NEWCASTLE
TEACHERS
COLLEGE
N.S.W.

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### NEWCASTLE TEACHERS COLLEGE 1974

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<td><strong>Schools</strong>: 24th Aug - 8th Sep</td>
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<td><strong>University</strong>: 17th Aug - 8th Sep</td>
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<th><strong>ABBREVIATIONS</strong></th>
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<tr>
<td><strong>V</strong> = Vacations and Public Holidays</td>
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<td><strong>P</strong> = Practice Teachings</td>
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<td><strong>E</strong> = Examinations</td>
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For courses begun in 1972 the details of programmes and subjects of study are set out in the Handbook for 1972 and reference should be made to relevant sections of that Handbook if detailed information is required.

For courses begun in 1973 the detailed statements of subjects of study are set out in the appendices to the Handbook for 1973, published within the college by each Department of the College, to which reference should be made as required. Copies of these appendices are held in the college library.
NEWCASTLE TEACHERS COLLEGE N.S.W. (Established 1949)
Proposed to be declared

A CORPORATE COLLEGE OF EDUCATION

OFFICERS OF THE COLLEGE

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

Vice-Principal:

Co-ordinator of Primary and Special Education Studies
Jeffrey W. Bennett, B.A., M.Ed.

Co-ordinator of Secondary Education Studies
Bertram L. Wood, M.A.

Secretary:
John D. Todd, B.Com., A.A.S.A.

Librarian:
Joan Blatchford, B.A., A.L.A.A.
THE INTERIM COUNCIL

Mr L. Y. Gibbs, B.E.M., F.A.I.M.
Ald. G. C. Anderson
Chairman.

Mr F. B. Bensley, B.Sc., Dip.Ed.
Principal of Newcastle Technical High School.

Mr J. H. Brennan, B.A., A.A.S.A., A.C.I.S.
Principal of Newcastle Technical College.

Director of Catholic Education for the Diocese of Maitland.

Professor of Physics at University of Newcastle.

Mr J. R. Foster, B.A.
Principal of New Lambton South Primary School.

Mr E. E. Gray, B.Ec.
Area Director of Education.

Mr R. G. Harden, A.S.T.C., B.Sc. (Met.)
Asst General Manager of the B.H.P.

Commercial Manager of the State Dockyard.

Mr R. L. Hodgings, B.Sc., A.S.T.C.
Lecturer — Newcastle Teachers College.

Mr G. Jacobson
Student Representative — Newcastle Teachers College.

Mr R. A. James, D.T.C.P.
City Planner.

Mr R. E. A. Patrick, B.Com., F.C.A., A.C.I.S.
Chartered Accountant.

Miss J. E. Poole, M.A.
Lecturer — Newcastle Teachers College.

Solicitor of the Supreme Court of N.S.W.

Professor L. Short, M.Sc. (Syd.), D.Phil. (Oxon.), Dip.Ed. (Syd.), M.A.C.E.
Professor of Education, University of Newcastle.

Mrs K. P. Stewart, B.A.
Principal of Newcastle C. of E. Grammar School for Girls.

Mr G. H. Duncan, O.B.E., M.A., B.Ed., F.A.C.E.
College Principal.

Mr J. D. Todd, B.Com.(Newc.), A.A.S.A.
Secretary.
COMMITTEES OF THE INTERIM COUNCIL

ACADEMIC MATTERS COMMITTEE

Professor Ellyett—Chairman
Mr F. B. Bensley
Mr J. H. Brennan
Mr H. D. Harding
Mr G. C. Elliott

FINANCE AND MANAGEMENT COMMITTEE

Alderman G. C. Anderson—Chairman
Mr J. R. Foster
Mr E. E. Gray
Mr G. Jacobson
Miss J. E. Poole
Mr R. E. A. Patrick

PROPERTIES COMMITTEE

Mr R. G. Harden—Chairman
Mr R. A. James
Mrs K. P. Stewart

LEGISLATURE COMMITTEE

Mr J. A. Reeves—Chairman
Monsignor V. F. Dilley
Professor L. Short
THE ACADEMIC BOARD

G. H. Duncan, O.B.E., M.A., B.Ed.—Chairman.
Secretary to be appointed.

Members:
L. Ware, Senior Lecturer in Art, Newcastle Technical College.
J. W. Bennett, B.A., M.Ed.
J. Blatchford, B.A., A.L.A.A.
E. A. Crago, B.Sc.
J. P. Doherty, M.Sc.
H. W. Gillard.
M. F. Grady, B.A.
R. L. Hodgins, B.Sc., A.S.T.C.
H. B. Lindsay, B.A., M.Ed., Ph.D.
G. J. McGill, M.A.
D. A. Mackay, A.S.T.C.
G. T. Nicholls, B.A., A.S.T.C., M.Ed.
J. E. Poole, M.A.
J. Porritt, M.B., B.S.
E. A. Smith, B.A.
R. Whitbread, B.Sc., Dip.Ed.
W. E. Wilcox.
B. L. Wood, M.A.
COMMITTEES OF THE ACADEMIC BOARD

THE STANDING COMMITTEES

1. The Executive Committee of the College Academic Board
   The Principal—Chairman.
   The Vice Principal.
   The Co-ordinator of Primary and Special Education Studies.
   The Co-ordinator of Studies in Secondary Education.
   The Chairman of the Admissions Committee.
   Two (2) elected members being members of the College Academic Board.

2. The Admissions Committee
   Dr H. B. Lindsay—Chairman.
   Five (5) elected members.

3. (i) The Board of Studies in Primary and Special Education
   Mr J. W. Bennett—Chairman and Convener.
   A nominee of the Head of Department of each of the following departments:
   Art.
   Education.
   English.
   Health Education.
   Industrial Arts and Crafts.
   Languages.
   Mathematics.
   Music.
   Physical Education.
   Science.
   Social Sciences.

(ii) The Board of Studies in Secondary Education
   Mr B. L. Wood—Chairman and Convener.
   A nominee of the Head of Department of each of the following departments:
   Art.
   Education.
   English.
Health Education.
Home Science/Textiles.
Industrial Arts and Crafts.
Languages.
Mathematics.
Music.
Physical Education.
Science.
Social Sciences.

4. The Committee for External Studies
   The Director of External Studies—Chairman and Convener.
   Two (2) members of the Academic Board appointed by that Board.
   A nominee of the Head of Department of each Department preparing students for external studies.

5. The Timetable Committee
   The Co-ordinator of Studies in Secondary Education—Chairman.
   The Co-ordinator of Primary and Special Education Studies—Deputy Chairman.
   Mr D. E. Corney—Co-ordinator of Timetable Arrangements.
   Four (4) staff members, one each to be nominated by the Head of Department of the following departments:
   (a) Education.
   (b) English.
   (c) Science.
   (d) Social Sciences.

OTHER COMMITTEES OF THE ACADEMIC BOARD
1. The Committee examining research proposals.
2. Committee to appraise new academic courses.
3. Committee reviewing study leave proposals.

THE DISCIPLINE COMMITTEE
The Principal or the Acting Principal.
Mr B. L. Wood.
Mr J. W. Bennett.
Miss J. E. Ferguson.
Two (2) members of the academic staff elected annually by the academic staff.
Two students of at least five terms' standing nominated by the Students' Representative Council.

THE PROGRAMMES AND CO-ORDINATORS OF STUDIES
(a) The Teacher Education Programme—Primary and Special Education Studies.
(b) The Teacher Education Programme—Secondary Education Studies.
THE PRINCIPAL LECTURERS AND HEADS OF DEPARTMENTS


Jeffrey W. Bennett, B.A., M.Ed., Principal Lecturer in Education and Head of Department.

Harold B. Lindsay, B.A., M.Ed., Ph.D., Principal Lecturer in Education.

Bertram L. Wood, M.A., Principal Lecturer in English and Head of Department.


John A. Porritt, M.B., B.S., D.S.S. (Lond.), Head of Department of Health Education.

Mabel F. Grady, B.A., Principal Lecturer in Home Science/Textiles and Head of Department.

Walter E. Wilcox, Principal Lecturer in Industrial Arts and Head of Department.

Donald A. Mackay, A.S.T.C., Principal Lecturer, Industrial Arts.


Richard J. Whitbread, B.Sc., Dip.Ed., Principal Lecturer in Mathematics and Head of Department.


Harold W. Gillard, Principal Lecturer in Physical Education and Head of Department.

John P. Doherty, M.Sc., Principal Lecturer in Science and Head of Department.

Edward A. Crago, B.Sc., Principal Lecturer in Social Sciences and Head of Department.

E. Agnes Smith, B.A., Principal Lecturer in Teacher Librarianship and Head of Department.

John W. Moore, B.A. (N.S.W.), B.Sc.(Agr.) (Syd.), B.Ed., Dip.Ed. (Melb.), Principal Lecturer and Head of Department of External Studies.
THE DEPARTMENTS
As at 1st December, 1973

ART
John N. Berthold, Dip.Art(Ed.).
Eszter Jones.
Camille I. Smith, A.T.D.

EDUCATION
Jeffrey W. Bennett, B.A., M.Ed.—Head of Department.
Rosina Bailey, B.A., A.T.C.L.
Joseph A. Burke, B.A.
Dennis C. Chaston, B.A., M.Ed.
Phillip Foreman, B.A., Litt.B.
Carolyn G. Flanagan, B.A.
Trevor J. Fullerton, B.A.
Ronald D. Hinten, B.A., Dip.Ed.(Admin.).
William G. Jones, B.A.
Margaret Jurd, B.A.(Syd.), M.A.(Newc.).
Norman F. Kafer, B.A., Ph.D.
L. Michael Koder, B.Sc.(N.S.W.), M.Sc.(Newc.).
Harold B. Lindsay, B.A., M.Ed., Ph.D.
John J. McIvor, B.A., Litt.B.
William R. Maley, B.A., Litt.B.
Eric J. Manning, M.A., Dip.Ed.
Jim Miles, B.A., Ph.D.
Ralph R. Milne, B.A.
John R. Rees, B.A.
Patrick Russell Smith, B.A.
ENGLISH

Bertram L. Wood, M.A.—Head of Department.
Michael Beck, B.A.
Ronald J. Haywood, B.A.
Douglas R. Huxley, B.A., Litt.B., M.A.
Denis F. King, B.A.
Graham J. McGill, M.A.
A. Paul Mitchell, B.A., Litt.B.
Alan Murphy, B.A., Dip.Ed.
John D. O'Donohue, B.A.
Joan E. Poole, M.A.
John Robson, B.A., Dip.Ed.
Jacqueline M. M. Thorpe, L.T.C.L.
Bruce Wilson, M.A.

HEALTH EDUCATION

John A. Porritt, M.B., B.S., D.S.S. (Lond.)—Head of Department.
Curzon W. Furner, M.B., B.S., F.R.C.S.

HOME SCIENCE AND TEXTILES

Mabel F. Grady, B.A.—Head of Department.
Ena D. Abell.
Rae Allaburton.
Lynette N. Brown.
Pauline J. Clark.
Elaine M. Goggin, B.Sc., M.S.(Nutrition), A.I.D.
Maia L. Manning.
Olga K. Pilger.
Ruth E. Symes.

INDUSTRIAL ARTS AND CRAFTS

Walter E. Wilcox—Head of Department.
Barry W. Ableson, A.S.T.C.
Owen J. Barry, A.S.T.C.
David E. Corney, A.S.T.C., Dip.Art(Ed.).
Clarence H. L. Ferguson, A.S.T.C.
John B. Fisher, Dip.Art(Ed.).
Eric W. Fitness, A.S.T.C.
Charles W. Hook.
John P. Koos, Dip.Art(Ed.).
Gordon C. Lindsay, A.S.T.C.
Donald A. Mackay, A.S.T.C.
William T. Marsh, A.S.T.C.
T. Ross Owen, Dip.Art(Ed.).
Geoffrey T. Nicholls, B.A., A.S.T.C., M.Ed.
Alan J. Pateman, A.S.T.C.
Harry Pickard, A.S.T.C.
E. Douglas Pyle, A.S.T.C.
Laurence N. See, A.S.T.C.
Douglas N. Smith, B.Sc. (Ind. Arts).
Graham P. Symes, A.S.T.C.
Allan O. Taylor, B.A., A.S.T.C., M.Sc.(Eng.).

LANGUAGES

One to be appointed.

MATHEMATICS

Richard J. Whitbread, B.Sc., Dip.Ed.—Head of Department.
Frederick G. H. Bishop, B.A. (U.N.E.).
David J. Condon, B.Sc.(New.), M.Sc.(Mac.).
William P. Galvin, B.A., M.Ed.
Robert E. Haines, B.Sc.
John W. W. Hill, B.A., A.S.T.C.
Brian F. Joyce, B.A.
R. Scott Murray, B.Sc., Dip.Ed.
Jack Nielson, B.A.
Malcolm J. Williams, B.A., Dip.Ed.
MUSIC

Roger Heading, Dip.Mus.(Ed.).
Margaret F. Lloyd, Dip.Mus.(Ed.).
Jennifer J. Nichols.

PHYSICAL EDUCATION

Harold W. Gillard—Head of Department.
Kathleen J. Abernethy, Dip.P.E.
Leon Burwell.
Wendy M. Coleman, Dip.P.E.
Marilyn K. Cooper, Dip.P.E.
E. Joseph Dunnage, Dip.P.E.
Kevin Laffey, B.A., Dip.P.E., M.Ed.
M. Kay Thomas, Dip.P.E.

SCIENCE

John P. Doherty, M.Sc.—Head of Department.
Ross Flanagan, B.Sc.
Gordon S. Grace, B.Sc.
Raymond L. Hodgins, B.Sc., A.S.T.C.
Kevin McDonald, B.A., Litt.B.
Leslie W. J. Pennington, B.Sc., Dip.Ed.(Livre.), M.Ed.(Syd.).
Terrence Sheedy, B.Sc., Dip.Ed.(N.E.), M.Sc.(Newc.).
Herbert E. White, B.Sc.
Joyce E. Winney, B.Sc., Dip.Ed.

SOCIAL SCIENCES

Edward A. Crago, B.Sc.—Head of Department.
William Bruce, B.A.
John J. Grady, B.A.
Henry J. C. Green, B.A., Dip.Ed.
Ronald Lewis, B.A.
Noel D. Pryde, B.A.(Newc.), M.Ed.(Syd.).
Ken Scott, B.A., Litt.B.
Graham Spencer, B.A., Dip.Ed.
James Stokes, B.A.
Helen Vaile, M.A., Dip.Ed.
Philip J. Vaile, B.A.
Reginald J. Ward, B.A.

TEACHER LIBRARIANSHIP

E. Agnes Smith, B.A.—Head of Department.
Joan Blatchford, B.A., A.L.A.A.
ADMINISTRATIVE STAFF

SECRETARY:

John D. Todd, B.Com.(Newc.), A.A.S.A.

STAFF AND STUDENT SERVICES

Senior Administrative Officer:
   Robert Weir, B.A.(Newc.).

Administrative Assistants:
Student Administration and Examinations—Neville J. Garnham.
Staff Records and Services—Ian Rawlings.
Publications and Publicity—Elaine Walker.
Audio/Visual Aids Technician—Phillip Wright.

FINANCE AND PROPERTIES:

Senior Administrative Officer—Paul Welsh, A.A.S.A.

Administrative Assistants—

Accounts—Appointment not yet made.
Properties, Stores and Equipment—John C. Goluzd.
Salaries—Thomas G. Jones.
Maintenance Supervisor—F. Paul Barry.
Laboratory Staff
Maree Farley
William M. Ford
Ivan G. Hanna
Robyn Lee Harrison
Edward Heath
Cheryl Hicks
Richard Jeans
James Marlow
Gail Peterson
Margaret Pratt
Elizabeth Skilton

Clerical Staff
Sue Alderson
Lynette Banks
Maree Couzens
Lyn Donaldson
Beryl Edwards
Toni Ellis
Sue Enderby
Barbara Fullerton

Caretaker Attendant Staff
Irving Auld
Len Garner

Outdoor Staff
Ken Perry
Milton Hall
Philip Jones
Robert Rigby

(Primary Craft)
(Industrial Arts)
(Art)
(Biology)
(Physical Education)
(Science)
(Technology B—Woodwork)
(Technology A—Metalwork)
(Physical Science)
(Home Science)
(Home Science)

William Gleeson
Sue Israel
Clare Martin
Glenda Murnane
Christine Simpson
Sharon Wallace
Janice Wilson

Waratah West (Resident)
Union Street

THE LIBRARY

LIBRARY STAFF

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

Technical Services:
Robyn M. Emanuel, B.A.
Laurie Nilsen, A.L.A.A.
Susan Clifford.

Reference Services:
Janice A. Bartram.
Gai Casteldine.
Marie Van Dyke, A.L.A.A.

Hours of Opening: 8.30 a.m.-9.00 p.m.

Borrowing:
Students may borrow five books or audio-visual materials. (Five items only to be on loan at any one time.)

Associate members of the library may borrow four.

Any problems with regard to practice teaching lessons should be referred to the Reference Librarian or the Librarian.

The library is provided for the use of students and staff of the college. Upon application to the principal or the librarian, special borrowing privileges may be granted to other persons working in education. The library co-operates extensively with other libraries, particularly those of the region. Lecturers of the University of Newcastle and the college have reciprocal borrowing rights.

The college library holds more than 40,000 books and 400 serial titles as well as rapidly growing collections of records, cassettes, art prints, strip films and other audio-visual materials. The heaviest concentration of books and periodicals is in education and all its aspects. But there are also useful collections in the other areas of interest to the college. Such interest extends over all the major divisions of the Dewey Classification system.

The library’s publications Introducing the Library and Information and Rules for Students are available at the loans and reference desks.
NEWCASTLE TEACHERS COLLEGE, N.S.W.
A COLLEGE OF ADVANCED EDUCATION

CHAPTER 1
ESTABLISHMENT: LEGAL BASIS

THE HIGHER EDUCATION ACT

ACT No. 29, 1969 AS AMENDED BY ACT No. 65, 1971

SECTION I: ESTABLISHMENT

On 20th January, 1949, Newcastle Teachers College was established at Broadmeadow by the N.S.W. Minister for Education under his authority as Minister.

SECTION II: DECLARATION AS A COLLEGE OF ADVANCED EDUCATION

IIA. Establishment under section 17.1 of the Higher Education Act

By notification published in the Government Gazette of 31st July, 1970, the day appointed for the commencement of operation of the Teaching Service Act, 1970, was declared to be 1st January, 1971.

Newcastle Teachers College was declared to be a college of advanced education as from 1st September, 1971, by virtue of the notification published in the Government Gazette of 27th August, 1971, (page 3299), above the signature of The Hon. C. B. Cutler, M.L.A., Minister for Education and Science in the State of New South Wales.

Under the Teaching Service Act the N.S.W. Director-General of Education became responsible to the N.S.W. Minister for Education for the administration and regulation of the Newcastle Teachers College, a N.S.W. college of advanced education.

IIB. Anticipated Establishment under section 16.1 of the Higher Education Act

On 1st July, 1973, an Interim Council was appointed by the N.S.W. Minister for Education and Science to prepare to govern the college during the intervening period preparatory to the incorporation of the college (on 1st January, 1974, or as soon as possible thereafter) as a college of advanced education under section 16.1 of the Higher Education Act.

Pending the approval of by-laws prepared and submitted under section 28 of the Higher Education Act the Newcastle Teachers College shall be governed by the interim by-laws appearing in chapter II and the rules appearing in chapter III provided that these by-laws and rules are not inconsistent with the provisions of the Higher Education Act, Regulations issued thereunder, and any related Act or Acts in so far as they affect the college.


An Act to provide for the constitution, and to define the powers, authorities, duties and functions, of the New South Wales Advanced Education Board, New South Wales Universities Board, the New South Wales Higher Education Authority and College of Advanced Education; and for purposes connected therewith. (Assented to, 9th April, 1969).
PART III

ADVANCED EDUCATION BOARD

5. (1) There shall be constituted a board to be called the New South Wales Advanced Education Board.

(2) The Advanced Education Board shall consist of such number, being not less than seven nor more than eleven, of persons as may be appointed by the Governor.

(3) Of the members of the Advanced Education Board—

(a) one shall be—

(i) where Part IV of this Act has, on the date on which the first or any subsequent nomination of persons to be members of the Advanced Education Board is made by the Minister, commenced, a person nominated by the Minister who is a member of the Universities Board, other than the person appointed to be a member of that Board under subsection three of section nine of this Act; or

(ii) where Part IV of this Act has not, on that date, commenced, a person nominated by the Minister who in the opinion of the Minister would, if the New South Wales Universities Board to be constituted under that Part had been constituted, have been suitable for nomination as a member of that Board; and

(b) the remainder shall be appointed on the nomination of the Minister made after consultation with such persons and bodies as the Minister thinks fit.

(4) Where a person appointed to be a member of the Advanced Education Board—

(a) pursuant to subparagraph (i) of paragraph (a) of subsection three of this section ceases to be a member of the Universities Board; or

(b) pursuant to subparagraph (ii) of that paragraph is not, upon the commencement of Part IV of this Act, or ceases thereafter to be, a member of the Universities Board.

He thereupon ceases to hold office as a member of the Advanced Education Board and there is a casual vacancy in his office.

(5) The chairman of the Advanced Education Board and, if any other member of that Board is so designated by the instrument of his appointment, that member shall be full-time member of that Board and of the chairman or any such other member, except with the approval in writing of the Minister, engages during his term of office in any paid employment outside the duties of his office as a member of that Board he thereupon ceases to hold office as a member of that Board and there is a casual vacancy in his office.

(6) The appointment—

(a) of a full-time member of the Advanced Education Board shall be for a term of seven years; and

(b) of any other member of that Board shall be for a term of five years;

and any such member shall, if otherwise qualified, be eligible for reappointment.

(6A) Notwithstanding the provisions of subsection six of this section but subject to any other provision of this Act, a person who is appointed as a member of the Advanced Education Board after the commencement of the Higher Education (Amendment) Act, 1971, is so appointed before the time at which the terms of office of members, other than full-time members, who hold office at that commencement, expire, shall hold office as a member of that Board until that time but shall be eligible for reappointment.

(7) A person shall not be appointed—

(a) as a full-time member of the Advanced Education Board if he is of or above the age of sixty-five years; or

(b) as a member, other than a full-time member, of that Board if he is of or above the age of seventy years.

(8) A member of the Advanced Education Board ceases to hold office as such a member and there is a casual vacancy in his office—

(a) in the case of a full-time member, upon his attaining the age of sixty-five years; and

(b) in the case of a member other than a full-time member, upon his attaining the age of seventy years.

6. (1) The functions and powers of the Advanced Education Board shall be, for the purpose of the promotion, encouragement, development, improvement and maintenance of advanced education courses and post-secondary courses of study that in the opinion of the Board may be suitable to be approved as advanced education courses, and institutions providing or proposing to provide advanced education courses or any such post-secondary courses—

(a) to make reports and recommendations to the Minister, either of its own motion or at the request of the Minister, with respect to—

(i) the establishment of colleges of advanced education;

(ii) the approval of courses as advanced education courses;

(iii) the fields of studies in which a college of advanced education (being a corporate college of advanced education or a college of advanced education forming part of a Government Department administered by the Minister) may offer courses or programmes of studies;

(iv) new developments affecting post-secondary education, other than university education;

(v) deleted;

(vi) the granting or allocation of financial assistance to institutions and bodies (including those forming part of any Government Department) that provide advanced education courses or post-secondary courses of study that in the opinion of the Board may be suitable to be approved as advanced education courses;

(vii) the scale of fees to be charged by colleges of advanced education (being corporate colleges of advanced education or colleges of advanced education forming part of a Government Department administered by the Minister) in connection with enrolment in classes or courses, or in connection with examinations, the conferring of academic awards and other services;

(viii) the scale of fees to be charged by colleges of advanced education forming part of a Government Department not administered by the Minister in connection with enrolment in advanced education courses, or in connection with examinations, the conferring of academic awards, and other services, relating to advanced education courses;

(b) to take such steps as it thinks fit to ensure co-ordination of advice to the Minister on matters related to advanced education courses;

(c) to co-ordinate all requests and submissions, relating to financial assistance from the Government of the State or of the Commonwealth of Australia, made to the Minister by institutions or bodies (including those forming part of any Government Department) that provide advanced education courses and, if requested by the Minister, to review any such requests or submissions;

(d) to take such steps as it thinks fit to ensure that consistent with sound educational practice the greatest effectiveness and economy in expenditure by institutions or bodies (including those forming part of any Government Department) that provide advanced education courses is achieved;

(e) to determine the academic staff establishment for each college of advanced education;

(f) to determine the nomenclature of the academic award to be conferred by an institution or body (whether or not it forms part of any Government Department) in respect of any advanced education course provided by that institution or body;

(g) to foster research into matters relevant to the development and improvement of post-secondary education, other than university education, by such means as it thinks fit including the making of functions and powers of the Advanced Education Board.
recommends for the provision of scholarships, fellowships, and financial assistance to institutions conducting or proposing to conduct research in to any such matters; and

(g) to confer and collaborate with the Universities Board and the Commonwealth Advisory Committee on Advanced Education or any other body constituted by the Government of the State or of the Commonwealth of Australia or under any Act or Act of the Parliament of the Commonwealth of Australia or otherwise, on such matters as are within the functions and powers of the Advanced Education Board.

(1a) The Advanced Education Board shall not make a report or recommendations for subsection one of this section in relation to a course provided or to be provided at a college of advanced education forming part of a Government Department not administered by the Minister unless it has taken into consideration any representations with respect to that course; and

(b) under subparagraph (viii) of that paragraph in relation to the scale of fees to be charged by a college of advanced education forming part of a Government Department not administered by the Minister unless it has taken into consideration any representations with respect to those fees, made by the Minister administering that Government Department or by any person or body nominated by that Minister for the purpose.

(2) In the performance of its functions and the exercise of its powers under this Act, the Advanced Education Board shall have regard to the needs of the State and to the resources available to the State for education.

PART IV
UNIVERSITIES BOARD

10. The functions of the Universities Board shall be—

(a) to make reports and recommendations to the Minister, either of its own motion or at the request of the Minister, with respect to—

(i) the provision, maintenance, development, and improvement of university facilities; and

(ii) the granting of financial assistance to universities; and

(b) for these purposes—

(i) to confer with universities;

(ii) to confer and collaborate with the Advanced Education Board and the Australian Universities Commission or any other body constituted by the Government of the State or of the Commonwealth of Australia or under any Act or Act of the Parliament of the Commonwealth of Australia or otherwise;

(iii) to co-ordinate all requests and submissions relating to financial assistance from the Government of the State or of the Commonwealth of Australia made to the Minister by universities and, if requested by the Minister, to review any such requests or submissions.

PART V
HIGHER EDUCATION AUTHORITY

15. The functions of the Higher Education Authority shall be—

(a) to promote the most beneficial and effective relationship between the universities and the colleges of advanced education;

(b) to take such steps as it thinks fit to promote consistency between the recommendations made to the Minister by the Advanced Education Board and the Universities Board and to ensure that adequate information with respect to those recommendations is presented to the Minister;

(c) to review and advise the Minister on such matters as the Minister may refer to the Authority.

PART VI
COLLEGES OF ADVANCED EDUCATION

16. (1) The Minister, by notification published in the Gazette, may, for the purposes of subsection two of this section, constitute a body corporate consisting of such persons not exceeding twenty-three, as may be appointed by him after consultation with such persons and bodies as he thinks fit and as may be specified in the notification.

(2) The Minister may, by the notification constituting a body corporate under subsection one of this section or by a subsequent notification published in the Gazette, declare that body corporate to be a college of advanced education under the corporate name specified in the notification.

(3) A college of advanced education constituted under this section is in this Act referred to as a "corporate college of advanced education".

(4) A corporate college of advanced education—

(a) has perpetual succession;

(b) shall have a common seal;

(c) may take proceedings and be proceeded against in its corporate name;

(d) may, for the purposes for which it is constituted, but subject to subsection five of this section, purchase, exchange, take on lease, hold, dispose of and otherwise deal with property or take a conveyance or transfer of any land transferred to it pursuant to section 16A of this Act; and

(e) may do and suffer all other things that bodies corporate may, by law, do and suffer and that are necessary for or incidental to the purposes for which it is constituted.

(5) A corporate college of advanced education shall not purchase, exchange, take on lease or dispose of any real property except with the approval in writing of the Minister.

(6) The members of a corporate college of advanced education, as first constituted under this section, shall be appointed to hold office for such period as may be determined by the Minister and specified in the notification in the Gazette appointing them and for such further period, if any, as the Minister may, before the expiration of that specified period determine and notify to them.

(7) Upon expiration of the period for which the members of a corporate college of advanced education, as first constituted under this section, hold office in accordance with subsection six of this section, the college shall, without its continuity being affected, be reconstituted and shall thereafter consist of—

(a) official members;

(b) elected members; and

(c) nominated members,

who shall be appointed by the Governor and shall take office as members of the college immediately after the expiration of that period.

(8) Of the members of a corporate college of advanced education, other than the members of that college as first constituted under this section—

(a) the official members shall consist of the principal officer of the college and such number, not exceeding two, of persons as are, by the by-laws of the college in force from time to time designated as official members;

(b) the elected members shall be—

(i) such number, not being less than one nor more than three, of persons as are required by the by-laws of the college as in force from time to time to be elected, in accordance with these by-laws, as members of the college by such servants of the college as are by those by-laws designated as full-time officers or superior officers of the college; and

(ii) one person elected, in accordance with the by-laws of the college as in force from time to time, by the students of the college; and
(c) the nominated members shall be nominated by the Minister and shall include—

(i) persons experienced in educational fields;
(ii) persons experienced in industry or commerce;
(iii) persons practising or who have practised in one of the professions; and
(iv) persons having such other experience or qualifications as the Minister deems appropriate,

but shall not include servants of the college.

(8A) A person shall not be eligible for election as an elected member of a college, as referred to in paragraph (b) of subsection eight of this section, unless he has the experience or qualifications, or the experience and qualifications, prescribed by the by-laws of the college, as in force from time to time, in respect of persons eligible to be elected under subparagraph (i) or (ii) of that paragraph.

(9) A corporate college of advanced education, other than a college as first constituted under this section, shall consist of not less than fifteen nor more than twenty-three members.

(10) The members, other than the official members, of a corporate college of advanced education, other than a college as first constituted under this section, shall be appointed to hold office for a term of four years, and any such member shall, if otherwise qualified, be eligible for re-election and reappointment or for reappointment.

(11) A person shall not be eligible to be appointed or elected to a corporate college of advanced education if he is of or above the age of seventy years.

(12) A member of a corporate college of advanced education—

(a) being an official member, ceases to hold office as a member of the college and there is a casual vacancy in his office if he ceases to hold the office, if any, by virtue of which he was appointed; and

(b) being an elected member or a nominated member, ceases to hold office as a member of the college and there is a casual vacancy in his office upon his attaining the age of seventy years.

(13) Where a casual vacancy occurs in the office of a member of a corporate college of advanced education a person shall be appointed to fill the vacant office in the same manner as that in which the member whose office is vacant was appointed or elected, or in such cases or circumstances as are specified in the by-laws of the college a person shall, in the manner so specified, be selected to fill the vacant office.

16A. (1) Any land held by the Crown or the Minister on which a corporate college of advanced education conducts its activities may be conveyed or transferred to that college for the same estate or interest as that held by the Crown or the Minister, as the case may be, and subject to any trust, obligation, estate, interest, contract, charge, rates, right of way or other easement upon which it was so held immediately before the conveyance or transfer.

(2) No instrument or document executed or registered for or in connection with the conveyance or transfer of any land pursuant to subsection one of this section shall be liable to stamp duty or to any fee chargeable under any Act for registration.

17. (1) The Minister may, by notification published in the Gazette, declare any educational institution or body forming part of a Government Department to be a college of advanced education under the name specified in the notification.

(2) The Minister may, by a further notification published in the Gazette, revoke a notification under subsection one of this section relating to a college of advanced education and, in accordance with section sixteen of this Act, constitute a body corporate to be the college of advanced education to take the place of that firstmentioned college of advanced education.

(3) The Minister shall not exercise his powers under subsection one or two of this section in respect of an educational institution or body forming part of a Government Department not administered by him except with the concurrence of the Minister for the time being administering that Government Department.

18. (1) A corporate college of advanced education may appoint and employ such servants as may be necessary for carrying out its functions, but shall not appoint or employ—

(a) a person as a member of the academic staff of the college unless the position to or in which he is to be appointed or employed is within the academic staff establishment of the college as determined by the Advanced Education Board; or

(b) a person otherwise than as a member of the academic staff of the college unless the position to or in which he is to be appointed or employed is within the staff (other than academic staff) establishment of the college as determined by the Public Service Board.

(2) Subject to this Act, a corporate college of advanced education shall in respect of servants of the college have power—

(a) to determine promotions, whether or not of academic staff;

(b) to determine the qualifications required to be held by persons to be appointed or promoted within the academic staff establishment of the college;

(c) to discipline, in accordance with the by-laws of the college, servants of the college, whether or not they are members of the academic staff of the college; and

(d) to impose penalties, in accordance with the by-laws of the college, for breaches of discipline by servants of the college, whether or not they are members of the academic staff of the college.

(3) Except in so far as provision is otherwise made by law, and subject to the provisions of subsection two of this section, the conditions of employment, including, is a casual vacancy in his office, may be determined from time to time by the Public Service Board.

(4) In respect of any matter in respect of which the Public Service Board is entitled to make a determination under subsection three of this section, the Minister shall, for the purpose of making any determination or for the purpose of any proceedings held before a competent tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, as subsequently amended, be deemed to be the employer of the servants of corporate colleges of advanced education, and a corporate college of advanced education shall be deemed to be the employer of those servants.

(5) In respect of any matter in respect of which a corporate college of advanced education has powers under subsection two of this section, the Public Service Board shall, for the purpose of any proceedings held before a competent tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, as subsequently amended, be deemed to be the employer of the servants of corporate colleges of advanced education, and a corporate college of advanced education shall be deemed not to be the employer of those servants.

(6) Any determination made by the Public Service Board in respect of a matter referred to in subsection three of this section and any order or determination made by a competent tribunal in any proceedings referred to in subsection four or five of this section shall be given effect to by the corporate college of advanced education in respect of which the determination or order is made.

(7) A reference in section 11A of the Public Service Act, 1902, as subsequently amended, to an officer shall be construed as including a reference to a corporate college of advanced education and to a servant of such a college.

(8) The provisions of the Crown Employees Appeal Board Act, 1944, as subsequently amended, do not apply to servants of corporate colleges of advanced education.
19. (1) Where the Minister constitutes a corporate college of advanced education he may by the notification constituting the college or by a subsequent notification specify the names of persons to be transferred to the service of the college.

(2) The name of any person shall not be included in any such notification unless-

(a) he is a member of the public service or teaching service employed in connection with the provision of the advanced education courses or the courses or programmes of study provided or to be provided by the college of advanced education; and

(b) he concurs, in writing, in the inclusion of his name in the notification.

(3) If, on the date on which the notification is published in the Gazette a person whose name is included in the notification is a member of the public service or teaching service that person shall, on that date, be transferred to the service of and become a servant of the college of advanced education to which the notification relates.

(4) A person transferred to the service of a college of advanced education under this section—

(a) shall be paid salary or wages at a rate not less than the rate which was payable to him immediately before he was so transferred, regulated by an award in industrial agreement or agreement made under or in pursuance of the Superannuation Act, 1916, or any amendment thereof, and shall continue to contribute to any fund or account as the case may be, and shall continue to receive any payment or pension as if he had continued to be an employee within the meaning of the Superannuation Act, 1916, or any amendment thereof, and shall continue to contribute to any fund or account as the case may be, and shall continue to receive any payment or pension as if he had continued to be an employee within the meaning of the Superannuation Act, 1916, or any amendment thereof.

(5) Where any condition of employment of any officer or employee transferred to the service of a college of advanced education under this section was, immediately before he was so transferred, regulated by an award in industrial agreement or agreement made under or in pursuance of the Public Service Act, 1902, as subsequently amended, or the Teaching Service Act, 1970, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.

(6) In respect of any person liable to make contributions referred to in paragraph (b) of subsection four of this section the college to which the notification relates shall continue to make contributions to a pension fund or account as if he had continued to be an employee within the meaning of the Superannuation Act, 1916, or any amendment thereof.

(7) Annual, sick and long service leave shall continue to accrue to a servant transferred to a college of advanced education under this section on the same basis as they accrued to him as an officer or employee of the public service or teaching service, as the case may be, immediately before he was so transferred until that basis is varied or altered in accordance with this Act.

(8) For the purpose of calculating the entitlement to long service leave of any servant transferred to a college of advanced education under this section—

(a) any service of the servant which, by the terms of any Act or of any industrial agreement or award under the Superannuation Act, 1940, as subsequently amended, was, immediately before he was so transferred, required to be taken into account for the purpose of determining his entitlement to the payment of any such benefit as is payable under the provisions of this Act with respect to any person who is or was a servant of the public service or teaching service, as the case may be, shall be deemed to be service with that college; and

(b) there shall be deducted from any long service leave to which the servant becomes entitled, as such a servant, any long service leave already taken by him in respect of any period of service referred to in paragraph (a) of this subsection.

(9) A servant transferred to a college of advanced education under this section shall be entitled to receive as a servant of the college to which he was so transferred any benefits under this Act as well as under any other Act in respect of the same period of service.

(10) Any person transferred to the service of a college of advanced education under this section shall not be entitled to claim benefits under this Act as well as under any other Act in respect of the same period of service.

(11) Nothing in this section affects the operation of any of the provisions of the Industrial Arbitration Act, 1940, as subsequently amended.

20. A college of advanced education shall have the responsibility of providing such advanced education courses as are approved by the Minister in respect of that college, at such place or places as may be so approved and may provide other courses or programmes of study in fields approved—

(a) in the case of a corporate college of advanced education or a college of advanced education forming part of a Government Department administered by the Minister—by the Minister administering that Government Department;

(b) in the case of a college of advanced education forming part of a Government Department not administered by the Minister—by the Minister administering that Government Department

21. (1) A corporate college of advanced education shall be responsible for the management and control of its affairs and concerns and at all times shall act in such manner as appears best calculated to promote the purposes and interests of the college.

(2) Subject to this Act, a corporate college of advanced education—

(a) shall be responsible for the care and maintenance of any real or personal property under its control or management;

(b) may provide courses or programmes of study, confer academic awards, grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible under the by-laws of the college;

(c) may acquire by gift, devise or bequest any property for the purposes of this Act and may agree to carry out the conditions of any such gift, devise or bequest;

(d) may borrow money for the purposes of carrying out and performing any of its powers, authorities, duties and undertakings, including the renewal of loans or the discharge or partial discharge of any indebtedness to any bank within such limits, to such extent and upon such conditions as to security or otherwise as the Governor upon the recommendation of the Treasurer may approve;

(e) may invest any funds belonging to or vested in the college in any manner for the time being authorized for the investment of trust funds or in any particular case or class of cases, upon the recommendation of the Treasurer;

(f) shall have the control and management of all real and personal property at any time vested in or acquired by the college;

(g) shall co-operate with the Advanced Education Board to ensure that the college offers courses to meet the needs as determined by that Board of the region that the college serves and of the State; and

(h) shall forward to the Advanced Education Board at such times as may be required by that Board estimates of the financial and other needs of the college for periods specified by that Board.

(3) The provisions of paragraphs (b), (g) and (h) apply to a college of advanced education that is not a corporate college of advanced education in the same way as they apply to a corporate college of advanced education but in the exercise or performance of the powers and
duties conferred and imposed by those paragraphs any such college shall be subject to the direction of the Minister administering the Government Department of which the college forms part.

(4) A corporate college of advanced education may, by resolution, delegate all or any of its powers or functions or its powers or functions in relation to any case or class of cases, as may be specified in the resolution, (except this power of delegation and its powers to make by-laws and any power conferred on it under subsection (1A) of section twenty-nine of this Act to make rules) to any member of the college, to any servant of the college, to the holder, for the time being, of any office in the service of the college or to any committee appointed by the college.

(5) A delegation made under subsection four of this section shall be revocable by resolution of the college and any such delegation shall not prevent the exercise or performance of any power or duty of the college.

22. (1) A college of advanced education shall not, where any charge in respect of the enrolment of persons in classes or courses conducted or provided by it or in respect of examinations, the conferring of academic awards or other services provided by the college, has been fixed under this Act, make any other charge in respect of any such matter.

(2) Except as provided by subsection three of this section, the Minister may fix the fees to be charged by colleges of advanced education in respect of any matter referred to in subsection one of this section.

(3) The Minister administering any Government Department (not administered by the Minister administering this Act) of which a college of advanced education forms part may fix the fees to be charged by that college in respect of enrolment of persons in classes or courses, other than classes for or courses that are advanced education courses, or in respect of examinations, academic awards or other services relating to courses, other than advanced education courses.

(4) The Minister shall not, under subsection two of this section, fix the fees to be charged by a college of advanced education forming part of a Government Department not administered by the Minister unless he has taken into consideration any representations with respect to those fees made by the Minister administering that Government Department or by any person or body nominated by that Minister for the purpose.

23. A certificate evidencing any academic award conferred by a corporate college of advanced education shall be under the seal of that college.

24. A corporate college of advanced education shall, as soon as practicable, and not more than three months after the thirty-first day of December in each year, prepare and transmit to Parliament statements of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial transactions for the year.

25. The accounts of each corporate college of advanced education shall be audited by the Auditor-General, who shall have, in respect thereof, all the powers conferred on the Auditor-General in relation to the audit of public accounts; and the Audit Act, 1902, and Acts amending that Act, shall apply to the members and servants of the college in the manner as it applies to accounting officers of public departments.

26. Each college of advanced education and any other institution conducting advanced education courses shall, as soon as practicable but not more than three months after the thirty-first day of December in each year, cause a report on its work and activities in relation to those courses during the year ending on that day to be prepared and cause a copy to be forwarded to the Minister, and, if the college forms part of a Government Department not administered by the Minister, one copy to be forwarded to the Minister administering that Government Department.

27. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student of any college of advanced education, or to hold office therein, or to be eligible to receive any academic award, or to enjoy any benefit, advantage or privilege thereof.

28. (1) A corporate college of advanced education may make by-laws to—

(a) all matters which by this Act are required or permitted to

(b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;

(c) the management and good government of the college and the discipline of the students of the college;

(d) the use and custody of the common seal;

(2) A copy of every such by-law shall be laid before both Houses of Parliament within fourteen sitting days after the publication thereof in the Gazette if Parliament is in session, and if not, then within fourteen sitting days after the commencement of the next session.

(4) Any such by-law of any college of advanced education may be proved in any court by the production of a verified copy under the seal of the college or by the production of a document purporting to be a copy of such by-law and to be printed by the Government Printer.
PART VII

GENERAL

29. An institution or body (including an institution or body forming part of any Government Department) that provides any advanced education course shall not confer any academic award in respect of that course unless it is of a nomenclature determined by the Advanced Education Board.

30. (1) In this section "education body" means the Advanced Education Board, the Universities Board, the Higher Education Authority or a corporate college of advanced education.

(2) A reference in this section to a member of the Higher Education Authority includes a reference to an alternate member of the Higher Education Authority.

(3) The procedure for calling meetings of an educational body and for the conduct of business at those meetings shall, subject, in the case of the Higher Education Board, the Universities Board, or the Higher Education Authority, to any regulations or, in the case of a corporate college of advanced education, to any by-laws, apply to that body, be as determined by that body.

(4) One of the members of each educational body, other than a corporate college of advanced education, shall, by the instrument of his appointment, be appointed as chairman of that body.

(5) The members of an educational body, other than a corporate college of advanced education, shall elect from amongst their number a deputy chairman, who shall hold office for such period, not exceeding his term of office as a member, as the body at the time of the election determines.

(6) At any meeting of an educational body, other than a corporate college of advanced education, the chairman or, in his absence, the deputy chairman shall preside, but if the chairman and the deputy chairman are both absent from that meeting, a person elected from amongst their number by the members present shall preside at that meeting.

(7) The person presiding at any meeting of an educational body, other than a corporate college of advanced education, in accordance with subsection six of this section shall have a deliberative vote and, in the event of an equality of votes, a casting vote.

(8) Where a casual vacancy occurs in the office of a member of an educational body, other than a corporate college of advanced education, the Governor may, on the nomination of the Minister, appoint to fill the vacant office so that the membership of the body shall have a deliberative vote and, in the event of an equality of votes, a casting vote.

(9) The number of members who shall constitute a quorum—

(a) at the meeting of the Advanced Education Board, the Universities Board or the Higher Education Authority shall be four; and

(b) at a meeting of a corporate college of advanced education shall be as specified in the by-laws made by that college, and the decision of the majority of members present at a meeting of any such educational body at which a quorum is present shall be the decision of that body.

(10) In addition to any other manner in which a member of an educational body, other than an official member of a corporate college of advanced education, may, under this Act, cease to hold office as a member of that body or in which a casual vacancy in his office may occur, such a member ceases to hold office as a member of that body and there is a casual vacancy in his office—

(a) if he dies;

(b) if he becomes a mentally ill person, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, as subsequently amended;

(c) if he resigns his office in writing under his hand addressed to the Governor and his resignation is accepted;

(d) if he becomes bankrupt, compounds with his creditors or makes any assignment of his estate for their benefit;

(e) if he is convicted in New South Wales of a felony or of a misdemeanour punishable by imprisonment for a period of twelve months or more, or if he is convicted elsewhere than in New South Wales of an offence if it were committed in New South Wales, would be a felony or a misdemeanour so punishable;

(f) if he is absent from three consecutive meetings of the body of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the body for his absence from those meetings;

(g) if he is removed from office by the Governor.

(11) A person appointed to fill a casual vacancy, however occurring, in the office of a member of an educational body shall be appointed to the vacancy for the balance of the term of the person whose term has expired, or if otherwise qualified, eligible for reappointment or election to that office on the expiration of the term for which he was appointed.

(12) A member of an educational body, other than a corporate college of advanced education, shall be entitled to receive such travelling expenses and such remuneration, if any, as may be fixed from time to time by the Governor.

(13) The provisions of the Public Service Act, 1902, as subsequently amended, do not apply to or in respect of the appointment of any member of an educational body and any such member is not, in his capacity as such an officer, subject to the provisions of that Act, as subsequently amended.

(14) Any act or proceeding of an educational body is, notwithstanding that at the time when the act or proceeding was done, taken or commenced there was—

(a) a vacancy in the office of a member of the body; or

(b) any defect in the appointment, or any disqualification, of a member of the body, as valid as if the vacancy, defect or disqualification did not exist and the body were fully and properly constituted.

31. (1) A person who, at the date of his appointment as a full-time employee of the Advanced Education Board or the Universities Board is an employee within the meaning of the Superannuation Act, 1902, or the Superannuation Act, 1916, as subsequently amended, to any person appointed as such a full-time member who is at the time of his appointment or has been at any time previous thereto an officer of the public service or an employee within the meaning of the Superannuation Act, 1916, as subsequently amended.

(2) Nothing contained in this Act shall affect the rights accrued or accruing under the Public Service Act, 1902, or the Superannuation Act, 1916, as subsequently amended, to any person who acts as such a full-time member who is at the time of his appointment or has been at any time previous thereto an officer of the public service or an employee within the meaning of the Superannuation Act, 1916, as subsequently amended.

(3) Any officer of the public service or any person who is an employee within the meaning of the Superannuation Act, 1916, as subsequently amended, who is appointed as such a full-time member shall continue with such other Acts as are capable of receiving any deferred or extended leave and any payment, pension or gratuity as if he were an officer or employee within the meaning of the Superannuation Act, 1916, as subsequently amended, and for such purpose his service shall be deemed to be service for the purpose of those Acts.

In respect of a full-time member who contributes to a fund or account as aforesaid, the Board of which he is such a full-time member shall pay to the State Superannuation Board such amounts as would have been payable if that full-time member had remained an employee as aforesaid and had continued as such, at the same rate as his salary or wages at which he is employed by that Board, by the employer...
Regulations.

33. (1) The Governor may make regulations not inconsistent with this Act for or with respect to—
(a) any matter with respect to which by-laws may be made by a corporate college of advanced education;
(b) the keeping of records and accounts by corporate colleges of advanced education and the supply to the Advanced Education Board of information relating to those colleges and to advanced education courses;
(c) the administration and functions of colleges of advanced education;
(d) prescribing all matters which by this Act are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.

(2) A regulation made under subsection one of this section may apply to all corporate colleges of advanced education or to any corporate college of advanced education specified in the regulation and shall, to the extent of any inconsistency with any by-laws made by a corporate college of advanced education to which it applies, prevail over that by-law.

(3) The regulations shall—
(a) be published in the Gazette;
(b) take effect on and from the date of publication or from a later date to be specified in the regulation; and
(c) be laid before each House of Parliament within fourteen sitting days of that House after the publication thereof if Parliament is in session, and if not, then within fourteen sitting days after the commencement of the next session.

(4) If either House of Parliament passes a resolution, of which notice has been given at any time within fifteen sitting days of that House after a regulation has been laid before it, disallowing the regulation or part thereof, the regulation or part thereupon ceases to have effect.

CHAPTER II
INTERIM COLLEGE REGULATIONS

SECTION 1: GENERAL

The College Regulations and Rules of Procedure published herein do not have the force of by-laws and do not bind the Interim Council, Council when it is so established, or the Minister for Education and Science. They are published for guidance only so that the college may have some working principles by which it can be administered pending the approval of by-laws. Further it is pointed out that should any of these College Regulations or Rules of Procedure conflict with any part of the Higher Education Act, or any regulations issued under that Act, or any Public Service Board determination within its authority under the proviso conferred by the Act then the Act and regulations under the Act and Public Service Board determinations in accordance therewith must prevail.

Regulation 1.1—Interpretations

1. In any regulation of the college unless the contrary intention appears:

Act means the Higher Education Act under which the college was established, but in appropriate places may mean other Acts for the time being in force governing the conduct of the Newcastle Teachers College.

Council means the Council or Interim Council as constituted under these regulations and appointed on the authority of the Minister for Education and Science.

Academic Board means the Academic Board as constituted under regulation 2.2.

Principal means the principal as appointed by the Council.

Vice Principal means the vice principal as appointed by the Council.

Co-ordinator of Studies means an officer responsible to the principal for the supervision and direction of a programme, i.e., a defined group of college courses, e.g., Co-ordinator of Studies (Teacher Education Programme—Primary and Special Education) or Co-ordinator of Studies (Teacher Education Programme—Secondary Education).
The Secretary of the College means the senior clerical and administrative officer appointed to control clerical and administrative staff in their duties.

Programme means a group of courses as set out in regulation 2.4 below.

Course means a group of subjects in a number of fields or disciplines to cover a complete group of studies leading to an appropriate college award.

Subject unit means a series of lectures in a given field or discipline extending over a period of time and includes tutorial classes and associated assignment, essays, laboratory and field work, if any, and the concluding examinations, if any, as specified in regulations governing courses and syllabuses.

Approved in relation to a course or subject offered by the college means approved by the Board of Teacher Education and Advanced Education Board on the submission of the Council.

Board of Studies means a board appointed to advise the Academic Board and carry out such duties as the Academic Board may delegate to it concerning a group of studies and courses all leading to similar types of awards in closely related fields, e.g.:

(i) Board of Primary and Special Education Studies means the board appointed to advise the Academic Board on matters related to the Primary and Special Education Programme.

(ii) Board of Secondary Education Studies means the board appointed to advise the Academic Board on matters related to the Secondary Education Programme.

(iii) Such other programmes as may be established by Council decision.

Department means the body of lecturers responsible under the authority of a head of department for the teaching in a particular subject or group of allied subjects, e.g., the English Department, Science Department and so on. The Council may constitute such departments as it may deem fit.

For the purposes of college organization the professional work of the library is regarded as being a Department.

Head of Department means the full-time officer to whom is delegated responsibility for the teaching, examining and for the supervision of research in that department.

Officer of the college means any "servant" of the college, i.e., any person employed as a full-time member of the academic, administrative, clerical, technical or domestic staff.

Staff of the college means the whole staff of the college academic, administrative, clerical, technical and domestic.

Academic Staff means officers or staff members employed as members of the teaching staff.

Permanent Staff Member means any member of staff employed as a full-time member of staff with normal expectancy of continued employment until the usual retiring age as set out in Regulations 3.1.3, 3.12.

Casual Staff Member means any member of staff employed for a short period or for intermittent periods without being appointed as a permanent or full-time officer.

2. The headings of and within any regulation shall be deemed part of the regulation.

3. Where in any regulation or resolution, reference is made to any Act, regulation or resolution and that Act, or resolution is subsequently amended, then unless the contrary intention appears, the reference shall, from the date of the amendment, be deemed to be that Act, regulation or resolution as so amended.

4. The Interpretation Act of 1897 shall apply mutatis mutandis to and in respect of these in the same manner as it applies to Acts of Parliament.

Regulation 1.2—Application

1. Any by-law of the college unless the contrary intention appears shall apply to full-time students, to part-time students and to external students who have enrolled in a subject or in a course.

Regulation 1.3—Meetings

1. All proceedings of the Council, of the Academic Board, and of all committees thereof shall be minuted and permanently recorded.

2. At any meeting of any of the above bodies the minutes of the preceding meeting shall, unless copies thereof have been previously circulated to members, be read and such minutes may be amended and shall be confirmed or disallowed by the meeting and the record signed by the presiding chairman.
SECTION 2: GOVERNING BODIES AND COLLEGE ORGANIZATIONS

Regulation 2.1—The Council

1. The Council shall consist of:
   (a) Official members;
   (b) Elected members; and
   (c) Nominated members who shall be appointed by the Governor.

2. The official members shall consist of the principal, the secretary of the college who shall also be secretary to the Council, and one member elected by the Academic Board from its members and designated as an official member.

3. (1) The elected members shall consist of:
   (a) three members elected by and from all the full-time permanent officers of the college who have been in the service or the employ of the college for the 6 calendar months preceding the day of publication of the notice of election by the secretary;
   (b) one member elected from and by the full-time students and the part-time students on the roll of the college when the notice of election is published by the secretary.

   (2) The secretary shall inform the Minister in writing of the elected members within 7 days of the closing of the poll and such persons shall be Council members from the day of their appointment by the Governor.

   (3) Elections shall be conducted in the manner prescribed in rule 6.

4. The Minister for Education and Science shall nominate not fewer than nine nor more than sixteen members and these shall consist of:
   (a) Persons experienced in educational fields;
   (b) Persons experienced in industry or commerce;
   (c) Persons practising or who have practised in one of the professions; and
   (d) Persons having such other experience or qualifications as the Minister deems appropriate, but shall not include officers of the college.

5. The members, other than the official members, of the Council shall be appointed to hold office for a term of 4 years and any such member shall, if otherwise qualified, be eligible for re-election and re-appointment or for re-appointment.

6. Where a casual vacancy occurs in the elected membership a person shall be elected within 60 days of the declaration by the Council of such vacancy. The election shall be in the same manner as that in which the member whose office is vacant was elected. The newly elected member shall complete the term of the original member’s appointment.

7. Ordinary meetings of the Council shall be held at least once in every 2 months and on such other days as may be in the opinion of the chairman, or in his absence the deputy chairman, or in their absence the principal, necessary for the despatch of business.

8. The chairman, or in his absence the deputy chairman, or in the absence of both the principal, may call a special meeting of the Council for the consideration of any matter which he may wish to submit to the Council.

