

Newcastle Teachers' College  
NEW SOUTH WALES  
(Established 1949)

# CALENDAR

1960

Telephones  
B 1736  
B 1701

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	Su.	M.	Tu.	W.	Th.	F.	Sat.
Jan. 1	27	28V	29V	30V	31V	1V	2
Jan. 1	3	4V	5V	6V	7V	8V	9
Jan. 1	10	11V	12V	13V	14V	15V	16
Jan. 1	17	18V	19V	20V	21V	22V	23
Jan. 1	24	25V	26V	27V	28V	29V	30
Jan. 1	31						
Feb. 2		1V	2V	3V	4V	5V	6
Feb. 2	7	8P	9P	10P	11P	12P	13
Feb. 2	14	15P	16P	17P	18P	19P	20
Feb. 2	21	22V	23V	24V	25V	26V	27
Feb. 2	28	29					
Mar. 3		1	2	3	4	5	
Mar. 3	6	7	8	9	10	11	12
Mar. 3	13	14	15	16	17	18	19
Mar. 3	20	21	22	23	24	25	26
Mar. 3	27	28	29	30	31		
Apr. 4		1	2	3	4	5	
Apr. 4	6	7	8	9	10	11	12
Apr. 4	13	14	15	16	17	18	19
Apr. 4	20	21	22	23	24	25	26
Apr. 4	27	28	29	30	31		
May 5		1	2P	3P	4P	5P	6P
May 5	8	9P	10P	11P	12P	13P	14
May 5	15	16	17	18	19	20	21
May 5	22	23V	24V	25V	26V	27V	28
May 5	29	30V	31V				
June 6		1	2	3	4	5	
June 6	9	10	11	12	13	14	15
June 6	16	17	18	19	20	21	22
June 6	23	24	25	26	27	28	29
June 6	30	31					
July 7		1	2	3	4	5	
July 7	13	14	15	16	17	18	19
July 7	20	21	22	23	24	25	26
July 7	27	28	29	30	31		
Aug. 8		1	2	3	4	5	
Aug. 8	18	19	20	21	22	23	24
Aug. 8	25	26	27	28	29	30	31
Sept. 9		1	2	3	4	5	
Sept. 9	19	20	21	22	23	24	25
Sept. 9	26	27	28	29	30	31	
Oct. 10		1	2	3	4	5	
Oct. 10	22	23	24	25	26	27	28
Oct. 10	29	30	31				
Nov. 11		1	2	3	4	5	
Nov. 11	6	7X	8X	9X	10X	11X	12
Nov. 11	13	14P	15P	16P	17P	18P	19
Nov. 11	20	21P	22P	23P	24P	25P	26
Nov. 11	27	28P	29P	30P			
Dec. 12		1	2	3	4	5	
Dec. 12	11	12S	13	14G	15	16	17
Dec. 12	18	19V	20V	21V	22V	23V	24
Dec. 12	25	26V	27V	28V	29V	30V	31

#### VACATIONS

Teachers' College—19th Dec.—28th Feb.  
 University College—19th Dec.—6th Mar.  
 Technical College—19th Dec.—21st Feb.  
 Schools—18th Dec.—1st Feb.  
 Practice Teaching—8th Feb.—19th Feb.

#### FIRST TERM

Teachers' College—29th Feb.—20th May.  
 University College—7th Mar.—14th May.  
 Technical College—22nd Feb.—14th May.  
 Schools—2nd Feb.—12th May.  
 Easter Vacation—15th—24th April.  
 Lecturers Conference—20th—22nd April.  
 Practice Teaching—26th April—13th May.  
 May Day—2nd May.

#### VACATIONS

Teachers' College—21st May—5th June.  
 University College—15th May—29th May.  
 Technical College—15th May—29th May.  
 Schools—13th May—23rd May.

#### SECOND TERM

Teachers' College—6th June—19th Aug.  
 University College—30th May—6th Aug.  
 Technical College—30th May—20th Aug.  
 Schools—24th May—25th Aug.  
 Half Yearly Examination—27th June—1st July.

#### VACATIONS

Teachers' College—20th Aug.—11th Sept.  
 University College—7th Aug.—28th Aug.  
 Technical College—21st Aug.—4th Sept.  
 Schools—26th Aug.—12th Sept.

#### THIRD TERM

Teachers' College—12th Sept.—16th Dec.  
 University College—29th Aug.—5th Nov.  
 Technical College—5th Sept.—26th Nov.  
 Schools—13th Sept.—15th Dec.  
 Study Vacation—24th Oct.—28th Oct.  
 Yearly Examinations—31st Oct.—11th Nov.  
 Practice Teaching—14th Nov.—2nd Dec.  
 Swimming School—5th Dec.—12th Dec.

#### VACATIONS

Teachers' College—17th Dec.—27th Feb.  
 University College—17th Dec.—20th Feb.  
 Technical College—17th Dec.—27th Feb.  
 Schools—16th Dec.—30th Jan.



**TERM DATES—1960**

**Newcastle Teachers' College:**

Feb. 29 to May 20.

June 6 to Aug. 19.

Sept. 12 to Dec. 16.

**Newcastle Technical College:**

Feb. 2 to May 14. Commercial, Sheep and Wool.

Feb. 22 to May 14. Other Courses.

May 30 to Aug. 20. All Courses.

Sept. 5 to Nov. 5. Commercial, Sheep and Wool.

Sept. 5 to Nov. 26. Other Courses.

**Newcastle University College:**

March 7 to May 14.

May 30 to Aug. 6.

Aug. 29 to Nov. 5.

Nov. 12 to Dec. 3.

**Schools (Eastern Division):**

Feb. 2 to May 12.

May 24 to Aug. 25.

Sept. 13 to Dec. 15.

**The Teachers' College,**

**Newcastle**

(Established 1949.)

**Principal:**

GRIFFITH H. DUNCAN, M.A., B.Ed.

**Vice-Principal:**

JAMES W. STAINES, B.A., B.Ec., B.Ed., Ph.D. (Lond.).

**Warden of Women Students:**

HULDAH M. TURNER, M.A., Dip.Ed., L.A.S.A.

**Registrar:**

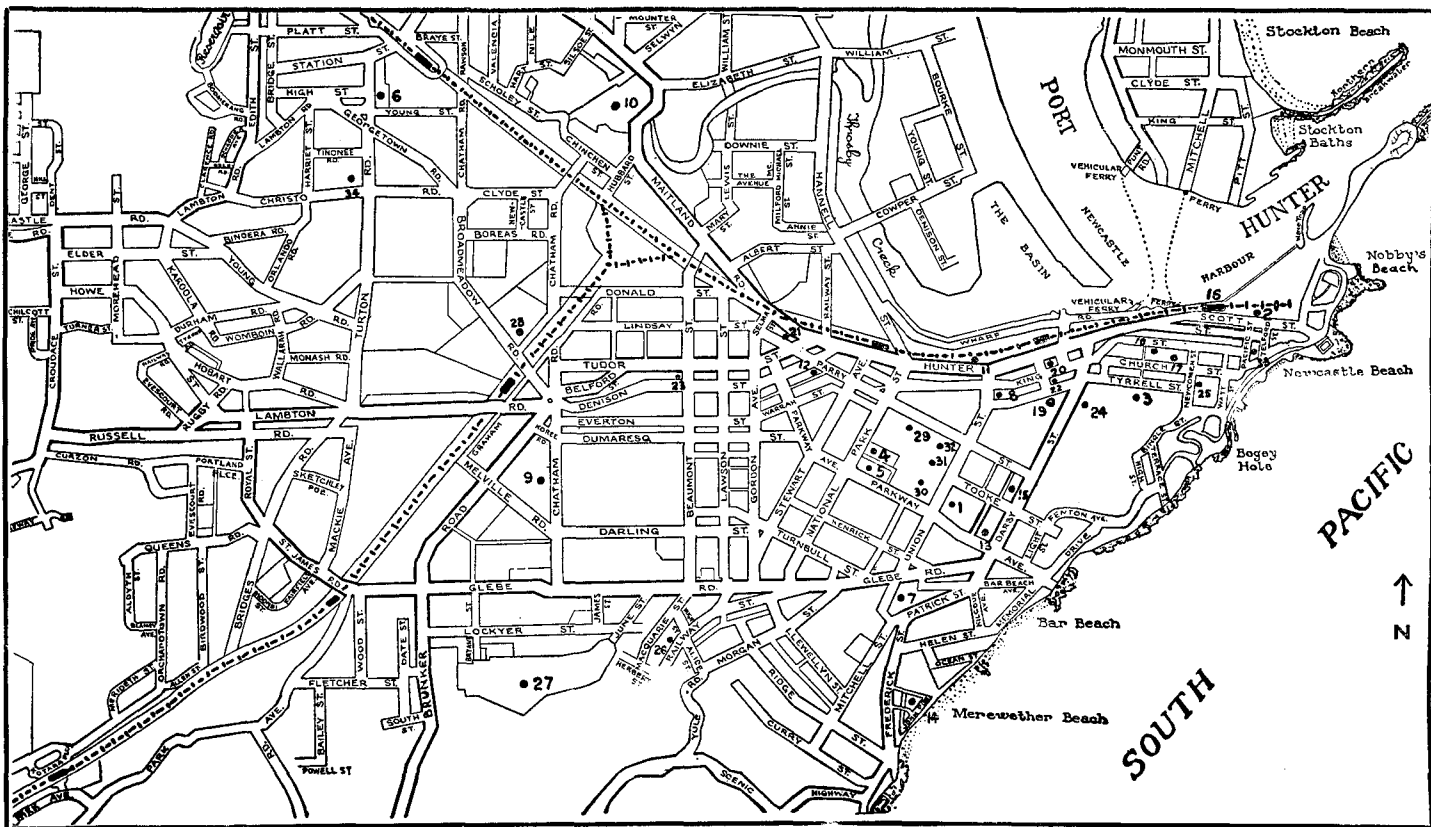
FRANK B. BRADY.

**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 *School*
4. Hunter Girls' High. ..
5. Newcastle Girls' High. ..
6. Newcastle Boys' High. ..
7. Junction Demonstration School.
8. Cook's Hill Inter. High *School*.
9. Newcastle Technical High. ..
10. Newcastle University College.
10. Newcastle Technical College.
11. Hunter Street, Technical College.
12. Wood Street, Technical College.

### Women's Hostels

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

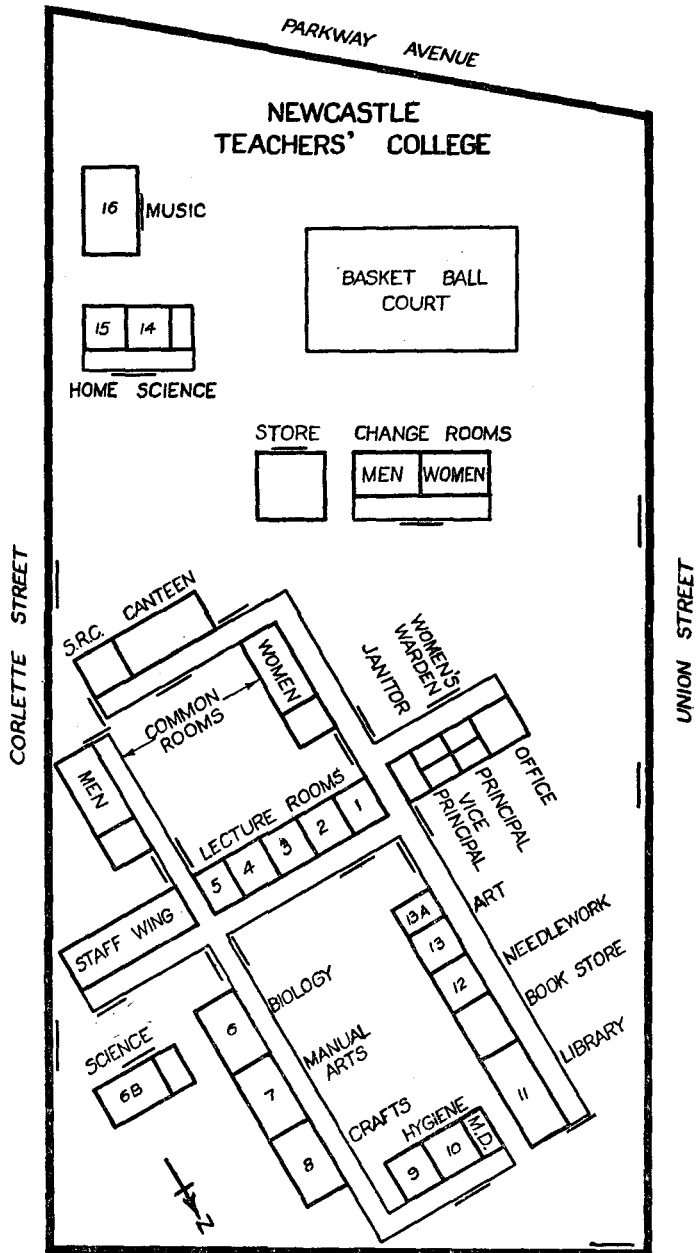
### Points of Civic Interest

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.

### College Activities

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. } National Park.
31. Basketball. }
32. Sports Grounds.

—|—|— Railway.



