CONTENTS

Term Dates .................................................. 8
Calendar for 1967 ......................................... 9
College Officers ............................................ 11
Lecturing Staff ............................................. 12
Guide Map to Newcastle ................................. 14
Plan of Newcastle Teachers College .................. 16

PART 1—GENERAL INFORMATION

College Regulations—
A. General ................................................ 19
B. Attendance at Lectures ................................. 22
C. Examinations and Certification ..................... 23
D. Practice Teaching ....................................... 32
E. The Composite Book .................................... 36
F. Demonstration Lessons ................................. 36

Information for Students—
A. Matters Affecting Incoming Students ........... 39
B. Matters Affecting Instaying Students .......... 41
C. Matters Affecting All Students .................. 46
D. Matters Affecting Outgoing Students ......... 54

The Library .................................................. 61
Prizes, Trophies and Awards ............................... 67

PART II—OUTLINES OF COURSES

SECTION A. TWO YEAR COURSES

GENERAL PRIMARY SCHOOL COURSES

Education
An Integrated Course in Education and Psychology 76
1. Education I ............................................. 78
2. Education II ............................................ 80

English
3. English Method—First Year ......................... 83
4. English Method—Second Year ...................... 85
5. The Growth of English Literature ............... 86
<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The Twentieth Century Novel</td>
<td>88</td>
</tr>
<tr>
<td>7. Speech Education</td>
<td>89</td>
</tr>
<tr>
<td>8. Oral Expression</td>
<td>93</td>
</tr>
<tr>
<td>9. History and Form of the Novel</td>
<td>94</td>
</tr>
<tr>
<td>10. Drama as Literature</td>
<td>96</td>
</tr>
<tr>
<td>11. Poetry</td>
<td>97</td>
</tr>
<tr>
<td>12. History and Use of the English Language</td>
<td>98</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>13. Mathematics Method</td>
<td>100</td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
</tr>
<tr>
<td>14. Art</td>
<td>102</td>
</tr>
<tr>
<td><strong>Crafts</strong></td>
<td></td>
</tr>
<tr>
<td>15. Crafts—First Year</td>
<td>103</td>
</tr>
<tr>
<td>16. Crafts—Second Year</td>
<td>104</td>
</tr>
<tr>
<td>17. Needlework and Handwork</td>
<td>105</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td></td>
</tr>
<tr>
<td>18. Music—First Year</td>
<td>106</td>
</tr>
<tr>
<td>19. Music—Second Year</td>
<td>107</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
</tr>
<tr>
<td>20. History of Australia</td>
<td>108</td>
</tr>
<tr>
<td>21. Geography</td>
<td>108</td>
</tr>
<tr>
<td>22. Social Studies Method—First Year</td>
<td>109</td>
</tr>
<tr>
<td>23. Social Studies Method—Second Year</td>
<td>110</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
</tr>
<tr>
<td>24. Natural Science—First and Second Year</td>
<td>110</td>
</tr>
<tr>
<td>25. School Health</td>
<td>111</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
</tr>
<tr>
<td>26. Physical Education—First Year</td>
<td>113</td>
</tr>
<tr>
<td>27. Physical Education—Second Year</td>
<td>114</td>
</tr>
<tr>
<td><strong>Infant School Courses</strong></td>
<td></td>
</tr>
<tr>
<td>28. Infant School Natural Science</td>
<td>118</td>
</tr>
<tr>
<td>29. Infant School Method and Number</td>
<td>118</td>
</tr>
<tr>
<td>30. Infant School Handwork</td>
<td>121</td>
</tr>
<tr>
<td>31. A Second Year Cultural Course</td>
<td>121</td>
</tr>
<tr>
<td><strong>Option Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>125</td>
</tr>
</tbody>
</table>

**SECTION B. TWO YEAR COURSES**

**JUNIOR SECONDARY SCHOOL COURSE IN**

*English-History and Geography-Commerce*

Outline of Subjects   | 130  |

**JUNIOR SECONDARY SCHOOL COURSE IN**

*Mathematics*

53. Geography   | 161  |
54. English History   | 161  |
55. Mathematics   | 162  |

**JUNIOR SECONDARY SCHOOL COURSE IN**

*Home Economics*

Outline of Subjects   | 166  |
56. Chemistry   | 167  |
CONTENTS—continued

57. Household Physics ..... 168
58. Needlework—First Year ..... 169
59. Foods ..... 170
60. Home Management ..... 175
61. Needlework and Garment Construction ..... 182
62. Textiles ..... 184
63. Chemistry, Dietetics and Nutrition ..... 184
64. Home Economics Method ..... 186
65. Needlework Method ..... 188
66. Foods and Food Processing ..... 189

SECONDARY SCHOOL COURSE IN INDUSTRIAL ARTS

67-72 Artisan Course ..... 195
73-80 First Year Course ..... 207
81-92 Second Year Course ..... 215
93-101 Third Year Course ..... 229

SECTION C. FOUR YEAR COURSES

Undergraduate Students

Graduate Courses
Diploma in Education Courses—
1. Foundations of Education ..... 245
2. Health and Physical Education ..... 246
3. Speech Education ..... 247
4. Dramatic Work ..... 247
5. Methods and Teaching Skills ..... 247
6. Special Requirements ..... 250
7. Demonstrations and Practical Teaching ..... 251

Courses for Three Year Trained Students
102. Psychology of Learning ..... 253
103. Social Psychology of Education ..... 254

Secondary Music Courses ..... 255
Secondary Art Courses ..... 259
Four Year Secondary Art Course ..... 265

CONTENTS—continued

SECTION D. POST COLLEGE COURSES

PART III—COLLEGE ACTIVITIES

The Students' Union
How the Students' Council Functions ..... 273
Constitution of the Students' Union ..... 274
Presidents of the Students' Union ..... 280
Vice-Presidents of the Students' Union ..... 280
Sports Union and Recreation Union ..... 281

College Sport
Blues ..... 284
Inter-Collegiate Visit ..... 285

College Clubs ..... 286
Model Constitution for Clubs ..... 287
Religious Societies ..... 290
The Trainee Teachers' Association ..... 290
NEWCASTLE TEACHERS COLLEGE
1967

VACATIONS
Teachers College—17th Dec.-26th Feb.
Technical College—17th Dec.-19th Feb.
Schools—16th Dec.-30th Jan.
University—18th Dec.-26th Feb.

FIRST TERM
Teachers College—27th Feb.-12th May
Technical College—20th May-20th June Schools—31st Jan.-11th May
Anzac Day—25th April
Half Yearly Exams.—8th May-11th May

VACATIONS
Teachers College—13th May-28th May
Technical College—14th May-28th May
Schools—12th May-22nd May
University—14th May-4th June

SECOND TERM
Teachers College—29th May-18th Aug.
Schools—23rd May-24th Aug.
University—5th June-12th Aug.
Queen's Birthday—12th June

VACATIONS
Teachers College—19th Aug.-10th Sept.

THIRD TERM
Teachers College—11th Sept.-15th Dec.
Technical College—4th Dec.-25th Nov.
Schools—12th Sept.-14th Dec.
University—4th Sept.-4th Nov.
Labour Day—2nd October
Yearly Examinations—23rd Oct.-10th Nov.
Practice Teaching—13th Nov.-8th Dec.

VACATIONS
Teachers College—16th Dec.-25th Feb.
Technical College—17th Dec.-18th Feb.
Schools—15th Dec.-29th Jan.
University—16th Dec.-25th Feb.

CONSERVATORIUM OF MUSIC
First Term—
Second Term—
Third Term—
Fourth Term—

ABBREVIATIONS
V—Vacations.
P—Practice Teaching.
E—Examinations.

CALENDAR 1967
TERM DATES—1967

Newcastle Teachers College:
1. 27th Feb. to 12th May.
2. 29th May to 18th Aug.
3. 11th Sept. to 15th Dec.

Newcastle Technical College:
1. 20th Feb. to 13th May.
2. 29th May to 18th Aug.
3. 4th Sept. to 25th Nov.

Newcastle University:
1. 27th Feb. to 13th May.
2. 5th June to 12th Aug.
3. 4th Sept. to 4th Nov.

N.S.W. Schools, Eastern Division:
1. 31st Jan. to 11th May.
2. 23rd May to 24th Aug.
3. 12th Sept. to 14th Dec.

Conservatorium of Music:
1. 2nd Feb. to 2nd May.
2. 22nd May to 8th Aug.
3. 4th Sept. to 4th Dec.
Newcastle Teachers College
(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:
Margaret A. Clinch, B.A., Dip.Lib.

Caretaker-Attendant:
Kenneth Maddocks.
LECTURING STAFF, 1966

Art
Camille I. Smith, A.T.D.
Donald L. Yorke, A.R.C.A., N.D.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.
Harold B. Lindsay, B.A., M.Ed. (on leave).
Ralph R. Milne, B.A.
Paul A. Newling, M.A.
Ada Renwick, B.A.
Frederick G. Taylor, B.A., Dip.Ed.

English
Marc Brennan, B.A., Dip.Ed. (Syd.).
J. Morris Graham, B.A., Litt.B.
Philip A. Marquet, B.A., A.A.S.A., A.L.C.M.
A. Paul Mitchell, B.A.
Dan O'Donnell, B.A.
Joan E. Poole, B.A. (on leave).
Agnes E. Smith, B.A.
Bertram L. Wood, M.A.

Geography
Edward A. Crago, B.Sc.
Warren E. James, B.Sc. (Econs.) Lond.
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.).
Noel D. Pryde, B.A.

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

Industrial Arts and Crafts
David Corney, 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.
Brian Joyce.
John E. M. Munro, B.Sc., Dip.Ed.

Music
Jess E. Ferguson, L.Mus.
Roger Heading, Mus. (Syd. Con.).
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. (Liv.), M.Ed. (Syd.).

PART-TIME LECTURERS

Industrial Arts
George Davies.
Alfred J. Moroney.
Eric Roach, A.S.T.C.
Allan Pateman, A.S.T.C.

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.
41. 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.) Fees must be paid by all students by the 31st March each year.

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 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 vestibule 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 during the academic year, one of three weeks duration, the other of four weeks duration. 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 provided.

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.

1. Students absent from College for periods of up to three days with a reasonable excuse are not to suffer any loss of allowance. Whether a student's reason for absence from College for up to three days is satisfactory will be a matter for the Principal's determination.

2. Students absent for periods in excess of three days are not to receive their allowances except for illnesses supported by medical certificates.

3. Principals are authorised to grant sick leave for up to two weeks absence when such absences are supported by medical evidence.

4. Any case of absence by a student in excess of two weeks on account of illness or for any other special reason is to be referred to the Director of Teacher Training for determination.

5. These conditions do not apply to cases of absences resulting from accident, which will continue to be dealt with separately.

