The Teachers' College
Newcastle
NEW SOUTH WALES

CALENDAR
1964
CONTENTS

Calendar for 1964 ... ... ... ... ... ... 9
Term Dates ... ... ... ... ... ... ... 10
College Officers ... ... ... ... ... ... ... 11
Lecturing Staff ... ... ... ... ... ... ... 12
Guide Map to Newcastle ... ... ... ... ... ... 14
Plan of Newcastle Teachers' College ... ... ... ... ... 16

PART I GENERAL INFORMATION

College Regulations—
A. General ... ... ... ... ... ... ... 21
B. Attendance at Lectures ... ... ... ... ... ... 24
C. Examinations and Certification ... ... ... ... ... ... 25
D. Practice Teaching ... ... ... ... ... ... ... 35
E. The Composite Book ... ... ... ... ... ... ... 38
F. Demonstration Lessons ... ... ... ... ... ... ... 39

Information For Students—
A. Matters Affecting Incoming Students ... ... ... ... 43
B. Matters Affecting Instaying Students ... ... ... ... 45
C. Matters Affecting All Students ... ... ... ... ... ... 50
D. Matters Affecting Outgoing Students ... ... ... ... ... ... 57

The Library ... ... ... ... ... ... ... ... ... 63
Prizes, Trophies and Awards ... ... ... ... ... ... ... 69

PART II OUTLINES OF COURSES

Schedule of Lectures and Other College Activities ... ... 79

SECTION A. TWO YEAR COURSES

GENERAL PRIMARY SCHOOL COURSES

Education
An Integrated Course in Education and Psychology.
1. General Educational Psychology ... ... ... 88
2. General Teaching Practice ... ... ... ... 89
3. Social Psychology and Mental Health ... ... ... 90
4. Current Educational Thought and Modern Teaching Practice ... ... ... 91
5. Professional Ethics ... ... ... ... ... ... 92

English—
6. English Method—First Year ... ... ... 93
7. English Method—Second Year ... ... ... 95
8. The Growth of English Literature ... ... ... 98
9. The Twentieth Century Novel ... ... ... 99
10. Speech ... ... ... ... ... ... ... 99
11. History and Form of the Novel ... ... ... 104
### CONTENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Drama as Literature</td>
<td>105</td>
</tr>
<tr>
<td>13. Poetry</td>
<td>106</td>
</tr>
<tr>
<td>14. History and Use of the English Language</td>
<td>107</td>
</tr>
<tr>
<td>15. Mathematics Method</td>
<td>108</td>
</tr>
<tr>
<td>16. Art</td>
<td>110</td>
</tr>
<tr>
<td><strong>Crafts</strong></td>
<td></td>
</tr>
<tr>
<td>17. Crafts—First Year</td>
<td>111</td>
</tr>
<tr>
<td>18. Crafts—Second Year</td>
<td>111</td>
</tr>
<tr>
<td>19. Needlework and Handwork</td>
<td>112</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>20. Music—First Year</td>
<td>112</td>
</tr>
<tr>
<td>21. Music—Second Year</td>
<td>113</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>22. Australian History</td>
<td>114</td>
</tr>
<tr>
<td>23. History of Western Civilization</td>
<td>115</td>
</tr>
<tr>
<td>24. Geography</td>
<td>115</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>25. Social Studies Method—First Year</td>
<td>116</td>
</tr>
<tr>
<td>26. Social Studies Method—Second Year</td>
<td>117</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
</tr>
<tr>
<td>27. Biology</td>
<td>117</td>
</tr>
<tr>
<td>28. Biology and Natural Science Method</td>
<td>119</td>
</tr>
<tr>
<td>29. Health Education</td>
<td>120</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>30. Physical Education—First Year</td>
<td>122</td>
</tr>
<tr>
<td>31. Physical Education—Second Year</td>
<td>123</td>
</tr>
<tr>
<td>32. Chalkboard Writing and Illustration</td>
<td>124</td>
</tr>
<tr>
<td><strong>Infant School Courses</strong></td>
<td></td>
</tr>
<tr>
<td>33. Biology and Natural Science Method</td>
<td>128</td>
</tr>
<tr>
<td>34. Infant School Method and Number</td>
<td>128</td>
</tr>
<tr>
<td>35. Infant School Handwork</td>
<td>129</td>
</tr>
<tr>
<td><strong>Option Courses for General Primary and Infant School Courses</strong></td>
<td></td>
</tr>
<tr>
<td>36. Art—First Year</td>
<td>133</td>
</tr>
<tr>
<td>37. Biological Science—First Year</td>
<td>133</td>
</tr>
<tr>
<td>38. Biological Science—Second Year</td>
<td>134</td>
</tr>
<tr>
<td>39. Dramatic Art</td>
<td>134</td>
</tr>
<tr>
<td>40. English Literature</td>
<td>135</td>
</tr>
</tbody>
</table>

---

**CONTENTS continued**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>41. Geography—First Year</td>
<td>136</td>
</tr>
<tr>
<td>42. Geography—Second Year</td>
<td>136</td>
</tr>
<tr>
<td>43. History—First Year</td>
<td>137</td>
</tr>
<tr>
<td>44. History—Second Year</td>
<td>137</td>
</tr>
<tr>
<td>45. Mathematics</td>
<td>138</td>
</tr>
<tr>
<td>46. Music</td>
<td>138</td>
</tr>
<tr>
<td>47. Needlework—First Year</td>
<td>138</td>
</tr>
<tr>
<td>48. Needlework—Second Year</td>
<td>139</td>
</tr>
<tr>
<td>49. Physical Education—Men</td>
<td>139</td>
</tr>
<tr>
<td>50. Physical Education—Women</td>
<td>140</td>
</tr>
<tr>
<td>51. Physical Science</td>
<td>141</td>
</tr>
<tr>
<td>52. Psychology</td>
<td>142</td>
</tr>
<tr>
<td>53. Religious Education</td>
<td>142</td>
</tr>
<tr>
<td>54. Small Schools</td>
<td>144</td>
</tr>
</tbody>
</table>

---

**SECTION B. TWO YEAR COURSES**

**Junior Secondary School Course in English-History and Geography-Commerce**

<table>
<thead>
<tr>
<th>Outline of Subjects</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>55. Secondary Teaching Practice</td>
<td>148</td>
</tr>
</tbody>
</table>

**English**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>56. English Method</td>
<td>149</td>
</tr>
<tr>
<td>57. Literature</td>
<td>151</td>
</tr>
<tr>
<td>58. Language</td>
<td>152</td>
</tr>
<tr>
<td>59. The Short Story</td>
<td>152</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>60. History of Western Civilization</td>
<td>152</td>
</tr>
<tr>
<td>61. Modern European History</td>
<td>153</td>
</tr>
<tr>
<td>62. History of East Asia</td>
<td>156</td>
</tr>
<tr>
<td>63. History Method—First Year</td>
<td>156</td>
</tr>
<tr>
<td>64. Australian History in a World Setting</td>
<td>157</td>
</tr>
<tr>
<td>65. History Method—Second Year</td>
<td>158</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>66. Geography—First Year</td>
<td>158</td>
</tr>
<tr>
<td>67. Geography—Second Year</td>
<td>159</td>
</tr>
<tr>
<td>68. Commerce</td>
<td>160</td>
</tr>
</tbody>
</table>

**Art**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>69. Art—First Year</td>
<td>161</td>
</tr>
<tr>
<td>70. Art—Second Year</td>
<td>162</td>
</tr>
</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>71. Physical Education—First Year</td>
<td>163</td>
</tr>
<tr>
<td>72. Physical Education—Second Year</td>
<td>163</td>
</tr>
</tbody>
</table>
CONTENTS

JUNIOR SECONDARY SCHOOL COURSE IN

Science
Outline of Subjects
73. Practical Written English
74. Biology
75. Chemistry
76. Geology
77. Science Method
78. Physics
79. Scientific Calculations

Page
166
167
169
171
172
173
174

JUNIOR SECONDARY SCHOOL COURSE IN

Mathematics
Outline of Subjects
80. Biology
81. Mathematics

Page
176
177
178

JUNIOR SECONDARY SCHOOL COURSE IN

Home Economics
Outline of Subjects
82. Chemistry
83. Household Physics
84. Needlework—First Year
85. Foods
86. Home Management
87. Needlework and Garment Construction
88. Textiles
89. Chemistry, Dietetics and Nutrition
90. Home Economics Method
91. Needlework Method
92. Foods and Food Processing
93. Physiology, Health and Hygiene

Page
180
181
182
183
184
186
196
202
203
204
206
207
209

JUNIOR SECONDARY SCHOOL COURSE IN

Industrial Arts
Outline of Subjects
94. Industrial Arts Method
95. Woodwork
96. Wood Machining
97. Wood Finishing
98. Fitting and Machining
99. Sheet Metal

Page
212
213
214
215
216
216

SECTION C. FOUR YEAR COURSES

Undergraduate Students

Graduate Courses

Diploma in Education Courses—
I. Foundations of Education
II. Health and Physical Education
III. Speech Training
IV. Methods
V. Part A: Biological Science
or
Part B: Special Thesis
VI. Practical Teaching and Demonstrations

Fourth Year Teacher's Certificate Courses

Special Music Courses

SECTION D. POST COLLEGE COURSES

PART III COLLEGE ACTIVITIES

The Students' Union
How the Students' Council Functions
Constitution of the Students' Union
Presidents of the Students' Union
Vice-Presidents of the Students' Union
Model Constitution for Clubs
College Sport
Constitution of Sports Union
Blues
Specimen Constitution for Affiliated Clubs of the Sports Union
Inter-Collegiate Visit
**THE TEACHERS' COLLEGE NEWCASTLE**

**CALENDAR, 1964**

<table>
<thead>
<tr>
<th>VACATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers' College—14th Dec.-23rd Feb.</td>
</tr>
<tr>
<td>Technical College—15th Dec.-2nd Feb.</td>
</tr>
<tr>
<td>Schools—13th Dec.-27th Jan.</td>
</tr>
<tr>
<td>University—14th Dec.-1st Mar.</td>
</tr>
<tr>
<td>Practice Teaching—3rd Feb.-14th Feb.</td>
</tr>
</tbody>
</table>

**FIRST TERM**

| Teachers' College—24th Feb.—8th May. |
| Technical College—17th Feb.—9th May. |
| Schools—28th Jan.—7th May. |
| University—2nd Mar.—8th May. |
| Easter Vacation—27th Mar.—31st Mar. |
| Practice Teaching—20th April—7th May. |
| Anzac Day—25th April. |

**VACATIONS**

| Teachers' College—9th May—24th May. |
| Technical College—10th May—24th May. |
| Schools—8th May—18th May. |
| *University—9th May—24th May. |

**SECOND TERM**

| Teachers' College—25th May—14th Aug. |
| Schools—19th May—20th Aug. |
| University—23rd May—31st July. |
| Queen's Birthday—8th June. |

**VACATIONS**

| Schools—21st Aug.—7th Sept. |
| University—1st Aug.—23rd Aug. |

**THIRD TERM**

| Teachers' College—7th Sept.—18th Dec. |
| Technical College—31st Aug.—21st Nov. |
| Schools—8th Sept.—17th Dec. |
| University—24th Aug.—30th Oct. |
| Examinations—26th Oct.—13th Nov. |
| Practice Teaching—16th Nov.—4th Dec. |

**VACATIONS**

| Teachers' College—19th Dec.—1st Mar. |
| Technical College—20th Dec.—1st Feb. |
| Schools—18th Dec.—3rd Feb. |
| University—17th Dec.—1st Mar. |

**CONSERVATORIUM OF MUSIC**

| First Term—30th Jan.—6th April. |
| Second Term—27th April—29th June. |
| Third Term—13th July—4th Sept. |
| Fourth Term—12th Oct.—12th Dec. |

**ABBREVIATIONS:**

- V — Vacations.
- P — Practice Teaching.
- UI — Intercollegiate.
- E — Examinations.
- S — Swimming School.
- G — Graduation Day.
TERM DATES—1964

Newcastle Teachers' College:
1. 24th Feb. to 8th May.
2. 25th May to 14th Aug.
3. 7th Sept. to 18th Dec.

Newcastle Technical College:
1. 17th Feb. to 9th May.
2. 25th May to 15th Aug.
3. 31st Aug. to 21st Nov.

Newcastle University College:
1. 2nd March to 8th May.
2. 25th May to 31st July.

N.S.W. Schools, Eastern Division:
1. 28th Jan. to 7th May.
2. 19th May to 20th Aug.
3. 8th Sept. to 17th Dec.

The Teachers' College,
Newcastle
(Established 1949.)

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

Vice-Principal:

Warden of Women Students:

Warden of Men Students:

Registrar:
FRANK B. BRADY.

Librarian:

Caretaker-Attendant:
MR. E. BAXTER.
LECTURING STAFF, 1963

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

Biology:
Edward J. Driscoll, B.Sc., Dip.Ed.
Gordon S. Grace, B.Sc.
R. Keith Harmer, B.Sc., Dip.Ed.
Joyce E. Winney, B.Sc., Dip.Ed.

Classics:

Education:
Samuel Ball, B.A., M.Ed. (on leave).
Alex. M. Clarke, B.A., A.S.T.C.
George England, B.A., M.Ed.
Ashley Foster, M.A., Ph.D.
Harold B. Lindsay, B.A., M.Ed.
Paul A. Newling, M.A.
Ada Renwick, B.A.

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

History:
John J. Grady, B.A.

Home Economics and Needlework:
Mabel F. Grady, B.A.
Leila I. Whittle.

Industrial Arts and Crafts:
Eric W. Fitness, A.S.T.C.
Donald A. MacKay, A.S.T.C.
Walter E. Wilecox.

Mathematics:
Bruce A. Barnes, B.Sc., Dip.Ed.
Colin C. Doyle, B.Sc., Dip.Ed.
John E. M. Munro, B.Sc., Dip.Ed.

Music:
Jess E. Ferguson, L.Mus.
Lawrence W. Orchard, D.S.C.M.
Marjorie G. Snedden, B.A., D.S.C.M.

Physical Education:
Harold W. Gillard.

Physical Sciences:
John P. Doherty, M.Sc.
Leslie W. J. Pennington, B.Sc., Dip.Ed.

PART-TIME LECTURERS

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

Modern Languages:
Gay Reeves, B.A.

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

Education Centres
1. Newcastle Teachers' College.
2. Area Office of Education.
4. Broadmeadow Junior High.
5. Cook's Hill Junior High.
6. Hamilton Girls' Junior High.
8. Jesmond High.
10. Newcastle Boys' Junior High.
12. Newcastle University College and Newcastle Technical College.
15. Technical College, Wood Street.
16. Wickham Girls' Junior High.

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

Points of Civic Interest
21. City Hall.
22. Newcastle Railway Station.
23. Presbyterian Church, Laman Street.
24. Roman Catholic Church, Hamilton.
25. Royal Newcastle Hospital.
26. War Memorial Cultural Centre, Library and Art Gallery.
27. Wesley Church, Hamilton.

College Activities
29. Badminton, Showground.
30. Basketball, National Park.
32. Hockey, National Park.
33. Sports Ground No. 1.
34. Sports Ground No. 2.
35. Squash Courts, Broadmeadow.
36. Squash Courts, Darby Street.
37. Squash Courts, Nine-Ways.
38. Squash Courts, Rugby Union Club.
39. Tennis, District Park.
40. Tennis, National Park.
PART I

GENERAL INFORMATION

COLLEGE REGULATIONS

INFORMATION FOR STUDENTS

THE LIBRARY

PRIZES, TROPHIES AND AWARDS
COLLEGE REGULATIONS
COLLEGE REGULATIONS

A. GENERAL

1. Staff Advisers.—Students who desire any information, or who have any difficulties associated with their studies or with College activities, should consult their Staff Advisers. An Adviser is appointed for each College Section.

2. Wardens.—Women students needing information concerning board and lodging should consult Mrs. H. Turner, the Warden of Women Students; men should consult Mr. I. McKenzie, the Warden of Men Students.