9. A special meeting of the Council shall be called by either the chairman, or in his absence the deputy chairman, or in the absence of both the principal, upon the written request of five members setting forth the objects for which the meeting shall be called.

10. No member shall make any motion initiating a subject for discussion at any meeting of the Council except in pursuance of notice given to the secretary of the college at least 14 days previously: Provided that at any meeting the Council may by vote of the majority of members present permit the introduction of any subject for discussion.

11. The secretary to the college shall transmit by post or deliver to each member of the Council a written or printed notice of the date of the next ensuing meeting of the Council, whether such meeting is an ordinary or special meeting. Such notice shall, except in any case of emergency, be so posted or delivered at least 7 days prior to the meeting. Except in any case of emergency, all matters to be considered at the meeting shall be stated in the said notice or in a supplementary notice transmitted by post or delivered to each member of the Council not less than 4 days before the meeting. The said notice or supplementary notice shall be accompanied by supporting statements in sufficient detail to allow members to consider the matters prior to the meeting. Any notice sent by post shall be deemed to have been received the day after the notice is posted. The accidental failure to forward a notice to any member shall not invalidate proceedings at any meeting of the Council.
12. (a) A quorum of the Council shall be constituted by the presence of the chairman or deputy chairman, the principal, and nine other members of Council.

(b) If a quorum of the Council be not present within half an hour after the appointed time for a meeting whether special or ordinary all business which should have been transacted at such meeting shall stand over until the next ordinary meeting and shall take precedence thereat.

13. The Council may establish standing orders (not being inconsistent with the Act or this regulation) for the governance of procedure at meetings of the Council.

14. The Council may establish such committees of Council as it deems fit.

15. The Council may establish such administrative and academic organization of the college as it may by resolution approve.

**Regulation 2.2—The Academic Board**

1. There shall be a committee of the college responsible to the Council which shall be called the Academic Board and which shall advise the Council on matters concerned with the educational work of the college and shall exercise such powers and functions and perform such duties as may be determined by the Council from time to time.

2. The Academic Board shall consist of the principal, vice-principal, co-ordinators of studies, heads of departments, librarian, four (4) elected staff members and a representative of each other institution providing courses for full-time students.

3. The secretary to the college shall be the secretary to the Academic Board with the right to speak to any motion but he shall have no vote.

4. The principal shall act as chairman of the Academic Board or in his absence the vice-principal shall assume this position or in the absence of both the Academic Board shall elect a chairman.

5. At least 7 days' notice of any meeting shall be given in writing to the members of the Academic Board by the secretary to the college, specifying the time, place and agenda of the meeting.

6. The Academic Board may determine how frequently it shall meet and may fix the dates of its meetings provided that it shall normally meet not less frequently than once a month.

7. (a) A special meeting may be convened by the chairman, or in his absence by the deputy chairman; or

(b) shall be convened by the secretary on the written request of five members setting forth the purpose for which the meeting is required to be convened. Such special meetings shall be held within fourteen days of the request.

8. At any meeting of the Academic Board the quorum shall be one-half of its members, but, if one-half is not a whole number, shall be the next whole number.

9. All matters which come before the Academic Board shall be decided by the majority of the members present and voting at the meeting, and the member presiding at the meeting shall have a vote and, in the case of an equality of votes, a casting vote.

10. All Academic Board decisions are to be made by the Academic Board as a whole, except that the board may delegate to subcommittees such powers as it deems necessary.

11. The secretary shall be responsible for distributing to the members of the Council, the minutes of the Academic Board meetings. This shall be done within seven (7) days of that meeting.

12. The Academic Board—

(a) shall consider any matter affecting the policy and activities of the college as a whole, and may make recommendations thereon to the Council or to any other body or authority within the college;

(b) may refer matters to a Board of Studies or other bodies for consideration and report;

(c) shall consider and act upon reports from a Board of Studies or other bodies required to report to the Academic Board;

(d) shall determine after consultation with the Board of Studies concerned matters affecting the courses, studies and examinations which are not solely within the province of one department;

(e) where it does not approve without amendment a recommendation made by a Board of Studies shall, at the request of that Board of Studies, transmit the original recommendation to Council, together with any observations it thinks fit;

(f) may make recommendations to the Council on the creation of new departments within the college and on the principles of selection and terms of employment of academic staff.
13. (a) The Academic Board may establish such committees as it deems fit.
   
   (b) The standing committees of the Academic Board are set out in rule 2 made under this regulation.

**Regulation 2.3—The Programmes**

1. The programme is a group of courses in allied fields all leading to an appropriate award, e.g., the Teacher Education Programme in the fields of primary and special education studies or the Teacher Education Programme in the fields of secondary education studies.

2. The Council may determine such programmes as it deems fit, after receiving advice from the Academic Board.

3. The programmes of the college are set out in rule 3 made under this regulation.

4. For each programme there shall be a Board of Studies of which the co-ordinator of studies for the programme shall be convener and chairman.

5. The Board of Studies shall consist of the co-ordinator of studies for the programme and of members, one elected annually from each of the several departments providing service for or receiving services from the subjects and courses forming part or parts of the programme.

**Regulation 2.4—The Departments**

1. The Council may constitute such departments as it deems fit, after receiving advice from the Academic Board.

2. The departments of the college and the rules for meetings thereof are set out in rule 4 made under this regulation.

**Regulation 2.5—The Discipline Committee**

1. There shall be a Discipline Committee of the college consisting of:
   
   (a) the principal;
   
   (b) three members of the Academic Board nominated by the principal;

   (c) co-opted members
      
      (i) two full-time members of the academic staff not being members of the Academic Board elected annually by all full-time members of the academic staff;
      
      (ii) two students of at least five terms standing nominated by the Students' Representative Council.

2. The principal shall be the chairman of the Discipline Committee.

3. The Discipline Committee shall:
   
   (a) deal with any matter relating to the conduct of any student referred to it by the vice-principal under regulation 4.1 (2) (b) and
   
   (b) hear an appeal from a decision of the vice-principal imposing on a student exclusion from the college or a fine.

4. When the Discipline Committee hears an appeal from a decision of the vice-principal under regulation 4 the vice-principal shall be present but shall not participate in the decision of the Discipline Committee.

5. When the Discipline Committee hears an appeal or deals with a matter referred to it, the student concerned—
   
   (a) shall be notified of the terms of the reference at least seven days before the time set down for the hearing;
   
   (b) shall be entitled to make representations, either orally or in writing or both;
   
   (c) shall be entitled to give and call evidence; and
   
   (d) may at the sole discretion of the Discipline Committee be allowed legal or other representation.

6. When the Discipline Committee hears an appeal from a decision of the vice-principal under regulation 4.1 it may vary, confirm or quash the vice-principal's decision and may in varying the decision increase or reduce the fine or the period of exclusion or both.

7. The Discipline Committee may in respect of any matter dealt with or any appeal heard by it under this regulation impose any one or more of the following penalties:
   
   (a) a fine not exceeding $100;
   
   (b) in cases of misconduct at college examinations the annulment of a student's attempt at an examination or series of examinations; or
(c) the exclusion of a student from the college permanently or for such periods as it may decide.

8. Every penalty imposed by the Discipline Committee shall be reported to the Council.

9. Any student aggrieved by a decision of the Discipline Committee may appeal to the Council against that decision.

10. (a) Any appeal to the Council shall be by way of a rehearing and shall be conducted in accordance with the principles set out in regulation 2.5 subsections 4 and 5 above.

(b) The Council may vary, confirm or quash the decision of the Discipline Committee.

(c) When operating under this section the Council may act by a committee of five.

11. For the purposes of this regulation “student” means any person enrolled in any course conducted by the college or engaged in any research under the control of the college.

SECTION 3: OFFICERS OF THE COLLEGE

Regulation 3.1—Appointment and Tenure of Officers of the College

1. (1) After consideration of the recommendation of the appropriate staffing committee as defined in 3.1.14 below the Council may appoint such teaching, research and administrative staff as it deems fit within the authorized establishment. Any appointment may be made by invitation, or by promotion of existing staff, or after open advertisement, in accordance with whatever Council resolution is determined concerning the filling of the particular position.

(2) Officers of the college shall be notified of and be eligible to apply for all vacant positions.

2. (1) The Council shall determine the tenure of office and emolument within the appropriate scale of such officers as may be appropriate.

(2) Such determination by the Council regarding tenure of office and emoluments shall be conveyed to the selected applicant for any position and shall become binding upon the college and the applicant upon acceptance of appointment.

3. Except in those cases where the Council has otherwise determined any appointment made under this regulation shall terminate on the 31st December of the year in which the officer attains the age of 65 years. Provided that the Council may on the recommendation of the principal continue the appointment of an officer beyond the date specified for his retirement and provided that nothing in this regulation shall affect any rights of the officer under the Superannuation Act, 1916, or under any other Act.

4. Officers appointed to any position shall accumulate long service leave on the same conditions, mutatis mutandis, as officers employed in similar capacity for similar periods in the Public Service of the State of New South Wales.

5. Resignations from any appointment made under this regulation shall be subject to one term’s notice except by mutual agreement.

6. The Council may after proper inquiry dismiss, suspend, censure or ask for the resignation of any officer for good cause.

7. “Proper inquiry” in this regulation means a formal inquiry instituted by the Council and it shall be conducted by a committee established by the Council for this purpose. The committee shall consist of:

(a) two members of the Council nominated by the Council;

(b) two persons nominated by the relevant staff association or union;

(c) one person nominated by the Council who is a barrister-at-law admitted by the Supreme Court or a solicitor of that Court, but who is not a member of the Council.

8. “Good cause” in this regulation means—

(a) negligence or inefficiency in the performance of his duties as an officer;

(b) conduct which the Council shall consider to be such as to render the officer unfit to continue to hold his office.

9. (1) If in the view of the Council it is necessary to inquire into the capacity or conduct of an officer such officer shall be given 28 days notice of the nature of the inquiry, and of the time and place appointed for it and the officer shall have full right to attend and to produce such statements and to give and adduce such evidence on his own behalf as may be relevant. The officer shall have the right of representation and be entitled to a record of proceedings.

(2) In exceptional cases where the circumstances so warrant the principal may take immediate action to suspend an officer pending an inquiry but must report and refer the matter to Council immediately.
(3) Where an officer suspended by the principal pending a resolution of the Council is restored to his proper duties he shall be immediately entitled to the salary for the period of suspension and all entitlement shall be restored to him.

10. The officer whose fitness or capacity is being considered by the Council shall have the right of appearance and representation before the Council.

11. No motion of censure, suspension, dismissal or request for resignation shall be valid unless carried by the votes of two-thirds of the members of Council but if so carried it shall be final.

12. The Council may consider and determine whether an officer has become permanently incapacitated by age or infirmity from performing the duties of his office: Provided that no decision affirming such permanent incapacity shall be valid unless carried by two-thirds of the members of the Council.

13. Where the Council determines that an officer is unable to perform the duties of his office through age or infirmity:

(a) the Council may cause the officer whose disability is permanent in the terms of the N.S.W. Superannuation Act to be retired from the service of the college; or

(b) the Council may with the consent of the officer transfer him to some other position in the service of the college with salary and other conditions of employment appropriate to that office.

14. (1) The Council shall appoint staffing committees to make recommendations to the Council on the appointment of academic and research staff and on the progression of academic and research staff.

(2) These Staffing Committees are set out in rule 5 made under that regulation.

15. Where a submission against the progression of an officer on the incremental scale is made to the principal, the principal shall appoint a committee to review the submission and, if appropriate, to make a recommendation to the Council.

The Committee of Review shall consist of:

the principal,
the vice-principal,
one member of the Academic Board or one officer of the administrative staff appointed by the principal,
two persons nominated by the appropriate staff association or union.

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**Regulation 3.2—The Principal**

1. The principal, subject to the Act, regulations issued under the Act, these regulations and the resolutions of the Council, shall:
   (a) act to promote the interests and further the development of the college;
   (b) be chief executive officer of the college Council and be responsible for the implementation of its decisions;
   (c) be the chief academic and administrative officer of the college; and exercise a general superintendence over the educational and administrative officers of the college; and be responsible for maintaining the discipline of the college;
   (d) promote the welfare of staff and students of the college.

2. The principal may require from any officer of the college an explanation of any alleged neglect of duty, misconduct or inefficiency, and shall on receipt of such explanation decide what action, if any, is to be taken in relation to that officer.

3. The principal shall ex-officio be a member of every board, of every department, and of all committees within the college, and may preside at any meeting of any such board or committee.

4. Whenever the Council is satisfied that the principal is unable to perform his duties because of his absence or because of ill-health, the Council may appoint an acting principal. Until such time as the Council determines that appointment the powers and duties conferred or imposed upon the principal by the Act, regulations under the Act, or these regulations, resolution of the Council may be exercised and shall be performed by the vice-principal.

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**Regulation 3.3—The Vice-Principal**

1. The Council may appoint a person to the office of vice-principal of the College.

2. In all matters the vice-principal shall act with the authority of the principal during any period of absence by the principal.

3. The vice-principal shall assist the principal in such matters as the principal may from time to time delegate to him.

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**Regulation 3.4—The Co-ordinators of Studies**

1. The Council shall appoint a co-ordinator of studies to be responsible to the principal for the supervision and co-ordination of each college programme.
2. The responsibilities of the co-ordinator of studies are as set out below:

(i) To act as chairman and convenor for meetings of the Board of Studies for the programme for which he is responsible.

(ii) To convene special meetings of the Board of Studies at his own discretion or upon the written request of the principal or upon the request of five members of the Board of Studies addressed to the secretary of the college.

(iii) To convene regular meetings of the Board of Studies once each month during term at least one week's notice of any meeting being given in writing to all members.

(iv) To act as executive officer for the Board of Studies.

(v) To be responsible to the principal for the supervision and co-ordination of the college programme to which he has been appointed as co-ordinator.

Regulation 3.5—The Heads of Departments

1. The Council on the advice of the principal may appoint any principal lecturer or senior lecturer to the office of head of a department.

2. The head of a department means the full-time officer to whom is delegated responsibility for the teaching and examining and for the supervision of research in his department.

Regulation 3.6—The Principal Lecturers

1. There shall be such principal lecturers as the Council may determine on the advice of and in accordance with the established numbers of appointments fixed by the Advanced Education Board of New South Wales.

2. A principal lecturer shall be a full-time officer of the college and he shall be responsible to the head of a department, unless he himself is appointed as a head of a department, for the teaching, examining and carrying out of supervision of research in the section of a department allocated to him as his field.

Regulation 3.7—The Administrative Staff

The Council may determine that certain administrative officers shall be termed senior administration officers of the college.

Regulation 3.8—The Principal or Senior Librarian and Library Staff

1. The Council may appoint a principal or senior librarian of the college and such other senior library staff as it deems fit.

2. When a vacancy in the office of librarian of the college is to be filled, the Council shall appoint a selection committee in accordance with the relevant sections of rule 5.

Regulation 3.9—Technical, Clerical and Other Staff

1. The Council shall regulate the duties of members of the technical, clerical, domestic, outdoor and other staff of the college.

2. Members of the technical, clerical, domestic, outdoor, and other staff employed in a Department—

(a) shall be appointed by the Council on the recommendation of the head of the department;

(b) shall be under the control and direction of the head of the department.

3. The Council may determine what constitutes a department for the purposes of this regulation.

Regulation 3.10—Filling of Vacancies

Where any vacancy occurs in the office of any person appointed or elected under these regulations and no provision is made under the Act or these regulations for the filling thereof, a person may be appointed or elected to the vacant office in the same manner as that in which the person whose position is vacant was appointed or elected and shall hold office for the residue of his predecessor's term of office.

Regulation 3.11—Retirements

1. Where any person is appointed to any office under these regulations for a fixed term his tenure of office shall be subject to any provision for retirement on reaching a certain age which may be applicable to such person.

2. A permanent officer may retire from the service of the college upon his attaining the age of 60 years or at any time after the age of 60 under the terms of the State Superannuation Act.
SECTION 4: DISCIPLINE—GENERAL

Regulation 4.1—Discipline

1. In all matters of general discipline the circumstances shall be referred in the first instance to the vice-principal who, after due investigation, shall exercise the authority vested in his office.

2. The vice-principal may in respect of any offence against discipline:
   (a) fine a student a sum not exceeding $50 and may exclude a student from the college for a period not exceeding 4 weeks; or
   (b) refer any matter relating to the conduct of any student to the Discipline Committee of the college and may exclude that student from the college and its precincts until the matter has been dealt with by such disciplinary committee.

3. A student who has been fined or who has been excluded from the college by the vice-principal may appeal to the Discipline Committee of the college.

4. (1) Any member of the academic staff, the librarian, the deputy librarian, and/or the secretary of the college may refer any matter relating to the conduct of any student within the college precincts to the vice-principal.
   (2) Any member of the academic staff, the librarian, the deputy librarian, and/or the secretary may exclude any student from that area of the college under his control.
   (3) If the exclusion under subsection (2) of this section is for a period of more than one day, the case shall be referred to the vice-principal.
   (4) When what is prima facie misconduct occurs in an area of the college which is not the location of an organized college activity, any of the abovementioned officers of the college may deem himself for the purposes of this regulation to be in charge of the area.
   (5) The words “college precincts” in subsection (1) of this section and “area of the college” in subsections (2) and (4) of this section shall be taken to include any place or places where a student is present under the auspices of the college.
   (6) When a student is excluded pending action by the Discipline Committee a meeting of that committee shall be held as soon as possible.

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

SECTION 5: CANDIDATURE FOR AND AWARD OF DIPLOMAS AND/OR DEGREES

Regulation 5.1—Admission

1. (i) Except as provided in subsections 5.1.2, 5.1.3, 5.1.4 below and 5.3.3 a candidate, before being admitted shall:
   (a) have passed in the New South Wales Higher School Certificate examination or the University of Sydney Matriculation examination or other examination of equivalent standing in at least four recognized subjects, one of which shall be English; and
   (b) have attained in that examination the aggregate of marks prescribed by the college Academic Board from time to time and calculated in the manner determined by the college Academic Board.
   (ii) The recognized subjects shall be:
   English Greek Chinese
   Mathematics Latin Japanese
   Science French Hebrew
   Agriculture German Dutch
   Modern History Italian Art
   Ancient History Bahasa Industrial Arts
   Geography Indonesia Music
   Economics Spanish Home Science
   Farm Mechanics Russian Textiles and Design
   (iii) Mathematics and Science, both passed as full courses, together shall, for the purpose of subsection (1) (a) of this section, be counted as three subjects, but otherwise, each shall count as one subject.
   (iv) The qualification for admission normally should be obtained at one examination but when the qualification is obtained by taking papers at two successive examinations the method of aggregation of marks will take this fact into account.
2. A person who has applied to undertake a course or subject or subjects shall upon:

(a) the approval of his admission to the college and the payment of such fees as may from time to time be determined;

and

(b) signing the admission register of the college;

become an admitted member of the college and be deemed to have accepted the privileges and obligations of membership of the college.

3. The Academic Board may establish prerequisites for admission to specific courses or subjects.

4. Special qualifications for admission for applicants with other kinds of educational experience may be determined from time to time by the college Academic Board on the recommendation of the Admissions Committee. Such students shall be granted “provisional admission” only. Such a provisionally admitted student shall not have the privileges of a formally registered student but may, if he shows satisfactory progress, on recommendation by the Academic Board be granted formal admission and be allowed to sign the admission register.

5. The Council may limit the number of students in any subject or course.

Regulation 5.2—Courses and Awards—Requirements

1. The Council may, on the recommendation of the Academic Board, by resolution determine—

(a) the requirements for courses of study in the college; and

(b) the requirements for fellowship, scholarship, prizes, degrees and diplomas and the granting thereof.

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

Regulation 5.3—Unsatisfactory Progress—Exclusion

1. The head of a department may determine that a student taking a subject or course offered by the department shall be excluded from any examination for which the Department is responsible for any of the following reasons:

(a) unsatisfactory attendance at lecturers;

(b) failure to complete laboratory work;

(c) failure to complete written work or other assignments; or

(d) failure to complete field work.

2. The relevant Board of Studies may review the academic progress of any student who fails in, or is absent from, or is excluded under section 1 of this regulation from any examination and may recommend to the Academic Board:

(a) that the student be excluded from any further study in a subject or course;

(b) that the student may enrol only in such subject or subjects or course as the Academic Board may determine; or

3. The Academic Board in considering a referral under section 2 may determine:

(a) that the student be excluded from the diploma course;

(b) that the student be permitted to continue his diploma course subject to such conditions as the Admissions Committee may determine;

4. The Academic Board may, on the recommendation of the appropriate Board of Studies exclude from the college any student whose academic record in the opinion of the college Academic Board demonstrates the student's lack of fitness to pursue his studies at the college.

5. A student affected by a decision under sections 3 or 4 of this Regulation may submit to the Academic Board a written case why the decision should be reconsidered.

Regulation 5.4—Show Cause

1. A student shall show cause why he should be allowed to repeat a course in which he has failed more than once. Annulment under regulation 2.5.7 (b) shall be regarded as failure.

2. (i) A full-time student shall show cause why he should be allowed to continue a course if all subjects of the first year of his course are not completed by the end of his second year in attendance.

(ii) A part-time student shall show cause why he should be allowed to continue a course if all subjects of the first stage of his course are not completed by the end of his second year.

3. (i) A student who has a record of failure at another college or university shall show cause why he should be admitted to the college.

(ii) A student admitted to a course at the college following a record of failure at another college or university shall show cause, notwithstanding any other provision in this regulation, why he should be allowed to continue in that course if he is unsuccessful in his first year of attendance at the college.
4. A student required to show cause shall have his application considered by the Admissions Committee which shall advise the Academic Board whether the cause shown is adequate to justify the student being permitted to continue his course or to enrol as the case may be.

Regulation 5.5—Re-admission

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

Regulation 5.6—Appeal Against Exclusion

1. Any student excluded from any course of the college may appeal to the Council. Such appeal must be in writing addressed to the secretary of the college.

Regulation 5.7—Diplomas

1. The following diplomas may be awarded by the college:
   - Diploma in Teaching—Dip.Teach.
   - Graduate Diploma in Education—Dip.Ed.
   - Diploma in Art (Education)—Dip.Art(Ed.).
   - Diploma in Music (Education)—Dip.Mus.(Ed.).

Regulation 5.8—Conferring of Diplomas

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

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

Regulation 5.9—Fees

1. The fees payable in respect of attendance at the college shall be determined from time to time by the Council, acting in accordance with the provisions of the Act.

2. Fees set by the Students' Representative Council and/or Students' Union, subject to the approval of Council, shall be compulsory fees and a student's enrolment shall not be accepted until he has paid such fees, except that it shall be competent for the Students' Representative Council to waive these fees in special cases.

Regulation 5.10—General Conditions for Award of Diplomas

1. In order to qualify for a diploma of the college, every candidate shall satisfy the requirements for admission to the appropriate course of study, follow the courses of study for the prescribed periods, pass the prescribed examinations and assignments, pay the fees prescribed and comply with such regulations and rules as may be relevant.

Regulation 5.11—Assessment

1. The student's work in each subject will be assessed and awarded a grading for that subject.

2. This assessment may be based upon final examination or upon a progressive evaluation of the student's work or upon both. The form of the assessment shall be determined by the Department concerned.

Regulation 5.12—Conduct of Examinations

1. The Council may make rules for the efficient conduct of examinations.

Regulation 5.13—Timetable Requirements

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

Regulation 5.14—Withdrawal

(a) A student may withdraw from a course or subject only by notifying the principal of the college in writing of his withdrawal within seven days of the date of withdrawal.

(b) A student who withdraws at a time after the mid-point of the programmed duration of a subject shall be deemed to have failed in that subject. However, such a student may apply to the vice-principal who after consultation with the head of the department concerned, may allow him to withdraw without penalty.

Regulation 5.15—Relaxing Clause

1. In order to provide for exceptional circumstances arising in particular cases, the Academic Board may relax any requirement.
SECTION 6: COLLEGE ENROLMENT

Regulation 6.1—Terms

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

Regulation 6.2—Enrolment of Students

1. A student shall enrol as a full-time student or as a part-time student or as an external student.

2. (1) For the purposes of the regulations a full-time student means a student who enrolls in more than half of the subjects of a normal course—year; such a student remains a full-time student unless and until his application to be classed as a part-time student is approved by the co-ordinator of studies in the programme within which the student is enrolled.

   (2) For the purposes of the regulations, a part-time student means:
   (i) a student who enrolls in half or less than half of the subjects of a normal course—year; or
   (ii) a student enrolled in a part-time course.

3. For the purposes of the regulations an external course student means a student who enrolls in a course available by correspondence.

4. The dates, form and procedure of enrolment shall be promulgated in the college Handbook and college prospectus and in the press or in such other way as the Council may determine.

SECTION 7: ACADEMIC DRESS

Regulation 7.1—The Wearing of Academic Dress

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

SECTION 8: ELECTIONS

Regulation 8.1—Recognized Elections—Conduct of Elections

1. The following shall be the recognized elections to be made under the authority of the Council:
   (a) Election of the three members of Council by members of staff of the college.
   (b) Election of one member of Council by students of the college.
   (c) Election of the members of staff as members of the Academic Board.
   (d) Election of members of the Academic Board to membership of the Executive Committee.
   (e) Election of members of the Academic Board to membership of the Admissions Committee.
   (f) Election of members of staff to membership of the Discipline Committee.
   (g) Such other elections as the Council may by resolution determine to be recognized elections.

2. The secretary shall be returning officer for all recognized elections.

3. Election of members of the Council and of members of the Academic Board shall be by secret ballot and where more than one vacancy is to be filled, by exhaustive preferential counting of votes, otherwise by simple preferential counting of votes.

4. The conduct of elections is to be determined in accordance with rules made by Council under this regulation.

SECTION 9: ASSOCIATIONS OF AND ORGANIZATIONS WITHIN THE COLLEGE

Regulation 9.1—Association of Friends and Alumni of the College

1. Council may establish an Association of Friends and Alumni of the college.

2. All permanent members of the academic, administrative, library, clerical and technical staff of the college who are graduates of a university or diplomats or graduates of a college of advanced education or other tertiary institution shall be entitled to membership of the
Association of Friends and Alumni of the college and upon payment of the fee fixed from time to time by the Council, will be admitted as members.

3. All former students of Newcastle Teachers College who have completed teachers’ certificate qualifications shall be entitled to membership of the Association on payment of the prescribed fee.

Regulation 9.2—Other Approved Associations or Organizations

The Council may approve by resolution such other associations and/or organizations of or within the college as it deems fit and under this regulation make such rules as it deems necessary for the conduct of such associations and/or organizations.

SECTION 10: CONGREGATIONS

Regulation 10.1—Congregations

1. Congregations of the college and of the staff and/or students thereof for the conferring of awards of the college or other purposes shall be held in such a manner as the Council may determine and shall be presided over by the chairman of Council or in his absence by the deputy chairman or in the absence of both by the appointment of a member of Council by the Council.

SECTION 11: THE COMMON SEAL OF THE COLLEGE

Regulation 11.1—The Common Seal of the College

The common seal of the college shall be:

Regulation 11.2—Custody of the Common Seal

The common seal of the college shall be kept in the custody of the secretary of the college.

Regulation 11.3—Affixure of the Common Seal

1. The affixing of the common seal of the college to any document shall be attested by:
   (a) The chairman of Council, the deputy chairman of Council,
       the principal or the vice-principal, and
   (b) The secretary of the college.

2. When the secretary of the college is absent on leave or through illness, such attestation may be made by a person approved by Council to do so on behalf of the secretary.

3. A register of the use of the common seal shall be maintained to record the authority for the affixing of the common seal, the nature of the document to which the common seal has been affixed, the date and the signatures appearing on the document.

CHAPTER III

RULES MADE UNDER THE INTERIM COLLEGE REGULATIONS

RULE 1: COMMITTEES OF COUNCIL

(Established Under Regulation 2.1.14)

1. There shall be the following committees of Council:
   (i) Academic matters
   (ii) Finance and Management
   (iii) Properties
   (iv) Legislative
   (v) Such other committees as from time to time may be decided upon by resolution of Council

2. The Council shall decide membership of its committees in the manner it deems fit.

3. The Council may add co-opted members to any of its committees if it so determines.
RULE 2: COMMITTEES OF THE ACADEMIC BOARD
( Established under Regulation 2.2.14 )

1. There shall be the following standing committees of the Academic Board:
   (i) The Executive Committee
   (ii) The Admissions Committee
   (iii) The Boards of Studies
       (a) Primary and Special Education Programme
       (b) Secondary Education Programme
       (c) Such other boards of studies as the Council may deem fit to constitute.
   (iv) The Committee for External Studies
   (v) The Timetable Committee

2. The Executive Committee.
   (i) There shall be an Executive Committee of the Academic Board consisting of the principal, the vice-principal, the co-ordinators of studies, the chairman of the Admissions Committee, and two members elected annually by the Academic Board from its members. The principal shall be the chairman of the Executive Committee.
   (ii) Election of the two elected members of the Executive Committee shall take place at the November meeting of the Academic Board each year, and members so elected shall hold office for the ensuing academic year.
   (iii) The Executive Committee shall:
       (a) organize the agenda of the Academic Board;
       (b) carry out any executive functions assigned to it by the Academic Board;
       (c) initiate ideas or reports to the Academic Board on any matters it considers relevant.
   (iv) The principal or vice-principal and three other members of the Executive Committee shall constitute a quorum of that committee.
   (v) The Executive Committee shall have the power to co-opt.

3. The Admissions Committee.
   (i) There shall be an Admissions Committee of the Academic Board consisting of five members elected annually by the Academic Board from its members under a chairman appointed by the principal.
   (ii) Election of the five elected members of the Admissions Committee shall take place at the July meeting of the Academic Board each year, and members so elected shall hold office for the ensuing academic year.
   (iii) The chairman and three other members of the Admissions Committee shall constitute a quorum of that committee.
   (iv) The Admissions Committee shall:
       (a) act upon all applications for admission to courses at the college under regulation 5; applications referred to it by the co-ordinators of studies; any other matter required to be dealt with by the Admissions Committee under these regulations;
       (b) co-ordinate the recommendations of the Boards of Studies on the exclusion of students from courses/departments and make the decision on these cases: provided that such actions and decisions are in agreement with the policy laid down by the Academic Board or where no policy has been laid down the matter shall be referred to the Academic Board.
   (v) The Admissions Committee shall have the power to co-opt.

4. The Boards of Studies.
   (i) Each Board of Studies shall, subject to the principal’s direction:
       (a) admit the students who satisfy the requirements laid down by the Academic Board for admission to the college to those courses controlled by the Board of Studies;
       (b) make recommendations to the Admissions Committee on applications for admission to the courses controlled by that Board of Studies;
       (c) recommend student’s changes of courses and/or subjects and withdrawal from courses and/or subjects;
       (d) make recommendations to the Academic Board on the structure of the courses properly falling within the province of the Board of Studies;
       (e) make recommendations to the Academic Board on the organization of experience in professional practice;
       (f) recommend and undertake supervision of approved research programmes in areas of that Board of Studies’ competence;
       (g) deal with any matter referred to it by the Academic Board;
(h) make recommendations to the Academic Board on any matters affecting the departments;
(i) exercise such other duties and powers as may from time to time be delegated to it by the principal.

(ii) A Board of Studies shall consist of members one elected annually from each of the several departments providing subjects for the courses managed by the board.

(iii) The Co-ordinator of Studies, as appointed by the Council, shall be the chairman of the appropriate Board of Studies.

(a) Each Board of Studies shall meet at least once in every month and notice of the meeting shall be given in writing to each member at least seven days before such meeting.

(b) A meeting of a Board of Studies may be called by the principal, the appropriate co-ordinator of studies or on the requisition addressed in writing to the secretary of the college of any five members of that Board of Studies.

(iv) Each Board of Studies shall have an Executive Committee consisting of the co-ordinator of studies and four members elected annually from its members.

(v) (a) The number of members who shall constitute a quorum at any meeting of the Board of Studies Executive Committee shall be three members of the committee.

(b) The number of members who shall constitute a quorum at a meeting of the Board of Studies shall be one half of the number of the members of the board.

(vi) The minutes of the Boards of Studies shall be distributed by the secretary to the members of the Academic Board within 7 days of the meeting.

(vii) There shall be two Boards of Studies.

(a) The Board of Studies for Primary and Special Education Programmes.

(b) The Board of Studies for Secondary Education Programmes.

5. The Committee for External Studies.

(i) The membership of the Committee for External Studies shall be the following:

The Director of External Studies—chairman and convener.
Two members of the Academic Board appointed by that board.
One member of each department preparing subjects for external study, appointed by the department.

(ii) The Committee for External Studies shall, subject to the principal's direction:

(a) supervise the studies of external students;

(b) co-ordinate the work of departments in providing notes, assignments and examinations for external students and keep appropriate records;

(c) prepare and distribute lecturers' notes to students after arranging typing and duplication;

(d) prepare for publication appropriate notices and other advertising concerning courses, examinations, etc.;

(e) submit the results of external students to the Academic Board on behalf of examining departments so that the eligibility of students for appropriate awards may be determined;

(f) notify students concerning results and the approval of awards.

6. The Timetable Committee.

(i) The Timetable Committee is responsible to the Academic Board for co-ordinating the work involved in preparing the college timetable of lectures and other teaching undertakings.

(ii) The members of the Timetable Committee shall be:

The co-ordinator of secondary studies—chairman.
The co-ordinator of primary and special education studies—deputy chairman.
A member of staff appointed by the principal—executive member.
Four co-opted staff members.

(iii) The committee has power to co-opt.
2. Co-ordinators of Studies.

(i) The co-ordinator of studies (Teacher Education Programme—Primary and Special Education) is responsible to the principal for the satisfactory organization, planning, and co-ordination of all teacher education courses and practical experience in the fields of primary, lower primary (infant) and special education including counselling, remedial and resource teaching.

(ii) The co-ordinator of studies (Teacher Education Programme—Secondary Education) is responsible to the principal for the satisfactory organization, planning, and co-ordination of all teacher education courses and practical experience in secondary teaching subject areas within the college.

RULE 4—THE DEPARTMENTS OF THE COLLEGE

(Established under Regulation 2.4)

1. There shall be the following departments of the college:

(i) Art.
(ii) Education.
(iii) English.
(iv) Health Education.
(v) Industrial Arts and Crafts.
(vi) Home Science and Textiles.
(vii) Languages.
(viii) The Library.
(ix) Mathematics.
(x) Music.
(xi) Physical Education.
(xii) Science.
(xiii) Social Sciences.
(xiv) Teacher Librarianship.

2. Each department is to meet at least once in each term for the purpose of advising the head of department on the working, teaching, examining and the supervision of research in his department.

3. A secretary, elected by the department, from its members, shall distribute to the members of the department the minutes of the departmental meetings. This shall be done within seven (7) days of the meeting. A copy of the minutes shall be lodged with the relevant Boards of Studies.

4. The number of members who shall constitute a quorum at a meeting of the department shall be one-half of the number of the members of the department.

5. The head of the department shall act as chairman.

6. At least 7 days' notice of any meeting shall be given in writing to the members of a department by the chairman, specifying the time and place and agenda of the meeting.

7. (a) A special meeting may be convened by the chairman.

(b) A special meeting shall be convened by the chairman on the written request of two members of the department setting forth the purpose for which the meeting is required to be convened. Such special meeting is to be held within fourteen days of the request.

RULE 5—STAFFING COMMITTEES

(Established under Regulation 3.1.14 (2))

1. There shall be the following staffing committees:

(i) For the position of principal:
The Chairman of the Council.
Two members of the Council nominated by the Council from its members.
Two members of the Academic Board nominated by the Academic Board from its members.
Two scholars not being members of the academic staff of the college.

(ii) For the positions of vice-principal and co-ordinators of studies:
The chairman of the Council.
One member of the Council nominated by the Council from its members.
The principal.
One member of the Academic Board nominated by the Academic Board from its members.
RULE 6—ELECTIONS—CONDUCT OF RECOGNIZED ELECTIONS

(Established under Regulation 8.1)

Elections shall be conducted to fill vacancies in the elected members of council and of the Academic Board and of such other boards and committees and bodies as stated in appropriate regulations.

6.1. In the whole of rule 6 the following terms will have the meaning assigned in this rule as set out below:

*Council Election* means staff election or student election of a member or of members of Council (see regulation 2.1);

*Academic Board Election* means staff election or student election of a member or of members of the "Academic Board" (see regulation 2.2);

*Committee Election* means election of a member or members of the committee specified by the staff and/or students entitled to vote in the particular election.

*Students Council Election* means election of the president, vice-president, committee members or other member or members of the Student Council by those persons entitled to vote in such election. *Student Union Election* means election of a member, or of members to the Board of the Student Union by those persons entitled to vote in such election.

*Poll Officer* means the person whom the secretary causes to attend at a place as required under the regulations for the purpose either of a staff or of a student election.

*Staff Election* means election of a member or members of Council, or of the Academic Board, or of any committee by members of staff entitled to vote in the particular election.

*Student Election* means election of a member of Council, or of any committee, or of any board, or of any body to which students may be entitled to nominate a candidate or candidates and elect a representative or a member or members.

6.2 Conduct of Elections Generally.

(1) In the appropriate regulations the numbers of elected members of the Council, the Academic Board and various committees are set out.

(2) (i) Every election shall be conducted by the secretary, who shall be the returning officer.
(ii) In the performance of any of his powers or duties under this regulation the secretary may be assisted by such persons as he appoints.

(3) The secretary shall keep a roll of persons eligible to vote in any election for any particular position determined under these regulations.

(4) When any vacancy is declared the secretary shall allow the intervals of time specified hereunder:

(i) between the publication of the notice stating that an election is necessary and the time prescribed for the receipt of nominations—not fewer than 7 days nor more than 30 days;

(ii) between the time prescribed for the receipt of nominations and the issue of ballot papers under Regulation 8.1—not more than 28 days; and

(iii) between the issue of ballot papers under regulation and the time by which ballot papers so issued must reach the secretary—not fewer than 2 days nor more than 28 days.

(5) (i) When an election is necessary under these regulations, the secretary shall cause to be published on the appropriate college notice boards a notice declaring the particular vacancy and shall send or cause to be delivered or made available a copy of the notice:

(a) in the case of an election by officers of the college—to each person whose name is on the roll of full-time officers; or

(b) in the case of an election by students of the college—to each person whose name is in the roll of full-time students or the roll of part-time students or the roll of external students.

(ii) A notice under this regulation shall:

(a) state that an election is for a particular vacancy or particular vacancies necessary;

(b) set out the number of vacancies to be filled;

(c) invite nominations of persons from those eligible for election;

(d) specify the form in which nominations are to be made;

(e) prescribe a date and time by which nomination papers must reach the secretary;

(f) prescribe a date and time by which the ballot-papers sent and delivered under regulation 8.1 must reach the secretary;

(g) in the case of an election by students (staff)—prescribe the hours between which and the place at which students (staff) whose names are on the appropriate rolls (other than those to whom ballot-papers are sent or delivered under regulation 8.1) are entitled, on application in person, to be issued with a ballot-paper or the date specified under paragraph (f) above; and

(6) (i) Nominations of candidates for any election shall be made by sending or delivering nomination papers to the secretary.

(ii) A nomination paper shall be signed by two persons entitled to vote at the election for which the candidate is nominated and shall be endorsed with or accompanied by the written and signed consent of the person nominated to his nomination.

(iii) There shall be a separate nomination paper for each candidate.

(iv) The secretary shall reject any nomination paper if he is satisfied that:

(a) the nomination is not duly made; or

(b) the person nominated is not eligible to be elected.

(7) (i) The ballot for a Council election shall be by secret ballot.

(ii) The ballot for an Academic Board election shall be by secret ballot.

(iii) Such other elections as may be necessary may be by secret or open ballot as determined at the appropriate time by those entitled to vote.

(iv) (a) In the case of a ballot for a single vacancy the method of counting votes will be by a simple preferential system but it will not be necessary to vote for every candidate in order of preference.

(b) In the case of a ballot for two or more vacancies the method of counting votes will be by an exhaustive preferential system and though provision will be made for numbering all candidates in order of preference a vote will not be informal simply by reason of the fact that a preference was not registered for every candidate.
(8) The secretary may, on written application made to him, if he is satisfied that a ballot-paper has been lost or destroyed, supply a duplicate ballot-paper to the person to whom the lost or destroyed ballot-paper was sent or delivered.

(9) (i) When there is a ballot for a student (or staff) election and there remain students (or staff) whose names are on the roll of full-time students (or roll of full-time staff) to whom ballot-papers have not been sent or delivered then the secretary shall cause a person to attend at the place of ballot on the day and between the hours of ballot for the purpose of issuing ballot-papers to students (staff) entitled to receive them.

(ii) The poll officer shall take steps to ensure that only one ballot-paper is issued to any person entitled to vote at any election.

(iii) The poll officer may refuse to issue a ballot-paper to a person if he is satisfied that that person is not entitled to vote or that that person has already received a ballot-paper.

(10) With each ballot-paper there shall be issued:

(i) a notice setting out how the ballot-paper is to be completed and specifying a date and time by which ballot-papers must reach the secretary;

(ii) a form of declaration of identity and of entitlement to vote;

(iii) two envelopes, one marked “Ballot-paper”, and the other addressed to the secretary.

(11) (i) Each ballot-paper shall contain the names of the candidates in alphabetical order (the names of any retiring candidates being indicated) and shall be initialled by the secretary or by a person appointed by him.

(ii) Each voter shall mark his vote on the ballot-paper by placing the figure “1” in the square opposite the name of the candidate to whom he desires to give his first preference vote, and by placing the consecutive figures (commencing with the figure “2”) in the squares opposite the names of the remaining candidates, so as to indicate by numerical sequence the order of his preference for others. It will not be necessary however, to place a number beside the name of every candidate; where the voter's numbered preferences apply to only some of the candidates his preferences will apply only as far as he has stated them.

(iii) Each voter shall post or deliver to the secretary his ballot-paper enclosed and sealed in the envelope marked “Ballot-paper”, or place it personally in a locked ballot-box provided for the purpose. The “Ballot-paper” if delivered in a sealed envelope as indicated above shall be enclosed with the accompanying declaration in the other envelope sealed and addressed to the secretary.

(iv) All such envelopes received by the secretary and all ballot-boxes shall remain unopened until the close of the ballot.

(12) As soon as practicable after the close of the ballot, the secretary or a person appointed by him shall:

(i) in the presence of at least two scrutineers appointed by the principal for the purpose open the envelopes addressed to the secretary and received by him before the appointed closing time for the ballot; and

(ii) if the declaration accompanying a ballot-paper envelope is duly signed by a qualified voter, place the envelopes containing the ballot-paper with other similar envelopes;

(iii) open the envelopes containing the ballot-papers and take the ballot-papers therefrom and place them with ballot-papers obtained by opening any locked ballot-boxes;

(iv) reject such ballot-papers as he finds to be informal; and

(v) count the votes on the ballot-papers not rejected, and ascertain the result of the ballot, in the manner prescribed by regulation 8.1.

(13) (i) A ballot-paper shall be informal if it has upon it any mark or writing not authorized by these Regulations which, in the opinion of the secretary, will enable any person to identify the voter.

(ii) A ballot-paper shall be informal if not initialled as required under regulation 8.1.

(iii) A ballot-paper shall be informal if any number indicating a preference is repeated so that it is impossible to know which one of two or more were properly placed in order of preference by the voter.

(14) In addition to scrutineers appointed by the principal each candidate shall be entitled to nominate one scrutineer to be present at the opening of ballot-boxes, or ballot-paper envelopes, and at the count.
(15) Neither the secretary nor any person appointed by him nor
the poll officer (if any) nor any scrutineer shall in any way
disclose or aid in disclosing in what manner any voter has
voted.

RULE 7—REQUIREMENTS FOR THE AWARDS OF THE
COLLEGE
(Made under Interim College Regulation 5.2)

7.1. Awards of the college.

The awards of the college are—

The Diploma in Teaching ... Rule 7.3
The Diploma in Music (Education) Rule 7.4
The Diploma in Art (Education) Rule 7.4
The Graduate Diploma in Education Rule 7.5

7.2. General considerations.

7.2.1. The requirements for each award are set out below in the
remaining parts of rule 7—rule 7.3, rule 7.4, rule 7.5 as indicated
above.

7.2.2. In supervising these requirements the respective co-ordinators
of studies, heads of departments, Boards of Studies, Academic Board
and Council perform the functions allocated to them under the
regulations.

7.2.3. The Academic Board shall publish a Schedule of Subject
Units prescribed for each course leading to a college award and also
prescribe the practical experience requirements.

7.2.4. To complete a subject unit qualifying towards an award
a candidate shall attend such lectures, tutorials, seminars, laboratory
classes, and complete such school experience assignments, and submit
such written work and pass such examinations as the Department
concerned may require.

7.2.5. No candidate may enrol in any year in a combination of
subjects which is incompatible with the time-table for that year.

7.2.6. A candidate shall normally progress by year except that,
with the approval of the Academic Board, he may enrol in a subject
unit or units from another year provided he has met any prerequisites
prescribed.

7.2.7. A candidate may be granted standing in any course in
recognition of relevant work of sufficient standard completed in another
tertiary institution.

7.2.8. In order to provide for exceptional circumstances arising in
particular cases, the Academic Board, or the recommendation of the
Board of Studies concerned, may relax any requirement.

7.3.—The Diploma in Teaching

7.3.1. General requirements and terms used in description of the
course.

The Diploma in Teaching is awarded upon satisfactory completion
of all the requirements of the 3-year course as set out below:

(1) Admission—Students seeking admission to the course must
make written application for admission on the appropriate
form and must qualify for admission and enrolment under
regulation.

(2) Award of the Diploma—The general requirement for the
award of the diploma is set out in regulation 5.11. Detailed
requirements are set out in the following pages but it should
be noted that all candidates for the award of the diploma
must have given evidence of a satisfactory standard of prac­
tical teaching skill at the regular periods of teaching practice.
The normal requirements are 2 periods, each of 3 weeks'
duration, in each of the 3 years of the course.

(3) Types of Specialization—The Diploma in Teaching course
permits selection of any one of the following variations, each
a 3-year full-time course leading to the award of the Diploma
in Teaching as approved by the Board of Teacher Education
and Advanced Education Board of the State of N.S.W.

(i) Primary Teaching.
(ii) Lower Primary or Infant Teaching.
(iii) Secondary English/History Teaching.
(iv) Secondary Mathematics Teaching.
(v) Secondary Science Teaching.
(vi) Secondary Industrial Arts Teaching.
(vii) Secondary Home Science/Textiles Teaching.
(viii) Secondary Social Sciences Teaching.
(ix) Secondary Physical Education Teaching.
(x) (a) Undergraduate Professional Course—
One year conversion course following two-thirds of an approved University Degree as the first two years of the three-year course.

(b) Undergraduate Professional Course—
Two-year conversion course following one third of an approved university degree.

(4) Terms used in Description of Courses:

(i) **Aim**—Each course prepares teachers in the specialist field indicated for service in the government and non-government schools of N.S.W.

(ii) **Structure of Courses**—There is a common structure for all forms of the Diploma in Teaching except for special provision made for admission of university students with advanced standing in accordance with appropriate recognition for the quality and extent of work already done in degree courses at the university. These variations of the course structure are known as Undergraduate Professional Courses as named in 3 (x) above. The structure of all of these courses is set out in 6 (a) to 6 (e) below.

(iii) **Artisans**—Qualified tradesmen in certain approved fields and holders of appropriate technical education certificates e.g. the Metallurgy Certificate, provided they also hold the Higher School Certificate or equivalent qualification, may be admitted with advanced standing to the Secondary Industrial Arts Diploma in Teaching and complete the course in 2 years. This form of the Diploma in Teaching (Industrial Arts) is known as the Artisan Course.

(iv) **Units of Study**—A unit of study is the study of a subject for 3 or 4 hours per week for an academic year. Subjects requiring practical or laboratory work usually are taught in 4 hours/week units but other subjects usually are treated in 3 hour/week units.

(v) **Academic Year**—A College Academic Year consists of three terms each of 11 or 12 weeks including orientation, examination and practice teaching periods.

(vi) A **semester** is a half-year. Some subjects may be treated in semester units. A **semester unit** is a half unit of study.

(vii) A **3-year course** is a programme involving the study of a number of subjects over a period of 3 years.

The programme is so planned and integrated as to provide for the student's general professional development as well as specialization in one or two chosen areas together with appropriate arrangements for practical and developmental teaching experience.

(viii) **Levels, Prerequisites, Co-requisites.** Subjects of study are offered at three levels.

   Level I—First Year level.

   Level II—Second Year level.

   Level III—Third Year level.

A **prerequisite** for study of a subject at any level is satisfactory completion of related studies at the preceding level or such other prerequisite as may be determined by the department concerned.

A **co-requisite** for study of a subject or subjects at any level is the concurrent study of a group or groups of related subjects deemed necessary to provide qualification within a course.

(ix) A **minor sequence** is the successful study of a subject at levels I and II.

(x) A **major sequence** is the successful study of a subject at levels I, II and III.

(xi) **General Professional Studies** are units of study in Education; English and Communication skills relevant to teaching and learning; Health and Physical Education.

(xii) **Specialist Professional Studies** are units of study dealing directly with the content and advanced development of a subject—normally a teaching subject—as an academic discipline.

(xiii) **Curriculum Studies** are studies of subjects closely related to one or more syllabuses primary or secondary, and these studies include some knowledge of the subject as a study in its own right together with methods of teaching appropriate to the school syllabus concerned and the age and maturity of the pupils.

Curriculum studies may form a strand or part of an academic study unit.

(xiv) **Minor Professional or Elective Studies** are units of study dealing with subjects as disciplines, offered either with sufficient development for a first or second alternative or additional teaching subject or as cultural studies providing breadth in a course programme.
Practical and Developmental Teaching Experiences consist of such activities as attendance at schools to observe procedures and demonstration lessons; participation in forums and discussions; seminars dealing with the relationship between educational theory, psychology and educational practice; peer group teaching; micro-teaching; instruction and practice in the use of audio-visual and other teaching aids; analyses of class programmes and lesson registers; examination and appraisal of school routines, rules, organization and administration, together with block periods of practice teaching.

7.3.2. General Structure of the Diploma in Teaching Course.

7.3.2. (1) The Diploma in Teaching has a general three-year programme composed of the elements set out below:

<table>
<thead>
<tr>
<th>Course area</th>
<th>Subject units, lecture and laboratory hours/week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td><strong>Part I</strong> General Professional Studies</td>
<td>Education I</td>
</tr>
<tr>
<td></td>
<td>English IC</td>
</tr>
<tr>
<td></td>
<td>Health I</td>
</tr>
<tr>
<td><strong>Sub-total h.p.w.</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Part 2a Specialist Professional and Curriculum Studies</strong></td>
<td>3 units from Part 2a list of level I subjects.</td>
</tr>
<tr>
<td><strong>Sub-total h.p.w.</strong></td>
<td>12 to 14</td>
</tr>
<tr>
<td><strong>Part 2b Minor Professional or Elective Studies</strong></td>
<td>1 unit from Part 2b list of subjects.</td>
</tr>
<tr>
<td><strong>Sub-total h.p.w.</strong></td>
<td>3 or 4</td>
</tr>
<tr>
<td><strong>Grand totals h.p.w.</strong></td>
<td>22 to 25</td>
</tr>
<tr>
<td>Practical and Developmental and teaching experiences</td>
<td>As determined during the year</td>
</tr>
</tbody>
</table>

Part 2a Subject Units—Specialist Professional and Curriculum Studies. Each form of specialization for the Diploma requires 3 subject units each year from this area. In the Primary and Lower Primary Courses in each of the first two years a curriculum subject, subject unit in this area is equivalent only to 4 of a full subject. The 3 h.p.w. shown includes attendance at demonstrations in primary or infant departments.

<table>
<thead>
<tr>
<th>Teaching Specialization</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I Subject Units—General Professional Studies</strong></td>
<td>Education PI</td>
<td>h.p.w.</td>
<td>Education PI</td>
</tr>
<tr>
<td>Primary</td>
<td>English PIC</td>
<td>2</td>
<td>English PIC</td>
</tr>
<tr>
<td></td>
<td>Health PI</td>
<td></td>
<td>Health PI</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. PI</td>
<td>op</td>
<td>Phys. Ed. PI</td>
</tr>
<tr>
<td><strong>Lower Primary (or Infants)</strong></td>
<td>Education PI</td>
<td>4</td>
<td>Education PI</td>
</tr>
<tr>
<td></td>
<td>English PIC</td>
<td>2</td>
<td>English PIC</td>
</tr>
<tr>
<td></td>
<td>Health PI</td>
<td></td>
<td>Health PI</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. PI</td>
<td>op</td>
<td>Phys. Ed. PI</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td>Education SI</td>
<td>4</td>
<td>Education SI</td>
</tr>
<tr>
<td></td>
<td>English SIIC</td>
<td>2</td>
<td>English SIIC</td>
</tr>
<tr>
<td></td>
<td>Health SI</td>
<td>op</td>
<td>Health SI</td>
</tr>
</tbody>
</table>

Part 2b Subject Units—Specialist Professional and Curriculum Studies. Each form of specialization for the Diploma requires 3 subject units each year from this area. In the Primary and Lower Primary Courses in each of the first two years a curriculum subject, subject unit in this area is equivalent only to 4 of a full subject. The 3 h.p.w. shown includes attendance at demonstrations in primary or infant departments.

<table>
<thead>
<tr>
<th>Teaching Specialization</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Lower</td>
<td>English CSI</td>
<td>h.p.w.</td>
<td>English CSI</td>
</tr>
<tr>
<td>Primary</td>
<td>Maths CSI</td>
<td>3</td>
<td>Crafts CSI</td>
</tr>
<tr>
<td></td>
<td>Music CSI</td>
<td>3</td>
<td>Art CSI</td>
</tr>
<tr>
<td></td>
<td>Sec. Science CSI</td>
<td>3</td>
<td>Sec. Science CSI</td>
</tr>
<tr>
<td><strong>Secondary English/History</strong></td>
<td>English I</td>
<td>4</td>
<td>English II</td>
</tr>
<tr>
<td></td>
<td>English SDI</td>
<td>4</td>
<td>English SDII</td>
</tr>
<tr>
<td></td>
<td>History IA</td>
<td>4</td>
<td>History IIA</td>
</tr>
<tr>
<td></td>
<td>History IB</td>
<td>3</td>
<td>History IIB</td>
</tr>
<tr>
<td><strong>Secondary Mathematics</strong></td>
<td>Maths IA</td>
<td>4</td>
<td>Maths IIA</td>
</tr>
<tr>
<td></td>
<td>Maths IB</td>
<td>4</td>
<td>Maths IIB</td>
</tr>
<tr>
<td></td>
<td>Maths IC</td>
<td>4</td>
<td>Maths IIC</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maths IIB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maths IIC</td>
</tr>
<tr>
<td><strong>Secondary Science</strong></td>
<td>Biology I</td>
<td>4</td>
<td>Three of Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry I</td>
<td>4</td>
<td>Chemistry II</td>
</tr>
<tr>
<td></td>
<td>Physics I</td>
<td>4</td>
<td>Geology I</td>
</tr>
<tr>
<td></td>
<td>Geology I</td>
<td>4</td>
<td>Geology II</td>
</tr>
</tbody>
</table>
### List of Part 2E Elective Units Available in 1974.

Note that in 1974 level III units are different because of the working out of the old syllabuses set down for 1972 entrants.