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 will be awarded one of 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. For certificate attainments the student must then pass the Teachers Examinations in the subject or subjects nominated by the Principal of the College. These examinations will be taken in August of the second year of appointment to the teaching service.

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 College course satisfactorily they will be eligible for three-year trained status and provided the six University courses include two years in each of two teaching subjects.

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 provided.

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.

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(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
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 completed
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 New­
castle 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 inter­
view 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 a section of
the bond which they will sign on entering the Teachers
College:—

Par. 1d. "The student agrees to serve the Depart­
ment of Education as a teacher after comple­
tion of training in whatever locality or locali­
ties . . . directed by the Minister or other
proper authority".

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 will be forwarded to the student. Students should complete a preliminary enrolment at the University of Newcastle, Shortland, by the 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 failure.

(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 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 cases, 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 J. P. Doherty, Lecturer-Supervisors for Arts and Science respectively, to be in attendance if prior notice is given.

3. Special Music Students

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

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

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

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

4. Special Art Students

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

(a) their annual examinations

(b) any deferred examinations at the Technical College

as soon as they become available.

Following the deferred examinations, any student 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 J. P. Doherty (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 Industrial Arts).

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

Undergraduates at the University 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.
All students receiving scholarship allowance are required to complete a Taxation Return as their allowance has been taxed throughout the year. Group certificates will be issued to students and these are usually issued during the month of August. Students who have group certificates provided by other employers for work during the vacation period or any previous employment must wait until they receive a group certificate from the Department of Education, before completing the Taxation Return.

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</td>
<td>$100</td>
</tr>
<tr>
<td>in Education students</td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td>$66</td>
</tr>
<tr>
<td>Special Music and Special Art (both 4 year)</td>
<td>$44</td>
</tr>
<tr>
<td>First and second year</td>
<td></td>
</tr>
<tr>
<td>Third and fourth year</td>
<td>$78</td>
</tr>
<tr>
<td>Industrial Arts (3 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.

18. Medical and Hospital Benefit Funds

Students will find that once they enter College or attain 17 years of age they are no longer covered by their parents' Medical and Hospital Benefits Contribution Fund. The New South Wales Teachers' Federation Health Society has a contribution scheme in operation for students attending Teachers College or holding a Teachers College Scholarship to attend University, Technical College, or Conservatorium of Music. Application forms to join this scheme are available from the Newcastle Teachers College office.

19. Teachers' College Scholarship Holders—National Service Registration and Training

Recent amendments to the Defence Act have provided for the re-introduction of National Service Training and require members of the Citizen Military Forces to serve full-time if called upon. Summarised below are the conditions for student Teachers College scholarships:

**Students in training who are required to register for National Service Training will be granted deferment of callup to enable them to complete their courses of training.** This means that University students will obtain their degree and complete the professional year. Two-year students will be expected to complete their two years of training satisfactorily and four-year Special Music and Special Art students will be expected to complete both teachers college courses and technical college or conservatorium courses. The New South Wales Department of Education has not sought any deferment beyond the end of the training period. The time of callup of students and teachers will be deferred in all cases to the next succeeding January following completion of teacher preparation.

On completion of teacher training a student who is required to undertake National Service Training will be given notional appointment as a teacher from the date upon which he normally would have taken up duty as a teacher. The period of compulsory national service will count in the discharge of the ex-student's obligation under his teachers' college scholarship training bond.

During the period of National Service Training an officer or employee will receive salary at the difference between...
Departmental salary and military pay. Military pay will include all moneys received (including dependant allowances but excluding exchange and clothing allowances) for service with the Defence Department for the full period of absence from the Education Department. State salary will be at the rate of salary to which the officer or employee would be entitled had he remained on duty, including any increments together with any variations in the basic wage.

Officers and employees will be required to meet their own superannuation contributions, which will be deducted from the proportion of departmental salary due provided this is sufficient for the purpose.

The period of leave or absence for National Service Training will be recognised for the purpose of:

(a) computing extended and sick leave entitlements but not for the accrual of recreation leave;
(b) seniority.

Students who are conditionally certificated after annual examinations in their last year of training in December, if they are successful in these deferred examinations their status will be the same as that of the students who were successful at their final annual examination. In appropriate cases the award of the certificate will be considered in the light of the first inspection after the soldier’s return to teaching, with effect retrospectively to the date upon which the certificate would have been awarded had National Service Training not been undertaken.

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
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 26,000 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.

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

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

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 author, 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 1965</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Baker</td>
<td>Needlework</td>
<td>Wendy L. Fitchett, Jennifer A. James, Beryl L. Gilbertson</td>
</tr>
<tr>
<td>Business &amp; Professional Women's Club</td>
<td>Leadership &amp; Citizenship Among Women Students</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>Geographical Society</td>
<td>Geography</td>
<td></td>
</tr>
<tr>
<td>G. W. Hutchison</td>
<td>Dramatic Work</td>
<td></td>
</tr>
<tr>
<td>Infants’ Mistresses’ Association Institute of Industrial Arts (Newcastle Branch)</td>
<td>Infant School Course</td>
<td></td>
</tr>
<tr>
<td>Margaret Jane</td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Maitland High School</td>
<td>Scholarship, Citizenship and Sportsmanship</td>
<td></td>
</tr>
<tr>
<td>Newtex Productions</td>
<td>Descriptive Geometry and Technical Drawing</td>
<td></td>
</tr>
<tr>
<td>Newtex Productions</td>
<td>Infant Method</td>
<td></td>
</tr>
<tr>
<td>J. D. Renwick</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>J. W. Staines</td>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>Public Health Department Titan</td>
<td>Technical Subjects</td>
<td></td>
</tr>
<tr>
<td>Dr Allan J. Way</td>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Dr Allan J. Way</td>
<td>Science/Biological Science</td>
<td></td>
</tr>
<tr>
<td>Dr Enid Way</td>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Winn</td>
<td>Citizenship</td>
<td></td>
</tr>
<tr>
<td>Anonymous</td>
<td>Home Economics</td>
<td></td>
</tr>
</tbody>
</table>
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 1966</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armstrong</td>
<td>Athletics</td>
<td>Section 205</td>
</tr>
<tr>
<td>Reg. A. Baker</td>
<td>Sportsmanship (second year)</td>
<td>Jenny James, Chris Ditton</td>
</tr>
<tr>
<td>Brown-Grahame</td>
<td>Sportsmanship (first year)</td>
<td>Helen Archer, G. Richardson</td>
</tr>
<tr>
<td></td>
<td></td>
<td>P. Wells, C. Wright, T. Sullivan</td>
</tr>
<tr>
<td>Charles Davis</td>
<td>Athletics</td>
<td>A. Farrelty, P. Wells, M. Dibben</td>
</tr>
<tr>
<td>John Gustard</td>
<td>Tennis</td>
<td>A. Regal</td>
</tr>
<tr>
<td>Henderson</td>
<td>Swimming</td>
<td>Newcastle Teachers' Coll.</td>
</tr>
<tr>
<td>N.S.W. Soccer Association</td>
<td>Inter-Collegiate Soccer</td>
<td>Section 208</td>
</tr>
<tr>
<td>Scotts</td>
<td>Inter-Section Sports Comp.</td>
<td></td>
</tr>
<tr>
<td>Mick Simmons</td>
<td>Inter-Section Swimming Comp.</td>
<td></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
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>Methods of Teaching and of Control. (a) Types of Lessons and their preparation and planning. (b) Aids to learning (Audio and Visual). Discipline and the teacher's part in the learning process.</td>
</tr>
<tr>
<td>2. What methods should we use? Learning and Teaching—their fundamental principles. (SECOND TERM—FIRST YEAR.)</td>
<td>How do we learn? What is the role of understanding? What can the teacher learn from the learning theorists. How can we facilitate learning?</td>
<td>Social factors: how do they influence learning? Home, community, school: What is their relationship and effect on education?</td>
<td>Class teaching. Adapting the method to the aim and content of education. Project teaching, unit teaching, central themes, individual and remedial instruction.</td>
</tr>
<tr>
<td>3. What do we teach and what is its relationship to method? (THIRD TERM—FIRST YEAR.)</td>
<td>What can we learn from psychology to help us decide what to teach? Child Growth and Personality Development. Readiness, Emotional motivation, interest, attention.</td>
<td>The Curriculum: how should its content be selected and on what grounds? The Culture of our Society. How should the curriculum be organized?</td>
<td></td>
</tr>
<tr>
<td>5. What are the Social factors influencing our teaching? (SECOND TERM—SECOND YEAR.)</td>
<td>What is a group? What are the psychological effects of the group on the individual pupil? Leadership.</td>
<td>Classroom climate, school tone, teacher leadership in school and community. 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>
</tbody>
</table>
1. Education I

A. 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 techniques used in teaching—demonstration and supervision; questioning and discussion; memorization: logical and rote.

1.B. 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 implications 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.

6. **Social Class** and its effect on teaching.

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 organization 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 Course in Careers and Guidance.

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

Two hours 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

The course will include demonstration lessons in group reading, the extension of reading interests, the organization of an S.R.A. Laboratory lesson, Formal English, and poetry appreciation.

In general, the course is a continuation and an extension of English Method—First Year. Topics considered may include:

   Group methods in teaching reading.
   Developing word recognition techniques.
Standardized tests of word recognition and comprehension.
S.R.A. Word Games Laboratory.
Developing comprehension skills.
Developing oral reading skills.
S.R.A. Reading Laboratories for silent reading skills.
Extending reading interests.
The Literature Sampler.
Bibliotherapy.
Creative prose writing.
Verse composition.
S.R.A. Writing Skills Laboratories.
Correct usage.
Punctuation.
Sentence structure.
Teaching the parts of speech.
Developing poetry appreciation. Memorization lesson.
Teaching drama.
General follow up of English Method—First Year.

REFERENCES:
As for English Method—First Year.
Anderson, P. S.: Language Skills in Elementary Education.

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.

(iv) To diversify the reading interests of students and strengthen their reading skills and their familiarity with library organization.

(v) To examine the different media by which modern technology presents literature—radio, film, television.

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.

D. Some implications of the “paperback revolution” and the presentation of literature, via radio, film, and television.

Written assignments on set topics will be required and will form part of the final assessment of the student’s work.

TEXTBOOKS:
The Oxford Book of English Verse.
Brooks and Heilman, ed.: Understanding Drama.
Othello.

REFERENCES:
Hudson: An Outline History of English Literature.
Saintsbury: A Short History of English Literature.
Mulgan and Davin: An Introduction to English Literature.
Broadsus: The Story of English Literature.
Long: English Literature.
Lang: History of English Literature.
Also college library at 809, 820.9, 821–824.09, 828.
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:

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

Also college library at 808.3, 813-813.509, 823-823.9109.

