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NEWCASTLE TEACHERS' COLLEGE
1959

IMPORTANT DATES FOR 1959
School Vacation—12th Dec.—26th Jan.
Teachers' College Vacation—13th Dec.—1st Mar.
Technical College Vacation—13th Dec.—15th Feb.
School Term—27th Jan.—7th May.

Technical College Term—16th Feb.—8th May.
Teachers' College Term—2nd Mar.—8th May

Easter Vacation—27th—31st March.

Practice Teaching—13th April—1st May.
Anzac Day—25th April.
May Day—4th May.

School Vacation—8th May—18th May.
Teachers' College Vacation—9th May—24th May
Technical College Vacation—9th May—24th May.

School Term—19th May—20th Aug.
Teachers' College Term—25th May—14th Aug.

Half Yearly Examination—29th June—3rd July.

Inter-Collegiate—11th—14th Aug.

School Vacation—21st Aug.—7th Sept.

School Term—8th Sept.—17th Dec.
Technical College Term—31st Aug.—20th Nov.
Teachers' College Term—7th Sept.—18th Dec.

Study Vacation—26th Oct.—30th Oct.
Examinations—2nd Nov.—13th Nov.

Swimming School—16th Nov.—20th Nov.
Practice Teaching—23rd Nov.—11th Dec.

Life Saving Examinations—14th Dec.
Graduation Day—16th Dec.

School Vacation—18th Dec.
Teachers' College Vacation—19th Dec.
CALENDAR 1959

TERM DATES—1959.

Newcastle Teachers' College:
Mar. 2 to May 8.
Sept. 7 to Dec. 18.

Newcastle Technical College and University of Technology:
Feb. 16 to May 8.
Aug. 31 to Nov. 20.

Newcastle University College:
March 9 to May 8.
Aug. 31 to Nov. 20.

Schools (Eastern Division):
Jan. 27 to May 7.
May 19 to Aug. 20.
Sept. 8 to Dec. 17.

The Teachers' College, Newcastle
(Established 1949.)

Principal:
GRiffith H. DuncAN, M.A., B.Ed.

Vice-Principal:

Warden of Women Students:

Registrar:
Kenneth W. TISDELL, F.C.I.S. (Aust.), A.A.SA.

Librarian:
Miss Helen Sim, B.A.

Janitor:
Mr. E. Baxter.
GUIDE MAP TO NEWCASTLE

Education Centres
1. Newcastle Teachers' College.
2. Area Office of Education.
3. Newcastle Junior High.
10. Newcastle University College.
12. Wood Street, Technical College.

Women's Hostels
14. C.W.A. Hostel, Bar Beach.
15. St. Hilda's Hostel, Darby Street.

Points of Civic Interest
16. Newcastle Rail Station.
17. Church of England Cathedral.
18. Y.M.C.A., King Street.
19. War Memorial Cultural Centre, Library and Art Gallery.
20. City Hall.
21. Roman Catholic Church, Hamilton.
22. Presbyterian Church, Laman Street.
23. Wesley Church, Hamilton.
24. Squash Centre, Darby Street.
25. Rugby Union Club (Squash).
26. Merewether School of Arts.
27. Merewether Golf Links.
28. Showground (Badminton).
29. Tennis.
30. Hockey.
31. Basketball.
32. Sports Grounds.

College Activities

- Railway.
LECTURING STAFF, 1958

Art:
Camille, I. Smith, A.T.D.

Biology:
Arthur S. Cornell, B.Sc.Agr.
John W. Moore, B.Sc.Agr., B.Ed.
Joyce E. Winney, B.Sc., Dip.Ed.

Education:
Ian McKenzie, B.A.
Paud A. Newling, M.A.

English:
Frank E. Atehison, B.A.
Kathleen Barnes, M.A.
Philip A. Marquet, B.A., A.A.S.A.
Joan Poole, B.A.
Bertram L. Wood, M.A.

Geography:
Edward E. Crago, B.Sc.

History:

Home Economics:
Marjorie Martin, B.Sc., Dip.Ed.

Hygiene:
J. McKenzie Woods, M.B., Ch.M.

Manual Arts and Crafts:
Alex M. Clarke, A.S.T.C.
Donald A. MacKay, A.S.T.C.
Leila I. Whittle.
Walter E. Wilcox.

Mathematics:
Colin C. Doyle, B.Sc., Dip.Ed.
Phillip J. Staff, B.Sc., Dip.Ed.

Music:
Marjorie G. Snedden, D.S.C.M.
Physics:  
Norman F. Ditton, B.Sc.

Physical Education:  
Harold W. Gillard.  
Helen Smith, Dip.Phys.Ed.  
Mary P. Breen, Dip.Phys.Ed.

Part-Time Lecturers:

Physics and Chemistry:  
Oscar Anderberg, A.S.T.C.  
Frank W. Gray, B.Sc.  
Frank S. Hendry, B.Sc.  
Sidney W. M. Pryor, M.Sc.

Modern Languages:  
Charles Goffet, B.A.

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PART I

GENERAL INFORMATION
AN OUTLINE HISTORY OF NEWCASTLE TEACHERS' COLLEGE

Newcastle Teachers' College was the fifth opened in New South Wales in a period of almost fifty years. The first was that at Sydney (1906), followed by Armidale (1928), Balmain (1946), Wagga (1947), and Newcastle (1949). Since its opening, the most recent College has been established at Bathurst (1951).

Newcastle, second city of the State, with a population of 185,250, has realised early promise in the rapid development of educational activities in the area. The College came into operation on 28th February, 1949, occupying temporary premises at Broadmeadow which were part of a building under construction for the Newcastle Technical High School. Mr. G. H. Duncan, M.A., B.Ed., who had been Vice-Principal at Wagga Teachers' College, was appointed Principal. He had a staff of twelve lecturers, and a pioneer enrolment of 181 students.

The Junction Primary School became a Demonstration School for Newcastle Teachers' College students.

On March 15, 1950, the official opening of the College was performed by the Minister for Public Instruction (Rt. Hon. R. J. Heffron). The second intake of students and staff at the beginning of this year meant that the College was now fully operating. Its two-year course provided training for General Primary, Infants, and Small School teachers. The staff now numbered nineteen, and student enrolment 313. In June, 1950, the first and only “June Session” (June, 1950-May, 1952), consisting of thirty-seven students, arrived, bringing College enrolments up to 350.

At the beginning of 1952 the College was transferred to its site at Cook's Hill. The new buildings, of prefabricated aluminium units, had the advantage of having been planned to serve the purpose of a Teachers' College. The only major disadvantage was the lack of an Assembly Hall.

In January, 1953, the first Summer School for in-service training was held at the College, and 110 teachers
attended the various “refresher” courses. This school was so established as a feature of the annual long school-vacation.

By 1953 developments in the educational life of Newcastle itself now suggested the possibility of training secondary school teachers there. Following the establishment of the College there were the opening of the new Public Library (1952), the University College of the New South Wales University of Technology (1952), the Conservatorium of Music (1953), and finally, the opening of a Newcastle University College in 1954, all of which emphasised the importance of Newcastle as a centre of tertiary education. Under these conditions Newcastle Teachers’ College entered a new phase by embarking on the training of secondary school teachers. A section of students on Teachers’ College scholarships (15 in Arts, 4 in Science) commenced training in 1954, as well as a Home Economics section of 17.

In keeping with the new trends the January 1955 Summer School offered 20 different courses, catering for both Primary and Secondary teachers, and received 270 enrolments. Thirty courses were available in January, 1956.

As from February, 1955, courses in Manual Arts and Secondary School Biology were being offered at the College, in addition to the Home Economics and University groups.

Two new buildings to accommodate Home Economics students and to allow for expansion of the Manual Arts and Crafts Department were erected during 1955, and a new Music Block in 1957.


At the commencement of 1957, Diploma in Education courses were established for Graduates in Arts and Science of the Newcastle University College, initiating the professional training of graduates prior to their entering the Department of Education as High School teachers.

In 1958 the Junior Secondary courses were extended to include English-History-Geography and Mathematics—Physical Sciences.

INSTRUCTIONS AND REGULATIONS

A. GENERAL.

1. The Time-table.—The College time-table is duplicated, and a copy is issued to every student.

   Provision is made for a General Assembly, a Visiting Speaker’s Period, and Demonstration Lessons.

   At the end of each period a bell is rung, and students are expected to move to their rooms for the succeeding lectures as quickly and quietly as possible.

2. Organisation of Sections.—Students are so allocated to Sections that each Section contains men and women students in equal numbers.

3. Staff Advisers.—Students who desire any information, or who have any difficulties associated with their studies or with College activities, should consult their Staff Adviser.

4. Wardens.—Women students needing information concerning board and lodging should consult Mrs. H. Turner, the Warden of Women Students; men should consult Mr. Moore of the Biology Department.

5. Student Council.—The Students’ Council is the governing body of the Students’ Union to which all students belong. The Council is elected by student vote at the beginning of each year and students are urged to take a keen interest in their own government through the Students’ Council.

   The President and Vice-President of the S.C. are elected in third term each year, but do not take up office fully until the following year. The remainder of the S.C., made up by representatives of each section and of each College club, are elected at the beginning of each College year.

6. Fees.—Fees for membership of the Students’ Union are four pounds per annum, as set out in the Constitution of the Students’ Union, and payment of these fees is compulsory.
7. **Change of Address.**—Students who change their home or Newcastle address should notify the Registrar, in writing, without delay.

8. **Notice Boards.**—From time to time information concerning issue of tram concession passes, rail concession passes, pay dates and similar matters of importance and interest will be notified by means of the College Notice Boards. Display of an adequate notice in sufficient time will be considered sufficient advice for students and it is their own responsibility to make sure that they keep in touch with the information displayed.

9. **Other Employment.**—Students in receipt of scholarship allowance should not undertake other employment during term, or indeed employment at any other time, if it is of a nature that interferes with the completion of any course of study.

10. Students are requested to conduct themselves in a quiet and orderly manner.

11. During lecture hours, students are requested not to use the pianos in the common rooms or canteen.

12. Students are requested to refrain from making unnecessary noise in the common rooms or quadrangles during lecture hours, and to avoid walking along verandas whilst lectures are in progress.

13. The College is closed at 5.15 p.m. No student may remain later than this hour without permission from the Principal.

14. Articles made in the various workrooms and laboratories, if made with materials provided by the College, become College property. Articles not required by the College may be purchased by the students.

15. Students are requested to co-operate in keeping the grounds and premises of the College clean and tidy.

### B. FINANCIAL MATTERS.

**(a) Incoming Students.**

1. **Refund of Fare from Home to Sydney.**—The Department of Education refunds to students travelling expenses incurred in journeying to Sydney for medical examination and interview purposes. Applications for refunds of these amounts should be submitted immediately. Only student concession rates are allowed. Claims should be made on the prescribed forms, obtainable at the Registrar’s Office and should show all relevant details, in particular, the number of the train or other tickets purchased. Where the ticket number is not known, a statement should be lodged at the foot of the form setting out that the journey was made by rail or bus, as the case might be, and the date of travel should be included. Refunds are made by cheque from the Department later in the year.

2. **Bonds.**—Incoming students on College Scholarships, if they have not already done so, should forward their Surety forms nominating bondsmen to the Department. Until the bond has been completed, students cannot receive instalments of College allowance.

3. **Curriculum.**—All General Primary students are entitled to a copy of the Primary School Curriculum upon commencing the College Course. Unlike text books, these may be retained by the student for use during the College Course and on appointment to a school. They will be issued concurrently with text books to first year students only.

**(b) All Students.**

1. **Text Books.**—Students on College Scholarships are entitled to a loan of such prescribed text books as may be available in the Text Book Store. An issue of the necessary books will be made as early as possible in the First Term. All text books must be returned at the close of Third Term. The cost of books lost or damaged is to be paid by the student responsible.

2. Grants for the purchase of approved text books, materials and incidental expenses will be paid to scholarship holders as follows:—

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<tr>
<td>Undergraduate</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>40</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Home Science (two-year)</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Manual Arts (two-year)</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Primary, Lower Primary and Junior Secondary students</td>
<td>3</td>
<td>0</td>
<td>0</td>
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Payments of these allowances to teachers' college students are to be made by separate cheque for the lump sum immediately after the time of payment of the second instalment of the principal scholarship allowance, and each student is to complete a form showing that he has received the amount and the manner in which he has applied it or intends to apply it. The student will be required to return this form direct to the section adviser who will use the material as a basis for educational guidance and follow-up.

Refunds of expenses incurred in Practice Teaching and in travelling from the College to demonstrations will still be paid.

3. Concession Fares.—(a) Daily Attendance at College.

(i) Omnibus Travel.

Students under 18 years of age may obtain Students' Concession Fare Certificates entitling them to travel at half the adult fare (less any halfpenny) to and from College on Government omnibuses. Students 18 years of age and under 25 years who are not in employment nor in receipt of any income or remuneration are also eligible for the concession.

The concession is available only in accordance with the conditions shown on the certificates.

Applications must be completed in ink and should show full particulars of name, age, date of birth, times of classes and address. Applicants who are 18 years of age and under 25 years who are not in employment nor in receipt of any income or remuneration are also eligible for the concession.

After a certificate has been issued, the holder may use it whilst travelling from his home address to the College and return during the hours of availability. The concession is only available for travel between the point nearest the home address and the point nearest the College. Students wishing to travel outside these points must pay the full adult fare. If it is necessary to transfer from one bus to another, this must be done at the first point at which the two routes meet.

A certificate showing any alteration or erasure will be impounded. Certificates lost or destroyed will only be renewed on payment of 10 per cent. of the difference between full and concession rates for the unexpired period of availability of the certificate.

Certificates which will be available for the currency of the College year must be returned to the Registrar at the end of each term and collected from him at the commencement of the new term. Any student failing to return a certificate at the end of the term or found using it during a College vacation will have the pass confiscated and no further issue will be made for the remainder of the year.

When making a new application it is essential that the old certificate be returned. If this has been lost or destroyed a statutory declaration to that effect must be submitted with the new application.

All inquiries regarding the issue and use of concession certificates should be made at the office of the District Superintendent, Department of Government Transport, corner of Denison and Lawson streets, Hamilton.

(ii) Rail Travel.

Concession fare applications for term periodical tickets may be obtained on personal application to the Registrar.

(b) Vacations.—Section Representatives are to obtain sufficient rail travel concession forms for their sections at least one month prior to each vacation. Since it is not necessary that rail destinations be inserted until the certificates are presented at a booking office, it follows that they may be prepared for the Registrar's attestation much earlier than the end of the term and students may thus be allowed ample time for booking on country trains.

Forms will be returned to students by Section Representatives.
4. Practice Teaching Expenses.—Students are entitled to a refund of the difference between the cost of travel to Practice Teaching and the cost of travel to College. Students are reminded that they should travel to school by the cheapest route. Sufficient claims for the refund of these expenses will be distributed by the Supervisor shortly before the end of the Practice Teaching period. Completed claims, after endorsement by your Supervisor should be returned immediately to him for forwarding to the Registrar. The refund of Practice Teaching Expenses will be made in cash as soon as possible after Practice Teaching has ended.

5. Lockers.—Each student will be allotted a locker wherever possible. Students are reminded that lockers are for their convenience so that valuables and other property should not be left in the Common Rooms, corridors and gymnasium change rooms. No responsibility is accepted by the College authorities for the loss of articles from lockers or elsewhere. Lockers must be left empty and unlocked before the long vacation.

6. Teachers' College Students' Allowances—

<table>
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<tbody>
<tr>
<td>1st and 2nd Years</td>
<td>£235</td>
</tr>
<tr>
<td>3rd Year</td>
<td>£282</td>
</tr>
<tr>
<td>4th and Subsequent Years</td>
<td>£308</td>
</tr>
<tr>
<td>Adult Students (single)</td>
<td>£336</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Living Away from Home (Excluding Students Boarding in Departmental Hostels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd Years</td>
</tr>
<tr>
<td>3rd Year</td>
</tr>
<tr>
<td>4th and Subsequent Years</td>
</tr>
<tr>
<td>Adult Students (single)</td>
</tr>
<tr>
<td>Married Students—£476 p.a. plus 15s. week for dependent wife and 10s. week for each dependent child.</td>
</tr>
</tbody>
</table>

7. Arrangements for Payment of Allowances.—Scholarship allowances will be paid in ten equal instalments. The Taxation Department has advised that students receiving an allowance in excess of £104 p.a. are liable to payment of income tax. To assist students to meet this obligation, taxation deductions are made by the Education Department prior to the allowance being paid. Any Student who objects to this deduction being made direct by the Education Department must lodge an objection in writing addressed to the Accountant, Department of Education.

Dates of payment of instalment of allowance will be posted on the notice-board.

8. Lost Property.—All inquiries regarding property lost on College premises should be made to Mr. Baxter.

9. Excess Travelling Allowance.—Students travelling by rail to College over a distance greater than 7 miles and who are being paid at the Living-at-Home Rate of Allowance are entitled to a refund of the excess in cost to that which would be charged for travelling by rail seven miles each way to College. Students must travel by the cheapest method and this can be arranged by using Students' Periodical Tickets which cover a full College Term regardless of whether term is in excess or is less than 3 months which would normally qualify a person to obtain a periodical ticket. Claim Forms may be obtained from the College office and must be in the hands of the Registrar by Friday, 9th October, 1959.

Full details as to the method of calculating the claim for refund will be displayed on the notice board.

10. Miscellaneous.—(a) Incoming students who wish to forego their scholarships subsequent to enrolment, should consult the Principal and notify the Registrar in writing.

(b) Students should consult the notice boards frequently.

(c) Students wishing to communicate in writing with the Department of Education are reminded that they should send their letters through the Registrar.
11. **Outgoing Students.**—All second year students going home by rail are permitted free travel to their home addresses. Rail Warrants will be made available by the Registrar on personal application by each student at any time between the period 2nd November, 1959, and 13th November, 1959. Students are reminded that some country trains are available for reservation one month in advance.

Each Rail Warrant covers full cost, including reservation fee.

12. **College Office.**—The College Office will be open to students between the following hours:

- 10.45 a.m. to 11.05 a.m.
- 1.05 p.m. to 1.35 p.m.
- 4 p.m. to 4.30 p.m.

Only in exceptional circumstances will students be allowed in the office outside these hours.

Under no circumstances will students be allowed to smoke or eat in the College Office.

**C. LEAVE OF ABSENCE.**

Students, who from any cause, are unable to attend lectures, should follow these procedures:

1. In the event of any student missing any lecture or demonstration the student must see the lecturer in charge of that group for the lecture or demonstration, and give a satisfactory explanation of such absence.

2. Written application on the correct form for Leave of Absence is to be made when:
   
   (a) Instructed by any lecturer;
   
   (b) when absent for three days or more.

Such application must be given to the Vice-Principal in the case of men students and the Warden of Women in the case of women students.

Unexplained absence may result in failure in the relevant subject, and will be dealt with by the Principal as a matter of discipline.

**D. EXAMINATION AND CERTIFICATION.**

The following regulations concerning Examination and Certification became effective in August, 1951.

1. **Examinations.**

   The recognised examinations are mid-year examinations, annual examinations and deferred examinations. Qualifying Tests are set in Spelling, Arithmetic, Written Expression, Practical Speech and Practical Music, and may be set in other subjects if required. A student who fails in a Qualifying Test is not eligible for certification until he has reached the required standard.

2. **Regulations for Recording and Computing Results.**

   (a) Recording Results.

   (i) **Academic Work.**—For the purpose of recording results in academic work, students shall be divided into four grades, I to IV, of which Grade I shall be highest. The respective grades shall be known as—

   - Grade I—Distinction.
   - Grade II—Credit.
   - Grade III—Pass.
   - Grade IV—Failure.

   (ii) **Professional Work.**—For the purpose of recording skill marks, the accepted indicia shall be H.S. (Highly Satisfactory); V.S. (Very Satisfactory); S. (Satisfactory); D. (Deferred).

   (b) Computing Results.

   For the purpose of computing academic results, one hour per week throughout the year shall be taken as the unit. If the subject be taken for one year of any College Course the following table shall apply:

<table>
<thead>
<tr>
<th>Grade</th>
<th>One Lecture per Week</th>
<th>Two Lectures per Week</th>
<th>Three Lectures per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade I</td>
<td>4</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>Grade II</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Grade III</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Grade IV</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
3. Particular Regulations.

1. Students who have been granted two-year or three-year scholarships and who are in full-time attendance at the Teachers' College.

(a) Progression from first year to second year and from second year to third year shall be contingent upon the student gaining 50 per cent. of the available points in first or second year, provided that a bad failure in any one subject may be taken to disqualify a student from such progression.

If a student has only one failure after deferred examinations the Principal may recommend him for progression to the next year of training with one carried subject. If, however, any student has two failures after deferred examinations his case must be referred to the Director-General and except in special cases, such as illness or National Service Training, the student cannot qualify for progression.

(b) Students who fail to qualify for recommendation for progression from year to year either at the annual or deferred examinations may be recommended for—

(i) discontinuance;
(ii) repetition of the year without allowance.

(c) The minimum required for certification on academic grounds shall be 50 per cent. of the points obtainable in the final year.

It should be noted, however, that the gaining of 50 per cent. of the points obtainable does not necessarily entitle a student to Certificate status. A bad failure in any subject may disqualify a student otherwise holding sufficient points for a Certificate. In such a case the Principal will determine the conditions upon which such a student becomes eligible for a Certificate or Conditional Certificate.

(d) Students who fail to qualify for recommendation for a Teachers' Certificate may be recommended for a Conditional Certificate.

4. Deferred Examinations.

(a) (i) Students absent from the annual or mid-year examination of their year in any subject shall be required to present themselves for a deferred examination in that subject unless the Principal otherwise directs.

(ii) Such students must supply the Principal with the following information, in writing, not more than three days after the date of the original examination.

Name and Section.
Subject and Lecturer.
Reason for absence. The plea of sickness must be supported by a medical certificate or other satisfactory written evidence.

(iii) Full credit for a deferred examination taken in the circumstances specified in (i) of this section, shall be granted only to those students who show to the satisfaction of the Principal that they were unavoidably absent from the original examination.

(iv) A student who fails to comply with these regulations shall not progress to the next year of the course or be recommended by the Principal for appointment to the teaching service, as the case may be.

(b) (i) Students in full-time attendance at the Teachers' College who fail to qualify for progression to the next year of a Teachers' College course, shall be required to present themselves for deferred examinations unless the Principal otherwise directs.

(ii) The Principal of the College shall determine the subjects in which such students shall be re-examined, and, in general, these subjects shall be those subjects in which the student has failed.
(c) The deferred examinations for students who have not gained admission to the next year of their course shall be held either in the first week of the new term, or in the next preceding week, and shall be administered by the Teachers' College.

(d) (i) Students who in their final year fail to satisfy the academic requirements for the Teachers' Certificate, shall present themselves for the deferred examination which will be held in conjunction with the Teachers' Examination conducted by the Department of Education in the August/September vacation following the annual examinations of the Teachers' College.

(ii) Such deferred examinations shall be set by the College staff and examined by them.

(iii) The Principal of the College shall determine the subjects in which such students shall be re-examined, and, in general, these subjects shall be those subjects in which the student has failed.

(e) The marks and corresponding grades awarded in the deferred examinations shall replace those awarded at the annual examinations in the subject involved, or be considered at the discretion of the Principal in conjunction with the student's previous record.

(f) In the case of students in their final year, recommendations regarding the award of the Teachers' Certificate or Conditional Certificate shall be made by the Principal, taking into account the results of the deferred examinations.

5. Examination Regulations.

(a) Return of Examination Papers.

(i) Members of staff may return papers of the First Year Half-Yearly examination to students if they wish to do so but they shall not return papers for other examinations.

(ii) Marked papers of Yearly Examinations are bundled and retained at the College for six months after their conclusion.

(b) Notification of Results.

Results are not made known until a Staff meeting has been held to discuss the examination generally. Complete results in all subjects are then displayed on the College Notice Boards.

(c) Appeal.

If a student questions any examination result he may make an appeal to the Principal in writing; such appeal must be made within one week after the publication of results.

6. Examination Routine.

The following routine is to be observed:

(a) Students enter an examination room only upon the direction of a supervisor.

(b) No books, notes or apparatus of any kind are permitted in any examination room unless a notice has been posted on the Principal's authority that such aids are necessary for the examination.

(c) Silence is observed in examination rooms.

(d) Students are allowed to enter examination rooms by supervisors two minutes before the examination commences. During this two minutes they are to write their examination numbers on the top right hand corner of each sheet of paper to be used in their answers, and then commence their answers immediately. Time is not permitted at the end of examinations for writing identification numbers.

(e) Rulers, pens, pencils, erasers, ink and mathematical instruments will be regarded as normal apparatus which every student should bring to the examination room despite the provisions of (b) above.
(f) No student will be allowed to leave the examination room during the first half hour, nor the last ten minutes, of any examination.

7. Departmental Regulations on Certification.

(a) Students recommended for appointment at the end of their course of training will be placed in one or other of two groups. Such placement will be determined by a student's academic record while in College. The first group will consist of students who will have completed the academic requirements for the Teachers' Certificate. The second group will consist of students who have not so qualified. Subject to the regulations hereunder, such second group of students will be regarded as having conditionally qualified on academic grounds for the Certificate and shall be so described.

(b) All ex-students with the requisite academic qualifications will be certificated at the end of their period of probationary teaching.

(c) (i) The period of probation for ex-students recommended for a Teacher's Certificate will be:

1. three years for an ex-student with two years' training;
2. two years for an ex-student with three years' training;
3. one year for an ex-student with four years' training;
4. one year for an ex-student with five years' training.

(ii) The period of probation for ex-students recommended for a Conditional Certificate will be three years.

(iii) After the stipulated period of probation has been served the Director of Education may recommend to the Public Service Board that:

1. the award of a Teacher's Certificate be confirmed;

(2) a Conditional Certificate be awarded with an endorsement to indicate the requirements to be met by the ex-student for a Teacher's Certificate; or
(3) an additional period of probation be granted; or
(4) the services of the ex-student be terminated.

(iv) Where the probationary period is extended, the Board, on the recommendation of the Director of Education, will determine whether the teacher during such period is deemed to be a Certificated, or Conditionally Certificated Teacher on probation.

(v) A teacher whose employment on the expiry of the probationary period is authorised in accordance with paragraph (iii) above with a status lower than that for which his attainments make him eligible, will be required to satisfy the general provisions of these regulations for improvement in status.

(vi) An ex-student not deemed eligible for a Teacher's Certificate or a Conditional Certificate may be granted an additional year's training at a Teachers' College on such conditions as may be determined on the recommendation of the Director of Education.