3. Section Representatives.—Each College Section is requested to elect a Representative and a Deputy Representative to act in details of College administration on behalf of the Section. In the graduate Professional Course group a man and a woman Representative should be elected.

Section Representatives are requested to inform the College Registrar of their election not later than the third week of first term.

The Section Representatives duties include: attendance as a member of the College Students' Council; keeping the Section which he represents advised of Council decisions and raising matters relating to his Section at Council meetings; marking of weekly attendance sheets for his Section's lectures; collecting mail and demonstration lesson notes for his Section from the College Office; informing the Lecturer in charge of the distribution of The Education Gazette and School Magazine each month regarding the adequacy of supplies; and collection and distribution of allowance cheques to students in his Section.

4. Students' 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. Representation on Council is determined in accordance with Section 2 of the Constitution of the Students' Union. (See Part III of this Calendar.)

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.

5. Notice Boards.—From time to time information concerning issue of bus 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.

6. The Time-table.—Copy of the College time-table 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. Times at which the lectures begin are given in the blank time-table form at the back of this calendar.

7. 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.

For students attempting the Diploma in Education course and students attending the Conservatorium, Union fees are reduced to two pounds per annum.

For students repeating without allowance the Union fees are waived.

8. 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.

9. The College is non-residential and students under the age of 21 are expected either to live at home or, in the case of students whose homes are outside the Newcastle area, in lodgings approved by their parents. In exceptional cases, however, a student may be required to change his place of residence if the Principal so directs.

Any student who wishes to live in a flat must obtain written parental approval and also obtain permission from the College.

10. 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.

11. Additional Studies.—Any student wishing to undertake a course of study which is additional to that for which the scholarship was awarded must first obtain the permission of the Principal of the College.

12. Student's Correspondence.—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.

Students who are obliged to communicate in writing with the Principal or Registrar or any College Officer should indicate, immediately below their signature, the section number or group to which they belong. Private students paying tuition fees should add in brackets the words "Private Student."

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

14. During lecture hours, students are requested not to use the pianos in the common rooms or canteen.
15. Students are requested to refrain from making unnecessary noise in the common rooms or quadrangles during lecture hours, and to avoid walking along verandas whilst lectures are in progress.

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

17. 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.

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

19. Every male student is notified that he must wear a coat or blazer and collar and tie when attending demonstration lessons.

B. ATTENDANCE AT LECTURES

It is every student's individual responsibility to be present at every lecture, demonstration, and laboratory period. If a student is absent for any cause whatsoever and no application for leave of absence is submitted it will be assumed that the absence has been brought about by some cause which would not be approved by the College and if a student is absent for such reasons any lecturer has the right to fail the student in his course because the work has not been covered. Such a policy would not be adopted for a single absence or for minor absences, each of which would be treated as a disciplinary matter between the lecturer and the student concerned, but should absences continue it will be pointed out to the student that his lack of attention to his work is endangering the continuation of his training. The matter may be dealt with by either Warden, or a student may lose some payment of allowance for unauthorised absence.

If a student is absent through sickness or any other serious circumstance, which the College would take into consideration, then he should apply for leave of absence on the correct form, copies of which are available in the vestibule of the College Office, and if the circumstances warrant it leave will be approved. In such cases if the absences are of such a number that the student's ability to pass the course is seriously affected it may be ruled that the student must repeat the course. In cases where good compassionate grounds exist, e.g., serious illness or accident, the Director-General has sometimes approved granting allowance for the repeat course, but on other occasions he has ruled that the allowance may begin again only in the following year at the stage where it left off in the unfinished year.

The above is the official attitude. A much better attitude is simply that absence from lectures is a discourtesy to the lecturer or demonstrator and if students wish to be treated as responsible people and be shown consideration by members of staff then they must behave in a responsible manner. In other words, this is a matter of mutual respect and understanding and those students who have failed to see this point have missed a most important aspect of their training as teachers.

C. EXAMINATIONS AND CERTIFICATION

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: Distinction (D). Credit (Cr.). Pass (P.). 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>Points.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One Lecture per Week</td>
</tr>
<tr>
<td>D.</td>
<td>4</td>
</tr>
<tr>
<td>Cr.</td>
<td>3</td>
</tr>
<tr>
<td>P.</td>
<td>2</td>
</tr>
<tr>
<td>F.</td>
<td>0</td>
</tr>
</tbody>
</table>

3. Particular Regulations.

I. Students who have been granted two-year or threeclass 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 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, 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 Teacher’s Certificate may be recommended for a Conditional Certificate.

II. Students who have been granted two-year scholarships and who attend part-time at other institutions.
Students of the Teachers' College who attend another institution, such as the Technical College, for a portion of their two-year course, must satisfy the requirements of each institution for classification purposes. To be eligible for the Teacher's Certificate these students must—

(1) satisfy the requirements of their course at the Technical College or other institution;

(2) satisfy the requirements set out in 3, I, (c) of these Regulations.

In general, progression to second year of these students will depend upon the satisfactory completion of their course at the Technical College or other institution and they shall thereafter satisfy the same conditions for certificates as those students who have been granted two or three-year scholarships and who are in full-time attendance at the Teachers' College.

III. Students (other than those referred to in II) who have attended courses at other institutions.

(a) In the case of students who fail to achieve a satisfactory standard in any year of their course at another institution the following conditions shall apply:—

(i) Their scholarships may be discontinued;

(ii) they may be given the option of repeating the year at their own expense;

(iii) at the discretion of the Principal of the College they may progress to a second-year section, in which case, to be eligible in educational attainments for a Teacher's Certificate, they must satisfy the requirements set out in 3, I, (c) of these Regulations.

(b) Students who, having satisfactorily completed one year or more of their course at another institution, voluntarily return to the Teachers' College, must satisfy the requirements set out in 3, I (c) of these Regulations, in order to render themselves eligible in educational attainments for a Teacher's Certificate.

(i) Students who have completed the equivalent of three or more full-time first-year courses at the University, but who have not completed as many as six courses, will be permitted to complete training in one year as returned university students. They will complete their training either by joining the second year of an appropriate Junior Secondary School Course or being placed in a suitable special course for returned university students.

Students who have less than three University courses completed must do a full two-year course at the Teachers' College.

Both categories of students referred to in III (b) (i) will be granted two year trained status on satisfactory completion of training at the Teachers' College. The particular courses they will follow will be decided on the basis of their preliminary training before entering the Teachers' College.

(ii) Students who have completed six or more university courses, but who have not graduated may complete training in one year at the Teachers' College as returned university students. Provided they complete the course satisfactorily they will be eligible for three-year trained status.

During their year of professional training they will undertake courses in Educational Psychology, English, Speech, Health and Physical Education and additional studies appropriate to their teaching methods.

(c) Graduate and other students who have satisfactorily completed their courses at other institutions and their professional course at the Teachers' College shall be deemed to have satisfied all the academic requirements for the Teacher's Certificate.
(d) In the event of failure to meet requirements set out in (a) (iii), (b) and (c) of III, the recommendations shall follow the alternatives as set out under section 3, I, (d) of these regulations.

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.

(iii) 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 preceding week, and shall be administered by the Teachers' College.

(d) Outgoing Students.

(i) Deferred examinations for two-year trained students are set by the College in conjunction with Teacher's Certificate examinations held in the August vacation immediately subsequent to the completion of their College course.

Deferred examinations for four-year trained students are held in January in conjunction with the Diploma in Education deferred examinations.

Outgoing two-year trained students are advised to read the February edition of The Education Gazette in order to find the correct method of application to sit for deferred examinations, but four-year trained students must notify the College in writing that they wish to sit for deferred examinations.

At present three-year trained students are examined at the same time as four-year trained students.

(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.
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.

All students who leave the College with any deferred examination still to be completed are recommended for Conditional Certificate status only. However, if they pass the deferred examination their Teacher's Certificate recommendation is back dated to the commencement of their teaching year so that they do not suffer in salary by comparison with other students graduating at the same time.

Students who fail in deferred examinations are marked Conditionally Certified and remain on the salary scale for Conditionally Certified teachers until such time as they complete their qualifications at prescribed Teacher's Certificate examination which are held in the August vacation each year.

### 5. Examination Regulations.

(a) Return of Examination Papers.

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

(ii) Marked papers of Annual 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.

A duplicated sheet of Rules for Examination Routine will be placed on each candidate's table during the Mid-Year, Annual and Deferred Examinations.

### 7. Regulations on Certification

(a) College Record

At the conclusion of training students will receive a certificate from the College showing that they have been recommended for a Teacher's Certificate, or a Conditional Certificate, on completion of satisfactory teaching experience.

The College certificate will be awarded in three grades (Distinction, Credit and Pass).

(b) Departmental Teacher's Certificate

The Teacher's Certificate is awarded by the Department of Education to students who have reached a satisfactory academic standard and who have completed periods of probation as ex-students as shown hereunder.

(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.)

D. PRACTICE TEACHING

(a) General

1. In any one year students will undertake six weeks of supervised and two weeks of unsupervised practice. They will be known as Junior Teachers.

2. As far as practicable students will be given practice on a wide variety of classes.

3. During practice teaching each student will keep a bound foolscap Lesson Note Book.

4. 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 school principal.

5. In the case of absence students must:

(a) Notify the principal 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 school principal, to the Principal of the College, a Leave of Absence Application, on the form used by teachers.

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

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

8. No lessons will be given on the first day of practice. Students will spend that day in observing classes at work, noting regular class routines and arranging with the teacher their programme of work.

9. Besides giving lessons, students are required to undertake a share in all the duties for which a teacher is responsible, such as the usual playground duties and sports supervision.
(b) The Student’s Lessons

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

Primary and Infant Course 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 Course Students—
Twelve lessons per week.

2. 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 school’s requirements. During practice, Lesson Note Books are to be handed to the supervisor for 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 school room.

5. In general, Primary and Infant Course Students should observe the principles set out in Guide to Practice Teaching in Primary and Infants Classes.

(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 Teaching Mark, after observing students at work, and after discussing their work with teachers and principals.

Some Supervisors for the College 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 Principals, Mistresses, and Principals 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 Primary and Infant Schools members of the College Staff are appointed as Zone Chairmen, who are responsible for the co-ordination of practice in a number of schools comprising a Zone.

3. At the end of each practice teaching period Supervisors report to the Principal, through their 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 College appreciates the co-operation of the Area Director of Education and District Inspectors of Schools in the selection and use of Practice Schools:—

Area Director of Education—Mr. W. A. Gelfius, B.A., Newcastle Area.
Staff Inspector—Mr. J. R. McQuater.
Area Secondary Inspector—Mr. A. C. Travis, B.Sc., Dip.Ed.
Cessnock—Mr. P. A. Waterhouse, B.A., A.A.S.A., A.C.I.S.
Maitland—Mr. C. J. H. Hargreaves, B.A.
Newcastle-Maitland Infants—Miss B. O’Donnell.
Newcastle Central—Mr. B. G. Watt, B.A.
Newcastle North—Mr. A. G. Harvey, B.A.
Newcastle South—Mr. O. V. Hardy.
Newcastle West—Mr. A. G. Gaunt, B.A.
Home Economics—Miss N. Roberts, Assistant Supervisor, Newcastle and North Coast Areas.
(e) Home Practice Teaching

1. (a) Two-Year Course Students.—Students are required to undertake practice teaching during the summer vacation unsupervised by the College Staff. This will normally be for a period covering the second and third weeks of the school year.

(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 undertake two weeks Home Practice during their summer vacation at the beginning of the final year of their training.

2. Students select their own schools for this practice, subject to College approval, 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.

6. No mark is awarded, but a report is requested from the school principal that each student's attendance and conduct have been satisfactory.

7. The object of this period of practice is to enable students to gain increased facility in teaching, and increased familiarity with school problems, without having the feeling that their progress is being judged.

F. DEMONSTRATION LESSONS

(a) Primary and Infant School Courses

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

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.

Two schools are used for Primary and Infant Demonstrations at times shown on the College Time Table.

(i) The Junction Demonstration School

Its activities supplement the Primary and Infant School courses of the College. The demonstration lessons illustrate both the methods and procedures recommended in College lectures, and skill in handling the everyday problems which arise in the classroom.

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

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

(ii) The Minmi Demonstration School

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 appropriate demonstrations dur­
ing the second year of training.

(b) Junior Secondary and Professional Year Courses

Demonstrations are arranged for students taking these
courses by individual method lectures at one or more of
the following schools:—

- Broadmeadow Junior High School.
- Cardiff High School.
- Cooks Hill Junior High School.
- Gateshead High School.
- Hamilton Girls' Junior High School.
- Hunter Girls' High School.
- Jesmond High School.
- Newcastle Boys' High School.
- Newcastle Boys' Junior High School.
- Newcastle Girls' High School.
- Newcastle Technical High School.
- Wallsend High School.
- Whitebridge High School.
- Wickham Girls' Junior High School.

INFORMATION
FOR STUDENTS
INFORMATION FOR STUDENTS

A. MATTERS AFFECTING INCOMING STUDENTS

1. Enrolment Procedure

Before a student can be formally enrolled he or she is required to produce his or her enrolment warrant for admission to College issued by the University Branch Office of the Department of Education together with the medical clearance card also issued by the University Branch Office. The student must also hand in his or her Birth Certificate. Enrolment and payment of allowance will depend upon these documents being received, and in no case will a student be enrolled without the enrolment warrant and medical clearance card. Students who have not their Birth Certificates must obtain a "Certificate of Entry" from the Registrar-General's Department.

To complete their enrolment, new students are required to fill in admission cards which will be made available to them upon their arrival at College. They are also required to complete cards for the Wardens, and practice teaching record cards.

Incoming students who wish to forgo their scholarships subsequent to enrolment, should consult the Principal and notify the Registrar in writing.

2. Refund of Certain Expenses

(a) Refund of Fare from Country to Newcastle

In the case of country students holding scholarships the Department of Education will bear the cost of travel for the initial rail journey to Newcastle made at the commencement of training, and the return journey made on completion of training. In the case of the latter a "free pass home" will be issued at the appropriate time. In the case of the former, i.e., the journey to Newcastle, incoming students may submit claims immediately for refund of the fare. All relevant details should be supplied, including the number of the train ticket and the date of travel. If the ticket number is not known, a
statutory declaration must be pinned to the form stating that the journey was made by rail, and the date of travel should be included.

(b) Refund of cost of Initial Medical Examination

Students may obtain a refund of the cost of their initial medical examination to a maximum of £2 2s. 0d. The receipt from the medical officer must be produced and if a student has not the original receipt a duplicate must be obtained and a statutory declaration made.

(c) Refund of Fare to Newcastle or Sydney for Medical Examination and Interview

Incoming students residing in the country may also apply for a refund of the cost of coming to Newcastle or Sydney by rail for medical test and interview if such a visit is needed. The same conditions apply as those for the refund of the rail fare for enrolment at Newcastle Teachers' College.

(d) Method of Application

Application for the refund of the cost of the medical examination, cost of the rail fare for enrolment at Newcastle Teachers' College and if necessary cost of the rail fare for medical test or interview must be made separately on the prescribed travelling and medical expenses claim form. The claims should be submitted to the College Office immediately on enrolment.

Refunds are made by cheque from the Education Department later in the year.

3. Bonds

The attention of students is drawn to two sections of the bond which they will sign on entering the Teachers' College:

Par. 1d. "The student agrees to serve the Department of Education as a teacher after completion of training in whatever locality or localities . . . directed by the Minister or other proper authority”.

Par. 1e: "No woman student may marry prior to the expiration of the period of training”.

All students and sureties are advised to read the bond with care and to make sure that they understand it. Surety forms nominating bondsmen are supplied by the University Branch Office and must be forwarded direct to the University Branch Office.

The bond itself is not completed until after the student reports for enrolment and no student can be regarded as properly enrolled until the bond is completed and signed by all parties. For this reason students are given a period of grace after reporting to the College to have their bonds signed. Completed bonds must be returned to the College Office before the 30th April.

Failure to return the completed bond will result in delay in payment of any further instalment of allowance.

