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## CALENDAR 1966

### TERM DATES—1966

**Newcastle Teachers' College:**
1. 28th Feb. to 13th May.
2. 30th May to 19th Aug.
3. 12th Sept. to 16th Dec.

**Newcastle Technical College:**
1. 21st Feb. to 14th May.
2. 30th May to 19th Aug.
3. 5th Sept. to 26th Nov.

**Newcastle University:**
1. 28th Feb. to 14th May.
2. 6th June to 13th Aug.
3. 5th Sept. to 5th Nov.

**Conservatorium of Music:**
1. 1st Feb. to 5th April.
2. 26th Apr. to 28th June.
3. 11th July to 12th Sept.
4. 10th Oct. to 10th Dec.

**N.S.W. Schools, Eastern Division:**
1. 1st Feb. to 12th May.
2. 24th May to 25th Aug.
3. 13th Sept. to 15th Dec.

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### VACATIONS

**First Term**
- Teachers' College: 18th Dec.–27th Feb.
- Technical College: 19th Dec.–20th Feb.
- Schools: 17th Dec.–31st Jan.
- University: 19th Dec.–27th Feb.
- Practice Teaching: 7th Feb.–18th Feb.

**Second Term**
- Teachers' College: 28th Feb.–13th May
- Technical College: 21st Feb.–14th May
- Schools: 1st Feb.–12th May
- University: 28th Feb.–14th May
- Easter Vacation: 8th April–12th April
- Anzac Day: 25th April

**Third Term**
- Teachers' College: 14th May–29th May
- Technical College: 15th May–29th May
- Schools: 13th May–22nd May
- University: 15th May–5th June

**Fourth Term**
- Schools: 26th Aug.–12th Sept.

**Conservatorium of Music**
- 1st Feb.–5th April
- 28th Apr.–28th June
- 11th July–12th Sept.
- 10th Oct.–10th Dec.

### ABBREVIATIONS
- V—Vacations
- P—Practice Teaching
- E—Examinations
- S—Swimming School

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### NEWCASTLE TEACHERS, COLLEGE

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The Teachers’ College,
Newcastle
(Established 1949.)

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

Vice-Principal:

Warden of Women Students:
ADA RENWICK, B.A.

Warden of Men Students:
JOHN J. GRADY, B.A.

Registrar:
FRANK B. BRADY.

Librarian:

Caretaker-Attendant:
KENNETH MADDOCK.
LECTURING STAFF, 1965

Art
Camille L. Smith, A.T.D.

Biology
Gordon S. Grace, B.Sc.
Kevin McDonald, B.A.
Joyce E. Winney, B.Sc., Dip.Ed.

Classics

Education
Joseph A. Burke, B.A.
Dennis C. Chaston, B.A.
Nora A. Doyle, B.A.
George England, B.A., M.Ed.
Harold B. Lindsay, B.A., M.Ed. (on leave).
Ralph R. Milne, B.A.
Paul A. Newling, M.A.
Ada Renwick, B.A.

English
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.

Geography
Edward A. Crago, B.Sc.
Peter G. Irwin, B.A. (Syd.), B.Com. (Q'land), M.A. (N.S.W.).
Kenneth C. Short, B.A.

Health Education
Frank Grivas, M.B., B.S.

History
John J. Grady, B.A.
Frank J. Meaney, B.A.
Jack R. Nyman, B.A. (Syd.), M.A., B.Litt. (both Oxon.), Dip.Ed. (New Eng.).

Home Economics and Needlework
Mabel F. Grady, B.A.

Industrial Arts and Crafts
William L. Cook, B.A., A.S.T.C.
Eric W. Fitness, A.S.T.C.
Donald A. MacKay, A.S.T.C.
Geoffrey T. Nicolls, B.A., A.S.T.C.
Walter E. Wilcox.

Mathematics
Bruce A. Barnes, M.Sc., Dip.Ed.
Colin C. Doyle, B.Sc., Dip.Ed.
John E. M. Munro, B.Sc., Dip.Ed. (on leave).

Music
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

Modern Languages
Gai 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 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.
28. Y.M.C.A., King Street.

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

A. GENERAL

1. Staff Advisers.—A staff member is appointed as Adviser to each College Section. He/she is available to consult students desiring information or help concerning any general aspect of their College activities.

2. Wardens.—Students needing help concerning board, lodging or similar matters should consult their Warden. Mrs A. Renwick is Warden of Women Students; Mr J. Grady is Warden of Men Students.

3. Section Representatives.—Each College Section is requested to elect a Representative and a Deputy Representative (of different sex where applicable) to act in details of College administration on behalf of the section.

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; 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 Magazines each month regarding the adequacy of supplies; the collection and distribution of allowance cheques to students in his section.

4. Students' Union and Fees—Membership of the Students' Union is compulsory for all students. Membership fee is ten dollars per annum except that students enrolled for Diploma in Education, Special Music and Special Art courses pay a half fee ($5.00 per annum).

5. The Students' Representative Council.—This is the governing body of the Students' Union. It consists of a President, two Vice-Presidents, the Section Representatives and three representatives from each of the Sports Union and the Recreation Union.
The President and one Vice-President are elected in third term each year, but do not take up office fully until the following year. The remainder of the Council is elected at the beginning of each College year.

6. Notice Boards.—Information on matters of importance and interest to students will be displayed on the College Notice Boards. It is the individual student's responsibility to be aware of this information, which includes a copy of the College Time-Table.

7. The Time-Table.—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 as quietly as possible. Times at which the lectures begin are given in the blank time-table form at the back of this calendar.

8. Absence from Lectures.—If a student is absent through sickness or other serious circumstance, an application for leave of absence should be made on the appropriate form, available in the vestible of the College Office. If the absences are of such a number that the students' course is likely to be seriously affected, the student may have to repeat the course.

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 permission from the College.

10. Change of Address.—Students who change their home or Newcastle address should notify the Registrar, on the form provided, without delay. This applies also in cases where the student's parents or bondsmen change their address.

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

11. 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.

12. 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.

13. Students' 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 direct to the Department or to the University Branch Office, they will be returned to the College Principal for his comment and advice.

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

14. Practice Teaching.—Students undertake two periods of supervised practice, each of three weeks, near the end of first and third terms. In addition, there is a period of two weeks of unsupervised practice during February. During practice students are regarded as being temporarily attached to the staff of the school and under the general control of the School Principal. In case of absence, students must notify the latter as early as possible and apply for leave of absence on the form used by teachers.

15. Demonstration Lessons.—These are arranged for students to ensure that they see a variety of methods, techniques, activities and devices which can be used in teaching. Lesson notes are provided for each demonstration lesson and the student should preserve these for future reference.

16. Students are expected to conduct themselves responsibly on the campus and in the buildings of the College; and to show consideration for others, particularly in regard to movement to and from lecture rooms, use of pianos during lecture hours, and general tidiness of the grounds and premises.
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. The College is closed at 5.15 p.m. No student may remain later than this hour without permission from the Principal.

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 unauthorized absence.

If a student has been absent or anticipates being 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.

Attendance at lectures and the completion of relevant forms, however, is basically a matter of mutual understanding and reciprocal respect between members of staff and students. In return for the consideration from staff members which students expect in these matters, students themselves must behave appropriately and in a responsible manner. Unexplained absence from lectures is essentially a discourtesy to the lecturer or demonstrator concerned, and the recognition of this by students and the concomitant development of self-responsibility is an integral and 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 Results

I. Academic Work.—For the purpose of recording results in academic work, students shall be divided into four grades:—

   Distinction (D.).
   Credit (C.).
   Pass (P.).
   Failure (F.).

II. Professional Work.—Marks for practical teaching skill will be awarded as follows:—

   (a) In First Year—Pass;
   (b) In Second Year—
      at the first practice—Pass or Credit,
      at the second practice—Pass, Credit, or Distinction.

Where a student's practical teaching 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.

3. Examination Results, Progression, and Certification—Students attending Full-time at Teachers' College

I. Half-yearly Examinations—In the first year the half-yearly examinations will be used to guide students on their progress. After this examination a student may be advised in one of the following ways:

(a) If successful in the examinations—that progress has been satisfactory and a continuation of work on the same lines should bring success in the course.

(b) If unsuccessful—that he should give serious consideration to his position and make one of these decisions:

(i) to give up the course and request permission to resign with waiving of the bond on the ground that he has chosen badly, or been selected wrongly, in taking up teaching as a career;

(ii) to seek discontinuation of scholarship allowance for the remainder of the year with the privilege of seeking restoration of scholarship and payment of all missed instalments of allowance if successful at the annual examinations;

(iii) to continue on scholarship for the remainder of the year with the knowledge that if he fails to win progression to second year he must repeat the year without allowance, or discontinue training and repay the assessment of the bond.

II. Annual Examinations—Students who are NOT in their Final Year

(i) A student will progress to the next year of his course if he has passed in every subject at the annual examinations.

(ii) Any student who fails at the annual examinations in any subject and who wishes to be considered for progression, must sit for a deferred examination before the commencement of the following academic year. If the student is successful in the deferred examination he may progress.

(iii) Any student who, after deferred examinations, still has recorded against his name one or more failures may be required to repeat the year without allowance or to discontinue training and repay the assessment of the bond. If the student's over-all record is good enough and provided that his subjects of failure do not amount to more than the equivalent of three hours' lecturing each week he may be allowed to carry these subjects of failure during the following year of the appropriate course. He must complete such additional work as the Principal may direct in order to prepare himself for re-examination or re-assessment in the subjects of failure. If the student is unsuccessful in making good any carried subjects he may be ineligible for progression or for teacher's certificate attainments at the end of his training and he may be required to repeat the year or discontinue training.

III. Annual Examinations—Students in their Final Year

(i) A student who has satisfied all requirements from earlier years and who passes all final year annual examinations has the academic qualifications for recommendation for teacher's certificate attainments.
(ii) A student who has failed in any final year subject, or is carrying a failed subject from a preceding year, may, if his potential seems to justify it, be appointed to the teaching service with a recommendation for conditional certificate attainments. Such a student must sit for College deferred examinations in the August/September vacation of the first year of his teaching career. Deferred examinations will be set on the courses followed by the student while he was still in College and the standards and type of examination will be similar to those of College examinations.

(iii) If a student completes deferred examinations successfully his recommendation for certificate attainments will be back-dated to the commencement of his first year of teaching.

(iv) If a student fails in any deferred examination he may continue as a conditionally certificated teacher subject to the usual regulations for teachers in the Department's service.

(v) If a student after final year annual examinations has failures exceeding the equivalent of five lecture hours each week, after totalling both final year failures and any carried failures, then he will not be eligible for deferred examinations and must repeat the year without allowance or discontinue training and repay the assessment of the bond.

4. Examination Results, Progression and Certification—Students whose Course requires part-time attendance at Teachers' College and either the Technical College or the Conservatorium

Progression from year to year and recommendation for certificate, or conditional certificate attainments at the conclusion of training will be based on principles similar to those stated in section 3 of these regulations, except that such students must satisfy the requirements of their course at the Technical College or the Conservatorium in addition to the requirements of the Teachers' College.

5. Examination Results, Progression and Certification—Students attending full-time at the University

I. Progression

(i) A student will progress to the next year of his course if he has passed in every subject at the annual examinations or at the subsequent post examinations.

(ii) A student who, after the post examinations, has completed three subjects at the end of first year or six subjects at the end of second year, may, at the discretion of the Principal, be permitted to proceed to the next year of his course provided he has passed in two teaching subjects.

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

(a) Their scholarship may be discontinued; or

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

(c) provided the Principal approves they may elect to return to the Teachers' College to complete training and, where the student's record is good enough approval may be granted for the allowance to continue.

II. Certification—Students who fail to complete the course at the University and elect to return to the Teachers' College

To be eligible for teacher's certificate attainments students who return to the Teachers' College without completing the course at the University must satisfy the appropriate requirements set out below:

(a) Students who have completed the equivalent of three or more full-time courses at the University
—including two teaching subjects, 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 by being placed in a suitable special course for returned university students.

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

(c) Both categories of students referred to in (a) and (b) above 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.

(d) 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 Education, Psychology, English, Speech, Health and Physical Education, and additional studies appropriate to their teaching methods.

(e) In the event of failure to meet requirements set out above a student may be recommended for a Conditional Certificate, repetition or discontinuation as determined by the Principal.

III. Certificate—Graduate Students

(a) Graduate and other students who have satisfactorily completed their courses at the University and their professional course at the Teachers' College shall be deemed to have academic attainments for recommendation for a Teacher's Certificate.

(b) In the event of failure to meet requirements set out above a student may be recommended for a Conditional Certificate, repetition or discontinuation as determined by the Principal.

6. Special Examinations—Students Absent from Examinations

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

(b) 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.)

(c) Full credit for a special examination taken in the circumstances specified in (a) 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.

(d) 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.

7. Deferred Examinations

I. Students who are NOT in their final year—Conditions for deferred examinations for students who are not in their final year are set out in regulations 3 II (ii) and (iii).

II. Students in their final year

(a) Deferred examinations for students other than Diploma in Education students are set by the College in conjunction with Teachers' Certificate
examinations held in the August vacation immediately subsequent to the completion of their College course. Such students are advised to read the February issue of the Education Gazette in order to find how to apply to sit for these deferred examinations.

(b) Deferred examinations for four-year trained students usually are held in January in conjunction with the Diploma in Education deferred examinations but certain papers may be examined in August instead of January. Students concerned will be advised by letter. Four-year trained students must notify the College in writing that they wish to sit for deferred examinations. Diploma in Education students must apply also to the University and pay the prescribed fee.

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

(d) Deferred examinations shall be set by the College staff and examined by them. Diploma in Education examinations are set by the staff appointed by the University for this purpose.

(e) 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 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.

IV. 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 Certificated and remain on the salary scale for Conditionally Certificated teachers until such time as they complete their qualifications at prescribed Teacher's Certificate examinations which are held in the August vacation each year.

8. 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.

9. 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.

10. 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.

(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; or
(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.

D. PRACTICE TEACHING

(a) General

1. In any one year students will undertake seven weeks of supervised and two weeks of unsupervised practice.

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 their programme of work with the teacher.

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.

Where these duties (sports supervision) involve travelling away from the school, there is no provision for any expenses incurred to be refunded by the College.
(b) The Student 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 Infants 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) 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 and Art 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.

(d) *Four-Year Art Specialists* will be required to undertake two weeks practice teaching at the end of the first three years and three practices in the fourth year.

**E. THE COMPOSITE BOOK**

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

**F. DEMONSTRATION LESSONS**

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 lessons 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.

The Junction Demonstration School is used specifically to supplement College Primary and Infant School courses.

The One-teacher School at Minmi is used for demonstrations in Small School Method.