## LECTURING STAFF, 1960

### Art:

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

### Biology:

G. S. Grace, B.Sc., ~~██████████~~  
 John W. Moore, B.Sc.Agr., B.Ed.  
 Joyce E. Winney, B.Sc., Dip.Ed.

### Chemistry:

W. Allen, M.Sc. *Dip Ed.*

### Education:

Samuel Ball, B.A.  
 Gordon Elliott, B.A., Dip.Ed.  
 Ian McKenzie, B.A., Dip.Ed., M.Ed.  
 Paul A. Newling, M.A.  
 Ian D. Renwick, B.Sc., Dip.Ed., M.Ed.  
 James W. Staines, B.A., B.Ec., B.Ed., Ph.D. (Lond.).

### English:

F. G. Atkinson, B.A. (Lond.) *Dip Ed.*  
 Frank E. Atchison, B.A.  
 Kathleen Barnes, M.A.  
 Philip A. Marquet, B.A., A.A.S.A.  
 Joan Poole, B.A.  
 Huldah M. Turner, M.A., Dip.Ed., L.A.S.A.  
 Bertram L. Wood, M.A.

### Geography:

Edward *A.* Crago, B.Sc.  
 Peter G. Irwin, B.A., B.Com.

### History:

H. Marshall, B.A. *Tis Dip (Lond.)*  
 Desmond M. Long, M.A., Dip.Ed.

### Home Economics:

Mabel *F.* Grady, B.A.

### 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. *E. Fitness.*

### Mathematics:

Colin C. Doyle, B.Sc., Dip.Ed.  
 B. A. Barnes, B.Sc., Dip.Ed.

**Music:**

Jessie E. Ferguson, L.Mus.A.  
Marjorie G. Snedden, B.A., D.S.C.M.

**Physics:** *E. J. W. Hauptman*

**Physical Education:**

Harold W. Gillard.  
Kathleen Abernethy, Dip.Phys.Ed.  
Mary P. Breen, Dip.Phys.Ed.

**Part-Time Lecturers:**

**Modern Languages:**

Charles Goffet, B.A. (70) - 1 hr?

**Latin:**

R. Page, B.A.  
*Two credits (incl. Langs) - 1 hr? - 2 hrs?*



# 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, colleges have been established at Bathurst (1951) and Paddington (1958).

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 pre-fabricated 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 offering 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 end of 1955 staff of the College numbered 26. Students taking the General Primary courses numbered 338, University 36, Home Economics 28, Junior Secondary Biology 15, and Manual Arts students 18.

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, and from the commencement of the 1960 academic year a Music Specialists' course of four years was commenced, in conjunction with the Newcastle Conservatorium of Music.

## 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 verandahs 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:—

	Allowance per annum		
	£	s.	d.
Undergraduate .. .. .	40	0	0
Diploma in Education .. .. .	40	0	0
Home Science (two-year) .. .. .	8	0	0
Manuel Arts (two-year) .. .. .	6	5	0
Primary, Lower Primary and Junior Secondary students .. .. .	3	0	0

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 and who are eligible for the concession must also sign the declaration at the bottom of the application form. The completed application should be handed to the Registrar of the College who will arrange for it to be forwarded to the Department of Government Transport for necessary action.

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—*

<i>Students Living at Home.</i>	<i>Rates Per Year.</i>
	£
1st and 2nd Years .. .. .	235
3rd Year .. .. .	282
4th and Subsequent Years .. .. .	308
Adult Students (single) .. .. .	336

*Students Living Away from Home (Excluding Students Boarding in Departmental Hostels)—*

	£
1st and 2nd Years .. .. .	364
3rd Year .. .. .	420
4th and Subsequent Years .. .. .	448
Adult Students (single) .. .. .	476

*Married Students.*—£476 p.a. plus 15s. week for dependent wife and 10s. week for each dependent child.

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, 7th October, 1960.

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 1st November, 1960, and 11th November, 1960. Students are reminded that some country trains are available for reservation one month in advance. (Students whose home address is in another State will receive a travel warrant only as far as the N.S.W. border.)

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.

Unapproved 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:—

Grade.	Points.		
	One Lecture. per Week.	Two Lectures. per Week.	Three Lectures per Week.
Grade I ... ..	4	8	12
Grade II ... ..	3	6	9
Grade III ... ..	2	4	6
Grade IV ... ..	0	0	0

### 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 303, 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.

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 practise 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 schoolroom.

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. Watt, 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.
- Miss B. M. O'Donnell—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	Hamilton North
Adamstown Heights	Hamilton South
Infants	Heddon Greta
Anna Bay	Hexham
Argenton	Hinton
Ash Island	Islington
Awaba	Jesmond
Barnsley	Jubilee Road
Belmont	Junction
Belmont North	Kitchener
Beresfield	Kurri Kurri
Birmingham Gardens	Lambton
Infants	Lochinvar
Black Hill	Maitland
Bob's Farm	Marks Point
Bolwarra	Mayfield East
Boolaroo	Mayfield West
Cardiff	Merewether
Cardiff North Infants	Minmi
Carrington	Mt. Hutton
Catherine Hill Bay	Mt. Kanwarly
Charlestown	Neath
Christo Road Infants	New Lambton
Cook's Hill	New Lambton Heights
East Maitland	New Lambton South
Fassifern	Newcastle East
Fern Bay Inf.	Nillo Infants
Gateshead	Nord's Wharf
Gillieston	North Rothbury
Glendale	Plattsburg
Hamilton	Pelican Flat

### List of Practice Schools—*continued.*

Rothbury	Tomago
Salt Ash	Wallsend
Salty Creek	Wallsend South
Sandgate Infants	Waratah
Shortland	Warner's Bay
Speer's Point	Wickham
Stockton	Whitebridge Infants
Swansea	Williamtown
Thornton	Windale.
Tighe's Hill	

### 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.  
Raymond Terrace High School.  
Gateshead 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 Librarians: MRS. JANICE H. JONES,*

*MISS JOSEPHINE K. KINDER.*

### 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 10 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.

Material brought into the library must be shown to the Librarian on duty when students enter and leave.

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.

The Librarian is a fully qualified member of staff and is in complete charge of discipline and conduct within the library. He has authority to withdraw library privileges from any student who does not use them properly.

## 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. Since there are now many different types of training the prize is usually shared.

1957—Margaret Henri, B.A., Dip.Ed.; Vivian Davenport.

1958—Janet R. Donaldson, B.Sc., Dip.Ed.; Ross Robinson, B.A., Dip.Ed.; Beth Abell.

1959—Hilary E. Charker, B.A., Dip.Ed.; Ann Townsend, Sylvia M. Carr, John A. Menzies, Edward N. Warwick.

### The Scott's Shield.

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

### 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.

1957—John Morris, Helen Cronin.

1958—Peter Miller, Shirley Connal, George Hutchison, Phyllis Jarvie.

1959—William J. Cross, Frances M. Kennedy, Leonard R. Lavis.

### The Armstrong Cup.

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

1957—Mackie House.

1958—Section 201.

1959—Section 205.

### 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.

1957—Ken Hamilton, Noela Green.

1958—K. Donnelly, E. Parry.

1959—N. Yakich, F. Churchill.

### **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.

1957—Elizabeth Bowers, Janette Fryer, aeq.; Geoffrey Stephens, Vivian Davenport, aeq.

1958—Frederick Bishop, Terence Casey, Robin Hamilton.

1959—Vincent Formica, Ann M. Townsend, Robin A. Brown.

### **The C. B. Newling Trophy for Debating.**

Mr. Newling has donated a valuable cup for 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.

### **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 section gaining most points in Life Saving.

1959—Section 102.

### **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.

1959—Balmain 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:—

1957—Robert Brydon, Faye Cornish.

1958—Vince Formica, James Perry, Ann Corbett.

1959—Helen Gillard, Bruce James.

### **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:—

1957—Noela Greene, Terrence Smith.

1958—Edna Parry, Greg. Ryan.

1959—Anne Corbett, Vince Formica.

### **Mick Simmons Shield.**

The firm of Mick Simmons, Newcastle, has donated a handsome shield for the section Relay Race at the Annual College Swimming Carnival.

### **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.

1957—Beth Abell.

1958—Ernest D. Phillis.

1959—John A. Jones, Valerie A. Fryer and Edward N. Warwick, aeq.

### Industrial Arts Association Prize

Each year the Industrial Arts Association (Newcastle) 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.  
1958—Owen Barry, Second Year.  
William Cross, First Year.  
1959—William J. Cross, Second Year.  
Charles A. M. Leaney, 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.  
1958—Doreen Williams.  
1959—Robyn Tindall.

### 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.  
1958—Ailsa Grant.  
1959—Jill A. Cane.

### 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.  
1958—Ernest D. Phillis.  
1959—Ethel Folas.

### 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.  
1958—Mrs. Yvonne Hickey (private student),  
Lynette Rollins.  
1959—Margaret Murray.  
Janice A. Collins, Eve M. Berry.

### 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.

1958—Speech: Rosemary E. Gash, Helen Sanderson, Barry Waters. Debating: Shirley Connal, Barry Waters, Patricia Coulthard. Drama: Janice Nixon, Robyn West, Janet Walton.

1959—Speech: Margaret G. James, Lyndal O'Donnell, Alma J. Fitzpatrick, Warren R. Dunningcliff. Debating: Patricia Coulthard, Richard L. Parker. Drama: John F. Hill, Margaret E. McDermott.

### **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.

1958—George Hutchison, Brian Jones, Helen  
Wilson, Barry Waters.

1959—Barry C. Waters, Maurice G. Deards,  
Terence J. Hampton, Judy N. Lawrence,  
Brian J. Brown, Robyn A. Ellicott.

### **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**

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**GENERAL PRIMARY**

**LOWER PRIMARY**

**JUNIOR SECONDARY COURSES**

**HOME SCIENCE**

**MANUAL ARTS**

**UNDERGRADUATES**

**GRADUATES**

## SCHEDULE OF LECTURES FOR TWO-YEAR COURSES

	Second Year.											
	Junior Secondary Courses					Lower Primary						
	English-History	Maths-Chem.	Manual Arts	Biology	Home Economics	General Primary	Lower Primary (Infants)	English-History-Geog.	Maths-Chem.	Manual Arts	Biology	Home Economics
Education	4	3	3	3	3	4	4	3	3	3	3	3
English	7	3	3	3	1	4	3	1	2	2	2	1
Mathematics	3	4	3	2	1	2	2	2	4	2	2	4
Physics/Chemistry	4	8	4	4	4	2	2	2	8	4	4	4
Home Science	2	2	2	2	2	2	2	2	2	2	2	2
Biology	8	2	2	2	2	2	2	2	2	2	2	2
Social Studies	2	2	2	2	2	2	2	2	2	2	2	2
Crants	2	2	2	2	2	2	2	2	2	2	2	2
Art	2	2	2	2	2	2	2	2	2	2	2	2
Infants Method	2	2	2	2	2	2	2	2	2	2	2	2
Technical College	1	1	1	1	1	1	1	1	1	1	1	1
Needlework or Infants Craft	2	2	2	2	2	2	2	2	2	2	2	2
Music	2	2	2	2	2	2	2	2	2	2	2	2
Physical Education	3	3	3	3	3	3	3	3	3	3	3	3
Health Education	2	2	2	2	2	2	2	2	2	2	2	2
Options	2	2	2	2	2	2	2	2	2	2	2	2
Manual Arts	2	2	2	2	2	2	2	2	2	2	2	2
Totals	23	22	26	21	27½	21	22½	21	21	26	21	27½

The above Schedule may be amended during the year as need arises. Optional subjects may be introduced, altering the balance of lecture hours given to other subjects.

## Option Courses

Option Courses are not published in this issue of the Calendar, and for this year such Option 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 Is.—First Year Junior 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 II.—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 IIs.—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 IIs, 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.
3. Psychological experiences essential for learning.
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 Is, 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.*

##### 1. *Psychology of Groups.*

The structure of groups. Status and role. The dynamics of interaction. Group membership character. Group cohesiveness. Norms. Sociograms. Leadership.

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.
3. Aids, Broadcasting, Films, Television.

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.

## 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:

Cole, Luella: *The Elementary School Subjects.*

#### REFERENCES:

- Schonell, F. J.: *Backwardness in the Basic Subjects*.  
Fernald, G. M.: *Remedial Techniques in the Basic School Subjects*.  
Harris, A. J.: *How to Increase Reading Ability*.  
Ballard, P. B.: *Teaching and Testing English*.  
Bennett, A.: *Classroom Dramatics*.  
de Sola Pinto: *The Teaching of English in Schools*.

### 7. The Growth of English Literature.

*One hour per week for First 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*.

B. Seventeenth century: poems by Donne, Milton and Marvell; prose of Raleigh, Burton, Overbury, Pepys and the Authorized Version of the Bible. Eighteenth century: Pope and Gray, Congreve and Sheridan, Swift and Boswell. Nineteenth century: Keats and Arnold, Dickens and James.

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.

- An Introduction to English Literature*: Mulgan and Davin.  
*The Story of English Literature*: Broadus.  
*English Literature*: Long.  
*History of English Literature*: Lang.

### 8. The Twentieth Century Novel

*One hour per week for Second 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.