4. School Syllabuses

When Primary School and Secondary School Syllabuses become available they will be issued to students requiring them. Unlike textbooks, these are to be retained by the student for use upon receiving an appointment to a school, as well as during the College course.

B. MATTERS AFFECTING INSTAYING STUDENTS

1. Registration Procedure

The attention of students, whether attending courses at Teachers' College, University College, Technical College or the Conservatorium is specially drawn to the fact that all students are required to register formally at the Teachers' College on the first day of resuming training. Payment of allowance will be dependent upon this requirement being met. Late registration will involve a penalty by way of deduction from the allowance, the minimum penalty being an amount equal to the allowance of five days. The burden of seeing that they register rests upon the students themselves. It is important, therefore, to understand what constitutes formal registration. Formal registration is effected by filling in a registration form which for the convenience of students will be distributed and collected at an assembly at which attendance is required on the first day of resuming training.
Where a student omits to register at an assembly, he must himself effect registration by filing in and lodging a registration form at the College Office. Where sickness or similar unavoidable hardship prevents a student from registering for enrolment he must advise the College Registrar in writing of the circumstances on or before the due date for resumption. A student's name will not be placed on the Pay List until after the completed form has been received at the College and forwarded to the Education Department. As it is intended to make a payment of allowance in the middle of March, it will be necessary for all students to report for registration on the correct day. Students who fail to report on the due date may miss the first instalment of allowance and be without allowance until the second payment is made at the end of March or beginning of April.

2. University Students

All students attending University will receive with the December instalment of allowance cheque a form on which to indicate their University results for this year and the course they wish to follow next year. These forms should be completed and returned by 15th January. In order to ensure that the completed result sheet is returned to the Newcastle Teachers' College Office by 15th January, instalments of allowance which will be posted later in January will be withheld until such time as the completed sheet is received. As soon as the result sheet has been received at the College Office the cheque and a provisional warrant will be forwarded to the student. The provisional warrant must be handed in or forwarded to the University College, Tighe's Hill and preliminary enrolment completed before 31st January.

If a student has failed or has been granted a deferred examination he should still forward his results to the Teachers' College. The student should state his intentions for the future (a) on the assumption of success in posts and (b) on the assumption of lack of success.

(a) Students desiring to do Honours

Students desiring an extension of scholarship to do an Honours (Fourth) Year must make application on the abovementioned form not later than January 12th. This application must be accompanied by the written approval, from the head of the appropriate University Department, of the student's admission to the Honours Year.

(b) Students qualified to continue at University

In general a student is qualified to continue at University by way of progression on allowance to the next succeeding year if he falls within one of the following classifications:

- Three subjects completed at the end of first year
  Arts or Science.
- Six subjects completed at the end of second year
  Arts or Science.
- Passes in all subjects in Commerce I, II or III.

In some cases in the past, students in Arts and Science with two subjects completed by the end of first year, or five by the end of second year, have been permitted to proceed on scholarship, but each such case is considered individually. Students in this category should apply accordingly on the abovementioned result form.

Students in Commerce who fail in one subject, but who receive permission from the Faculty to proceed to the next year carrying the failed subject may be granted progression on scholarship. Such students should apply for progression on their result form, and, as soon as possible, should forward to College a certificate from the Faculty giving approval for entry to the next year of the course.

Students in third year in Arts, Science or Commerce still having one subject to complete for their degree, may apply on the result form to progress to the fourth year professional course while carrying the failed subject.

All students must register at Colleges as set out in paragraph B1.
Students who, by reason of failure or absence or otherwise, are not qualified, in terms of paragraph (b) above, to progress to the next year of their course, must complete and return their examination results form by the due date, with an indication of the course of action they wish to pursue. Such students may, on the recommendation of the Principal, be allowed to repeat their year, or be granted leave of absence, or be admitted, in appropriate case, to the one-year ex-University course (with scholarship allowance), or be considered for admission to a two-year College course, with restoration of allowance, in appropriate case, in the second year. Students granted deferred examinations should further advise the Principal in writing of the results immediately they become known.

By direction of the Department of Education, where permission to repeat the year is granted the student will be required to do so without scholarship and without warrant in respect of failed, repeated, or substituted subjects. The student will, therefore, be himself obliged to meet the cost of University fees. Only in exceptional circumstances will the Department consider issuing a warrant.

University students who will be continuing University courses should attend the Newcastle Teachers' College for an assembly on the last Wednesday of February next year.

Students who do not report at this assembly for registration at the Newcastle Teachers' College will incur a penalty for late enrolment and will almost certainly not receive the instalment of allowance which will be paid on or before 15th March. It is therefore important that students report and complete their re-enrolment warrants at this assembly.

Many University students will desire to discuss the courses they intend to undertake next year and if they wish to do so they may call at the Newcastle Teachers' College any time during January in order to decide their courses for the year. The Principal will be available during January to advise students who report to the College. Arrangements can be made for Mr. A. M. Clarke and Mr. C. C. Doyle, Lecturer-Supervisors for Arts and Science respectively, to be in attendance if prior notice is given.

3. Special Music Students

Students attending the Conservatorium should notify the Teachers' College of the results of their annual examinations as soon as these become available.

Students granted deferred examinations at the Conservatorium should forward their results to the Teachers' College immediately they become known.

Following the deferred examinations, students whom the Principal of the Conservatorium has ruled as not eligible to continue their course at that institution should arrange an interview with the Principal, Newcastle Teachers' College, as soon as possible after their results become available.

All students who are eligible to continue at the Conservatorium must report for re-enrolment at the Teachers' College on the first Monday in February.

4. Students Granted Leave of Absence

Students repeating a year without allowance or granted leave of absence to repeat a year or make good their failures are also required to register at College as set out in paragraph B1 above. The only students exempted from annual registration are those on leave of absence to go overseas or for purposes other than continuing their studies, e.g., illness.

5. Citizen Military Forces Camps

Students who will be undergoing training at C.M.F. camps during the mid-summer vacation are requested to notify the Registrar in writing of the dates of the camp and are also asked to enclose their call-up notices for the camp.
C. MATTERS AFFECTING ALL STUDENTS

1. College Office

Routine matters and all financial transactions including the receipt and payment of practice and demonstration expenses, College dues, scholarship allowances, etc., are dealt with in the College Office. Other enquiries should be directed to the Staff Section Advisers.

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.

2. Interviews with Registrar

The Registrar will grant interviews when circumstances justify this procedure. Appointments, in appropriate cases, to see the Registrar, may be made by asking at the College Office.

3. Warrants to Attend Other Institutions

Students selected to attend a University, the Conservatorium or Technical College will be issued with a warrant authorising them to enrol at such an institution. These warrants should be collected from the appropriate Staff Supervisor—

- Mr. A. M. Clarke (Arts undergraduates),
- Mr. C. C. Doyle (Science undergraduates),
- Mrs. M. F. Grady (Special Home Science),
- Miss M. G. Snedden (Special Music), and
- Mr. W. E. Wilcox (Special Industrial Arts).

Warrants for undergraduates will not be available for collection until after the student’s choice of subjects has been approved by his Staff Supervisor.

Undergraduates at the University College should note University enrolment regulations for their own benefit. Failure to carry out University requirements concerning enrolments could result in the levy of a late fee, a fine, or even disqualification.

4. Teachers’ College Scholarship Allowance

Details of financial assistance provided for students under scholarship are given in the current Teachers’ College Scholarship Handbook published by The Department of Education.

The rate of scholarship allowance is determined individually for students at the time of award of scholarship. Should a student feel that he is eligible for a higher rate of scholarship allowance, or that because of changed circumstances he has become eligible for such a higher rate during his course, he should apply in writing to the Principal supporting his application with relevant evidence and submitting it through the College office.

5. Payment of Scholarship Allowance

Scholarship allowances will be paid in fortnightly instalments while the College is in session.

Vacation payments are different for each category of College student. The method of payment will be announced in College Notice Board throughout the year.

The Taxation Department has advised that students receiving an allowance in excess of £208 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 through the College Registrar, addressed to the Accountant, Department of Education.

6. Dependants’ Allowance

Married students seeking the additional allowance in respect of dependent wife and/or dependent children are required to submit each year a fresh statutory declara-
tion in support of their claim. Declaration forms are available from the Office and should be returned as soon as possible as the additional allowances will not be paid until the statutory declaration has been received.

7. Textbook and Equipment Allowance

A special allowance is paid to scholarship students to assist them in the purchase of textbooks and equipment, and for other incidental expenses. The grant is not made to students repeating the year without allowance.

Forms on which students should set out how they propose to spend the sum granted should be obtained from the College Office. The forms should be retained by the students and handed in when the students report to the College Office for collection of their cheques. An announcement will be made when the cheques for this allowance are available for distribution.

The approved grants are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates and Diploma</td>
<td>£45.00</td>
</tr>
<tr>
<td>Education students</td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td>£30.00</td>
</tr>
<tr>
<td>Special Music (4 year)</td>
<td></td>
</tr>
<tr>
<td>First and second year</td>
<td>£20.00</td>
</tr>
<tr>
<td>Third and fourth year</td>
<td>£35.00</td>
</tr>
<tr>
<td>Industrial Arts (2 year)</td>
<td>£20.00</td>
</tr>
<tr>
<td>All other categories</td>
<td>£10.00</td>
</tr>
</tbody>
</table>

8. Concession Fares for Daily Attendance at College

Students entitled to concession fares on trains, and Government buses may obtain the required application forms from the Office and upon filling them in, should lodge them at the Office for attestation. University and Conservatorium students must have their certificates attested by the University or Conservatorium authorities and not by the College. Students attending Technical College should endorse their forms “attending Technical College and Teachers' College”.

The correct dates of the term must be inserted on applications for railway periodical tickets.

Bus concession fare certificates are issued on an annual basis for students attending College for the entire academic year, and the following dates should be inserted on application forms:

(i) Date of College Year Commences,
(ii) Date College Year Ends,
(iii) Dates of College Vacations.

The Transport Department will not accept forms which do not bear the correct dates or which have not been completed correctly. Bus application forms must be completed by the student ready for the Principal's or Registrar's signature. Concession fare certificates will be issued only on personal application to the Registrar during Office Hours.

Students whose course requires them to travel between Teachers' College and another institution may obtain concession fares for such travel by including on the annual concession fare application the times they are required to attend each institution, the names of such institutions, and an endorsement requesting that permission be granted for travel between the two Colleges so named.

Samples of all forms with the correct dates and details are attached to the main notice board outside the College Office.

9. Refund of Excess Rail Fares

Students, whether attending Teachers' College, University, Technical College or the Conservatorium of Music, are eligible for a refund of the difference of rail fares incurred in travelling to College daily between Civic or Wickham and their Home Station and the rate for seven miles from Civic (or Wickham) if they come within the following classification:

(a) They must be in receipt of scholarship allowance at Living at Home rates only;
(b) They must have travelled from a station beyond a seven-mile radius from Civic (or Wickham).
The amount of refund payable is calculated on the cost of a student's periodical ticket less the fare by a similar ticket for travelling from Civic or Wickham to the seven-mile radius.

Students who have lived at home during part only of the College year may apply for a refund for the period provided it coincides with a complete College term.

Claims should be submitted on the prescribed form—"Excess Fare Refund Form"—obtainable at the College Office. The last day for lodging forms is the last Friday in September each year.

10. Concession Fares for Vacation Rail Travel

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.

Travel on concession passes is permitted in all States except Tasmania.

11. Practice Teaching Expenses

Students are reminded that they should travel to the schools by the cheapest route, and that, in general, only expenses beyond those usually incurred in travelling to College will be allowed. Students should use weekly rail tickets where appropriate.

Only students on College scholarships may apply for refund of travelling expenses.

Claims for practice expenses should be submitted on the prescribed form, which must include a certificate from the Supervisor that the student has been in attendance. The claims may be lodged at the College Office on the last day of the practice period, or posted to the Registrar. The closing date for lodging claims is three days after the practice ends. Claims lodged after that date cannot be paid.

Students should note the procedure for collecting the refund at the College Office. A receipt for the amount of refund allowed will be prepared and the student must sign the receipt in the presence of the Registrar to collect the refund.

12. Demonstration Expenses

Demonstration Expenses will be paid at the end of each term. The amount to be refunded to each student is the total expense incurred in demonstrations of a particular group, e.g., Industrial Arts, English, Maths, etc. This amount must be certified by the lecturer in charge of each section or group.

13. Loan of Textbooks

Students on College scholarships, including those repeating the year are entitled to a loan of such prescribed textbooks as may be available in the Textbook Store. To obtain a loan of books, incoming students must take proper care of them and return them when required to do so. This promise is made by filling in and signing a form stating the student's responsibility in this regard. The promise is binding throughout studentship or until all books have been returned. Students continuing from one year to another may not borrow again until all books previously borrowed have been returned or paid for. Books which are lost or not returned at the end of the year must be paid for by the student.

About 20,000 books are issued each year. To avoid misunderstanding, students are required, at the time of issue, to place their initials opposite the title of each book received and cross out the title of any book not received.

In the case of University and Graduate students, a list of books available will be posted on the notice boards at the Textbook Store, and students must indicate under subject headings the books they require,
quoting the catalogue numbers. The forms should then be handed in at the Store. Books will be available for collection only at the advertised times during which the Textbook Store will be open.

14. Distribution of The Education Gazette and School Magazine

Supplies of The Education Gazette and School Magazine are delivered each month to the College for distribution to students.

As soon as they become available, a Notice is displayed in the Quadrangle, indicating where they may be collected, usually in Room 2, either by Section Representatives or by individual students.

All students are asked to retain their Gazettes as they are official Departmental documents and because they contain not only Administrative and General Articles but also Features of professional interest. Lecturers may refer to these items during lectures and reasonably expect all students to follow up any such reference.

15. 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.

16. 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.

17. Accidents During College Course

Under the terms of the Workers' Compensation Act students in Teachers' Colleges are not eligible to be considered as employees and therefore they do not qualify for compensation if injured at College or when engaged in official College activities, for example, practice teaching. It is therefore most desirable that in their own interests students should join one or other of the Funds that provide some financial help in these eventualities (for example, New South Wales Teachers' Federation Health Society. Students wishing to join may obtain application forms from the foyer of the College Office).

D. MATTERS AFFECTING OUTGOING STUDENTS

1. Free Passes Home

Outgoing students are entitled to free passes to their homes on completion of their training in December, if the following conditions are met:

(a) The student must hold a College Scholarship.
(b) The home must be in the country.
(c) He must be living away from home while attending the College.

To obtain the pass, the following information should be supplied in a letter to the Registrar. This letter must be accompanied by a green rail concession form and should be handed in at the Office. The requisite particulars are:

(i) The name of the Home Town;
(ii) The name of the Railway Station;
(iii) Where the Home Town is not a railway station, the means of conveyance (service car or coach) from the nearest railway station to the Home Town.

The closing date for these applications is the last Friday in September.

It will not be possible to obtain free passes for students who do not apply by this date.
Warrants will be issued only during office hours (see Item C1 above) on personal application after the third Monday in October.

Note.—Students whose home address is in another State will receive a travel warrant only as far as the N.S.W. border.

2. Refund of Travelling Expenses

Students appointed away from home may receive a rail warrant with notice of their appointment. Failing this, a refund of travelling expenses may be applied for after arrival at the school provided that:—

(a) The most direct and economical route be followed, rail where available.

(b) Ticket number and date and class of travel be endorsed on the claim for refund.

(c) Where service car or such conveyance must be used for journey receipts must be furnished. Cost of motor car and for cycle travel is not granted unless prior approval for this mode of travel is obtained.

(See Teachers' Handbook).

3. Notification on Entry on Duty at School

On arrival at his school the student will be given an “Entry on Duty Form” printed on white paper. This “white” form is to be dealt with in accordance with the Head Teachers' instructions.

Payment of the first salary cheque upon appointment to schools will be dependent upon the form having been filled in and received at the Department of Education. Immediately upon arrival at the school to which he has been appointed, the student should fill in the form and hand it to the Head Teacher for transmission to the Accountant. In the case of a student being appointed as teacher-in-charge of a school, the student should himself forward the form direct to the Accountant, Department of Education, immediately upon reporting for duty at the school.

