CONTENTS

Page

Term Dates, 1963 ... 7
Calendar for 1963 ... 8
College Officers ... 9
Lecturing Staff ... 10
Guide Map to Newcastle ... 12
Plan of Newcastle Teachers' College ... 14

PART I. GENERAL INFORMATION
An Outline History of Newcastle Teachers' College ... 17
Instructions and Regulations—
A. General ... 20
B. Financial Matters ... 22
C. Leave of Absence ... 28
D. Examination and Certification ... 29
E. Practice Teaching ... 37
F. The Composite Book ... 42
G. Demonstration Lessons ... 42
The Library ... 45
Prizes, Trophies and Awards ... 48

PART II. COURSES OF STUDY
Schedule of Lectures ... 58
Education—
  An Integrated Two Year Course in Education and Psychology ... 60
Courses—
  1. General Educational Psychology ... 62
  2. General Teaching Practice ... 63
  3. Social Psychology and Mental Health ... 64
  4. Secondary Teaching Practice ... 65
  5. Current Educational Thought and Modern Teaching Practice ... 65
  6. Professional Ethics ... 67
General Primary Courses—
  7. English Method, First Year ... 68
  8. English Method, Second Year ... 70
  9. The Growth of English Literature ... 72
  10. The Twentieth Century Novel ... 73
  11. Speech ... 73
  12. Practical Written English ... 78
  13. The History and Form of the Novel ... 80
  14. Drama as Literature ... 81
  15. Poetry ... 82
  16. The Short Story ... 83
  17. The History and Use of the English Language ... 84
  18. Mathematics Method ... 84
  19. Art ... 87
  20. Crafts, First Year ... 88
  21. Crafts, Second Year ... 88
  22. Needlework and Handwork ... 89
  23. Music, First Year ... 89
  24. Music, Second Year ... 90
### CONTENTS — continued

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. Australian History</td>
<td>91</td>
</tr>
<tr>
<td>26. History of Western Civilization</td>
<td>92</td>
</tr>
<tr>
<td>27. Geography</td>
<td>92</td>
</tr>
<tr>
<td>28. Social Studies Method, First Year</td>
<td>93</td>
</tr>
<tr>
<td>29. Social Studies Method, Second Year</td>
<td>94</td>
</tr>
<tr>
<td>30. Biology, First Year</td>
<td>94</td>
</tr>
<tr>
<td>31. Biology and Natural Science Method, Second Year</td>
<td>97</td>
</tr>
<tr>
<td>32. Health Education</td>
<td>99</td>
</tr>
<tr>
<td>33. Physical Education, First Year</td>
<td>100</td>
</tr>
<tr>
<td>34. Visual Education</td>
<td>101</td>
</tr>
<tr>
<td>35. Chalkboard Writing and Illustration</td>
<td>101</td>
</tr>
<tr>
<td><strong>Lower Primary Courses</strong></td>
<td></td>
</tr>
<tr>
<td>37. Infants' Method, First Year</td>
<td>103</td>
</tr>
<tr>
<td>38. Infants' Method and Number, Second Year</td>
<td>104</td>
</tr>
<tr>
<td>39. Infants' Handwork</td>
<td>106</td>
</tr>
<tr>
<td><strong>Option Courses</strong></td>
<td></td>
</tr>
<tr>
<td>40. Art, First Year</td>
<td>108</td>
</tr>
<tr>
<td>41. Dramatic Art</td>
<td>108</td>
</tr>
<tr>
<td>42. English Literature</td>
<td>109</td>
</tr>
<tr>
<td>43. Geography, First Year</td>
<td>110</td>
</tr>
<tr>
<td>44. Geography, Second Year</td>
<td>110</td>
</tr>
<tr>
<td>45. History, First Year</td>
<td>111</td>
</tr>
<tr>
<td>46. History, Second Year</td>
<td>111</td>
</tr>
<tr>
<td>47. Mathematics</td>
<td>112</td>
</tr>
<tr>
<td>48. Music</td>
<td>112</td>
</tr>
<tr>
<td>49. Needlework, First Year</td>
<td>112</td>
</tr>
<tr>
<td>50. Needlework, Second Year</td>
<td>113</td>
</tr>
<tr>
<td>51. Physical Education, Men</td>
<td>113</td>
</tr>
<tr>
<td>52. Physical Education, Women</td>
<td>114</td>
</tr>
<tr>
<td>53. Physical Science</td>
<td>115</td>
</tr>
<tr>
<td>54. Psychology</td>
<td>116</td>
</tr>
<tr>
<td>55. Religious Education</td>
<td>116</td>
</tr>
<tr>
<td>56. Small Schools</td>
<td>118</td>
</tr>
<tr>
<td><strong>Junior Secondary Courses</strong></td>
<td></td>
</tr>
<tr>
<td>57. English Method</td>
<td>119</td>
</tr>
<tr>
<td>58. English Literature</td>
<td>121</td>
</tr>
<tr>
<td>59. Language</td>
<td>121</td>
</tr>
<tr>
<td>60. History of Western Civilization</td>
<td>123</td>
</tr>
<tr>
<td>61. English History, First Year</td>
<td>124</td>
</tr>
<tr>
<td>62. English History, Second Year</td>
<td>125</td>
</tr>
<tr>
<td>63. History Method</td>
<td>126</td>
</tr>
<tr>
<td>64. Australian History in a World Setting</td>
<td>127</td>
</tr>
<tr>
<td>65. History Method, Second Year</td>
<td>128</td>
</tr>
<tr>
<td>66. Geography, First Year</td>
<td>128</td>
</tr>
<tr>
<td>67. Geography, Second Year</td>
<td>129</td>
</tr>
<tr>
<td>68. Commerce</td>
<td>130</td>
</tr>
</tbody>
</table>

### CONTENTS — continued

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>69. Art, First Year</td>
<td>131</td>
</tr>
<tr>
<td>70. Art, Second Year</td>
<td>132</td>
</tr>
<tr>
<td><strong>Mathematics—Physics—Chemistry</strong></td>
<td></td>
</tr>
<tr>
<td>71. Mathematics</td>
<td>133</td>
</tr>
<tr>
<td>72. Physics</td>
<td>135</td>
</tr>
<tr>
<td>73. Chemistry</td>
<td>136</td>
</tr>
<tr>
<td>74. Biology</td>
<td>138</td>
</tr>
<tr>
<td>75. Physical Education, First Year</td>
<td>139</td>
</tr>
<tr>
<td>76. Physical Education, Second Year</td>
<td>139</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
</tr>
<tr>
<td>77. Mathematics, First Year</td>
<td>140</td>
</tr>
<tr>
<td>78. Mathematics, Second Year</td>
<td>141</td>
</tr>
<tr>
<td>79. Biology</td>
<td>142</td>
</tr>
<tr>
<td>80. Combined Physics and Chemistry</td>
<td>145</td>
</tr>
<tr>
<td><strong>Home Economics Courses</strong></td>
<td></td>
</tr>
<tr>
<td>81. Chemistry</td>
<td>147</td>
</tr>
<tr>
<td>82. Household Physics</td>
<td>148</td>
</tr>
<tr>
<td>83. Biology</td>
<td>149</td>
</tr>
<tr>
<td>84. Needlework, First Year</td>
<td>150</td>
</tr>
<tr>
<td>85. Foods</td>
<td>151</td>
</tr>
<tr>
<td>86. Home Management</td>
<td>155</td>
</tr>
<tr>
<td>87. Needlework and Garment Construction</td>
<td>163</td>
</tr>
<tr>
<td>88. Textiles</td>
<td>169</td>
</tr>
<tr>
<td>89. Chemistry, Dietetics, Nutrition</td>
<td>170</td>
</tr>
<tr>
<td>90. Home Science Method</td>
<td>171</td>
</tr>
<tr>
<td>91. Needlework Method, Second Year</td>
<td>173</td>
</tr>
<tr>
<td>92. Foods and Food Processing</td>
<td>174</td>
</tr>
<tr>
<td>93. Child and Family Study</td>
<td>176</td>
</tr>
<tr>
<td>94. Physiology, Health and Hygiene</td>
<td>176</td>
</tr>
<tr>
<td><strong>Manual Arts Courses</strong></td>
<td></td>
</tr>
<tr>
<td>95. Art</td>
<td>180</td>
</tr>
<tr>
<td>96. Industrial Art</td>
<td>180</td>
</tr>
<tr>
<td>97. Weaving</td>
<td>180</td>
</tr>
<tr>
<td>98. Crafts I</td>
<td>181</td>
</tr>
<tr>
<td>99. Crafts II</td>
<td>182</td>
</tr>
<tr>
<td>100. Descriptive Geometry and Engineering Drawing, First Year</td>
<td>182</td>
</tr>
<tr>
<td>101. Descriptive Geometry, Second Year</td>
<td>183</td>
</tr>
<tr>
<td>102. Engineering Drawing, Second Year</td>
<td>184</td>
</tr>
<tr>
<td>103. Manual Arts Method</td>
<td>184</td>
</tr>
<tr>
<td>104. Woodwork</td>
<td>187</td>
</tr>
<tr>
<td>105. Wood Finishing</td>
<td>188</td>
</tr>
<tr>
<td>106. Wood Machining</td>
<td>189</td>
</tr>
<tr>
<td>107. Fitting and Machining</td>
<td>190</td>
</tr>
<tr>
<td>108. Sheet Metal</td>
<td>190</td>
</tr>
<tr>
<td>109. Blacksmithing and Heat Treatment</td>
<td>191</td>
</tr>
<tr>
<td>110. Farm Mechanics</td>
<td>193</td>
</tr>
</tbody>
</table>
CONTENTS

Courses for Undergraduate Students ............................................. 198
Courses for Graduate Students ................................................. 

111. General Principles of Teaching Practice ............................... 198
112. Current Problems in Educational Theory and Practice ............. 199
113. Educational Psychology and Child Development ...................... 200
114. Research in Education ..................................................... 201
115. Health and Physical Education ........................................... 201
116. English Method ............................................................. 206
117. History Method ............................................................. 209
118. Geography Method .......................................................... 210
119. Modern Language ............................................................ 211
120. Latin Method ................................................................. 212
121. Commercial Method .......................................................... 212
122. Mathematics Method ........................................................ 217
123. Junior Science Method ....................................................... 218
124. Senior Science Method ...................................................... 220
125. Senior Science Method ...................................................... 220
126. Speech Training A (for students pursuing English Method) .... 221
127. Speech Training B (for students not pursuing English Method) 222
128. Biology ............................................................................ 224

Courses for Music Specialists .........................................................

129. Music I. s. ........................................................................ 231
130. Music II. s. ....................................................................... 231
131. Music III. s. ...................................................................... 232
132. Music IV. s. ...................................................................... 232

PART III. COLLEGE ACTIVITIES

The Students’ Union ................................................................. 231
Presidents of the Students’ Union ................................................ 235
Vice-Presidents of the Students’ Union ......................................... 235
Model Constitution for Clubs ....................................................... 235
College Sport ............................................................................. 238
The Sports Union and Sports Clubs ............................................... 241
Blue ......................................................................................... 241
Specimen Constitution for Affiliated Clubs of the Sports Union .. 242
Inter-Collegiate Visit .................................................................. 242

Clubs ......................................................................................... 242
Debating Club ........................................................................... 243
Dramatic Society ........................................................................ 243
Film Appreciation Society ........................................................... 244
Golf Club .................................................................................. 244
Music Society ............................................................................ 244
Newspaper Club ........................................................................ 244
Photographic Club ..................................................................... 244
Physical Education Club .............................................................. 245
Religious Societies .................................................................... 246
Rifle Club .................................................................................. 246
Social and Recreation Club ......................................................... 246
University of N.S.W. Regiment .................................................. 247

NEWCASTLE TEACHERS’ COLLEGE
1963

VACATIONS
Teachers’ College—15th Dec.-24th Feb.
Schools—4th Feb.-14th Mar.
University—16th Mar.-3rd Apr.
Practice Teaching—4th Feb.-15th Feb.

FIRST TERM
Teachers’ College—25th Feb.-10th May.
Technical College—18th Feb.-11th May.
Schools—25th Jan.-6th May.
University—4th May-10th May.
Easter Vacation—12th Apr.-19th Apr.
Practice Teaching—22nd Apr.-4th May.
Anzac Day—25th Apr.
May Day—6th May.

VACATIONS
Teachers’ College—11th May-26th May.
Technical College—12th May-26th May.
Schools—10th May-22nd May.
University—11th May-22nd May.

SECOND TERM
Teachers’ College—27th May-9th Aug.
Technical College—27th May-17th Aug.
Schools—22nd May-22nd Aug.
University—27th May-22nd Aug.

VACATIONS
Teachers’ College—10th Aug.-1st Sept.
University—1st Sept.-9th Sept.

THIRD TERM
Teachers’ College—2nd Sept.-13th Dec.
Technical College—2nd Sept.-22nd Nov.
Schools—10th Sept.-12th Nov.
University—26th Aug.-1st Nov.
Practice Teaching—11th Nov.-29th Nov.

VACATIONS
Teachers’ College—4th Dec.-16th Dec.
Schools—13th Dec.-23rd Mar.
University—15th Dec.-3rd Mar.

CONSERVATORIUM OF MUSIC
First Term: 4th Feb.-8th April
Second Term: 29th April-1st July
Third Term: 15th July-16th Sept.
Four Term: 14th Dec.-14th Dec.

ABBREVIATIONS:
V = Vacations
P = Practice Teaching
I = Inter-Collegiate
E = Examinations
CALENDAR 1963

TERM DATES—1963

Newcastle Teachers' College:
Feb. 25 to May 10.
May 27 to Aug. 9.
Sept. 2 to Dec. 13.

Newcastle Technical College:
Feb. 18 to May 11.
May 27 to Aug. 17.
Sept. 2 to Nov. 23.

Newcastle University College:
March 4 to May 10.
May 27 to Aug. 2.
Aug. 26 to Nov. 1.

Schools (Eastern Division):
Jan. 29 to May 9.
May 21 to Aug. 22.
Sept. 10 to Dec. 12.

The Teachers' College,
Newcastle
(Established 1949.)

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

Vice-Principal:
IAN D. RENWICK, B.Sc., M.Ed., Dip.Ed.

Warden of Women Students:

Warden of Men Students:

Registrar:
FRANK B. BRADY.

Librarian:
HELEN MAYALL, B.A.

Caretaker-Attendant:
MR. E. BAXTER.
LECTURING STAFF, 1962

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

Biology:
Gordon S. Grace, B.Sc.
R. Keith Harnser, B.Sc., Dip.Ed.
Joyce E. Winney, B.Sc., Dip.Ed.

Chemistry:

Education:
Samuel Ball, B.A., M.Ed. (on leave).
George England, B.A., M.Ed.
Harold B. Lindsay, B.A., M.Ed.
Paul A. Newling, M.A.
Ada Renwick, B.A.
Ian D. Renwick, B.Sc., M.Ed., Dip.Ed.

English:
F. G. Atkinson, B.A. (Lond.), Dip.Ed. (Syd.).
Philip A. Marquet, B.A., A.A.S.A.
Joan Poole, B.A.
Agnes E. Smith, B.A.
Bertram L. Wood, M.A.

Geography:
Edward A. Crago, B.Sc.
Peter G. Irwin, B.A., B.Com.
Brian P. Sheedy, B.A., B.Sc., Dip.Ed.

Health Education:
J. McKenzie Woods, M.B., Ch.M.

History:
Allan R. Barcan, M.A., M.Ed.
John J. Grady, B.A.
H. Marshall, B.A., Teachers' Diploma (London.).

Home Economics:
Mabel F. Grady, B.A.

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

Mathematics:
Bruce A. Barnes, B.Sc., Dip.Ed.
Colin C. Doyle, B.Sc., Dip.Ed.

Music:
Jess E, Ferguson, L.Mus.
Marjorie G. Sneddon, B.A., D.S.C.M.

Physical Education:
Kathleen Abernethy, Dip.P.E.
Harold W. Gillard.
Judith E. Pearce, Dip.P.E.
John P. Whiteside, Dip.P.E.

Physics:
John P. Doeherty, M.Sc.
Leslie W. J. Pennington, B.Sc., Dip.Ed.

PART-TIME LECTURERS:
Modern Languages:
Gai Reeves, B.A., Dip.Ed.

Staff changes for 1963 will be announced to students at the first Assembly.
GUIDE MAP TO NEWCASTLE

Education Centres
1. Newcastle Teachers' College.
2. Area Office of Education.
3. Newcastle Junior High.
10. Newcastle University College.

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

Points of Civic Interest
16. Newcastle Rail Station.
17. Church of England Cathedral.
18. Y.M.C.A., King Street.
19. War Memorial Cultural Centre, Library and Art Gallery.
20. City Hall.
21. Roman Catholic Church, Hamilton.
22. Presbyterian Church, Laman Street.
23. Wesley Church, Hamilton.

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.
31. Basketball.
32. Sports Grounds.

Railway.
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 at Sydney (1906), followed by Armidale (1925), Balmain (1946), Wagga (1947), and Newcastle (1949). Since its opening, colleges have been established at Bathurst (1951), Paddington (1958), and Wollongong (1961).

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 “June Session” (June, 1950-May, 1952), consisting of thirty-seven students, arrived, bringing College enrolments up to 350.

At the beginning of 1952 the College was transferred to its site at Cook’s Hill. The new buildings, of prefabricated aluminium units, had the advantage of having been planned to serve the purpose of a Teachers’ College. The only major disadvantage was the lack of an Assembly Hall.
In January, 1953, the first Summer School for in-service training was held at the College, and 110 teachers attended the various “refresher” courses. This school was so established as a feature of the annual long school-vacation.

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

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

As from February, 1955, courses in Manual Arts and Secondary School Biology were 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 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 Specialist’s course of four years was commenced, in conjunction with the Newcastle Conservatorium of Music.

An Artisans Section was formed in 1960 of people who had gained the Leaving and Higher Trade Certificates. A second group with the same qualifications was enrolled in 1961. The skilled tradesman makes a valuable contribution by introducing trade techniques into the classroom.

Prior to 1960, an occasional artisan was admitted to the Manual Arts Group and, where trade qualifications warranted the shorter course, allowed to complete his teacher-training in one year.

The Assembly Hall, although not then fully finished, came into use in mid-1962, and, within a few short months, was the centre of dramatic, social and musical activities within the College. Physical Education activities, too, are given a place in the Hall, but this plan must be limited, partly because of a nature of the building itself—it is not a gymnasium—and partly because there are so many other College pursuits seeking expression through the Hall that its use must be programmed to give a fair opportunity to all.

Since its inception, the College has been indebted to the many secondary schools in the area whose Principals have lent their halls to the College on so many occasions, and it is a delight that now the College need no longer rely on school assistance or on hired halls.

The students have shown their appreciation in many practical ways. First, at the opening of the Hall, they presented to the College a beautiful Welmar grand piano, bought from funds raised by the pioneer and later sessions. They provided a desk in polished Queensland maple and a wall clock—both gifts of the Social Club—and an amplifying system. Their generosity, however,
goes still farther; soon, they will be donating leg-drops, valances, and intermediate curtains, to complement back curtains and handsome blue velvet opening curtains provided by the Department of Education.

In the foyer hangs a reproduction of the Dargie portrait of H.M. the Queen, a gift from the Newcastle Infant Mistresses’ Association.

Total College enrolment in 1962 was 867 students, and the lecturing staff numbered 48.

**INSTRUCTIONS AND REGULATIONS**

**A. GENERAL**

1. *The Time-table.*—The College time-table is duplicated and copies are displayed in the College notice-board.

Provision is made for a General Assembly, and for 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. *Organization of Sections.*—Students are so allocated to Sections that, wherever possible, there is a balance between the number of men and the number of women in each section. In certain section activities, the students must all be of the one sex. In First Year Primary Sections, the students will be selected for Sections 101 to 105 in alphabetical order.

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. An Adviser is appointed for each College Section.

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, the Warden of Men Students.

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. Reformation of Council is determined in accordance with Section 2 of the Constitution of the Students’ Union. (See p. 225.)

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.

Failure to do so may result in delay of payment of College Allowance, or in delay of official or private mail.