(vii) Upon attainment of adult age the junior teacher will be credited with all service up to a maximum of two years as a Certificated or Conditionally Certificated Teacher, as the case may be.

(viii) An ex-student will be notified on his appointment of the nature of the recommendation concerning his certificate made by the Director of Education to the Public Service Board.

(Regulation 803, subsections D-K.)
E. PRACTICE TEACHING.

(a) General.

1. Students during practice teaching are regarded as being temporarily attached to the staff of the school to which they are sent, and under the general control of the head teacher.

2. In the case of absence students must:
   
   (a) Notify the head of the school of their inability to attend, stating the reason for, and probable duration of, the absence. As far as practicable the notification should be made before the beginning of the school day.

   (b) Make arrangements to forward to the school any lesson notes or aids prepared so that the supervisor may see them.

   (c) Forward through the head teacher, to the Principal of the College, a Leave of Absence Application, on the form used by teachers.

3. Students are to sign, in order of arrival and departure, a School Attendance Book or Time Book.

4. Students may leave the school between 9 a.m. and 3.30 p.m. only if the head teacher's permission has been obtained.

5. No lessons will be given on the first day of practice. Students will spend that day in observing the work of the class, noting all regular class routines, arranging with the teacher a programme of work a week ahead, and making copies of the class teacher's time-table and programme of lessons for the period of practice.

6. Besides giving lessons, students are required to undertake a share in all the duties for which a class teacher is responsible, such as the usual playground duties and sports supervision.

7. As far as practicable students will be given practice in all types of primary work.

8. In any one year students will undertake six weeks of supervised and two weeks of unsupervised practice.

9. During practice teaching each student will keep a Lesson Note Book.

(b) The Student's Lessons.

1. The minimum teaching time for students in practice should be:

   First Year Students—First Practice, one hour each day; Second Practice, half of each day.

   Second Year Students—First Practice, two hours each day; Second Practice, half of each day.

   but students will be encouraged to cope with more if circumstances permit. Lessons given should be drawn only from the subjects treated in the College method lectures. First Year students in their first practice should be limited to the types of lessons that they have seen demonstrated, (as far as practicable).

2. A special bound foolscap notebook suitably covered is to be kept for lesson notes. The student's name and number, and the purpose of the book, should be shown on the front cover. The right-hand page of the book is to be used for notes, and the left-hand page for:

   (a) comments by supervisors;

   (b) records of test results, e.g., in arithmetic or dictation;

   (c) accounts of tests given;

   (d) the student's own comments.

   Extreme care should be exercised in preparing lesson notes. Neatness, setting-out, and writing, should be exemplary. Scope of lessons should be indicated fully, and should meet the teacher's requirements. During practice lesson Note Books are to be handed to the supervisor for a review as often as required.

3. Students should practice self-criticism, and should comment on their own lessons as soon as possible after giving them. Attention should be especially directed towards such fields as:

   (a) Matter taught, its suitability and presentation; use of aids, illustrations, and blackboard.

   (b) Use of voice and appropriate language.

   (c) Alterations made to lesson plan during lesson.
(d) Class response . . . active interest, ready understanding, co-operation.

(e) Student’s own reaction to situation, self-confidence, nervousness.

(f) Class control. Difficulties. Questions on procedure.

(g) Questions, their distribution, type, and the responses.

(h) Preparation, too shallow or too detailed; based on children’s interests.

4. When not engaged in teaching, students should seek information on school routines, and profit from watching the teachers’ methods and taking part in the work of the classroom.

5. At the end of each practice teaching period supervisors report to the Principal, and recommend teaching marks. The final mark is awarded by the Principal, and announced.

(c) The District Inspectors and the Practice Schools.

The Practice Schools, in which supervised practice teaching is conducted twice a year, have been selected after preliminary discussion with the Area Director of Education for Newcastle and District Inspectors:—

Mr. W. Gelfius, B.A.—Area Director of Education.
Mr. B. G. Watts, B.A.—Newcastle Central Area.
Mr. A. S. Madew, M.A.—Newcastle West Area.
Mr. J. R. McQualter—Staff Inspector.
Mr. C. V. Hardy—Newcastle North.
Mr. A. C. Travis, B.Sc.—Area Secondary Inspector.
Mr. J. A. Archer—Maitland Area.
Mrs. L. I. Cartwright—Newcastle and Maitland Infants.
Mr. C. H. J. Hargreaves, B.A.—Newcastle South.
Mr. N. R. McKay, B.A.—Cessnock.

If the College is indebted to the Demonstration School for the practical illustration of educational principles, then it is also indebted to the inspectors and the practice schools for the efficiency of their work. During practice, junior teachers work in close harmony with skilled teachers. The junior teacher’s work is supervised by a College Supervisor, but he will owe much to the hints given and the example set by the regular class teacher.

It is during practice that the junior teacher begins to feel most strongly that he is at last getting to grips with the career he has chosen to be his life’s work, and its influence on his development can be so great that his ultimate success as a teacher may be made or marred.

List of Practice Schools—Primary and Infants.

Adamstown

Adamstown Heights

Infants

Anna Bay

Argenton

Ash Island

Awaba

Barnsley

Belmont

Belmont North

Beresfield

Birmingham Gardens

Infants

Black Hill

Bob’s Farm

Bolwarra

Boolaroo

Cardiff

Cardiff North Infants

Carrington

Catherine Hill Bay

Charlestown

Christo Road Infants

Coal Point

Cook’s Hill

East Maitland

Fassifern

Gateshead

Gillieston

Glendale

Hamilton

Hamilton North

Hamilton South

Heddon Greta

Hexham

Islington

Jesmond

Jubilee Road

Junction

Kitchener

Kurri Kurri

Lambton

Lochinvar

Maitland

Marks Point

Mayfield East

Mayfield West

Merewether

Miller’s Forest

Minmi

Neath

New Lambton

New Lambton Heights

New Lambton South

Newcastle East

Nillo Infants

Nord’s Wharf

North Rothbury

Plattsburg

Pelican Flat

Salt Ash

Sandgate Infants.
List of Practice Schools—continued.

<table>
<thead>
<tr>
<th>School</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland</td>
<td>Wallsend South</td>
</tr>
<tr>
<td>Speer's Point</td>
<td>Waratah</td>
</tr>
<tr>
<td>Stockton</td>
<td>Warner's Bay</td>
</tr>
<tr>
<td>Swansea</td>
<td>Wickham</td>
</tr>
<tr>
<td>Thornton</td>
<td>Whitebridge Infants</td>
</tr>
<tr>
<td>Tighe's Hill</td>
<td>Williamtown</td>
</tr>
<tr>
<td>Tomago</td>
<td>Windale.</td>
</tr>
</tbody>
</table>

Practice Schools—Secondary.

Practice teaching is arranged for all secondary students in the following High Schools and Secondary Schools.

Newcastle Girls' High School.
Newcastle Boys' High School.
Hunter Girls' High School.
Maitland Girls' High School.
Maitland Boys' High School.
Wickham Home Science School.
Hamilton Home Science School.
Newcastle Junior High School.
Newcastle Technical High School.
Cook's Hill Intermediate High School.
Belmont High School.
Jesmond Secondary School.
Plattsburg District Rural School.
Booragul High School.
Newcastle Secondary Junior Technical School.
Tighe's Hill Secondary School.
Kurri Kurri High School.

(d) Unsupervised Practice Teaching.

1. For two weeks during the summer vacation, at the beginning of Lent Term in second year, students are required to do practice teaching unsupervised by the College Staff.

2. Students select their own schools, subject to College approval, for this practice, and should practise on classes not previously taught by them.

3. No travelling or other expenses incurred by students for this practice will be refunded.

4. Students should prepare lesson notes as at the usual supervised practice.

5. Students will be asked to nominate their schools in September of each year.

F. THE COMPOSITE BOOK.

The Education Department looks to the teachers to keep records clearly and efficiently. In order that junior teachers may be acquainted with the usual forms and procedure each second-year student is provided with a composite book containing copies of all forms which schools are required to complete.

G. DEMONSTRATION LESSONS.

(a) Demonstration Lessons, Primary and Infants' Courses.

At times shown on the College-Time-table students attend The Junction Demonstration School or the Demonstration Small School to observe demonstration lessons.

The demonstration lessons are planned over each student’s full course to ensure that he obtains a full picture of the methods, techniques, activities and devices he can use in his teaching.

(b) Demonstrations will be arranged for all Secondary Students in Local High Schools and Secondary Schools.

(c) Demonstration Lesson Note Books.

Students are provided with duplicated copies of lesson notes for all demonstration lessons observed. These notes are to be preserved in a special note-book known as the “Demonstration Lesson Note-book.” The book is to be kept in a plan which will be explained to students by the Lecturers in Method. It is to contain not only the duplicated notes issued but a report of the observations made on each lesson.
It is to be indexed for ease of reference and it should be every student's aim to make this book his manual of teaching method to assist him during the early years of his teaching experience.

(d) The Demonstration School.

Primary and Infants' Courses.
Headmaster: MR. E. L. MAGUIRE.

Mistress of Girls' Department: MISS F. LEAMON.
Mistress of Infants' Department: MISS M. MCDONALD.

The Demonstration School is situated at The Junction, Newcastle. Its activities supplement the Primary and Infants' courses of the College in a most valuable way and its teachers demonstrate the practical skills and techniques which every good teacher must have. Their lessons illustrate both the methods and procedures recommended in College lectures, and that skill in handling the classroom situation which cannot be taught but only demonstrated.

Demonstrations are arranged by co-operation between the Demonstration School Staff and the College Staff and teaching notes are prepared after suitable preliminary discussion.

Demonstration Lessons are followed by suitable discussions led by a member of the College Staff who attends as a supervisor.

The College cannot speak too highly of the importance of the Demonstration School. Its work is a model to be observed by the young teacher.

(e) Demonstrations—Secondary

Demonstrations will be held as advised at:—
Newcastle Boys' High School.
Newcastle Technical High School.
Newcastle Girls' High School.
Hunter Girls' High School.
Cook's Hill Intermediate High School.
Wickham Home Science School.
Hamilton Home Science School.
Newcastle Junior High School.

THE LIBRARY

Librarian: MISS HELEN SIM, B.A.

Assistant Librarian: MRS. JANICE H. JONES.

Membership.

All students are members of the Library on application to the Librarian. Its facilities are also extended to District Inspectors and the staff of the Demonstration School at the discretion of the Principal and the Librarian.

Teachers may borrow two books at a time for a week upon payment of £1 deposit, and 10s. per year service charge. The deposit is refunded when they cease to borrow.

Hours.

The library is open from 9 a.m. till 5 p.m. Monday to Friday, both when College is in session, and also during vacation. During practice teaching periods, the library is open at certain times in the evening. These times will be shown on library and College notice boards.

Borrowing.

Students will receive two borrowing cards. One book at a time may be borrowed on each card. The cards are not transferable, and students will be held responsible for books borrowed on their cards.

Books may be borrowed for a period of one week. A fine of 1d. per day will be levied for overdue books. Certain books may be available on short-term loan only, when the demand for them is great. The fine for such books overdue is 3d. per day.
Extension of borrowing time may be granted if application is made to the Librarian, provided that the book is not in demand; the book should be presented at the charging desk when the request is made. No extension of time can be granted for books on short-term loan.

Certain library material is not available for borrowing except in special circumstances, and must be used in the Library. This includes periodicals, reference books and such as dictionaries and encyclopaedias, and volumes forming part of a large set. Diploma in Education students may borrow periodicals for short periods.

The Library has a collection of pictures for use during practice teaching; about six pictures may be borrowed at one time, for one week.

**Lost Books.**

Books or other material which have been lost or damaged will be replaced at the expense of the person responsible. Any loss or damage should be reported immediately to the Librarian.

**Care of Books.**

Library books and other material must not be marked; any material borrowed should be returned promptly and in good order.

**Arrangement of the Library.**

The books in the library are arranged in subject order by the Dewey Decimal System of classification. Related subjects are grouped together. A brief outline of the classification and a plan of the library are displayed in the notice case.

**The Catalogue.**

The card catalogue contains entries in alphabetical order under author, title and subject entries for books in the library. The library staff should be consulted if any book required is not listed in the catalogue. In addition, a classified list of books in the order in which they appear on the shelves may be consulted on application to the library staff.

**Periodicals and Pamphlets.**

Students should be aware that some important material appears not in books, but in periodicals and pamphlets. Back numbers as well as current issues of periodicals are filed, and the Education Index is available to assist in finding information. Pamphlets are kept in classified order in the vertical file cabinet.

**Reference Books.**

A number of books of the "quick reference" kind, such as dictionaries, encyclopaedias and year books, are shelved apart from the main collection.

**Film Strips.**

The library has a collection of film strips, which may be borrowed for special needs.

**Conduct in the Library.**

The Library is a quiet room, for reading and study. Students are requested to observe this convention for the benefit of all. Bags and brief cases must be left outside the Library, but permission to bring non-library books into the Library for reference purposes may be given by the Librarian.
PRIZES, TROPHIES AND AWARDS

Education Department Prizes.

The Education Department has established two prizes, one for the student who, on the basis of academic record, obtains First Place in the First Year Session, the other for the student who, on the same basis obtains First Place in the Second Year Session.

Each prize consists of books to the value of £2.

1956—Wendy Mallyon, Patricia Hogan, Patricia Hunter, Carol M. Steel, David McAlister.

The Scott's Shield.

The firm of Scott's Pty. Ltd., Newcastle, has donated a magnificent shield for annual competition between the Houses of the College.

This Shield has as its central plaque an exact replica of the College Badge and symbolizes the spirit of the Inter-mural competition within the College. Points are awarded for all aspects of College Activities and a running point score is maintained on the College Notice Board.

1956—Cole House.
1957—Mackie House.

The Winn's Shield.

The firm of W. Winn and Co. Pty. Ltd. has donated a shield to record each year the name of that student who shall most distinguish himself for qualities of citizenship. On the central plate of their shield is inscribed:

"We alone regard a man who takes no interest in Public Affairs, not as a harmless, but as a useless character, and if few of us are originators, we are all sound judges of a policy. The great impediment to action is, in our opinion, not discussion, but the want of that knowledge which is gained by discussion preparatory to action. For we have a peculiar power of thinking before we act and of acting, too, whereas other men are courageous from ignorance but hesitate upon reflection." Pericles' Funeral Oration.

It was on citizenship of this kind that the ancient Greeks built the ideal of democracy.

1956—David McAlister, Margaret Bishop.
1957—John Morris, Helen Cronin.

The Armstrong Cup.

The Armstrong Cup is a handsome trophy donated by the Hon. T. Armstrong, M.L.C., for annual competition between the College Houses at the College Athletic Carnival

1956—Mackie House.
1957—Mackie House.

Charles Davis Cups.

Mr. C. Davis has donated to the College two cups, one to record the name of the Champion Man Athlete at each College Athletic Carnival, the other for the Champion Woman Athlete.

The successful athletes receive small replicas of the twin cups.

1956—Ken Scott, Noela Green.
1957—Ken Hamilton, Noela Green.
The Maitland High School Plaque.

This plaque is to be erected in an honoured position in the College Hall. It has been donated to the College by the Maitland Boys' High School and consists of two fine bronze plates with a central motto and crest.

Each year the name of the man student who shall be adjudged by the Staff to have most distinguished himself for scholarship, citizenship and sportsmanship will be engraved on the left hand plate while the name of the woman student so distinguishing herself will be engraved on the right hand plate.


The C. B. Newling Trophy for Debating.

Mr. Newling has donated a valuable cup for Inter-house debating within the College. Competition for this trophy will be an annual event conducted by the College Debating Society. The necessary series of debates will be held during the second term as a lead towards selecting the College team for the Inter-collegiate visit.

1957—Cole House.
1958—Newling House.

The H. P. Melville Trophy.

This handsome trophy was donated by Mrs. H. P. Melville in memory of her husband, Mr. Inspector H. P. Melville, who was an executive member of the New South Wales Royal Life Saving Association.

The trophy is awarded annually to the House gaining most points in Life Saving.

1956—Cole House.
1957—Mackie House.

N.S.W. Soccer Association Trophy.

The N.S.W. Soccer Association has donated a valuable cup for Annual Competition in Soccer between the Teachers' Colleges.

1957—Newcastle Teachers' College.
1958—Newcastle Teachers' College.

Brown-Grahame Trophy.

Two ex-students, L. Brown and W. Grahame, donate an annual award for sportsmanship among First Year students. Previous winners were:
1956—Ken Scott, June Lewis.
1957—Robert Brydon, Faye Cornish.

Reg. A. Baker Trophy.

The firm of Reg. A. Baker grants an annual award and a permanent record on a fine trophy for the man and woman in Second Year showing highest qualities of sportsmanship:
1956—Ken Hamilton, Noela Greene.
1957—Noela Greene, Terrence Smith.

Mick Simmons Shield.

The firm of Mick Simmons, Newcastle, has donated a handsome shield for the House Relay Race at the Annual College Swimming Carnival. Recent winners:
1956—Newling.
1957—Mackie.

Geographical Society Prize.

The New South Wales Geographical Society donates a prize each year for the student who gains first place in Geography in First Year.

1956—Brian Eichmann.
1957—Beth Abell.

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Manual Arts Teachers' Association Prize

Each year the Manual Arts Teachers' Association awards prizes for the outstanding students in each of the two years of the Manual Arts Course.
1957—David Corney, Second Year.
Allan Taylor, First Year.

Infants Mistresses' Association Prize

An annual prize awarded by the Infants Mistresses' Association to the outstanding student in the special Infants' Sections.
1957—P. Margaret Hogan.

Dr. Allan J. Way Prize

This annual award is made for the outstanding students in Biology.
1957—Betty Tyson, Second Year.
S. Dawn Connal, First Year.

Dr. Enid Way Prize

Dr. Enid Way awards annual prizes to the student or students showing work of high quality in the subjects of Education and Psychology. This prize was shared in 1957.
1957—John Morris, Robin McMurray, Annette Hooper, Margaret Wilson.

Home Science Prizes

An anonymous donor, by a gift of £100, has endowed an annual prize of £5 to be awarded to the student or students showing most promise in the two years of the Home Science Course.
1957—V. Rae Moffitt, Second Year;
Lynette Collins, First Year.

The Forum Club of Newcastle Prizes for Speech, Debating and Drama.

A donation by the Forum Club of Newcastle makes provision for prizes in the following fields:
(a) Speech—Four prizes for the first and second year man and woman student who have shown excellence in speech activities.
(b) Debating—Two prizes for those who have made an outstanding contribution to debating.
(c) Drama—Two prizes for the man and woman student whose performances in College drama have been of notable quality.

Ian S. McKenzie Drama Award

An original gift by Mr. I. S. McKenzie has provided the opportunity for the College to award each year a prize or prizes to the student or students making the best contribution to the field of dramatic work in the College.
1957—Dianne Smith, John Cohen,
William Driscoll, Brian Yee.

Additional Prizes

Prizes are awarded each year from a general fund to those students showing outstanding merit in general proficiency, or in general subjects. A prize is not necessarily given in every subject. The award of a prize in a particular subject indicates that the student to whom the award is made has reached a sufficiently high standard, otherwise no award is made.

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

COURSES OF STUDY
OUTLINES OF COURSES
1959

GENERAL PRIMARY
LOWER PRIMARY
JUNIOR SECONDARY COURSES
HOME SCIENCE
MANUAL ARTS
UNDERGRADUATES
GRADUATES
Optional Courses

Optional Courses are not published in this issue of the Calendar, and for this year such Optional Courses as are given will be determined in detail when each lecturer meets his group.

EDUCATION.

The following courses in Education will be available:

Course 1
Education I.—First Year General Primary and Infants' Sections (four hours per week).
Part A.—General Educational Psychology (two hours per week).
Part B.—Child Development (one hour per week).
Part C.—General Teaching Practice (one hour per week).

Course 2
Education II.—First Year Secondary Sections (four hours per week).*
Part A.—General Educational Psychology (two hours per week).
Part B.—Secondary Teaching Practice (two hours per week).

Course 3
Education III.—Second Year General Primary and Infants' Sections (four hours per week).
Part A.—Group Dynamics and Mental Health (one hour per week).
Part B.—General Teaching Practice (one hour per week).
Part C.—Current Educational Thought and Modern Teaching Practice (two hours per week).

N.B.—* Part B is omitted for Home Economics and Manual Arts Sections.
Course 4
Education II.—Second Year Junior Secondary Sections (four hours per week).†

Part A.—Group Dynamics and Mental Health (one hour per week).

Part B.—Child Development (one hour per week).

Part C.—Current Educational Thought and Modern Teaching Practice (two hours per week).

N.B.—†Home Economics Sections also take selected topics from Is, Part B, for one hour per week.

General Educational Psychology.

Education I, Part A, and Education Is, Part A.

1. Nature and scope of the course.

2. Motivation—the problem, primary and secondary motives, homeostasis, tension, goals, “field” concept, social motives, personal motives, effect of motives.

3. Learning—nature, conditioning, trial and error, practice, motivation, understanding, thinking, structuralization, motor skills, verbal skills, social skills, social values, transfer.

4. Perception—attention, perception, concept formation.

5. Individual differences—abilities, intelligence, tests, interpretation of test results, significance for teacher.

Child Development

Education I, Part B, and Education IIIs, Part B.

1. Selected topics in physiological psychology.
   (a) Central nervous system.
   (b) Autonomic nervous system.
   (c) Endocrine glands.

2. Growth and development.
   (a) Physiological—heredity, maturation.
   (b) Emotional.

3. Pre-school social development.
   (a) Emergence of the self.
   (b) Social development.
   (c) Activity patterns.
   (d) Emotional responses.

4. School progress (primary and infants).
   (a) Relationship of child to school group.
   (b) Emergence of the ego.
   (c) Incorporation of frames of reference, attitudes, values.
   (d) Boy-girl relationships.

5. The adolescent stage (Junior Secondary).
   (a) Physical factors.
   (b) Social factors.
   (c) Emotional factors.
   (d) The search for identity.

General Teaching Practice

Education I, Part C, and Education II, Part B.

1. The purpose of the state school in a democratic community.

2. The classification, on a psychological basis, of the subject matter taught in schools.


4. The function of the teacher in facilitating learning.

5. General techniques used in teaching.
   (i) Demonstration and supervision.
   (ii) Questioning and discussion.
   (iii) Narration and description.
   (iv) Memorisation, logical and rote.
6. Routines for class management.
   (i) Organisation of work—setting out, distribution, movements.
   (ii) Control of class—listening, discussion, doing.
   (iii) Classroom atmosphere.

7. Lesson structure.
   (i) General procedure.
   (ii) Procedures for teaching knowledge.
   (iii) Procedures for teaching culture and attitudes.
   (iv) Procedures for teaching skills and productions.

8. Introductions to topics and to lessons.

9. Personal adjustment.
   (i) Knowledge of what to teach and how to teach it.
   (ii) Attitude to teaching as a vocation.
   (iii) Personal philosophy of education.

10. Teaching as an art or teaching as a science.

   **Secondary Teaching Practice**

   *Education IIs, Part B.*

   This course will follow the same syllabus as "General Teaching Practice" with the emphasis on teaching at the secondary level and taking into account the special problems of "subject teaching".

   **Group Dynamics and Mental Health.**

   *Education II, Part A, and Education IIs, Part A.*

   The effects of groups on perception, modes of thinking and problem-solving motives, values and attitudes. "Group climates" and their effects on behaviour. Groups and discipline. Groups and institutions in the community.

2. *Mental Health of the Teacher and Child.*
   The concepts of adjustment and maturity. Frustration and mental mechanisms. Individual and community tensions.

   **Current Educational Thought and Modern Teaching Practice.**

   *Education II, Part C, and Education IIs, Part C.*

   (a) *Current Educational Thought.*
   1. Outline of educational problems of current interest.
   2. Sources of information on current educational thought.
      (i) Popular articles.
      (ii) Articles for practising teachers—journals and societies.
      (iii) Academic and scientific articles—journals and societies.
   3. Guided reading on some problem of current interest.
   4. Preparation of a report on some problem of current interest.

   (b) *Results of Modern Research.*
   1. Sources of information of educational researches.
      (i) Popular articles.
      (ii) Field researches in schools.
      (iii) Academic and scientific researches.
   2. Summary of main fields of current research and the main result of research in each.
   3. Evaluation of some particular report of an educational experiment.

   (c) *Modern Teaching Practice.*
   1. Project and Activity methods, Central Theme, Core Curricula.
   2. Individual and Group methods.
   The aim of this course is to provide the young teacher with the knowledge and skills necessary to enable him to continue his reading throughout his professional life.
During 1959 the following courses in English will be taken by General Primary students:

- **First Year.** Courses 5, 8, 9, 11.
- **Second Year.** Courses 6, 7, 12, 13, 15.

5. **English Method—First Year.**

   *One hour per week.*

1. **General.**

   Qualifications of the teacher of English.

   Aims of English teaching at the Infants and Primary Schools level.

   An examination of the scope of the English syllabus in the curriculum for Primary Schools.

2. **The Teaching of English Expression.**

   (a) **Oral expression:**
   - Principles of oral language work with children.
   - The problem of correct usage.
   - Suitable activities and classroom procedures for stimulating oral expression.
   - The extension of oral expression into oral composition, story-telling, mime, puppetry and dramatization.
   - The art of the story-teller.

   (b) **Written expression:**
   - Objectives and general approach to the teaching of written expression.
   - Plans for the basic lessons in the skills involved in expression—Writing, Spelling, Sentence Structure, Vocabulary Building, Grammar and Punctuation.
   - Lessons for the introduction, writing, and follow-up of the children’s work in written expression.

3. **The Teaching of Reading.**

   Problems in the teaching of reading.

   Areas of growth in reading ability—interest, meaning, word recognition, study skills and appreciation.

   Study of the main types of reading lessons—Appreciation Lesson, Comprehension Lesson, Basic Skills Lesson and Oral Reading.

4. **The Teaching of Literature.**

   The child’s concept of literature.

   (a) **Poetry:**
   - Attitudes towards poetry and children’s interests.
   - The art of reading poetry to children.
   - Simple procedures in the development of appreciation.

   (b) **Prose fiction:**
   - Literature through the School Magazine.
   - Teacher’s reading and supplementary reading.

   (c) **Drama:**
   - Dramatization as a teaching technique.
   - Developing an elementary understanding of the art and conventions of the theatre.
   - Lesson plans for a classroom-play.

5. **English in the Infants’ School.**

   This brief survey of Infants’ work at this stage is designed to prepare Five Year students for their Infants’ Practice Teaching. Fundamental principles and lesson plans will be considered for such sections of the work as:

   - Oral expression, language games and picture talks.
   - Pre-reading activities and beginning reading.
   - Word recognition and other reading skills, free reading materials.
   - Pre-writing activities and script writing.