4. Superannuation Data Forms

Certain details are required by the State Superannuation Board from each outgoing student. This information will be given on the Superannuation Data Forms to be issued early in October and must be completed the following day and handed to Section Advisers for return to the College Office. Salary cannot be paid until superannuation facts are correctly recorded, so that completion of these forms is essential.

5. Special Assembly

A special assembly will be arranged for all outgoing students. This assembly will be addressed by the State President of the Parents and Citizens' Association, by the Welfare Officer of the Department of Education, and by a representative of the Director-General. At this assembly outgoing students will receive Superannuation Data Forms.

6. Citizen Military Forces Camps

Students who will be undergoing training at C.M.F. camps during the mid-summer vacation must notify:—

(a) The Registrar, Newcastle Teachers' College, in writing of the dates of the camp and should enclose their call-up notices for the camp, and

(b) the Accountant, Department of Education, Sydney, if their camp will not allow them to attend school on the first day of term. Notifications should also be sent to the District Inspector and to the Area Office concerned.

7. Appointment Details

At the end of second term in the final year of training every student will be provided with a form on which to supply information relevant to his appointment to the teaching service. These forms will be discussed with each section by their Section Adviser.

The forms must be completed during August and returned to Section Advisers during first week of third term.
8. Announcements

Students of the Session completing their training this year, should watch the notice boards for announcements relating to:

(i) Graduation day activities.
(ii) Return of textbooks.
THE LIBRARY

Librarian: Margaret A. Clinch.

Assistant Librarians: Janice Jones, Denise Melehan

The college library is an organized collection of material selected essentially to serve the college students and lecturing staff in the completion and preparation of courses provided by the college.

There are about 20,000 books in the collection, 300 periodicals and large numbers of pamphlets, filmstrips and teaching pictures. Students who make frequent use of the library while at the college will find that this will benefit them in their studies. The experience gained will also prove valuable to them when they begin their careers in schools as teachers.

Hours

The library is open for reference and borrowing each Monday to Friday from 9.00 a.m.-5 p.m. both during term time and vacation. During practice teaching, the library is open at certain times during the evening. Variations in library hours will be indicated on college and library notice boards which students are requested to note.

Borrowing

All students may become borrowing members of the library by filling in a simple form in the library, at the beginning of the college year. Most students receive two cards. Diploma in Education students receive four cards. Students may borrow one book for each card they hold. Each student is responsible for keeping his own cards. The cards are not transferable, and a student is responsible for each book borrowed on his cards. A student who knows he has lost a book must notify the Librarian, and if the book is not subsequently found, it must be replaced or paid for.

63
The normal period of loan is one week. The length of loan may be reduced if a book is particularly in demand, so that the maximum possible number of students may use it. The date due is stamped at the back of each book as it is issued. Students are asked to cooperate in returning books on time, so that they may be used by other students. However, books may be renewed in the library if they are not currently in demand by other students. Reservations may be made for the use of books which are currently on loan to other students or members of staff. Students who have reserved books should check to see if they have been returned.

Arrangement of the Books

The books in the library are arranged according to the Dewey System of classification. This system, which is the one used in most Australian libraries, places books on related subjects close together on the shelves, so that they may be easily referred to. The general grouping of this system is as follows:

<table>
<thead>
<tr>
<th>Subject fields</th>
<th>Dewey numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Works, e.g., encyclopaedias and dictionaries</td>
<td>000-099</td>
</tr>
<tr>
<td>Philosophy and Psychology</td>
<td>100-199</td>
</tr>
<tr>
<td>Religion</td>
<td>200-299</td>
</tr>
<tr>
<td>Social sciences</td>
<td>300-399</td>
</tr>
<tr>
<td>Language</td>
<td>400-499</td>
</tr>
<tr>
<td>Science</td>
<td>500-599</td>
</tr>
<tr>
<td>Technology</td>
<td>600-699</td>
</tr>
<tr>
<td>The Arts</td>
<td>700-799</td>
</tr>
<tr>
<td>Literature</td>
<td>800-899</td>
</tr>
<tr>
<td>Geography, Biography, History</td>
<td>900-999</td>
</tr>
</tbody>
</table>

Students who use the library frequently will soon become familiar with the Dewey numbers for more specific subjects, e.g., EDUCATIONAL PSYCHOLOGY 370.15 and CHILD STUDY 152.27. An outline of the arrangement of the books on the shelves is posted in the library.

The catalogue is an alphabetical index to material held by the library and indicates by a shelf number the location of such material. There are authors, subject and title entries arranged in one alphabetical order. However, title entries are made only for books which have distinctive titles such as “From zero to infinity”. Other books must be approached by looking under the author’s name, if known, or through reference to a subject entry such as ECONOMICS. Students who are unfamiliar with library catalogues, or are experiencing difficulty in locating particular books or information should ask the library staff for assistance.

After having made use of books in the library, students are requested to leave them on the tables, so that they can be returned to the shelves in the correct order by the library staff.

Other Materials

Periodicals as well as books are a valuable source of information. Many periodical articles are indexed under their subject in the main catalogue. The library also holds published periodical indexes such as the Australian Education Index, which are a valuable guide to information in periodicals.

Students should ask the library staff for aid in locating periodical information, if they are not familiar with this type of index. Periodicals may be borrowed for short periods by Diploma in Education students. Pamphlets held by the library are kept in classified order in a pamphlet file which students may peruse. There are subject references in the catalogue to material in the pamphlet file.

Filmsstrips are kept in a filmstrip cabinet with a separate alphabetical subject index. They may be borrowed.

Teaching pictures of which the library has a large collection, may be borrowed during practice teaching.

Use of the Library

Students should remember that the library staff are available to give them assistance in locating particular books or information if they are in difficulties. While in
the library, students must respect the needs of other
students by not disturbing them with undue noise. Bags
should be left outside the library, and books brought in
for use there, must be shown to the librarian at the loan
desk.

External Borrowers

Teachers may become external borrowers of the library
on the payment of £1 service fee per year. Facilities are
also extended to District Inspectors and the staff of the
Demonstration School, at the discretion of the Principal
and the Librarian. It should be noted however that in
a case where material is in demand, first preference must
be given to college borrowers.

PRIZES, TROPHIES AND
AWARDS
PRIZES, TROPHIES AND AWARDS

Armstrong Cup

The Armstrong Cup is a 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.
1963—Section 208.

Frances Baker Prize

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

1962—Marilyn van Deyk, Janet F. Steel.

Reg. A. Baker Trophy

The firm of Reg. A. Baker grants an annual award and a permanent record is kept on a trophy for the man and woman in Second Year showing highest qualities of sportsmanship.

1960—Helen J. Gillard, R. Bradbery.
1961—Janice Royce, R. Ezzy.
1963—Marjorie Marchant, K. Ross.

Brown-Grahame Trophy

Two ex-students, L. Brown and W. Grahame, donate an annual award for sportsmanship among First Year students.

1960—Janice Royce, R. Bradbery.
1961—Pamela Boyd, R. Campbell.
1962—Marjorie Marchant, J. Palagyi.
1963—Dianne Pease, J. Lane.
Business and Professional Women's Club Prizes

These are two cash prizes of £3 3s. each which are awarded for leadership in women. One award is for a woman in the Two Year courses and the other for a woman in the Fourth Year Professional Course.

1962—Two Year Students: Beverley Z. Ainsworth and Marilyn van Deyk (Aeq.).
Four Year Students: Janice A. Woolley, B.A., Judith M. Allen, D.S.C.M. (Aeq.).
1963—Frances Doherty, Barbara Coddington, Margaret Plumridge, B.A., Valerie Opitz, B.A.

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—Janet Knee, J. Parker.
1963—Kay Dellaway and Diane Pease (Aeq.), J. Coleborne.

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—E. Kreutzer, Carolyn M. Clipsham, Penelope J. Stedman, Leslie N. Campbell, A. J. Gilmore.
1963—To be printed in 1965 Calendar.

Forum Club of Newcastle Prizes

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.


Geographical Society Prize

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

1960—Yvonne A. Booth, Elaine Roberts, R. J. Magennis.
1961—Sandra R. Thrift, Penelope J. Stedman, Lenore M. Debenham.
1962—Susan V. Makepeace, G. W. Owen.
1963—T. A. Nettleton, J. R. Murray.

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.
1963—Kathleen Chorley.
Infants' Mistresses' Association Prize

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

1960—Alma J. Fitzpatrick.
1962—Wendy A. Merrilees.
1963—Helen Bros and Daphne Campbell (Aeq.).

Institute of Industrial Arts Prizes

Each year the Institute of Industrial Arts (Newcastle) awards prizes for the outstanding students in each of the two years of the Industrial Arts Course.

1960—G. P. Symes, Second Year.
F. J. Smith, First Year.
1961—B. W. Plane, Second Year.
R. C. Blanch, First Year.
1962—R. J. Kane, Second Year.
J. R. C. Grainger, First Year.
1963—J. R. C. Grainger, Second Year.

Ian S. McKenzie Drama Award

A 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.

1963—To be printed in 1965 Calendar.

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 bronze plates with a central motto and crest.
Scott's Shield

The firm of Scott's Pty. Ltd., Newcastle (which is now David Jones') has donated a shield for annual competition among the sections of the College.

This Shield has as its central plaque a 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 an accumulative point score is maintained on the College Notice Board.

1963—Section 208.

Mick Simmons Shield

The firm of Mick Simmons, Newcastle, has donated a shield for the aggregate point score at the Annual College Swimming Carnival.

1962—Section 207.
1963—Section 204.

Dr. Allan J. Way Prize

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

1960—Janet L. Fenerty.
1962—Elizabeth M. Busteed.
1963—Dorothy Cosandey.

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.
1963—Pamela B. Davis.

Winn 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, C. N. Hughes.
1961—L. S. Shelton, Stephanie Lloyd, R. S. Bradbery.
1963—F. M. Howard, Denise Street.

Additional Prizes

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

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

OUTLINES OF COURSES

1964

SECTION A

General Primary School Courses.
Infant School Courses.

SECTION B

Junior Secondary School Courses in
English-History.
Geography-Commerce
Science.
Mathematics
Home Economics
Industrial Arts.

SECTION C

Undergraduate Students
Graduate Courses
Special Music Courses

SECTION D

Post College Courses
### SCHEDULE OF LECTURES AND OTHER COLLEGE ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Primary</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td>8</td>
<td>2</td>
<td></td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>English—History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography—Commerce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td>2</td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td>1w</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td>8</td>
<td>2</td>
<td></td>
<td>24</td>
<td>34</td>
</tr>
<tr>
<td>General Primary</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infant School</td>
<td>2</td>
<td>2m</td>
<td></td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English—History</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography—Commerce</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>4</td>
<td></td>
<td>4</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>4</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>4</td>
<td>3</td>
<td></td>
<td>2</td>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td>4</td>
<td>15</td>
<td></td>
<td>8</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
<td>15</td>
<td></td>
<td>1</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Music</td>
<td>11</td>
<td>8</td>
<td></td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*m* Men Students.  
*w* Women students.

The above Schedule may be amended during the year as need arises.
SECTION A

TWO YEAR COURSES

General Primary School Courses

Infant School Courses
GENERAL PRIMARY SCHOOL COURSES
Education

First Year: Courses 1 and 2 (Section I)
Second Year: Courses 2 (Section II), 3, 4 and 5

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>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>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 theorists? 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>Class teaching. Adapting the method to the aim and content of education. Project teaching, unit teaching, central themes, individual and remedial instruction.</td>
</tr>
<tr>
<td>3. What do we teach and what is its relationship to method? (THIRD TERM—FIRST YEAR.)</td>
<td>What can we learn from psychology to help us decide what to teach? Child Growth and Personality Development. Readiness, Emotional motivation, Interest, attention.</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></td>
</tr>
<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.</td>
<td>Teacher as a group member and group leader. Techniques for group teaching. Implications for class control and performance.</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. 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. 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.
5. Lesson Structure—
   (a) General procedure;
   (b) procedures for teaching knowledge;
   (c) procedures for teaching culture and attitudes;
   (d) procedures for teaching skills and productions.
6. 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. Introductions to topics and to lessons.

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

3. 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.

4. 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 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:

Fransden, N.: Educational Psychology.

4. 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.
3. Aids, Broadcasting; Films, Television.

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

Textbook:

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

5. 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
The following courses in English will be taken by General Primary students:
First Year—Courses 6, 8, 10, 11.
Second Year—Courses 7, 9, 12, 13, 14.

6. 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.

7. 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.
Constitution 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:

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.

G33781—4 K5126 97
8. 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 Heilman.

Othello.

References.

A History of English Literature: Legouis and Cazamian.
Illustrated History of English Literature, 2 vols.: Ward.
An Outline History of English Literature: Hudson.
A Short History of English Literature: Saintsbury.
An Introduction to English Literature: Mulgan and Davin.
The Story of English Literature: Broadus.
English Literature: Long.
History of English Literature: Lang.

99

9. 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.
Muir: The Present Age.
Bennett: Virginia Woolf.
Allen: Arnold Bennett.
Bentley: Some Observations on the Art of Narrative.
Forster: Aspects of the Novel.
Liddell: Treatise of the Novel.
O'Connor: Forms of Modern Fiction.
Pritchett: Living Novel.
Church: British Authors.

10. Speech

A One-year Course of one hour a week.

1. Aims.

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

(ii) To ensure that students possess a knowledge of basic principles and techniques required for teaching speech.

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

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

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

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

3. The English Alphabet.

(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.


(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.)


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 lisping. The Speech Clinic and Speech Therapist. Dental Clinic and Orthodontal Treatment.


(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.
11. History and Form of the Novel

An English Literature Course for First Year Students.

History.


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.

12. Drama as Literature

One hour per week

A. A brief outline of the development of English drama to Elizabethan times.

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


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

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

Suggested Books for Reference.

Drama:

Selden and Sellman: Stage Scenery and Lighting.
Crofton and Royer: The Complete Acted Play.
Marriott: The Theatre.
Bentley: Modern Theatre.
Bussell: Puppet Theatre.
Harding: Glove Puppetry.
Chalmers: Modern Acting.
Dolman: Art of Play Production.
Collins: Acting Games.
Speaight: Acting.
Miles: British Theatre.
Turnbull: Teacher's Omnibus of Plays.
Nicholl: Nineteenth Century Drama.
Nicholl: World Drama.
Drama Since 1939.
Robinson: The Irish Theatre.
Brooks and Heilmann: Understand Drama.
Dukes: The Drama.
Fermor: Frontiers of Drama.
Felton: The Radio Play.
Gassner: Masters of the Drama.
Kelly: Group Play-Making.
Littlewood: Dramatic Criticism.
Owen: Playwright's Craft.
13. Poetry

Aims:

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

The Course.

A. Poetic Theory:

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

B. Narrative Poetry:

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

C. Lyrical Poetry:

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

14. 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 Abuse.
Mitchell: The Use of English.
King: Writing.
Dobree: Modern Prose Style.
15. 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 and 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.
(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.
Schonell: 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.
16. 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.
(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.
Lowenfeld: Your Child and His Art.
Lowenfeld: 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.

17. Crafts—First Year

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

An outline of the various crafts taught is as follows:

1. The theory of colour and its application to craftwork.
2. Principles of design applied to the various crafts.
4. Plan drawing and lettering for Primary classes.
6. Tabby weaving on a scarf loom.
7. Making and clothing glove puppets.
8. 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.

18. 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. Crafts suitable for the Lower Division of Small Schools.

References:

Department of Education: Handicrafts Leaflets.
Collins, A. F.: Book Crafts for Senior Pupils.
Roseman, I. P.: Leatherwork.
19. 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.

20. Music—First Year

*Two hours per week*

**Practical.**

Vocal: Class and individual work in voice production.

Ear training, including interval practice on the sol-fa and staff modulator with and without hand signs.

Sight reading in staff notation.

Singing of unison and part songs, including rounds, from the modulator, from staff notation, and by ear.

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

21. 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.**

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


**Form and Appreciation.**

Instruments of the symphony orchestra.

The singing voice and its range.

