

Text Books:

Reference Books:

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

Part (iii) : Mechanics and Materials Science II
3 hours per week

A study of the history of materials used by man through the ages. This will be followed by a detailed study of modern materials, special emphasis being placed on metals. Discussion of modern methods of production, testing and modern uses of these materials.

Discussion of how the properties of these materials influence design and why the engineer must understand some of the more important properties before he can begin to design a structure or a machine.

A considerable amount of time will be spent in the testing laboratory conducting research into the properties of different materials. The student should become familiar with such properties as: hardness, tensile strength, sheer strength and comprehensive strength.

Microstructures of materials being physically tested should be examined to see if there is any relationship between structure and physical properties.

Some simple engineering mechanics such as calculations of stress, strain and the use of Younge's Modulus will be dealt with in conjunction with work done in the testing laboratory.

Laboratory work will be carried out in each lecture.

Assignments and Essays - Laboratory work commenced in lectures will be completed as assignments. Written assignments of 2000 words on History of Technology fourth week of each term.

Text Books:
Beer and Johnson : Vector Mechanics for Engineers.
Oakley, Kenneth P. : Man the Toolmaker.
Rollason : Metallurgy for Engineers.

Reference Books:
College Library 620, 660-680.

Method of Assessment - Assignment, progressive evaluation, and yearly examination.
Part (iv) : Metalwork II
5 hours per week

This course will be given at the Technical College and it consists of the following parts:
(a) Welding.
(b) Blacksmithing
(c) Sheet metalwork.
(d) Farm Mechanics.

Practical work will be carried out during lectures.

Assignments and Essays - Study textbooks to supplement lectures.

Text Books:
Atkins : Practical Sheet and Plate Metalwork.
Campbell : Steel.
Jones : Shopwork on the Farm.

Reference Books:
College Library at 630, 660-671, 682.

Method of Assessment - Progressive evaluation. Theory and practical tests at end of year.

Part (v) : Woodwork II
3 hours per week

This course will be given at the Technical College. It will consist of the following parts:
(a) Woodturning and woodmachining.
(b) Wood finishing.

Practical work will be carried out in lectures.

Assignments and Essays - Study textbooks to supplement theory lectures.

Text Books:
Department of Labour and Industry : French Polishing.
Slater : Wood Turning Made Easy.

Reference Books:
College Library at 684.

Method of Assessment - Progressive evaluation. Theory and practical tests at end of year.

MATHEMATICS II
Not offered in 1969.

PHYSICAL EDUCATION II : Secondary School Games II
1 hour per week

Athletics.
Major Games - Soccer, Basket Ball, Cricket, Racquet Games.
Swimming and Life Saving.
Vaulting and Agility.
Umpires' Certificates.
Planning and Physical Education Lesson.
Sportsmaster's Duties.

Practical work - practical application of major games, etc.

Text Books:
Handbook for Swimming Instructors - Dept. of P.E.
Reference Books:

Track and Field (Phys Ed, Co-op.).
Department of Education: The Games Book.

Method of Assessment - Unit tests.

**SCIENCE II: Physics**

3 hours per week

Mechanics: Statics, dynamics, energy, work, power, friction.

Elasticity.

Heat: Heat transfer, conservation of energy, expansion, change of state, temperature scales, calorimetry, calorific values, the gas laws.

Wave motion: general nature, the electromagnetic spectrum, light and colour, the inverse square law.

Electricity: introductory electrostatics, electric current, potential, resistance, circuit problems, power, energy, measuring instruments.

Hydrostatics: pressure at depth, action on submerged surfaces, pressure transfer, applications.

Laboratory work will be coordinated with theory topics.

Assignments and Essays - Problem assignments, completion of practical work, on weekly basis - some 2 hours per week.

Text Books:
Borchardt: A First Course in Mechanics.
Borchardt: A Second Course in Mechanics.

Reference Books:
Martin and Connor: Basic Physics.
Halliday and Resnick: Physics.

Method of Assessment - Assignments, periodic testing, and final examination.
PART III --- YEAR III

ART III

Not offered in 1969.

EDUCATION III: The School and the Adolescent (b)
3 hours per week

This course covers the following broad areas:

(a) The N.S.W. educational system, its organisation, structure, examination system, etc.

(b) A study of the adolescent: intellectual, social, emotional, physical, moral development.

(c) The pupil-teacher relationship in the secondary school.

Assignments and Essays - Assignments, of approx. 600-1000 words each, are required every three weeks.

Text Books:

Method of Assessment - Continuous evaluation throughout the year by assignment work and by class testing.

ENGLISH III

Not offered in 1969.

HEALTH EDUCATION III
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce Health Education II (p. 41).

INDUSTRIAL ARTS III
17 hours per week

Part (i): Crafts III
2 hours per week

This course is planned to provide the student with background knowledge in weaving and to develop skills by using various looms.

The course will include:

(a) Brief outline of history and development of weaving.

(b) Simple weaving on card and board looms.

(c) Importance of Tabby weave.

(d) Weaving terms and accessories.

(e) Tabby weave on braid and scarf loom, roller loom and two shaft loom.

(f) Work on four-shaft loom:

(i) Twills.

(ii) Patterns and pattern drafting.

Practical work will be carried out during lectures.

Assignments and Essays - Practical work begun in lectures will be completed as assignments.

Text Books:
Department of Education: Weaving Syllabus.
Reference Books:
Simpson and Weir : The Weaver's Craft.
Reed, N. A. : Book of School Weaving.
Worst, E. F. : Foot-power Loom Weaving.
Black, M. E. : Key to Weaving.
College Library at 745.

Method of Assessment - Assignments and progressive evaluation.

Part (ii) : Drawing and Design III
3 hours per week

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

In order to keep the students up to the required standard in all phases of the work in this subject, revision will be carried out at any time, e.g., a solid positioned on a double inclined plane, shortest distance between non-coplanar lines etc.

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

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

The following topics will be studied, not necessarily in the order given:

Elements of Design - Factors of Safety - allowable stress, ultimate stress.
Types of loading - static, suddenly applied shock, fluctuating - examples.
Limits and Fits - surface finishes.
Graphical representation of sine and cosine curves.
Graphical differentiation and integration.
Solution of problems relating to simple structures by graphical and analytical methods. Sheer force and bending moment diagrams.
Stress concentration, fatigue, creep.
Range of materials used in Engineering.
The locations of centroids determined by graphical methods - moments of inertia.
Equilibrium of coplanar and non coplanar forces.
Bending and direct stress.
Belt gearing.
Riveted Joints - Pr.
Welded joints.
Design of shafting.
Transmission screws.

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

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

Practical work will be carried out in each lecture.

Assignments and Essays - Practical work commenced in lectures will be completed as assignments.

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

Reference Books:
Faires : Design of Machine Elements.
Shigley : Mechanical Engineering Design.
Schaum : Machine Design.
Phelan : Machine Design.
Beach : Machine Design.
Hawk, M.C., Schaum : Descriptive Geometry.
B.H.P. Steel Shapes and Sections.

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

Part (iii) : Mechanics and Materials Science III
6 hours per week

A study of technical advancement and its impact on modern society.

A detailed study of the structure of materials. Introduction of multiphase materials covering metals and ceramics. This will lead up to and include work on cooling curves and equilibrium diagrams as applied to multiphase materials. Treatments that can be applied to both ferrous and non-ferrous metals to obtain desired properties.

Conditions of equilibrium, moment of a force, couple systems. Resultant of a system of nonconcurrent coplanar forces and free body diagrams.

Discuss different types of structures and select suitable materials for constructional purposes.

Laboratory work will be carried out in lectures.

Assignments and Essays - Laboratory work commenced in lectures will be completed as assignments. Written assignment of 2000 words on History of Technology due fourth week of each term.

Text Books:
Van Vlack : Elements of Materials Science.
Rollason : Metallurgy for Engineers.
Beer and Johnson : Vector Mechanics for Engineers.
Fyith and Goldsmith : Science History and Technology.