B. The Experimentalists: E. M. Forster, D. H. Lawrence, Aldous Huxley, James Joyce, Virginia Woolf.

C. Recent Novelists: E. Bowen, Joyce Cary, Grahame Greene, Nigel Balchin, George Orwell.

#### SUGGESTED BOOKS FOR REFERENCE.

- Comfort: *The Novel of Our Time*.  
Cowie: *Rise of the American Novel*.  
Cantry: *Literary History of the United States*.  
Daiches: *The Novel and the Modern World*.  
Muir: *The Present Age*.  
Bennett: *Virginia Woolf*.  
Allen: *Arnold Bennett*.  
Bentley: *Some Observations on the Art of Narrative*.  
Forster: *Aspects of the Novel*.  
Liddell: *Treatise of the Novel*.  
O'Connor: *Forms of Modern Fiction*.  
Pritchett: *Living Novel*.  
Church: *British Authors*.

### 9. Speech.

*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.







(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 good 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 and an art—requirements of skill and taste. Effective communication of thought and feeling. Concept of form.

## 3. The English Alphabet.

*cf. resfield*  
(a) Literal—the letter, vowels, diphthongs, consonants, semi-vowels. Examples of the ways in which the same sounds are spelt by different letters, ~~same~~ 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.

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

## 5. Delivery, Comprehension, Feeling, Imagination.

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

(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, emotion, compass, voice tunes, flexibility.

## 6. Voice Production.

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

(ii) Posture and relaxation—the whole body and its several parts. *Stance. Deportment. Balance. Posture. Language.*

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

*p →* (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.

(a) Vowels—formation, relative positions of speech organs to produce vowel qualities. Classification—front, middle, back, close, half-close, intermediate, half-open, open. Faulty production. Resonator Scale. Cardinal Vowel Diagram. Fundamental lip positions.

(b) Diphthongs and triphthongs.

(c) "Educated" and "Broad" Forms of Australian pronunciation. Phonetic illustration. (Simple phonetic transcriptions may be required.)

#### 9. Pronunciation.

Elision, substitution, assimilation, intrusion. Spelling pronunciations. Variants in pronunciation (see Curriculum). Forms of plosion: oral, incomplete, inaudible, plosio-fricative, nasal, alateral. Devoicing and voicing of sounds.

#### 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, lecturesses, addresses, formal-occasion speeches, committee meetings, conferences, reports, readings.

(vi) Puppetry. Miming—emotional release, movement.

(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, drawing, rapidity of speech, narrow range of pitch, inadequate volume, unsatisfactory resonance, poor interpretative ability. Recognition and treatment especially of some forms of lispings. The Speech Clinic and Speech Therapist. *Orthodontal Treatment.*

#### 14. Practical Work.

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

In some cases individual tuition may be required.

(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. *Tests of this nature commonly used.*

Communication between the reader and audience must be effective.

(b) A Written <sup>Test</sup> Paper.

(c) A ~~major Written Assignment, consisting of materials which will be of use to the teacher in the classroom.~~ Small 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 *in 3rd Year* after Assignment required, and a check kept upon students who have had Defects or bad Speech Faults during First Year.

*note* (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*.
2. McAllister: *Primary Teachers'—Guide to Speech Training*.
3. McAllister: "A Year's Course in Speech Training".
4. The Curriculum, 1952.

#### REFERENCES.

Bennett: "Handbook of Practical Speech Training"; "Playway of Speech Training"; "Let's Do a Play"; "Classroom Dramatics".

Swann: *Approach to Choral Verse*.

Krummel: *Art of Speech*.

Ward: *Phonetics of English*.

*Mitchell: Spoken English*

Jones: *An English Pronouncing Dictionary*.  
Mitchell: *Pronunciation of English in Australia*.  
Mitchell: *Spoken English*.  
Ripman: *Specimens of English Prose*.  
(See also Bibliographies in the Curriculum.)

## 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.

(ii) Structure—introduction, development (crises, climax), conclusion. Settings (time, place). Characters. Explication, complication and resolution of plot (rising and falling action), denouement, catastrophe.

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

(iv) Balance and Unity.

(v) Examples and exercises.

3. The Paragraph. Structure. Topic Sentence. Unity, continuity, balance, emphasis, variety, length. Headings and sub-headings. Samples of well constructed and “stragglings” paragraphs.

4. The Sentence.—

(i) Definition—“unit” of communication.

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

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

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

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

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

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

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

6. The Rules of Syntax. Some Idiomatic Forms.

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

8. Figurative Language and Literary Devices.

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

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

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

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

9. Business Letter Writing.

(i) Need, 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.



10. Précis of Writing. Meaning of. Merits of and Purposes of. Steps in writing précis. Rules for writing. Examples.

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*.  
Ballard: *The Teaching and Testing of English*.  
Herbert: *What a Word*.  
King and Ketley: *The Control of Language*.  
Wilson: *English—Spoken and Written*.

#### REFERENCES.

*The Oxford Dictionary*.  
Fowler: *The King's English*. *Dictionary of Modern English Usage*.  
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.*

Beginnings of the English Novel. Translations from Italian, Spanish and French in sixteenth and seventeenth centuries. English imitators of continental fiction. The novels of Sidney, Lyly and Nashe.

Innovators of the eighteenth century. Daniel Defoe. Samuel Richardson—*Pamela*, *Clarissa*, and *Sir Charles Grandison*. Henry Fielding's *Joseph Andrews* for intensive study. Smollett and Sterne. The Gothic movement in fiction . . . The Gothic mystery, exemplified by the works of Walpole and Ann Radcliffe. The Gothic historical novel, leading to the historical novels of Scott. Scott's other contributions to the development of the novel.

Continuation of the Romantic movement, and satire of some of its aspects. Jane Austen and the Brontës. Emily Brontë's *Wuthering Heights* for intensive study.

Social reform and the Victorians. Dickens, Reade, Charles Kingsley and George Eliot. Satire of the social scene . . . Thackeray.

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

*Form of the Novel.*

What is a novel? Reference to modern developments of the literary form. Critical consideration of novels treated in course with regard to setting, plot, characterization and atmosphere. Types of novel—realistic, romantic, picaresque. Types of plot—episodic, dramatic. Setting—restricted, unified, panoramic, diversified. Atmosphere—mood. Characterization—objective, subjective, directly or indirectly presented. Style—development of prose style since the seventeenth century, and its effect on the development of the novel.

#### REFERENCES.

*Dictionary of World Literature*, ed. Shipley.  
*Cambridge History of English Literature*.  
Saintsbury, G.: *Short History of English Literature*.  
Compton Rickett: *History of English Literature*.  
Stephen, L.: *English Literature and Society in the Eighteenth Century*.

### 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.

*Restoration Drama*—the comedy of manners—Wycherley, Congreve, Vanbrugh, Farquhar. Congreve's "The Way of the World" for intensive reading.

Sentimental and romantic comedy—Lillo, Goldsmith, Sheridan. Sheridan's "The School for Scandal" 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*.  
Batchelder: *Puppet Theatre Handbook*.  
Dolman: *Art of Play Production*.  
Collins: *Acting Games*.  
Speaight: *Acting*.  
Miles: *British Theatre*.  
Turnbull: *Teacher's Omnibus of Plays*.  
Nicholl: *Nineteenth Century Drama*.  
Nicholl: *World Drama*.  
*Drama Since 1939*.  
Robinson: *The Irish Theatre*.  
Brooks and Heilmann: *Understand Drama*.  
Dukes: *The Drama*.  
Fermor: *Frontiers of Drama*.  
Felton: *The Radio Play*.  
Gassner: *Masters of the Drama*.  
Kelly: *Group Play-Making*.  
Jittlewood: *Dramatic Criticism*.  
Owen: *Playwright's Craft*.  
Peacock: *Poet in the Theatre*.  
Perugini: *Play-Reading Course*.  
Thomas: *The Theatre Alive*.  
Trewin: *We'll Hear a Play*.  
Simonsen: *Part of a Lifetime*.

## 13. Poetry.

### Aims:

- (i) To develop in students an appreciation of poetry.
- (ii) To introduce the students to a number and variety of poems.

### The Course.

#### A. Poetic Theory:

- (i) Definitions of poetry—its intellectual, emotional and aesthetic elements.
- (ii) The function of poetry—its creative power—its power to communicate, suggest and interpret—the difference between the functions of poetry and of science.
- (iii) The instruments of poetry—Imagery, rhythm and language.

#### 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*.  
Brooks: *Modern Poetry and the Tradition*.  
Daiches: *Poetry and the Modern World*.  
Guerber: *Book of the Epic*.  
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*.  
Chesterton: *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.

3. Modern prose style. The various uses of prose. Examination, classification and evaluation of prose. Exercises in the use of prose.

#### 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.  
 Roget's *Thesaurus*.  
 Fowler: *The King's English*.  
 Partridge: *Usage and Abusage*.  
 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—notation of, equivalence of, four operations with—v.f. of concrete quantities.
- (d) Decimals—notation 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.
- (4) Principles of design—application of pattern by potato cuts, lino-cuts, finger-painting—rhythmic pattern.
- (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.
- (8) Blackboard illustration—illustration in the classroom—memory drawing.
- (9) Collection of reproductions of famous pictures—temporary mounting.
- (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*.  
Batchelor: *The Puppet Theatre Handbook*.  
Eng: *The Psychology of Children's Drawing*.  
Cole, N. R.: *The Arts in the Classroom*.

## 18. Crafts—First Year.

Throughout the course emphasis will be placed on practical work. Teaching procedures will be demonstrated in the class room 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 craft-work.
2. Principles of design applied to the various crafts.
3. Single stroke lettering for charts and broad pen decoration.
4. Plan drawing and lettering for Primary classes.
5. Paper modelling, cardboard modelling, strawboard modelling, bookcrafts and decorative processes.
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.

Sol-fa notation: Method of indicating pitch. French time names.

*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, and/or the appreciation lesson.

## 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.

3. The Mercantile Convict Colony, 1792-1810.—(a) The Rise of the Officers. (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 1815. (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.

6. Pastoral Age: 1831-1851.—(a) Conditions in England, 1830-1848. (b) Private Settlements from England. (c) Settlements from Australia. (d) The Demand for Self-Government. (e) The Act of 1850.

7. Gold and its Consequences.—(a) The Discovery of Gold. (b) General Effects of the Gold Discoveries. (c) The Main Effect: Political Democracy.

8. Colonial Particularism (1860-1890).—(a) The Colonies Diverge. (b) Developments in England Affecting Australia. (c) The Expanding Colonies. (d) The Growth of Inter-Colonial Interests.

9. Australia in the Nineties.—(a) The Labour Movement. (b) The Federation Movement. (c) West Australian Development. (d) The Cultural Upsurge.

10. Aftermath of Federation.—(a) The Constitution of 1901. (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).

*Second year, one hour per week.*

*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.10000 B.C.).
5. The Structure of Neolithic Society.

### 2. The Rise of Civilization in the Near East.

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.

1. Spread of the Indo-Europeans.
2. The Impact of Iron on Civilization.
3. The Early Iron Age in Greece.

### 4. Democracy in Classical Greece.

1. The Tyrants Overthrow the Nobles.
2. The Spartan Dictatorship.
3. Rise of Athenian Democracy.
4. The Persian Empire Challenges Greece.
5. Slavery, Empire, and Democracy in Athens.
6. Origins of Greek Sciences.

### 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.
6. *Rome's Mediterranean Empire.*
  1. The Social Crisis of the Republic (133-46 B.C.).
  2. Establishing the Empire.
  3. The Empire at its Height.
  4. Science and Religion.
  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 Domainal 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.
10. *The Commercial Revival, 1095-1300.*
  1. Revival of Commerce.
  2. The Early Crusades.
  3. Results of the Crusades.
  4. Growth of Cities.
  5. Consequences of the Growth of Cities.
11. *The Breakdown of Feudalism, 1300-1450.*
  1. General Characteristics of the Period.
  2. Social and Economic Tendencies.
  3. Political Characteristics.
  4. The Religious Movement.

12. *The Commercial Revolution, 1450-1650.*
  1. The New Pattern of Civilization.
  2. The Cultural Renaissance.
  3. The Protestant Reformation.
  4. The Expansion of Europe.
  5. The Commercial Revolution.
13. *Mercantilism and Autocracy.*
  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.

Stembridge: *The New Oxford Geographies.*Bartholomew: *The Comparative Atlas.*Andrews: *Australia's Resources.*

## 26. Social Studies Method.

*First year. One hour per week plus demonstrations.*

### 1. The Social Studies.

- (a) What is meant by Social Studies.
- (b) Educational factors influencing Primary School Social Studies.
- (c) Content of the Social Studies course.

### 2. Social Studies Method.

- (a) Factors influencing types of lessons.
- (b) Narrative lessons.
- (c) Study lessons.
- (d) Observation lessons.
- (e) Revision lessons.
- (f) Lecturettes, dramatization.

### 3. Civics, Morals, and Scripture.

- (a) The scope of "Towards a Better World".
- (b) Methods and problems of character training.
- (c) Current affairs in schools.
- (d) Scripture—
  - (i) curriculum requirements.
  - (ii) methods of teaching scripture.
- (e) Celebration of special days.
- (f) Conduct of the class meeting.

### 4. Illustrations and Mapping.

- (a) Mapping as a skill.
- (b) Local studies.

## 27. Social Studies Method.

SECOND YEAR.