Aural perception.

Study of songs and instrumental compositions suitable for Appreciation lessons in the Primary and Lower Primary Schools.

**Method.**

Discussion of teaching a song by ear, 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.*

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.*

22. 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.*

23. History of Western Civilization

*First Year; one hour per week*

The course will include aspects of the following topics:
1. The Greek World—Homer, 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.*

24. Geography

*A second-year course of two hours per week*

1. The nature of modern geography. An introduction to world systematic geography—natural and cultural features of the landscape.
2. The geography of Australia. This course is designed:
   (a) to give the student background knowledge to the teaching of the content of the Social Studies in the Primary School;
   (b) to extend the student's knowledge of Australia and to introduce some of the problems associated with Australia's development.
The following aspects of Australia will be examined:

(i) The Australian landscape.
(ii) The pattern of agricultural regions.
(iii) Industrial resources and industrial regions.
(iv) The distribution of population, trends in growth and settlement patterns.

3. An examination of some geographical techniques valuable in teaching Social Studies, e.g., mapping skills, use of local area, observation of pictures and films.

REFERENCES.
Andrews: Australia's Resources (part I and II).
Gopsill: Teaching of Geography.
Taylor: Australia.
Finch and Trewartha: The Elements of Geography.
The Current Affairs Bulletins.
Laserson: The Face of the Earth.
Holmes: Australia's Open North.

25. 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) Lecturelettes, 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.

26. 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.

27. 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 scientific 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 histories. This section of the course covers animals from the Protozoa to the Mammals. Special emphasis will be placed on the more important animals such as the parasites, the insects, the spiders and the vertebrates, 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:
Buchsbaum: Animals Without Backbones. Vol. I and II.
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.
Besley & Meyer: Field Work in Animal Biology.
Romer: Man and the Vertebrates.
Brown: The Plant Kingdom.
Leach: Australian Nature Studies.
College Outline Series in Botany, Zoology and Biology.

28. 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.
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 Entails Wise Land Use* (and similar publications).
Bank of N.S.W.: *Your Asset the Soil.*
Education Gazette: *Conservation Supplements.*

### 29. 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.*

### 30. 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.

### References

Department of Education, N.S.W.: *Primary Syllabus of Physical Education.*

Board of Education: 1933 Syllabus.

Department of Public Instruction, Western Australia: *Pictorial Handbook of Physical Education.*

M. B. Davies: *Physical Training, Athletics and Games.*


J. Edmundson: *Physical Education Teachers' Handbook.*

### 31. 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.*

T. Munden: *Suggestions for Use of Small Apparatus in Physical Education.*

Department of Education: *Physical Fitness for Girls and Women or Youth and Men.*

Stanley Wilson: *Girls and Boys Book for Sport and Games.*

A. W. I. Chitty: *Keep Fit Activities for Nursery Class.*

Margaret Laing: *Rhythmic Movements.*

M. Jarvis: *Musical Games for Infants.*

C. Sharp: *Country Dances.*

MacCuig and Clark: *Games worth Playing.*


J. Edmundson: *Physical Education Teachers' Handbook.*
32. Chalkboard Writing and Illustration

A course of 10 Lectures for all Sections

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.

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 stencils.

References:

Wilcox, W. E.: Chalkboard Writing and Illustration.

Wilcox, W. E.: Perspective Drawing for Beginners.
INFANT SCHOOL COURSES

First Year

In the first year of training all intending Infant School Teachers follow the same course as for General Primary School Teachers.

Second Year

Education—Courses 2 (Section II), 3, 4, 5.
Infant School Method and Number—Course 34.
English—Courses 9, 12, 14.
Biology—Course 33.
Health Education—Course 29.
Music—Course 21.
Infant School Handwork—Course 35.
Physical Education—Course 31.
Art—Course 16.
Chalkboard—Course 32.
Social Studies Method—Course 26.
33. Biology and Natural Science Method

Second Year Course, two hours per week.

Weather Observations

The water cycle, clouds, wind, thunderstorms, dew, frost, fog, etc. Pressure systems, the weather map. Weather recording.

The Biology of Visitors to Our Garden

A study of the most common plants and animals likely to be found in or around the school garden.

Project Work such as:—

The farm.
Life in a paddock
The seashore.

The Natural Science Lesson

Aims and objectives. Methods of presentation applicable to particular topics. Programmes, units of work. The school garden and grounds as a source of lesson material. The value of outdoor activities. Suggestions for suitable activities.

References:
Leach: *Australian Nature Studies.*
Hatfield: *Introduction to Biology.*

34. Infant School Method and Number

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).

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, Arbor Day, 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.—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:

35. Infant School 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.*
Pavière: *Paper Twisting and Crumpling.*
Craig: *Paper Modelling for Six Year Olds.*

**OPTION COURSES**

These courses, at an advanced level, are designed for General Primary Course and Infant School Course 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.
36. 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—
  1. The arts of the caveman; Byzantium.
  2. Post-Impressionism to twentieth century painting, sculpture, architecture.

*Visits to the Art Gallery.*

37. Biological Science—First Year

A series of lectures per week, including some practical work and assignments

The aim of the option is to give students an opportunity to extend and develop interests in this field.

Practical work of a varied nature will be attempted.

The course will be designed to meet the interests of the group and a choice of topics is possible. These may be selected from e.g.

- Marine Biology.
- Human Physiology.
- Elementary Biochemistry.
- Evolutionary Studies.
- Plant Physiology.
- Diet and Nutrition.
- Microscopy and Photomicroscopy.
- Parasitology.

**Text Books:**

Individual references will be given during the course for the topic under discussion.
38. Biological Science—Second Year

The aim of the option is to give students an opportunity to extend and develop interests in this field.

The course will be designed to meet the interests of the group. It will usually be selected from such topics as:

- Genetics.
- Evolution.
- Australian Flora and Fauna.
- Anatomy and Physiology of Man and the Higher Animals.
- Ecology.
- Control in Plants.

TEXT BOOKS:
Suitable references will be given.

39. 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.

3. To provide a background study of the history of drama and of the theatre.

Emphasis will be placed on the practical aspects of this Course which will be developed 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.

40. 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.
41. 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.

42. 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.

43. 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.

44. 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.
45. 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.

46. 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.

47. 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.

48. 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.

49. 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*.
Knudsen: *Textbook of Gymnastics*.
Lindhard: *Theory of Gymnastics*.
Randall: *Modern Ideas in Physical Education*.

50. Physical Education—Women

Second Year—two hours per week

Theoretical—
(a) Administration and Organization of Physical Education.
(b) The Theory of Play.
(c) Testing in Physical Education.
(d) Compilation of Tournaments and Draws, etc
(e) The Organization of Carnivals.
(f) Umpire's Certificates.
(g) Rhythm and its application.

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

References:
Knudsen: *Textbook of Gymnastics*.
Randall: *Modern Ideas in Physical Education*.
Hobson, H.: *Basketball*.
Board of Ballroom Dancing: *Old Time and Sequence Dances*.
Lindhard: *Theory of Gymnastics*.
Mitchell and Mason: *The Theory of Play*.
Budge: *Tennis Made Easy*.
Patterson, N. H.: *The Complete Lawn Tennis Player*.
Menke: *The Encyclopaedia of Sports*.
Armbruster and Moorehead: *Swimming and Diving*.

51. 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.
52. 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.

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.

53. 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.

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 Peake’s Commentary on the Bible (Nelson) 1962.

54. 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-tableing, programming, lesson preparation, teaching techniques, aids and their use, textbooks.

Demonstrational lessons are arranged at Minmi Demonstration School.

SECTION B

TWO-YEAR COURSES

Junior Secondary School Courses

English—History
Geography—Commerce
Science
Mathematics
Home Economics
Industrial Arts
JUNIOR SECONDARY SCHOOL COURSE

in

ENGLISH—HISTORY

and

GEOGRAPHY—COMMERCE
Students in the above groups will study the following subjects:

First Year
Education—Courses 1, 55.
English—Courses 10, 56, 57, 58.
Physical Education—Course 71.
Geography—Course 66.
Commerce—Course 68.
History—Courses 60, 61, 63.
Art—Course 69.
Chalkboard—Course 32.

Second Year
Education—Courses 3, 4, 5, 55.
English—Courses 12, 56, 57, 59.
Physical Education—Course 72.
Geography—Course 67.
History—Courses 62, 64, 65.
Art—Course 70.
Chalkboard—Course 63.

55. Secondary Teaching Practice
This course will follow the same syllabus as Course 2, "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:
Panton, J., Modern Teaching Practice and Technique.
Schorling and Batchelder, Student Teaching in Secondary Schools.
Connell, W. F. et al., Foundations of Education.

56. 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 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.*
M. J. Laurence, Oliver & Boyd: *Citizenship Through English.*
G. Mackaness, Dent: *Inspirational Teaching.*
C. B. Purdom, Dent: *Producing Plays.*
T. W. Sussams, Nelson: *Poetry and the Teacher.*
N. E. B. Wolters, Lovat Dickson: *Modern Make-up for Stage and Screen.*

*a* English—History Bulletin.
Activity—A Bulletin for Teachers of General Activity Classes.
Brooks, Warren: *Understanding Poetry.*

57. 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, Macauley, Logan Pearse, Smith, Stopford Brooke, Wilson, Middleton Murry.
Granville Barker: *Prefaces to Shakespeare.*
Campbell, L. R.: *Shakespeare's Histories.*
Charlton, H. B.: *Shakespearean Comedy.*
Ridley: *Shakespeare's Plays.*
Tillyard: *Shakespeare's History Plays.*
Wilson, J. Dover: *Six Tragedies of Shakespeare.*
58. Language

A Second Year Course for Junior Secondary English-History Students

One hour per week

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

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

References:
The Oxford Dictionary.
Fowler: The King’s English.
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.

59. 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.

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—Homeric period, 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.
(6) The Carolingian period—Charlemagne and the growth of feudalism.
(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. Modern European History

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

The course will include the following major topics:

(1) The Origins of Modern Europe, 1450-1650.
   The Renaissance—the Reformation—the Expansion of Europe—the commercial revolution.
(2) Mercantilism and Autocracy.
   The rise of autocracy—the English revolutions—mercantilism—the age of reason.
(3) England and Continental Europe c. 1750.
   Whig England—the absolute monarchies—central and eastern Europe.

   English agriculture about 1750—social structure of rural England—the new market for agriculture—the enclosure movement.

   Coal and Iron—transport—cotton textile industry—water power and the factories—steam power and the factories.

   New social classes—conditions in the cities—trade unions—standards of living—religion and education—rural changes.

(7) The French Revolution.
   France in the 18th century—the financial crisis—the National (Constituent) Assembly—the Legislative Assembly—the Convention.

(8) Bonaparte and the Spread of the Revolutionary Principles.
   The Directory and Napoleon—the Empire—Spread of revolutionary reforms—the fall of Bonaparte.

(9) The Industrial and Agricultural Revolutions in Western Europe.
   Why the industrial revolution came later—Belgium, France, and Germany—the industrial revolution in other parts of the world—agricultural changes.

(10) The Growth of Liberalism in Western Europe, 1815-1848.
    The 1815 settlement—national and democratic revolts—growth of liberalism, 1830-48—the revolutions of 1848—the political philosophy of liberalism—romanticism.

    England after Waterloo—the reforming tories—the whigs and liberalism—chartists and free traders—overseas policy.

(12) The Victory and Nationalism, 1838-1870.
    Mid-Victorian England—nationalism and democracy in western Europe—nationalism in Eastern Europe.

(13) Intellectual and Social Movements, 1850-1900.
    Science and scientific method—science and religion—socialism and anarchism—late romantic and realist movements in the arts.

(14) Power Politics in Europe.
    The second industrial revolution—social change—England's empire—other new empires.

(15) World War I.
    The Balkan crisis—from mobile warfare to static warfare—the Russian revolutions—American intervention and the end of the war.

(16) The Russian Revolution.

    The post-war settlement—the economic crisis of 1920-21—years of plenty—the great depression—controlled capitalism.

(18) Fascism in Italy and Germany.
    Fascism in Italy—How the Nazis won power—Nazism in Germany, 1933-39.

REFERENCES:
Hayes: A Political and Cultural History of Modern Europe, Vol. 2.
Hayes and Moon: Modern History.
Hayes: Contemporary Europe Since 1870.
62. History of East Asia

A Second Year course of three hours per week for Junior Secondary Students

In this course the greatest emphasis is placed on the period from 1800 onwards. The course will include the following major topics:

1. The Entry of the West.
2. General Study of Economic and Political Control.
4. China and the Opening by the West.
5. Influence of the West on China, to 1900.
8. Formosa.
10. Japan During the Nineteenth Century.
12. Indonesia.

63. History Method

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

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

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

REFERENCES:

Dunlop: The Teaching of History and Social Studies.
Association of Assistant Masters: The Teaching of History.
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 specialising 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 Trewartha: 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 specialising 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—installment, 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.

71. Physical Education

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.

8. Tabloid Sports.

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.

72. 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.
10. Safety precautions.
11. Organisation and administration of Physical Education in schools.

REFERENCES.
As for First Year, and in addition:
C. Sharp: *Country Dances.*
Department of Education, Queensland: *Folk Dancing Syllabus.*
MacCuaig and Clark: *Games worth Playing.*
Students undertaking this course will study the following subjects:

First Year

Education—Courses 1, 55.
English—Courses 10 (part), 57, 73.
Physical Education—Course 71.
Biology—Course 74.
Chemistry—Course 75.
Geology—Course 76.
Science Method—Course 77.
Physics—Course 78.
Scientific Calculations—Course 79.
Chalkboard—Course 32.

Second Year

Education—Courses 3, 4, 5, 55.
English—Courses 14, 57.
Physical Education—Course 72.
Biology—Course 74.
Chemistry—Course 75.
Geology—Course 76.
Science Method—Course 77.
Physics—Course 78.
Scientific Calculations—Course 79.
Chalkboard—Course 32.

73. 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.

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.
Roget's Thesaurus.
Mitchell: The Use of English.
Ogilvie and Albert: A Practical Course in Secondary English.

74. Biology
First and Second Year

Note.—The topics as outlined will be studied by all students in Junior Secondary Science Courses.
Those students who have passed L.C. Biology prior to entering college will be given an opportunity to study certain topics at a more advanced level.

Introductory
Characteristics of living organisms. Requirements of life. The Biosphere. Differences between plants and animals.

The Cell

Diversity of Living Organisms and Principles of Classification
Outline scheme of classification. More detailed treatment of characteristics and significance of the following groups will be developed throughout the course:—
Vertebrates, especially mammals.
Arthropods, with emphasis on insects.
Angiosperms.
Bacteria and Fungi.
Anatomy and Physiology of the Mammal

Emphasis will be placed on biochemical processes and energy relationships. 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. Coordination. Nervous system. Hormones. Reproduction and growth.

Anatomy and Physiology of the Angiosperm

Emphasis will be placed on biochemical processes and energy relationships.
- External features; anatomy of root, stem, leaf.

Ecology

Inter-dependence of plants and animals. Modes of nutrition. Energy relationships. Adaptation to environment.
- Factors governing distribution of plant and animal life.

Habitat Studies


Succession

N.B.: Students will be expected to carry out field studies on selected local habitats.

Genetics


Evolution


Teaching Method

Practical Work. During the Course students will carry out experiments and prepare and observe material suitable for use in secondary classes.

Discussion of teaching aids, sources of materials, suitable reference books. Integration of biology topics with other strands of science syllabus.

Main References:
- Murray: Biology.
- Weiz: The Science of Biology and The Elements of Biology.
- Villee: Biology.
- McLuckie and McKee: Australian and New Zealand Botany.
- Robbins, Weier, Stocking: Botany.
- Buchsbaum: Animals Without Backbones.
- Dakin: Australian Seashores.
- McKeown: Australian Insects.
- Best & Taylor: The Human Body.
- Besley and Meyer: Field Work in Animal Biology.
- Published by Nuclear Research Foundation, University of Sydney: Science for High School Students.
- Mackean: An Introduction to Biology.