Reference Books:
College Library at 620, 660-680.

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

Part (iv) : Metalwork III
3 hours per week

During third year all of the procedures and techniques taught in Metalwork I and II shall be further developed.
The Metalwork syllabus prescribed for the schools has been analysed and models selected to meet the needs of the students. The more capable students will be encouraged to pursue practical work of a more ambitious nature, applying principles of basic design.

Throughout the year emphasis will be placed on improving teaching techniques. In this regard students are expected to prepare teaching aids specifically designed to assist in attaining a high degree of efficiency.

Instruction in room organization, recording, marking, maintenance and requisitioning will be given.

Practical work will be carried out during lectures.

Assignments and Essays - 1st Form Programming, due June.

The teacher's responsibility for safe working in practical rooms - due 8th week of second term - 750 words.

Text Books:
Sydney Technical College : Trade Technology, Books 1 and 2.
Burghardt and Axlerod : Machine Tool Operations.
Moroney, A. : Metalwork.

Reference Books:
Cook, W. : Craft for Schools.
Cook, W. : Metalwork for Schools.
College Library at 660-671, 682.

Method of Assessment - progressive evaluation.

**Part (v) : Woodwork III**

3 hours per week

This course is aimed to reinforce procedures and techniques taught in Woodwork I and II.

The Woodwork syllabus prescribed for the schools has been analysed and models selected to meet the needs of the students. Duplicated drawings are to be made of these models and students are required to construct such teaching aids as will ensure a high degree of efficiency. Students will be expected to attempt selected models in addition to the requirements of the schools curriculum.

Lathe work of a more advanced nature will be attempted.

Instruction will be given on the care, maintenance and setting of all machinery used in the school situation.

More capable students will be permitted to select additional work from the following topics as prescribed in the Woodwork syllabus:
1. Elementary Carpentry and Joinery.
2. Elementary Boat Building.

Practical work will be carried out during lectures.

Assignments and Essays - Organization of tools and materials in the woodwork room - length: 6 foolscap sheets - due fourth week of second term. The value of charts and teaching aids - length: 6 foolscap sheets - due end of second term.

Text Books:
Reference Books:

College Library at 684, 690.
Method of Assessment - Progressive evaluation.

MATHEMATICS III
Not offered in 1969.

PHYSICAL EDUCATION III : An Extension of Secondary School Games
1 hour per week

Athletics - Measurement - official duties.
Swimming and Life Saving.
Major Games - Aus. Rules, Cricket, Racquet Games, Rugby.
Organization of Carnivals.
Weight and Circuit Training.
Competition Draws.
Minor Games - Lead up Games to Major Games.
Elementary Gymnastics.
Umpires' Certificates.

Practical work - Practical application of major games, athletics, etc.

Text Books:

Reference Books:
Physical Education Co-op. : Track and Field.
Department of Education : The Games Book.

Method of Assessment - Unit method.

SCIENCE III : Chemistry
3 hours per week

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

Practical work shall be related to the topics listed above.

Reference Books:

Method of Assessment - Study guides shall be issued through the year. Tests, of one hour's duration each, shall be based on the study guides. Three tests shall be given in each term.
ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

DIPLOMA IN ART EDUCATION

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

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

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

The course outline is as follows:

<table>
<thead>
<tr>
<th>TEACHERS' COLLEGE COMPONENT</th>
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<tbody>
<tr>
<td>SUBJECT</td>
</tr>
<tr>
<td>Art &amp; Craft Method &amp; Demonstrations</td>
</tr>
<tr>
<td>Education</td>
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<tr>
<td>English</td>
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<tr>
<td>Health Education</td>
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<td>Physical Education</td>
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<td>History &amp; Method</td>
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<td><strong>Total Hours</strong></td>
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<tr>
<th>NATIONAL ART SCHOOL COMPONENT</th>
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<tr>
<td>SUBJECT</td>
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<tr>
<td>Design</td>
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<tr>
<td>Drawing</td>
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<td>Painting</td>
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<td>Composition</td>
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<td>3-D Design</td>
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<td>History of Arts</td>
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<td>Graphic Art</td>
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<td>Sculpture</td>
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<td>Ceramics</td>
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<td>Jewellery</td>
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<tr>
<td><strong>Total Hours</strong></td>
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</table>
1. An Honours Diploma will be awarded to students who successfully complete the prescribed course of study for one additional full-time year after the completion of the normal four-year course leading to the Diploma in Art Education.

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

Section I Advanced Theoretical Studies:
- Part 1 - Art Education,
- Part 2 - Art History and Appreciation.

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

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

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

3. Each candidate who wishes to be admitted to the honours year shall make an 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. The application or research project and course record on which the decision of the Joint Standing Committee shall be final.

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

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

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

PART I - YEAR I

ART I: Art Method
2 hours per week

Understanding creative growth of child through art expression at preschool and Infant school levels. Study and discussion of scribbling shapes, representation of human figure, concepts of space, emotional approach to colour and three dimensional experience.

Demonstrations of teaching methods designed to meet the child's needs.

Practical work - Case histories collected and studied.

Text Books:
Tomlinson: Children as Artists.

Reference Books:
Lowenfield and Brittain: Your Child and His Art. Creative & Mental Growth.
Greenberg: Children's Experiences in Art.

Method of Assessment - Short essays, one per term. One major assignment, third term.

CRAFT I: Crafts
2 hours per week

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

In the main, items chosen from the following crafts may be made:
Weaving
Basketry
Puppetry
Leatherwork
Woodwork
Bookcrafts.

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

Reference Books:
Simpson and Weir: The Weaver's Craft.
Crampton, C.: Canework.

Method of Assessment - Progressive evaluation.

EDUCATION I: Educational Psychology Secondary (c)
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.4) from which a selection of topics is made.
ENGLISH I
2 hours per week

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

Practical work - regular reading assignments.

Assignments and Essays - One major essay of 1500 words due in July. Regular reading assignments and class exercises. All students must deliver three seminar papers.

Text Books:
See above.

Reference Books:
Cambridge History of English Literature.
Libbock, P.: Craft of Fiction.
Saintsbury, G.: Short History of English Literature.

Method of Assessment - Class exercises; seminar papers; essay; final written examination.

Part (ii) : Oral Expression
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.36). As with all oral expression courses, work has to be done all the year round. A final written examination is set and marked in the last term of the course.

HEALTH EDUCATION I
Not offered in 1969.

PHYSICAL EDUCATION I
Not offered in 1969.

SOCIAL SCIENCE I : History - General
3 hours per week

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

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

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

Text Books:
To be supplied.

Reference Books:
To be supplied.

Method of Assessment - Progressive evaluation.
PART II --- YEAR II

ART II: Art Method
4 hours per week

Problems of pre-adolescents and adolescents in art expression will be observed and discussed.

Demonstration of teaching techniques and media to meet their needs.

Exhibition and evaluation of work in the school.

Use of visual aids.

History of Art Method will include demonstration and discussion of lesson types. Specific study of non-European Art to illustrate.


Assignments and Essays - Fortnightly assignment.

Reference Books:
Lowenfeld & Brittain: Creative and Mental Growth.
Richardson: Art and the Child.
Cole: The Arts in the Classroom.
World of Art Series: Oceania, Australia.

Method of Assessment: By fortnightly assignment.

EDUCATION II: Modern Educational Practice (b)
2 hours per week

Refer to Teacher's Certificate - 2-year - Mathematics (p. 48).

ENGLISH II: Cultural Studies in Literature
2 hours per week

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

Practical work - Regular reading assignments.

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

Text Books:
Short Story Anthologies.
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; final written examination.

HEALTH EDUCATION II
Not offered in 1969.

PHYSICAL EDUCATION II
Not offered in 1969.
SOCIAL SCIENCE II
2 hours per week

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

- European Renaissance,
- The European and English Reformations,
- Exploration and Discovery in the New World,
- Colonization and Revolution in North America.