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.


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.

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.).

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.
(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.

Text Book:
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:

Cecil, D.: *Early Victorian Novelists*.
Compton Rickett: *History of English Literature*.
Forster, E. M.: *Aspects of the Novel*.
Leavis, F. R.: *The Great Tradition*.
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.

Sentimental and romantic comedy—Lillo, Goldsmith, Sheridan. Sheridan’s “School for Scandal” for intensive reading.


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

Suggested Books for Reference:

Drama:
Selden and Sellman: Stage Scenery and Lighting.
Crofton and Royer: The Complete Acted Play.
Marriott: The Theatre.
Bentley: Modern Theatre.
Bussell: Puppet Theatre.
Harding: Glove Puppetry.
Chalmers: Modern Acting.
Dolman: Art of Play Production.
Collins: Acting Games.
Speaight: Acting.
Miles: British Theatre.
Turnbull: Teacher’s Omnibus of Plays.
Nicholl: Nineteenth Century Drama.
Nicholl: World Drama.
Drama Since 1939.
Robinson: The Irish Theatre.

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.
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.

TEXTBOOKS:

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

REFERENCES:

The Oxford Dictionary.
Roget'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.
Jespersen: 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 English.
Quirk: The Use of English.
Richards: Basic English and its Uses.
 Sapir: Language.
Schlauch: Gift of Language.
Ullmann: Words and their Uses.
Waipole: Semantics.
Wrenn: The English Language.
Also college library 420; R423: 800.

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.
13. Mathematics Method

First Year Course of two hours per week

1. The various types of lessons used in the Primary and Infant Schools—Practice lesson for revision and new work—Discovery lesson of Inductive and Deductive types—Introduction of a Symbol and a New Combination using structured and concrete material—Oral work in lessons.

2. Tests—Important factors in making up and marking tests—Inventory test—Diagnostic test—Attainment test—Standardized test.

3. Factors influencing arithmetical ability—Grading of the work and examples—Remedial work.

4. The topics in the Primary School curriculum—Methods of setting out the work and difficulties encountered in teaching each topic.

5. Aims of teaching mathematics—Formation of basic ideas in Infant classes related to the ideas of Piaget.

6. Materials used in Infant classes—Group activities.

7. Number—The representation of number—Relation of Sets to number—Subsets of natural numbers—Use of the number line with whole numbers, integers, and rational numbers—Number work in other bases—Modulo arithmetic—Divisibility tests—Calculating devices including abacus.

8. Operations with number—Relation to Sets—Inverse operations—Fractions and operations with fractions—Use of the number line—Ratio and proportion—Decimals and percentage.


10. Basic principles of number—Commutative, Associative and Distributive principles—Properties of zero and one—Use of frames to write basic principles.

11. Money and the operations with money.

12. Measure of length, weight, capacity, and time—History of measures—Treatment of the work on measures—Conversions in measure related to different bases.

13. Estimations and Approximations—Relate this to objects and measures—Approximate answers—Checking answers.


15. Sets and Logic—Union and Intersection of Sets—Sub-sets—Venn diagrams—Basic principles of Sets.

16. Simple Statistics and Graphs—Charts—Collection of Data—Bar, circle and line graphs—Interpretation of data.

17. History of number and the setting out of the four operations.

18. Preparation of programmes in Arithmetic—The Register.

19. The use of objective and structured material.

20. Fun with figures at Primary School level.

REFERENCES:

Barker, Curran, Metcalf: The "New" Maths.
Downes and Paling: The Teaching of Arithmetic in Primary Schools.
De Vault: Improving Mathematics Programs.
Dienes: Building up Mathematics.
Dienes: An Experimental Study of Mathematics Teaching.
Eicholz, Martin, Brumfield, Shanks: Elementary School Mathematics.
Evenson: Modern Mathematics.
Flourney: Elementary School Mathematics.
Gray: Sets, Relations and Functions.
Hafstrom: Basic Concepts in Modern Mathematics.
Isaacs: New Light on Children's Ideas of Number.
Moss: Geometry for Juniors.
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.*
Swain: *Understanding Arithmetic.*
Wauchope: *Let's Play with Numbers.*
Ward and Hardgrove: *Modern Elementary Mathematics.*
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.
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—posters—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—I**

*Two hours per week*

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 required 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.

16. Crafts—Second Year

Men Students Only—two hours per week

This course is designed to reinforce the techniques introduced in First Year and present craftwork suitable for Small Schools.

1. Paper Craft
   (a) Pictorial and geometrical paper designs and patterns.
   (b) Cut paper techniques.
   (c) Paper sculpture.
   (d) Mobiles.

2. Bookcrafts
   (a) Strawboard modelling.
   (b) Methods of paper decoration.
   (c) Lino Block cutting and Fabric printing.
   (d) Binding a single section.
   (e) Case binding single leaves.
   (f) Multisection binding.

3. Leatherwork
   (a) Materials, tools and equipment associated with this craft.
   (b) Projects in leather—book mark, pencil case, key holder.

4. Craftwork Using Natural Elements
   (a) Lapidary—Polishing and mounting of gemstones.
   (b) Pottery—Use and preparation of local clay.
   (c) Artistic Design—Use of sea shells, driftwood, leaves, pine cones, etc.

5. Improvised Craft
   (a) Use of items children collect around the home—match boxes, corks, scraps of wool, bottles, dead matches.
   (b) Christmas Decorations.

REFERENCES:
Department of Education: Handicraft Leaflets.
Collins, A. F.: Book Crafts for Senior Pupils.
Also college library 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.
Priestley and Fowler: Recorder Book I.
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.

Programme planning.

Form and Appreciation

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

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 Australia

First Year—one hour per week

The course will include aspects of the following topics.

2. The Foundation of N.S.W.
3. The Early Governors.
4. The Pastoral Period, 1820 to 1850.
5. The Gold Rushes.
7. Nationalism and Radicalism in the 1890's.
8. The Early Commonwealth, 1901-1914.
10. Prosperity and Depression, 1921-1939.
11. The Second World War.

References:

Andrews: *Australia’s Resources* (part I and II).
Tweedie and Robinson: *The Regions of Australia*.
Wadham and Wood: *Land Utilization in Australia*.
Longmans *Australian Geographies*.
The Current Affairs Bulletins.

Also college library at 307; 338; 551; 630; 910-919.9; 940-999.

21. Geography

A second-year course of one hour per week

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

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) Lecturelettes, 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.
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


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 and Second Year

The aim of the course is to prepare students to teach Natural Science in the Primary School.

The course will include:
(1) Study of the syllabus in Natural Science, its content and aims.

(2) Content and background material for topics indicated in syllabus.

(3) Materials and methods of presentation. Design of experiments suitable for primary classes.

(4) Reference materials and aids.

The course will consist of lectures, practical work and assignments. Demonstration lessons will be arranged throughout the year.

REFERENCES:
Department of Education: Curriculum for Primary Schools 1965: Syllabus in Natural Science.
Craig: Science for the Elementary School Teacher.
Burnett: Teaching Science in the Elementary School.
Mackean: Introduction to Biology.
Leach: Australian Nature Studies.
Lemkin: Visualised General Science.

25. 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.
   Circulatory System. Respiratory System. Central
   Nervous System. Excretory System. Muscular
   System. Endocrine Glands.
   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.
   Treatment of wounds, injuries, burns, haemorrhage,
   fits, foreign bodies in Eye, Ear, Nose. Road
   Accidents. General Accidents. Prevention of
   Accidents.

26. 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
organization and matter of a Gymnastics Lesson.

The organization, administration and supervision of
games for Primary School. The methods of class coach-
ing and development of personal skills. Knowledge of
rules of certain major games.

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

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

Swimming and Life Saving.

REFERENCES:

Department of Education, N.S.W.: Primary Syllabus of
Physical Education.
Board of Education: 1933 Syllabus.
Department of Public Instruction, Western Australia:
Pictorial Handbook of Physical Education.
M. B. Davies: Physical Training, Athletics and Games.
D. C. Joynson: Physical Education for Boys and Young
Men.
Also college library at 613-71; 796-799.
27. 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.
Organization 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.
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 29.
English—Courses 6, 10, 12.
Natural Science—Course 28.
School Health—Course 25.
Music—Course 19.
Infant School Handwork—Course 30.
Physical Education—Course 27.
Art—Course 14.
Geography—Course 31.
28. 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.

29. 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.


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 372.54.

30. Infant School Handwork

A Second Year Course of one hour per week

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

Practical Work

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

REFERENCES:

Cox: Cut Paper Work.

Pavière: Paper Twisting and Crumpling.

Craig: Paper Modelling for Six Year Olds.

Also college library at 745.54.

31. A Second Year Cultural Course

THE GEOGRAPHY OF SOUTH-EAST ASIA

New Guinea: Location and extent; natural features and land use; political divisions; problems of development; co-operatives; political independence.

Malaysia: Location and extent; natural features and land use; rice growing, tin mining, rubber growing and processing; political, social, religious and economic differences among its people; problems of disunity and economic growth.
Indonesia: Location and extent; natural features, vulcanism, soils and their significance; population pressure and distribution; problems of economic development.

Indo-China: Location and extent of the area; general landform and natural features; political divisions; racial and religious groups; land use in the area; population pressure and distribution; causes of political unrest and economic backwardness; attempting to solve these problems.

Japan: Location, extent and natural features; growth of Japan as an industrial nation; industrial development; significance of world trade; Japanese-Australian relationships.

REFERENCES:

Dobby: *S.E. Asia.*
Fisher: *S.E. Asia.*
Cressy: *Asia's Lands and Peoples.*
Robequain: *Malaya, Indonesia, Borneo and the Philippines.*
Trewartha: *Japan.*
W.A. Department of Education:
*New Guinea.*
*Indonesia.*
Longman: *New Guinea and Indonesia.*
Ooi-ji-bec: *Land, People and Economy of Malaya.*
Pendleton: *Thailand.*
Tregonning: *North Borneo.*
Southall: *Indonesia, Face to Face.*
Ryuziro: *Geography of Japan.*
Wang Gungwu: *Malaysia.*
Department of External Territories: Pamphlets on New Guinea.
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 1967 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
OUTLINE OF SUBJECTS

Students in the above groups will study the following subjects:

First Year
Education—Course 1.
English—Courses 7, 32, 33, 34.
Physical Education—Course 45.
Geography—Course 41.
Commerce—Course 43.
History—Courses 36, 38.

Second Year
Education—Course 2.
English—Courses 10, 32, 33, 34, 35.
Physical Education—Course 46.
Geography—Course 42.
History—Courses 37, 39, 40.
Commerce—Course 44.

32. 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 organization 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; organization 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. Organization 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 organization in the secondary school.
The above topics will be treated by lectures and discussions and where necessary by demonstrations and practice.