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 for interview, if such journeys are necessary. Applications for refunds of these amounts should be submitted immediately on enrolment. 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 ticket and/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. Unless the bond has been completed before the THIRD instalment of College Allowance is due, payment of further instalments will be withheld.

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:—

<table>
<thead>
<tr>
<th></th>
<th>Allowance per annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>£ 45.00</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>£ 45.00</td>
</tr>
<tr>
<td>Home Science (two years) (Newcastle)</td>
<td>£ 28.00</td>
</tr>
<tr>
<td>Manual Arts (two years)</td>
<td>£ 16.50</td>
</tr>
<tr>
<td>Primary, Lower Primary and Junior Secondary students</td>
<td>£ 8.00</td>
</tr>
<tr>
<td>Special Artisan (one year)</td>
<td>£ 8.00</td>
</tr>
</tbody>
</table>

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 be paid in cash at times announced on the College notice-board.
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 30 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 30 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 or the sharing of a locker on application to the appropriate Warden. 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 Scholarship Allowances.—To assist students to provide for their own personal needs while attending teachers' college, the following scales of allowance are paid in addition to free tuition.

**Scale A**

<table>
<thead>
<tr>
<th></th>
<th>Per annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd years</td>
<td>£260</td>
</tr>
<tr>
<td>3rd year</td>
<td>£360</td>
</tr>
<tr>
<td>4th year</td>
<td>£400</td>
</tr>
</tbody>
</table>

A student shall be paid £400 per annum on attaining the age of 21 years.

This scale shall apply to:-

1. Students who continue to live at home and, except for vacation employment, are dependent upon their parents,

2. Students who live in Halls of Residence maintained by the Department at a teachers' college.

**Scale B**

<table>
<thead>
<tr>
<th></th>
<th>Per annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st and 2nd years</td>
<td>£450</td>
</tr>
<tr>
<td>3rd year</td>
<td>£550</td>
</tr>
<tr>
<td>4th and subsequent years</td>
<td>£600</td>
</tr>
</tbody>
</table>

This scale shall apply to:

1. Students who have to live away from home, at places other than a teachers' college Hall of Residence, because they have been awarded a scholarship at a teachers' college away from their home town,

2. Students, who, because of excessive daily travel, elect to live away from home with the consent of their parents.

A student living away from home shall be paid £550 per annum on attaining the age of 21 years.

Students, irrespective of where residing, who have attained the age of 25 years, or have for five years been financially independent of their parents, shall be paid £550 per annum.

**Scale C**

<table>
<thead>
<tr>
<th>Per annum</th>
</tr>
</thead>
<tbody>
<tr>
<td>£</td>
</tr>
<tr>
<td>630</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>35</td>
</tr>
</tbody>
</table>

"Dependent" in this scale means not in receipt of taxable income in excess of £65 per annum.

This scale will apply to a married man with dependent wife and/or children, and to a widow or married woman with dependent children.

7. Arrangements for Payment of Allowances.—Scholarship allowances will be paid in twelve 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, the College Caretaker-Attendant. If any student finds any lost property, it should be handed to Mr. Baxter immediately.

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, 5th October, 1963.
10. Miscellaneous.-(a) Incoming students who wish to forgo 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 must send their letters through the Registrar. If letters are sent directly to the Department or to the University Branch Office, they will be returned to the College Principal for his comment and advice.

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, 1961, and 11th November, 1961. Students are reminded that 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 11.15 a.m.
   1 p.m. to 1.30 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 must apply in writing on the appropriate form available from the College Office for any absence from lectures or demonstrations involving more than one lecturer. However, any lecturer may require a student to submit a written application for leave of absence for a single lecture or demonstration if the circumstances seem to warrant it.

Should a student know in advance of the need for leave, he should make application in sufficient time to permit consideration of his application.

In the case of unexpected absence, the College Registrar should be notified as soon as possible and an application for leave should be lodged immediately after the student returns to College.

In general, a medical certificate is required for a protracted absence (three days or more) and this should be attached to the leave form when application is made.

Leave forms are available at the College Office, and completed forms should be lodged with the Registrar who will pass them on to the Staff Section Advisers.

A sample of the way in which the leave form should be completed is displayed outside the College Office.

Staff Section Advisers will check attendance rolls against applications for leave each Friday and interview students who have failed to comply with the regulation.

D. EXAMINATION AND CERTIFICATION

The following regulations concerning Examination and Certification became effective in August, 1961.

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 (D).
Grade II—Credit (Cr).
Grade III—Pass (P).
Grade IV—Failure (F).

(ii) Professional Work.—Marks for practical teaching skill will be awarded on a literal scale extending from C— to A+. Where a student's practical work is so unsatisfactory as to merit such a decision, his Teaching Mark will be deferred, and the Principal will make arrangements to discuss the matter with him.

At the conclusion of the course of training, outgoing students will be given a Professional Skill Mark based on their complete record at the College. The range for these marks, which are reported to the Inspector in charge of Appointments, is as follows:

O—Outstanding; approximately the highest 10 per cent. of students.
AA—Superior; approximately the following 30 per cent. of students.
A or B—Satisfactory; the remaining students.

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

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

3. Particular Regulations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(c) The deferred examinations for students who have not gained admission to the next year of their course shall be held either in the first week of the new term, or in the next preceding week, and shall be administered by the Teachers' College.

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

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

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

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

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

5. Examination Regulations.

(a) Return of Examination Papers.

(i) Members of staff may return papers of the First Year Half-Yearly examination to students if they wish to do so but they shall not return papers for other examinations.
(ii) Marked papers of Yearly Examinations are bundled and retained at the College for six months after their conclusion.

(b) Notification of Results.

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

(c) Appeal.

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

6. Examination Routine.

The following routine is to be observed:—

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

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

(c) Silence is observed in examination rooms.

(d) Students are allowed to enter examination rooms by supervisors two minutes before the examination commences. During these two minutes they are to write their examination numbers and names on the front cover of each examination booklet to be used. Candidates may then begin reading the questions but will not open their examination booklets to begin their answers until instructed to do so by the supervisor.

(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:

   *Primary and Infants’ Students—*

   First Year—First practice, one hour each day;
   Second practice, one hour and a half each day.

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

   *Secondary Students—*

   As notified before practice commences.

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. Extreme care should be exercised in preparing lesson notes. Neatness, setting-out, and writing, should be exemplary. The subject-matter 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.

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.

(c) Supervision of Teaching Practice

1. A College Supervisor will be appointed to assist and guide students in their work during practice. The Supervisor’s duties will include the awarding of a School Mark, after observing students at work, and after discussing their work with Teachers and Headmasters.

Some College Supervisors will not be members of the College Staff. Since the number of members of staff is not great enough to give adequate supervision to all students during practice, it is necessary to appoint many Teachers, Deputy Headmasters and Mistressess, and even some Headmasters and Headmistress as co-opted supervisors. In these circumstances, the co-opted supervisors have the status and privileges of College Staff membership for the purpose of teaching practice.

2. In order to assist in obtaining uniformity of standards in practice, and also to make it possible to move students from one school to another if necessary during Practice, members of the College Staff are appointed as Zone Chairmen. Each Zone Chairman is responsible for the co-ordination of practice in a number of schools in a particular area.

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

(d) 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. A. Gelfius, B.A.—Area Director of Education.
- Mr. B. J. Watt, B.A.—Newcastle Central Area.
- Mr. A. G. Gaunt, B.A.—Newcastle West Area.
- Mr. J. R. McQuarler—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. P. A. Waterhouse, 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 their contribution to the professional training of teachers. During practice, junior teachers work in close harmony with skilled teachers. The junior teacher's work may be 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                      | Kotara       |
| Adamstown Heights Infants    | Kotara South |
| Argenton                      | Lambton      |
| Belmont                       | Maitland     |
| Belmont North                 | Marks Point  |
| Birmingham Gardens Infants    | Mayfield East|
| Boolaroo                      | Mayfield West|
| Cardiff                       | Merewether   |
| Cardiff North Infants         | New Lambton  |
| Cardiff South                 | New Lambton Heights |
| Carrington                    | New Lambton South |
| Charlestown                   | Newcastle East |
| Charlestown East              | Nills Infants |
| Christo Road Infants          | Plattsburg   |
| Cook's Hill                   | St. Ethels   |
| East Maitland                 | Shortland    |
| Garden Suburb                 | Speer's Point|
| Gateshead                     | Stockton     |
| Glendale                      | Tegalah      |
| Hamilton                      | Tighe's Hill |
| Hamilton South                | Wallsend     |
| Heaton                        | Waratah      |
| Islington                     | Warner's Bay |
| Jesmond                       | Wickham      |
| The Junction                  | Windale      |

List of Practice Schools—Secondary

Anna Bay.   | Lochinvar.  |
Ash Island. | Minni.      |
Awaba.      | Mt. Hutton. |
Beresfield. | Neath.      |
Black Hill. | Nord's Wharf|
Bob's Farm. | North Rothbury|
Boolaroo.   | Pelican Flat|
Catherine Hill Bay. | Rothbury. |
Faerferne.  | Salt Ash.   |
Fern Bay Infants. | Salty Creek. |
Gilliestown. | Sandgate Infants. |
Hamilton North. | Swansen.    |
Heddon Greta. | Thornton.   |
Hexham.     | Tomago.     |
Hinton.     | Wallsend South. |
Jubilee Road. | Whitebridge Infant |
Kitchener.  | Williamtown.|
Kurri Kurri. |             |

Practice Schools—Secondary

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

Belmont High School.
Boorangal High School.
Broadmeadow Junior High School.
Cessnock High School.
Cook's Hill Intermediate High School.
Gateshead High School.
Gosford High School.
Hamilton Central School.
Hunter Girls' High School.
Jesmond High School.
Kurri Kurri High School.
Maitland Boys' High School.
Maitland Girls' High School.
Newcastle Boys' High School.
Newcastle Girls' High School.
Newcastle Junior High School.
Newcastle Technical High School.
Raymond Terrace High School.
Wallsend High School.
Wallsend School.
Wickham Central School.
Wyong High School.
(c) Home Practice Teaching

1. (a) Two-year Students.—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.

(b) University Students.—Students attending University courses on Teachers' College Scholarships may be required to undertake Home Practice for two weeks during their summer vacation. Normally this period of practice will be required of all University Students during the summer vacation at the beginning of their fourth or Professional Year.

(c) Four-Year Music Specialists will be required to do two weeks' Home Practice during their summer vacation at the beginning of the final year of their training.

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. Each Teaching Method Lecturer will instruct students how to make use of and preserve demonstration lesson notes for the particular subject concerned.

Lesson Note Books should be indexed for ease of reference, and every student should aim to make these books his manuals of teaching method to assist him during the early years of his teaching experience.

(d) The Demonstration School

Primary and Infants' Courses.
Principal: Mr. E. L. Maguire.
Deputy-Principal: 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) The Demonstration Small School at Minmi

The One-Teacher School at Minmi is used for demonstrations in Small School Method. Men students wishing to train for teaching in One-Teacher Schools will be given the opportunity of seeing suitable demonstrations during the second year of training.

(f) 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.
- Jesmond High School.

THE LIBRARY

Librarian: HELEN MAYALL, B.A.
Assistant Librarians: JANICE JONES, DENISE THOMPSON

Membership

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

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

Hours

The library is open from 9.30 a.m. till 5 p.m. Monday to Friday, both when College is in session, and 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. Borrowers are asked to note that the library is closed for cleaning purposes on the last three days of every vacation.

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.

Students may retain books for the duration of the May and August vacations, providing these books are so stamped on the Friday immediately preceding each of these vacations.

Certain library material is not available for borrowing except in special circumstances, and must be used in the library. This includes periodicals, reference books 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 Library.

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 indexes are available to assist in finding information. Pamphlets are kept in classified order in the vertical file cabinets.

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.


1962—Erich Kreutzer, Carolyn M. Clipsham, Penelope J. Stedman, Leslie N. Campbell, Alan J. Gilmore.

The Scott's Shield

The firm of Scott's Pty. Ltd., Newcastle, has donated a magnificent shield for annual competition among 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 Wino'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.

1960—Helen J. Gillard, Clive N. Hughes.
1961—Lawrence S. Shelton, Stephanie Lloyd, Robert S. Bradbery.
1962—James S. Smith, Carol L. Fisher.

The Armstrong Cup

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

1960—Section 202.
1961—Section 103.
1962—Section 102.

Charles Davis Cups

Mr. C. Davis, prominent Newcastle builder, 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.

1960—Helen J. Gillard, R. Bradbery.
1961—J. Knee, J. Parker.
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.

1960—Clive N. Hughes, Helen J. Gillard, Barbara A. Nielsen.
1961—Lawrence S. Shelton, Peter C. Robinson, Joy R. Poole.

The C. B. Newling Trophy for Debating

Dr. Newling, former Principal of Armidale Teachers’ College, 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.

1960—Clive N. Hughes, Helen J. Gillard, Barbara A. Nielsen.
1961—Lawrence S. Shelton, Peter C. Robinson, Joy R. Poole.

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.

1961—Section 112.
1962—Section 107.

N.S.W. Soccer Association Trophy

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

1960—Alexander Mackie College.
1962—Sydney 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:

1960—J. Royce, R. Bradbery.
1961—Pamela Boyd, Robert Campbell.
1962—Marjorie Marchant, Joe Palagyi.

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:

1960—Helen J. Gillard, R. Bradbery.
1961—J. Royce, R. Ezzy.
1962—Pamela Boyd, Robert Campbell, John Simpson.

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.

1962—Section 105 (Women), Section 210 (Men).

Geographical Society Prize

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

1960—Yvonne A. Booth, Elaine Roberts, Robert J. Magennis.
1961—Sandra R. Thrift, Penelope J. Stedman, Lenore M. Debenham.
1962—Susan V. Makepeace, Gerald W. Owen.
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.

1960—Graham P. Symes, Second Year.
       Fraser J. Smith, First Year.
1961—Barry W. Plane, Second Year.
       Ronald C. Blanch, First Year.
1962—Ronald J. Kane, Second Year.
       John R. C. Grainger, First Year.

Infants Mistresses' Association Prize

An annual prize awarded by the Infants Mistresses' Association to the outstanding student in the special Infant's Section.

1960—Alma J. Fitzpatrick.
1962—Wendy A. Merrilees.

Dr. Allan J. Way Prize

This annual award is made for the outstanding students in Biology.

1960—Janet L. Fenerty.
1961—Howard J. Stone, Rosalind V. Coleman.
1962—Elizabeth M. Busteed.

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.

1960—Anne B. Russell, Merrilyn A. Sievert, aeq.
1961—Penelope J. Stedman, Carol L. Fisher.
1962—Heather Winnett, Lesley J. Beuzeville.

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.

1961—Rosemary E. Pattinson, Margaret R. Sully.
1962—Willy S. M. Bosker.

Frances Baker Prize in Women's Craft

An annual prize for the student showing outstanding merit in Needlecraft.

1962—Marilyn van Deyk, Janet F. Steel.

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

A donation by the Forum Club of Newcastle makes provision for prizes in the following fields:

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

Ian S. McKenzie Drama Award

An original gift by Mr. I. S. McKenzie has provided the opportunity for the College to award each year a prize or prizes to the student or students making the best contribution to the field of dramatic work in the College.


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.
OUTLINES OF COURSES
1963

GENERAL PRIMARY
LOWER PRIMARY
OPTIONS
JUNIOR SECONDARY COURSES
HOME SCIENCE
MANUAL ARTS
UNDERGRADUATES
GRADUATES
### Education

**Lectures for Two-year Course Students**

**First Year**

Primary Sections—Courses 1 and 2.

Junior Secondary Sections—Course 3.

**Second Year**

Infants' and Primary Sections—Courses 4, 5, 6.

Junior Secondary Sections—Courses 3, 4, 5 and 6.

* Returned University Section—Courses 1, 3, 4, 5 and 6.

† Special Music Section—Courses 1, 3, 4, 5 and 6.

* Returned University students admitted to Second Year status, who have successfully completed Psychology I or its equivalent, will be exempt from Course 1.

† Special Music students will follow these courses in their Second and Fourth years.

As far as possible, the topics in the various courses will be dealt with as indicated in the following Integrated Two Year Course in Education and Psychology for Teachers’ College Students.
AN INTEGRATED TWO-YEAR COURSE IN EDUCATION AND PSYCHOLOGY FOR
TEACHERS' COLLEGE STUDENTS

Teaching is helping children to learn what society, through the teacher, wants them to learn.

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Individual and Social Psychology</th>
<th>Sociology and Educational Theory</th>
<th>Educational Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our Aims. What is our Course and what issues are raised? (FIRST TERM—FIRST YEAR.)</td>
<td>Why do we learn individual and social psychology? The scientific study of human behaviour.</td>
<td>What is education? What is the relationship between education and society? Aims of Education.</td>
<td>What is teaching? What is a teacher? Professional Ethics. General Preparation for Practice Teaching.</td>
</tr>
<tr>
<td>2. What methods should we use? Learning and Teaching—their fundamental principles. (SECOND TERM—FIRST YEAR.)</td>
<td>How do we learn? What is the role of understanding? What can the teacher learn from the learning theorist? How can we facilitate learning?</td>
<td>Social factors: how do they influence learning? Home, community, school: What is their relationship and effect on education?</td>
<td>Methods of Teaching and of Control, (a) Types of Lessons and their preparation and planning. (b) Aids to learning (Audio and Visual), Discipline and the teacher’s part in the learning process.</td>
</tr>
<tr>
<td>3. What do we teach and what is its relationship to method? (THIRD TERM—SECOND YEAR.)</td>
<td>What can we learn from psychology to help us decide what to teach?</td>
<td>The Curriculum: how should its content be selected and on what grounds? The Culture of our Society. How should the curriculum be organized?</td>
<td>Class teaching. Adapting the method to the aims and context of education. Project teaching, unit teaching, central themes, individual and remedial instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. What are the Social factors influencing our teaching? (SECOND TERM—SECOND YEAR.)</td>
<td>What is a group? What are the psychological effects of the group on the individual pupil? Leadership.</td>
<td>Classroom climate, school tone, teacher leadership in school and community. Teacher Guidance—The Form 1 Guidance Programme.</td>
<td>Teacher as a group member and group leader. Techniques for group teaching. Implications for class control and performance.</td>
</tr>
<tr>
<td>6. How can we measure our success best? (THIRD TERM—SECOND YEAR.)</td>
<td>Reliability and validity of tests. The incentive value of testing and marking. The implications of psychologically sound evaluation procedures for the mental health of class and teacher.</td>
<td>The need for testing. The educational and sociological effects of testing Types of Tests. The need to keep ahead of current thought in order to evaluate ourselves more realistically. Journals.</td>
<td>When and how to test in the classroom. How to mark. Marking scales Reporting to parents. The implications for teacher’s development. The Staff Meeting.</td>
</tr>
</tbody>
</table>
1. General Educational Psychology

1. Nature and scope of the course.
2. Neural foundations of behaviour.
3. Motivation—
   (a) the problem;
   (b) concepts of primary and secondary motives, homeostasis, tension, field, goal;
   (c) social motives, personal motives, and their effects;
   (d) motives at work in the classroom.
4. Learning—
   (a) nature, conditioning, trial and error;
   (b) importance of motivation, understanding, thinking, structuralization;
   (c) methods of facilitating learning;
   (d) acquisition of motor skills, verbal skills, social skills, social values;
   (e) transfer of learning.
5. Perception—
   (a) attending;
   (b) perceiving;
   (c) the formation of concepts.
6. Individual Differences—
   (a) age, sex, social, intellectual differences;
   (b) intelligence: nature, tests, interpretation of test results;
   (c) significance of individual differences for the teacher.
7. Social Development—
   (a) pre-school: activity patterns, emotional behaviour, emergence of the self;
   (b) school age: relationship of the child to the school group, development of the self, incorporation of frames of reference, attitudes, values.

8. Adolescence (Junior Secondary Courses)—
   (a) physical, social and emotional factors;
   (b) problems of adolescence and their attempted solution.