Assignments and Essays - Each student will endeavour to teach the other members of his sub-group the results of his investigation of the topic which he has studied. This will involve the preparation of:

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

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

Reference Books:
Supplied individually.

Method of Assessment - Evaluation will be carried out by means of reporting seminars and submitted written work.
PART III --- YEAR III

ART III : Art Method
4 hours per week

This course is designed to cover all Art subjects from Form I to Form 6 and will include management, organisation and theory of methods.

Practical work - Some practical work with teaching methods.

Assignments and Essays - Library study - Creativity (approx. 1000 words) - first term. Lecture notes on method (end of each term) - third term. Library study - History of Art - approx. 1500 words. Library study - Art Theories - approx. 1500 words - second term.

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

Method of Assessment - Assignments - written tests on theory.

EDUCATION III
3 hours per week

Part (i) : Educational Psychology (b)
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.4).

Part (ii) : Modern Educational Practice (b)
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.4) from which topics will be selected.

ENGLISH III : Literature of the Twentieth Century
2 hours per week

The course aims
1. To introduce students to the changing techniques of Twentieth Century literature, i.e. Novel, Poetry, Drama.
2. To investigate the influence of social, cultural and ideological concerns of this century upon its literature.
3. To encourage discrimination in reading and integration of literary studies.

Assignments and Essays -
(a) Seminar - agreed times during second term.
(b) Compilation and analysis of bibliographical and critical lists relevant to individual reading courses.
(c) Short class exercises.

Text Books:
- Twentieth Century writers included in prescribed lists for Level I Higher School Certificate Literature - additional reading designed to meet students' needs and interests.

Reference Books:
- Periodical Literature
- Relevant sections of College Library.
Method of Assessment - Seminar, class exercises, annual examination.

SOCIAL SCIENCE III : History - European

2 hours per week.

Refer to Teacher's Certificate - 2-year - Geography/Commerce
Social Science II (p. 43).
PART IV – YEAR IV

ART IV – Art Method
5 hours per week

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

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

Practical work - Teaching practice including research.

Assignments and Essays - Third term - written account (approx. 3000 words) on research observations and experiments conducted during teaching practice. Second term - lecture notes, etc., containing a complete set of teaching methods. Third term - progressive lessons programmed for one term.

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

Method of Assessment - Assignments - written examination on theory.

EDUCATION IV – Educational Psychology
3 hours per week

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

Assignments and Essays - Four 1500 word essays and one seminar to be presented by each student. Due dates - 18th April, 27th June, 8th August, 3rd October.

Reference Books:
Lists of references will be issued during the year.

Method of Assessment - Progressive evaluation.

ENGLISH IV – Background and Perspective in Twentieth Century Literature
2 hours per week

Aims of the Course: To extend students' knowledge of Twentieth Century Literature in its three main fields of Poetry, Drama and the Novel.

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

Some comparative studies involving European literature will be attempted, and perspective and depth provided by exploration of some persistent or recurring themes pursued from their simplest origins to their highly sophisticated and complex presentations.
Assignments and Essays -
(a) Essay 2000 words due September.
(b) Seminar - agreed times during second term.
(c) Compilation and analysis of bibliographical and critical literature relevant to topics.

Text Books:
No set texts - individual reading courses designed to meet students' needs and interests.

Reference Books:
Periodical literature.
As advised in lectures.

Method of Assessment - Assignment, seminar, annual examination.

HEALTH EDUCATION IV : Health Education
1 hour per week
Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 20).

PHYSICAL EDUCATION IV : Principles and Practice of Secondary P.E.
1 hour per week
A study of the general principles and practice of Physical Education, team games and sports together with regular practical experience related to the teaching of Physical Education and supervision of sport in schools.
Practical work - Practical application of all major games including dancing.
Method of Assessment - Unit work tests.

SOCIAL SCIENCE IV : Asian History
4 hours per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce (p. 43).
Assignments and Essays - 5000 words - due end of second term.

Text Books:
To be supplied.

Reference Books:
To be supplied.

Method of Assessment - Progressive evaluation.
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 + words.

Reference Books:
As appropriate.

Method of Assessment - Thesis.
Students with a Diploma in Art or other acceptable Art qualifications equivalent at least to those of four-year trained full-time students completing the Diploma in Art Education Course may qualify for the Diploma by undertaking successfully the following two-year course of full-time study at the Teachers' College.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Periods per week</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Art and Craft Method</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>English and Speech</td>
<td>4</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>History of Art</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

Note: It could well happen that those students attempting this course would have to take up their scholarships at Alexander Mackie Teachers' College, Darlinghurst.
ART CONVERSION COURSE FOR TWO-YEAR TRAINED TEACHERS

By successfully completing the conversion course set out below, two-year trained teachers may qualify for four-year trained status as Art teachers.

If a student's work in the National Art School component of the Conversion Course is of Diploma Course quality, it is possible that the student may qualify for the Diploma in Art Education.

<table>
<thead>
<tr>
<th>NATIONAL ART SCHOOL</th>
<th>STAGE III</th>
<th>STAGE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part I</td>
<td>Part II</td>
</tr>
<tr>
<td>Drawing - General</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Drawing - Figure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing - Life</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design - 3-D</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Composition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Composition/Painting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Painting - Life</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Painting - Portrait</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Printmaking</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Jewellery</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Art History</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

The Teacher's College will take over the administration of its own component of this course in 1970, but the lectures will still be held at the Art School in Hunter Street.
# ALLOCATIONS OF LECTURE HOURS TO SUBJECTS

## DIPLOMA IN MUSIC EDUCATION

### Teachers' College Component

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>English &amp; Speech</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Health Education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Music, Choir, etc.</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Totals** 9 10 9 23

### Conservatorium Component

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>½</td>
</tr>
<tr>
<td>Second Study</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>-</td>
</tr>
<tr>
<td>Harmony and Applied Harmony</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>History and Analysis</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Orchestral and Choral Arranging</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Accompaniment Class</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Orchestra Class</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>-</td>
</tr>
<tr>
<td>Choir</td>
<td>-</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>String, woodwind, brass and percussion class</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Director's class</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

**Totals** 6½ 10½ 12½ 4½
DETAILS OF SUBJECTS PRESCRIBED FOR DIPLOMA IN MUSIC EDUCATION

PART I --- YEAR I

EDUCATION I: Educational Psychology Secondary (d)
1 hour per week
Refer to Teacher's Certificate - 2-year - Primary Teaching (p. 4)
from which a selection of topics is made. Seminars are not included in this
course.

ENGLISH I
3 hours per week
Part (i): History of the Novel
1 hour per week
Refer to Diploma in Art Education (p. 93).
Part (ii): Poetry and Drama
1 hour per week
Elements of drama and the study of selected plays.
Elements of poetry and detailed study of selected poems.
Assignments and Essays - 1000 words on Poet due beginning of second
term. Three 200 words on drama topics due before end of second term.

Text Books:
Shakespeare: 15 Plays.
Becket: Waiting for Godot.
O'Casey: Plays, Volume I.

Reference Books:
To be given in lectures.

Method of Assessment - Assignments and final written examination.

Part (iii): Oral Expression
1 hour per week
Refer to Teacher's Certificate - 2-year - Geography/Commerce
(p. 36).

HEALTH EDUCATION I

Not offered in 1969.

MUSIC I: Music in the School
2 hours per week + choir
Method and content: As for Teacher's Certificate Music I (Primary
Teaching (p. 8) and Music II (Infant Teaching) (p. 32).
Choral class: Singing and conducting.
Record work.

Text Books:
Priestley and Fowler: Recorder Books I and II.
Music Curriculum.
Reference Books:
Bavin: *Percussion Band from A to Z*.
Eele: *Listening Together*.
Library 780-789.

Method of Assessment - Progressive assessment through regular written and practical tests.
PART II --- YEAR II

EDUCATION II : Modern Educational Practice
2 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p. 40).