For Junior Secondary and Professional Year courses demonstrations are arranged in the local High and Junior High Schools.
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. 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 enrolment warrant. 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 or Other Cities to Newcastle

In the case of students holding scholarships and living at a distance from Newcastle, 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 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.

(c) Method of Application

Application for the refund of the 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 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, 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 filling 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 of Newcastle, Shortland, 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.
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.

The important factor in deciding whether a student should continue on scholarship at the university or not is that the student should be able to show convincingly that he should be able to graduate in minimum time, or carry at most one subject during his final year of training at the Teachers' College.

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.

(c) Students NOT qualified to continue at University

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 cases, 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 each 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.

A written request should be made in order to determine if the Principal is available. Arrangements can be made for Mr E. J. Braggett 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 whose 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. Special Art Students

Students attending the Technical College should notify the Teachers' College of the results of

1. **(a) their annual examinations**
2. **(b) any deferred examinations at the Technical College**

as soon as they become available.

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

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

### 5. 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 registration are those on leave of absence to go overseas or for purposes other than continuing their studies, e.g., illness.
6. 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.
1.00 p.m. to 1.30 p.m.
4.00 p.m. to 4.30 p.m.

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

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 E. J. Braggett (Arts undergraduates).
- Mr C. C. Doyle (Science undergraduates).
- Mrs M. F. Grady (Special Home Science).
- Miss M. G. Snedden (Special Music).
- Miss C. I. Smith (Special Art).
- Mr W. E. Wilcox (Special Manual 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 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 on College Notice Board throughout the year.

The Taxation Department has advised that students receiving an allowance in excess of $416 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 declaration 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.

The approved grants are as follow:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduates and Diploma in Education students</td>
<td>$100</td>
</tr>
<tr>
<td>Home Science</td>
<td>$66</td>
</tr>
<tr>
<td>Special Music and Special Art (both 4 year)</td>
<td></td>
</tr>
<tr>
<td>First and second year</td>
<td>$44</td>
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<tr>
<td>Third and fourth year</td>
<td>$78</td>
</tr>
<tr>
<td>Industrial Arts (2 year)</td>
<td>$44</td>
</tr>
<tr>
<td>Artisan (1 year)</td>
<td>$44</td>
</tr>
<tr>
<td>All other categories</td>
<td>$22</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 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 Homes 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

Students are to obtain sufficient rail travel concession forms (maximum six (6) forms) at least one month prior to each vacation. It is not necessary that rail destinations be inserted when the certificates are presented for the Registrar's attestation. Students are thus allowed ample time for booking on country trains.

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 40,000 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.

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 the 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 the College Caretaker-Attendant. If any student finds any lost property, it should be handed to the College Caretaker-Attendant immediately.

17. Accidents During College Course

A scheme approved by N.S.W. State Cabinet in 1965 and effective from the commencement of that academic year, provides that teachers' college scholarship holders will enjoy the same protection as workers under the Workers' Compensation Act in respect of injuries sustained in the course of their training, while travelling between their homes and colleges and while engaged in activities regarded as an integral part of their training. The usual Common Law Indemnity of $40,000 per student has been included in the policy arranged with the Government Insurance Office to bring it into line with the Department's general workers' compensation policy.

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 at a distance from Newcastle.

(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 of 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

During 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 before August and returned to Section Advisers during the last week of second 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

Assistant Librarians: ANN GILBERT, B.A., Dip.Lib.,
ROBYN EMANUEL, B.A.

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

There are about 24,000 books, 380 periodical titles, and large numbers of pamphlets, filmstrips and teaching pictures in the collection. Students who use the library frequently while at college will find that this will benefit them in their studies here, and the experience gained will prove valuable to them in teaching.

Hours

8.30 a.m.-5 p.m. Monday to Friday during term and vacation.
8.30 a.m.-7 p.m. Monday to Friday during practice teaching.

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. Students are issued with three or four cards, depending on the course being taken, and students may borrow one book at a time for each card held. Each student is responsible for keeping his own cards, and cards lost must be reported to the library. Each student is responsible for books borrowed on his card and a student who thinks he has lost a book must inform the Librarian. If the book is not subsequently found, it must be replaced or paid for. The normal period of loan is two weeks, but this 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 must co-operate in returning books on time, in order that they may be used by other students. Books not in demand may be renewed. Reservations may be made for the use of books which are currently on loan to other students or members of staff.

Arrangements of the Books

The books in the library are arranged according to the Dewey Decimal System of Classification. This system, which is the one used in most Australian libraries, places material 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.,</td>
<td>000-099</td>
</tr>
<tr>
<td>encyclopaedias and</td>
<td></td>
</tr>
<tr>
<td>dictionaries</td>
<td></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,</td>
<td>900-999</td>
</tr>
<tr>
<td>History</td>
<td></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.

Sample Dewey reference numbers relating to the courses outlined are given separately in this calendar following the reading lists for various subjects. The numbers given are intended as a preliminary guide only, and are not intended to be exhaustive.

The catalogue is an alphabetical index on cards 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 should place them on the sorting shelves, 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. Some 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 index large numbers of periodicals. Students should ask the library staff for aid in locating periodical information, if they are not familiar with this type of index.

Pamphlets 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. Filmstrips are kept in a filmstrip cabinet with a separate alphabetical subject index. Teaching pictures, of which the library has a large collection, may be borrowed only 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

Certain categories of persons not associated with the College may become external borrowers of the library. There is a $2 per annum service fee for external membership, which is extended 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 users.

PRIZES, TROPHIES AND AWARDS
PRIZES AND TROPHIES

At the Graduation ceremony each year students who have shown excellence in various fields are recognized by the awarding of a prize. The main prizes are listed below but in addition there is a number of College Prizes which are awarded in fields not otherwise recognized.

<table>
<thead>
<tr>
<th>Award</th>
<th>For Excellence In</th>
<th>Recipient 1964</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Burton</td>
<td>Women's Crafts</td>
<td></td>
</tr>
<tr>
<td>Business &amp; Professional Women's Club.</td>
<td>Leadership among Women</td>
<td></td>
</tr>
<tr>
<td>H. S. Carslaw</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Education Department.</td>
<td>Academic Achievement</td>
<td></td>
</tr>
<tr>
<td>G. W. Hutchinson</td>
<td>Geography in First Year</td>
<td></td>
</tr>
<tr>
<td>Geographical Society</td>
<td>Dramatic Work</td>
<td></td>
</tr>
<tr>
<td>Infants Mistress Association Institute of Industrial Arts (Newcastle Branch).</td>
<td>Infant School Course</td>
<td></td>
</tr>
<tr>
<td>Margaret Jane</td>
<td>Manual Arts Course</td>
<td></td>
</tr>
<tr>
<td>Maikland High School</td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Newtex Productions</td>
<td>Scholarship, Citizenship and Sportmanship.</td>
<td></td>
</tr>
<tr>
<td>Newtex Productions</td>
<td>Descriptive Geometry and Technical Drawing.</td>
<td></td>
</tr>
<tr>
<td>I. D. Renwick</td>
<td>Infant Method</td>
<td></td>
</tr>
<tr>
<td>Dr J. W. Staines</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>C. B. Newling</td>
<td>Debating</td>
<td></td>
</tr>
<tr>
<td>Public Health Department Titan</td>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>Dr Allan J. Way</td>
<td>Industrial Arts</td>
<td></td>
</tr>
<tr>
<td>Dr Endy Way</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Wini</td>
<td>Education and Psychology</td>
<td></td>
</tr>
<tr>
<td>Anonymous Donor</td>
<td>Home Economics</td>
<td></td>
</tr>
</tbody>
</table>

Recipient 1964

The following awards are made at the Sports Assembly during third term:

<table>
<thead>
<tr>
<th>Award</th>
<th>For Excellence In</th>
<th>Recipient 1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armstrong</td>
<td>Athletics—House point score</td>
<td>Newling.</td>
</tr>
<tr>
<td>Reg. A. Baker</td>
<td>Athletics—House point score</td>
<td>Margaret Lowe.</td>
</tr>
<tr>
<td>Brown-Grahame</td>
<td>Sportsmanship (second year)</td>
<td>Reg. A. Baker</td>
</tr>
<tr>
<td>Charles Davis</td>
<td>Athletics</td>
<td>Michael Evans.</td>
</tr>
<tr>
<td>John Gustard</td>
<td>Tennis House Competition</td>
<td>Jenny James.</td>
</tr>
<tr>
<td>Henderson</td>
<td>Swimming</td>
<td>Peter Hough.</td>
</tr>
<tr>
<td>H. F. Melville</td>
<td>Life-saving—section point score</td>
<td>Carolyn Wright.</td>
</tr>
<tr>
<td>N.S.W. Soccer Assoc.</td>
<td></td>
<td>R. Wever.</td>
</tr>
<tr>
<td>Scotts</td>
<td>Inter-house Sports Competition</td>
<td>Nola Coleman.</td>
</tr>
<tr>
<td>Mick Simmons</td>
<td>Swimming—House point score</td>
<td>Michael Evans.</td>
</tr>
</tbody>
</table>

PART II

Outlines of Courses

1966

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
Secondary Music Courses
Secondary Art Courses.

SECTION D

Post College Courses.
SECTION A

TWO YEAR COURSES

General Primary School Courses
Infant School Courses
GENERAL PRIMARY SCHOOL COURSES
EDUCATION COURSES

First Year: Education I Parts A and B (Course 1)

Second Year: Education II Parts A and B (Course 2)

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

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

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Individual and Social Psychology</th>
<th>Sociology and Educational Theory</th>
<th>Educational Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our Aims. What is our Course and what issues are raised? (FIRST TERM-FIRST YEAR.)</td>
<td>Why do we learn individual and social psychology? The scientific study of human behaviour.</td>
<td>What is education? What is the relationship between education and society? Aims of Education.</td>
<td>What is teaching? What is a teacher? Professional Ethics. General Preparation for Practice Teaching.</td>
</tr>
<tr>
<td>2. What methods should we use? Learning and Teaching—their fundamental principles. (SECOND TERM-FIRST YEAR.)</td>
<td>How do we learn? What is the role of understanding? What can the teacher learn from the learning 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>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>5. What are the Social factors influencing our teaching? (SECOND TERM-SECOND YEAR.)</td>
<td>What is a group? What are the psychological effects of the group on the individual pupil? Leadership.</td>
<td>Classroom climate, school tone, teacher leadership in school and community. Teacher Guidance—The Form I Guidance Programme.</td>
<td>Teacher as a group member and group leader. Techniques for group teaching. Implications for class control and performance.</td>
</tr>
<tr>
<td>6. How can we measure our success best? (THIRD TERM-SECOND YEAR.)</td>
<td>Reliability and validity of tests. The incentive value of testing and marking. The implications of psychologically sound evaluation procedures for the mental health of class and teacher.</td>
<td>The need for testing. The educational and sociological effects of testing. Types of Tests. The need to keep abreast of current thought in order to evaluate ourselves more realistically.</td>
<td>When and how to test in the classroom. How to mark. Marking scales. Reporting to parents. The implications for teacher’s development. The Staff Meeting.</td>
</tr>
</tbody>
</table>
1. Education I

GENERAL TEACHING PRACTICE

1. (a) Society and Education—the purpose of the State school in a democratic community.
   (b) Psychological experiences essential for learning—
   (i) Necessity for pupils to have a certain minimum field of past experience.
   (ii) The utilization of environmental opportunities.
   (iii) Role of teacher and pupil.
   (iv) Teacher pupil relationship.
   (v) The classroom situation.

2. (a) Primary and secondary motives.
   (b) Motives at work in the classroom—intrinsic and extrinsic motivation.
   (c) Preparation of lessons—
   (i) selection of topic;
   (ii) preparation of teacher and pupils;
   (iii) organization of activities of pupils and teacher;
   (iv) format of lesson notes.
   (d) Techniques of control in the classroom.

3. (a) Voluntary and involuntary attention.
   (b) Mental set—lesson introductions.
   (c) Assisting perceptual and conceptual processes in the classroom—teaching aids.

4. Lesson Procedures—
   (a) General procedure.
   (b) Procedures for teaching knowledge.
   (c) Procedures for teaching culture and attitudes.
   (d) Procedures for teaching skills and productions.

5. Some common forms of motivation—
   praise and reproof; rewards and punishments; competition and co-operation; knowledge of results; success and failure; achievement in school subjects.

6. (a) Testing principles—kinds of classroom tests: strengths and weaknesses.
   (b) Pupil Record Cards.
   (c) Group teaching: remedial work.

GENERAL EDUCATIONAL PSYCHOLOGY

First Year

This course provides an introduction to psychology and its relation to education by examining the central group of topics comprising general educational psychology.

The basic aim of this course is to aid the development of a better and more complete understanding of human behaviour, with specific reference to classroom situations.

Topics to be considered are:

1. Psychology—its nature and scope; the individual, his behaviour and his adjustment to his environment; educational implications.

2. Behaviour and Motivation—internal and external factors affecting individual adjustment. Motives and the classroom.

3. Sensory Processes and Perception—theoretical and practical complications involved in perceiving and in the formation of concepts.

4. Foundations of Learning—an examination of the basic principles involved in learning. Lesson procedures and general teaching techniques.
5. Learning and Motivation—influence of motivational variables upon the learning situation. Forms of motivation used in the classroom.

6. Individual Differences—nature of intelligence and personality; significance for parents and teachers—provision for individual differences; general principles of assessment (testing, etc.).

Textbook:

References:
Will be indicated at appropriate places during the course. Also college library at 150-155.3; 301.15; 370-370.193; 371.26-372.24.

2. Education II

PART A. EDUCATIONAL PSYCHOLOGY

This course consists of selected areas from the fields of Educational Psychology, Social Psychology, Child Development and Mental Health. Emphasis will be placed on those topics directly connected with the classroom.

1. Child Development.—A general coverage of child development to about 12 years of age. Social emotional and intellectual development. The educational implications of Jean Piaget’s work; the concept of developmental tasks.


3. Group Dynamics.—The dynamics of groups; application to the classroom.

4. Grouping.—The graded and ungraded class, sociometry; the psychological implications of grouping in the school classroom.

5. Teacher Behaviour and the effect on motivation and discipline.


7. Adjustment and Maladjustment.—What is “adjustment”? The place of child guidance in the school.

8. Mental Health.—Discussion of mental health and mental hygiene. Mental hazards facing the teacher; methods of meeting such hazards.

SET TEXTS AND REFERENCES:
H. Lindgren: *Educational Psychology in the Classroom.*
Also college library at 151.3-152.273; 301.15; 370-370.193; 371.3.

PART B. MODERN EDUCATION PRACTICE

The Student is expected to:

(a) Write a number of assignments during the year;
(b) Sit for frequent class tests on course topics;
(c) Read journal articles on these topics.