TEXTBOOK:

REFERENCES:

2. General Teaching Practice

First Year students will be concerned with Section I,
Second Year students with Section II

SECTION I
1. Preparation of Lessons—
   (a) selection of topic;
   (b) preparation of teacher and pupils;
   (c) organization of activities of pupils and teacher;
   (d) format of lesson notes.
2. Lesson Structure—
   (a) general procedure;
   (b) procedures for teaching knowledge;
   (c) procedures for teaching culture and attitudes;
   (d) procedures for teaching skills and productions.
3. General techniques used in teaching—
   (a) demonstration and supervision;
   (b) questioning and discussion;
   (c) narration and description;
   (d) memorization: logical and rote.

SECTION II
1. The purpose of the state school in a democratic community.
2. The classification, on a psychological basis, of the subject matter taught in schools.


4. The function of the teacher in facilitating learning.

5. Introductions to topics and to lessons.

6. Routines for class management—
   (a) Organization of work—setting out, distribution, movements.
   (b) Control of class—listening, discussion, doing.
   (c) Classroom atmosphere.

7. Personal adjustment—
   (a) Knowledge of what to teach and how to teach it.
   (b) Attitude to teaching as a vocation.
   (c) Personal philosophy of education.

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

3. Social Psychology and Mental Health

A. Social Psychology—

1. Social factors in personality development—
   (a) group pressures and their effect upon an individual's behaviour;
   (b) significance of overlapping group membership;
   (c) field concepts as explanatory principles.

2. Properties of groups—
   (a) group norms;
   (b) group presses;
   (c) group climates, rapport;
   (d) morale;
   (e) classroom applications.

3. Structure of groups—
   (a) authoritarian, democratic;
   (b) group cohesiveness, sociometry as a technique to discover dynamic relationships;

   (c) leadership characteristics and their effect upon individual and group behaviour;
   (d) discipline as an expression of group will and as an outcome of group membership.

B. Mental Health—

1. Concepts of adjustment, maladjustment and maturity—
   (a) wide variation in permissible behaviour;
   (b) impulse and its social regulation;
   (c) the development and control functions of the Ego;
   (d) defence mechanisms.

2. Mental hazards facing the pupil and the teacher—
   (a) Ego involvement;
   (b) facing reality;
   (c) frustrations and rewards in the school situation and the methods of meeting them.

REFERENCES:


4. Secondary Teaching Practice

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

TEXTBOOKS


REFERENCES:


5. Current Educational Thought and Modern Teaching Practice

(a) Current Educational Thought.

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

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

(c) Modern Teaching Practice.
1. Project and Activity methods, Central Theme, Core Curricula.
2. Individual and Group methods.

The aim of this course is to provide the young teacher with the knowledge and skills necessary to enable him to continue his reading throughout his professional life.

Textbook:
Meyer, A., Development of Education in the Twentieth Century, Prentice Hall.

References:
Melvin, General Methods of Teaching.
Schorling, Student Teaching.
Wittich and Schuller, Audio-Visual Materials.
Elliot, Film and Education.

6. Professional Ethics

A course of one hour per week for one term dealing with problems confronting the young member of a profession.

1. Professional Relationships and Conditions of Service.
   (a) Meaning of the term “Professional Organisation”.
   (b) Is teaching a profession?
   (c) The Teachers’ Federation Code of Ethics and other possible Codes.
   (d) The Law and the Teacher.
   (e) Conditions of Service—“The Handbook for Teachers”.
   (g) The Teacher and his Rights and Duties as a Citizen.
   (h) The Teacher as a Public Servant.
   (i) The Teacher—pupil relationship.
   (j) The Teacher—community relationship.
   (k) The Teacher and fellow members of his profession—fellow teachers, headmasters, inspectors and departmental officers.
   (l) The teacher as a member of the Department of Education.

2. The ideals shared by members of the profession.
4. The aims of education and the responsibility of the school as an educational agency.
ENGLISH

During 1963 the following courses in English will be taken by General Primary students:

First Year—Courses 7, 9, 11, 13.
Second Year—Courses 8, 10, 14, 15, 17.

7. English Method—First Year
One hour per week.

1. General.
Qualifications of the teacher of English.
Aims of English teaching at the Infants and Primary Schools level.
An examination of the scope of the English syllabus in the curriculum for Primary Schools.

2. The Teaching of English Expression.
(a) Oral expression:
Principles of oral language work with children.
The problem of correct usage.
Suitable activities and classroom procedures for stimulating oral expression.
The extension of oral expression into oral composition, story-telling, mime, puppetry and dramatization.
The art of the story-teller.
(b) Written expression:
Objectives and general approach to the teaching of written expression.
Plans for the basic lessons in the skills involved in expression—Writing, Spelling, Sentence Structure, Vocabulary Building, Grammar and Punctuation.
Lessons for the introduction, writing, and follow-up of the children's work in written expression.

3. The Teaching of Reading.
Problems in the teaching of reading.
Areas of growth in reading ability—interest, meaning, word recognition, study skills and appreciation.
Study of the main types of reading lessons—Appreciation Lesson, Comprehension Lesson, Basic Skills Lesson and Oral Reading.

4. The Teaching of Literature.
The child's concept of literature.
(a) Poetry:
Attitudes towards poetry and children's interests.
The art of reading poetry to children.
Simple procedures in the development of appreciation.
(b) Prose fiction:
Literature through the School Magazine.
Teacher's reading and supplementary reading.
(c) Drama:
Dramatization as a teaching technique.
Developing an elementary understanding of the art and conventions of the theatre.
Lesson plans for a classroom-play.

5. English in the Infants' School.
This brief survey of Infants' work at this stage is designed to prepare Two Year students for their Infants' Practice Teaching. Fundamental principles and lesson plans will be considered for such sections of the work as:
Oral expression, language games and picture talks.
Pre-reading activities and beginning reading.
Word recognition and other reading skills, free reading materials.
Pre-writing activities and script writing.
The course will include demonstration lessons in handwriting, spelling, reading, oral and written expression, verse speaking, dramatization, story-telling and lecturettes.
Students are required to keep a special English Method Book which will include, inter alia, collections of materials for teaching purposes.

REFERENCES:
McKee, Paul: The Teaching of Reading.
Cutforth, John: English in the Primary School.
Strickland, Ruth: The Language Arts.
8. 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.

Textbook:

71
REFERENCES:
Schonell, F. J.: Backwardness in the Basic Subjects.
Harris, A. J.: How to Increase Reading Ability.
Bennett, A.: Classroom Dramatics.
de Sola Pinto: The Teaching of English in Schools.

9. 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.
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 Hellman.
Othello.

REFERENCES.
A History of English Literature: Legouix and Casamian.
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: Brodus.
English Literature: Long.
History of English Literature: Lang.

10. 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.
C. Recent Novelists: E. Bowen, Joyce Cary, Graham Greene, Nigel Balchin, George Orwell.

SUGGESTED BOOKS FOR REFERENCE.
Comfort: The Novel of Our Time.
Cantry: Literary History of the United States.
Mur: The Present Age.
Bennett: Virginia Woolf.
Allen: Arnold Bennett.
Bentley: Some Observations on the Art of Narrative.
Ponter: Aspects of the Novel.
Liddell: Treatise of the Novel.
O'Connor: Forms of Modern Fiction.
Pritchett: Living Novel.
Church: British Authors.

11. Speech
A One-year Course of one hour a week.
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.

(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 sounds.

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

(c) Words, (i) formation, syllabification, accentuation. (ii) Forms of Stress or Breath Force—Accent on syllables; metrical (regular); speech and prose (irregular); emphasis of words.

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

4. Styles of Speaking.

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


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


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


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

(iv) Breath Control—attack, pressure, duration.

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

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

7. Articulation.

Definition. Classifications of Consonants.

(a) Degree of Sonority—Voiced and Voiceless.

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

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

(d) Consonant combinations.

8. Enunciation.

Definition.


(b) Diphthongs and triphthongs.

(c) “Educated” and “Broad” Forms of Australian pronunciation. Phonetic illustration. (Simple phonetic transcriptions may be required.)
9. **Pronunciation.**


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 Speech Lesson, Remedial Speech, Ear Training, Speech Situations, e.g., answering telephone, etc.

**Note.** "Applied" Speech through drama, verse speaking, picture talks, debates, story telling, expressive reading, discussions, lectureettes, addresses, speeches for formal occasions, committee meetings, conferences, reports, news sessions, etc., will be covered, as far as possible, in English Method Lectures. Puppetry and Miming will be likewise dealt with.

(vi) Use of Broadcasts, Tape Recorder, Gramophone, Projectors, 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 lisp. The Speech Clinic and Speech Therapist. Dental Clinic and 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. Lists of words commonly mispronounced.

Communication between the reader and audience must be effective.

(b) A Written Test.

(c) Small assignments may be set from time to time.

**Note.**—(i) Although there will be no course of lectures in Speech for Second Year Students, a major Written Assignment is required. This is set in first year and consists of materials which will be of use to the teacher in the classroom. It will be handed in at the beginning of second term. A check will be kept upon students who have had Speech Defects or bad Speech Faults during their First Year and a further Practical Speech Test may be given in third term of their Second Year. (ii) A satisfactory standard of Spoken English is essential to obtain recommendation for a Teacher's Certificate.

**Textbooks.**

1. Bullard and Lindsay: *Speech at Work.*
3. McAllister: "A Year's Course in Speech Training".

**References.**

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

Swann: *Approach to Choral Verse.*
12. Practical Written English

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

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

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


4. The Sentence.—
   (i) Definition—"unit" of communication.
   (ii) General requirements—formal correctness, exactness, clearness, conciseness, completeness, effectiveness.
   (iii) Some errors in grammar and usage—collective nouns, distributives, relative pronouns, other pronouns, adjectives, verb forms, adverbs, conjunctions.
   (iv) Structure—subject word(s), finite verb, extensions.
   (v) Classification of sentences—simple, compound, complex (loose, periodic, loose-periodic), parenthetical.
   (vi) Some faults—lack of finite verb, principal clause, incorrect order of words, wrong word relationships, monotonous repetition of the same word.

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

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

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


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

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

11. Paraphrase and Elaboration.
Examples.

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

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

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

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

History.


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

Form of the Novel.

REFERENCES.
Dictionary of World Literature, ed. Shipley.
Cambridge History of English Literature.
Saintsbury, G.: Short History of English Literature.
Compton Rickett: History of English Literature.

14. Drama as Literature
One hour per week

A. A brief outline of the development of English drama to Elizabethan times.
The Elizabethans—Shakespeare, Webster, Ford, Beaumont and Fletcher. One comedy and one tragedy of Shakespeare for intensive reading.


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

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

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

Poetry:
- Lewis: *Poetry for You*.
- King: *Discovering Poetry*.
- Gneiser: *Modern Poetry and the Tradition*.
- Dukes: *The Drama*.
- Five: *Frontiers of Drama*.
- Felton: *The Radio Play*.
- Gneiser: *Masters of the Drama*.
- Kelly: *Group Play-Making*.
- Littlewood: *Dramatic Criticism*.
- Owen: *Playwright's Craft*.
- Peacock: *Post in the Theatre*.
- Perugini: *Play-Reading Course*.
- Thomas: *The Theatre Alive*.
- Trewin: *We'll Hear a Play*.
- Simonsen: *Part of a Lifetime*.

15. 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 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*.
- King: *Discovering Poetry*.
- Gneiser: *Modern Poetry and the Tradition*.
- Dukes: *The Drama*.
- Five: *Frontiers of Drama*.
- Felton: *The Radio Play*.
- Gneiser: *Masters of the Drama*.
- Kelly: *Group Play-Making*.
- Littlewood: *Dramatic Criticism*.
- Owen: *Playwright's Craft*.
- Peacock: *Post in the Theatre*.
- Perugini: *Play-Reading Course*.
- Thomas: *The Theatre Alive*.
- Trewin: *We'll Hear a Play*.
- Simonsen: *Part of a Lifetime*.

16. 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.

REFERENCE

O'Faolain: *The Short Story*. 
17. 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.


TEXTBOOKS.
Potter: Our Language
Bayliss: School Certificate English.
King and Ketley: The Control of Language.

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.

18. Mathematics Method

First Year Course of two hours per week.

1. The various types of lessons used in the Primary and Infants' Schools—the drill lesson—discovery lesson—inductive and deductive treatment of different topics—introducing a new topic—revision lesson—lesson on combinations—introducing a symbol—the activity lesson—the problem lesson.

2. Tests—important points to keep in mind when making up and marking tests—inventory test—diagnostic test—attainment test—standardized test, e.g., A.C.E.R.

3. Aims of an attitude to teaching arithmetic.

4. The matter of the Primary School curriculum—suggested ways of setting out the work in the different topics—difficulties encountered in teaching the topics—common errors and 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 and division.
   (b) Methods of understanding and drilling tables.
   (c) The introduction of the units in money, weights and measures and the four operations with these.
   (d) Vulgar fractions—understanding fractions—equivalent fractions—four operations—use of mixed numbers—use of concrete material—parts of £1.
   (e) Decimal fractions—their introduction—four operations—changing to vulgar fractions and vice-versa.
   (f) Percentage fractions—introduction and understanding—simple problems.
   (g) Mensuration and geometry—use of instruments—setting out of constructions—ideas of perimeter and area introduced.
   (h) Problems—types of problems and their setting out—methods of dealing with problems—difficulties in problem work.
   (i) Enrichment of the Primary course.
5. The matter and methods of teaching number in the Infants' School:—

(a) Child's first ideas of number in the kindergarten—vocabulary introduced—concrete material used—symbols—gradual development of abstract idea of number.

(b) Combinations and the four operations—methods and aids.

(c) Money and shopping.

(d) Learning to measure.

(e) Group activity work.

(f) Types of materials used in the Infants' Room.

6. History of numbers and measures which would be interesting to the Primary School child.

7. Fun with figures at Primary School level.

8. The class programme.

9. The use of objective material and the use and construction of aids and free material.

REFERENCES.

Brideoake and Groves: Arithmetic in Action.
Downes and Paling: The Teaching of Arithmetic in Primary Schools.
Downes, Paling and Smithies: Tables.
Mathematical Association: The Teaching of Arithmetic in Schools.
Meldrum, Turner and Bates: Teaching Arithmetic.
N.Z. Education Department: Number Work in the Infant Room.
Parkes and McLean: Remedial Arithmetic.
Sanford: Short History of Mathematics.
Schoenell: Diagnosis and Remedial Teaching in Arithmetic.
Victorian Education Department: The Method of Teaching Arithmetic.
Wauchope: Let's Play with Numbers.
Wilson, Stone and Dolrymple: Teaching the New Arithmetic.

Other references will be given during the course.

19. 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.

(2) Figure composition.

(3) Picture making.

(4) Principles of design.

(5) Outdoor sketching.

(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.

(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, N. Cole.

(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.

TEXTBOOKS 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.
Chase: Famous Paintings.
Phoenix House: The Impressionists and their World.
Phoenix House: The Moderns and their World.
20. Crafts—First Year

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

An outline of the various crafts taught is as follows:
1. The theory of colour and its application to craftwork,
2. Principles of design applied to the various crafts,
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.

References:
Department of Education: Handicraft Leaflets.
Collins, A. F.: Book Crafts for Senior Pupils.
Crampton, C.: Canework.
Cherry, R.: General Leathercraft.

21. 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.

References:
Department of Education: Handicraft Leaflets.
Collins, A. F.: Book Crafts for Senior Pupils.
Crampton, C.: Canework.

22. Needlework and Handwork

A Second Year Course of one lecture per week for all Second Year Primary women students

Aim: To provide a training in Needlework and Handwork for lower Primary and Infants Classes.

Practical Work:
1. Compilation of book of processes and stitches, with variations according to the Syllabus for Third and Fourth classes.
2. One piece of community work to be completed by the student section.
3. Compilation of book of specimens involving the uses of various papers and cardboard suitable for all grades of the Infants' School.
4. One piece of work from each of the listed groups—
   (a) Embroidery on canvas;
   (b) Border design on huckaback;
   (c) Felt, hessian, or scrap material.

23. Music—First Year

Two hours per week

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.

Instrument: 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.
Solo 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.
References:
Fiske: Listening to Music.
Priestley and Fowler: Recorder Book I.
Young: Music and the Young Child.
Kirkham Jones: Joyous Stories from Music's Wonderland.

24. 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.

References:
Barry: Music and the Listener.
Priestley and Fowler: Recorder Book II.
Young: Music and the Young Child.
Kirkham Jones: Musical Appreciation in Schools.
Bavin: Percussion Band from A to Z.

25. Australian History
One hour per week
A course designed to show the main stages in the development of Australia, with some reference to the English and world background.
1. Europe and England in the late 18th Century.
2. The Foundation of N.S.W. 1788 to 1820: The convict system.
3. The Pastoral Period 1820 to 1850: squatting and new colonies.
5. The period of popular government in the colonies 1850 to 1893: gold, democracy, land selection and Kanaka labour.
6. The beginnings of Australia as a nation 1880 to 1900: Labour and Federation.
7. Experiments in Australian national policy 1900 to 1914.
9. The Depression and the Second World War: effects on Fascism, Communism and Democracy.
10. The Position of Australia after 1945: Immigration and Foreign Policy.

References:
Portus: Britain and Australia.
Hancock: Australia.
Wood: Concise History of Australia.
Crawford: Australia.
26. History of Western Civilization

First Year; one hour per week

The course will include aspects of the following topics:

1. The Greek World—Homeric period, Sparta; Athenian democracy, the Greek contribution, the Hellenistic civilization.
2. Rome—early history, collapse of the Republic, the Roman Empire, the Roman legacy, advent of Christianity.
3. The Carolingian period—Charlemagne and the growth of feudalism.
4. The Medieval Civilization—social structure, church-state relations.
5. The Commercial revival—growth of cities, the Crusades, the breakdown of feudalism.
6. Origins of modern society—the Renaissance, the Reformation, the Age of Discovery, the rise of capitalism, growth of science.
7. The Eighteenth Century—the Enlightenment, the Ancien Régime and drift to revolution.

References:
Dorf: *Our Early Heritage.*
Fisher: *History of Europe.*
Caldwell: *The Ancient World.*

27. Geography

A first-year course of two hours per week

The course of work.

Notes.—Each topic will be dealt with systematically and then specific regional studies will be made. These studies are intended to show the working out of the principles of the systematic part of the course.

Climate.

The major controls of climate; classification of climate; the relationship between climate, vegetation, and land use.

Landforms.

The main types of landforms; mountains, plateau, and plain; the earth-forming processes; effects on human occupancy and transport.

Soils.

Description of soils; soil-forming processes; the major soil zones of the world; soil erosion; natural and accelerated erosion; conservation of soil resources.

Other Natural Resources.

Water, vegetation, mineral resources—their use and conservation.

References.
Finch and Trewartha: *The Elements of Geography.*
Davis: *The Earth and Man.*
James: *A Geography of Man.*
Clayton: *Soil Erosion and its Control.*
Andrews: *Australia's Resources (Parts I and II).*

28. 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. Lesson Types.
   (a) Factors influencing types of lessons.
   (b) Narrative lessons.
   (c) Study lessons.
   (d) Observation lessons.
   (e) Revision lessons.
   (f) Lecture, dramatization.
   (g) Techniques applicable to the Lower Division.

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

4. Illustrations and Mapping.
   (a) Mapping as a skill.
   (b) Local studies.

29. 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. Unit of Work: advantages and disadvantages, 
   methods of handling units of work in the classroom.
5. Programmes; Testing; Methods of Recording.

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

30. Biology
   A First Year Course of two hours per week; consisting of 
   lectures, practical work as set, and some assignment 
   work

1) Introduction.—Biology as the Science of Life, its 
   place in Primary School. Biology as a vehicle for scien-
   tific method.

2) The difference between living and non-living 
   material. The concept of life. Some theories regarding 
   the possible origin of living systems.

3) The Plant and Animal Cell. Their structures and 
   differences.

4) Classification of the Plant Kingdom. The main 
   phyla and the study of the characteristics of each group, 
   including habitat, reproduction and general histories.

5) The Classification of Animals. A detailed study of 
   the main animal phyla as represented by common 
   animals. The development of complex animal systems,
   evolutionary changes, reproduction and general life his-
   tories. This section of the course covers animals from 
   the Protozoa to the Mammals. Special emphasis and 
   study will be placed on the more important animals such 
   as the parasites, the insects, the spiders and the verte-
   brates, especially mammals.