ENGLISH II : Cultural Studies in Literature
3 hours per week

Study of the development and techniques of the novel, short story, poetry and drama, with intensive reading of selected works from these areas.

Assignments and Essays - Three essay type assignments, one of 1500 words length (due early third term), and two of 750 words (due late second term and late third term).

Text Books:
Sheridan: The Rivals.
Say: The Beggars' Opera.
Wilde: The Importance of Being Earnest.
Synge: Riders to the Sea.
Thomas: Under Milk Wood.
Eliot: Mill on the Floss.
Hardy: The Return of the Native.
Joyce: Portrait of the Artist.
Waugh: Decline and Fall.
Hemingway: The Old Man and the Sea.
Murdoch: Australian Short Stories.

Reference Books:
To be given in lectures.

Method of Assessment - Assignments and final examination.

HEALTH EDUCATION II

Not offered in 1969.

MUSIC II : Music in the Primary School
2 hours per week + choir

Method and Content: As for Teacher's Certificate Music II (Primary Teaching p. 20). Programme planning.

Choral class.
Recorder work.

Reference Books:
Fiske: Listening to Music.
Music Curriculum.

Method of Assessment - Progressive assessment through regular written and practical tests.
PART III --- YEAR III

EDUCATION III : Educational Psychology (c)
1 hour per week

This course consists of selected topics from such fields as Educational, Developmental, and Social Psychology. It considers:
(a) the child's social, emotional and intellectual development;
(b) the process of socialization;
(c) the dynamics of formal and informal groups; and 
(d) reasons for and ways of changing the social structure of the classroom.

Assignments and Essays - Students will be required to complete three 500 word assignments during the year (due 3rd April, 18th June, 25th July).

Reference Books:
Duplicated sheets listing suggested references will be issued during the year.

Method of Assessment will be progressive based on assignment marks and term tests. Students are required to pass both in assignments and in term tests.

ENGLISH III
2 hours per week

Part (i) : Australian Literature
1 hour per week

This course will cover the development of literature in the colonial period, with detailed study of selected writers of the modern period.

Assignments and Essays - Two essays, approx. 2000 words, due 4th June and 24th July.

Reference Books:
Miller and Macartney : Australian Literature.
Dutton (Ed.) : Literature of Australia.
Southerly : Meanjin.
Australian Letters.
Australian Literary Studies.

Method of Assessment - Assignments, class work, annual examination.

Part (ii) : English Method
1 hour per week

This introductory survey selects from the content for English Method Diploma in Music Education. It aims to offer theoretical and practical foundations for practice teaching in English at the secondary level at the end of the year.

Practical work - demonstrations.
Assignments and Essays - One essay of approximately 1500 words due in July. Class exercises.

Reference Books:
As for English IV (English Method) (p.110).

Method of Assessment - Essay, exercises and final written examination.
MUSIC III: Music in the Secondary School (A)
3 hours per week + choir

Method and Content: Class study of material for programming, performance, reading and writing and aural work in Form I and Forms II-IV (non elective).

Choir.

Instrumental: Recorder and tuned percussion.

Score - reading.

Extra-curricular activities.

Assignments and Essays - Collection of listening material, approx. three hours' preparation, due 3rd July. Register preparation, approx. three hours' preparation, due 2nd October.

Text Books:
Eele: Listening Together.

Reference Books:
College Library 780-789.

Method of Assessment - progressive assessment through regular written and practical tests.
PART IV --- YEAR IV

EDUCATION IV
7 hours per week

Part (i) : Educational Psychology
3 hours per week

Refer to Diploma in Art Education - Education IV (p. 98).

Assignments and Essays - Four 1500 word essays and one seminar to be presented by each student. Essay dates - 18th April, 27th June, 8th August, 3rd October.

Reference Books:
Lists of references will be issued during the year.

Method of Assessment - Progressive evaluation.

Part (ii) : Philosophy of Education
2 hours per week

The aim of the course is to consider some of the issues of educational philosophy through the views of outstanding thinkers in this field over the ages.

The respective contributions to educational theory of the following will be considered in order:

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

Text Books:

Reference Books:
As issued to students in duplicated form.

Method of Assessment - At the conclusion of the course, assessment will be by written examination. Those whose performance during the year has been considered satisfactory (as measured by seminar contributions and the objective tests) may substitute for the final examination an assignment of approximately 3000 words involving individual research on an approved topic.
Part (iii): Principles of Education
2 hours per week

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

Assignments and Essays - A seminar will be presented by each student. Two long essays (2000 words) at beginning of Terms II and III.

Reference Books:
As appropriate, these will be indicated.

Method of Assessment - Progressive - seminars and essays.

ENGLISH IV
6 hours per week

Part (i): Literature of Today
2 hours per week

1. The Modern Short Story: examples from English and Australian literature; the technique of the modern short story.

2. The modern novel: selected examples from English and Australian writers,

3. Modern Australian Poetry: an examination of the work of contemporary writers, with reference to traditional forms and techniques.

4. Selected examples of modern dramatic writing, including contemporary Australian writers.

Assignments and Essays - Students will be expected to nominate a suitable seminar topic within the above range of topics, and present it to the group. Included in the year's work will be a major essay on a writer or a significant work of literature not otherwise dealt with in the course. Topics are to be submitted for approval by 18th April. Due date - third term. Minor essays on a specific short story and a specific poem will be set for first and second terms.

Text Books:
As advised in lectures. Reading for fourth year should be initiated in the long vacation preceding the course.

Reference Books:
Basic references will be as notified in lectures. Supplementary lists of references, texts and journals consulted will be the subject of ancillary bibliography activities during the course.

Method of Assessment - Essays, seminar work, annual examination.

Part (ii): English Method
3 hours per week

1. Reorganization of Secondary Education: some implications for the teacher of English.

2. The aims of teaching English in Secondary Schools.

3. Some relationships between English and other subjects.

4. The continuing growth of the English teacher.

5. Overview of content of the English Syllabus for different forms and levels. Elements of curriculum construction.

6. Approaches to the various aspects of English - aims, content, lesson construction, evaluation, etc.

   (a) Oral expression.
(b) Reading skills.
(c) Written expression.
(d) Language growth.
(e) Literature.
(f) Mass media.
(g) The library.
(h) Integrating English studies.

7. Teaching aids for English.
Activities related to the teaching of English.
Play days, School Magazine, School Newspaper, Debating Contests, Testing.

8. Administration - responsibilities of the beginning teacher.
Practical work - demonstrations.
Assignments and Essays - Five major exercises spread over the academic year.

Reference Books:
Boutwell: Using Mass Media in the Schools.
Brooks and Warren: Understanding Poetry.
Dyce: Speech and Drama.
Fowler: Teaching Language, Composition and Literature.
Grace: Response to Literature.
Holbrook: English in the Secondary Schools.
Little: Approach to Literature.
Postman: Television and the Teaching of English.
Schoenheimer: Education Through English.
Whitehead: The Disappearing Dais.
Periodicals and Reports on the Teaching of English.
Syllabuses, School Texts and Reference Books.

Method of Assessment - Essays, seminar work, analysis of demonstrations and final written examination.

Part (iii): Speech Education
1 hour per week

1. Aims
(i) To study the aims and methods of teaching speech in the Primary Schools.
(ii) To ensure that students possess a knowledge of basic principles and techniques required for speech improvement.
(iii) To encourage and assist them to improve their own speech.

2. Introductory
(i) The place of speech in the school and in the community; some attitudes towards it. The effects of modern inventions upon speech.
(ii) What constitutes good speech and how it can be acquired.
(iii) Speaking as a form of expression and an art - requirements of skill and taste. Effective communication of thought and feeling.

3. The Phonetic Alphabet
(a) Limitations of the English Alphabet.
(b) The Phonetic Alphabet required for the sounds of Australian Speech.
(c) Words:
(i) formation, syllabification, accentuation;
(ii) forms of Stress or Breath Force;
(iii) Pointing; emphasis of words.
(iv) "weak" and "strong" forms of pronunciation.