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

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

H. Blamires, Bles: English in Education.
Boas & Hayden, Methuen: School Drama.
D. Dakin, Heath: How to Teach High School English.
M. J. Laurence, Oliver & Boyd: Citizenship Through English.
G. Mackaness, Dent: Inspirational Teaching.
C. B. Purdom, Dent: Producing Plays.
N. E. B. Wolters, Lovat Dickson: Modern Make-up for Stage and Screen.

English—History Bulletin.
Activity—A Bulletin for Teachers of General Activity Classes.
Deterline, William A.: An Introduction to Programmed Instruction.

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

33. 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.: Shakespearian Comedy.


Granville Barker: Prefaces to Shakespeare.


Leavis, F. R.: The Great Tradition; Common Pursuit.

O'Faolain: The Short Story.

Ridley: Shakespeare's Plays.


Tillyard: 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.

34. 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 Ketley: The Control of Language.

References:

The Oxford Dictionary.
Fowler: The King’s English.
Wilson: The Miraculous Birth of Language.
Jespersen: Mankind, Nation and Individual.
Hayawaka: Language in Thought and Action.
Jespersen: Growth and Structure of the English Language.
Walpole: Semantics.
Also college library at 420.9; R.423.

35. 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; 823-823.9109; 813.5; 810.9; 820.9.

36. 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—Homeric period, Sparta, Athenian democracy, the Greek contribution, the Hellenistic civilization.

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

(5) The Islamic Civilization.

(6) The Carolingian period—Charlemagne and the growth of feudalism.

(7) The Medieval Civilization—social structure, church 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.

37. 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.

38. 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.

39. 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) England in 1788—A general picture including the Industrial and Agricultural Revolutions.
(4) Main Features of 19th century England.
(5) Reaction, Nationalism and Liberalism in Europe in the 19th century.
(6) 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.
(8) Europe and the Drift to the First World War—Australia's part in the First World War.
(9) The Great Depression of 1929: Effect on Australia, the influence of Fascism and Communism in Europe, the preparation of the Second World War.
(10) 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.
40. 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.

41. Junior Secondary Geography

A First Year Course—Five hours per week

PART A. PHYSICAL GEOGRAPHY

Climatology

The elements of weather and climate; the major controls of climate with particular reference to Australia; the world pattern of climate; climatic classification.

Geomorphology

The significance of landforms; the major landform types, erosion and deposition by running water, ice, wind, waves and ocean currents and resultant landscape features.

Soils

The formation of soils; classification and description of soils; formation and distribution of major Australian soil types.

References:

Ashton and Maher: Australian Forecasting and Climate.
Dury: The Fact of the Earth.
Finch and Trewartha: The Elements of Geography.
Strahler: Physical Geography.

PART B. GENERAL AND REGIONAL GEOGRAPHY

A course based on individual reading in General and Regional Geography. Each student, under guidance from the staff, plans and carries out a course of reading and research suited to his own requirements in which the aim is to:

1. Make good any deficiencies in the subject matter of geography which may have resulted from the course followed at school.
2. Add depth of understanding by detailed research in topics of particular interest.
3. Gain greater skill and confidence in the use of reference books, journals and the library, the major sources of information for the teacher throughout his career.

PART C. GEOGRAPHY METHOD

Lectures and demonstrations of teaching procedures:

1. Geography in the secondary school—the aims and content of the courses.
2. Planning a lesson and preparation of lesson notes; basic lesson types; the use of text and reference books.
3. Sample studies; procedures; uses and limitations.
42. Junior Secondary Geography

A Second-Year Course—Five hours per week

PART A

Mapping

Nature and purpose of maps; types; location by grid reference; Scales and scale conversions; Representative Fraction; Means of showing relief; Contours; Cross sections; Vertical Exaggeration; gradients; topographical interpretation. Aerial photograph interpretation.

Climatic Recording

What is recorded in daily weather analysis; use of the instruments; the weather chart; monthly averages; graphs and histograms.

Climatic graphs and their interpretation.

Field Surveys

Field sketching; principles of perspective; the grid; theme features; distinctions of regions.

Elementary field survey work using plane table; alidade; prismatic compass; open and closed traversing; correction of errors; simple practical field survey; use of clinometer and level.

Practical Work

Preparation of maps and charts; expansion of scale; principles of denotation; lettering methods; storing.

Relief models from various media; plaster, paper mache, fibre board; sand modelling.

Vegetation and rock collections; filing systems; soil samples and testing.

Use of the camera.

REFERENCES:

Bygott: Mapwork and Practical Geography.
Dury: Map Interpretation.
Greenhood: Mapping.
Pickles: Map Reading.
Longman's Practical Geographer.

PART B. GENERAL AND REGIONAL GEOGRAPHY

A course based on individual reading and research, lectures and discussion periods. Emphasis is placed on:

(1) The study of regions which are examples of the landscape-types set down for study in the syllabus for Forms II-IV in the secondary school.

(2) Aspects of systematic or regional geography of particular interest to the individual student.

PART C. GEOGRAPHY METHOD

Lectures and demonstrations of teaching procedures:

(i) the use of visual aids;
(ii) programming;
(iii) testing and examining;
(iv) methods of recording.

43. Commerce

First Year Junior Secondary Course—Four hours per week

Commercial Law—

(a) Introductory concepts—equity, common law.
(b) Law of Contract—essentials of a valid contract. Comprehensive treatment of the main parts of a contract, e.g., consideration, offer and acceptance. Various case studies will be examined.
(c) Principal and Agent—definitions, classifications of agents, mode of agency creation, duties of agents, rights and liabilities. A brief study of the Secret Commissions Act, 1905 (Commonwealth).
(d) Sale of goods—instalment, purchase, lay-by, cash orders.
Elementary Accounting—
(a) Accounting concepts.
(b) Books of original entry.
(c) Ledger postings and extraction of trial balances.
(d) Bank reconciliation statements.
(e) Correction of errors.
(f) Various analysis books.

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

Reading List:
Baalman: *Outline of Law in Australia*.
Forstar: *Australian Commercial Dictionary*.
McCredie: *Exercises in Accounting*.
Reid: *Junior Course in Bookkeeping*.
Barber: *Modern Business Practice*.
Forstar and Fortescue: *Australian Mercantile Law*.
Chambers: *Accounting and Action*.
Goldberg: *Outline of Accounting*.
Male: *Commercial Credit in Australia*.
Various Annual Company Reports.
Tyron: *Social Sciences as School Subjects*.
Also college library at 330–359, 650.

44. Commerce
Second Year Junior Secondary Course—Four hours per week

Section A. THE AUSTRALIAN ECONOMY
(a) Nature and functions of economic systems.
(b) Structure of the Australian Economy.
(c) Detailed analysis of private and public sectors.
(d) Role of the State in controlling the Economy.
(e) Contemporary economic problems.

Section B. ADVANCED BOOK-KEEPING
(a) Balance Day adjustments.
(b) Dissected Cashbook.
(c) Petty Cash under Imprest System.
(d) Non-trading Concerns—Societies and Institutions.
(e) Debtors and Creditors Control Accounts.
(f) Analysis and ratios.
(g) Purposes and principles of auditing.

References:
Anstey & Hoskins: *Australian Business Principles and Practice*.
Clift & Higgins: *Commerce and Government in Australia*.
Karmel & Brunt: *Structure of the Australian Economy*.
Grant & Hagger: *Economics—an Australian Introduction*.
Arndt: *Australian Trading Banks*.
Economic Record; Economic Papers; Treasury Bulletins; Bank Reviews.
45. Physical Education

First Year—one hour per week

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

REFERENCES:

Board of Education: Recreation and Physical Fitness for Girls and Women.
New South Wales Amateur Swimming Association: N.S.W. Swimmers' Digest.
Doherty, J. K.: Modern Track and Field.
Rule books and coaching pamphlets issued annually by the National or State controlling bodies of the various games.
Also college library at 613.71; 796-799.

46. 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.
MacCuaig and Clark: Games worth Playing.
Also college library at 793; 796-799.
JUNIOR SECONDARY SCHOOL COURSE
in
SCIENCE
OUTLINE OF SUBJECTS

Students undertaking this course will study the following subjects:

First Year
Education—Course 1.
English—Courses 7, 33, 47.
Physical Education—Course 45.
Biology—Course 48.
Chemistry—Course 49.
Geology—Course 50.
Science Method—Course 51.
Physics—Course 52.

Second Year
Education—Course 2.
English—Courses 12, 33.
Physical Education—Course 46.
Biology—Course 48.
Chemistry—Course 49.
Geology—Course 50.
Science Method—Course 51.
Physics—Course 52.

47. 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.
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.
49. Chemistry

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.

50. 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.

51. 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;
organization 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.

52. 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:

Martin and Connor: *Basic Physics Vols. I, II, III.*
McKenzie: *General Physics.*
Noakes: *New Intermediate Physics.*
Halliday and Resnick: *Physics for Students of Science and Engineering.*
Messel (Ed.): *Science for High School Students.*
Butler and Messel (Ed.): *Space and the Atom.*
Butler and Messel (Ed.): *From Nucleus to Universe.*
Messel (Ed.): *Senior Science for High School Students,* Part I.
Also college library at 500; 530.
JUNIOR SECONDARY SCHOOL COURSE in
MATHEMATICS
Charles I and the English Civil War.
Oliver Cromwell.
Charles II and the Restoration.
James II and the 1688 Settlement.

(3) The Eighteenth Century—
Political corruption during the Eighteenth Century.
The Unreformed House of Commons.
The Agricultural Revolution.
The Industrial Revolution and its social consequences.

(4) The Age of Reform—The 1832 Reform Bill.

REFERENCES:
Bindoff: Tudor England.
Ashley: England in the Seventeenth Century.
Ashton: The Industrial Revolution.

55. Mathematics

First and Second Year. Twelve lectures per week

Method: Two lectures per week

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

in

HOME ECONOMICS
OUTLINE OF SUBJECTS

Students undertaking this course will study the following subjects:

First Year

English—Course 7.
Physical Education—Course 45.
Education—Course 1.
Chemistry—Course 56.
Household Physics—Course 57.
Needlework—Course 58.
Foods—Course 59.
Home Management—Course 60.
Needlework and Garment Construction—Course 61.
Textiles—Course 62.

Second Year

English—Courses 6, 47.
Education—Course 2.
Chemistry, Dietetics, Nutrition—Course 63.
Home Economics Method—Course 64.
Needlework Method—Course 65.
Foods and Food Processing—Course 66.
School Health—Course 25.
Physical Education—Course 46.
Chemistry—Course 56.
Foods—Course 59.

56. 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.

57. 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.

58. 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.