75. Chemistry

First and Second Year, four hours per week

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

The course will be divided into two sections. One will be for students who have not specialised in the physical sciences at school and this course will be closely related to the chemistry to be taught in the schools.

The second course will be for students who are more adequately prepared in physical sciences and will carry the students further into the fields of modern chemistry.

Reference Books:
Baxter and Steiner: Modern Chemistry.
Jaffe: Crucibles; The Story of Chemistry.
Kemp: Organic Chemistry.
Sienko and Plane: Chemistry.
Messel (Ed.): Science for High School Students.
Black and Conant: New Practical Chemistry.

76. Geology

First and Second Year, one hour per week

The purpose of this course is to prepare students to teach the geology section of the Science Course for Forms I-IV.

The course will include lectures on topics such as:
Composition of the Earth.
Vulcanism.
Diastrophism.
Rocks and Minerals.
Erosion.
Outline of historical geology.

Visits to areas of geological interest will be undertaken and practical work will include mapping and the identification of rocks and minerals.

Text Book:
Pearl: Geology (College Outline Series).

Reference Books:
Emmons et al: Geology.
Zim & Schaffer: Rocks and Minerals.

77. Science Method

First and Second Years, one period per week

This course will include a study of:
(a) The general principles of science teaching, e.g.—
the objectives of science teaching;
the value and purpose of practical work;
evaluation in science teaching.
(b) Teaching techniques, e.g.—
the demonstration of experiments;
organisation of practical work;
use of visual aids;
organisations of excursions.
(c) Laboratory techniques, e.g.—
manipulation of glass;
the planning and setting up of composite apparatus.
(d) History and Philosophy of science, e.g.—
scientific method and attitude;
social relations of science.

Demonstration lessons will be arranged on suitable topics throughout both First and Second Year.

References:
Unesco: Source Book for Science Teachers.
Heiss, Obourn & Hoffmann: Modern Science Teaching.
Sutcliffe: School Laboratory Management.

78. Physics

First and Second Year, four hours per week

This course has the following aims:
(a) A revision of all the physics content necessary to teach the physics section of the Science Course for Forms I-IV.
(b) An extension of the Physics Theory. In this section Honours Course Physics will be reviewed and amplified where appropriate. This is in order to provide a background for the teaching mentioned above and as a basis for further study.
(c) In both sections above an emphasis will be made on the understanding of concepts.

The course will be divided into two sections. One for those who have studied Physics at school or elsewhere and the other primarily for those who have not specialised in the physical sciences.

**Reference Books:**

- McKenzie: *General Physics.*
- Noakes: *New Intermediate Physics.*
- Halliday and Resnick: *Physics for Students of Science and Engineering.*
- Messel (Ed.): *Science for High School Students.*
- Butler and Messel (Ed.): *Space and the Atom.*
- Butler and Messel (Ed.): *From Nucleus to Universe.*

### 79. Scientific Calculations

*First and Second Years, two periods per week*

There will be revision on the following topics:

- Metric System; British Equivalents of Metric Measures; Decimals; Percentages; Averages; Laws of Indices; Powers of Ten; Logarithms; Use of the Slide Rule; Order of Accuracy and Significant Figures; Proportion; Rules of Mensuration; Graphs; Solution of Simple Algebraic Equations; Substitution in Formulae; Changing the Subject of a Formula; Trigonometry of the Right-angle Triangle; Vectors.

Calculations involving different topics in Physics and Chemistry will be treated.

**References:**

- Johns, Ware and Rees: *Examples in Physics.*
- Martin & Connor: *Basic Physics.*
- Holderness & Lambert: *School Certificate Chemistry.*
- Mee: *Higher Chemical Calculations.*

---

**JUNIOR SECONDARY SCHOOL COURSES**

in

**MATHEMATICS**
Students undertaking this course will study the following subjects:

Education—Courses 1, 3, 4, 5, 55.
English—Courses 10 (part), 57, 73.
Physical Education—Courses 71, 72.
Biology—Course 80.
Mathematics—Course 81.
Chalkboard—Course 32.

First and Second Year. Two hours per week

Throughout the course emphasis should be placed upon:

(a) Energy relations.
(b) Adaptation.
(c) Evolution.

Introductory
Life; plants and animals.

The Cell
Protoplasm; unicellular organisms; tissues; organs; observations of plant and animal cells; hay infusion; pond water.
Pasteur and abiogenesis; bacteria, disease, food preservation.
Assimilation; respiration.

The Diversity of Living Organisms
Principles of Classification. Classification emphasising evolutionary trends, ecological adaptations; emphasis on Australian native flora and fauna and their conservation.

Anatomy and Physiology of a Typical Mammal. (With reference to man as example.)
The sub-classes of mammals; dissection of a typical mammal. Tissues and organs nutrition; circulation; assimilation; respiration; excretion; co-ordination; reproduction; support and movement.

Soil
Formation, composition; microorganisms, nitrogen cycle; soil erosion, soil conservation.

Anatomy and Physiology of an Angiosperm
Root, stem, leaf, flower, fruit, seed. Absorption and transport of water and dissolved minerals, transpiration.
Absorption of carbon dioxide; stomates; photosynthesis; synthesis of carbohydrates, fats, proteins; translocation, storage; respiration.
Reproduction—asesexual, sexual; pollination, fertilisation; formation of fruit and seed, dispersal, germination.
The Interdependence of Plants and Animals

Energy sources; food chains; energy relationships; carbon and nitrogen cycles; ecological studies.

Genetics

Mitosis; gamete formation, fertilisation, meiosis. Mendel's experiments, chromosomes and genes, dominance, variation.

Evolution

Course of Evolution; history of life.
Darwin's evidence for evolution; Darwin's theory—its modern development.
Chemosynthetic origin of life.

Reference.
A list of available references will be supplied.

81. Mathematics

First and Second Year Twelve lectures per week
Method: Two lectures per week

The matter of the syllabus will be discussed together with methods of setting out of typical questions. Headings under which this will be discussed include Number, Geometry, Trigonometry, Statistics and Analytic Geometry. Lesson plans for typical lessons in these subjects will be discussed, and demonstrations of techniques and presentation of matter will be given in secondary schools.

History of Mathematics,
Games and Mathematical Recreations:

One lecture per week

Some aspects of history and development of Mathematics will be treated, showing how Mathematics has developed, and discussing the importance of the work of certain mathematicians.

Content: Nine lectures per week

These lectures will be devoted to treatment of a number of different sections of Mathematics, which will be covered concurrently. This work will be taken from sections such as Calculus, Coordinate Geometry, Vectors, Modern Algebra, Differential Equations, Statistics, Set Theory and Applied Mathematics.
Students undertaking this course will study the following subjects:

First Year

English—Course 10 (part).
Physical Education—Course 71.
Education—Courses 1, 55.
Chemistry—Course 82.
Household Physics—Course 83.
Needlework—Course 84.
Foods—Course 85.
Home Management—Course 86.
Needlework and Garment Construction—Course 87.
Textiles—Course 88.
Chalkboard—Course 32.

Second Year

English—Courses 9, 73.
Education—Courses 3, 4, 5, 55.
Chemistry, Dietetics, Nutrition—Course 89.
Home Economics Method—Course 90.
Needlework Method—Course 91.
Foods and Food Processing—Course 92.
Physiology, Health and Hygiene—Course 93.
Chalkboard—Course 32.
Physical Education—Course 72.
Chemistry—Course 82.
Foods—Course 83.

82. Chemistry

First Year. Two hours per week
Second Year. One hour per week

Lectures, demonstrations, laboratory work.

Matter and energy. Physical and Chemical changes.
Composition of matter. Elements, compounds, mixtures.
Atoms and molecules.

Scientific Method. Use of chemical symbols and formulae.

Composition of the Atmosphere. Preparation, properties, uses of oxygen.
Oxidation, combustion, respiration, corrosion of metals, decay, food spoilage. Fuels.
Carbon dioxide, preparation, properties, uses. Carbon cycle in nature.

Properties of common metals and non-metals, particularly those used in home.
Action of air (a) dry, (b) moist on metals used in home.
Action of acids on some metals.
Methods of preventing corrosion.

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

Crystals. Factors affecting crystallization.

Valency.

Properties, uses of some common acids, bases and salts.

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

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

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

The Ionic Theory.

Ionization of Acids, bases and salts.
Electrolysis, electroplating, Hydrolysis.

Oxidation and reduction.

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

Introduction to Organic Chemistry.

**References:**

Black and Conant: *New Practical Chemistry*.

**83. Household Physics**

*One hour 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.

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

Units of heat. Calorific value of foods.

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.


Spectrum of white light. Simple colour phenomena.

Direct and indirect lighting.

Sound—echoes—characteristics of musical notes.


**Text:**

Avery: *Household Physics*.

**Reference:**

Millikan: *New Elementary Physics*.

Holt: *Housecraft Science*.

Boylan: *Elements of Physics*.

**84. 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*.

85. Foods

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 home-makers of tomorrow in all the relevant basic skills during their formative school years.

First Year

Two 3-hour sessions per week

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.


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.

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.


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

One three-hour session per week

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:**

Stevenson, Miller: *Introduction to Foods and Nutrition.*
Sweetman: MacKellar: *Food Selection and Food Preparation.*
Heseltine, Dow: *The Basic Cook Book.*
A.B.C. of Cookery.
Cox: *Hostess Cook Book.*
Cocker, Godfrey: *Cook and Hostess.*
Fitch, Francis: *Foods and Principles of Cookery.*
Barclay, Champion: *Teen Guide to Homemaking.*

**JOURNALS:**

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

**86. Home Management**

*First Year. Three hours per week*

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:**  
(i) **Kitchen**—convenience of arrangement and requirements of furniture and equipment. Advantage of built-in cupboards. Choice of small equipment. Storage of utensils and equipment—food storage.  
(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-fryers, 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.

(c) 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 woodwork, 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 softners; 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.

5. 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—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—½ 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.

196
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 ½ 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: 1 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.
   (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 appliqué 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.

   (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.
   (a) 4 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.

   (a) Tailored Raglan.

   Final Examination.

88. Textiles

   One hour per week

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.

89. Chemistry, Dietetics, Nutrition

   Four hours 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 Economics Method

Three hours per week

Organization of Work.

In first year observations in schools will be carried out in first 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 Economics 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.


The changing nature of knowledge and ideas in the various fields—scientific, artistic, economic and social—of education for home and family living.

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

Text:
Spafford, Fundamentals in Teaching Home Economics.
Home Economics Syllabus.

References:
Hatcher: Teaching of Homemaking.
Pattinson, Barbour, Eppright: Teaching Nutrition.
Allgood: Demonstration Techniques.
Arny: Evaluation in Home Economics.
Spafford, A Functioning Program in Home Economics.
Fleck, Fernandez and Munves: Exploring Home and Family Living.
91. Needlework Method

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.

(iii) Examples of various types of Art Needlework.
(iv) One example illustrating the History of Costume.
(v) Selection of aids for Textile lessons.
(vi) Block patterns, calico bodice to assist with drafting lessons.

REFERENCES.

Anchor: Manual of Needlework.
Weldon: Encyclopaedia of Needlework.
Potter: Fibre to Fabric.
Small: How to Know Textiles.
Wingate: Textile Fabrics and Their Selection.
D. Yarwood: English Costume.
Brien: Visual Aids for Domestic Subjects and Craft Teachers.

92. Foods and Food Processing

Three hours per week

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*.
Fitch, Francis: *Foods and Principles of Cookery*.
Minnesota Food Score Cards.

References:
Halliday, Noble: *Hows and Whys of Cookery*.
Stevenson, Miller: *Introduction to Foods and Nutrition*.
Justin, Rust, Vail: *Foods*.
Harris, von Loesecke: *Nutritional Evaluation of Food Processing*.
White: *You and Your Food*.

**93. Physiology, Health and Hygiene**

*Two hours per week*

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.*
Students undertaking this course will study the following subjects:

**First Year**
- Education: 4 hours—Courses 1, 55.
- English: 3 hours—Courses 73, 57, 10 (part).
- Physical Education: 1 hour—Course 71.
- Chalkboard Writing and Illustration: ½ hour—Course 32.
- Industrial Arts Method: 2 hours—Course 94.
- Technical Drawing: 2 hours—Course 103.
- Woodwork: 4 hours—Course 95.
- Wood Machining: 2 hours—Course 96.
- Wood Finishing: 1 hour—Course 97.
- Fitting and Machining: 4 hours—Course 98.
- Sheet Metal: 1½ hours—Course 99.
- Farm Mechanics: 1 hour—Course 100.

**Second Year**
- Education: 4 hours—Courses 3, 4, 5, 55.
- English: 2 hours—Courses 14, 57.
- Physical Education: 1 hour—Course 72.
- Health Education: 1 hour—Course 29.
- Chalkboard Writing and Illustration: ½ hour—Course 32.
- Industrial Arts Method: 2 hours—Course 94.
- Blacksmithing and Heat Treatment: 1 hour—Course 101.
- Welding: 1 hour—Course 102.
- Engineering and Architectural Drawing: 2 hours—Course 104.
- Drawing and Architectural Rendering: 2 hours—Course 105.
- Descriptive Geometry: 2 hours—Course 106.
- Art: 2 hours—Course 107.
- Crafts: 6 hours—Course 108.

94. Industrial Arts Method

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

A detailed study will be made of the syllabus for each of the manual arts subjects and students will be required to compile a book of reference for future use when they become teachers. The book will be arranged on the loose-leaf system so that it can be improved or added to as future circumstances demand.

Demonstration lessons on selected topics will be given in the schools and practice will be given in preparing lesson summaries, tests, charts, stencils, dye-line prints and cut-away models.

Samples and illustrations will be collected. Methods of organizing notes, tools and materials for safe and efficient teaching in schools will be discussed, together with the method of compiling departmental returns, school records and the preparation of lesson-notes, programmes and registers. Management of the practical room in the school will be discussed.

Strip and moving films will be used to supplement the lectures. Visits will be made to industries to gain first-hand experience of the atmosphere, working conditions and processes in the various trades and professions related to technical subjects.

The work in each of the Manual Arts subjects will follow closely the work as set out in the syllabus for each subject for Secondary Schools, the emphasis being on Teaching Method and not on practical work.

**References:**
- Department of Education: *Woodwork, Metalwork and Farm Mechanics Handbook*.
- Department of Education: *Woodwork, Metalwork and Farm Mechanics Syllabuses*.

95. Woodwork

Four hours per week

**First Term**

Demonstrations and practice in the basic skills: planning, gauging, squaring, sawing and chiselling.

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.

First Term
1. Mortising, halving, dovetailing.
2. Dovetail halving, mitred bridle, mortising.
3. Lapped dovetailing, mortising.
5. Knife box.
6. Desk tray.
7. Foot stool.
8. Trussed bracket.

Second Term
1. A veneered glove box.
2. A bedside cabinet using a working rod.

Third Term
1. T-square.
2. Drawing board.
3. A drawer.
4. Front corner of a table frame.
5. Crumb tray.
7. Joints used in a glass door.
8. A lectern.

References:
Glenister, S. H.: Contemporary Design in Woodwork. Volumes I and II.
Forestry and Timber Bureau, Department of the Interior, Commonwealth of Australia: Forest Trees of Australia.

96. Wood Machining

Two 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.
7. Demonstrations and practice in turning cylinders, beads, hollows, chisel handles, sock darning, table lamp, egg cups, small trays, table legs, powder box and collar box.

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

97. Wood Finishing

One hour per week

French Polishing—
First half of year
Preparation of timber for polishing.
Stoppings.
Staining.
Filling in.
Skinning in.
Bodying up.
Stiffing up.

Second half of year
Exercises in brush lacquering prior to lacquering veneered box made in the woodwork course during the first three weeks of Second Term.
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.
98. Fitting and Machining

Four hours per week

Demonstrations and practice in filing, marking out, drilling, sawing, screwing, and sharpening drills.

Demonstrations and practice in parallel, knurling, form, chuck, screw, taper, and face plate turning.

Demonstrations and practice in using the shaping machine.