6) Structure of the flowering plant.

7) Physiological Processes. In animals and plants, 
   reproduction, seed formation, and dispersal, types of 
   fruits.

8) Special studies of animals and plants of special 
   note. Some common birds, snakes, insects and spiders. 
   Insect pests and control. Life histories of the above.

TEXTBOOK.
Hatfield: Introduction to Biology.

REFERENCES.
Students are encouraged to purchase:
Penguin: Dictionary of Biology.
Texts to which special references will be made:
Dakin: Australian Seashores.
Pope & McDonald: Exploring Between Tidemarks.
Cooke Burkitt & Barker: Biology.
MacDougall & Hegner: Biology the Science of Life.
Murray: Biology.
Carey: Botany by Observation.

GENERAL REFERENCE FOR VARIOUS TOPICS.
McKeown: Australian Insects.
Barrett: Animals of Australia.
Cayley: What Bird is That?
Troughton: Furred Animals of Australia.
Romer: Man and the Vertebrates.
Brown: The Plant Kingdom.
College Outline Series in Botany, Zoology and Biology.
31. Biology and Natural Science Method

Second Year, two hours per week


4. Weather Observations.—The water cycle, clouds, winds, thunderstorms, dew, frost, fog, etc. Pressure systems. The weather map. Keeping weather records in schools.


7. The Natural Science Lesson.—Aims and objectives. Methods of presentation applicable to particular topics. Programmes, units of work. Specimens and experiments related to preceding topics suited for use in the Primary School. The school garden and grounds as a source of lesson material. The value of outdoor activities. Suggestions for suitable activities.

8. Demonstration Lessons.—A schedule of lessons arranged will be arranged throughout the year.

TEXTBOOKS:
Hatfield: Introduction to Biology.

REFERENCES:
General
Barrett: The Australian Animal Book.
Cayley: What Bird Is That?
Dakin: Elements of Animal Biology.

Harris: Nature Problems.
Harris: Naturecraft in Australia.
McKeown: Australian Insects.
Smith: Exploring Biology.

Conservation
Forestry and Timber Bureau: Forest Trees of Australia.
McKeown: Nature in Australia.
Soil Conservation Service: Soil Conservation Retails Wise Land Use (and similar publications).
Bank of N.S.W.: Your Asset the Soil.
Education Gazette: Conservation Supplements.

32. Health Education

A Second Year Course of one hour per week


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


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

G90317—4 K3126 97
31. Biology and Natural Science Method

Second Year, two hours per week


4. Weather Observations.—The water cycle, clouds, winds, thunderstorms, dew, frost, fog, etc. Pressure systems. The weather map. Keeping weather records in schools.


7. The Natural Science Lesson.—Aims and objectives. Methods of presentation applicable to particular topics. Programmes, units of work. Specimens and experiments related to preceding topics suited for use in the Primary School. The school garden and grounds as a source of lesson material. The value of outdoor activities. Suggestions for suitable activities.

8. Demonstration Lessons.—A schedule of lessons arranged will be arranged throughout the year.

Textbooks:
Hatfield: Introduction to Biology.
Leach: Australian Nature Studies.

References:
General.
Barret: The Australian Animal Book.
Cayley: What Bird is That?
Dakin: Elements of Animal Biology.

Harris: Nature Problems.
Harris: Naturecraft in Australia.
McKown: Australian Insects.
Smith: Exploring Biology.

Conservation.
Forestry and Timber Bureau: Forest Trees of Australia.
McKown: Nature in Australia.
Soil Conservation Service: Soil Conservation Entails Wise Land Use (and similar publications).
Bank of N.S.W.: Your Asset the Soil.
Education Gazette: Conservation Supplements.

32. Health Education

A Second Year Course of one hour per week


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


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

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

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

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

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

10. Speech defects.

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


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


16. School medical and dental services.

17. Social services available for children.

18. Excursions.

Textbook.
Davies: Hygiene and Health Education for Teaching Colleges.

33. Physical Education—First Year
Two hours 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.
34. 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, Athletics and Games.


35. 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.

36. Chalkboard Writing and Illustration

ALL FIRST YEAR SESSIONS AND DIPLOMA IN EDUCATION

One hour per fortnight chalkboard practice

One hour per fortnight making charts and cutting stencils

This course is designed to give student teachers an opportunity to develop skill in writing and drawing on the chalkboard. Each lecture will be divided into three parts:

(1) Fifteen minutes practice writing quickly and legibly on the board.

(2) Fifteen minutes practice drawing maps, diagrams and illustrations specified by the various method lecturers.

(3) Fifteen minutes practice drawing prismatical, cylindrical, conical and spherical objects in oblique, isometric and planometric methods of
drawing. Practice will also be given in drawing trees, animals, birds, flowers, humans, faces and hands. Streets, buildings and room interiors will be drawn in parallel and angular perspective.

On alternate weeks when students are not attending lectures they will be required to prepare maps, diagrams, illustrations and drawings in readiness for their chalkboard practice. Each student will also make three charts and cut two stencils during the year.

REFERENCES:
Wilcox, W. E.: Chalkboard Writing and Illustration.
Wilcox, W. E.: Perspective Drawing for Beginners.

LOWER PRIMARY COURSE

First Year
Education—Courses 1, 2 (Section 1).
Infants' Method—Course 37.
English Courses 9, 11, 13.
Biology—Course 30.
Crafts—Course 20.
Mathematics—Course 18.
Music—Course 24.
Physical Education—Course 33.
Social Studies—Courses 25, 27, 28.

Second Year
Education—Courses 2 (Section 11), 3, 5, 6.
Infants' Method and Number—Course 38.
English—Courses 10, 14, 17.
Biology—Course 31.
Health Education—Course 32.
Music—Course 24.
Infants' Handwork—Course 39.
Physical Education—Course 34.
Social Studies—Course 29.
Art—Course 19.

37. Infants' Method

First Year.


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.

Pro-reading, pre-writing, and pre-number activities in Kindergarten—aims and methods.

Reading.—Reading readiness at the beginning of first grade. 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. 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 F's.
Boyce: Infant School Activities.
Schonell: Psychology and Teaching of Reading.

38. Infants' Method and Number

METHOD—Second Year

The course involves amplification of the subjects treated in First Year, discussion of Reading, Spelling, Literature, Drama, Social Studies, Arithmetic, Oral and Written Expression, and work on programmes and timetables for infants' grades (Kindergarten, First and Second Years).


Writing.—Syllabus requirements. Synthetic and analytic. Directed colouring in exercises.

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. Impression and expression.

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

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

Spelling.—Becoming "word conscious". Emphasis on spelling as a written activity. Spelling by sight, sound, touch, letter names. Use of word-grouping. Selection of suitable lists with reference to syllabus requirements and locality. Development of interested and positive approach to words. Dictation for testing. Method 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.


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—good citizenship, co-operation. Development of consciousness of health and safety rules.

Creative Play and Creative Activities.

Social Studies.—Understanding one's own environment. Widening horizons—from known to unknown. Selection of topics. Methods of treating topics. Special days, etc.—Anzac, Commonwealth, Australia, Mother's, Christmas, Easter, Conservation, Arbour, Wattle, Bird Month, (Gould League, Stewart House).

Scripture—continuous, separate. Abuse of stencil.


Programmes and Time-tables.—Procedures.

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

NUMBER—Second Year—One hour per week

Principles of method. Use and abuse of concrete material. Syllabus requirements. Equipment, aids, individual material, self-corrective devices. Development of concepts and vocabulary of number, space, time, etc., appropriate to age and ability.

REFERENCES:
Brideoake and Groves: Arithmetic in Action.
Wauchope, M. L.: Let's Play with Numbers.
Spencer, S.: Sixty Number Games.

39. 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.
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.

REFERENCES.
Cox: Cut Paper Work.
Paviere: Paper Twisting and Crumpling.
Craig: Paper Modelling for Six Year Olds.
OPTION COURSES

These courses, at a tertiary level, are designed for General Primary students and cover the two years of training. The Art Option, however, is for First Year students, and the Physical Education Option for Second Year men and women.

40. Art—First Year

Two hours per week

Practical:
Life-drawing; emphasis on portraiture.
Still-life.
Pictorial composition.
Elements and principles of design.

Theoretical:
Appreciation and history of—
(a) The arts of the caveman; Byzantium.
(b) Post-Impressionism to twentieth century painting, sculpture, architecture.

Visits to the Art Gallery.

41. Dramatic Art

A two-year course of two hours per week

Aims:
1. To develop an interest in the arts of play-production, acting, and scenic and costume design.
2. To give a basic training in the techniques of creative drama and other aspects of the drama in education.

This will be a practical course which will develop along the following lines:—
(a) Play-reading.
(b) Exercises in stage-craft, mime and movement, voice production for actors.
(c) Make-up demonstrations and practice.
(d) The construction of models of stage settings and the drawing of costume designs for selected scenes from plays.
(e) The production of scenes from full-length or one act plays, students participating as actors and producers.
(f) Improvised scenes. From mime to playmaking.
(g) Exercises in dance drama.
(h) Play-production in the classroom.
(i) The arrangement of programmes of ballads, songs, dances and mimes suitable for performance in infants' and primary schools.
(j) The Children's Theatre: exercises in acting in plays suitable for performance to school-children.

42. English Literature—A Two-year Course

Two hours per week for two years

The course is designed to show modern trends in the several forms of English Literature.

It is suggested that students read extensively as a background to books set from intensive study.

Works by the following writers will be studied:—
Maxwell Anderson.
Joyce Cary.
Thomas Stearns Eliot.
William Faulkner.
Christopher Fry.
William Golding.
Graham Greene.
Thomas Hardy.
Ernest Hemingway.
Aldous Huxley.
Henrik Ibsen.
Henry James.
James Joyce.
Ray Lawler.
Somerset Maugham.
Sean O'Casey.
George Bernard Shaw.
John Steinbeck.
Dylan Thomas.
Thornton Wilder.
Virginia Woolf.
43. Geography—First Year

Two hours per week

This course involves a detailed study of Monsoon Asia. In the areas considered, geographical, political, social and economic factors will be examined.

Topics to be studied—
1. Mainland China.
2. Japan.
3. Indonesia.
4. India and Pakistan.
5. The Unity of Asia?

Suggested Reading:
Cressey: Asia's Land and Peoples.
Fitzgerald: China: A Short Cultural History.
Dobbey: South-East Asia.
Spencer: Asia, East by South.
Trewartha: Japan.

44. Geography—Second Year

Two hours per week

This course will deal with the geographical background to some current world problems. Much of the work will be done by individual assignments, seminars and group discussions.

Some suggested problems
World Population.
World Food Supplies.
Conservation of Resources.
The Future of Underdeveloped Areas.
Racial Prejudice.

45. History—First Year

Two hours per week

The History option course for first year will be selected from the following three courses:

(a) Twentieth Century Africa:
This course will consider political, social and economic trends and problems in present-day Africa.

(b) The Near East since 1870:
This course deals with national and social trends in the Arab world with special reference to Egypt, Syria, Iraq, the Lebanon, Israel and Turkey.

(c) East Asia since 1830:
This course is centred mainly on developments in Japan and China but also includes the major countries of S.E. Asia.

46. History—Second Year

Two hours per week

The History option course for second year will be selected from the following three courses:

(a) Contemporary South and South-East Asia:
This course covers aspects of the recent history of the countries of the region, the policies of the Great Powers in these areas and the interests of Australia in the region.

(b) Contemporary Europe:
This course consists of a survey of the history of the major European countries since 1919.

(c) Australia's Role in World Affairs:
This course deals with the development of attitudes and policies in Australia towards the external world in the 19th and 20th centuries.
47. Mathematics  

First and Second Years  

For those students who wish to pursue the study of Mathematics further, a course covering topics such as the following:—  


Different topics will be selected in First and Second Year so that the Second Year Course will not necessarily depend on the work done in First Year.  

48. Music  

These courses are provided for students who are interested in the subject and who wish to pursue its study in more detail and at a tertiary level.  

Topics will be chosen from the following:—  

(a) The development of the symphony.  
(b) The Art Song in Germany, France or Russia.  
(c) The evolution of the piano, organ, violin.  
(d) Ballet in England, France or Russia.  
(e) The development of opera in Italy, France, Germany, Russia or England.  
(f) Wagner and the “Music Drama”.  
(g) Music of the 19th and 20th centuries.  

49. Needlework—First Year  

A First Year course of two lectures per week 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.  

50. Needlework—Second Year  

A Second Year course of two lectures per week designed for students who have special qualifications or who are keenly interested in the subject. It is a continuation of the work set down for First Year.  

Special features of the course will be—  

(1) Construction of black patterns to individual measurements, and methods of adjusting to suit individual requirements.  
(2) Making of garments for all occasions.  
(3) Study and application of a wide variety of Art Needlework, using the latest materials and designs.  

Students may specialise in a particular field, or choose to do a variety of work.  

51. Physical Education—Men  

Second Year—two hours per week  

Theoretical—  

(a) Administration and Organization of Physical Education.
(b) Theory of Play.
(c) Testing in Physical Education.
(d) Display Work.
(e) Organization of Carnivals—compilation of Tournament Draws, etc.
(f) Umpire’s Certificate.
(g) Rhythm and its application.

Practical—
(a) Analysis of Major Games.
(b) Effective use of Practical Equipment.
(c) Establishment of Incentive Tests in Major Games, Swimming, etc.
(d) Coaching in Major Games, Swimming, etc.
(e) Life Saving.
(f) Dancing.
(g) Gymnastics.

REFERENCES:
Board of Ballroom Dancing: Old Time and Sequence Dances.
Bresnahan and Tuttle: Track and Field Athletics.
Hobson, H.: Basketball.
Dowitt, R. T.: Teaching Individual and Team Sports.
Lindhard: Theory of Gymnastics.
Randall: Modern Ideas in Physical Education.
53. Physical Science
This course will not presuppose any prior knowledge of Chemistry and Physics. It will have as its aims—

(1) To promote the students’ understanding of the environment in terms of the concepts of physical science.
(2) To promote the understanding of science and scientists.

The course will include—

(a) A study of the elementary principles of Chemistry and Physics.
(b) A study of aspects of astronomy and atomic physics to illustrate—
   (i) some of the broad concepts of physical science;
   (ii) the scientific method and attitude;
   (iii) the social relations of science.
54. Psychology

These courses are intended to prepare the student for the First Year course in Psychology at University level. Therefore the course as prescribed for Psychology I at the Newcastle University College will be treated over the two years at Newcastle Teachers' College.

For the 1963 academic year, the following topics are prescribed:

(1) Physiological Basis of Behaviour.
(2) Child Development.
(3) Individual Differences—
   (a) Psychometrics.
   (b) Psychological Tests and measurements.
(4) Motivation and Personality.
(5) Learning.
(6) Cognition—
   (a) Perception.
   (b) Thinking.
(7) Methodology in Psychology—
   (a) The quest for reliable information.
   (b) The quest for a systematic account of behaviour.
   (c) The quest for control of variables.
(8) Statistical Method and Practical Work.

Textbooks will be indicated in lectures.

55. Religious Education

The aim is to provide opportunity for the study of religion, and especially of the Christian religion, under such heads as historical, comparative, theoretical, and of the place of religion in education.

The course comprises lectures, seminars, discussions, and perhaps a Bible study group. Members of the course are expected to suggest topics of mutual interest which may also be included from time to time.

The following indicates the kind of matter to be dealt with:

First Year

(1) The place of religion in Education:
   (a) in Australia;
   (b) in U.K., U.S.A., and elsewhere;
   (c) in a secular system, etc.
(2) The Bible: its claims; canon; theories of inspiration; comparison with other scriptures.
(3) Biblical Criticism:
   (a) by the early fathers; e.g., Origen, Jerome, etc.
   (b) In Middle Ages up to Reformation.
   (c) Modern critical theories.
   (d) Text and translations.
(4) Study of selected parts of the New Testament; the relation between critical and devotional study.
(5) Aims and methods of teaching scripture: some problems.
   (a) The secular curriculum.
   (b) The Christian teacher and the non-Christian.
   (c) The (1959) Social Studies Curriculum.

Second Year

(1) A comparative study of world religions.
(2) Religion as personal belief, corporate worship, national observance, system of morality, etc.
(3) The prophetic literature of the Old Testament.
(4) The development of the Christian Church, and especially its expansion in the last century and the problems arising from that.
(5) The contribution of archaeology to Biblical studies.
(6) Christian theology and modern thought.

**BIBLIOGRAPHY:**

Hoskyns & Davey: *The Riddle of the New Testament* (Faber).
Leeson, Spencer: *Christian Education*.

The use of concordance to the Bible and of a single-volume Commentary on the Bible is also recommended; the most recent is the revised edition of Peak's Commentary on the Bible (Nelson) 1962.

### 56. Small Schools

*Two hours per week for Second Year students*

The aim of this course is to deal with the special community, organizational and teaching problems of the one-teacher school.

The course includes such topics as: the school and the community, the role and responsibility of the teacher-in-charge, administration, records, time-tabling, programming, lesson preparation, teaching techniques, aids and their use, textbooks.

Demonstrational lessons are arranged at Minmi Demonstration School.

### JUNIOR SECONDARY COURSES

**English-History**

**Geography-Commerce**

**Mathematics, Physics and Chemistry**

**Biology**

**JUNIOR SECONDARY ENGLISH-HISTORY, GEOGRAPHY-COMMERCE**

Students in the above groups will do the following courses:

- **First Year**
  - Education—Course 1.
  - English—Courses 11, 57, 58, 59.
  - Physical Education—Course 75.
  - Geography—Course 66.
  - Commerce—Course 68.
  - History—Courses 60, 63.
  - Art—Course 69.

- **Second Year**
  - Education—Courses 3, 4, 5, 6.
  - English—Courses 14, 17, 57, 58.
  - Physical Education—Course 34.
  - Geography—Course 67.
  - History—Courses 64, 65.
  - Art—Course 70.

### 57. 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.


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.

   (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 recommended reading will be amplified at the beginning of the courses:

- H. Blamires, Bles: *English in Education*.
- Boas & Hayden, Methuen: *School Drama*.
- D. Dakin, Heath: *How to Teach High School English*.
- J. Dolman, Harper: *The Art of Play Production*.
- M. J. Laurence, Oliver & Boyd: *Citizenship Through English*.
- G. Mackness, Dent: *Inspirational Teaching*.
- C. B. Purdom, Dent: *Producing Plays*.
- N. E. R. Women, Lovat Dickson: *Modern Make-up for Stage and Screen*.

**58. 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.

References:
Commentaries by Boas, Bradley, Dowden, Hazlitt, Hudson, Masefield, Logan Pearsall Smith, Stopford Brooke, Wilson, Middleton Murry.
Gravetle Barker: Prefaces to Shakespeare.
Campbell, L. B.: Shakespeare's Histories.
Charlton, H. B.: Shakespearean Comedy.
Ridley: Shakespeare's Plays.
Tillyard: Shakespeare's History Plays.
Wilson, J. Dover: Six Tragedies of Shakespeare.

59. Language
A Second Year Course for Junior Secondary English-History Students
One hour per week
1. Theories of the origin of language.
2. The nature of language; how language works.
3. Spoken language and written language.
4. Standards in language.
5. The history of language—a historical survey of English. The growth of vocabulary, development of grammar, word meaning.

Textbooks:
Potter: Our Language.
King and Kellet: 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.

60. History of Western Civilization
A First Year Course of three hours per week for Junior Secondary Students

The course will include the following major topics:

1. Pre-history—Paleolithic man, the Neolithic Revolution.
2. Rise of Civilization—Egypt, the Near East.
3. The Greek World—Homer, Sparta, Athenian democracy, the Greek contribution, the Hellenistic civilization.
4. Rome—early history, collapse of the Republic, the Roman Empire, the Roman legacy, the advent of Christianity.
5. The Islamic Civilization.
7. The Medieval Civilization—social structure, church-state relations.
8. The Commercial revival—growth of cities, the Crusades, the breakdown of feudalism.
9. Origins of Modern Society—the Renaissance, the Reformation, the Age of Discovery, the rise of capitalism, growth of science.
10. The Eighteenth Century—the Enlightenment, the Ancien Régime and drift to revolution.