Level III units to be available in 1975 will be listed in that Handbook in order to prevent confusion arising.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art IAE</td>
<td>Nil</td>
</tr>
<tr>
<td>Craft IAE</td>
<td>Nil</td>
</tr>
<tr>
<td>Education IAE Atypical Children</td>
<td>Nil</td>
</tr>
<tr>
<td>Education IBE Psychology</td>
<td>Nil</td>
</tr>
<tr>
<td>English IAE Literature and the Modern Mind</td>
<td>Nil</td>
</tr>
<tr>
<td>English IBE Practical Theatre and Film: Stagecraft</td>
<td>Nil</td>
</tr>
<tr>
<td>English IBE Children’s Authors (Primary &amp; Infant Students only)</td>
<td>Nil</td>
</tr>
<tr>
<td>Music IAE Pre-Test by music Department</td>
<td>Music IAE</td>
</tr>
<tr>
<td>Music IBE</td>
<td>Music IBE</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Pass in First Year Curriculum Music at sufficiently high standard</td>
</tr>
<tr>
<td>Science IAE Man and his Environment</td>
<td>H.S.C. Sc. Any Level</td>
</tr>
<tr>
<td>Social Sc. IAE History</td>
<td>Nil</td>
</tr>
<tr>
<td>Social Sc. IBE Geography</td>
<td>IAE or Uni History I</td>
</tr>
<tr>
<td>Science IBE Chemistry for Industrial Arts Students Only</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Mathematics IBE</td>
<td>H.S.C. 2s Maths or Superior</td>
</tr>
<tr>
<td>Art IIIE</td>
<td>Art I or Art IE</td>
</tr>
<tr>
<td>Education IAE or Education IBE</td>
<td>Education IAE or Education IBE</td>
</tr>
<tr>
<td>Education IBE Psychology</td>
<td>Education IAE or Education IBE</td>
</tr>
<tr>
<td>English IAE In-depth Studies in Two Literary Forms</td>
<td>Pass in any First Year English Subject</td>
</tr>
<tr>
<td>English IBE Practical Theatre and Film: TV and Film</td>
<td>Pass in any First Year English subject</td>
</tr>
<tr>
<td>English IBE Children’s Authors (Primary &amp; Infant Students only)</td>
<td>Pass in First Year Curriculum English</td>
</tr>
<tr>
<td>Mathematics IAE</td>
<td>Maths IAE or Equivalent</td>
</tr>
<tr>
<td>Music IAE</td>
<td>Music IAE</td>
</tr>
<tr>
<td>Music IBE</td>
<td>Pass in First Year Curriculum Music at sufficiently high standard</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Science IAE Man and his Environment</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Social Sc. IAE History</td>
<td>IAE or Uni History I</td>
</tr>
<tr>
<td>Social Sc. IBE Geography</td>
<td>IBE or Uni. Geography I</td>
</tr>
<tr>
<td>Science IBE Chemistry for Industrial Arts Students Only</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Mathematics IBE</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Science IAE Man and his Environment</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Social Sc. IAE History</td>
<td>IAE or Uni History I</td>
</tr>
<tr>
<td>Social Sc. IBE Geography</td>
<td>IBE or Uni. Geography I</td>
</tr>
<tr>
<td>Science IBE Chemistry for Industrial Arts Students Only</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Mathematics IBE</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Science IAE Man and his Environment</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Social Sc. IAE History</td>
<td>IAE or Uni History I</td>
</tr>
<tr>
<td>Social Sc. IBE Geography</td>
<td>IBE or Uni. Geography I</td>
</tr>
<tr>
<td>Science IBE Chemistry for Industrial Arts Students Only</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Mathematics IBE</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Science IAE Man and his Environment</td>
<td>Physical Education IAE</td>
</tr>
<tr>
<td>Social Sc. IAE History</td>
<td>IAE or Uni History I</td>
</tr>
<tr>
<td>Social Sc. IBE Geography</td>
<td>IBE or Uni. Geography I</td>
</tr>
<tr>
<td>Science IBE Chemistry for Industrial Arts Students Only</td>
<td>H.S.C. Science at Second Level</td>
</tr>
<tr>
<td>Mathematics IBE</td>
<td>H.S.C. Science at Second Level</td>
</tr>
</tbody>
</table>

### Part 2E Subject Units—Minor Professional or Elective Studies.

<table>
<thead>
<tr>
<th>Teaching Specialization</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Industrial Arts</td>
<td>Drawing and Design I 4</td>
<td>Drawing and Design II 4</td>
<td>Drawing and Design III 4</td>
</tr>
<tr>
<td>Secondary Industrial Arts</td>
<td>Technology IA 4</td>
<td>Technology IIA 4</td>
<td>Material Sc. III 4</td>
</tr>
<tr>
<td>Secondary Industrial Arts</td>
<td>(Metal) 4</td>
<td>(Metal) 4</td>
<td>(Wood and Metal) 4</td>
</tr>
<tr>
<td>Secondary Industrial Arts</td>
<td>Technology IB 4</td>
<td>Technology IIB 4</td>
<td>Mechanics III 4</td>
</tr>
<tr>
<td>Secondary Industrial Arts (Artisan)</td>
<td>Exemption - admitted with advanced standing of one year.</td>
<td>As for Secondary Industrial Arts II &amp; III.</td>
<td></td>
</tr>
<tr>
<td>Secondary Home Science/ Textiles</td>
<td>Home Science IA 4</td>
<td>Home Science IIA 4</td>
<td>Home Science IIIA 4</td>
</tr>
<tr>
<td>Secondary Social Sciences</td>
<td>Geography I 4</td>
<td>Geography II 4</td>
<td>Geography III 4</td>
</tr>
<tr>
<td>Secondary Social Sciences</td>
<td>Commerce I 4</td>
<td>Commerce II 4</td>
<td>Commerce III 4</td>
</tr>
<tr>
<td>Secondary Social Sciences</td>
<td>Social Science I 4</td>
<td>Social Science II 4</td>
<td>Social Science III 4</td>
</tr>
</tbody>
</table>

**Part 2E Subject Units—Minor Professional or Elective Studies.**

<table>
<thead>
<tr>
<th>Teaching Specialization</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary or Lower Primary</td>
<td>1 unit from Part 2E list of electives at level I h.p.w.</td>
<td>1 unit from Part 2E list of electives at level II h.p.w.</td>
<td>1 unit from Part 2E list of electives at level III h.p.w.</td>
</tr>
</tbody>
</table>

**Secondary English/History**

No elective

**Secondary Mathematics**

1 elective unit each year from the lists of subjects available as published by Timetable Committee.

**Secondary Science**

No elective

**Secondary Industrial Arts**

Chemistry IAE or an elective 3

Maths IBE or an elective 3

Industrial Art IIB or any other elective unit available

**Secondary Industrial Arts (Artisan)**

Exempt

Chemistry IEB 3

Maths IIIE 3

**Secondary Home Science/Textiles**

Home Science IB or Textiles IB or an elective

One elective unit from those available

One elective unit from those available

**Secondary Social Sciences**

History I

One elective unit from those available

One elective unit from those available

**Secondary Physical Education**

One elective unit each year from the lists of available subjects.
The Diploma in Teaching

7.3.2. (3) The Undergraduate Professional Conversion Course—One Year Conversion Course.

(a) Prerequisites for Admission.

This course is based on the assumption that all students admitted will have completed at least six units of a nine-unit degree in Arts or Science (or equivalent parts of another acceptable degree) from an approved university. In effect students with adequate qualifications are granted exemption from required sections of the 3-year Diploma in Teaching course following admission with advanced standing and must complete appropriate parts in order to qualify. Any special or individual requirement will be determined by the Academic Board on the recommendation of the Admissions Committee after having considered any particular case.

In some cases qualifying subjects may be required.

(b) Detailed Requirements for the one year undergraduate professional conversion course.

This course aims at preparing for teaching those university students who have completed six-ninths of an Arts, Science or Commerce degree and who do not wish to continue to graduation before undertaking professional preparation as teachers. The course has three strands. One is directed at primary teaching, one at infant teaching, and the other at secondary teaching. Students seeking to enter the secondary course must have completed adequate study of two teaching subjects by university studies in order to be eligible for admission to the curriculum and method subjects of the professional course. Successful study of a university subject for two years is normally required as a prerequisite for admission to the curriculum study course but there are special conditions, for some subjects, e.g., Science, Social Science and Commerce and prospective students who are in doubt are invited to write to the college for advice. Special cases may be submitted in writing to the College Admissions Committee through the principal.

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

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

The Diploma in Teaching

7.3.2. (4) Undergraduate Professional Course—One Year Conversion Course.

GENERAL STRUCTURE OF THE COURSE

<table>
<thead>
<tr>
<th>Course area</th>
<th>Subject units and lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years I &amp; II</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>General Professional Studies</td>
<td>Six units of an appropriate nine unit university degree or studies accepted as equivalent by the College Academic Board</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist Professional, Teaching Subject and Curriculum Studies</td>
<td>Art 214 2</td>
</tr>
<tr>
<td></td>
<td>Crafts 214 2</td>
</tr>
<tr>
<td></td>
<td>English 214 4</td>
</tr>
<tr>
<td></td>
<td>Maths 214 2</td>
</tr>
<tr>
<td></td>
<td>Music 214 2</td>
</tr>
<tr>
<td></td>
<td>Science 214 2</td>
</tr>
<tr>
<td></td>
<td>Social Sciences 214 2</td>
</tr>
<tr>
<td>Sub-total h.p.w.</td>
<td>26</td>
</tr>
</tbody>
</table>

Practical and developmental teaching experiences, demonstrations and school observations as set out in other courses.

The Diploma in Teaching

7.3.2. (5) The Undergraduate Professional Conversion Course—Two Years Following Upon One Successful University Year.

(a) In general three units of a nine-unit degree in Arts or Science will be accepted as equivalent to first year of the Diploma in Teaching, provided that any student admitted with advanced standing of this kind may be required to make up
such part or parts of the first year Diploma in Teaching as may be determined by the Academic Board on the recommendation of the Admissions Committee.

(b) Detailed Requirements for the Two-Year Undergraduate Professional Conversion Course:

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

Three-ninths of a university degree are accepted as a preliminary preparation equivalent in value to the first year of a 3-year college course. Students seeking to enter the secondary strand must have included adequate study of two acceptable teaching subjects in their university preliminary studies.

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

NOTES:

(i) Demonstrations, practice teaching, tutorials are provided as in other courses. Additional practice may be required if considered necessary.

(ii) In the secondary strand students may be required to undertake qualifying courses where their previous experience has not included aspects of courses taught in the secondary school. The choice of teaching subjects and selection of appropriate college subjects is dependent upon approval by the head of the college department concerned.

(iii) All students are required to pass a qualifying course in spoken English and undertake tutorial studies until a satisfactory standard is attained. Students undertaking English as a curriculum study are required to undertake in the teaching of spoken English and practical dramatic work as part of the course.

---

7.3.2. (6) Undergraduate Professional Two-Year Conversion Course General Structure of the Course.

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Year I GP, LP and Secondary</th>
<th>Year II GP and LP</th>
<th>Year III GP, LP and</th>
<th>Subject units and lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1</td>
<td></td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Professional</td>
<td>h.p.w.</td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td>Edu 214 4</td>
<td>Edu 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health 214 opt</td>
<td>Health 215 opt</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Phys Ed. 214</td>
<td>Phys Ed. 215</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2a</td>
<td></td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>Art 214 2</td>
<td>1st Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>Crafts 214 2</td>
<td>Subject-215</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject and</td>
<td>English 214 4</td>
<td>Advanced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Maths 214 2</td>
<td>Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td>Music 214 2</td>
<td>Studies each</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science 214 2</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Soc. Sc. 214 2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td>16</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2e</td>
<td></td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective Studies or</td>
<td>Exempt</td>
<td>One Unit from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minor</td>
<td></td>
<td>list of available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Subject</td>
<td></td>
<td>electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>h.p.w.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total</td>
<td>23</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical and</td>
<td></td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td></td>
<td>22</td>
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<td></td>
</tr>
<tr>
<td>Experiences</td>
<td>As set out for other courses</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7.4. The Four-Year Full-time Courses Leading to Diploma at Bachelor's Level.

7.4.1. General Considerations. The requirements of the 4-year diploma courses are set out below.

(1) A 4-year diploma course is an integrated 4-year programme providing for teacher preparation in a major and a minor
area of specialization. Satisfactory completion of the 4-year course leads in two cases to the award of a Diploma.

NOTE: It is proposed that other four-year full-time courses will be developed which will lead to the award of a four-year Bachelor of Education degree.

(2) Terms described in (2.5) above apply mutatis mutandis to four-year courses.

(3) An additional term required is the term "honours year". An Honours Year is an additional year of study following completion of all requirements for a 4-year diploma. Successful completion of the honours year leads to the award of a honours diploma or diploma with honours. Requirements for the award of the Diploma in Music (Education) with honours are set out in 7.3.4. (c) below. Requirements for the award of the Diploma in Art (Education) with honours are set out in 7.3.5. (c) below.

7.4.2. (1)—The Diploma in Music (Education). Not yet approved.

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

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

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

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

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>German</td>
</tr>
<tr>
<td>History</td>
<td>Latin</td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

7.4.2. (2) Diploma in Music (Education).

<table>
<thead>
<tr>
<th>Course area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1974</td>
</tr>
<tr>
<td>Teachers College Component—Part 1 General Professional Studies.</td>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>English and Speech</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Health Education</td>
<td>opt</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Part 2a (i) Specialist Professional and Curriculum Studies.</td>
<td>Music Education</td>
<td>3</td>
</tr>
<tr>
<td>Part 2a Elective</td>
<td>Minor Study</td>
<td>0</td>
</tr>
<tr>
<td>Sub-total of hours of tuition per week</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music School of Conservatorium Component—Part 2a (ii) Specialist Preparation Tuition</th>
<th>A. Vocal Studies—</th>
<th>h.p.w.</th>
<th>h.p.w.</th>
<th>h.p.w.</th>
<th>h.p.w.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) Individual (Voice Production and Vocal Repertoire).</td>
<td>1/2</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(b) Group (Choir Madrigal, Choral conducting)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>B. Academic Studies—</td>
<td>General Studies including Theory and Practice</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>C. Instrumental Studies—</td>
<td>(a) Individual (Principal Study)</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>(b) Group (Classes in Strings, Brass, Wood Wind, Instrument Conducting)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Optional Additional Study</td>
<td>1/2</td>
<td>1/2</td>
<td>1/2</td>
<td>2</td>
</tr>
<tr>
<td>Sub-total of hours of tuition per week</td>
<td>12</td>
<td>11 1/2</td>
<td>11 1/2</td>
<td>11 1/2</td>
<td>4 1/2</td>
</tr>
<tr>
<td>Total hours of tuition per week</td>
<td>22</td>
<td>23</td>
<td>19 1/2</td>
<td>19 1/2</td>
<td>19 1/2</td>
</tr>
</tbody>
</table>

Note: Students must anticipate the necessity for many hours/week of practice and private study.

7.4.2. (3) Diploma in Music (Education): Honours Diploma.

(i) 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
The four-year course leading to the Diploma in Music (Education). There will be two grades of honours; Class I and Class II.

(ii) The prescribed course of study at present is as follows:

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

Section II—A Research Project.
Each candidate will be required to write a substantial thesis based upon a research project, approved by the principal of the teachers college and the principal of the Conservatorium, in the field of music education.

Section III—Further practical study in Music at an advanced level as prescribed by the principal of the Conservatorium.

(iii) Each candidate who wishes to be admitted to the honours year should make application in writing to the principal of the teachers college, in the final year of the 4-year course and before 30th November of that year.

(iv) The principal of the teachers college and the principal of the Conservatorium shall decide together whether or not any candidate shall be accepted for admission to the honours year and that decision shall be final.

(v) The decision shall take into account the applicant's overall performance in the final examinations for the diploma, general music achievement, course record, proposed area of research, as well as any other matters deemed relevant by the principal of the teachers college and the principal of the Conservatorium.

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

7.4.3. (1) The Diploma in Art (Education)—Dip.Art(Ed.). Not yet approved.

The course aims at the preparation of teachers of Art and a second teaching subject in N.S.W. secondary schools. It has general professional studies, a marked concentration upon Art, study of a second teaching subject and of appropriate curriculum subjects. The course is conducted jointly by the Newcastle Technical College Branch of the National Art School and by Newcastle Teachers College.

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

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

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

English  French
History  German
Geography  Latin
Social Sciences

7.4.3. (2) Diploma in Art (Education).

<table>
<thead>
<tr>
<th>GENERAL COURSE STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Area</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Part I**

<table>
<thead>
<tr>
<th>Component</th>
<th>Education</th>
<th>English (Comm.)</th>
<th>Health Educ.</th>
<th>Phys. Ed.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year I</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Year II</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Year III</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Year IV</td>
<td>4</td>
<td>opt</td>
<td>opt</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Part 2a (i)**

<table>
<thead>
<tr>
<th>Art Education</th>
<th>History in 1972, 1973</th>
<th>Minor Study</th>
<th>Social Scien</th>
<th>Staff</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>11</td>
</tr>
</tbody>
</table>

**Sub-totals per week**

<table>
<thead>
<tr>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>12</td>
<td>8</td>
<td>11</td>
</tr>
</tbody>
</table>
### Notes:

(i) A degree of choice should be given to the candidate such as would enable him/her to carry out extensive work in a "major" area and additional work in a "minor" area.

(ii) Both institutions responsible for the training of the applicant should be represented in this programme though the candidate's time for this work may be allotted in a proportion of say 3 to 1 or 4 to 1, as agreed by the Joint Standing Committee.

(iii) One tutor should be appointed to be responsible for co-ordinating the complete programme.

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

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

3. Each candidate who wishes to be admitted to the honours year shall make application through the principal of the teachers college to the Joint Standing Committee in the final year of the 4-year course and before 30th November of that year.

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

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

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

### 7.4.3. (3) The Diploma in Art (Education): Honours Diploma.

1. An honours diploma will be awarded to students who successfully complete the prescribed course of study for one additional full-time year after the completion of the normal 4-year course leading to the Diploma in Art (Education).

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

**Section I—Advanced Academic Studies:**
- Part 1—Art Education.
- Part 2—Art History and Appreciation.

**Section II—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.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year I</td>
</tr>
<tr>
<td>National Art School Component—</td>
<td></td>
</tr>
<tr>
<td>Drawing and Research</td>
<td>4</td>
</tr>
<tr>
<td>Ceramics</td>
<td>3</td>
</tr>
<tr>
<td>Design and Colour</td>
<td>2</td>
</tr>
<tr>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>Materials, Methods and Media</td>
<td>2</td>
</tr>
<tr>
<td>3-D Design/Sculpture</td>
<td>3</td>
</tr>
<tr>
<td>History and Appreciation of Art and Architecture</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Visual Perception and Communication</td>
<td>1</td>
</tr>
<tr>
<td>Photography</td>
<td>1</td>
</tr>
<tr>
<td>Aesthetics and Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Drawning and Research</td>
<td>1</td>
</tr>
<tr>
<td>Design and Colour</td>
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</tr>
<tr>
<td>Printing (Silk Screen)</td>
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<tr>
<td>Printing (Etching)</td>
<td>1</td>
</tr>
<tr>
<td>Printmaking (Photographic)</td>
<td>1</td>
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<td>Jewellery</td>
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</tr>
<tr>
<td>Interior Design</td>
<td>1</td>
</tr>
<tr>
<td>Model Construction</td>
<td>1</td>
</tr>
<tr>
<td>Puppetry and Stage Design</td>
<td>1</td>
</tr>
</tbody>
</table>

| Sub-totals                                   | 20     | 18      | 20       | 17      |
| Totals                                       | 30     | 30      | 28       | 30      |

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Rule 7.5. The Graduate Diploma in Education.

The requirements for the one-year graduate course leading to the Diploma in Education as set out below.

7.5.1. General Requirements.

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

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

Students completing both the degree and the diploma course satisfactorily will be granted four-year trained status by the N.S.W. Department of Education but students who do not complete the degree may be granted only conditionally certificated, 3-year status.

The course has three separate strands—primary, infant or secondary teaching. Students seeking to enter the secondary course must have completed adequate study of two teaching subjects in their university courses in order to gain admission to the curriculum study subjects of the professional course. Normally successful study of a university subject for 2 years is required as a prerequisite for admission to the corresponding curriculum study but there are special conditions for science, commerce and social studies. Any student in doubt should submit an application for consideration by the Admissions Committee addressed to the principal.

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

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

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

This course is available to holders of the A.S.T.C. and D.S.C.M. provided that enrolments are sufficient to justify conducting the special method courses involved.

7.5.2. Graduate Diploma in Education.

GENERAL COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Course area</th>
<th>Subject</th>
<th>Lecture hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary or lower primary</td>
<td>Secondary teaching</td>
</tr>
<tr>
<td>Part 1</td>
<td>Education</td>
<td>h.p.w.</td>
</tr>
<tr>
<td>General Professional Studies</td>
<td>Phys. Ed.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Part 2a</td>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Special Professional and Curriculum Studies</td>
<td>Mathematics</td>
<td>2</td>
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<tr>
<td></td>
<td>Science</td>
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<td>Social Sciences</td>
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</tr>
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<td></td>
<td>Music</td>
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</tr>
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<td>Art</td>
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<td></td>
<td>Crafts</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Two Teaching Subjects</td>
<td>h.p.w.</td>
</tr>
<tr>
<td></td>
<td>chosen from:</td>
<td>h.p.w.</td>
</tr>
<tr>
<td></td>
<td>English</td>
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<tr>
<td></td>
<td>French</td>
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<td>Latin</td>
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<td></td>
<td>Geography</td>
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<tr>
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<td>Librarianship</td>
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<td>Teaching English</td>
<td>3</td>
</tr>
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<td>Art</td>
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<td>16</td>
<td>Not all subjects may be available in any one year.</td>
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</tbody>
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A Thesis on a topic to be chosen in consultation with the College Department of Education.

RULE 8: ADMINISTRATIVE AND ACADEMIC ORGANIZATION OF THE COLLEGE

(1) The pattern of academic organization of the college is sketched in the first of the two following diagrams. It shows the principal as advised by an Academic Board and two Boards of Studies as being responsible to Council for the administration, with the help of the vice-principal, of the academic affairs of the college.
(2) The pattern of administrative and clerical organization of the college is sketched in the second of the two following diagrams. The administrative and clerical organization of the college is the direct responsibility of the secretary who is responsible both to the principal, for certain activities, and to the Council for the supervision, planning and co-ordination of the clerical accounting and administrative management of the college.

It is to be noted that where a clerical officer or technical or administrative officer is attached to a particular department or section for his work then he is responsible to the head of that department or section in the first instance even though his final responsibility might be to the secretary. Normally the discipline of such an officer will be a responsibility shared by the head of the department and by the secretary but except for a decision on the quality of technical or clerical work done in a department for the head of that department, who shall be the judge of whether the work done meets the needs of this department, the secretary will have final responsibility for the discipline and control of officers in the administrative, clerical, technical and other staff.

RULE 9. ASSOCIATION OF FRIENDS AND ALUMNI OF COLLEGE

9.1—General Provisions of Membership

1. The secretary of the college shall keep a register of the names of members of the Association of Friends and Alumni of the college.

2. A meeting of the association shall be convened at least once in every year and at such other times as the association may determine.

3. A special meeting of the association may be convened at any time by the president of the association and shall be convened by the president on the requisition of at least twenty members addressed to him.

4. (i) Not less than 21 days’ notice of a meeting of the association and not less than 7 days’s notice of any business to be transacted thereat shall be given to each member by the president.

5. Notice to a member of the association shall be regarded as duly given if posted to his address as entered in the register of members.

9.2—Powers of the Association of Friends and Alumni

1. The association should have and may exercise and discharge the following powers, authorities, duties and functions:

(a) to elect its own president who shall preside at its meetings;

(b) to discuss and pronounce an opinion on any matter whatsoever relating to the college including any matters referred to it by the Council;

(c) to determine the mode of conducting its own proceedings and of recording of those proceedings and of reporting or of publishing the results of those proceedings to the Council, and to the Academic Board or to either of those bodies;

(d) to enter into communication directly with the Council or the Academic Board on any matter affecting the college.
Board of studies is an Advisory Committee
Note: Could include the extension to a third board of studies e.g. special studies.
THE
SUBJECT DEPARTMENTS
AND
SYLLABUS OUTLINES
CHAPTER IV

SUBJECT DEPARTMENTS AND SYLLABUS OUTLINES

ACADEMIC DEPARTMENTS

ART.
EDUCATION.
ENGLISH.
HEALTH EDUCATION.
HOME SCIENCE AND TEXTILES.
INDUSTRIAL ARTS.
LANGUAGES.
MATHEMATICS.
MUSIC.
PHYSICAL EDUCATION.
SCIENCE.
SOCIAL SCIENCES.
TEACHER LIBRARIANSHIP.
ART DEPARTMENT

The department provides subjects within courses leading to the award of—

THE DIPLOMA IN ART (EDUCATION).
THE DIPLOMA IN TEACHING (INFANT, PRIMARY).
THE DIPLOMA IN TEACHING (REMEDIAL EDUCATION).
THE GRADUATE DIPLOMA IN EDUCATION (INFANT, PRIMARY).
THE DIPLOMA IN TEACHING (CONVERSION COURSE—PART-TIME).
THE GRADUATE DIPLOMA IN EDUCATION (CONVERSION COURSE—PART-TIME).

SUMMARY OF SUBJECTS—ART DEPARTMENT

Electives—Available 1974 Onwards

Art IAE Practical Art I Introductory Course
Three hours per week
Art IIAE Practical Art II 2D Design
Three hours per week
Art IIBE Practical Art II 3D Design
Three hours per week
Art IIIAE Practical Art III Painting/Graphic
Three hours per week
Art IIIIBE Practical Art III Sculpture/3D Design
Three hours per week

Electives Continuing from 1972 (Offered in 1974 only)

Art IB Introductory Practical Art I
Three hours per week
Art IIB Practical Art II Painting/Sculpture/Ceramics
Three hours per week

Electives Continuing from 1973

Art IIAE Practical Art II 2D and 3D Techniques
Three hours per week

For students having completed Art I or Art I.

DIPLOMA IN ART (EDUCATION)

Specialist Teaching Subjects

Art Education I Four hours per week
Art Education II Four hours per week
Art Education III Four hours per week
Art Education IV Five hours per week
Art Education V Honours Diploma

DIPLOMA IN TEACHING (INFANT, PRIMARY)

Curriculum Studies

Art CSII LP—Art Education—available to Diploma in Teaching (L.P.) students in their second year.
Three hours per week.

Art CSII P—Art Education—available to Diploma in Teaching (P) students in their second year.
Three hours per week.

Art CS XI II—Art Education—available to Undergraduate Two Year Professional Course students (Dip.Teach.).
Two hours per week.
Art CS XU I—Art Education—available to Undergraduates One Year
Professional Course students (Dip. Teach.),
and/or
Graduate Diploma in Education students.
Two hours per week.

Art CS R.E.—Art Education and Child Creativity—available to
Diploma in Teaching students (Remedial Education).

**Advanced Curriculum Studies**

Art CSIII LP—Art Education—advanced studies for Dip. Teach.
students of third year level.

Art CSIII P—Art Education—advanced studies for Dip. Teach.
students of third year level.

**DIPLOMA IN TEACHING**

**Electives Available 1974 Onwards**

**ART IAE—Practical Art: Introductory course**

Three hours per week
An introductory study for students with various degrees of back­
ground experience in art.
Various basic art approaches and techniques are introduced to cover
preliminary areas of knowledge required for creative expression, viz.

1. **Drawing**—This is treated as a basic preliminary planning and
sketching exercise for creation in any medium or form.

2. **Composition and Design**—The bases of relationship and
organization of abstract elements within the picture format
and in form and space. Practical application of design theory
to major and minor art forms.

3. **Colour**—Colour theory, systems of classification and relations­
ships, proportion, colour mixing, emotional and psychological
aspects of colour.

**PROJECTS**
Each student is expected to complete a schedule of project exercises in a variety
of techniques utilizing the above areas of knowledge.

**ESSAYS AND ASSIGNMENTS**
An essay of minimum length 2,000 words is required each term. This is intended
to assist students relate historical background and art application to media and
techniques, the creative process and philosophies concerning art.

**EXAMINATION**
All practical work including working sketches, plans, models and completed works
will be exhibited for evaluation.

**TEXTBOOKS**

<table>
<thead>
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<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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**REFERENCE BOOKS**

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<th>Author</th>
<th>Title</th>
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**ART II AE—Practical Art: 2D Design**

Three hours per week

Intended to follow up experience gained in the first year intro­
ductive study. Students will be able to follow special interests in
two-dimensional major art forms, for example, painting, graphic art,
drawing, collage and photomontage, and may choose to concentrate
on abstract or traditional in landscape, still life or figure composition.

Traditional use of materials in watercolour, acrylics, oils, gouache,
tempera, pastels, crayons, inks and composite materials. Use of media,
grounds, preparation of paint, canvas, stretchers, etc.

Opportunity for experimentation with various techniques and for
development of individual expression and style.
ART IIIBE—Practical Art: 3D Design

Parallel with Art IIIBE, based on the first year introductory study. Students will be able to follow special interests in three-dimensional major art forms, selecting a major study in either sculpture or ceramics.

Exploration of the relationship or various techniques and materials to the creative process and the realization of sculptural forms.

Technical competence in handling tools, equipment and materials including basic knowledge of related industrial processes is developed.

Exercises are given in all concepts utilizing elements and principles of sculptural form in a variety of materials and techniques including modelling, carving, constructing, fabricating and casting.

Students electing to specialize in ceramics study basic raw materials and their preparation, forming processes using wheel and hand methods, firing techniques and decoration. A degree of experimentation will be expected to test materials and techniques which may be used to extend the possibilities of the medium as a form of personal artistic expression.

PROJECTS
For 2D and 3D, studies are planned at appropriate level for students nominating the course.

ESSAYS AND ASSIGNMENTS
Major background research culminating in an essay of minimum length of 8,000 words, or two minor essays of approximately 4,000 words each.

EXAMINATION
Will be by progressive evaluation of sketches, plans and working drawings and models and by exhibition of all works for evaluation by a panel of lecturers.

TEXTBOOKS
Baldwin, J.
Irving, D. I.
Lowry, Bates
Moholy-Nagy, L.
Roy, V. A.

REFERENCE BOOKS
Bolam, David W.
Dewey, John
Greenberg, Clement
UNESCO

ART IIIAE—Practical Art: Painting/Graphic Art

Three hours per week

Students will be expected to do intensive studio work and achieve a level of professional standing. To this end they will be encouraged to concentrate on developing a personal form of expression in painting and in an elective chosen from the fields of graphic art, process reproduction, or other two-dimensional applied arts.

It is anticipated that facilities will enable students to develop a personal form of art based on studio and outdoor drawing in life, still life and landscape.

The use of photography as an aid to painting and in providing resource material for the artist will be studied.

ART IIIBE—Practical Art: Sculpture/3D Design

Three hours per week

A parallel subject to Art IIIAE for students who prefer to work in three-dimensional media instead of painting. Students selecting this study will be encouraged to nominate a technique in sculpture such as modelling, carving, constructing or fabricating and to develop a personal form of expression for their ideas through the use of selected materials.

An elective is to be chosen from model making, architectural design, industrial design, jewellery design or ceramics.

PROJECTS
Students will be required to submit a programme of work at the beginning of the year. The lecturer will discuss this with each student at the commencement of the study and progress throughout the year will be under the lecturers' guidance and tuition as necessary.

ESSAYS AND ASSIGNMENTS
One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 5,000 words, or three minor assignments of 5,000 words each.

EXAMINATION
Will be by exhibition of all work for evaluation by a panel of lecturers.

TEXTBOOKS
Baldwin, J.
Moholy-Nagy, L.
Roy, V. A.

REFERENCE BOOKS
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ESSAYS AND ASSIGNMENTS
One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 5,000 words, or three minor assignments of 5,000 words each.

EXAMINATION
Will be by exhibition of all work for evaluation by a panel of lecturers.

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Roy, V. A.

REFERENCE BOOKS
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ESSAYS AND ASSIGNMENTS
One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 5,000 words, or three minor assignments of 5,000 words each.

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Will be by exhibition of all work for evaluation by a panel of lecturers.

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One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 5,000 words, or three minor assignments of 5,000 words each.

EXAMINATION
Will be by exhibition of all work for evaluation by a panel of lecturers.

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One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 5,000 words, or three minor assignments of 5,000 words each.

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An elective is to be chosen from model making, architectural design, industrial design, jewellery design or ceramics.

PROJECTS
Students will be required to submit a programme of work at the beginning of the year. The lecturer will discuss this with each student at the commencement of the study and progress throughout the year will be under the lecturers' guidance and tuition as necessary.

ESSAYS AND ASSIGNMENTS
One major research topic culminating in an assignment of approximately 10,000 words or equivalent and a minor assignment of 5,000 words, or three minor assignments of 5,000 words each.

EXAMINATION
Will be by exhibition of all work for evaluation by a panel of lecturers.

TEXTBOOKS
Baldwin, J.
Moholy-Nagy, L.
Roy, V. A.
DIPLOMA IN TEACHING (PRIMARY—INFANT)

Electives Continuing from 1972 (Offered in 1974 Only)

ART IB—Introductory Practical Art I
Three/Four hours per week

Syllabus Outline

The IB study is designed for students with limited background experience in art who are interested in developing their ability to:

(i) see and experience visual relationships;
(ii) produce works of art;
(iii) develop a knowledge and understanding of man's creative achievements; and
(iv) establish criteria to use in the evaluation of art forms.

The subject involves:

(1) (a) a study of the nature of visual relationships including, for example, training in visual acuity;
(b) direction of intellectual capacity to detect nuances of visual form;
(c) concentration of powers of observation on the existence of art elements essential for the composition of personal visual symbols related to life's experiences.

(2) Practical experiences to develop skills in the use of various art materials. The creative use of materials in problem solving. Understanding the qualities, possibilities and limitations of media for creative purposes.

(3) Historical research to develop a knowledge and understanding of man's creative achievements through, for example, observation, perception and imaginative thinking which take the student beyond classification, and commonly accepted functions to identify the universality of artistic forms that satisfy the senses and stimulate meaningful ideas.

(4) A variety of units of artistic experience designed to establish understanding of the criteria relevant to art evaluation. These units will concentrate on basic concepts such as:

- Depth.
- Dynamic visual relationships.
- Movement and Rhythm.
- Growth and Structure.
- Relationship of Space and Form.

Exercises in the organization of such basic elements will include both two and three dimensional art forms.

PROJECTS

The basic concepts essential for personal artistic development are realized through a programme involving a maximum of studio work in two and three dimensional media, demonstrations, discussion, personal tuition, research techniques, viewing and analysis of films and teaching aids. Studio work.

ESSAYS AND READING ASSIGNMENTS

The purpose and place of each art form will be realized by historical research into the natural relationships between art and society in relevant epochs. One essay of minimum 2,000 words will be required on each segment of work, i.e., one each term.

ASSESSMENT

By progressive evaluation of assignments and essays together with final examination.

REFERENCE BOOKS

Refer to list following Art III syllabus.

ART IIB—Painting, Sculpture, Ceramics

Three hours per week

Prerequisite—Satisfactory completion of Art IB or equivalent experience.

This study is intended to provide students with the opportunity to develop further their interests and abilities in creative expression in chosen media.

It is expected that students will be able to choose from a wide range of techniques and materials, selecting no fewer than two and no more than four major art forms in which to achieve work of satisfying aesthetic standard.
ASSIGNMENT AND ESSAYS
Each student is expected to complete at least two assignments per term.

MAJOR STUDIES AND MINOR STUDIES
A Major Study is equal to a minor thesis or approximately 8,000 words and may include illustrations, comparisons and bibliography.
A Minor Study is considered as an essay of half the value of a Major Study. A minor study is approximately 4,000 words.

SELECTION OF ASSIGNMENTS
Of the six required assignments, students may choose any of the following programmes:
1. Six major studies.
2. Three major studies and six minor studies.
3. Two major studies and eight minor studies.
4. Twelve minor studies.

The choice depends largely on the students' knowledge and in some cases students with a sound knowledge of one area may decide to use minor studies to increase overall knowledge of perhaps less familiar areas. All areas of study and programmes selected must meet with the lecturers' approval.

CONDITIONS
1. Each study programme must be approved by the lecturer.
2. Freedom to pursue private study means student responsibility. Lack of work or unsatisfactory progress could mean failure.
3. The lecturer is available to discuss students' work at times indicated on the timetable. Students are advised to make use of this opportunity so that progress and guidance are maintained.
4. All work must be completed at times stated.
5. It is essential that all students be present at the times stated for lectures and only in special cases approved by the college will students be allowed leave. An absence otherwise is recorded.
6. Work must be suitably presented and students may be tested orally and required to discuss the work produced or show evidence of reading and research.
7. Assessment is based on progressive evaluation of all work produced, together with final examination.

TEXT AND REFERENCE BOOKS
Since wide reading and research into original sources and documents is to be encouraged, no specific and limiting list of texts will be given.

Further suggestions and directions for source material related to his or her field of specialized research will be indicated by the lecturer to each student.

ART IIIB—Painting or Sculpture
Three hours per week

Students will be required to concentrate on either two dimensional or three dimensional work as a major area of study. Students will be expected to exercise considerable independence in developing a personal expertise and individuality of direction in their studio work.

ASSessment
At the end of the year students will be expected to reach a degree of professional standing and assessment will be based on directions and developments made throughout the year in working sketches, plans, models and final works, as well as on evaluation of work submitted for a final exhibition.
ELECTIVES CONTINUING FROM 1973
ART IIAE: PRACTICAL ART II—2D AND 3D TECHNIQUES
(Refer to ART IIAE and ART IIBE above)

SPECIALIST TEACHING SUBJECTS
DIPLOMA IN ART (EDUCATION)

ART EDUCATION I
Four hours per week

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

Study of the following topics is included:

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

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

TEXTBOOKS

REFERENCE BOOKS
Wide reading is necessary since comparative studies are important to the establishment of sound criteria.

The general classification of 700 in the Newcastle Teachers College Library contains basic texts for most areas of study in the course. A complete list of the authors and titles is issued to students commencing the course.

ADDITIONAL REQUIREMENTS
Observation in schools and practical classroom teaching experience.

ASSESSMENT
Assessment—progressive evaluation of class work, class tests, assignments and practical work.

ART EDUCATION II
Four hours per week

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

Topics covered include:

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

TEXTBOOKS

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

ADDITIONAL REQUIREMENTS
Opportunity is provided for students to test their solutions to problems by application of their theoretical interpretations to human situations.

ASSESSMENT
Assessment is by progressive evaluation of classwork, class tests, assignments, research results, and practical work.

ART EDUCATION III
Four hours per week

A study designed to increase students' confidence in class and pupil management by fuller examination than in previous years of the theoretical basis for art education and by involvement in its application to teacher-pupil relationships.

Topics to be included are:

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

TEXTBOOKS
Secondary Schools Board. *Syllabuses in Art*. Department of Education.

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

ASSESSMENT
Assessment is by progressive evaluation of classwork, class tests, assignments, research results, practical work and teaching performance.

ART EDUCATION IV
Four hours per week

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

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

TEXTBOOKS
Refer to ART EDUCATION III Textbooks.

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

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

1. Theories
(a) Traditional and contemporary research in art education.
(b) The nature of the child and an understanding of his development.
(c) Criteria for assessing child art.

2. Art Experience
(a) Visual Language study.
(b) Basic design principles and their application.
(c) Drawing, composition and picture making.
(d) Three-dimensional art forms. Sculpture (carving, modelling, construction, etc.) and Ceramics.
(e) Printing techniques (Mono, relief, block and screen printing).
(f) Creative use of the environment. Developing powers of observation leading to imaginative awareness. Training the eye to observe and appreciate patterns of line, shape, tone, colour and texture in the environment.
(g) Historical survey of art and society. Study of art forms from many periods.

3. Classroom Procedures
(a) Study of the primary Art curriculum.
(b) Programme design for progression in art experiences and correlation with other subject areas.
(c) Lesson preparation, presentation and evaluation.
(d) Use of resources. School, departmental, environmental, community.
(e) Use of materials. Distribution, conservation, sources of supply.

ASSESSMENT
(a) Practical work and methods book.
(b) Assignments.
(c) Class tests.
(d) Participation in seminars, discussions and teaching expositions.

TEXTBOOKS
Jansen, H. W.  
Lowenfeld, V. and Brittain, W. L.  
McFee, J. K.  
Morris, A. W.  
Read, H.  
Viola, W.  


ADDITIONAL REQUIREMENTS
An essential part of the work will be observation in schools and practical classroom teaching experience. Students will be required to utilize their study time to complete prescribed reading to enable lecture time to consolidate essential relationships.

ART CSXUII—Refer to ART CS L.P. and G.P.
ART CSXUI—Refer to ART CS L.P. and G.P.

ADVANCED CURRICULUM STUDIES
ART CS III L.P. and G.P.—Art Education and Child Creativity
Three hours per week for one year.
A study, at advanced level, of the theoretical bases and practical approaches to the methods of teaching art at infant and primary levels.

SYLLABUS OUTLINE
1. Theories of Art Education
   This section of the work is designed to extend the student’s knowledge and understanding of established methods and examine current thinking and research on the subject. This will involve:
   (1) re-evaluation of the aims of education through art.
   (2) development of a deeper insight into the nature of the child and his development.
   (3) tracing the influences of the child’s cultural background on the development of his expression and the pressures exerted by home environment, peer group and a technologically orientated society.

(4) examining the changing role of the teacher together with child, teacher, parent relationships.
(5) understanding features of visual perception, visual logic and imagination.

2. Practical Art Experiences
   (1) Extension of experience in the use of a wide range of media and the development of techniques by way of experimentation.
   (2) Art in society. Functional design.

3. Practical Classroom Procedures
   (1) The establishment of creative teaching environments.
   (2) The provision of opportunities for a child to enrich his experiences and develop his powers of expression.

ASSESSMENT
Progressive evaluation by:
(1) compilation of a book containing examples of the student’s practical work and teaching method notes.
(2) one major assignment based on original research work attempted during time allocated for in-school experiences.
(3) brief essays on topics directly related to the content of lectures.
(4) participation in the planning of lessons at the demonstration school and preparation of reports evaluating the success of these and other demonstrations.
(5) participation in discussions and seminars.

TEXTBOOKS
Barkan, M.  
Eisner, E. W. and Ecker, D. W.  
Hastie, W. R. (ed.).  
Lansing, K. M.  
McFee, J. K.  
Read, H.  
Viola, W.  


ADDITIONAL REQUIREMENTS
Wide reading will be necessary since comparative studies are important to the establishment of sound criteria.
A complete list of authors and titles will be issued to students on commencing the course.

THE GRADUATE DIPLOMA IN EDUCATION
ART CS XUI—Refer to ART CS L.P. and G.P.
Two hours per week.
EDUCATION DEPARTMENT

INCLUDING THE FOUNDATION DISCIPLINES OF
PHILOSOPHY
PSYCHOLOGY
SOCIOLGY

THE SUBJECTS

Education I
Education IAE
Education IBE
Education II
Education IIAE
Education IIBE
Education II

(a) Trends in Education
(b) (i) Educational Psychology
(ii) Atypical Children
(c) Sociology of Education
(b) (i) Personality Development and Mental Health
(ii) Measurement and Evaluation in the Classroom
(iii) Educational Change and the Philosophies of the Seventies
(iv) Technological Education
(v) The History of Education in New South Wales
(vi) Exceptional Children

Education III

(a) Educational Psychology
(b) (i) Atypical Children
(c) Sociology of Education

Education IIIAE

Atypical Children

Education IIIBE

Psychology

Education III

Trends in Education
Atypical Children
Psychology

Education IIIA

Atypical Children

Education IIIC

Psychology

Education IIID

Atypical Children

Education IIIE

Psychology

Education IIIF

Atypical Children

Education IIIG

Psychology

Education IIH

Atypical Children

Education IIJE

Psychology

Education IIE

Atypical Children

Education IIF

Psychology

Education IIG

Atypical Children

Education IIL

Psychology

Education IIIA

Atypical Children

Education IIIIB

Psychology

Education IIIIC

Learning Difficulties and Diagnostic Teaching

Education IIIDE

Infant Education

Education S IV

See Education III

Education 414 415

(a) Perspectives in Education
(b) (i) Educational Psychology
(ii) Atypical Children
(iii) Sociology of Education

Education S V

Education and Thesis

SUMMARY OF SUBJECTS

MAIN STUDIES ELECTIVES

Students undertaking primary or secondary courses may elect, subject to their particular course requirements, to study any strand within the Education Main Studies elective.

Students admitted to first year in 1973 and thereafter each year will have the internal election set out below. Either strand listed under Education I elective may serve as the prerequisite for either stand in Education II elective and either strand in Education II elective serves as the prerequisite for any strand in Education III elective.
EDUCATION I ELECTIVE
Education IAE: Atypical Children
or
Education IBE: Psychology

EDUCATION II ELECTIVE
Education IIAE: Atypical Children
or
Education IIIE: Psychology

EDUCATION III ELECTIVE
Education IIIAE: Atypical Children
or
Education IIICE: Learning Difficulties and Diagnostic Teaching
or
Education IIIDE: Infant Education

GENERAL PROFESSIONAL COURSES

DIPLOMA IN TEACHING (THREE YEAR COURSE)

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

EDUCATION II—Trends in Education—Three hours per week for the year.

EDUCATION III
(a) Sociology of Education—Two hours per week for the year;

and

(b) (i) Personality Development and Mental Health—Two hours per week for the year.

or

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

or

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

or

(iv) Technology of Education—Two hours per week for the year.

or

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

or

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

or

(vii) Teaching Problems: Possible Solutions to Simulated Situations—Two hours per week for the year.

or

(viii) Educational Administration—Two hours per week for the year. (Correspondence Course only)

or

(ix) Educational Research—Two hours per week for the year.

or

(x) Mathematics Education and Science Education—Two hours per week for the year.

or

(xi) The Library in Education—Two hours per week for the year.

ONE-YEAR PROFESSIONAL COURSE

EDUCATION 414 415

(a) Perspectives in Education—Three hours per week for the year;

and

(b) (i) Educational Psychology—Three hours per week for the year.

or

(ii) Atypical Children—Three hours per week for the year.

or

(iii) Sociology of Education—Three hours per week for the year.
TWO-YEAR PROFESSIONAL COURSE

YEAR I—EDUCATION 212
214
215
II: (a) Trends in Education—Three hours per week for the year; and
(b) (i) Educational Psychology—Three hours per week for the year
OR
(ii) Atypical Children—Three hours per week for the year.

YEAR II—See Education III.

DIPLOMA IN ART EDUCATION AND DIPLOMA IN MUSIC EDUCATION

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

EDUCATION II—Trends in Education—Three hours per week for the year.

EDUCATION S IV:
(a) Sociology of Education—Two hours per week for the year; and electives.
(b) See Education III (b) electives (pages 145–147).

EDUCATION S A V: Education and Thesis—Four hours per week for the year.

EDUCATION I—Educational Psychology
Four hours per week
The aims of this subject are to contribute to the professional competence and the general education of the student. Tutorial activities are so structured as to make the applications of psychology available to the student in the form of effective teaching behaviour.

Introduction, Heredity and Environment
Scientific study of child development, nature and interaction of heredity and environment.

Social Development
Socialization, friendship choices, peer group influences, social learning as an objective, developmental stages in value systems.

Learning and Classroom Management
Types of learning and classroom applications, task analysis, behavioural objectives and teaching strategies.

Motivation and Emotion
Physiological bases of motivation and emotion, social and cognitive aspects, relationship to learning, classroom applications.

The Self
Perceived, real and ideal self, factors influencing the self-concept, the school as an influence, the self as a motivational force.

Measurement and Evaluation
Nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations, standardized tests.

Abilities
Individual abilities, correlates of ability, assessment, the nature and measurement of creativity and its relationship to intelligence.

TEXTBOOK
Communications Research Machines.

REFERENCE

EDUCATION IAE—Atypical Children
Four hours per week.
This elective is aimed at providing—
(a) An extension of the study in child development through a study of developmental disorders and special provisions for the same (Education I).
(b) A background into the variations in learning patterns and behaviour to be found in the normal classroom at the infant and primary level (Education II).
(c) A background for possible later in-depth practical work with exceptional children (Education III).

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

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

(c) Physical and motor disabilities:
Types of disorders—educational problems—special schools—hospital schools.

2. Disorders of communication:
(a) Speech defects—nature of defects—assessment—educational implications—speech clinics.
(b) Language disorders—types of disorders—assessment—education in the normal classroom—O.L. classes.

3. The Intellectual Atypical:
(a) Nature of mental retardation—effects on development of motor skills, language, perception, cognition.
(b) Gifted and creative children—special problems, special needs, educational provisions.
(c) Cerebral Dysfunctions—epilepsy, cerebral palsy, minimal brain damage—origins—educational difficulties and provisions.

4. Disorders of social and emotional adjustment.
Types of behaviour problems—cause and effect, educational implications.


TEXTBOOK

REFERENCE BOOKS

EDUCATION IBE—Psychology
Four hours per week
This elective is intended as a contribution to general education rather than as professional education for teaching. Some attention will therefore be given to the nature of psychological research and the evaluation of evidence in the subject. This unit is designed to supplement other psychology studies and while major topics are treated in depth, it is hoped that the unit will be flexible in permitting students to select certain areas for specialized study. Students will themselves carry out practical exercises and experiments. Statistical methods of analysis will be taught as required for the practical work. Two major areas of study will be undertaken, viz.:

A. Perception, Thinking and Problem Solving.
B. Motivation, Emotion and Attitudes.

Topics of study will be chosen from the following:

A. Perception
1. Sensation and perception.
2. Perception deepened.
3. Physiological bases of perception.
4. Perceptive organization and meaning.
5. Attention and set in perceiving.
7. Thinking, perception and language.
8. Concept formation, thinking—problem solving.

B. Motivation and Emotion
1. Basic human needs—bodily needs and motivating states.
2. Emergency states—conflict and its resolution.
3. Acquired motives.
4. The doctrine of instinct.
5. Drive theory and motivation.
6. Pre-natal and post-natal influences.
8. Anxiety and arousal—conflict and its resolution.
9. Motivational properties of attitudes.
10. Theories of attitude change—adjustive significance.

TEXTS
EDUCATION II—Trends in Education

Three hours per week

This study is designed to help students understand the interrelationship between a changing society and the educational process. The effects of this interrelationship for all those involved in the teaching-learning process will be considered. The unit also introduces some of the contemporary theories on which current educational planning and procedures are based. Students are encouraged to investigate recent educational innovations in the light of these theories.

Changes in Society and in Education

The ways in which society is changing.

Tradition, trends and issues in Australian education.

Community involvement in education.

The aims and objectives of education.

The changing curriculum and the changing functions of the teacher.

The Teaching-Learning Process

Concept development.

The work of Piaget, Bruner, Ausubel and Gagné in relation to teaching-learning process.

The learning of values.

School Organization for Learning

The open classroom.

Individualizing instruction, programmed learning and technical equipment.

The provision for, and the contribution of, minority groups—migrants and Aborigines.

Education in Other Countries

Educational Change and the Philosophies of the Seventies

TEXTBOOKS


REFERENCES

Bruner, J. S.


Keller, G. F.

Lehrman, G. R.

Tuba, H.

Webb, R. J.

EDUCATION IIB—Atypical Children

Four hours per week

This study has been designed to outline the causes of emotional conflict in children. It discusses personality theory, the reasons for emotional upheaval and some of the means used to modify the resultant atypical behaviours.

The unit will include a survey of some relevant personality theories, for example, the work of Freud, Skinner, Rogers, Combs and Maslow. Involved with these theories will be the biological, psychogenetic and sociocultural causes of insecurity and anxiety in children.

Some broad categories of mental dysfunction and remedial techniques will be developed, with specific reference to such conflict reactions as enuresis, stuttering, temper tantrums, extreme aggression, stealing and lying.

TEXTBOOK

No specific book is set as a text.

REFERENCES


EDUCATION IIB—Psychology

Individual Differences

Sources of differences, tests of general ability, primary mental abilities, specific aptitudes, non-cognitive aspects of abilities.

Learning

Short-term and long-term memory, verbal learning, mediation, retention and forgetting, learning sets, transfer and generalization.

Developmental Psychology

Infancy and middle childhood: early experience, patterns of child rearing, critical stages, cross-cultural studies of perception and cognition. Adolescence: cross-cultural and historical comparisons, developmental tasks, cognitive development, attitudes and value systems.
REFERENCES

Mead, M.
Morgan, C. T. and King, R. A.
Ripple, R. E. (ed.)
Rogers, R. E. (ed.)
Sperry, L.


EDUCATION

Three hours per week

See EDUCATION II.

EDUCATION

Three hours per week

Introduction
Psychology and education, methods of gathering data.

Social and Moral Development
Factors in socialization, interpersonal attraction, group dynamics, moral concepts and attitudes.

Abilities
Individual abilities, assessment, the nature and measurement of creativity and its relationship to intelligence.

Learning and Classroom Management
Types of learning and classroom applications, task analysis, behavioural objectives and teaching strategies.

Motivation and Emotion
Social and cognitive aspects, relationship to learning, classroom applications.

The Self-concept
Perceived, real and ideal self, factors influencing the self-concept, the school as an influence, the self as a motivational force.

Measurement and Evaluation in Schools
Nature and purposes of measurement and evaluation, characteristics of a good measuring instrument, planning classroom evaluations, standardized tests.

TEXTBOOK
Communications Research Machines


EDUCATION

Three hours per week

This unit is organized to introduce students to the study of atypical pupils. It is intended to outline the etiology, diagnosis and educational development of those children suffering from sensory, physical and mental deficit.

1. Disorders of physical and motor development:
   (a) Visual defects.
       (i) Types of defect: partially sighted; blind.
       (ii) Etiology—Diagnosis—Special classes and equipment.
   (b) Auditory defects.
       (i) Types of deficit: partially hearing, deaf.
       (ii) Etiology—Diagnosis—Special classes and testing.
   (c) Physical and Motor Disabilities.
       Types of disorders—educational problems—special schools—hospital schools.

2. Disorders of communication:
   (a) Speech defects and their educational implications.
   (b) Language disorders and education in the normal classroom.
   (c) Reading difficulties and their emotional and educational implications.

3. Mental retardation:
   (a) Types and definition of retardation.
   (b) Etiology—Diagnosis—Special classes.

4. Disorders of social and emotional adjustment.
   (a) Behaviour problems and academic achievement—cause and effect.
   (b) Types of behaviour problems and management techniques in the classroom.
EDUCATION III (a)—Sociology of Education

Two hours per week

1. Sociology of education as a discipline.

2. The individual in society.
   Social learning.
   Culture, values and transmission.
   Developmental sequences—culturally determined values and expectations—choice of models—reference groups—social attractions and relationships—sociometry—social attitudes and motives—social influence.
   Personality as a social phenomenon—society, culture and personality—the self; self and achievement motivation.
   Theories of dissonance, consonance, and balance.
   Social status and role.
   Socialization.
   The function of education in society.

3. Agencies of socialization.
   Family.
   School.
   Peer group.
   Other agencies, e.g. mass media.
   The dynamics of social and cultural change.