First Term

1. Fitting exercises and templates.
2. Ring spanner.
3. Centre square.
4. Depth gauge.
5. Sliding bevel.
6. Trysquare.
7. Jenny calipers—point to be hardened and tempered.

Second Term

1. Tap wrench.
2. Toolmaker’s clamp.
3. Toolmaker’s vice.
4. Adjustable puller.
5. A stepped cone pulley.
6. Adjustable T wrench.

Third Term

1. Surface gauge.
2. A machine vice.

References:

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

99. Sheet Metal

One and half hours per week

Demonstrations and practice in soldering, marking out, cutting, riveting, forming on stakes, embossing, brazing, silver soldering and various methods of decorating sheet-metal.

First Term

1. Demonstrations and practice in soldering sheet metals.
2. Demonstrations and practice in forming laps, seams and wired edges.
3. 90° cylindrical elbow.
4. 90° gutter angle.
5. Gutter and down pipe.
6. Dust pan.

Second Term

1. Funnel.
2. Copper ash tray.
3. Copper fruit bowl.
5. A silver soldered brass bowl.
6. A silver soldered aluminium tray.

Third Term

1. Scoop with conical end and handle.
2. Dipper.
3. Cup with sloping sides.
4. Canister.
5. Conical measure.

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.*

100. Farm Mechanics

One hour per week

First Term—Power plants and their application. Petrol, kerosene and diesel engines (stationary and mobile). Cooling systems. Lubricating systems.


Third Term.—Brake mechanism. Steering mechanism. Rear axles. Pumps used for windmills and irrigation plants. Farm equipment in general use.
Where possible workshop application and demonstrations will be given.

References:
Stone: Farm Machinery.
General Motors (Canada): What Makes it Tick; Instruction in Elementary Motor Mechanics.

101. 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 in bending, shaping, twisting, welding, forging of chisels, and the shaping and heat treatment of tools used in the shaping machine.

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.

First Term
1. S hook.
2. Staples.
3. Poker.
4. Gate Hook.

Second Term
1. Making and heat treating cold chisels.
2. Making and heat treating tools for shaping machine.
3. A split link.
4. An eye bolt ½ in. diameter.

Third Term
Welding rings out of ¼ in. square and ½ in. round wrought iron.
2. Welding a washer out of 1 in. x ¼ in. wrought iron.
3. Making three welded links.
4. Making a welded eye bolt and ring.

References:
Campbell: Steel.

102. Welding

One hour per week

1. Place of arc welding in industry. Colour movie film.
   (a) Nature of the arc and electron flow. Colour movie film.
   (b) Welding circuits.
   (c) Electrodes.
   (d) Parent metals.
4. Safety precautions and practices.
5. Power sources and types of machines.
6. Types of electrodes and their characteristics. Classification of electrodes.
7. Welding metallurgy. Types of metal normally welded. Physical and chemical requirements.
11. Arc welding processes.
12. Setting up and maintaining an Industrial Arts Welding Section.
13. Industrial Arts projects in welding. Textbooks, films and source material.
14. Teaching procedures and methods of instruction.
103. Technical Drawing  
Two hours per week

This course is designed to establish basic concepts in this field.

Emphasis on a high quality of draughtsmanship will be maintained at all times.

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

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

Some examples in freehold 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, Sydney, 1951.
Fitness, E. W.: Descriptive Geometry and Drawing Books I, II, III.
Steel, G. and Fitness, E. W.: Descriptive Geometry and Drawing; Senior Book.

104. Engineering and Architectural Drawing  
Two hours per week

The recommended practice for Engineering and Architectural drawing will be studied. Special emphasis will be given to correct drawing techniques, types of lines, lettering, dimensioning, sectioning and symbols for materials, scales methods of representing screw threads, bolts and nuts. The fundamentals of each section of the course and the standard of drawing required from school pupils, will be demonstrated in the secondary school classes.

Drawings will be reproduced by different methods such as dye-line and blue prints from pencil and ink drawings made on tracing paper and linen.

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

Architectural
The difference between isometric drawings and isometric projection will be discussed.

Building Construction.—Detail of joints used in a timber framed cottage including roof geometry. Plans and specifications covering such a structure to be discussed.

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

The drawing of rods or skids.

Pictorial drawings—
(a) Mechanical perspective.
(b) Isometric.
(c) Axonometric.
(d) Tracing and colour washing.
(e) Dye-line and blue printing.

Engineering

In Engineering drawing experience will be gained in making detail drawings, subassembly 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.

The value of common types of graphs and flow sheets will be discussed showing their wide application in industry.

Pictorial Drawings—
(a) Mechanical perspective.
(b) Isometric.
(c) Tracing.
(d) Dye-line and blue printing.

References:

The Institute of Engineers, Australia: Australian Standard Engineering Drawing Practice.
Steel, G., and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.
105. Drawing and Architectural Rendering

Two hours per week

General principles of design applied to drawing.

The theory and application of colour.

Principles of perspective applied to the drawing of interiors and exteriors of buildings in both parallel and angular perspective. The rendering of all drawings in water colour.

Perspective drawings on inclined picture planes.

**References:**

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

106. Descriptive Geometry

Two hours per week

The work covered in the First Year Technical Drawing course will be taken to a greater depth.

The basic principles of revolution or rotation will be given to find the true length of a line and to find the true size of a plane. The dihedral angle between two surfaces will be determined.

Given the inclinations of a line to the principal planes the apparent inclinations will be determined. This is to be related to solids showing them in doubly inclined positions. These problems are to be solved by using a change of ground line.

Planes and traces of planes to be discussed. Given the inclinations of an oblique plane to the principal planes determine the traces of the plane. When given the traces of an oblique plane determine the true inclinations to the principal planes. This work is to be related directly to solid geometry problems in which solids are cut by oblique planes. In each case the sectional plan or elevation is to be determined, the true shape of section and the development of the remaining surfaces of the solid to be constructed.

The lines of intersection of penetrating solids are to be determined. The developments of these solids are to be studied in detail, also problems dealing with triangulation, e.g., transition pieces.

---

107. 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 16.

108. Crafts

*Six 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.

**Weaving:** 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.

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

**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:

Department of Education: *Handicraft Leaflets.*
Department of Education: *Craft Syllabuses.*
Collins, A. F.: *Bookcrafts for Senior Pupils.*
Crampton, C.: *Canework.*
SECTION C

FOUR YEAR SECONDARY SCHOOL COURSES

Undergraduate Students
Graduate Courses
Special Music Courses
UNDERGRADUATE STUDENTS

1. All undergraduate students on Teachers' College Scholarships will arrange their courses in consultation with Mr. A. M. Clarke (Arts) and Mr. C. C. Doyle (Science) at the beginning of each academic year. Students must report to the Teachers' College to arrange courses for the year and receive warrants authorising attendance at the University.

2. In addition to their University subjects undergraduates may be required to attend the Teachers' College for tutorials and remedial speech training.

3. Undergraduate students will be required to do a two weeks' period of practice teaching during the February prior to entry to their fourth or professional year.

4. Students should consult Part I of this Calendar dealing with Information for Students, Section B, for details concerning failure in one or more subjects, and the procedure when applying for an extension of scholarship to complete an Honours Year at the University.

5. Any student who is completing one university subject during his fourth or professional year at the Teachers' College will not be eligible for a Diploma in Education. Such a student will undertake professional year courses leading to eligibility for the award of a Teacher's Certificate. His status on entry to teaching will be four year or three year trained according to whether or not he completes his degree as well as his professional training.

GRADUATE COURSES

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 Teacher's
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.

**Diploma in Education Courses**
(In association with Newcastle University College)

**I: FOUNDATIONS OF EDUCATION**

*Seven hours per week*

The course in foundations of education will consist of four strands. One of these, Education IA, will deal with general principles of teaching practice and will discuss such problems as class control, testing, professional attitudes, and similar matters. The second strand, Education IB, will deal with the theoretical bases of education in modern times. The third strand, Education IIA, will deal with educational psychology and child development. The fourth strand, Education IIB, will deal with the elements of research in education.

The complete subject will be examined by two papers each of three hours duration. The first paper will cover the work of Education IA and IB, and the second paper will cover the work of Education IIA and IIB.

A problem may arise if students enter these courses with a considerable background of knowledge because they have done work in Education and/or Psychology as part of courses in Education and/or Psychology undertaken as part of their undergraduate work. If this situation arises suitable alternative courses will be provided. The alternative courses will be as follows:

- Education IA: No alternative needed.
- Education IB (a): History of Education in Modern Times.
- Education IIA (a): The Education of Exceptional Children.
- Education IIB (a): Research Reading.

These alternative courses may be examined in a manner similar to that set down for the original courses, but, instead, they may be examined by the production of regular class assignments or any other suitable and satisfactory method of evaluation.

For students electing primary or infants teaching it will be necessary to conduct additional seminars discussing developmental problems appropriate to the particular age group.

**II: HEALTH AND PHYSICAL EDUCATION**

*Part A: Physical Education*

A study of the general principles and practice of Physical Education, team games and sports, together with regular practical experience related to the teaching of Physical Education and supervision of sport in schools.

*Part B: Health Education*

A study of school health and school hygiene to prepare the student for his work as a teacher. Demonstrations and practice in First Aid. The recognition of the common diseases of childhood and adolescence, the action the teacher should take to help prevent the spread of these diseases, and the responsibility of the teacher with regard to the health of his pupils.

**III: SPEECH TRAINING**

(a) For Students Studying English Method

The aims of this course are to study the objectives and methods of teaching speech in schools to bring about improvement in the student's own speech and to provide each student with the basic knowledge for teaching good speech.

(b) For Students Not Studying English Method

Each student will be required to pass a test in speech aimed at testing the effectiveness and acceptability of his speech. The course will be mainly a practical one and questions of theory will be considered as the need arises. However, every student will be required to study some of the principles of good speech and voice production as
far as these affect both his own effectiveness as a teacher and his ability to encourage good speech habits in his pupils.

(c) Drama

Each student will devote one hour each week to the study of the art of production. Each student will be required as practical work to take part, either on the production or the acting side, in the staging of at least one play. No written examination is required, as all students will be judged on practical work.

IV: METHODS

Special Secondary Methods

(i) English Method

A study of the aims and methods of teaching English in the secondary school including the problems associated with the teaching of written English, spelling, reading, oral expression, literature and the drama. The course in English Method includes Drama and the Use of Drama as a teaching procedure. Practical ability in this field will be assessed in conjunction with the Drama Course outlined as Part III (c) above.

(ii) History Method

A study of the aims and methods of teaching History in the secondary school.

(iii) Geography Method

The course aims to prepare students for the teaching of Geography and Social Studies in secondary schools. It will consist of lectures, seminars, discussions, demonstration and practical work.

(iv) Modern Languages Method

A study of the aims and methods of teaching French and German in the secondary schools.

(v) (a) Latin Method

The place of Latin in the curriculum. Traditional claims and current criticisms. Impact of the new Primary Syllabus upon the teaching of Latin. Different methods of presentation. Examination of the present syllabus and discussion of methods of approach to it. The place of grammar and textual study. Discussion of some of the major problems facing the teacher of Latin in today's secondary schools.

Or, (v) (b) Classics Method

The course is designed for those who have followed University Courses in Latin and Greek. It includes lectures, demonstration lessons in schools and student seminars.

The aims of teaching the Classics and their place in a modern curriculum will be discussed. Methods and techniques of teaching will be brought into relation with modern educational and linguistic theory, so that programme construction and lesson types may receive critical examination. Students will be expected to prepare short papers on aspects of the course for class discussion. The needs of both the junior secondary course to the School Certificate and of the advanced level will be covered.

Copies of Latin or Greek syllabuses will be supplied.

(vi) Commercial Method

The aims and methods of teaching commercial subjects in the secondary school. The subjects concerned are Book-keeping, Business Principles, Accountancy, Economics. All students who have not taken Accountancy and Commercial Law during their degree courses will be required to spend an additional hour each week studying the fundamentals of Book-keeping and Business Principles.

(vii) Mathematics Method

The course consists of two parts, one, lectures and demonstrations on the methods of teaching secondary school mathematics and, two, lectures designed to broaden the student's background knowledge of mathematics, its history and its social importance.
(viii) **Junior Science Method**

The methods of teaching science to pupils in the first four years of the secondary school. A study will be made of the problems of teaching theoretical material and special emphasis will be placed upon the importance of a sound approach to practical and demonstration work.

(ix) **Senior Science Method (Physical Sciences)**

The course is available normally only to students who are studying Junior Science Method also, as the two lecture series are integrated as much as possible. It aims to provide background material, historical and social, as well as scientific, to the teaching of senior physics and chemistry. There are also discussion, illustration and demonstration of methods of presentation of material appropriate to this level together with a critical analysis of the present syllabi.

**Guidance Method**

This course is designed to acquaint the student with the Guidance Services of the Department of Education in their administrative and operational aspects. A knowledge of common Psychological disorders found in the school child is necessary. Students attempting this course should have a background of at least two years' formal study of Psychology at University level.

**Primary Method**

A comprehensive study of the methods of teaching suited for children in the Primary School, including the psychological principles underlying teaching methods and familiarity with the content material of the N.S.W. Curriculum for Primary Schools.

**Infant Method**

A comprehensive study of the methods of teaching suited for children in the Infant School, including the psychological principles underlying teaching methods and familiarity with the content material of the N.S.W. Curriculum for Infant Schools.

**V:**

**Part A: Biological Science**

The course is intended to provide a background of biological knowledge for science teachers who have not included these studies in their degree courses as all science teachers may be called upon to teach some biological science as an integral part of the Science Course for Forms I to IV in the Secondary School.

Or,

**Part B: Special Thesis**

This special thesis should be a considerable piece of work engaging the attention of the student throughout the whole year. It should be an independent study along the lines of the student's speciality. This means that it will normally be done in the field of one or other of the student's teaching methods. If a student's special interest lies in the field of one of the foundation subjects, however, it is quite satisfactory for the thesis to be done in this field.

The student is required to give thought to the topic of the thesis early in his course and discuss it with his lecturer. Written approval must be sought for the choice of topic, and progress must be reported on request. The thesis must be submitted for marking on or before the date of commencement of Annual Examinations.

**VI: PRACTICAL TEACHING AND DEMONSTRATIONS**

Suitable practical teaching and demonstrations will be arranged to provide an opportunity for each student to develop teaching skill.

**Demonstrations**

Demonstrations are arranged as part of each method course and, in addition, some further demonstrations are arranged in connection with courses on General Principles of Teaching and Educational Psychology.

**Teaching Experience**

All students are required to undertake the equivalent of eight weeks of teaching practice in schools. Of these eight weeks two will be Home Practice in the Summer Vacation before University term begins and the remainder will be divided into two periods of practice supervised by Teachers' College Staff.
A satisfactory standard of practical teaching skill must be reached before a Diploma can be awarded.

**Fourth Year Teacher's Certificate Courses**

In addition to the above courses for the Diploma in Education candidates for the teacher's certificate are expected to reach a satisfactory standard in practical chalkboard work, and sound spoken and written English.

Candidates for the teacher's certificate may be excused from the requirement to complete a thesis.

**Foundations of Education**

**REFERENCES:**

- Meyer, A. E.: *Developments in Education in the Twentieth Century.*

All other text and reference books will be notified in lectures.

**SPECIAL MUSIC COURSES**

Students taking the four year Special Music 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.

All Special Music students will be required to do a two weeks' period of teaching during the February prior to their fourth or professional year.

Students should consult Part I of this Calendar dealing with Information for Students, Section B, for details concerning re-enrolment and progression from year to year.

The following subjects will be taken at the Teachers' College by Special Music students during their four year course:

**First Year**

*English*—Courses 8, 14.

*Music Method*—Course 20. (extended)

Choir and Orchestra, three hours per week.

**Second Year**

*English*—Course 10.

Second Teaching Subject, two hours per week.

Education, one hour per week.

Choir and Orchestra, three hours per week.

*Music Method*—Course 21. (extended)

Tutorial and Applied Harmony, one hour per week.

**Third Year**

*English*—Course 39.

Second teaching subject, three hours per week.

Music Method, one hour per week.