References:
Bury: History of Greece.
Caldwell: The Ancient World.
Cary: History of Rome.
Fisher: History of Europe.
Ferguson: The Renaissance.
Strayer and Munro: The Middle Ages.
Setton and Winkler: Great Problems of European Civilization.
61. English History—Junior Secondary First Year

Two hours per week

The aims of this course are—

(a) The acquiring of a knowledge of English History from Mediaeval Times to the Industrial Revolution, with particular stress on aspects important in their own time and important for later developments.

(b) By serious study of one European country to gain a sure index for European history in general.

(c) To gain sufficient background knowledge for the teaching of History to First and Second Year High School pupils in particular.

(d) To be stimulated by the contrasts of Mediaeval and Modern Times to a further study of our own and other civilizations.

Mediaeval Times—

Europe in the 11th Century.
England in 1066.
The Reforms of Norman and Angevin Kings.
The Church in Mediaeval England.
The Origins of Parliament.
The Growth of Towns.
The Break-Up of the Manor and Feudal System.

The Tudors—

The Establishment of a Strong Monarchy.
The Reformation.
The Struggle with Spain and the Beginnings of Empire.
The Rise of Capitalism.
The Rise of Puritanism.

The Struggle between the Stuarts and Parliament—

Origins of the Civil War.
The Republic and Cromwell.
The Restoration.
The English Revolution.

62. Junior Secondary History—Second Year

A second year course of four hours per week

ENGLISH HISTORY SINCE 1815


2. The Rise of the Middle Class—

(a) Policy and Political Thought 1815-70.

(b) The Background to the 1832 Reform Bills.

(c) The Struggle over the Corn Laws.

3. Class, Religion and Reform—

(a) Evangelicals and Humanitarians.

(b) Later Liberal Reforms to 1873.

(c) The Preservation of Aristocratic Influence.

4. The Rise of the Working Class—

(a) Robert Owen and Socialism.

(b) The Chartists.

(c) The Growth of Trade Unions.

(d) The Co-operative Movement.

(e) The Growth of Collectivist Thought.


5. England as a Major Power—

(a) England and Reaction in Europe: Castlereagh.

(b) England and Liberation in Europe: Canning, Palmerston.

(c) England and the Americas.

(d) England and the European Continent: From Isolate to War.
6. British Imperialism—
(a) From Subconscious to Conscious Imperialism (to 1880).
(b) From an Empire to a Commonwealth.
(c) Ireland from the Act of Union.

7. 20th Century Reforms—
(a) The House of Lords 1911.
(b) Social Reforms of the Liberals 1906-13.
(c) The General Strike and the Trade Disputes Act.
(d) The Growth of the Welfare State.

8. England and Freedom in Europe post-1930—
(a) The Spanish Civil War.
(b) The Occupation of Germany.
(c) The Berlin Crises.
(d) NATO and the Common Market.


64. Australian History in a World Setting

A Second Year course covering the European and English background from the 18th century onwards, the world background more particularly in the 20th century, and the main stages in the development of Australia. The main stresses will be laid on the development in N.S.W.

1. Europe in the late 18th century: stage reached in social, economic and political development.
2. England in 1788—A general picture including the Industrial and Agricultural Revolutions.
6. Reaction, Nationalism and Liberalism in Europe in the 19th century.
7. The Period of Popular Government in the Australian Colonies, 1850-1893: Gold; The establishment of popular government; The attack on inequality—church schools, land selection, coloured labour; Imperial Ties; The Crisis of 1893.
10. The Great Depression of 1929: Effect on Australia, the influence on Fascism and Communism in Europe, the preparation of the Second World War.
65. History Method

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

1. Teaching aids, text books, reference materials.
2. Pupils’ notebooks and essays.
3. Methods of testing and revision.
5. Dates and time.
6. Local History; Current Affairs.

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

66. Junior Secondary Geography

A first year course

Note.—All students do two hours of geography per week, and will study the topics set down from the systematic point of view.

Those students specializing in geography do an extra four hours per week, during which specific regional studies will be made to illustrate the general principles stated in the systematic study.

Climate.

Weather and climate; the major controls of climate; climatic classification with specific reference to that of Koppen; the world pattern of climate; the relationship between climate, vegetation, and land use.

Rural land use.

The classification of agriculture; subsistence hunting and gathering; nomadic herding; commercial grazing; subsistence agriculture; plantation agriculture; commercial grain farming; dairying; mixed livestock and crop farming; irrigation farming.

Geography Method.

Lectures plus demonstrations of teaching procedures.
Geography in the secondary school.
Syllabuses for Board and Alternative curriculum courses; the aims and content of the courses.
Teaching Procedures.
Planning a lesson and preparation of lesson notes; basic types of lessons; narrative, study, discussion; the use of text and reference books.
Sample studies; the meaning of sample study, uses and limitations of sample studies.

References:
Finch and Trowertha: *The Elements of Geography.*
Jones and Darkenwald: *Economic Geography.*
Davis: *The Earth and Man.*
James: *A Geography of Man.*

67. Junior Secondary Geography

A second year course

Note.—All students do two hours of geography per week, and will study the topics set down from the systematic point of view.

Those students specializing in geography do an extra four hours per week, during which specific regional studies will be made to illustrate the general principles stated in the systematic study.

Landforms.

The major landform types; the earth-forming processes with particular reference to erosion and deposition; erosion by water, ice and wind and resultant landscape features.
Soils.
The formation of soils; classification and description of soils; the major soil groups of the world; natural and accelerated erosion.

Conservation.
The conservation of natural resources—soil, vegetation, water, minerals; major conservation undertakings.

Industrial Development.
Location of industries; mineral and fuel resources; the iron and steel industry; industrialisation and the growth of cities; transport.

Geography Method.
Lectures plus demonstrations of teaching procedures. The use of visual aids—maps, colour slides, film strips, films.
Syllabus, programme and register.
Testing and examining; purposes and methods.

REFERENCES.
As for First Year.

68. Commerce
First Year Junior Secondary Course—Four hours per week
Commercial Law—
(a) Introductory concepts—equity, common law.
(b) Law of Contract—essentials of a valid contract. Comprehensive treatment of the main parts of a contract, e.g., consideration, offer and acceptance. Various case studies will be examined.
(c) Principal and Agent—definitions, classifications of agents, mode of agency creation, duties of agents, rights and liabilities. A brief study of the Secret Commissions Act, 1905 (Commonwealth).
(d) Sale of goods—instalment, purchase, lay-by, cash orders.

Elementary Accounting—
(a) Accounting concepts.
(b) Books of original entry.
(c) Ledger postings and extraction of trial balances.
(d) Bank reconciliation statements.
(e) Correction of errors.
(f) Various analysis books.

Commercial Method—
(a) Demonstrations.
(b) Organization of and reporting on planned excursions.
(c) Techniques in preparation of lessons.
(d) Problems in teaching the Syllabus in Business Principles and Practice.
(e) Aims of the Syllabus.
(f) Class testing.
(g) Setting and marking of examinations.
(h) Visual aids in the classroom.

READING LIST:
Baalman: Outline of Law in Australia.
Forstar: Australian Commercial Dictionary.
McCredie: Exercises in Accounting.
Burdon: Intermediate Bookkeeping.
Reid: Junior Course in Bookkeeping.
Barber: Modern Business Practice.
Forstar and Fortescue: Australian Mercantile Law.
Chambers: Accounting and Action.
Goldberg: Outline of Accounting.
Male: Commercial Credit in Australia.
Various Annual Company Reports, Tyron: Social Sciences as School Subjects.

69. 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.

70. 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—Course 1.
English—Courses 12, 58, 126.
Mathematics—Course 71.

71. 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*.
Keane and Senior: *Complementary Mathematics*. 

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 Siddons.
Teaching of Arithmetic and Elementary Mathematics: SUMNER.
Textbook:
Martin and Connor: Basic Physics.

References:
Butler and Messel (Ed.): Space and the Atom.
Butler and Messel (Ed.): From Nucleus to Universe.
Conant: On Understanding Science.

73. Junior Secondary Chemistry
First and second years, five hours per week

This course will combine both content and method.

Content.

The content section of the course has the following aims:

1. To ensure that students have a sufficient knowledge of chemistry to enable them to teach the subject to the level required for the Intermediate Certificate.
2. To broaden and deepen the students' knowledge of modern chemistry so as to give them an adequate background for their teaching and to provide them with a basis for further study of the subject.

The course will include:

(A) Revision of the Chemistry section of the Combined Physics and Chemistry syllabus for the Intermediate Certificate.
(B) Background Knowledge.
   (a) General background knowledge, e.g., History of Science and of Chemistry, the Scientific Method and Attitude, the Social Relations of Science.
   (b) Background knowledge—historical, biographical, topical, practical—related to particular topics in the syllabus.
(C) Modern Chemistry.
   (a) Dalton's Atomic Theory; its basis and consequences.
   (b) Kinetic Theory of Matter.
   (c) Atomic Structure.
   (d) Chemical Bonds and Molecular Structure.
   (e) Properties of Solution.
   (f) Chemical Reactions and Equilibria.
   (g) Periodic Table.
   (h) Analysis.
   (i) Organic Chemistry.

(D) Practical Work.

In general, two periods a week will be devoted to experimental work by the students; this is designed to enable the students to develop their manipulative skills while performing experiments related to the theory section of the course.

Method.

This part of the course will include study of—

(A) The general principles of science teaching, e.g.,
   - The objectives of science teaching.
   - The value of practical work.
   - Evaluation of science teaching.
(B) Teaching techniques, e.g.,
   - The demonstration of experiments.
   - Organisation of practical work.
   - Use of visual aids.
(C) Laboratory techniques, e.g.,
   - Manipulation of glass.
   - The planning and setting up of composite apparatus.
   - Making electrodes.
(D) Methods of teaching specific topics from the syllabus, e.g.,
   - Combustion.
   - Valency.

Textbooks:
Baxter and Steiner: Modern Chemistry.
Kemp: Organic Chemistry.
Sutcliffe: School Laboratory Management.
Jaffe: Crucibles, The Story of Chemistry.

References:
Sienko and Plane: Chemistry.
Hiller and Herber: Principles of Chemistry.
UNESCO: Sourcebook for Science Teachers.
Heiss, Obourn and Hoffmann: Modern Science Teaching.
74. 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.
Buchabum: Animals without Backbones.
Barratt: Australian Reptiles.
Romer: Man and the Vertebrates.
Harris: Wild Flowers of Australia.

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

First Year, one hour per week

1. Administration and Principles of Physical Education.
2. Planning a Games lesson.
3. Minor Games, e.g., Post Ball, Corner Ball.
5. Athletics.
   (a) Basic techniques of track and field.
   (b) Standards.
   (c) Organisation of Athletic Carnival.
   (a) Lesson Plan.
   (b) Mat and Box work.
   (c) Rope and Bar work.
7. Life Saving.

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

76. Physical Education

Second Year, one hour per week

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.
   (iv) Life saving.
6. Teaching of Dancing.
7. Activity Equipment.
8. Gymnastics.
9. Display work.

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

JUNIOR SECONDARY BIOLOGY

Students undertaking this course will study the following subjects:
   Education—Courses 1, 3, 4, 5, 6.
   English—Courses 12, 58, 126.
   Physical Education—Courses 75, 76.
   Mathematics—Courses 77, 78.
   Physical Sciences—Course 80.
   Biology—Course 79.

77. 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.

REFERENCES.
Secondary School Syllabus.
Reports of the Mathematical Association on the Teaching of Mathematics.
Moldrum, 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.

78. 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.

79. Junior Secondary Biology Course
First and Second Year

Introductory.
Characteristics of living organisms. Differences between plants and animals.
The Cell.

Classification.
Principles. Basic scheme of classification of plant and animal kingdoms. External features, habits and life history of selected animals and plants with emphasis on native Australian types.

Anatomy and Physiology of the Mammal.
Characteristics of mammals. Division of class into Placentals, Marsupials, Monotremes. Dissection of a typical placental mammal, e.g., guinea pig or rabbit. Detailed examination of digestive and urinogenital systems.
Study of the following in man (with appropriate practical work on other mammals.)
Digestion and utilisation of food.
Circulation.
Respiration.
Excretion.

The skeleton, muscles and movement.
Co-ordination. The nervous system and sense organs.
Hormones.
Reproduction and growth.

Soil.

Anatomy and Physiology of the Angiosperm.
External features.
Internal structure of root, stem, leaf.
Absorption and transport of water. Transpiration.
Photosynthesis. Manufacture of other organic compounds.
Respiration.
Food storage.
Reproduction.
Vegetative propagation.
Flower structure.
Seed and plant formation.
Types of fruits.
Seed and fruit dispersal.
Germination and growth.

Saprophytes and Parasites.
Fungi. Nutrition, reproduction, respiration in selected types. Aerobic and anaerobic respiration.
Some animal parasites. Life histories of tape worm, Liver Fluke, Hookworm.

Transformations of Energy in Living Organisms.
Sources of energy. Interdependence of animals and plants.
Food chains, energy relationships. Comparison of photosynthesis and respiration.
GENETICS.
An elementary introduction to genetics. Work of Mendel.

EVOLUTION.

ECOLOGY.
N.B.: Students will be required to carry out field work in at least two habitats.

TEACHING METHOD.
Aims and objectives of biology teaching in the secondary school. Methods of presentation. Practical work. Students will be required to carry out field work and record experiments and preparation and observation of specimen material, suitable for use when teaching secondary classes. Teaching aids. Sources of materials. The value of field work in the secondary school. Suitable types. The Reference Library. Suitable books. Examination and discussion of the syllabus.
Planning a programme. Demonstration lessons will be arranged at selected schools. (Students will be required to carry out specified field work and to attend excursions which will be arranged.)

TEXTBOOKS:
Murray: Biology.
Palmer: Living Things.
Buchbaum: Animals Without Backbones.
Grove and Newall: Animal Biology.
McLuckie and McKe: Australian and New Zealand Botany.
Romer: Man and Vertebrates.

MAIN REFERENCES:
Tansley: Plant Ecology.
Morrow: Junior Biology.
McKe: Australian Insects.
Shienfeld: New You and Heredity.
Smith: Beyond the Microscope.
Besley and Moyer: Field Work in Animal Biology.
Weisz: The Science of Biology.
Dakin: Australian Seashores.
Best and Taylor: Human Body.
McDougall and Hegner: Biology the Science of Life.

Students taking the course will spend eight hours per week on the subject; of which approximately fifty per cent of time is devoted to practical laboratory work. In addition at least six field excursions per year are undertaken as an essential requirement of the course.

80. Combined Physics and Chemistry for the Junior Biology Course
First Year, seven hours per week; and Second Year, six hours per week
The course will combine content and method and has as its aims:
1. To provide students with adequate knowledge of chemistry and physics to enable them to teach to the level of the first three years of High School.
2. To give sufficient background knowledge to enable students to teach these subjects with interest and understanding.
3. To develop their practical skills so that students will be able to set up apparatus and to organise practical work with confidence.

Chemistry
Chemical and Physical Changes.
Elements, Compounds, Mixtures.
The Atmosphere and Combustion.

144
Oxides, Hydroxides, Acids, Bases and Salts.
The Activity Series and Related Properties.
The Atomic Theory.
Symbols, Formulae, Valency, Equations.
Metals and Their Compounds.
Non-metals and Their Compounds.
Electrolysis and the Ionic Theory.
Atomic Structure.

Physics
Elementary treatment of the following sections:
- Mechanics.
- Heat.
- Light.
- Electrostatics.
- Electrodynamics.
- Magnetism.

Method
Methods of teaching the above topics will be discussed and demonstrated so as to illustrate the general principles of teaching physical science at the junior level.

Reference:
Sherwood Taylor: General Science.
Boden: Introduction to Physics and Chemistry.
McKenzie: General Physics.
Black and Consul: New Practical Chemistry.
Jaffe: Crucibles, The Story of Chemistry.
Sutcliffe: School Laboratory Management.
UNESCO: Sourcebook for Science Teachers.

Home Economics Course
First Year
English—Course 11.
Physical Education—Course 75.
Education—Course 1.
Chemistry—Course 81.
Household Physics—Course 82.
Biology—Course 83.
Needlework Method—Course 84.
*Foods—Course 85.
*Home Management—Course 86.
*Needlework and Garment Construction—Course 87.
*Textiles—Course 88.
*At Technical College

Second Year
English—Courses 10, 12.
Education—Courses 3, 4, 5, 6.
Needlework—Course 87.
Physical Education—Course 76.
Chemistry, Dietetics, Nutrition—Course 89.
Home Science Method—Course 90.
Needlework Method—Course 91.
Foods and Processing—Course 92.
Child and Family Study—Course 93.
Physiology, Health and Hygiene—Course 94.
Art—Course 70.

81. Chemistry
First Year. Three periods per week
Lectures, demonstrations, laboratory work.
Matter and energy. Physical and Chemical changes.
Scientific Method. Use of chemical symbols and formulae.
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.
Crystals. Factors affecting crystallization.
Valency.
Preparation, properties, uses of Ammonia. Nitrogen cycle in nature.
Preparation, properties, use of chlorine. Bleaching and bleaching agents. Disinfectants.


References:
Meyer: Introductory Chemistry.
Henney and Byett: Modern Home Laundrywork.
Cox: Practical Laundrywork.

82. 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.


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

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.


Text. Avery: Household Physics.

Reference.

83. 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.


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


10. Garden activities. Value in home.

TEXTBOOKS:
Curtis: Biology for Australian Students.
Palmer: Living Things.

84. 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) 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 and Secondary Needlework, and will have the opportunity of giving lessons both in first and second practice periods in secondary schools.

REFERENCES:
Knox: Garment Patterns by Simple Method.
Gough: Processes in Dressmaking.
Anchor: Manual of Needlework.

COURSES AT TECHNICAL COLLEGE IN FIRST YEAR

Food and Home Management—Needlework

85. Foods Syllabus—Teachers’ College Course

Home Economics should be functionally integrated with personal and family living if it is to attain optimum effectiveness.

Thus the aim of the course is twofold:

(1) To give the student teacher a mastery of the required skills and their applications and to promote an understanding of the processes involved in good food management.

(2) To bring the benefits of capable, well-advised home management within the reach of all members of the community by grounding the homemakers of tomorrow in all the relevant basic skills during their formative school years.

Duration.

Two 3-hour sessions per week during First Year.
One 3-hour session per week during Second Year.

First Year

A. INVALID COOKERY: Two sessions per week for one term.

1. Introduction to Course—value of course in covering basic methods of cookery—relationship to good nutrition—application to children's meals.

Importance of proper feeding: accuracy, care, punctuality and scrupulous cleanliness in food preparation and service.


Predigested or peptonised foods—types—value.
5. **Offal** or meat sundries—types used—value in diet—choice for invalid or convalescent. Methods of preparing, cooking and serving of brains, tripe, sweetbreads—garnishes.


7. **Beverages**—classes—value of water in the diet—preparation and service of beverages.

8. **Grilling**—definition—foods suitable—rules—cooking times.


10. **Melted Butter Sauce**—varying thicknesses: panada, masking sauce, pouring sauces, foundation for cream soups. Method of making and varying thickness and use—melted butter sauce as a foundation recipe.

11. **Soups**—classes of stock and soup—puree—cream—broths. Value in diet.

12. **Egg Cookery**—value in diet—freshness of eggs—uses in cookery.


**B. MEAL PLANNING**: One session per week for two terms.

Menus to be compiled with reference to meal patterns for the day and the bases of good nutrition.

Discussion on the science and art of producing wholesome, well cooked, satisfying and attractive meals from well selected foods. Consideration given to appearance, desirable combinations, flavour, texture, temperature, timing of meals, use of equipment, leftovers and seasonal food.

The needs of families and the influence of occupation and ages of family members on menu selection. How a basic menu can be varied to suit requirements of all family members.

Correlation with Home Management—time and energy planning—planning and management of meals.

The problems of: working and non-working wives; a young family; the single girl with a flat.

The place of preserved foods, pre-mixed and packed foods in the modern home. Use of dehydrated, tinned or bottled, frozen and pre-mixed foods.

Menus compiled will include:

- Breakfast
- Luncheon
- Dinner
- Morning and afternoon teas and supper
- Entertaining

Emphasis to be given to serving: attractiveness of food and table setting; variations in serving to suit the meal and occasion—formal and informal.