4. Institutional and subinstitutional structures.
   The school as an agent of social control and integration.
   Communication structure; task versus non-task activities.
   Power and authority; leadership, power and authority; the teacher as a group leader.
   Social climate and the classroom—morale, intergroup conflict—cohesion of subgroup.

Group processes in the classroom—climate, leadership, attraction, norms, communication, cohesiveness, developmental stages for groups.

The influence of peer groups in the educative process.

Political action within an institution.

5. The school as an organization: formal and informal aspects.

The school as a social system.
Bureaucracy and the school organization.
Bureaucracy and the teacher-pupil relationship.

The political context of the school.

Personnel—the problems of professionalization.

EDUCATION III (b) (i)—Personality Development and Mental Health

Two hours per week

Aims

1. To contribute to personal growth of the student through an understanding of personality development.

2. To make teachers more effective in the positive influence they have upon pupil's personality development, self-concept, and social skills.

Topics to be studied

1. Emergence of scientific theories and practices.
   Organic approach—psychological approach—sociologist approach—holistic viewpoint.

2. Personality as a construct.
   Language of traits—language of types—models for describing the dynamics of personality—developmental approach.
3. Personality determinants.
   (a) Biological Factors
       Biological and cultural evolution—genetic influences—
       physiological influences.
   (b) Social Factors
       Contemporaneous social influences—developmental social
       influence—the mechanisms of social influences on personality
       —biological versus social determinants: the principle of
       interaction.
4. Overview of theories of development of personality.
   A selection for study will be made from the following theorists:
   Freud, Erikson, Jung, S-R theorists, various trait and factor
   theorists, Allport, Murphy, Murray, Sheldon, Miller and Dollard,
   Bandura and Walters, Self theorists like Rogers, Lewin, Kelly,
   Atkinson, Festinger.
5. Abnormal behaviour.
   (a) Causes: Faulty biological development—faulty psychological
       development—overview of disorders, transient situational dis
       orders, psychophysiologic reactions, psychoneurotic dis
       orders, the functional psychosis, character disorders, mental
       retardation.
   (b) Management: Medical therapy, psychotherapy, sociotherapy,
       holistic approach.
6. Assessment of Personality.
   Principles of assessment—techniques of assessment.
   (a) Appraisal of personality in the classroom: conditions for
       accurate appraisal without standardized instruments—
       definitions of qualities in objective terms—adequate
       samples of behaviour—situational variations in children
       —teacher's appraisal of pupils—instruments available to
       teachers, sociometric tests, guess who?, adjustment check
       lists—reporting pupil personality in official records and
       to parents—the case study.
   (b) Departmental practices: recognition and referral of
       children needing special treatment—categories—avenues
       of referral—classroom provisions where necessary.

TEXTBOOKS
Geben, P. A.
Lasch, R. S.
REFERENCE BOOKS
Holt, C. E. and
Lindzey, G.
Pervin, L. A.
Sarason, I. G.

EDUCATION III (b) (ii)—Measurement and Evaluation in the
Classroom
The purpose of this unit is to give the student an insight into the
methods and problems associated with educational measurement
and evaluation. Where necessary basic statistical methods will be
introduced and the student will be expected to demonstrate proficiency in
computing these statistics. The major areas to be considered in this
study include evaluation and the teaching process, planning classroom
evaluations, the characteristics of a good measuring instrument, teacher
made tests, judging procedures and products, statistical analysis of
data, diagnosis and remediation of problems, the role of standardized
tests in the classroom and the nature, function, interpretation and
reporting of school marks.
This study also will be made available to students engaged in
correspondence studies.

BASIC TEXTBOOK
Ahmann, J. R. and
Gock, M. D.

REFERENCES TO TEXTBOOKS
Enkson, Jung,

BOOKS
Allport, Murphy, Murray, Sheldon, Miller and Dollard,

Additional textbook required for students engaged in study by correspondence:
Groland, N. G.

EDUCATION III (b) (iii)—Educational Change and the Philosophies
of the Seventies
Two hours per week
The purpose of this unit is to indicate the implications of the great
intellectual, social and ethical movements of the seventies for educa-
tional change in the Western World.
1. New Purposes in Education
   Existentialism and the cult of individuality.
   Social evolutionary idealism and society-centred education.
   Pragmatism and the cult of efficiency.
2. Changing patterns in curricula.
   Existentialism and education for creativity.
   Essentialism and the subject-centred curriculum.
3. Teaching practices and the new educational technology.
   Existentialism, Personalism and the new role of the teacher.
   Plagiarism subjectivism and the new Mathematics, Linguistics, etc.
   Behaviourism and the new educational technology.
EDUCATION III (b) (iv)—Technology of Education

Two hours per week

The unit deals with the relationship of the technology of education to the process of education. Opportunities are created for participants to develop production skills in the making of software—tapes, films, television productions, projectuals, and so on. Assignments are to be presented in written dissertation form and in addition, will be accompanied by some form of media production.

Course Outline

1. Introduction to concepts of educational technology and its development—e.g. notions of phases of development produced by Lumsdaine (1964) and Anna Heyer (1971).

2. Theories of organization and their application to what we know about human learning—assumptions about the nature of man inherent in these approaches.

3. Relationship of educational technology to the process of education and the roles of the teacher, pupil and administrator.

4. The future in technology of education—emerging new roles and changes in the physical plant—catalysts for change.

5. The production of educational software.

6. Using the hardware—problems of management in traditional school buildings and organizational systems.

TEXTBOOK

No specific book is set as a text.

REFERENCES

American Library Association


The History of Education in New South Wales

The aim of the unit is to bring the senior college student into contact with the significant historical segments which have been responsible for our current system of education.
During this study the student will be encouraged to research an appropriate section of local education in its historical context. The assessment of the student's work will include a lengthy essay: progressive evaluation of work produced during lecturing periods, a half-yearly examination and a final examination.

**Topics**

1. The influence of European educational thought on Australian education in the late 19th century.

2. Early attempts to promote elementary education in our convict colony.

3. The work of the Anglican ministers and the promotion of elementary education in the first quarter of the 19th century.

4. The contribution of Archdeacon Scott and the Church and Schools Corporation Act.

5. The attempts by Governors Bourke and Gipps to promote the Irish National system of education in the colony and the denominational opposition to it.

6. The Lowe Committee, 1844, and the events which led to the setting up of the two Boards of Education in 1848.

7. The work of the National Board of Education and the Denominational Board of Education 1848–1866.

8. Attempts at higher education, 1850–1867.

9. Education in the melting pot, 1866–1880.

10. N.S.W. and free, compulsory and secular education.
   (a) The development of non-assisted denominational schools;
   (b) The expanding State system of New South Wales;
   (c) The expansion of technical education.


   (a) Educational theory and the neo-Herbartian contributions;
   (b) New methodological approach in primary education;
   (c) The influence of 1929–1933 Depression on education in New South Wales;
   (d) Secondary education in 1930's in a transitional stage.

   (a) The C.R.T.S.;
   (b) The universities;
   (c) The technical colleges;
   (d) Changes in private schooling;
   (e) Adult education and evening classes.

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

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

**TEXTBOOKS**

**REFERENCE BOOKS**

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

**EDUCATION III (b) (vi)—Exceptional Children** (Only available to students who have not previously completed an atypical children unit)

Two hours per week for the year

1. Mental Retardation;
2. Visually Handicapped:

3. Auditory Handicapped:

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

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

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

TEXTBOOKS

REFERENCE BOOKS

EDUCATION III (b) (vii)—Teaching Problems: Possible Solutions to Simulated Situations

Introduction

This section is based on a critical incident approach, providing students with the opportunity to solve actual teaching problems, while being free from the anxiety and repercussions of the actual teaching situation. This approach will utilize participatory and seminar discussion of alternatives, but will be supplemented by the use of audio-visual materials.

The case items will come from a selection of problems associated with teachers' contact with others.

The unit is designed to integrate and consolidate aspects of previous study in education and practice teaching experience, aiming to provide a meaningful link between theory and practice.

1. Introduction:
(a) Simulation and teacher training.
(b) Evaluations of training by simulation.
(c) The decision process.
(d) The critical incident.

2. Orientation to the Simulated Teaching Appointment:
(a) The community.
(b) The school. (Primary or secondary according to student's interest.)
(c) The staff and the student's position.
(d) School policy, rules and records.

3. Teacher-Pupil Relationships:
(a) Factors relevant to this relationship.
(b) Case incidents involving the problems of motivation, discipline, adjustment (social/emotional), and education innovations (such as open class, ungrading, team teaching and progressive assessment).

4. Teacher-Teacher Relationships:
(a) Relevant factors.
(b) Case incidents involving teacher morale, ethics, role strain, occupational socialization and professionalism.

5. Teacher-administrator relationships:
(a) Relevant factors.
(b) Case incidents involving bureaucratic relationships, ethics, role strain, supervision, discipline and the "generation gap".

6. Teacher-community relationships:
(a) Relevant factors.
(b) Case incidents involving community participation in the school, misunderstandings with parents, the teacher's social life, teacher involvement in community activities, the parents and educational change.

TEXTBOOK

REFERENCES


There are two strands in this unit. The first orients the student in the field of educational administration, taking him into readings in group dynamics, educational leadership, social psychology, organizational theory and practice, innovation and change. The second strand consists of simulation exercises, in which the student suggests solutions to typical problem situations.

The emphasis is on the use of theory as a guide to new knowledge, as a guide to research, and as a guide to action. The cases deal with problems involving relationships with staff, pupils, educational authority, parents, and the community.

TEXTBOOKS

Bassett, G. W., Crane, A. R., and Walker, W. G.


REFERENCE BOOKS

Bass, B. M.


Carver, F., and Sergiovanni, T. J.


Corwin, R. G.


Erdonli, A.


Katz, D., and Kahn, R. L.


Griffiths, D. E. (ed.)


Gruky, O., and Miller, G. A.


Musgrove, F.

Patterns of Power and Authority in English Education. London. Methuen, 1971.

Walker, W. G., Rich, F., and Teadale, R.

SCHOOL OF MAPLETON IN-BASKET

No. 1 Mapleton Elementary.

No. 2 Mapleton High.

No. 5 St. Catherine's.

No. 4 Mapleton Grammar.


EDUCATION III (b) (ix)—Educational Research

The aim of this unit is to provide the student with a basic grounding in research methodology. With this background and the knowledge obtained from other studies in his training programme it is hoped that he will develop a more critical approach to research studies and be able to carry out simple research projects for himself.

The unit will involve field as well as laboratory work and the activities will be such that the student will have practical experience with the following:

1. Descriptive Statistics.
2. Experimental Design.
3. Inferential Statistics.

REFERENCE BOOKS

Ary, D. et al.


Johnson, H. H., and Soeho, R. L.


Brydges, E. et al.


McAslan, H. H.


Rummel, J. F.


Travers, R. M. W.


EDUCATION III (b) (x)—Mathematics Education and Science Education

These studies centre on the actual process of teaching. They aim at isolating, identifying and examining critical teaching skills such as variability, reinforcement, questioning, set induction and closure. Symbolic and practical models will be utilized to illustrate these skills and students will be given ample opportunity to put these skills into practice. Practice sessions will be carried out in a local high school where students will assume the responsibility for teaching strands of the mathematics and science curricula. The lessons will be of mini (or half) form and will be presented to small groups of pupils in a teach-reteach cycle. Each mini-lesson will be videotaped and the recording will be used subsequently, to supplement a critique of student performance.

REFERENCES

Allen, D., and Ryan, K.


Ober, R. L., Bentley, E. L., and Miller, E. L.


Stones, E., and Morris, S.

EDUCATION III (b) (xi)—The Library in Education

Two hours per week

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

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

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

4. Organization of the Library:
   (a) Physical.
   (b) Clerical.
   (c) Functional.
   (d) Educational.
   The Library/Resource Centre as an instructional/cultural unit of education.
   Survey and diagnosis of student needs, staff and community expectations and requirements.
   Provision of reader services, establishment of routines of instruction and of codes for supervised and unsupervised study.
   Co-operative selection and discussion of short term and extended library programmes for various subject areas.
   Co-ordination of resource material and programmes.
   Extension of community and public relations.

5. Special Services and Functions:
   (a) Mechanical preparation.
      Storage and upkeep of all media material and equipment.
   (b) School library as effective aid in a reading programme.
      Remedial and recreational programmes; extended and specialized programmes for the exceptional child.
   (c) School library as contributing to the guidance programme.
      Student surveys and individual needs; “Book Therapy”.
      Training of pupils in community service through the library.

TEXTBOOKS
A.S.L.A.

REFERENCE: As advised in lectures.

EDUCATION III (d)—Atypical Children

Four hours per week

The section has been designed to complement previous work in atypicality in children. In the first semester it will deal with some sociological problems associated with children and outline work carried out by groups to alleviate pressures on the disadvantaged child.

Difficulties experienced by Aborigins, migrants and children from low socio-economic areas will be discussed.

During the second semester, students will prepare a thesis of approximately 5,000 words on some accepted area of atypicality. This work is expected to contain some original research into the skills and methods of teaching atypical children.

TEXTBOOK: No specific book is set as a textbook.

REFERENCE BOOKS

Adler, S.

Berndt, R. M.

Bottom, R.

Bourke, J.

Bridges, B.

Broom, L.

Clemens, A.

Coombs, H.

Cowles, M. (ed.).

Dunn, S. (ed.).

Gordon, E. W., and Wilkerson, D. A.


EDUCATION IIIBE—Psychology

Four hours per week

The third year consists of two strands which will be pursued concurrently. First, the student will plan and carry out a research project. Problems of experimental design and analysis will be discussed in lectures and illustrated from current journals. Secondly, a series of seminars and discussions will examine the psychological basis of some of the important social issues and controversies of the day. Examples: Racial prejudice, indifference to others, population, blind obedience, influence of mass media.

TEXTBOOKS

EDUCATION IIICE—Learning Difficulties and Diagnostic Teaching

Four hours per week

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

1. Biological Bases of Learning:
   Structure and functions of the nervous system.
   Receptors and effectors; the central nervous system; brain processes in learning.
   The EEG; genetics of behaviour.

2. The analysis of developmental skills:
   The perceptual-motor; auditory perception; language development and visual perception.
   Testing and Diagnosis. Familiarization with tests and intellectual functioning. Demonstrations of Binet, WISC, WPPSI, Slosson and Peabody Tests.
   Developmental Tests—Practical experiences with ITPA, Frostig, Oseretsky and Peabody language kits.
   Attainment and diagnostic tests, e.g., Neale Analysis, Wepman, A.C.E.R., Individual Reading Test.

3. The remediation of learning disabilities:
   Case study methods. The diagnostic profile. Evaluation of and practical experience in emerging methods.
   Programmes and techniques related to channels of communication and developmental skills.
   The use of behavioural modification techniques in the classroom.

TEXTBOOKS

REFERENCE BOOKS

EDUCATION IIIDE—Infant Education

Four hours per week

Pre-requisite: Satisfactory passes in Education I and Education II in the Core Professional Courses.

This study seeks to extend the theoretical work done in previous educational and psychological courses and to indicate how this can guide educational planning and practice in the classroom.

1. The Present Debate on Teaching Method
   The role of the teacher—provider of learning experiences or teacher.
   The value of Bruner's "discovery" learning—discovery versus instruction.
   The value and meaning of rote learning, practice and meaningful verbal learning.
   The Play Way versus formal instruction.
   Social versus intellectual education.
   The nurture of creativity in the classroom.
   Individual versus group teaching methods.

2. Classroom Planning of Educational Experiences
   Analysis of syllabus content.
   Translation of syllabus into facts, values and concepts to be learned—choice of related learning experiences—enrichment.
Organization of content for teaching.
Diagnosis of class needs—problems flowing from the school calendar—provision for efficient revision—determination of pace, scope and sequence in programming.

3. From Programming to Teaching Practice
Day by day diagnosis—use of teaching aids—adaptation to particular school environments—determination of teachable moments—provision for individual, group and remedial teaching.


REFERENCES

ONE YEAR PROFESSIONAL—EDUCATION 414 415 IV (a) PERSPECTIVES IN EDUCATION
Three hours per week
This work seeks to orient its aims and content in terms of the understanding and insights represented concretely in existing educational systems, particularly those which are Australian.

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

2. Curriculum planning and development.
   (a) Selection of content and learning experiences.
   (b) Organization and design.

3. The teacher in the classroom.
   (a) Expectations held by pupils, other teachers, the employer, parents and the community.
   (b) Instructional considerations.
   (c) Classroom management.

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

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

TEXTBOOKS

REFERENCES

* N.B. Trends in Education is a compulsory strand. Students are required to elect one of the following studies as well—Sociology of Education, The Atypical Child, or Educational Psychology. Some of these studies have prerequisites. For example, Sociology of Education requires at least university Psychology II.

EDUCATION 414 415 IV (b) (i)—Educational Psychology
Three hours per week

1. Introduction:
   Psychology and education; methods of gathering data.

2. Statistics:
   Descriptive and inferential statistics; levels of measurement; measures of central tendency and variability; correlation methods.

3. Issues in Growth and Development:
   Heredity and environment; maturation and readiness.

4. Physical and Motor Development:
   Patterns of growth in height and weight; puberty and adolescence; body control; psychological implications.

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5. Social and Moral Development:
Factors in socialization; interpersonal attraction; group dynamics; moral concepts and attitudes.

6. Emotional Development:
Development of emotions; emotions and learning.

7. Intellectual Development:
Theories of intelligence; measurement; creativity; non-intellective factors in intellectual functioning; Piaget.

8. Self-Concept:
Self-perception; schools and the self-concept.

9. Measurement and Evaluation in Schools:
Nature; types of objective tests; planning and construction; treatment of scores; item analysis; essay tests; standardized tests; reporting student achievement.

TEXTBOOKS: No specific book is set as a text. Students will be directed to appropriate readings throughout the year.

REFERENCE BOOKS
Cronl<;ion, L. J.
McCand'ess, B. R.
Mouly, G. J.
San0.ost rom, C. I.

EDUCATION 414 415 IV (b) (ii)—Atypical Children
Three hours per week
This subject sets out to provide—
(a) A study of developmental disorders and special provisions for these; AND
(b) a background into the variations in learning patterns and behaviour to be found in the normal classroom.

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

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

(c) Physical and Motor Disabilities:
Types of disorders—educational problems—special schools—hospital schools.

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

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

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

TEXTBOOKS
EDUCATION 414 415 IV (b) (iii)—Sociology of Education.

Three hours per week

1. Sociology of education as a discipline.
   - Social Learning.
     - Reinforcement and social learning.
       - Developmental sequences—culturally determined values and expectations—choice of models—social attractions and relationships—sociometry.
   - The school in society.
     - Culture—transmission.
     - Function of education in society.

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

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

4. The impact of social and technological change.
   - Technological change—effects on culture and the social structure of schools.
   - Impact of bureaucracy and specialization of function.
DEPARTMENT OF ENGLISH

SUMMARY OF SUBJECTS—DEPARTMENT OF ENGLISH

Electives: New Courses (from 1974 onwards)

English GIA  
Literature and the Modern Mind  
Three hours per week

English GIHA  
In-depth Studies in Literature  
Three hours per week

English GIIIA  
Critical Evaluation—Survey  
Three hours per week

English GIB  
Practical Theatre and Film I—Theatre Craft  
Four hours per week

English GIIB  
Practical Theatre and Film II—Film and TV  
Four hours per week

English GIIB  
Theatre and Film III—Creative Activities  
Four hours per week

English GIIC  
Fiction for Children  
Three hours per week

English GIID  
Overcoming Failure in the Secondary School  
Three hours per week

Electives: Old Courses (prior to 1973)

English Level II  
Shakespeare  
Three hours per week

English Level III  
Commonwealth Literature  
Three hours per week

English Level III  
American Literature  
Three hours per week

English Level III  
Drama and Play Production  
Three hours per week

English Level III  
Overcoming Failure in the Secondary School  
Three hours per week

Communications—General Primary (Year I)

Speech and Listening (PCI)  
One hour per week

Reading (PCI)  
One hour per week for one semester

Drama (PCI)  
One hour per week for one semester

Curriculum Studies—General Primary (Year I)

The Teaching of English in the Primary School (CSI)  
One hour per week

The Teaching of English in the Infant School (CSI)  
One hour per week

Growth of Literature (CSI)  
One hour per week

Communications—Primary and Lower Primary (Year II)

Creative Writing (PCI)  
One hour per week for one semester

Mass Media (PCI)  
One hour per week for one semester

Language and Linguistics (PCI)  
One hour per week

Curriculum Studies—Primary and Lower Primary (Year II)

The Teaching of English in the Primary School (CSII)  
One and a half hours per week

The Teaching of English in the Infant School (CSII)  
One and a half hours per week

Children's Literature—Its Development (CSII)  
One hour per week for one semester

Contemporary Literature (CSII)  
One hour per week

Advanced Curriculum Studies—Primary and Lower Primary (Year II)

Creativity in English—Primary (ACSIII)  
Three hours per week

Creativity in English—Lower Primary (ACSIII)  
Three hours per week
Advanced Curriculum Studies—Primary and Lower Primary
(Year II)—continued

Advanced Method—Primary (ACSIII)
Three hours per week

Advanced Method—Lower Primary (ACSIII)
Three hours per week

Advanced Language Studies (ACSIII)
Three hours per week

Atypical Children: English Under Difficulties—Primary and Lower Primary (Year III)

Remedial Reading
One hour per week
(G.P. III, Section 300)

Speech Problems
One hour per week
(G.P. III, Section 300)

Teaching English as a Foreign Language (G.P. III, Section 300)
One hour per week

Language Studies
One hour per week
(G.P. III, Section 300)

University Ex-students: Primary

First Year of Studies
The Teaching of English in the Primary School (PXU: 214, 414)
Two hours per week

Speech and Listening (PXU: 214, 414)
One hour per week for a semester

Linguistics (PXU: 214, 414)
One hour per week for a semester

Children’s Literature: Its Development (PXU: 214, 414)
One hour per week for a semester

Drama (PXU: 214, 414)
One hour per week for a semester

Second Year of Studies—Refer to Atypical Children

Communications—Secondary (Year I)

Speech and Listening (SCI)
One hour per week

Drama (SCI)
One hour per week for a semester

Reading (SCI)
One hour per week for a semester

Communications—Secondary (Year II)

The Use of English (SCII)
One hour per week

Mass Media (SCII)
One hour per week for a semester

Language Teaching in the Specialist Subjects (SCII)

Specialist Secondary English (Year I)

An Introduction to English Teaching in the Secondary School (SIA)
One hour per week

Growth of Literature (SIA)
Two hours per week

Drama (SIB)
Three hours per week

Speech (SIB)
One hour per week

Specialist Secondary English (Year II)

The Creative Approach to Secondary English Teaching (SIIA)
Two hours per week

British Literature in the Twentieth Century (SIIA)
Two hours per week

Film (SIIB)
Two hours per week

Mass Media (SIIB)
One hour per week for one semester

Language and Linguistics (SIIB)
One and a half hours per week
Specialist Secondary English (Year III)

**Option I**
- Australian Literature: Two hours per week
- Teaching English: One hour per week

**Option II**
- Advanced Studies in Teaching English: Three hours per week
- American Literature: Three hours per week
- Creative Activities: Choose one of the following courses:
  - Three hours per week
  - Three hours per week

Specialist English: Section 315 in 1974 Only

- The Teaching of English in the Secondary School (SAIII): Four hours per week
- Literature (SBIII): Two hours per week
- Fiction for Children (SBIII): One hour per week

Specialist English: Graduate Diploma in Education

- Teaching of English in the Secondary School (SIV-XU1S): Four hours per week
- Speech and Listening (SIV-XU1S): One hour per week
- Drama (SIV-XU1S): One hour per week

English for Industrial Arts: Sections 212, 312 Only

- Cultural Studies in Literature (SCI): One and a half hours per week
- Oral Communication (SCI): One hour per week for a semester
- Literature (SCII): One hour per week
- Use of English (SCII): One hour per week

English for Diploma in Music (Education)

English for Diploma in Art (Education)

Correspondence Courses

The Diploma in Teaching (Conversion Course).
The Graduate Diploma in Education (Conversion Course).
For details of subjects provided within these courses refer to Department of External Studies.

ELECTIVES: NEW COURSES

ENGLISH IAE—Literature and the Modern Mind
Three hours per week

Prerequisite—None.
Five strands will be offered in the Elective.

**STRAND 1. TWENTIETH CENTURY VIOLENCE**
The theme of violence is frequently treated in twentieth century literature. This strand of the subject examines its treatment by writers in different genres.

**STRAND 2. CENSORSHIP**
Many works of literature have been, at some time during their existence, banned or restricted. In this strand some of these works will be examined critically with the intention of assessing their intrinsic worth.

**STRAND 3. THE PLIGHT OF THE INDIVIDUAL**
The techniques of modern writers in the various literary forms will be considered to see how they view and present the plight of the individual today.

**STRAND 4. WOMEN IN FICTION**
The role of the female in fiction—an historical overview to provide a background to the modern emancipated heroine.

**STRAND 5**
The fifth strand will be decided on by the lecturer and his students after a period of discussion and inquiry.

**COURSE REQUIREMENTS**
As directed by lecturer.

**ASSESSMENT**
By means of examination, written assignments and seminar participation.
ENGLISH IIAE—In-depth Studies in Literature

Three hours per week

Prerequisite—Pass in any First Year English subject.

Two of the following literary forms are to be treated. The topics are offered as suggestions only.


Design in the Victorian novel; morality and social consciousness.

Social landscapes and the individual conscience: the influence of modern industrialism.

Experiments in construction of the novel; scientific discovery and rapid technological change; new life-styles.

Poetry

The Poet as Natural Man.

The Poet in Society.

The Poet and the Human Predicament.

Drama

Shakespearian Tragedy: the concept of the hero.

Appearance versus Reality in Drama after the Elizabethans.


Dilemmas in an Age of Change: Realism and Naturalism.

What are we waiting for? The Theatre of the Absurd.

Reading and course requirements: as directed by lecturer.

ASSESSMENT

By means of examination, written assignments, and participation in seminars.

ENGLISH IIIAE—Critical Evaluation

Three hours per week

The study will explore two of the following areas:

Landmarks in the Novel.

Literature of the Commonwealth and Third World.

The Australian Idiom.

Elizabethan and Jacobean Literature.

REFERENCES


Hodgson, J. and Richards, E. Improvisation—Discovery and Creativity in Drama. 1968.


ENGLISH IBE—Practical Theatre and Film I—Theatre Craft

Four hours per week

Prerequisite: None.

1. Relaxation; inhibition release; movement.

2. Non-scripted creativity.

3. Acting.


5. Play production and performance.

6. History of theatre and costume.

7. Make-up.

8. Lighting and sound.

9. Voice production for the stage.

ASSESSMENT

1. Practical exercises

2. Assignments

ENGLISH IIBE—Practical Theatre and Film II—Film and TV

Four hours per week

Prerequisite: Pass in any First Year English subject.

Students will learn how to produce films and videotapes, using Super 8mm, 16mm, and CCTV equipment. The following aspects will be emphasized:

A. Techniques

1. Camera operation;

2. VTR and Video Camera operation (studio and portable);

3. Scripting;

4. Direction and editing;

5. Soundtrack production.
B. Film Language
1. Visual composition and movement;
2. Shot and sequence arrangement;
3. Use of light and colour;
4. Correlation of visuals and sound.

TEXTBOOKS

ASSESSMENT
1. Practical film and TV production
2. Examination

ENGLISH IIIBE—Theatre and Film III—Creative Activities
Four hours per week
1. Writing for the theatre.
2. Writing for film and television.
3. Production, performance and/or screening of work created by the students.
4. Editing or devising programs incorporating literary, historical, biographical, musical and/or other material.
5. Production and performance of other theatrical creations.

ASSESSMENT
1. Practical exercises
2. Assignments

ENGLISH IIICE—Fiction for Children—Children's Authors
Three hours per week
An elective subject attempting to present a range of types of literature suitable for and made available for children in modern society. An intensive study of a number of important texts written or adapted for children and absorbed into the field of children's literature is made. There is emphasis on the literary value of the material being treated and the establishment of sound values in the child's developing appreciation of literature.

Children's literature produced specifically for an educational purpose as well as the wider material offered in society will be treated in the context of selection of materials and the comparison of adult values with the literary needs of the developing child.

Textbooks notified at commencement of year.

REFERENCES

ASSESSMENT
By assignment, seminar and examination.

ENGLISH IIIDE—Overcome Failure in the Secondary School
Three hours per week
(Not available for English Specialists)

Prerequisite: Education I and II—Passes.
A study to help final year secondary teachers recognize and alleviate some of the major obstacles to learning at the secondary school level.

(i) Failure—"It depends what you mean by 'failure'"—community and organizational judgments—their relationship to the goals of secondary education.

(ii) Curriculum analysis—exploration of the demands and expectations of particular subjects and total secondary education from the point of view of:
   (a) syllabus-makers;
   (b) teachers;
   (c) the "failing" child—e.g., the slow learner, the under-achiever, the child with a specific learning disability, the culturally disadvantaged child, the "in-school dropout" and the migrant child.
Evaluation in textbooks, teaching materials, other resource materials such as newspapers and magazines and library offerings of varying degrees of difficulty.

(iii) Failure in relation to the changing school structure and changing school population—special problems of the small high school, the selective high school, the junior high school and the private high school.

Difficulties of transition:
(a) to Form I;
(b) to Form V.

(iv) Sources of help for the child who is experiencing difficulty:
(a) within the school system;
(b) outside agencies;
(c) the “coaching” industry.

(v) The Remediation Programme:
(a) identification and treatment of the failing student;
(b) the underlying language arts, skills—reading, expressing, listening, note-making;
(c) the special problems of particular subjects;
(d) investigation of existing teaching aids and development of additional aids;
(e) exploration of teaching strategies likely to achieve a greater degree of individualized treatment;
(f) relationships and stress-points in a remedial programme;
(g) problems of evaluation.

REQUIREMENTS
Lectures, seminars and visits. Sustained individual and small group practical work. Preparation of case studies. Assignments. Each student’s major assignment may be chosen from his own teaching subject area.

REFERENCE BOOKS, TEXTBOOKS AND ARTICLES
As advised in lectures.

ELECTIVES—UNDER OLD REGULATIONS
(Available to students entering courses prior to 1973)

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

TEXTBOOKS

REFERENCE BOOKS

ASSESSMENT
Two essays, each of 2,500 words, due end of term I, term II. Final examination.

ENGLISH IIE—Commonwealth Literature
Three lectures per week
The literatures of Commonwealth countries—West Indian, Canadian, Australian, New Zealand, Indian, African—provide valuable national additions to the body of literature in English, some of more than local importance. Selected novels, short stories, poems and plays will be read.

TEXTBOOKS
As advised in lectures.

REFERENCE BOOKS

ADDITIONAL REQUIREMENTS
Two written assignments, due at the end of Term I and Term II; length 2,000 words.

ASSESSMENT
Class tests, assignments, final examination.

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

TEXTBOOKS
Works chosen for study should be from these selected authors and associated critical writings:
Novel—Cooper, Hawthorne, Melville, Howells, James, Twain, Norris, Crane, Dreiser, Sinclair Lewis, Fitzgerald, Hemingway, Faulkner, Steinbeck, Bellow, Baldwin, Malamud, Salinger, Burrough, Krouse, Heller, Updike, Nolokov, Miller, Upton Sinclair.
Prose—Thoreau, James, Howells, Twain, Mencken, Mailer.
Poetry—Poe, Emerson, Longfellow, Whitman, Dickinson, Melville, Frost, Sandburg, Pound, MacLeish, Stevens, Williams, Cummings, Lowell, Ferlinghetti, Corso, Ginsberg.
Drama—James, O’Neill, Rice, Maxwell Anderson, Sherwood Anderson, O’Dera, Rue, Wilder, Miller, Tennessee Williams, Kopit, Garson, Gelber, Albee.
REFERENCE BOOKS


ASSESSMENT—Essays and seminar work.

ENGLISH IIIIE—Overcoming Failure in the Secondary School
Three hours per week.
See outline provided in Electives; New Courses.

ENGLISH IIIIE—Drama and Play Production
Three hours per week

TEXTBOOKS


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

ASSESSMENT
Progressive evaluation.

Communications I—General Primary

SECTION A—Speech and Listening
One hour per week for one year

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

The Techniques of Speech and Listening:
Ear-training in listening to speech sounds.
The nature of listening: hearing, listening and auding.
Voice production.
Theory of speech, including the techniques of interpretation.
Speech and listening in the classroom. The curricula.
Analysis of faults of listening and of speech.
Elementary phonetics.

Speech and Listening Activities:
Speech making.
Interpretive reading (Prose, Verse, and Drama).
Verse speaking.
Discussion.
Debate.
The procedure of public meetings.
The improvement of listening skills.
Demonstrations.

ASSESSMENT
Progressive evaluation.

TEXTBOOKS
McAllister.

REFERENCE BOOKS

AND

SECTION B—Reading
One hour per week for one semester.

This study sets out to encourage greater awareness of the importance of reading and to develop a range of appropriate reading skills with an understanding of their educational significance. It attempts to
familiarize the student with innovations in reading strategies, materials and equipment and to provide opportunities for practice.

(i) The contribution of reading efficiency towards tertiary studies and teaching.

(ii) Impediments to reading efficiency: analysis of students' existing reading skills.

(iii) Investigation of, and practice on, projected, mechanical and laboratory materials.

(iv) Exploration of particular reading skills. Pre-reading, scanning, skimming, critical reading, inferring, evaluating and resisting.

(v) Note preparation.

(vi) Exercises in matching reading technique to purpose and content over a wide range of expository and imaginative writing.

(vii) Analysis of claims and counter-claims in the current "speed reading" controversy.

REFERENCES

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

AND

SECTION C—Drama
One hour per week for one semester.

Aim
Expression and Communication through Drama.

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

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


REFERENCE BOOKS

ASSESSMENT
Progressive evaluation.

CURRICULUM STUDIES—GENERAL PRIMARY (YEAR I)

SECTION A—The Teaching of English in the Primary School (CSI)
One hour per week.

An introduction to language teaching in the primary school to provide instruction in the teaching of the basic subjects of the N.S.W. English Primary Curriculum, including:

The Teaching of Spelling:
Past and present attitudes to spelling.
Selective material.
The pre-test method.
Evaluating spelling skill.

The Teaching of Handwriting:
The handwriting styles and materials.
Teaching a new letter or join.

The Teaching of Reading:
Interpreting the Reading Syllabus.
Understanding the reading process.
Using the School Magazine to advantage.
Integrating resources in a programme of instruction.
Types of reading lessons.

Talking and Listening Skills:
Developing skills in conversation, the talk, discussion and impromptu drama.
Hearing, understanding, evaluating and responding.
Mass media and the Primary School child.

Writing:
Stimulating children to express feeling, to generate and express ideas, to write for a specific purpose and to convey a message clearly.
REFERENCES
The Elementary School Journal.
The Reading Teacher.

ASSESSMENT
Essays, final examination.

AND

SECTION B—The Teaching of English in the Infant School (CSI)
One hour per week.

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


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

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

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

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

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


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

ASSIGNMENTS AND ESSAYS
1. Note taking from curriculum with additions from reference material. About 1,000 words. Due April or May.
2. Practical assignment based on Infant Method plus analysis and comment—approximately 1,000 words. Due July.
3. Essay on research topic. About 1,000 words. Due September/October.

TEXTBOOKS
COMMUNICATIONS II—GENERAL PRIMARY

SECTION A—Creative Writing

One hour per week for one semester.

This unit is designed to give students creative experience of expression in different forms of writing for audiences of various kinds, including children. Attention is given to the writing of poems, stories and prose sketches in particular—may include scripts and informal essays.

SECTION B—Mass Media

One hour per week for one semester.

A critical appreciation of the press, radio, television and film, and an awareness of them as formative influences in our society is the objective of this section.

(a) Distinctive features of each medium.
(b) Language and communication techniques of the media.
(c) Media offerings for different categories of the population, including children.
(d) Recent trends in the media, especially in Australia.
(e) Issues in the media: the “ombudsman” role, advertising, censorship and regulation, ratings and programming.
(f) Investigation and surveys of current programmes and materials.

SECTION C—Language and Linguistics

One hour per week.

1. The nature of language and language learning: an examination of the views of psychologists and linguists.
2. Modern approaches to linguistic description: an introduction to transformational grammar.

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

TEXTBOOKS
Cattell, N. R.
Schane, H. G.

REFERENCES
Anderson, W. L. and Stagerberg, N. C.
Bellegi, U. and Brown, R. (eds.)
Chomsky, C.
Reed, C.
Slobin, D. I.

ASSESSMENT
1. Essays and exercises.
2. Examination.

CURRICULUM STUDIES—PRIMARY AND LOWER PRIMARY (YEAR II)

SECTION A—The Teaching of English in the Primary School

One and a half hours per week.

A continuation and extension of the first year unit in teaching Primary English. A selection is made from such topics as the following:

Integrated English—the centrality of literature.
Focal points—themes, centres of interest, projects.
Thematic source books.
Strategies in discussing poems and stories.
Useful poetry anthologies.
The value of free verse.
Stimulating reading interests. Wide reading of fiction.
Useful short stories—possible teaching approaches.
A novel as a centre of interest. Possible approaches with useful novels.
Literature as a basis for work in developing listening, speaking, reading, and writing.

From literature to creative writing, or vice versa.

Literature as a stimulus for creative writing and dramatic expression.

Using literature produced by children.
Developing language abilities through personal writing.
Improving language performance in the context of subjects other than writing—subjective writing in these areas.
Individualizing learning—spelling, punctuation, and sentence structure.
Oral reading and comprehension. The limitations of reading laboratories, rate controllers, and comprehension exercises.
Standardized tests—their use and danger.
Stories, poems, and novels as bases for mass media work.
The value of small group and panel discussions.
Significant method writers.
Children with reading difficulties.

REFERENCES

ASSESSMENT
Exercise, essays, examination.

OR

SECTION B—The Teaching of English in the Infant School

One and a half hours per week.

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.

ADDITIONAL REQUIREMENTS

TEXTBOOKS

REFERENCE BOOKS
McKee and Harrison Let's Talk—Annotated Teacher’s Guide.

METHOD OF ASSESSMENT
Progressive assessment with alternative examination.

TOGETHER WITH

SECTION C—Children's Literature—Its Development (CSII)
One hour per week for one semester

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

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

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

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

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

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

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

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

9. The development of the incorporation of moral content into an artistic whole, e.g. Kingsley's The Water Babies. The use of symbolism in characterization.
10. The development of children's literature as a form aimed directly at children's enjoyment—The nonsense story which mocks adults' values—Carroll's *Alice in Wonderland*.

11. Boys' adventure stories—R. M. Ballantyne's *Coral Island*—relevance to modern literature—Golding's *Lord of the Flies*.

12. The children's story written with author-like identification—e.g. E. Nesbit's *The Treasure Seekers*.


ASSIGNMENTS AND ESSAYS. Critical essay or practical writing for children—1,200 words—due July.

TEXTBOOKS


REFERENCE BOOKS


AND

SECTION D—Contemporary Literature: Fiction and Poetry from the 1930's to the Present

One hour per week

The objectives having the highest priority in this work of equipping the student to participate in the cultural life of communities and to carry out his classroom work in English effectively are the following:

1. to equip him with understandings and abilities that he will need in order to foster creative responses to literature and to cultivate imaginative writing in the classroom situation,

2. to sharpen his sensitivity to the tonal effects of words and to develop his ability to perceive the central meanings or purposes of a work of literature, and

3. (if need be) to remedy cultural deficiencies.

The study may be developed in three parts, but the novel section should occupy at least half the available time.

1. Novels

At least four to be studied closely—selection to be notified in lectures.

2. Short Stories

To be chosen from the work of some of the following—William Faulkner, Graham Greene, Joyce Cary, Alan Sillitoe, Bernard Malamud, Patrick White, Truman Capote. One of these authors may be studied in detail.

3. Poems

To be chosen from the work of poets such as Carl Sandburg, Robert Frost, Theodore Roethke, Bruce Dawe, E. E. Cummings, Sylvia Plath, Peter Porter, Lawrence Ferlinghetti, Alan Ginsberg, Ted

Special attention may be given to such matters as:

1. The representation of children in literature—e.g. *The Go-Between*, *The Prime of Miss Jean Brodie*, and *The Sailor Who Fell from Grace with the Sea*.

2. Approaches to the relationship between the individual and society—e.g. *To Have and Have Not*, *The Fixer*, *The Loneliness of the Long Distance Runner*, *Catch-22*, *Brighton Rock*, *Mister Johnson*, *The Horse's Mouth*, *One Day in the Life of Ivan Denisovich*, *The French Lieutenant's Woman*.

3. Novels interpreted in film—e.g. *The Go-Between, Slaughterhouse Five*, *The Virgin and the Gipsy*, *Catch-22*.

REFERENCES


ASSESSMENT

Exercises, seminar papers, and final examination.
ENGLISH III ADVANCED CURRICULUM STUDIES

Students may elect one from the following studies.

PRIMARY ACSIII—Creativity in English

Three hours per week

Syllabus Outline—Primary

Aimed at providing detailed, practical extensions of approaches to which students have so far been only briefly introduced, the study is designed for those who strongly desire to centre much of their English teaching on the creative development of children through literature and writing. Methods are looked at for their potentiality not only in nurturing creativity but also in fostering skills and abilities in English in both oral and written communication. Students are encouraged to do their own creative writing.

Topics include:

- Aids to Appreciative Response—contrast, thematic approach, association with mass media, linking of stories and poems, panel discussion, small group discussion, questioning techniques, dramatization, written expression, paintings, linking child and adult work.
- Suitable Poems—contemporary poets, new directions in recent poetry anthologies.
- Suitable Short Stories. As with poems; detailed analysis of teaching possibilities.
- Plays. Miming, group work, appreciation.
- Creative Speech—the oral interpretation of poems, plays, stories.
- Stimulating Creative Writing—paintings, poems, stories, sculpture, objects, photographs, sound-effects, music, children’s art work, dramatic activities.
- Writing Approaches—plays, prose sketches, descriptive skills, narrative skills, free verse, haiku, imagery, rhyme, rhythm, limericks, quatrains, ballads, parodies.

REFERENCE BOOKS

Arnstein, Flora
Bordan, Sylvia Diane
Clegg, A. R. (ed.).
Creber, J. W.
Druce, R.
Hofbroek, David.
Lane, S. M., and Kemp, M.
Langdon, M.
Maybury, Barry.
Peel, Marie.
Powell, Brian.
Smith, James A.
Walker, Brenda.
Walsh, R. D.
Whitehead, Robert.

The Eye of Innocence. Leicester. 1965.

LOWER PRIMARY ACSIII—Creativity in English

Three hours per week

An exploratory approach to the study of creativity in language in the infant school child, allied with practical creative work in Speech, Drama, Reading, and Writing. The approach is practical, concerned with the child’s involvement with his environment and the inter-relationship of his mastery of the processes of handling ideas through speech and eventually the writing, and recording of the child’s imaginative interpretation of his world in ways which are meaningful to him. Work with individuals and class groups employs imaginative story-telling and writing for children. Techniques for the development of these skills in the young child are researched and investigated in the teaching situation.

The Experience Approach:

- Language mastery—the experience approach.
- Recording in the experience approach.
- Working creatively in speech, drama, and writing on materials of previous experience.
- The use of stories from children’s literature in developing language abilities.
- Aetiological myths.
- Realistic stories reflecting the environment.
- Stories with an imaginative and/or fantasy basis.
- Writing poetry.
- Group writing.
- Simple forms for individual recording—spoken, written.

REQUIREMENTS

Two minor assignments, due mid first term and mid second term. One major assignment, due September.

ASSESSMENT

Assignments and examination with weighting for practical work with individual children or class groups.

REFERENCE BOOKS

Burns, Paul, and Lowe, Alberta L.
Chambers, Dewey W.
Koch, Kenneth.
Kohl, Herbert.

PRIMARIV ACS III—Advanced Method
Three hours per week
This elective aims to provide insight into the practical problems facing the Primary teacher. As far as possible the language arts will be dealt with as an integrated group of skills rather than compartmentalized units. General areas selected for study are listed below, but flexibility to provide for particular group or individual interests is encouraged.

An overall perspective of reading from the pre-school child to the adult member of society.

Talking, listening and writing as integrated aspects of the communication process.

Drama as an integral part of the whole curriculum.

Mass media and the primary school child.

Critical examinations of various materials, procedures and curriculum recommendations.

Comparative language teaching.

Teaching literature in the primary school.

REFERENCES
Tinker, Miles A. Bases for Effective Reading. Minneapolis, Univ. of Minnesota Press, 1966.

LOWER PRIMARY ACS III—Advanced Method
Three hours per week
An in-depth study of the various modern theories of teaching language development and reading competence with special relationship to the infant school child. Relationship of these theories to the overall development of the child's personality and of the structuring of knowledge across all subject fields through the medium of hearing and speech. Heavy weighting is given to practical work with individual children or class groups in the teaching situation as research topics are followed up.

Montessori methods of teaching developmental skills allied with work in language and reading.

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Words in Colour—development and strengths of a phonic system.

Examination of methods currently in use for aspects which have been adapted from the various modern theories.

REQUIREMENTS
Two minor assignments, due first and second term. One major assignment, due late September.

ASSESSMENT
Assignments and examination with weighting for practical work with individual children in class groups.

REFERENCE BOOKS
Durkin, Dolores. Teaching Young Children to Read. Boston, Allyn and Bacon, 1972.
(3) Linguistic materials and their relationship to curriculum and personal aims, with particular emphasis on evaluation and use of published materials and personal programmes, in terms of values, relevance and motivation.

**Approach**

Students evaluate and apply published research and develop their own research techniques so that they are competent to assess the linguistic competence of their pupils, evaluate the classroom use of language and determine the effectiveness of programmes of achieving curriculum/teacher aims. One-third of course time is devoted to theoretical considerations, one-third to planning of research project and gathering of data, and one-third to analysis of data and compilation of report.

**REFERENCE BOOKS**


A list of journal articles will be distributed.

**ASSESSMENT**

1. Research report. Length: approximately 3,000 words. Due: September.
2. Examination.
3. Class exercises.

**ATYPICAL CHILDREN—ENGLISH UNDER DIFFICULTIES—PRIMARY AND LOWER PRIMARY (YEAR III)**

A special study for section 300—in conjunction with Mathematics, Physical Education and Education.

This is a problem-centred investigation which aims at the understanding of impediments to learning and achievement in the language arts and at exploration of ways of helping children to overcome disabilities. The study is closely related to three of the major areas of difficulty experienced by teachers and learners, viz. Remedial Reading, Speech Problems and Teaching English as a Foreign Language.

**SECTION I—Remedial Reading**

One hour per week

(i) Reading revisited: a review of techniques and activities previously discussed and implemented during practice teaching;

(ii) Reading disability: some effects of failure on learning;

(iii) The place of reading in curricula at all levels—disability in relation to changing tasks and expectations;

(iv) Innovations in reading instruction, e.g. Breakthrough to Literacy, Words in Colour—application to remedial work;

(v) Techniques of remediation—direct and indirect;

(vi) Materials and facilities. Design and preparation of reading aids;

(vii) Organization problems—administrative arrangements within the individual classroom and the school—stress-points in remedial programmes;

(viii) Preserving the gains—a programme of compensatory teaching to maintain improvement.

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

**ADDITIONAL REQUIREMENTS**

(i) Continuing in-school experiences in remedial work;

(ii) Demonstrations, visits, and lectures from local and visiting practitioners.

**ASSESSMENT**

Evaluation of case work; unit tests.

**REFERENCE BOOKS**


Dechast, E. *Diagnosis and Remediation of Reading Difficulty*. New York, Parker, 1968.


Articles, especially from *The Reading Teacher*, as indicated in lectures.

**SECTION II—Speech Problems**

One hour per week

The aim of this part is to broaden the student’s knowledge of the physiology of speech; to introduce the student to methods of detecting, analysing and treating speech faults in school-children; to study and experience means and methods of referral of speech defects; to develop and improve, incidentally, the student’s own speech abilities.

The development of language in children.
Classification of speech faults and defects.
Speech correction and improvement services.
The speech mechanism and production of speech sounds.
Defects of voice quality.
Speech and impaired hearing—other physical defects.

ADDITIONAL REQUIREMENTS
Lectures; writing case studies; remedial work in schools.

TEXTBOOKS
Eisenson, J., and Ogilvie, M.
REFERENCE BOOKS
Ecroyd, F. P.
Lewis, M. M.
Piaget, Jean.
Scott, L. B., and Thompson, J. J.
Van Riper, Charles.

SECTION III—Teaching English as a Foreign Language
One hour per week

1. Problems of the Migrant Child:
   (a) Linguistic and cultural.
   (b) Social and environmental.
   (c) Organizational, i.e., within the Australian educational systems.

2. Liaison with social and cultural organizations—their contribution to assimilation and integration.

3. The situational method.

4. Demonstration lessons on infant, primary and secondary classes ("withdrawal" migrant class).


TEXTBOOKS
Derrick, J.

REFERENCE BOOKS
As advised in lectures.

ADDITIONAL REQUIREMENTS
(i) Completion of practical goals and participation in related activities.
(ii) Essays on an agreed topic to be submitted in October.

ASSESSMENT
Presentation of case study and performance in subsections 1 and 2 above.

SECTION IV—Language Studies
One hour per week

This section intends to develop an understanding of the processes of a child's acquisition of language during his years in the infant and primary school. This understanding will be developed through theoretical studies and through the recording and analysing of the speech of pre-school children, age 4-5 years. Such knowledge of language is applied to the classroom in methodological studies: explorations of the theoretical bases and structures of some published programmes of language development; the analysis of linguistic difficulties in oral readings of magazine stories; the analysis of linguistic development shown in a range of children's writing.

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

ASSESSMENT
1. Practical work.
2. Essays.

UNIVERSITY EX-STUDENTS—PRIMARY

Section 214—a 2-year subject of study.
Section 414—a 1-year subject of study.

Both groups take the same lectures for one year. For their second year, students who start in section 214 will join the third year group in English, but not in Education, for atypical children.

ENGLISH 214, 414—The Teaching of English in the primary school
(PXU: 214, 414)
Two hours per week

An introduction to English language work in the primary school, providing instruction in the teaching of English in the following areas:
Reading.
Talking and listening skills.
Spelling as a communications skill.
Handwriting.
Creative and practical writing.
The place of drama in the primary school.

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Poetry.
Language.
Mass media and the primary school child.

REFERENCES
Anderson, P. S.
Applegate, M.
Bennett, D. M.
Clegg, A.
Jones, Anthony, and Mulford, Jeremy.
Powell, B.
Sansom, Clive.
Whitehead, F.

ENGLISH—Speech and Listening (PXU: 214, 414)
One hour per week for a semester

The section aims:
(1) to improve the student's understanding of, and performance
in the speaking process, and
(2) to explore methods of improving communication.

REFERENCES
Black, Martha
Coleman, Gena
Hoffmann, C. H.
Scott, Louise B.
Thomson, Gwyneth

ASSESSMENT
Exercises, essays, examination.

ENGLISH—Linguistics (PXU: 214, 414)
One hour per week for a semester

The following are the major areas of study:
(i) A structural description of English based on immediate
constituent analysis.
(ii) An examination of the following aspects of Transformational
Theory:
(a) Deep and surface structure,
(b) Competence and performance,
(c) Phrase-structure rules,
(d) Recursiveness and embedding,
(e) Syntactic and semantic deviance.

(iii) The concept of linguistic register with special reference to
the work of Basil Bernstein.

(iv) Stylistics.

REFERENCES
Darbyshire, A. E.
Bellugi, U.

ASSESSMENT
1. Assignments
2. Examination

ENGLISH—Children's Literature—Its Development (PXU: 214, 414)
One hour per week for a semester
See outline for General Primary.

ENGLISH—Drama (PXU: 214, 414)
One hour per week for a semester
See outline for General Primary.

ENGLISH I—COMMUNICATIONS I—SECONDARY

PART A—Speech and Listening
Time: One hour per week
See outline for General Primary, Year I.

AND
PART B—Drama (SCI)
One hour per week for a semester
See outline for General Primary, Year I.

PART C—Reading (SCI)
One hour per week for a semester
See outline for General Primary, Year I.

ENGLISH II—COMMUNICATIONS II—SECONDARY

PART A—The Use of English (SCII)
One hour per week

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

METHOD OF ASSESSMENT
Practical work, tests, essays

TEXTBOOKS AND REFERENCE BOOKS
Details to be provided during lectures.

PART B—Mass Media (SCII)
One hours per week for a semester
See outline for General Primary, Year II.

PART C—Language Teaching in the Specialist Subjects (SCII)
One hour for a semester

This brief curriculum study is concerned partly with the teacher's use of language in the classroom and partly with his impact on the language of his pupils. The priorities, as far as the aims are concerned, depend on the particular subject in which students are specializing, but the subject is designed to increase understanding of:

1. Linguistic problems in communicating with children

(2) ways of contributing effectively to the language performance of children which individual subjects provide

(3) ways of promoting children's basic language skills

(4) the role of the English teacher—the centrality of his concern with creative experience of literature and expression (imaginative, personal language).

A selection from such matters as the following is made:
The evaluation of children's language performance.
The expansion of the child's language in response to new demands.
Language learning "contexts" appropriate to various subjects, including English.
The difficulty of the language and structure of impersonal writing—reading and writing.
Movements towards imaginative writing, on the one hand, and impersonal writing, on the other, in the primary school.
The fundamental role of expressive elements in children's writing in helping them to come to terms with new knowledge and ideas.
Subjective writing in the content subjects.
The importance of imaginative literature in developing language resources in specialist fields.
Appropriate children's literature for various subjects.
Technical terms—advantages and disadvantages; the illusion of understanding. Problem of translating the technical into the nontechnical, and vice versa.
The problem of teaching the meaning of a new term.
The language of textbooks.
What attitude should we adopt towards spelling? Improving spelling ability.
Improving sentence structures.
Guiding the development of listening powers.
Reading—not a general ability. The contribution of individual subjects to reading skills: reading instruction in its natural context.
The difficulties of backward readers.
Improving oral language.
Approaches adopted by English teachers in fostering basic language abilities.

REFERENCES
SPECIALIST ENGLISH—YEAR I

PART A—An Introduction to English Teaching in the Secondary School (English SIA)

One hour per week

Topics to be covered include the following:

(i) New directions in teaching English.
(ii) An examination in general of the N.S.W. Curricula in secondary school English.
(iii) Range of lesson procedures.
(iv) Development of language abilities.

REFERENCES
As advised in lectures.

ASSESSMENT
Exercises, essays, examination.

AND

PART B—Growth of Literature (English SIA)

Two hours per week

The following objectives have the greatest priority in the preparation of specialist English teachers.

(1) Improvement of the student’s knowledge of his literary heritage by developing his contact with major authors;
(2) An increase of his knowledge of the development of different forms of literature;
(3) Development of his understanding of questions and problems with which writers have been continually concerned; and
(4) Development of his acquaintance with writers on whose work he can draw in his teaching to foster imaginative responses and to stimulate creative writing.

The lists that follow indicate the kind of material from which selections are made.

(1) Authors—Medieval dramatists and balladists, Chaucer, Malory, Dante, Shakespeare, Jonson, Marlowe, Marvell, Swift, Defoe, Goldsmith, Austen, Coleridge, Blake, Dickens, Browning, Tennyson, Poe, James, Hardy, Joyce.