1. Experiments in educational organization and practice:

(a) Dalton.
(b) Winnetka.
(c) Gary.
(d) Project Method.
(e) Subject, Activity, Core and Elective Curricula.
(f) Programmed Learning and Teaching Machines.
(g) The Teaching Team.
(h) The Trump Plan.
(i) T.V., Radio, Filmstrip as educational tools.
(j) The Graded and Non-Graded Schools.

2. The Organization of Education in New South Wales:

(a) The Administration—

(i) Services and divisions.
(ii) Lines of Communication.
(iii) Forms and Returns (as per Composite Book).
(iv) The Teachers' Handbook.

(b) Stages and interrelationships in educational provision.

c) The Wyndham Scheme.

(i) Rationale.
(ii) Implications for practice.

3. Class management:

(a) Routines: their place in relation to the organisation and control of classwork; their contribution to the generation of classroom climate.

(b) Adjustment: pupil and teacher.

(c) Control as an outcome of situation variables.

4. The Wyndham Scheme.

(i) Rationale.
(ii) Implications for practice.

3. Class management:

(a) Routines: their place in relation to the organisation and control of classwork: their contribution to the generation of classroom climate.

(b) Adjustment: pupil and teacher.

(c) Control as an outcome of situation variables.

4. The Wyndham Scheme.

(i) Rationale.
(ii) Implications for practice.

5. The Teacher's Role as an interpreter of Educational Philosophy:

(a) Questions relevant to considering educational aims and methods.

(b) Educational questions and the problem of verifying the answers we give to them.

(c) The complementary roles of educational philosophy and educational psychology.

(d) Current philosophies in Education—Pragmatism, Humanist philosophies, etc.

(e) Criteria by which they can be tested.

6. Programming

(i) The Curriculum and the Programme.

(ii) Practical considerations and the programme.

(iii) Principles of learning and the programme.

(iv) Construction of a practice—psychological programme model.

(v) The programme register and the model.

7. Professional Ethics.

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ENGLISH

The following courses in English will be taken by General Primary students:

First Year—Courses 3, 5, 7, 9.
Second Year—Courses 4, 6, 10, 11, 12.

3. English Method—First Year

One hour per week

The course will include demonstration lessons on the picture talk, spelling, handwriting, reading comprehension, prose appreciation, poetry appreciation, and the first and third composition treatments.

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. (a) Spelling

Spelling readiness.

The development of general spelling power.

The spelling lesson.

Selecting and organizing the week's work.

Spelling games.

Remedial spelling.

(b) Handwriting

The handwriting lesson.

Developing handwriting readiness.

Teaching manuscript.

Tasks in the teaching of modified cursive.

Teaching the left-handed child.

Evaluating writing.

Remedying poor handwriting.
Lessons for the introduction, writing, and follow-up of the children's work in written expression.

3. The Teaching of English Expression. Infant School
   Written expression.
   Development of oral sentence structures.
   Development of oral embellishments.
   Broadening of imaginative fields in oral work.
   Picture talk lessons.
   The Re-telling a Story Lesson.
   Morning Talk Lessons.
   Development of movement, mime, dramatization, and puppetry.

4. The Teaching of Reading
   The pre-reading stage.
   The beginning-reading stage.
   Phonic training.
   Second Grade.
   The School Magazine and its Treatment.
   Word attack techniques.
   Comprehension techniques and questions.
   S.R.A. Reading Laboratories in the Infant and Primary School.
   Reading machines.
   Remedial reading.
   Standardized reading tests.
   Teacher-prepared reading tests.
   Readability formulae.

5. The Teaching of Literature
   Aim of appreciation lessons.
   Appreciation-lesson patterns.
   Developing appreciation through discussion, interpretative oral reading, illustration, and memorization.
   The poetry appreciation lesson.

6. Expression. Primary School
   Composition skills—structure, embellishment, imagination, narration, description, and exposition.

Choice of composition topics.
Relationship between Formal English and Composition.
The composition model.
The first treatment (the preparation stage).
The second treatment (the writing stage).
Marking compositions.
The third treatment (the review stage).
Creative written composition.

REFERENCES:
Gage, N. L.: Handbook of Research on Teaching.
Hay, J. and Wingo, C.: Reading with Phonics.
Schonell, F.: Backwardness in the Basic Subjects.
Pappas, G.: Reading in the Primary School.
N.S.W. Curriculum for Primary Schools.
Fitzgerald: The Teaching of Spelling.
Appropriate articles published in The Education Gazette.
The Curricula of other Australian States.
Schonell: The Psychology and Teaching of Reading.
Schonell: Teaching and Testing of Essentials in Spelling.
Also college library at 372-372.9; 420-429; 808; 820-820.7.

4. English Method—Second Year

   One hour per week

1. General
   The cultural background of the teacher of English.
   Developing a philosophy of English teaching.
   The implications of the Wyndham Report for the teaching of English in Primary Schools.
2. The Teaching of English Expression

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

(b) 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. The S. R. A. Laboratory. Its use in remedial and developmental programmes.

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.

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, television programmes, film strips, the tape recorder, Programmed Instruction in English. The principle of programmed instruction and its place in formal English work, Diagnostic and remedial uses of programmed material.

TEXTBOOK:

REFERENCES:
Schonell, F. J.: Backwardness in the Basic Subjects.
Harris, A. J.: How to Increase Reading Ability.
5. 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,
Brooks and Heilman, ed.: Understanding Drama.
Othello.

6. 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, William Golding

Suggested Books for Reference:

Comfort: The Novel of Our Time.
Cantry: Literary History of the United States.
Muir: The Present Age.
Bennett: Virginia Woolf.
7. Speech Education

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 speech improvement.

(iii) To encourage and assist them to improve their own speech.

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 constitutes good speech and how it can be acquired.

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

3. The Phonetic Alphabet

(a) Limitations of the English Alphabet.

(b) The Phonetic Alphabet required for the sounds of Australian Speech.

(c) Words:
   (i) formation, syllabification, accentuation;
   (ii) Forms of Stress or Breath Force;
   (iii) Pointing; emphasis of words.
   (iv) "Weak" and "strong" forms of pronunciation.

4. Style in Public Speaking

5. Delivery, Comprehension, Feeling, Imagination

(i) Phrasing (meaning, punctuation, breathing), pause- tion (vocal punctuation).

(ii) Speech Variables: Rhythm and emphasis, pause, pace, volume, pitch, intonation (modulation and inflections).

(iii) Comprehension and appreciation of material for thought content, sound values, emotions, moods, atmosphere, tone.

(iv) Preparation and Practice: Occasion, audience, rate of thought and assimilation of ideas, self-confidence.

(v) Forms of Emphasis—of ideas; convictions, sentiment; kinds of and effects of gesture, movement.

6. Voice Production

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

(ii) Posture, relaxation, and purposeful bodily movement.

(iii) Breathing and Breath Control.

(iv) Tone—Resonance and resonators; "forward" placing of the voice.

(v) Faults of Pitch and Resonation—Ear training—a fundamental essential in all speech work and in teaching speech.

7. Articulation

Definition. Classification of Consonants.

Difficulties in pronouncing Consonants and faults in articulation.
8. **Enunciation**

Definition

(a) Classification of Vowels: Cardinal Vowel Diagram. Fundamental lip positions.
(b) Diphthongs and triphthongs.
(c) Broad, General and Cultivated Forms of Australian pronunciation. Phonetic illustration. (Simple phonetic transcriptions are required.)

9. **Pronunciation**


10. **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, lecturettes, 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, Television, Tape Recorder, Gramophone, Projectors, Microphone, Public Address System.

11. **Demonstration Lessons** in as many topics from Section 10 as possible, followed by discussion.

12. **The Treatment of Speech Faults and Defects in Children.** The Speech Clinic and Speech Therapist. Dental Clinic and Orthodontal Treatment.

**NOTE.**—For more detailed reference for this course see Calendars printed before 1966.

14. **Practical Work**

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

In some cases individual tuition may be recommended.

(ii) Tape-recordings of voices and assessment of speech habits.

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

15. **Examinations will consist of three parts:**

(a) A Practical Test. Reading of prepared prose, drama, or verse selections, or sight readings of similar material. Talks prepared or impromptu. Lists of words commonly mispronounced and/or speech exercises.

Communication between the reader, speaker and audience must be effective.

(b) A Written Test.

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

**NOTE.**—(i) A check will be kept upon second year 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:
Bullard and Lindsay: *Speech at Work*.
McAllister: *Primary Teachers' Guide to Speech Training*.
McAllister: *A Year's Course in Speech Training*.
The Curriculum, 1952.
J. R. Dyce: *Speech and Drama in the Secondary School*; Bks. 1 and 2.

REFERENCES:
Musgrave Horner: *Speech in the Junior School*.
Bennett: *Handbook of Practical Speech Training; Playway of Speech Training; Let's Do a Play; Classroom Dramatics*.
Swann: *Approach to Choral Verse*.
Mitchell: *Spoken English*.
Compton (ed.): *Spoken English*.
Burton: *Drama in the School*.
Bruford: *Teaching Mime*.
Also College Library at 427.5; 808.5.

8. Oral Expression

One hour per week

The Aims of the Course Are:—

1. To discuss the Elements of Delivery and Communication and the Principles and Techniques of Various Forms of Oral Expression.


3. To provide students with opportunities to practise speaking effectively, clearly, pleasantly and acceptably in the various kinds of Speech Situations.

4. To encourage in the students critical discrimination as listeners and provide them with criteria for judging speakers.

Principles and Techniques will be discussed and amplified and illustrated by films and records (disc and tape).

Some Practical Speech Forms, Informal and Formal:—

(1) Everyday Speech Situations, Conversation, the Classroom Talk.

(2) Informative Speeches (Own-Choice Topics, Set Topics, Explanation of a Process, Description of an Exhibit, etc.).

(3) Question and Answer in the Classroom; the Group Assignment Lesson; the Class Meeting; the Discussion Lesson; the Discussion Group.


(5) Speeches for Special Occasions and Ceremonies (Votes of Thanks, Introducing a Speaker, etc. Commonwealth Day etc.)

(6) The Interview.

(7) Impromptu Speaking.

(8) Use of Microphone, Telephone and T.V.

(9) Reading and Speaking of Prose and Verse—individually, in unison, chorally.

(10) Drama—including Dialogue, Mime, Dance-Drama and Movement.

TEXTBOOK:
Department of Education: *Speech Education, a Handbook for Secondary Teachers*.
Ballard and Lindsay: *Speech at Work*.
Also college library at 808.85.

9. History and Form of the Novel

An English Literature Course for First Year Students

History


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

Form of the Novel


REFERENCES:

Cambridge History of English Literature Dictionary of World Literature, ed. Shipley.
Compton Rickett: History of English Literature.
Legouis and Cazamian: History of English Literature.
Lubbock, P.: Craft of Fiction.
Saintsbury, G.: Short History of English Literature.

Pelican Guides to English Literature, Vols. 2-7.
"Writers and their Work" Pamphlets.
Also college library at 808.3; 820.9; 823-823.9109.

10. 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. Selected Shakespearean plays for intensive reading.

Restoration Drama—the comedy of manners—Wycherley, Congreve, Vanburgh, Farquhar.


Twentieth Century Drama—Ibsen, Wilde, Shaw, Synge, 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: Stake 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.
Peacock: Poet in the Theatre.
Perugini: Play-Reading Course.
Thomas: The Theatre Alive.
Trewin: We'll Hear a Play.
Simonsen: Part of a Lifetime.
Also college library at 791.5; 792; 808.2; 808.82; 822-822.9.

11. 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.

REFERENCES:

Poetry:
Lewis: Poetry for You.
Drew: Discovering Poetry.
Brooks: Modern Poetry and the Tradition.
Guerber: Book of the Epic.
Matthiessen: Achievement of T. S. Eliot.
Brown: Heritage of Symbolism.
Bowra: Creative Experiment.
Gurrey: Appreciation of Poetry.
Jagger: Poetry in Schools.
Braddy: About English Poetry.
Richmond: Poetry and the People.
James: Introducing Chaucer.
Bennett: Chaucer and the Fifteenth Century.
Chesterton: Chaucer.
Ault: New Light on Pope.
Church: John Keats—An Introduction and a Selection.
Gilkes: Key to Modern English Poetry.
O'Donnell: Feet on the Ground.
Spender: Poetry since 1939.
Also college library at 808.1; 808.81; 820.7: 821-821.9.
12. History and Use of the English Language

1. A brief study of the history of English from the 8th 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.
Roger's Thesaurus.
Baugh: History of the English Language.
Block and Trager: Outlines of Linguistic Analysis.
Bloomfield: Linguistic Introduction to the History of English.
Bradley: The Makings of English.
Brook: A History of the English Language.
Brown: Words in our Time.
Dobree: Modern Prose Style.
Fowler: The King's English.
Fries: Teaching and Learning English as a Foreign Language.
Gardiner: Theory of Speech and Language.
Hayakawa: Language in Thought and Action.
Holloway: Language and Intelligence.
Jesperson: Growth and Structure of the English Language. Mankind, Nation and Individual.
King: Writing.
Laguna: Speech, its Foundations and Development.

Partridge: The World of Words. Usage and Abusage.
Mitchell: The Use of Words. Usage and Abusage.
Quirk: The Use of English.
Richards: Basic English and its Uses.
Sapir: Language.
Schlauch: Gift of Language.
Ullmann: Words and their Uses.
Walpole: Semantics.
Wrenn: The English Language.
Also college library 420; R423; 800.

13. Mathematics Method

First Year Course of two hours per week

1. The various types of lessons used in the Primary and Infant 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.
(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 Infant 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 Dalrymple: Teaching the New Arithmetic.

Also college library 510-511.9.

Other references will be given during the course.

14. Art

A Second Year Course of two hours per week

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

The Course

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

(1) The psychological background—creative and mental growth of the child through pictorial expression.
(2) The curriculum—teaching methods—reference to Cizek, Tomlinson, Richardson, Cole.
(3) Discussion of outstanding figures in the History of Art; how to enjoy pictures; cultivation of good taste in everyday living.
(4) Visits to the Art Gallery will be arranged.

(b) Practical work includes the following:

(1) Quick sketching from life—figure composition.
(2) Picture making.
(3) Principles of design.
(4) Outdoor sketching.
(5) Modelling in clay and plasticine—basic forms—
Production of a puppet play to give experience 
in designing and making backdrops—props—costumes—programme covers.

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.
Orpen: Outline of Art.
Tomlinson: Children as Artists.

Also college library at 707, 709; 750-759.994.

15. Crafts—First Year

PRIMARY SCHOOL CRAFTS—1

Two hours per week in first year

This course is for men and women students in first year primary school sections. The aim of the course is 
to give students practical experience in the principal crafts taught in the primary school. Methods of teaching 
crafts will be discussed and learnt through practical application and demonstrations. Students will be re-
quired to keep a craft book in which they will record lecture notes. Samples of work will also be kept in this 
book.