*One hour per week.*

### 1. Origins of Primary School Social Studies.

- (a) History and Geography after reforms of 1905.
- (b) History and Geography between the Wars, 1922-1941).
- (c) History and Geography Aligned (1941-52).
- (d) The Advent of Social Studies.

2. Teaching Aids in Social Studies: the effective use of pictures, visual aids, broadcast lessons, textbooks.

3. Local Studies, purpose, historical development of a locality.

4. Project Method: advantages and disadvantages, methods of handling projects in the classroom.

5. Programmes; Testing; Methods of Recording.

### REFERENCE BOOKS.

1952 *Primary School Curriculum.*

Dunlop: *Teaching Social Studies in the Primary Schools.*

Jordan and Dray: *Handbook of Social Studies.*

## 28. Biology.

*A First Year Course of two hours per week.*

1. *Introduction.*—Biology, the Science of Life. Scientific Method.

2. *Characteristics of Living Things.*—Difference between living and non-living things. Differences between plants and animals. Properties of protoplasm. The main divisions of the plant and animal kingdoms.



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

4. *Plant and Animal Cells.*

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.*

Grove and Newell: *Animal Biology.*

McKeown: *Australian Insects.*

Ritchie: *Biology in Human Affairs.*

Smith and others: *Text-book of General Botany.*

Barrett: *Animals of Australia.*

Cayley: *What Bird is That?*

Troughton: *Furred Animals of Australia.*

## 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. (d) Nature and origin of soils—erosion, use of fertilizers, simple soil analysis, soil micro-organisms, water cultures.

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

4. *Plant and Animal Ecology.*—Environment—climate, soil, air and organisms. Adaption.

5. *Mendelism and Heredity.*

6. *Gardening Activities.*—Propagation of plants. Weeds and weed control. Plant recognition. Trees, shrubs, annuals and their care. The school garden. Miniature gardens, wall gardens. Planting calendars.

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

8. *Special Days, Clubs and Societies.*—Wattle Day, Arbor Day, Conservation Week, Bird Day. The Gould League of Bird Lovers, the Tree Warden's League, Junior Farmers' Club.

9. *Weather Observations.*—Clouds, thunderstorms, precipitation, whirlwind, rainbow, sunrise, sunset, pressure systems, wet and dry bulb thermometers.

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

11. *Great Naturalists*.—Gould, Father, Linnaeus, Darwin, Burbank, Mendel.

TEXT-BOOKS.

Hatfield: *Introduction to Biology*.

Leach: *Australian Nature Stories*.

REFERENCE BOOKS.

Baker and Mills: *Dynamic Biology To-day*.

Barrett: *Animals of Australia*.

Buchsbaum: *Animals without Backbones*.

Dakin: *Elements of Animal Biology*.

Harris: *Nature Problems*.

McKeown: *Australian Insects*.

Smith: *Exploring Biology*.

Straughsbough and Weimar: *General Biology*.

Romer: *Man and the Vertebrates*.

### 30. Health Education.

*A Second Year Course of one hour per week.*

1. First-aid (in accordance with syllabus of St. John Association Manual).

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.

3. Posture: Ideal, causes and prevention of bad posture.

4. Eye and Vision: Ear and hearing.

(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.

6. Nutrition.

(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.

12. Educationally subnormal children.

13. Maladjusted children; child guidance.

#### 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.

#### 15. Health education for school children.

#### 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*.  
Department of Public Instruction, Western Australia: *Pictorial Handbook of Physical Education*.  
M. B. Davies: *Physical Training, Athletics and Games*.  
Ministry of Education, London: *Planning the Programme*.  
Ministry of Education, London: *Moving and Growing*.  
J. Edmundson: *Physical Education Teachers' Handbook*.

### 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.

Tabloid 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*.  
M. B. Davies: *Physical Training*.  
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: *Rhythmic Movements*.  
M. Jarvis: *Musical Games for Infants*.  
C. Sharp: *Country Dances*.  
MacCuaig and Clark: *Games worth Playing*.  
Ministry of Education, London: *Planning the Programme*.  
Ministry of Education, London: *Moving and Growing*.  
J. Edmundson: *Physical Education Teachers' Handbook*.

### 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.

### *First Year.*

Education, 4 hours per week, Course I.  
Lower Primary Method, 3 hours per week, Course 34.  
English, 3 hours per week, Courses 7, 9, 11.  
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 35.  
English, 3 hours per week, Courses 8, 12, 15.  
Biology, 2 hours per week, Course 28.  
Infants Number, 1 hour per week, Course 37.  
Health Education, 1 hour per week, Course 30.  
Music, 3 hours per week, Course 22.  
Infants Handwork, 1 hour per week, Course 36.  
Physical Education, 2 hours per week, Course 32.  
Social Studies, 1 hour per week, Course 27.  
Art, 2 hours per week, Course 17.

## 34. Infants Method.

### *First Year.*

Kindergarten theory and practice. The Froebel Kindergarten. The Montessori Method. Modern developments in the Kindergarten.

Occupations—for sense and muscle training, vocabulary, expression, and social behaviour. Conduct of the Occupations period.

Occupations—in preparation for reading, writing, and number work, to promote readiness in these fields.

Pre-reading and pre-writing activities in Kindergarten—aims and methods.

*Reading.*—Reading readiness at the beginning of first grade—testing. The approach to reading through the sentence (*a*) in Kindergarten, and (*b*) in the presentation of the reading lesson. Theory and application of the sentence method. Use of the Departmental readers. Use of look-and-say method and, later, phonetic analysis, in teaching by the sentence method. Lesson procedures.

*Writing.*—The approach to writing as recommended in the curriculum. Understanding the progressive treatment of writing in First Grade. Use of Departmental writing books. Problems of posture, the writing implement, and left-handedness. Lesson procedures.

*Expression.*—Extension and correction of vocabulary in Kindergarten. Encouragement of the use of the sentence in all forms of language activity. The Picture Talk—aims and methods. Lesson procedures.

*Demonstrations.*—Lessons illustrative of the topics treated are given at the Demonstration School, and discussed fully.

#### REFERENCES:

- Harrison: *Reading Readiness.*  
McKee: *The Teaching of Reading.*  
Cole: *The Elementary School Subjects.*  
Fernald: *Teaching the Three R's.*  
Boyce: *Infant School Activities.*  
Schonell: *Psychology and Teaching of Reading.*

### 35. Infants Method.

#### *Second Year.*

The course involves amplification of the subjects treated in First Year, discussion of Spelling, Literature, Drama and Written Expression, and work on programmes and time-tables for infants classes.

*Reading.*—Types of reading lessons, including study, activity and group reading. Remedial reading. Library and supplementary reading.

*Writing.*—The transcription lesson.

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

*Written Expression.*—Relating the curriculum requirements to the needs and abilities of the individual child. Lesson procedures. Correction. Appreciation.

*Talks.*—The technique of a typical talk. Variations in procedure according to variations in aim—talks for expression, for information, for development of code of behaviour.

*Spelling.*—Emphasis on spelling as a written activity. Spelling by sight, sound, letter-names. Use of word-grouping and word-building. Selection of suitable spelling lists (with reference to curriculum requirements). Development of interested and positive approach to words. *Dictation* for testing and teaching. Methods of correction.

#### *Literature:*

*Poetry.*—Principles of selection of poems suitable for (*a*) memorization, and (*b*) appreciation. Methods of presentation. The importance of enjoyment. Lesson procedures.

*Stories.*—Principles of selection. Methods of presentation. Stories for children's retelling. Stories for dramatization. Serial stories. The importance of enjoyment. Lesson procedures.

*Drama.*—Informal—for expression and as a teaching aid. Formal—dramatic activities including acting of stories and poems, development of expression of character and feeling, elementary stagecraft and provision of simple properties. Puppetry. Mime.

*Social Behaviour.*—Living as a member of a group—manners and good citizenship, co-operation. Development of consciousness of health and safety rules.

*Social Studies.*—Understanding one's own environment. Widening horizons—from known to unknown. Selection of topics. Methods of treating topics. Special days—Anzac Day, Commonwealth Day, Australia Day, Mother's

Day—methods of celebration or observance. Lesson procedures and correlations. School Assemblies—purposes, civic, social, moral and cultural. Procedures.

*Programmes and Timetables.*—Principles of programming; nature and scope of material, standards of achievement. Progression and revision in subjects shown. Adaptation of course to needs and abilities of children. Timetables—distribution of allocated periods, variation of activities.

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

REFERENCES:

- McKee: *The Teaching of Reading.*  
Gray: *On Their Own in Reading.*  
Hester: *Teaching Every Child to Read.*  
Cole: *The Elementary School Subjects.*  
Boyce: *Infant School Activities.*  
Bryant: *How to Tell Stories to Children.*

### 36. Infants Handwork.

*A Second Year Course of one hour per week.*

This course is a practical one, covering the variety of handicrafts 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.
3. Simple knitting.
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.

### 37. Infants Number.

*A Second Year Course of one hour per week.*

*The Course.*

Principles of method. Informal approach. Use of objective material. Syllabus requirements. Equipment, aids, free material, self-corrective devices. Development of concepts and vocabulary of number, space and time appropriate to age and ability.

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 9, 38, 39, 40.

Physical Education, 2 hours per week, Course 54.

Geography, 4 hours per week, Course 45.

History, 4 hours per week, Courses 41, 42.

Art, 2 hours per week, Course 47.

### *Second Year.*

Education, 4 hours per week, Courses IIs.

English, 7 hours per week, Courses 12, 15, 38, 39.

Physical Education, 2 hours per week, Course 55.

Geography, 4 hours per week, Course 46.

History, 4 hours per week, Courses 43, 44.

Arts, 1 hour per week, Course 48.

### 38. Junior Secondary English Method.

*A two-year course of three hours per week.*

#### *Introductory.*

- (a) The aims of secondary education and secondary English in historical perspective.
- (b) Changing aims in secondary English; secondary English and the school population today and tomorrow.

- (c) Basic principles underlying the teaching of English subjects.
- (d) Review of the content of the various secondary curricula.
- (e) Secondary English.

1. *General.*—Aims of teaching English at the secondary level: comparative study of the English curricula in N.S.W. schools.

#### 2. *Language.*

- (a) The processes involved in the growth and acquisition of language; methods of stimulating language growth.
- (b) Methods of obtaining greater efficiency in usage: grammar, spelling, sentence construction, paragraphing, punctuation and organisation of ideas.

#### 3. *Sustained Use of Language.*

- (a) Oral composition;
- (b) Written composition; reproduction and factual, creative. Specific problems and techniques in composition teaching in the various years of high school.

#### 4. *Reading.*

- (a) The reading process; how a child learns to read; methods of teaching reading. Diagnosis and treatment of retardation in reading. How to increase reading ability.
- (b) Development of reading as a spontaneous leisure activity. The library and the English teacher; organisation of library facilities; techniques of fostering voluntary reading in the various years of high school.

#### 5. *Literature.*

Techniques and problems of teaching each of the common literary forms in each year of the secondary school.

#### 6. *Dramatic Art.*

- (a) The English department's responsibility in a school drama programme.

- (b) Practical aspects of production in the school: casting, group movement, speech, costuming, properties, effects, lighting, setting, make-up.

#### 7. Organisation and Administration.

- (a) The English Programme and Register.  
 (b) Examination papers; problems related to their setting and assessment in the various secondary grades.  
 (c) Textbook organisation in the secondary school.

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, Bles: *English in Education*.  
 Boas & Hayden, Methuen: *School Drama*.  
 De Boer, Kaulfers, Miller, McGraw-Hill: *Teaching Secondary English*.  
 D. Dakin, Heath: *How to Teach High School English*.  
 J. Dolman, Harper: *The Art of Play Production*.  
 I. A. Gordon, N.Z.C.E.R.: *Teaching of English*.  
 M. J. Laurence, Oliver & Boyd: *Citizenship Through English*.  
 G. Mackness, Dent: *Inspirational Teaching*.  
 C. B. Purdom, Dent: *Producing Plays*.  
 T. W. Sussams, Nelson: *Poetry and the Teacher*.  
 A. F. Watts, Camb. Univ. Press: *Language and Mental Development of Children*.  
 N. E. B. Wolters, Lovat Dickson: *Modern Make-up for Stage and Screen*.  
*English—History Bulletin*.  
*Activity—A Bulletin for Teachers of General Activity Classes*.

### 39. Junior Secondary English—Literature.

*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.

### 40. 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.
6. Modern developments in language.

TEXTBOOKS:

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

REFERENCES:

- The Oxford Dictionary.  
 Fowler: *The King's English*.  
 Wilson: *The Miraculous Birth of Language*.  
 Jespersen: *Mankind, Nation and Individual*.  
 Hayakawa: *Language in Thought and Action*.  
 Jespersen: *Growth and Structure of the English Language*.  
 Walpole: *Semantics*.

### 41. Cultural History.

*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.
  1. Egypt. Rise of civilisation and the Pyramid Age.
  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.
4. Rome.
  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.
  4. Averroes, Avicenna, Sadi, Omar Khayyam.
  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.
  3. Growth of the Cities.
  4. Consequences of the Growth of the Cities.
9. The Breakdown of Feudalism 1300-1450.
  1. General Characteristics of the Period.
  2. Social and Economic Tendencies.
  3. Political Characteristics.
  4. The Religious Movement.
10. The Commercial Revolution 1450-1650.
  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*.  
 Sedillot: *A Bird's-Eye View of World History*.  
 Breasted: *Ancient Times*.  
 Hayes and Moon: *Ancient and Medieval Times*.