59. 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


2. Biscuit Making—types—preparation of tins and oven—oven temperatures and cooking position—time of


5. Food Preservation—
   (a) Bottling fruits and vegetables—spoilage organisms—methods of sealing—dangers of incomplete sterilization.
   (b) Pickles, sauces and chutneys—preserving medium—bottling and sealing.
   (c) Jam and jelly making—pectin—sugar—acid ratio—addition of pectin stock.
   (d) Crystallization of fruit.

Second Year—one three-hour session per week

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

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—the group as a whole can use the basic skill or recipe in different ways.

Texts:

Justin, Rust, Vail: Foods.
Commonsense Cookery Book and Advanced Commonsense Cookery Book.

References:

Sweetman, MacKellar: Food Selection and Food Preparation.
McDermott, Trilling, Nicholas: Food for Better Living.
Heseltine, Dow: The Basic Cook Book.
A.B.C. of Cookery.
Cox: Hostess Cook Book.
Cocker, Godfrey: Cook and Hostess.
Barclay, Champion: Teen Guide to Homemaking.

Journals:

Home Economics and Domestic Subjects Review.
What's New in Home Economics.
Good Housekeeping.
Also college library at 640, 641.

60. 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 and immersing, drying and pressing. Care in handling and storing inflammable cleaning agents.

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

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

4. Legal Aspects

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

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

5. Good Health and Grooming

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

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

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

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

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

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

6. Design of Household Articles

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

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

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

7. Etiquette

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

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

(b) Introductions.

(c) Meeting guests.

(d) Table etiquette.

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

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

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

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

8. Baby Sitting and Child Care

(a) Responsibilities of—

(i) the sitter;

(ii) the young sitter's parents;

(iii) the parent-employers.

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

(c) The child:

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

**TEXTS:**

Wright: *Guide Book to Easier Living.*
Justin, Rust: *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.

61. 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.

62. 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 pro-
teins.
Identification of textile fibres by simple chemical,
visual and burning tests.
Survey of yarns made by modern yarn-spinning pro-
cesses and the influence of fibre arrangement on the wear-
ing 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 applica-
tion 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.

63. 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.
The importance of adequate nutrition. Relation of
nutrition to growth and health. Causes of malnutrition.
Methods of prevention and treatment. The Adequate
daily diet.
Composition of food. Food Constituents. Carbo-
hydrates, proteins, lipids:—Chemical nature, chemical
and physical properties. Digestion, Metabolism. Require-
ments for adequate nutrition at various ages and levels
of activity. Sources in the diet.
Energy requirements of body. Basal metabolism. Calo-
ritic values of food. Oxidation in the body.
Water and body functions. Osmosis.
Mineral elements in foods and nutrition. Function in
body source, requirement of calcium, phosphorus, iron,
iodine; trace elements.
Acids, alkalis. Nutritional aspects of acid—base balance—hydrogen ion concentration of blood and solutions
in food preparation. Hydrolysis, buffers. Exchange of
gases in blood.
The Vitamins, chemical nature, properties, function in
body and requirements. Recent developments.
Meal Planning. Food Economics, low, medium, high
cost dietaries.
Formation of food habits. Recommended Daily Allow-
ance of Nutrients. Methods of assessment of nutritional
status. Ways of improving nutritional status in Aus-
tralia. Value of nutrition education. School lunch. Food
and Agricultural Organization, World Health Organiza-
tion of U.N.O.
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.
64. 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.
Pattinson, Barbour, Epplright: Teaching Nutrition.
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.

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.

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.
Journal of American Home Economics Association
Forecast for Home Economics.
Also college library at 641.
SECONDARY SCHOOL COURSE

in

INDUSTRIAL ARTS
<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>67 Education</td>
<td>4</td>
</tr>
<tr>
<td>33 English Literature</td>
<td>1</td>
</tr>
<tr>
<td>47 Practical Written English</td>
<td>1</td>
</tr>
<tr>
<td>7 Speech</td>
<td>1</td>
</tr>
<tr>
<td>25 School Health</td>
<td>1</td>
</tr>
<tr>
<td>45 Physical Education</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
<tr>
<td>68 Woodwork</td>
<td>4</td>
</tr>
<tr>
<td>69 Metalwork</td>
<td>4</td>
</tr>
<tr>
<td>70 Technical Drawing</td>
<td>4</td>
</tr>
<tr>
<td>71 Secondary School Crafts</td>
<td>4</td>
</tr>
<tr>
<td>72 Industrial Arts Method</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>
67. Education

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:


68. Woodwork

Artisans—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 familiarize himself with the general organization 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, bead 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, spoke-shaves, 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, gouges 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 gouges. 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.
- Leaf tray.
- Turned rolling-pin.
- Turned bowl.

**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.
- Turned bread board.

**Third Term**

- Saw 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.*
- Also college library at 684; 621-9.

**69. Metalwork**

*Artisans—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 organization, 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.

REFERENCES:

Sydney Technical College: Trade Technology, Book I, II, III, IV.
Hughes, A.: Metalwork.
Also college library at 671; 739.

70. Technical Drawing

Artisan—four hours per week

Basic teaching methods are to be combined with the various topics as they are presented. This course is designed to establish basic concepts in this field and emphasis on a high quality of draughtsmanship will be maintained.

Demonstration lessons showing how topics are taught in the schools will be given. The various teaching procedures will be discussed after each demonstration.

The relationship between orthographic, isometric, oblique, axonometric and perspective projections will be discussed, and these types of drawings will be studied including standards to be used in the schools. The difference between isometric drawings and isometric projections will be discussed. The representation of circles in pictorial drawings will be studied also.
Some examples in freehand sketching of machine parts and architectural details both assembled and "exploded" will be given.

The application of plane geometry exercises to problems in engineering drawing will be discussed.

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

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.

Exercises are to be solved by using the change of ground line method. Planes and traces of planes are to be discussed. Exercises dealing with oblique planes to be given and in each case the sectional plan and 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.

REFERENCES:
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.

71. Secondary School Crafts

Artisans—four hours per week

1. Design: Appreciation of the principles of design. Application of these basic principles to subsequent forms of craftwork.


Three dimensional, paper and light cardboard sculpture.
Sculpture based on geometrical shapes. Construction and balance of mobiles.

3. Paper Ornamenation: Marbling, coloured paste, splash painting, oil painting, spatter work, stencilling and stick printing.

4. Graphic Arts: Brief outline of commercial printing industry.

Use of primary colours in production of multi-coloured prints.
Linoleum Block Printing: Preparation of linoleum blocks for printing on paper and fabric in one or more colours.

5. Strawboard Modelling: The use of strawboard of different weights, bookbinder's cloth and various types of cover papers to make articles such as chess boards, money boxes, portfolios, etc.

6. Bookbinding: Case binding of single leaves, binding single sections and multi-section binding.


Throwing and turning on a potters wheel.


Hand polishing: Sequence of operations in polishing a cabochon.

9. Leatherwork: The manufacture, storage and types of leather suitable for hand made articles, together with the tools and accessories used. Decorative treatment of leather by tooing, embossing, thonging and stitching. Fixing eyelets, catches and other forms of hardware. Cleaning, staining, and polishing.

10. Basketry: Growth and processing of cane used for basket making. Types and sizes of cane. Use of bases.


12. Puppetry—Papier Mâché. Making and clothing glove puppets. Use of papier mâché to construct masks, relief geographical models, land forms, etc.

REFERENCES:
- Department of Education: Craft Syllabuses.
- Department of Education: Handicraft Leaflets.
- Collins, A. F.: Bookcrafts for Senior Pupils.
- Crampton, C.: Canework.
- Also college library 745.

72. Industrial Arts Method

Artisans—one hour per week

The purpose of this course is to co-ordinate the teaching method of the various subjects taught in the field of Industrial Arts. Student teachers will be required to observe demonstration lessons, prepare lesson notes, make charts and teaching aids, cut stencils and operate duplicators and projectors. Loose leaf books of reference in Woodwork, Metalwork, Technical Drawing, Industrial Arts and Crafts will also be compiled covering the work in the various syllabuses. Safe working procedures will be emphasised.

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.

Exercises in perspective drawing and architectural rendering will be included in the course.

REFERENCES:
- Department of Education: Industrial Arts Syllabuses.
- Wilcox, W. E.: Perspective Drawing for Beginners.

FIRST YEAR INDUSTRIAL ARTS COURSE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>3</td>
</tr>
<tr>
<td>33. English Literature</td>
<td>1</td>
</tr>
<tr>
<td>47. Practical Written English</td>
<td>1</td>
</tr>
<tr>
<td>8. Speech</td>
<td>1</td>
</tr>
<tr>
<td>73. Art—Industrial Arts Course</td>
<td>2</td>
</tr>
<tr>
<td>74. Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>75. Woodwork</td>
<td>4</td>
</tr>
<tr>
<td>76. Fitting and Machining</td>
<td>4</td>
</tr>
<tr>
<td>77. Technical Drawing</td>
<td>4</td>
</tr>
<tr>
<td>78. Bookcrafts and Leatherwork</td>
<td>2</td>
</tr>
<tr>
<td>79. Ceramics</td>
<td>2</td>
</tr>
<tr>
<td>80. Industrial Arts Method</td>
<td>1</td>
</tr>
</tbody>
</table>

Total: 17 hours
73. Art—Industrial Arts Course

First Year—two hours per week

The purpose of this course is to give student teachers in the Industrial Arts course an introduction into art principles. The following topics will be included in the course.

Purpose of Art in Education.
Methods in teaching.
Drawing theory and practice.
Painting.
Design expression.
Applied design.
Picture study and art appreciation.
Colour theory and practice.
Art films.
Three dimensional work.
Outline of Art history and development.
Commercial Art and process reproduction.

REFERENCES:
Also college library 709, 745.2.

74. Physical Education

Two hours a week

1. Administration and principles of Physical Education.
2. The Games Lesson.
4. Minor Games leading to the Major Games.
5. Gymnastics Lesson.
7. Umpires Certificates.
8. Life Saving.
10. Social Dancing.
11. Practical Teaching.

REFERENCES:
Board of Education: Recreation and Physical Fitness for Men.
N.S.W. Amateur Swimming Association: N.S.W. Swimmers Digest.

75. 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 hand and machine woodworking operations: planing, gauging, squaring, sawing, chiselling, hand scraping and spokeshaving.
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. Cupboard fitted with drawer and door using a working rod.

8. A stencil cutting frame.

Third Term


5. Desk tray.

7. Foot stool.

9. Front corner of a table frame.

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

76. 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.

Centre square.

Depth gauge.

Sliding bevel.

Second Term

Jenny calipers.

Toolmaker’s clamp.

Stepped cone pulley.

Third Term

Surface gauge.

Machine vice.

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

77. Technical Drawing

First Year—four 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 of machine parts and architectural detail, both assembled and “exploded”, will be given.