1. Aims of teaching crafts.
2. Theory of colour and its applications to craftwork.
3. Principles of design applied to the various crafts.
4. Plan drawing and lettering for Primary classes.
5. Paper modelling and the third class course.
6. Cardboard modelling and the fourth class course.
7. Strawboard modelling and the fifth and sixth class course.
8. Decorative processes used in bookcrafts, marbling, 
stencilling, pattern printing, applique and coloured paste decoration.
11. Tabby weaving on a scarf loom.

REFERENCES:

Department of Education: Handicraft leaflets.
Department of Education: Curriculum for Primary Schools.
Also college library at 745.
17. 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 or hessian;
   (b) Border design on huckaback;
   (c) Felt, or scrap material, novelty.

18. 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, recognition instrumental tone-colours.

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 and individual practice in accompanying at the piano.

Theoretical

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


Form and Appreciation

Instruments of the symphony orchestra.

The singing voice and its range.

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

Method

Teaching a song by ear, and/or the listening lesson.

REFERENCES:

   Fiske: Listening to Music.
   Young: Music and the Young Child.
   Kirkham Jones: Joyous Stories from Music's Wonderland.
   Also college library 780-789.

19. Music—Second Year

Two hours per week

Practical

Vocal: Continuation of First Year work.

Instrumental: Class practice with recorders unison and part playing.

Conducting songs, rounds.

Theoretical

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

Study of Course of Instruction for Primary Schools.

Method study continued to include lessons on rounds, music-reading and allied activities and percussion band.

Form and Appreciation

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

N.B.—The courses for the Special Infants and Small Schools Section will cover the same topics as the General Course, but in such a way as to pay special attention to their particular problems. This will also include work on percussion band and rhythm lessons and the problems of the musically retarded child.

REFERENCES:
Barry: Music and the Listener.
Priestley and Fowler: Recorder Book II.
Young: Music and the Young Child.
Kirkham Jones: Music Appreciation in Schools.
Bavin: Percussion Band from A to Z
Also college library 780-789.

20. History of Civilization in Europe and Australia

First Year—two hours per week

The course will include aspects of the following topics.

Part A

1. The Greek World.
2. The Roman Republic and Empire.
3. The Carolingian Period.
4. The Medieval Civilization at its Height.
5. The Commercial Revival after 1100 A.D.

Part B

7. The Foundations of N.S.W.
8. The Pastoral Period, 1820 to 1850.
11. Nationalism and Radicalism.
13. The First World War, the Depression, and the Second World War.

REFERENCE BOOKS:
Dorf: Our Early Heritage.
Ferguson and Bruun: A Survey of European Civilization.
Crawford: Australia.
Clark: Sources of Australian History.
Also college library at 900-909; 930-939; 940; 994.

21. 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: *The Teaching of Geography*.
Taylor: *Australia*.
Finch and Trewartha: *The Elements of Geography*.
The *Current Affairs Bulletins*.
Laseron: *The Face of the Earth*.
Holmes: *Australia's Open North*.
Also college library at 307; 338; 551; 630; 910-919.9; 940-999.

22. Social Studies Method

*First year. One hour per week plus demonstrations*

1. The Social Studies.
   (a) What is meant by Social Studies—Historical Development.
   (b) 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) Lectureettes, dramatization.
   (g) Techniques applicable to the Lower Division.

3. Social and Moral Education
   (a) Methods and problems of character training.
   (b) Current affairs in schools.
   (c) Scripture—curriculum and teaching methods.
   (d) Celebration of special days.
   (e) Conduct of the class meeting.

4. Scripture.
   (a) The place of Scripture in the Primary School.
   (b) The curriculum.
   (c) Teaching methods.
   (d) Aids for Scripture lessons.

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

23. Social Studies Method

*Second Year—one hour per week*

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

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

3. Unit of Work: advantages and disadvantages, methods of handling units of work in the classroom.

4. 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*.
Also library at 307; 372.

24. Natural Science

*First Year—two hours per week*

The first year of a two year course of lectures aimed at preparing students to teach the Syllabus in Natural
Science of the Primary Curriculum. This course recognises that the syllabus includes a study of the physical environment in addition to its treatment of biological aspects. The emphasis will be on observation and experiment as a means of increasing the child's understanding of the biotic and physical phenomena of his environment.

Topics

1. The Syllabus in Natural Science; its content and aims.

2. Theories of the origin of the earth. Chemical and biological evolution.

3. Living Things.
   
   (a) Organic compounds of which they are composed. Particular significance of proteins and nucleic acids.
   
   (b) Comparison of living and non-living things.
   
   (c) Cells.
   
   (d) Varying forms of nutrition. Differences between plants and animals.
   
   (e) Conditions necessary for life.
   
   (f) An outline of the classification of living things.

4. Energy.
   
   (a) Examples of its many forms. Its conservation. The dependence of all life on a constant supply of energy. The ways in which living things obtain and use energy.
   
   (b) Heat, light and sound. Simple concepts and experimental treatment required for the adequate teaching of these topics as included in the curriculum.

5. The Animal Kingdom. An examination of the ways in which the main groups of animals have solved the problems of living in diverse habitats.

   Survival and reproduction. Emphasis will be placed on the study of Australian species and especially those likely to be encountered locally in various N.S.W. districts.


7. A concurrent consideration of the depth of treatment and methods of teaching each of the above, stress being laid upon progression from grade to grade.

REFERENCES:

D. G. Makean: *Introduction to Biology.*

Department of Education: *Curriculum: Syllabus in Natural Science.*


Pfitzner & Heading: *Intermediate General Science.*

Hesketh & Turner: *Discovering Science.*

Also college library 500; 507; 507.5; 560-599.

A list of references relevant to particular topics will be supplied.

25. Natural Science

Second Year—two hours per week

Lectures, demonstrations, practical work and assignments aimed at providing background for the Natural Science Syllabus in the Primary School.

The course is a continuation of the First Year Course 24 and should be read in conjunction with this.

Topics

1. Plant Biology with emphasis on the biology of the flowering plant. Functions of the various parts; reproduction; fruit and seed dispersal. Physiological processes such as photosynthesis, respiration, nutrition, response, water relationships. The plant and the problems it must solve in order to be successful. Seeds; germination and growth.


3. The Earth and its place in the Universe.

Time.

The earth's crust.

The atmosphere and weather phenomena.
4. Forces and their application to machines.


6. The Natural Science Lesson. Aims, objectives, programmes. Activities suitable for presentation of the course. Throughout the course constant emphasis will be placed on the practical and experimental approach. Demonstration lessons will be arranged throughout the year.

REFERENCES:

As for 1st Year Course 27.

ADDITIONAL:

Craig: Science for the Elementary School Teacher.
Leach: Australian Nature Studies.
Harris: Nature Problems.
Harris: Naturecraft in Australia.
McLuckie & McKee: Australian and New Zealand Botany (advanced reference).
Soil Conservation Service: Soil Conservation Entails Wise Lands Use (and similar Publications).
Also college library 500; 507; 507.5; 560-599.

26. School Health

Second Year Students—one hour per week

Aims of the Course

A. To develop in the student understanding and knowledge of physical and mental health.

B. To develop in students knowledge and understanding of children of school age.

Content of the Course

1. Normal growth and development.
   Nature of Living Organisms.
   Reproductive processes.
   General principles of growth and development.

   Physical, social, emotional aspects of growth and development in pre-natal, postnatal, infant, childhood, adolescent periods.

2. Structure and function of the Human body.
   Simple Anatomy of—
   Skeleton.
   Special Senses Eye, Ear, Skin.
   Metabolism of food.

3. Health and the individual.
   Diet, rest, sleep, fatigue, exercise.
   Alcohol, tobacco, drugs.
   Mental Health.
   Dental Health.

4. Health and the Community.
   Air, water, food, sanitation.
   Infectious disease.
   Role of the Public Health Authorities.
   Preventive Medicine.
   Advances in modern Medicine and surgery.

5. The child at school.
   School environment: physical, emotional, social aspects.
   Role of the teacher in relation to the child.
   Retarded and physically handicapped children and their special needs.
   Health services for the child at school.

6. First Aid.
   General principles.
27. 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 Gymnastics Lesson.

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

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

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

Swimming and Life Saving.

REFERENCES:

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

Board of Education: 1933 Syllabus.


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

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

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

S. W. I. Chitty: Keep Fit Activities for Nursery Class.

Margaret Laing: Rhythmic Movements.

M. Jarvis: Music Games for Infants.

C. Sharp: Country Dances.

MacCuaig and Clark: Games worth Playing.


D. C. Joynson: Physical Education for Boys and Young Men.

Also college library at 613.71; 793; 796-799.

28. 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—Organization of Carnivals.

Display Work.

Programming.

Folk Dancing.

Major Games.

Organisation and instruction for Swimming Classes.

Life Saving.

REFERENCES:

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

Board of Education: 1933 Syllabus.


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

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

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

S. W. I. Chitty: Keep Fit Activities for Nursery Class.

Margaret Laing: Rhythmic Movements.

M. Jarvis: Music Games for Infants.

C. Sharp: Country Dances.

MacCuaig and Clark: Games worth Playing.


D. C. Joynson: Physical Education for Boys and Young Men.

Also college library at 613.71; 793; 796-799.

29. Chalkboard Writing and Illustration

One hour per week. First Year General Primary Sections

This course is designed to give student teachers in primary school sections an opportunity to develop skill in writing and drawing on the chalkboard. The course consists of four theory lessons and nine practical lectures.
Theory Lectures

4. Writing and drawing on stencils—last week in second term.

Practical Lectures

Each Primary school section will be divided into two groups for practical work and each group will attend on alternate weeks. During the weeks when students are not attending chalkboard lectures they will be required to do assignments in preparation for their practical lectures. The work done in the assignment will be reproduced on the chalkboard and will consist of the following three parts.

A. Writing. The writing part of the assignment consists of four parts:

(a) Capital letters, lower case letters and numerals as used on charts.
(b) Script writing as used in Infants' Schools—four lines.
(c) Italic writing as used in Primary Schools—four lines.
(d) Cursive writing as used in Primary Schools—four lines.

The above styles of writing will be practised on the chalkboard on nine occasions during the year. The standard of writing should improve with each attempt. All writing in assignments and on the chalkboard should be done with the pen or chalk held in the right hand.

B. Method. The nine method assignments are listed below. The first two are done in first term, 3 to 7 in second term, and 8 and 9 in third term. The references are shown at the end of each assignment thus C.W.I. 20 meaning Chalkboard Writing and Illustration page 20.

(1) Set out a chalkboard summary for a narrative lesson. C.W.I. 3-20.

(2) Work out mathematical problems. Size of numerals should be half the space between the lines on the paper. Use Italic numerals C.W.I. 20.

(3) Trace a map from an Atlas, Show physical features such as mountains and rivers. Divide the width into four equal parts and then draw squares with sides equal to one-quarter of the width of the map. C.W.I. 20.

(4) Make a diagram suitable for a Natural Science lesson. Name the principal parts. C.W.I. 21-24, Jepson or any suitable Natural Science Textbook.

(5) Illustrate a point in a history lesson such as: A Viking Ship, The Armada. C.W.I. 35 also pictorial history books.

(6) Turn a foolscap sheet upside down and number the spaces from 1 to 40. The forty spaces on the foolscap paper will then correspond with the forty 1-inch spaces on the chart paper. Practise setting out a chart on foolscap paper until a satisfactory layout for a chart is obtained. The lines on the chart paper will be drawn in the next lecture.

(7) Set out three lines of music with words. C.W.I. 23, Primary School Curriculum.

(8) Draw a geographical scene such as a gorge, a lake, a volcano, a cliff or any other land form. C.W.I. 27. Blackboard Drawing for Geography—Crichton and Rae.

(9) Draw Christmas decorations such as Santa Claus, a reindeer, a Christmas tree, etc.

C. Drawing. The nine drawing assignments are listed below. The references are shown thus P.P.B. 48—meaning Perspective Drawing for Beginners, also W.F.A.B.—Walter Foster's Art Books, obtainable from College library.

(1) Oblique, isometric and axonometric drawings, C.W.I. 38-41.
(2) Cylindrical, conical and spherical objects, C.W.I. 47.

(3) Prisms in parallel and angular perspective, P.D.B. 1-14, 18.


(5) Street in parallel perspective, P.D.B. 40-42, 45.

(6) Building in angular perspective. P.D.B. 43, 46, 41.


(8) Animals, birds and sea life. C.W.I. 32-34.

(9) Flowers and trees. C.W.I. 36, 37.

In each practical lecture student teachers will be allowed 15 minutes for each section of the work—writing, method and drawing. Student teachers will also make a chart, cut a stencil and operate a duplicating machine.

REFERENCES:

Wilcox, W. E.: Chalkboard Writing and Illustration.
Wilcox, W. E.: Perspective Drawing for Beginners.
Also college library at 371.335; 372.51; 744.
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—course 2.
Infant School Method and Number—Course 31.
English—Courses 6, 10, 12.
Natural Science—Course 30.
School Health—Course 26.
Music—Course 19.
Infant School Handwork—Course 32.
Physical Education—Course 28.
Art—Course 14.
Chalkboard—Course 29.
30. Infant School Natural Science

Second Year—Course—two hours per week

Variety of living things

Observe the size, shape, movement, covering, habitat of living things.

Needs of living things

Needs of living things in general.

Care of pets and domestic animals in particular.

Relationship of living things to environment

We depend on plants and animals to supply our needs such as food, shelter, clothing.

Application of science to everyday things

Simple experiments and personal observation based on sight, sound, smell and touch.

Our own environment

Observation of local district—hilly, flat, sandy, rocky, forest or plain.

The natural science lesson

Aims and objectives. Methods of presentation applicable to particular topic. 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.
Wonder Books (Rosset & Dunlop, New York).
Also college library 500; 507; 507.5.

31. 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).

Reading.—Types of reading lessons, including activity and group reading. Remedial reading. Library and supplementary reading. Chalkboard reading. Silent reading.

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

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

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

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

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

Literature:

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


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

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

Creative Play and Creative Activities.

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


Programmes and Time-tables.—Procedures.

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

Number.—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:

Also college library at 372-372.9.

32. 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.
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. Option courses of 2 hours per week are normally offered in the following subjects:—

Art.
Biological Science.
Craft.
Dramatic Art.
English Literature.
Geography.
History.
Mathematics.
Music.
Needlework.
Physical Education.
Physical Science.
Psychology.
Religious Education.
Small School Method.

The content of courses offered will vary from year to year and not every option will be available every year. Details of option courses to be offered in 1966 will be announced at the commencement of the year.
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—Course 1.
English—Courses 7, 33, 34, 35.
Physical Education—Course 46.
Geography—Course 43.
Commerce—Course 45.
History—Courses 37, 38, 40.
Chalkboard—Course 29.