## 42. History Method.

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

1. History as a Secondary School Subject.
  1. History and the Secondary Curriculum.
  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.*

## 43. 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.
  - (d) Conditions in England 1815. Economic, Social and Political.
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.
7. Conditions in England 1830-1850.
  - (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 Utilization to 1850.

10. Gold and Its Consequences.
  - (a) The Discovery of Gold.
  - (b) General Effects of the Gold Discoveries.
  - (c) The Impulse to Political Democracy.
11. Colonial Particularism (1860-1890).
  - (a) The Colonies Diverge.
  - (b) Developments in England Affecting Australia.
  - (c) The Expanding Colonies.
  - (d) The Growth of Inter-Colonial Interests. Settlement of West Australia.
12. Australian Trade Union Development.
  - (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
14. England at the Turn of the Century.
  - (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.
16. Australia and the First World War, 1914-18.
  - (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.
18. Australia in the World Depression 1929-33-39.
  - (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*.  
 Greenwood: *Australia: A Social and Political History*.

**44. 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.
4. Correlation of history with other subjects, and the question of an integrated course in Social Studies. The Social Studies Syllabus in New South Wales.
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.*

### 45. Junior Secondary Geography.

*First Year, four hours per week.*

*The World's People.*

A study of the distribution of people over the Earth, of their occupations and the relationships between environment, land use and density of population.

1. Areas of sparse population.
  - (a) Areas of hunting and fishing.
  - (b) Areas of nomadic herding.
  - (c) Areas of commercial grazing.
  - (d) Areas of shifting cultivation.
  - (e) Areas of commercial grain farming.
2. Areas of medium population density.
  - (a) Areas of subsistence agriculture in the drier monsoon lands.
  - (b) Areas of intensive occidental agriculture.
3. Areas of high population density.
  - (a) Areas of dense rural population.
  - (b) Areas of dense urban population.

*Geography Method.*

1. Geography in the Secondary School.
  - (a) Organisation of school courses; systematic regional and topical organisation; sample study technique.
  - (b) The N.S.W. syllabus in geography.
2. Teaching Procedures.
  - (a) Lesson planning; basic lesson types.
  - (b) Demonstrations.
  - (c) Programming.

REFERENCES:

Shaw: *Man and his World.*  
Shaw and Kirkwood: *From Jungles to Snowlands.*

Ford and Rowe: *People and Place.*  
Ford and Rowe: *People, Plants and Land.*  
Thralls: *The World around Us.*  
Forsaith: *Many People in Many Places.*  
Garnett: *Fundamentals in School Geography.*

### 46. 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.*

1. Social Studies in the Secondary School.
  - (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.

#### 47. Art.

*First Year, Junior Secondary Students, 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.

#### 48. 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 Ia.  
English, 2 hours per week, Course 39.  
Mathematics, 4 hours per week, Course 49.  
Physics, 4 hours per week, Course 50.  
Chemistry, 4 hours per week, Course 52.  
Biology, 2 hours per week, Course 53.  
Physical Education, 2 hours per week, Course 54.

*Second Year.*

- Education, 4 hours per week, Courses IIa.  
English, 3 hours per week, Courses 10, 15, 39.  
Mathematics, 4 hours per week, Course 49.  
Physics, 4 hours per week, Course 51.  
Chemistry, 4 hours per week, Course 52.  
Biology, 2 hours per week, Course 53.  
Physical Education, 2 hours per week, Course 55.

#### 49. 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*.

2. Method.

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.

(j) 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 Sidons.

Teaching of Arithmetic and Elementary Mathematics: Sumner.

50. Junior Secondary Physics.

*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.

51. Junior Secondary Physics.

*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.

## 52. 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.

## 53. Junior Secondary Biology Course for Mathematics, Physics and Chemistry Sections.

*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.*

Buchsbaum: *Animals without Backbones.*

Barrett: *Australian Reptiles.*

Romer: *Man and the Vertebrates.*

Harris: *Wild Flowers of Australia.*

## 54. 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.
4. Major Games: Softball, Hockey, Volley Ball.
5. *Athletics.*
  - (a) Basic techniques of track and field.
  - (b) Standards.
  - (c) Organisation of Athletic Carnival.
6. *Gymnastics.*
  - (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.*  
Department of Education, Victoria: *Physical Education for Victorian Schools.*  
International Amateur Athletic Federation: *Handbook.*  
New South Wales Amateur Swimming Association: *N.S.W. Swimmers' Digest.*  
Doherty, J. K.: *Modern Track and Field.*  
Department of Education, N.S.W.: *The Alternative Curriculum in P.E. for Secondary Schools.*  
Dewitt, R. T.: *Teaching Individual and Team Sports.*  
Rule books and coaching pamphlets issued annually by the national or state controlling bodies of the various games.

## 55. 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 Is. and IIs.

English, 2½ hours per week, Courses 10, 15, 39.

Physical Education, 2 hours per week, Courses 54, 55.

Mathematics, 2 hours per week, Courses 56, 57.

Physical Sciences, 4 hours per week, Courses 59, 60.

Biology, 8 hours per week, Course 58.

## 56. 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*.  
V. R. Outten: *Examples in Arithmetic for Secondary Schools Parts I-III*.  
D. K. Haron: *Logarithm Tables*.

### 57. 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*.  
Kinney and Purdy: *Teaching Mathematics in the Secondary School*.

### JUNIOR SECONDARY BIOLOGY COURSE.

#### 58. 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.

- (vii) Characteristics of fishes—general natural history of interesting Australian fishes—neoceratodus, sharks, periphthalmus.
- (viii) Characteristics of Arthropoda—features of prawns, centipede, cockroach, spider.
- (ix) Characteristics of insects—life history of grasshopper and butterfly. Study of life histories in breeding cages. Insect pests, insects in control of pests (cactoblastis) insects and pollination, insects and waste removal.
- (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.

### 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*.  
Buchsbaum: *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*.

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

*Four hours per week.*

### Physics Section.

A General Idea of the Solar System and the Universe.  
The importance of measurement in Physics.  
Concepts of Mass, Volume and Density.  
Determination of Density.  
Differences between Solids, Liquids and Gases.  
Pressure, Air Pressure.  
Archimedes Principle and Flotation.  
Heat: Expansion and Contraction.  
Thermometry.  
Transference of Heat.  
Quantity of Heat. The Calorie. Latent Heat.

### Chemistry Section.

Chemical Composition of the Atmosphere.  
Combustion. Formation of different types of Oxides.  
Acids, Bases, Salts.  
Preparation, properties and uses of the following gases: Oxygen, hydrogen, carbon dioxide, hydrogen chloride, ammonia, chlorine.  
Action of heat on calcium carbonate.  
Decomposition of water by electrolysis.

## 60. 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.  
Mechanics: Force, Gravity, Moments, Levers.  
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 54.

Education Is.

Chemistry, Course 61.

Household Physics, Course 62.

Biology, Course 63.

Needlework Method, Course 64.

\*Foods, Course 65.

\*Home Management, Course 66.

\*Needlework and

\*Garment Construction. } Course 67.

\*Textiles, Course 68.

\* At Technical College.

### *Second Year.*

English, Courses 8, 10.

Education Is., IIs.

Needlework, Course 67.

Physical Education, Course 55.

Chemistry, Dietetics, Nutrition, Course 69.

Home Science Method, Course 70.

Needlework Method, Course 71.

Foods and Processing, Course 72.

Child and Family Study, Course 73.

Physiology, Health and Hygiene, Course 74.

Art, Course 48.

### **61. Chemistry.**

#### *First Year. Three periods per week.*

Lectures, demonstrations, laboratory work.

Matter and energy. Physical and Chemical changes.

Composition of matter. Elements, compounds, mixtures.

Composition of the Atmosphere. Preparation, properties, uses of oxygen. Oxidation, combustion, respiration, corrosion of metals, decay, food spoilage. Fuels. Carbon dioxide, preparation, properties, uses. Carbon cycle in nature. Photosynthesis. Baking soda and its use for "Raising", fermentation.

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.

Solubility. Water; composition, chemical and physical properties and uses. Natural waters. Water supplies. Hardness in water. Methods of treatment for household uses.

Crystals. Factors affecting crystallization. Atoms, molecules, symbols, formulae. Chemical equations. Atomic and molecular weights. Simple gravimetric calculations.

Valency.

Acids, bases, salts. Neutralisation. Household and physiological reactions involving neutralisation. Properties, uses of some common acids, bases and salts.

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

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

Chemical, physical principles involved in stain removal. Washing powders, cleaning fluids. Preparation of soap. Action of soap in cleaning. Detergents.

The Ionic Theory.

Ionization of Acids, bases and salts.

Electrolysis, electroplating, Hydrolysis.

Oxidation and reduction.

Coal gas. Structure of flames of candle and gas burner. Carbon monoxide. Carbonaceous fuels.

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.*

## 62. 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.

Transference 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. Refrigerators and deep-freeze units, drip-safe, ice chest. Cooling system of the body.

Light Principles of reflection and refraction.

Spectrum of white light. Simple colour phenomena.

The Eye. Direct and indirect lighting.

Sound—echoes—characteristics of musical notes.

Electricity and magnetism. Fundamental laws—meanings of important terms. Precautions for the use of home appliances. Calculation of cost of electricity—reading meters. Use of fuses.

### TEXT.

Avery: *Household Physics.*

### REFERENCE.

Millikan: *New Elementary Physics.*

Holt: *Housecraft Science.*

## 63. Biology for Home Science Students.

*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.

3. The cell. Plant and animal cells. Properties of protoplasm.

4. The green plant. Structure. Absorption of raw materials. Osmosis. Transport in the plant. Photosynthesis. Synthesis of other organic compounds. Use of food by plant. Assimilation. Respiration. Food storage.

5. The mammal. External form. Systems of organs. Nutrition. Use of food. Assimilation. Respiration.

6. Animals and plants as transformers of energy. Dependence of animals on plants. Carbon cycle.

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.

8. Insects in relation to man. Life histories and methods of control of common insect pests.

9. Reproduction and growth in plants and animals. Effects of heredity and environment.

10. Garden activities. Value in home.

### TEXTBOOKS:—

Curtis: *Biology for Australian Students.*

Palmer: *Living Things.*

## 64. 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.*

### 65. 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.

## **66. 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.

### 67. 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.

### 68. 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.

### 69. Chemistry, Dietetics, Nutrition.

*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.

The importance of adequate nutrition. Relation of nutrition to growth and health. Causes of malnutrition. Methods of prevention and treatment. The Adequate daily diet.

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.

Energy requirements of body. Basal metabolism. Calorific values of foods. Oxidation in the body.

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

Water and body functions. Osmosis.

Acids, alkalis. Nutritional aspects of acid—base balance—hydrogen ion concentration of blood and solutions in food preparation. Hydrolysis, buffers. Exchange of gases in blood.

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.

Formation of food habits. Recommended Daily Allowances of Nutrients. Methods of assessment of nutritional status. Ways of improving nutritional status in Australia. Value of nutrition education. School lunch. Food and Agricultural Organization, World Health Organization of U.N.O.

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.*

### 70. 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.

Use of Aids. Blackboard, charts, films, slides, models. Construction of aids. Demonstration mirrors.

Evaluation of pupil's activity. Tests, types of and use.

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.

Developments in education for home and family living overseas, in U.S. and England. The responsibility of Home Economics teacher for further professional growth. The changing nature of knowledge and ideas in the various fields—scientific, artistic, economic and social—of education for home and family living.

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.*

#### REFERENCES.

- Hatcher: *The Teaching of Homemaking.*  
Pollard: *Adult Education in Homemaking.*  
Allgood: *Demonstration Techniques.*  
Army: *Evaluation in Home Economics.*  
Spafford: *A Functioning Program in Home Economics.*

### 71. 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)  $\frac{1}{2}$ -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.

#### REFERENCES:

- E. L. G. Gough: *Principles of Garment Cutting*.  
E. L. G. Gough: *Processes in Dressmaking*.  
Weldon: *Encyclopaedia of Needlework*.  
D.M.C.: *Encyclopaedia of Needlework (D.M.C. Series)*.  
Potter: *Fibre to Fabric*.  
Small: *How to Know Textiles*.  
Wingate: *Textile Fabrics and Their Selection*.  
D. Garwood: *English Costume*.  
A. R. and M. R. Polkinghorne: *What the World Wears*.

## 72. 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.

Methods of measuring foods. Standard measures, cup, spoons. Weighing. Colloids, chemical, physical properties, reactions involved in food preparation. Evaluation of product, objective, subjective.

*Vegetables, Fruit.*—General principles involved in preparation and cooking. Desirable methods of preparation and cooking. Preservation of nutrients, losses in sugars, minerals and vitamins. Preservation of colour, flavour, texture. Common reactions of plant acids, pigments, cellulose.

*Meat.*—Physiological structure, chemical composition of muscle, fat, connective tissue. Effect of age, temperature on meat. Means of increasing tenderness. Methods of cooking meat. Effect of different cooking temperatures, factors affecting losses in meat during cooking.

