Newcastle Teachers College
NEW SOUTH WALES

CALENDAR
1968

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CALENDAR 1968

TERM DATES—1968

Newcastle Teachers College:
1. 26th Feb. to 10th May.
2. 27th May to 9th Aug.
3. 2nd Sept. to 13th Dec.

Newcastle Technical College:
1. 19th Feb. to 10th May.
2. 27th May to 16th Aug.
3. 26th Sept. to 22nd Nov.

Newcastle University:
1. 26th Feb. to 10th May.
2. 3rd June to 9th Aug.
3. 2nd Sept. to 2nd Nov.

N.S.W. Schools, Eastern Division:
1. 30th Jan. to 9th May.
2. 21st May to 22nd Aug.
3. 10th Sept. to 12th Dec.

Conservatorium of Music:
1. 1st Feb. to 30th April.
2. 20th May to 5th Aug.
3. 2nd Sept. to 2nd Dec.
Newcastle
Teachers College

(Established 1949.)

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

Vice-Principal:
RAYMOND G. BASS, B.A., B.Ed.

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

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

Registrar:
FRANK B. BRADY.

Librarian:
ANNE GILBERT, B.A., Dip.Lib.

Caretaker-Attendant:
KENNETH MADDOCKS.
LECTURING STAFF, 1967

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.
John W. Moore, B.A. (N.S.W.), B.Sc.Agr. (Syd.), B.Ed.
Dip.Ed. (Melb.) both.
Joyce E. Winney, B.Sc., Dip.Ed.

Classics

Education
Edwin J. Braggett, B.A., Dip.Ed. (New Eng.), M.A.
(N.S.W.).
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.).
Philip A. Marquet, B.A., A.A.S.A., A.L.C.M.
A. Paul Mitchell, B.A.
Frances Nugent, M.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. (on leave).
Denis Saunders, B.A. (N.E.), M.A. (Graduand).

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

History
Alan R. Barcan, M.A., M.Ed. (both Syd.), Ph.D.
(A.N.U.).
John J. Grady, B.A.
J. Morris Graham, B.A., Litt.B.
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.

Science

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

Industrial Arts and Crafts
William L. Cook, B.A., A.S.T.C.
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
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.)
(Graduand).
PART-TIME LECTURERS

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

Modern Languages
Gay Reeves, B.A.

Mathematics
Charles D. Hopkins.
Brian F. Donegon, B.A.
George W. Southern, B.A.
John W. Hill, B.A., A.S.T.C.

Staff changes for this year will be announced to students at the first College Assembly.
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. Attendance at Lectures.—It is a student’s individual responsibility to be present at every lecture, demonstration, and laboratory period. If a student is absent through sickness or any other reasonable excuse, an application for leave of absence should be made on the appropriate form, available in the vestibule of the College Office.

When 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 of by the College, and payment of allowance may be stopped for the period of the absence.

If any student misses a significant proportion of lectures in any subject he may be failed because he has not covered the course.

8. Behaviour.—A student’s behaviour must be reasonable and responsible at all times.

9. Dress.—At College great freedom in dress is allowed as it is felt that “working dress” for students should not be costly but students are expected to be neat and tidy in appearance.

At teaching practice or on other visits to schools, e.g., for demonstrations, students must be professionally dressed. Men students’ dress must include coat, collar, and tie. Women students’ dress must conform to the standards expected of women teachers.
In every school that a student visits a standard and tone of dress will be set by the staff, and students would be wise to fit in with that standard. School principals and college staff are asked to ensure that students' dress and appearance meet appropriate standards.

B. EXAMINATIONS AND CERTIFICATION

1. Qualifying 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.).
- Lower Pass (L.).
- Deferred Examination Granted (X).
- 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. Certification and Progression

In order to receive recommendation for teachers' certificate attainments or to progress from year to year of any course, each student must pass in every subject at annual or deferred examinations, with the proviso that in special cases the Principal may permit a failed student to continue his course of training and sit for the appropriate teachers' examination after appointment to the service.

4. Regulations on Certification

(a) College Record.—At the conclusion of training, students who have done well enough will receive a certificate from the College showing that they have been recommended for a Teachers' 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.

**C. PRACTICE TEACHING**

(a) **General**

Periods of teaching practice are organized at suitable stages in the course. All students allocated to a school for practice teaching must carry out instructions issued for that practice. These will be issued before each practice period.

(b) **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. 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.
E. 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 lesson notes for the particular subject concerned.

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

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

The School at Minni 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.

THE LIBRARY

Librarian: ANN GILBERT, B.A., Dip.Lib.

Assistant Librarians: ROBYN ENAMUEL, B.A.; LYN FIRKIN, B.A., Dip.Lib.; ELAINE BAGNALL.

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 28,000 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:—
**Subject fields**

<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.
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 1966</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frances Baker</td>
<td>Needlework</td>
<td>Jennifer A. James, Kerry M. Piper, Christine L. Campbell</td>
</tr>
<tr>
<td>D. Burton</td>
<td>Women's Crafts</td>
<td>Maxine O. Tuxford, M. Jane Atkin, Christine H. Burzynski, Christine Durack, Denise R. Griffin, Meryll D. Livingstone</td>
</tr>
<tr>
<td>Business and Professional Women's Club</td>
<td>Leadership and Citizenship Among Women Students</td>
<td>Maxine O. Tuxford, M. Jane Atkin, Christine H. Burzynski, Christine Durack, Denise R. Griffin, Meryll D. Livingstone</td>
</tr>
<tr>
<td>Education Department</td>
<td>Academic Achievement</td>
<td>R. J. Aus, B. G. Maclean, Dr Allan J. Way, History</td>
</tr>
<tr>
<td>Geographical Society</td>
<td>Geography</td>
<td>Carol G. Linehan, Pamela Boyd, Dr Enid Way, Psychology</td>
</tr>
<tr>
<td>G. W. Hutchinson</td>
<td>Dramatic Work</td>
<td>P. B. Hough, Winn, Citizenship</td>
</tr>
<tr>
<td>Margaret Jane Maitland High School</td>
<td>Home Economics Scholarship, Citizenship, and Sportsmanship</td>
<td>Anne Chipchase, Jennifer A. James, Carolyn J. Wright, K. G. Pearce, P. Holmes, K. E. A. Raddel, Leonie P. Evans, M. J. Hough, R. G. Myers, G. D. Rees, Robyn Y. Davis</td>
</tr>
<tr>
<td>J. W. Staines</td>
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</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, Jenny James, Chris Ditton, Helen Arther, G. Richardson</td>
</tr>
<tr>
<td>Reg. A. Baker</td>
<td>Athletics</td>
<td>Section 205, Jenny James, Chris Ditton, Helen Arther, G. Richardson</td>
</tr>
<tr>
<td>Brown-Grahame</td>
<td>Sportsmanship (first year)</td>
<td>Section 208, Newcastle Teachers' Coll.</td>
</tr>
<tr>
<td>Charles Davis</td>
<td>Athletics</td>
<td>Section 205, Jenny James, Chris Ditton, Helen Arther, G. Richardson</td>
</tr>
<tr>
<td>John Gustard</td>
<td>Tennis</td>
<td>Section 208, Newcastle Teachers' Coll.</td>
</tr>
<tr>
<td>Henderson</td>
<td>Swimming</td>
<td>Section 208, Newcastle Teachers' Coll.</td>
</tr>
<tr>
<td>N.S.W. Soccer Association</td>
<td>Inter-Collegiate Soccer</td>
<td>Section 208, Newcastle Teachers' Coll.</td>
</tr>
<tr>
<td>Scots</td>
<td>Inter-Section Sports Comp.</td>
<td>Section 208, Newcastle Teachers' Coll.</td>
</tr>
<tr>
<td>Mick Simmons</td>
<td>Inter-Section Swimming Comp.</td>
<td>Section 208, Newcastle Teachers' Coll.</td>
</tr>
</tbody>
</table>
PART II

SECTION A

Subjects and Courses
COURSES IN EDUCATION 100–199

PREAMBLE

Courses in Education integrate educational theory, psychological findings and teaching practice.

Detailed course outlines will be issued as appropriate and students will be expected to be familiar with the subject matter therein. An integral part of the course will be the set assignments, each of which must be submitted on or before the specified due date.

Option—Psychology 101

This course, to be followed for two consecutive years, is intended to prepare students who propose to follow a University course in Psychology I upon leaving College.

Thus it will be determined in large measure by the scope and content of current University courses.

Option—Clinical Education 102

This course is designed to acquaint the student with those individual differences found in apparently normal children which warrant and respond to specialized educational treatment.

The means of identifying the condition and the rationale of the action to be taken, as well as recommended procedures, will constitute the bulk of the course.

Option—Exceptional Children 103

This is a course embracing a study of the characteristics of children whose endowment and experience differs widely from normal expectation. The special educational requirements of children ranging from the gifted to the intellectually and socially disadvantaged, will be an important consideration.

Option—Experimental Education 104

This course is designed to extend the more able students in the critical examination of "new" trends in educational practice. A treatment of the elements of research methods and the encouragement of creative thought to suggest solutions to current problems in practice will be features of this course. It is anticipated that practical work in the form of experiments and demonstrations will be conducted.