**C. ADVANCED WORK**: One session per week during second and third terms.


4. **Continental Cookery**: An introduction to continental meal patterns and food preferences. Some characteristic dishes. Some emphasis placed on French and German Cookery.

5. **Confectionery**—crystalline and non-crystalline sweets—syrup boiling and effect of concentration on temperature—control of crystallization by manipulation and added ingredients. Colouring and moulding sweets from fondant and marzipan. Dipping.
6. Food Preservation—

(a) Bottling fruits and vegetables—spoilage organisms—methods of sealing—dangers of incomplete sterilization.

(b) Pickles, sauces and chutneys—preserving medium—bottling and sealing.

(c) Jam and jelly making—pectin—sugar—acid ratio—addition of pectin stock.

(d) Crystallization of fruit.

Second Year

Work to be based on the Food Preparation syllabus of Home Economics.

Basic skills and techniques—the choice of certain techniques in preference to others—the reasons.

Levels of teaching—the building upon basic skills, techniques and knowledge and the progress from first to fifth year. Knowledge of the making of dishes suitable for each year to illustrate this progression.

Emphasis should be placed on planning and organization of ingredients and equipment in ordering, collecting and arranging on table. Development in student of awareness of the clarity and preciseness of methods used by her in relation to teaching a class. Importance of timing. The things that can go wrong.

The school display—ideas for the planning and organization of displays—realistic approach to level of ability of children who will be helping. Correlation with other subjects taught—how this approach may be utilized.

1. Cake Decoration—Icings and their uses—icings suitable for covering large cakes—covering round, oblong or square cake and board.

Icing for decoration—pure icing sugar—use of pipes: writing star, leaf, petal.

Principles of design—planning and executing design for large cake.

Catering for small and large numbers. The school visitor. The inter-school visits.

Throughout this section of the course it is not essential that every dish be cooked by every girl—but basic skill emphasized and its utilization at higher levels carried out so that as much variety of ideas as possible be given—thus group as a whole can use the basic skill or recipe in different ways.

Texts:

Justin, Rust, Vail: Foods.

Commonsense Cookery Book and Advanced Commonsense Cookery Book.

References:


Sweetman: MacKellar: Food Selection and Food Preparation.

McDermott, Trilling, Nicholas: Food for Better Living.

Heseltine, Dow: The Basic Cook Book.

A.B.C. of Cookery.

Cox: Hostess Cook Book.

Cocke, Godfrey: Cook and Hostess.


Barclay, Champion: Teen Guide to Homemaking.

Journals:

Home Economics and Domestic Subjects Review.

What's New in Home Economics.

Good Housekeeping.

86. Home Management—Teachers' College Course

The constantly changing technological, economic and social conditions of our society have a profound effect upon family life. Therefore, the approach to education in Home Management should be so comprehensive, flexible and functional that treatment of up-to-date technological knowledge becomes realistically integrated in the social and economic setting of modern family and community life.

The more specific aims embedded within the scope of the course are:

(a) To give the students a general background knowledge in home planning, home management and home purchasing.

(b) To teach the principles of harmonious family and social relationships.
(c) To develop reasoning, self-confidence and self-reliance.
(d) To develop judgment and enterprise so that knowledge of goals desired will lead to an efficient evaluation of new products.
(e) To promote on the part of the student teacher an insight into the pupils' present and future roles in the home and community.
(f) To teach specific knowledge and skills.
(g) To give basic motivation for further learning and for profitable use and enjoyment of leisure time.

Duration.
Three hours weekly for one year.

1. Introduction to Course.
The meaning of Home Management. The effect of technological advances on economic and social factors in the community. The duties of the home maker. The aims of the course and a brief survey of its scope.

2. The Home.
A. Problems of purchasing or renting a home—Since the majority of families today own their homes the emphasis will be on purchasing.
   (a) Choosing the land—locality—site—soil—drainage—aspect—convenience—price of land and rates.
   A consideration of advertisements.
   (b) Building or purchasing: Plans of homes—a comparison of a variety of modern home plans. Discussion of advantages and disadvantages. Consideration of family requirements (size of family, sex of siblings)—estimation of number of rooms—size of rooms—convenient and artistic placement of rooms—adaptability of extension.
   Building regulations and requirements—foundations—damp-proofing.
   Type of building materials and relative costs. Value and type of materials used for insulating.

(c) Electricity—lighting and power.
   Plumbing—water and drainage. Gas.

(d) Planning built-in or fixed equipment—hot water system versus individual water heating units; stoves; refrigeration and/or deep freeze; fires or central heating; washing machine, copper, tubs.
   Some discussion of relative costs, advantages and disadvantages of types available. How to make provision for later addition of equipment of this type—effect on cost.

(e) Household finance—
   (i) Methods of payment for home and equipment—mortgages—pitfalls of time-payment—required deposit—role of building societies—other methods of finance—need for care in reading contracts before signing—deed for ownership.
   (ii) Methods of money management—the family budget—sources of income—guide to spending—emergency expenses. Saving.
   Payment of accounts: cash, cheque, postal note and money order. Bank draft and currency exchange.
   Credit available to families—credit accounts, budget accounts, hire purchase and time payment, lay-by, credit agencies and cash orders.

B. Interior design of the home.
   (a) Colour—effect on lighting—natural and artificial.
   Basic principles of design—balance, emphasis, harmony, rhythm. Use in decoration—overall harmony, care in choosing colour schemes from coloured illustrations.
   Wall coverings—paint, wallpaper, tiles, etc. Lampshades.
(b) Choice of blinds, curtains, floor coverings.
   Suitability, cost, etc., of furniture for each room; e.g., bedrooms, lounge room, dining room, hall, entrance porch, sun room, etc.
   Choice of mattress and pillows.

(c) Special treatment of rooms:
   (ii) Laundry—plan of furniture arrangement, especially for units of work: storage and sorting of soiled clothes; washing; drying methods and convenience of outside drying line; finishing and ironing. Storage of required equipment.
   (iii) The linen cupboard—requirements of household linen—method and convenience of storage.
   (iv) Bathroom—bath, toilet, hand basin, mirror—floor and walls—shower recess, curtain.

In all presentation of knowledge and subsequent discussions modern trends and ideas as well as basic comfort and attractiveness should be considered.

C. Time and Energy Control.
   (a) Planning and simplification of work—improvement of methods—organization of work plans. Testing cleaning materials.
   (b) Modern conveniences in the home and labour-saving devices. Convenience and labour-saving in design and arrangement of the home—earlier treatment of these revised.
   The basic labour-saving devices are: laid-on water, a drainage system, electricity, and gas (by pipes or portable). Without these many of the so-called labour-saving appliances cannot be used.

Appliances such as vacuum-cleaners, hot water systems or sink and bath heaters, irons, stoves, refrigerators, food-mixers, toasters, electric jug and kettle, deep-friers, fry-pans, and a host of others to be considered and evaluated especially as to limited use, storage space, and available finance.

Legal requirements. Danger in use of double adaptors.

(e) Cleaning procedures and care of equipment. Students to undertake some practical work in this section.
   Treatment of daily, weekly and special cleaning of various rooms. Care and cleaning of floor coverings, walls and furniture.
   Care and cleaning of workroom, windows and mirrors, metalware.
   Discussion of modern techniques and materials. Choosing cleaning equipment. Trends in cleaners, polishes, carpet shampoos, and stain-resistant finishes to lessen manual cleaning.
   Discussion of advertising methods and propaganda techniques used. Evaluation of actual product.

3. Home Laundering
   A. Textile fibres and finishes and effect on laundering method.
      B. Use of reagents: detergents (soap and synthetic); water conditioners; bleaches; fabric softeners; blue; starches (natural and synthetic—temporary and permanent).
      C. Drying methods—principles involved—similarity of air and machine drying of clothes.
      Ironing and finishing: Types of irons—correct methods of ironing, airing and folding for storage. The ironing board. Care and cleaning of iron and board.
D. Stain removal—when and how treated—reactions of textile fibres to various reagents. Methods used: dissolving, bleaching, detergent action.

Grease solvents—liquids and powders used in dry cleaning dark and light coloured garments. Sponging and immersing, drying and pressing. Care in handling and storing inflammable cleaning agents.

E. Treatment of special articles and materials: chamois, chamois or kid gloves, eiderdowns, blankets, furnishing draperies, velvet, velveteen.

Suitable units of practical laundry work should be carried out by students.

4. Legal Aspects
A brief historical survey of laws concerning women.

A woman’s legal rights in relation to husband and children.

Adoption, guardianship, making a will, joint bank accounts.

5. Good Health and Grooming
(a) Nutrition: The basic principles of good nutrition—main causes of malnutrition and why economic factors are not important causes of malnutrition in Australia—the functions of food in the body—the five essential food groups.

(b) Personal hygiene: General and special care of the body to ensure cleanliness—body odour, saturation of sense of smell and therefore person not aware—treatment.

Cleanliness in the home—health rules—organized home management—handling and storage of food, prevention and dangers of food contamination. Household pests—types and control.

(c) Community health: Services by the community such as pure water supply, sewerage system, food laws and laws regulating premises where food is handled, garbage disposal and street cleaning. Industrial refuse, smoke and dirt—control.

(d) Grooming: What constitutes good grooming—choice of clothes for age and personality—care of hair and choice of style—use of make-up, effects of over-use, care of skin.

Avoidance of being over-dressed on an informal date—value of simplicity in choice of clothes.

6. Design of Household Articles
(a) The choice of pottery, china, glassware and silverware. Reference made to basic principles of design and their application to household articles.

(b) Flower arrangement—Principles of design and colour as affect arrangements. Formal and informal, Japanese, use of driftwood.

(c) Table setting: Setting of table for formal and informal meals, i.e., dinner, buffet. Special occasions.

7. Etiquette
Development of grace and poise. Posture in sitting, standing and walking—reference to grooming.

(a) Issuing and accepting invitations written and verbal—formal and informal.

(b) Introductions.

(c) Meeting guests.

(d) Table etiquette.

(i) Seating—formal and informal dinner. Role of host, hostess, guest.

(ii) Table manners—how to select correct utensils for each course—handling equipment during meal. Courtesy to others—conversation.

(e) How to behave when invited out—role of escort—how to behave when escort does not fill his role.

(f) Good manners on all occasions—overcoming shyness in self and others. The attractive personality.
8. Baby Sitting and Child Care

(a) Responsibilities of—

(i) the sitter;
(ii) the young sitter's parents;
(iii) the parent-employers.

(b) Personality and attitude of successful sitter—
love and understanding—mature outlook—health—good manners—ethical—safety-consciousness—adaptability to different family settings—calmness.

(c) The child:

(i) Nursing care of baby or pre-school child.
(ii) Nutrition.
(iii) Play activities.
(iv) Understanding of expectations of behaviour of young children and handling of distressed child.

TEXTS:

Wright: Guide Book to Easier Living.
Justin, Rust: To-day's Home Living.
Nickel, Dorsay: Management in Family Living.
Peet, Thye: Household Equipment.

REFERENCES:

Baxter, Justin, Rust: Our Home and Family.
Baxter, Justin: Sharing Family Living.
Cox: Practical Laundrywork.
Kennedy: Modern Homes and Homemaking.
Good Housekeeping Institute: Book of Good Housekeeping.

JOURNALS:

Australian House and Gardens.
Good Housekeeping.
What's New in Home Economics.
Home Economics and Domestic Subjects Review.

87. Needlework and Garment Construction

The course is of three terms' duration of six hours per week; three hours in "Cutting and Theory" and three hours in "Making".

First Term:—Eight weeks, commencing second week of Technical College Term. Students engaged in Practice Teaching during the last three weeks of the Technical College Term, but attend Hunter Street Technical College on the day set down in each week of that period.

Second Term:—Twelve weeks—to coincide with Technical College Term.

Third Term:—Eight weeks, commencing second week of Technical College Term. Final Examination held week following cessation of classes. Students then proceed to Practice Teaching.

Vacations:—Two weeks' vacation between first and second terms, and three weeks' vacation between second and third terms.

The terms are planned to coincide as far as possible with the Newcastle Teachers' College time-table.

(a) PRACTICAL CUTTING AND THEORY: Half Yearly Examination in the sixth week of the second term and Final Examination in the week following cessation of classes.

(b) PRACTICAL MAKING: Three garments comprising—1 Blouse, 1 Shortie Pyjamas or Shortie Nightdress, 1 Frock.

Class Marks: Half yearly and yearly class mark to be given on work completed in Drafting and Cutting Book and Processes Book.

One Drafting and Cutting Book containing demonstrations given—this to be kept as a reference book. One Processes Book (loose leaf type) containing compulsory processes—this is to be kept as a Teaching Aid.

Lectures and Demonstrations:

Lectures and Demonstrations given in the following:—Taking measurements, Choice of fabrics for garments.
8. Baby Sitting and Child Care

(a) Responsibilities of—
(i) the sitter;
(ii) the young sitter’s parents;
(iii) the parent-employers.

(b) Personality and attitude of successful sitter—love and understanding—mature outlook—health—good manners—ethical—safety-consciousness—adaptability to different family settings—calmness.

(c) The child:
(i) Nursing care of baby or pre-school child.
(ii) Nutrition.
(iii) Play activities.
(iv) Understanding of expectations of behaviour of young children and handling of distressed child.

TEXTS:
Wright: Guide Book to Easier Living.
Justin, Rust: To-day’s Home Living.
Nickel, Dorsay: Management in Family Living.
Peet, Thye: Household Equipment.

REFERENCES:
Baxter, Justin, Rust: Our Home and Family.
Baxter, Justin, Rust: Sharing Family Living.
Bonde: Management in Daily Living.
Cox: Practical Laundrywork.
Kennedy: Modern Homes and Homemaking.
Good Housekeeping Institute: Book of Good Housekeeping.

JOURNALS:
Australian House and Gardens.
Good Housekeeping.
What’s New in Home Economics, Home Economics and Domestic Subjects Review.

87. Needlework and Garment Construction

The Course is of three terms’ duration of six hours per week; three hours in “Cutting and Theory” and three hours in “Making”

First Term:—Eight weeks, commencing second week of Technical College Term. Students engaged in Practice Teaching during the last three weeks of the Technical College Term, but attend Hunter Street Technical College on the day set down in each week of that period.

Second Term:—Twelve weeks—to coincide with Technical College Term.

Third Term:—Eight weeks, commencing second week of Technical College Term. Final Examination held week following cessation of classes. Students then proceed to Practice Teaching.

Vacations:—Two weeks’ vacation between first and second terms, and three weeks’ vacation between second and third terms.

The terms are planned to coincide as far as possible with the Newcastle Teachers’ College time-table.

(a) PRACTICAL CUTTING AND THEORY: Half Yearly Examination in the sixth week of the second term and Final Examination in the week following cessation of classes.

(b) PRACTICAL MAKING: Three garments comprising—1 Blouse, 1 Shortie Pyjamas or Shortie Nightdress, 1 Frock.

Class Marks: Half yearly and yearly class mark to be given on work completed in Drafting and Cutting Book and Processes Book.

One Drafting and Cutting Book containing demonstrations given—this to be kept as a reference book. One Processes Book (loose leaf type) containing compulsory processes—this is to be kept as a Teaching Aid.

Lectures and Demonstrations

Lectures and Demonstrations given in the following:—
Taking measurements.
Choice of fabrics for garments.
Line, colour and design proportions.
Suitability of style to fabric, figure, age and occasion.
Estimation of quantity of material for different garments.
Points on fitting, interlining and constructing garments.
All processes listed.
Drafting and cutting blouses, skirts, underwear, baby frock and teenage frocks.

Textbooks Used.
"Weldons" Encyclopaedia of Needlework.

Processes Demonstrated
First Term:
- Tucks—1 in. and Pin Tucks (spaced).
- Frills—Straight grain and Bias grain, double Bias Frill—Compulsory Process.
- Binding and Piping—Piping on edge and in a seam. Binding around armhole showing join—Compulsory Process.
- Buttonholes—Worked—Vertical and horizontal. Students to practice in class preparatory to placing on blouse.

Second Term:
- Corners—Square and mitred on one sample—One hem fine-hemmed, one hem slip-hemmed, one hem pin-stitched and embroidered motif using French knots, satin stitch, stem stitch and eyelets placed on same sample—Compulsory Process.
- Rouleau Loops—Setting loops and attaching buttons in slot placket—Compulsory Process.

Third Term:
- Buttonholes—Bound (dress material used)—Compulsory Process.
- Demonstration—Jetted buttonhole.
- Baby’s Frock Placket—Section of back showing yoke and pleat in skirt section. Hems to be hemmed or pin-stitched—Compulsory Process.
- Hem—Circular hem in thick material ½ circle showing side seam and 1½ in. hem—Compulsory Process.

First Term
Making: 1 Blouse. Students to design, cut and make to own measurements. It should have tucks, collar, button and buttonhole fastening and set-in sleeves—long, short or three-quarter length. It may be a “tuck-in” or “over-blouse”.

Lectures and Demonstrations
1. Introduction to Course.
   (a) Discussion of Syllabus.
   (b) Lecture on choice of fabrics for garments and samples, and suitability of type.
   (c) Taking measurements.
2. Demonstration—Foundation Drafts.
   (a) Bodice.
   (b) Sleeve.
   (c) Skirt.
3. Processes.
   (a) Tucks—pin and ¼ in.
   (b) Frills—straight and bias.
   N.B.—Bias Frill compulsory process.
4. Demonstration—Simple blouse.
   (a) Shaped neckline.
   (b) Seam to seam sleeve.
   (c) Back fastening.
Lecture—Economical placing of patterns, one way material, different width materials, “grain lines” allowing for seams and hems, estimating quantity of material for blouse.

5. Processes.
(a) Piping—
   (1) on edge.
   (2) in seam.
(b) Binding—around armhole—showing join.
   N.B.—Binding compulsory process.

(a) Fitted basque.
(b) Seam to seam sleeve with cuff.
(c) Roll collar.
   N.B.—Tissue paper model to be completed.

7. Processes—Buttonholes—worked.
(a) Horizontal.
(b) Vertical.

Students to practice in class preparatory to working on blouses.

8. Demonstration—Blouse.
(a) Yoke or design lines.
(b) Long bishop sleeves with cuff.
(c) Shirt-maker collar.
   N.B.—Tissue paper model to be completed.

Second Term

Making: I Shortie Pyjamas or Shortie Nightdress. Students to design out and make to own measurements. The pants to be machined made and finished. The pyjama top to be machine made and hand embroidered, neckline and armhole or sleeve edge hand finished—or lower edge hand finished. Yoke to be included in design.

1. Demonstration: Shortie Pyjamas.
(a) Briefs.
(b) Bloomers.
   Both demonstrated.
(c) Top showing fullness into yoke.

2. Processes: Corners. 1 process submitted showing—
   (a) Square Corner.
   (b) Mitred Corner.
   (c) 1 hem—slip hemmed; 1 hem—fine hemmed; 1 hem—pin stitched.
   (d) Embroidered Motif using French knots, satin stitch, stem stitch, and eyelets.
   N.B.—Compulsory sample.

(a) Fullness by means of gathers, smocking, or tucks, into curved yoke.
(b) Short puff sleeve.
   N.B.—Tissue paper model to be completed.

   (a) Net.
   (b) Material.
   N.B.—One applique compulsory process.

5. Half Yearly Examination in Practical Cutting and Theory.

(a) Fullness—preferably into yoke.
(b) Sleeves.
   N.B.—Tissue paper model to be completed.

7. Demonstration:
   (a) Slip with “bras”, elastic at waist.
   (b) Slip with “bras” and panels.
   N.B.—1 style to be completed in tissue paper.

   (a) Making and attaching loops.
   (b) Attaching buttons.
   N.B.—Compulsory process.

(a) With long legs using pyjama draft.
(b) Top using shirt magyar foundation.
10. **Processes**: Smocking—4 types of stitches.
   - (a) Outline or cable.
   - (b) Wave.
   - (c) Diamond.
   - (d) Vandyke or Fancy stitch.
   N.B.—Compulsory process.

11. **Demonstration**:
    Winter dressing gown, long sleeves, roll collar.
    N.B.—Patterns for dressing gown to be placed on tissue paper representing material.