Choir and Orchestra, three hours per week.

Practical teaching, one hour per week.

Tutorial and Applied Harmony, one hour per week.

**Fourth Year**

Education, six hours per week.

Music Method, three hours per week.

English Method, two hours per week.

Physical Education, one hour per week.

Hygiene, one hour per week.

Speech, one hour per week.

Dramatic Art, one hour per week.

Social Sciences, two hours per week.

English Literature, two hours per week.

Choir and Orchestra, three hours per week.

109. **Music Is**


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.

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.*

110. Music IIs

2. Choral Class—as for Music I.
3. Tutorial in Form II and History II studied at the Conservatorium.
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.*

111. Music IIIs

1. Method—(Upper Primary and Junior Secondary: Sixth class and first year class work). An extension of Method II 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.

112. Music IVs

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

REFERENCES:
Cameron, A. E.: *Music Appreciation for Australian Schools.*
Watson, W. Maitland: *A Secondary School Music Course.*
Secondary Music Syllabus.
SECTION D

POST COLLEGE COURSES
POST-COLLEGE COURSES

Early in January the College organizes further education for teachers. The courses in this Summer School are held at the College.

A wide variety of courses to cater for the needs of teachers in Infant, Primary and Secondary schools is available. Subjects range from content matter in Arts, Science, Industrial Arts, Literature and Social Studies, to methods of teaching, educational theory, administration and the examination of current educational problems. Usually each course consists of five lectures which include discussion, but in addition to lecture-discussion courses, there are workshop courses wherein teachers cooperate in solution of various problems, and practical courses, in music, art and crafts.

Courses are advertised in the September Gazette and applications for enrolment are made to the Registrar of Post-College Courses. The courses are free and no examinations are held. Apart from keeping teachers abreast of current educational philosophy and practice, this Summer School has a social value in that it provides an opportunity for both the informal exchange of ideas and the renewal of former friendships.

Any special inquiry should be made to the Registrar of Post-College Courses, Mr. I. C. McKenzie.
PART III

COLLEGE ACTIVITIES

THE STUDENTS’ UNION

COLLEGE SPORT

COLLEGE CLUBS
THE STUDENTS' UNION

How the Students' Council Functions

The Students' Council administers the affairs of the Students' Union. It is the institution through which students may express their views in an organized way to the Principal, and it provides a means for the Principal to inform students of College policy or consult them on matters of relevance to the student body.

The Students' Council meets when business requires. This may involve fortnightly, or at times weekly, meetings. These meetings are held in the Students' Council room, usually during the lunch hour. The President of the Students' Union chairs meetings of the Council, and, with the executive, represents students when the Council is not meeting.

One of the major tasks of the Students' Council occurs at the beginning of each year when the allocation of grants to the various clubs and societies is decided upon. In addition, the treasurer of the Students' Council presents an annual financial report and other financial reports from time to time. Often these statements are printed in the student paper, Altjiringa. Topics discussed at Council meetings include arrangements for College functions, such as concerts, representation at State-wide conferences of teachers' College students, broad organizational aspects of inter-collegiate gatherings, and matters brought to the notice of the Students' Council through correspondence from outside bodies. The Students' Council co-ordinates and supervises the activities of clubs and societies. Members of the Students' Council are, of course, free to raise for discussion matters which concern the Council.

Attendance at Council meetings is one of the major responsibilities of section representatives and provides an important link between the Students' Council and the student body. The Principal is represented at Council meetings by a member of the lecturing staff, who provides an additional means of contact between the College authorities and students. On some occasions the Principal himself may attend part of a Council meeting.
Constitution of the Students' Union

1. The Students' Council and the Student Union.
   (a) The Students' Council represents the student body and controls their affairs.
   (b) All students enrolled at the Newcastle Teachers' College shall automatically be members of the Student Union and pay an annual fee of four pounds.
   (c) Executive Powers of the Union shall be vested in the Students' Council consisting of members elected in accordance with the Constitution.
   (d) Meetings of the Students' Council shall be held at least once each month during the College year.

2. Membership of the Students' Council (S.C.).
   The Students' Council shall consist of:
   (a) A President, to be elected by the Student Union.
   (b) A Vice-President, to be elected by the Student Union.
   (c) One representative of each section.
   (d) Representatives of each student society in College, provided the formation of the society has been approved by the Principal, and the society is affiliated with the Students' Council.
   (e) A lecturer adviser, appointed by the Principal, who will attend meetings whenever possible but will exercise no power of vote.
   (f) Where the editor of the student journal does not represent an affiliated society he may attend the S.C. meetings with voice but no vote.
   (g) A representative of the Federation Trainee Teachers' Association Branch.

3. Elections.
   (a) The President shall be elected annually by all students of the College (voting to be preferential) but shall not hold any other office on the Students' Council.
   (b) The Vice-President shall be elected annually by all students (voting to be preferential) the election to be held within a fortnight of the election of the President. Candidates for Vice-President shall be of the opposite sex to that of the elected President.
   (c) Each Section Representative shall be elected one month subsequent to the opening of the College year, by secret ballot. A Deputy Section Representative may act as proxy for the section representative of his/her section at S.C. meetings. Of the Section representative and deputy section representative one shall be a man and the other a woman student.
   (d) Election of representatives of student societies affiliated to the Students' Council shall be controlled by the societies concerned.
   (e) At the first meeting of the Students' Council after the election of the Vice-President the Council shall appoint from amongst themselves an Honorary Secretary, Honorary Treasurer, and any other officers they may find necessary.

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

   (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 representa­
tive 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 represen­
tation 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 contribu­
tions 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 Coun­
cil, a report and statement of accounts at the
close of each financial year.

(c) All money received by the Council shall pass
into the Public Money Account. On the written
application of the Treasurer, approved by the
President and Secretary, withdrawals from the
account may be made through the Principal.

(d) An annual subscription of four pounds shall be
paid to the Union by every student.


(a) Any member of the Council desiring to propose
an amendment of the Constitution shall give at
least seven days’ notice of his motion. The
motion shall be deemed to be lost unless it be
approved at a Council meeting by two-thirds
of the total number of Councillors.

(b) Such amendment or amendments as may be
approved by the Council shall be posted on the
Students’ notice-board during the two weeks next
following the day of such approval. As soon
thereafter as may be convenient, a General Meet­
ing of the Students’ Union shall consider such
amendment (or amendments) and provided
60 per cent. of those voting are in favour, the amend­
ment(s) shall be declared carried; and thereupon,
subject to the approval of the Principal, the
issue shall be determined.

Late in 1963 this Constitution was revised in three
places. The revised Constitution will be printed in the
1965 Calendar.

PRESIDENTS OF THE STUDENTS’ UNION

1954: NORMAN HEINRICH. 1959: WILLIAM CROSS.
1955: FRED EBBEOK. 1960: CLIVE HUGHES.
1956: DAVID MCAListER. 1961: ROBERT BRADBERRY.
1957: JOHN MORRIS. 1962: JAMES S. SMITH.
1958: PETER MILLER. 1963: FRED HOWARD.
VICE-PRESIDENTS OF THE STUDENTS’ UNION

1954: Tessa Wicks.
1955: Neidra Hill.
1956: Margaret Bishop.
1957: Helen Cronin.
1959: Frances Kennedy.
1960: Helen Gillard.
1961: Stephanie Lloyd.
1962: Carol Fisher.
1963: Denise Street.

MODEL CONSTITUTION FOR CLUBS
(Affiliated with or approved by S.C.)

1. Membership.—Membership shall be open to all students.

2. Committee of Management.—There shall be a committee of management which will consist of:
   (a) President.
   (b) Vice-President.
   (c) Secretary-Treasurer (referred to hereafter as the Secretary).
   (d) Assistant-Secretary-Treasurer, who shall be a first-year student.
   (e) Elected members.
   (f) Any other members, not exceeding three, whom the committee may co-opt, providing that there shall be on the committee a nominee or nominees of the Principal.

3. Elections.—The election of officers, including a representative to the S.C. if the club is entitled to representation, and a committee of management, shall take place at a general meeting, to be held within twenty-one days of the commencement of the College year.

4. Vacancies.—Vacancies, as they occur, shall be filled by a general meeting, to be held within one month of the occurrence of the vacancy.

5. Meetings.—A general meeting of the Club and/or of the committee of management shall take place at least once in every month during the club season.

6. Finance.—
   (a) All official transactions shall be recorded in the minutes of the club.
   (b) The Secretary shall see that the grant of the S.C. is not exceeded by his financial records with the Registrar once in each month during the club season.
   (c) The following particulars shall be supplied by the Secretary (through the club’s representative) when applying for grants from the S.C.:—
      (i) The number of active members in the club.
      (ii) The amount of the previous grant.
      (iii) The equipment in hand.
      (iv) The nature of the proposed expenditure.

7. Material.—The Purchase of Material.—All requisitions for the purchase of material shall be signed by (a) the Secretary, and (b) a staff member of the committee. The order for the purchase shall be obtained from the Registrar. On the receipt of the goods, the Secretary, after certifying the delivery order, shall pass over such order to the Registrar.

   Storage of Material.—The Secretary or some other officer especially appointed by the club shall arrange that all club material shall be placed under the care of—
   the lecturer in Physical Education, or
   the lecturer adviser to the club.

   Charge of sporting material and a complete, itemised list of all property of the club is to be kept in a suitable record book (Inventory).

8. Reports.—Every two months of the club’s season, the Secretary shall present a brief report of the club’s activities to the S.C. The Secretary shall present to the S.C. an annual general report and financial statement at the conclusion of his term of office, and also furnish an inventory of all the club’s sporting material/property.

9. Records.—The Secretary shall keep a book which shall contain:
   (a) A copy of the club’s constitution.
   (b) Copies of the reports submitted.
(c) A record of all financial transactions.
(d) A list of material.
(e) A list of names of officers.
(f) Minutes of all meetings, and details of the club's activity.

10. Custody of Books.—All minute books and records shall be left with the Registrar at least three weeks before the end of the Third Term.

COLLEGE SPORT

The College Sport as a branch of Physical Education is both intra- and extra-mural.

The intra-mural sport takes place on 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 and one summer game.

Swimming and Life Saving are organised for all students.

Coaching classes in Tennis, Golf and Ballroom Dancing are conducted each year.

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.

Constitution of the Sports Union

1. Name.—This body shall be known as the Sports Union of the Teachers’ College and hereafter shall be described by the letters S.U. It is an affiliated club of the Students’ Council.

2. Purpose.—The purpose of the S.U. shall be the promotion and control of all sporting activities within the College and all Sports Clubs shall be affiliated with it.

3. Membership.—All students are members as a result of their membership of the Students’ Union.

4. Committee of Management.—There shall be a committee of management of the S.U. which shall be referred to hereinafter as the S.U.C.

The S.U.C. shall consist of—

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

5. Officers.—The executive officers shall be elected for one year by and from the S.U.C. at its first regular meeting. Casual vacancies on the S.U.C. shall be filled within one month of the occurrence of any vacancy.

The aforesaid officers shall be:—

1. A President.
2. Two Vice-Presidents.
3. A Secretary.
4. An Assistant Secretary, who shall not be a student in the second year of his or her College Course.
5. A Treasurer.
6. An Assistant Treasurer, who shall not be a student in the second year of his or her College Course.

6. Election of Officers.—The election of officers of the S.U.C. shall take place at the beginning of Lent Term in each year.
7. Quorums.—At a meeting of the S.U. a third of the members of the student body and at a meeting of the S.U.C. seven members, shall constitute a quorum.

8. Annual Meeting.—The annual meeting of the S.U. shall be held at the end of the Lent Term of each year.

9. Inquiries.

(1) Students’ Council, on its own motion, or at the written request of the members of the S.U., shall be competent to address inquiries to the S.U.C. as to any of the activities of the S.U., and shall take appropriate action thereon.

(2) On the written request of five members of any affiliated club, the S.U.C. shall inquire into the management of that club, and shall take appropriate action.

10. Formation of Clubs.—On the formation of any sports club, its secretary shall forward to the S.U.C. with its application for affiliation, two copies of its proposed constitution. One copy shall be retained by the S.U.C. and the other forwarded to the College Council.

11. Finance.—Subject to the approval of the Principal, the S.U.C. shall have power to make grants to affiliated clubs from funds appropriated by the S.C. Finance Committee for the S.U. Sports Clubs do not apply to the S.C. for finance but to the S.U.C. and the S.U.C. presents a consolidated application to the S.C.

Secretaries of clubs applying for grants shall supply the following particulars:

(1) The number of active members of the club.
(2) The proposed expenditure of the grant.
(3) The amount of the previous grant.
(4) Equipment on hand.

12. The Reports of the Secretary and Treasurer.—The S.U. shall furnish to the College Council reports submitted by the retiring secretary and treasurer. These reports shall be read at the annual meeting of the S.U.

The treasurer’s balance-sheet shall be placed in the S.U. notice case for at least seven days prior to its presentation to the general meeting of the Sports Union.

13. Meetings.—The S.U.C. shall meet at least once every calendar month during every College term. Notice of such meetings to be displayed for seven days beforehand.

14. Notices of Motion.—Notices of motion affecting the S.U., other than those of minor importance, must be given in writing to the Secretary at least seven days before such motion is discussed.

15. Attendance of Members.—A representative absent from three consecutive meetings without sending a deputy, or without leave of absence, must forfeit his or her position on the S.U.C.

The Secretary of the S.U.C. shall inform the secretary of the club concerned and request that a new delegate be appointed.

16. Alteration of the Constitution.—This constitution may be amended only if such amendment be supported by a majority of two-thirds of those members at a general meeting of the S.U.

17. Special Meetings.—A special meeting of the S.U. shall be called within fourteen days following a receipt by the Secretary of the S.U. of a request signed by twenty members or by the President.

Matters for discussion 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.

(i) Honours Blue.—A Blue in three different Sports ensures an Honours Blue.

(ii) Composite Blue.—A Blue in two different Sports ensures a Composite Blue.

(iii) Merit Certificate.—A Merit Certificate may be awarded to candidates not reaching Blue standard.
(iv) 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, Rifle Shooting.

*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 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 meet their own expenses.

In 1964, Newcastle will visit Wagga Wagga.

COLLEGE 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. This means that a student would be unwise to engage in more than one major activity.

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.

Short inter-section debates are held in the lunch hour, every College section selecting a representative team of three. In addition, full scale debates are held 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.
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.

Meetings are also held in the Clubs period, and at these meetings the handling of projectors, methods of borrowing films, use of filmstrips, and films seen are discussed.

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 loan 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.

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.

Newspaper Club

The editorial staff of the College newspaper produces a regular journal. It needs and will welcome your assistance as reporter, sub-editor or proof-reader. A section of the members, known as the Printing Club, are responsible for the actual printing of “Altjirringa.”

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.

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.

Religious Societies

There are three religious societies:—

The Anglican Society,

The St. Thomas More Society,

The Teachers’ College Christian Fellowship, which holds regular meetings at the College.

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 Anglican Society 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 in its proceedings.

The St. Thomas More Society meets every Friday, and prominent speakers are invited to address its members.

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 activities. Film meetings, house parties and socials are held throughout the year.

Rifle Club

The Newcastle Teachers' College Rifle Club functions under the auspices of the Students' Council and the National Rifle Association of N.S.W.

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.

Rifles are 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 train 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.

Social Club

The Social Club conducts the College Dances and the College Annual Ball.

Dancing classes are conducted for those wishing to learn to dance.

Membership is open to all students of the College.

Each section should appoint one representative to the Social Club Committee.

University of New South Wales Regiment

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 University of New South Wales and the Teachers' Colleges.

Training is given in modern tactics and with new equipment.

Consideration is taken of examination and vacation periods when framing the programme of parades so that there is no encroachment on a student's College commitments.

For further details contact D Coy., UNSWR, Training Depot, King-street, Newcastle West, or 'phone 61-2121.
<table>
<thead>
<tr>
<th>Lectures Start</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Subject</td>
<td>Room</td>
<td>Subject</td>
<td>Room</td>
<td>Subject</td>
</tr>
<tr>
<td>9.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.35</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.05</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>