4. Style in Public Speaking.
   (i) Phrasing (meaning, punctuation, breathing), pausation (vocal punctuation).
   (ii) Speech Variables: Rhythm and emphasis, pause, pace, volume, pitch, intonation, modulation and inflections.
   (iii) Comprehension and appreciation of material for thought content, sound values, emotions, moods, atmosphere, tone.
   (iv) Preparation and Practice: Occasion, audience, rate of thought and assimilation of ideas, self-confidence.
   (v) Forms of Emphasis - of ideas; convictions, sentiment; kinds of and effects of gesture, movement.

6. Voice Production
   (i) The Organs of Speech - names and diagrams.
   (ii) Posture, relaxation, and purposeful bodily movement.
   (iii) Breathing and Breath Control.
   (iv) Tone - Resonance and resonators; "forward" placing of the voice.
   (v) Faults of Pitch and Resonation - ear training - a fundamental essential in all speech work and in teaching speech.

7. Articulation.
   Definition. Classification of Consonants.
   Difficulties in pronouncing Consonants and faults in articulation.

8. Enunciation.
   Definition
   (a) Classification of Vowels: Cardinal Vowel Diagram. Fundamental lip position.
   (b) Diphthongs and triphthongs.
   (c) Board, General and Cultivated Forms of Australian pronunciation. Phonetic illustration. (Simple phonetic transcriptions are required.)

9. Pronunciation
   Ellision, substitution, assimilation, intrusion. Spelling pronunciations.
   Variants in pronunciation use (see Curriculum). Forms of plosion.
   Devoicing and voicing of sounds. Words commonly mispronounced.

10. Methods of Teaching
    (i) The basic principles underlying speech education in the schools; habit formation; the mechanical aspects of speech; expressive aspects; materials.
    (ii) Time to be allotted at various levels. Correlation with other subjects.
    (iii) Routines in classroom procedure. Progression.
    (iv) Materials for speech education and their uses at various levels; jingles, rhymes, speech games, conversation, etc., verse, dramatic material, prose.
    (v) The Formal Speech Lesson, Remedial Speech, Ear Training, Speech Situations, e.g., answering telephone, etc.
    Note: "Applied" Speech through drama, verse speaking, picture talks, debates, story telling, expressive reading, discussions, lectureettes, addresses, speeches for formal occasions, committee meetings, conferences, reports, news sessions, etc., will be covered, as far as possible, in English Method Lectures. Puppetry and Miming will be likewise dealt with.
    (vi) Use of Broadcasts, Television, Tape Recorder, Gramophone, Projectors, Microphone, Public Address System.

11. Demonstration Lessons in as many topics from section 10 as possible, followed by discussion.

Note: For more detail reference for this course see Calendars printed before 1966.

14. Practical Work
   (i) A few minutes of some lectures will be devoted to practical speech work for all students, e.g., readings of verse, prose, etc., in unison, in groups and individually; in exercises, in demonstrations and in giving talks and speech-making. All members are urged to practise all forms of oral work consistently. In some cases individual tuition may be recommended.
   (ii) Tape-recordings of voices and assessment of speech habits.
   (iii) Recordings of Drama, Prose, and Verse as models of acceptable expressive English will be played. Suitable films will be shown.

15. Examinations will consist of three parts:
   (a) A Practical Test: Reading of prepared prose, drama, or verse selections, or sight readings of similar material. Talks prepared or impromptu. Lists of words commonly mispronounced and/or speech exercises.
      Communication between the reader, speaker and audience must be effective.
   (b) A Written Test.
   (c) Small assignments may be set from time to time.

Note: (i) A check will be kept upon second year students who have had speech defects or bad speech faults during their first year and a further practical speech test may be given in third term of their second year.
   (ii) A satisfactory standard of spoken English is essential to obtain recommendation for a Teacher's Certificate.

Practical work - Demonstrations; visit to clinics; excursions.

Assignments and Essays - Short phonetic transcription assignments - two a term.

Text Books:
Bullard and Lindsay: Speech at Work.
M. Callister: Primary Teachers' Guide to Speech Training.
M. Callister: A Year's Course in Speech Training.
Dyce, J.R.: Speech and Drama in the Secondary School.
The Curriculum.

Method of Assessment - Written examination and practical tests.

**HEALTH EDUCATION IV : Health Education**
1 hour per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.41).

**MUSIC IV : Music in the Secondary School (B)**
4 hours per week + choir

Method and Content: Programming of material for elective class; harmony and melody - writing; score-ready; preparation of set works; orchestration for school orchestra.

Choir.

Instrumental: Recorder tuition and tuned percussion.

Stage production of musical works.

Assignments and Essays - Preparation of two set works, approx. three hours' work each, due 8th April and 14th May. Register preparation
approx. 2 hours, due 13th August. Essay, 1500 words, due 11th November.

Text Books:
Eels: Listening Together.

Reference Books:
College Library 780-789.

Method of Assessment - Progressive evaluation through regular written and practical tests.

PHYSICAL EDUCATION IV: Principles and Practice of Physical Education
2 hours per week

Refer to Diploma in Art Education (p. 99).

Assignments and Essays - Coaching Guide in one major sport to be handed in in three sections on following dates - second week in May (section 1), second week in August (section 2), third week in October (section 3).
DIPLOMA IN MUSIC EDUCATION - TWO-YEAR CONVERSION (PROFESSIONAL) COURSE

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

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR I</th>
<th>YEAR II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>hrs/wk</td>
<td>hrs/wk</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Language, Speech, and Drama</td>
<td>2</td>
<td>2 (practicum)</td>
</tr>
<tr>
<td>Cultural Study</td>
<td>2</td>
<td>2 (practicum)</td>
</tr>
<tr>
<td>P.E. and Health Education</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>22</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>
ALLOCATION OF LECTURE HOURS TO SUBJECTS

TEACHER'S CERTIFICATE (2-YEAR STATUS) - INDUSTRIAL ARTS - ARTISAN

A one-year course of professional preparation for experienced journeymen who have obtained academic qualifications for admission to the Teachers' College. All subjects are listed as Year II status as the course counts as a second year course being constructed on the principle that entrants already have a trades certificate and experience as an apprentice and journeyman.

<table>
<thead>
<tr>
<th>SUBJECTS</th>
<th>hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Arts:</td>
<td></td>
</tr>
<tr>
<td>(a) Crafts</td>
<td>3</td>
</tr>
<tr>
<td>(b) Drawing and Design</td>
<td>3</td>
</tr>
<tr>
<td>(c) Mechanics &amp; Materials Science</td>
<td>3</td>
</tr>
<tr>
<td>(d) Metalwork</td>
<td>4</td>
</tr>
<tr>
<td>(e) Woodwork</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrations/Observations</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

Notes: There are no option subjects.

Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of the Primary Course except that students are exempted from first year requirements and home practice at the beginning of second year.
DETAILS OF SUBJECTS PRESCRIBED FOR TEACHER'S CERTIFICATE

- 2-YEAR STATUS - INDUSTRIAL ARTS ARTISAN

EDUCATION II : Theory and Practice of Education
4 hours per week

The course is divided into the following broad areas:
(a) The structure and organisation of the educational system in N.S.W.
(b) The process of learning; intelligence; motivation; personality.
(c) The contribution of the Social Sciences to general teaching method.
(d) The adolescent in the Australian culture.

Assignments and Essays - Assignments of approx. 600 words each are required every two weeks.

Text Books:
Munn, N. : Psychology.

Method of Assessment - Continuous evaluation throughout the year, by assignment work and class testing.

ENGLISH II : Cultural Studies in Literature
3 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.41).

Assignments and Essays - Four essays 1000-1200 words, due 17th April, 4th June, 7th August, 10th September.

Method of Assessment - Assignments and written examination.

HEALTH EDUCATION II
1 hour per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.20).