*Eggs.*—Structure, composition, colour. Quality, changes produced by deterioration. Preservation. Egg problems: coagulation, effect of temperature, concentration of salts, acids, alkalis, sugar. Methods of cooking eggs, custards, whipping egg whites.

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

*Milk.*—Composition, chemical, physical properties.

Coagulation. Cream, butter, factors affecting whipping quality of cream. Kinds of milk, e.g., powdered, evaporated.

*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.

*Bread.*—Properties, structure of dough. Fermentation. Changes in dough on baking. Staling.

#### TEXT-BOOKS.

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

#### REFERENCES.

- Halliday, Noble: *How and Whys of Cooking*.  
Fitch: *Foods and Principles of Cookery*.

## 73. 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.*

## 74. Physiology, Health 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.

Livers 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.

Ear and Hearing—structure, functions, mechanism of hearing. Defects of hearing, their causes, effects. Education of deaf, partially deaf children.

Endocrine System.

Alimentary System—structure, associated glands. Teeth, causes, effects, prevention of dental caries.

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

Circulatory System—heart, blood vessels, blood. Circulation. Rheumatic fever, chorea, anaemia.

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.

Reproductive System. Sex hygiene. Hygiene of menstruation.

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.*—Three hours. Course 2.  
*English I.*—Three hours. Courses, 9, 39.  
*Physical Education.*—One hour. Course 75.  
*Industrial Art I.*—Two hours. Course 77.  
*Descriptive Geometry.*—Two hours. Course 82.  
*Manual Arts Method.*—Two hours. Course 85.  
*Woodwork.*—Three and one-half hours. Course 86.  
*French polishing.*—One and one-half hours. Course 87.  
*Wood Machining.*—One hour. Course 88.  
*Fitting and Machining.*—Four hours. Course 89.  
*Sheetmetal Work*—One hour. Course 90.  
*Heat Treatment.*—One hour. Course 91.  
*Farm Mechanics.*—One hour. Course 92.

### *Second Year.*

- Education IIs.*—Four hours. Course 4.  
*English II.*—Two hours. Courses 10, 14.  
*Physical Education.*—Two hours. Course 75.  
*Health Education.*—One hour. Course 30.  
*Social Science I.*—Two hours. Course 76.  
*Industrial Art II.*—Two hours. Course 78.  
*Bookcrafts.*—Two hours. Course 79.  
*Weaving.*—Three hours. Course 80.  
*Crafts.*—Two hours. Course 81.  
*Descriptive Geometry.*—One hour. Course 83.  
*Engineering Drawing.*—Two hours. Course 84.  
*Manual Arts Method.*—Two hours. Course 85.

## 75. Physical Education.

### *First Year.*

*One hour per week.*

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

### TEXT-BOOKS.

*M. B. Davies:* Physical Training, Athletics and Games.  
*Board of Education:* Recreation and Physical Fitness for Men and Boys.  
*Australian Life Saving Society:* Modern Life Saving Methods. Handbook.

### *Second Year.*

*Two hours per week.*

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

### TEXT-BOOKS.

*Marshall & Rees:* Physical Education for Boys' Schools.  
*MacCraig & Clark:* Games Worth Playing.

## 76. Social Science I.

*One hour per week.*

Part A—History (See Course ).

*One hour per week.*

Part B—Geography.

*The Resources of Australia.*

1. Meaning of resource; creation and use of resources.
2. Natural resources of Australia:

(a) climate—

- (i) rainfall, distribution, effectiveness.
- (ii) evaporation, water need.

- (b) landforms.
- (c) soils.
- (d) vegetation: forests, grasslands, deserts.
- (e) mineral—
  - (i) mineral fuels: coal, petroleum.
  - (ii) metals; iron ore, non-ferrous.
  - (iii) non-metals: asbestos, cement, building stones.
- (f) water: irrigation, hydro-electricity.

3. Population: numbers, distribution, composition.

4. Rural development:

- (a) commercial grazing: sheep, beef cattle.
- (b) wheat-sheep farming.
- (c) dairying.
- (d) sugar growing.
- (e) irrigation farming.

5. Urban development:

- (a) commercial activities, overseas trade.
- (b) industrial activities.
  - (i) iron-steel industry.
  - (ii) major manufacturing centres, Melbourne.
- (c) service industries, transport.

REFERENCES:

Andrews, J.: *Australia's Resources and their Utilization.*  
 Wadham, S. and Wood, G.: *Land Utilization in Australia, Year Book of the Commonwealth of Australia.*

**77. Industrial Art I.**

*Two hours per week.*

The theory and application of colour.

Principles of design applied to craftwork.

Single stroke lettering and its application to chart-making and bookcrafts.

The principles of perspective drawing.

**78. Industrial Art II.**

*Two hours per week.*

(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.

**79. Bookcrafts.**

*Two hours per week.*

*Decorative Processes:* Marbling, coloured paste, stencilling and applique methods of decorating papers.

*Strawboard Modelling:* The use of strawboard of different weights, bookbinder's cloth and various types of cover paper. Making articles such as blotting pads, loose leaf covers, boxes and portfolios.

*Bookbinding:* Case binding of single leaves, binding of single sections and multisection binding.

**80. Weaving.**

*Three hours per week.*

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.

## 81. Crafts.

*Two hours per week.*

*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.

*Pottery:* Principles of design applied to pottery. The nature, preparation and storage of clay. Tools, equipment and materials used for decorating and glazing pottery. Hand modelled, slab built, mould making and slip casting. Throwing and turning on the potter's wheel.

## 82. Descriptive Geometry.

*First Year Two hours per week.*

The Secondary School course in Descriptive Geometry and Drawing will be revised with particular reference to derivation of the various methods of projection. The recommended practice for Engineering and Architectural drawing will be studied. Special emphasis will be given to correct drawing techniques, types of lines, lettering, dimensions, sectioning and symbols for materials, scales, methods of indicating surface finish, and conventional methods of representing screw threads, bolts and nuts. The fundamentals of each section of the course and standard of drawing required from school pupils, will be demonstrated in the secondary school classes.

Drawings will be reproduced by different methods such as dyeline and blue prints from pencil and ink drawings on tracing paper.

Charts and models for teaching orthographic, isometric and oblique drawings will be made. Perspective drawing with the subject in a variety of positions will be studied.

### REFERENCES:

Parkinson, A.C.: *Pictorial Drawing for Engineers*, Pitman, London, 1953.

The Institute of Engineers, Australia: *Australian Standard Engineering Drawing Practice*, Sydney, 1951.

Standards Association of Australia: *Australian Standard Architectural and Building Drawing Practice*, Sydney, 1955.

## 83. Second Year.

*One hour per week.*

The work covered in the first year of the course will be taken to a greater depth.

The relationship between perspective, isometric, oblique, axonometric and orthographic projections will be discussed and these types of drawings will be studied in detail.

Some exercises will be given to illustrate the practical application of plane and solid geometry.

Methods of introducing the various topics in the school course will be the subject of lectures and will be illustrated at demonstration lessons in secondary school classes.

REFERENCES:

Abbott, W.: *Practical Geometry and Engineering Graphics*, Blackie, London, 1951.

Sierp, A.: *Applied Perspective for Architects, Industrial Designers and Artists*, Angus and Robertson, 1958.

Department of Labour and National Service: *Practical Geometry Technical Publication No. 34*, Melbourne, 1947.

## 84. Engineering Drawing.

*Two hours per week.*

Instruction in the correct use of drawing instruments and the application of drawing standards. Measurements and dimensioning. Orthographic, isometric, and dimetric projections. Lectures on engineering materials and practice, properties and uses of common engineering materials.

In the drawing room the student will be required to do a reproduction on white paper to a scale of full size and to a reduced scale in orthographic projection of a machine part or simple assembly given to the student in isometric projection and to do a tracing of this in ink on tracing paper. He will also be required to make fully dimensioned freehand drawings of five of the machine parts enumerated below and to make accurate detail drawings and/or assembly drawings from freehand sketches as a basis.

*Machine parts and elements.*

Valves (stop, check, safety, gate).

Cocks (water, gauge, glass assembly, etc.).

Bearings (plummer block, oil ring, ball bearing, etc.).

Couplings (rigid, flexible, Oldham, universal joint).

Clutches (cone, disc, dog).

Pumps (gear type, semi-rotary, small piston pump).

Piston (I.C. piston and piston rod assembly).

## 85. Manual Arts Method.

*(First year: Two hours per week. Second year: Two hours per week.)*

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.

### 86. Woodwork.

*(Three and a half hours per week.)*

The course consists of exercises designed to provide a sound groundwork in the fundamental principles of wood-working 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.

### 87. French Polishing.

*(One and a half hours per week.)*

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.

### 88. Wood Machining.

*(One hour per week.)*

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.

## 89. Fitting and Machining.

*(Four hours per week.)*

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.

## 90. Sheetmetal Work.

*(One hour per week.)*

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.

## 91. Heat Treatment.

*(One hour per week.)*

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.

## 92. Farm Mechanics.

*(One hour per week.)*

*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. C. C. 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 may be required to attend 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. An additional bond may be required and the matter should be discussed with the Principal.

## 93. 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.
3. A comparison of the N.S.W. System with England, U.S.A., U.S.S.R., N.Z., and another Australian state.
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 South Wales

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 the Diploma in Education are as follows:—

### DIVISION I.

#### *Foundation Education Courses:*

Course 1A: General Principles of Teaching. Two hours per week.

Course 1B: Current Problems in Education Theory and Practice. Two hours per week.

Course IIA: Educational Psychology and Child Development. Two hours per week.

Course IIB: Research in Education. One hour per week.

Course III: Health and Physical Education: Three hours per week.

#### *Alternative Courses:*

Students who have completed certain university courses satisfactorily before commencing the Diploma course will have covered a large proportion of some parts of the Diploma Courses in Education. For these students alternatives are provided as follows:—

- (a) Students who have completed Education I and II or Psychology I and II will be exempt from Course IIA and instead will attempt Course IIA1: Psychological Research in Secondary School Method. Two hours per week.
- (b) Students who have completed Education I and II will be exempt from Courses Ia and IIB but instead will attempt—

Course IB1: Guided Reading and Report on a Specific Problem in Secondary Education. (Problem selected by discussion with College Principal). Two hours per week.

Course IIB1: A Statistical Exercise on the Work of the Secondary School. One hour per week.

In 1961 a further amendment of this exemption clause and of these alternative courses will become necessary because of contemplated changes in other courses including university courses in Education I and II.

### DIVISION II.

#### *Special Method Courses:*

Two courses from the following list of courses must be taken:

English Method	..	..	..	3 hours
History Method	..	..	..	3 hours

Geography Method .. .. .	3 hours
Modern Languages Method .. .	3 hours
Latin Method .. .. .	3 hours
Commercial Method .. .. .	3 hours
Mathematics Method .. .. .	3 hours
Junior Science Method .. .. .	3 hours
Senior Science Method (Physical)	3 hours

### DIVISION III

The following additional courses must be taken in order to qualify for a teacher's certificate:—

Speech Training A or Speech Training B—One hour per week.

(A is intended for students in English Method. B is intended for students not in English Method.)

Biology for Science Graduates—Two hours per week.

*Note.—Supplementary Courses.*

Certain students may be required to undertake supplementary courses to strengthen gaps in their earlier training, e.g. Commerce Method students with insufficient knowledge of Bookkeeping and Business Principles and Accountancy may be required to take a special course of two hours per week in the fundamentals of these subjects.

*Class Exercises.*

Class exercises will be required in each subject and these will involve regular reading outside lectures and seminars.

*Teaching Skill.*

(a) *Demonstrations.*

Suitable demonstrations will be arranged as part of each method course.

(b) *Practical Teaching Experience.*

All students will be required to undertake the equivalent of eight weeks teaching practice in schools. Of these eight

weeks two will be Home Practice in the Summer Vacation before College term begins and the remainder will be divided into two periods of practice supervised by College staff.

A satisfactory standard of practical teaching skill must be reached before a Diploma can be awarded.

### DIVISION I COURSES.

#### 94. Course IA.—General Principles of Teaching Practice.

*Two hours per week.*

The aim of this course is to deduce general principles of secondary teaching practice from modern psychological theory.

The topics to be treated will include the following:—

- (1) Class Control and Discipline.
- (2) Principles of Routine and Classroom Management.
- (3) Analysis and Organisation of Teaching Material.
- (4) Facilitation of Learning.
- (5) Grading of Work to suit Individual Differences.
- (6) Bringing Reality into the Classroom.
- (7) Assessment of Progress.
- (8) Professional Attitudes and Professional Growth.

#### TEXT BOOKS.

*Student Teaching in Secondary Schools.*—R. Schorling and H. T. Batchelder. 3rd Edition. McGraw-Hill Book Co. Inc.

*Uses and Abuses of Psychology.*—H. J. Eysenck. Pelican.

#### MAIN REFERENCE BOOKS.

*An Outline of Social Psychology.*—M. Sheriff and C. W. Sherif. Revised Edition. Harper Bros.

*Methods and Theory in Experimental Psychology.*—C. E. Osgood. Oxford University Press.

*Manual of Child Psychology.*—Ed. Carmichael-John Wiley and Sons.

*Dimensions of Personality.*—H. J. Eysenck.

*Dimensions of Ability.*—P. Vernon.