(6) Film Interpretations—such as Romeo and Juliet, Tom Jones, Wuthering Heights, Great Expectations, The Portrait of a Lady.

(7) Oral Interpretations—studies of recorded readings.

REFERENCE BOOKS


Sutherland, James.
PART C—Speech (English SIB)

One hour per week

This section is designed to give comprehensive knowledge of and practice in the production of the voice; a skilled standard of performance in acting and speaking; and general development of the voice in effective public presentation. Attention is also given to public speaking skills.

Voice production: physiology, dynamics, tonal development and projection.

Theatre techniques in movement and speech.

Microphone and TV speech techniques from plays, verse and prose for performance.

Production of programmes of readings from poetry and drama.

TEXTBOOKS

As advised in lectures.

REFERENCE BOOKS

Colmer, John and Colmer, Dorothy

Gilman, Wilber E. et al.

Mulgrave, Dorothy

Turner, Clifford

Veilleux, Jere

Wise, Arthur

ADDITIONAL REQUIREMENTS

Two essays each term. Class tests. Participation in the production and performance of a speech programme.

ASSESSMENT

Progressive evaluation based upon practical work, and essays. Class tests.

AND

PART D—Drama (English SIB)

Three hours per week

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

TEXTBOOKS

As advised by lecturers.

REFERENCE BOOKS

Allardyce, Nicoll

Brustein, Robert

Esslin, Martin

Hansen, H. H.

Marriott, J. W.

Melville, Harald

Sheldon, Cheney

ADDITIONAL REQUIREMENTS

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

ASSESSMENT

Progressive evaluation.

SPECIALIST ENGLISH—YEAR II (ENGLISH SIIA)

PART A—The Creative Approach to Secondary English Teaching

Two hours per week

A selection is made from the following topics:

Major theorists—such as John Dixon, Herbert Muller, David Holbrook, David Shayer, Frank Whitehead, F. D. Flower, James Britton.

Dimensions of creativity—written, oral, dramatic.

The development of spelling, punctuation, and sentence structure.

Approaches to teaching literature.

Wide reading programmes.

Language—language development through literature and creative writing; improving listening and comprehension; helping backward readers; the mass media as sources of material for developing language abilities.

Focal points—themes (possibilities for particular themes will be explored), centres of interest (a novel, a short story writer, a poet, a play) and projects.

Stimuli for creative writing—e.g. literature, photographs, painting, music, sounds, mass media.

REFERENCES

As advised in lectures.

ASSESSMENT

Exercises, essays, examination.
PART B—British Literature in the Twentieth Century

Two hours per week

An examination of changing interests in meaning and form—in novel, short story, poetry and drama.


The course will explore recurring interests in such matters as:

Violence.

Love.

The Role of Women.

Innocence.

Evil.

Imagination.

Living Death.

The Plight of the Individual.

REFERENCES

Allen, Walter
Burgess, A.
Collins, A. S.
Ford, Boris
Karl, Frederick
Rubinovitz, Rubin

ASSESSMENT

Exercises, essays, examination.

ENGLISH SIIB

PART A—Film

Two hours per week

The section may be dealt with in two parts:

(a) Students develop techniques of critical appreciation in studying the art of film. In addition, they study the techniques

of teaching film appreciation in secondary schools. The following matters are emphasized:

1. Historical perspective
2. Elements of film language
3. The documentary
4. The animated film
5. Producers and directors
6. The use of film extracts

(b) Film Making. Appreciation of the art of the film requires an understanding of the techniques available to the film-maker. Students study the following aspects as they relate to the use of 8mm and 16mm equipment and to the use of CCTV:

visual composition and movement;
shot and sequence arrangement;
use of light and colour;
correlation of visuals and sound.

TEXTBOOKS


REFERENCES


ASSESSMENT

1. Essays and exercises, practical exercises
2. Examination

MASS MEDIA (ENGLISH SIIB)

One hour per week for one semester.

See outline for General Primary II.

AND

PART B—Language and Linguistics (ENGLISH SIIB)

One and a half hours per week

This study investigates and develops methods of applying the results of linguistic research to the classroom situation in the teaching of reading, writing, speaking and listening. The following are the major areas of study:

(1) Kinds and levels of usage;
(2) Semantic, phonological and graphic aspects of vocabulary development;
(3) Patterns in and signals of written and spoken structures;
(4) Use and appreciation of structural patterns of units larger than the sentence;
(5) Appreciation and control of style with particular reference to the relationship between style and context;
(6) Problems of semantic interpretation.

ASSESSMENT
1. Essays and exercises
2. Examination

REFERENCES
Alyeshmerni, M. and Tauber, P.
Anderson, W. L. and Stageberg, N. C.
Bolinger, D.
Malstrom.
Schane, H. G.

ENGLISH SIIA

PART A—Australian Literature
Two hours per week

The study examines developments in the form of prose, poetry, and drama written by Australians.

Selected novels, short stories, poems and plays form the basis of the course but wide reading is expected outside these texts. It would include periodicals such as the Bulletin, Meanjin, Southerly, Quadrant, Overland, New Poetry and Poetry Australia.

Themes such as Convictism, Mateship, Personal Conflict and Minority Cultures are examined through the selected texts.

TEXTBOOKS
As advised in lectures

REFERENCES
Buckley, Vincent
Dutton, G. (ed.)
Ewers, J. K.
Green, H. M.
Hope, A. D.
Rees, Leslie
Shapcott, T. W.
Shapcott, T. W. and Hall, R.
Wright, J.

ENGLISH SIIA

PART B—Teaching English (SIIIA)
One hour per week

A brief coverage of the kinds of topics listed for the optional course, Advanced Studies in Teaching English (English SIIIA).

REFERENCES
As advised in lectures.

ENGLISH SII—Creative Activities
Three hours per week

1. Writing for the theatre.
2. Writing for film and television.
3. Production, performance and/or screening of work created by the students.
4. Editing or devising programmes incorporating literary, historical, biographical, musical and/or other material.
5. Production and performance of other theatrical creations.

ASSESSMENT
1. Practical exercises.
2. Assignments.

ENGLISH SII—American Literature
Three hours per week

A selection of the themes discernible in American literature is studied in depth to provide a sound background in the mainstream developments in American literature. It should be noted that the
works of certain major authors may be referred to in connection with more than one of the themes: students should be aware that these themes are not exclusive classifications. For this reason students are, if they wish, able to make special studies of writers whose works particularly interest them.

Themes:
The American Abroad.
The Isolation Theme.
The Novel as Mirror of the Times.
The American Dream.
Political Themes.
Minority Cultures.
American Humour.
Themes of Love and Death.

Writers: Hawthorne, Melville, James, Twain, Crane, Dreiser, Sinclair, Faulkner, dos Passos, S. Lewis, Fitzgerald, Hemingway, Steinbeck, West, Baldwin, Bellow, Mailer, Updike, Malamud, Salinger, Heller, Nabokov, Roth.

Poe, Longfellow, Whitman, Dickinson, Frost, Pound, Stevens, Cummings, Lowell, Williams, MacLeish, Ferlinghetti, Ginsberg, Dylan.


REFERENCES
To be recommended by the lecturer during the year. However, several good anthologies are available and it would be advantageous for students to acquire one prior to commencement.

ASSESSMENT
By means of assignment, seminar and examination.

ENGLISH SAIII—The Teaching of English in the Secondary School
Four hours per week (Section 315 for 1974)

This part builds on the students’ previous experience in teaching English. Areas which could be developed include the following:

The novel in the junior school—a focal point for integrating the activities of English.

Detailed approaches to various forms of literature in the senior school. Background reading of literature at this level and consideration of classroom possibilities.

Helping backward readers. Literature for backward readers.

Major authors for children—Leon Garfield, Ivan Southall, Ian Serraillier.

Improving listening and comprehension.

Improving correctness in written expression.
Organizing talk.
Wide reading programmes.
The library and the English teacher.
Evaluating and examining English.
Teaching aids—their relevance to the classroom.
Recent developments in the theory of English teaching.

REFERENCES
See list provided for English SIV.

ENGLISH LITERATURE SBIII
Two hours per week

Novel
Hardy, Thomas. Jude the Obscure.
Hartley, L. P. The Go-Between.
Spark, Muriel. The Prime of Miss Jean Brodie.
Thackeray, W. Vanity Fair.
West, Nathaniel. Miss Lonely Hearts.

Drama
Pinter, Harold. Five Screenplays.
The Radio Plays of Henry Reed.

Poetry
To be chosen by students and treated in seminars.

ASSESSMENT
Essay, seminar, final examination.

ENGLISH SBIII—Fiction for Children
One hour per week

A series of lectures involving the historical study of literature written for children, and a review of the current situation. The works of the popular children’s authors, past and present, are represented. Students are encouraged to attempt an original creation in one of the genres, e.g., to write a short novel or a book of poems. Alternatively, they may undertake a major study of one aspect of the work, e.g., the development of children’s literature in a minority culture.
REFERENCES
These are given by the lecturer during the course, but students will be expected to be
familiar with the main sources of review of current material, e.g., Children's Literature
Educational Supplement, publications of the English Teachers' Association of N.S.W.

ASSESSMENT
By means of course work and a major written assignment.

SPECIALIST ENGLISH—GRADUATE DIPLOMA IN
EDUCATION

For students who have an adequate university background in En­
glish and who wish to profess English as a teaching subject.

PART A—The Teaching of English in the Secondary School (English
SIV—XU₁₈)

Four hours per week
To cover such topics as the following:
The centrality of literature and the language of literature in teach­
ing English.
Major theorists.
Recent developments in teaching English at the primary school
level.
Approaches to literature in the junior school.
The novel as a focal point for integrating the activities of English.
Approaches to literature in the senior school. Background reading
of relevant literature and consideration of classroom
possibilities.
Helping backward readers—general language enrichment; sustain­
ing a focus on creativity. Literature for backward readers.
Wide reading programmes.
Major authors of fiction for children—e.g., Leon Garfield, Ivan
Southall, Ian Serraillier.
The library and the English teacher.
Creative writing—its relevance to language learning. Responding
to the children's work.
Focal points—themes, centre of interest, projects.
Improving listening and comprehension, especially through
literature. Limitations of machines, laboratories, and com­
prehension exercises.
Improving correctness in written expression.
Mass media—integrating with literature and creative writing.
Extending interests beyond mass media.

The relevance of linguistics.
Dramatic and oral expression—an integral role in the teaching of
English.

ASSESSMENT
Exercises, essays, final examination.

REFERENCES
As advised in lectures.

ENGLISH SIV—XU₁₈—Speech and Listening
One hour per week

Aims
1. To investigate the requirements for effective speaking:
   (a) for the student;
   (b) in the classroom.
2. To attain an acceptable standard in the various uses of speech.

Topics
Voice production and the dynamics of speech.
Phonetics and the phoneme theory.
Australian speech.
Speech improvement in the classroom.
Creativity and speech.
Discussion and debating.
Performance programme.

ASSESSMENT
Seminars, performance, final written examination.

REFERENCES
1950.
and Robertson, 1947.
1963.
Hill, 1964.
Angus and Robertson, 1966.
Braden, Waldo W. Speech Methods and Resources. New York. Harper Row,
1964.

ENGLISH SIV—XU₁₈—Drama
One hour per week

1. Expression and communication through drama.
2. Stagecraft: basic acting, production, design and stage-management skills.

3. Drama in the secondary school.

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

REFERENCE BOOKS

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
</tr>
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<tbody>
<tr>
<td>Dyce</td>
<td>Speech and Drama in the Secondary School.</td>
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<tr>
<td>Fiala</td>
<td>Drama in Action.</td>
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<td>Way</td>
<td>Development Through Drama.</td>
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College Library 792.09, 822.

METHOD OF ASSESSMENT

Progressive assessment of theoretical and practical work.

ENGLISH SCI—FOR SECONDARY INDUSTRIAL ARTS (212) ONLY

PART A—Cultural Studies in Literature

One and a half hours per week

This section aims at the personal development and enrichment of the student by broadening his appreciation and understanding of contemporary literature. It involves the study of novels, short stories, plays, and poems.

The lists which follow indicate the type of material from which works for intensive study are selected.

Novels

To be chosen from the work of writers such as Graham Greene, Evelyn Waugh, Margaret Drabble, Scott Fitzgerald, Ernest Hemingway, Bernard Malamud, Saul Bellow, Joseph Heller, Randolph Stow, Thomas Keneally, and Vladimir Nabokov.

Short Stories

To be chosen from the work of writers such as Alan Sillitoe, Bernard Malamud, Truman Capote, and Patrick White.

Plays

To be chosen from the work of some of the following: Harold Pinter, Edward Albee, Eugene Ionesco.

Poems

To be chosen from the work of poets such as Carl Sandburg, Theodore Roethke, Alan Ginsberg, Bruce Dawe, A. D. Hope, Judith Wright, Yevgeny Yevtushenko.

Special attention is given to such matters as:

1. social criticism in the novel;
2. the position of the individual in modern society;
3. the representation of childhood in literature;
4. film interpretations of novels.

ASSESSMENT

Class exercises, one major assignment, final examination.

AND

PART B—Oral Communication SCI

One hour per week for a semester

Syllabus Outline

This section aims to improve the student's ability to speak effectively when addressing a group. Time is divided between lectures on the theory of public speaking and practical exercises. Special attention is given to the classroom situation.

ASSESSMENT

Progressive assessment by means of class exercises.

ENGLISH SCIIc—For Secondary Industrial Arts (312) Only

PART A—Literature

One hour per week

The study of selected novels, plays, short stories, plays to extend reading interests and develop interpretative skills. There is some emphasis upon recent Australian literature and students are encouraged to attend local productions. Texts to be studied include selections from the following:

Blundell, G. (ed.) Plays: Buzo, Hibberd, Romeril
Johnson, C. Wild Cat Falling
Kippax, H. G. (ed.) Three Australian Plays
Orwell, G. Animal Farm
Murdoch, E. (ed.) Australian Short Stories
Sillitoe, A. The Loneliness of the Long Distance Runner

No single collection of poetry is prescribed; additional texts may be prescribed at the beginning of the year.

ASSESSMENT

Class work, assignments, final written examination.

AND
PART B—Use of English SCII

One hour per week

This part is intended to encourage students to continue the development of communication strategies in reading, discussion and writing. Material drawn from newspaper, journal and broadcast sources is examined side by side with literature concerned with the contemporary scene. There are opportunities for developing and presenting a personal view on current issues presented in literature or through the media; for participation in discussion; and for a variety of writing.

Texts supplied or notified during lectures.

ASSESSMENT
Class work, assignments; a final written examination may be required.

CORRESPONDENCE COURSES

The English Department offers studies in secondary method; literature—Primary A; and literature—Primary B.

Information about these is available from the External Studies Department of this college.

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

YEARS I and II—ENGLISH AND SPEECH

Two hours per week

(See Communications—Secondary Years I and II.)

In addition, English may be available as a minor study in each of these courses.

DEPARTMENT OF HOME SCIENCE AND TEXTILES

SUBDEPARTMENTS AND SUBJECTS

Home Science

Applied Home Science

Textiles

Applied Textiles

The department, by provision of academic professional and curriculum studies in the area of Home Science and Textiles contributes to courses leading to the award of:
The Graduate Diploma in Education.
The Diploma in Teaching (Secondary).
The Diploma in Teaching (Conversion Course—External Studies).

Available as from 1974

Home Science IA 4 hours per week
Home Science IB 3 hours per week
Home Science II 4 hours per week
Home Science III 4 hours per week
Home Science IV 4 hours per week
Applied Home Science and Textiles I 4 hours per week
Applied Home Science and Textiles II 4 hours per week
Applied Home Science and Textiles III 4 hours per week
Applied Home Science and Textiles IV 4 hours per week
Textiles IA 4 hours per week
Textiles IB 3 hours per week
Textiles II 4 hours per week
Textiles III 4 hours per week
Textiles IV 4 hours per week
For students admitted to courses in 1972 the following subjects are available:

(a) in addition to the above
Applied Home Science and Textiles II 4 hours per week

OR

(b) in place of Applied Home Science and Textiles III
Applied Home Science III 4 hours per week
AND
Applied Textiles III 4 hours per week

HOME SCIENCE IA

Four hours per week for year

Home Science is a 3-year subject dealing with the effects of internal factors on the quality of Man’s health. In each year the syllabus content is presented under three groupings. These do not indicate separate strands. The subject-matter in Home Science is integrated.

The emphasis in year I is on the study of water, mineral salts and vitamins.

(1) Laboratory techniques of research. Basic laboratory techniques and procedures, safety factors, and the construction of equipment for experimental studies. Study of scientific concepts basic to the understanding of atoms, molecules and metabolism.


(3) Metabolism, nutrition and chromatography. Basic nutrition—standard requirements for all age groups. Water, mineral salts and vitamins in foods. Importance of these nutrients to body functioning. Study of renal functioning in acid-base control.

Properties of solution. Effects of methods of food preparation, processing and preservation on retention of mineral salts and vitamins.

Testing for vitamin retention.

ADDITIONAL REQUIREMENTS

Exercises of satisfactory standard.

Experimental approaches and techniques for investigation of scientific data. Results to be presented in correct report form.

ASSESSMENT

Progressive evaluation including testing, seminars, written experimental data, reports and assignments.

TEXTBOOKS


REFERENCE BOOKS


Griswold, Ruth. Basic laboratory techniques and procedures, safety factors, and the construction of equipment for experimental studies. Study of scientific concepts basic to the understanding of atoms, molecules and metabolism.


This list is not restrictive. The student is expected to read widely, to be competent in using library facilities; and will be directed to specific articles in journals during the course.

HOME SCIENCE IB

Three hours per week for year

The aim of this subject is to supplement the work in Home Science IA for those students who have not gained an adequate background in Home Science through secondary school.

Structure is designed to develop confidence, skill and knowledge in the more practical areas of Home Science. The role of Home Science in the school setting will be examined. The individual needs of students will vary.

(1) Foods:

(a) Basic food reactions in handling.

(b) Presentation methods—Food and menu terminology.
(2) Management:
(a) Development of the self-image in handling others
(b) Choice, use and organization of equipment.

(3) Basic nutrition studies.

ADDITIONAL REQUIREMENTS
A satisfactory standard of practical exercises.

ASSESSMENT
By progressive evaluation and testing.

EXEMPTIONS AND TUTORIAL REQUIREMENT
Students who have reached a satisfactory standard of work at the School Certificate and Higher School Certificate examinations need not choose this course. However a student who finds difficulty in handling tertiary level requirements and/or school experience may be required to attend this course as a tutorial in Year II or III to make good any basic deficiencies.

TEXTBOOKS
Grady, Mabel F.
Nickel, Pauline, and N.S.W. Public Schools Association.

REFERENCE BOOKS
An assortment of cookery books.

HOME SCIENCE II
Four hours per week for year
The study of the internal factors influencing the quality of Man's health. Since the cell is the factory which uses the ingested nutrients, the study of its structures will be relevant to the nutrients studied. It is an integrated study.

The emphasis in year II is on the study of lipids and carbohydrates.

(1) Laboratory techniques of research.
Microscopy as a technique. The uses and limitations of microscopes. Colorimetric and chromatographical methods in food analysis.

(2) Cytology and microbiology related to carbohydrates and lipids.
The composition, structure and functioning of the: cell wall polysaccharides; unit membrane and membraneous systems in cells. The lipids of the unit membrane; mitochondria. Man's need for energy at the cellular level and energy metabolic cycles.

(3) Metabolism, nutrition and bromatology.
Chemistry of lipids and carbohydrates. Ingestion, digestion, absorption, and metabolism of lipids and carbohydrates. Specific health problems associated with lipid and carbohydrate nutrition.

Energy measurement by calorie and joule. Study of various suggested standards of nutrient requirements.

Reactions of carbohydrates and lipids to methods of food preparation, processing, and preservation. Autoxidation of lipids. Microbial spoilage in lipid and carbohydrate foods.

ADDITIONAL REQUIREMENTS
This is a student orientated course. Evidence of wide reading will be expected. Ability to think clearly, to understand and to organize should be demonstrated in material submitted.

ASSESSMENT
Progressive evaluation including written experimental data, testing, seminars, research reports, practical exercises and assignments.

TEXTBOOKS
Howe, Phyllis Sullivan
Krause, Marie V.
Paul, Pauline and Palmer, Helen C. (eds.)
Pike, R. L. and Brown, M. L.
Robinson, Corinne H.

REFERENCE BOOKS
Blix, Gennar (ed.)
Braverman, L.
Frazier, W. C.
Lehinger, Albert L.
Lehinger, Albert L.
N.S.W. Government
Routh, J. L. Eyman, D. P. and Burton, D. J.
Swern, Daniel (ed.)

This list is not restrictive. The student is expected to read widely. A student orientated course requires the understanding of many viewpoints, a knowledge of many authorities, as opposed to one viewpoint of one authority. The student should detect changing trends in his subject field and be able to forecast changes while understanding reactionary attitudes and their causes.

HOME SCIENCE III
Four hours per week for year.
The study of the internal factors influencing the quality of Man's health. The three groupings are integrated for emphasizing the relationship between them.
Laboratory techniques of research. Examination of pH changes in raw and cooked foods. Effects of pH on the development of flavors and on color and textural changes.


ADDITIONAL REQUIREMENTS
This is a student orientated course. Evidence of clear and logical thinking and the ability to apply understanding and insight into complex correlations within the course is expected of the student.

ASSESSMENT
Progressive evaluation including practical and written exercises, research reports, testing, seminars and assignments.

TEXTBOOKS

REFERENCE BOOKS

224
Selection and use of fresh animal and vegetable foodstuffs to produce simple nutritionally balanced meals. Using this as the norm for evaluation of cultural food patterns. Problems in applying as the standard for all cultures.

Behaviour and emotions at mealtimes and their effect on nutritional status.

ADDITIONAL REQUIREMENTS
Demonstration of competence in use of library and other resources. Critical evaluation of research findings in current literature in terms of effects on human beings.

ASSESSMENT
Progressive evaluation including practical and written research exercises, testing, seminars or role plays and assignments.

TEXTBOOKS

REFERENCE BOOKS

This list is not restrictive. The student is expected to read widely, to be competent at using library facilities, and will be directed to specific articles in journals during the course.

APPLIED HOME SCIENCE/TEXTILES III A
Four hours per week for year

The study of external factors influencing the quality of Man's health.

1. Experimental and sampling techniques of research.

Individual research on a Home Science or a textile topic using secondary sources of information. An evaluation of the reliability of secondary sources used is the sole information source. Analysis of clarity in presentation of a research report for retesting the conclusions of the researchers. Examination of reports published in current journals for possible interpretations other than those drawn by the researcher.

Methods of statistical analysis. Recognition of the importance of data processing as a research tool and its limitations.

2. Perception. Man's contact with his world.

The cutaneous senses. Recognition of textures and mouth-feel.

Wave theories of sound and light. Examination of wave phenomena.

Detailed study of the structure and functions of the ear.

Detailed study of the structure and functions of the eye.

The photosensitive pigments and vitamin A.

3. Cultural Studies. The three strands are interrelated.

(a) The effects of the "technological age" on economically developing and affluent societies. Problem syndromes.

This subsection deals with the effects of rapid progress and assimilation of new ideas on the selected culture and individual members of that culture.

(b) Concepts of home and family structure. Effects of breakdown of established institutions and mores on the family unit.

(c) Historical studies of food, clothing and shelter. Effects of historical, technological and industrial developments on culture. (Part 2.)


Technological trends in food production. Nutritional value of modern prepared foods. Possible divorce between nutrition and food science in synthetical food production.


Consumer education: evaluation of modern market and food trends. Simulated experiences in household economics; purchasing power and pitfalls in decision-making; problems of home ownership, purchase or rent of home, flat or unit; avenues of finance; community and individual involvement in housing and caring for aged and preschoolers.

ADDITIONAL REQUIREMENTS
Demonstration of competence in use of library and other resources. Critical evaluation of research findings in current literature in terms of effects on human beings.

Writing a research report.

ASSESSMENT
Progressive evaluation including practical and written research exercises, testing, simulation or role plays, seminars and assignments.

TEXTBOOKS
REFERENCE BOOKS

The student is expected to read widely, and make effective use of all the library and resource materials available to her.

APPLIED HOME SCIENCE/TEXTILES III
Four hours per week for year

The study of the external factors which influence the quality of Man’s health.

(1) Experimental and sampling techniques of research.

Individual designing and execution of original research. The topic may be drawn from the field of Home Science or textiles. Resources available for contacting primary researchers in similar fields.

Need for knowledge and understanding of the research projects and findings related to the fields of study where rapid change is taking place. Effect of research findings on our society.

(2) Perception—Man’s contact with his world.

Man’s interpretation of his world from the cues provided by his sense organs and nervous system. Physiological and psychological causes of variations in perception between individuals.

Effects of developmental research on texture, colour and design in food service, clothing, embroidery and furnishings.

(3) Cultural studies—emphasis on Australian cultures.

Understanding the Australian society and culture. The changing attitudes to social and moral issues. Effects of sub-cultures on Australian mores. Problems of integration and/or assimilation. Migrant difficulties and expectations. Sources of prejudices. The Australian isolation. A Western culture in an Eastern world.

Historical influences on development of Australian cultures. Diagnoses of communication gaps.

Stresses in modern society, positive and negative effects on individuals. The major social issues of our day: Investigation of the real issues for betterment of our culture.

(4) Food preparation and service.

History of cooking and haute cuisine. Cultural patterns in food selection and preparation methods. Manners and customs associated with food service.

ADDITIONAL REQUIREMENTS
This is a student oriented course. The student should show evidence of wide reading and depth of knowledge and understanding. Satisfactory practical and written exercises. Presentation of an original research report.

ASSESSMENT
Progressive evaluation including practical and written research exercises including an original research report, role playing or simulation experiences and assignments.

TEXTBOOKS

REFERENCE BOOKS

The student is expected to read widely, to develop an understanding and tolerance toward differing viewpoints, and to be competent at using resource facilities. She will be directed to specific articles in journals and the mass media during the course.

APPLIED HOME SCIENCE AND TEXTILES IV
Four hours per week for year

Details of subject available on application.

TEXTILES IA
Four hours per week for year

Textiles is a 3-year study which deals with man’s: need to protect his body from his environment. love of decoration of person and habitation. psychological expression in design. pleasure in healthful leisure time activities.
The first year of the subject introduces:


(2) **Fashion design and construction.** Concept of three-dimensional designing and two-dimensional form. Comparative study of existing methods of garment pattern making, cutting and construction; and analysis of amount and type of adjustment required for figure type. Preparation of individual blocks and calico models for basic feminine garments; application in construction.

(3) **Embroidery and design.** Fundamentals of structural and applied design. Creative use of yarns, surface stitchery and fabrics. Experimental approach and flexible applications.

**ADDITIONAL REQUIREMENTS**
Satisfactory practical assignments and written reports.

**ASSESSMENT**
Progressive evaluation including practical and written exercises, testing and assignments.

**TEXTBOOKS**
- Bray, Natalie
- Cook, J. Gordon
- Mark, Harman F.
- Snook, B.

**REFERENCE BOOKS**
- Allen, James A.
- Bell, J. W.
- Cadzow, P. N.
- Risley, C.

This list is not restrictive. The student is expected to read widely, to be competent in using library facilities; and will be directed to specific articles in journals during the year.

**TEXTILES IB**
Three hours per week for year

The primary aim of this unit is to assist the students who have not gained a suitable background in Needlework at School Certificate, and Textiles and Design at Higher School Certificate levels through the secondary school. The unit is designed to develop skills in construction techniques and an understanding of the properties of textiles as related to clothing design.

**Terminology:** fabric names, equipment, commercial pattern making, style features.

**Construction Techniques:** appropriate to fabric and style.
- seams;
- hems;
- fastenings;
- distributing fullness;
- collars, sleeves, cuffs;
- facings;
- interfacing and lining.

**ADDITIONAL REQUIREMENTS**
Completion of two garments, one in a winter fabric.

**ASSESSMENT**
By progressive evaluation and testing.

**EXEMPTIONS**
This unit need not be chosen by students who have reached a satisfactory standard of work at School Certificate (in Needlework) and Higher School Certificate (in Textiles and Design) examinations.

**TEXTBOOK**
McCall's.

**REFERENCE BOOK**

**TEXTILES II**
Four hours per week for year

The study of textiles as a means of protection, decoration, psychological expression and leisure time activities.

(1) **Textile science and technology.** Emphasis on laundering, colour and dyeing and fabric finishes.
- pH of solutions: use as indicators and buffers; effects produced by laundering agents and bleaches; effects of mordants and dyes.
- Chemistry of mordants and dyes; introduction to dyeing techniques; relationship to fibre and fibre origin. Optical or fluorescent dyes.
(2) Fashion design and construction.
The relationship between design, fabric and construction techniques in fashion design garments.
Adapting construction methods to create fashion design in new fabrics.

(3) Embroidery design.
Embroidery in cultural perspective.
Traditional embroideries produced by ethnic groups—factors influencing these.
Experimental work:
(a) Traditional embroideries using colours, designs and fabrics as closely allied to the original as possible. Both even weave and fine fabrics to be used in experimentation.
(b) Designing and working a traditional embroidery on a garment of fine fabric and/or even weave linen.

ADDITIONAL REQUIREMENTS
Satisfactory laboratory work and experimental reports.

ASSESSMENT
Progressive evaluation including practical and written experimental exercises, testing and assignments.

TEXTBOOKS
Anchor.
Bray, Natalie.
Cook, J., Gordon.
McNeill, N.

REFERENCE BOOKS
Fangel, E.
Howard, C.
Eiley, A.
Peters, R. H.
Svennas, E.

This list is not restrictive. The student is expected to read widely.

TEXTILES III
Four hours per week for year.
The study of textiles as a means of protection, decoration, psychological expression and leisure time activities.

(1) Textile Science and Technology.
The historic development of textile technology. Outstanding achievements in textile manufacture and in design of machinery since 1960.

Experimental exercises including methods of spinning and fabric construction. Textural and colour designing with yarns and threads.

(2) Fashion design and construction.
Practical projects to show depth and diversity in design, fabric choice. Processes for assembling, fitting and finishing to be incorporated in tailored and formal wear.
Study of new fabrics and fashion trends in this field.

(3) Embroidery and design.
This strand is designed to allow for individual development. Creative and textural and colour designing in fibre, thread, fabric, paper and related materials, using inspiration from natural and technological areas.
The planning of a design to suit a predetermined purpose.
Presentation of at least one embroidery piece.

ADDITIONAL REQUIREMENTS
Satisfactory exercises and laboratory work. All exercises should show a growing knowledge of the subject and understanding and application of the developments in related research fields.

ASSESSMENT
Progressive evaluation including practical and written experimental exercises, testing, seminars, research reports and assignments.

TEXTBOOKS
Bray, Natalie.
Cook, J., Gordon.
McNeill, N.

REFERENCE BOOKS
English, W.
Mason, E.
Scrase, P.

The student is expected to read widely, be competent at using resources and show ability in textile designing.

TEXTILES IV
Four hours per week for year.
Details of subject provided on application.
These units are available only to 1972 entrants who do not elect to study outside the field of Home Science/Textiles.
Applied Home Science/Textiles Iib

Four hours per week for year

(1) Sociological aspects of Home Science studies.

The family as a socializing unit. Individual roles within the family and the degree to which society conditions these roles. The influence of cultural background on family patterns. Family size—extended and nuclear families. The changing family—pre-industrial and industrial. Comparison of rural and urban. Effects of institutions such as religion and education on families. Basic elements which contribute to a "home". The "fractured" family and the social problems that occur. The Australian family in a transient society. Suburbia and community—their effect on family members. Culture transfer into Australian architecture (especially houses) and furniture.

Textbooks


Reference Books


(2) Textile Media in Design.

This part deals with design for living in fields of consumer education, home and family environment, aesthetic and creative use of leisure.

Each topic chosen is presented by the student in the form of a complete teaching aid featuring historical development, experimental reports, current techniques, uses both creative and traditional approaches, current costing and bibliography.

The design media of spinning, weaving, dyeing, printing, macramé, crocheting and knitting are used to promote understanding of method of education through creativity of applied textiles.

Textbooks


The students are expected to read widely. As new books on each topic are published, students will review them and note relevant details in the required bibliography, stating level and suitability of content.

These units are available only to 1972 entrants

Applied Home Science III

Four hours per week for year

This unit is an extension of the Home Science content of APPLIED HOME SCIENCE/TEXTILES III.

Applied Textiles III

Four hours per week for year

This unit is an extension of the Textiles content of APPLIED HOME SCIENCE/TEXTILES III. The content of the extension is given in detail in APPLIED HOME SCIENCE/TEXTILES III.

Thus instead of

APPLIED HOME SCIENCE/TEXTILES III

the students who have studied within the subject field of Home Science/Textiles in both second and third year will be examined in

APPLIED HOME SCIENCE III

and

APPLIED TEXTILES III.

Subjects available to students admitted to Diploma in Teaching—Conversion Course:

HOME SCIENCE III

TEXTILES III

and

APPLIED HOME SCIENCE III

or

APPLIED TEXTILES III

or

APPLIED HOME SCIENCE AND TEXTILES III

plus an elective subject outside this department.

Details of subjects provided on application to the Department of External Studies.
DEPARTMENT OF HEALTH EDUCATION

SUMMARY OF SUBJECTS

General Professional Courses

DIPLOMA IN TEACHING

Health I—Personal Health—optional.
Health II—Personal Health—optional.
Health III—Personal and Community Health.
   2 hours per week for the year.
Health III—Personal and Community Health.
   2 hours per week for the year.

Undergraduate:
Health XU III: Refer to Health III.
Health XU IV: Refer to Health III.
Health XU SIV: Refer to Health III.

Artisan
Health (Artisan) SIII: Refer to Health III.

Graduate Diploma in Education
Health (Dip.Ed.) IV: Refer to Health III.
Health (Dip.Ed.) SIV: Refer to Health III.

Diploma in Art Education
Health (Art) SIV: Refer to Health III.

Diploma in Music Education
Health (Music) SIV: Refer to Health III.

ELECTIVE COURSES

Health Education SIII AE: 4 hours per week for one year.
Health Education PIII AE: 4 hours per week for one year.

Subject to availability of staff.

The department also contributes, subject to availability of staff, to the following courses:
Diploma in Teaching (Remedial Teaching),
Diploma in Teaching (External Studies Conversion Course),
Graduate Diploma in Education (External Studies),
Diploma in Teaching (Specialist Course in Physical Education).

HEALTH I

HEALTH II

Talks, films and discussions are conducted, or arranged, on behalf of those students who wish to improve their knowledge of medical and health matters and to maintain good physical and mental health. Topics are selected on grounds of relevance to the student. The aim is, firstly, to provide useful information, and, secondly, to stimulate thought and discussion and to increase understanding of human responsibility towards other individuals and to the community, so that the student may be assisted to examine his own needs and goals in relation to social pressures and value systems and may formulate a personal code of behaviour.

HEALTH SIII

Two hours per week

The study aims to assist the student in understanding the health needs of adolescents in order to:

(a) provide guidance and example,
(b) maintain good physical and mental health,
(c) encourage tolerance of disability in others.

It aims to show to the student the function of health education in schools, emphasizing the importance of incidental health teaching in contacts with pupils. It supplies sources of information and educational material, discusses method in relation to different situations, and suggests future trends in health education.

For those students whose subjects relate in some ways to health and who may be expected to understand and assist in certain aspects of Health Education, content and method are integrated with the students' specialist and curriculum studies where applicable so that they may relate their own subjects to those of Health Education, act as supporting teachers, and be able to elucidate the concepts of Health Education in their own classes when necessary.

Topics to be studied

2. Personality and Behaviour.
3. Family life and sex education.
5. Dental Health.
6. Food and nutrition.
7. Community diseases.
8. Dependence.
10. Skin and hair: disease and care.

ADDITIONAL REQUIREMENTS
Sheet assignments and unit tests at the lecturer’s discretion.

ASSESSMENT
Assignments and tests (see above); final examination if necessary.

REFERENCE BOOKS

HEALTH EDUCATION IIIIAE

Four hours per week in the student’s final year

The study aims to prepare teachers of Health Education and is supplementary to the professional course required of all students during their college training. It may be selected by students undertaking 3-year courses in Geography/Commerce, Home Science, Science, and Physical Education, and by university students with a background in the behavioural or biological sciences who intend to teach in secondary schools and who have been accepted for a 1-year or 2-year course of study at this college.

Curriculum and professional studies are combined, and method is integrated with course content. Practice teaching in the subject may be required as part of the course.

List of topics


ADDITIONAL REQUIREMENTS
Two papers (2,000 words) due mid second and mid third term. Seminar topics—two papers through the year. Short tests and short assignments at lecture discussion.

ASSESSMENT
Progressive evaluation.

REFERENCE BOOKS

Wider reading will be required on some topics and additional lists of authors and titles will be issued early in the course.

HEALTH IIII

Two hours per week

The study is taken by all students training for primary or infant teaching. Content and method are integrated and related to the cur-
riculum in Health. Special attention is paid to topics such as communicable disease, community health, family life education, personality development, safety, care of skin, hair and teeth, and nutritional needs. The student is encouraged to realize the importance of incidental health teaching to the young child.

**Topics**


5. Dental health.


10. Care of the skin and hair. Skin disorders.

**ADDITIONAL REQUIREMENTS**

Short assignments and unit tests at the lecturer's discretion.

**ASSESSMENT**

Assignments and tests as above; final examination.

**REFERENCE BOOKS**

Schiffrin, J. J.  
Burt, J. J., and Miller, B. F.  
Read, D. A., and Greene, W. H.  
Petersen, B. H.  
Gardner, A. W., and Roylance, P. J.  

Schifferes, J. J.  
Burt, J. J., and Miller, B. F.  
Read, D. A., and Greene, W. H.  
Petersen, B. H.  
Gardner, A. W., and Roylance, P. J.  


**HEALTH EDUCATION IIIIAE**

Four hours per week in the student's final year  
(Subject to availability of staff)

The unit aims to prepare teachers for the Health Education component of primary and preprimary education and is supplementary to the professional study required of all students during their college training. It may be selected by primary and lower primary teaching students and by university students with a background in the behavioural and biological sciences who intend to teach in infants or primary schools and who have been accepted for a one-year or two-year course of study at this college.

Curriculum and professional studies are combined, and method is integrated with course content. Practice teaching in the subject may be required as part of the course.

Topics to be studied, additional requirements, assessment, and bibliography are as described for Health Education IIIIAE.

**SPECIALIST COURSE IN PHYSICAL EDUCATION**

**DIPLOMA IN TEACHING**

**HEALTH COMPONENT**

**YEAR 1**

- Health and the needs of this and other societies.  
- Systems, organizations, services and achievement in past, present, and future.  
- Effects of man's environment.  
- Physical development.  
- Anatomical and physiological basis of disease and injury.

**YEAR 2**

- Personality and psychosexual development.  
- Relationships, behaviour, adjustment.  
- Nutrition.  
- Principles of first-aid.  
- Accidents.  
- Sporting injury.

**YEAR 3**

- Indulgence.  
- Dependence.  
- Responsibility and tolerance.
DEPARTMENT OF LANGUAGES

SUBDEPARTMENTS AND SUBJECTS

Asian Languages
Inquiries would be welcomed concerning studies in:
Bahasa Indonesia.
Chinese.
Japanese.

Classics
Classical Civilization I, II, III.
Greek I, II, III.
Latin I, II, III.

Modern European Languages
French I, II, III.
German I, II, III.

Inquiries are welcomed concerning Dutch, Italian, Russian, Spanish.

The department, by provision of academic professional and curriculum studies in the area of languages and language teaching, contributes to courses leading to the award of—
The Graduate Diploma in Education.
The Diploma in Teaching (Secondary).
The Diploma in Teaching (Remedial Teaching).
The Diploma in Teaching (Conversion Course in External Studies).
The Graduate Diploma in Education (Conversion Course—External Studies).

ELECTIVES AVAILABLE WITHIN COURSES LEADING TO THE AWARD OF THE DIPLOMA IN TEACHING

<table>
<thead>
<tr>
<th>Course (IAE)</th>
<th>Subject and Literature</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>FRENCH IAE</td>
<td>French Language and Literature</td>
<td>Three hours per week</td>
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<tr>
<td>FRENCH IIAE</td>
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<td>CLASSICAL CIVILIZATION IAE</td>
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<tr>
<td>CLASSICAL CIVILIZATION IIIAE</td>
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<td>Three hours per week</td>
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SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES

One-Year and Two-Year Studies available within courses leading to the Diploma in Teaching (Secondary) and/or The Graduate Diploma in Education.

Available as one-year studies

<table>
<thead>
<tr>
<th>Subject Methodology</th>
<th>Language</th>
<th>Hours per week</th>
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<tr>
<td>LANGUAGE METHODOLOGY</td>
<td>FRENCH</td>
<td>Four hours per week</td>
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<tr>
<td>LANGUAGE METHODOLOGY</td>
<td>GERMAN</td>
<td>Four hours per week</td>
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<tr>
<td>LANGUAGE METHODOLOGY</td>
<td>GREEK</td>
<td>Four hours per week</td>
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<tr>
<td>LANGUAGE METHODOLOGY</td>
<td>LATIN</td>
<td>Four hours per week</td>
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</table>

TEACHING ENGLISH AS A FOREIGN LANGUAGE
Four hours per week

Available as two-year studies

<table>
<thead>
<tr>
<th>Subject Methodology</th>
<th>Language</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING FRENCH IN THE SECONDARY SCHOOL, I, II</td>
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<td>Four hours per week</td>
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<tr>
<td>TEACHING GERMAN IN THE SECONDARY SCHOOL, I, II</td>
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<td>Four hours per week</td>
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</tbody>
</table>
TEACHING LATIN IN THE SECONDARY SCHOOL, I, II

Four hours per week

NOTE. The Languages Department welcomes enquiries from students accepted for admission to courses conducted by the Department of External Studies regarding academic studies in French, German, Greek, Latin or Classical Civilization.

ASIAN LANGUAGES

Inquiries are welcomed for studies in Asian Languages and Cultures. If the demand is sufficient, detailed subject syllabuses will be supplied to students admitted to the subjects.

CLASSICS

Classical Civilization

Three hours per week

Prerequisite—None.

In exploring the cultural and political development of the fore-runners of modern western society, the Mediterranean world of ancient Greece and Rome, lecture, seminar and tutorial methods are adopted. The field of enquiry extends from the Minoan civilization to the death of Justinian.

A major assignment involving research in the ancient sources (in translation) and the investigation of a specific problem, chosen in consultation with the lecturer, is required.

CLASSICAL CIVILIZATION IAE—Ancient Greece, especially Athens and Sparta, to the death of Alexander.

Additional for Distinction—A detailed study of one of the successor states to Alexander's Empire.

CLASSICAL CIVILIZATION IIAE—The Roman Republic to 30 B.C.

Additional for Distinction—The Development of the Roman Provincial System.

CLASSICAL CIVILIZATION IIIAE—The Roman Empire to the death of Justinian.

Additional for Distinction—Roman Britain.

Reading lists and topics for investigation are available at the beginning of each year.

ASSESSMENT

By evaluation of work completed and by final examination.

GREEK IAE—Greek Language and Literature

Prerequisite—Pass at H.S.C. or equivalent.

GREEK IIAE—Greek Language and Literature

Prerequisite—Pass in Greek IAE or equivalent.

The Department welcomes enquiries concerning Greek studies, and supplies detailed subject outlines and requirements to such students as are admitted to the subject.

LATIN IAE—Latin Language and Literature

Three hours per week

Prerequisite—Pass at H.S.C. or equivalent.

TRANSLATION, COMPOSITION AND GRAMMAR—Students are advised to have the following:


(d) C. T. Lewis. Latin Dictionary.

PRESCRIBED TEXTS

Cicero.


De Imperio Ch. Pompeii. (Any edition).


Roman History and Latin Literature—Students are advised to consult:


Additional for Distinction

Cicero.


Virgil.


LATIN IIAE—Latin Language and Literature

Three hours per week

Prerequisite—Pass in Latin IAE or equivalent.

TRANSLATION, COMPOSITION AND GRAMMAR—Students are advised to acquire a good grammar and dictionary: see under Latin I.

PRESCRIBED TEXTS FOR DETAILED STUDY

Catullus.


Cicero.


Sallust.


Or.


Virgil.

MODERN EUROPEAN LANGUAGES

FRENCH IAE—French Language and Literature
Three hours per week
Prerequisite—Pass in H.S.C. or equivalent.

Syllabus
Lectures and practical classes designed to provide a review of basic French grammar and to develop reading ability and oral and written expression. An introduction to masterpieces of French literature through readings and recordings.

ESSAYS AND ASSIGNMENTS
Regular language assignments are set throughout the year and two essays of approximately 800 words on literary topics.

ASSESSMENT
Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS

REFERENCE BOOKS

LATIN IIIAE—Latin Language and Literature
Three hours per week
Prerequisite—Pass in Latin I or equivalent.

As for Latin II Pass, with the following for detailed study:
Cicero.

FRENCH I—French Language and Literature
Three hours per week
Prerequisite—Pass in French I AE or equivalent.

Syllabus
Strand A—Cultural Studies in Literature (two lectures weekly).
Drama and poetry of the twentieth century are studied. Lectures deal with the historical and cultural backgrounds to literary development of the century and with individual dramatists and poets through a study of excerpts from their works. In addition, two works of modern French dramatists are studied in their entirety.

Strand B—Language (one lecture weekly).
Expression drill, pronunciation, conversation practice, aural comprehension, grammar and retranslation are based on Units 19-26 of Advanced Conversational French and Units 9-17 of French for Oral and Written Review.

ESSAYS AND ASSIGNMENTS
Short language exercises are set weekly throughout the course. In addition, two major assignments are set on literary topics. Distinction students are required to do an additional assignment on supplementary reading.

ASSESSMENT
Each language unit is tested upon completion. A written and an oral examination are set at the end of the year. Final assessment is based on examination and progressive evaluation. Satisfactory achievement in both units of work and examination are necessary for a pass in the subject.

TEXTBOOKS

Additional for Distinction
REFERENCE AND RECOMMENDED READING


FRENCH IIIAE—French Language and Literature

Three hours per week

Prerequisite—Pass French IIAE or equivalent.

As for French IIAE, with the addition of the following texts:

Additional for Distinction

GERMAN IIAE—German Language and Literature

Three hours per week

Prerequisite—Pass H.S.C. or equivalent.

Syllabus

Lectures and practical classes designed to provide a review of basic German grammar and to develop reading ability and oral and written expression within a cultural framework.

ESSAYS AND ASSIGNMENTS

Regular language assignments are set throughout the year and two essays of approximately 1,000 words each on literary or cultural topics are required.

ASSESSMENT

Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS


Additional for Distinction

REFERENCE AND RECOMMENDED READING


GERMAN IIAE—German Language and Literature

Three hours per week

Prerequisite—Pass in German IAE or equivalent.

Syllabus

Lectures and practical classes designed to develop further self-expression in speech and writing. Cultural studies based on the survey text: Im Wandel der Jahre. Literary study of German radio plays.

ESSAYS AND ASSIGNMENTS

Regular language assignments are set throughout the year and two essays of approximately 1,000 words each on literary or cultural topics are required.

ASSESSMENT

Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS


Additional for Distinction

REFERENCE AND RECOMMENDED READING


GERMAN IIAE—German Language and Literature

Three hours per week

Prerequisite—Pass in German IAE or equivalent.

Syllabus

Lectures and practical classes designed to develop further self-expression in speech and writing. Cultural studies based on the survey text: Im Wandel der Jahre. Literary study of German radio plays.

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TEXTBOOKS


Additional for Distinction

REFERENCE AND RECOMMENDED READING


GERMAN IIAE—German Language and Literature

Three hours per week

Prerequisite—Pass in German IAE or equivalent.

Syllabus

Lectures and practical classes designed to develop further self-expression in speech and writing. Cultural studies based on the survey text: Im Wandel der Jahre. Literary study of German radio plays.

ESSAYS AND ASSIGNMENTS

Regular language assignments are set throughout the year and two essays of approximately 1,000 words each on literary or cultural topics are required.

ASSESSMENT

Each unit of work is tested upon completion. A written and an oral examination are set at the end of the year.

TEXTBOOKS


Additional for Distinction

REFERENCE AND RECOMMENDED READING

SPECIALIST PROFESSIONAL AND CURRICULUM STUDIES
Four hours per week

A. TWO YEAR UNDERGRADUATE PROFESSIONAL COURSE
Title—The Teaching of French/German/Latin in the Secondary School
Prerequisite—Successful completion of three, four or five university subjects, including one or more in the language chosen. Students having fewer than two university subjects completed in the language chosen are required to complete an additional 2 years in the relevant Language and Literature as well as the professional 2-year study in teaching the language.

B. ONE YEAR UNDERGRADUATE PROFESSIONAL COURSE
Title—Language Methodology: French/German/Latin, etc.
Prerequisite—Successful completion of six or seven university subjects including one or more in the language chosen. Students having fewer than three university subjects completed in the language chosen are required to complete an additional year in the relevant Language and Literature as well as the professional study in teaching the language.

TEACHING FRENCH IN THE SECONDARY SCHOOL I
Four hours per week
This is the first year of the 2-year study.
Prerequisite—Pass in French IAE or equivalent.
(a) Theory and practice.
The nature of language.
Linguistics and foreign language teaching.
The psychological bases of language teaching.
A review of the history of foreign language teaching methods.
The role of foreign languages in N.S.W. and Australian school systems.
A review of methods in current use.
Audio-lingual techniques.
A study of the N.S.W. syllabus.
(b) Methodology.
Audio Visual Aids.
The language laboratory.

TEACHING FRENCH IN THE SECONDARY SCHOOL II
Four hours per week
This is the second year of the two-year study.
Prerequisite—Pass in French IIAE or equivalent and in Teaching French in the Secondary School I.
(a) Theory and practice.
Performance objectives and individualization.
Pattern drills—their composition and use.
Practical consideration of the methods used in the various branches of foreign language instruction.
The observation and discussion of demonstration lessons.
Teaching practice—the application of theory.
Foreign language in the primary schools.
(b) Methodology.
The approach to difficulties and sources of error.
Division of material—lesson plans.
Making a programme.
The use of the school library.
The testing of proficiency.

Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the students' ability to use the language and to teach it more effectively.

ADDITIONAL REQUIREMENTS
Regular short language assignments. Preparation of seminar material. Two major assignments on methodology.

ASSESSMENT
The above assignments and a final examination are taken into consideration in assessing the performance of students.
An up-to-date list of reference books on the teaching of Modern Languages is issued at the beginning of the year.
TEACHING GERMAN IN THE SECONDARY SCHOOL I  
Four hours per week  
As for Teaching French in the Secondary School I.

TEACHING GERMAN IN THE SECONDARY SCHOOL II  
Four hours per week  
As for Teaching French in the Secondary School II.

TEACHING LATIN IN THE SECONDARY SCHOOL I  
Four hours per week  
This is the first year of a two year study.  
Prerequisite—Pass in Latin IAE or in one or more university courses in Latin. Students who have completed fewer than two university courses in Latin are required to take Latin IIAE along with this subject.  
Aim  
To provide students with knowledge, skills and techniques to enable them to begin teaching Latin in secondary schools.  
- The nature of language.  
- Linguistics and foreign language teaching.  
- The psychology of language learning.  
- Methods used in foreign language teaching.  
- Foreign languages in the N.S.W. and Australian school system.  
- The N.S.W. syllabus.  
- Audio-visual aids, and techniques for their use.  
- The language laboratory.  
Students are also required:  
(1) to participate in seminars on topics concerned with Roman life and in experiments and demonstrations of teaching techniques in class time;  
(2) to present a major assignment on some aspect of teaching Latin;  
(3) to participate in teaching practice and to attend demonstrations in schools.  
ASSESSMENT  
Evaluation:  
(a) of completed units of work;  
(b) of participation in discussion;  
(c) of the quality of the assignment;  
(d) a final examination is also set.  
For reference books, see list following Language Methodology; Latin.

TEACHING LATIN IN THE SECONDARY SCHOOL II  
Four hours per week  
This is the second year of a two year study.  
Prerequisite—Pass in Latin IIAE or equivalent and in Teaching Latin in the Secondary School I.  
(a) Barriers and aids to understanding.  
World language groupings and their relationships.  
Language and meaning—sound and symbol, semantics, semiotics.  
(b) Performance objectives and individualization.  
Direct and situational approaches.  
Pattern drills.  
Programmed instruction.  
(c) Motivation and diagnosis of difficulties.  
Syllabus-making.  
Programming.  
Lesson preparation.  
Testing.  
Cultural enrichment and transfer.  
Use of library and resources centre.  
Students are also required:  
(1) to participate in seminars on topics concerned with Roman life and in experiments and demonstrations of teaching techniques in class time;  
(2) to present a major assignment on some aspect of teaching Latin;  
(3) to participate in teaching practice and to attend demonstrations in schools.  
ASSESSMENT  
Evaluation:  
(a) of completed units of work;  
(b) of participation in discussion;  
(c) of the quality of the assignment;  
(d) a final examination is also set.  
For reference books, see list following Language Methodology; Latin.

LANGUAGE METHODOLOGY—French  
Four hours per week  
This is a one year study. The study is divided into two sections.  
Prerequisite—Pass in French IIAE, or in one or more university courses in French. Students having fewer than three university
courses in French are required to take French IIAE or French IIIAE together with this subject.

Method

(a) Theory and practice.
   The nature of language.
   Linguistics and foreign language teaching.
   The psychological bases of language learning.
   A review of the history of foreign language teaching methods.
   A review of methods in current use.
   Audio-lingual techniques.
   A study of the N.S.W. syllabus.
   Performance objectives and individualization.
   Pattern drills—their composition and use.
   Practical consideration of the methods used in the various branches of foreign language instruction.
   The observation and discussion of demonstration lessons.
   Teaching practice—the application of theory.
   Foreign languages in the primary schools.

(b) Methodology.
   The approach to difficulties and sources of error.
   Audio-visual aids.
   The language laboratory.
   Division of material—lesson plans.
   Making a programme.
   The use of the school library.
   The testing of proficiency.

Curriculum

Regular language assignments form the basis of revisionary drills and exercises designed to strengthen the students' ability to use the language and to teach it more effectively.

ADDITIONAL REQUIREMENTS

Regular short language assignments. Preparation of seminar material. Two major assignments on methodology.

ASSESSMENT

The above assignments and a final examination are taken into consideration in assessing the performance of students.

An up-to-date list of reference books on the teaching of Modern Languages is issued at the beginning of the study.
Development of language skills: listening, speaking, reading, writing.
Cultural enrichment and transfer.
Language testing.

Students are also required
(1) to participate in seminars on topics concerned with Roman life and in experiments and demonstrations of teaching techniques in class time;
(2) to present a major assignment on some aspect of teaching Latin;
(3) to participate in teaching practice and to attend demonstrations in schools.

ASSESSMENT
Evaluation:
(a) of completed units of work,
(b) of participation in discussion,
(c) of the quality of the assignment,
(d) a final examination is also set.

REFERENCE BOOKS

LANGUAGE METHODOLOGY—Greek
Four hours per week
Prerequisite—Pass in Greek IIAE or in one or more university courses in Greek. Students who have completed fewer than three university courses in Greek are required to take Greek IIAE or Greek IIIAE together with this subject.

For subject outlines and requirements see LANGUAGE METHODOLOGY—Latin.

THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE
Three hours per week
This subject is offered as a professional and curriculum study to students entering the final year of their course who wish to prepare themselves to deal with the problems, in both primary and secondary schools, of migrant children whose native language is not English. Some study of a foreign language is an advantage, but is not essential.

Objectives of the course
To provide teachers with the knowledge, skills and methods:
(1) To effect socialization within the school system and integration within the community of children lacking an English speaking background.
(2) To provide a knowledge of and confidence in English to enable these children to profit from instruction within the Australian school system.

Theory
(1) Theories of language development—biological, psychological, social.
(2) Bases of verbal behaviour and language learning.
(3) Language and linguistics—psycholinguistics, sociolinguistics.
(4) Barriers and aids to mutual understanding.
(5) World language groupings and their relationships.
(6) Language and meaning—sound and symbol, semantics, semiotics.

Practice
(1) Direct and situational approaches—audio-lingual techniques.
(2) Vocabulary development; methods of stimulation and reinforcement, identification, concept, definition.
(3) Forms and structures—pattern practice and chain patterning.
(4) Opportunities for observation of migrant children in school situations. Contact with adult education groups, non-English-language cultural organizations, governmental and civic agencies, e.g., Good Neighbor Council.
(5) Practical teaching experiences where theory is applied to teaching situations.

**Methodology**

(1) Studies in motivation.
(2) Diagnosis of stages of difficulty and sources of error.
(3) Bilingualism and associated problems.
(4) Individual and group language learning techniques.
(5) Audio-visual aids in language teaching and language learning.
(6) Language laboratories and programmed instruction in language teaching.
(7) Syllabus making—grading and sequence of material; lesson units and preparation.
(8) Development and integration of the language skills within a total programme (listening, speaking, reading, writing).
(9) Cultural enrichment and transfer.
(10) Testing of language aptitudes and proficiency.

**TEXTBOOKS**

Derrick, June.
West, Michael.

**REFERENCES**

Periodicals.


Relevant books and periodicals are to be found in the college library under sections 153, 400-410, 428, etc.

An up to date bibliography is issued at the beginning of each year.

**ADDITIONAL REQUIREMENTS**

Students are expected:

(a) to participate in seminar discussions, and to lead one such seminar;
(b) to present a major assignment on a topic chosen in consultation with the lecturer, designed to investigate some aspect of language teaching or learning, or some specific problem met by migrants in Australia.

**ASSESSMENT**

By progressive evaluation of completed units of work and by a final examination.

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**DEPARTMENT OF INDUSTRIAL ARTS**

**SUMMARY OF SUBJECTS**

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**CRAFT IAE**

Three hours per week

This unit is aimed at developing in the student an awareness of the scope, cultural and historical background and place in our modern society of some of the traditional crafts involving metal, leather, wood, etc. It will provide an opportunity to apply skills in an individual and creative manner, thus fostering powers of selective judgment; an appreciation of materials, tools and processes, and an awareness of aesthetic and functional quality in the varied products of man.

**REFERENCE BOOKS**

Clegg, Helen, and Larom, Mary.
Mattila, Edward L.
Mosley, Johnson, Koerig.
Rottger, Ernst.
Ulrich, H., and Klante, D.

CRAFT IIAE

Three hours per week

The unit is organized to provide the opportunity for theoretical and practical exploration of traditional and current methods of graphic communication. Laboratory activities are designed to encourage the development of individual expression through the use of a wide variety of media including paper, fabric, plastic, felt and glass.

REFERENCE BOOKS
Baranski, M.
Keller, I.
Malé, A.
Taylor, F. A.

CRAFT IIIAE

Three hours per week

Students will be introduced to the study and appreciation of a wide variety of plastic materials. Criteria of evaluation will be the history of plastic materials, together with design to form an examinable theoretical framework for the course. The relationship of plastic materials to other areas of innovative endeavour and an appreciation of form and applied surface design are important areas of study.

Laboratory projects will include examples of historical and contemporary design, executed in such plastic materials as clay, paper, plaster, P.V.C. and related media.

REFERENCE BOOKS
Moseley, S., Johnson, P., and Koenig, H.
Kenny, B.
Nelson, C.
Winterburn, M.
Taylor, F. A.
Ball, F. C., and Lovoos, J.

CRAFT CS II

Three hours per week

The subject is designed to develop an understanding of the significance of craft activities in the overall education of the Primary and Infant school pupil.

Consideration is given to the development of ideas and techniques suitable for planning and implementing a variety of craft activities in the classroom.

Laboratory classes make provision for working in a wide range of media. Activities undertaken are designed to have students gain confidence in their ability to teach simple tasks by example.

REFERENCES
From time to time specific reference will be made to books, periodicals and leaflets relevant to various sections of the subject. An extensive list of teacher reference material is to be completed during the course. General reading for the subject area can be found under 745 in the college library.

CRAFT CS IIIA

Three hours per week

An investigation of the pattern of physical, social, and mental development in the 4- to 8-year-old child, will form the foundation on which this study is structured.

Information gained from this investigation will be related to the requirements of the child in the practice of creative activities, in a wide variety of media, and the processes of translating concepts into visual and tactile form.

Special emphasis will be placed on the correlation of handwork activities with other areas of learning experience within the curriculum and with personal experience the child has gained from contact with the environment.

It is anticipated special interest studies will be made available to provide students with the opportunity to develop an aesthetic response through involvement in practical experiences, studies of techniques, historical studies and philosophies, or to conduct research into application of creative activities to the education of the physically, intellectually or socially handicapped child.

TEXTBOOK

REFERENCES
See Craft CS IIIB. References.

CRAFT CS III B

Three hours per week

The subject is designed to reinforce and enlarge upon the primary section of the CS II curriculum course. Emphasis is placed upon application to the classroom situation. The view that craft activities in the primary school can be used as a means of implementing more effectively other subject areas of the primary curriculum is basic to the study of the subject.

The subject organization is developed around a number of major areas or units. A portion of the time allocated to each of these units is devoted to the acquisition of manipulative skills through the construction of projects, curriculum enrichment products, and instruc-
tional aids which are representative of those made and used by primary
school children. Unit areas involve consideration of the place and
function of craft activities in the primary school, an examination of
the construction process, planning for craft activities, model making
and the application of a variety of materials in the classroom.

TEXTBOOK
Miller, W. R., and Boyd, Teaching Elementary Industrial Arts. South Holland,
G.

REFERENCES
From time to time specific reference will be made to books, periodicals and leaflets
relevant to various units in the subject. An extensive list of teacher reference material
is to be completed during the study. General reading for the subject area can be found
under 743 in the college library.

DRAWING AND DESIGN I

Four hours per week

PART A — Drawing

The theory of geometrical drawing and its application to Engineering
and Architectural drawing are the fundamental aims of the unit.
The relationship between orthographic, isometric, oblique, axonometric
and perspective drawings with some examples in freehand
sketching of machine parts and architectural details. The solution
of problems in relation to the practical application of plane and solid
geometry is also required. A high standard of draughtsmanship is a
fundamental requirement.

Standards used throughout the study conform to Australian Standard
Drawing Office Practice and Architectural and Building Practice.

ASSIGNMENTS
Practical exercises commenced in lectures are completed as assignments.

ASSESSMENT
Progressive evaluation of assignments submitted and by tests, and a final examination.

TEXTBOOKS
Fitness, E. W.
Gare, E. G., Loving, R. O.,
and Hill, J. L.

REFERENCE BOOKS
Jenson, C. H.
Co-operative Building
Societies of N.S.W.
Standards Association of
Australia.
The Institute of Engineers.

College library at 744.

PART B — Method

General principles underlying the planning, programming, teaching
and examining of teaching skills are discussed and related to the topics
presented during seminars. Guidance is given in analysis and prepara-
tion of lessons; in the preparation of daybook notes; in lesson infor-
mation sheets, charts and teaching aids.

The development of technology from 5000 B.C. to the present day
as an historical background to the Industrial Arts studies. Principles of
colour and design as a basis of aesthetic design applied to technology.
Development of individual skills, and techniques in project drawings
in the form of perspective drawing and architectural rendering.

ASSIGNMENTS
To be completed on a weekly basis on work discussed and demonstrated during
lectures.

ASSESSMENT
Progressive evaluation of assignments and tests, and a final examination.

TEXTBOOKS
Glenister, S. H.
Kranzberg, M., and Pur-
sell, C. W.
Zimmerschied, G.

REFERENCES
Be found under 745 in the college library.

DRAWING AND DESIGN II

Four hours per week

PART A — Descriptive Geometry

Principles of descriptive geometry. Third angle projection. Re-
ference planes, principles of orthographic projection, projection of
points, lines and solids, true lengths, inclination of lines to the principal
planes.

Auxiliary planes, traces, projection of points, lines and solids, inter-
section of lines and planes, sectional views, true shapes, developments,
lines and solids inclined to both planes.

Oblique planes, intersection of planes, projection of points and lines
on the oblique plane, conversion of the oblique plane to a simply
inclined plane, intersection of lines and the oblique plane (piercing
points), projection of lines perpendicular to the oblique plane, true
shapes by rebatement of the oblique plane, projection of solids on, or
cut by the oblique plane, mining problems.

Shortest distance from a point to the oblique plane, point and lines,
line and line (skew lines). Dihedral angles. Developments of the cone,
oblique cone, cylinder, oblique cylinder, transition pieces by triangula-
tion. Intersection of solids with parallel or inclined axes. Fillet curves
and rod ends. Conic sections.
ASSIGNMENTS
Two per term.

ASSESSMENT
Progressive evaluation of class work, assignments and final examination.

TEXTBOOKS

REFERENCE BOOKS

PART B—Craft
Appreciation of fine workmanship and design. Development of a background of techniques in a wide variety of media and equipment. Research into the history and development of various crafts, viz., Weaving, Basketry, Leatherwork, Papier Mache and Bookcrafts.

ASSIGNMENTS
Students are required to compile their own individual notes on design, history, techniques, materials, source books relevant to each craft, to be submitted together with practical examples for assessment. To be presented at end of each term.

ASSESSMENT
By progressive evaluation and semester tests.

TEXTBOOKS

REFERENCE BOOKS
Black, M. E., New Key to Weaving. Milwaukee, Bruce, 1957.

College library from 685 to 745.

DRAWING AND DESIGN III
Four hours per week.

PART A—Engineering Drawing and Design
The purpose of this study is to:
(i) consolidate and integrate those areas of drawing (isometric, plane geometry, descriptive geometry, etc.) previously studied.
(ii) extend the student’s knowledge in the field of Engineering Drawing.

(iii) show the student how this information can be channelled back to pupils by careful programming and lesson preparation.

The student will be required to complete a number of Engineering Drawings representative of the range covered in schools. All drawings are required to conform strictly to the current Engineering Drawing Standards. Drawings should include such items as levers, screw threads (inclined planes), wedges, cotters, keys and keyways, cams, cranks, bearings, springs, couplings, etc.

Analysis of the drawings made should include—
(a) reasons for choice of materials in components,
(b) criticisms of design (consideration given to mechanical advantage, link mechanisms, efficiency, safety factor, etc.),
(c) limits and fits and machine finishes in general,
(d) related topics in descriptive geometry, plane geometry, etc., covered,
(e) difficulty in making component (e.g., as required in lobe).

The student should become critical of the choice of drawings suitable for different years and develop a facility for recognizing drawings suitable for reinforcing principles taught in other areas.

The student will be required to produce original programmes for senior or junior years giving consideration to the pupil’s previous drawing experience and the level of study.

ASSIGNMENTS
Practical exercises commenced in lectures are completed as assignments.

ASSESSMENT
Progressive evaluation of assignments submitted and by tests, and a final examination.

TEXTBOOKS

REFERENCE BOOKS

College library at 744.

PART B—Craft
Graphic Arts—Short history of the evolution of recording. Printing presses and type, composition, methods of printing. Preparation of mattes and the operation of duplicators and offset printing machines.

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Ceramics—Short history of ceramics, preparation of clay, shaping, moulding, modelling, throwing, decorating, glazes and glazing, firing.

ASSIGNMENTS
Practical work commenced in lectures is completed as assignments. Essays on the history of each craft to be submitted at the beginning of second and third term.

ASSESSMENT
Progressive evaluation of practical work, assignments and final examination.

REFERENCE BOOKS

College Library at 650 and 738.

TECHNOLOGY IIA—Metal and Allied Materials
Four hours per week

The unit aims at providing a good foundation in basic metalworking processes and techniques which can be extended in Metals Technology II and III. The processes include fitting, machining, fabrication and sheet metalwork. Safe working practices and care of tools, appliances and machines are fundamental aspects of the subject.

Students are expected to reach a satisfactory standard in a set number of practical assignments to be completed during lecture hours.

Theoretical aspects of the work will be examined by a series of short tests given throughout the year.

ASSIGNMENTS
Assignments of approximately 2,000 words each are to be presented in first and in third term.

ASSESSMENT
Progressive evaluation, assignments and yearly examination.

TEXTBOOK
Department of Technical Education.

REFERENCE BOOKS

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TECHNOLOGY IIIA—Metal and Allied Materials
Four hours per week

The aim is to develop individual ability for integrated design and construction and in order to foster this approach the major project for the year is to be one designed and produced by the student. This
approach is intended to educate the student to be more adaptive to change.

Opportunity will be provided for experience in the areas of advanced machining, fabrication, foundry and power sources.

Theoretical aspects associated with the above areas of work will be covered. Safe working with both hand tools and machines is stressed at all times.

**ADDITIONAL REQUIREMENTS**
A comprehensive written report is to accompany the major project. Two written assignments of approximately 2,000 words each prepared following individual research.

**ASSESSMENT**
Assessment will be by assignments, progressive evaluation and yearly examination.

**TEXTBOOKS**

**REFERENCE BOOKS**

**TECHNOLOGY IB—Wood and Allied Materials**
Four hours per week.

This unit aims to provide a sound knowledge of woodworking processes which can be further developed in subsequent years.

This knowledge finds a broad application in practical work, which simultaneously provides practical skills commensurate with the experience of the individual student.

Students practise safe working habits with hand tools and machines, and a planned approach is made for setting up safety programmes.

Content and methods relating to the following topics are studied by way of assignments: general principles of design, joining timber, tool maintenance, wood technology, timber products, allied materials, decorative treatment of timber, wood-finishing and woodturning.

A study in the utilization of timber over the last two centuries and its influence on the development of society will be carried out in a historical and technical context.

**ASSESSMENTS**
- Monthly testing on assigned work. One essay assignment of approximately 1,500 words due at the end of each semester.

**ASSESSMENT**
- Progressive evaluation, monthly tests, assignments and final examination.

**TEXTBOOKS**
- *College Library at 684, 736, 745, 749.*

**TECHNOLOGY IB—Wood and Allied Materials**
Four hours per week.

Students are given the opportunity of extending the scope of work covered in Technology IB. Preparation of working rods or skill for all furniture projects designed by the student, to be presented before work is commenced. Selection of examples in this field varies according to the ability possessed by the individual student. Areas of work to include the following: turning; cabinet making; decorative treatment; timber finishes and wood machining. Theoretical aspects associated with the above areas of work are covered and applied in the laboratory.

Tool maintenance and the safe use of tools, appliances and machines are fundamental parts of the subject.

A study of the history and development of hand tools is included.

**ASSESSMENTS**
- Written assignments to be submitted on a weekly basis.

**ASSESSMENT**
- Progressive evaluation, monthly tests, assignments and final examination.
TECHNOLOGY IIIIB—Wood and Allied Materials

Four hours per week

A study is required of the part that wood in all its forms has played in the development of civilization. These investigations also show the relationship of this study to other areas of utilization of natural resources. A full appreciation of present day applications to man’s environment is encouraged.

The investigation of aesthetic design, sound engineering principles, scientific treatment of wood internally and externally, husbandry and marketing forms part of the course.

The use and maintenance of machinery is included in the course by means of demonstrations and practical application. The full use of power equipment to reduce time taken for project work is accepted.

A major project will be undertaken in one of the following fields—cabinet work; elementary boat building; model building construction; wood turning; joinery; teaching aids; working models and demonstration equipment. Each student is asked to present projects in each of the other areas, to his own design, where possible.

The student is required to investigate the origins and development of new building and furnishing materials and new manufacturing processes since 1900. This study shows to what extent these new materials have altered the habitat of the individual.

ASSIGNMENTS

Work commenced in lectures is completed as assignments. Project work to be presented on completion and before mid-October. Other assignments will be set as the course develops.

ASSESSMENT

Assignments, progressive evaluation and final examination.

TEXTBOOKS


REFERENCE BOOKS


College library at 684 and 690.

MATERIALS SCIENCE III

Four hours per week

The purpose of this unit is to consolidate and extend the students’ knowledge up to the standard of the level one Materials Science Strand contained in the Industrial Arts Syllabus of the N.S.W. Higher School Certificate. Emphasis will be placed on careful programming and lesson preparation including use of simple practical demonstrations in the teaching situation.

Topics to be studied are all those set out in the current level one syllabus with extensions into the field of strength of materials. A major emphasis in the course will be the integration of all types of materials.

Lectures will be supplemented by tutorial exercises, seminars and an integrated laboratory programme.

ASSIGNMENTS

Two assignments of 3,000 words; the first being an essay on a topic relating to the theory of Materials Science, the other being a report of a study of the Industrial Arts Syllabus for the Higher School Certificate. "

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOK


REFERENCE BOOKS


MECHANICS III

Four hours per week

The purpose of this study is to consolidate and extend the students' knowledge up to the standard of the level one Elementary Engineering Mechanics Strand contained in the Industrial Arts syllabus of the N.S.W. Higher School Certificate. Emphasis will be placed on careful programming and lesson preparation including use of simple practical demonstrations in the teaching situation.

Topics to be studied are all those set out in the current level one syllabus.

Lectures will be supplemented by tutorial exercises, seminars and an integrated laboratory programme. Students will be required to work numerous examples in each topic and be encouraged to analyse the possible sequence of presentation of the theory concerned, relevant demonstration and related classroom examples.

ASSIGNMENTS
Two assignments of 3,000 words; the first being an essay on a topic relating to the history of Engineering Mechanics, the other being a report of a study of the Industrial Arts Syllabus for the Higher School Certificate.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOK

REFERENCE BOOKS

College library at 530 and 620.

MATHEMATICS DEPARTMENT

SUMMARY OF SUBJECTS

Subjects Under New Regulations

First Year

Mathematics CSIA Mathematics in the Infant and 4 hrs p. wk
Primary Schools
Mathematics IA Algebra and Theoretical Number 4 hrs p. wk
Mathematics IB Calculus 4 hrs p. wk
Mathematics IC Curriculum Studies and Secondary 4 hrs p. wk
Method and Vectors and Geometry (Co-requisite MATHE-
MATICS IA and IB)
Mathematics IAE Algebra and Calculus 4 hrs p. wk

Second Year

Mathematics CSIIA Mathematics in the Infant and 2 hrs p. wk
Primary Schools
Mathematics IIA Algebra and Mathematical 4 hrs p. wk
Structures
Mathematics IIB Calculus and Analysis 4 hrs p. wk
Mathematics IIC Secondary Method and Applied 4 hrs p. wk
Mathematics II AE Calculus, Vectors and Geometry 4 hrs p. wk
Mathematics IIBE Mathematics for Industry 4 hrs p. wk

Third Year (To be introduced in 1975)

Mathematics IIIA 4 hrs p. wk
Mathematics IIIB 4 hrs p. wk
Mathematics IIIC 4 hrs p. wk
Mathematics IIID 4 hrs p. wk
Mathematics IIIAE 4 hrs p. wk
Subjects Under Old Regulations

Mathematics CS IIIA—Advanced Primary Method—3 hours per week.
Mathematics CS IIIB—Advanced Infant Method—3 hours per week.
Mathematics XU IGP IIIA—Mathematics in the Infant and Primary Schools—2 hours per week.
Mathematics XU IGP IVIA—Mathematics in the Infant and Primary Schools—2 hours per week.
Mathematics SM IIIA—Analysis—4 hours per week.
Mathematics SM IIIB—Complex Variable—4 hours per week.
Mathematics SM IIIIC—Algebra—4 hours per week.
Mathematics SM IIID—Projective Geometry—4 hours per week.
Mathematics XU IS IIIA—Junior Secondary Mathematics Method—3 hours per week.
Mathematics XU IS IIIB—Senior Secondary Mathematics Method—3 hours per week.
Mathematics XU IS IVA—Junior Secondary Mathematics Method—3 hours per week.
Mathematics XU IS IVB—Senior Secondary Mathematics Method—3 hours per week.
Mathematics IIIA—Calculus, Vectors and Geometry—3 hours per week.
Mathematics IIIA—Algebra and Applied Mathematics—3 hours per week.

SUMMARY OF REQUIREMENTS IN MATHEMATICS IN PROFESSIONAL COURSES

1. Three-year Courses leading to a Diploma in Teaching

(a) Secondary Mathematics
Mathematics IA, IB, IC
Mathematics II, II, IIC
Three of Mathematics IIIA, IIIB, IIIC, IIID

(b) Primary Mathematics
Mathematics CSIIA
Mathematics CSIIIA or
Mathematics CSIIIB

2. Two-year Courses leading to the Diploma in Teaching

(a) Secondary Mathematics
Admission Qualifications—One-third of a university degree including a pass in Mathematics I, or the equivalent.
In the first year, students will enrol in:
(i) the method component of Mathematics IC;
(ii) the strands (a) and (d);
(iii) three of the strands (b), (c), (f) and (g);
(iv) the general professional courses required by the college.
In the second year, the requirements are the same as those for 3-year secondary students proceeding to their third year.

(b) Primary Mathematics
Mathematics CSIIA—Mathematics in the infant and primary schools.

3. One-year Courses leading to the Diploma in Teaching

(a) Secondary Mathematics
Admission Qualifications—Two-thirds of a university degree including passes in Mathematics I and II, or the equivalent.
Mathematics XU IS IIIB—Senior Secondary Mathematics Method.
Special admission may be granted to students with a pass in Mathematics I only, provided that such additional courses as are nominated by the head of the department are completed as co-requisites.

(b) Primary Mathematics
Mathematics XU IGP IIIA—Mathematics in the infant and primary schools.

4. One-year Courses leading to a Graduate Diploma in Education

(a) Secondary Mathematics
Admission Qualifications—The college requirements for entry which must include a major sequence in Mathematics, or the equivalent.
Mathematics XU IS IVB—Senior Secondary Mathematics Method.
5. Conversion Courses leading to the Graduate Diploma in Education or Diploma in Teaching

Entry requirements and subject details are the same as those stipulated for these courses in their respective categories.

OUTLINE OF SUBJECTS

The subjects in Mathematics are designed to provide the interested and able student with a sound appreciation of contemporary Mathematics. Sequences of 2 or 3 years are provided which present a broad profile of Mathematics and permit a degree of individual selection through the provision of elective strands.

In addition to offerings in Mathematics, subjects are arranged in mathematics education, to prepare students for the teaching of mathematics in the infants, primary and secondary schools.

1. Organization of Sequences in Mathematics

For the student specializing in Mathematics, the second and third year offerings are arranged in 2-hour strands which may be combined in the various ways described below to provide the desired sequences.

Mathematics IIA—Two of the strands (b), (e) and (g). Strand (b) is compulsory for students training as secondary Mathematics teachers.
Mathematics IIB—Two of the strands (d), (e) and (f). Strands (d) and (e) are compulsory for students training as secondary Mathematics teachers.
Mathematics IIC—Two of the strands (a), (f) and (g). Strand (a) is compulsory for students training as secondary Mathematics teachers.
Mathematics IIIB—Two of the strands (h), (i) and (j).
Mathematics IIIC—Two of the strands (k), (l) and (m).
Mathematics IIID—Two of the strands (l), (i) and (o).

Students training as secondary Mathematics teachers are required to enrol in strands (h), (m) and (n) and any three of the remaining six to complete their three third-year units.

2. SUMMARY OF STRANDS

Strand (a)—Curriculum Studies and Junior Secondary Method.
Prerequisite—MATHEMATICS IA.

Strand (b)—Matrices and Elementary Vector Spaces.
Prerequisite—MATHEMATICS IA.

Strand (c)—Finite Mathematics.

Strand (d)—Calculus.
Prerequisite—MATHEMATICS IB.

Strand (e)—Real Analysis.
Prerequisite—MATHEMATICS IB.

Strand (f)—Applied Mathematics.

Strand (g)—Boolean Algebra and Computer Studies.

Strand (h)—Group Theory.
Prerequisite—MATHEMATICS IA.

Strand (i)—Linear Algebra.
Prerequisite—Strand (b).

Strand (j)—Projective Geometry.

Strand (k)—Complex Variable.
Prerequisite—Strand (d).

Strand (l)—Differential Equations.
Prerequisite—Strand (d).

Strand (m)—Analysis of Metric Spaces.
Prerequisite—Strand (e).

Strand (n)—Curriculum Studies and Senior Mathematics Method.
Prerequisite—Strand (a).

Strand (o)—Probability and Statistics.

Strand (p)—Numerical Analysis.
Prerequisite—Strand (g).
3. SUBJECT OUTLINES—FIRST YEAR

Subjects Under the New Regulations

MATHEMATICS CS IA—Mathematics in the Infant and Primary Schools

Three hours per week

This unit involves the study and discussion of methods of developing number and mathematical concepts of children in the infant and primary schools. Regard is also given to the background of mathematics necessary for a teacher to provide the enrichments envisaged by the N.S.W. curriculum.

1. General methods and lesson structure.
   (a) Oral drill and written practice.
   (b) Questioning techniques.
   (c) Testing.

2. Research into the learning of mathematics. Consideration of the ideas of:
   (a) Piaget.
   (b) Dienes.
   (c) Bruner.

3. The use and value of structured materials:
   (a) Cuisenaire rods.
   (b) Dienes MAB blocks.

4. Sets.

5. Cardinal numbers and whole numbers.


9. Elementary properties of whole numbers: odd and even numbers, prime and composite numbers, figurate numbers, etc.


11. Rational numbers: concept, representation, algorithms and properties.


13. Field of real numbers.


15. Problems.

16. Spatial relationships and elementary topology.

17. Graphs.


Additional Requirements

Short class exercises to be submitted at regular intervals during the year. The compilation of a "Mathematics Ideas Book" constitutes a major assignment which will be due at the beginning of third term.

ASSESSMENT

Assignments, class exercises, final examination.

A satisfactory level of arithmetic calculation is required before students are regarded as qualified to teach Mathematics. Regular tests will be held during the year to determine when this level is attained.

TEXT


REFERENCE BOOKS


MATHEMATICS IA

Four hours per week

Logic.

Sets and Cardinal Numbers.

Mathematical Structures: groups, rings, integral domains, fields.

Integers: structure of the set of integers, elementary properties of integers, mathematical induction.

Rational Numbers: structure and properties of the set of rational numbers.

Polynomials.

Real Numbers: structure and properties of the set of real numbers.
Complex Numbers: structure and properties, Argand diagrams, de Moivre's theorem, applications.
Elementary properties of Matrices and Determinants.
Linear Equations.

ASSESSMENT
Assignments, class tests, final examination.

TEXT

REFERENCE BOOKS

MATHEMATICS IB
Four hours per week
Sets.
Mappings, relations and functions.
Graphs.
Limits, infinite sequences and series, conditions for convergence.
Functions of the real variable.
Continuity and differentiability.
Methods of differentiation and applications of differentiation.
Integration, approximate integrations, methods of integration, applications of integration.
Applied mathematics; elementary kinematics and kinetics as applications of the differential and integral calculus.

ASSESSMENT
Assignments, class tests, final examination.

TEXT

REFERENCE BOOKS

MATHEMATICS IC
Four hours per week
This unit will be given in two strands, the one Curriculum Studies and Secondary Method, the other Vectors and Analytic Geometry.

CURRICULUM STUDIES AND SECONDARY METHOD
An investigation of the background of Mathematics of first form pupils with reference to the curriculum and the common approaches used in the primary school.

General principles of classroom procedures: class management; questioning; motivation and fixing techniques; use of teaching aids; testing; lesson preparation and lesson notes.

Forms I and II—curriculum study: number and geometry.

VECTORS AND ANALYTICAL GEOMETRY
Fundamentals covered in Mathematics IA and IB. Logic, sets, functions and relations, inverse functions, graphs.
Two-dimensional vectors and their applications to geometry and applied mathematics.
Scalar and vector products, applications.
Lines, circles and convex sets in the plane.
Polar co-ordinates and special curves.
Conic sections.
Isometries of a plane: translations, rotations and reflections.
Reflections and rotations in matrix form, application to conic sections.
Three-dimensional vectors, triple products, geometrical applications.
Lines, planes, spheres and convex sets in three dimensions.
Surfaces and curves.
Isometries in three-dimensional space and quadric surfaces.

ASSESSMENT
Assignments, class tests, final examination.

REFERENCE BOOKS

MATHEMATICS IAE—Algebra and Calculus
Four hours per week
This study is designed to provide the student with an interest in Mathematics with the opportunity of expanding that interest and of...
also acquiring a greater appreciation of the basic principles of the subject.

The topics considered will be taken from, but not necessarily limited to, the following:

- Sets
- Mappings, relations and functions
- Graphs
- Limits
- Functions of a real variable
- Continuity
- Methods of differentiation, integration and their common applications
- Complex numbers
- Matrices and determinants
- Polynomials and the theory of equations
- Mathematical induction
- Practical mathematics—elementary surveying, model making, mechanical construction of curves

ASSESSMENT
Assignments, class tests, final examination.

REFERENCE BOOKS
Suitable reference books will be nominated during the progress of the study.

SUBJECT OUTLINES—SECOND YEAR

MATHEMATICS CS II A—MATHEMATICS IN THE INFANT AND PRIMARY SCHOOLS
Two hours per week

See MATHEMATICS CS IA.

MATHEMATICS II A
MATHEMATICS II B
MATHEMATICS II C
Refer to ORGANIZATION OF SEQUENCES IN MATHEMATICS. SECOND YEAR STRANDS.

MATHEMATICS III A
MATHEMATICS III B
MATHEMATICS III C
Refer to ORGANIZATION OF SEQUENCES IN MATHEMATICS. THIRD YEAR STRANDS.

Second Year Strands

STRAND (a)—CURRICULUM STUDIES AND JUNIOR SECONDARY METHOD

Two hours per week

Prerequisite—Mathematics IC.

Note. Extensions of topics introduced in Mathematics IC are marked with an asterisk (*).

*Curriculum Study
Extension of the study of Mathematics courses to form IV, all levels. Selection of topics from the above courses to illustrate topic development and the structure of various lesson types.

The Higher School Certificate Level 3 Syllabus: Intensive study of selected topics.

*Instructional Media

Teaching and Learning Theories
The aims and principles of the Secondary Mathematics Curriculum. Introduction to the work of Piaget, Dienes, Bruner, Ausubel, Fehr and Mathews (The Nuffield Project).

The concept of "Readiness" and its assessment.

The notion of the Spiral Curriculum related to current policy and practice in N.S.W.

*Classroom Management
Brief review of the unit covered in first year.

Getting acquainted: names of pupils; background, personality, school record, potential.

Catering for individual differences; diagnosis, remediation, programmed instruction, team teaching, enrichment.

Grading and Grouping: flexible groupings, leaders, partners, use of monitors; learning levels and mobility.

Progressive assessment.

Innovative Teaching Methods: Programmed learning, teaching machines.

Extra-mural experiences.

*Practical Work
Review of the first year unit.
Paper folding; the use of pins and strings: the conics, lemniscate, cardioid, rose curves.
Trigonometric surveying and the use of calculating machines.

*Evaluation*
Review of the first year component; need for “feedback”.
The Education Department’s Public Examinations.
Statewide assessment and progressive evaluation: advantages and pitfalls.
Mediation.
The classroom testing programme. Item analysis.
The assessment of “other aims” of the syllabus.

*Demonstration Lessons*
A continuing programme of demonstrations will be undertaken in district high schools to illustrate lecture material in a practical setting.
The compilation of a file of reports on lessons observed will be continued.

ASSESSMENT
Final examination and assignments.

TEXTBOOKS

REFERENCE BOOKS
The following Journals will be useful:
Association of Teachers of Mathematics: Mathematics Teaching.
Australian Association of Mathematics Teachers: The Australian Mathematics Teacher.

STRAND (b)—MATRICES AND ELEMENTARY VECTOR SPACES
Two hours per week

Prerequisite—Mathematics IA.

Matrices.
Revision of basic definition.
Rank of matrix.
Determinants.

Vectors.
Vectors in space and in the plane.
Vector spaces.
System of linear equations.
Linear dependence of vectors.
Dimensions of a vector space.

Change of basis.
Inner product, length and angle.

Algebra of Matrices.
Multiplication of matrices.
Inverses and zero divisors.
Elementary transformations and determinants of rank.
Augmented matrix.
Solution of equations.
Canonical form of augmented matrix.
Equivalent matrices and canonical forms.
Multiplication of partitioned matrices.

Linear Transformation in a Vector Space
Definition of a linear transformation and its matrix relative to a given basis.
Kernel of the transformation.
Singular and non-singular linear transformations.
Properties of non-singular transformations.
Matrices of a linear transformation relative to a different basis.

Similar Matrices and Diagonalization Theorems
The characteristic roots and Eigen vectors of a matrix.
Similarity.
Matrices similar to diagonal matrices.
Canonical forms.

TEXT

REFERENCES

STRAND (c) FINITE MATHEMATICS
Two hours per week

Graphs and networks. Critical path, shortest path, minimal tree, maximum flow.
Linear programming—the simplex algorithm.
Solution of a Matrix game.
Finite geometries.
Block designs.
No Set Text.
REFERENCE BOOKS
Benner, C. P. (et al.).
Busacker, R. G., and Saaty, T. L.
Gass, S. I.
Hall, M.
Lipschutz, S.
Liu, C. L.
Owen, G.


STRAND (d)—CALCULUS
Two hours per week

Prerequisite—Mathematics IB.
First order differential equations; separable, homogeneous linear; geometrical applications.
Partial differentiation: functions of two or more variables, definitions of partial derivatives and geometrical application to tangent planes and normals to a surface; total differential, approximations, rates of change, maxima and minima, higher order derivatives; exact differentials and solution of exact first order differential equations.
Vector calculus, line integrals.
Double integrals with applications to volumes, plane and surface areas. Infinite series: tests for convergence; Taylor's theorem with remainder; series for $e^x$, $\ln (1 + x)$, $\sin x$ etc.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT
No prescribed text.

REFERENCES
Apostol, T.
Ayres, F.
Kaplan, W., and Lewis, D. J.
Thomas, G. B.

Calculus and Linear Algebra vol. 1, 2.
Calculus and Analytic Geometry.

STRAND (e)—REAL ANALYSIS
Two hours per week

Prerequisite—Mathematics IB.
Sets, index sets, cardination, denumerable sets, transfinite numbers, countable sets.
Rational numbers, place value representation, special forms, representation properties, structure properties of rational numbers, limitations of rational numbers.

Real Numbers, definition through field axioms, order axioms and supremum axiom, properties of real numbers, Cantor ternary sets.
Mappings, sequences, convergent sequences, algebra of limits, monotone convergence, introduction to the topology of real numbers, open intervals, Cauchy sequences, completeness and compactness—Heine-Borel Theorem.
Series, finite series and methods of summation. Infinite series, divergence and convergence, tests of convergence, series of positive and negative terms, absolute and conditional convergence.
Power Series—ranges of convergence.
Continuity, determination of continuity of real mappings, properties of continuous mappings, uniform continuity.
Differentiation, the derivative and determination of differentiability for real mappings, properties of differentiable functions, Rolle's theorem, Mean Value theorem, Cauchy Mean Value theorem and l'Hôpital's rule.
Maclaurin's expansion and Taylor's theorem.
Integration, the Riemann integral, properties of integrable mappings, fundamental theorem of calculus, improper integrals.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT
Giles, J. R.

REFERENCES
Anderson and Hall.
Burrill and Knudsen.
Labarre, Anthony E.


STRAND (f)—APPLIED MATHEMATICS
Two hours per week

Dynamics of a particle moving in a straight line.
Kinematics, motion of point in a straight line under constant or variable acceleration. The velocity-time graph.
Change of reference origin. Simple harmonic motion.
Kinetics. Concept of force, mass, momentum, impulse, work, kinetic and potential energy, conservation of energy.
Dynamics of a system of particles moving in a straight line.
Dynamics of a particle moving in more than one dimension.
Curvilinear motion.
Vectors. Relative velocity and acceleration.
Motion of a particle in a plane. Projectiles.
Circular motion.
Centres of Mass.
Two-dimensional statics.
Forces and equilibrium.
Virtual work.

ADDITIONAL REQUIREMENTS
Weekly exercises.

ASSESSMENT
Class Tests and Final Examination.

TEXT
To be announced.

REFERENCE BOOKS

STRAND (g)—BOOLEAN ALGEBRA AND COMPUTER STUDIES
Two hours per week
General introduction, historical data. Typical large scale computer systems.
Number systems—binary, octal, decimal, hexadecimal.
Conversions; negative numbers and complements.
Binary codes. Storage of numbers and instructions.
Logic and Boolean algebra, truth tables, logic gates.
Programming with n-address machines. Comparisons.
Simple machine code.
Calculations and computations on the Canon Canola 167P.
Fortran programming.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT
To be announced.

REFERENCES
Rotations.
Reduction of the matrix of a linear transformation.

Similarity.
Similarity of real symmetric matrices.
Reduction of quadratic forms.
Classification of quadric surfaces.

Vector Spaces over Complex Field.
Inner products.
Normal orthogonal bases and unitary transformation.
Hermitian matrices, forms and transformations.
Normal matrices and transformations.
Spectral decomposition.
The real canonical form of an orthogonal matrix.

ASSIGNMENT
Assignments, Class Tests, Final Examination.

TEXT
Lipschutz, S.

REFERENCES
Johnstone, P. Van
Vleck, McCoy, N.
Zelinsky, D.

Rotations.
Reduction of the matrix of a linear transformation.

Similarity.
Similarity of real symmetric matrices.
Reduction of quadratic forms.
Classification of quadric surfaces.

Vector Spaces over Complex Field.
Inner products.
Normal orthogonal bases and unitary transformation.
Hermitian matrices, forms and transformations.
Normal matrices and transformations.
Spectral decomposition.
The real canonical form of an orthogonal matrix.

ASSIGNMENT
Assignments, Class Tests, Final Examination.

TEXT
Lipschutz, S.

REFERENCES
Johnstone, P. Van
Vleck, McCoy, N.
Zelinsky, D.

Rotations.
Reduction of the matrix of a linear transformation.

Similarity.
Similarity of real symmetric matrices.
Reduction of quadratic forms.
Classification of quadric surfaces.

Vector Spaces over Complex Field.
Inner products.
Normal orthogonal bases and unitary transformation.
Hermitian matrices, forms and transformations.
Normal matrices and transformations.
Spectral decomposition.
The real canonical form of an orthogonal matrix.

ASSIGNMENT
Assignments, Class Tests, Final Examination.

TEXT
Lipschutz, S.

REFERENCES
Johnstone, P. Van
Vleck, McCoy, N.
Zelinsky, D.
STRAND (I)—DIFFERENTIAL EQUATIONS
Two hours per week

Prerequisite—Strand (d)
(To commence in 1975)

Introduction. Solution of equations of the first order and first degree, linear equations. Solutions in Series. The Method of Frobenius. Bessel’s Linear equations with constant coefficients. Systems of simultaneous equation. Legendre’s equation. The Laplace transform. Boundary Value problems. At appropriate stages of the course applications of the theory to the solution of problems in the physical world will be made.

ADDITIONAL REQUIREMENTS
Weekly tutorial exercises.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXTBOOK

REFERENCE BOOKS


STRAND (m)—ANALYSIS OF METRIC SPACES
Two hours per week

Prerequisite—Strand (e)
(To commence in 1975)

Sets, functions and relations.
Metric spaces, examples of metric spaces, norms as metrics, open balls, determination of open balls.
Topology of metric spaces, open sets, convergent sequences, convergence and closed sets, interior, closure and boundary properties, Cauchy sequences and completeness; cluster points and compactness, connectedness.
Equivalent metrics.
Continuity—determination of continuity—continuity and open sets, uniform continuity, continuity and compactness, continuity and connectedness.
Differentiation and Riemann integration, logarithmic and exponential functions.
Interchange of limit operations; integrations and differentiation of sequences of functions, Power series, Taylor’s series, trigonometric functions.

Successive approximations and differential equations.
Partial differentiation.
Multiple integrals.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT
No prescribed text.

REFERENCE BOOKS

STRAND (n)—CURRICULUM STUDIES AND SENIOR MATHEMATICS METHOD
Two hours per week

Prerequisite—Strand (a)
(To commence in 1975)

The organization of Mathematics courses in forms V and VI.
An examination of the syllabus content and of methods of presentation of:
(a) the first level Mathematics course.
(b) the second level Mathematics course (short and full courses).
(c) the computing strand of the third level Mathematics course.
The assessment of pupils studying Mathematics.
The Mathematics laboratory—practical work in Mathematics.
The preparation and presentation of learning aids—teacher made and departmentally supplied.
The organization of a Mathematics Department within a school—the maintenance of records.
Library work for the Mathematics student.
An introduction to professional journals.
Catering for individual differences.
Research into the learning of Mathematics. The views of Dienes, Bruner, Ausabel, Skemp and Biggs.
Comparative studies. School Mathematics outside N.S.W.
Trends in Mathematics teaching.
The component skills of teaching, in a mathematical context, will be illustrated through live demonstrations and the viewing of filmed models.
ASSESSMENT
Progressive evaluation through regular assignments and final examination.

TEXTBOOK
N.S.W. Department of Education.

REFERENCE BOOKS


STRAND (p)—PROBABILITY AND STATISTICS
Two hours per week
(To commence in 1975)

Introduction—discussion of type of problems that statistical methods were designed to solve.

Description of sample data—classification, graphical representation, descriptive measures.

Elementary probability, sample space, Bayes Theorem, random variables, frequency function, distribution function.

Frequency distributions of one variable (for discrete and continuous variables). Binomial, Poisson, Rectangular, normal distributions.

Change of variable.

Statistical inference, hypothesis testing, types of error, power function, elementary sampling theory for one variable.

Frequency distributions of the mean, difference of two means X̄, t, F distributions.

Correlation and regression.

ASSESSMENT
Assignments, Class Tests, Final Examination.

REFERENCES
Freund, J. E.
Hoel, P. G.
Hoel, P. G.
Lindgren and McBrath.

Mathematical Statistics.
Elementary Statistics.
Introduction to Mathematical Statistics.
Introduction to Probability and Statistics.

STAND (p)—NUMERICAL ANALYSIS
(Two hours per week)

Prerequisite—Strand (g)
(To commence in 1975)

Number Systems and the Generation and Propagation of Errors.

Computation Methods for Error Estimation.

Use of Programmable Desk Calculators.

Linear Iteration for Solution of Nonlinear Equations.


Machine Language Programme for Linear Iteration.

Fortran Programme for Newton's Method—Computer.

Fortran Programme for Secant Method—Computer.

Quadratic Interpolation.

Machine Programme for finding the first Real Roots of a Polynomial Function.

Interpolating Polynomial.

Iterated Linear Interpolation.

Inverse Interpolation.

The Finite—Difference Calculus using Desk Calculators.

Numerical Differentiation.

Numerical Integration.

Fortran Programme for Trapezoidal Integration—Computer.

Fortran Programme for Simpson's Rule—Computer.

Fortran Programme for Gaussian Integration—Computer.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT

REFERENCES


The above course would require limited access to a high speed computer using Fortran as a programming language and/or ready access to programmable desk calculators of not less than seven memories plus Jump facilities.

MATHEMATICS IIAE
Four hours per week

Prerequisite—Mathematics IAE (or equivalent).

Complex numbers, structure and properties, Argand diagrams, de Moivre's theorem, applications, isomorphic forms.
Calculus: functions of two or more variables, partial derivatives and applications, higher order differentials, double integrals and applications.

Vectors: Vector algebra, scalar and vector products, physical and geometrical applications.

Geometry: Polar co-ordinates special curves conic sections isometrics of a plane, reflection and rotation in matrix form with applications to conics.

Practical Mathematics: Desk calculator, keyboard calculations, calculations involving memories, programming, branching and looping.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT
No prescribed text.

REFERENCES
Suitable references will be announced as the course progresses.

MATHEMATICS IIIBE
Four hours per week

Prerequisite—A pass in High School Certificate Mathematics at the 2S level.

Syllabus Outline
Review: Real number system, relations and functions, indices, logarithms, trigonometrical ratios, elementary analytical geometry.
Exponential functions, hyperbolic functions, applications.
Logarithmic functions.
Trigonometric functions.
Inverse functions: inverse trigonometric, inverse hyperbolic, general inverse functions.
Differentiation, methods of differentiation, applications.
Integration, approximate integrations, methods of integration, applications.
Partial differentiation.
Taylor’s Theorem and Fourier series.
Elementary vectors, vector sums and differences, applications of vectors to mechanics.
Differential equations. Emphasis will be given to applications required by Industrial Arts students.
Matrices and determinants.
Conics, focal properties, tangent and normal properties.
Aspects of three-dimensional co-ordinate geometry.

ADDITIONAL REQUIREMENTS
Assignments as indicated by the lecturer responsible for the course.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT AND REFERENCES
Suitable references will be announced as the course progresses.

MATHEMATICS IIIAE
Four hours per week

Prerequisite—Mathematics IIIBE (or equivalent).

Differential equations: Equations of the first order and degree with applications to geometry and the physical world. Linear equations with constant coefficients, time and interest will determine the depth of investigation undertaken in this topic.
Vector Analysis: Vector differentiation applications to differential geometry and mechanics; del, grad, div and curl and application, vector integration, line and surface integrals.
Group Theory: Group structure, abelian groups, order of groups and elements, cyclic groups, subgroups, isomorphisms, applications to groups of order 3, 4, 5, 6, 8. Rotations of selected solids.
Computer Studies: Extension of studies with desk calculator to programming in Fortran.

It is hoped that some opportunity will be available for limited studies of Finite Mathematics and Numerical Analysis. Studies in the latter topic will concentrate on problems, suitably assisted by the use of a desk calculator of limited capacity, e.g., Canola 164P.

ASSESSMENT
Assignments, Class Tests, Final Examination.

TEXT
No prescribed text.

REFERENCES
Suitable references will be announced as the course progresses.

SUBJECTS UNDER THE OLD REGULATIONS

MATHEMATICS CS IIIA—Advanced studies of the Primary curriculum in mathematics

Three hours per week

1. Comparative curriculum studies: a comparative study of the N.S.W. curriculum in primary Mathematics with that of another Australian State will be made. The investigation will be directed towards:
   (i) The aims of the curricula and the methods by which they are achieved.
(ii) The nature of the mechanical skills encouraged.
(iii) The criteria of the standards used for the outcomes sought.

Each student will be required to prepare a comparative study from a primary mathematics curriculum on an approved topic not treated in lectures.

2. The teaching of Mathematics: A study of the verbal and activity approaches including discovery techniques, structured materials, environmental methods, etc., commonly used in the primary school. It is anticipated that this section of the course will be closely associated with visits to, and micro-teaching in, local schools. Opportunity will be provided for students to obtain practical experience with:
(i) Structured materials: Cuisenaire rods, Dienes M.A.B. blocks, Stern's apparatus, Unifix material.
(ii) Environmental materials.
(iv) Audio-visual aids.

3. Each student will be expected to engage in a research assignment involving the analysis of some aspect of the curriculum in terms of problems associated with readiness, remedial difficulties, etc. The examination of this aspect of the course will be in the form of a report detailing:
(i) The problem under investigation.
(ii) The nature and description of the investigation.
(iii) The itemization of results.
(iv) The conclusions and recommendations.

ASSESSMENT
Assignments, class exercises, final examination.

REFERENCE BOOKS
Reference books will be recommended during the development of the course.

MATHEMATICS CS IIIB—Advanced studies of the N.S.W. curriculum in mathematics for infant schools
Three hours per week

This course parallels MATHEMATICS CS IIIA described above.

MATHEMATICS XU 1GP IIIA Mathematics in the Infant and Primary Schools
Two hours per week for the year

See Mathematics CS IIA

MATHEMATICS SM IIIA—Analysis
Four hours per week for the year

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**MATHEMATICS SM IIIC—Algebra**

Four hours per week

Theory of Numbers—Divisibility, Primes, Fundamental Theorem of Arithmetic, Congruence and Residues.

Theory of Groups, Rings, Integral Domains, Fields.

Polynomials over a Field.

**ASSESSMENT**

Class tests and final examination.

**TEXT**

Clapham, C. R. J.

**REFERENCE BOOKS**

Benner, C., and Newhouse, A.

Campbell, H.

McCoy, N.

Murdoch, D.

Weiss, M., Dubisch, R.


**MATHEMATICS SM IIID—Projective Geometry**

Four hours per week for the year


If time permits: Locus—conics—tangents—Pascal's Theorem—Brianchon's Theorem.

**ADDITIONAL REQUIREMENTS**

Weekly tutorial examples.

**ASSESSMENT**

Class tests and final examination.
MATHEMATICS XU IS IIIB—Mathematics Method in the Senior Secondary School
Three hours per week for the year
Organization of Mathematics courses in senior high school.
Curriculum Study—Level III 2S, 2F.
Lesson Structure.
Methods of teaching selected topics.
Testing.
Programming courses.
Discussion of school textbooks.
ADDITIONAL REQUIREMENTS
Observation of demonstration lessons. Two assignments of approximately 2,000 words each, due at end of first, second terms, respectively.
ASSESSMENT
Final examination and assignments.

TEXTBOOKS

REFERENCE BOOKS
A.A.M.T. The Australian Mathematics Teachers (Journal).
A.T.M. Mathematics Teaching (Journal).

MATHEMATICS XU IS IVA—Mathematics Method in the Junior Secondary School
Three hours per week for the year
See—Mathematics XU IS IIIA.

MATHEMATICS XU IS IVB—Mathematics Method in the Senior Secondary School
Three hours per week for the year
See—Mathematics XU IS IIIB.

MATHEMATICS IIA—Calculus, Vectors and Geometry
Three hours per week
MATHEMATICS IIA (i): Geometry and Vectors
One and a half hours per week
1. Matrices and co-ordinate systems.
2. Vectors.
3. Determinants.
4. Vector products.
5. Lines in a plane.

6. Planes and lines in a space.
7. The conic sections.

TEXTBOOKS

REFERENCE BOOKS

MATHEMATICS IIA (ii): Calculus
One and a half hours per week
Further integration:
Standard integrals.
Methods of integration.
Reduction formulae.
Partial Differentiation.
Differential Equations.

ADDITIONAL REQUIREMENTS
Class Exercises.
ASSESSMENT
Class tests and final examination.

REFERENCE BOOKS

MATHEMATICS IIIA

PART (i)—Numerical Methods and Finite Mathematics
(a) The desk calculator:
Keyboard calculations on the desk calculator.
Calculations involving memories.
Programming.
Branching and looping programmes.
Fortran computer language. It is hoped that opportunity will exist for each student to "punch up" programmes which will subsequently be processed on a computer.
(b) Finite Mathematics:
  Networks and flows.
  Linear programming; the simplex method.
  Finite projective planes.
  Block designs and configurations.

ASSESSMENT
Assignments, class tests, final examination.

REFERENCE BOOKS
Suitable reference books will be nominated during the course.

PART (ii)—Introduction to Abstract Algebra
Congruences and residues.
Permutations.
Groups.
Rings.
Integral domains.
Vector spaces.

ASSESSMENT
Class tests and final examination.

REFERENCE BOOKS
Weiss, Edwin.
Clapham, C. R. J.
Ayres, F.

DEPARTMENT OF MUSIC

DIPLOMA IN MUSIC (EDUCATION)

A four-year course, conducted by Newcastle Teachers College jointly with the Newcastle Branch of the New South Wales State Conservatorium of Music.

Teachers College Component of the Course
Specialist and Professional Curriculum Studies.

Music Education
S Mu I—Music education in the primary and lower primary school.
S Mu II—An introduction to Music in the secondary school.
S Mu III—Music education in the secondary school.
S Mu IV—Music education in the secondary school senior classes.

DIPLOMA IN TEACHING (PRIMARY AND LOWER PRIMARY)

Electives

Music IAE
Music IIAB
Music IIIE
Music IIIAE
Music IIIIB

All elective courses contain creative music-making and study of the major historical developments in Music. Available in 1974 only to students of Year III.

Curriculum Studies

CSI—P and LP Primary and lower primary Music teaching.
ACS III—P Advanced study of Music in the primary school.
ACS III—LP Advanced study of Music in the lower primary school.

Assessment

Normally assessment is by progressive evaluation based on assignments, tests and exercises, school experience and demonstrations and any practical work. A final examination may be required for any year of any course.
Diploma in Music (Education)

MUSIC S Mu I
Three hours per week

Contents and Presentation
Vocal and instrumental repertoire for infant and primary classes.
Associated teaching techniques.
Programming.

Performance
Unison songs and rounds; descant recorder; rhythmic percussion;
tuned percussion accompaniments.

Aural Work
Exercises related to work in singing and listening activities.
Recognition of instrumental tone colour.

Reading and Writing Activities
Development of musical concepts related to music reading and writing
for infant and primary classes.

Assignments
Three major assignments:
- Development of musical concepts;
- Creative music-making at primary school level;
- Arrangements for tuned percussion instruments;
Shorter exercises will be set throughout the year.

Assessment
Progressive evaluation of tests; assignments; final practical test.

Textbooks
Eele, M.
Priestly, E., and Fowler, F.

Reference Books
Cheyette, I., and Cheyette C. H.
Higgins, Frank.

College library 780-789.

S Mu II—An Introduction to Music in the Secondary School
Prerequisite—Pass in Music S Mu I.
Three hours per week

Content and Techniques
Vocal repertoire for junior classes in the secondary school.
Curriculum study related to first form.
MUSIC S Mu IV—Music Education in the Secondary School—Senior Classes

Prerequisite—Pass in Music S Mu III.

Four hours per week

Elective studies in the senior school: melody writing, harmonization, aural perception, works for listening and score reading.

Music of the nineteenth and twentieth centuries—developments in form, orchestration and techniques of composition.

School choirs and instrumental groups. Part singing and orchestra tion.

Principles of conducting.

Advanced studies—composition and arrangement; the requirements of thesis writing.

Assignments

Three pieces of written work (approximately 1,500 words each) on aspects of the course.

Assessment

Progressive evaluation: class tests, arrangements and written work.

Textbooks

Miniature scores—list to be provided early in the course.

Reference Books

Diplo ma in Teaching (Primary and Lower Primary)

Music—Elective Subjects

Prerequisite—Previous experience of practical work in Music. Intending members of this group are asked to come for interview with the Music Department.

Four hours per week

Harmony and Creative Work

Melodic and harmonic invention for voices and instruments. Chime bar and piano accompaniments. Composition for tuned percussion, recorder, piano.

Aural Work

Rhythm and pitch dictation; sight singing; recognition of cadences.

Practical Work

Performance of students’ compositions; guitar class.

The Development of Music

Examination of sacred and secular works illustrating the main developments in form, orchestration and musical styles from about 1650 to the present day. The interaction of the more significant features of musical and social thought and activity.

Essays and Assignments

Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music (1,500 words each).

Assessment

Progressive evaluation—semester tests, exercises and assignments.

Textbooks


Reference Books


Music IAE

Prerequisite—Pass in Music IAE.