   The course in English Method will be accompanied by demonstrations of classroom procedures and films illustrating the teaching of the various subjects in English.

   Students are required to keep a special English Method Book which will include, inter alia, collections of materials for teaching purposes.

**REFERENCES:**

- McKee, Paul: *The Teaching of Reading.*
- Cutforth, John: *English in the Primary School.*
- Sussams, T. W.: *Poetry and the Teacher.*
- Strickland, Ruth: *The Language Arts.*
6. English Method—Second Year.

One hour per week.

1. General.
The cultural background of the teacher of English.
Developing a philosophy of English teaching.

2. The Teaching of English Expression.
   (a) Handwriting:
   Transition from script to cursive writing.
   Use of the pen and single line books.
   Teaching the left-handed writer.
   Testing writing and corrective writing activities.

   (b) Spelling:
   Selecting and organizing the week’s work in spelling.
   Spelling games, activities and revision techniques.
   The dictation and other methods of testing spelling.
   Diagnosis of errors, remedial and group methods.

   (c) Language:
   The meaning of functional grammar.
   Construction and grading of exercises in Sentence Structure, Vocabulary Building, Grammar and Punctuation.

   (d) Written Expression:
   Expression work as a training in straight thinking.
   Distinction between practical English exercises and creative written expression.
   The development of sentence sense in Third Grade and other special problems.
   Standards of achievement, assessment, and marking codes.
   Creative writing—class novel, play writing, activity projects and writer’s club.

3. The Teaching of Reading.
Advanced types of reading lessons—the Intensive Study Lesson, Study Skills Lesson and Group Reading.
The developmental reading programme.

Testing reading skills, standardized and diagnostic tests.
Remedial reading—causes of retardation, case studies, the remedial methods of Schonell, Fernald, Gates, Duncan and Harris.

4. The Teaching of Literature.
   (a) Poetry:
   The expanding nature of the appreciation lesson.
   Memorization of poetry and verse—speaking.
   Listening to poetry—recordings and teacher’s reading.
   Writing poetry—children’s verse composition.

   (b) Library:
   The use of the library in the Primary School.
   Simple organization for small school libraries.
   Library lessons—motivation and research types of lessons.

   (c) Prose Fiction and Non-Fiction:
   Creating an interest in reading.
   Widening the child’s reading horizon.
   Catering for different interests and levels of ability.

   (d) Drama:
   Stage techniques and their adaptation to the classroom.
   Producing a play for general purposes in and out of school.

5. The Problems of Organization.
The time-table and the distribution of English subjects.
Programming courses of work and the principles of grading.
Effective types of correlation, the project method in English.
Supplementary forms of instruction—the broadcast lesson.

TEXT-BOOK:

One hour per week for Second Year Students.

Aims.

(i) To outline for the students the evolution of English Literature from Anglo-Saxon times to the present.

(ii) To illustrate by poetry reading, play-reading and prose excerpts, how such themes as God, love, nature, war and death have been treated by various writers throughout the centuries and so to increase the number of works that students can enjoy reading.

(iii) To trace the evolution of poem, play and prose as literary forms, showing how each can render thought and feeling with intensity, directness and amplitude.

The Course.

A. From 1000 to 1640: Beowulf, the Prologue to The Canterbury Tales, the Elizabethan lyrics and Othello.


C. The moderns: including T. S. Eliot and Hopkins, O'Neill and Shaw, Joyce and Faulkner.

Written assignments on set topics will be required.

Textbooks.

The Oxford Book of English Verse.
Understanding Drama, edited by Brooks and Heilman.
Othello.

References.

A History of English Literature: Legouis and Cazamian.
Illustrated History of English Literature, 2 vols.: Ward.
An Outline History of English Literature: Hudson.
A Short History of English Literature: Saintsbury.

8. The Twentieth Century Novel

One hour per week for First Year Students.

Aims.

(i) To make the students aware of the changing techniques in the Twentieth Century novel.

(ii) To investigate the impact of psychology, war, politics and science on the subject matter and methods of the novel.

(iii) To encourage and develop discrimination and taste in reading.

The Course.

A. The First Phase: H. G. Wells, A. Bennett, J. Galsworthy.


C. Recent Novelist: E. Bowen, Joyce Cary, Graham Greene, Nigel Balchin, George Orwell.

Suggested books for reference.

Comfort: The Novel of Our Time.
Cantrey: Literary History of the United States.
Muir: The Present Age.
Bennett: Virginia Woolf.
Allen: Arnold Bennett.
Forster: Aspects of the Novel.
Liddell: Treatise of the Novel.
O'Connor: Forms of Modern Fiction.
Pritchett: Living Novel.
Church: British Authors.


A One-year Course of one hour a week.

1. Aims.

(i) To study the aims and methods of teaching speech in the Primary Schools.

References:

An Introduction to English Literature: Mulgan and Davin.
The Story of English Literature: Broadus.
English Literature: Long.
History of English Literature: Lang.
(ii) To ensure that students possess a knowledge of basic principles and techniques required for teaching speech.

(iii) To encourage and assist them to improve their own speech by making it audible, intelligible, pleasing, fluent, confident and of acceptable taste.

2. Introductory.

(i) The place of speech in the school and in the community; some attitudes towards it. The effects of modern inventions upon speech.

(ii) What is involved. What constitutes good speech. The training needed to acquire it. A knowledge of the history of the language, grammar, etc., desirable. Physical ability.

(iii) Speaking as a form of expression; an art—requirements of skill and taste. Effective communication of thought and feeling. Concept of form.

3. The English Alphabet.

(a) Literal—the letter, vowels, diphthongs, consonants, semi-vowels. Examples of the ways in which the same sounds are spelt by different letters, some letters spell different sounds; otiose letters: significant letters.

(b) Sounds—the Phonetic Alphabet required for Australian Speech. Vowels, diphthongs, triphthongs; consonants, semi-vowels, digraphs.

(c) Words, (i) formation, syllabification, accentuation.

(ii) Forms of Stress or Breath Force—Accent on syllables; metrical (regular); speech and prose (irregular); emphasis of words.

(iii) “Strong” or content, and “weak” or structural words. “Weak” and “strong” forms of pronunciation.

4. Styles of Speaking.

Conversational (talking), speaking (making a speech), lecturing, teaching, preaching, colloquial, journalistic, legal, official, technical, slang. Some mention of “emotive” and “scientific” styles.


(i) Phrasing (meaning, punctuation, breathing), pausation.

(ii) Pause, pace, volume, pitch, intonation (modulation and inflections), speech tunes, comprehension and appreciation of material for thought content, sound values, emotions, moods, atmosphere; occasion, audience, rate of thought and assimilation of ideas, self-confidence, preparation.

(iii) Emphasis—of ideas; conviction sentiment; kinds of and effects of gesture, movement.

(iv) Rhythm—intonation, stresses, meaning, emotions, compass, voice tunes, flexibility.


(i) The Organs of speech—names and diagrams.

(ii) Posture and relaxation—the whole body and its several parts.

(iii) Breath Supply—chest expansion and contraction; inhalation and exhalation. Kinds of breathing—diaphragmatic, intercostal, abdominal, clavicular.

(iv) Breath Control—attack, pressure duration.

(v) Tone—Resonance and resonators; “forward” placing of the voice. Faulty resonance—nervous tension, high pitch, staginess, affectation, “hard” voice, mumbling, nasality, tongue stiffness and laziness, lip laziness and retraction, inflexibility of lower jaw, inadequate muscle tone in or inadequate control of the soft palate.

(vi) Ear training—a fundamental essential in all speech work in analysing good and bad speech.

7. Articulation.

Definition. Classifications of Consonants.

(a) Degree of Sonority—Voiced and Voiceless.

(b) Points of Articulation—bilabial, labio-dental, linguo-dental, alveolar, palatal, velar, glottal.

(c) Modes of Articulation—fricative, affricate, plosive, lateral, trilled, nasal, sibilant, continuant, liquid.

(d) Consonant combinations.

8. Enunciation.

Definition.

(b) Diphthongs and triphthongs.
(c) “Educated” and “Broad” Forms of Australian pronunciation. Phonetic illustration. (Simple Phonetic transcriptions may be required.)


10. Diction.

Reading aloud and speaking—slurring; glottic shock, “linkers”, etc.

11. Methods of Teaching.

(i) The basic principles underlying speech education in the schools; habit formation; the mechanical aspects of speech; expressive aspects; materials.
(ii) Time to be allotted at various levels. Correlation with other subjects.
(iii) Routines in classroom procedure. Progression.
(iv) Materials for speech education and their uses at various levels: jingles, rhymes, speech games, conversation, etc., verse, dramatic material prose.
(v) The “Formal” Lesson. Speech through drama work, verse speaking, picture talks, stories, debates, discussions, lectureettes, addresses, formal-occasion speeches, committee meetings, conferences, reports, readings.
(vii) Broadcasts.
(viii) Use of Tape Recorder, Gramophone, Projector, Microphone, Public Address System.

12. Demonstration Lessons in as many topics from Section 11 as possible, followed by discussion.

13. Speech Faults and Defects in Children, e.g., of breathing, articulation (especially of final consonants), enunciation, pronunciation, diction, nasality, drawling, rapidity of speech, narrow range of pitch, inadequate volume, unsatisfactory resonance, poor interpretative ability. Recognition and treatment especially of some forms of lisping. The Speech Clinic and Speech Therapist.


(i) A few minutes of some lectures will be devoted to practical speech work for all students, e.g., readings of verse, prose, etc., in unison, in groups and individually; the practice of demonstration exercises. All members are urged to practise all forms of oral work consistently.

(ii) Recordings of voices and criticism of them to encourage awareness of acceptable voice quality and speech will be made. Case histories may be kept.

(iii) Recordings of Drama, Prose and Verse as models of acceptable expressive English may be played. Suitable films will be shown.

15. Examinations will consist of three parts.

(a) A Practical Test. Reading of prepared prose, drama and verse selections and sight readings of similar material. Exposition. Conversation. Word lists.

Communication between the reader and audience must be effective.

(b) A Written Paper.

(c) A major written Assignment, consisting of materials which will be of use to the teacher in the classroom. Smaller assignments may be set from time to time.

Note.—(i) Although there will be no course of lectures for Second Year students, a further Practical Test may be given, another Assignment required, and a check kept upon students who have had Defects or speech Faults during First Year.

(ii) A satisfactory standard of Spoken English is essential to obtain recommendation for a Teacher’s Certificate.

Textbooks.

1. Bullard and Lindsay: Speech at Work.
3. McAllister: “A Year’s Course in Speech Training”.

References.

Bennett: “Handbook of Practical Speech Training”; “Play-way of Speech Training”; “Let’s Do a Play”; “Classroom Dramatics”.

Swann: Approach to Choral Verse.
Krummel: Art of Speech.
Ward: Phonetics of English.
10. Practical Written English.

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

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

2. (i) Types of Prose Composition—descriptive, narrative (reproductive, expository, imaginative), analytical, argument, reflective.


(iii) Steps in writing composition—collection, selection, organisation of material.

(iv) Balance and Unity.

(v) Examples and exercises.


4. The Sentence.

(i) Definition—“unit” of communication.

(ii) General requirements—formal correctness, exactness, clearness, conciseness, completeness, effectiveness.

(iii) Some errors in grammar and usage—collective nouns, distributives, relative pronouns, other pronouns, adjectives, verb forms, adverbs, conjunctions.

(iv) Structure—subject word(s), finite verb, extensions.

(v) Classification of sentences—simple, compound, complex (loose, periodic, loose-periodic), parenthetical.

(vi) Some faults—lack of finite verb, principal clause, incorrect order of words, wrong word relationships, monotonous repetition of the same word.

(vii) Functions of the Sentence—statement, question, command, exclamation, wish.

(viii) Characteristics of the Sentence—unity, length, balance, emphasis, variety.

5. The Word.

(i) The Parts of Speech. Some word forms.

(ii) Vocabulary—aids to improving—use of the word.

(iii) Rules of Word Usage—propriety, simplicity, purity, brevity.

(iv) Powers of particular words—adjectives, verbs, adverbs, sounds of words.

(v) Synonyms, antonyms, homonyms.

(vi) “Overworked” words, double comparatives and superlatives, tautology, hackneyed expressions, clichés.


(i) Literal and Figurative Language. Why use figu­rative language and literary devices.

(ii) Simile, metaphor, personification, apostrophe, metonymy, synecdoche, hyperbole, euphemism, antithesis, crisis, climax, anti-climax, epigram, paradox, irony, humour, wit, pun, pathos.

(iii) Sound devices—assonance, alliteration, onomatopoeia, vowels (long, short), consonants (hard, sharp, bitter; soft, tender, peaceful, melodious, lingering).

(iv) Repetition, epithets, rhythm, rhyme, direct speech (dialogue).


(i) Need, definition.

(ii) Parts of letter, detailed explanation of.

(iii) Points to note—arrangement, first and second sheets, enclosures, folding, the envelope.

(iv) Forms of Letter—indent, block, block-indent.

(v) Style and general qualities—layout, spacing, spelling, legibility.

11. Paraphrase and Elaboration.

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

Text Books.
Bayliss: School Certificate English.
Herbert: What a Word.
King and Ketley: The Control of Language.
Wilson: English—Spoken and Written.

References.
The Oxford Dictionary.
Treble and Vallins: The A.B.C. of English Usage.
Warner: On the Writing of English.
Roget's Thesaurus.
Mitchell: The Use of English.
Ogilvie and Albert: A Practical Course in Secondary English.

11. History and Form of the Novel.
An English Literature Course for First Year Students.

History.


The Late Victorian Period. Hardy's Return of the Native for intensive study.

Form of the Novel.

References.
Dictionary of World Literature, ed. Shipley.
Cambridge History of English Literature.
Compton Rickett: History of English Literature.

12. Drama as Literature.
One hour per week.
A. A brief outline of the development of English drama to Elizabethan times.

The Elizabethans—Shakespeare, Webster, Ford, Beaumont and Fletcher. One comedy and one tragedy of Shakespeare for intensive reading.


Twentieth Century Drama—Ibsen, Wilde, Shaw, O'Neill, Eliot. Intensive reading of selected plays.

B. Consideration of some general principles of drama. Elements common to drama and other literary forms: differences between drama and other forms. Conventions of drama. Kinds of drama.
SUGGESTED BOOKS FOR REFERENCE.

Drama:

Selden and Sellman: *Stage Scenery and Lighting*.
Crofton and Royer: *The Complete Acted Play*.
Marriott: *The Theatre*.
Bentley: *Modern Theatre*.
Bussell: *Puppet Theatre*.
Harding: *Glove Puppetry*.
Chalmers: *Modern Acting*.
Batchelor: *Puppet Theatre Handbook*.
Dolman: *Art of Play Production*.
Collins: *Acting Games*.
Speaight: *Acting*.

B. Narrative Poetry:

(i) Epics, ballads, story poems.
(ii) Examples of primitive, traditional, romantic, classical and realistic treatment of verse.

C. Lyrical Poetry:

(i) Lyrical forms—Song lyric, elegy, sonnet, ode, idyll.
(ii) The treatment of similar themes in lyrical poetry.

Poetry:

Lewis: *Poetry for You*.
Drew: *Discovering Poetry*.
Daiches: *Poetry and the Modern World*.
Matthiessen: *Achievement of T. S. Eliot*.
Brown: *Heritage of Symbolism*.
Bowra: *Creative Experiment*.
Gurrey: *Appreciation of Poetry*.
Jagger: *Poetry in Schools*.
Bradby: *About English Poetry*.
Richmond: *Poetry and the People*.
James: *Introducing Chaucer*.
Bennett: *Chaucer and the Fifteenth Century*.
Chesterston: *Chaucer*.
Ault: *New Light on Pope*.
Church: *John Keats—An Introduction and a Selection*.
Gilkes: *Key to Modern English Poetry*.
O'Donnell: *Feet on the Ground*.
Spender: *Poetry since 1939*.
Ragan: *T. S. Eliot*.
Stephenson: *T. S. Eliot and the Lay Reader*.

14. The Short Story.

The short story of to-day. An examination of many examples of the contemporary English, American and Australian short story.

The basis of the course will be the stories published by Everyman in *Modern Short Stories* (ed. Hadfield). Other examples will be as notified in lectures.

15. History and Use of the English Language.

1. A brief study of the history of English from the 5th Century to modern times.
(a) Old English—historical sketch of the period; nature of the language.
(b) Middle English—the Norman Conquest; vocabulary and grammatical changes.
(c) Modern English—the Renaissance; maturity.

2. Our changing language; modern influences on language; authority and usage.


**Text Books.**

Potter: *Our Language.*
Bayliss: *School Certificate English.*
King and Ketley: *The Control of Language.*
Pearsall Smith: *A Treasury of English Prose.*

**References.**

The Oxford Dictionary.
Baget's Thesaurus.
Fowler: *The King's English.*
Partridge: *Usage and Abuse.*
Mitchell: *The Use of English.*
King: *Writing.*
Dobree: *Modern Prose Style.*

16. **Mathematics Method.**

*First Year Course of two hours per week.*

1. The matter of the primary school curriculum—including suggested ways of setting out work in different topics.

Difficulties encountered in teaching different topics, common errors and suggested remedial work for these errors.

The importance of grading examples, and the stages through which instruction should follow in dealing with certain topics.

Headings under which the above is treated, include:

(a) The four fundamental operations re number, addition, subtraction, multiplication, division.
(b) The four operations with money, weights and measures.

(c) Vulgar fractions and mixed numbers—notion of, equivalence of, four operations with—v.f. of concrete quantities.
(d) Decimals—notion of, four operations with—changing to v.f., and vice versa, and of concrete quantities.
(e) Percentages—including simple interest, P. and L., etc.
(f) Problems—their place in the curriculum—methods of treating them—setting out, etc.
(g) Mensuration and geometry, including the use of instruments.

2. The matter and methods of teaching number in the Infants' School. Importance of concrete material in developing concept of number—aids used in the Infants' School—the gradual development of the abstract idea of number. (This section is not dealt with in anything like the same detail as the Primary curriculum.)

3. The use of objective material.

4. The place of the activity lesson—the drill lesson—the problem lesson—inductive and deductive treatment of different topics—methods of introducing a completely new topic—revision lessons.

5. Tests—diagnostic, of progress, of particular skills in arithmetic. A.C.E.R. standardised tests.

6. The class programme.

7. Incidental treatment during lectures of use and construction of aids and free material.

**References.**

Brideoake and Groves: *Arithmetic in Action.*
Schonell: *Backwardness in the Basic Subjects.*
Schonell: *Individual Difficulties in Arithmetic.*
Meldrum, Turner and Bates: *Teaching Arithmetic.*
Parkes and McLean: *Remedial Arithmetic.*
Nay: *Basic Arithmetic.*
Durell: *General Arithmetic for Schools.*
Wilson, Stone and Dalrymple: *Teaching the New Arithmetic.*
Victorian Education Department: *The Method of Teaching Arithmetic.*
Mathematical Association: *The Teaching of Arithmetic in Schools.*
17. Art.

A Second Year Course of two hours per week.

This course is adapted to suit students training to teach Infants or Primary Grades. It covers practical work and theory of teaching.

The Course.

(a) Practical work includes the following:

1. Quick sketching from life in pen and ink, wash, charcoal.
2. Figure composition in water colour.
3. Picture making in tempera.
5. Outdoor sketching—perspective.
6. Modelling in clay and plasticine basic forms—puppet heads.
7. Production of a puppet play to give experience in designing and making backdrops—props—costumes—posters—programme covers.
10. Preparation; making, storing media and utensils.

(b) The Theory of Teaching Art will embrace the following topics:

1. The curriculum.
2. Methods used by such famous teachers as Cizek, Tomlinson, Richardson.
3. The psychological background—creative and mental growth of the child through pictorial expression.
4. Discussion of outstanding figures in the History of Art—how to enjoy pictures—cultivation of good taste in everyday living.

Text-books and References.

Viola: Child Art.
Richardson: Art and the Child.
Tomlinson: Children as Artists.

Lowenfield: Creative and Mental Growth.
Berry: Art for Children.
Gibson: More Pictures to Grow Up With.
Eng: The Psychology of Children's Drawing.

18. Crafts—First Year.

Throughout the course emphasis will be placed on practical work. Teaching procedures will be demonstrated in the classroom and discussed when the steps in making the various craft models are being demonstrated during lectures.

An outline of the various crafts taught is as follows:

1. The theory of colour and its application to craftwork.
2. Principles of design applied to the various crafts.
4. Plan drawing and lettering for Primary classes.
6. Tabby weaving on a scarf loom.
7. Making and clothing glove puppets.
8. Thonging and decorating leatherwork models.
9. Borders and weaves in basket making, also the method of inserting and wrapping handles.

19. Crafts—Second Year.

(For men students only.)

This course is designed to reinforce the techniques introduced in First Year. The work will be of a practical nature in the following crafts:

1. Drawing.
2. Bookcrafts.
3. Leatherwork.
4. Basketry.
5. Lino-block printing.
6. Toymaking.
20. Needlework and Handwork.

A Second Year Course of two lectures per week for all Second Year Primary women students.

The aim of the course is to provide a training in methods suitable for the teaching of Primary Needlework.

Practical Work.

(a) Set of articles suitable for 3rd and 4th classes. One garment for each of 5th and 6th classes, to be used as teaching aids.
(b) Compilation of a book of processes and stitches with variations according to the requirement of the Primary Syllabus.
(c) Set of patterns for each class—simple method.
(d) Note book containing general information on the subject.
(e) Compilation of a book of specimen involving the use of paper, suitable for all grades of the Infants' School.

References.

Knox: Garment Patterns by Simple Method.
Knox: Textile Study for the Consumer.
Small: How to Know Textiles.

21. Music—First Year.

Two hours per week.

Practical.

Vocal: Class and individual work in voice production.
Ear training, including interval practice on the sol-fa and staff modulator with and without hand signs.
Sight reading in staff notation.
Singing of unison and part songs, including rounds, from the modulator, from staff notation, and by ear.

Instrumental: Class practice with the recorder flutes and individual practice in accompanying at the piano.

Theoretical.

Staff notation: Elementary knowledge of staff; treble and bass clef; notes and rests; sharps, flats and naturals; accent and time; major scales and key signatures; intervals.

Form and Appreciation.

Instruments of the symphony orchestra.
The singing voice and its range.
Aural perception.
Study of songs and instrumental compositions suitable for Appreciation lessons in the Primary and Lower Primary Schools.

Method.

Discussion of teaching a song by ear.

22. Music—Second Year.

Two hours per week.

Practical.

Vocal: Continuation of First Year work.
Instrumental: Class practice with recorder flutes, unison and part playing.

Theoretical.

Elementary knowledge of the minor scale, chord formation and common Italian words of expression.

Method.

Study of Course of Instruction for Primary Schools.
Discussion of the basic kinds of music lesson. Practice in conducting.

Form and Appreciation.

Further work in elementary form and the study of songs and instrumental compositions.

N.B.—The Courses for the Special Infants and Small Schools Sections will cover the same topics as the General Course, but in such a way as to pay special attention to their particular problems.

23. Australian History.

First Year, one hour per week.

Synopsis of the Course.

1. Aboriginal Australia.—(a) Origins of the Australian Aborigines. (b) General Social Structure of the Aborigines. (c) Particular Aspects of Aboriginal Society.
2. Establishing a Colonial Prison.—(a) Why Australia Started so Late.  
(b) Why England Decided to Colonize.  
(c) N.S.W.: The First Government Gaol.

(b) The Governors v. the Officers.  
(c) The “Rum Rebellion” of 1808.  
(d) Results of the Rebellion.

4. Macquarie Refounds Australia.—(a) Macquarie’s Early Years (1810-1815).  
(b) Macquarie after 1811.  
(c) The Establishment of Van Diemen’s Land.

5. The Pastoral Age: 1821-1833.—(a) The Nature of the Australian Frontier.  
(b) Changing British Attitudes.  
(c) Emancipists v. Exclusionists.  
(d) Australia’s Position about 1831.

(b) Private Settlements from England.  
(c) Settlements from Australia.  
(d) The Demand for Self-Government.  
(e) The Act of 1850.

(b) General Effects of the Gold Discoveries.  
(c) The Main Effect: Political Democracy.

(b) Developments in England Affecting Australia.  
(c) The Expanding Colonies.  
(d) The Growth of Inter-Colonial Interests.

(b) The Federation Movement.  
(c) West Australian Development.  
(d) The Cultural Upsurge.

(b) The States Readjust Themselves.  
(c) A Period of Social Reform.  
(d) The White Australia Policy.  
(e) Australia and World War I.

11. Australia between the Wars, 1921-1939.—(a) Post-War Australia.  
(b) Economic Prosperity and Political Unease in the 1920’s.  
(c) The Great Depression (1929-1933).  
(d) Growth of State Intervention.  
(e) Australian Foreign Policy, 1921-1939.

12. World War II and After.—(a) The Three Phases of the War.  
(b) Main Effects of the War on Australia.  
(c) Years of Prosperity.  
(d) Australian Foreign Policy Since 1941.

Reference Books.
Portus: Britain and Australia.  
Hancock: Australia.  
Wood: Concise History of Australia.  
Crawford: Australia.

24. Cultural History of Europe (to 1750).
Synopsis of the Course.
1. Primitive Society.
   1. The Evolution of Man.  
   2. Paleolithic Society.  
   3. The Magical Basis of Paleolithic Art.  
   4. The Neolithic Revolution (c.10,000 B.C.).  
   5. The Structure of Neolithic Society.

   1. New Inventions and their Social Consequences (c.4200-c.3200 B.C.).  
   2. The Urban Revolution in the Near East (c.3300 B.C.).  
   3. The First Four Bronze Age Civilizations.  
   4. Three Later Bronze Age Civilizations.

3. The Indo-European Invasions.
   2. The Impact of Iron on Civilization.  
   3. The Early Iron Age in Greece.

   1. The Tyrants Overthrow the Nobles.  
   2. The Spartan Dictatorship.  
   4. The Persian Empire Challenges Greece.  
   5. Slavery, Empire, and Democracy in Athens.  