## 95. Course IB.—Current Problems in Educational Theory and Practice.

*Two hours per week.*

The course is intended to be a first and broad view of some of the major problems of education today together with their historical background. Emphasis is to be placed on the relevance of these problems to New South Wales.

Twelve topics will be discussed.

- (1) The growth of National Systems of Education in England, U.S.A. and N.S.W.
- (2) The development of the curriculum. Influence of classical and mediaeval traditions. Renaissance and Reformation influence.
- (3) Influences of educational thinkers of the progressive school beginning with Rousseau. Sense realism. Development of new philosophies of education.
- (4) Dewey and his influence. New methods and techniques in the educational progress—Dalton and Winnetka plans—projects—central themes—core curricula—Kilpatrick—Susan Isaacs—Melvin and progressive theory generally.
- (5) Influences of psychology upon educational theory and practice. Transfer of Training. Theories of the personality. Freud. Play theory.
- (6) Individual differences. Hereditary and environment. Equality of opportunity. Selection for Secondary Schooling.
- (7) Theories of the State and its function in education.
- (8) The universities.
- (9) Technical Education.

(10) Education of women.

(11) Examinations.

(12) Teachers for our present day programme.

An essay will be required to be completed during second term.

### TEXT BOOKS.

A. D. C. Petersen: *A Hundred Years of Education.*

Curtis & Boulwood: *A Short History of Educational Ideas.*

Reference Books will be indicated during lectures.

## 96. Course IB1.—Guided Reading and Report on a Specific Problem in Secondary Education.

*Two hours per week.*

Course IB1 is an alternative to Course IB for students who have covered most of the work of Course IB in University courses. Each student will select a problem for consideration under the guidance of the lecturer in Course IB and will spend an equivalent amount of time investing the problem of his choice.

### COURSE IIA.

## 97. Educational Psychology and Child Development.

*Two hours per week.*

*To be varied in 1961.*

1. Educational Psychology and the School. The Educational problem, the Curriculum and Teaching Methods.
2. Development of the Pre-Adolescent and of the Adolescent.
3. The Development of Thinking in Children.
4. Group Dynamics. Understanding the Child and his Social Groups. The Teacher's Professional Groups.
5. The Nature and Conditions of Learning.
6. Mental Hygiene and the Classroom.

## 98. Alternative Course for Students who have done Psychology I and Psychology II or Education I and II.

"Research into the Psychology of Secondary School Subjects".

TEXT FOR STANDARD COURSE.

Russell, D.: *Children's Thinking*.

Cunningham, R.: *Understanding Group Behaviour of Boys and Girls*.

Sprott, W. J. H.: *Human Groups*.

Redl, F. and Wattenburg, W. W.: *Mental Hygiene in Teaching*.

READING FOR ALTERNATIVE COURSES.

Smith, B. O., Stanley, W. O., Shores, J. H.: *Fundamentals of Curriculum Development*. Part 4.

Appropriate reading lists for each subject.

### 99. Course IIB.—Research in Education.

*One hour per week.*

#### A. *The relationship of research to theory in education.*

There is a need for the scientific establishment of facts upon the basis of which the educationist will make decisions relating to policy and procedure. This need is separate from a determination of aims and values.

#### B. *The principal methods of research.*

A consideration of their relevance to the educational field.

#### C. *Experimentation.*

The design and conduct of experiments will be treated along broad classic lines beginning with the posing of the problem and finally arriving at justified conclusions.

#### D. *Statistical Procedures.*

The course herein will deal with the description of commonly occurring statistical concepts, and the occasion of their use. Specific procedures will include correlation techniques, the significance of measures, and analysis of data.

REFERENCES will be given in lectures. In addition, the following will be found valuable:—

Good & Scates: *Methods of Research*. N.Y. Appleton-Century-Crofts, 1954.

Barr, Davis & Johnson: *Educational Research and Appraisal*. Lippincott, N.Y., 1953.

Edwards: *Statistical Analysis for Students in Psychology and Education*. Rhinehart, N.Y., 1946.

### 100. Course II B1.

A Statistical Exercise on the Work of the Secondary School. One hour per week.

This is an alternative course to Course IIB for students who have already covered sufficient work of this kind at the university. Each student will select his particular exercise under the guidance of the lecturer in Course IIB.

#### DIVISION II COURSES.

##### *Special Methods.*

### 101. Course III: Health and Physical Education.

*Three hours per week.*

#### *Part A: Physical Education.*

*One hour Theory—One hour Practice.*

- (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.

(8) One hour per week on practical work.

REFERENCES:

- J. F. Williams: *The Principles of Physical Education*.  
Williams, Dambach and Schwendener: *Methods in Physical Education*.  
N.S.W. Education Dept.: *The Alternative Curriculum in Physical Education for Secondary Schools*.  
H. C. Craine: *Teaching Athletic Skills in Physical Education*.  
E. C. Davis and J. D. Lawther: *Successful Teaching in Physical Education*.  
M. L. Jacks: *Physical Education, The Journal of Physical Education*.

Rule books and coaching pamphlets issued annually by the national or State controlling bodies of the various games.

In addition one hour per week will be spent on practical work.

*Part B. Health Education.*

*One hour per week.*

- (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; acariasis; chicken pox; common cold; dengue fever; diphtheria; bacillary dysentery; echinococcosi encephalitis (virus),

enterobriasis; 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. Care of the teeth and gums. Fluoridisation. School of 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 play 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 and 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.*

Rosenan: *Preventive Medicine.*

Camlin: *Modern School Hygiene.*

William & Abernethy: *Health Education in Schools.*

Chertenffer: *School Health Education, 1949.*

Chenoweth & Selkirk: *School Health Problems, 1953.*

Smiley & Gould: *Personal Community Hygiene, 1950.*

Brownell: *Principles of Health Education—Applied.*

TEXTBOOK:

M. B. Davies: *Hygiene and Health Education for Training Colleges.*

**102. English Method.**

*Three 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, Kaulfers, Miller, McGraw-Hill: *Teaching Secondary English*.  
D. Dakin, Heath: *How to Teach High School English*.  
J. Dolman, Harper: *The Art of Play Production*.  
I. A. Gordon, N.Z.C.E.R.: *Teaching of English*.  
M. J. Laurence, Oliver & Boyd: *Citizenship Through English*.  
G. Maekness, Dent: *Inspirational Teaching*.  
C. B. Purdom, Dent: *Producing Plays*.  
T. W. Sussams, Nelson: *Poetry and the Teacher*.  
A. F. Watts, Camb. Univ. Press: *Language and Mental Development of Children*.  
N. E. B. Wolters, Lovat Dickson: *Modern Make-up for Stage and Screen*.

### 103. History Method.

*Three hours per week.*

- (1) The value of the study of history.
- (2) The aims of history teaching in the secondary school.
- (3) Selecting the material: problem of syllabus construction. The Secondary School Syllabus in N.S.W.
- (4) Planning a programme; units of work.
- (5) "Lesson types" appropriate to the teaching of history, activity work.
- (6) Teaching aids, text books, and reference materials.
- (7) Pupils' notebooks and essays.
- (8) Methods of testing and revision.
- (9) Correlation of history with other subjects and the question of an integrated course in Social Studies. The Social Studies Syllabus in N.S.W.

- (10) The Local History approach. Museums of local history.
- (11) Dates and time.
- (12) Demonstration lessons. These will include some primary school lessons, and some social studies lessons at secondary level.

REFERENCES:

- Clarke: *The Foundations of History Teaching*.  
 Currey: *The Study and Teaching of History and Civics*.  
 Rowse: *The Use of History*.  
 Smellie: *Why We Read History*.  
 Dunlop: *The Teaching of History and Social Studies*.  
 Hemming: *Teaching Social Studies in the Secondary School*.  
 Dray & Jordan: *A Handbook of Social Studies*.  
 Wesley: *Teaching Social Studies in High Schools* (1950 edition).  
 Jeffreys: *History in Schools*.

### 104. 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:

Geographical Association: *Geography in the Secondary School.*

Shaw and Kirkwood: *From Jungles to Snowlands.*

U.N.E.S.C.O.: *A Handbook of Suggestions on the Teaching of Geography.*

N.S.W. Secondary School Syllabi.

In addition to the above pamphlets all should possess one of the following texts:—

Garnett: *Fundamentals in School Geography.*

Gospill: *The Teaching of Geography.*

##### GENERAL REFERENCES ON GEOGRAPHY TEACHING:

Scottish Education Department: *Geography in the Secondary School.*

I.A.A.M.: *Memorandum on the Teaching of Geography.*

Garnier, N.Z.C.E.R.: *Geography for Post-Primary Pupils.*

Kohn: *Geographic Approaches to Social Education.*

Cons: *Handbook for Geography Teachers.*

Fairgrieve: *Geography in the School.*

Wooldridge and East: *The Spirit and Purpose of Geography.*

Thralls: *The World, Its Lands and Peoples.*

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:

J. Dray and D. Jordan, 1950: *Handbook of Social Studies in Secondary Schools.*

J. Hemming, 1947: *Teaching of Social Studies in Secondary Schools.*

School's Board, Victoria, M.U.P., 1946: *Social Studies for Schools.*

A. Glover, 1946: *New Teaching for a New Age.*

E. B. Wesley, 1950 (U.S.A.): *Teaching the Social Studies in High Schools.*

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*.

### **105. Modern Languages.**

*Three hours per week.*

The following topics will be treated:—

- (1) General aims of the Modern Languages course. Justification for inclusion in the curriculum.
- (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.*

Report of the Scottish Education Department, 1950: *Modern Languages in Secondary Schools.*

Findlay: *Modern Language Learning.*

Kittson: *Theory and Practice of Language Teaching.*

Modern Studies: *Report of the Parliamentary Committee on the Position of Modern Languages in the Educational System of Great Britain.*

### 106. 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.

4. Discussion of the present Latin I.C. Syllabus. Its content. Suggested methods of treating the various sections. The question of an "alternative course".

5. The senior course: treatment of texts: scansion. Library research and assignments.

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.*

U.K. Board of Education, Pamphlet No. 116, 1939: *Suggestions for the Teaching of Classics.*

Spens, 1939: *Report on Secondary Education.*

Gray, 1929: *The Teaching of Latin.*

Hunt, A.C.E.R., 1948: *Training Through Latin.*

Rouse and Appleton: *Latin on the Direct Method.*

U.K. Assistant Masters, C.U.P., 1954: *The Teaching of Classics.*

Re 7: Sandys: *Companion to Latin Studies.*

Harvey: *Oxford Companion to Classical Literature.*

Petrie: *Introduction to Latin History, Antiquities and 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. Mackail: *Latin Literature.*

J. Wight-Duff: *Writers of Rome.*

Kaepfel: *Short History of Latin Literature.*

### 107. 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.
- (h) Approaches to the Economics syllabus. The Classical, Problem, Topic, National Income, Income and Employment, Descriptive, Analytical, Welfare, Accounting, etc., approaches.
- (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.
- (l) Testing and accrediting in economics—the L.C. examination—examiner's reports—analysis of L.C. papers.
- (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:—

- A. C. and D. H. Bining: *Teaching the Social Studies in Secondary Schools*.
- His Majesty's Stationery Office: *Report of a Special Committee on Education for Commerce*, 1949.
- National Council for the Social Studies, 1942, 13th Year-book: *Teaching Critical Thinking in the Social Studies*.
- Edited Franklin Burdette, pp. 12-38: *Education for Citizen Responsibilities*.
- Bining, Mohr and McFeeley, ch. 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?".
- Times Educational Supplement, 15th June, 1951: Article.
- W. H. Burston, Journal of Education, August, 1951: "Approach to Economics in Grammar School".
- The Case Method of Instruction, edited Fraser, especially ch. XI, Vanderblue and Gragg: "The Case Method of Teaching Economics".
- Journal of Educational Sociology, March, 1950: "Economic Education".
- M. P. Moffat: *Social Studies Instruction*. H.M.S.O., 1938, p. 179: *Report of Committee of Secondary Education*.
- Barbara Wootton: *Lament for Economics*.
- Barbara Wootton: *Testament for Social Science*.
- Lindley M. Fraser: *Economic Thought and Language*.
- L. Robbins: *Nature and Significance of Economic Science*.
- Last four of considerable importance.

*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.

(e) The B.K. and Accountancy lesson—methods: Exposition and demonstration; Problem solving. Books—marking and setting out. Preparation. Special consideration for the Accountancy lesson.

(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:—

- L. Goldberg (The Australian Accountant, September, 1946, to May, 1947): *Teaching of Accountancy.*

**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.

TEXTBOOKS:—

- Yorston and Fortescue: *Australian Commercial Law.*  
Yorston and Fortescue: *Commercial Dictionary.*

## 108. 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.
9. Teaching aids—making and using.

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.
3. Ways of making Secondary School Mathematics interesting.

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.
2. W. L. Sumner: *The Teaching of Arithmetic and Elementary Mathematics.*
3. Durell: *The Teaching of Elementary Algebra.*
4. Godfrey and Siddons: *The Teaching of Elementary Mathematics.*
5. Breslich: *The Technique of Teaching Secondary School Mathematics.*

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*.
2. Bell: *Men of Mathematics*.
3. Sandford: *Short History of Mathematics*.
4. Archibald: *Outline History of Mathematics*.
5. Northrop: *Riddles in Mathematics*.
6. Sawyer: *Mathematicians' Delight*.
7. D. J. Haddon: *A Simple Study of Flight*.