*Third Term*

**Making**: A Frock. Students to design, cut and make to own measurements. It should be in prevailing style.

1. **Demonstration**: Teenager’s Jumper or Jacket Suit.
   - (a) Bodice foundation.
   - (b) Sleeve foundation.
   - (c) Skirt foundation.

2. **Processes**: Bound Buttonhole in dress material.
   *Lecture*: Line, colour, and design proportions.
   N.B.—Compulsory process.

3. **Demonstration**: Teenager’s Frock.
   - (a) Magyar sleeve.
   - (b) Princess style.
   - (c) Flared skirt.
   *Lecture*: Construction of garments (Unit Plan).

4. **Processes**: Placket for baby’s frock.
   *Demonstration*: Draft for Baby’s frock.

5. **Demonstration**: Teenager’s Frock.
   - (a) One-sided design.
   - (b) Pleats.
   - (c) Straight skirt.
   *Lecture*: Fitting and interlining garments.

6. **Processes**: Circular Hem in thick material.
   - (a) ¼ Circle showing seam.
   - (b) 1½ in. hem.
   N.B.—Compulsory process.

7. **Demonstration**: Skirts 2 styles.
   - (a) 4 piece flared.
   - (b) Straight.
   - (c) Discussion on pleats.

8. **Demonstration**: Frock.
   - (a) Tailored Raglan.

**Final Examination**.

**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

89. 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.


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


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

Water and body functions. Osmosis.


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

Composition and value in nutrition of common foods.

Meal Planning. Food Economics, low, medium, high cost dietaries.


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

TEXTS:
Sherman: Chemistry of Food and Nutrition.
Mottram: Human Nutrition.
Osborne, Wilson: Australian Food Composition Tables.
Wilson: Simplified Food Composition Tables.

REFERENCES:
Justin, Rust, Vail: Foods.
Gerard: Food for Life.
Leverton: Food Becomes You.
McDermott, Trilling, Nicholas: Food for Better Living.

JOURNALS:
Food and Nutrition Notes and Reviews.
Food Technology.

90. 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. Trend towards family centred teaching.

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

Lesson Notes.


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

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

Adult education for Homemaking.

Home Economics and the Community, Home Economics for boys.


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


91. Home Science Needlework Method—Second Year

Two hours per week

Demonstration lessons in Secondary Schools 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) A variety of large aids in various stages to assist in teaching procedures.
(ii) Construction of an article and one garment suitable for Form 1 of the Craft Syllabus.
Examples of various types of Art Needlework.
One example illustrating the History of Costume.
Selection of aids for Textile lessons.
Block patterns, calico bodice to assist with drafting lessons.

REFERENCES.
Anchor: Manual of Needlework.
Weldon: Encyclopaedia of Needlework.
D.M.C.: Encyclopaedia of Needlework (D.M.C Series).
Small: How to Know Textiles.
Wingate: Textile Fabrics and Their Selection.
D. Yarwood: English Costume.
Brien: Visual Aids for Domestic Subjects and Craft Teaching.

92. 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. Evaluation of product, objective, subjective. Colloidal Chemistry: Chemical, physical properties reactions involved in food preparation. Correlation of colloidal chemistry and nutritional chemistry in the following sections:


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.


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.


TEXTS:
Sweetman, MacKellar: Food Selection and Food Preparation.
Lowe: Experimental Cookery.
Minnesota Food Score Cards.

REFERENCES:
Halliday, Noble: Hows and Whys of Cookery.
Justin, Rust, Vail: Foods.
Harris, von Loesecke: Nutritional Evaluation of Food Processing.
White: You and Your Food.
JOURNALS:
Home Economics and Domestic Subjects Review.
What's New in Home Economics.
Food Technology.

93. 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.

94. 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.

Levers of body.

Posture—erect posture and postural defects.

Nervous System—neurones, brain, spinal cord, autonomic nervous system, nerves, Reflex action. Functions, hygiene.

Sensation and special senses.

Eye and vision—structure, light, spectrum refraction, accommodation, stereoscopic and colour vision. Refractive errors, effects of defective vision, care of eyes.

Lighting and effects of bad lighting.


Endocrine System.


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


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


Air—impurities and purification of air.

Ventilation and effects of bad ventilation.

Sex and Society—
1. Venereal disease.
2. Problems arising from promiscuity.
3. Alcohol.
Problems of sex in adolescence.
Advice to parents—child psychology.
First Aid. Home Care of the Sick.
General hygiene—diseases—their transmission and prevention; water supply, sanitation, housing.
School Hygiene.
Hygiene in the home.
Health education for school children.
School Medical and dental services.
Social Services available for children, mothers and other persons.

Textbook:
Davies: *Hygiene and Health for Teaching Colleges.*
95. Art

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.

References.
See also References and Textbooks in Course 19.

96. Industrial Art

Two hours per week

The theory and application of colour.
Principles of design applied to craftwork.
Single stroke lettering and its application to chartmaking and bookcrafts.
The principles of perspective drawing.

Reference.
Wilcox, W. E.: Perspective Drawing for Beginners.

97. Weaving

Two hours per week

A brief outline of the history and development of weaving. Explanation of terms and accessories used in weaving. Drafting patterns and winding warps.

Simple weaving using card, scarf, roller frame and two shaft looms.

Twill and pattern weaving using four-shaft looms.

References.
Coates, H.: Weaving for Amateurs.

98. Crafts I

Two hours per week

Bookcrafts: Decorative processes—Marbling, coloured paste, stencilling and applique methods of decorating paper.
Paper modelling for Third Class.
Cardboard modelling for Fourth Class.
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.

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, blind tooling, thonging and stitching. Fixing handles, fasteners and catches. Cleaning, staining and polishing.
Practical work.—Purses, wallets, bags and book covers.

Fabric Printing: Wood and linoleum block printing on paper and fabrics in one or more colours.
REFERENCES:
Department of Education: Handicraft Leaflets.
Collins, A. F.: Bookcrafts for Senior Pupils.
Cherry, R.: General Leatherwork.

99. Crafts II


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.

Puppetry: Making and clothing glove puppets.

REFERENCES:
Crampton, C.: Cane work.

100. Descriptive Geometry and Engineering Drawing

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:
The Institute of Engineers, Australia: Australian Standard Engineering Drawing Practice, Sydney, 1951.
Fitness, E. W.: Descriptive Geometry and Drawing Books I, II, III.
Fitness, E. W., and Steel G.: Descriptive Geometry and Drawing; Senior Book.

101. Descriptive Geometry

A Second Year Course of two hours per week

The work covered in the first year of the course will be taken to a greater depth, with emphasis on high quality of draughtsmanship.

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

Exercises will be given to illustrate the practical application of plane and solid geometry, e.g., in sheet-metal developments, cam design, intersection of surfaces, basic thread form, architectural involutes and spirals, gear wheel design, and expansion bends in pipes.

An introduction will be given to co-ordinate geometry and the method of perpendicular components.

Some examples in freehand sketching of machine parts and architectural details, both assembled and "exploded", will be given.
REFERENCES:
The Institute of Engineers, Australia: *Australian Standard Engineering Drawing Practice*.
Standards Association of Australia: *Australian Standard Architectural and Building Drawing Practice*.

102. Engineering Drawing

*A Second Year Course of two hours per week*

In engineering drawing, experience will be gained in making detail drawings, sub-assembly and assembly drawings in orthographic projection from pictorial views. Exercises will be given in both first and third angle projection; these drawings will be fully dimensioned, and material lists shown, where necessary.

Engineering drawing exercises will include—
- Piston and crosshead.
- Cam driven forced lubrication pump.
- Locomotive connecting rod big end.
- Double beat valve.
- Split race roller bearing.
- Ratchet brace.
- Simple two-stroke engine parts.
- Eccentric rod and strap.
- Cooled diesel engine piston.
- Tailstock for a 6-in. lathe.
- 4-in. right-angle stop valve.

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

103. 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 section 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.

References.

Department of Education:
- Syllabus, Descriptive Geometry and Drawing.
- Syllabus, Woodwork.
- Syllabus, Metalwork.
- Syllabus, Farm Mechanics.

Australian Plywood Board: Plywood.

C.S.I.R.O.: Forest Products Newsletters.

C.S.I.R.O. Division of Forest Products: Bulletins, Trade Circulars and Pamphlets.

Cement and Concrete Association of Australia: Pamphlets.


Scottish Education Department: Technical Subjects in Secondary Schools. H.M.S.O.

Silvius, G., and Curry, E.: Teaching Successfully the Industrial Arts and Vocational Subjects.

Newkirk, L.: Organising and Teaching the General Shop.

Roberts, R. W.: Vocational and Practical Arts Education.


104. Woodwork

Four hours per week

First Term

Demonstrations and practice in the basic skills: sawing, planing, squaring, finishing.

Demonstrations and practice in the sharpening and maintenance of planes, chisels, gouges and saws.

Demonstrations and practice in making models, having a wide range of joints.

(a) Mortising, halving, dovetailing.

(b) Dovetail halving, mitred bridle, mortising.

(c) Book stand.

(d) Knife box.

(e) Desk tray.

(f) Small stool.

(g) Assembling prefabricated glove box.
Second and Third Terms

(i) A veneering exercise (glove box) involving various techniques in veneering practice.
(ii) Table corner.
(iii) Bedside cabinet or shaving cabinet.
(iv) Line and pad glove box.
(v) Drawer.
(vi) Crumb tray.
(vii) Book rest.
(viii) Mortise and Tenon joints.
(ix) Stand and bracket.

REFERENCES:
Glenister, S. H.: Contemporary Design in Woodwork. Volumes I and II.

105. Wood Finishing

One hour per week

First half of year

French Polishing—
Preparation of wood for polishing.
Stoppings.
Staining.
Filling in.
Skinning in.
Bodying up.
Stiffing up.

Second half of year

Exercises in spray lacquering prior to lacquering small cabinet made during the second and first half of the third term in the Woodwork course.

All exercises to be retained by students for teaching aids.

REFERENCE:
Department of Labour and National Service Industrial Training Division: Technical Publication—French Polishing.

106. Wood Machining

One and one-half hours per week

1. Safety precautions in operating woodworking machinery.
2. Demonstration and practice in operating and using a bandsaw. Maintenance of bandsaw blades.
3. Setting and operating a jig saw.
5. Methods of adjusting, sharpening and setting jointing machines used in schools.
6. The maintenance and methods of operating a wood turning lathe. Grinding and sharpening turning chisels and gouges. Turning a lamp stand, legs for a table, powder box, collar box, sock darning and chisel handle.

REFERENCES:
Glenister, S. H.: Contemporary Design in Woodwork. Volumes I and II.

107. Fitting and Machining

Four hours per week

1. Demonstrations in:
   (a) Fitting—
      Filling.
      Marking out.
      Drilling.
      Sawing.
      Screwing.

Exercises in spray lacquering prior to lacquering small cabinet made during the second and first half of the third term in the Woodwork course.
(b) Turning—
Parallel.
Knurling.
Form.
Chuck.
Screwing.
Taper.
Face-plate.

(c) Machining—
Shaper.

2. Application to:
(a) Fitting exercises similar to those set for I.C. examinations.
(b) Sliding Bevel (Exercise Number 22).
(c) Toolmakers Vyce (Exercise Number 29).
(d) Jenny Calipers (Hardened and Tempered).
(e) Surface Gauge, Base Number 2 (Exercise Number 31).
(f) Machine Vyce (Exercise Number 32, Parts a, b, c).

Final examination to be comparable with those set at L.C. examinations.

REFERENCES:
Sydney Technical College: Trade Technology Books I and II.
Hughes, A.: Metalwork.
Carey, C. F.: Metalwork.

108. Sheet Metal
One and a half hours per week

1. Demonstrations in—
Soldering.
Marking-out.
Cutting.

Riveting.
Forming on stakes.
Beaten metalwork.
Brazing.
Silver soldering.
Decorative Processes.

2. Application to—
Practice in soldering different sheet metals.
Scoop number 2.
Funnel.
Small Dipper.
Letter Box.
Small Bucket.
120° Elbow.
90° Cutter Angle.
A Brazing Exercise.
Ash Tray.
Ornamental Bowl.
As many I.C. and L.C. sheetmetal examples as possible.

REFERENCES:
Atkins, W. A.: Practical Sheet and Plate Metalwork.
Neubecker: The Universal Sheet Metal Pattern Cutter.
Carey, C. P.: Pattern Cutting for the Sheet Metal Worker and Plumber.

109. Blacksmithing and Heat Treatment
One hour per week

This subject is divided into two main sections, Practical Blacksmithing and Heat Treatment. Each section consists 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 section 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.

Making an S hook.
Making flat round square points.
Bending eye from \( \frac{1}{2} \) square.
Making poker.
Making gate hook.
Making a trace hook.
Welding eye from \( \frac{3}{4} \) square.
Making eye bolt \( \frac{1}{2} \)" diameter.
Welding rings, \( \frac{1}{2} \) square, \( \frac{3}{4} \) round, 1" x \( \frac{3}{4} \)" flat washer.
Shrinking band on casting.
Making links welded and split.
Making hook \( \frac{5}{8} \)" diameter.
Making hinges, gate.
Forging gib head key.
Forging flat bit tongs.
Making and heat treating cold chisels and lathe tools.

REFERENCES:
Campbell: Steel.
COURSES FOR UNDERGRADUATE STUDENTS

1. All Teachers' College students attending Newcastle University College will arrange their courses in consultation with Mr. G. C. Elliott (Arts), Mr. C. C. Doyle (Science), or Mr. J. J. Grady (Commerce). Each student will receive a warrant authorising attendance at the university. Students may enrol in approved courses only. At the beginning of each academic year, undergraduates must report to the Teachers' College and arrange courses for the year.

2. In addition to their University subjects undergraduates may be required to attend at the Teachers' College for tutorials, e.g., speech training.

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. It is difficult to state in full all of the possibilities that arise if a student attending the university fails in one or more subjects. Generally speaking the principle involved is this, that if a student could show clearly and convincingly that he or she, if continued on scholarship at the university, would be able to graduate in the normal time or, carry only one subject during the fourth or professional year of training then that student will be permitted to continue at the university on scholarship. However, it will be necessary for the student to pay fees for any repeated subject or subjects.

If a student has failed in a subject or subjects and would need an extra year to complete his degree then it may be necessary to make one of the following decisions:

(a) Repeat a university year without college allowance.
(b) Enter a returned university course at the Teachers' College on allowance.
(c) Transfer to a two-year course at the Teachers' College, the first year without allowance.
(d) Transfer to a two-year course at the college with both years on allowance.
(e) Discontinue training and repay the assessment of the bond.

Whatever of the above decisions is made will depend upon the particular circumstances and each individual case and in making the decision consideration will be given to the quality of the student's work, the number of university subjects already passed, compassionate factors, e.g., sickness.

At the end of each university year students will receive from college a circular advising them what to do in the event of failure in any university subject.

5. Any student who is completing one university subject during his fourth or professional year will not be eligible for the Diploma in Education.

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.

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**

*Foundations of Education* (seven hours per week).

Course Ia: General Principles of Teaching. Two hours per week.

Course Ib: Current Problems in Educational Theory and Practice. Two hours per week.

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

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

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

**DIVISION II**

*Special Method Courses:*

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

- English Method ... ... 3 hours
- History Method ... ... 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—Four 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

111. Course IA.—General Principles of Teaching

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.


MAIN REFERENCE BOOKS.

Methods and Theory in Experimental Psychology.—C. E. Osgood. Oxford University Press.
P. Vernon: The Structure of Human Abilities. Methuen & Co.

112. 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.

(5) Influences of psychology upon educational theory and practice. Transfer of Training. Theories of the personality. Freud. Play theory.
(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 & Boultwood: A Short History of Educational Ideas.
Reference Books will be indicated during lectures.
113. Course IIA: Educational Psychology and Child Development  
Two hours per week

1. Introduction.
   The educational problem of a Society.
   The contribution of Educational Psychology to a determination of the ends and means of education.

2. Principles of Child Development.
   Survey of Physical, Emotional, Language development up to and including adolescence.

3. Learning.
   (a) Theories.
   (b) Factors facilitating classroom learning.
   (c) Forgetting.

4. The Nature and Development of:
   (a) Understanding.
   (b) Conceptualization.
   (c) Thinking.

5. Intelligence, Theories, Manifestation and Measurement.

   Children's groups. Their function in moulding behaviour and personality.
   Group structure.
   Dynamics of interaction.
   Attitudes. Formation and change.

7. The development of the Self against a background of Personality.

References:
E. B. Hurlock, 1950: Child Development.
W. Millard, 1951: Child Growth and Development.
Osgood, 1953: Method and Theory in Experimental Psychology.
Mead, 1928: Coming of Age in Samoa.
Swanson, Newcombe and Hartley: Readings in Social Psychology.
J. McV. Hunt: Personality and the Behaviour Disorders.

114. 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:


115. 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) (i) Organization of the Sporting Programme.

(ii) Organization of Athletic and Swimming Carnivals.

(9) (i) Activity Equipment and its uses.

(ii) Practice Equipment.

REFERENCES:

J. F. Williams: The Principles of Physical Education.

Williams, Dambach and Schwendener: Methods in Physical Education.


H. C. Craine: Teaching Athletic Skills in Physical Education.

E. C. Davis and J. D. Lawther: Successful Teaching in Physical Education.


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

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.

(3) Heredity: Theories of evolution; cell structure and reproduction; modern theories of heredity; Mendelism; environmental factors.


(4) Infectious diseases:

Definitions; bacteria, viruses, infection and disease; immunity, transmission of infection; control.

Ankylostomiasis; acarasis; chicken pox; common cold; dengue fever; diptheria; bacillary dysentery; echinococcosis 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.

(14) Common Diseases of Childhood.
Rheumatic fever; chorea; diabetes; endemic goitre; hysteria; epilepsy; tonsils and adenoids; lung diseases; cerebral palsy.

(15) School Medical Service.
The functions of a School Medical Service.
The parts played by teacher, parent, medical officer and nurse in the supervision of the health of the child.
Routine medical inspections; notification to parents of defects found and follow-up work by nurse; special clinics; hearing, speech, therapy.
The ascertainment of defects of vision and hearing.

(16) Sex Hygiene.

(17) First Aid.
(In accordance with syllabus of St. John Association Manual.)

Recommended Reading:
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.
Chenoweth & Selkirk: School Health Problems, 1953.

Textbook:
M. B. Davies: Hygiene and Health Education for Training Colleges.
DIVISION I
Special Methods

116. English Method

Three hours per week

A. General
1. Aims of teaching English at the secondary level.
2. Comparative study of aims and content of the Board Syllabus, Alternative Curriculum, General Activities Curriculum, Primary Schools Curriculum.

B. Language.
1. The importance of language—oral and written communication.
2. How language grows and how it is acquired.
3. Language study:—
   (i) Words: vocabulary extension—word-forms and spelling—relationship of words—the dictionary and its use.
   (ii) Sentences: sentence forms—structure and design—punctuation—grammar (formal and functional)—relation between grammar and thinking.
   (iii) Paragraphs: structure—methods of development.

C. Sustained Composition.
1. Stimulation of interest and choice of topics.
2. Aspects of writing—factual, imaginative, descriptive, narrative methods of writing.
3. Correction, marking, recording.
4. Associated activities.

D. Oral Expression.
Materials—types of expression—activities to promote oral expression.

E. Comprehension.
Choice of material—principles involved in formulation of Comprehension exercise—summary—precis.

F. Literature.
1. Forms of literature and distinctive features of these.
2. Forms:—
   (i) Fiction: material for Junior and Senior classes—problems of treatment—scope of treatment—methods and activities—expressive work;
   (ii) Poetry: choice of poems—lyrics, ballads and longer narrative verse—presentation, appreciation, memorization, expressive work—verse composition.
   (iv) Drama: Shakespeare and the Junior classes—choice of texts—methods of study—fruitful activities; Shakespeare and the Senior Classes—textual study—problems; general drama—incidental classroom drama—radio-drama—formal drama—drama for public performances—play production—play-day—free drama—play-writing.

G. Reading.
1. The mechanics of reading.
3. Use of clinical material.
4. Reading for information—reading for pleasure.
5. Extra-curricular reading—use of the library.