5. Greece in the Hellenistic Age.
   1. The Hellenistic Kingdoms.  
   2. Slavery and Science.  
   3. The Crisis in Greece.
4. The Early Roman Republic.
5. Roman Intervention in Greece.
   2. Establishing the Empire.
   3. The Empire at its Height.
   5. Decline of the Roman Empire.
7. Transition to Feudalism.
   1. The Reforms of Diocletian and Constantine.
   2. Early Feudalism and its Fate.
   3. The German Invasions.
   4. The Eastern Empire.
   5. The Moslem Invasions.
8. The Carolingian Period.
   1. The Rise of the "Mayors of the Palace".
   2. The New Royalty.
   3. Charlemagne (768-814).
   4. The Revived "Empire".
9. The Manorial or Dominal System.
   1. The State Structure (c.900-c.1100.)
   2. The Peasants (Laborantes).
   3. The Military Caste (Bellantes).
   4. The Feudal Church (Orantes).
   5. The War of Investitures.
    1. Revival of Commerce.
    2. The Early Crusades.
    3. Results of the Crusades.
11. The Breakdown of Feudalism, 1300-1450.
    1. General Characteristics of the Period.
    4. The Religious Movement.
    1. The New Pattern of Civilization.
    2. The Cultural Renaissance.
    3. The Protestant Reformation.
    4. The Expansion of Europe.
    5. The Commercial Revolution.
    1. The Rise of Autocracy.
    2. The English Revolutions.
    3. Mercantilism.
    4. The Age of Reason.

References.
Dorf: Our Early Heritage.
Sedillot: A Bird's-Eye View of World History.
Breasted: Ancient Times.
Hayes and Moon: Ancient and Medieval History.

25. Geography.
A First Year Course of one lecture per week.
The Course of Work.
The meaning of geography: Man and his environment.
1. Examples of typical environments; with special reference to Australia.
2. Some aspects of environment:
   Landforms.
   Climate.
   Vegetation.
   Soil and soil conservation.
3. Man's use of his environment:
   Pastoral Industry.
   Agriculture.
   Mining.
   Manufacturing.
4. Distribution of population.

References.
Andrews: Australia's Resources.

First Year, one Hour Per Week.

Synopsis of the Course.

1. Origins of Primary School Social Studies.
   (a) Before the Act of 1880.
   (b) The "Standards of Proficiency" in History and Geography (1880-1905).
   (c) History and Geography after the Reforms of 1905.
   (d) History and Geography Between the Wars (1922-1941).
   (e) History and Geography Aligned (1941-52).
   (f) The Advent of Social Studies.

2. The Social Studies.
   (a) What is Meant by Social Studies.
   (b) Social Factors Conditioning Social Studies.
   (c) Educational Factors Conditioning Primary School Social Studies.
   (d) The Content of the Social Studies Course.
   (e) Social Studies Programme.

   (a) Factors Influencing Lesson Methods.
   (b) Narrative Lessons. (First Treatment.)
   (c) Second Treatment Lessons.
   (d) Revision Lessons.
   (e) Observation Lessons (Picture Talk).
   (f) Study Lessons (Research Work).

4. Correlated Classroom Activities.
   (a) Class discussion.
   (b) Lecturelettes.
   (c) Dramatization.
   (d) Other Classroom Activities.

5. Local Studies.
   (a) The Scope of "The School Neighbourhood and District".
   (b) Methods of Treating Local Studies.

(c) Sources of Material.

6. Civics and Morals.
   (a) The Scope of "Towards a Better World".
   (b) The Course in the 1952 Curriculum.
   (c) Methods of Treating Character Training.
   (d) Some of the Problems in Character Training.
   (e) Current Affairs in the School.

7. Procedure of Public Meetings.
   (a) Organization of a Club.
   (b) Duties of a Chairman.
   (c) Application in the School.
   (d) The School Council.

8. Scripture.
   (a) Place of Scripture in the Primary School.
   (b) Methods of Treating Scripture.
   (c) Problems at Differing Age Levels.
   (d) Aids for Scripture Lessons.
   (e) Examples of Scripture Programmes.

REFERENCE BOOKS.

1952 Primary School Curriculum.
Dunlop: Teaching Social Studies in the Primary Schools.
Jordan and Dray: Handbook of Social Studies.

27. Social Studies Method.

Second Year.

One Hour per Week.

1. Aims of the Social Studies Syllabus.
2. Teaching Aids in Social Studies: pictures, visual aids, books, broadcast lessons, models.
3. The importance of local studies: purpose, source-material, local excursions.
4. Project work: advantages and disadvantages, methods of handling projects in the classroom.
6. Teaching of mapping.

A First Year Course of two hours per week.


3. The External Structure of Living Things.—(i) Typical Flowering Plant. (ii) Typical mammal.


5. The Characteristics of Australian Mammals.—Platypus, spiny ant-eater, possum, koala, kangaroo, wallaby, bats, wombats, bandicoots, dingo.

6. Survey of the Plant Kingdom.—Fungi, mosses, ferns, conifers, flowering-plants—including types of flowers, fruits and seeds, seed dispersal.

7. Animal Studies:
   (i) Sponges, “blue-bottle”, jelly fishes, sea anemone, corals, sea star, sea urchin, chiton, oyster, pipi, octopus, crayfish, crab, fishes.
   (ii) Earthworm, snail, spider, tick, Slater, millipede, centipede, frog, Australian reptiles.
   (iii) Structure of a typical bird. Bird migration. Characteristics and habits of kookaburra, peewit, magpie, wrens, wagtail, honeyeaters, gull and tern, sparrow, pigeon and dove.
   (iv) Structure of a typical insect. Life histories of dragon fly, plague locust, praying mantis, thrips, green vegetable bug, cicada, aphides, ladybird beetle, Christmas beetle, bees, ants, wasps, house fly, mosquito, hawk moth, case moths “silkworm” moth, Emperor Gum moth, Blue Fanny butterfly, cabbage butterfly. Insect pest control.

Text-books.
Curtis: Biology for Australian Students.
Palmer: Living Things.

References.
Baker and Mills: Dynamic Biology.
Buchsbaum: Animals without Backbones.
Carey: Botany by Observation.

29. Biology and Natural Science Method.

Second Year—Two hours per week.

Natural Science Method is included in the Second Year Course—this includes demonstrations, teaching methods applicable to particular topics, programmes, units of work, projects, correlation and integration, the place of stories, poems, songs and dramatizations.

1. Respiration in Plants and Animals.

2. Nutrition.—(a) Photosynthesis, functions of roots, stems, leaves; food storage in plants. (b) Nutrition in fungi and bacteria. (c) Carbon and Nitrogen cycles.

3. Growth, Development, Reproduction.—Reproduction in plants, germination (e.g., bean, pumpkin, melon, wheat, maize) and growth. Tropisms.


5. Mendelism and Heredity.


7. Elementary Physics and Chemistry.—Thermometer, barometer, electricity in the home, air in motion, water.


10. Farm Animals.—Recognition of main breeds of horses, cows, sheep, pigs and poultry.

TEXT-BOOKS.
Hatfield: Introduction to Biology.
Leach: Australian Nature Stories.

REFERENCE BOOKS.
Baker and Mills: Dynamic Biology To-day.
Barrett: Animals of Australia.
Buchebaum: Animals without Backbones.
Dakin: Elements of Animal Biology.
Harris: Nature Problems.
McKown: Australian Insects.
Smith: Exploring Biology.
Straughbough and Weimar: General Biology.
Romer: Man and the Vertebrates.

30. Health Education.

A Second Year Course of one hour per week.


2. Health Habits.
   (a) Air: Fresh air, process of breathing, ventilation, including temperature, humidity and air movements.
   (b) Sunlight: Value, dangers, open-air schools.
   (c) Cleanliness: Basis of healthy living; evils of uncleanliness; vermin (scabies and lice).
   (d) Exercise: Value, need for organised physical exercises.
   (e) Rest, sleep, fatigue.
   (f) Clothing.
   (g) Feet: Hygiene.


   (a) Structure.
   (b) Function.
   (c) Hygiene.
   (d) Disorders.
   (e) Education of children with defective sight and hearing.

5. Teeth.
   (a) Structure and development.
   (b) Hygiene.
   (c) Disease and prevention.

   (a) Physiology of digestion.
   (b) Food requirements of the body.
   (c) Milk.
   (d) School lunches.
   (e) Malnutrition and deficiency diseases.
   (f) Hygiene:
      (i) Preparation and handling of food.
      (ii) Storage.
      (iii) Contamination: Food poisoning.

7. Vectors of disease:
   (a) Flies.
   (b) Mosquitoes.
   (c) Rats.
   (d) Fleas.

8. Communicable diseases:
   (a) Bacteria, viruses.
   (b) Signs and symptoms.
   (c) Prevention and control.

9. Other diseases of childhood: rheumatism, tuberculosis, skin diseases, endemic goitre, diabetes, hookworm, hydatid, hysteria, epilepsy, asthma.

10. Speech defects.

11. School hygiene:
   (a) School buildings and equipment.
   (b) Ventilation, heating and lighting.
   (c) Water supplies.
   (d) Disposal of wastes.


14. Sex hygiene:
   (a) Anatomy and physiology of reproductive organs; hygiene of menstruation.
   (b) Sex and society:
      (i) Venereal disease.
      (ii) Alcohol.
      (iii) Problems arising from promiscuity.
   (c) Problems of sex in adolescence.
   (d) Advice to parents—child psychology.
   (e) Films.


16. School medical and dental services.

17. Social services available for children.

18. Excursions.

31. Physical Education—First Year.

   One hour per week.

   Aims and Scope of Physical Education in the Primary School.

   Consideration of nature of school child in relation to physical activity.

   Planning, purpose and practical implementation of organisation and matter of a Directed Activity Lesson.

   The organisation, administration and supervision of games for Primary School. The methods of class coaching and development of personal skills. Knowledge of rules of certain major games.

   Brief outline of Infants Work, and Physical Education in the Small School.

   The appreciation of good poise and good posture in movement, and methods by which it may be developed in a child.

   Swimming and Life Saving.

REFERENCES.

Department of Education, N.S.W.: Primary Syllabus of Physical Education.
Board of Education: 1933 Syllabus.
I. Munden: Suggestions for Use of Small apparatus in Physical Education.
Department of Education: Physical Fitness for Girls and Women or Youth and Men.
Stanley Wilson: Girls and Boys Book for Sport and Games.
A. W. I. Chitty: Keep Fit Activities for Nursery Class.
Margaret Laing: Rhythm Movements.
M. Jarvis: Musical Games for Infants.
C. Sharp: Country Dances.
MacCuaig and Clark: Games worth Playing.

32. Physical Education—Second Year.

Two hours per week.

Physical Education in Primary, Infants and Small Schools.

Planning and practical teaching of Primary and Infants Games.

Tabled Sports—Organisation of Carnivals.

Display Work.

Programming.

Folk Dancing.

Major Games.

Organisation and instruction for Swimming Classes.

Life Saving.

REFERENCES.

Department of Education, N.S.W.: Primary Syllabus of Physical Education.
Board of Education; 1933 Syllabus.
I. Munden: Suggestions for Use of Small apparatus in Physical Education.
Department of Education: Physical Fitness for Girls and Women or Youth and Men.
Stanley Wilson: Girls and Boys Book for Sport and Games.
A. W. I. Chitty: Keep Fit Activities for Nursery Class.
Margaret Laing: Rhythm Movements.
M. Jarvis: Musical Games for Infants.
C. Sharp: Country Dances.
MacCuaig and Clark: Games worth Playing.

33. Visual Education.

PROJECTOR OPERATING.

A Course for Selected Second Year Students.

1. Movie Projectors:
   (a) Care of film;
   (b) Cleaning the projector;
(c) Method of threading various projectors;
(d) Setting up projector and testing for sound;
(e) Lubrication;
(f) Replacing projector and exciter lamps.
2. Film Strip Projectors.
3. The Epidiascope.
4. Sources of Supply for Films.

LOWER PRIMARY COURSE.

From the commencement of the 1959 academic year it is proposed to extend the Lower Primary Course to the first year. Students following the course will do these subjects:

First Year.

Education, 4 hours per week, Course I.
Lower Primary Method, 3 hours per week, Course to be notified.

English, 3 hours per week, Courses 9, 11, 13.
Biology, 2 hours per week, Course 28.
Crafts, 2 hours per week, Course 18.
Mathematics, 2 hours per week, Course 16.
Music, 2 hours per week, Course 21.
Physical Education, 2 hours per week, Course 31.
Social Studies, 3 hours per week, Courses 23, 25, 26.

Second Year.

Education, 4 hours per week, Course II.
Lower Primary Method, 3 hours per week, Course to be notified.

English, 3 hours per week, Courses 7, 8, 12.
Biology, 2 hours per week, Course 28.
Infants Number, 1 hour per week, Course 35.
Health Education, 1 hour per week, Course 30.
Music, 3 hours per week, Course 22.
Infants Handwork, 1 hour per week, Course 34.
Physical Education, 2 hours per week, Course 32.
Social Studies, 1 hour per week, Course 27.
Art, 2 hours per week, Course 17.

Infants Method.—The new courses to be followed in First Year, 1959, and Second Year, 1960, will be as advised in lectures to the new groups.

At the conclusion of the 1958 First Year General Primary Course, women students may elect to specialise in Lower Primary Courses. The course for 1959 in Infants Method will be as advised in lectures.
34. Infants Handwork.

A Second Year Course of one hour per week.

This course is a practical one, covering the variety of handcrafts for the Infants School as set down in the Syllabus.

Practical Work.

1. Simple toy-making in felt or scrap material.
2. Stitching on huckaback.
4. Wool and raffia winding.
5. Stitchery on canvas.
6. Ravelling and fraying hessian.
7. Compilation of a book of specimens including:
   (a) Work with paper:—Paper tearing, twisting, winding, crumpling, cutting and pasting.
   (b) Threading beads, shells, seeds, etc.
   (c) Simple toy-making with cardboard.
   (d) Pattern making for special occasions, friezes, posters and pictures.

35. Infants Number.

A Second Year Course of one hour per week.

The Course.


References:

Brideoake and Groves: Arithmetic in Action.
Infant Teachers' Number Book.
Let's Play with Numbers—Wauchope, M. L.

JUNIOR SECONDARY COURSES

Junior Secondary English-History-Geography
Junior Secondary Mathematics, Physics and Chemistry.
Junior Secondary Biology.

JUNIOR SECONDARY ENGLISH-HISTORY-GEOGRAPHY COURSE

Students following this course will do the following courses:—

First Year.

Education, 4 hours per week, Courses Is.
English, 7 hours per week, Courses 36, 37, 38.
Physical Education, 2 hours per week, Course 52.
Geography, 4 hours per week, Course 43.
History, 4 hours per week, Courses 39, 40.
Art, 2 hours per week, Course 45.

Second Year.

Education, 4 hours per week, Courses II's.
English, 7 hours per week, Courses 36, 37, 38.
Physical Education, 2 hours per week, Course 53.
Geography, 4 hours per week, Course 44.
History, 4 hours per week, Courses 41, 42.
Art, 1 hour per week, Course 46.


A two-year course of three hours per week.

Introductory:

1. The qualifications of the teacher of English.
2. The cultural background of the teacher of English.
3. A review of the content of the various secondary curricula.
4. Basic principles underlying the teaching of English subjects.
Secondary English.

1. General.
   (1) Aims of teaching English at the secondary level.
   (2) Comparative study of the several curricula in English for N.S.W. Schools.

2. Language.
   (1) How language grows and how it is acquired.
   (2) Methods of stimulating language growth.
   (3) Methods of securing greater efficiency in language (the teaching of usage, grammar, spelling, sentence structure and punctuation; paragraphing, the organisation of ideas and development of thought).

3. Sustained Use of Language.
   (1) Oral Composition.
   (2) Written Composition.
      (i) Reproductive and factual;
      (ii) Creative—with special reference to play, short story and verse composition.

4. Reading.
   (1) Mechanics of Reading. Diagnosis and treatment of retardation in reading.
   (2) Reading for information.
   (3) Leisure reading—creation of reading habits; improving reading tests; the library and the teaching of English.
   (4) The Study of Literature:—
      (a) Value of literary study; levels for different age and ability groups.
      (b) Treatment of the novel, short story and the essay.
      (c) Enjoyment and understanding of poetry.
      (d) Drama as a literary form.
      (e) Literature in the Senior School.

5. Dramatic Art.
   (1) Criteria for selection of plays.
   (2) The composition of plays (original plays, adaptations and modifications).

6. Organization of dramatic work within the school.

   (4) Practical aspects of production and staging (casting, grouping, movement, speech, costuming, properties, effects, lighting, setting, make-up).

   The above topics will be treated by lectures and discussions and where necessary by demonstrations and practice.

Demonstrations will be arranged to illustrate lessons in various classes and the different curricular levels.

No textbook is prescribed. The following short list of commended reading will be amplified at the beginning of the courses:

H. Blamires, Bis: English in Education.
Boas & Hayden, Methuen: School Drama.
D. Dakin, Heath: How to Teach High School English.
M. J. Laurence, Oliver & Boyd: Citizenship Through English.

G. MacKaness, Dent: Inspirational Teaching.
C. B. Purdom, Dent: Producing Plays.
N. E. B. Wolters, Lovat Dickson: Modern Make-up for Stage and Screen.


   A Literature Course for Junior Secondary English—History Students.

   Two hours per week.

First Year.
   (a) The study of selected Shakespearean plays.
   (b) The study of the literary forms—novel, poem, play, short story.

Second Year.
   (a) The study of selected Shakespearean plays.
   (b) The study of prescribed books, including modern novels, plays, poems and short stories.
38. Language.

A Second Year Course for Junior Secondary English-History Students.

One hour per week.

1. Theories of the origin of language.
2. The nature of language; how language works.
3. Spoken language and written language.
4. Standards in language.
5. The history of language—a historical survey of English. The growth of vocabulary, development of grammar, word meaning.

Textbooks:
- Potter—Our Language.
- King and Ketley: The Control of Language.

References:
- The Oxford Dictionary.
- Fowler: The King’s English.
- Jesperson: Mankind, Nation and Individual.
- Hayakawa: Language in Thought and Action
- Jesperson: Growth and Structure of the English Language.
- Walpole: Semantics.


A First Year Course of three hours per week for Junior Secondary Students

Synopsis of the Course:

1. Pre-history.
   1. Evolution of Man.
   2. Paleolithic Man.
   3. Neolithic.

2. Cradle of Civilisation.
   2. Civilisations of Western Asia: Sumerians, Semites under Sargon, Hammurapi.

3. Hittites, Phoenicians, Assyrians, Chaldeans.
4. The Persian Empire: administration, religion.

3. The Greek World.
   1. Growth of the City State.
   2. Sparta.
   3. Athenian Democracy.
   4. Greek Thought.
   5. Macedon and the Spread of Hellenism.

   1. The Early Roman Republic.
   2. The Collapse of the Republic.
   3. The Empire of the Caesars.
   4. Life in Rome: slavery, Roman Law, the provinces.
   5. The Roman Empire in the East—Byzantium.
   6. Constantine and Christianity.

5. The Islamic Civilisation.
   1. Mohammed and the unification of the Arabs.
   2. Spread of the Arabs under the Umayyads.
   3. The Abbasid Caliphate.
   5. Transmission of Arabic knowledge to the West.

6. The Carolingian Period.
   1. The rise of “Mayors of the Palace”.
   2. The New Royalty.
   3. Charlemagne (768-814).
   4. The Revived “Empire”.

7. The Manorial System.
   1. The State Structure (c. 900-c. 1100).
   2. The Peasants (Laborantes).
   3. The Military Caste (Bellantes).
   4. The Feudal Church (Orantes).
   5. The War of Investitures.
8. The Commercial Revival 1095-1300.
   1. The Revival of Commerce.
   2. The Crusades and Results.

   1. General Characteristics of the Period.
   4. The Religious Movement.

    1. The New Pattern of Civilisation.
    2. The Cultural Renaissance.
    3. The Protestant Reformation.
    4. The Expansion of Europe.
    5. The Commercial Revolution.

11. Mercantilism and Autocracy.
    1. The Rise of the Autocracy.
    2. The English Revolution.
    3. Mercantilism.
    4. The Age of Reason.

Special attention will be given to the last four topics.

References:
Dorf: Our Early Heritage.
Breasted: Ancient Times.
Hayes and Moon: Ancient and Medieval Times.

40. History Method.
A First Year Course of one hour per week for Junior Secondary Students.

1. History as a Secondary School Subject.
   2. Aims and values of teaching history.
   3. Inherent difficulties of History as a school subject.

2. The History Syllabus: problem of syllabus construction.
3. Planning a programme; units of work.
4. "Lesson types" appropriate to the teaching of history, activity work.

References:
Dunlop: The Teaching of History and Social Studies.
Association of Assistant Masters: The Teaching of History.

41. Australian History.
Second Year, three hours per week.

Synopsis of Course:—

1. Aboriginal Australia.
   (a) Origins of the Aborigines.
   (b) General Social Structure of Aborigines.
   (c) Particular Aspects of Aboriginal Society.
   (d) Our Treatment of Aborigines.

2. British Background.
   (a) Agricultural and Industrial Revolutions.
   (b) The American Revolution and its Influence on the Settlement of Australia.
   (c) England in the Napoleonic Wars.

3. Establishing a Colonial Prison.
   (a) Why Australia started so late.
   (b) N.S.W. The First Government Gaol.
   (c) The Work of Governor Phillip to 1792.

4. The Mercantile Convict Colony.
   (a) Grose and the Rise of Officers.
   (b) Governors v. The Officers.
   (c) The "Rum Rebellion" of 1808.
   (d) Results of the Rebellion.
5. Macquarie Refounds Australia.
   (a) Macquarie's Early Years (1810-1815).
   (b) Macquarie and the Officers—Wentworth and the Pipes.
   (c) Macquarie after 1815 to 1821.
   (d) The Establishment of Van Diemen's Land.

6. The Pastoral Age 1821-1831.
   (a) The Nature of the Australian Frontier.
   (b) Changing British Attitudes.
   (c) Emancipists v. Exclusionists.
   (d) Australia's Position 1831.

   (a) The Influence of Bentham—Peel's "Bobbies".
   (b) The Great Reform Bill.
   (c) The "Hungry Forties"—England and Ireland.
   (d) The Chartist Movement.
   (e) Cobden and Bright.

8. The Pastoral Age 1831-1851.
   (a) The Expansion of Squatting.
   (b) The Demand for Self-Government.
   (c) The Act of 1850.

9. The Settlement of South Australia.
   (a) The Wakefield Theory of Settlement.
   (b) The Wakefield Theory in Practice.
   (c) Contrast in South Australian Land Utilisation to 1850.

    (a) The Discovery of Gold.
    (b) General Effects of the Gold Discoveries.
    (c) The Impulse to Political Democracy.

    (a) The Colonies Diverge.

    (a) Trade Unions to 1890.
    (b) Conflict of Labour and Capital in the '90s.
    (c) Results of the Defeat of Labour.

13. The Federation Movement.

    (a) Joseph Chamberlain and the Boer War.
    (b) Australia and the Boer War.
    (c) Liberals and the Labour Party in England.

15. Aftermath of Federation.
    (a) The Constitution of 1901.
    (b) The States Readjust Themselves.
    (c) A Period of Social Reform.
    (d) The White Australia Policy.

    (a) Andrew Fisher's Labour Party's Support for War.
    (b) W. M. Hughes and the Conscription Issues of 1916-17.
    (c) Labour Party and the War after 1916.
    (d) Financing the War.
    (e) Australia's Fighting Men in the War.
    (f) Australian Industrial Expansion.
    (g) Hughes at the Peace Conference.

17. Australia Between the Wars 1921-29.
    (a) Post War Australia.
    (b) Political Optimism and Overseas Borrowing.
(c) Rise and Fall of the Economic Barometer in the 1920's.

   (a) Australian Banking since the 1890's.
   (b) Australia as An Open Economy.
   (c) Various Attempts to Ameliorate Effects of Depression in Australia.
   (d) The Slow Recovery to 1939.

19. Australia and World War II and After.
   (a) The Three Phases of the War.
   (b) Administration of the Curtin Labour Government.
   (c) Main Effects of the War on Australia.
   (d) The "Boom" Years.
   (e) Contrast between Australia's Foreign Policy Prior To and After 1941.

Reference Books:
Portus: Britain and Australia.
Hancock: Australia.
Crawford: Australia.

42. History Method.

A Second Year Course of one hour per week for Junior Secondary Students.

1. Teaching aids, text books, reference materials.

2. Pupils' notebooks and essays.

3. Methods of testing and revision.


5. Dates and time.

6. Local History; Current Affairs.

References:
Dunlop: The Teaching of History and Social Studies.
Association of Assistant Masters: The Teaching of History.
44. Junior Secondary Geography.

Second Year, four hours per week.

The Biotic Environment.

A study of plant and animal life and their relationship to climate and soil.

1. Hot, wet forests.
   (a) Equatorial (rain at all seasons).
   (b) Tropical maritime (rain at all seasons but with a seasonal maximum).
   (c) Monsoonal (seasonal reversal of wind).

2. Hot, seasonally dry, tropical savanna-woodland and savanna.

3. Hot, dry deserts.

4. Warm temperate forests.

5. Temperate grasslands.

6. Cool temperate forests.

7. Northern coniferous forests.

8. Tundra.

Geography Method.

   (a) Aims and purposes.
   (b) Activity methods.

2. Some Further Aspects.
   (a) The home locality.
   (b) Current affairs.
   (c) Visual aids.

References:
See First Year Course.

45. Art.

First Year, two hours per week.

Practical Work:

A. (a) Still life in a variety of media.
   (b) Figure sketching.
   (c) Composition.

B. History and appreciation of:
   (a) The beginning of painting.
   (b) The Art of the Renaissance.
   (c) 17th Century Dutch Painting.

Visits to the Art Gallery.

46. Art.

Second Year Junior Secondary Students.

One hour per week.

Practical Work:

A. (a) Elements and principles of Design.
   (b) Clay modelling.
   (c) Outdoor sketching.

B. History and Appreciation:
   (a) The rise of landscape painting.
   (b) Art of to-day.

For Home Economics Students.

A. (a) Elements and Principles of design.
   (b) The Grammar of colour.

   Application of the above to designs for needlework, interior decoration and floral arrangements.

B. (a) Historic ornament.
   (b) History and appreciation of Impressionism, Post-impressionism, Art of to-day.

Students will visit the Art Gallery.
JUNIOR SECONDARY MATHEMATICS, PHYSICS AND CHEMISTRY.

Students doing this course will study the following subjects:—

First Year.
Education, 4 hours per week, Courses Is.
English, 2 hours per week, Courses 9, 14.
Mathematics, 4 hours per week, Course 47.
Physics, 4 hours per week, Course 48.
Chemistry, 4 hours per week, Course 50.
Biology, 2 hours per week, Course 51.
Physical Education, 2 hours per week, Course 52.

Second Year.
Education, 4 hours per week, Courses II.s.
English, 2 hours per week, Courses 8, 7.
Mathematics, 4 hours per week, Course 47.
Physics, 4 hours per week, Course 49.
Chemistry, 4 hours per week, Course 50.
Biology, 2 hours per week, Course 51.
Physical Education, 2 hours per week, Course 53.