Educational Psychology 111

This course provides an introduction to Psychology and its relation to Education.

The basic aim of the course is to aid the development of a fuller understanding of human behaviour with specific reference to classroom situations. Through this understanding it is expected that an ability to predict, and even control behaviour will be developed.

Provision will be made for the needs of particular student groups, for example, special emphases will be given for infant, primary and secondary levels.

Educational and Social Psychology 121

This course consists of selected topics from such fields as Educational, Developmental, and Social Psychology. It deals with cognitive and affective aspects of behaviour, the child in the school, the teacher-pupil relationship, and the social environment.

Due provision for each section's speciality will be made in the detailed course outlines issued to students.

SET TEXTS:

Or
Lindgren, H.: Educational Psychology in the Classroom.
Or
Frandsen, A.: Educational Psychology.
Odilum, D.: Journey Through Adolescence.

Modern Educational Practice 122

It is intended herein that the student will be introduced to the background and present status of educational practice at home; that he will be informed of overseas practice in meeting various problems; and that he receive an introduction to selected aspects of his professional role.
Infant Education 123

This course is aimed at the preparation of students who will become teachers of infant grades.

It will embrace the rationale and detailed practice of the programming, organization and teaching of the English, Social Studies, and Mathematics Sections of the curriculum.

Education 124

This course for artisans will comprise topics selected from Educational Psychology, Social Psychology and Modern Educational Practice.

Psychology of Learning 131

Two hours per week

This course will deal principally with learning and its relation to education: some theories of learning and their implications for modern education; the variables which affect the learning process.

An examination will be made of the fields of personality, adolescence and common problems confronting teachers in the secondary schools.

Textbook:


Social Psychology 132

The characteristics of groups, their formation and special aspects of their functioning will be the field of study herein. Special attention will be paid to the sociological and dynamic forces at work to produce classroom interaction.

Principles of Teaching 133

General teaching practices will be examined in the light of current educational thinking and psychological findings. It is anticipated that much of the subject-matter will reflect the fields of interest determined by the class members.

Current Educational Practice 141

This course will address itself to the educational and psychological foundations of classroom practice. Its orientation will be towards the analysis and evaluation of current practice, leading to a synthesis of soundly-based procedures, suited to the individual teacher, and cognizant of ongoing changes.

Guidance Method 142

This course is designed to acquaint the student with the Guidance Services of the Department of Education in their administrative and operational aspects. Other topics include atypical children, common behaviour problems of the school child, and relevant areas of education, sociology, and psychology. The prerequisite is at least two years' study of Psychology at University level.

ENGLISH 200–299

English Method—First Year 201

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.

TEXTBOOK:

(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: Teaching and Testing of Essentials in Spelling.
Also college library at 372-372.9; 420-429; 808; 820-820.7.

English Method—Second Year 202
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.

The Growth of English Literature 203

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.
Broadus: The Story of English Literature.
Long: English Literature.
Lang: History of English Literature.
Also college library at 809, 820.9, 821–824.09, 828.
One hour per week for Second Year Students

Aims

(i) To make the students aware of the changing techniques in the Twentieth Century novel.

(ii) To investigate the impact of psychology, war, politics and science on the subject matter and methods of the novel.

(iii) To encourage and develop discrimination and taste in reading.

The Course

A. The First Phase: H. G. Wells, A. Bennett, J. Galsworthy.


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

SUGGESTED BOOKS FOR REFERENCE:

Comfort: *The Novel of Our Time.*
Cantry: *Literary History of the United States.*
Muir: *The Present Age.*
Bennett: *Virginia Woolf.*
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, 808.83, 813-813.509, 823-823.9109.

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), pausing (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, lectureettes, addresses, speeches for formal occasions, committee meetings, conferences, reports, news sessions, etc., will be covered, as far as possible, in English Method Lectures. Puppetry and Mimicry will be otherwise 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 references 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.

Oral Expression 206

One hour a 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 some opportunities to practise speaking effectively, clearly, pleasantly and acceptably in various kinds of speech situations.

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

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

(i) Voice Colour: meaning as thought and feeling; voice times, range of tone, variety of intonation; volume and projection; pace, pitch, inflections; emphasis, rhythm.

(ii) Basic Essentials of the Speech Situation: To be seen (general appearance, stance, balance, posture, deportment, gesture, facial expression, eye—contact); to be heard (audibility), to be understood (intelligibility); to be “felt” (conveying of feeling, emotion, mood, attitude), employment of acceptable pronunciation, grammatical forms and word usage. Personality—what the speaker looks like, what the speaker sounds like, effect on others. Faults.

(iii) Basic Steps in the Speaking Situation. Analysis of Aim, Audience and Subject; Planning—Assembly, Selection, Arrangement and Illustrations (verbal and visual) of Material, Delivery—Directness, Distinctness, Liveliness.
(iv) Structure of a Talk (Lesson) as a Composition.
Concept of Form—interest arouser, importance of subject, statement of aim, theme, use of "key" words; outline of main points; Body or Development—interesting and logical; Conclusion—Summary, response, what to do. Recapitulation. Relationship between Aim and Response.

(v) Voice Production: Respiration—supply and control of breath; diaphragm and intercostal muscles; Phonation; Resonation; Sounds (articulation and enunciation); Pronunciation; Diction. Phrasing and Pausing (sense and breath pauses).

5. Some Practical Speech Forms—Informal and Formal.
(i) Reading aloud and Speaking of Prose and Verse in unison, in groups, individually, chorally.
(ii) Everyday Speech Situations—Conversation; Use of Telephone and Microphone; Classroom Talks; Interviews; Question and Answer.
(iii) Information Speeches—Own Choice topics, Set Topics, Explanation of a Process, Description of an Exhibit.
(iv) Discussion Group Work—Group Assignment Lesson; the Class Meeting; Points of View; The Discussion Lesson.
(v) Debating—"Parliamentary" and Formal. Adjudication.

(vi) Speeches for Special Occasions and Ceremonials—Votes of Thanks. Introducing a Speaker; Presentation and Receiving of Awards, etc.; Commonwealth Day, etc.; Toasts.
(vii) Impromptu Speaking—"Chain-reaction" talks.
(viii) Reading of Dramatic Dialogue, Direct Speech, Descriptive Passages.

Examinations will consist of both Practical and Written Tests.

Textbooks:
Bullard and Lindsay: Speech at Work.
McAllister: A Year's Course in Speech Training.
See College Library 808.85 for References.

History and Form of the Novel 207
An English Literature Course for First Year Students

History


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

Form of the Novel

References:
Cambridge History of English Literature Dictionary of World Literature, ed. Shipley.
Compton Rickett: History of English Literature.
Drama as Literature 208

One hour per week

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

The Elizabethans—Shakespeare, Webster, Ford, Beaumont and Fletcher. Selected Shakespearean plays for intensive reading.

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


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

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

Suggested Books for Reference:

Drama:
- Selden and Sellman: 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.

Poetry 209

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.

History and Use of the English Language 210

1. A brief study of the history of English from the 8th Century to modern times.

(a) Old English—historical sketch of the period; nature of the language.

(b) Middle English—the Norman Conquest; vocabulary and grammatical changes.

(c) Modern English—the Renaissance; maturity.

2. Our changing language; modern influences on language; authority and usage.


TEXTBOOKS:

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

REFERENCES:

The Oxford Dictionary.
Roget's Thesaurus.
Baugh: History of the English Language.
Block and Trager: Outlines of Linguistic Analysis.
Bloomfield: Linguistic Introduction to the History 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.
Schlau: Gift of Language.
Ullmann: Words and their Uses.
Walpole: Semantics.
Wrenn: The English Language.
Also college library 420; R423; 800.
Practical Written English 211

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

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

2. (i) Types of Prose Composition—descriptive, narrative (reproductive, expository, imaginative), analytical, argument, reflective.


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

(iv) Balance and Unity.

(v) Examples and exercises.


4. The Sentence.—

(i) Definition—"unit" of communication.

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

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

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

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

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

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

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

5. The Word.—

(i) The Parts of Speech. Some word forms.

(ii) Vocabulary—aids to improving—use of the word.

(iii) Rules of Word Usage—propriety, simplicity, purity, brevity.

(iv) Power of particular words—adjectives, verbs, adverbs, sounds of words.

(v) Synonyms, antonyms, homonyms, homophones.

(vi) "Overworked" words, double comparatives and superlatives, tautology, hackneyed expressions, clichés.


8. Figurative Language and Literary Devices.—

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

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

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

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

9. Business Letter Writing.—

(i) Need for, definition.

(ii) Parts of letter, detailed explanation of.

(iii) Points to note—arrangement, first and second sheets, enclosures, folding, the envelope.

(iv) Forms of Letter—indent, block, block-indent.

(v) Style and general qualities—layout, spacing, spelling, legibility.

11. Paraphrase and Elaboration.

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

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

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

Junior Secondary English Method 212

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.*
T. W. Sussams, Nelson: *Poetry and the Teacher.*
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.*

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

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

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**Junior Secondary English—Literature 213**

One hour 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.
Practical Drama: An Outline of a Course

One hour a week for one year

1. Aims:
(i) To provide by study, practice and appraisal a sound basis for later work in the schools, e.g., for Play Days.
(ii) To fill a gap in the cultural experience of (some) students.
(iii) To provide a satisfying introduction to, or continuing work in, drama.
(iv) To provide practical experience in the arts of the live theatre, either in the production side or in acting on the stage, by taking some part in the preparation of some work for presentation to an audience.