Basic teaching methods are to be combined with the various topics listed as each topic is presented.

Demonstration lessons showing how topics are taught in the schools will be given. The various teaching procedures will be discussed after each demonstration.

REFERENCES:

Parkinson, A. C.: Pictorial Drawing for Engineers.
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.
78. Bookcrafts and Leatherwork

First Year—two hours per week

The work in this course is designed to prepare students to teach Bookcrafts and Leatherwork in Secondary Schools.

Decorative processes—Marbling, coloured paste, stencilling and applique methods of decorating paper.

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

Bookbinding.—Case binding of single leaves, binding of single sections and multisection binding.

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

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

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

Practical Work.—Purses, wallets, bags and book covers.

References:
Department of Education: Bookcrafts and Leatherwork Syllabus.
Department of Education: Handicraft Leaflets.
Collins, A. F.: Bookcrafts for Senior Pupils.
Cherry, R.: General Leathercraft.
Also college library, 686, 685.

79. Ceramics


Hand modelling, slab building, mould making and slip casting. Throwing and turning on the potter’s wheel.

References:
Jenkins, R. Horace: Practical Pottery.
Rhodes, Daniel: Clay and Glazes for the potter.
Culver Long, Lois: Ceramic Decoration.
Also college library at 738.

80. Industrial Arts Method

First Year—one hour per week

The purpose of this course is to co-ordinate the teaching method of the various subjects taught in the field of Industrial Arts. Student teachers will be required to observe demonstration lessons, prepare lesson notes, make charts and teaching aids, compile loose leaf reference books on Woodwork, Metalwork, Technical Drawing, Industrial Arts and Crafts. Safe working procedures will be emphasized.

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.

Exercises in perspective drawing will be included in the course. This work will include the perspective of shadows.

References:
Department of Education: Industrial Arts syllabuses.
Wilcox, W.E.: Perspective Drawing for beginners.
Also college library at 371, 607–609, 620–700, 720–749.
### SECOND YEAR INDUSTRIAL ARTS COURSE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Education</td>
<td>3</td>
</tr>
<tr>
<td>33 English Literature</td>
<td>1</td>
</tr>
<tr>
<td>34 Language</td>
<td>1</td>
</tr>
<tr>
<td>81 Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>25 School Health</td>
<td>1</td>
</tr>
<tr>
<td>82 Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>83 Wood Machining</td>
<td>2</td>
</tr>
<tr>
<td>84 Wood Finishing</td>
<td>1</td>
</tr>
<tr>
<td>85 Farm Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>86 Sheet Metal</td>
<td>2</td>
</tr>
<tr>
<td>87 Blacksmithing</td>
<td>1</td>
</tr>
<tr>
<td>88 Welding</td>
<td>1</td>
</tr>
<tr>
<td>89 Architectural and Engineering Drawing</td>
<td>4</td>
</tr>
<tr>
<td>90 Graphic Arts and Bookbinding</td>
<td>2</td>
</tr>
<tr>
<td>91 Weaving</td>
<td>2</td>
</tr>
<tr>
<td>92 Industrial Arts Method</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Hours:** 17
81. Mathematics

*Industrial Arts—two hours per week*

The purpose of this course is to provide a bridge course in mathematics for student teachers doing the Industrial Arts course so that they will be able to cope with the mathematical aspects of Industrial Arts taught to Forms V and VI in schools.

The following aspects will be included in the course.

1. Revision of Algebraic Processes.
   (a) Directed Numbers.
   (b) Simplification of algebraic expressions.
   (c) Substitution in algebraic expressions.
   (d) Changing subject of formulae.
   (e) Solution of simple equations.
   (f) Solution of quadratic equations.

2. Logarithms.
   (a) Use of tables.
   (b) Application to problems.
   (c) Use of slide rule.

3. Trigonometry.
   (a) Trigonometrical ratios.
   (b) Reading tables.
   (c) Application to problems—including resolution of forces.

   Derivation and proof of those theorems likely to be utilized in materials Science Course and drawing and Design course.
   Pythagoras' Theorem, circles, polygons.

5. Graphical Analysis.
   Types of graphs. Their use in problem solving—funicular polygon.

6. Co-ordinate geometry.
   The elementary ideas of co-ordinate geometry. The equation of straight line, the circle, parabola ellipse and hyperbola as a locus. Determination of a locus given its equation.

7. Calculus.
   (a) Simple fundamentals—rate of change.
   (b) Application to problems.

8. Derivation and application of formula.
   Laws of motion, heat, expansion, sound light.

   Their application in derivation of formula and problem solving.

REFERENCES:

No set text is necessary, but students would be advised to consult some at least of the following references.

(1) Any standard algebra text, e.g., Durell: *A new algebra for schools*.
(2) Any standard arithmetic, e.g., Durell: *A new arithmetic for schools*.
(3) Any standard trigonometry, e.g., Brown & Martin: *Trigonometry*.
(4) Any standard Geometry, e.g., Colville & Anderson: *A Junior Geometry*.
(5) As for 1 and 2.
(6) Maxwell and Chong: *Elementary Coordinate Geometry*.
(7) Durell & Robson: *Elementary Calculus*.
(8) and (9) Any physics text or Bullen: *Introduction to theory of Mechanics*.

82. Physical Education

*Two hours per week*

1. Organization and Administration of Physical Education in Schools.
2. Gymnastics Lesson.
3. The Sportsmaster and his duties.
4. Major Games—
   Basketball.
   Soccer.
   Badminton.
5. Athletics—
   (a) Basic Techniques of Track and Field.
   (b) Standards.
   (c) Carnival Organization.


7. Activity Equipment.

8. Life Saving.

9. Umpires Certificates.

10. 5BX Plans, etc.

11. Weight Training.

12. Social Dancing.

REFERENCES:

MacCraig and Clark: *Games Worth Playing*.
Doherty, J. K.: *Modern Track and Field*.
International Amateur Athletics Federation: *Handbook*.

83. Wood Machining

*Second Year—two hours per week*

1. Safety precautions in operating woodworking machinery.


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 and hollows, chisel handle, sock darter, table leg, matched turning, table lamp, egg cup, 6-in bowl, powder box, collar box.

REFERENCES:

Dinmore, E. A.: *Wood Turning*.
Also college library at 684, 604.

84. Wood Finishing

*Second Year—one hour per week*

*French Polishing—*
  Preparation of 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.

85. 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.
2. Steering mechanism.
3. Rear axles.
4. Pumps used for windmills and irrigation plants.
5. Farm equipment in general use.

**REFERENCE:**

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

**86. 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 in forming seams and wired edges prior to making a square tray with a wired edge.

- Funnel.
- Scoop.
- Canister.

**Second Term**

Square to round transition.

- Oblique cylinder.
- 120 degree elbow, 3-in dia. downpipe.
- 90 degree gutter angle—external and internal.
- Gutter and downpipe.

**Third Term**

Lecture. Introduction to L.P. gas.
- Copper ash tray.
- Copper fruit bowl with silver soldered base.
- Silver soldering an aluminium tray—Fire brazing of copper.
- Brazing wrought iron carriers and space filling wire designs.

**REFERENCES:**

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.

**87. Blacksmithing**

*Second Year—two hours per fortnight*

**First Term**

1. Introduction to blacksmithing and safety factors to be observed.
2. Pointing and fire welding 2-in square mild steel bars.
4. Forging 0.8 per cent carbon steel hand flat chisel.
5. Bending and fire welding rings.

**Second Term**

2. Bending and fire welding chain links.
3. Bending and twisting flat bar.
4. Bending and electrically welding hinges from flat bar.
Third Term

1. Introduction and explanation of heat treatment of steel and equipment used.

5. Practical heat treatment exercises, i.e., hardening and tempering 0.8 per cent carbon steel hand chisels. Heat treating high speed lathe tools.

7. Forging 0.8 per cent carbon steel hand flat chisel.

11. Forging a gib head key.

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

88. Welding

Second Year—two hours per fortnight

First Term


Welding terms and definitions. Faults in welds. The causes of faults. Positions and types of welds.

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 2-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.


5. Positioning work and using large electrodes.

7. Lap weld on 1/4-in and 1/2-in mild steel.

9. Vertical up fillet welds. Single runs on 1/4-in and 1/2-in mild steel. Work to be broken and rewelded.

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. Safe cutting practices when using cylinders, regulator, hoses and cutting blowpipe.

3. Vertical up fillet welds, 2 runs. Second run to a weave pattern.

5. Vertical up fillet welds with three runs—no weaving.

7. Outside corner welds on 1/4-in, 1/16-in and 1/2-in mild steel.


11. Hand cutting to a line, a bevel, a hole, and a circle using oxy-acetylene and oxy-liquid Petroleum gas.
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.

89. Architectural and Engineering Drawing

Second Year—four hours per week

Basic teaching methods are to be combined with the various topics as they are presented.

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

Demonstration lessons showing how topics are taught in the schools will be given. The various teaching procedures will be discussed after each demonstration.

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.

Architectural

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

Building Construction

Details of joints used in a timber-framed cottage, including roof geometry. Plans and specifications covering such a structure to be discussed.

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

Pictorial Drawings

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

Engineering

Industrial visits are to be arranged giving an insight to drawing office procedures, these visits will also be used so that students may gain information to produce flow sheets.

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.

References:

The Institute of Engineers, Australia: Australian Standard Engineering Drawing Practice, 1966.
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.

90. Graphic Arts and Bookbinding

Second Year—two hours per week

The scope of the work in this course follows the syllabus in Graphic Arts and Bookbinding in Secondary Schools.

Practical work will be given in various aspects of printing and bookbinding.

References:
Department of Education: Graphic Arts and Bookbinding Syllabus.
Also college library at 650.

91. Weaving

Second Year—two hours per week

A brief outline of the history and development of weaving. Explanation of terms and accessories used in weaving. Drafting patterns and winding warps. Simple weaving using card, scarf, roller frame and two shaft looms. Twill and pattern weaving using four-shaft looms.

References:
Department of Education: Weaving Syllabus.
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.

92. Industrial Arts Method

Second Year—one hour per week

Demonstration lessons on more complex topics in Woodwork and Metalwork will be given in first term. Samples of the various materials used in Industrial Arts will be collected. Methods of organizing notes, tools, and materials for safe and efficient teaching in schools will be discussed.

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

The work in perspective drawing will be more advanced than the work given in the first year course. Each drawing will be rendered in colour.

Visits to Industries will form part of the course.