Four hours per week

Harmony and Creative Work

Modes, minor melody and harmony; chords of the seventh and their inversions; modulation to related keys; secondary dominants; suspensions. An introduction to chromatic harmony in major and minor keys. Musical arrangement and simple orchestration in the styles of the Baroque and Classical periods.

Writing of accompaniments.

Aural Work

Recognition of chords, cadences and modulations.

More complex melodic and rhythmic passages from dictation.
Practical Work
Performance of students' compositions; guitar class.
Works for recorder and tuned percussion ensemble.

The Development of Music
Music in England, France, Germany and Italy in the Baroque and Classical periods. Investigation of the amount and extent of influence which the more significant aspects of the social structure of each area exerted on composers.

ESSAYS AND ASSIGNMENTS
Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music (1,500 words each).

ASSESSMENT
Progressive evaluation of exercises and tests.

TEXTBOOKS

REFERENCE BOOKS

Music IIBE
This study for third year students is available in 1974 only.

Prerequisite—Pass in Music IB.

Four hours per week

Harmony and Creative Work
The emphasis will be on practical performance and group composition. Harmony and melody in major keys; composition of related keys; chromatic harmony.

Twentieth century techniques of composition will be introduced in group creative exercises.

Aural Work
Exercises related to studies in harmony.

Practical Work
Guitar class. Performance of students' compositions.

Development of Music
The main developments of music during the nineteenth and twentieth centuries, in association with related aspects of social and political history.

Music in non-European countries.

ESSAYS AND ASSIGNMENTS
Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music (2,000 words each).

ASSESSMENT
Progressive evaluation of exercises, assignments, and tests.

TEXTBOOKS
MUSIC IIIAE (to be offered in 1975)

**Prerequisite**—Pass in Music IIAE.

**Harmony and Creative Work**

Romantic and Impressionistic styles of composition and orchestration.

Free counterpoint for two and three voices.

Serial composition; atonal, bitonal, polytonal.

Graphic notation; chance music; experiments in electronic music.

**Aural Work**

Recognition of chords and modulations; writing the higher or lower part of two-part passages. Melodic and rhythmical dictation.

**Practical Work**

A continuation of practical work as outlined in Music IAE and Music IIIAE.

**Development of Music**

The main developments in music in the nineteenth and twentieth centuries, in association with related aspects of social and political history.

Music in non-European countries.

**Essays and Assignments**

Weekly composition exercises. Three longer assignments in harmony and creative writing. Two essay assignments on the development of music (2,000 words each).

**Assessment**

Progressive evaluation of tests, exercises and assignments.

**Textbooks**


**Reference Books**

Deri, O.

Dwyer, T.

Einstein, A.

Howes, F.

Longyear, R.


**Musical Cultures of the Pacific, the Near East & Asia.** New Jersey. Prentice-Hall, 1967.


**MUSIC IIIBE**

**Prerequisite**—Pass in Music IIA (1973)—offered in 1974 only.

Four hours per week

For syllabus details, assignments, assessment, text and reference books see Music IIIAE.

**Diploma in Teaching**

**Music Curriculum Studies**

**MUSIC CSI—P and LP—Primary and Lower Primary Music Teaching**

Three hours per week

**Vocal Work**

Primary and infant repertoire.

**Reading and Writing**

Development of music reading and writing skills through creative work and thematic study.

**Practical Work**

Recorder, tuned and rhythmic percussion instruments. Melody writing and score reading/writing for these instruments.

**Listening**

Development of the student's personal listening background. Treatment of works related to the classroom situation.

**Method and Techniques**

Curriculum study; basic lesson types; programming.

**Assessment**

Progressive evaluation of tests, assignments and practical work.

**Textbooks**


**Reference Books**


MUSIC ACS IIIP and LP—Primary and Lower Primary Music Teaching

Prerequisite—Pass in CSI—P and LP

Three hours per week

A course designed to provide skills for the infant and primary classroom and to develop the students' musical background.

The topics include:
- Melody writing; song writing; experiments in graphic notation; scoring for percussion; chime bar accompaniments; application of Carl Orff principles.
- Guitar class.
- Song and listening repertoire.
- Music in special education.
- Comparative Music education.
- Musical ability and general intelligence.
- Organization of school choirs and instrumental groups; combined music festivals.
- Brief outline of the significant developments in western music from 1650 to the present day.

Assignments
Exercises in creative writing. An assignment dealing with musical ability and achievement to be carried out in schools. Two essays on the development of music.

Assessment
Progressive evaluation of class exercises, assignments, tests and practical work.

Reference Books

Diploma in Teaching

Undergraduate Professional Course (One Year)

MUSIC CSI—P and LP—Primary and Lower Primary Music Teaching

Two hours per week

For subject syllabus, assignments, assessment, text and reference books, see Music CSI—P and LP.
DEPARTMENT OF PHYSICAL EDUCATION

SUMMARY OF SUBJECTS

Provided by the Department of Physical Education within the courses leading to the award of the Diploma in Teaching or the Graduate Diploma in Education.

Electives—Courses begin in 1973

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<th>Course</th>
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<tr>
<td>Physical Education IIAE (P. &amp; L.P.)</td>
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<td>Physical Education IIBE (Secondary)</td>
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<tr>
<td>Physical Education IIIAE (P. &amp; L.P.)</td>
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<td>Physical Education ACSIII (Primary)</td>
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<td>Physical Education ACSIII (Lower Primary)</td>
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Curriculum Studies

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<td>Physical Education CSII (Primary)</td>
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<td>Physical Education CSII (Secondary)</td>
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<td>Physical Education CSIV (Primary or Lower Primary)</td>
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<td>Physical Education CSIV (Undergraduate Professional)</td>
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For Section 300 Students Only

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<th>Course</th>
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<td>Physical Education CSIIIP—Physical Education for the Handicapped Child.</td>
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The Graduate Diploma in Education

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<td>Physical Education IV.</td>
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Physical Education CSIV (Secondary)—refer to:

Physical Education CS (IV).
Undergraduate Professional Course.
One Year (Secondary).

Correspondence Subjects

The Diploma in Teaching (Conversion Course, part-time).
The Graduate Diploma in Education (Conversion Course, part-time).
Details of subjects provided for part-time conversion students may be obtained upon application to the Department of External Studies.

PHYSICAL EDUCATION IAE

Three hours per week

Part 1

This initial section investigates the history of the subject as it has evolved through ancient times to the present day. Specific interest is focused on the role of physical education in contemporary education.

Part 2

Examines the aims and objectives of physical education and attempts the investigation of fitness, posture and the organic social and emotional development of the school child. The development of positive attitudes to activity, to the acquisition of skills and the degrees and qualities of self-expression in movement are studied.

Part 3

An extensive study is made of the skeletal and muscular systems of the human body and the nervous, respiratory and circulatory systems.

Part 4

Investigates health and fitness—examining the factors involved in fitness and the principles of training, with remedial work and testing in posture.

Part 5

Concerns the practical application of scientific knowledge to sport and major games generally, and specifically to athletics, swimming and gymnastics.

Part 6

Involves special work in physical education which includes the acquisition of competence in water skills, the development of dance and an individual investigation into a personally chosen special field of physical education as selected by the student.
ADDITIONAL REQUIREMENTS

One assignment of approximately 3,000 words due mid-second term.

ASSESSMENT

All demonstrations, practical exercises and assignments are required elements of this unit. Three written examinations, one at the end of each of the three terms must be attempted successfully.

REFERENCES


PHYSICAL EDUCATION II A E

Three hours per week

Part 1

A comparative study of physical education in several countries of the world involves an investigation of principles and procedures in Scandinavia, the United States of America, the United Kingdom, West Germany, New Zealand and Australia and an evaluation of our methods and objectives in such contemporary practices.

Part 2

Concerns the theories involved in learning through play experiences together with the study of environmental influences on the physical educational development of the school child.

Part 3

Looks at the relationships of anatomical and physiological factors in the personal fitness of the child. Such a review gives particular emphasis to the study of the excretory, digestive and reproductive systems of the human body.

Part 4

Forms an extension of remedial work begun in first year and provides for an analysis of physical defects in posture and activity and an opportunity for the application of some comparable analysis to modern training methods and attempts to augment physical fitness.

Part 5

Deals with the practical application of scientific knowledge to sport and major games begun in the previous year and continues here with additional emphasis on major games, gymnastics, athletics and swimming.

Part 6

The final phase of this unit of study provides the incentive for individual selection of specialties within the subject and the opportunity for individual development of dance, with particular accent on interpretative dance.

ADDITIONAL REQUIREMENTS

One assignment of approximately 3,500 words due mid-second term.

ASSESSMENT

All demonstrations, practical exercises and assignments are required elements of this section. Three written examinations, one at the end of each of the three terms must be attempted successfully.

REFERENCE BOOKS


PHYSICAL EDUCATION III A E

Three hours per week

Part 1

Modern trends in physical education are investigated and the position and status of Australian physical education within world perspectives are examined together with the special contributions of Australian physical educationists.

Part 2

This second strand pursues further the topic of leisure dealt with in second year. Projects of research comprise a large section of this part of the study. Tests and measurement and the statistical principles involved in the testing of secondary and tertiary students in particular are explained and practised. Examinations of strength, flexibility, cardiovascular-respiratory endurance and motor efficiency are given precedence here.

Part 3

The principles of first aid and the involvement of the individual in matters of safety and economy of motion and effort within private endeavour and industry are examined. The attempts by agencies other than the school to foster and enhance physical well-being are reviewed.

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Part 4
The planning of satisfactory programmes in health and fitness are scheduled for primary and secondary school levels as well as for tertiary students and the adult sector.

Part 5
Critical evaluation of the contributions of physical education to the general educational development of the child. Associated activities such as National Fitness organization, camping, programme planning, individual recreational pursuits, Award Schemes, etc., are given attention.

Part 6
Sports Injuries: This area examines means of reducing the incidence of injuries in the school environment and the methods of their treatment.

ADDITIONAL REQUIREMENTS
One assignment of approximately 4,000 words, due mid-second term.

ASSESSMENT
All demonstrations, practical exercises and assignments are required elements of this subject. Three written examinations one at the end of each of the three terms must be attempted successfully.

REFERENCE BOOKS


PHYSICAL EDUCATION ACS III—Primary
Three hours per week

The games coaching lesson—an outline of the techniques involved with the teaching of skills associated with:

(a) tennis.
(b) basketball.
(c) volleyball.

The organization of the Sports afternoon involving:
(a) intraschool sport.
(b) interschool sport.

An advanced study of both the gymnastics and the dance lessons.

The use of physical education equipment in the primary school, including the use of fixed equipment and associated safety precautions.

Programming—an advanced study, including:
(a) methodology.
(b) evaluation.

Lifesaving—elementary/practical and theory.

The organization of school displays in physical education. Demonstrations.

ADDITIONAL REQUIREMENTS
One major assignment consisting of 2,800 words due at the end of second term; this is to be included in the final assessment.

ASSESSMENT
All demonstrations, practical exercises and assignment are required elements of this study and with a final written examination will be bases of final assessment.

REFERENCES

PHYSICAL EDUCATION ACS III—Lower Primary
Three hours per week

Part A
2. Development of concepts of health and fitness through applied physiology, principles of exercise and fitness, body mechanics and movement fundamentals.
3. Environmental influences on the natural form of movement; their implications for the teaching of physical education.
4. Contribution of creative movement to modern programmes of education; its integration with poetry, music, art, natural science, etc.

Part B
1. Advanced study of the three lesson types as outlined by the physical education syllabus. Development of the problem solving approach to games, dance and gymnastics.
2. Programme planning; the improvisation of equipment and facilities for the implementation of a balanced programme for Physical Education.
3. Physical education—for:
   (a) the handicapped child.
   (b) the migrant child with language difficulties.
   (c) the disadvantaged child—enrichment programmes involving adventure playgrounds.

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

Part C
1. The organization of school displays, open days and clubs.
2. Practical teaching and the appreciation of demonstration lessons.

ADDITIONAL REQUIREMENTS
Two assignments each of 1,500 words due in May and October. These to be included in the final assessment.

ASSESSMENT
All demonstrations, practical exercises, assignments are required elements of this work and with a final written examination will be the bases of final assessment.

REFERENCES
London Education Authority.
Department of Education.
Farley, P.
Laban, R.
Stanley, S.
Bucher, C. A., and Reode, E. M.
Russell, J.


PHYSICAL EDUCATION CSI—Primary and Lower Primary
One hour per week

The subject is intended to cover

The aims of physical education in the primary and lower primary schools.
The principles of sound teaching.
The characteristics of the infant and primary school.
The needs of the infant and primary school child.
An outline of the scope of physical education in both the infant and primary school. Basic outline of:
   (a) the gymnastics lesson.
   (b) the dance lesson.
   (c) the games coaching lesson.

Elementary physiology and anatomy in relationship to personal fitness and posture.
The teaching of gymnastics.
The development of motor co-ordination through the games coaching lesson.
A detailed analysis of softball.
Swimming—elementary techniques involved with “Learn to Swim” methods.

Demonstrations.

ADDITIONAL REQUIREMENTS
One major assignment consisting of 2,500 words; this to be included in the final assessment.

ASSESSMENT
All demonstrations, practical exercises and above assignment are required elements of this work and with a final written examination will be the bases of final assessment.

TEXTBOOK
Department of Education, New South Wales

REFERENCE BOOKS
Abercrombie, K., Cowley, J., Gillard, H., Whiteside, J.
Bible, G., Farley, P., Tonkin, A.
Department of Education, New South Wales
Dunnage, E. J.
Henry, F., and Turnbull, Russell, J.
Stirrat, M. H.
Various Authors
Whiteside, J.

Primary and Infant Syllabuses. 1967.

PHYSICAL EDUCATION CSII—Primary
Two hours per week

This subject is intended to cover:

The theory and mechanics of movement.
The teaching of dance—the development of desirable movement through the medium of creative and social dance.
The games coaching lesson—an outline of the techniques involved with the teaching of the skills associated with:
   (a) soccer.
   (b) rugby.
The coaching of elementary athletics—an outline of the sportsmaster's duties:

(a) weekly sport.
(b) carnival organization.

Programming—planning a satisfactory programme in primary Physical Education.

Demonstrations.

ADDITIONAL REQUIREMENTS

One major assignment of 2,500 words due early third term; this to be included in the final assessment.

ASSESSMENT

All demonstrations, practical exercises and assignment are required elements of this study and with a final written examination will be the bases of final assessment.

REFERENCES


Department of Education, N.S.W. Primary and Infant Syllabuses. 1965.


Victoria Education Department Curriculum Guide to Physical Education for Primary Schools. Melbourne.

PHYSICAL EDUCATION CSII—Lower Primary

Part A

1. Introduction:

(a) the role of physical education in lower primary education.
(b) the nature of the infant school child and its effect upon the movement programme.

2. The theory and mechanics of movement:

(a) development of a vocabulary of movement and an appreciation of good movement—problem-solving associated with movement. An appreciation of music as related to movement.
(b) analysis of movement; the theories of Rudolf Laban.

Part B

1. The Games Lesson: Scope, progression, equipment, playground markings and lesson plan. The development of basic movement concepts—a foundation for the teaching of skills in the primary school.

2. The Gymnastics Lesson: Educational gymnastics. Progression through the presentation of tasks and stresses of basic movement themes.

3. The Dance Lesson:

(a) The role of the teacher in the creative dance lesson.
(b) Qualities of movement related to space, time, effort and flow.
(c) Inherent need for creativity.

Part C

1. Programming these lessons with particular reference to:

(a) Progression.
(b) Equipment and facilities.

2. Safety Education:

(a) General.
(b) Fixed equipment.

3. Correlated Activities:

(a) Tabloids.
(b) Displays.

ADDITIONAL REQUIREMENTS

Two assignments each of 1,500 words due in May and October. These to be included in the final assessment.

TEXTBOOKS


REFERENCE BOOKS


PHYSICAL EDUCATION CSI (Secondary)
One hour per week

PHYSICAL EDUCATION IN THE SECONDARY SCHOOL
The study is intended to cover:
A study of the general principles and practice of physical education, games and sport in the secondary school together with investigation of the theory and scope of sport, especially games coaching in schools. Games and sports suitable for secondary students are examined in theoretical and practical detail with particular emphasis on the teaching and the learning of basic skills in these.

The games lesson, its planning and programming are treated.

A study of human anatomy and elementary physiology permit a more meaningful programme of personal fitness and healthy living to be followed.

ADDITIONAL REQUIREMENTS
One assignment of approximately 3,000 words due in mid-year. This assignment is to be included in the final assessment.

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

REFERENCE BOOKS
Fait, H. F.
Combined Authors.
Braunhaw, G. T. and Tuttle, W. W.
Albehn, W. R.
Church, B.
Daughtrey, G.
Redfern, E.
Kneer, M. E.


ADDITIONAL REQUIREMENTS
One assignment of approximately 2,500 words, this to be included in the final assessment.

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

REFERENCE BOOKS
Bucher, C. A.
Bookwalter, K. and Vander Zwaag, H.
Baley, J. A. and Field, D. A.
Butler, G.
Avedon, E. M.
Gardner, A. W.
Borey, E.
Miller, A. G.
Morison, R.


PHYSICAL EDUCATION CSIII P—For Section 300 only

Term 1
1. Students will develop a basic knowledge of the following activities, with particular attention to natural progressions of teaching and the application of these activities to the handicapped child.

(a) Balancing—
   (i) without equipment.
   (ii) with equipment.

(b) Tumbling—
   (i) round back activities.
   (ii) hollow back activities.

(c) Springing and Landing—
   (i) without apparatus.
   (ii) with apparatus.

(d) Dancing—
   (i) creative.
   (ii) simple folk.
2. To develop a programme of special physical education with muscular and neuromuscular co-ordination.

3. To develop a programme of special physical education with emphasis on the handicapped child.

**Term 2—Special Corrective Physical Education**

1. Students will develop a sound knowledge in the following—
   (a) Elementary anatomy.
   (b) Elementary physiology.
   (c) Mechanics of body movement.

2. The use of “Kephart” and the application of this “method” of physical education via visual perception.

3. The practical application of the above information through peer group teaching.

**Term 3—Child Study**

1. Through a thorough examination of the “subject”, personal observation and critical evaluation of the situation, develop a personal “child study” record book.

2. Plan a suitable programme of corrective physical education using the information obtained from the “child study” record book as a basis.

3. The implementation of this programme in the school situation, thereby involving regular practice teaching.

4. The evaluation of the planned programme and the presentation of the final report on child study.

**ADDITIONAL REQUIREMENTS**

Two assignments each of 2,000 words. The first assignment due May, 1974; second assignment due August, 1974.

**ASSESSMENT**

Progressive evaluation and final examination.

**REFERENCE BOOKS**

- Ashlock, P., and Stephen, A.
- Fait, H. F.
- Kephart, N.
- Williams, J. G.
- Rathbone & Hunt, Cratty, B. J.

**PHYSICAL EDUCATION CSIV—Undergraduate. Professional One Year (Primary and Lower Primary)**

Two hours per week

**The subject covers**

The aims and scope of physical education in the lower primary and primary school; principles of sound teaching; organization, administration and supervision of the games coaching lesson; the gymnastic lesson—content and basic planning; dance; the development of desirable movement through creativity; folk dancing and elementary ballroom dancing; the development of neuromuscular co-ordination through the games situation; a knowledge of athletic coaching; sportsmaster/sportsmistress’s duties; carnival organization and administration, organization of weekly sport, school displays and open days; the development of a sound programme in Physical Education suitable for the Primary school situation.

**ADDITIONAL REQUIREMENTS**

One assignment of approximately 1,500 words due in second term; this assignment to be included in the final assessment.

**ASSESSMENT**

All demonstrations, practical exercises and assignments are required elements of this unit and with a final written examination will be the bases of final assessment.

**REFERENCE BOOKS**

- Abernethy, K., Gillard, H., Cowley, J., Whiteside, J.
- Russell, J.
- Whiteside, J.
- Dinnage, E. J.
- Farley, P.
- Willis, D.

**PHYSICAL EDUCATION CSIV—Undergraduate. Professional One Year (Secondary)**

Two hours per week

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

A detailed study of one major winter and one major summer activity.
ADDITIONAL REQUIREMENTS
One major assignment of approximately 2,000 words due:
part (a) in May,
part (b) in August,
this assignment to be included in the final assessment.

ASSESSMENT
All demonstrations, practical exercises and assignment are required elements of this unit and with a final written examination will be the basis of final assessment.

REFERENCE BOOKS
Rule Books and Coaching Pamphlets issued annually by the National and State controlling bodies of the various games.

PHYSICAL EDUCATION (S) I—Diploma in Teaching (Major in P.E.)—Year I

BIOLOGY
Two hours per week for one semester

An introduction to cell biology.
The structure of the cell. Cell organelles.
Exchange of materials between cell and environment.
Enzymes. Concept of metabolic pathways.
Outline of energy transformation in cells.
The function of the nucleus. Cell reproduction.
Role of D.N.A. and R.N.A. The genetic code.
Diversity of cells. Multicellular organization.
Structure and function of selected tissues in man; muscle; blood.
Integration of tissues into a complex organ; human skin.
The subject includes a series of laboratory exercises.

REFERENCES
Swarson, C. P.
Keaton, W. T.


THREE-YEAR SPECIALIST COURSE OF PHYSICAL EDUCATION

First Year—P.E. (S) I

This first year of the three-year specialist course of physical education will contain the following strands: General professional studies, Specialist teaching subject and curriculum studies, Minor professional or elective studies.

Divisions in time and subject areas are outlined below.

General Professional Studies
Education I—4 hours (refer Education).
English I—2 hours (refer English).
Music I—1 hour (refer Music).

PHYSICAL EDUCATION IA

Specialist Teaching Subject and Curriculum Studies
(i) Theory of Physical Education. The purpose of this two (2) hour strand is to introduce students to the theory and method of physical education in the primary and secondary fields. Examination will be made of the contribution of physical education to the general education of individuals, the aims and objectives of physical education and the contribution of particular types of lessons to the objectives of physical education. Emphasis will be placed on curriculum development and programme construction.

(ii) Health I. (See Health Education.)

PHYSICAL EDUCATION IB

Science of Physical Education
(i) Human anatomy and physiology will be dealt with in a 2-hour a week exercise. Such aspects as the skeletal and muscular systems, the respiratory and nervous systems and their application to normal body functions will be examined. The physiological stages of child growth and development will be studied—2-hour/week.

(ii) Physics—One hour per week (refer Science Department).

(iii) Biology—One hour per week (refer Science Department).

PHYSICAL EDUCATION IC

Acquisition of Physical Skills
The first year involves consideration of gymnastics, dance and the theory and coaching of games, with special reference to lower primary, primary and secondary school pupils in their varying stages of development.

(i) Gymnastics—One hour a week will be devoted to elementary and educational gymnastics with particular attention being given to safety procedures, lesson planning and mechanical principles underlying efficient gymnastic performance.

(ii) Dance—Covering one hour per week this sector of the subject embraces the educational values of the dance, basic
techniques and the elements of dance composition. Ballroom, folk and national dances will be dealt with.

(iii) Theory and Coaching of Games—Two hours per week. Each part of the unit is offered at the basic and advanced levels. Students are selected for basic and advanced levels as follows:

(a) on performances in placement tests;
(b) on the results of examinations taken in various sports during the year.

Basic level units include study of the history, terminology, rules, fundamental skills and tactics of selected sports and the attainment of a satisfactory performance standard.

Advanced level units include analysis of sport techniques, advanced skills, tactics, teaching and coaching in selected sports.

The subject will include major sports (team and individual), with emphasis placed on those sports of most value in the school situation.

ELECTIVE
Students may elect to take any Level I subject outside the field of Physical Education. Four hours per week.

REFERENCE BOOKS
Bookwalter, K. W., and Vander Zwag, H. J.
Bucher, C. A.
Bunn, J. W.
Inner London Educational Authority.
Laban, R.
Mathews, D. K.
Mettler, B.
O'Connell, A. L., and Gardner, E. B.
Streicher, M.
Van Dalen, D. B. et al.
Victoria Educational Department.
Shaping Physical Education. Kent. Manchester Press.
Suggested Course of Study for Primary Schools. Victoria.

Further references will be specified during the year.
Science IIIAE—Man and His Environment

Four hours per week

The prerequisite for this subject is H.S.C. Science.

Outline of Subject

Basic concepts of population, community, ecosystem.
Physical factors of the environment and their effects on organisms.
Life support cycles.
Food webs and energy flow.
Adaptation.
Effects of change in environment on composition of communities.
Man's unique ability to modify his environment and hence the need for scientific literacy. Pollution, environment, degradation.
Local studies will be incorporated in this study.
Laboratory work and excursions form an important part of this subject.

Textbook

Reference Books

Assessment
Will be based on an examination and satisfactory completion of class exercises.
TEXTBOOK

REFERENCE BOOKS

ASSESSMENT
To be based on tests, practical records and final examination.

SCIENCE IIAB—Chemistry
Two hours per week
Prerequisite—Pass in H.S.C. Science at 2S level.

Outline of Subject
This subject is intended to widen the student’s understanding of chemistry in areas relevant to his course in Industrial Arts.

Atomic structure.
Chemical periodicity.
Bonding.
The nature of solids, liquids and gases.
Metals: the metallic bond and metallic properties.
Fundamental concepts in organic chemistry.

TEXTBOOK

REFERENCE BOOKS

ASSESSMENT
To be based on tests, assignment, practical records and final examination.

SCIENCE IIAB—Man and His Environment
Three hours per week for one year
The prerequisite for this subject is a satisfactory pass in Main Study II. Man and His Environment.
A course of lectures, practical exercises, reading and discussion on contemporary problems. The selection of particular problems will take into account the expressed interests of students entering the course. It is intended that certain units will be selected for detailed treatment.
The Agricultural Environment
The effect of man’s food production on the biosphere.
Energy and Society
Sources of energy—now and future. Demand for energy v. pollution.
Human Population Explosion
Trends in populations according to standards of living. Zero population growth.
Genetics
Fundamental genetics.
Modern knowledge a cure for many evils.
Planning Man’s Physical Needs
Urban planning.
Leisure planning.
A reading list will be supplied for specific units selected.

GENERAL BACKGROUND READING

ASSESSMENT
Will be based on class exercises and examination.

SCIENCE IIIB—Science Education
Four hours per week
Outline of Subject
Philosophically, the course is based on the view that there is no single “best” method, strategy, or style of teaching, but that there is a variety of “models” which teachers may master and use. The models are based on philosophical and psychological concerns about teaching, and they are sufficiently different to warrant separate study. The professional teacher draws on the models to assist his decisions about broad ideals in education, about specific learning outcomes, about teaching styles, and about creating classroom environments.
During the course, students will be given the theoretical background to six basic models (these devised by Ausubel, Bruner, Schwab, Suchman, Massialas and Cox, and Gordon). Students will view videotapes of teachers using the models. Practice sessions will be carried out in a local High School where students will practice teaching facets of the models. The lessons will be presented to pupils in a teach-reteach cycle. Each mini-lesson will be videotaped and the re-play used to supplement a critique of student performance.

TEXTBOOK
There is no prescribed textbook for this subject.

REFERENCES
Joyce, Brian, and Weil, Margaret.

ASSESSMENT
Will be based upon the various class exercises that will be required throughout the year.

SCIENCE IA—Biology
Four hours per week for one year
The prerequisite for this subject is H.S.C. Science (level 2 or above).

Outline of the Subject


Unit 2. The angiosperm, general morphology, reproduction, seed and fruit structure, seed dispersal and germination.

Unit 3. The mammal, description, classification. Detailed study of the digestive and circulatory systems. Brief study of the skeletal, reproductive, respiratory, nervous and muscular systems.

Unit 4. Diversity of living organisms. Simple classification of selected plants from algae, fungi, bryophyta, ferns, gymnosperm; animals from coelenterata, platyhelminthes, annelida, mollusca, arthropoda.

Unit 5. Elementary ecology, basic principles, illustration from local ecological studies.
Laboratory work forms an essential part of this course.

TEXTBOOK

ASSESSMENT
Based upon the following items: Progressive evaluation; Final examination.

SCIENCE IB—Chemistry
Four hours per week for one year
The prerequisite for this subject is H.S.C. Science (level 2 or above).

Outline of Subject
1. Detailed structure of atoms.
2. Chemical bonds.
3. Electrolytes—acids, bases, salts.
4. Solutions and the colloidal state.
5. Chemical Kinetics—chemical equilibrium.
6. Ionic equilibrium in solution.
7. Thermochemistry.
8. Chemical bonding and physical properties.
11. Organic chemistry.

ASSESSMENT
Assessment will be based upon the following items:
Assignments.
Periodic tests.
Practical work.
Final examination.

TEXTBOOK

REFERENCE BOOKS
SCIENCE IC—Geology

Four hours per week

Prerequisite—A pass in the H.S.C. Science at the 2S level is assumed.

Outline of the Subject

General introduction to the earth as a planetary body, earth cycles and geological principles.

Seismicity and Earth Structure

The nature and detection of seismic waves, seismic intensity scales, seismic evidence for the structure of the earth and the present model of the structure of the earth.

Mineralogy

Elements of crystallography.
The structure of the common rock-forming minerals and the examination of their physical properties. Examination of the common ore minerals and simple blowpipe and other tests on them.

Igneous Activity

Vulcanism and the products of vulcanism, plutonism and the structures associated with plutonic igneous activity. The nature of magma and its crystallization, magmatic differentiation.
Examination and classification of the common igneous rocks.

Metamorphism

Introduction to metamorphic processes and products, metamorphic facies and zones.
Examination and classification of common metamorphic rocks.

Weathering and Erosion

Weathering and erosion processes and the landforms produced by agents of erosion. Soil and soil formation, soil erosion and soil conservation.
Sedimentary processes.
Examination and classification of common sedimentary rocks.

The Ocean Basins

An introduction to the topographic and geologic features of the ocean basins.

Stratigraphy and Earth History

The nature of the stratigraphic record and the principle of interpretation of the record. The geologic time scale and the method of compilation of the time scale. Methods of determination of geologic time.

Structural Geology

The continental shields, margins and orogenic belts.

Geologic Mapping

Introduction to geologic mapping methods and interpretation of geologic maps, compilation of cross sections from maps. Reconstruction of the geologic history of areas depicted in maps and sections.

General Paleontology

The formation and significance of fossils. Classification of the more common macro fossils to the phylum level.

Applied Geology

Subsurface water, mineral deposits and the methods of exploitation of deposits. Some examples of engineering geology.

The place of Geology in Science Education

An introduction to some of the problems associated with the teaching of Geology in high schools.

Tests and Examinations

Several tests on the course work and on the practical work are given throughout the year. In addition there will be a final examination on the entire year's work. The allocation of the total marks is approximately 40, 20 and 40.

TEXTS


In addition to the texts set out above, students are advised but not required to provide themselves with the following items of equipment for their personal use in practical classes:

- one blowpipe,
- one magnifying glass of about ten power,
- one piece of platinum wire about two inches long, and
- one piece of cobalt blue glass about two inches by one inch.
REFERENCES
Hurlbut, C. S.
American Geological Institute.
Twidale, C. R.
Holmes, A.
Harbaugh, J. W.
Eicher, D. L.

JOURNALS
Scientific American and New Scientist.

SCIENCE ID—Physics
Four hours per week
Prerequisites—H.S.C. Science (level two or above) and Mathematics (level two or above).
Outline of Subject
The following work will be undertaken during the year.
Mechanics
Kinematics.
Relativistic effects.
Statics and dynamics of a particle.
Statics of a rigid body.
Conservation of energy and momentum.
Rotational dynamics.
Rotational momentum and energy.
Oscillatory motion.

Thermodynamics
The ideal gas model.
Thermal properties of matter.
Laws of thermodynamics.

ASSESSMENT
Based on the following items:
Problems or other written work to be handed in from time to time.
Final examination at conclusion of course.
Assessment of practical work during year.

TEXTBOOK
The content based on the text:
Bueche, F.

REFERENCE BOOKS
Bueche, F.

SCIENCE IE—Biology for Physical Education
Two hours per week for one semester
Outline of Subject
The structure of the cell. Cell organelles.
Exchange of materials between cell and environment.
Enzymes. Concept of metabolic pathways.
Outline of energy transformation in cells.
The function of the nucleus. Cell reproduction.
Role of D.N.A. and R.N.A. The genetic code.
Diversity of cells. Multicellular organization.
Structure and function of selected tissues in man; muscle; blood.
Integration of tissues into a complex organ: human skin.
The course will include a series of laboratory exercises.

REFERENCES
Swanson, C. P.

ASSESSMENT
Will be based on tests and final examination.

DIPLOMA IN TEACHING (P.E.)
SCIENCE IF—Biophysics
Two hours per week for one semester
Aim. To develop a basic understanding of the laws of physics, particularly those governing mechanics. This course will be a lead up to a more detailed course in Kinesiology.
Outline of the Content

Fundamental Concepts
- Force, work, energy, force vectors, centre of gravity, static and dynamic equilibrium, simple machines.

Rectilinear Motion
- Uniformly accelerated motion, Newton's laws, resistance, friction.

Rotational Motion
- Circular motion, rotation of rigid bodies.

Fluid Mechanics
- Density, fluid pressure flotation, Bernoulli's principle.

REFERENCE BOOKS

ASSESSMENT
Will be based on tests and final examination.

SCIENCE IIIA—Biology
The prerequisite for this subject is a satisfactory pass in Science IA—Biology or university Biology 1 for returned university students.

Students are advised that the main general textbook required for this year's work is:

(i) CELL PHYSIOLOGY
Four hours per week for one semester

Outline of Course
- The cellular basis of life.
  - Variation in size and form of cells, the cell and its environment.
  - The structure of cells. Membrane systems; cell organelles.
  - Organic molecules in cells.
  - Energy conversion processes in the cell.
  - Gamete formation. Fertilization.
  - Chemical organization of the nucleus.
  - The role of D.N.A.
  - Biosynthesis of proteins.
  - Extracellular substances.

TEXTBOOK

REFERENCE BOOKS

ASSESSMENT
Based on written examination and proficiency in laboratory exercises.

(ii) ECOLOGY AND FIELD STUDIES
Four hours per week for one semester

Topics of Study
- Ecology and the nature of ecosystems.
- Biogeochemical cycles.
- Ecology of populations.
- Organization and dynamics of ecological communities.
- Ecology and man.
- Field techniques and procedures.
- Teaching ecology in the secondary school.
- Conservation studies.
- Supplementary topics.
- Additional requirements are:
  - Student ecology research project.
  - Completion of set exercises on units of study.
  - Maintenance of ecology and field studies reference book (due at end of semester).
  - Presentation of herbarium and dry-display of marine littoral organisms.

TEXTBOOK

REFERENCE BOOKS
ASSESSMENT
Based on an examination paper at the end of the semester and on a satisfactory standard of work in the requirements of the course.

SCIENCE IIB—Chemistry
Four hours per week
The prerequisite for this subject is a pass in SCIENCE IIB—Chemistry, or equivalent.

Outline of Subject
The general topics will include:

A. Atomic Structure and Chemical Bonding:
   (a) Concepts leading to wave mechanics, quantum mechanics, atomic orbitals, electron configuration.
   (b) Covalent bonding (molecular orbitals, hybridization, bond polarity, molecular shapes).
   (c) Ionic bonding, Born Haber cycle, crystal packing, character of ionic bonds.
   (d) Bonds at a distance (Van der Waals forces, hydrogen bond).
   (e) Metallic bonding.
B. Coordination chemistry; chelation, stereochemistry, theory of bonding.
C. Energy and chemical change; probability and entropy, changes in energy, free energy.
D. Chemistry of solutions; nature of solvents, dissolution reactions, equilibrium, precipitation.
E. Periodic relationships; electronic structure, bonding, chemistry of oxides, chemistry of halides. Elements of row 2 of the periodic table.
F. Organic Chemistry.
   A functional group approach is to be taken in a practical study of organic chemistry. (This is to supplement and extend principles considered in SCIENCE IIB—Chemistry.) Consideration will be made of aliphatic and aromatic compounds from transformation and identification aspects.
   Laboratory work will be an integral part of the study and wherever possible relevant interdisciplinary and sociological aspects will be considered.

TEXTBOOK

REFERENCE BOOKS

SCIENCE IIC—Geology
Four hours per week for one year
The prerequisite for this subject is a satisfactory pass in Science I—Part (c)—Geology or equivalent.

Outline of the Course
Petrology. A continuation of petrology introduced in Science I Geology in greater detail, with attention to the optical properties of minerals, and micro petrology mainly of the igneous rocks.
Structural Geology. Rock deformation. Large and small scale structures.
Mapping. An extension of the work of mapping introduced in Science I Geology with emphasis on compilation of geologic maps and more difficult examples of interpretation of geologic maps.
Economic Geology. Properties of important economic minerals. The origin of economic deposits with emphasis on Australian examples.
Plate Tectonics. Historical development of the theories of continental drift and plate tectonics; modern evidence; the expanding earth theory.
Palaeeontology. Detailed study of the structure and stratigraphic distribution of important phyla. Laboratory and field work form part of this unit.

TEXTS
Fischer, or equivalent suitable text in paleontology.

REFERENCES

**ASSESSMENT**

To be based on the following:
- Assignments to be notified.
- Progressive evaluation.

**SCIENCE IID—Physics**

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in *Science ID—Physics*, or equivalent.

**Outline of Subject**

- **Heat**
  - Temperature; calorimetry; ideal gases; weather.

- **Sound**
  - Wave motion; Doppler effect; musical sounds.

- **Light**
  - Thin lens geometrical optics; interference and diffraction; polarization.

- **Modern Physics**
  - Relativity; waves and particles; transistors and simple radio.

- **Astronomy**
  - Observation and solar system; star types; stellar evolution.

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

**TEXTBOOK**


**REFERENCE BOOKS**


**ASSESSMENT**

To be based on the following:
- An assignment (approximately 1,500 words) for beginning of third term.
- Periodic tests (approximately five during year).
- Final examination at conclusion of course.
- Assessment of practical work during year.

**SCIENCE IIE—Science for the Primary School**

Three hours per week for one year

The purpose of this unit (consisting of lectures and practical work), is to enable students to gain an understanding of the role of Science in the primary school and to introduce the student to a variety of teaching procedures for use in schools.

**Outline**

1. The aims of Science teaching in the primary school. Behavioural objectives in teaching.
2. The nature and processes of Science and their relation to teaching of Science.
3. Classroom techniques of teaching Science; models of teaching procedures. The use of teaching aids in the classroom.
4. Learning and teaching outside the classroom; projects, excursions; field work, specimen collections and natural phenomena.
5. Comparison of Australian primary Science syllabuses.

**ASSESSMENT**

There will be two examinations during the year. In addition students are required to compile a resources book for teaching natural science. Students are also required to submit a written assignment on a topic or topics to be announced.

Students are expected to attain a satisfactory standard in all sections.

**TEXTS**


**REFERENCES**

SCIENCE IIA—Physics

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Science ID—Physics, or equivalent.

Outline of Subject

Heat
Temperature; calorimetry; ideal gases; weather.

Sound
Wave motion; Doppler effect; musical sounds.

Light
Thin lens geometrical optics; interference and diffraction; polarization.

Modern Physics
Relativity; waves and particles; transistors and simple radio.

Astronomy
Observation and solar system; star types; stellar evolution.

Practical Work

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

Textbook


Reference Books

JOURNALS

The Australian Grade Teacher.
Australian Journal of Education.

SCIENCE IIIA—Biology

The prerequisite for this subject is a satisfactory pass in Sc. II S.Sc.
(Part (a)—Biology).

(i) MICROBIOLOGY

Four hours per week for one semester

Topics of Study

The microbial world: bacteria, viruses, fungi, algae, protozoa.
Micro-organisms in soil, water and air.
Techniques of microbiology—the microscope; staining, fixing; culture in sterile media; the use of millipore (membrane filtration) apparatus.
The role of micro-organisms in natural ecosystems.
Microecology.
Micro-organisms and man; human disease; food (manufacture, spoilage); industrial processes; fundamental research in biology.

Additional requirements are

Regular laboratory work.
Maintenance of record of practical work.
Individual research topics.
Attendance at visits to local microbiology laboratories.

TEXTBOOK

No general textbook is recommended.

REFERENCE BOOKS

Stanier, R. Y. et al. The Microbial World.

ASSESSMENT

Based on an examination at the end of the semester and on a satisfactory standard of work in the requirements of the course.

SCIENCE III—Chemistry

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Science II—Chemistry or equivalent.

Outline of Subject

Unit 1

(a) A study of organic chemistry involving the understanding and interpretation of organic reactions on the basis of general chemical principles previously studied. These principles will be extended to include chemical kinetics and reaction mechanisms.

(b) Natural products—fats and oils, proteins, carbohydrates.
(c) Methods used in contemporary chemistry—e.g. spectroscopy, chromatography, etc., for the purpose of separation, structure elucidation, and analysis.

(d) Associated with this theory there will be practical work based upon modern methods of synthesis, separation and analysis.

Unit 2. Students will carry out literature research in depth on chemical topics of their own choice—after consultation with staff—and conduct associated experimental work on such topics.

Unit 3. Students will study—by seminar procedures—the relationship between chemistry and society, e.g.: The relationship between chemistry and other areas of knowledge; The relationship between chemistry and industry; The relationship between chemistry and modern culture.

**TEXTBOOK**
Conrow, K. and McDonald, R. N.

**REFERENCE BOOKS**
Aylward, G. A., and Findlay, T. J. V.
Baldwin, James.
Hinde, A. J.
Kice, John L., and Elliot, N. Marvel.
Morrison, R. T. and Boyd, R. N.

**ASSESSMENT**
To be based upon the following items:
practical work;
periodic tests;
assignments;
seminar contribution;
final examination.

**SCIENCE IIC—Geology**

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Science II—Part (c)—Geology.

*Petrology.* An extension of previous work with emphasis on the petrology of sedimentary and metamorphic rocks, and the processes of their formation. Practical work in micropetrology.

**Geological education.** The place of geology in science education. The development of some curriculum materials. This section will be arranged in conjunction with school experiences as far as possible.

**Geophysics.** Seismic, magnetic and gravity investigations, and their uses. Seismology; evidence for the structure of the earth.

**Stratigraphy,** with particular reference to New South Wales.

Laboratory and field work form part of this course.

**TEXTBOOKS**

**REFERENCES**

**ASSESSMENT**
Assessment will involve:
assignments to be notified;
progressive assessment;
final examination.

**SCIENCE IICD—Physics**

Four hours per week for one year

The prerequisite for this subject is a satisfactory pass in Science II—Part (d)—Physics or equivalent.

**Subject details**

**Unit I.** An integrated view of Physics under the heading—waves, fields and particles.

**Unit II.** A unit entitled "Measurement in Physics". This to stress the experimental and quantitative aspect of Physics, including the study of various measuring instruments and to expand various topics covered in years I and II.

**Unit III.** A topic chosen by the student in consultation with staff. The topic must:

(i) Be capable of treatment in depth.

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(ii) Have a practical aspect.

(iii) Bear some relevance to the teaching situation.

Unit IV. A unit on some aspects of Modern Physics involving philosophy and social implications of Physics. This unit to be studied on a seminar basis.

TEXTBOOK
Bueche, F.

A second text chosen for its relevance for individual topic being studied.

REFERENCE BOOKS

Bolier, A.
Freier, G. D.
Halliday, D., and Resnick, R.
Langelmeire, H., Friedrich, A., and Ulbricht, H.
March, R. H.
Reimann, A. L.
Stehle, P.
Jenkins, F. A., and White, M. E.

ASSESSMENT
To be based on the following items:
Seminar work.
Individual topic report.
Periodic tests.
Final examination.

ADVANCED CURRICULUM STUDY

SCIENCE IIIE—Science Education L.P.
Three hours per week for one year

Prerequisite—The prerequisite for this study is a satisfactory pass in Science II L.P.

Syllabus
This unit will consist of lectures, seminars, peer group teaching experience, assignments, micro-teaching practice and visits to schools.

The following areas of study will be covered in the course:
(1) Educational objectives and a study of the works of Bloom, Krathwohl, and Romey.
(2) An examination of the nature and processes of Science and their application to the teaching of Science in the infant school. The concept of "pre-science".
(3) An in-depth study of a selected area of biological or physical phenomena. Approval for the topic of study will depend, in part, on its relevance to the teaching of Science in the infant school.
(4) Learning theories and the application of these theories to the teaching of infant school Science. The theories to be studied include those of Piaget and Bruner.
(5) Experimental teaching experience in the form of micro-teaching and peer group teaching to relate the practical experience to the theories developed in part 4 above.
(6) Comparative curriculum studies and the study of curriculum development projects and methods for infant schools.
(7) A study of innovations and innovative techniques in the infant schools.

ASSESSMENT
Based on various written exercises and on a final written examination.

TEXTBOOK

REFERENCE BOOKS

SCIENCE IIIF—Science for the Primary School
Three hours per week for one year

Prerequisite—The prerequisite for this subject is a satisfactory pass in Science II P.

Syllabus
Lectures, seminars, peer group teaching experience, assignments, micro-teaching practice and visits to schools are included.

The following areas of study will be discussed:
(1) Education objectives and a study of the works of Bloom, Krathwohl, and Romey.
(2) An examination of the nature and processes of Science and their application to the teaching of Science in the primary school.
(3) An in-depth study of a selected area of biological or physical phenomena. Approval for the topic of study will depend, in
part, on its relevance to the teaching of Science in the primary school.

(4) Learning theories and the application of these theories to the teaching of primary school Science. The theories to be studied include those of Piaget and Bruner.

(5) Experimental teaching experience in the form of micro-teaching and peer group teaching to relate the practical experience to the theories developed in part 4 above.

(6) Comparative curriculum studies and the study of curriculum development projects and methods for primary schools.

(7) A study of innovations and innovative techniques in the primary schools.

ASSESSMENT
Based on various written exercises and on a final written examination.

TEXTBOOK
Jacobson, W. J.

REFERENCE BOOKS
Bloom, B. S. et al.

Brandwein, Cooper, Blackwood, and Hone
 Romney, W. D.
 Victor, E., and Lerner, M. S.

JOURNALS


ASSESSMENT
To be based upon assignments and final examination.

SCIENCE IVB—Science Education—Senior Level
Three hours per week

Outline of Content
This unit of study is concerned with the teaching of Science at the level of forms V-VI (N.S.W.) or their equivalent. It assumes knowledge of the general ideas treated in Science education—junior level.

Educational Basis of Senior Science:
Objectives for science at senior level.
Learning experiences appropriate to senior level.
Evaluation at the senior level.

Consideration of Specific Courses at Senior Level:
Biology—the web of life.
Chemistry—chemical education materials study programme.
Physics—Harvard project physics.
Multistrand and integrated course.

Classroom Techniques:
Organization of senior practical work.
Organization of group studies.
Stimulation and guidance of individual study.
Use of textbooks and reference books.

TEXTBOOK
There is no prescribed textbook.

REFERENCES
Textbooks and resource material associated with:

ASSESSMENT
Will be based upon assignments and final examination.

SCIENCE IVC—Biology—Qualifying Course
Four 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.

The study is designed to provide a general survey of the principles and methods of Biology and its relation to the other sciences.

The main topics covered are:
- The cell.
- The biology of organisms with particular reference to the angiosperm and the mammal.
- Principles of reproduction and genetics.
- Elementary population biology with reference to the theories of evolution and general principles of ecology.

PRESCRIBED TEXTBOOK

REFERENCES
ELECTIVES

Geography IAE
Australia in Transition
Three hours per week

History IBE
Basic Themes in History
Three hours per week

Second Year

SPECIALIST CONTENT AND CURRICULUM STUDIES

SECONDARY

Commerce II
Economics and Commercial Principles and the Teaching of Commerce
Four hours per week

Geography II
Australia and Asia and the Teaching of Geography
Four hours per week

History IIA
Medieval and Modern European History and the Teaching of History
Four hours per week

History IIB
Asia in the Modern World
Three hours per week

Social Science II
Forces at Work in Society, and the Teaching of Social Science and Asian Social Studies
Four hours per week

ELECTIVES

Geography IIAE
Australia and Asia
Three hours per week

History IIBE
Asia and the Modern World
Three hours per week

Social Science IICE
Understanding Society (for Primary and Lower Primary Students only)
Three hours per week

Third Year

SPECIALIST CONTENT AND CURRICULUM STUDIES

PRIMARY AND LOWER PRIMARY

Social Science ACSIIIA
Planning and Presentation of Social Science in the Primary School
Three hours per week

Social Science ACSIIB
Planning and Presentation in Social Science in the Infant School
Three hours per week

SECONDARY

Commerce III
Economics and Commercial Principles and the Teaching of Economics
Four hours per week

Geography III
Australia and the World and the Teaching of Geography
Four hours per week

History IIIA
The History of Australia to 1945 and the Teaching of History
Four hours per week

History IIIB
Australia in the Modern World
(Not for Section 305)
or Power and Authority in the United States
(Available as an Elective for Section 305)
Three hours per week

Social Science III
Australian Society and Teaching Approaches to Problems in Society
Four hours per week

ELECTIVES

Commerce IIIAE
Economics and Commercial Principles
Three hours per week

Geography IIIIBE
Australia and the World
Three hours per week

History IIICE
Australia in the Modern World
(Not available to Section 305)
Three hours per week

History IIIDE
Power and Authority in the United States
(Available for Section 305 only)
Three hours per week

Inter-Disciplinary Elective IIIEE
Aboriginal Studies
Three hours per week
THE DIPLOMA IN ART (EDUCATION)

Second Year
(Available to 1973 Entrants only)

Geography 213  Australia in Transition and the Teaching of Geography
Four hours per week

History 213  Basic Themes in History and the Teaching of History
Four hours per week

Third Year

Geography 313  Australia and Asia and the Teaching of Geography
Four hours per week

History 313  Asia in the Modern World and the Teaching of History
Four hours per week

Fourth Year

Geography 413  Australia and the World and the Teaching of Geography
Four hours per week

History 413  Australia in the Modern World and the Teaching of History
Four hours per week

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THE GRADUATE DIPLOMA IN EDUCATION

PRIMARY AND LOWER PRIMARY

Social Science 414 The Social Science Curriculum Process
—Two hours per week

SECONDARY

History 415 The Teaching of History
—Three hours per week

Social Sciences 415 —Three to six hours per week

Social Sciences Curriculum and Method Studies

THE UNDERGRADUATE PROFESSIONAL COURSE—ONE YEAR

PRIMARY AND LOWER PRIMARY

Social Science 214 The Social Science Curriculum Process
—Two hours per week

SECONDARY

History 415 The Teaching of History
—Three hours per week

Social Sciences 415 Social Sciences Curricula and Method Studies
—Three to six hours per week

THE UNDERGRADUATE PROFESSIONAL COURSE—TWO YEAR

Secondary Year

PRIMARY AND LOWER PRIMARY

Social Science 214 The Social Science Curriculum Process
—Two hours per week

SECONDARY

Commerce 215A Economics and Commercial Principles II
—Four hours per week

Geography 215A Australia and Asia
—Three hours per week

Social Science 215A Forces at Work in Society and the Teaching of Social Science and Asian Social Studies
—Four hours per week

Social Science 215B The Social Sciences Curricula Process
—Three hours per week

NOTE. Students selecting professional studies solely from the Social Sciences are required to take the following:

Commerce 215A Economics and Commercial Principles II
—Four hours per week

Geography 215A Australia and Asia
—Three hours per week

Social Science 215A Forces at Work in Society and the Teaching of Social Sciences and Asian Social Studies
—Four hours per week

Social Science 215B The Social Sciences Curricula Process
—Three hours per week

Third Year

PRIMARY AND LOWER PRIMARY

Social Science 314A Planning and Presentation in Social Science in the Primary School
—Three hours per week

Social Science 314B Planning and Presentation in Social Science in the Infant School
—Three hours per week

SECONDARY

Commerce 315A Economics and Commercial Principles III
—Four hours per week

Commerce 315B Social Sciences Curricula and Method Studies
—Three hours per week (See Subject details)
SOCIAL SCIENCE 214—The Social Science Curriculum Process
(Refer to SOCIAL SCIENCE CS I)
Note. This is a two-hour study.

SECONDARY

COMMERCE I—Economics and Commercial Principles and the Curriculum Process
Four hours per week
PART A—Economics and Commercial Principles
Three hours per week
(a) Economics—2 hours per week
(i) Industrial Economics.
Structure, conduct, performance—profit concept, investment, pricing practices, barriers to entry, the multi-national corporation, restrictive trade practices, growth, productivity and technological change.
Aspects of consumption economics, role of consumption in a market economy, marketing and behavioural science approaches to consumer behavior, structure and change in consumer behaviour, procedures for obtaining and using survey data.

REQUIREMENTS
Two 500-word assignments—results included in final assessment.

EXAMINATION
One three-hour examination.

TEXT
Burk, M., and Lamberton, D. M.

REFERENCES
Arndt, H. W.
Davidson, F. G.
Lamberton, D. M.
Nieuwenhuysen, J. P. (ed.).
Australian Institute of Political Science.

(b) Commercial Principles—One hour per week
(i) Modern business accounting methods.
(ii) Business Organization—The structure of business enterprises, role of proprietorships, partnerships, companies, co-operatives; amalgamations.

ESSAYS
One 2500-word essay for business organization.

ASSESSMENT
Based on essay and on end of semester examinations.

PART B—The Curriculum Process
One hour per week
This part is integral to the Social Sciences Curriculum Process, which includes method studies in Commerce, Geography and Social Science—a three hour course.
(Refer to Social Sciences I)

TEXT
Begg, W., and Fitzgerald, J.

REFERENCES
Benn, J. H.
Benn, J. H.
N.S.W. Department of Technical Education.
Whitbread, G.
Vinson, R. et al.

GEOGRAPHY I—Australia in Transition and the Curriculum Process
Four hours per week
PART A—Australia in Transition
Three hours per week
A study of Australia involving two themes:
Australian population distribution in relation to physical features, historical factors, climate, soils, vegetation and mineral resources. Urban growth, structure and planning. The complex influence of urban man on natural systems.
Impact of current resource utilization on existing settlement patterns, industrial integration, urban/rural population balance and transport systems.

In both part of this course training will be given in appropriate geographic skills and methods of inquiry.

ASSESSMENT
Progressive evaluation and final examination.

REFERENCES
Part A
Andrews, J.

Part B
PART B—The Curriculum Process

One hour per week

This part is integral to the Social Sciences Curriculum Process, which includes methods studies in Commerce, Geography and Social Science—a 3-hour course.

(Refer to Social Sciences.)

HISTORY 1A—Ancient History and the Teaching of History

Four hours per week

Students electing to teach History are required to undertake a study in History Content and Method. A number of demonstrations is also offered.

(a) CONTENT

Three hours per week

The subject is a general survey of the beginning of civilization and its institutions, with detailed study of selected areas.

A. Introduction

1. The problem of how man developed from the primitive to the civilized state—the "urban revolution".

2. The development of two civilizations, Egypt and Mesopotamia. The effects of geography; social organization, trade and the invention of measurement.

B. Hebrews

1. A survey of the history of the Hebrews and their neighbours. The migration of Abraham; the settlement in Canaan; the growth of the law; kingship; political relations with Egypt and the Mesopotamian nations; the destruction of Israel and Judah; the Exile; the Return; the growth of the Wisdom literature.

2. A special study of an aspect of the literature. Students will choose one from this list:

- The prophets as political agitators.
- The creative literature—the Wisdom books.
- The historical books and their theme.
- The law codes and their origin.