INDUSTRIAL ARTS IIIA
17 hours per week

Part (i) : Craft IIIA - General Crafts and Method
3 hours per week

(a) General Crafts.
Design: Appreciation of the principles of design. Application of these basic principles to subsequent forms of craftwork.
Paper Modelling: Two dimensional, pictorial and geometrical cut paper designs.
   Three dimensional, paper and light cardboard sculpture.
   Sculpture based on geometrical shapes. Construction and balance of mobiles.
Paper Ornamentation: Marbling, coloured paste, splash painting, oil painting, spatter work, stencilling and stick printing.
Graphic Arts: Brief outline of commercial printing industry.
   Use of primary colours in production of multi-coloured prints.
Linoleum Block Printing: Preparation of linoleum blocks for printing on paper and fabric in one or more colours.
Strawboard Modelling: The use of strawboard of different weights, bookbinder's cloth and various types of cover papers to make articles such as chess boards, money boxes, portfolios, etc.
Bookbinding: Case binding of single leaves, binding single sections and multisection binding.
Ceramics: The nature, preparation and storage of clay. Tools, equipment, and materials used for decorating and glazing pottery.
Types of kilns and sequence of firing operations. Hand modelled and
slab built work. Mould making and slip casting.

Throwing and turning on a potter's wheel.

Leatherwork: The manufacture, storage and types of leather suitable for hand made articles, together with the tools and accessories used. Decorative treatment of leather by tooling, embossing, thonging and stitching. Fixing eyelets, catches and other forms of hardware. Cleaning, staining, and polishing.


Puppetry - Papier Mache: Making and clothing glove puppets. Use of papier mache to construct masks, relief geographical models, land forms, etc.

(b) Method.

The purpose of this course is to coordinate the teaching methods of the various subjects taught in the field of Industrial Arts.

Student teachers will be required to observe demonstration lessons, and prepare lesson notes, make charts and teaching aids, cut stencils and operate duplicators and projectors.

Loose leaf books of reference in Woodwork, Metalwork, Technical Drawing, Industrial Arts and Crafts will also be compiled covering the work in the various syllabuses. Safe working procedures will be emphasised.

Exercises in perspective drawing and architectural rendering will be included in the course.

Practical work will be carried out in lectures.

Assignments and Essays - Practical work commenced in lectures will be completed as assignments.

Text Books:
Department of Education: Craft and Industrial Arts Syllabuses.
Department of Education: Craft Leaflets.
Collins, A. F.: Bookcrafts for Senior Pupils.
Crampton, C.: Canework.
Wilcox, W.E.: Perspective Drawing for Beginners.

Reference Books:
College Library at 371, 607-700, 720-749.

Method of Assessment - Assignments and progressive evaluation.

Part (ii): Drawing and Design IIA
3 hours per week

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

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

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

Both first and third angle projections will be used but only the first angle method to be used in Descriptive Geometry.

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

Some examples in freehand sketching of machine parts and architectural details, both assembled and "exploded" to be given.

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

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

Students will be encouraged to use pictorial representations and construct teaching aids to illustrate abstract problems. As far as possible concrete examples will be given of the application of principles.

Certain exercises will be set in each lecture, but so as to give a full coverage of the course short assignments have been set to be handed in at weekly intervals. Selected topics from Craft II Drawing and Design will be included during lectures in third term.

Practical work will be carried out in each lecture.

Assignments and Essays - Completion of practical work commenced in lectures.

Text Books:
Fitness : Descriptive Geometry and Drawing, Books 1, 2, 3
Steel and Fitness : Descriptive Geometry and Drawing, Senior Book.

Reference Books:
Luzadder : Engineering Drawing.
Glenister : Engineering Drawing.
Feirer : Drawing and Planning for Industrial Arts.

Method of Assessment - Examination and progressive evaluation.

Part (iii) : Mechanics and Materials Science IIA
3 hours per week

This course will include the development of tools, machines and materials by man through the ages and the effect of such developments on man's environment.

From the historical strand will follow a course involving the students in experimental work carried out in the testing laboratory where they can explore the properties of many materials by carrying out shear tests, tensile tests, and compression tests. Materials will also be examined under the microscope to study their microstructures.

A study of materials both natural and manufactured will be carried out with a reasonable depth of treatment. Structure and properties of these materials will be examined and where applicable equilibrium diagrams will be studied.

In conjunction with the Materials Science course students will deal with static coplanar force systems and simple dynamics.

Towards the latter part of the course the student will design a small structural model, make all necessary calculations and choose suitable material
Laboratory work will be carried out in each lecture.

Assignments and Essays - Completion of practical experiments commenced in lectures. Assignment on History of Technology, 2000 words, third week of each term.

Text Books:
- Higgin: Metallurgy for Engineers
- Derry and Williams: Short History of Technology

Reference Books:
- Rallison: Metallurgy for Engineers
- Van Vlack: Elements of Material Science
- Van Vlack: Ceramics
- Manford: Technics and Civilisation
- College Library at 620

Method of Assessment - Yearly examination and progressive evaluation.

Part (iv) : Metalwork IIA
4 hours per week

Student teachers in this course were previously engaged in industry as artisans in various trades. As such they acquired extensive knowledge and skills in performing the requirements of their particular craft, and so this course has been arranged to assist them in converting the role of the artisan to that of the classroom teacher. A wide variety of classroom situations will be arranged frequently to provide opportunities for the student teachers to become accustomed to them. Instruction in room organization, recording, marking, maintenance and requisitioning will be given. Safety precautions and correct machine and hand-tool operations at the pupil level will be demonstrated.

A selection of models that could be used as a basis in a balanced programme for Forms I, II, III, and IV and the Pass, Credit and Advanced level will be constructed by each student teacher.

Practical work will be carried out in each lecture.

Text Books:
- Cook, W.: Craft for Schools
- Cook, W.: Metalwork for Schools
- Moroney, A.J.: Metalwork

Reference Books:
- College Library 660, 671, 680, 687

Method of Assessment - Progressive evaluation.

Part (v) : Woodwork IIA
4 hours per week

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

The student will be expected to familiarise himself with the general organisation of the practical room and be capable of carrying out the normal maintenance of all tools and appliances.
Throughout the year the student will be in contact with practising teachers. He will serve his own interests well if he avails himself of every opportunity to look, to listen, to inquire and to record.

Practical work will be carried out in each lecture.

Text Books:

Reference Books:
Department of Technical Education N.S.W. : Carpentry and Joinery.
Department of Labour and National Service : French Polishing.
College Library at 684, 621-629.

Method of Assessment - Progressive evaluation.

**PHYSICAL EDUCATION II : Secondary School Games**

1 hour per week

Basic coaching in major games - Cricket, Rugby, Soccer, Hockey, Basketball, Volley Ball.

Swimming and Life Saving.

Athletics.

The games lesson.

Organisation of carnivals.

The sportsmaster.

Practical work - Practical application of major and minor games, athletics and swimming.

Text Books:
Department of Physical Education : Handbook for Swimming Instructors.

Method of Assessment - Unit work tests.
ALLOCATION OF LECTURE HOURS TO SUBJECTS

TEACHER'S CERTIFICATE (2-YEARS/3-YEARS/4-YEARS) PRIMARY TEACHING/INFANT TEACHING/SECONDARY TEACHING

No set table can be supplied for 1969, since such considerable variation of academic and professional needs and requirements exists within this grouping of students. See One Year Professional Courses (p.133) for a detailed explanation of proposed future subject and time allocations for such students.

DETAILS OF SUBJECTS PRESCRIBED IN 1969 for

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

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

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

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

There are no option courses. Supplementary and qualifying subjects, tutorials and practice teaching are as set out under the heading of Primary Teaching (pp. 1-2).
EDUCATION II & III
7 hours per week

Part (i) : Comparative Education
2 hours per week

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

The educational systems of the following countries will be studied in order:
The United Kingdom, the United States of America, France, the Union of the Soviet Socialist Republics, the People's Republic of China, Sweden, Brazil, Canada, the Philippines, Japan, South Africa, New Zealand.