2. Principles:
(i) Drama with people brings enjoyment and understanding as they participate in it.
(ii) A good drama lesson is of necessity an activity where all members experience moving, doing, saying, listening, observing expressively; releasing of imagination, feeling and energy; living.
(iii) Creative work and improvisation are at least as important as the learning and acting of scripted plays.
(iv) A challenging and skilful course of Drama can contribute to achieving most of the basic aims of English teaching, including Speech Improvement, because effective Drama requires effective Speech—especially projection.
(v) Lessons should be flexible in organization and presentation to suit the needs and capabilities of particular individuals and groups.

3. Activities might include Exercises in Some or All of the Aspects of Movement: creative or controlled, to music, dance; drama; mime—individual, in pairs, in groups, with whole class; characterization, improvisation, dramatization of poetry (especially ballads), parts of a Novel, aspects of history, a short story, fable; exercises in original playwriting or re-writing; "action" play-readings; study of play structure; study and production of (part(s) of) a play; listening to recordings of plays or of extracts. Listening to radio plays, viewing of selected films, attending plays, attending radio and T.V. studios, collecting lists of plays, play programmes and reviews; Evaluation of tapes made by own or other group(s), e.g., overseas tapes. Study of elementary acting skills, of stage sets, lighting, costume, make-up (materials and uses), effects; casting, cue-taking, grouping, organization of acting spaces; study of producing, directing, stage-managing, rehearsing, preparation of theatre, properties, scenery, set construction, publicity; administrative arrangements, etc., puppetry.

4. A Basic Lesson Pattern might include
(i) Preparation.
(ii) Concentration.
(iii) Basic skills practice.
(iv) Application—activities (bulk of lesson).
(v) Conclusion—declimaxing; appraisal of work.

5. Movement on Stage and Basic Acting Skills

6. Characterization, Dramatization, Improvisation
Creating a character; being a character; imitation; some types of characters—personalities, appearances, movements, expressions, voice and speech; responses to moods, emotions, situations. Delivery. Acting faults. Balanced acting.
Changing a story (Biblical, short story, ballad, fable, etc.) into a play-in-outline. Discussion and planning of scenes, characters, settings, plot, castings, properties, effects, grouping, movements, etc.). Writing the story in dramatic form.

Dramatization of a story, a poem, etc.

Improvising—a scene, a sequence of scenes; different kinds of scenes. Charades.

Study of examples of dramatizations and improvisations.

7. Play Making

The structure of a play: topic, theme or motif; type of play, characters, settings of time and place, atmosphere (background of circumstances). Rising action: exposition or introduction, "explosive incident", inciting moment—collision, conflict tension, suspense, surprise; complication or development—crises, climax; falling action—resolution, denouement, last tension, end.

Deciding on a topic, etc. (as above); dialogue, scenes, actions.

Changing a story into a play—an example.

Turning a story into dialogue.

Plays by students.

8. Classroom Play Productions


9. The Production of a Play

The producer and assistants, stage manager, stage hands, etc. Casting auditions. Scripts for prompt, stage positions and movements, set plans, lighting plot, properties (stage and personal), sound effects, costumes (wardrobe), make-up, curtain.

First rehearsals; costume, make-up, lighting rehearsals; full-dress rehearsal.

Stage management, house management, publicity, and other administrative arrangements.

10. Written Work

In addition to the writing of scenes, etc., as mentioned above, other written work based on the course could easily be set.

TEXTBOOK:

Drama in Action (Teacher's Book) on which this course is chiefly based.

REFERENCES:

There are innumerable good books, but the list might include:

- Dyce: Speech and Drama in the Secondary School.
- Burton: Drama in the School.
- Bennett: Classroom Dramatics.
- Bennett: Let's Do a Play.
- Burton: English through Self-Expression.
- Bruford: Teaching Mime.
- Cobey: Calling All Playmakers.
- Siks: Creative Dramatics.
- Way: Development through Drama.

The College has a number of moving and strip films relevant to the Course.

English Method—Diploma of Education 215

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 (214).
SOCIAL STUDIES 300-399

Modern European History 300


TEXT BOOKS:
Hayes: *A Political and Cultural History of Modern Europe, Vol. II.*
Fisher: *A History of Europe, Vol. II.*

Ancient and Medieval History 301

Topics to be treated include: Paleolithic man—the Neolithic revolution—Rise of civilization in the Near East—the Greek world—Rome—the Islamic civilization—the Carolingian period—the medieval civilization—the commercial revival—origins of modern society.

TEXT BOOKS:
Bury: *History of Greece.*
Caldwell: *The Ancient World.*
Fisher: *History of Europe.*

History of Australia 302

Topics to be treated include: Eighteenth century England—the foundation of New South Wales—the early Governors—the pastoral period—the gold rushes—colonial democracy—Nationalism and radicalism in the 1890's—the early Commonwealth—the First World War—prosperity and depression—the Second World War—the welfare state.

TEXT BOOKS:
Crawford: *Australia.*
Greenwood: *A Social and Political History of Australia.*
Barker: *The Way it Was.*

History of East Asia 303

Topics to be treated include: The arrival of the West—the opening of China—the opening of Japan—Colonial rule in South East Asia—the Dutch in the East Indies—World War I and East Asia—Malaya in the 20th Century—Nationalist China—Japan between the two World Wars—World War II and East Asia—Communism in China—Japan since 1945—Modern Indonesia—Indo-China since 1945.

TEXT BOOKS:
Buss: *Asia in the Modern World.*

English History 304

This course will cover the following areas of study: Tudor England, Stuart England, The Eighteenth Century, The Industrial Revolution, The Age of Reform.

TEXT BOOK:
Trevelyan: *A Social History of England.*

History Method 305

*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.
History Method 306

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.

History Method—Diploma of Education 307

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.

Primary Geography 330

A second-year course of one hour per week

The geography of Australia. This course is designed:
(a) to give the student background knowledge for teaching 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.

SELECTED ASPECTS OF AUSTRALIAN GEOGRAPHY WILL BE CONSIDERED INCLUDING CLIMATE, AGRICULTURAL AND MINERAL RESOURCES, INDUSTRIALIZATION, THE WORK FORCE, POPULATION AND SETTLEMENT PATTERNS.

REFERENCES:
Andrews: Australia's Resources (part I and II).
Also college library at 307; 338; 551; 630; 910-919.9; 940-999.

A Second Year Cultural Course 331

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, volcanism, 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.
Presentation—Charts and diagrams, lettering and denotation, concrete miniature modelling, collections and systems of classification, use of visual aids, e.g., photography and films.

REFERENCES:
Bygott: Mapwork and Practical Geography.
Dury: Map Interpretation.
Walker: Geography from the Air.
Monkhouse and Wilkinson: Maps and Diagrams.

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.

Geography Method Diploma of Education 335
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.

Commerce 1st Year 360
First Year Junior Secondary Course—Four hours per week

Commercial Law
1. Introductory concepts.
2. Law of Contract.
3. Principal and Agent.
5. The Stock Exchange.
6. Money and Banking.
7. Insurance.

REFERENCES:
Yonstan and Fortescue: Australian Mercantile Law.
Donovan, Rymer, Sinclair: Signed, Sealed and Delivered.
Current White Papers.

Commercial Method
1. Demonstrations.
3. Problems in teaching the syllabus in Commerce and Elementary Accountancy.
4. Aims of the syllabus.
5. Organization and reporting on planned excursion.
6. Use of documents and other aids.
7. Visual aids in the classroom.
8. Problem of integration.
9. Class testing.

REFERENCES:
Tanne, Popham and Freeman: Methods of Teaching Business Subjects.

Elementary Accounting
(a) Accounting concepts.
(b) Books of original entry.
(c) Ledger postings and extraction of trial balances.
(d) Analysis of profit and capital.
(e) Correction of errors.

REFERENCES:
James: New Way to Bookkeeping.
Yorston, Smith and Brown: Elementary Accounting.
**Commerce—2nd year 361**

*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.

**Social Studies**

**Social Studies Method (Primary) 380**

*Second Year—One hour per week*

Topics to be treated include: What Is Social Studies?—Lesson types—Social and moral education—Scripture—Illustrations and Mapping.

Demonstration lessons will be studied as part of the course.

**TEXT BOOKS:**

*Primary School Curriculum.*
Dunlop: *Teaching Social Studies in Primary Schools.*

**Social Studies Method (Primary) 381**

*Second Year—one hour per week*

The course will consider topics of particular relevance to the teaching of Social Studies in the Primary School.

Aspects to be examined will include the selection and use of instructional material, mapping, recording, and testing and local studies.

**REFERENCE:**

*Primary School Curriculum.*
Dunlop: *Teaching Social Studies in the Primary School.*

**Social Studies Method Diploma of Education 382**

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.
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.
4. Reference materials and aids.