H. Classroom Aids.
1. Use of the blackboard—design, plan, relevance.

I. Organization and Administration.
1. The English programme and register.
2. Setting and marking examination papers—results and interpretation of these.
3. Textbook stock—distribution and organization.
4. Economy in handling, collecting and distributing classroom material.

5. Recording of pupils' achievement, and the constructive use of these records.

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

Every student must gain experience in staging or producing a play during the period of study for the diploma.

Written work will consist of eleven exercises based on the Method Course, and each student will be required to prepare material for three seminars.

No textbook is prescribed, but the following books and periodicals are useful for reference:

Bell, V.: On Learning the English Tongue. (1956)
Blackie, P.: A Drama Teacher's Handbook. (1956)
Blamires, H.: English in Education. (1951)
Brown, V.: The Experience of Poetry in School. (1953)
Burton, E.: Drama in Schools. (1955)
Dakin, D.: How to Teach High School English. (1947)
Dolman, J.: The Art of Play Production. (1946)
Graffin, J. and Gurrey, P.: Our Living Language. (1949)
Gurrey, P.: The Teaching of Written English. (1955)

Gurrey, P.: Teaching the Mother Tongue in Secondary Schools. (1950)
Harris, C.: Exercises in Comprehension and Expression. (1950)
Hayakawa, S.: Language in Thought and Action. (1952)
Helm, P.: Essay-Craft for the Middle Forms. (1955)
Laurence, M., Oliver and Boyd: Citizenship Through English. (1946)
Mirrieles, L.: Teaching Composition and Literature in Junior and Senior High Schools. (1932)
Monroe, M. and Wells: Basic Reading Skills for High Schools Use. (1958)
Purdom, C.: Producing Plays. (1940)
Reeves, J.: Teaching Poetry. (1958)
Sassams, T.: Poetry and the Teacher. (1949)
Tidyman, W. and Butterfield, M.: Teaching the Language Arts. (1951)
Walpole, H.: Semantics. (1941)
Watts, A.: The Language and Mental Development of Children. (1950)
Weightman, J.: On Language and Writing. (1947)

PERIODICALS
Activity—A Bulletin for Teachers of General Activity Classes.
English History Bulletin.
English Journal.
English Language Teaching.
Journal of Education.
School of Society.
Use of English.

117. 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.
Jeffreys: History in Schools.

118. Geography Method
Three hours per week

The aims of Geography teaching in secondary schools.

The value of Geography as a subject in adolescent education.

Planning a programme; choice and organisation of material.

The place of various methods of approach; systematic, physical, regional, topical and sample study.

Teaching procedures.

Testing achievement.

The use of text books, maps and reference material.

Other teaching aids.

Some further aspects:
- The study of the home locality.
- The pupil's notebook.
- The Geography room.

Geography teaching and international understanding.

Social Studies in secondary schools.

REFERENCES.
Gospill: The Teaching of Geography.
Scottish Education Department: Geography in the Secondary School.
Kohn: Geographic Approaches to Social Education.
Core: Handbook for Geography Teachers.
Faulkner: Geography in the School.
Dunlop (1958): Teaching History and Social Studies.
Blake: Teaching Social Studies.

119. Modern Language
Three hours per week

The following topics will be treated:

(1) General aims of the Modern Languages course.

Justification for inclusion in the curriculum.
The four linguistic skills—understanding, reading, speaking, writing.

Techniques of teaching—lesson types, lesson notes, testing, correction, text books, programmes.

Teaching aids—films, records, periodicals.

Demonstration lessons will be given as an integral part of the course.

REFERENCES

H. R. Huse: Reading and Speaking Foreign Languages.
Palmer: The Scientific Study of the Teaching of Languages.
Malinov: Modern Languages for Modern Schools.
Menas: A Language Teacher's Guide.
Association of Assistant Masters: Teaching of Modern Languages.
Stott: Language Teaching in the New Education.
Cole: Modern Foreign Languages and Their Teaching.
Scottish Education Department: Modern Languages in the Secondary School.
Kithton: Theory and Practice of Language Teaching.
B. Cole and J. B. Tharp: Modern Foreign Languages and Their Teaching.

120. 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 J.C. Syllabus. Its content. Suggested methods of treating the various sections. The question of an "alternative course".


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:

(N.B.—The first two books are of such importance that students should possess a copy of each.)


Re 1, 3, 6: American Classical League, 1924: The Classical Investigation.

Game: Teaching High School Latin.


Gray, 1939: The Teaching of Latin.

Rousse and Appleton: Latin on the Direct Method.

Re 7: Sandys: Companion to Latin Studies.

Petrie: Introduction to Latin History, Antiquities and Literature.

Treble and King: Everyday Life in Rome.

Carnopino: 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.

Kaeppel: Short History of Latin Literature.

121. 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, lectureettes, symposium, etc.

(f) Special lessons and techniques. Essay setting, return of examination papers, note-taking, revision and review lessons. The use of the diagrammatic technique. The double period.

(g) The relation of syllabus, programme and register—form and keeping of programmes and registers. Correlation with Geography, History and Mathematics.


(i) The programme as a relationship between syllabus and approach.

(j) Detailed discussion of the syllabus both pass and honours—material and possible ways of handling.

(k) Texts—evaluation of some usual text—use of texts.


(m) Aids—film strips—films—visits—statistical material and sources, graphical material. The library and its use.

(n) Special problems facing the Economics teacher—undoctrination—current affairs.

Reference Books:
The following will be found of value:

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".
Bernstein and Aram, Unit 4: Citizens in a Changing Community.
High School Journal, November, 1953: "Why Economic Education?".
Times Educational Supplement, 15th June, 1951: Article.
The Case Method of Instruction, edited Fraser, especially ch. XI, Vanderblue and Gragg: "The Case Method of Teaching Economics".

215
Journal of Educational Sociology, March, 1950: “Econo-

mio 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.
Last four of considerable importance.

Business Principles:
(a) Preliminary consideration.
(b) Possible approaches to Business Principles—voca-
tional 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.

122. Mathematics Method
Three hours per week
The course consists of two parts, namely:—
A. Lectures on the methods of teaching secondary
school mathematics.
B. Lectures designed to broaden the background
knowledge of mathematics.
A. The work will cover:—
1. Typical lessons in Mathematics.
2. The teaching of Arithmetic.
3. The teaching of Algebra.
4. The teaching of Geometry.
5. The teaching of Trigonometry.
6. The teaching of Analytical Geometry.
7. The teaching of the Calculus.
8. Tests and testing.
B. This section will cover:
1. Selected topics from the History of Mathematics.
2. Important examples of the application of Secondary School Mathematics to practical problems.

**ESSENTIAL READING:**
There is no one book which can be recommended as a textbook for either sections (A) or (B). For section (A) useful information can be obtained from the following:
1. The reports of the Mathematical Association on the teaching of Arithmetic, Algebra, Geometry, Calculus.
6. Many standard textbooks give useful suggestions on technique.
7. The Australian Mathematics Teacher regularly includes teaching suggestions.

For section (B) the following books are useful:
1. Dantzig: Number, the Language of Science.

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

123. 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.

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.
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.

**REFERENCES:**
Richardson and Cahoon: Methods and Materials in the Teaching of General and Physical Science.
Heiss: Modern Science Teaching.
Miller and Blaydes: Methods and Materials in the Teaching of the Biological Sciences.
UNESCO: Sourcebook for Science Teachers.
124. Senior Science Method (Physical)

This course will cover the following aspects of the teaching of physical science to senior pupils:

1. The objectives of the teaching of senior physical science.
2. New approaches to the teaching of chemistry and physics.
   Examples: The Chemical Bond Approach in Chemistry.
   The Physics course produced by the Physical Science Study Committee.
4. The use of history and historical material in teaching senior chemistry and physics.
5. Textbooks—function, selection and use.
6. Practical Work—function, organisation and record.
7. Use of Teaching Aids.
8. The teaching of selected topics.

REFERENCES:
Newbury: The Teaching of Chemistry.
Jaffe: Crucibles, The Story of Chemistry.
Fowlkes: Lecture Experiments in Chemistry.
Aylward and Mellor (Ed.): Background to Chemistry.
Aylward and Symes (Ed.): Approach to Chemistry.
The Journal of Chemical Education.
Martin and Connor: Basic Physics.
Halliday and Resnick: Physics.
Butler and Messel (Ed.): Space and the Atom.
Butler and Messel (Ed.): From Nucleus to Universe.
Texts produced by Physical Science Study Committee.
Ansley: Introduction to Laboratory Techniques.

125. Speech Training A

For Students Pursuing English Method

One hour per week

The aims of this course are:

1. To study the aims and methods of teaching speech in schools.
2. To ensure that students possess the basic knowledge required for teaching speech.
3. To assist students to improve the effectiveness of their own speech.

Practical Work:
Ear training to enable students to analyse good and bad speech.
Testing the students' speech and making suggestions for improvement.

Theoretical Work:
1. What is good speech? The training needed to acquire it.
2. The standards of speech for Australian schools.
5. The technique of reading verse.
6. Aims and methods of speech training in schools.

The examination will consist of five parts; an oral 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.
and
(d) A Written Theory Paper.
(e) Phonetic dictation.

Fellow students will form an audience.

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

REFERENCE BOOKS:
- Mitchell: *The Pronunciation of English in Australia; Spoken English.*
- Compton: *Spoken English.*
- Storey: *The Way to Good Speech.*

126. Speech Training B

*For Students Not Pursuing English Method*

*One hour per week*

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

(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.

The course will be mainly a practical one.

Assessment of the effectiveness of the student's speech will be made, and suggestions for its improvement. Questions of theory will be considered when necessary to reinforce practical work.

TEXTBOOK.
- McAllister: *A Year's Course in Speech Training.*

REFERENCE BOOKS:

127. Dramatic Art

*One hour per week*

Aim,

(i) To give students practical experience in the art of play producing.

(ii) To develop an appreciation of good theatre standards.

(iii) To equip the student with a practical knowledge of drama both for his work in the schools and for his participation in the social life of the community.

*The Course.*

A. Stage Techniques,
- (i) Stage make-up.
- (ii) Stage Grouping.
- (iii) Stage movement.
- (iv) Scenery building and painting.
- (v) Stage lighting.
- (vi) Costumes.
- (vii) Planning and designing stage-sets for given plays.
B. Play-production.
   (i) Choice of play—royalties.
   (ii) Editing—preparation of rehearsal plot.
   (iii) Rehearsals.
   (iv) Functions of acting team, and of back-stage crews.
   (v) Publicity—programmes—tickets—booking arrangements—hall management.
   (vi) Final production of play.

C. The production and presentation of a selected one-act play.

SUGGESTED BOOKS FOR REFERENCE.
Selden and Sellman: Stage Scenery and Lighting.
Dolman: Art of Acting.
Dolman: Art of Play Production.
Ward: Book of Make-Up.
Purdom: Producing Plays.
Wolters: Modern Make-up for Stage and Screen.
Lambourne: Dressing the Play.
Melvill: Designing and Painting Scenery.

128. Graduate Biology

   PLANT BIOLOGY

   Two lectures per week with practical work, excursions and special assignments as set.

   (1) Introduction to Biological Science, some theories regarding the possible origin of life.
   (2) Plant and animal cells and their characteristics.
   (3) Cell Division—Mitosis.
   (4) The detailed study of the classification of the major plant groups, their characteristics, differences, evolutionary features, reproduction and life histories.
   (5) Special emphasis on the structure of the angiosperm, its reproduction, fruit production and seed dispersal.
   (6) Special modifications of plant forms—special plants, modification of the leaf, stem and root systems.

   (8) Anatomy of the leaf, stem and root.
   (9) Principles of ecological succession in plant communities.
   (10) Outline of classification of the main families of Angiosperms.

   TEXTBOOKS: Plant Biology Section.
McLuckie & McKee: Australian and New Zealand Botany.
Murray: Biology.
Brown: The Plant Kingdom.
Smith & others: Textbook of General Botany.
Sinnot: Botany—Principles and Problems.
Cooke, Burkitt, Barker: Biology.
Godwin: Plant Biology.
Magroguer Skenes: Biology of Flowering Plants.
Weitz: Science of Biology.
Tansley: Introduction to Plant Ecology.
Pengun: Dictionary of Biology.

BIOLOGY FOR TWO YEAR TRAINED SCIENCE STUDENTS

For those students NOT taking Biology as a method

The course will consist of the same topics as for Graduate students, in the first year of the course Plant Biology will be treated and in the second year, Animal Biology.

References, etc., are as for Graduate Students.
MUSIC SPECIALISTS

From the commencement of the 1960 academic year, a four-year course for musical specialists was commenced. 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:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English—Courses 9, 17.</td>
<td>Second Teaching Subject, two hours per week.</td>
<td>Second teaching subject, three hours per week.</td>
<td>Education, six hours per week.</td>
</tr>
<tr>
<td>Choir and Orchestra, three hours per week.</td>
<td>Choir and Orchestra, three hours per week.</td>
<td>Practical teaching, one hour per week.</td>
<td>English Method, two hours per week.</td>
</tr>
<tr>
<td>Tutorial, one hour per week.</td>
<td>Tutorial and Applied Harmony, one hour per week.</td>
<td>Tutorial and Applied Harmony, one hour per week.</td>
<td>Physical Education, one hour per week.</td>
</tr>
</tbody>
</table>

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.

129. Music Is

1. Method, Course 23.
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.

REFERENCES.
Barry: Music and The Listener.
Smith, W. J.: Music in Education.
Borland: Musical Foundations.
Priestly and Fowler: Recorder Books I and II.
Young, Percy: Music and The Young Child.

130. Music IIs

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).
REFERENCES.
Fiske: Listening to Music.
Ralph Hill: The Symphony.
Smith, W. J.: Music in Education.
Kirkham Jones: Joyous Stories from Music's Wonderland; Duet, Trio Recorder Books.

131. Music III
1. Method—(Upper Primary and Junior Secondary: Sixth class and first year class work). An extension of Method II (Course 24) 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.

REFERENCES:
Cameron, A. E.: Music Appreciation for Australian Schools.
Purcell, H.: Dances for Recorder Ensembles.
Smith, W. J.: Music in Education.
Primary School Curriculum.

132. Music IV
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.

REFERENCES:
Cameron, A. E.: Music Appreciation for Australian Schools.

PART III
COLLEGE ACTIVITIES
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.
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.

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.

Election of representatives of student societies affiliated to the Students' Council shall be controlled by the societies concerned.

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.


(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.
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 the basis of two periods of Games Activity, for First Year students on Tuesdays, and for Second Year students on Thursdays. Games are treated on a seasonal basis, men playing Soccer, Rugby, Hockey, Basketball, Softball, Squash, Badminton, Cricket and Tennis; women playing Hockey, Basketball, Softball, Tennis, Squash and Badminton.

Students will have a working knowledge of at least one winter (Group B) and one summer (Group A) game.

Swimming and Life Saving are organised for all students.

Coaching classes in Tennis, Golf and Ballroom Dancing are conducted 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.

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 will be prominently posted for seven days prior to the meeting.

**Blues**

Blues are awarded on performances in College Sport.

A Blue may be awarded to a student with high Representative Honours.

1. **Honours Blue.**—A Blue in three different Sports ensures an Honours Blue.

2. **Composite Blue.**—A Blue in two different Sports ensures a Composite Blue.

3. **Merit Certificate.**—A Merit Certificate may be awarded to candidates not reaching Blue standard.

4. **Individual Sport Blue.**—For individual ability in any Sport a Blue may be awarded.

**Qualifications**

Each Club is to have a Special Committee plus Coach to nominate members for Blues, the Club to deal with such.

Final nominations are to be submitted to a Sports Union Blues Committee for decision.

Sports Union Blues Committee is to consist of Sports Union Executive, Physical Education Lecturers, together with a Club representative for the particular Sport being dealt with.

The number who qualify will be governed solely by the standard of play, and inclusion in or exclusion from a College Representative Team does not automatically qualify or disqualify a player for the award of a Blue.
Sports for which Blues are awarded—

Men.—Athletics, Badminton, Basketball, Chess, Cricket, Golf, Hockey, Rugby, Soccer, Squash, Swimming, Table Tennis, Tennis.

Women.—Athletics, Badminton, Basketball, Basketball (International Rules), Chess, Golf, Hockey, Softball, Squash, Swimming, Table Tennis, Tennis.

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 229) 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 Colleges compete in a number of different sports, and social functions are held, thereby enabling the students of the Colleges to get to know one another.

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

In 1963, Newcastle will be at home to Sydney.

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:

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!

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.

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 borrow-
ing films, use of filmstrips, and discussion on films seen are considered. Students interested are invited to attend.

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.

MUSIC SOCIETY
The Society runs sessions of recorded music, recorder and chime-bar groups, and live artist shows. The highlight of the Society's activities are the Annual Choral Concert and, often, the production of a Gilbert and Sullivan Operetta. These activities, as well as an occasional broadcast, television or Education Week appearance, offer plenty of scope for those with musical interests.

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!

RELIGIOUS SOCIETIES
There are three religious societies:

The St. Thomas More Society,
The Anglican Society,
The Teachers' College Christian Fellowship,

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.

Religious societies are not clubs of the Students' Union nor are they entitled to representation on the Students' Council. They derive no financial assistance from the Students' Union. The approval of Religious Societies is a matter for the Principal of the College.

The St. Thomas More Society meets every Friday, and prominent speakers are invited to address its members.

The Anglican Society was formed in 1961. Its activities include fortnightly communions, weekly meetings, seminars, house parties, and other social activities.

The Anglican Society has, at the University College, a brother society whose members are invited to join us in our proceedings.

New students are cordially invited to all meetings, the dates of which are announced at Assembly.
The Teachers' College Christian Fellowship is a non-denominational group which meets each week at the College. It aims to provide fellowship and guidance to students interested in Christian things. Film meetings, house parties and socials are held throughout the year. All students are most welcome.

THE NEWCASTLE TEACHERS' COLLEGE RIFLE CLUB

The Newcastle Teachers' College Rifle Club was formed in 1958 under the auspices of the Students' Council and the National Rifle Association of N.S.W. (established 1960).

To become a member of the Club it is necessary to fill in the appropriate Application Form, take an Oath of Allegiance or Affirmation, and to be accepted by the Club and the N.R.A. Membership is restricted to men students only.

Rifles are then available at a low nominal cost, and much of the ammunition that is used in practices is provided free. A variety of practices is held regularly on alternate Saturday mornings on the Stockton Rifle Range, culminating in the Club Championship shoots, and the awarding of trophies and blues.

The primary aim of the Club is to foster the training of members in the care, safe handling and correct use of the Service Rifle, and to develop a high degree of skill in marksmanship. Further aims are the provision of social opportunities such as visitors' day to the Club, and visits to other clubs.

Members are entitled to take part in State and Commonwealth Rifle Shooting Competitions, and, when they leave College, to seek transfer to other Rifle Clubs in districts where they are appointed.

Office bearers for 1962 are—

President: ALLAN CARR.
Secretary: WARREN BROWN.
Treasurer: ROSS DAVIES.

SOCIAL 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.

UNIVERSITY OF NEW SOUTH WALES REGIMENT

A Are you aware that Company of the University of New South Wales Regiment is located in NEWCASTLE.

R Recruits from this College as well as the University are required.

M Many students from this College are at present enjoying the benefits which Army training in this Regiment can provide.

Y You too can accept the opportunities provided by D Coy UNSWR to be trained with a view to becoming Officers of the AUSTRALIAN CITIZENS' FORCES.

The University of New South Wales Regiment is a specialist Unit with a Charter to produce Officers, trained to Infantry standards. Its members are recruited from the Universities of New South Wales and Teachers' Colleges. You will be trained in new tactics and with new equipment.

Consideration is taken of your examination and vacation periods when framing the programme of parades so that the Army does not encroach on your study or examination periods and camps, bivouacs, etc., are conducted during your vacations.

Make the Army a worthwhile hobby where you can feel you are doing something worthy for yourself and your country, enjoy the company of men and be paid at a reasonable rate for any parades you attend.

For rates of pay and further details of enlistment contact:

D Coy UNSWR,
Training Depot,
King St.,
NEWCASTLE WEST,
or Phone MA 2121.