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

Text Books:

Reference Books:
As issued to students in duplicated form.

Method of Assessment - At the conclusion of the course, assessment will be by written examination. Those whose performance during the year has been considered satisfactory (as measured by seminar contributions and the objective tests) may substitute for the final examination an assignment of approximately 3000 words involving individual research on an approved topic.

Part (ii) : Educational Psychology (a)
3 hours per week

Refer to Diploma in Art Education (p. 98).

Part (iii) : Modern Educational Practice
2 hours per week

Refer to Teacher's Certificate - 2-year - Geography/Commerce (p.40).

ENGLISH II & III
1/6/7 hours per week

Part (i) : Oral Expression
1 hour per week

(Prescribed in 1969 for all students included in categories (i), (ii), (iii) on page 122)

Refer to Teacher's Certificate - 2-year - Geography/Commerce (pp.36-37).
Part (ii) : Drama - Practical
1 hour per week

(Prescribed in 1969 for English Method students only.)

1. Expression and communication through drama.
2. Stagecraft: basic acting, production, design and stage-management skills.

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

Reference Books:
Way: Development Through Drama.
Fiala: Drama in Action.
Dyce: Speech and Drama in the Secondary School.
College Library 792.09, 822.

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

Part (iii) : Background and Perspective in Literature
3 hours per week

(Prescribed in 1969 for English Method students only.)

1. The study of literary forms - novel, poem, play, short story.
2. Study of prescribed books, including recommended objectives for School Certificate and Higher School Certificate. In addition, selected modern novels, plays, poems, short stories are covered.

Assignments and Essays - Brief class exercises spread over year.
Essay, 1500 words, due third term.

Text Books:
As prescribed for School Certificate and Higher School Certificate Examinations.

Reference Books:
As recommended in lectures.

Method of Assessment - Final written examination.

Part (iv) : The Teaching of English
3 hours per week

(Prescribed in 1969 for English Method students only.)

1. Basic principles underlying the teaching of English subjects.
2. Review of content of various secondary curricula.
3. The teaching of language in the secondary school.
4. Oral expression.
5. Written expression.
6. (a) The teaching of reading in the secondary school - mechanical.
   (b) Remedial reading.
   (c) Extended reading programmes.
7. Literature. The techniques and problems of teaching (a) poetry,
   (b) prose, (c) drama, in each of the secondary form.
   (a) Responsibility of the English department in school drama.
   (b) Practical aspects of production in the school.


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

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

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

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

   Text Books:
   As recommended in lectures.

   Reference Books:
   As recommended in lectures.

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

HEALTH EDUCATION II & III
1 hour per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.20).

PHYSICAL EDUCATION II & III
2 hours per week

Part (i) : Physical Education in the Primary School
2 hours per week

Refer to Teacher's Certificate - 2-year - Primary Teaching (p.21).

Part (ii) : Secondary School Games (An alternative to Part (i)).
2 hours per week

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

   Practical work - Practical application of all major games including dancing.

   Assignments and Essays - 1 Coaching Guide on any major sport - three sections - to be handed in second week of May (section 1), second week in August (section 2), and third week in October (section 3).

   Method of Assessment - Unit work tests.

TEACHING METHODS

A. LANGUAGES

   (a) FRENCH METHOD
   hours per week

   This course involves a study of the aims and methods of teaching French in secondary schools. The contents of the French Syllabus will be studied in lectures, seminars and demonstrations. There are two periods of practice teaching. Students will be required to prepare background material in accordance with the French Syllabus.
Throughout the year students will be given an opportunity to practise their oral French so that they may gain greater facility in its use for the classroom situation. The examination will include an oral test in which an adequate facility in the language must be shown.

Students will be assessed on their assignments and seminar preparation during the year as well as on the results of the final examination, which is of three hours' duration.

Assignments and Essays - Each student is required to conduct at least one seminar and to prepare lesson material for oral presentation.

Method of Assessment - Annual examination of three hours' duration.

(b) LATIN METHOD
3 hours per week

The course is designed for those who have followed University courses in Latin, for one, two, or three years, and wish to teach it in the Secondary School. It includes lectures, demonstration lessons in schools, student seminars and teaching practice.

The following topics receive attention:
(a) The aims of teaching Latin and its place in the modern curriculum.
(b) Methods and techniques of teaching foreign languages, in relation to modern educational and linguistic theory.
(c) Programme construction.
(d) Lesson types.
(e) Background material: antiquities etc.
(f) Pronunciation of Latin: opportunity will be given for students to practise an acceptable pronunciation, with attention to quantity, rhythm and intonation. An oral test forms part of the examination.

The written examination is of three hours' duration. Copies of Syllabuses are supplied.

Assignments and Essays - Each student is required to conduct at least one seminar, and to prepare lesson material for oral presentation.

Method of Assessment - Annual examination of three hours' duration.

B. MATHEMATICS

(a) JUNIOR MATHEMATICS METHOD
3 hours per week

1. Lesson outlines in mathematics.

2. Discussion of topics from the syllabuses, looking at
(a) setting out,
(b) methods of presentation,
(c) background which may be used,
(d) difficulties likely to be encountered,
(e) grading of exercises.

3. Discussion of programmes, text books, tests and testing - aids, etc.

Assignments and Essays - Essay, 5000 words, due 1st October. Five assignments (500 words each) due 10th April, 17th April, 26th June, 6th August, 1st October.

Text Books:
Syllabuses in Mathematics and Notes Thereon.

Reference Books:
Any standard text book in Mathematics used in N.S.W. Schools.
Method of Assessment - Final examination and assignments.

(b) SENIOR MATHEMATICS METHOD
3 hours per week

The organisation of mathematics courses in the senior secondary school.

Lesson types, lesson structure, topic development.

Curriculum study based upon the Level 2F syllabus. Some topics from the Level 3 and Level 1 syllabuses will also be discussed.

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

School text books - their use and abuse.

Approximately one hour per week will be devoted to observing lessons given by demonstration teachers. Whenever possible, these lessons will be arranged to illustrate and clarify points arising in lectures.

Programming.

The development of mathematics courses in New South Wales. The aims and advantages of the current syllabuses.

An examination of some overseas courses in "the new mathematics".

Assignments and Essays - Five assignments, each approximately 500 words, due 2nd April, 14th May, 25th June, 6th August, 24th September.

Text Books:
Syllabuses and Notes for Forms V and VI.

Reference Books:
Students will have to refer to school text books for the current syllabuses and previous syllabuses, pupils' workbooks and teachers' manuals for overseas mathematics projects, examination papers and examiners' comments, syllabuses for mathematics courses in New South Wales since 1945.

Method of Assessment - Final examination with assignments.

C. SCIENCE

(a) JUNIOR SCIENCE METHOD
3 hours per week

The purpose of this course is to give the student the opportunity to understand, to experience and to evaluate objectives, methods and evaluation procedures appropriate to science education at this level.

1. Objectives for science teaching.

2. Methods for attaining these objectives
   - Syllabuses (local and elsewhere),
   - Planning for science teaching,
   - Explanation, Discussion, Questioning,
   - Demonstration of experiments,
   - Laboratory activities,
   - Out of door activities,
   - Use of textbooks, study guides, worksheets,
   - Programmed learning,
   - Use of library,
   - Use of visual aids,
3. Evaluation.

4. The teaching of topics selected from the local syllabuses to illustrate the above features of science teaching.

Practical work will be used to illustrate appropriate aspects of the subject.

Assignments and Essays - Weekly assignments (approx. 500 words).

Text Books:
No set texts. Students will be referred to a variety of books of the type set out below.

Reference Books:
Massey, N. B. : Patterns for the Teaching of Science.

Method of Assessment - Final examination.