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

MAIN TEXTS:

- Department of Education: *Curriculum for Primary Schools 1965. Syllabus in Natural Science.*
- Hone, Joseph and Victor: *A Source Book for Elementary Science.*
- Burnett: *Teaching Science in the Elementary School.*
- Blough, Swartz and Hugget: *Elementary School Science and How to Teach It.*

**Infant School Natural Science 402**

*Second Year Course—one hour per week*

Living Things—Their variety, needs and relationship to their environment.

Simple application of science to everyday things within the child’s environment.

The Natural Science Lesson. Aims, objectives, programming, methods of presentation.

REFERENCES:


**Method for Junior Secondary Science 406**

*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.

**Junior Science Method Diploma of Education 410**

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.
Senior Science Method Diploma of Education 411

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.

Chemistry 421

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.
- C B A Approach: Chemical Systems.
- Also college library at 500; 540.

Physics 431

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:
- 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.

Biology 441

First and Second Year

1. Introductory:
   - The early history of biology.
   - Biology in relation to other branches of science.
   - Biology in the school curriculum.

2. Cell Structure and Metabolism.

3. Organization and physiology of:
(a) The Mammal.
(b) The Angiosperm

with emphasis on biochemical processes and energy relationships.

4. The Mechanism of Heredity.
5. Diversity of Living Organisms.
   The Modern View of Evolution.
   Adaptation as an Outcome of Evolution.
6. Ecological principles and their application to some local habitat studies.

**MAIN TEXTS:**
Villee: *Biology.*
Weisz: *The Elements of Biology.*

**Geology 451**

*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).*

**Science—Industrial Arts 461**

*Second Year—Two hours per week*

This course, which is the first section of the study of some of the fundamentals of Physics, will be completed in Third Year. The course, as a whole, is intended to give the students a familiarity with the scientific principles which are a necessary 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 Second Year Course will be confined to consideration of some of the fundamentals of Physics with particular emphasis upon the following:

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

**TEXTBOOKS:**
Borchardt: *A First Course in Mechanics.*
Borchardt: *A Second Course in Mechanics.*

**REPRESENTATIONS:**
Taffel: *Visualized Physics.*
Sears and Zemansky: *University Physics.*
Martin and Connor: *Basic Physics.*

**Science—Industrial Arts 462**

*Third Year—Four hours per week*

This course, which completes the Science course commenced in Second Year, is intended to make the students familiar with the scientific principles which will form a basis for the teaching of Industrial Arts, Forms V and VI, and for the understanding of the Diploma courses in Material Science and Engineering.
The course will include both theory and practical work and will cover the basic fundamentals of Physics and Chemistry with particular emphasis upon the following aspects:

Physics:
(1) Electrostatics.
(2) Electrodynamics.

Chemistry:
(1) Dalton's Atomic Theory.
(2) The Periodic Table.
(3) Electrochemistry.
(4) Atomic Structure.
(5) Relation of the physical properties of materials to bond types and crystal structure.

Physics Textbook:
Martin and Connor: Basic Physics.

Chemistry References:
There is no one textbook suitable for the course but students will be referred to appropriate sections in such books as:
Steiner and Cambell: General Chemistry.
Sienko and Plane: Chemistry.

INDUSTRIAL ARTS AND CRAFTS 500-599
Crafts—Primary School 501
First Year—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. Paper mat weaving, card loom weaving and tabby weaving on a scarf loom.

References:
Department of Education: Handicraft leaflets.
Department of Education: Curriculum for Primary Schools.
Also college library at 745.
Crafts—Primary School 502

Second Year—Men Students—Two hours per week

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

1. Infant Handwork
   (a) Basic Skill Development—Cutting, pasting.
   (b) Applied Paper Skills—Cut paper designs, pattern cutting, frieze design.
   (c) Creative Activity Lessons—Preparation and presentation of individual and group activity lessons.

2. Lower Primary
   (a) Extension of elementary paper skills. Appreciation of basic design.
   (b) Light cardboard modelling. Two and three dimensional activities.
   (c) Methods of paper decoration. Application of prepared work.

3. Upper Primary
   (a) Strawboard Modelling.
   (b) Lino Block Cutting and Fabric Printing.
   (c) Binding a Single Section.
   (d) Case binding single leaves.

4. Improvised Craft
   The preparation and presentation of activity lessons which make use of items children collect around the home—egg cartons, match boxes, scraps of wool, bottle tops, etc.

5. Teaching Aids
   Instruction in the use of duplicators, projectors, etc.

References:
Department of Education: Handicraft Leaflets.
Van Breda: Pleasure with Paper.
Becker: Adventures with Scissors and Paper.
Collins, A. F.: Book Crafts for Senior Pupils.
Also college library 745.

Crafts—Primary School 503

Second Year—Women Students—One hour per week

This course is designed to reinforce the techniques introduced in First Year and present ideas and activities suitable for Lower Primary and Infant Classes.

1. Infant Handwork
   (a) Basic Skill Development—Cutting, pasting.
   (b) Applied Paper Skills—Cut paper designs, pattern cutting, frieze cutting, frieze design.
   (c) Creative Activity Lessons—Preparation and presentation of individual and group activity lessons.

2. Lower Primary
   (a) Extension of elementary paper skills.
   (b) Two and three dimensional modelling in light cardboard.

3. Upper Primary
   (a) Strawboard modelling.
   (b) Lino Block cutting and Fabric printing.
   (c) Single section binding.

4. Improvised Craft
   The preparation and presentation of activity lessons which make use of items children collect around the home—egg cartons, match boxes, scraps of wool, bottle tops, etc.

5. Teaching Aids
   Instruction in the use of duplicators, projectors, etc.
REFERENCES:
Department of Education: Handicraft Leaflets.
Becker: Adventures with Scissors and Paper.
Collins, A. F.: Book Crafts for Senior Pupils.
Also College Library 745.

Crafts—Infants' School 504

Second Year—Women Students—One hour per week

This is a practical course, designed to provide students with a range of ideas and techniques suitable for Infant Schools.

The course will include—
(a) Educational objectives of infant handwork: Classroom organization.
(b) Basic Skills Development.—Cutting, pasting.
(c) Applied Paper Skills.—Graded exercises in the development of individual handwork activities which incorporate specific paper skills.
(d) Frieze design and story illustration.
(e) Two and three dimensional modelling in a variety of media.
(f) Group activity lessons: Planning preparation and presentation of various types of creative group activity lessons.
(g) The “Odds and Ends” Box. Preparation and presentation of lessons which make use of items the children can collect at home—Egg cartons, match boxes, scraps of wool, bottle tops, etc.
(h) Teaching Aids: Instruction in the use of projectors and duplicators.

REFERENCES:
Arnell, I.: Equip That Infant Room.
Also College Library 745.

Industrial Arts Method 510

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.

Woodwork I 511

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 spoke shaving.

3. Procedure to be followed in making models and the steps to be followed in the preparation of timber. Making a cross halved joint and a common mortice and tenon joint.
4. A lapped dovetail joint and a haunched mortice and tenon joint.
5. Halved, single dovetail, mortice and tenon joints.
6. Halved, bridle, mortice and tenon joints.
7. Veneered glove box.

Second Term
1. 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.

Fitting and Machining 512
First Year—Four hours per week

The aim of the Fitting and Machining course is to give student teachers as much practical experience as time will permit. Theory will be learnt through demonstrations and reference to specified sections in the following textbooks:

Sydney Technical College: Trade Technology Books I and II.
Burghart and Axlerod: Machine Tool Operation.

Special attention will be paid to the stance, grip and method of propelling tools. Faults will be corrected so that student teachers will be able to demonstrate sound working procedures when they commence teaching.

Practical Work
Introductory talk on the workshop; working procedures and safety precautions to be observed.

Demonstrations covering:
(a) Filing.
(b) Marking out.
(c) Hacksaws and cutting.
(d) Small tools.
(e) Micrometers.
(f) Lathes
   (i) general work,
   (ii) screwcutting,
   (iii) drilling and reaming,
   (iv) tool grinding.
(g) Shaping machine.

Class Exercises
1. Filing square and flat (C.I.).
2. Ring spanner (M.S.).
3. Centre square.
4. Depth gauge.
5. Sliding bevel.
6. Triesquare.
8. Tap wrench.
10. Surface gauge.
11. Tool grinding gauge.
12. Stepped cone pulley.

During the year three 3½-hour time tests will be given to make student teachers realize that time is an important factor in all workshop practices.
Theory

Discussions on subject-matter will take place before commencing practical work. These talks will range from 30 to 60 minutes, some being supplemented by films on subject-matter.

Subjects covered:
- Files, making, types and uses.
- Bench vices and hacksaws.
- Drills and drilling machines.
- Drill sharpening.
- Small hand tools.
- Marking tools.
- Student record cards and tool requirements.
- The lathe and component parts.
- Turning parallel work.
- Boring and drilling in the lathe.
- Turning between centres.
- Lathe chucks and holding work.
- Setting up work in the lathe.
- Basic machine tool operations.
- Tool grinding.
- The shaping machine.
- Holding work on the shaper.
- Care and maintenance of machine equipment.
- Marking out.
- Screwing and tapping.
- Material checking and preparations.

REFERENCES:
- Technical College Publication: Technology Books I and II.
- Also College Library 621.7, 621.9.

Technical Drawing 513

First Year—four hours per week

This course is designed to establish basic concepts in Engineering Drawing, Descriptive Geometry, Architectural Drawing and Pictorial Drawing. Provision is also made for the inclusion of such drawings as used in cabinet work.