C. Greece

1. Minoan and Mycenaean civilization. Origins; social and political organization; destruction of Crete; the epics of Homer.

2. The rise of the polis; colonization and industrialization and their economic consequences; tyranny and the rise of democracy; parallels with modern problems.

3. Unity and disunity. The Persian and Peloponnesian Wars; the rise of Philip and Alexander.

4. Hellenization. Its immediate and long-term effects.

5. Greek literature and philosophy. Students will choose an aspect for detailed study.

D. Rome

1. The foundation and working of the Republic. Conquest and expansion; modern republicanism.

2. The Empire and its deficiencies. The genius of Augustus; the Golden Age; later economic and social defects; the efforts of Diocletian and Constantine; the collapse of the Western Empire; the growth of Byzantinism.

3. The place of Christianity in the State.

4. Roman culture—literature, law, ideas.

Students will choose an aspect for detailed study.

REQUIREMENTS

The submission of the results of the student's work in each of the special studies. This can be in essay or any other approved form.

ASSESSMENT

1. The special studies.
2. Term tests.

TEXTBOOK


ADDITIONAL REFERENCES


Further reading will be prescribed in lectures.

(b) **METHOD**

One hour per week

1. The nature of high school children.
2. The basic lesson techniques.
4. Lesson planning. Lesson outline.
5. Unit planning. The study guide.
7. The psychology of skills development. The skills used by pupils who study History.
8. Methods of note-making. Study skills.
9. Activity work.

**TEXTBOOK**


**REQUIREMENTS**

Two practical exercises submitted as essays or in any other approved form. Other small exercises as set.

**ASSESSMENT**

Based on the above exercises.

**HISTORY IB—Basic Themes in History**

Three hours per week

This unit treats the following four important and continuing themes:

1. **Migration.** Reasons for migration, both inter- and intra-national. Cultural adaptation of people affected by migration. Studies from Ancient to Modern Times.
2. **Power.** Power seen as the exercise of authority in society. How power has shifted throughout History, e.g., Regal, Ecclesiastical, Bourgeois, Working Class. Feudal Monarchy yielding place to Constitutional Monarchy or Democratic Republic.
3. **Use of Physical Resources.** Emphasis on the development of technology and its impact on man in his environment (e.g., the wheel to machinery, sources of energy).
4. **Ideas.** Throughout History religious, philosophical, economic, political ideas have helped fashion human society.

Course work will include the ideas of some significant thinkers (e.g., Machiavelli) and/or group ideas (Tominism).

Course work includes training in study of historical material and presentation of written material in acceptable academic forms.

**ADDITIONAL REQUIREMENTS**

Two 2,000-word essays, one due in each semester.

**ASSESSMENT**

Progressive evaluation based on essays, class exercises and tests including an examination at the end of each semester.

**TEXTBOOKS**

An indication of the kind of text that is useful:


**SOCIAL SCIENCE I—Understanding Society and the Curriculum Process**

Four hours per week

**PART A—Understanding Society**

Three hours per week

This part adopts a comparative approach to the study of some significant institutions in society. Contemporary Western society and traditional Asian and African societies illustrate the differences between societies and the factors underlying the development of institutions within these societies.

Three institutions are studied in this way—

The family.
Religion.
Authority.

**ADDITIONAL REQUIREMENTS**

One 2,000-word essay and assignments associated with seminars.

**ASSESSMENT**

Based on assignments and a final examination.

**TEXTBOOK**


**PART B—The Curriculum Process**

(Refer to SOCIAL SCIENCES I)

**SOCIAL SCIENCES I—The Social Sciences Curriculum Process**

Three hours per week
PART A—An Orientation to Secondary Social Sciences Teaching

This part deals with the aims and content of the Secondary Social Sciences Curricula, and basic lesson techniques and skills.

PART B—Variety in Lesson Procedure

This part is designed to strike a balance in emphasis among the major purposes of the Social Sciences.

The Development of the Person.

The Growth of Knowledge and Understanding.

The Development of Attitudes.

The Development of Skills.

Great stress is placed on the “Inquiry Approach” to Social Sciences teaching.

(i) Estvan’s taxonomy of methods.

(ii) The case for the inquiry approach.

(iii) The role of the teacher in the inquiry classroom.

(iv) Individual skills and interests.

(v) The resource unit.

This is also a practical unit and case studies are made both in theory and in the classroom.

PART C—Effective Programming

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

ADDITIONAL REQUIREMENTS

Two major assignments which may incorporate both planning and presentation of themes, units and individual lessons.

There is also a series of short exercises spaced throughout the year.

ASSESSMENT

Progressive evaluation on assignments and class exercises plus a final examination for students who do not reach a sufficiently high standard in progressive evaluation.

TEXTBOOKS


ELECTIVES

GEOGRAPHY IAE—Australia in Transition

Three hours per week

A study of changing Australia involving two themes:

(1) Growing Urban Complexity. Australian population distribution in relation to physical features, historical factors, climate, soils, vegetation and mineral resources.

Urban growth, structure and planning. The complex influence of urban man on natural systems.


In both parts of this subject attention will be given to appropriate geographic skills and methods of inquiry.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOK

There is no set textbook for this subject.

REFERENCE BOOKS

Andrews, J.

Coghill, I.

Davies, A., and Encel, S.

Drury, G., and Logan, M.

Gottman, J., and Harper, R.

Holmes, J. H.

Jones, P. L.

Learmonth, N., and Learmonth, A.

Leeper, G.

Martin, A.

Robinson, K. W.


HISTORY IBE—Basic Themes in History

Three hours per week

(Refer to HISTORY IB)

Second Year

SPECIALIST CONTENT AND CURRICULUM STUDIES

SECONDARY

COMMERCE II—Economics and Commercial Principles and the Teaching of Commerce

Four hours per week

PART A—Economics and Commercial Principles

Three hours per week

(a) Economics—2 hours per week

(i) Macro Economics: A semester unit involving studies in the
following: measurement and determination of levels of income, employment and business activity; aggregate demand and consumption, investment and supply; forecasting; fluctuations and analysis of current policies.

(ii) Monetary Economics: A semester unit involving studies in the following: the structure of modern monetary institutions and their operations; the theory and practice of banking in Australia; the monetary aspects of inflation; techniques of monetary controls.

TEXTS
Densbrough, T. F., and McDougall, D. M.
Mayer, L.

REFERENCES
Ackley, H. G.
Commonwealth of Australia, Department of Labour and National Service.

Hagger, A. J.

Phillips, J. C.

Carson, D., (ed.)

Smith, K.

REQUIREMENTS
Two 3,000-word essays—results to be included in the final assessment.

ASSESSMENT
Based on above essays and on one 3-hour examination.

(b) Commercial Principles—One hour per week

Consumer education:

Consumer economic problems; insurance; mass media; income from investment; investment from labour; leisure and standard of living; trade unions.

REFERENCES
Caplovitz, D.
Packard, Vance.


PART B—The Teaching of Commerce

One hour per week

The areas of study listed below are covered by lectures, seminars and workshops. Students are required to read widely and to develop resource units and teaching aids.

(1) The Context

(a) The Consumer Education Movement. A comparison of developments in N.S.W. with those in other states (Victoria and Tasmania) and other countries (U.S.A. and U.K.).

(b) Recent curriculum innovation in N.S.W. Shortcomings of the former syllabus. Origins, rationale, and development of the present Commerce syllabus.

(2) The Curriculum

(a) The aims and objectives of the N.S.W. Commerce syllabus.

(b) Content selection and organization; rationale, development, programming.

(c) Evaluation; formative and summative.

(3) The Methodology

(a) Basic teaching methods: narrative, observation, questioning, study lessons.

(b) Advanced teaching procedures: case studies, fields studies, inquiry techniques, role-playing.

(4) The Resources. Films, slides, tape recordings, broadcasts, mass media, Commerce multi-media kits.

This programme will be supplemented by the demonstration of various methods of teaching in the schools.

ADDITIONAL REQUIREMENTS
1. One 2,000-word assignment on a selected curriculum issue.
2. One resource unit.
3. Students are required to participate in two teams, preparing and presenting materials in the seminars and workshops.

Harrington, M.

Nicosia, F. M.
ASSESSMENT
1. Progressive evaluation based on essay, resource unit and seminar presentations.
2. One examination in curriculum and method study.

TEXT
Hunter Valley Commerce Teachers' Association.

REFERENCES
N.S.W. Department of Education.
Daughtrey, A. S.
Harley, B.
Musselman, V. A., and Hanna, J. M.
Sandford, C. M., and Bradbury, M. S.
Tone, H. A.
N.S.W. Department of Education.
Hunter Valley Commerce Teachers' Association.
Victorian Commercial Teachers' Association.

GEOGRAPHY II—Australia and Asia and the Teaching of Geography
Four hours per week

PART A—Australia and Asia
Contrasts in development in the major Asian countries. Special attention is given to the Indian subcontinent, China and Japan. In addition annual selection is made of material from other Asian countries in order to emphasize the variety of resource development, cultural patterns, population pressures and relations with Australia that are typical of this area.

A flexibility is maintained so that significant developments in Asia may be considered as they arise.

ASSESSMENT
Progressive evaluation and final examination.

TEXTBOOK
There is no set textbook for this subject.

REFERENCE BOOKS
Breese, G.
Dempster, P.
East, W. G., Spate, O. H. K., and Fischer, C. A.
Freyer, D. W.
Fryer, S.
Kolb, A.
MccSey, T.
Mitsen, G. J.
Rogers, T. R.

PART B—The Teaching of Geography
One hour per week

(History II—Medieval and Modern European History and the Teaching of History
Four hours per week

Students electing to teach History are required to undertake a unit of study on History Content and Method. A number of demonstrations will also be offered.

(a) Content—Three hours per week
A general survey of the history of Europe from the Fall of Rome to the eve of the French Revolution, with a detailed study of selected areas.

1. Introduction—review of the Fall of the Western Roman Empire and the place of Christianity. Justinian.
2. The "Dark Ages". The barbarian invasions.
3. The Eastern Roman Empire. Byzantinism, Caesarsopapalism; the heresies and their relationship to the rise of Islam; Moslem religion and culture; brief survey to 1453.
4. The revival of the West under Pippin and Charlemagne. Invasions by Moslems, Norsemen, Magyars; the Holy Roman Empire.
5. A social solution—feudalism.
6. The Revival of Trade. The Middle class; mercantilism; the new society; the revival of learning; the universities; the mendicant orders.
7. The growth of Papal power. The investiture controversy; the Crusades.
8. The growth of national states in England and France.
9. The Renaissance, its ideas and culture.
10. The Reformation in Germany, Switzerland, and England. The counter reformation; the baroque period.
12. The scientific age. Intellectual climate; the expansion overseas; the teachings of the philosophers; the modern consequences.
13. The American and French Revolutions.
REQUIREMENTS
Students will choose three periods for detailed study including a study of some of the relevant documents. The results of the studies may be in essay or any other approved form.

ASSESSMENT
1. The special studies.
2. Term tests.

TEXTBOOKS

ADDITIONAL REFERENCES
Billington, R. A. et al. Cheyney, E. P.
Elton, G. R.
Goodwin, A.
Green, V. G. G.
Runciman, S.
Trelvyn, G. M.

(b) Method—One hour per week

(1) The nature of history and its relevance to History teaching.
(2) Revision of lesson and unit planning. The relationship to programming.
(3) Advanced lesson presentation.
(4) Audio visual and other aids. How to make aids.
(5) The history room. School organization and the history department.
(6) History for the average child.
(7) Senior History. Level 1 work and documents; Ancient History.
(8) Evaluation in history. Problems in making and marking tests.
(9) Local history. Organizing excursions.
(10) New directions in history, at home, interstate and overseas.

TEXTBOOK

OTHER REFERENCES will be distributed in lectures as the need arises.

REQUIREMENTS
Two practical exercises, one of which is the making of a teaching aid. Other exercises as set.

ASSESSMENT
Exercises.

HISTORY IIB—Asia in the Modern World

Three hours per week

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

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

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

Part one deals with depth studies of—

Migration.
The Struggle for Power in Asian Society.
Economic Development.
Asian Culture.

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

This course also aims at the development of historical skills. The following skills will be practised throughout the course—

Tutorial.
Interview.
Inquiry.
Book analysis.
Article review.
Research presentation.

Use of primary sources in research.

ADDITIONAL REQUIREMENTS
Tutorials, seminars, book reviews, research studies. Three written assignments, one of which will be at least 3,000 words.

ASSESSMENT
Progressive evaluation.

TEXTBOOKS
Schurman, E., and Schell, O.
Callis, H. G.
Kamm, J.
Kennedy, B.
Michael, F. H., and Taylor, G. E.
Segal, R.

REFERENCE BOOKS


SOCIAL SCIENCE II—Forces at Work in Society and the Teaching of Social Science and Asian Social Studies

Four hours per week

PART A—Forces at work in Society

Three hours per week

An understanding of man in society requires an awareness of the forces at work within the society. An in-depth examination is made of three aspects of society to reveal some of the forces at work.

(1) Ethnic group relations—a study of the ideas of “Race” and an examination of contemporary race relations in several societies.

(2) Social stratification—a study of the ideas of Karl Marx and Max Weber particularly in relation to the concepts of “class”, “status” and “power” in modern society.

(3) Social change—a study of the problems involved in such change for the individual and the society at large. The study is of change as it is experienced in the modern society and that experienced by traditional societies under the impact of colonialism and modernization.

ADDITIONAL REQUIREMENTS

One major assignment, a 3,000-word essay due third term, and three minor assignments of approximately 500 words each, due at stated times during the year.

ASSESSMENT

Based on final examination and assignments.

RECOMMENDED READING

Appelbaum, R.
Avineri, S.
Baxter, P., and San Souci, B. (eds.)
Bendix, R., and Lipset, S. M. (eds.)
Berry, B.
Betelje, A. (ed.)
Davies, A. F., and Enclis, S.
Stevens, F. S. (ed.)

Theories of Social Change,* Chicago, Markham, 1970.
Social Inequality, Ringwood, Victoria, Penguin, 1969.


*Paperbacks.

PART B—The Teaching of Social Science and Asian Social Studies

One hour per week

Social Science II method attempts to apply the general principles of curriculum study to particular N.S.W. syllabuses viz. Social Science and Asian Social Studies. Through a series of lectures, seminars and actual school experiences the following aspects will be examined.

(i) Specific aims of the syllabuses as they relate to general educational aims.

(ii) Interpretation and programming of syllabuses and preparation of units of work.

(iii) Resource development—scope, problems and application. Construction of the resource unit.

(iv) Teaching strategies—range, application and evaluation.

(v) Assessment—problems and inadequacies of traditional methods as they relate to skill oriented syllabuses. Appraisal of alternative procedures.

ASSESSMENT

Progressive assessment including annual examination.

REFERENCES

Asian Social Studies Curriculum, 1974


Duffy, D. G. Seeing It Their Way.


ELECTIVES

GEOGRAPHY IIAE—Australia and Asia

Three hours per week

Prerequisite. Geography IAE or Geography I (University) or equivalent.

Contrasts in development in the major Asian countries. Special attention is given to the Indian subcontinent, China and Japan. In addition annual selection is made of material from other Asian countries in order to emphasize the variety in resource development, cultural patterns, population pressures and relations with Australia that is typical of this area.

Flexibility is maintained so that significant developments in Asia may be considered as they arise.

ASSESSMENT

Progressive evaluation and final examination.

TEXTBOOK

There is no set textbook for this course.
REFERENCE BOOKS
Greese, G.
Dempster, P.
East, W. G., Spate, G. H. K., and Fisher, C. A.
Fryer, D. W.
Gorrie, A. M.
Kolb, A.
McGee, T.
Mitten, G. J.
Tregear, T. R.


HISTORY IIBE—Asia in the Modern World
Three hours per week
(Refer to History IIB)
Prerequisite. History IBE or History I (University) or equivalent.

SOCIAL SCIENCE CS II—Understanding Society
(For Primary and Lower Primary Students Only)
Three hours per week
(Refer to Part A of Social Science I)
Prerequisite. Social Science CSI.

PART A—The Integration of Traditional and Inquiry Techniques
This section of the study deals with the achievement of the Social Science objectives, knowledge and understanding, attitudes and skills, through both theoretical planning and practical application of appropriate strategies in the classroom situation.

The unit aims to produce a varied approach to the teaching of Social Science by using both traditional and inquiry techniques and much stress is placed on the development of the skills of Social Science in the primary school.

The recognition and definition of problems.
The collection of relevant data.
The critical evaluation of social phenomena.
The testing of conclusions.
The presentation of findings.
The ability to work effectively with people.

Students receive practical experience in the structuring of learning situations in a range of lessons from simple inquiry based studies to complex units of work. Special emphasis will be placed on:
(a) individual pupil research;
(b) the local community;
(c) current affairs;
(d) simulation games.

PART B—Programming the Taba Type Curriculum
A depth study of the Taba Curriculum is undertaken and students plan the themes, topics and lessons to fit their own programme models.

PART C—Forces at Work in Society
The final section of the study aims to develop the student's own skill in reading and researching in Social Sciences. After a preparatory study of research techniques, students will study the structure of Australian and world problems through individual research. These studies are directly applicable to the classroom programme.

ASSIGNMENTS
Two major assignments which incorporate both planning and the presentation of themes, units and individual lessons.
There is also a series of short exercises spaced throughout the year. These are both theoretical and practical and include classroom experiences.

ASSESSMENT
Progressive evaluation on assignments and class exercises and a final examination if necessary for borderline students.

TEXTBOOKS
Brown, C. M., and Adams, W. R.
Pryde, N. D.
REFERENCE BOOKS
Basset, G. W. (ed.).
Batyan, F. J.
Jarolimek, J.
Kenworthy, L. S.
REFERENCE PERIODICAL
Social Education.
SOCIAL SCIENCE ACS HIB—Planning and Presentation of Social Science in the Infant School

Three hours per week

PART A—The Integration of Traditional and Inquiry Techniques

This section of the work deals with the achievement of the Social Science objectives, knowledge and understanding, attitudes and skills, through theoretical planning and practical application of appropriate strategies in the classroom situation.

It aims to produce a varied approach to the teaching of Social Science by using both traditional and inquiry techniques and much stress will be placed on the development of the skills of Social Science in the Infant Schools.

The recognition and definition of problems.
The collection of relevant data.
The critical evaluation of social phenomena.
The testing of conclusions.
The presentation of findings.
The ability to work effectively with people.

Students receive practical experience in the structuring of learning situations in a range of lessons from simple inquiry based studies to complex units of work. Special emphasis is placed on:

(a) individual pupil research;
(b) the local community;
(c) current affairs;
(d) simulation games.

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ASSIGNMENTS
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There is also a series of short exercises spaced throughout the year. These are both theoretical and practical and include classroom experiences.

ASSESSMENT
Progressive evaluation of assignments and class exercises and a final examination if necessary for borderline students.

TEXTBOOKS
Brown, C. M., and Adams, W. R.
Fryde, N. D.

REFERENCE BOOKS
Bennett, G. W. (ed.).
Jarolimek, J.
Kenworthy, L. S.

COMMERCE III—Economics and Commercial Principles and the Teaching of Economics

Four hours per week

PART A—Economics and Commercial Principles

(a) Economics—Two hours per week

(i) Public Finance. Government budgeting; scope and limitations of government programmes; economic effects of taxation; inter-governmental fiscal relations; public debt and debt management; analysis of fiscal theory and policy.

(ii) Contemporary Economic Issues. A semester of lectures and seminars with specialization in interest areas related to current issues. Areas may include the economics of pollution; inflation/stagflation; the role of non-banking financial institutions in the monetary sector; Federal-States financial relations; tariff policy.

REFERENCES
Eckstein, K. L.
Due, H. G.
Matthews, J. G.
Press, K.
Williams, R.

REQUIREMENTS
Two major 1,500-word essays as well as a major seminar paper. Results to be included in final assessment.

ASSESSMENT
Based on above assignments and on one three-hour examination.

(b) Commercial Principles—One hour per week

(i) Government and the Consumer. Consumer and the law; consumer protection; law reform; pressure groups and public issues; Naderism; the consumer and economic growth; the role of the consumer in planning.

G 61220—13$  K 5126  385
(ii) The Nature, Structure and Functions of Government in Australia. Description and analysis of Federal, State and local spheres; State and semi-governmental public enterprises; financial relations between States and Commonwealth; spheres of taxation; fiscal functions and policies; financial problems; the structure and function of judiciary systems in Australia.

REFERENCES

REQUIREMENTS
Two 2,000-word essays.

EXAMINATION
One three-hour examination.

PART B—The Teaching of Economics
One hour per week
The areas of study listed below are covered by lectures, seminars, and workshops. Students are required to read widely and to develop resource units and teaching aids.

1. The Context
(a) Modern trends in Economic Education. An examination of recent developments in economics education particularly in the U.S.A. and U.K. (The Natural Task Force, DEEP, Econ 12 and the Manchester Project.)
(b) Recent developments in Economics Curriculum in N.S.W. A critical appraisal of the present and proposed Economics syllabuses.

2. The Curriculum
(a) Aims and objectives. An examination of how the present and proposed syllabus aims compare with those of current economics educational thought.
(b) Context selection and organization; the present approach in N.S.W. Some possible alternatives; spiral, structure, partial; case study and problems approaches.
(c) Programming in economics.
(d) Evaluation: formative and summative.

3. The Methodology
(a) The Traditional Methods of Teaching Economics. Narration, study guides, assignments.

(b) Advanced Teaching Procedures: case studies, simulation games; contract learning, programmed learning.

4. The Resources
Overhead projection, mass media, videotape recordings, economical multimedia kits. The programme.

REFERENCES

REFERENCES

GEOGRAPHY III—Australia and the World and the Teaching of Geography
Four hours per week

PART A—Australia and the World
Three hours per week
Using specific regional examples, themes from the following list are studied:
(1) Impact of man’s increasing numbers and developing technology on natural systems—development and the environment.
(2) Pluralism, nationalism and stability.
(3) Underdevelopment.
(4) Resource interdependence and economic alliance.
(5) Independence, interdependence and changing political boundaries.
ASSESSMENT
Progressive evaluation and final examination.

READING LIST
Themes are selected during the academic year and specific reading lists prepared. The following are general reference books with which students undertaking this study should be familiar.


PART B—The Teaching of Geography
One hour per week
(Details are provided at the commencement of the course.)

HISTORY IIIA—The History of Australia to 1945 and the Teaching of History
Four hours per week

PART A—The History of Australia to 1945
Three hours per week
The study examines Australia's background to 1945 in order to give a deeper appreciation of her present society and position in the modern world.

Aspects of Australian history examined in depth include the following:

The Australian Aborigine.
The Convict System and Free Immigration.
Exploration and the Pastoral Age.
Systematic Colonization.
The Movement to Responsible Government.
The Magic of Gold.
Towards Nationhood.
Australian Literature of the 19th Century.
Local History.
World War I.
The Conscription Issue.
The Great Depression.
World War II.
Foreign Policy.

BIBLIOGRAPHY
A. General


B. Specific


Australia during the War. Sydney: Angus and Robertson, 1943.


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

Part one deals with depth studies of—

Migration.
The Struggle for Power in Australian Society.
Economic Development.
Australia’s Foreign Relations.
Australian Culture.

Part two allows for individual student choice into any aspect of Australian history and aims at the development of historical skills.

ADDITIONAL REQUIREMENTS

Three written assignments, one of which will be at least 3,000 words.

ASSESSMENT

Progressive evaluation.

TEXTBOOKS

Madgwick, R.

Roe, M.

Clark, C. M. H.

REFERENCE BOOKS

Bartlett, N.

Blainey, G.

Ellis, M.

Younger, R.

Select Documents in Australian History. Sydney, Angus and Robertson, 1965.

SADIAL SCIENCE III—Australian Society and Teaching Approaches to Problems in Society

Four hours per week

PART A—Australian Society

Three hours per week

The strand examines some of the groupings and the significance of each within the structure of contemporary society. It includes an investigation of:

(a) government and political parties;
(b) bureaucracy;
(c) trade unions and industry;
(d) the media;
(e) rural/urban development;
(f) minority groups;
(g) the culture of poverty.
ADDITIONAL REQUIREMENTS
The major assignment is an in-depth analysis of a particular aspect of Australian society. Two minor assignments.

ASSESSMENT
Based on assignments and a final examination.

REFERENCES

PART B—Teaching Approaches to Problems in Society
One hour per week

Social Science III is not specifically orientated towards any one syllabus. This unit of electives, seminars, school experiences and individual research has two aims:

(i) to examine the implications of the teaching of controversial social issues in secondary schools. In this section, topics will include the nature of social controversy, the objectives of its study, the methods by which these aims may be accomplished in terms of the derivation and application of a framework of analysis and problems of assessment;

(ii) to introduce students to some of the practical methods used in the collection and analysis of many distinct varieties of data, to enable them to appreciate some of the practical problems facing social scientists and thus enable them to see the limitations of data of various kinds.

ASSESSMENT
Progressive assessment. Basis: One 2,000-word essay, seminar contributions, one practical investigation.

REFERENCES

ELECTIVES

COMMERCE III A—Economics and Commercial Principles
Three hours per week
(Refer to Commerce III—Part A.)
Prerequisite. Commerce I and Commerce II or equivalent.

GEOGRAPHY III BE—Australia and the World
Three hours per week
(Refer to Geography III—Part A.)
Prerequisite. Geography IIAE or equivalent.

HISTORY III CE—Australia in the Modern World
(Not available to Section 305)
Three hours per week
(Refer to History IIIB.)
Prerequisite. History IIBE or equivalent.

HISTORY III IDE—Power and Authority in the United States
(Available for Section 305 only)
Three hours per week

PART A
A chronological study of the bases of power and authority and the tensions among differing interests.

(1) The varieties of power and authority in the colonies.
(2) American independence from Britain.
(3) Seeking a new basis—from the Articles of Confederation to the Constitution.
(4) Federalists and Jeffersonians.
(5) Jacksonian democracy.
(6) Northern and Southern sectionalism.
(7) The Civil War.
(8) The Reconstruction of the South.
(9) The new power of large corporations.
(10) The Populist and Progressive challenges to corporate power.
(11) The New Deal.
(12) McCarthyism.
(13) The challenge of Black America.

PART B
Some important general themes in the American experience.
The roles of:
(a) The Presidency.
(b) The Legislature.
(c) The Judiciary.
INTER-DISCIPLINARY ELECTIVE IIIEE—Aboriginal Studies

Three hours per week

Prerequisite. Eligibility to Commerce either Education III or History III.

A study presenting a survey of Aboriginal society, past and present, to give students an understanding of the Aboriginal people, a realization of their cultural heritage and an appreciation of the problems facing Aborigines in present-day Australian society. The emphasis is on the contemporary situation. Lecturers from the Departments of Art, Education, English, Home Science and Textiles, Languages, Music, Science and Social Sciences are involved in the presentation of the topic. Guest speakers are invited to lecture and to take part in discussions.

Subject Outline

Aborigines in Traditional Society.

Prehistory of the Aborigines—a brief survey of the archeological evidence of the Aboriginal people in Australia.

Aboriginal Tribal Society—the study includes social, economic, political, religious and artistic aspects of traditional Aboriginal society.

Black-White Relations—a history of race relations in Australia, the United States of America and New Zealand.

Aborigines in Contemporary Australian Society.

This area occupies the major part of the work involving an investigation of the problems confronting Aborigines in Australian society today. It deals with the placement of the Aboriginal in the Australian economy, nutritional needs, educational problems, and psychological position and the political environment.

ADDITIONAL REQUIREMENTS

One major assignment—a topic of special interest to be chosen by the student in consultation with the lecturer concerned. Seminar participation.

ASSESSMENT

The major assignment, seminar participation and final examination are taken into account for the final assessment.

REFERENCE BOOKS


An up-dated bibliography is supplied at the beginning of the course.

GRADUATE DIPLOMA IN EDUCATION

PRIMARY AND LOWER PRIMARY

SOCIAL SCIENCE 414—The Social Science Curriculum Process

Two hours per week

(Refer to Social Science CSI.)

SECONDARY

HISTORY 415—The Teaching of History

Three hours per week

Prerequisites. University History I, II or equivalent.

1. Background. Why we teach History.
2. Lesson procedures.
   (a) Oral Presentation.
   (b) Study.
   (c) Observation.
   (d) Use of Literature.
   (e) Activity.
   (f) Discussion.

3. The Organization of the History Department.
   (a) Programmes: Syllabus; Approach; Source Material.
   (b) Registration of Work.
   (c) Examining and Testing.
   (d) Aids.
   (e) The History Room.
   (f) Textbooks.

4. Written work.
   (a) Notemaking.
   (b) Essay Writing.
   (c) Assessment.

5. Demonstrations to illustrate Teaching Method.

ADDITIONAL REQUIREMENTS

Demonstrations.

ASSIGNMENTS

Two 2,000 words, due end of Term I and end of Term II. Micro-Practice.

ASSESSMENT

Progressive evaluation with end of year examination.

TEXTBOOKS

N.S.W. Department of Education.
N.S.W. History Teachers’ Association.
Walshe, R. D., and Little, N. A.

REFERENCE BOOKS

Daniels, R. V.
Evans, C.
Incorporated Association of Assistant Masters in Secondary Schools.

SOCIAL SCIENCES 415. Social Sciences Curricula and Method

Studies

(For the teaching of High School Geography, Commerce, Economics,
Social Science and Social Studies)

The study consists of the following strands:

(a) Social Sciences Curriculum Issues, Social Sciences Teaching
Methods. (Three hours per week.)
(b) Audio-visual Teaching Methods. (One hour per week.)
(c) Understanding Society Accountability (where applicable). (Two hours per week.)

NOTE

Students reading for two teaching methods within the Social Sciences Department are required to take strands A, B and C (6 hours per week).
Students reading for one teaching method within the Social Sciences Department are required to take strand A only (3 hours per week).

Within the Social Sciences Teaching Methodology section emphasis will be placed on one subject method.

(a) SOCIAL SCIENCE CURRICULUM ISSUES


Social Science Teaching Methods:


Social Science teaching methodology: Mapping, graphing, local area studies, field trips, observation skills, problem solving, surveys, case studies, role playing, simulation games, teaching about controversy. Planning and Programming courses, Testing and Evaluation.

(b) AUDIO-VISUAL TEACHING METHODS

Chalkboard, films, filmstrips, slides, broadcasts, audio and video tape recordings, mass media, multimedia kits.
This section adopts a comparative approach to the study of some significant institutions in society. Contemporary Western society and traditional Asian and African societies are studied to illustrate differences between societies and the factors underlying the development of institutions within these societies. Three institutions are studied in this way—

The Family.
Religion.
Authority.

ADDITIONAL REQUIREMENTS
1. One 3,000-word assignment on a curriculum issue relevant to the teaching of one of the High School Social Sciences Department syllabuses.
2. One resource unit.
3. Students will be required to prepare and present papers and various teaching materials in seminars and workshops.

ASSESSMENT
1. Progressive evaluation based on the essay, the resource unit and seminar presentation.
2. An annual examination on Curriculum and Method Study.
3. The Understanding Society strand will involve assessment by essay work and testing.

TEXTS
Berger, L.
Biddle, D.
Dufty, D.
Lee, N.

Social Sciences Foundation Course Team (ed.).

REFERENCES
1. General
Hass, G., and Wiles, K.
Hooper, R.
Taha, H.
Wheeler, D. K.

2. Geography
Biddle, D., and Shorlre, D.
Chorley, R., and Haggett, P.
UNESCO.
Wheeler, K., and Harding, M.

3. Economics/Commerce
Edwards, G.
Lumsden, K. G.


THE UNDERGRADUATE PROFESSIONAL COURSE—ONE YEAR

PRIMARY AND LOWER PRIMARY

SOCIAL SCIENCE 214—The Social Science Curriculum Process
Two hours per week
(Refer to SOCIAL SCIENCES I.)

SECONDARY

HISTORY 415—The Teaching of History
Three hours per week
(Refer to HISTORY 415 in THE GRADUATE DIPLOMA IN EDUCATION SECTION.)

SOCIAL SCIENCES 415—Social Sciences Curricula and Method Studies
Three to six hours per week
(Refer to SOCIAL SCIENCES 415 in THE GRADUATE DIPLOMA IN EDUCATION SECTION.)

THE UNDERGRADUATE PROFESSIONAL COURSE—TWO YEARS

Second Year

PRIMARY AND LOWER PRIMARY

SOCIAL SCIENCE 214—The Social Science Curriculum Process
Two hours per week
(Refer to SOCIAL SCIENCE CSL.)
SECONDARY

COMMERCE 215A—Economics and Commercial Principles II
Three hours per week
(Refer to COMMERCE II.)

COMMERCE 215B—The Social Sciences Curriculum Process
Three hours per week
(Refer to SOCIAL SCIENCES I.)

HISTORY 215A—The History of Australia to 1945 and the Teaching of History
Four hours per week
(Refer to HISTORY IIIA.)

HISTORY 215B—Basic Themes in History
Three hours per week
(Refer to HISTORY IIIB.)

SOCIAL SCIENCE 215A—Forces at Work in Society and the Teaching of Social Science and Asian Social Studies
Four hours per week
(Refer to SOCIAL SCIENCE II.)

SOCIAL SCIENCE 215B—The Social Sciences Curriculum Process
Three hours per week
(Refer to SOCIAL SCIENCES I.)

NOTE. Students selecting professional studies solely from the Social Sciences are required to take the following:

COMMERCE 215A—Economics and Commercial Principles II
Three hours per week
(Refer to COMMERCE II)

GEOGRAPHY 215A—Australia and Asia
Three hours per week
(Refer to GEOGRAPHY II)

SOCIAL SCIENCE 215A—Forces at Work in Society and the Teaching of Social Science and Asian Social Studies
Three hours per week
(Refer to SOCIAL SCIENCE II)

SOCIAL SCIENCE 215B—The Social Sciences Curriculum Process
Three hours per week
(Refer to SOCIAL SCIENCES I)

Third Year

PRIMARY AND LOWER PRIMARY

SOCIAL SCIENCE 314—Planning and Presentation of Social Science in the Primary School
Three hours per week
(Refer to SOCIAL SCIENCE ACS IIIA)

SOCIAL SCIENCE 314B—Planning and Presentation of Social Science in the Infant School
Three hours per week
(Refer to SOCIAL SCIENCE ACS IIIB)

SECONDARY

COMMERCE 315A—Economics and Commercial Principles III
Four hours per week
(Refer to COMMERCE III, Part A)

COMMERCE 315B—Social Sciences Curricula and Method Studies
Three hours per week
(Refer to SOCIAL SCIENCES 415)

HISTORY 315A—The Teaching of History
Four hours per week
(Refer to HISTORY 415)

HISTORY 315B—Asia in the Modern World
Three hours per week

SOCIAL SCIENCE 315A—Australian Society and Teaching Approaches to Problems in Society
Four hours per week
(Refer to SOCIAL SCIENCE III)

SOCIAL SCIENCE 315B—Social Sciences Curricula and Method Studies
Three hours per week
(Refer to SOCIAL SCIENCES 415, Part A)

NOTE. Students selecting professional studies solely from the Social Sciences in year III, 1975, are required to take the following:

Commerce III
Geography III
Social Science A
Social Science B
Diploma in Education

DIPLOMA IN ART (EDUCATION)

Second Year
(Available to 1973 Entrants Only)

GEOGRAPHY 213
Australia in Transition and the Teaching of Geography
Four hours per week
(Refer to GEOGRAPHY I)

HISTORY 213
Basic Themes in History and the Teaching of History
Four hours per week
(Refer to HISTORY I)

Fourth Year

GEOGRAPHY 313
Australia and Asia and the Teaching of Geography
Four hours per week
(Refer to GEOGRAPHY II)

HISTORY 313
Asia in the Modern World and the Teaching of History
Four hours per week
(Refer to HISTORY III)

Fourth Year

GEOGRAPHY 413
Australia and the World and the Teaching of Geography
Four hours per week
(Refer to GEOGRAPHY III)

HISTORY 413
Australia in the Modern World and the Teaching of History
Four hours per week
(Refer to HISTORY III)

DEPARTMENT OF TEACHER LIBRARIANSHIP

The department, by provision of elective studies, professional and curriculum studies in the areas of teacher librarianship and library education contributes to courses leading to the award of—

The Diploma in Teaching.
The Graduate Diploma in Education.
The Diploma in Teaching (Conversion Course, External Studies).
The Graduate Diploma in Education (Conversion Course, External Studies).

Inquiries are welcomed for the electives Teacher Librarianship I, Teacher Librarianship II, Teacher Librarianship III.

NOTE. All elective units are subject to adequate numbers of students seeking admission to these studies and availability of staff.

Teacher Librarianship I—Three hours per week.
Teacher Librarianship II—Three hours per week.
Teacher Librarianship III—Three hours per week.
Teacher Librarianship IV—Three hours per week.

Taken in consecutive years Teacher Librarianship I and II provide a minor sequence, Teacher Librarianship I, II and III a major sequence for students professing an interest in this field of study. Whether a major or minor sequence is pursued the intention is to establish a background of theoretical knowledge and a reserve of practical experiences which will enable the future teacher to accept responsibility for this work in the school situation with confidence and enjoyment.

Teacher Librarianship IV is offered in 1974 as a 1-year condensed course catering for those students whose specialist academic or professional commitments, or timetabling problems may prevent participation in the sequential units Teacher Librarianship I, II and III.

Teacher Librarianship IV is alternatively proposed as a specialist professional and curriculum study within the Diploma in Teaching (Level III) and Graduate Diploma in Education structures of this College.

Students who may wish to sit for some of the L.A.A. registration papers are given the opportunity to do so. Such students are advised that matriculation is a desirable but not at this stage necessary requirement.
TEACHER LIBRARIANSHIP I

Three hours per week

There is no operative prerequisite for Teacher Librarianship I. Designed as the first unit of a sequential course it offers students who desire it an opportunity to prepare for some of the registration papers of the Library Association of Australia. Such students are advised that matriculation is a desirable, but not at this stage a necessary prerequisite.

1. Exploratory:
   The concept of the library and resources/materials centre in the modern school.
   Emerging concepts of design and function.
   Stages of development—converting vision to reality.

2. Changing concepts of the teacher-librarian's function in schools:
   Competencies; responsibilities; role/s.
   Media specialist?
   Routine administrator?
   Master teacher?
   Integration of educationist
   Manager/organizer
   Administrator

3. Areas of the teacher-librarian's responsibility:
   (a) to the principal;
   (b) to the staff generally;
   (c) to the pupils;
   (d) to the community the school serves.

4. Systems and materials:
   Classification. Introductory—aims and principles. Dewey Decimal Classification. Serial and broken order—indications and rationale of broken order. Special and reference areas in school resources centres.
   Cataloguing. Codes and standards. Introduction to main entries and subject entries. The unit catalogue card—teaching the use of the catalogue in school libraries.
   Selection and Ordering. Principles and requirements. Aids available and records required.
   Accessioning and Processing. Relation to charging and discharging systems. Establishment of efficient routines—the shelf list; arrangement and uses.

5. Competencies and relations:
   Simple yet efficient clerical routines.
   Filing and indexing within an office system.
   Task analysis in terms of systems and personnel employed in performance.
   Dissection of complex tasks and relation to work flow.
   Policy framing with principal and staff.
   Regular and comprehensive report to principal (finance, sources of finance, library subsidy claims, stocktake, school audit, etc.).
   To staff and pupils (e.g. accession lists, display and publicity).
   School and community relationships—inviting and retaining co-operation—surveys of educational and leisure needs and priorities within the school and community it serves.
   Policies, contacts and dealing with suppliers and sales representatives.

Additional Requirements

Participation in excursions and demonstrations as programmed. Brief reports on these. School experiences as required.

ASSIGNMENTS
A series of ten practical units for completion within the year.

ESSAY
To involve research and analysis, agreed topic, 2,500 words, due second week in October.

ASSESSMENT
By satisfactory completion of practical units and essay requirements, tests and/or elected examination procedures.

TEXTBOOKS

REFERENCE AND RECOMMENDED READING
College Library 021 and 028.
As advised in lectures.
TEACHER LIBRARIANSHIP II
Three hours per week

Prerequisite. Successful completion of Teacher Librarianship I.

1. Library Science Component
(i) Intensive work on main entries, added entries.
(ii) Further work on subject cataloguing, analytical entries.
(iii) Periodicals and special materials.
(iv) Integration, cataloguing and storage of multi-media resource materials.
(v) Information processing and retrieval.

2. Principles of Organization and Management
(i) Physical/clerical/functional organization of the library and resources centre.
(ii) Standards and objectives in architectural planning and design and relationship to educational objectives.
(iii) Provision of study, recreational and leisure activity areas.
(iv) Extension of staff and community relations. Advisory services to school staff (e.g., provision for displays, accession lists, conferences, seminars, workshops, etc.). Training in use of multimedia equipment and materials. Advice on developments in educational technology.
(v) Organization of clerical and ancillary staff. Timetabling for effective use of resources.

3. Educational Design and Resource Centre Programmes
(i) Understanding of group, community and social structures and their importance in educational design.
(ii) Provision of reader services; establishment of routines of instruction; codes for supervised and unsupervised study. Advanced study and research techniques.
(iii) Introduction to teaching collections.
(iv) Survey and treatment of the non-fictional literature within the various subject areas.
(v) Criteria of selection and evaluation of print and non-print materials.
(vi) Intensive work on bibliographical aids and reference tools appropriate to the range of subject areas. Particular emphasis on use of periodical literature.

4.06

Additional Requirements
(i) Practical experience as required in library science component.
(ii) School and community experiences as in excursions, demonstrations; in projects and activities such as Children’s Book Week, Book clubs, radio, television and film programmes for children.

ASSIGNMENT
Compilation of research bibliography in some aspect of educational technology to accompany major essay.

ESSAY
Topic decided in consultation with lecturer. Due first week in October.

ASSESSMENT
Based on completion of all requirements and/or elected examination procedures.

TEXTS
Recommended Reading and Reference: As advised in lectures.

TEACHER LIBRARIANSHIP III
Three hours per week

Prerequisite. Successful completion of Teacher Librarianship II.

(i) The library/resources centre as an instructional and cultural medium in education.
(ii) The learning process; elimination of interference; catering for individual differences; synthesizing role of educational media; survey, diagnosis or analysis of individual and group pupil needs; staff and community expectations and requirements.
(iii) Factors making for quality in curriculum design; their relevance to library/resources centre programmes.
(iv) Co-operative selection and planning of short term and extended programmes within various subject areas as major practical exercise for course students. Costing and estimating of programmes in terms of educational yield and economic resources. Funding and mounting of programmes. Co-ordination of total school and area programmes. Implementation, feedback, research and evaluation as co-ordinated, co-operative area venture.
(v) Further studies in management and administration. The relationships of labour, finance and management as they appear in educational systems; interaction of personalities; meshing of personal, community, professional responsibilities.

Special Functions and Services of the Library/Resources Centre
(a) As an effective unit in specialist and remedial programmes—for visually handicapped, hearing impaired, at emotional, reading, cultural or social disadvantage, etc.
(b) As contributing to guidance and social development programmes. Training of pupils in community service through the library.
(c) As a teaching/service agency catering for the continuing professional development of teachers.

Practical and Developmental Experiences

It is essential to offer a wide range of opportunities in school and community whereby theoretical aspects of the subject may be translated into positive, creative experience. Examples of opportunities are listed as:

1. Sustained practical work in co-operative selection, design and implementation of library/resources centre programmes.
2. Services for the handicapped—hospital schools, school for hearing impaired, visually impaired, etc.
3. Youth and the community—participation/advisory service in youth leadership programmes, rural youth groups, etc.
4. Contact with adult education services and programmes. Advisory services and participation in professional associations.

Additional Requirements

Preparation and presentation of a seminar or workshop session.

Dates and topics determined by mutual agreement of students and tutor.

Keeping of case books and records of practical experiences, which with research notes will form the basis of final examination. Time allowance three hours.

Assessment

By progressive evaluation and by written examination on minor thesis type question, set by the student after consultation with lecturer by second week in May. Open-book type examination to which material referred to above may be brought. May be supplemented by oral discussion or defence.

Texts

A.S.L.A.


Reference Material

Full critical bibliographies provided at beginning of course.

Teacher Librarianship IV

Three hours per week

1. Exploratory:
   Development of library/resources/materials centre in the modern school.
   Emerging concepts of design and function.

2. Changing concepts of the teacher librarian's role.

3. Areas of the teacher-librarian's responsibility:
   (a) to the principal;
   (b) to the staff generally;
   (c) to the pupils;
   (d) to the community the school serves.
   Dual responsibility as educationist and organizer.

4. Organization of the library:
   (a) Physical:
      Attractive features, light, ventilation, provision for study and recreational reading areas, flexible utilization of space. Shelving systems, furniture and display equipment, storage, special purpose areas, multipurpose areas.
   (b) Clerical:
      Establishment of efficient routines involving selection, ordering, purchase, accessioning, borrowing of print and non-print materials, shelving and display, stocktake, regular report to principal and other authorities.
   (c) Functional:
      For efficient use of all resources. Classification, indexing and cataloguing systems; access and integration of multimedia resources, reference areas; maintenance and repair of stock. Information processing and retrieval.
   (d) Educational:
      The library/resources centre as an instructional/cultural unit of education.
      Survey and diagnosis of student needs, staff and community expectations and requirements.
      Provision of reader services, establishment of routines of instruction and of codes for supervised and unsupervised study.
      Co-operative selection and discussion of short term and extended library programmes for various subject areas.
Co-ordination of total school programmes.
Evaluation of resource material and programmes.
Extension of community and public relations.

5. Special services and functions:
   (a) Mechanical preparation.
       Storage and upkeep of all media material and equipment.
   (b) School library as effective aid in a reading programme.
       Remedial and recreational programmes; extended and
       specialized programmes for the exceptional child.
   (c) School library as contributing to the guidance programme.
       Student surveys and individual needs; "Book Therapy".
       Training of pupils in community service through the library.
   (d) School library as a teaching/service agency. Needs and
       professional development of teachers; participation in youth
       leadership and leisure occupation programmes.
       Contact with adult education groups and professional
       associations.

TEXTBOOKS
Davies, R. A. The School Library—a force for educational excellence.
Hicks, W., and Tillin, A. Developing Multi-Media Libraries.
   1963.

REFERENCE AND RECOMMENDED READING
As advised in lectures.

THE DEPARTMENT OF EXTERNAL STUDIES

The college offers through the Department of External Programmes,
courses leading to conversion from two-year trained status to three-
year trained status, the college Diploma in Teaching and the college
Diploma in Education. The Department of External Programmes is
responsible for administrative matters, but the tuition is given by the
lecturers in the various academic departments of the college. External
students are required to follow the same course of study, satisfy the
same course requirements and attempt examinations of the same
standard as internal students of the college. Initially, external
students were not enrolled in more than two courses, but it will be
possible in later years for students to enrol in a maximum of three
courses. For practical work, special lectures or tutorials and/or
attendance at residential schools may be necessary. Where written
assignments form part of a course these are to be submitted by the
required date, and any extension of time may be granted only after
formal application.

The following subjects are offered externally:
Art III L.P., III.P.
Biology III.S.
Education III.P., Education III.S., Education IV.
English III.P., English III.S.
Geography III.P., III.S.
Geology III.S.
History III.P., History III.S.
Home Science III.
Industrial Arts A. Materials Science.
Industrial Arts B. Mechanics.
Industrial Arts C. Woodwork.
Industrial Arts D. Metals Technology.
Mathematics III L.P., III.P., III.S.
Music III.P.
Modern Science Education.
Physical Education III.P.
Teacher Librarianship III.P., III.S., IV.
Textiles III.
The Classical World III.P., III.S., IV.
The Teaching of English
The Teaching of History
The Teaching of Geography
The Teaching of Commerce
The Teaching of Music
The Teaching of Mathematics
The Teaching of Science

Diploma in Education only.

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Eligibility of Enrolments: In general applicants have to satisfy the normal entrance requirements of the college, although in the case of certain experienced teachers, special adult entrance may be granted.

All inquiries about external courses should be made to the Director of External Programmes, Newcastle Teachers College, Union Street, Newcastle 2300. Admission forms are available and will be forwarded on request.

COLLEGE SERVICES

Amenities

As yet no amenities officer has been appointed but it is hoped that such an appointment will be made in the near future.

Sports

The amenities officer, when appointed will act as liaison officer between the Sports Union, the college and outside sporting organizations for all sporting matters. In the meantime all inquiries should be directed to Physical Education Department.

Intercollegiate contest and travel is arranged for student sporting groups by the Intercollegiate Board assisted by the Amenities Office which will also assist when required at club level.

Accommodation

A student accommodation service has been established for students requiring housing. A register of rooms, flats and private board available in the Newcastle area is maintained.

Students desiring information of this kind should write to the Registrar.

Health Society for Trainee Teachers

The N.S.W. Teachers Federation Health Society provides a special concession scheme for Teacher Trainees.

Single students may join this scheme and receive medical and hospital benefits for a contribution of $10.00 a year or part thereof, payable in advance.

Married men students may join and provide coverage for husband, wife and children for a contribution of $20.00 a year or part thereof, payable in advance.

Further information is obtainable from the Student Representative Council.

Insurance

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

College Shop

A stationery shop under the control of a lessee will operate at the Shortland site.

Cafeteria

A cafeteria under the control of a lessee will operate at the Shortland site. A cafeteria committee will be established at a later date.

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

(i) Academic Attainments

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

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

(ii) Status

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

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

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

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

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

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

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

During second term, outgoing students intending to seek employment with the N.S.W. Department of Education are issued with Application Forms (T.P. 98, 98A), whereon all information relevant to first appointment is to be entered. Students should take the forms home, discuss them with parents or other interested parties should they wish to do so, and after completion return them to the college at the end of second term for forwarding to head office. It is emphasized that all first appointments are made by the Primary and Secondary Registrars. The college has no control over appointments and its only function is to forward to Sydney a statement of Certificate or Conditional Certificate recommendation, practice teaching result and any supporting evidence put forward by any student with respect to any request for special consideration concerning appointment on compassionate, academic, medical or other appropriate grounds. Such requests should be documented wherever possible and attached to the Outgoing Student Information Sheets, or, where confidential, submitted under sealed cover to the principal or the vice principal.

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

At assemblies in third term, students are advised about superannuation data sheets, entry on duty forms, obtaining board and lodging in country centres and other matters.
(vi) First Appointment

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

In summary from Department of Education Handbook.

1. If the teacher wishes to use his own vehicle permission must be obtained before undertaking the journey. Vehicles must be insured and the policy endorsed under Regulation 91.
2. Rail warrants may be obtained from the appropriate Area Director or head office.
3. Receipts for incidental expenses and for excess accommodation costs arising from taking up duty must be kept and submitted with claims for refund.
4. Married students must consult the appropriate Area Office or head officer before making arrangements to transfer furniture.

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

(vii) Entry on Duty Forms

All newly appointed teachers and teachers transferred from another school shall forward a completed “notification of entry on duty” form to the district inspector. This form may be obtained from the school principal or his deputy. When filled in it is returned to him to be forwarded to the district inspector.

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

One copy of the entry on duty form is forwarded to the accountant to ensure correct payment of salary.

STUDENT COUNSELLING SERVICE

It is hoped that student counsellors will be appointed to establish a college student counselling service.

STUDENT LOAN FUND

The Students’ Representative Council has established a student loan fund managed by a committee comprising the president, secretary and treasurer of that council.

Students experiencing grave financial difficulty may apply in writing to this committee for a loan, setting out the circumstances of the case. The decision of the committee is final and not subject to appeal. The borrower is required to enter into an agreement for repayment. Since the intention of the fund is to provide temporary financial accommodation only, the amount of the loan will not exceed a figure which, in the opinion of the committee, can be repaid in a reasonable time.

STUDENT HEALTH SERVICE

College medical officers are available for consultation by students who become ill or are injured while at college, or who require advice on personal or social matters. These officers do not give treatment to students, who must make all arrangements for any treatment required with their own doctors.

CHAPLAINCY SERVICE

A chaplaincy service within the Newcastle Teachers College for the benefit of students and members of staff is provided by the Christian churches of Newcastle.

The service offers personal counselling and guidance and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.

Names and Addresses of Chaplains

**Anglican:**
The Rev. Canon E. H. V. Pitcher,
The Rectory,
Winsor Street,
Merewether 2291. Tel. 63 1388.
(Acting Chaplain)

**Baptist:**
The Rev. T. H. Binks,
180 Maitland Road,
Islington 2296. Tel. 61 3656.

**Methodist:**
The Rev. Harry Brentnall,
180 Glebe Road,
Merewether 2291. Tel. 61 4525.
Presbyterian:  
The Rev. Harold Durbin,  
40 Stewart Avenue,  
Hamilton 2303. Tel. 611455.

Roman Catholic:  
The Rev. Father T. B. Hornery,  
Catholic Presbytery,  
34 Kenrick Street,  
Merewether 2291. Tel. 614394.

THE STUDENTS' UNION AND REPRESENTATIVE COUNCIL

The constitution and administration of the Students' Representative Council is set out in the Calendar for 1972. Because of the number of campuses on which the college operates the constitution is in course of revision. The following proposed structure is set forward as the basis of discussion only.

Proposed Structure of Students Union Newcastle Teachers College

<table>
<thead>
<tr>
<th>STUDENT BOARD</th>
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<tbody>
<tr>
<td>President, Vice-President, Secretary, Treasurer, Assistant Sec/Treas.</td>
<td>5</td>
</tr>
<tr>
<td>Campus Presidents</td>
<td>4</td>
</tr>
<tr>
<td>Campus Secretary (+1 Rep. Sports Union 1 Recreation Union)</td>
<td>6</td>
</tr>
</tbody>
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<tr>
<th>Art School campus council</th>
<th>Conservatorium campus council – (UNDER CONSIDERATION)</th>
<th>Union Street campus council</th>
<th>Waratah West campus council</th>
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<td>STUDENTS</td>
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OTHER CLUBS AND ASSOCIATIONS

The University of Newcastle Company

Student members of Newcastle Teachers College are eligible for membership of the University of Newcastle Company and should make inquiries of the sources listed in the University of Newcastle Calendar.

The Sports Union

All students who have paid college fees are members of the Sports Union. The Constitution was published in the 1972 Handbook but is in course of revision.

Inquiries should be directed to Principal Lecturer in Physical Education (Mr H. W. Gillard) who will advise the names of the present student officers.

The Revised Constitution will be issued separately and copies are available in the Students' Union Office.

Union of Recreational Clubs

To co-ordinate the activities, and to ensure equitable use of facilities, a joint steering committee of staff advisers and student officers form the Union of Recreational Clubs. This organization meets each term and on request as the need arises. Since 1972, a representative of the Conservatorium has been invited to the discussions to minimize overlapping of important dates.

The organization acts as a "clearing house" for reconciling the requests of the various clubs so that the strong recreational programme of the college will be maximized. Gradual progression towards total student responsibility for the programme is an underlying principle.

Recreational Clubs

Drama  
Debating  
Revue  
"Altjiringa"  
Music  
Film  
Photographic  
Chess  
Social  
Poetry
Other Clubs and Societies

It is not possible to publish a complete list of clubs and societies. Students form their own clubs and societies under the general authority of The Students Union and the S.R.C.

Other clubs and societies operative within the Newcastle Teachers College include the following:

Music Society.
Drama Club.
Students' Christian Union.

Social and Recreational Union

The Social and Recreational Union operates under much the same constitution as the Sports Union and excludes only sporting and religious clubs.