Second Year
Education—Course 2.
English—Courses 10, 33, 34, 35, 36.
Physical Education—Course 47.
Geography—Course 44.
History—Courses 39, 41, 42.
Chalkboard—Course 29.

33. Junior Secondary English Method
A two-year course of three hours per week

Introductory
(a) The aims of secondary education and secondary English in historical perspective.
(b) Changing aims in secondary English; secondary English and the school population today and tomorrow.
(c) Basic principles underlying the teaching of English subjects.
(d) Review of the content of the various secondary curricula.
(e) Secondary English.


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

3. Sustained Use of Language
(a) Oral composition;
(b) Written composition: reproduction factual and creative. Specific problems and techniques in composition teaching in the various years of high school.

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

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

6. Dramatic Art
(a) The English department’s responsibility in a school drama programme.
(b) Practical aspects of production in the school: casting, group movement, speech, costuming, properties, effects, lighting, setting, make-up.

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

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

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

No textbook is prescribed. The following short list of recommended reading will amplify 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.*

**English—History Bulletin.**
Activity—A Bulletin for Teachers of General Activity Classes.

Brooks, Warren: *Understanding Poetry.*
Determine, William A.: *An Introduction to Programmed Instruction.*

Also college library at 420-429; 792; 800-829.

**34. 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, poem and short stories.

**References:**

- Commentaries by Boas, Bradley, Dowden, Hazlitt, Hudson, Masefield, Logan Pearsall Smith, Stopford Brooke, Speaight, Wilson, Middleton Murry.
- Pelican Guides to English Literature, Vols 1-7.
- "Writers and their Work" Pamphlets.
- Campbell, L. B.: *Shakespeare's Histories; Shakespeare's Tragic Heroes.*
- Charlton, H. B.: *Shakespearean Comedy.*
- Granville Barker: *Prefaces to Shakespeare.*
- Leavis, F. R.: *The Great Tradition; Common Pursuit.*
- O'Faolain: *The Short Story.*
- Ridley: *Shakespeare's Plays.*
- Tiltyard: *Shakespeare's History Plays.*
- Wilson, J. Dover: *Six Tragedies of Shakespeare.*
- Also college library at 822.33; 800-829.

For Poetry see Course 11 References.
For 20th Century Novel see Course 6 References.

**35. Language**

A two-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 Kelley: *The Control of Language.*

**REFERENCES:**
- The Oxford Dictionary.
- Fowler: *The King's English.*
- Jespersen: *Mankind, Nation and Individual.*
- Jespersen: *Growth and Structure of the English Language.*
- Walpole: *Semantics.*

Also college library at 420.9; R.423.

**36. 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 notified in lectures.

**REFERENCE:**
- O'Faolain: *The Short Story.*

Also college library at 808.3; 808.83; 823.9109; 813.5; 810.9; 820.9.

**37. Ancient and Medieval History**

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

The course will include the following major topics:—

1. Pre-history—Paleolithic man, the Neolithic Revolution.

2. Rise of Civilization—Egypt, the Near East.

3. The Greek World—Homer, Sparta, Athenian democracy, the Greek contribution, the Hellenistic civilization.

4. Rome—early history, collapse of the Republic, the Roman Empire, the Roman legacy, the advent of Christianity.

5. The Islamic Civilization.


7. The Medieval Civilization—social structure, church 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.

**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.*

Also college library at 900-909; 930-939.

**38. 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.

2. Mercantilism and Autocracy.

3. The Tudor Despots.
(5) England and Continental Europe c. 1750.
(9) French Revolution.
(10) Bonaparte and the Spread of the Revolutionary Principles.
(11) The Industrial and Agricultural Revolutions in Western Europe.
(12) The Growth of Liberalism in Western Europe, 1815-1848.
(14) The Victory of Nationalism, 1830-1870.
(15) Intellectual and Social Movements, 1850-1900.
(16) Power Politics in Europe.
(17) World War I.
(18) The Russian Revolution.
(20) Fascism in Italy and Germany.

REFERENCES:
Hayes: A Political and Cultural History of Modern Europe, Vol. 2.
Hayes and Moon: Modern History.
Hayes: Contemporary Europe Since 1870.
Also college library at 942; 940-949.

39. 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.
(3) China in the Early Nineteenth Century.
(4) China and the Opening by the West.
(5) Influence of the West on China, to 1900.
(7) China and the Two World Wars.
(8) Formosa.
(9) Korea.
(10) Japan During the Nineteenth Century.
(11) Japanese Expansion.
(12) Indonesia.
(13) Burma.
(14) Malaya.

40. History Method
A First Year Course of one hour per week for Junior Secondary Students
1. Place of history in the Secondary Curriculum.
2. Aims and values of teaching history.
3. Inherent difficulties of history as a school subject.
4. The history of syllabus: problem of syllabus construction.
5. Planning a programme; units of work.
6. 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.
Also college library at 307, 907.
41. Australian History

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

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

(1) Europe in the late 18th century; stage reached in social, economic and political development.

(2) England in 1788—A general picture including the Industrial and Agricultural Revolutions.


(6) Reaction, Nationalism and Liberalism in Europe in the 19th century.

(7) The Period of Popular Government in the Australian Colonies, 1850-1893: Gold; The establishment of popular government; The attack on inequality—church schools, land selection, coloured labour; Imperial Ties, The Crisis of 1893.


(9) Europe and the Drift to the First World War—Australia’s part in the First World War.

(10) The Great Depression of 1929: Effect on Australia, the influence of Fascism and Communism in Europe, the preparation of the Second World War.

(11) Australia’s Post 1945 Position: The growth of industry and immigration, Australia’s position in the Commonwealth, Australia’s relations with the U.S.A. and the Near-North.

REFERENCE BOOKS:
Portus: Britain and Australia.
Hancock: Australia.
Crawford: Australia.
Also college library at 942, 940, 994.

42. History Method

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

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

REFERENCES:
Dunlop: The Teaching of History and Social Studies.
Association of Assistant Masters: The Teaching of History.
Also college library at 307, 907.

43. 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*.
Garnett: *Fundamentals in School Geography*.
Also college library at 307; 338; 551; 630; 910-919; 940-999.

44. Junior Secondary Geography

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.

45. 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.

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.

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.
Rule books and coaching pamphlets issued annually by the National or State controlling bodies of the various games. Also college library at 613.71; 796-799.

47. 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) Organization 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. Organization 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.
MacCuaid and Clark: Games worth Playing.
Also college library at 793; 796-799.
Students undertaking this course will study the following subjects:

First Year

Education—Course 1.
English—Courses 7, 34, 48.
Physical Education—Course 46.
Biology—Course 49.
Chemistry—Course 50.
Geology—Course 51.
Science Method—Course 52.
Physics—Course 53.

Second Year

Education—Course 2.
English—Courses 12, 34.
Physical Education—Course 47.
Biology—Course 49.
Chemistry—Course 50.
Geology—Course 51.
Science Method—Course 52.
Physics—Course 53.

48. 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, organization 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) Power of particular words—adjectives, verbs, adverbs, sounds of words.
(v) Synonyms, antonyms, homonyms, homophones.
(vi) “Overworked” words, double comparatives and superlatives, tautology, hackneyed expressions, clichés.


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

9. Business Letter Writing.—
(i) Need for, 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.
Roget's Thesaurus.
Gowers: Complete Plain Words.
Graves and Hodge: The Reader Over Your Shoulder.
Mitchell: The Use of English.
Ogilvie and Albert: A Practical Course in Secondary English.
Quirk: The Use of English.
Richards: Basic English and Its Uses.
Treble and Vallins: The A.B.C. of English Usage.
Warner: On the Writing of English.
Strunk and White: The Elements of Style.
Also College Library 420-429; R423.

49. 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 Principals 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:—


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.


Local habitats. The freshwater creek. The marine rock platform. Leaf litter. The Australian paddock. The sclerophyll forest.

Succession Principles. Local examples.

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.
Weisz: 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.

Also college library 560-599; 612.

50. 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.

Messel (Ed.): Senior Science for High School Students, Part 2.
Sienko and Plane: Chemistry.
Messel (Ed.): Science for High School Students.
Black and Conant: New Practical Chemistry.
C B A Approach: Chemical Systems.

Also college library at 500; 540.

51. 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.

Also college library at 550-559.

52. 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;
organization 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.

Also college library at 507.

53. 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.
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.
Messel (Ed.): Senior Science for High School Students, Part I.
Also college library at 500; 530.

54. 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.
Gleeson & Kahn: Chemical Calculations for Matriculation Classes.
Also college library 500; 510; 530; 540.
JUNIOR SECONDARY SCHOOL COURSE
in
MATHEMATICS
Students undertaking this course will study the following subjects:

- Education—Courses 1, 2.
- English—Courses 7, 34, 48.
- Physical Education—Courses 46, 47.
- Biology—Course 55.
- Mathematics—Course 56.
- Chalkboard—Course 29.

55. Biology

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—asexual, 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.
Also college library 560-599.

56. 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
JUNIOR SECONDARY SCHOOL COURSE
in
HOME ECONOMICS
Students undertaking this course will study the following subjects:

**First Year**

- English—Course 7.
- Physical Education—Course 46.
- Education—Course 1.
- Chemistry—Course 57.
- Household Physics—Course 58.
- Needlework—Course 59.
- Foods—Course 60.
- Home Management—Course 61.
- Needlework and Garment Construction—Course 62.
- Textiles—Course 63.
- Chalkboard—Course 29.

**Second Year**

- English—Courses 6, 48.
- Education—Course 2.
- Chemistry, Dietetics, Nutrition—Course 64.
- Home Economics Method—Course 65.
- Needlework Method—Course 66.
- Foods and Food Processing—Course 67.
- School Health—Course 26.
- Chalkboard—Course 29.
- Physical Education—Course 47.
- Chemistry—Course 57.
- Foods—Course 60.

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57. **Chemistry**

**First Year. Two hours per week**

**Second Year. One hour per week**

Lectures, demonstrations, laboratory work.

- Scientific method. Use of chemical symbols and formulae.
- Atomic structure and the Periodic Table. The role of the electron in chemical change.
- Valence. Ionic or electrovalence, co-ordinate covalence, polar covalence, and covalence.
- Ionisation. The ionic theory. Ionisation of acids, bases, and salts. Electrolysis and electroplating.
- The role of the catalyst, enzyme.
- Crystals. Factors affecting crystallization.
Coal gas. Carbon monoxide.

TEXT:
Black and Conant: New Practical Chemistry.

REFERENCES:
Meyer: Introductory Chemistry.  
Henney and Byett: Modern Home Laundrywork.  
Cox: Practical Laundrywork.  
Also college library at 640; 540.

58. Household Physics

One hour per week

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


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

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

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

Units of heat. Calorific value of foods.

Boiling Point-Freezing Point. Effect of pressure and dissolved substances on boiling and freezing point. Pressure Cookers.

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


Spectrum of white light. Simple colour phenomena.

Direct and indirect lighting.

Sound—echoes—characteristics of musical notes.


TEXT:
Avery: Household Physics.

REFERENCES:
Millikan: New Elementary Physics.
Holt: Housecraft Science.
Pella: Physical Science.
Boylan: Elements of Physics.
Also college library at 530; 640.

59. 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) Selection of articles for third and fourth forms.

(b) One garment for each of fifth and sixth forms to be used as teaching aids.

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

(d) Set of patterns for each class—simple pattern methods.
(e) Notebook containing general information including programming, testing, marking, recording, etc.

The section will see some demonstrations in Primary and Secondary Needlework, and will have the opportunity of giving lessons both in first and second practice periods in secondary schools.

REFERENCES:
Knox: Garment Patterns by Simple Method.
Gough: Processes in Dressmaking.
Anchor: Manual of Needlework.
Also college library at 646; 746.

60. 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 homemakers of tomorrow in all the relevant basic skills during their formative school years.

First Year—two three-hour sessions per week

A. THE PRINCIPLES OF FOOD PREPARATION AND NUTRITION
Two sessions per week for one term

1. Introduction to Course—value of course in covering basic methods of cookery—relationship to good nutrition.


Predigested or petonised 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 packaged foods in the modern home. Use of dehydrated, tinned or bottled, frozen and pre-mixed foods.

Menus compiled will include:

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

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

C. Advanced Work

One session per week during second and third terms


5. Food Preservation—

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

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

1. 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.

2. 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.

3. Cake Decoration—Icings and their uses—icing suitable for covering large cakes—covering round, oblong or square cakes 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.

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


Emphasis placed on French and German cookery.

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:

REFERENCES:

JOURNALS:

61. 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:


(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, handbasin, 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 softeners; blue; starches (natural and synthetic—temporary and permanent).

C. *Drying methods*—principles involved—similarity of air and machine drying of clothes.

Ironing and finishing: Types of irons—correct methods of ironing, airing and folding for storage. The ironing board. Care and cleaning of iron and board.

D. Stain removal—when and how treated—reactions of textile fibres to various reagents. Methods used: dissolving, bleaching, detergent action.

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

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

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

-4. Legal Aspects

A brief historical survey of laws concerning women.
A woman's legal rights in relation to husband and children.

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

5. Good Health and Grooming

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

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

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

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

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

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

6. Design of Household Articles

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

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

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

7. Etiquette

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

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

(b) Introductions.

(c) Meeting guests.

(d) Table etiquette.

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

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

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

(f) Good manners on all occasions—overcoming shyness in self and others. The attractive personality.

8. Baby Sitting and Child Care

(a) Responsibilities of—

(i) the sitter;

(ii) the young sitter's parents;

(iii) the parent-employers.

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

(c) The child:

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

TEXTS:
Wright: Guide Book to Easier Living.
Justin, Rust: Today'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.
Also college library at 394; 640-649; 747.

62. Needlework and Garment Construction

Four hours in First Year and three hours in Second Year at Hunter Street Technical College

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.

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

Third Term:—Six weeks, commencing second week of Technical College term. Final examination held the 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 Teachers' College time-table.

FIRST YEAR

The aim is not to make completed garments, but rather to give experience in designing and partly constructing many different features of both outer and undergarments.

Using the "Simple Basic Drafts for Secondary Schools", block patterns will be made and used for these exercises, with necessary adjustments for some figure types.

Selected exercises will be mounted on charts, with notes, for future use as teaching aids.

SECOND YEAR

Using a variety of construction methods, lectures and demonstrations will be given in the following:

Taking of 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 required for different garments.
Points on fitting, interlining and constructing garments.
Designing and fitting "calico" to various figure types.
Making of full-scale garments.

First Term: Suitable frock for child of pre-school age (machine made).

Second Term: Individual frock, simple design.