47. Mathematics.
A course for Junior Secondary Mathematics-Physical Science students.
Four hours per week.

The course covers both content and method.

1. Content.
The content part of the course is spread over two years and covers the following topics:—
Algebra.
Calculus.
Analytic Geometry.
Vector Analysis.
Functions of more than one variable.

Differential equations.
Dynamics.
Axiomatic development of plane geometry.

REFERENCES:
Lamb: *Infinitesimal Calculus*.
Maxwell: *Elementary Co-ordinate Geometry*.
Weatherburn: *Elementary Vector Analysis*.
Smith: *Algebra*.
Durell and Robson: *Advanced Algebra*.
Bullen: *Introduction to the Theory of Mechanics*.

The method part of the course is spread over two years. It is designed to cover the teaching of Mathematics in the Junior Secondary School.

All students attending the course are required to take a qualifying examination. Those failing to achieve the required standard will attend remedial classes or do such other work as may be required by the lecturer until the necessary standard is reached.

Features of the course will include:

(a) Types of lessons in Arithmetic, Algebra and Geometry including—
(i) presentation of new work;
(ii) practice in step already presented;
(iii) presentation of theorems;
(iv) solution of problems and exercises in Algebra, Geometry and Arithmetic.

(b) Teaching of fractions, mixed numbers, decimals, logarithms, profit and loss, ratio.

(c) Solution of equations in Algebra.

(d) Factorisation of expressions in Algebra.

(e) Solution of equations by graphical means.

(f) Directed number and functional notation.

(g) The equation or the formula as the basis for starting Algebra.

(h) Use and teaching of Analytic Geometry and Calculus.

(i) Tests and testing.
Amusements in Mathematics and the History of Mathematics.

Demonstration lessons will be arranged on suitable topics throughout the year in both First and Second Years.

Text and Reference Books:
Secondary School Syllabuses.
New Algebra for Schools, Parts I and II; C. V. Durell.
New Geometry for Schools; C. V. Durell.
General Arithmetic for Schools; C. V. Durell.
Reports of Mathematical Association on the Teaching of Mathematics.
Teaching of Elementary Mathematics; Godfrey and Siddons.
Teaching of Arithmetic and Elementary Mathematics; Sumner.

First Year, four hours per week.
1. Detailed examination of topics in the Junior Section of the combined Physics and Chemistry Syllabus.
2. Construction of lessons.
3. Methods of testing.
4. Manipulative techniques.
5. Class control in science lessons.
6. Safety requirements and first aid.
7. The legal position of the science teacher.
8. Demonstrations and Excursions.

Second Year, four hours per week.
1. Extension of topics to:
   - Newton's laws of motion.
   - Tension in strings.
   - Conservation of linear momentum—collisions.
   - Circular motion.
   - Conditions of equilibrium.
   - Simple harmonic motion—wave motion.
   - Heat transfer, quantitative treatment of conduction and radiation.
   - Kinetic theory of gases.
   - Deviation and dispersion by prisms.
   - The spectroscope.
   - Coulomb's Law. Torque on a magnet in a uniform field.
   - Terrestrial magnetism.
   - Electric charge—Potential difference.
   - Current electricity.
   - Atomic structure and nuclear physics.
2. Programme construction and units of work.
3. Care and storage of equipment.
4. Excursions and projects.

50. Junior Secondary Chemistry.
First and Second Years, four hours per week.

A course will be given to provide:
1. Experience in dealing with the Chemistry topics of the combined Physics and Chemistry syllabus.
2. Development of appropriate practical techniques.
3. Instruction in the care and storing of equipment.

The course will include:
4. Lesson planning and techniques.
5. Testing methods.
6. Practice teaching.
7. Excursions and projects.

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

A. How one recognises a living thing—movement, irritability, assimilation, reproduction.
B. Plant and animal cells.

C. A survey of man—nutrition, elimination, movement, awareness, reproduction, growth.

D. A survey of the flowering plant.
   (a) External features.
   (b) Internal features and functions of root, stem and leaves.
   (c) Nutrition and assimilation in the green plant.
   (d) Respiration, growth, reproduction.

E. Plants and animals as energy transformers.
   (a) Sources of energy.
   (b) Interdependence of plants and animals.
   (c) Differences between plants and animals.

F. The variety of living things—principles of classification.
   (a) Characteristics of Mammals.
   (b) Characteristics of Birds.
   (c) Characteristics of Reptiles.
   (d) Characteristics of Amphibians.
   (e) Characteristics of Fishes.
   (f) Characteristics of Arthropods including insects and arachnids.
   (g) The Molluscs.
   (h) Worms, flat, segmented, parasitic.
   (i) Bacteria and Fungi—nutrition, their importance in decomposition, soil fertility, industry and as pathogens.
   (j) Fern-life history.
   (k) General knowledge of weeds, grasses, trees, shrubs and Australian native plants.

REFERENCES:
Murray: Biology.
Palmer: Living Things.
Hatfield: Introduction to Biology.
Buchbbaum: Animals without Backbones.
Barrett: Australian Reptiles.
Romer: Man and the Vertebrates.
Harris: Wild Flowers of Australia.

52. Physical Education for Men and Women in Manual Arts and Junior Secondary Courses.

First Year, two hours per week.

1. Administration and Principles of Physical Education.

2. Planning a Games lesson.

3. Minor Games, e.g., Post Ball, Corner Ball.


5. Athletics.
   (a) Basic techniques of track and field.
   (b) Standards.
   (c) Organisation of Athletic Carnival.

   (a) Lesson Plan.
   (b) Mat and Box work.
   (c) Rope and Bar work.

7. Life Saving.

REFERENCES.
Board of Education: Recreation and Physical Fitness for Girls and Women.
New South Wales Amateur Swimming Association: N.S.W. Swimmers' Digest.
Doherty, J. K.: Modern Track and Field.
Rule books and coaching pamphlets issued annually by the national or state controlling bodies of the various games.

53. Physical Education.

Second Year, two hours per week.

1. Planning the Directed Activity Lesson. Progression, Practical Work.
2. Value of Competitions. Standards, House Systems, etc.

3. Major Games: Tennis, Rugby, Soccer, Basketball.

4. Umpires' Certificates.

5. Swimming:
   (i) Basic Stroke Techniques.
   (ii) Diving.
   (iii) Organisation of a Swimming Sports Afternoon and a Carnival.

6. Teaching of Dancing and Rhythm Activities.

REFERENCES.
As for First Year, and in addition:
C. Sharp: *Country Dances*.
Department of Education, Queensland: *Folk Dancing Syllabus*.
Mac Cuaig and Clark: *Games worth Playing*.

**JUNIOR SECONDARY BIOLOGY.**

Students undertaking this course will study the following subjects:

Education, 4 hours per week, Courses I's and II's.
English, 2 hours per week, Courses 9, 11, 7, 8.
Physical Education, 2 hours per week, Courses 52, 53.
Mathematics, 2 hours per week, Courses 54, 55.
Physical Sciences, 4 hours per week, Courses 57, 58.
Biology, 8 hours per week, Course 56.

**54. Mathematics.**

*A First Year Course for Junior Secondary Biology and Physical Science students, two hours per week.*

A thorough knowledge of the subject matter of the Secondary School Mathematics Syllabus up to Intermediate Certificate level together with suitable methods of working will be the main aims of the course.

Demonstration lessons will be arranged on suitable topics during the year.

Lectures will deal with:
(a) The aims of teaching mathematics.
(b) The planning of lessons.
(c) The grading of examples.
(d) Tests and testing.

The main topics to be treated are:
1. Fractions and mixed numbers.
2. Decimals.
3. Percentages.
4. Taking of the square root from first principles.
5. Interest—all phases, Simple and Compound.
6. Ratio and Proportion.
7. Profit and Loss.
8. Mensuration.
9. Logarithms—setting out, accuracy and teaching procedure.

**TEXT AND REFERENCE BOOKS.**

Secondary School Syllabus.
Reports of the Mathematical Association on the Teaching of Mathematics.
Meldrum, Turner and Bates: *The Teaching of Arithmetic*.
C. V. Durell: *General Arithmetic for Schools*.
Aitken and Farlow: *Modern Arithmetic*.
D. K. Haron: *Logarithm Tables*.

**55. Mathematics.**

*A Course for Second Year students in Junior Secondary Biology Courses.*

An extension of the First Year course with more emphasis upon the problems of teaching and presentation, together with treatment of certain topics in Algebra, Geometry and Trigonometry. Problems such as the following will be discussed:

(i) The equation or the formula as the basis for starting Algebra.
(ii) Directed number in Algebra and four operations therewith.
(iii) Graphical work, and use to solve equations.
(iv) Factorisation.
(v) The stages in the teaching of Geometry—their content and methods.
(vi) Presentation of theorems in Geometry.
(vii) Exercises in Geometry.
(viii) Scale drawing and the approach to Trigonometry.
(ix) Use and teaching of Analytic Geometry and Calculus.

TEXT AND REFERENCE BOOKS.
As for First Year Course with the addition of:
Godfrey and Siddons: Teaching of Elementary Mathematics.
Sumner: Teaching of Arithmetic and Elementary Mathematics.

JUNIOR SECONDARY BIOLOGY COURSE.

56. First Year, and Second Year.
A. How one recognises that a thing is living—movement, reactivity, capacity to do work, assimilation of matter, reproduction.
B. The Cell—Plant and animal cells.
C. A Survey of Man.
   (i) Eating—Reasons for eating, kinds of food, organs concerned in nutrition, principles of digestion, uses of food.
   (ii) Elimination—The nature of defaecation and excretion. The excretory organs.
   (iii) Moving (a) muscles; (b) the skeleton.
   (iv) Being aware, Thinking—The eye, the ear, the nervous system.
   (v) Reproduction (a) Reproduction in the frog—(b) compared with man.
   (vi) Growth.
D. A Survey of a Flowering Plant.
   (i) General features of external form.
   (ii) Internal structure and functions of root, stem, leaf.
   (iii) Nutrition—
      (a) Nature of food materials.
      (b) Soil—constituents, bacteria and fungi, legumes, crop rotation, soil erosion and conservation.
      (c) Water—absorption, transmission to leaves, evaporation, transpiration, photosynthesis, turgor of cells.
      (d) Carbon dioxide—its origin, entry to leaf, role in photosynthesis.
   (iv) Assimilation in green plants—synthesis, translocation, types of food storage organs.
   (v) Respiration—green and non-green plants.
   (vi) Growth.
   (vii) Reproduction—flower, seed, fruit, types of fruits, dispersal.
   (viii) Structure and germination of seeds.
E. Animals and Plants as transformers of energy.
   (i) Sources of energy of animals and plants.
   (ii) How an animal obtains energy from its food.
   (iii) Dependence of animals on plants.
   (iv) How green plants obtain energy.
   (v) Principal differences between green plants and animals.
F. The variety of living things—the principles underlying classification.
   (i) Characteristics of the mammalia.
   (ii) Rabbit—external features, general natural history and habits, life history, status as a pest, control.
   (iii) The three divisions of mammals—examples of each division.
   (iv) Characteristics of birds—general natural history and life history of lyre bird, bower bird, ibis, emu, penguin, brush turkey.
   (v) Characteristics of reptiles—general natural history of lizards, snakes, crocodiles, tortoises and turtles.
   (vi) Characteristics of amphibians—general natural history of frogs, tailed amphibians, e.g., Axolotl.

(viii) Characteristics of Arthropoda—features of prawns, centipede, cockroach, spider.


(x) Characteristics of Arachnids—dangerous spiders, "red back", "funnel web".

(xi) Characteristics of Molluscs—chiton, gastropod lamellibranch, cephalopod.

(xii) Worms—earthworm, liver fluke, tape-worm, marine worms.

(xiii) Microscopic studies of hay infusions, pond scum.

(xiv) Bacteria—microscopic studies. Their importance in decomposition, soil fertility, in industry, as pathogens. Viruses—size, importance as pathogens.

(xv) Fungi—nutrition, importance as pathogens.

(xvi) Fern—life history.

(xvii) Other Plants—General knowledge of common weeds and grasses, trees and shrubs, and Australian native plants.

**Method of Teaching (1st and 2nd Year).**

(i) Demonstration lessons will be arranged in Secondary Schools.

(ii) Examination and discussion of course outlined in the Secondary School syllabus.

(iii) Preparation of the programme—arrangement of the syllabus into suitable units.

(iv) Suitable "specimens" for examination—sources, methods of collecting and storing.

(v) Preparation of suitable notes and recording for junior secondary pupils.

Sources of information.

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**Excursions.**

Excursions and rambles will be undertaken during the course to provide greater general knowledge, and for ecological surveys.

**References.**

Murray: Biology.
Palmer: Living Things.
Buchbbaum: Animals without Backbones.
Morrow: Junior Biology.
McKeown: Australian Insects.
Barrett: Australian Reptiles.
Grove & Newall: Animal Biology.
Schienfeld: New You and Heredity.
Smith: Beyond the Microscope.
Romer: Man and the Vertebrates.
Leach: Australian Nature Studies.
Cayley: What Bird is That?
Dakin: Australian Seashores.
Harris: Wild Flowers of Australia.
Besley & Meyer: Fieldwork in Animal Biology.
Hatfield: Introduction to Biology.

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57. Combined Physics and Chemistry for the Junior Biology Course—First Year.

Four hours per week.

**Physics Section.**


**Chemistry Section.**

58. Second Year.

Four hours per week.

Physics Section.

Light: Visibility of objects.
Rectilinear Propagation of Light.
Shadows, Eclipses of the Sun and the Moon.
Reflection in Mirrors.
Refraction.
Concave and Convex Lenses.
Simple Optical Instruments.
Sound.
Magnetism and Electricity.
Properties of Magnets. The Compass.
Concept of Electric Current.
Combustion of Electricity. Lamp and Radiator Filament.
Effect of Electric Current on a Magnetic Needle.
The Electric Bell and the Electro Magnet.
Simple Machines.

Chemistry Section.

Preparation of Nitric Acid.
Solutions—Differences between a Solution and a Suspension.
Crystallisation.
Allotropes of Carbon.
Destructive Distillation of Coal.
Iron and Steel Making.
Chemical Theory.
General Method and Teaching of Science to be dealt with as individual topics are treated.
Practical Work is carried out particularly as regards the experiments to be used in teaching.

Text Books.
Roberts: Elementary Science for Juniors.
Secondary Classes: Books I and II.

References.
Millikan, Gale, Coyle: New Elementary Physics.
Black and Conant: New Practical Chemistry.

HOME ECONOMICS COURSES.

First Year.

English, Course 9.
Physical Education, Course 52.
Education Is.
Chemistry, Course 59.
Household Physics, Course 60.
Biology, Course 61.
Needlework Method, Course 62.
*Foods, Course 63.
*Home Management, Course 64.
*Needlework and *Garment Construction. Course 65.
*Textiles, Course 66.

* At Technical College.

Second Year.

English, Courses, 7, 8.
Education Is., Is.
Needlework, Course 65.
Physical Education, Course 53.
Chemistry, Dietetics, Nutrition, Course 67.
Home Science Method, Course 68.
Needlework Method, Course 69.
Foods and Processing, Course 70.
Child and Family Study, Course 71.
Physiology, Health and Hygiene, Course 72.
Art, Course 46.

59. Chemistry.

First Year. Three periods per week.

Lectures, demonstrations, laboratory work.
Mratter and energy. Physical and Chemical changes.
Composition of matter. Elements, compounds, mixtures.
Properties of common metals and non-metals, particularly those used in home. Action of air (a) dry, (b) moist on metals used in home. Action of acids on some metals. Methods of preventing corrosion.


Valency.


Preparation, properties, uses of Ammonia. Nitrogen cycle in nature.

Preparation, properties, use of chlorine. Bleaching and bleaching agents. Disinfectants.


The Ionic Theory.

Ionization of Acids, bases and salts.

Electrolysis, electroplating. Hydrolysis.

Oxidation and reduction.


Colloids. Properties. Colloids and reactions of colloids in the home, especially in food preparation (introductory).

Introduction to Organic Chemistry.

Text.

Black and Conant: New Practical Chemistry.

Reference.

Meyer: Introductory Chemistry.

60. Household Physics.

One period per week.

Nature of matter and energy. States and physical properties of matter. Changes in state, forms of energy, transformation of energy. Sources of energy.

Work, simple machines, levers of the home and body.

Heat. Temperature. Expansion and contraction. Uses and allowances made for expansion due to heating.

Transfer of heat, conduction, convection, radiation. Insulators and conductors in the home. Hot water systems, ventilation, thermos flasks, heating systems.

Units of heat. Calorific value of foods.

Atmospheric and liquid pressure. Devices and processes in home involving these, e.g., vacuum cleaners.

Boiling Point—Freezing Point.

Effect of pressure and dissolved substances on boiling and freezing point.

Pressure Cookers.

Latent heat of vaporisation and fusion. Refrigeration and deep-freeze units, drip-safe, ice chest. Cooling system of the body.


The Eye. Direct and indirect lighting.

Sound—echoes—characteristics of musical notes.


Text.

Avery: Household Physics.

Reference.

Millikan: New Elementary Physics.

Holt: Housecraft Science.

Two lectures per week.

1. Introduction. Biology; the science of life. Scientific method.

2. Characteristics of living things. Differences between plants and animals. Variety in living things; brief survey of main plant and animal groups.


7. Nutrition in non-green plants. Fungi and bacteria. Importance of non-green plants:
   (a) Pathogenic bacteria.
   (b) Spoilage of food. Methods of food preservation.
   (c) The nitrogen cycle.


10. Garden activities. Value in home.

Textbooks:
- Curtis: Biology for Australian Students.
- Palmer: Living Things.

62. Home Science Needlework.—First Year.

Two hours per week.

The aim of the course is to provide a training in methods suitable for teaching Needlework in Primary Schools. In addition, the fabrics used in the course will be studied.

Practical work.

(a) Set of articles suitable for third and fourth classes. One garment and one decorative article for each of fifth and sixth classes, to be used as teaching aids.

(b) Compilation of a book of processes and stitches with variations according to the requirements of the Primary syllabus.

(c) Set of patterns for each class—simple pattern methods.

(d) Notebook containing general information on the subject.

The section will see some demonstrations in Primary Needlework at The Junction Demonstration School, and will have the opportunity of giving at least two Needlework lessons at the end of the year.

COURSES AT TECHNICAL COLLEGE IN FIRST YEAR.

Food and Home Management—Nine hours.

Needlework—Five hours.

Appendix B.

63. Foods.

Aim:
To study the basic scientific principles underlying the choice of foods, for health and to apply this knowledge to the selection, preparation and service of food to family groups.

Approach:
The course has been planned to give the student the necessary experience and confidence in the organisation of meals designed to meet the nutritional needs of the individual and of the family.

The course is made up of four units of instruction as follows:

Introduction.—Nutrition and Health.
The relationship of food to the maintenance of health. Adequate and optimum nutrition; the criteria and essentials of food nutrition.
Unit I.—Foods—Food Preparation.

Food selection and the purchase of food for the home.

Food preparation—the composition of foods and the fundamental principles of food preparation and service.

Food preservation—principles and techniques of home food preservation and the problems associated with them.

Experience in food preparation and preservation.

Unit II.—Meal Planning and Food Service.

Selection of an adequate diet and its importance in achieving and maintaining optimum health.

Consideration of family food problems from the standpoint of nutrition, cost, equipment and time.

Experience in meal planning, preparation, and service of simple meals and of meals for special occasions.

Unit III.

Food demonstration of the preparation of some unusual foods and food products, e.g., Continental cookery, cake decoration, sweets.

Discussion on the purpose and techniques of demonstrations.

Experience in short demonstrations.

The approximate distribution of time and, therefore, the weighting of subject matter in the course is as follows:

Introduction—Elementary Nutrition—6 hours.

Unit I.—Food Selection—12 hours.

Food Preservation and Service—318 hours.

Food Preservation—18 hours.

Unit II.—Meal Planning—36 hours.

Unit III.—Food Demonstration—27 hours.

Texts.

Foods. Justin, Rust and Vail.
Foods Manual (to be compiled).
Practical Cookery, Univ. Kansas.
The Basic Cook Book. Heseltine and Dow.

64. Home Management.

Aim:
To show the place of management in homemaking and to study the management problem in family living.

Approach:
Guidance in planning the use of available resources in the home and in recognising and solving management problems.

The course consists of three units as follows:

Management in Homemaking.

Introduction:

The place of management in homemaking and family life. Human values in homemaking. Survey of family needs and resources. The functions and characteristics of the effective homemaker.

Management of Family Resources.

Unit I:
Factors affecting the use of time, energy and money and their control. Fatigue and its relation to time and energy arrangements. Family income and management of family finances. Experience of tasks carried on in most homes and the equipment, money, materials, and human effort to accomplish the ends desired. Choice, use, and care of equipment.
Family Housing Management.

Unit II:
A study of the modern house from the consumer standpoint; the plan, storage arrangements, lighting, heating, new developments and materials. Relating the house to the family. Home problems in interior decoration.

Selection of colour schemes, furniture, furnishings and accessories.

Textiles and Laundry—a brief study of textiles with reference to behaviour in washing, ironing, dry cleaning; special treatments such as shrink and fire-resistant finishes; stain removal and dyeing.

Management Problems in Feeding, Clothing and Operating the Household.

Unit III:
Managerial problems involved in feeding and clothing the family, operating the household, maintaining health and providing recreation. Co-ordination of previous work in the Home Science Department (family budgeting, buying and accounting, planning, preparation and service of meals) and the practical application of this in directing the work of other members of the group in the care of the home and in home entertaining.

Dissection of time in the course is as follows:

Unit I.—Management of time, energy and income—24 hours.
Household Processes and Equipment—24 hours.

Unit II.—Management of Housing and Interior Decoration—24 hours.
Textile and Laundry—24 hours.

Unit III.—Management of Household—24 hours.
Experience in Management—24 hours.

REFERENCES.
Journal of Home Economics.
Household Equipment: Peet and Thye.
Gas Manufacture and Utilisation: Norman Smith.
Electricity in the House: Macfarlane.
Management in Family Living: Nickell and Dorsay.
Housewifery: Balderton.
Feeding the Family: Rose.

65. Needlework and Garment Construction.
Four Hours per Week.
2 hours drafting, cutting.
2 hours construction.

First Term (12 weeks).
Drafting and Cutting:
Adaptation of foundation skirt draft to prevailing styles.
Children’s underwear.
Construction:
1 adult’s skirt.
1 child’s pantees.

Lectures, demonstrations to include various processes in construction.—Seams, hems, plackets, fastenings, darts, embroidery suitable for underwear, attaching lace and insertion. Students to present in sample form:—Skirt placket, one alternative method of attaching lace other than that applied to garment, one method of finishing hem.

Second Term (10 weeks).
Drafting and Cutting:
Adaptation of foundation drafts to prevailing styles for blouses, children’s frocks.

Construction:
1 adult’s blouse.
1 child’s frock (simple design).

Lectures, practical work to include various processes suitable for blouses and children’s frocks.

Students to present in sample form:—
Worked buttonhole.
Bound buttonhole.
Smocking buttonhole.
Applique.
Third Term (12 weeks).
Drafting and Cutting:
Adult's frock in prevailing style.
Princess slip, 2 piece.
Nightgown, 6 piece.

Drafting and cutting patterns to own measurements.

Construction:
1 adult's frock.

Lectures, demonstrations on various processes used in construction of underclothing, frocks.

Students to present in sample form:—Dress placket, pin tucks, bias bindings, facings, punch stitch, shadow embroidery.

Practical marks cover year's work. Examination in theory, drafting and cutting.

66. Textiles.

Detailed study of properties of textile fibres with special reference to their suitability for household purposes. Natural fibres, rayons, synthetics and regenerated proteins.

Identification of textile fibres by simple chemical, visual and burning tests.

Survey of yarns made by modern yarn-spinning processes and the influence of fibre arrangement on the wearing properties of fabric made therefrom.

Fabric Structure.—A survey and examination of the principle methods of fabric structure, i.e., non-woven, knitted and woven. Specific attention will be paid to the ideal structures of such household textiles as table napery, curtains, furnishings and floor-coverings. The application of synthetic fibres to the foregoing structures will be discussed.

The application and utility of special treatments, e.g., flame-proofing, moth-proofing, water-proofing, etc., applied to fabrics used in the home.

The effect of sunlight, perspiration and washing on fastness of various dyestuffs.

HOME ECONOMICS—SECOND YEAR.


Four periods per week including laboratory work in food chemistry and applied dietetics and nutrition.

A composite course including chemistry of food and food constituents, their metabolism and role in nutrition.


Composition of foods. Food Constituents. Carbohydrates, proteins, fats:—Chemical nature, chemical and physical properties. Digestion, Metabolism. Requirements for adequate nutrition at various ages and levels of activity. Sources in the diet.


Mineral elements in foods and nutrition. Function in body, source, requirement of calcium, phosphorus, iron, iodine; trace elements.

Water and body functions. Osmosis.


The Vitamins, chemical nature, properties, function in body and requirements. Recent developments.

Composition and value in nutrition of common foods—
Meal Planning. Food Economics, low, medium, high cost dietaries.


Laboratory work to include study of chemical reactions of carbohydrates, proteins, fats, some food analyses. Also practical work in meal planning. Preparation of food and meals showing nature of food, size of servings to supply quantities of nutrients required at different ages, levels of activity.

TEXT.
Sherman: Chemistry of Food and Nutrition.
Osborne: Australian Food Composition Tables.

REFERENCES.
Bogert: Nutrition and Physical Fitness.
Roberts: Nutrition Work with Children.
Justin, Rust, Vail: Foods.
Read: Introduction to Organic Chemistry.
Hutchinson: Foods and Principles of Dietetics.
Thorpe: Biochemistry for Medical Students.

68. Home Science Method.

Three hours per week.

Organization of Work.

In first year observations in schools will be carried out in third term, discussions on method and practical experience in demonstration work.

In second year demonstrations will be observed throughout first, second term. In third term visits to factories, and institutions related to work, will be made.

Throughout second year 2 hours per week will be devoted to methods of teaching Home Economics in following areas:—Nutrition, Food Preparation, Home Management.

Some of the topics to be dealt with:—

Goals and place of Home Science Education in secondary schools. Contribution to individual, home and society of education for home and family living. The home as an educative agency. Place of school in supporting home in education for home and family living.

The attributes and functions of Home Economics teacher.

Study of present syllabus and revision of some of content if necessary.

Methods and techniques suitable in teaching Home Economics, e.g., demonstration, supervision of pupil's practice, narrative lessons, discussions, assignments, new techniques. Planning of lessons and programmes of work.