Emphasis on a high quality of draughtsmanship will be maintained at all times and methods of efficiently imparting these skills to others will be studied. The syllabus as taught in the schools has been analysed into "basic units of work". Students are to be shown how these can be used as lesson notes.

The "Australian Standard Drawing Office Practice" and the "Architectural and Building Practice" to be introduced and the importance of standardization in drawing procedures to be stressed.

Both first and third angle projections will be used but only the first angle method to be used in Descriptive Geometry.

The relationship between orthographic, isometric, oblique, axonometric and perspective drawings will be studied.

Some examples in freehand sketching of machine parts and architectural details, both assembled and "exploded" to be given.

The solution of problems relating to the practical application of plane and solid geometry will be also given.

Basic teaching methods are to be combined with the various topics listed as each topic is presented and demonstration lessons showing how topics are taught in the schools will be presented and the various teaching procedures used will be discussed after each demonstration.

REFERENCES:
- Steel, G. and Fitness, E. W.: Descriptive Geometry and Drawing, Senior Book.
- Standards Association of Australia: Australian Standard Architectural and Building Drawing Practice.
- Also college library at 515; 744.
Graphic Arts and Bookbinding  514

First Year—two hours per week

The Graphic Arts course is designed to afford students the opportunity to gain an appreciation of the historical development, technological advance and contribution to modern day living of the printing industry.

Practical application of the various skills will form the major section of the course. Students will be required to design, plan the layout, prepare materials and equipment and make prints in each of the following basic printing processes: (1) Letterpress. (2) Intaglio. (3) Planographic. (4) Stencilling.

Historical, technical and sociological information will be covered by lectures, research assignments and seminars. These will be supplemented by films, industrial visits and samples of prepared work.

Practical Exercises

Relief Printing.

Letterpress Printing: Simple exercises in composing and printing from foundry type, e.g., tickets, name cards, letterheads. Exercises incorporating rule work, e.g., memorandum pads, record cards, result sheets report forms. Use of prepared blocks with letterpress.


Planographic Printing.

Linographic Printing: Preparation and printing of paper and aluminium lithographic plates.

Spirit Duplication: Preparation and printing from spirit stencils.

Stencil Printing.

Silk Screen Printing: Preparation and taking single and multi-coloured prints on paper, felt, sasheen, and fabrics from lacquer and photo-sensitive stencils.

Wax Stencil Duplication: Cutting the various grades of wax stencils and producing copies from them.

Intaglio Printing.

Etched Plate: Experiments in etching copper and zinc and taking gravure prints from them by hand methods.

Related Information

The historical background, development and place in present day industry and commercial art of each of the basic printing processes.

Preparation of type and slugs; the point system; classification of type styles; job cases; spacing material; the composing stick, and other materials and equipment related to letterpress printing.

Safe handling and care in using printing presses, copying machines, duplicators, stencilling equipment, tools, equipment, solvents, cleaning fluids, inks, dyes and chemicals, will be stressed.

Fundamental elements of composition and display design.

Photography in its relationship to printing; the use of colour.

Types, uses and manufacture of printing inks. Manufacture of the various grades of paper.

Outline of the commercial printing industry.

Bookcrafts.—The work in this course is designed to prepare students to teach Bookcrafts and Bookbinding 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.

REFERENCES:

Kagy, F. G.: Graphic Arts.

Pitkin, C.: General Printing.

Whitton, H.: Practical Printing.

Department of Education: Syllabus in Graphic Arts and Bookbinding.

Department of Education: Bookcrafts and Leatherwork Syllabus.

Department of Education: Handicraft Leaflets.

Collins, A. F.: Bookcrafts for Senior Pupils.

Also college library, 686, 685.
Industrial Arts Method 520

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.

Wood Machining 521

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.

Wood Finishing 522

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.

Farm Mechanics 523

Second Year—two hours per fortnight

First Term

1. Power plants and their application.

3. Petrol engines—stationary and mobile.

5. Diesel engines—stationary and mobile.

7. Cooling systems.

9. Lubricating systems.

11. Ignition systems.
Second Term

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

Third Term

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

REFERENCE:
Also college library 621.

Sheet Metal 524

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.

Blacksmithing 525

Second Year—two hours per fortnight

Practical 30 hours

Blacksmithing exercises

Pointing, bending and fire welding 1-in square mild steel bar.
Bending a round eye on end of ¾-in square mild steel bar.
Bending U bolts and S hooks from ¾-in diameter mild steel bars.
Forging split links from 1-in diameter mild steel bars.
Bending and fire welding rings.
Bending and fire welding chain links.
Bending flat mild steel to for a square band.
Bending and electrically welding a pair of gate hinges.
Forging and heat treating a plain carbon steel band chisel.
Forging a small gib head key.

*Heat Treatment exercises*

Hardening and tempering plain carbon steel hand chisels.

Hardening and tempering a plain carbon steel die block to hardness number of 60 Rockwell C scale.

**Theory**—6 hours

Orientation tour of shop, explaining equipment and tools.

Followed by lecture comprising:

(a) Safe working practices.
(b) Explanation of Blacksmithing trade, i.e., types of work performed.
(c) Identification of an anvil.
(d) Identification and explanation of hand tools used in Blacksmithing.

Forging terms and definitions.

Scarfs and fluxes used in fire welding.

Brief explanation of manufacture of the three commercial forms of iron: i.e., cast iron, wrought iron and steel.

Explanation of the effects of the elements in plain carbon steel.

*Heat Treatment*

Explanation of equipment used in heat treatment workshop.

Demonstration and explanation by teacher of the following facets in heat treatment of plain carbon steels:

(a) AC and AR points in heating and cooling of steel.
(b) Demonstration of allotrophic change in steel.
(c) Demonstration and explanation of effects of over heating.
(d) Explanation of methods of heating steel.
(e) Brief explanation of the three common methods of case hardening or carburizing used in Industry.
(f) Demonstration of hardening and tempering of a plain carbon hand chisel by—
   (i) internal heat,
   (ii) external heat,
   (iii) controlled heat,

Notes given on steps involved in hardening and tempering a plain carbon steel chisel by internal heating method.

Students are advised to peruse heat treatment textbooks in their Teachers' College Library to supplement brief notes given.

Evaluation of students' progress obtained by teacher marking each practical exercise attempted by students. At end of year a class mark is given based on above marks.

**References:**

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

**Welding 526**

*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 1/2-in and 1/2-in mild steel.
9. Vertical up fillet welds. Single runs on 1-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 1/2-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.

Drawing and Design

Second Year—Four hours per week

This course is designed to widen the experience of the student in such drawing fields as they have already studied namely Engineering Drawing, Descriptive Geometry, Architectural Drawing and Pictorial Drawing.

Basic teaching methods are to be combined with the various topics as they are presented and demonstration lessons showing how topics are taught in the schools will be presented and the various teaching procedures used will be discussed after each demonstration.

The recommended practice for Architectural and Engineering drawing will be studied in detail.

Engineering Drawing

Drawing of individual machine parts; the selection of examples to be varied according to the background in the subject possessed by the individual members of the group, the aim being a uniform standard of work in basic principles by the end of the year.

Both first and third angle projection are to be used.

Experience to be gained in the making of sub-assembly and assembly drawings.

Preparation of tracings.

Methods of reproducing drawings.
Architectural and Pictorial Drawing

Architectural. Symbols and scales used in house planning. Some detail drawing of typical features, e.g., window, door, etc.

Detail of joints used in a timber frame dwelling. Names of various members in the frame construction.

Students to prepare a plan of a dwelling to certain specified limits of area, living requirements, etc. Specifications for such a building to be discussed.

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

Pictorial. The use of isometric, oblique, axonometric and mechanical perspective drawings related to:

The drawing of architectural details and external views.

The preparation of pictorial drawings of machine parts in suitable form for use in the students’ later teaching.

The standard form of lettering and dimensioning is to be used on these drawings.

Descriptive Geometry — only first angle projection to be used.

1. Solids
   (a) Orthographic projection of solids in specified positions by rotation and auxiliary projection:
      (i) Specified in relation to reference planes.
      (ii) Face lying in an oblique plane.
   (b) Intersection of a solid and a line.
   (c) Sections of solids by inclined and oblique planes; true shape of section (special reference to conic sections).
   (d) Intersection of solids; obtaining lines of intersection by suitable cutting planes.

2. Development
   (a) Simple examples — sectional cone, pyramid, intersecting cylinders (pipe elbows).
   (b) Transition ducts — triangulation — use of true length diagrams.
   (c) Approximate development of a sphere.
   (d) Plane Geometry — polygons, tangents and areas, involutes, spirals, cycloidal curves and conic sections.

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.

Ceramics 528

This course is designed to provide the student with a broad background in ceramics with particular emphasis being placed on the techniques and skills contained in the Ceramics Syllabus for Forms II, III, and IV.

Students will be encouraged to experiment with clay and glaze composition and application.

Models and projects will be designed to afford practice in the various methods of joining, shaping, and decorating clay.