Third Term: Individual frock of more advanced design (suitable for Graduation Day).
REFERENCES:
Anchor: Manual of Needlework.
Weldon: Encyclopaedia of Needlework.
Also college library at 646; 746.

63. 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.

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


Water and body functions. Osmosis.

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


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

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


Laboratory work to include study of chemical reactions of carbohydrates, proteins, lipids, 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.
65. 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 places 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.

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

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

Text:


References:

Hatcher: Teaching of Homemaking.
66. 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 in relation to garment construction.
(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:

Construction of teaching aids—

(i) A variety of large aids in various stages to assist in teaching procedures incorporating processes and stitches set down in the syllabus.
(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. Yardwood: English Costume.
Brien: Visual Aids for Domestic Subjects and Craft Teachers.

Also college library 646-746; 391.

67. 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 quality
of ingredients and methods of processing on final product with objective as well as subjective evaluation of the products where possible.


Colloidal Chemistry: Chemistry, physical properties reactions involved in food preparation. Correlation of colloidal chemistry and nutritional chemistry in the following sections:


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

Milk.—Composition, chemical, physical properties. Coagulation. Cream, butter, factors affecting whipping quality of cream. Kinds of milk, e.g., powdered, evaporated.

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


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

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


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

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

Journals:
Home Economics and Domestic Subjects Review.
What's New in Home Economics.
Food Technology.
Forecast for Home Economics.
Also college library at 641.
ARTISAN AND JUNIOR SECONDARY SCHOOL
COURSE IN INDUSTRIAL ARTS
ARTISAN INDUSTRIAL ARTS COURSE

A course of one year for Artisans

Course Hours

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<td>Speech</td>
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<td>Physical Education</td>
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<tr>
<td>Woodwork</td>
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<tr>
<td>Metalwork</td>
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<tr>
<td>Industrial Arts Method</td>
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<td>Technical Drawing</td>
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<td>Engineering and Architectural Drawing</td>
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<td>Junior Secondary School Crafts</td>
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</table>

68. Education for Artisans

Four hours per week

1. The teacher and his duties—
   (a) In the classroom,
   (b) In the school,
   (c) In society.

2. The aims of the school. The aims of the various subjects in the curriculum.

3. An investigation of learning and the ways in which behaviour changes are produced in pupils.

4. Pupil development with special emphasis on adolescence.

5. The influence of family, social class and community on learning.

6. Different types of instructional groups and their effects on the individual pupil.

7. Modern developments in educational techniques.

8. The use of journals and textbooks as a means of professional development.

9. Visual aids, T.V., tape recorder, etc., as educational tools.

10. Testing, routines and general administration in education.

Text Books:

Woodwork—Artisan Course

Four hours per week

The student teacher will be required to complete a course of practical woodwork. Models included in the course are typical of jobs attempted by school pupils at various levels of a complete secondary programme. Theory of woodwork will, of necessity, be confined to that which is directly related to the practical work in hand. All work will be done in a typical school woodwork room. The student will be expected to familiarise himself with the general organisation of the room and be capable of carrying out the normal maintenance of all tools and appliances.

Throughout the year the student teacher will be in contact with practising woodwork teachers in this and in other schools in the district. He will serve his own interests well if he avails himself of every opportunity to look, to listen, to inquire and to record.

The course of work, expressed in general terms is set out below:

Preparation of timber

Standard and modified methods of preparing timber and wood products such as plywood, hardboard and particle board.

Various methods of finishing end grain.

Marking out

Use of various marking out tools. Use of templates. Marking out various geometrical shapes on timber. Arrangement of surfaces when setting out members in quantity (pairing).

Shaping timber

Edge of arris treatment—Splay, chamfer, round, bend or moulding.

Various tools used to produce desired effect.

Corner treatment—Methods of marking out. Removal of waste to form both small and large radius curves. Use of tools such as saws, planes, chisels, form tools, spokeshaves, files, abrasives etc.

Profile forming—Small and large radius curves, both convex and concave. Methods of setting out and finishing. Importance of grain direction.

Trenching, grooving, rebating—Experience in producing these woodwork shapes using special planes, chisels, gauges, cutting gauges, scratch stocks etc.

Joining timber

Box or angle joints—Experience in making a variety of simple angle joints.

Housing joints—through and stopped.

Dovetail joints—common and lapped.

Normal proportions for setting out.

Use of nails, screws and glues for strengthening joints.

Framing joints—How to set out, construct and assemble.

Halving joints—simple application.

Mortice and tenon—common and haunched.—Proportions—principles of wedging.

Mitre joint—experience in cutting—methods of strengthening—methods of holding joint while being glued.

Widening joints—Glued and rubbed butt dowelled joints. Use of cramps—both standard and improvised. A knowledge of other methods of widening.

Decorative treatment of timber

Veneering—Matching of veneers. Methods of cutting and applying. Experience in veneering both flat and curved surfaces.

Inlaying—Strings and built-up inlay patterns. Pokerwork—Experience in burning and colouring designs. Moulding—Simple forms only.
Wood sculpture—Use of chisels, gauges and abrasive papers in the decorative shaping of timber.

Wood finishing
Experience in each of the following:
(a) Preparation of surface prior to polishing.
(b) Staining and filling.
(c) French Polishing.
(d) Lacquering (Nitrocellulose).
(e) Plastic Finishes.

Care and maintenance of tools
Grinding and sharpening plane irons, chisels and gauges. Topping, shaping, setting and sharpening saw teeth—both crosscut and rip. Reconditioning of scraping tools. Reconditioning of oil stones. Safety precautions relative to grinding and sharpening.

Allied materials
Cutting, fixing and flushing off plastic laminates. Application and use of suitable adhesives.

The lathe and lathe tools
Experience in setting up timber in lathe for various types of turning.
Cutting and scraping in lathe work. Use of profiles in wood turning. Types of drills and bits used in woodturning. Finishing with abrasive materials. Care and maintenance of lathe tools.

Associated drawing
Working rods—Experience in setting out and using. Students will be required to make working drawings and cut stencils relating to jobs done in class.

Hardware
Fitting hinges, catches and locks.

Machine operation
Students will receive instruction in the operation of the following machines:
Wood turning lathe, band saw, circular saw, jointer, finishing machine, bench grinder, disc sander.
The practical exercises will include:

First Term
Teapot stand.
Cutting board.
Pelican sewing stand.
Small drawing board and Tee-square.
Small coffee table—elliptical top.
Drink tray.
Turned rolling-pin and leaf tray.

Second Term
Medicine cabinet using a working rod.
Veneered box.
Small stool.
Mallet.
Dish mat.
Book rack.
Cup chuck turning of an egg-cup.
Tee-square.
Small box.

Third Term
Shaw sharpening.
Grinding and sharpening chisels and plane irons.
Magazine rack.
Housed book rack.
Picture frame.
Book rest with haunched mortice and tenon joint.
Wood turning—table lamp.
Teaching aids—rip saw and cross-cut teeth.

REFERENCES:
Dept. of Technical Education, N.S.W.: Carpentry and Joinery.
Glenister, S. H.: Contemporary Design in Woodwork (2 vols.).
Also college library at 684; 621-9.

70. Metalwork—Artisan Course

Four hours per week

Student teachers in this course were previously engaged in industry as artisans in various trades. As such they acquired extensive knowledge and skills in performing the requirements of their particular craft, and so this course has been arranged to assist them in converting the role of the artisan to that of the classroom teacher. A wide variety of classroom situations will be arranged frequently to provide opportunities for the student teachers to become accustomed to them. Instruction in room organisation, recording, marking, maintenance and requisitioning will be given. Safety precautions and correct machine and hand-tool operations at the pupil level will be demonstrated.

A selection of models that could be used as a basis in a balanced programme for Forms I, II, III, and IV at the Pass, Credit and Advanced level as shown below will be constructed by each student teacher.

First Term
Wire project.
Flux brush.
Shoe horn.
Candlestick.
Square sugar scoop.
Soap holder.
Walltray.
Lawn weeder.
Bottle opener.
Cylindrical scoop No. 2.
Cup.
Brass spoon.
Tea measure.
Magazine rack.

Second Term
Wood chisel.
Barbecue fork.
Circuit tester.
Cake knife.
Wire flower-pot stand.
Tee hinge.
Garden trowel.
Fishing knife.
Tiled pot-stand.
Calipers.
Electric motor.
Four-tiled table.
Marking gauge.

Third Term
Funnel.
Poker or door handle.
Scriber or small screwdriver
Cake trowel.
Centre punch.
Cold chisel.
Metal spinning.
Tack hammer.
Letter opener and stand.
Plumb-bob.
Ladle or bowl—beaten copper.
Tap wrench.
Electric bell or buzzer.

REFERENCES:
Sydney Technical College: *Trade Technology*, Book 1, II, III, IV.
Hughes, A.: *Metalwork*.
Moroney, A. S.: *Metalwork Elementary Engineering Technology and Practice*.
Also college library at 671; 739.

**JUNIOR SECONDARY SCHOOL INDUSTRIAL ARTS COURSE**

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<td><strong>First Year</strong></td>
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<td>Education</td>
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<td>Fitting and Machining</td>
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<td>History of Crafts</td>
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### Course Hours

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<tr>
<td>Wood Finishing</td>
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<td>Sheet Metal</td>
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<td>Blacksmithing</td>
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<td>Welding</td>
<td>79 1</td>
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<td>Farm Mechanics</td>
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<td>Descriptive Geometry</td>
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<td>Weaving</td>
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#### 71. Industrial Arts Method

**First Year—One hour per week**

The purpose of this course is to co-ordinate the work in each subject taught in the Industrial Arts department.

**First Term**

Student teachers will be required to observe demonstration lessons on the fundamental operations in Woodwork and Metalwork. Preparation of lesson notes and the making of charts will also be a feature of the work done during this term.

**Second Term**

The work in second term will consist of making perspective drawings of a table, a house, a fireplace, a semi-circular arch, a cone lying on its generator, a semi-circular rostrum and a wheelbarrow.

**Third Term**

Student teachers will compile books of reference in Woodwork, Metalwork, Drawing and Crafts. These books will be arranged on the loose-leaf system so that they can be rearranged or added to as future circumstances demand.

Strip and morning films will be used to supplement 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.

**References:**

Department of Education: Industrial Arts Syllabuses.

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

Also college library at 607, 707, 745-507, 744; 515; 671; 684; 739.
Second Year—one hour per week

First Term

Demonstration lessons on more complex topics in Woodwork and Metalwork will be given during first term. A study will also be made of the syllabuses in the various Industrial Arts subjects. Student teachers will prepare stencils on selected topics in the Woodwork and Metalwork courses. Demonstrations and practice will be given in operating a duplicator.

Samples and illustrations will be collected. Methods of organising notes, tools and materials for safe and efficient teaching in schools will be discussed, together with the method of compiling departmental returns, school records, programmes and registers.

Second Term

Student teachers will make drawings of rooms in parallel and angular perspective. Buildings in angular perspective, semi-circular arches and steps, perspective drawings on an inclines picture plane will also be drawn. All drawings will be rendered in water colour.

Third Term

The work in Industrial Arts Method will follow closely the work as set out in the syllabuses for each Industrial Art subject in the Secondary School. Emphasis will be placed on teaching method and not on practical work.

REFERENCES:
Department of Education: Industrial Arts Syllabuses.
Wilcox, W. E.: Perspective Drawing for Beginners.
Also college library at 607; 671; 684; 739; 744.

72. Woodwork

First year—four hours per week

First Term

1. Safety precautions to be observed in the workshop. Demonstrations and practice in sharpening planes, chisels, spokeshaves and hand scrapers. The first ten minutes of each lecture will be allocated to the sharpening of the tools to be used during the lecture.
2. Demonstrations and practice in the fundamental woodworking operations: planing, gauging, squaring, sawing, chiselling, hand scraping and spoke shaving.
3. Procedure to be followed in making models and the steps to be followed in the preparation of timber. Making a cross halved joint and a common mortice and tenon joint.
4. A lapped dovetail joint and a haunched mortice and tenon joint.
5. Halved, single dovetail, mortice and tenon joints.
6. Halved, bridle, mortice and tenon joints.
7. Veneered glove box.

Second Term

1. Wall cabinet using a working rod.
8. A stencil cutting frame.

Third Term

2. Saw sharpening.
3. Chart case.
5. Desk tray.
7. Foot stool.
9. Front corner of a table frame.

REFERENCE:
Also college library 607; 621.9; 684; 694.

73. Wood Machining

Second Year—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.
Also college library at 684; 694.

74. Wood Finishing

Second Year—one hour per week

French Polishing—
Preparation to timber for polishing.
Stoppings.
Staining.
Filling in.
Skinning in.

Application of various finishing materials.

Exercises in brush coating clear lacquer prior to lacquering veneered glove box.

Exercises in spraying clear and pigment lacquers prior to lacquering wall cabinet.

REFERENCE:
Technical College Publication: French Polishing.
Also college library at 684; 698.

75. Fitting and Machining

First Year—four hours per week

First Term

1. Introductory talk on the layout of the workshop, working procedures and safety precautions to be observed. Demonstrations and practice in the fundamental operations filing, sawing, scraping, drilling and tapping.

3. Ring spanner.

4. Centre square.

6. Depth gauge.

7. Sliding barrel.

9. Try square.


Second Term

1. Toolmaker's clamp.

4. Toolmaker's vice.

6. Handvice.

8. Adjustable wrench.

11. Steeped cone pulley.

Third Term

2. Surface gauge.


REFERENCE:
Technical College Publication: Technology Books I and II.
Also college library 621-7; 621-9.

76. Sheet Metal

Second Year—two 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**

Demonstrations and practice in soldering sheet metals followed by a short test consisting of a rectangular tray with soldered lapped joints.

Demonstrations and practice is forming seams and wired edges prior to making a square tray with a wired edge.

Dust pan.
Dipper.
Funnel.
Scoop.

**Second Term**

Canister.
Cup with sloping sides.
Conical Measure.
120 degree Elbow.
90 degree Gutter angle—external and internal.
Gutter and downpipe.

**Third Term**

Copper Ash Tray.
Copper fruit bowl.
Copper drinking mug with tinned interior.
Silver soldering a brass bowl.
Silver soldering an aluminium tray.
Brazing wrought iron carriers and space filling wire designs.

**REFERENCE:**

Atkins, W. A.: *Practical Sheet and Plate Metalwork.*
Neubeckber: *The Universal Sheet Metal Pattern Cutter.*
Carey, C. P.: *Pattern Cutting for the Sheet Metal Worker and Plumber.*
Also college library 671, 739.

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**77. Farm Mechanics**

*Second Year—two hours per fortnight*

**First Term**

1. Power plants and their application.
3. Petrol engines—stationary and mobile.
5. Diesel engines—stationary and mobile.
7. Cooling systems.
9. Lubricating systems.
11. Ignition systems.