Lesson Notes.


Management in Home Economics teaching. Physical facilities in Home Economics Department in school. Design of rooms and equipment. Ordering and storing food and equipment. Bookkeeping, records, etc.

Resources of information for Homemaking Education, e.g., suitable school texts, books for library, other sources, e.g., commercial firms.

Adult education for Homemaking.

Home Economics and the Community, Home Economics for boys.


During the year students will prepare lesson plans and programmes. Records of demonstration lessons seen, and constructive criticisms and analyses of these. Collection of suitable teaching aids.

TEXT.

Spafford: Fundamentals in Teaching.—Home Economics.
69. Home Science Needlework Method—Second Year.

Two hours per week.

Demonstration lessons at Newcastle Home Science High School will be observed and teaching procedures will be discussed after each demonstration.

The course will consist of two parts:

A. Lectures on the methods of teaching secondary school Needlework.

B. Practical work.

Section A.—This work will cover—

(a) Typical lessons in drafting.
(b) The teaching of processes.
(c) Types of textile lessons—suitable notes.
(d) Methods of teaching History of Costume.
(e) Organization of Art Needlework.
(f) Organization and supervision of the garment-making period.
(g) Testing and marking.
(h) Teaching aids—uses.
(i) Preparation of programme—other records.

Section B.—This section will cover—

(a) Compilation of a complete set of secondary processes and stitches, with emphasis on use and important points of construction.
(b) Construction of teaching aids—
   (i) 3-inch scale of six gore skirt in headcloth.
   (ii) Apron suitable for First Year class.
   (iii) Examples of various types of Art Needlework.
   (iv) One example illustrating the History of Costume.
   (v) Aids for the Selection of Textile lesson.
   (vi) Finishings for underwear.

70. Foods and Food Processing.

Three hours—Second Year.

A study of the chemical and physical principles involved in food preparation including experimental work showing the effect of variation in the nature and quantity of ingredients and methods of processing on final product with objective as well as subjective evaluation of the products where possible.


Emulsions.—Theory of emulsification. Types of emulsion. Emulsifying agents. The making of emulsions, mayonnaise, some food emulsions.

Milk.—Composition, chemical, physical properties.

Cheese.—Composition, formation, ripening, processed cheese. Use of cheese in cooked products.

Flour.—Structure of wheat kernel, milling processes, classes of wheat used in flours. Chemical composition Factors affecting making quality.

Starch.—Sources, composition, effect of temperature, water.

Aerated Doughs.—Effect of varying nature, proportion of ingredients and techniques of manipulation, temperatures of cooking on different types of doughs. Leavening agents and their properties, mode of action. Chemical, physical reactions which occur on cooking dough.


Text-books.
Sweetman: Food Selection and Preparation.
Lowe: Experimental Cookery.
Minnesota Food Score Cards.

References.
Halliday, Noble: Hows and Whys of Cooking.

71. Child and Family Study.
16 periods.

This course is of an introductory nature. A study of the psychology of development has been made in first year.

Principles of child growth and development with emphasis on practical applications in child care at various ages.

The family as the basic social unit. Contribution of home and family life to individual and society. Brief history of the family in western civilization.

Responsibilities and privileges of family membership. Democratic family life. Manners, social graces, some aspects of etiquette. The characteristics and functions of the efficient homemaker.

Family fun and recreation. Leisure time activities for family living.

The importance of management of time, labour and other resources in home and family living.

Text.
Hurlock: Child Growth and Development.

References.
Duval: Family Living.
U.S. Dept. Ag.: Your Child from One to Six.
U.S. Dept. Ag.: Your Child from Six to Twelve.
Dyers: The Family To-day.
Strang: Introduction to Child Study.
Nickell Dorsey: Management in Family Living.

72. Physiology, Heath and Hygiene.
Two Hours.

The treatment of human anatomy to be limited to that required for an understanding of the functions of various systems of the body and the methods of maintaining good health.

There will be some emphasis on hygiene in the home.

Health. The importance of good health, to individual, home and community. Signs and characteristics of good and poor health.

Health Habits.
General Structure of body—cells, tissues, organs, systems.
Osseous System—bone, cartilage, joints.
Muscles—plain, cardiac, voluntary. Structure, composition, physiology.
Levers of body.
Posture—erect posture and postural defects.
Nervous System—neurones, brain, spinal cord, autonomic nervous system, nerves. Reflex action. Functions, hygiene.
Sensation and special senses.
Eye and vision—structure, light, spectrum refraction, accommodation, stereoscopic and colour vision. Refractive errors, effects of defective vision, care of eyes.
Lighting and effects of bad lighting.


Endocrine System.


Excretory System—lungs, kidneys, skin structure, functions and care of skin. Baths, Clothing.


Lymphatic System—lymph, lymph nodes and vessels; functions.

Respiratory System—structure, functions, causes, signs and effects of nasal obstruction. Voice Mechanism of breathing.

Air—impurities and purification of air.

Ventilation and effects of bad ventilation.


Sex and Society—
1. Venereal disease.
2. Problems arising from promiscuity.
3. Alcohol.
Problems of sex in adolescence.
Advice to parents—child psychology.
First Aid. Home Care of the Sick.

General hygiene—diseases—their transmission and prevention; water supply, sanitation, housing.

School Hygiene.

Hygiene in the home.

Health education for school children.

School Medical and dental services.

Social Services available for children, mothers and other persons.

MANUAL ARTS COURSES.

First Year.

Education Is.—Two hours. Course 2.
English.—Two hours. Courses 9, 37.
Physical Education.—One hour. Course 73.
Economic Geography.—One hour. Course 74.
Bookcrafts and Printing.—Two hours. Course 78.
Descriptive Geometry and Engineering Drawing.—Two hours. Course 82.

Manual Arts Method.—Two hours. Course 83.
Woodwork.—Three and one half hours. Course 84.
French Polishing.—One and one half hours. Course 85.
Wood Machining.—One hour. Course 86.
Fitting and Machining.—Four hours. Course 87.
Sheetmetal Work.—One hour. Course 88.
Heat Treatment.—One hour. Course 89.
Farm Mechanics.—One hour. Course 90.

Second Year.

Education IIIs.—Four hours. Course 4.
English.—Two hours. Courses 10, 14.
Physical Education.—One hour. Course 73.
Health Education.—One hour. Course 30.
Economic Geography.—One hour. Course 75.
History of Crafts.—One hour. Course 76.
Art.—Two hours. Course 77.
Crafts.—Two hours. Course 79.
Pottery.—Two hours. Course 80.
Weaving.—Two hours. Course 81.
Descriptive Geometry and Engineering Drawing.—Two hours. Course 82.

Manual Arts Method.—Two hours. Course 83.
73. Physical Education for Manual Arts Students.

First Year.
1. Directed Activity Lesson—Practice in teaching and planning lessons.
2. Recording of practical work.
3. Gymnastics—Elementary Mat and Box Work.
5. Games—major.

Text-books.
M. B. Davies: Physical Training, Athletics and Games.
Board of Education: Recreation and Physical Fitness for Men and Boys.

Second Year.
1. Directed Activity Lesson—Emphasis on Partner and Group Activity Work.
2. Games: Major.
3. Umpires Certificates.
5. Gymnastics—Mat Work and Box Work.
6. Display Work.
7. Organization of Sports afternoon—Athletic and Swimming Carnivals.

Text-books.
MacCraig & Clark: Games Worth Playing.

74. Economic Geography.

First Year—One hour per week.
A study of the following aspects of Economic Geography:—
1. The field and nature of Economic Geography; the regional principle in Economic Geography illustrated by reference to the Hunter Valley.

2. Factors affecting the distribution and occupations of people—
   (a) Climate.
   (b) Landforms.
   (c) Soils and soil conservation.
   (d) Water resources and their conservation.
   (e) Timber resources; conservation of Australian resources.
   (f) Mineral resources of Australia and the general world distribution of the major minerals.
   (g) Inventions which influence the uses made of resources.

3. Occupations.—The nature of the environments in which the following occupations occur, illustrated by reference to particular localities in which they are found—
   (a) Agricultural and pastoral: subsistence and commercial.
   (b) Manufacturing: types, bases and distribution of manufacturing.
   (c) Transportation facilities and trade: bases of international trade: distribution of transportation facilities.

75. Economic Geography.

Second Year—One hour per week.
A. Study of the Economic Geography of Australia.

The observation and discussion of demonstration lessons on topics of particular interest to students of Manual Arts: e.g., vegetation and timber resources: minerals and manufacturing.
76. History of Crafts.

1. Definitions and Scope of Course.
   (a) References to History of Crafts in Syllabus.
   (b) Crafts Defined.
   (c) Stages in the Historical Evolution of the Crafts.
   (d) The Role of Techniques in History.

2. Crafts in Primitive Times.
   (a) The Evolution of Man.
   (b) Material Culture of the Eolithic Age.
   (c) The Palaeolithic Age and its Material Culture.
   (d) The Neolithic Age and the Growth of Crafts.

3. The Bronze Age Civilizations in the Near East.
   (a) New Inventions and their Social Consequences (c. 4200—c. 3200 B.C.).
   (b) The Urban Revolution in the Near East (c. 3800 B.C.).
   (c) Crafts in the Early Bronze Age Civilizations.
   (d) Crafts in the Late Bronze Age Civilizations.

4. The Early Iron Age in the Near East.
   (a) The Impact of Iron on Civilization.
   (b) Crafts and the City-States.
   (c) Crafts and the Great Empires.

5. Crafts in Ancient Greece.
   (a) The Social and Political Background.
   (b) Crafts in the Feudal Age.
   (c) Crafts in the Classical Period.
   (d) Crafts in the Hellenistic Age.
   (e) Science, Commerce, and Slavery.

6. Crafts in Roman Times.
   (a) Crafts in the Republican Era.
   (b) Crafts under the Empire.
   (c) The Period of the Colinate.

   (a) Technical Advances.
   (b) The Main Crafts of Feudalism.
   (c) Social Status of the Craftsman (especially mediaeval guilds).
   (d) Political and Intellectual Influence of Mediaeval Craftsmen.

8. Crafts Since the Renaissance.
   (a) Technical Developments (especially printing).
   (b) The Craftsman from the Renaissance to the French Revolution.
   (c) Furniture in the English Home, 1500-1815.
   (d) The Industrial Revolution and the Crafts.
   (f) Modern Creative Craftsmen.

REFERENCES.
Carter: Man's Social Story.
Encyclopaedia of the Social Sciences.
Farrington: Head and Hand in Ancient Greece.
Farleigh: The Creative Craftsman.

77. Art.

(a) The principles of design.
(b) Design applied to such forms of craftwork as block printing, weaving, leatherwork.
(c) Colour and its application to craft work.
(d) Puppetry as an Art project including modelling, designing and execution of backdrops, costumes, props, for puppet theatre.
(e) Quick sketching from life, still life, nature, architectural subjects in various media: charcoal, pastel, pen and wash.
(f) Appreciation of pictures, sculpture, ceramics, glass, textiles.

Supervised visits to exhibitions of art and craft.
78. Bookcrafts and Printing

The aim of this course is to give a sound training in the crafts taught in primary and secondary schools. Practical work will be emphasised. Demonstration lessons will be observed and teaching procedures will be discussed during demonstrations of practical procedures.

**Colour.**—The theory of colour, methods of selecting colour schemes and the method of selection and application of colour to the various forms of craftwork.

**Principles of design** applied to the various crafts.

**Lettering** suitable for making charts and broad pen decoration.

**Strawboard Modelling**, using strawboard of different weights, bookbinder's cloth, various types of cover paper, making articles such as blotting pads, loose-leaf covers, boxes, portfolios.

**Bookbinding.**—Case binding of single leaves as in an autograph book and photograph album, binding of single sections, multisection binding in quarter, half and full binding, using linen, buckram and leather, sewn on cords, using single and split boards; also the method of repairing and renovating old books.

**Decorative Processes.**—Marbling, coloured paste, stencilling, applique edge gilding and colouring, lettering and pattern tooling in gold leaf.

**Equipment and Material Used in Printing.**—Platen printing press, galleys, chases, composing sticks, type cases, types and grades of paper used in printing.

**Printing Processes.**—Layout and composition of the subject matter with special attention to grouping and spacing; setting type in the composing stick, using quads, spaces, leads and rules of various sizes; method of calculating sizes in points; removing type from composing stick, setting-up in a galley; locking-up a forme of type matter in a chase, inking-up and making ready; printing off, cleaning and distribution of type.

**Practical Work.**—Printing College papers, programmes and tickets. Films will be shown and visits made to printing works.

79. Crafts.

**Leatherwork.**—The manufacture, storage and kinds of leather suitable for hand-made articles together with the tools and accessories used.

Designing leatherwork models making allowances for thonging, gussets, handles, fasteners and areas suitable for decorating.

Decorative treatment of leather by tooling, embossing, incising, inlay, blind and gold tooling, thonging and stitching. Fixing handles, fasteners and catches. Cleaning, staining and polishing.

**Practical work**: Purses, wallets, bags and book covers.

**Puppetry**: Making and clothing glove puppets.

**Basketry**: Borders and weaves used in basket making also the method of inserting and wrapping handles using three-ply and woven bases. Baskets will be decorated by means of coloured cane, beads and poker-worked designs.

**Fabric printing**: Wood and lino. block printing on paper and fabrics in one or more colours.

80. Pottery.

A brief outline of the history and development of pottery.

**Principles of design** applied to pottery.

The nature, preparation and storage of clay. Tools, equipment, and materials used for making, decorating and glazing pottery.

**Practical Work.**

Hand modelled, coiled, strip-built, slab-built, pottery.

Mould making and slip casting.

Throwing and turning on the potter's wheel.

Decorations with modelled, coloured slip, incised and relief ornaments.

Stacking and management of kiln for biscuit firing.

Preparation and application of underglazes, gloss glazes, matt glazes and on glaze enamels.

Stacking and management of kilns for gloss glaze and on glaze firing.

Films will be shown on the making of pottery.
81. Weaving.

A brief outline of the history and development of weaving. Explanation of terms and accessories used in weaving.

Drafting patterns, the production and processing of weaving materials with special attention to the scouring, carding, spinning and dyeing of wool. Winding warps of any length.

Simple weaving, using card, board and leash, braid and scarf, roller frame and two-shaft looms.

Twill, pattern and tapestry weaving, using four-shaft looms.

Practical Work.—Weaving bags, berets, mats, scarves, towels, table runners, head rests, cushion covers.

Films will be shown on the manufacture of textiles and visits will be made to weaving and spinning mills.

82. Descriptive Geometry and Engineering Drawing.

The relationship between perspective, isometric, oblique, orthographic and axonometric projections will be discussed. Correct drawing techniques, types of lines, lettering, dimensions and conventional methods of representation will be revised from the teaching aspect to ensure a high standard. The recommended practice for Engineering and Architectural drawing will be studied in detail.

Perspective drawing will be studied in detail so that objects can be drawn in any position. Both perpendicular and inclined picture planes will be used. Method of drawing shadows and reflections will be given.

The Secondary School course in Descriptive Geometry and Engineering Drawing will be revised. Charts and models for teaching orthographic, isometric and oblique projection will be made.

Drawings will be duplicated by different methods, such as blueprinting, dyeline printing, stencils and tracings.

The methods of introducing the various topics in the course will be discussed in lectures and illustrated at demonstration lessons in secondary schools.


A detailed study will be made of the syllabus for each of the manual arts subjects and students will be required to compile a book of reference for future use when they become teachers. The book will be arranged on the loose-leaf system so that it can be improved or added to as future circumstances demand.

Demonstration lessons on selected topics will be given in the schools and practice will be given in preparing lesson summaries, tests, charts, stencils, dye-line prints and cut-away models.

Samples and illustrations will be collected. Methods of organizing notes, tools and materials for safe and efficient teaching in schools will be discussed, together with the method of compiling departmental returns, school records and the preparation of lesson-notes, programmes and registers. Management of the practical room in the school will be discussed.

Strip and moving films will be used to supplement the lectures. Visits will be made to industries to gain first-hand experience of the atmosphere, working conditions and processes in the various trades and professions related to technical subjects.

The work in each of the Manual Arts subjects will follow closely the work as set out in the syllabus for each subject for Secondary Schools, the emphasis being on Teaching Method and not on practical work.

The work done in each section of the method course will be correlated in second year by the preparation by each student of complete teaching material for one of the woodwork, metalwork or farm mechanics school exercises. This work will include the specification, completed model, list of steps involved, tools and material required, summaries for fact, skill and process lessons, charts, examination questions and progress models for demonstration purposes.
A brief outline of the courses of work in each of the Manual Arts subjects is as follows:

(a) Woodwork Method.
Charts and teaching aids for teaching woodwork will be grouped around the following sections of the woodwork syllabus for Secondary Schools.
1. Structure, classification, conversion and seasoning of timbers.
2. Tools, abrasives, nails, screws and glue. Their correct use and manipulation.
3. Joinery, turning and wood finishes with emphasis on teaching the basic operations of planing, gauging, squaring and sawing with the maximum efficiency.
Lectures will be given on the manufacture of veneers, plywood and core stock.
The design of furniture and the principal styles will be treated.

(b) Metalwork Method.
Films will be used in this section of the Manual Arts course and will be supplemented with visits to industries.
Charts and teaching aids will be grouped around the following sections of the metalwork course of the secondary school syllabus:
1. Properties and industrial uses of the principal ferrous, non-ferrous, alloys and sheet metals.
2. The correct use and care of tools and methods of teaching how to use them, with emphasis on filing, sawing, soldering, drilling, screw-cutting, heat treatment and the basic machine operations.

(c) Farm Mechanics Method.
The variations in the woodwork and metalwork courses to suit the Farm Mechanics syllabus will be discussed.
Practical work will be done in knotting, splicing and binding rope, also in stitching, splicing and fixing buckles in leatherwork supplementing work done in craftwork.
Films will be used to supplement lectures on:
1. Erection and painting of timber framed buildings.
2. Uses of concrete on the farm.

84. Woodwork.
The course consists of exercises designed to provide a sound groundwork in the fundamental principles of woodworking and is divided into the following sections: Theory, practical, technical drawing, care and maintenance of tools.
The following aspects of the work will receive special attention:
(1) Accuracy, good workmanship and fine finish.
(2) The various uses of woodworking tools, the dangers arising from their misuse and the necessity for the observance of safety rules.
(3) Terms applied to construction, methods of construction and their operation sequences.
(4) The technique of drawing selected woodwork joints.

85. French Polishing.
The course is designed to give students a background in the art of French Polishing which will enable them to pass on good practices in finishing projects in schools.
It covers a range of operations and practices including comparison and uses of different abrasive papers; methods of recognition and preparation of different types of timbers; various types of staining materials; theory and application of colour; types of polishes, their uses and application; polishing processes for different finishes; re-finishing old polished surfaces.

86. Wood Machining.
In this course the emphasis is placed on wood turning, which includes turning between centres, face plate and cup chuck exercises, together with the grinding and sharpening of the various tools.
Brief instruction is given on the bandsaw, jigsaw, circular saw and the speeds of these machines to suit the various exercises.
87. Fitting and Machining.

The year's work is divided evenly between hand tool and machine tool work.

During the first half-year, the students are required to do practical exercises chosen to develop their skill in the use of such bench working tools as hammers, chisels, files, hacksaws, dividers, rules, vernier calipers and micrometers. The use of power-driven equipment in this half-year is restricted to drilling and off-hand grinding machines.

In the second half-year, the students learn the operation of the lathe for such basic turning operations as parallel, shoulder, form, taper and screw cutting.

Some shaper and slotter work is included towards the end of the year.

Theory lectures occupy one-quarter of the total time and the syllabus follows closely and supplements the practical work done in the shop.

88. Sheetmetal Work.

Students are instructed in the use and care of sheetmetal working machinery and the precautions which must be taken to prevent injury when using such machinery.

The various types of materials used in the workshop are considered for their suitability in different localities.

Instruction and demonstrations are given in soldering metals together, as well as other methods of making joints. Acids and other substances used for fluxing in preparation for soldering and for cleaning sheetmetal are discussed. Practice by the students is then carried out until they become proficient in making the various joints.

Suitable jobs which incorporate the joints are made by the students. These jobs include such things as a simple cylinder, cone, funnel, scoop, rectangular box, elbows in rectangular and round pipes. Each job is designed so that the student will have the practice necessary to develop his skill and knowledge of the workability of sheetmetal.

89. Heat Treatment.

This subject is divided into two main sections: Practical blacksmithing and heat treatment, each section consisting of practical exercises, demonstrations and associated theory lectures.

The blacksmithing section introduces safety first, care of the fire, forging terms and definitions, and hand tools.

Practical exercises and demonstrations introduce shrinking procedures, welding, forging of chisels and the making of hinges.

The heat treatment includes lectures and demonstrations on the elements in steel and their characteristics, measurement of heat, heat precautions, classification of carbon steels, case-hardening (three methods), heat treatment of tools made from carbon steel and high-speed steel, making and heat treatment of coil springs.

90. Farm Mechanics.

1st Term.—Power plants and their application. Petrol, kerosene and diesel engines (stationary and mobile). Cooling systems. Lubricating systems.

2nd Term.—Carburettors, vaporizers, injectors and fuel systems generally. Fuel pumps and filters. Transmission systems including clutches, gear boxes and universal joints.

3rd Term.—Brake mechanism. Steering mechanism. Rear axles. Pumps used for windmills and irrigation plants. Farm equipment in general use.

Where possible workshop application and demonstrations will be given.
COURSES FOR UNDERGRADUATE STUDENTS.

1. All College students attending Newcastle University College will arrange their courses in consultation with Mrs. H. M. Turner (Arts) and Mr. O. C. O. Doyle (Science). Students may enrol in approved courses only. At the beginning of each academic year, undergraduates must report to the Principal and arrange courses for the year.

2. In addition to their University subjects, all First Year undergraduate students will take courses in Education and Speech Training given at the Teachers' College.

3. Undergraduate students will be required to do a two-weeks' period of practice teaching, prior to entry to their professional year, and to attend Teachers' College for remedial speech training as required.

4. Any Science student who fails in a year may be given the option of repeating the year at his own expense, or of doing a one-year course at Teachers' College, provided that three University courses are completed satisfactorily. In the event of such failure, students must communicate with the Principal in writing, making the desired application. Serious failure may result in withdrawal of scholarship.

5. Any Arts student, who at the end of First Year has not completed three courses, is ineligible to proceed to Second Year on scholarship. He may be allowed to repeat the year at his own expense, or enter the First Year of a two-year course at the Teachers' College without scholarship. Any Arts student, who at the end of two years is not in a position to complete a pass degree in a further year requiring no more than three courses, will be deemed to have failed in the year and may be offered the same option as in clause 4. A student who has pursued a course towards a degree but who has only completed eight courses at the end of the three years may be allowed to do the ninth course concurrently with his professional year if time-tables and other circumstances permit. Such a student will be ineligible for the Diploma in Education. Serious failure in any year may result in the withdrawal of scholarship.

6. Students who have qualified to do an Honours Year in any subject may be granted an extension of scholarship. So that consideration can be given to this, students should make a written application to the Principal for extension, indicating their University record and stating whether the course requested is to be done in Sydney or Newcastle. The application must be supported by a statement from the Head of the University Department concerned, indicating the University's acceptance of the student as a candidate for Honours.

91. Orientation Course of Education.

Two Hours Per Week.

A course of lectures and demonstrations to First Year University Students in the Faculties of Arts and Science at Newcastle University College who are preparing to become High School Teachers.

Aim: The aim of the course is to introduce students to some current educational ideas, problems and practices and to develop a professional interest in education during the early part of their University course.

The Course: Topics covered will depend on movements and ideas of current interest during the year. The core of the course will, however, be made up of:

1. The meaning and purpose of education in a democracy.
2. The N.S.W. School System.
4. Some modern teaching procedures, e.g., project method.
5. A series of ten demonstrations of educational procedures from the Kindergarten to the High School.
COURSES FOR GRADUATE STUDENTS.

Students accepted for the Diploma in Education must be University graduates. Eligibility for enrolment will be determined by the University of New England.

Students in their fourth year may elect to do the same courses as the Diploma in Education students without proceeding to the examination for the Diploma. Such students will be examined through internal examinations set by the Newcastle Teachers’ College staff and the course will count as a year of professional training making successful candidates eligible for the award of a Teachers’ Certificate. Every student, however, is strongly advised to attempt the full Diploma course. In later years students who do not receive the award of the Diploma may find themselves at a serious disadvantage.

All graduates and other fourth-year students will be expected to undertake two weeks’ unsupervised practice during the Summer Vacation just before the commencement of their fourth year professional course. During the year they will undertake six weeks of practical teaching in two periods each of three weeks. Practical teaching skill is part of the professional training and a student cannot be regarded as satisfactory unless he reaches a satisfactory level.

Academic Courses for Diploma in Education are as follows:

DIVISION I.

Foundation Education Courses.
Course No.—
92. Theory of Education—2 hours.
93. Measurement in Education—1 hour.
94. Educational Psychology—2 hours.
95. History of Education, or
96. Comparative Education—1 hour.
97. Health and Physical Education—2 hours.

DIVISION II.

Second Method Courses.
Two courses from the following list of courses must be taken:
98. English Method—4 hours.
99. History Method—3 hours.
100. Geography Method—3 hours.
102. Latin Method—3 hours.
103. Commercial Method—3 hours.
104. Mathematics Method—3 hours.
105. Junior Science Method—4 hours.
106. Senior Science Method (Physical)—2 hours.

Additional Courses for special groups of students:
107. Speech Training for students pursuing English Method—1 hour.
108. Speech Training—for students not pursuing English Method.
110. Biology for Science Graduates—2 hours per week.
111. History and Social Function of Science—Science Graduates only—1 hour.

Note.—Course 98 includes some study of Dramatic Art. Courses 99 and 100 include some study of Social Studies. Course 103 includes Business Principles and Bookkeeping and Economics. Course 111 is to be taken by all students doing Science Method. All Method Courses make provision for demonstration lessons and other practical work. Internal students, wishing to qualify in Primary or Infants’ work, may substitute appropriate courses as required in lieu of secondary method courses.

Speech Training. Though two separate courses are indicated, one for students preparing to teach English and the other for those not preparing to teach English, the classes will not be divided during 1959.
Special Essay.

This essay is intended to occupy the attention of the student throughout the whole year. Approval for the topic should be sought early in the year. It should be a piece of independent work along the lines of the student's speciality, preferably in the field of method.

Practical Teaching.

Students are required to reach a qualifying level of skill in teaching. (B—on a literal marking scale from A+ to C—.)