The course will place emphasis upon an understanding of the following topics:
Principles of design as applied to ceramics.
Nature preparation and storage of clay.
Testing and physical properties of clay.
Ceramics and industry.
Tools, materials and equipment used for decorating and glazing.
Composition, mixing and application of glazes.
Kilns and kiln furniture.
Control and testing of heat and atmosphere in the kiln.
Action of heat on clay.
Mould making and slip casting.
Plating and coating of ceramics.

REFERENCES:
Jenkins, R. Horrace: Practical Pottery.
Rhodes, Daniel: Clay and Glazes for the Potter.
Culver Long, Lois: Ceramic Decoration.
Kenny, John B.: Ceramic Design.
Also College Library at 738.

Weaving 529
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.

Industrial Arts Method 530
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.

Woodwork III 531
Third Year—four hours per week

Carpentry and Joinery (First Term)
Shop procedure and discipline.
Setting out a rod and timber list.
General construction and built-in furniture.
General principles of simple gable and hip roof construction.
Methods of constructing doors and windows.
Sash joint. Casement window sill point. Fox frame sill joint.

East student is to select a project in consultation with teacher. Project is to include a drawer, door, and a laminated plastic surface with similar edge stripping.

Cabinet making (Second Term)
Description and illustration of technical terms used in cabinet making and period furniture.
Operations in constructing secret lapped dovetailing, secret dovetailed mitre, dovetailing into leg and rail, bracketed dovetailed into solid end, with housed dovetailed drawer rail and fitted drawer runner.
Modern veneered furniture. Solid core and laminated core panels. Cabriole leg construction. Panelled door construction—Jacobean style. A hand and machine operation project such as a Sheraton writing table embodying veneering and drawer construction. Principles of furniture design construction including average sizes of furniture in relation to human figure.

Wood Finishing (Third Term)

Projects made during first and second term will be used as wood finishing exercises.

REFERENCES:

Materials Science 532

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:
(b) Extruding, pp. 100-101.
(c) Casting, pages 76-81.
(d) Drawing, pp. 102-105.
(e) Rolling, pp. 96, 97, 102.
(f) Coating of metals, pp. 363-369.

4. Functions of the parts of:
(a) Metal-turning lathe, shaping machine, bench drill, grinder.
(b) 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.
(Inservic notes).

(Inservic 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.
(Inservic 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 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).

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).

   **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:

Also college library at 600.

Drawing and Design II 533

Third Year—four hours per week

DESCRIPTIVE GEOMETRY

Basic Principles

(a) Orthographic Projection 1st and 3rd angle.
(b) Specification of points and lines in space by:
   (i) Cartesian co-ordinates (the origin for axes may be arbitrarily placed).
   (ii) Distances from horizontal and vertical reference planes.
   (iii) Map bearing, or distances, and relative heights.
   (c) Simple projection of points and lines.
   (d) Auxiliary Projection—notation.
   (e) Representation of inclined and oblique planes.

Definition of a plane by:
   (i) Three points.
   (ii) A line and a point.
   (iii) Two lines (parallel and intersecting).

Oblique Lines

(a) True length and true inclination of a line by:
   (i) Auxiliary Projection.
   (ii) Rotation.

(b) Projection of a line of given true length and inclination (using reverse of rotation method).

(c) Traces of a line.

(d) Projection of a line as a point.

(e) Intersecting lines:
   (i) Test for intersection.
   (ii) True angle between intersecting lines.

(f) Non-intersecting lines:
   (i) Shortest distance between two lines.
   (ii) Location of a line through a given point and intersecting two lines.
   (iii) Angle between non-intersecting lines.

Oblique Planes

(a) Location of a point in a plane.

(b) Determination of traces, given 3 points 2 intersecting lines or two parallel lines on the plane.

(c) Projection of a plane as a line.

(d) True inclinations of a plane by:
   (i) auxiliary projection.
   (ii) Rotation (method of semi-cones when traces are given).
(e) Traces of an oblique plane given the angles of inclination.

(f) True size and shape of a plane by:
   (i) Auxiliary projection.
   (ii) Rotation.

(g) Location of a plane figure in a given plane.

(h) Line of intersection of two oblique planes.

(i) Dehedral angle between two oblique planes.

Lines and Planes

(a) Location of a line of given inclination in a plane.

(b) Draw an oblique plane with a given inclination to one plane of reference, to contain a given line.

(c) Draw a line perpendicular to a given oblique plane (and inverse).

(d) Point of intersection of a line and a plane and the inclination of the line to the plane.

(e) Draw an oblique plane with a given dehedral angle to a given plane and containing a given line in this plane.

(f) Explanation of the following mining and topographic terms and illustration of their use:
   (i) Seams and lodes.
   (ii) Outcrop.
   (iii) Dip.
   (iv) Strike.

Pictorial Drawing

The difference between isometric drawing and isometric projection to be determined so that spheres and hemispheres can be drawn in isometric projection exercises.

Cabinetwork Drawing

Drawings included here are to be selected for correlation with the Cabinetwork Course, and would lead to the drawing of working rods in Cabinetwork.

Mechanisms and Engineering Components

This section of the course is to be integrated with the syllabus in Industrial Arts Materials Science and Engineering mechanics.

Materials used in machine construction, reasons for selection.

Explanation of mechanical advantage, efficiency, change of motion.

Levers—appliances.

Inclined planes, screw threads, wedges, cotters.

Keys, and keyways.

Cams—types and uses.

Crank's.

Types of bearings and applications.

Springs (helix).

Types of drive:
   Belt.
   Gear.
   Chain and sprocket.
   Hydraulic.
   Air.

Couplings and clutches.

Guarding moving parts.

Design

Mechanical Engineering assemblies to be treated by lecturer so that a satisfactory functional understanding of engineering principles is acquired. Topics to be treated are those using energy and its conversion to perform useful work. For example—the use of potential or kinetic energy to produce electric power.
(a) Liquid Power Systems

Pumping—piping—valves—turbines controls—hydraulic—brakes—clutches—lifts and jacks. Each item to be presented with emphasis on:

(i) Principles of operation.
(ii) Variation in design and type.
(iii) Advantages and disadvantages.

(b) Gaseous Power Systems

To cover essential physical and engineering knowledge of function with:

(i) Internal combustion engine.
(ii) Compressors.
(iii) Gas turbines.
(iv) Jets.

(c) Transmission Systems

Subject to treat principles of design in a broad manner with discussion on features applicable with advantage under different loading/transmission values. A practical exercise in application of a system to be carried through.

REFERENCES:

Hawk, M.: Descriptive Geometry (Schaum's Outline Series).
Phelan: Machine Design.
Faires: Design of Machine Elements.
Shigley: Mechanical Engineering Design.
Black: Machine Design.
B.H.P. Steel Shapes and sections.

Secondary School Crafts 534

Third Year—Four hours per week

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.


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.
Waxing a thread and fixing needles.
Application to simple form leatherwork.

Puppetry: Making and clothing glove puppets. Discussion of the various methods of making puppets. Practical application of the plastecin method.

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.

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 745.

Industrial Arts Method 550

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.
Also college library at 371, 607–609, 620–700, 720–749.

Woodwork 551

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, spokeshaves, files, abrasives etc.

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

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

**Joining timber**

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

**Housing joints**—through and stopped.

**Dovetail joints**—common and lapped.

**Normal proportions for setting out.**

**Use of nails, screws and glues for strengthening joints.**

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

**Halving joints**—simple application.

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

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

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

**Decorative treatment of timber**

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

**Inlaying**—Strings and built-up inlay patterns. Pokerwork—Experience in burning and colouring designs. Moulding—Simple forms only.
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.

REFERENCES:
Dept. of Technical Education, N.S.W.: *Carpentry and Joinery.*
Hayward, C. H.: *Practical Veneering.*
Also college library at 684; 621-9.

Metalwork 552

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.
- Cake trowel.
- Centre punch.

Cold chisel.
Metal spinning.
Tack hammer.
Letter opener and stand.
Plumb-bob.
Ladle or bowl—beaten copper.
Tap wrench.
Electric bell or buzzer.

**REFERENCES:**

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

**Secondary School Crafts 553**

**Artisans—four hours per week**

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

2. **Paper Modelling:** Two dimensional, pictorial and geometrical cut paper designs.

   Three dimensional, paper and light cardboard sculpture.

   Sculpture based on geometrical shapes. Construction and balance of mobiles.

3. **Paper Ornamentation:** 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 multisection 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 tooling, embossing, thonging and stitching. Fixing eyelets, catches and other forms of hardware. Cleaning, staining, and polishing.


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.
(4) Algebra two hours/week.
(5) History of Mathematics one hour/week.

REFERENCES:
Students will be directed to standard texts such as Keane & Senior: Complementary Mathematics.
Bell: Elementary Co-ordinate geometry of Free Dimension.
Weiss & Dubisch: Algebra for the Undergraduate.

Mathematics for Industrial Arts Students 614
First Year Course—two hours per week
This is intended to be a bridge course to enable Industrial Arts Students to cope with the Mathematical aspects of the Vth and VIth form Industrial Arts Syllabus.
The following aspects will be included:
Revision of algebraic processes.
Logarithms.
Geometry and Trigonometry.
Elementary calculus.

Mathematics for Secondary Students 623
Second Year Course—twelve hours per week
This is an extension of Course 613 together with a study of some sections of the Mathematics courses for Vth and VIth forms and some work on Applied Mathematics.