**Second Term**

3. Injectors and fuel systems—diesel.
5. Fuel pumps and filters.
7. Clutches.

**Third Term**

1. Brake mechanism.
3. Steering mechanism.
5. Rear axles.
7. Pumps used for windmills and irrigation plants.
9. Farm equipment in general use.

**REFERENCE:**

Jones, M. M.: *Shopwork on the Farm.*
Also college library 621.

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**78. Blacksmithing**

*Second Year—two hours per fortnight*

**First Term**

1. Introduction to blacksmithing and safety factors to be observed.
3. Pointing and fire welding 1-in square mild steel bars.
5. Bending U bolts and S hooks from 1-in diam. mild steel.
7. Forging split links from 1-in diam. mild steel.
9. Bending and fire welding rings.

**Second Term**
1. Forging terms and definitions. Scarfs and fluxes used in fire welding.
3. Bending and fire welding chain links.
7. Bending and twisting flat bar.
9. Bending hinges from flat bar.

**Third Term**
1. Forging a gib head key.
5. Heating of steel and precautions to be observed. Heat treatment of 18 per cent carbon chisels and high-speed steel lathe tools.
11. Bending eye bolts from 1-in round mild steel.

**REFERENCES:**
Campbell: *Steel.*
Also college library 670; 680.

**79. Welding**

**Second Year—two hours per fortnight**

**First Term**
3. Striking the arc and running beads of mild steel.
5. Running beads and downhand pads.
11. Stop and restart, break and examine, reweld.

**Second Term**
Preparation of plate fillet and butt welds up to 1-in thick. Welding metallurgy such as the effects of elements in steel, grain growth, stress relieving, normalising and annealing.
Electrodes, types, selection, core. Wires, fluxes and their functions, Slags. Electrode applications and techniques in all positions. Care of electrodes.
Elementary electrical terminology. Arc welding equipment including 240 volts and 415 volts electric welding machines.
5. Positioning work and using large electrodes.
7. Lap weld on 1-in and 1-in mild steel.

**Third Term**
Physical and mechanical properties of metals. Identification of wrought iron, mild steel, medium carbon steel, high carbon steel, low alloy steels, high alloy steels. Techniques for welding high carbon and alloy steels. Expansion and contraction effects of heating and cooling free and restricted residual stresses, distortion, transverse distortion, longitudinal distortion. Methods used to oppose distortion.
3. Vertical up fillet welds with three runs—no weaving.
7. Outside comer welds on 1-in, 1/16-in and 1-in mild steel.
11. Hand cutting to a line, a bevel and a hole.

When possible Practical and Theory is to be supplemented by showing appropriate Films or 35-mm. slides on Fundamentals, Distortion, Welding in various positions, Oxy Cutting and Safety Precautions, etc., Advanced welding techniques.

80. Technical Drawing

First Year—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 freehand sketching and 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.
Also college library 515, 744.

81. Engineering and Architectural Drawing

Second Year—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 and 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 blueprints 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.

General principles of design will be discussed and applied to drawings. The theory of colour will be explained and the application of colour demonstrated.

Principles of perspective will be applied to the drawing of interiors and exteriors of buildings. Drawing will be rendered in water colours.

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 blueprinting.


Engineering

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

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.

Reference:
The Institute of Engineers, Australia: Australian Standard Engineering Drawing Practice.
University of New South Wales, Students' Union: Exercises in Engineering Drawing, Second Edition.
Steel, G., and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.
Wilcox, W. E.: Perspective Drawing for Beginners.
Also college library at 515; 744; 720.

82. Descriptive Geometry

Two hours per week in First Year and also in Second Year

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.

Lines of intersection associated with fillet curves, rod ends and spot facings to be studied.

A study is to be made of the points of contact between solids which are in mutual contact.

The following are to be studied with special reference being made to their practical application:—

The Helix.
Cycloidal curves.
Involutes.
Archimedian spirals.
Conics.

Vector Geometry:—
Definitions, basic vector principles. Resultant of concurrent coplanar vectors. Resultant of non-concurrent coplanar vectors. Resultant of
concurrent non-coplanar vectors. Resolution of a vector into two coplanar components. Resolution of a vector into three concurrent non-coplanar components.

REFERENCE:
Steel, G., and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.
The Institute of Engineers, Australia: Australian Standard Engineering Drawing Practice.
Standards Association of Australia: Australian Standard Architectural and Building Drawing Practice.
Also college library at 515; 744.

83. Junior Secondary School Art

First Year—two hours per week

(a) The principles of design.
(b) Design applied to such forms of craftworks 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 14.
Also college library 709; 745.2.

84. Bookcrafts and Ceramics

First Year—four 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.

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 build, mould making and slip casting. Throwing and turning on the potter’s wheel.

REFERENCES:
Department of Education: Handicraft Leaflets.
Department of Education: Craft Syllabuses.
Collins, A. F.: Bookcrafts for Senior Pupils.
Also college library 745, 655, 738.

85. Junior Secondary School Crafts and Weaving

Second Year—four hours per week

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

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

Decorative treatment of leather by tooling, embossing, 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.

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.

Toy-making.—Ply-wood and solid stock models, including construction, cleaning-up and painting.

Rope Work.—This work is to cover the requirements of the Farm Mechanics syllabus.

Plastic Work.—To include designing, cutting, drilling, machining, gluing and polishing.

Art Metalwork.—Practice at designing, annealing, beating down, raising, planishing, doming, fluting, etching, and enamelling.

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.

REFERENCES:

Department of Education: Handicraft Leaflets.
Department of Education: Craft Syllabuses.
Crampton, C.: Canework.
Cope, D.: Plastics.
Feirer, J. L.: General Metals.
Cherry, R.: General Leathercraft.
Kay and White: Handicrafts for Boys and Girls.
Simpson and Weir: The Weaver's Craft.
Reed, N. A.: Book of School Weaving.

Worst, E. F.: Foot-power Loom Weaving.
Black: Key to Weaving.
Also college library 745.

86. History of Crafts

Second Year—one hour per week

This course is intended to provide an understanding of the development of man in society, with special reference to the history of crafts. The topics covered will be as follows:

Part A

2. Crafts of Primitive Man.
5. Roman Society and the Place of Crafts.
6. Flourishing of the Crafts in Medieval Times.
7. The Craftsman from the Renaissance to the 18th Century.

Part B

10. The History of Tools.
11. The Story of Weaving.
12. Furniture in Western Europe, 1500-1815.
REFERENCES:

Farleigh: *The Creative Craftsman.*
Carter: *Man's Social Story.*
Quennell and Quennell: *A History of Everyday Things in England,* Vols. I-IV.
Stites: *The Arts and Man.*
Forbes: *Man the Maker.*
Also college library 307; 609; 745; 900-919; 930-939.

SECTION C

FOUR YEAR SECONDARY SCHOOL COURSES

Undergraduate Students

Graduate Courses

Secondary Music Courses

Secondary Art Courses
UNDERGRADUATE STUDENTS

1. All undergraduate students on Teachers' College Scholarships will arrange their courses in consultation with members of Teachers' College staff 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 C, for details concerning failure in one or more subjects, and the procedure when applying for an extension of scholarships 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 Teachers' 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)*

**DIVISION I—FOUNDATION COURSES**

1. **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 History of Education in N.S.W. 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 the 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 Iib (a):** The Education of Exceptional Children.

   **Education Iib (b):** 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.

2. **HEALTH AND PHYSICAL EDUCATION**

   **Part A: Health Education**

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

   **Part B: 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 will comprise this course.

3. **SPEECH EDUCATION**

   **(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.

   **OR**

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(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.

4. DRAMATIC WORK

Each student will devote one hour each week to the study of the art of play-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.

DIVISION II—METHOD AND TEACHING SKILLS

5 (a) SPECIAL SECONDARY METHODS

Two methods must be studied.

(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 4 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) Classics Method

The course is designed for those who have followed University Courses in Latin and/or 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.

Opportunity will be provided for students to practice an acceptable pronunciation of the classical language studied, and an oral test, requiring reasonable facility in dealing with quantity and rhythm, will form part of the examination. The written examination will be of three hours' duration.

Copies of Latin and/or Greek syllabuses will be supplied.

(v) Modern Languages Method

A study of the aims and methods of teaching French and German in the secondary schools. The contents of the French and German syllabuses will be studied in lectures, discussions and demonstrations.

Students will be required to prepare cultural material in accordance with the French and German syllabuses.

(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 syllabuses.

(x) 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.

OR

(b) PRIMARY FIELD

Special Primary Methods

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 of Primary Schools.

OR

6. SPECIAL REQUIREMENTS

(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 since 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.

Additional students having an academic background different from Science may elect this course as an alternative to the Special Thesis.

(b) Special Thesis (for non-Science teachers)

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. It 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 who will assist in the choice of topic. 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.
7. DEMONSTRATION AND PRACTICAL TEACHING

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

(a) 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.

(b) Practical Teaching

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, spelling, and sound spoken and written English.

SECONDARY MUSIC COURSES

Students taking the four-year Secondary 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 Secondary Music students will be required to do a two weeks' period of teaching during the February of their fourth year as well as practice teaching each 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 Secondary Music students during their fourth year course:

First Year

- English—Courses 5, 9, 48.
- Music Method—Courses 18, 19.
- Choir and Orchestra, three hours per week.
- Education—two hours per week.
- Tutorial, one hour per week.
- Applied Harmony, one hour per week.

Second Year

- English—Courses 8, 10, 36.
- Education, two hours per week.
- Choir and Orchestra, three hours per week.
- Music Method—Course 19 (extended).
- Tutorial and Applied Harmony, one hour per week.

Third Year

- English—Courses 6, 8, 11.
- Education—two hours per week.
- Music Method, two hours per week.
- Practical teaching, one hour per week.
- Choir and Orchestra, three hours 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.

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Speech Education, one hour a week.
Dramatic Art, one hour per week.
Social Sciences, two hours per week.
Choir and Orchestra, three hours per week.

Music I

1. Method—Courses 18, 19.
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.
5. Teaching Practice on an Infants’ class: teaching songs, listening lessons, percussion band, rhythm lessons.

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.
Also college library at 780-789.

Music II

1. Method—Course 19 (extended).
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).

Music III

1. Method—(Upper Primary—and Junior Secondary: Sixth Class and first form 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 Form I classes: teaching songs, listening lessons, and presentation of reading and writing activities.

References:
Cameron, A. E.: Music Appreciation for Australian Schools.
Purcell, H.: Dances for Recorder Ensembles.
Smith, W. J.: Music in Education.
Primary School Curriculum.
Also college library at 780-789.

Music IV

1. Method—(Secondary, second-sixth forms): 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*.
Also college library at 780-789.

SECONDARY ART COURSES

Students following the four-year Special Art course will attend courses in Art at the Technical College and courses in academic subjects at the Teachers' College during the first three years of the course. The fourth professional year will be taken at the Teachers' College.

All special Art students will be required to do three weeks practice teaching at the end of the first three years, and three practices in the fourth year.

The following subjects will be taken at the Teachers' College.

First Year

Education—two hours.

History—three hours per week in First and Second Terms; two hours in Third Term—Course 38.

Art Method—two hours.

Social Studies Method—one hour per week in Third Term.

Second Year

Education—two hours.

History—three hours per week in First and Second Terms; two hours in Third Term—Course 42.

Art Method—two hours.

Social Studies Method—one hour per week in Third Term.

Third Year

Education—two hours.

History—three hours per week in First and Second Terms; two hours in Third Term—Course 39.

Art Method—two hours.

History Method—one hour per week in Third Term.

Fourth Year

Education I and II—five hours.

History—two hours.

Art Method—two hours.

Health Education—one hour.

History Method—two hours.

Physical Education—two hours.

ART STUDENTS—YEAR IV

Music—two hours per week. Cultural course dealing with instruments of the orchestra, the categories of human voice, the major forms in music. As well as building up a repertoire of recorded music, practical work will be attempted with songs and chime bars.

87. General Education Psychology

SPECIAL ART SECTIONS 113, 213

SPECIAL MUSIC SECTIONS 111, 211

Text and Introduction. (as for G.E.P.)

Munn 2nd Edition. (available?)

1st Year. (113) Topics of Study

I. Psychology—Role of psychology in education, considerations for specialist subjects.
II. Behaviour—
Arousal and direction to goal.
What is a goal?
Needs, drives, goals, goals objects, motives.
Homeostasis principle—all aspects.

III. Motivation—
Drives and emergency states.
Primary and Secondary motives.
Acquired human social motives.

IV. Frustration and Conflict—
Tension, field, goal—the importance of the
homeostasis principle.
Consequences of unresolved conflict.
Frustration—nature and consequences.

V. Sensory Processes and Perception—
Attending—external and internal determiners.
Organisation of the perceptual field (figure and
ground, grouping).
Set, expectancies and interests.

VI. Learning—
Learning, maturation and performance.
Types of learning—association, conditioning.
Reinforcement. Stimulus generalisation. Stimu-
lus discriminator.
Extinction and lack of reinforcement.
Acquiring skill (motor, verbal, social).
Transfer of training.

VII. Individual Differences—Assessment techniques—
tests used.
(a) Intelligence—nature of intelligence.
Testing intelligence—results, interpretation,
notion of I.Q.
Validity, reliability, discriminatory power.

(b) Personal and Social Adjustment—person-
ality assessment techniques. Evaluation of
personality measures. (Case history
projective tests, inventories).

88. East Asian History Since 1500
Two hours per week
This course will consider the economic, social, political,
and cultural history of China, Japan, Indonesia, and Burma
from about 1500 up to the present.

89. History Method
Two hours per week
This course will consider the aims and methods of
teaching history in the secondary school. Demonstration
lessons will be arranged and practical assignments set.
Topics to be surveyed include: the place of history in the
curriculum, the aims and value of history in the schools,
the curriculum, planning a topic, and types of lesson
procedures.

REFERENCES:
Dunlop: The Teaching of History and Social Studies.
Incorporated Association of Assistant Masters: The
Teaching of History.
Also college library at 307, 907.

FOUR YEAR SECONDARY ART COURSE
This four-year course is designed to train students to
teach Art in the Secondary Schools of New South Wales.
It is conducted jointly by Newcastle Teachers' College
and the National Art School, Newcastle Technical College
Branch. Students will be required to do practice teaching
at the end of each of the first three years and three periods
of practice teaching in the final year.
A. Art School Course

Students will attend the Art School for eighteen hours weekly for three years and twelve hours weekly in fourth year.

The first two years work is general and introductory.

In the final two years students take an option in one of two specialist fields:

(1) Sculpture and Design or (2) Painting.

SUBJECT COURSES AT ART SCHOOL

YEARS I AND II GENERAL COURSE

Drawing, Composition, Design, Painting, Graphic Arts and Crafts, Three Dimensional Drawing, Model Construction, History of Art.