(b) SENIOR SCIENCE METHOD
3 hours per week

The purpose of this course is
- to revise and extend the understanding of science to be taught at this level,
- to stimulate interest in the teaching of senior science,
- to give the student the opportunity to acquire soundly based confidence in teaching senior science.

1. Objectives of Senior Science Teaching
- Traditional objectives,
- Objectives of new courses (Australian and Overseas).

2. Teaching Techniques
- selection and adaptation of methods considered in Junior Science Method,
- consideration of methods particularly appropriate to Senior Science.

3. Evaluation Procedures
- Selection and design of those procedures appropriate to Senior Science,
- Evaluation of those in current use.

4. The teaching of topics selected from N.S.W. Senior Science Syllabus to illustrate the application of the above objectives, teaching techniques and evaluation procedures.

Reference Books:
Part I and II.
Edmonds, A. et al : Chemistry for Forms V and VI.
Edmonds, A et al : Physics for Forms V and VI.
McDonnell, Massey and Tebbutt : Enquiring into the Earth.
Chemical Bond Approach : Investigating Chemical Systems.
Chem. Study : Chemistry, An Experimental Science.
Physical Science Study Committee : Physics.
Nuffield Foundation : Books related to Chemistry and Physics.

Method of Assessment - Final examination.

**SCIENCE II, III, IV : Biology**

4 hours per week

This subject is provided to enable science students in their professional year to reach a minimum standard in Biology if Biology has not been included in their University studies.

1. Introduction: Biology in relation to the other sciences.
7. Reproduction in the Flowering Plant.
10. Heredity, mechanism, chemical basis, protein synthesis.
13. Diversity of Living Organisms.
   Non Vascular Plants, Vascular Plants, Pteridophyta, Spermatophyta, Gymnospermae, Angiospermae.
   Fungi - selected examples.
   Coelenterates, Platyhelminthes, Annelida, Arthropoda, Mollusca, Echinodermata.

Practical work - two hours per week. Certain field excursions.

Assignments and Essays - Each student will be required to lead a seminar at least once per term.

Text Books:
Villee : Biology.

Reference Books:
Weisz : The Elements of Biology.
Foundations of Modern Biology Series.
Certain periodicals, e.g. The Scientific American.

Method of Assessment - One three hour paper at the end of the year. A practical examination may be required.
SOCIAL SCIENCES II & III
3/6/7 hours per week

Part (i): Commerce - Book-Keeping
2 hours per week

1. Books of original entry.
2. Ledger postings.
4. Preparation of the Trial Balance.
5. Preparation of Trading Account, Profit and Loss Account.
8. Multi-column cash books - school and canteen accounts.
10. Sectional Balancing.
11. Auditing.

Assignments and Essays - Regular exercises will be completed during the course.

Text Books:
Yorston, Smyth and Brown: Elementary Accounting. Law Book Co.

Reference Books:
Gallagher, R.E.: Accounting Solution. Angus and Robertson.

Method of Assessment - Progressive evaluation.

Part (ii): Commerce - Commercial Principles
1 hour per week

A short course designed to introduce students to the technical and legal background of the Section A in the Commerce Syllabus. The course will be divided into three series -

Series A - The Post Office
Money and Banking
Recovery of Money Owing
Business Organization
Insurance

Series B - Law of Contract
Agent and Principal
Sale of Goods
Common Carrier
Ships and Shipping
Series C - "Aspects of the Australian Economy"
- Trade Unions and Wages
- Conciliation and Arbitration in Australia
- Budgetary Policy in Australia
- Government in Australia
- Australia's Trading Position

Text Books:

Method of Assessment - A system of progressive evaluation will be used throughout the course.

Part (iii): Commerce - Economics Method
1 hour per week

A course aimed at examining methods and procedures in the teaching of Economics.

(i) Lesson types -
- acquisition of knowledge
- expression
- revision
- testing.

(ii) Classroom practice -
- use of documents
- graphs, diagrams, charts, etc.
- excursions and resource persons
- survey work
- current topics, newspapers
- bulletin boards and library resources
- notebooks and assignments
- reference material and textbook use
- testing and evaluation.

(iii) Syllabus in Economics -
- aims and purposes
- arrangement of subject material
- planning a course
- a master plan of skills.

Text Books:

Reference Books:
- Economics. Journal of the Economics Teachers' Association of N.S.W.

Method of Assessment - A system of progressive evaluation will be used throughout the course.

Part (iv): Geography and Method
3 hours per week

Aspects treated will include -
(i) The scope and content of geography and its place in the curriculum.
(ii) Examination of the syllabuses in geography.
(iii) Planning of programmes.
(iv) Methods of presenting, consolidating and testing information and skills.
(v) Field studies and visual aids.
(vi) Professional growth of geography teacher.

Assignments and Essays -
(a) Short exercises covering lesson plans, commentaries on observations and techniques, interpretation of syllabuses and programming.
(b) An investigation into one aspect of content of the School Certificate Syllabus (approx. 2000 words).

Reference Books:
Wise : Geography and the Teacher.
Briault and Shave : Geography in and out of Schools.
Copsill : The Teaching of Geography.
Chorley and Haggett : Frontiers in Geography Teaching.
Biddle Ed. : Readings in Geographical Education.

Method of Assessment - Progressive evaluation.

Part (v) : History
3 hours per week

A course in Australian History in which the following problems will be examined:
(i) What is an Australian today?
(ii) Who lived in Australia first?
(iii) How did the Europeans discover the nature of the continent?
(v) The Influence of Particular Forces in the Community.

Assignments and Essays - one essay, 1000 words. Two essays, 500 words. One essay, 1500 words.

Text Books:
Clark, C. M. : Select Documents in Australian History, Vols. I & II.

Reference Books:
Clark, C. M. H. : Australia.

Method of Assessment - By means of regular assignments.
ONE-YEAR PROFESSIONAL COURSES (XU) PROPOSED FOR 1970

1. Students who have completed three, four or five units towards a university degree, and who elect to prepare for teaching in Primary or Infant Departments, will undertake the first year programme of the Primary or Infant course. Successful students in this course may be recommended for a 2-year certificate, the university preparation being accepted as equivalent to one year of the college course.

2. Students who have completed three, four or five units towards a university degree, and who elect to prepare for teaching in secondary schools, may complete a professional year in one of two ways:

(a) They may be enrolled in the first year of the appropriate college secondary course, e.g. Geography/Commerce, Mathematics, etc. and on successful completion be eligible for a 2-year certificate.

or

(b) They may be enrolled in a course structured like that set out in paragraph 3 below and on successful completion be eligible for a 2-year certificate.

The decision may depend on many factors such as number of years of study of each teaching subject, availability of staff, vacancies in courses.

3. Students who have completed six, seven or eight units towards a university degree, and who elect to teach in Primary or Infant Departments, will undertake the first year programme of the Primary or Infant course. Successful students may be recommended for a 3-year certificate, the university preparation being accepted as equivalent to two years of the college course.

NOTE: Students who graduate afterwards may be granted 4-year status.

4. Students who have completed six, seven or eight units towards a university degree, including at least two teaching subjects each studied for two years, and who elect to teach in secondary schools, will undertake a course which specialises in the teaching of those subjects. Successful students may be recommended for a 3-year certificate.

The lecture programme is tabulated below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hrs/wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum &amp; Method</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Subject I</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Subject II</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>Dems/Observations</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
</tr>
</tbody>
</table>

The subjects chosen must be available on the college timetable so that the student can attend lectures without hindrance and, in addition, Heads of Departments may prescribe additional qualifying or alternative studies where considered necessary. If a student is successful later in completing a university degree this, with the one year professional course, is qualification for 4-year trained status.
5. Graduates who desire to complete a college professional year and elect to follow courses -

(a) in Primary or Infant teaching, will undertake the first-year programme in the chosen course;
(b) in Secondary teaching, and who have included in their degree, at least two teaching subjects studied for two years, will undertake a course which specialises in the teaching of those subjects.

The structure of this fourth year course is the same as that set out in paragraph 4 above.