Mathematics for Industrial Arts Students 624
Second Year Course—two hours per week
This course will be for those who have not covered course 614 and will contain similar work.

Mathematics for Third Year (returned university) Students 635
Third Year Course—four hours per week
This course will cover some aspects of lesson structure in Mathematics, a study of the syllabuses for Mathematics in High Schools with instruction in some aspects of Mathematics, e.g., Linear Programming. Probability.

Junior Mathematics Method for Diploma of Education Students 645
Fourth Year Course—four hours per week
The course is divided into two parts, one, lectures and demonstrations on the methods of teaching secondary school mathematics, and, two, lectures designed to broaden the student's knowledge of mathematics, its history and social importance.

Senior Mathematics Method for Diploma of Education Students 646
Four Year Course—three hours per week
This is an extension of course 645 with emphasis on the work in Vth and VIth forms, together with a series of lectures on modern trends in Mathematics in Australia and abroad.
PHYSICAL EDUCATION 700-799

Physical Education—First Year 700

One hour per week

Aims and Scope of Physical Education in the Primary School

Consideration of nature of school child in relation to physical activity.

Planning, purpose and practical implementation of organization and matter of a Gymnastics Lesson.

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

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

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

Swimming and Life Saving.

REFERENCES:

Department of Education, N.S.W.: Primary Syllabus of Physical Education.
Board of Education: 1933 Syllabus.
I. Munden: Suggestions for Use of Small Apparatus in Physical Education.
Department of Education: Physical Fitness for Girls and Women or Youth and Men.
Stanley Wilson: Girls and Boys Book for Sport and Games.
S. W. I. Chitty: Keep Fit Activities for Nursery Class.
Margaret Laing: Rhythmic Movements.
M. Jarvis: Music Games for Infants.
C. Sharp: Country Dances.
MacCuag and Clark: Games worth Playing.
D. C. Joynson: Physical Education for Boys and Young Men.
Also college library at 613.71; 793; 796-799.

Physical Education—Second Year 701

Two hours per week

Physical Education in Primary, Infants and Small Schools.

Planning and practical teaching of Primary and Infants Games.
Tabled 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.
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D. C. Joynson: Physical Education for Boys and Young Men.
Also college library at 613.71; 793; 796-799.

Physical Education 702

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.

Physical Education 703
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.

Physical Education Industrial Arts Students 704
First Year—one hour per week
1. Administration and principles of Physical Education.
2. Planning a Games Lesson.
3. Minor Games.
5. Athletics.
7. Life saving.
8. Umpires Certificate.

Physical Education Industrial Arts Students 705
Second Year—one hour per week
1. Planning the Gymnastics Lesson Progression—Practical Work.
2. Uses for Medicine Balls, Sticks, Ropes, etc.
3. Major Games, Rugby, Tennis.
4. Competition,
5. Tabloid Sports,
7. Training Methods.
8. Umpires' Certificates.

**Physical Education Industrial Arts Students** 706

*Third Year—one hour per week*

1. Gymnastics.
2. Major Games, Soccer, Basketball.
3. Dancing.
4. Standards and Achievement Tests.
5. Swimming Techniques.
6. The Sportsmaster.
7. Weight Training.
8. Organization of Carnivals.
9. Umpires' Certificates.

**REFERENCES:**
- Board of Education, Victoria: *Physical Education for Victorian Schools*.
- *International Amateur Athletic Federation Handbook*.
- N.S.W. Amateur Swimming Association: *N.S.W. Swimmers Digest*.
- N.S.W. Physical Education Association: *Track and Field*.
- Rule Books and coaching pamphlets issued annually by the National and State controlling bodies of the various games.
- Also College Library at 613–71, 796–799.

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**MUSIC 800–899**

**Music (Primary) 800**

*First Year—two hours per week*

**Practical**

Vocal: Class and individual work in voice production.
Aural training, including interval practice on the sol-fa and staff modulator, recognition of instrumental tone-colours.
Elementary sight reading in staff notation and rhythm dictation.
Singing of unison and part songs, including rounds, from staff notation, and by ear.

Instrument: Class practice with the recorder.

**Reading and Writing**

Staff notation: treble and bass clef; note values 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 signing voice and its range.
Study of songs and instrumental compositions suitable for listening lessons in the Primary and Lower Primary Schools.

**Method**

Singing lesson and allied activities (and the listening lesson).

**REFERENCES:**
- Fiske: *Listening to Music*.
- Priestley and Fowler: *Recorder Book I*.
- Ecle: *Listening Together*.
- Also college library 780-789.
Music (Primary) 801

Second Year—two hours per week

Practical

Vocal: Continuation of First Year work, including aural training.

Instrumental. Class practice with recorders, unison and part playing, for primary sections. Percussion band, including score writing.

Conducting songs, rounds. Students must be able to teach a song by voice or recorder.

Reading and Writing

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

Study of elementary form in songs and instrumental compositions.

Interpretation.

N.B.: The courses for 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:

Additional to First Year:

Priestley and Fowler: Recorder Book II.

Bavin: Percussion Band from A to Z.

Music I 802

(a) Method courses 800, 801. Programme planning.

(b) Choral class—singing and conducting.

(c) Recorder work.

REFERENCES:

Priestley and Fowler: Recorder Books I and II.

Young, Percy: Music for the Young Child.

Also college library at 780-789.

Music II 803

(a) Method course 801 extended. Programme planning.

(b) Choral class.

(c) Recorder work.

REFERENCES:

Fiske: Listening to Music.

Ecle: Listening Together.

Music III 804

(a) Method—upper primary and junior secondary. Preparation and organization of secondary curricula, Forms I-IV, and of examination material.

(b) Choral class.

(c) Recorder ensemble work.

REFERENCES:

Fiske: Listening to Music.

Purcell: Dances for Recorder Ensembles.

Music IV 805

(a) Method—detailed study of curricula, Forms V, VI.

(b) Choral class.

(c) Practical extension of 3rd year work.

REFERENCES:

College library for history of music references.
ART 900–999

Art—Industrial Arts Course 910

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.

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.

Art—Infants and Primary 920

Second Year—Two hours per week

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

The Course
(a) The Theory of Teaching Art will embrace the following topics:
   (1) The psychological background.
   (2) The curriculum and teaching methods.
   (3) Art appreciation.

(b) Practical Work.

REFERENCES:
Lowenfeld: Your Child and His Art.
Lowenfeld: Creative and Mental Growth.
Chase: Famous Paintings.
Phoenix House: The Impressionists and Their World.
Phoenix House: The Moderns and Their World.

Four Year Secondary Course—Art and Craft Method 940

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.

HOME SCIENCE AND TEXTILES 1009–1099

MAIN STUDIES

Basic Science I 1001

Two hours
A course in scientific Home Science and Textiles. Physics and Chemistry are the main areas in First Year.

Home Science I 1011

Three hours at the Technical College
Consists of three strands: principles of food preparation; meal planning; advanced cookery.

Foods II 1012

Three hours at the Technical College
Development of skills and techniques in food preparation with application at various levels of teaching. Special skills and organizational work in food preparation.

Nutritional Chemistry 1022

Four hours
A course in the chemistry of food nutrients, their metabolism and roles in nutrition. Nutritional problems in our society and in developing communities.

Foods and Food Processing 1032

Four hours

Textiles I 1041

Three hours at the Technical College
First year course.

Needlework II 1042

Three hours at the Technical College
Second year course.
**CURRICULUM STUDIES**

**Home Science Method 1051, 1052**

*A. Two hours*

A study of school organization and teaching techniques.

*B. One hour*

Use and construction of lesson aids and teaching material.

**Needlework Method 1061**

*Two hours per week*

First year course.

**Needlework Method 1062**

*Three hours per week*

Second year course.

**Bridging Course in Home Science 1071**

*Two hours*

This course is designed for students who have not taken Home Science to H.S.C. level or who require further work in this field.

**Bridging Course in Textiles and Design 1081**

*Two hours per week at Hunter Street Technical College*

First year course.

**Handwork and Crafts 1091**

*Second year course of one lecture per week for all second year Primary women students*

This is a practical course providing training in the preparation, designing and construction of a variety of articles suitable for teaching aids for Infant, Slow Learner, and Hobbies Classes.

**Infant School Handwork 1092**

*Second year course of one hour per week for all Infant Sections*

This course is a practical one providing a training in the preparation and construction of handwork suitable for Infants classes, involving the use of a needle, as set down in the syllabus.

**LANGUAGES 1100–1199**

**Latin Method 1100**

For those who have completed two or more University courses in Latin and/or Greek, the course consists of lectures, seminars, demonstrations and practical teaching.

Aims and techniques of teaching the language are examined as they apply to junior and senior school courses. Students are required to practise an acceptable pronunciation and to show reasonable facility in dealing accurately with quantity and rhythm in an oral test. The written examination is of three hours' duration.

**Modern Languages Method 1101**

French and German may each be taken separately as one method subject. Both French and German taken together fulfil requirements for two method subjects for the Diploma in Education.