The books listed above would constitute a sound foundation for a Mathematics Teacher's professional library.

### 109. Junior Science Method.

*Three 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.
2. Modern Trends—general science—the General Science Syllabus the Science Masters' Association (England).
3. Comparative Curricula Study treating both Australasian 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.
9. Testing and Recording—the Intermediate Certificate Examination—the use of new-type tests—practical books—work books.
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*.  
 Kinsey: *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.

### 110. Senior Science Method (Physical).

*Three 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.



2. The relevant syllabuses—Physics—Chemistry—Combined Physics and Chemistry—detailed discussion of content.
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—organisation 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.
10. Experiments of historical significance—biographical details of scientists, e.g., Dalton, Rumford, Davy, Joule, Faraday, Oersted.
11. Order of Accuracy and Greatest Possible Error in Physics.
12. Senior Form Science in English Grammar and Modern Schools.

### 111. 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.
3. Principles of voice production.
4. Theory of phonetics required for teaching spoken English.
5. The technique of <sup>speaking</sup> reading verse.
6. Aims and methods of speech training in schools.

TEXTBOOK: Bullard and Lindsay: *Speech at Work.*

REFERENCE BOOKS:

Jones: *An English Pronouncing Dictionary.*

Mitchell: *The Pronunciation of English in Australia, Spoken English.*

Compton: *Spoken English.*

Storey: *The Way to Good Speech.*

*The examination will have three parts:—*

1. A test of the student's speech in which he will be required to read prepared prose and verse and prose at sight.

2. A phonetic dictation.

3. A theoretical paper.

### 112. 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.

*Delivering a prepared piece of narration for last 5 minutes. This will be either the introduction to or part of the exposition of any lesson suited to a lady school class in any subject of a lady school curriculum. Candidate will announce shade & topic. Ques.*



Course 111: Speech Training, p. 185. Delete the part, "The examination will consist of three parts."..... to "3. A Theoretical Paper" and substitute:-

"The examination will consist of five parts; a test of the student's speech in which he will be required to read:-

a. Prepared prose, either a whole piece or a suitable extract, which he will receive some weeks before the examination.

b. Prepared verse, either a whole piece or a suitable extract, of not less than fourteen lines and not more than thirty. The selection of the verse, to be of good literary quality, is to be made by the individual student who will hand an accurate copy to the examiner at the examination.

c. Prose at sight.

He will also be required to take:-

d. ~~xxxxxxxxxxxxxxxx~~ A Written Theory Paper.

e. Phonetic dictation.

Fellow students will form an audience.

Course 112: Speech Training, p. 185. Delete the first paragraph beginning "Students will be required"....to "speaker and audience" and substitute:-

"Students will be required to pass a practical test in speech. The test will consist of five parts as follow:-

a. Reading a passage of prose selected by the examiner and handed to the student some weeks before the examination for preparation.

b. Reading a passage of prose of good literary quality selected and prepared by the individual student.

c. Reading at sight a passage of prose selected by the examiner.

d. Delivering a prepared piece of narration to last from three to five minutes. This will be either the introduction to or part of the exposition of any lesson suited to a secondary school class in any subject of a secondary school curriculum. (It will be expected, as a general rule, that the subject chosen will be one of the candidate's Method Subjects). He will announce to the examiner the topic and the grade to which he would deliver his introduction or exposition. (Teaching aids may be used, but time taken e.g. in drawing diagrams will not be part of the time allotted).

e. Answering questions which may be asked on Part "d".

Fellow students will form an audience. The basis of the assessment will be the effectiveness of the communication between the speaker and audience."

p.186.

Before "Reference Books" insert:

Textbook: Mc Allister: "A Year's Course in Speech Training".

On page 185 in Reference Books, please add after Mitchell:  
"The Pronunciation of English in Australia", the title "Spoken English" so that it will read:-  
Mitchell: "The Pronunciation of English in Australia", "Spoken English"



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.

*Text: The athlete: a year class in Sp. Eng.*

REFERENCE BOOKS:

- D. Jones: *An English Pronouncing Dictionary.*  
A. G. Mitchell: *The Pronunciation of English in Australia.*

### 113. 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.

#### 4. 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) 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.

### MUSIC SPECIALISTS.

From the commencement of the 1960 academic year it is proposed to commence a course for music specialists. Students taking this course will work mainly at the Conservatorium of Music for the first three years, and at the Teachers' College during their fourth or professional year.

During the first three years, however, they will spend some time at the Teachers' College, taking the following courses:—

#### *First Year.*

- English, two hours per week, Courses 7, 15.  
Music Method, two hours per week, Course 21.

Choir and Orchestra, three hours per week.  
Tutorial, one hour per week.  
Applied Harmony, one hour per week.

*Second Year.*

Second Teaching Subject, two hours per week.  
Education, one hour per week.  
Choir and Orchestra, three hours per week.  
Music Method, two hours per week, Course 22.  
Tutorial and Applied Harmony, one hour per week.

*Third Year.*

Second teaching subject, three hours per week.  
Music Method, one hour per week.  
Choir and Orchestra, three hours per week.  
Practical teaching, one hour per week.  
Tutorial and Applied Harmony, one hour per week.

*Fourth Year.*

Education, six hours per week.  
Music Method, three hours per week.  
English Method, two hours per week.  
Physical Education, one hour per week.  
Hygiene, one hour per week.  
Speech, one hour per week.  
Dramatic Art, one hour per week.  
Social Sciences, two hours per week.  
English Literature, two hours per week.  
Choir and Orchestra, three hours per week.

**114. Music Is.**

1. Method, Course 21.
2. Choral Class—a practical course in sight-singing and choral conducting.  
Orchestra—a practical course, arranged in accordance with instrumentalists presented.
3. Tutorial in Form I and History I studied at the Conservatorium, as well as more detailed method instruction than is offered in Course 21.
4. Applied Harmony—Application of Harmony I (Conservatorium) to school music:—harmonization, arranging, composing, keyboard improvisation.

**115. Music IIs.**

1. Method—Course 22.
2. Choral Class—as for Music I.
3. Tutorial in Form II and History II studied at the Conservatorium, as well as more detailed method instruction than is offered in Course 22.
4. Applied Harmony—as for Music I and extended to include Harmony II (Conservatorium).

**116. Music IIIs.**

1. Method—(Upper Primary and Junior Secondary: Sixth class and first year class work). An extension of Method II (Course 22) under the same general headings.
2. Choral Class—as for Music I and II.
3. Tutorial in History III studied at the Conservatorium.
4. Applied Harmony—extension of Harmony II.
5. Teaching Practice—practical work on a primary class: teaching songs, appreciation lessons, and presentation of simple theory.

**117. Music IVs.**

1. Method—(Secondary, second-fifth years): an extension of Method III, particularly with regard to examination of classes.
2. Choral and Orchestral work—full participation in the musical life of the College.

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) At the first meeting of the Students' Council after the election of the Vice-President the Council shall appoint from amongst themselves an Honorary Secretary, Honorary Treasurer, and any other officers they may find necessary.

#### 4. *Nominations.*

- (a) All nominations for the positions of President and Vice-President shall be in writing, signed by the person nominated and by at least ten other persons entitled to vote for him/her.
- (b) Nominations for President and Vice-President shall be handed to the lecturer adviser not later than seven days before election day.
- (c) The names of all candidates for election to the Council shall be submitted to the Principal, who may exercise his right of veto.

#### 5. *Powers of Council.*

- (a) The Council may deal with any matter of interest to the student body.
- (b) A quorum of Council shall consist of 60% of the total numbers of its members at such time as the Council meeting shall have been called.
- (c) If any representative is unable to attend Council meetings he must arrange for a deputy to replace him. If he fails to do so, and is absent from

three (3) consecutive meetings he shall be asked to resign from the Council and a new representative shall be elected.

- (d) Sub-committees of Council shall be appointed as may from time to time be deemed necessary. The President and Secretary are, "ex officio", members of all sub-committees.
- (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.

#### 8. *Amendments of the Constitution.*

(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.

#### PRESIDENTS OF THE STUDENTS' UNION.

1949: MICHAEL HANNAN.	1956: DAVID McALISTER.
1950: MICHAEL HANNAN.	1957: JOHN MORRIS.
1951: CAMERON WILLISON.	1958: PETER MILLER.
1952: HAROLD WRIGHT.	1959: WILLIAM CROSS.
1953: DON COOPER.	1960: CLIVE HUGHES.
1954: NORMAN HEINRICH.	
1955: FRED EBBEOK.	

#### VICE-PRESIDENTS OF THE STUDENTS' UNION.

1949: BARBARA WILLIAMSON.	1956: MARGARET BISHOP.
1950: BARBARA WILLIAMSON.	1957: HELEN CRONIN.
1951: GWEN FRAPPELL.	1958: DAWN CONNAL.
1952: JENNY LINDSAY.	1959: FRANCES KENNEDY.
1953: SUE MARJORIBANKS.	1960: HELEN GILLARD.
1954: TESSA WICKS.	
1955: NEIDRA HILL.	

#### 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, squash, badminton 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.

Coaching classes in golf, tennis and ballroom dancing are conducted in each year by leading coaches.

Carnivals are organised annually by the Sports Clubs.

The extra-mural sport is played during the week-end. 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.

The S.U.C. shall consist of—

1. The Principal of the College or the Vice-Principal.
2. The Senior Lecturer in Physical Education.
3. Two representatives of each of the clubs affiliated with the S.U.
4. The President of the College Council.
5. Any other members whom the S.U.C. may co-opt.

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.*

Men.		Women.		
Badminton	}	Badminton	}	Summer.
Cricket		Cricket		
Tennis		Tennis		
Squash		Squash		
Football	}	Softball	}	Winter.
Hockey		Hockey		
Basketball		Basketball		
Golf		Golf		

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.

<i>Men.</i>	<i>Women.</i>
100 yards: 11 secs.	100 yards: 13 secs.
220 yards: 24 secs.	75 yards: 10 secs.
440 yards: 57 secs.	220 yards: 30.2 secs.
880 yards: 2.15 secs.	High Jump: 4 ft. 3 in.
Mile: 5 mins.	Long Jump: 14 ft.
High Jump: 5 ft.	Discus: 75 ft.
Long Jump: 18 ft. 6 in.	Javelin: 85 ft.
Shot Putt (12 lb.): 36 ft.	Shot Putt (8 lb.): 28 ft.
Javelin: 120 ft.	80 yards Hurdles (2 ft. 6 in.): 14 secs.
Discus: 85 ft.	
H.S. and Jump: 38 ft.	
220 Hurdle: 28.6 secs.	
120 yards Hurdle: 15 secs.	
Pole Vault: 9 ft. 3 in.	

Swimming.—Life Saving Awards:—

Intermediate Star: 1 point.

Bronze, Instructors: 1 point.

Award of Merit: 1 point.

Examiners: 1 point.

*Men.*

*Women.*

55 yards freestyle: 32 secs.	55 yards freestyle: 38 secs.
110 yards freestyle: 75 secs.	110 yards freestyle: 93 secs.
55 yards backstroke: 42 secs.	220 metres freestyle: 3 mins.
100 metres breast- stroke—	55 yards backstroke: 48 secs.
Ordinary: 1 min. 45 secs.	55 yards breaststroke— Ordinary: 52 secs.
Butterfly: 1 min. 35 secs.	Butterfly: 49.5 secs.
440 yards: 6 mins.	165 yards medley: 2 min. 45 secs.
50 metres Butterfly: 35.2 secs.	
50 metres Ordinary: 40 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".

(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 1959, Newcastle competed against Armidale Teachers' College at Armidale.

Students selected for the team are required to defray their own expenses.

### **CLUBS.**

Various clubs have already been formed under the auspices of the Students' Union and others will be formed as the need and interest arise. The clubs are intended to provide cultural, intellectual, political, social and religious activities for students outside the normal College curriculum. As far as possible, these clubs are to be conducted by the students' own elected representatives but each club is assisted or guided by a member of Staff when necessary.

Each student is expected to belong to at least one College Club and is encouraged to participate in more than one as far as the distribution of his available time permits.

The following is a list of clubs:—

### **SOCIAL AND RECREATION CLUB.**

The Social Club conducts the College Dances and our Annual Ball. We hope you will like and attend the first and look forward to the second as *THE EVENT* of the year.

Attend the Social Club meetings and take the opportunity of learning to dance.

### **MUSIC SOCIETY.**

The Society has assisted with a recital by the Mixed Choir at the opening of Education Week in the City Hall, it usually gives a recital at Rankin Park Hospital in the latter half of the year.

In addition, the Society runs a regular lunch-time session of recorded music. These meetings have gained in popularity throughout the year and are now flourishing.

## 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 "Altjiringa."

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.

## PHOTOGRAPHIC 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 inter-section debates held in the lunch hour. Every section in

the College selects a representative team of three. Next, 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.



LECTURE TIME-TABLE, 1960

Lectures START.	MONDAY.	TUESDAY.	WEDNESDAY.	THURSDAY.	FRIDAY.
9.05					
9.55					
11.05					
11.55					
1.35					
2.25					
3.15					
4.05					