Internal students on Teachers' College Scholarships must, in addition to the Diploma requirements detailed above, meet course requirements set out below:

A. Choice of one of the following courses:—
   Art.
   Music.
   Manual Arts.

B. This course is provided for Science graduates only.
   History (and Social Function) of Science—1 hour.
   Practical work in Physical Education—1 hour.

Diploma in Education.

92. Theory of Education.

The course is divided into three sections, each being about a term's work:—


Recommended Books:
   The Education of the Adolescent. H.M.S.O., 1926.

93. Measurement in Education.

One hour per week.

The major aim of this course is to provide students with such an understanding of the principles of educational measurement as will enable them both to test children's work and interpret school marks in an adequate and sensible manner. A subsidiary aim will be to introduce students to some elementary methods of educational research.

The topics to be treated will include the following:

1. The nature of educational measurement.
2. The distribution of measures.
5. The normal curve of distribution and its uses.
Sampling distributions and the reliability of statistics.
Correlation and regression.
Tests and examinations.
Standardised tests and norms.
Simple experimentation and tests of significance.

REFERENCES.

94. Educational Psychology.
Two Hours per Week.

1. The Psychology of Adolescence and its Implications for the Teacher.
   (i) Normal adolescent development.
   (ii) The behaviour problems of the adolescent period.

   TEXT-BOOK:—
   Hurlock: Adolescent Development.

   SUGGESTED READING:—
   Fleming: Adolescence.
   Hollingshead: Elmtown Youth.
   Colé: Psychology of Adolescence.
   Wall: The Adolescent Child.
   Eise: The Adolescent Personality.

   2. Group Dynamics in the School.
   (i) The influence of the group upon the behaviour and motivation of pupils.
   (ii) The social psychology of the class group and of the school group.
   (iii) The impact of the teacher upon the class group.
   (iv) Class management and the use of “influence techniques”.

   TEXT-BOOK:—
   Redl and Wattenburg: Mental Hygiene in Teaching.

   SUGGESTED REFERENCES:—
   Cook & Cook: A Sociological Approach to Education.
   Anderson & Brewer: Teachers' Classroom Personalities.
   Highet: The Art of Teaching.

   (i) Definition of “learning” as it applies to school tasks.
   (ii) The concept of “learning readiness”.
   (iii) The importance of “structure” in the learning process:
       (a) The influence of attitude upon learning.
       (b) Ways in which the learning situation may be beneficially structured—e.g., questioning, illustration, logical sequence, summarisation, reward and punishment, level of aspiration. The importance of this for lesson planning.
   (iv) Other factors influencing learning: repetition, spacing, over-learning, fatigue.
   (v) The problem of the transfer of learning.

   TEXT-BOOK:—

   SUGGESTED READING:—
   Tron: Educational Psychology (2nd Edition).
   Fretch & Crutchfield: Social Psychology.
   Orata: The Theory of Identical Elements.
   Pressey & Robinson: Psychology and the New Education.
   Beaumont & Macomber: Psychological Factors in Edn.
   Sorensen: Psychology and Education.
   Witherington: Educational Psychology.
   Any other textbook in Educational Psychology published since 1945.

   (i) Some general considerations which underlie the work of the teacher:
       (a) Recognition of individual differences.
       (b) The importance of the willing participation of the educand in the process of learning.
       (c) The importance of definite aims both for the teacher and the educand.
       (d) The importance of linkage between school learning and out-of-school learning.
(ii) Application of these considerations to classroom procedures:
(a) The conventional “lesson”.
(b) The Project Method.
(c) The Morrison Plan.
(d) The Dalton Plan.

Text-book:—
Butler: *The Improvement of Teaching in the Secondary School*.

Suggested References:—
Pinsent: *The Principles of Teaching Method*.
Panton: *Modern Teaching Practice and Technique*.
Smith & Harrison: *Principles of Class Teaching*.
Strickland: *How to Build a Unit of Work*.
Armstrong: *Projects and Their Place in Education*.
Morrison: *The Practice of Teaching in the Secondary School*.

5. The Psychology of Thinking.
(i) The psychology of artistic and rational thought processes.
(ii) Factors involved in “teaching pupils to think”.
(iii) The educational significance of artistic thought.
(iv) A brief review of the factors involved in “straight and crooked thinking”.

Suggested Reading:—
Hughes: *Reason and Imagination*.
Thouless: *Straight and Crooked Thinking*.
Stebbing: *Thinking to Some Purpose*.
Passmore: *Talking Things Over*.
Also books suggested in Section 3.

95. History of Education.

One Hour per Week.

Students will be expected to read some of the books recommended with reference to each section of this course.

Education in Australia.

(1) Educational problems in the convict colony. Attempts to establish State schools. The religious problem. Education of free settlers.

(2) Dual control of education from 1848. Financial problems. The founding of the Universities. Development of private schools.


(4) Development of non-State schools from 1880 onwards. Work of the Catholic teaching orders.

(5) Educational theory in Australia.

Books Recommended:—
Ed. G. S. Browne, Macmillan, 1927: *Education in Australia*.
W. J. Elliott, M.U.P., 1936: *Secondary Education in N.S.W*.
Ed. P. R. Cole: *The Education of the Adolescent in Australia*.
C. C. Linz, A.C.E.R., 1938: *Establishment of a National System of Education in N.S.W.*
C. E. W. Bean, Angus and Robertson, 1950: *Here, My Son*.
V. Corrigan, Angus and Robertson, 1930: *Catholic Education in N.S.W.*

Education in England.


(2) Educational practices of the 17th and 18th centuries. Grammar schools; non-conformist academies; the instruction of the poor.


Books Recommended:—

Education in Europe and the U.S.A.
1. Greek, Roman and Mediaeval education. The liberal and religious traditions.
2. Schools of the Renaissance and Reformation in Italy and Germany.
3. The Counter-Reformation.
6. Education in the U.S.A. Primary and secondary schools of the 19th century.

Books Recommended:

96. Comparative Education.
One Hour per Week.

The course is devoted to a comparative study of the educational systems of selected countries in relation to educational developments in Australia.

Focal points for study are as follows:—
1. Types of educational administration.
2. School systems, their structure, aims and trends.
3. Teacher Training.
4. Universities.
5. Church and State in Education.
6. U.N.E.S.C.O.

Textbook:
Nicholas Hans: Comparative Education.

Recommended Reading:
H. C. Dent: British Education.
C. Norwood: English Tradition of Education.
Yearbooks of Education.
Times Educational Supplement.
Ministry of Education pamphlet No. 2.
Hadow Report, 1926: Education of the Adolescent.
Hadow Report, 1931: The Primary School.
Hadow Report, 1933: Infants and Nursery Schools.
Spens Report, 1938: Secondary Education with Special Reference to Grammar Schools and Technical High Schools.
McNair Report, 1944: Teachers and Youth Leaders.
H. C. Dent: Education in Transition.
Lowndes: Silent Social Revolution.
Ministry of Education Pamphlet No. 9.
Ministry of Education Pamphlet No. 3.
H. C. Dent: The Education Act, 1944.
B. Truscott: Redbrick University.
W. Moberley: The Crisis in the University.
W. M. Kotshig: Slaves Need No Leaders.
I. L. Kandel: Studies in Comparative Education.
Leslie Smith: Comparative Education.
Beatrice King: Changing Man.
Deana Levin: Children of Soviet Russia.
Beatrice King: Russia Goes to School.
Educational Policies: Education for All.
J. T. Wahlquist: An Introduction to American Education.
I. L. Kandel: The Impact of the War on American Education.
Douglass-Grieder: American Public Education.
J. B. Conant: Education in a Divided World.

97. Health and Physical Education.
Two Hours per Week.

Part A: Physical Education.
1. General survey of the field of physical education.
2. Consideration of the nature of the school child in relation to physical activity. Contributions from other fields.
(3) The aims of physical education in the school.
(4) The selection of activities for the school programme.
(5) Organization—time allotment, facilities, equipment, programmes.
(6) Teaching Method in physical education:
   (a) Contributions from general education.
   (b) Lesson planning.
   (c) The teaching and practice of games skills.
   (d) "Strengthening and mobilising" activities.
   (e) Safety precautions in physical education.
   (f) The teaching of dancing and rhythmic activities.
(7) Intensive study and practice of selected team games or individual sports.

REFERENCES:
J. F. Williams: The Principles of Physical Education.
Williams, Dambach and Schwendener: Methods in Physical Education.
H. C. Craine: Teaching Athletic Skills in Physical Education.
E. C. Davis and J. D. Lawther: Successful Teaching in Physical Education.
Rule books and coaching pamphlets issued annually by the national or State controlling bodies of the various games.

Part B: Health Education.
(1) Definition of health; health and education; an objective of education; definition and aims of health education.
(2) Heredity: Theories of evolution; cell structure and reproduction; modern theories of heredity; Mendelism; environmental factors.
(3) Nutrition:
   Structure and functions of the alimentary system.
   Protein, carbohydrates, fats, fluids, minerals and vitamins.
   Milk: composition; possible dangers and sterilization.
   Malnutrition: causes and effects.

Child's diet, and school lunches.
Food preparation and storage; food contamination.
Alcohol and tobacco; effects on human body.

(4) Infectious diseases:
Definitions; bacteria, viruses; infection and disease; immunity; transmission of infection; control.
Ankylostomiasis; ascariasis; chicken pox; common cold; dengue fever; diphtheria; bacillary dysentery; echinococcosis encephalitis (virus); enterobiasis; filariasis; food poisoning; glandular fever; infectious hepatitis; influenza; malaria; measles; meningococcal meningitis; mumps; plague; poliomyelitis; rubella; salmonellosis; smallpox; streptococcal sore throat and scarlet fever; trachoma; tuberculosis (pulmonary and other forms); typhoid fever; endemic typhus fever; whooping cough.
The care of the sick room; disinfection.

(5) Community Hygiene:
The need for sound environmental sanitation.
Water supply: sources; prevention of contamination; purification; water-borne diseases; water supplies and facilities in schools.
Refuse collection and disposal; school requirements.
Ventilation and heating; effects of inadequate ventilation; methods of heating and ventilation; school requirements.
The influence of the classroom on health.

(6) Mental Health in Childhood:
Normal development; personality problems and maladjustment; delinquency; mental retardation; preventive measures and treatment.

(7) Personal Hygiene:
Skin; structure, function and care; diseases.
Sunlight: value; sunburn.
Clothing: materials; requirements for children.
Rest, relaxation, sleep, fatigue and exercise.
Value of fresh air.
(8) **Vectors of Disease:**
Flies, mosquitoes, rodents, fleas, cockroaches, bed bugs.
Life cycles; vectors of disease; control measures.

(9) **The Eyes:**
Structure; physiology; disorders of vision; diseases; causes of blindness. Special classes and schools.

(10) **The Ear:**
Anatomy; hygiene; earache; ear discharge; otitis media.
Deafness; special classes and schools.

(11) **Dental Hygiene:**
Anatomy of teeth and gums; functions of teeth.
Dental caries; diseases of gums; causes of the teeth and gums.
Fluoridisation.
School Dental Service.

(12) **Posture:**
Common defects and their prevention.

(13) **Speech Defects:**
Development of speech; abnormalities; environment.
Educational standards and ability.
Classification of defects and causes.
Value of treatment.

(14) **Common Diseases of Childhood:**
Rheumatic fever; chorea; diabetes; endemic goitre; hysteria; epilepsy; tonsils and adenoids; lung diseases; cerebral palsy.

(15) **School Medical Service:**
The functions of a School Medical Service.
The parts played by teacher, parent, medical officer and nurse in the supervision of the health of the child.
Routine medical inspections; notification to parents of defects found and follow-up work by nurse; special clinics; hearing, speech therapy.
The ascertainment of defects of vision and hearing.

(16) **Sex Hygiene:**
Anatomy and physiology of reproductive organs.
Hygiene of menstruation.
Sex and society: venereal disease; illegitimacy; promiscuity.
Problems of sex in adolescence.
Advice to parents; child psychology.

(17) **First Aid:**
(In accordance with syllabus of St. John Association Manual.)

RECOMMENDED READING:—
Charles Porter: *School Hygiene and the Laws of Health.*
Furneaux: *Human Physiology.*
Rister: *Diet in Health and Disease.*
Harvey Sutton: *Preventive Medicine.*
Caura and Mearns: *Preventive Medicine.*
Rosenau: *Preventive Medicine.*
Gamlin: *Modern School Hygiene.*
William & Abernethy: *Health Education in Schools.*
Chertenffer: *School Health Education, 1949.*
Chenoweth & Selkirk: *School Health Problems, 1953.*
Smiley and Gould: *Personal Community Hygiene, 1950.*
Brownell: *Principles of Health Education—Applied.*

TEXTBOOK:—
M. B. Davies: *Hygiene and Health Education for Training Colleges.*

98. **English Method.**

*Four Hours per Week.*

1. **General.**
   (1) Aims of teaching English at the secondary level.
   (2) Comparative study of the several curricula in English for N.S.W. Schools.

2. **Language.**
   (1) How language grows and how it is acquired.
   (2) Methods of stimulating language growth.
   (3) Methods of securing greater efficiency in language (the teaching of usage, grammar, spelling, sentence structure and punctuation; paragraphing, the organisation of ideas and development of thought).
3. Sustained Use of Language.
   (1) Oral Composition.
   (2) Written Composition.
      (i) Reproductive and factual;
      (ii) Creative—with special reference to play, short story and verse composition.

4. Reading.
   (1) Mechanics of Reading. Diagnosis and treatment of retardation in reading.
   (2) Reading for information.
   (3) Leisure reading—creation of reading habits; improving reading tests; the library and the teaching of English.
   (4) The Study of Literature:—
      (a) Value of literary study; levels for different age and ability groups.
      (b) Treatment of the novel, short story and the essay.
      (c) Enjoyment and understanding of poetry.
      (d) Drama as a literary form.
      (e) Literature in the Senior School.

5. Dramatic Art.
   (1) Criteria for selection of plays.
   (2) The composition of plays (original plays, adaptations and modifications).
   (3) Organization of dramatic work within the school.
   (4) Practical aspects of production and staging (casting, grouping, movement, speech, costuming, properties, effects, lighting, setting, make-up).

The above topics will be treated by lectures and discussions and where necessary by demonstrations and practice.

Fifteen demonstrations will be arranged for internal students; external students must give evidence of equivalent observation. Every student must gain experience in staging or producing a play during the period of study for the diploma.

Written work will consist of occasional exercises and of an essay on a given topic to be submitted by the end of Trinity Term.

No textbook is prescribed. The following short list of commended reading will be amplified at the beginning of the course:—

H. Blamires, Bles: English in Education.
Boas & Hayden, Methuen: School Drama.
De Boer, Kaufers, Miller: Teaching Secondary English.
Dakin, Heath: How to Teach High School English.
M. J. Laurence, Oliver & Boyd: Citizenship Through English.
G. Mackaness, Dent: Inspirational Teaching.
C. E. Purdom, Dent: Producing Plays.
N. E. B. Wolters, Lovat Dickson: Modern Make-up for Stage and Screen.

99 History Method.
Three Hours per Week.

(1) The nature of history.
(2) The value of the study of history.
(3) The aims of history teaching in the secondary school.
(4) Selecting the material: problem of syllabus construction. The Secondary School Syllabus in N.S.W.
(5) Planning a programme; units of work.
(6) “Lesson types” appropriate to the teaching of history, activity work.
(7) Teaching aids, text books, and reference materials.
(8) Pupils’ notebooks and essays.
(9) Methods of testing and revision.
(10) Correlation of history with other subjects, and the question of an integrated course in Social Studies. The Social Studies Syllabus in N.S.W.
(11) The Local History approach. Museums of local history.
100. Geography Method.

Three Hours per Week.

This course is for students preparing to teach Geography and Social Studies in secondary schools (or teachers engaged in this task) who have made some study of Geography at the University level. It will consist of lectures, seminar discussions, demonstrations and practical exercises.

Objectives:-

1. To arouse or foster in members of the group a definite sense of purpose in, and enthusiasm for, the teaching of these subjects.

2. To equip students with a practical knowledge of effective teaching procedures and newer approaches to geography and social studies in schools.

Content:-

1. The Social Sciences in Adolescent Education—
   (a) a historical review;
   (b) their contribution to general and social education;
   (c) the implications of the foregoing on the content of school courses and teaching methods.

2. The Primary School Stage—A review of the N.S.W. primary school curriculum, in social studies—aims, methods, content.

3. Geography in the Secondary School—
   (a) The geography of the geographers.
   (b) Organization of school courses: the place of systematic and physical aspects, regional versus topical organisation; the human regional approach—the sample study technique.
   (c) A study of the N.S.W. and other geography syllabi.

4. Teaching Procedures—
   (a) Lesson Planning: the importance of pupil rapport: The Introduction—Basic Lesson Types.
   (b) Demonstrations and discussions on the appropriateness and teaching of various topics and aspects, e.g., shifting cultivators, landforms, world climates, a given region, the use of maps.
   (c) Programming.

5. Social Studies in the Secondary School—
   (a) Aims and Purposes: Features of the “Social Studies” approach.
   (b) Activity methods and “the active practice of democracy”.
   (c) An examination of various Social Studies syllabi—particularly those current in N.S.W.
   (d) Demonstrations and discussions on the teaching of selected topics, units, and on the developing of attitudes and skills.

6. Some Further Aspects—
   (a) The Home locality—its use and treatment.
   (b) Current affairs in Geography and Social Studies.
   (c) Text-books, atlases. Pupils’ notebooks and mapping.
   (d) Visual Aids and other supplementary material.
   (e) Equipping a Geography and/or Social Studies room.
   (f) Testing Achievement.

Members of the group will be expected to present at the end of the course a “Method Notebook”. This book should include such things as: “lesson notes” of all demonstrations with comments and supplementary material; lecture, discussion and seminar notes; assigned exercises; summaries of readings; lists of teaching aids indicating source and their use; lists of useful addresses, pupil texts, reference books and supplementary library material.

Bibliography.

A. Geography:
Prescribed Text-books:
Shaw and Kirkwood: From Jungles to Snowlands.
N.S.W. Secondary School Syllabi.
In addition to the above pamphlets all should possess one of the following texts:—
Gospill: *The Teaching of Geography.*

**General References on Geography Teaching:**
Scottish Education Department: *Geography in the Secondary School.*
Garnier, N.Z.C.E.R.: *Geography for Post-Primary Pupils.*
Kohn: *Geographic Approaches to Social Education.*
Oms: *Handbook for Geography Teachers.*
Fairgrieve: *Geography in the School.*
Woodridge and East: *The Spirit and Purpose of Geography.*
Anderson: *Splendour of Earth.*
Saxelby: *A Geographer’s Reference Book.*
Watkins: *How to Look at Geographical Pictures.*

**B. Social Studies:**

**Textbook:**
E. Dunlop (1958): *Teaching History and Social Studies.*

**References:**
School’s Board, Victoria, M.U.P., 1946: *Social Studies for Schools.*
A. Glover, 1946: *New Teaching for a New Age.*
Nicholson and Wright: *Social Studies for Future Citizens.*
Blake: *Teaching Social Studies.*

**C. Periodicals:**

Students are expected to consult the undermentioned periodicals. References on particular subjects may be traced by using The Education Index or the Geography Periodical Index in the library:—

(i) For articles related to the teaching of geography see *Geography; The New Zealand Geographer; The Australian Geographer.*

(ii) For contemporary developments the above are important, and also *Trends; Walkabout; Focus; and Australia in Facts and Figures.*

### 101. Modern Languages.

**Four Hours per Week.**

The following topics will be treated:—

2. The four linguistic skills—understanding, reading, speaking, writing.
3. Techniques of teaching—lesson types, lesson notes, testing, correction, text books, programmes.
4. Teaching aids—films, records, periodicals, Realien.

Demonstration lessons will be given as an integral part of the course.

**Recommended Reading:**
Palmer: *The Scientific Study of the Teaching of Languages.*
Palmer and Redman: *This Language Learning Business.*
Association of Assistant Masters: *Teaching of Modern Languages.*
Stott: *Language Teaching in the New Education.*
Cole: *Modern Foreign Languages and Their Teaching.*
Findlay: *Modern Language Learning.*
Kittson: *Theory and Practice of Language Teaching.*

### 102. Latin Method.

**Three Hours per Week.**

1. The place of Latin in the curriculum. Examination of traditional claims and current criticisms.
2. The impact of the New Primary Syllabus upon Latin Teaching. Problems raised and the different approach required to meet them.
3. Examination of different methods. The analytical; the direct; the word-order; combination of all three.
6. Examination of day-to-day techniques in the classroom, e.g., testing, correction, drill, acquisition of vocabulary, Latin songs and plays, acquisition of background knowledge (in history and mythology, antiquities, classical literature).

7. Short course in background knowledge necessary for the practising teacher.

References:
Re 1, 3, 6: American Classical League, 1924: The Classical Investigation.
Game: Teaching High School Latin.
Spens, 1939: Report on Secondary Education.
Gray, 1929: The Teaching of Latin.
Rouse and Appleton: Latin on the Direct Method.
Re 7: Sandys: Companion to Latin Studies.
Harvey: Oxford Companion to Classical Literature.
Treble and King: Everyday Life in Rome.
Carcopino: Daily Life in Ancient Rome.
Cary and Haarhoff: Life and Thought of Greek and Roman World.
Grose-Hodge: Roman Panorama.
Any standard History (e.g., Wells, Cary, Myres or Breasted).
Myths of Greece and Rome, e.g., Guerber.
J. Wight-Duff: Writers of Rome.
Kaeppel: Short History of Latin Literature.

103. Commercial Method.

Three Hours per Week.

1. Preliminary discussion of the field of Commercial Education in Australia and abroad—special features of Australian conditions.

2. Method in Economics:
   (a) Brief historical survey of the development of the subject in Australia, U.S.A. and England—special consideration of practice in N.S.W.
   (b) Arguments for and against the teaching of Economics to Secondary pupils.
   (c) Aims in teaching economics—
      (i) immediate and/or practical;
      (ii) long range.

Economics and citizenship—economics as a Social Science. The relation of aims to content of course and the value of the subject.

(d) Special features of Economics as a school subject in the schools of N.S.W.

(e) The economics lesson. Methods used in the teaching of Economics other than the oral exposition lesson—
   (i) Lecture Method.
   (ii) Textbook Method.
   (iii) Project Method.
   (iv) Problem Method.
   (v) Supervised Study Method.
   (vi) Discussion Method.
   (vii) Oral Work—debates, lecturettes, symposium, etc.

(f) Special lessons and techniques. Essay setting, return of examination papers, note-taking, revision and review lessons. The use of the diagrammatic technique. The double period.

(g) The relation of syllabus, programme and register—form and keeping of programmes and registers. Correlation with Geography, History and Mathematics.


(i) The programme as a relationship between syllabus and approach.

(j) Detailed discussion of the syllabus both pass and honours—material and possible ways of handling.

(k) Texts—evaluation of some usual text—use of texts.


(m) Aids—film strips—films—visits—statistical material and sources, graphical material. The library and its use.
(n) Special problems facing the Economics teacher—indoctrination—current affairs.

REFERENCE BOOKS:

The following will be found of value:


*Edited* Franklin Burdette, pp. 12-38: *Education for Citizen Responsibilities*.

Bining, Mohr and McFeely, eh. 10: *Organizing the Social Studies in Secondary Schools*.

The Association for Education for Citizenship, pp. 81-105, plus section on "Clear Thinking": *Education for Citizenship in Secondary Schools*; *Educating for Democracy*.

Michael Stewart: *Bias and Education for Democracy*. A. Stampoulis, Education, October, 1953: "Effectiveness of film strips in teaching Economics".

R. M. Tyron: *Social Sciences as School Subjects*.

Bernstein and Aram, Unit 4: *Citizens in a Changing Community*.

T. H. Schutte: *Teaching the Social Studies at Secondary School Level*.

High School Journal, November, 1953: "Why Economic Education?".


The Case Method of Instruction, edited Fraser, especially eh. XI, Vanderblue and Gragg: "The Case Method of Teaching Economics".

Journal of Educational Sociology, March, 1950: "Economic Education".


**Book-keeping and Accountancy.**

(a) Consideration of these as school subjects.

(b) Special features and advantages of them as school subjects.

(c) The syllabus and programme in both.

(d) Detailed consideration of various approaches:

(i) Ledger.

(ii) Journal—General.

(iii) Journals—Subsidiary or Cash Book.

(iv) Balance Sheet approach.

The logical versus the psychological approach.


(f) Testing and accrediting.

(g) Aids—the resources of the business community.

(h) Texts and their evaluation—the library and its use.

TEXTBOOKS:

J. H. Williams: *Principles of Teaching Applied to Book-keeping and Accounts*.

L. Goldberg: *Philosophy of Accounting*.

L. Goldberg: *Elements of Accounting*.

REFERENCE:


**Business Principles:**

(a) Preliminary consideration.

(b) Possible approaches to Business Principles—vocational training, social studies, etc.

(c) The syllabus and its divisions—the programme—possible arrangements.

(d) Preparation and approach to the subject.

(e) The B.P. lesson and possible methods:

(i) Exposition.

(ii) Textbook method.

(iii) Dramatic approach.

(iv) Problem solving method.

(v) Study method.

(vi) Form handling method.

(f) Homework in business principles.

(g) Aids—films—advertising media—forms—visits—machinery and equipment demonstrations.

(h) Testing and accrediting in business principles.

(i) Texts and their evaluation—the library and its use.
104. Mathematics Method.

Three hours per week.

The course consists of two parts, namely:
A. Lectures on the methods of teaching secondary school mathematics.
B. Lectures designed to broaden the background knowledge of mathematics.

A. The work will cover:
1. Typical lessons in mathematics.
2. The teaching of Arithmetic.
3. The teaching of Algebra.
4. The teaching of Geometry.
5. The teaching of Trigonometry.
6. The teaching of Analytical Geometry.
7. The teaching of the Calculus.
8. Tests and testing.

B. This section will cover:
1. Selected topics from the History of Mathematics.
2. Important examples of the application of Secondary School Mathematics to practical problems.

Essential Reading:
There is no one book which can be recommended as a textbook for either sections (A) or (B). For section (A) useful information can be obtained from the following:
1. The reports of the Mathematical Association on the teaching of Arithmetic, Algebra, Geometry, Calculus.

6. Many standard textbooks give useful suggestions on technique.
7. The Australian Mathematics Teacher regularly includes teaching suggestions.

For section (B) the following books are useful:
1. Dantzig: Number the Language of Science.

The books listed above would constitute a sound foundation for a Mathematics Teacher's professional library.

105. Junior Science Method.

Four Hours per Week.