References:
Department of Education: Industrial Arts Syllabuses.
Wilcox, W. E.: Perspective Drawing for Beginners.
Also college library at 371, 607-609, 620-700, 720-749.
## THIRD YEAR INDUSTRIAL ARTS COURSE

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>2</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Cabinet Making and Wood Finishing</td>
<td>4</td>
</tr>
<tr>
<td>Materials Science</td>
<td>4</td>
</tr>
<tr>
<td>Descriptive Geometry</td>
<td>4</td>
</tr>
<tr>
<td>Art Metalwork</td>
<td>2</td>
</tr>
<tr>
<td>Secondary School Crafts</td>
<td>2</td>
</tr>
<tr>
<td>Industrial Arts Method</td>
<td>1</td>
</tr>
</tbody>
</table>
93. Physics

*Third Year—three hours per week*

The main purpose of this course is to give students an understanding of the principles of physics which will form a basis for the teaching of Industrial Arts, Forms V and VI, and for the understanding of the Diploma courses of Material Science and Engineering.

The course will include both theory and practical work and will cover the basic fundamentals of physics with particular emphasis upon the following aspects:

1. Statics.
2. Dynamics of a particle.
3. Heat.
4. Wave motion.
5. Electrostatics.

**Textbook:**

94. Chemistry

*Third Year—three hours per week*

This course is intended to give the students the basic understanding of chemistry which will enable them to teach Industrial Arts, Forms V and VI, and to understand the Diploma courses in Material Science and Engineering.

The course will include both theory and practical work and will cover the basic fundamentals of chemistry with particular emphasis upon the following aspects:

1. Chemical Changes.
2. Dalton's Atomic Theory.
3. The Periodic Table.
4. Theory of Ionisation.
5. Oxidation and Reduction.
9. Types of Bonds.
10. Relation of the physical properties of materials to bond types and crystal structure.

**References:**

There is no one textbook suitable for the course but students will be referred to appropriate references in such books as:

- Boden: *Senior Chemistry*.
- Black & Conant: *New Practical Chemistry*.
- Dull, Metcalfe & William: *Modern Chemistry*.
- Sienko & Plane: *Chemistry*.
- Stove & Phillips: *A Modern Approach to Chemistry*.
- Steiner & Cambell: *General Chemistry*.

95. Physical Education

*Two hours per week*

3. Major Games:
   - Rugby.
   - Tennis.
   - Squash.
   - Golf.
4. Testing in Physical Education.
5. Anatomy and Physiology.
6. Social Dancing.
7. Life Saving.
9. Display.
10. Umpires Certificates.
11. Practical Teaching.
12. First Aid.
REFERENCES:
E. C. David and J. D. Lawther: Successful Teaching in Physical Education.
William, Dambach, and Schwenderir: Methods in Physical Education.
Life Saving Manual.

96. Cabinet Making and Woodfinishing

Third Year—four hours per week

Demonstrations and practice will be given in the following aspects of cabinet making:
- Splayed dovetailing.
- Constructional dovetailing.
- Round corner construction.

Construction of a solid core panel. The core is to be made from selected strips of timber which are to be jointed, cleaned up and prepared for veneering. The underlays, front and back veneers are to be laid in the press.

Fitting edge “lippings”.

A hand and machine operation project.

Completed work will be used as wood finishing exercises.

REFERENCES:
Also college library at 607, 621-9, 684, 694.

97. Materials Science

Third Year—four hours per week

This course is designed to give students an understanding of the Materials Science section of the Fifth and Sixth form Industrial Arts course as taught in High Schools. In addition, correct laboratory techniques will be studied.

THEORY SECTION

First Term

1. Outline the course and state objectives. (Cross reference with Historical and Sociological aspects.)

2. Brief treatment of the manufacture of ferrous metals. (Higgins, Chapter II, pages 25 to 46.)

3. Industrial Processes:
   - Casting, pages 76-81.
   - Drawing, pp. 102-105.
   - Rolling, pp. 96, 97, 102.
   - Coating of metals, pp. 363-369.

4. Functions of the parts of:
   - Metal-turning lathe, shaping machine, bench drill, grinder.
   - Use and maintenance of accessories and cutting tools.

(Fitting and Machining, Book 3) (Moroney).

5. Machines, in general industrial use, other than those in the above section, should be mentioned and photographs seen.


(Automotive mechanics, Trade Technology).


(Moroney, pages 58-63).

8. Fits and Limits.

(Fittings for Defence Trainees, pages 69-71).

9. Natural materials used as such with a minimum of treatment, e.g., stone, gold, silver, native copper, pozzolans, gypsum.

(Inservice training notes).

   (Inservice training notes).

Second Term


12. General discussion of properties of materials—e.g., strength, ductility, and brittleness, stiffness, ductility, toughness, hardness.

   Demonstrate where practicable the variation of these properties through a range of materials.

   (Inservice notes).

13. Properties of Materials—macroscopic and chemical. The scale of sizes from atoms upward:

   (a) Compare thermal conductivity of insulating brick with firebrick.

   (b) Effect of grain size on the strength of metals and pure oxide ceramics.

   (c) Results of processing methods.

   (Inservice training notes).

14. (a) Classification of materials into metals, ceramics and plastics.

   (b) Relationship of metallic, ionic and covalent bonds.

   (Inservice training notes).

15. Crystalline and non-crystalline microstructures. Examination of polished sections or slides.

   (Inservice notes and Engineering Metallurgy, Higgins, Chapters 4 and 10, pages 67-81).

16. (a) Definition of stresses and strains. Ideas of brittleness, ductility, hardness, toughness, etc.

   (Inservice notes and Engineering Metallurgy, Higgins, Chapter III, Rollason, Chapters I, II).

   (b) Test metal samples to illustrate properties dealt with in (a) Rollason, Chapters I and II; Higgins, Chapter III.

17. (a) Crystal structure, designation of planes and direction. Miller indices.

   (b) Close packed structures in detail. Calculation of inter-ionic and inter-planar spacings.

   (Higgins Chapter 4 and Inservice notes).

18. (a) Determination of crystal structures. Structure establishment by X-ray diffraction.

   (b) Polycrystalline, single phase materials.

   (Inservice notes).

19. (a) Mechanical properties in terms of microstructure elasticity, ductility, slip planes and slip directions in metals, dislocations.

   (Higgins, Chapter 5, Inservice notes).

   (b) Cold working, recrystallization, annealing.

   (Higgins, pages 101-105, 87-89, 176-180, Inservice notes).

20. (a) Multi-phase materials—distribution of phases and resulting effects on behaviour.

   (b) Thermal equilibrium diagrams, e.g., lead-tin, lead-antimony, copper-tin, copper-zinc.

   (Higgins, Chapters 8 and 9, Inservice notes).

   (Inservice training notes.)

   Third Term


22. (a) Change of structure and properties with temperature. Thermal expansion, melting; softening of glass, plastics and multiphase materials.

   (Inservice notes.)

   (b) Creep.

   (Higgins, Book I, pp. 59-62, 67, 84. Inservice training notes.)

   (c) Temperature stress.

   (Inservice training notes.)

(Inservice training notes.)

24. (a) Iron carbon diagram.

(Higgins, Book I, p. 165. Inservice training notes.)

(b) Rates of change. Heat treatment of steel.

(Higgins, Book I, pp. 165-203. Inservice training notes.)

25. Based on what has been discussed before, the possibility of producing materials with specified properties and overcoming the limitations of existing materials.

(Inservice training notes.)

26. Heat treatment of materials other than steel and further discussion of non-equilibrium structures.

(Inservice training notes.)


(Inservice training notes.)

LABORATORY

2. Joining of materials.
4. Examination of crystal structures of various materials.
5. Use of microscopes, tensile testing machines and hardness testing machines.

REFERENCES:

Higgins, R. H.: Engineering Metallurgy, Part II.
Also college library at 600.

98. Descriptive Geometry

Third Year—four hours per week

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 and 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.
Archimedean spirals.
Conics.
99. Art Metalwork

Third Year—two hours per week

The processes and techniques outlined in the Art Metalwork syllabus for secondary schools will be demonstrated and practised so that student teachers will have a working knowledge of the work in this course.

References:
Department of Education: Art Metalwork syllabus.
Also college library at 739.

100. Secondary School Crafts

Basketry

Cultivation and processing of cane used for basket making. Types and sizes of cane. Use of coloured cane and ornamental plastics. Tools and equipment used. Technical terms and methods of weaving. Top and base borders.


Farm Mechanics

Rope work: Knotting, splicing and binding. Practice in tying the following knots: Reef, sheet bend, clove hitch, timber hitch, sheep shank, bowline, crown knot with back splice.

Concrete work: Simple concrete work, forming and formwork, materials, proportions, reinforcing, mixers and methods of mixing. Setting times, waterproofing, protective coverings and coatings.

Leatherwork: Waxing a thread and fixing needles—Application of simple farm leatherwork.

Teaching Aids

Preparation of teaching aids. Use of plastics, paper, metal, timber, ceramics and allied materials in the design and construction of aids related to Industrial Arts subjects.

Lapidary


Hand Polishing: Sequence of operations in polishing a cabochon.

Marquetry

Preparation of a geometrical or pictorial marquetry design. Mounting and surface finishing of design for subsequent use as a teaching aid.

References:
Department of Education: Craft Syllabus.
Crampton, C.: Canework.
James, W.: Collecting Australian Gemstones.
Also college library at 745.
101. Industrial Arts Method

Third Year—one hour per week

Demonstration lessons will be observed on work in Industrial Arts for Forms V and VI. Student teachers will be required to cut stencils and operate duplicating machines and projectors. Methods of compiling departmental returns, school records, programmes and registers will be discussed.

Perspective drawing on inclined picture planes using two and three vanishing points will be included in the course. Perspective drawings of circles on oblique planes will also be given.

Visits to industries will be included in the course.

REFERENCES:

Department of Education: Industrial Arts Syllabuses.
Also college library at 317, 607–609, 620–700, 720–749.

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 I\textsubscript{A}, 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 I\textsubscript{B}, will deal with the History of Education in N.S.W. The third strand, Education II\textsubscript{A}, will deal with educational psychology and child development. The fourth strand, Education II\textsubscript{B}, 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 I\textsubscript{A} and I\textsubscript{B}, and the second paper will cover the work of Education II\textsubscript{A} and II\textsubscript{B}.

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 IIA (a)**: The Education of Exceptional Children.
- **Education IIB (a)**: Research Reading.

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

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

### 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. Reference may be made to Course No. 7.

OR

(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. Reference may be made to Course No. 8.

### 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. The course will include consideration of the aims and value of history in the secondary school, the curriculum in New South Wales schools, planning a programme, types of history lessons, teaching aids, textbooks, examining, current affairs, and local history. Students will be required to prepare assignments and attend demonstration lessons.

(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) Latin 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

French and German may be taken separately as one method subject. A student, however, who offers both French and German may count them as meeting the full requirement of two method subjects towards the Diploma in Education.

The courses involve a study of the aims and methods of teaching the language in 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 syllabuses.