YEAR III OPTIONS

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YEAR IV

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B. Subject Courses at Newcastle Teachers’ College

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<td>Physical Education</td>
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Physical Education

Year I: See Course 49.
Year II: Course 50.
Years III and IV: Diploma in Education Course.

English

First Year: Speech and Practical English.
Second Year: Growth of Literature and History of Language.
Third Year: Twentieth Century Novel and Poetry.
Fourth Year: Literature.

90. Four Year Secondary Course—Art Method

First Year

(a) General study of first stages of self-expression; meaning and development of scribbling, colour, form and space concepts.

(b) Teaching methods to stimulate self-expression, topics, media.

(c) Demonstrations picture making, modelling in Infants School.
Second Year

(a) The nature of Child Art in Primary Grades, representation human figure, expression of emotion.

(b) Teaching methods to develop expression of primary children, stimulation; topics; media.

(c) Demonstrations in action drawing, figure grouping, pattern and three dimensional design.

(d) The primary syllabus.

Third Year

(a) Study of the problems of adolescence as seen in Creative activity.

(b) Teaching methods to develop use of line, colour, tone, texture, media.

(c) Practical work based on study of Syllabus for Forms I, II and III.

(d) Demonstrations in teaching Design, Composition, Arts and Crafts, appreciation of Art.

Fourth Year

(a) The Secondary Art Syllabus for Forms IV, V, VI, programming; examination system.

(b) Teaching methods applied to Graphic Arts and Crafts, and History of Art.

(c) Theatre art practical work in costume design, stage sets, backdrops applied to puppet theatre.

(d) Demonstrations on three-dimensional construction and Graphic Arts.

SECTION D

POST COLLEGE COURSES
POST-COLLEGE COURSES

Early in January the College organizes a week of Post-College Courses for the further education of teachers. The co-operation of the Staff Inspector in charge of In-service Training is obtained in finalising the programme.

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 co-operate in solution of various problems, and practical courses, in music, art and crafts.

Courses are advertised in the September Gazette and applications for enrolment and inquiries should be made to Mr J. Moore, 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.

PART III

COLLEGE ACTIVITIES

THE STUDENTS' UNION
COLLEGE SPORT
COLLEGE CLUBS
COLLEGE ACTIVITIES

THE STUDENTS' UNION

The Students' Representative Council and its Functions

The Students' Representative Council is the Governing Body of the Students' Union and administers its affairs. 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' Representative Council meets when business requires. This may involve fortnightly, or at times weekly meetings. 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' Representative 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 S.R.C. presents regular financial reports. The Students' Representative Council co-ordinates and supervises the activities of clubs and societies. Members of the S.R.C. are 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' Representative Council and the student body. The Principal is represented at S.R.C. 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.

The Students' Representative Council and the Students' Union are both responsible to the Principal (and in his absence to the Vice-Principal), and the Principal may, should he deem fit, exercise a right of veto.
Constitution of the Students' Union

1. The Students' Representative Council and the Students' Union.
   (a) The Students' Representative Council represents the student body and controls their affairs.
   (b) All students attending the Newcastle Teachers' College shall be members of the Students' Union and pay an annual fee of $10, except that Diploma of Education, Secondary Art and Secondary Music students pay $5 per year.
   (c) Executive Powers of the Union shall be vested in the Students' Representative Council consisting of members elected in accordance with the Constitution.
   (d) Meetings of the Students' Representative Council shall be held at least once each month during the College year.

2. Membership of the Students' Representative Council (S.R.C.).
   The Students' Representative Council shall consist of:
   (a) A President, to be elected by the Students' Union.
   (b) Two Vice-Presidents to be elected by the Students' Union.
   (c) One representative of each Section in the College.
   (d) Four representatives of the Sports Union and four representatives of the Recreational Union.
   (e) A lecturer-adviser, appointed by the Principal.

3. Elections
   (a) The President shall be elected annually during third term by a secret ballot of all students of the College (voting to be preferential).
   (b) One Vice-President shall be elected annually by a secret ballot of all students (voting to be preferential), the election to be held within a fortnight after the election of the President. Candidates for this position shall be of the opposite sex to that of the elected President.
   (c) A second Vice-President shall be elected annually in March by a secret ballot of those students who attend the College only in their final year (voting to be preferential).
   (d) Each Section Representative shall be elected within one month of 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.R.C. meetings. Where possible the Section Representative and Deputy Section Representative shall be of different sex.
   (e) At the first meeting of the Students' Representative Council after the election of the Vice-President the Council shall appoint an Honorary Secretary, Honorary Treasurer, and any other officers they may find necessary.

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

5. Powers of Students' Representative Council
   (a) The Council may deal with any matter of interest to the student body.
(b) A quorum of the Students Representative Council shall consist of 60 per cent. of the total numbers of its members at such time as the Council meeting shall have been called.

(c) If any representative is unable to attend Council meetings he must arrange for a deputy to replace him. If he fails to do so, and is absent from three (3) consecutive meetings he shall be asked to resign from the Council and a new representative shall be elected.

(d) Sub-committees of the S.R.C. 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 S.R.C. shall exercise a general supervision over the Sports Union, the Recreational Union and all College Clubs.

(f) Resolutions passed by the Students' Representative Council shall be in accordance with this constitution and general college regulations and are subject to the approval of the Principal.

6. Clubs

(a) Any College Club must present its constitution to the S.R.C. for approval.

(b) All College Clubs must be affiliated with either the Sports Union or the Recreational Union, both unions being affiliated with the Students' Union.

(c) The Students' Representative Council is empowered to grant money to the Sports Union and the Recreational Union Committees for distribution to Clubs.

(d) All clubs and unions must keep a current Minute Book and statement of accounts, which shall be presented to the Students' Representative Council on demand.

(e) The Council may enquire into any club or union and require the Secretary of such club or union to furnish information to the Council.

(f) The President of any club not represented on the S.R.C. (or his delegate) may attend any meeting of the S.R.C. as an observer and on invitation of the Council may address it. This right includes attendance at meetings of the S.R.C. when allocation of annual grants is being made.

(g) No student may be an executive member of more than one College Club. (The Sports Union and Recreational Union are not College Clubs.)

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 or union shall forward to the Principal, through the Council, a report and statement of accounts at the close of each financial year.

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

(d) An annual subscription of $5 for students in Diploma in Education, Secondary Music and Secondary Art courses and of $10 for all other students attending the Teachers' College shall be paid to the Students' Union before the end of March.

(e) The Students' Representative Council shall receive all moneys and control funds in the following manner:

(i) Clubs shall submit to their respective union detailed budgets for compilation for submission to the Students' Representative Council by the unions.
(ii) Three weeks before the end of the lecturing year, club books of account will be inspected by the Treasurer, Students' Representative Council and returned to the office. All moneys held by clubs at this time will be returned to Students' Representative Council funds.

(iii) All purchases will be made in accordance with current procedures.

(f) All applications for purchase orders made on behalf of student clubs must be signed by the lecturer-adviser of the Club concerned, and normally the treasurer of each Club will keep the accounts and register of property of the Club, but the lecturer-adviser, the S.R.C., or the College Registrar, may call for all books at any time. Each lecturer-adviser will call for all club books at least once a term, so that they may be checked and if necessary audited.

(g) During the absence of students on end of term vacations financial expenditure on behalf of a Club may be authorized by the Principal.

3. Amendments of the Constitution

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

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

 Presidents of the Students' Union
1955: FRED EBBECK. 1961: ROBERT BRADBERRY.
1956: DAVID MCALESTER. 1962: JAMES S. SMITH.
1957: JOHN MORRIS. 1963: FRED HOWARD.
1958: PETER MILLER. 1964: WILLIAM STORER.
1959: WILLIAM CROSS. 1965: BRIAN COLLINS.
1960: CLIVE HUGHES.

Vice-Presidents of the Students' Union
1955: NEIDRA HILL. 1961: STEPHANIE LLOYD.
1956: MARGARET BISHOP. 1962: CAROL FISHER.
1957: HELEN CRONIN. 1963: DENISE STREET.
1958: DAVID CONNALL. 1964: ROSLYN HOLLEY.
1959: FRANCIS KENNEDY. 1965: VIRGINIA WALLS.
1960: HELEN GILLARD.

SPORTS UNION AND RECREATION UNION

The Sports Union and the Recreational Union are subsidiaries of the Students' Union. The constitution and function of the Recreational Union is at present under review.

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 union of the Students' Representative Council.

2. Purpose.—The purpose of the S.U. shall be 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 of the Sports Union by virtue of their membership of the Students' Union.

4. Sports Union Committee.—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 Senior Lecturer in Physical Education.
(2) Two representatives of each of the clubs affiliated with the S.U.
(3) The President of the S.R.C.
(4) Any other members whom the S.U.C. may co-opt.

5. Officers.—The executive officers shall be elected for one year by 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 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 final year of his or her College Course.
(5) A Treasurer.
(6) An Assistant Treasurer, who shall not be a student in the final year of his or her College Course.

6. 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.

7. Inquiries—

(1) The Students' Representative Council, on its own motion, or at the written request of 10 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.

8. 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 and the other forwarded to the S.R.C.

9. Finance.—Subject to the approval of the Principal, the S.U.C. shall have power to make grants to affiliated clubs from funds allocated by the S.R.C. The S.U.C. presents a consolidated application for finance to the S.R.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.
(5) The S.U.C. shall enforce the use of current purchasing procedures as laid down from time to time by the S.R.C.

10. The Reports of the Secretary and Treasurer.—The S.U. shall furnish to the S.R.C. reports submitted by the retiring secretary and treasurer.

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 Committee.

11. Meetings.—The S.U.C. shall meet at least once every calendar month during term, notice of such meeting to be displayed for seven days before the meeting.

12. Notices of Motion.—Notices of motion affecting the S.U. must be given in writing to the Secretary at least seven days before a meeting.

13. 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.

14. 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. A constitutional amendment of the S.R.C. is binding on the S.U. constitution where applicable.

15. 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.

16. There shall be four representatives to the S.R.C., two being members of the executive and two being members of the council.

**COLLEGE SPORT**

College Sport is part of Physical Education and 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, Badminton and Vigoro.

Students will have a working knowledge of at least one winter and one summer game.

Swimming and Life Saving are organised for all students.

Carnivals are organised annually by the Sports Clubs.

In addition College teams participate in district competitions outside College hours.

**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) **Individual Sport Blue.**—For individual ability in any Sport a Blue may be awarded.

(iv) **Merit Certificate.**—A Merit Certificate may be awarded to candidates not reaching Blue standard.

**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.

**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.
Representation in Inter-Collegiate is open to all students of the College.

Selection of teams is in the hands of the respective Club Selection Committee comprising two (2) First Years and two (2) Second Years with a Physical Education lecturer as arbiter.

In 1966, Newcastle will visit Wollongong.

COLLEGE CLUBS

These are formed under the auspices of the Students' Union and membership is open to all students. They are intended to provide cultural, intellectual, social, political and sporting activities for students. As far as possible they should be conducted by the students' own elected representatives, but each club is assisted and guided by a member of Staff when necessary. Each student is expected to belong to at least one Club, but would be unwise to engage in more than one major activity. College Clubs must be affiliated with either the Sports Union or the Recreational Union, and may be granted money through these unions by the S.R.C. from students' funds.

Clubs operating at present are listed below:

**Sporting Clubs**—
- Rifle.
- Hockey.
- Soccer.
- Rugby.
- Basketball.
- Squash.
- Tennis.
- Badminton.
- Cricket.
- Women's Softball.
- Women's International Rules Basketball.
- Table Tennis.
- Chess.
- Swimming.
- Athletics.

**Recreational Clubs**—
- Drama.
- Revue.
- Music.
- Photographic.
- Social.
- Debating.
- 'Altjirringa'.

MODEL CONSTITUTION FOR CLUBS
(Affiliated with the S.R.C.)

**CONSTITUTION**

1. **Membership.**—Membership shall be open to all students. A student may not be an executive officer or committee member of more than one club. A student may be a member of more than one club.

2. **Function of Club.**—A statement of the aims of the club and its function should be stated in the constitution.

3. **Executive officers and committee—**
   
   (a) President.
   
   (b) Vice-President (this may be omitted in the smaller clubs).
   
   (c) Secretary/Treasurer.
   
   (d) Assistant Secretary/Treasurer (a student not in the final year of training).
   
   (e) Four committee members (two not in the final year of training).
   
   (f) Club Staff Adviser (appointed by the Principal).
   
   **Note:** In the larger clubs the positions of secretary and treasurer may be separated.

4. **Election of Officers and Committee.**—The election of officers and committee, including 2 representatives to the S.U.C. or R.U.C., shall take place at an annual general meeting to be held within 28 days of the commencement of the third term of the college year excepting that—
(a) the election of the Assistant Secretary/Treasurer and the two committee members not in their final year of training shall take place at a general meeting of the club within 28 days of the commencement of the College year.

(b) the appointment of the staff adviser, who shall be appointed by the Principal at the commencement of the College year.

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

6. Meetings.—The time and place of the following meetings to be stated by each club.

(a) Annual general meeting.
(b) General meetings.
(c) Committee meetings.

A statement should be included in the constitution on the method of notifying members of clubs and the staff adviser of dates and times of meetings.

7. 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.R.C. is not exceeded by checking 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.R.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.

8. Material—

(a) 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. This 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.

(b) 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).

9. Reports—

(a) Every two months of the club's season, the Secretary shall present a brief report of the club's activities to the S.R.C. The Secretary shall present to the S.R.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.

(b) The annual report and financial statement of each club shall be presented to the annual general meeting of the club and these records shall be signed by the staff adviser before being presented to the S.R.C.

10. 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.

The S.R.C. will provide each club with the necessary stationery to keep these records, e.g., minute books, paper, etc.
11. Custody of Books.—All minutes books and records shall be left with the Registrar at least three weeks before the end of the Third Term.

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.

Religious Societies

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 following societies have been approved:—

The Anglican Society.

The St Thomas More Society.

The Teachers' College Christian Fellowship.

The Trainee Teachers' Association

The Trainee Teachers' Association is an affiliated body of the N.S.W. Teachers' Federation. Membership is on a voluntary basis and the annual fee is 10 cents. Membership of the T.T.A. permits the student trainee to share in the facilities and advantages afforded by the N.S.W. Teachers' Federation to its members.

The association is concerned with the welfare and protection of its members, and the collective expression of student opinion.

The T.T.A. is not a college club club, and is not represented on the Students' Representative Council. As a matter of courtesy, the Principal of the College is to be notified of general meetings called by the T.T.A. five days in advance. Under these conditions, it will be possible for the T.T.A. Executive to obtain approval for the use of College premises for meetings.

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