The course will cover the following aspects of the teaching of science (including physics, chemistry, and biology) to junior pupils:

1. The History of Science in Education—the position of Science in Educational Philosophy—aims of Science Teaching—changes in culture due to Science and its application and their significance for science teachers.
3. Comparative Curricula Study treating both Australian and foreign—the Primary School syllabus in Natural Science—detailed study of all N.S.W. courses of study in science for junior pupils.
4. Teaching Methods of particular application to science—the practical lesson in its different types at the various levels—the project method—the unit method.
5. Programming the science lessons at various levels.
6. Teaching aids in their particular application to the teaching of science including practice in the operation of visual aids of various types—sources of visual aid material—evaluation of such aids.
7. The organisation of science instruction in schools—school laboratory management—safety precautions—the law and the science teacher.

8. Textbook study and comparison—sources of lesson materials—the school science library—the science teachers' library.


10. Class visits to places of scientific interest—Science clubs in schools—visiting speakers and demonstrators—science exhibitions and museums.

11. The teaching of Biology—the collecting, culturing and preserving of material—seasonal changes and programming—Astronomy and Geology in the Modified curriculum.

12. Use of historical material in the teaching of science—biographical material.

Texts:
Hoff: Science Teaching.
Richardson and Cahoon: Methods and Materials in the Teaching of General and Physical Science.
Sumner: The Teaching of Science.
Heiss: Modern Science Teaching.

Principal References:
Moll: The Teaching of Science in Elementary and Secondary Schools.
Slavson and Speer: Science in New Education.
Miller and Blaydes: Methods and Materials for the Teaching of the Biological Sciences.
Kinney: Methods in Biology.
Nat. Soc. Study of Educ. 46th Year Book.
Science Masters' Association: Teaching of Science in Secondary Schools.
Sutcliffe: School Laboratory Management.

In addition a number of references to articles in journals devoted to science teaching will be given.

106. Senior Science Method (Physical).

Two hours per week.

The course will cover the following aspects of the teaching of physical science to senior pupils. (It will be integrated as far as possible with the course in Junior Science Method.)

1. Senior Physical Science in Educational Philosophy.


3. Teaching Methods (emphasis on inductive in Physics)—Recording—provision of factual notes and consideration of their purpose and value—Recording of practical work—Testing and Correction.

4. Organization of courses—Programming—Use of a central theme, e.g., Periodic Table in Chemistry and Conservation of Energy in Physics—organization of practical work.

5. Text books for pupils and teachers—sources of teaching material.

6. The Honours syllabuses—methods and materials for the Honours Courses.

7. The Leaving Certificate Examination.

8. Modern Theories of Physical Science relevant to copies in Syllabuses, e.g., Theory of ionization, atomic structure, propagation of light theories—theories of current flow.

9. Detailed consideration of the teaching of certain sections of syllabuses which often give difficulty, e.g., Atomic Structure; Valency; Equivalent weight and normality; redox reactions; centripetal force; Young's Modulus; Joule's Equivalent.


11. Order of Accuracy and Greatest Possible Error in Physics.

12. Senior Form Science in English Grammar and Modern Schools.

107. Speech Training.

For Students Pursuing English Method.

One hour per week.

The aims of this course are:

1. To study the aims and methods of teaching speech in schools.
2. To ensure that students possess the basic knowledge required for teaching speech.
3. To assist students to improve the effectiveness of their own speech.

Practical Work:
Ear training to enable students to analyse good and bad speech.
Testing the students' speech and making suggestions for improvement.

Theoretical Work:
1. What is good speech? The training needed to acquire it.
2. The standards of speech for Australian schools.
5. The technique of reading verse.
6. Aims and methods of speech training in schools.

Textbook: Bullard and Lindsay: *Speech at Work*.

Reference Books:

108. Speech Training.

*For Students Not Pursuing English Method.*

One hour per week.

Students will be required to pass a test in speech, the test to consist of reading two passages of prose. The first passage will be selected and prepared by the student; the second selected by the lecturer and read at sight. The basis of the assessment will be the effectiveness of the communication between speaker and audience.

The course will be mainly a practical one.

Assessment of the effectiveness of the student's speech will be made, and suggestions for its improvement. Questions of theory will be considered when necessary to reinforce practical work.

Reference Books:


Two hours per week.

The course is intended to provide an introduction to the theory and practice of Child Guidance with special reference to the types of cases one would meet in an Education Clinic.

The course is restricted to a limited number of graduates who have completed at least two years' study of Psychology at the University.

The course will include:

1. Demonstrations of testing and clinical techniques and practice in their application.
2. A course of lectures on—
   typical children;
   supernormal children;
   subnormal children;
   educationally backward children;
   the "behaviour problem child".
3. A course of lectures on the diagnosis and remedial treatment of children backward in reading.
4. Practical work will include:
   (a) The application of the various tests and techniques referred to in lectures.
   (b) The investigation, during third term, of a special case referred to the student.

References:
Burbury, Balint and Yapp: *Introduction to Child Guidance*.
Heck: *The Education of Exceptional Children*.
Schonell: *Backwardness in the Basic Subjects*.
Burt: *The Backward Child*.
Kanner: *Child Psychiatry*.
110. Biology Course for Science Graduates.

Two Hours Per Week.

The aim of this course is to introduce Science Graduates, who have studied Chemistry and Physics for their degree course, to Biology. It is also intended to provide some background for the teaching of Junior Secondary Biology.

1. How one recognises that a thing is living.
2. The cell—plant and animal cells.
3. A survey of a flowering plant—
   (i) General features of external form.
   (ii) Internal structure and functions of root, stem, leaf.
   (iii) Nutrition—
      (a) Nature of food materials.
      (b) Soil-constituents, bacteria and fungi, legumes, crop rotation, soil erosion and conservation.
      (c) Water-absorption, transmission to leaves, evaporation, transpiration, photosynthesis, turgor of cells.
      (d) Carbon dioxide—its origin, entry to leaf, role in photosynthesis.
   (iv) Assimilation in green plants—synthesis, translocation, types of food storage organs.
   (v) Respiration—green and non-green plants.
   (vi) Growth.
   (vii) Reproduction—flower, seed, fruit, types of fruits, dispersal.
   (viii) Structure and germination of seeds.
   (i) Eating—reasons for eating, kinds of food, organs concerned in nutrition, principles of digestion, uses of food.
   (ii) Elimination—the nature of defaecation and excretion. The excretory organs.
   (iii) Moving—(a) Muscles, (b) Skeleton.
   (iv) Being aware, thinking—the eye, the ear, the nervous system.

(v) Reproduction—
   (a) Reproduction in the frog.
   (b) Compared with man.

(vi) Growth.

5. Animals and plants as transformers of energy.

Method of Teaching.

1. Demonstration lessons will be arranged in Secondary schools.
2. Examination and discussion of course outlined in the Secondary School Syllabus.
3. Preparation of the programme—arrangement of the syllabus into suitable units.
4. References for information concerning the variety of organisms requiring treatment in the school biology course.

111. History and Social Function of Science.

One Hour Per Week for Science Graduates.

Aim.—To broaden the students' knowledge of the development of the environment of man due to the discovery and application of the scientific method of thought. To trace briefly that development up to modern times and to consider the role of Science and Technology in present society.

A detailed study of certain sections of the History of Science (at least one in each of major sciences) will be made. Students will be expected to read in the field of History of Science at least certain specified texts and to submit an essay upon an approved topic in the field. In general, such topics should be of such a nature as to provide useful material for the teaching of science in secondary schools.

A detailed study will be made of the modern concepts of the Social Functions of Science, using Bernal and Baker as contrasting viewpoints.

REFERENCES:

Dampier: History of Science.
Wolf: History of Science, Technology and Philosophy in the 16th and 17th Centuries.
Wolf: History of Science, Technology and Philosophy in the 18th Century.
Eddington: *Nature of the Physical World.*
Farrington: *Greek Science.*
Sherwood-Taylor: *Science, Past and Present.*
Dingle: *The Scientific Adventure.*
Nordenskiold: *History of Biology.*
Bernal: *Social Function of Science.*
Baker: *Science in the Planned State.*

**Papers and Articles in Nature:** Isis, Aust. Journal of Science, Impact of Science on Society and other periodicals which will be mentioned.

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**PART III**

**COLLEGE ACTIVITIES**
COLLEGE ACTIVITIES

THE STUDENTS' UNION.

Constitution of the Students' Union.

1. The Students' Council and the Student Union.
   (a) The Students' Council represents the student body and controls their affairs.
   (b) All students enrolled at the Newcastle Teachers' College shall automatically be members of the Student Union and pay an annual fee of four pounds.
   (c) Executive Powers of the Union shall be vested in the Students' Council consisting of members elected in accordance with the Constitution.
   (d) Meetings of the Students' Council shall be held at least once each month during the College year.

2. Membership of the Students' Council (S.C.).
   The Students' Council shall consist of:
   (a) A President, to be elected by the Student Union.
   (b) A Vice-President, to be elected by the Student Union.
   (c) One representative of each section.
   (d) Representatives of each student society in College, provided the formation of the society has been approved by the Principal, and the society is affiliated with the Students' Council.
   (e) A lecturer adviser, appointed by the Principal, who will attend meetings whenever possible but will exercise no power of vote.
   (f) Where the editor of the student journal does not represent an affiliated society he may attend the S.C. meetings with voice but no vote.
   (g) A representative of the Federation Trainee Teachers' Association Branch.

3. Elections.
   (a) The President shall be elected annually by all students of the College (voting to be preferential) but shall not hold any other office on the Students' Council.
(b) The Vice-President shall be elected annually by all students (voting to be preferential) the election to be held within a fortnight of the election of the President. Candidates for Vice-President shall be of the opposite sex to that of the elected President.

(c) Each Section Representative shall be elected one month subsequent to the opening of the College year, by secret ballot. A Deputy Section Representative may act as proxy for the section representative of his/her section at S.C. meetings. Of the Section representative and deputy section representative one shall be a man and the other a woman student.

(d) Election of representatives of student societies affiliated to the Students' Council shall be controlled by the societies concerned.

(e) The Students' Council shall exercise a general supervision over all Clubs and Societies.

6. Clubs and Societies.

(a) All College Clubs or Societies must be either "affiliated" to or "approved" by the Students' Council with the exception that Sports Clubs will be clubs affiliated with the Sports Union, which is itself affiliated with the Students' Union.

(b) The Students' Council may affiliate clubs and societies and grant such affiliated clubs representation on the Students' Council.

(c) The Students' Council is empowered to grant money to affiliated and approved clubs. The Students' Council is also empowered to call on affiliated and approved clubs to make contributions to general students' funds, where necessary. Grants to Sports Clubs shall be made only through the Sports Union Committee to which all Sports Clubs shall be affiliated.

(d) Any society must present its constitution to the Students' Council for approval.

(e) The Council may enquire into any club, society, union, or association and require the Secretary of such club, society, union or association to furnish information to the Council.

7. Finance.

(a) The Council shall prepare a report and statement of accounts to be submitted by the Secretary and Treasurer at a general meeting of students to be held at the end of the financial year.

(b) Each College club, union, association, or society shall forward to the Principal, through the Council, a report and statement of accounts at the close of each financial year.
(c) All money received by the Council shall pass into the Public Moneys Account. On the written application of the Treasurer, approved by the President and Secretary, withdrawals from the account may be made through the Principal.

(d) An annual subscription of four pounds shall be paid to the Union by every student.


(a) Any member of the Council desiring to propose an amendment of the Constitution shall give at least seven days' notice of his motion. The motion shall be deemed to be lost unless it be approved at a Council meeting by two-thirds of the total number of Councillors.

(b) Such amendment or amendments as may be approved by the Council shall be posted on the Students' notice-board during the two weeks next following the day of such approval. As soon thereafter as may be convenient, a General Meeting of the Students' Union shall consider such amendment (or amendments) and provided 60 per cent. of those voting are in favour, the amendment(s) shall be declared carried; and thereupon, subject to the approval of the Principal, the issue shall be determined.

MODEL CONSTITUTION FOR CLUBS.
(Affiliated with or approved by S.C.)

1. Membership.—Membership shall be open to all students.

2. Committee of Management.—There shall be a committee of management which will consist of:

(a) President.
(b) Vice-President.
(c) Secretary-Treasurer (referred to hereafter as the Secretary).
(d) Assistant-Secretary-Treasurer, who shall be a first-year student.
(e) Elected members.
(f) Any other members, not exceeding three, whom the committee may co-opt, providing that there shall be on the committee a nominee or nominees of the Principal.

3. Elections.—The election of officers, including a representative to the S.C. if the club is entitled to representation, and a committee of management, shall take place at a general meeting, to be held within twenty-one days of the commencement of the College year.

4. Vacancies.—Vacancies, as they occur, shall be filled by a general meeting, to be held within one month of the occurrence of the vacancy.

5. Meetings.—A general meeting of the Club and/or of the committee of management shall take place at least once in every month during the club season.
6. Finance.—
   (a) All official transactions shall be recorded in the minutes of the club.
   (b) The Secretary shall see that the grant of the S.C. is not exceeded by his financial records with the Registrar once in each month during the club season.
   (c) The following particulars shall be supplied by the Secretary (through the club's representative) when applying for grants from the S.C.:—
      (i) The number of active members in the club.
      (ii) The amount of the previous grant.
      (iii) The equipment in hand.
      (iv) The nature of the proposed expenditure.

7. Material.—The Purchase of Material.—All requisitions for the purchase of material shall be signed by (a) the Secretary, and (b) a staff member of the committee. The order for the purchase shall be obtained from the Registrar. On the receipt of the goods, the Secretary, after certifying the delivery order, shall pass over such order to the Registrar.

   Storage of Material.—The Secretary or some other officer especially appointed by the club shall arrange that all club material shall be placed under the care of—
   the lecturer in Physical Education, or
   the lecturer adviser to the club.

   Charge of sporting material and a complete, itemised list of all property of the club is to be kept in a suitable record book (Inventory).

8. Reports.—Every two months of the club's season, the Secretary shall present a brief report of the club's activities to the S.C. The Secretary shall present to the S.C. an annual general report and financial statement at the conclusion of his term of office, and also furnish an inventory of all the club's sporting material/property.

9. Records.—The Secretary shall keep a book which shall contain:—
   (a) A copy of the club's constitution.
   (b) Copies of the reports submitted.

   (c) A record of all financial transactions.
   (d) A list of material.
   (e) A list of names of officers.
   (f) Minutes of all meetings, and details of the club's activity.

10. Custody of Books.—All minute books and records shall be left with the Registrar at least three weeks before the end of the Third Term.
COLLEGE SPORT.

The College Sport as a branch of Physical Education is both intra- and extra-mural.

The intra-mural sport takes place on a Thursday afternoon and all students participate. In season, the men play Soccer, Rugby, softball, basketball, hockey, cricket and tennis; the women play softball or tennis and hockey or basketball so that every student will have a working knowledge of a winter and a summer game before leaving College. Swimming is organized for all students.

Carnivals are organized annually by the Sports Clubs. Trophies are presented to the house leading in the point score competitions.

The extra-mural sport is played during the weekend. College teams are entered in suitable games competitions played in Newcastle. All students are eligible for selection in the Rugby, Soccer, Hockey, Cricket, Tennis and Basketball teams.

The extra-mural sport is directed by the Sports Union through its various affiliated clubs. The membership of any Sports Club is open to the student body. All students are urged to attend meetings and to keep in touch with the Sports Union notice case.

THE SPORTS UNION AND SPORTS CLUBS.

Constitution of the Sports Union.

1. Name.—This body shall be known as the Sports Union of the Teachers' College and hereafter shall be described by the letters S.U. It is an affiliated club of the Students' Council.

2. Purpose.—The purpose of the S.U. shall be the promotion and control of all sporting activities within the College and all Sports Clubs shall be affiliated with it.

3. Membership.—All students are members as a result of their membership of the Students' Union.

4. Committee of Management.—There shall be a committee of management of the S.U. which shall be referred to hereinafter as the S.U.C.

5. Officers.—The executive officers shall be elected for one year by and from the S.U.C. at its first regular meeting. Casual vacancies on the S.U.C. shall be filled within one month of the occurrence of any vacancy.

The aforesaid officers shall be:

1. A President.
2. Two Vice-Presidents.
3. A Secretary.
4. An Assistant Secretary, who shall not be a student in the second year of his or her College Course.
5. A Treasurer.
6. An Assistant Treasurer, who shall not be a student in the second year of his or her College Course.

6. Election of Officers.—The election of officers of the S.U.C. shall take place at the beginning of Lent Term in each year.

7. Quorums.—At a meeting of the S.U. a third of the members of the student body and at a meeting of the S.U.C. seven members, shall constitute a quorum.

8. Annual Meeting.—The annual meeting of the S.U. shall be held at the end of the Lent Term of each year.

9. Inquiries.

(1) Students' Council, on its own motion, or at the written request of the members of the S.U., shall be competent to address inquiries to the S.U.C. as to any of the activities of the S.U., and shall take appropriate action thereon.

(2) On the written request of five members of any affiliated club, the S.U.C. shall inquire into the management of that club, and shall take appropriate action.
10. **Formation of Clubs.**—On the formation of any sports club, its secretary shall forward to the S.U.C. with its application for affiliation, two copies of its proposed constitution. One copy shall be retained by the S.U.C. and the other forwarded to the College Council.

11. **Finance.**—Subject to the approval of the Principal, the S.U.C. shall have power to make grants to affiliated clubs from funds appropriated by the S.C. Finance Committee for the S.U. Sports Clubs do not apply to the S.C. for finance but to the S.U.C. and the S.U.C. presents a consolidated application to the S.C.

Secretaries of clubs applying for grants shall supply the following particulars:

1. The number of active members of the club.
2. The proposed expenditure of the grant.
3. The amount of the previous grant.
4. Equipment on hand.

12. **The Reports of the Secretary and Treasurer.**—The S.U. shall furnish to the College Council reports submitted by the retiring secretary and treasurer. These reports shall be read at the annual meeting of the S.U.

The treasurer's balance-sheet shall be placed in the S.U. notice case for at least seven days prior to its presentation to the general meeting of the Sports Union.

13. **Meetings.**—The S.U.C. shall meet at least once every calendar month during every College term. Notice of such meetings to be displayed for seven days beforehand.

14. **Notices of Motion.**—Notices of motion affecting the S.U., other than those of minor importance, must be given in writing to the Secretary at least seven days before such motion is discussed.

15. **Attendance of Members.**—A representative absent from three consecutive meetings without sending a deputy, or without leave of absence, must forfeit his or her position on the S.U.C.

The Secretary of the S.U.C. shall inform the secretary of the club concerned and request that a new delegate be appointed.

16. **Alteration of the Constitution.**—This constitution may be amended only if such amendment be supported by a majority of two-thirds of those members at a general meeting of the S.U.

17. **Special Meetings.**—A special meeting of the S.U. shall be called within fourteen days following a receipt by the Secretary of the S.U. of a request signed by twenty members or by the President.

Matters for discussion shall be prominently posted for seven days prior to the meeting.

**BLUES.**

(i) **Composite Blues.**—Points received, 6, of which not more than three can come from any one sport.

(ii) **Sports for which Blues awarded.**

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<tr>
<th>Men</th>
<th>Women</th>
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<tr>
<td>Badminton</td>
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Athletics and Swimming (Individual).

(iii) **Team Sports.**

(a) Qualified for one year—2 points.
(b) Qualified for two years—3 points.

(iv) **Qualifications.**—Selection committee and coach of each club to select and publish names of players who are awarded blue points in that sport. All nominees to be approved by executives of Sports Union, plus one member of Sporting Club concerned. Number who qualify will be governed solely by standard of play and inclusion in or exclusion from a College representative team does not automatically qualify or disqualify a player for award of blue points.
(v) Points may be counted for team sports from only one Winter and one Summer Sport.

(vi) Athletics and Swimming.

(a) Points: One point each standard equalled or surpassed.

(b) Standards.

Athletics.

**Men.**

- 100 yards: 11 secs.
- 220 yards: 24 secs.
- 440 yards: 57 secs.
- 880 yards: 2.15 secs.
- Mile: 5 mins.
- High Jump: 5 ft.
- Long Jump: 18 ft.
- 6 in.
- Shot Putt (12 lb.): 36 ft.
- Javelin: 120 ft.
- Discus: 85 ft.
- 220 Hurdle: 28.6 secs.
- 120 yards Hurdle: 15 secs.
- Pole Vault: 9 ft. 3 in.

**Women.**

- 100 yards: 13 secs.
- 75 yards: 10 secs.
- 220 yards: 30.2 secs.
- High Jump: 4 ft. 3 in.
- Discus: 75 ft.
- Javelin: 85 ft.
- Shot Putt (8 lb.): 28 ft.
- 80 yards Hurles (2 ft. 6 in.): 14 secs.

Swimming.—Life Saving Awards:—

- Intermediate Star: 1 point.
- Bronze, Instructors: 1 point.
- Award of Merit: 1 point.
- Examiners: 1 point.

**Men.**

- 55 yards freestyle: 32 secs.
- 110 yards freestyle: 75 secs.
- 55 yards backstroke: 42 secs.
- 100 metres breaststroke—
  - Ordinary: 1 min. 45 secs.
  - Butterfly: 1 min. 35 secs.
- 440 yards: 6 mins.
- 50 metres Butterfly: 33.2 secs.
- 50 metres Ordinary: 40 secs.

**Women.**

- 55 yards freestyle: 38 secs.
- 110 yards freestyle: 93 secs.
- 220 metres freestyle: 3 mins.
- 55 yards backstroke: 48 secs.
- 55 yards breaststroke—
  - Ordinary: 1 min. 45 secs.
  - Butterfly: 49.5 secs.
- 165 yards medley: 2 min. 45 secs.

(vii) Students desiring to be considered for the award of a Composite Blue must make application to the Blues Committee. Such application will include a statement of blues points obtained.

*Note.*—In all awards degree of enthusiasm and sportsmanship will be taken into account. In special cases, the Committee may award a Blue to a student not qualified on a points basis or withhold a Blue from one who has the necessary points.

Honours Blue.—Points required, 10.

To include points from at least three sports.

A blue in three different sports ensures an Honours Blue.

(vii) Individual Sport Blue.

For individual ability in any sport, holder of a Blue or Honours Blue may be awarded a special blue in that sport. This will entitle the holder to have name of individual sport added to blazer pocket. Under the pocket “Blue” or “Honours Blue”.

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(ix) Individual Sports Awards—(ordinary blazer).

Where students fail for Composite Blue.

(a) Students who are awarded blue points for a team sport are to be permitted to have name of sport stated on ordinary college blazer.

(b) Three points in swimming or athletics entitle student to add swimming or athletics to blazer.

(x) Secretary.—May be recommended 1 point towards blue.

SPECIMEN CONSTITUTION FOR AFFILIATED CLUBS OF THE SPORTS UNION.

The specimen constitution for affiliated clubs of the Sports Union follows the same lines as the Model Constitution for Clubs set out above (page 189) with the addition of these two paragraphs:

11. Delegates.—Shall consist of two members and a Lecturer in Physical Education.

12. Alteration of the Constitution.—The constitution may be altered at a general meeting if there is a two-thirds majority in favour of such alteration. All intended alterations must be presented to the Secretary in the form of a notice of motion which will be displayed for seven days and a general meeting then called.

INTER-COLLEGIATE VISIT.

During the last week of the Second Term, it is usual for an inter-collegiate contest to be held. Teams from the two Colleges compete in a number of different sports, and social functions are held, thereby enabling the students of the two Colleges to get to know one another.

In 1938, Newcastle competed against Wagga Wagga Teachers’ College at Newcastle.

Students selected for the team are required to defray their own expenses.

1959—Newcastle v. Armidale at Armidale.
DRAMATIC SOCIETY.

The Dramatic Society regularly produces programmes of plays each year. The Dramatic Society, Music Society and Social Club may sometimes combine their activities to produce musical comedy or a College Revue.

NEWSPAPER CLUB.

The editorial staff of the College newspaper produces a regular journal. It needs and will welcome your assistance as reporter, sub-editor or proof-reader. A section of the members, known as the Printing Club, are responsible for the actual printing of “Altijiringa.”

Join and enjoy the experience.

RELIGIOUS SOCIETIES.

There are three religious societies:

The St. Thomas More Society,
The Australian Student Christian Movement,
The Evangelical Union,

which hold regular meetings at the College. You are urged to join that one which is most suitable to your religious point of view. Attend their meetings and see for yourself. See Notice Boards for announcements.

PHOTOGRAHIC CLUB.

The Photographic Club exists to enable students to become familiar with photographic processes, especially those involved in the production of movie films, slides and filmstrips which may be used for educational purposes.

Other activities include the screening of selected films, the making of strip films, and practical use of photographic equipment. The club has successfully produced several films on such College activities as the Athletic Carnival, Swimming School, and the College Camp.

There is a place for you in this club!

PHYSICAL EDUCATION CLUB.

The activities of the Physical Education Club include Folk Dancing, Elementary and Advanced Gymnastics, Ball-room Dancing, and Films. Guest speakers are invited to address the Club on special topics of interest. A display is held as the culmination of Club activities, usually Health Week Display.

For those keen on out-of-door activities there are picnics, hikes, barbecues and excursions.

The beginners’ class in dancing lessons has proved a popular and helpful Club project.

We invite you to join us!

FILM APPRECIATION SOCIETY.

The Film Appreciation Society exists to encourage serious appreciation of the film as an art medium and as a means of instruction and entertainment. Monthly evening screenings are held, the programme usually consisting of a short film, a documentary, and a classic film no longer generally available to the public.

Some of the classic films shown in the past are “The Blue Angel” (German), “Citizen Kane” (American), “The Die is Cast” (French), “San Demetrio, London” (British), and others of this quality.

Meetings are also held in the Clubs period, and at these meetings the handling of projectors, methods of borrowing films, use of filmstrips, and discussion on films seen are considered. Students interested are invited to attend.

DEBATING CLUB.

The aim of the Debating Club is to foster public speaking throughout the College, and to encourage as many students as possible to participate in the debates. Firstly, we attempt to achieve this through short intersection debates held in the lunch hour. Every section in
the College selects a representative team of three. Next, inter-house debates are held on a full scale for the C.B. Newling Trophy.

The highlight of the debating year is the Inter-collegiate debate. The College team is selected from those participating during the year.

Take this opportunity to join a very active club. Every student has an open invitation!

GOLF CLUB.

A Golf Club has been formed within the College to help students who have not previously had the opportunity to learn the game. Clinics are held at local golf clubs by arrangement with the College, the services of professionals being available for tuition.

The College is able to provide a certain amount of equipment for students.

The highlight of the year is the College Championship, held at the Steel Works Golf Club. Good attendances of students have made this a successful annual event.

We invite you to join this club so that you can enjoy the game with the rest of us.