There will be an examination in both French and German methods of three hours' duration each.

(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

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 science. 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

(c) INFANT FIELD

Special Infant Methods

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

6. SPECIAL REQUIREMENTS

(a) Biological Science

The student is required to select one of the three following courses:

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. If a student's special interest lies in the field of one of the foundation subjects, however, it is quite satisfactory for the thesis to be done in this field.

The student is required to give thought to the topic of the thesis early in his course and discuss it with his lecturer 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.

(c) Social Studies Method

This is an optional course of two hours per week. It may be taken by students who do not elect to write a special thesis. Since special theses are not accepted in history method, geography method, and commerce method, students enrolled in these courses should either write a thesis in their second teaching method or enrol in the social studies method course.

The course will treat such topics as the nature and place of social studies in New South Wales secondary schools, programming in social studies, the development of special skills relevant to social studies, marking of class tests and examination papers, the slow learner, and audio-visual aids. Students will be required to present a number of assignments.

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.

COURSES FOR THREE YEAR TRAINED STUDENTS SECTION 301

These students will follow courses substantially the same as those covered by Diploma in Education students with the proviso that the Foundations of Education course will be omitted and the following two courses substituted.

102. Psychology of Learning

Two hours per week

This course will deal with learning and its relation to education. It will have three major sections:

A. The nature of learning, some important theories of learning and their implications for modern education.

B. An examination of the variables which affect the learning process.

C. Adolescence and some of the common problems in the secondary school.

Students will be required to submit assignments of a satisfactory standard, and, for these, reading lists will be supplied by the lecturer.

Textbook:


Main Additional References:


103. Social Psychology of Education

Two hours per week

This course will cover the following topics:

(1) Properties of Groups.
(2) Formation and Functioning of Group Structures.
(3) The Formation of Social Norms.
(4) Intergroup Relations.
(5) Intragroup Relations.
(6) Leadership, Power and Communication.
(7) Social Classes and their influence on the individual.
(8) Student relationships in the classroom.
(9) Teacher-Pupil relationships.

Text for Course:
Fourth Year

Education, six hours per week—Courses 106, 107, 108.

Music Method, three hours per week.

English Method, two hours per week.

Physical Education, one hour per week.

Hygiene, one hour per week.

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


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.

6. Recorder work.

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


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).

5. Teaching Practice—practical work with singing and listening lessons, percussion or recorder groups on all primary classes. Teaching of rounds, canons, descants, two-part songs. Melody-making.

6. Recorder work.

REFERENCES:

Fiske: *Listening to Music*.

Ralph Hill: *The Symphony*.

Smith, W. J.: *Music in Education*.


Also college library at 780-789.

Music III

1. Method—(Upper Primary and Junior Secondary: Sixth grade and First Form). An extension of Method II under the same general headings. Study of Secondary School Curricula, Forms I-IV. Preparation and organization of examination material. Integration of all phases of music with other subjects. Selection of music for singing (class and choir), listening and instrumental activities.

2. Choral Class—as for Music I and II.


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4. Applied Harmony—extension of Harmony II.

5. Teaching Practice on Form I classes: teaching songs, presenting listening lessons and reading and writing activities.

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

Music IV


2. Choral and Orchestral work—full participation in the musical life of the College.

3. Practical Extension of 3rd year work.

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—one hour—Course 1A.
Ancient and Medieval History—three hours per week in First and Second Terms; two hours in Third Term—Course 36.
Art Method—two hours.
Social Studies Method—one hour per week in Third Term—Course 22.

Second Year
Education—one hour—Course 104.
Australian History—three hours per week in First and Second Terms; two hours in Third Term—Course 39.
Art Method—two hours.
Social Studies Method—one hour per week in Third Term—Course 22.

Third Year
Education—one hour—Course 105.
Modern European History—three hours per week in First and Second Terms; two hours in Third Term—Course 109.
Art Method—two hours.
History Method—one hour per week in Third Term.

Fourth Year
Education—six hours—Courses 106, 107, 108.
East Asian History Since 1500—two hours—Course 110.
Art Method—two hours—Course 112.
Health Education—one hour.
History Method—two hours—Course 111.
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.

104. Introduction to Psychology
A course of one hour per week for Second Year Art and Music Students

Topics
1. Origins and Nature of Psychology.
3. Perception and Attention.
4. Elements of Learning.
5. Individual Differences.

Text:
Morgan, C. T.: Introduction to Psychology, 3rd Ed. 1966

105. Modern Educational Practice
THIRD YEAR ART AND MUSIC STUDENTS

One hour per week
1. Introduction to Philosophies of Education.
2. The Curriculum:
   (a) Theoretical background.
   (b) Examination of various curricula.
3. School and Class Organization:
   (a) Grouping and other class organization.
   (b) Ungraded Schools.
   (c) Team Teaching.
4. Organization Plans:
   (a) Winnetka.
   (b) Trump.
   (c) Project.
   (d) The Case for Selection.
   (e) The Comprehensive School.
5. Principles of Writing a Programme.

106. Educational Psychology
A course of three hours per week for Fourth Year Art and Music Students

Topics
1. Determinants of Behaviour.
2. Personality.
3. Intake of Information—Sensory Processes.
4. Learning Theory and Educational Practice.
5. The Exceptional Child.
8. The Teacher and Mental Health.

General References:
Other references will be given throughout the course.

107. Modern Educational Practice
One hour per week for Fourth Year Music and Art Students
This course is designed to examine Modern Educational Practice, emphasising Philosophical, Psychological and Practical Origins.
It is anticipated that the following topics will be treated:
(1) A brief review of the Philosophy of Education.
(2) The Organization and Administration of Education in N.S.W.
(4) Classroom Routines—nature and importance.
(5) Modern Educational Tools.
(6) Teaching Machines and the Language Laboratory.
(7) The Teachers’ Handbook and relevant forms.
(8) Professional Ethics.

108. Social Psychology

A course of two hours per week for Fourth Year Art and Music Students

See Course 2.A.

109. Modern European History

Three hours per week for Third Year Art 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.

110. East Asian History Since 1500

Two hours per week for Fourth Year Art Students

This course will consider the economic, social, political, and cultural history of China, Japan, Indonesia, and Burma from about 1500 up to the present.

111. 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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B. Subject Courses at Newcastle Teachers' College

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**Physical Education**

Year I: See Course 45.
Year II: Course 46.
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.

112. 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 in picture making, modelling in Infants School.

*Second Year*

(a) The nature of Child Art in Primary Grades, representation of 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' Union is composed of all students of Newcastle Teachers' College

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 means for the Principal to inform students of College policy or consult them on matters of relevance to the student body.

The S.R.C. Business Committee is comprised of those members of S.R.C. especially elected in accordance with Section 3 below, for the more expeditious carrying out of Council business. It meets when required and makes recommendations to Council for ratification.

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 is 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) An Honorary Secretary.

(d) An Honorary Treasurer.

(e) The President and Secretary of the Recreation Union and one representative of each Recreation Club.

(f) The President and Secretary of the Sports Union and one representative of each Sports Club.

(g) The co-ordinator of the Hall Committee.

(h) One representative of each Section in the College.

(i) A lecturer-adviser, appointed by the Principal.

3. The S.R.C. Business Committee and its functions

(i) The S.R.C. Business Committee shall consist of:

(a) The President of the S.R.C.

(b) The two Vice-Presidents of the S.R.C.

(c) The Honorary Secretary of the S.R.C.

(d) The Honorary Treasurer of the S.R.C.

(e) Three members of the Recreation Union, these to be elected by and from the Recreation Union representatives on the S.R.C.

(f) Four members of the Sports Union, these to be elected by and from the Sports Union representatives on the S.R.C.

(g) Two Section Representatives, one from first year, and one from second year and other groups, these to be elected by and from the Section Representatives on the S.R.C.

(h) The Co-ordinator of the Hall Committee.

(ii) The functions of the S.R.C. Business Committee shall be:

(a) To organize and co-ordinate activities in the College.

(b) To consider student matters and to make recommendations to the full body of the S.R.C.

(c) To attend to matters of immediate and urgent business in between meetings of the S.R.C.

(d) To inform the Principal of student affairs and needs.

4. Elections

(a) The President shall be elected annually 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) The elections of President and of one Vice-President shall be held at the end of the second term or as early as possible in third term in the year prior to their year of office.
(d) 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).

(e) Before the dates fixed for the voting for President and Vice-President, a general meeting of students shall be held. At this meeting, each candidate may be introduced and supported by not more than two of his/her nominators.

(f) 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.

(g) 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.

5. 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, together with a written statement of policy, which shall be displayed publicly for six days before the elections.

(c) The names of all candidates for election to the Council shall be submitted to the Principal, who may exercise his right of veto.

6. 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.

7. 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.)

8. 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 Student's 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.

9. 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

1956: DAVID McALISTER. 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. 1966: PETER HOUGH.
1961: ROBERT BRADBERRY.

Vice-Presidents of the Students' Union

1956: MARGARET BISHOP. 1963: DENISE STREET.
1957: HELEN CRONIN. 1964: ROSLYN HOLLEY.
1958: DAWN CONNAL. 1965: VIRGINIA WALLS.
1959: FRANCIS KENNEDY. 1966: CAROL ENDEAN.
1960: HELEN GILLARD. 1965: ROSALIE KRAUSE.
1961: STEPHANIE LLOYD. 1966: DIANA WATERS.
1962: CAROL FISHER.

SPORTS UNION AND RECREATION UNION

The Sports Union and the Recreational Union are subsidiaries of the Students' Union. The Sports Union is a Union of all sports clubs and the Recreation Union is a Union of all Recreation Clubs within the College.

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.

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.—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.C.
   (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.C. 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.C., shall be competent to address inquiries to the S.U.C. as to any of the activities of the S.U.C. 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.C. 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.C. 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.C. 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.C. A constitutional amendment of the S.R.C. is binding on the S.U.C. constitution where applicable.

15. Special Meetings.—A special meeting of the S.U.C. shall be called within fourteen days following a receipt by the Secretary of the S.U.C. 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

Sporting Clubs are formed and many teams participate in district competitions.

Club championships are held in Tennis, Squash, Badminton, Table Tennis, Golf, Chess and Rifle Shooting.

Carnivals are organized in Athletics and Swimming.

Swimming and Life Saving are organized for all students.

A Summer Inter-Collegiate in Swimming and Athletics is held each year in Sydney.

Blues

Blues are awarded on performance 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 1967, Wollongong and Sydney will visit Newcastle.
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
- Women’s Softball
- Women’s International Rules Basketball
- Table Tennis
- Chess
- Swimming
- Athletics

Recreational Clubs—
- Drama
- Revue
- Music
- Photographic
- Social
- Debating
- ‘Altjiringa’

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, 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.