Aims and methods of teaching the language are examined. The contents of French and German syllabuses are studied in lectures, discussions, demonstrations, and practical teaching. Students are required to prepare cultural material in accordance with the syllabusses. Written examinations in both French and German are of three hours' duration each.
HEALTH EDUCATION 1200–1299

School Health 1200

Two-year Trained

1. Growth Development, including reproduction.
2. Elementary Anatomy and Physiology.
3. Food metabolism and nutritional needs.
4. Health Education—its aims and methods.
5. Mental Health:
   (a) Environmental and personality factors.
   (b) The role of the teacher in Mental Health.
   (c) Mental retardation—types, diagnosis, and management.
   (d) Neurosis and psychosis.
6. Health Services for the school child.

Health Education 1201

Four-year Trained

1. School Health study and hygiene to prepare the student for his work as a teacher.
2. Demonstrations in first aid.
3. Diagnosis of common infectious diseases in adolescence.
4. The Mental Health of the adolescent with warning symptoms of neurosis and psychosis.
5. Departmental Regulations governing notification and isolation for infectious diseases.

PART II

SECTION B

Course Outlines
GENERAL PRIMARY COURSES

First Year
Education—Course III.
English—Courses, 201, 203, 205, 207.
Mathematics—Course 612.
Craft—Course 501.
Music—Course 800.
History—Course 302.
Social Studies—Course 380.
Natural Science—Course 401.
Physical Education—Course 700.

Second Year
Education—Courses 121, 122.
English—Courses 202, 204, 208, 210.
Craft—Courses 502, 503.
Music—Course 801.
Social Studies—Course 381.
Natural Science—Course 401.
Art—Course 920.
Needlework—Course 1061.
Geography—Course 330.
School Health—Course 1200.
Physical Education—Course 701.

INFANT SCHOOL COURSES

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

Second Year
Education—Courses 121, 122, 123.
English—Courses 204, 208, 210.
Natural Science—Course 402.
School Health—Course 1200.
Music—Course 801.
Infant School Handwork—Course 504.
Physical Education—Course 701.
Art—Course 920.
Geography—Course 331.
OPTION COURSES
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.
JUNIOR SECONDARY COURSES

Geography-Commerce

First Year
Education—Course 111.
English—Courses 206, 211, 213.
Physical Education Course—702.
Geography—Course 332.
Commerce—Course 360.
History—Courses 301, 302, 305.

Second Year
Education—Courses 121, 122.
English—Courses 210, 213.
Physical Education—Course 703.
Geography—Course 334.
Commerce—Course 361.
History—Courses 300, 303, 306.

JUNIOR SECONDARY SCHOOL COURSE IN SCIENCE

Outline of Subjects

Students undertaking this course will study the following subjects:

First Year
Education—Course 111.
English—Courses 206, 211, 213.
Physical Education—Course 702.
Biology—Course 441.
Chemistry—Course 421.
Geology—Course 451.
Science Method—Course 406.
Physics—Course 431.

Second Year
Education—Courses 121, 122.
English—Courses 210, 213.
Physical Education—Course 703.
Biology—Course 441.
Chemistry—Course 421.
Geology—Course 451.
Science Method—Course 406.
Physics—Course 431.
JUNIOR SECONDARY SCHOOL COURSE IN MATHEMATICS

Students undertaking this course will study the following subjects:

- Education—Courses 111, 121, 122.
- English—Courses 206, 211, 213.
- Physical Education—Courses 702, 703.
- Mathematics—Courses 613, 623.
- History—Course 304.
- Geography—Course 333.

HOME SCIENCE AND TEXTILES

Outline of Subjects

First Year

Education—Course 111.
Fundamentals of English and Speech—Course 206.

Main Studies

- Basic Science I—Course 1001.
- Textiles I—Course 1041.
- Home Science I—Course 1011.

Curriculum Studies

- Home Science Method—Course 1051.
- Needlework Method—Course 1061.
- Bridging Courses —
  - Home Science—Course 1071.
  - Textiles and Design—Course 1081.
- Physical Education—Course 702.

Second Year

Education—Courses 121, 122.
Fundamentals of English and Speech—Courses 204, 211.

Main Studies

- Foods II—Course 1012.
- Nutritional Chemistry—Course 1022.
- Foods and Food Processing—Course 1032.
- Needlework II—Course 1042.

Curriculum Studies

- Home Science Method—Course 1052.
- Needlework Method—Course 1062.
- Physical Education—Course 703.
- Health Education—Course 1200.
INDUSTRIAL ARTS

First Year
Education—Course 111.
English—Courses 206, 211, 213.
Mathematics—Course 614.
Art—Course 910.
Physical Education—Course 704.
Industrial Arts Method—Course 510.
Woodwork—Course 511.
Fitting and Machining—Course 512.
Technical Drawing—Course 513.
Graphic Arts and Bookbinding—Course 514.

Second Year
Education—Courses 121, 122.
English—Courses 211, 210, 213.
Science—Course 461.
Physical Education—Course 705.
Industrial Arts Method—Course 520.
Wood Machining—Course 521.
Wood Finishing—Course 522.
Farm Mechanics—Course 523.
Sheet Metal—Course 524.
Blacksmithing—Course 525.
Welding—Course 526.
Drawing and Design—Course 527.
Ceramics—Course 528.
Weaving—Course 529.

Third Year
Education—Course 132.
Science—Course 462.
Health Education—Course 1200.
Physical Education—Course 706.
Industrial Arts Method—Course 530.
Woodwork III—Course 531.
Materials Science—Course 532.
Drawing and Design II—Course 533.
Secondary Schools Crafts—Course 534.
ARTISAN INDUSTRIAL ARTS

Education—Course 124.
English—Courses 206, 211, 213.
School Health—Course 1200.
Physical Education—Course 703.
Industrial Arts Method—Course 550.
Woodwork—Course 551.
Metalwork—Course 552.
Technical Drawing—Course 513.
Secondary School Crafts—Course 554.

GRADUATE COURSES

DIPLOMA OF EDUCATION
GRADUATE COURSES

Eligibility for the Diploma in Education will be determined by the University of Newcastle.

Almost certainly the actual lecturing to Diploma in Education groups will be shared between University and College staff.

Students attempting only Teachers Certificate work will be required to complete satisfactorily the same courses as Diploma in Education students.

In order to obtain a Teachers Certificate, Diploma in Education candidates may be required to complete such additional courses as the Principal of the Teachers College requires.

Diploma in Education Courses
(In association with Newcastle University)

Health Education—Course 1201.
Physical Education—Course 703.
Speech Education—Course 205 or 206.
Dramatic Work—Course 214.

Special Secondary Methods
Two methods must be studied.
English Method—Course 215.
History Method—Course 307.
Geography Method—Course 362.
Latin Method—Course 1100.
Modern Languages Method—Course 1101.
Commercial Method—Course 362.
Mathematics Method—Courses 645, 646.

Junior Science Method—Course 410.
Senior Science Method—Course 411.
Guidance Method—Course 142.

OR

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

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.

SPECIAL REQUIREMENTS

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

(a) Biological Science

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

Additional students having an academic background different from Science may elect this course as an alternative to the Special Thesis.
(b) Special Thesis (for non-Science teachers)

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

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

OR

Social Studies Method—Course No. 382.

(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 Teachers Certificate Courses

In addition to the above courses for the Diploma in Education candidates for the Teachers 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. The Education strand will consist of Courses 131, 132, 133.
SECONDARY MUSIC COURSES

Students taking the four-year Secondary Music course will work mainly at the Conservatorium of Music for the first three years, and at the Teachers College during their fourth or professional year. This course leads to the award of a Diploma in School Music.

All Secondary Music students will be required to do a two weeks' period of teaching during the February of their fourth year as well as practice teaching each year.

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

Subject Courses at Conservatorium

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year i</th>
<th>Year ii</th>
<th>Year iii</th>
<th>Year iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Study</td>
<td>½</td>
<td>½</td>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>Harmony and Applied Harmony</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>History and Analysis</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orchestral and Choral Arranging</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accompaniment Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orchestra Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choir</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>String, woodwind, brass, and percussion class</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Director's class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Courses at Teachers College

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year i</th>
<th>Year ii</th>
<th>Year iii</th>
<th>Year iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music Method, Choir, Recorder</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Language, Speech, Drama</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Health and P.E.</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>10</strong></td>
<td><strong>9</strong></td>
<td><strong>11</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

G 15401—6 K 5126 161
**LECTURE ALLOCATIONS FOR SECONDARY ART AND MUSIC SECTIONS**

The lecture allocations for these sections in future will be as set out below:

**I. Diploma in Music (Education). Dip. Mus. Ed.**

<table>
<thead>
<tr>
<th>Teachers College Component</th>
<th>Year of Course—Periods/week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year i</td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
</tr>
<tr>
<td>Language, Speech, and Drama</td>
<td>1</td>
</tr>
<tr>
<td>Cultural Study</td>
<td>.</td>
</tr>
<tr>
<td>P.E. and Health</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>.</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conservatorium Component</th>
<th>Year i</th>
<th>Year ii</th>
<th>Year iii</th>
<th>Year iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harmonising, Instruments, Choir</td>
<td>6‡</td>
<td>10</td>
<td>12</td>
<td>2‡</td>
</tr>
<tr>
<td>History, Orchestration</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
</tbody>
</table>

**II. Diploma in Music Education—Two Year Conversion (Professional) Course**

Students with a Conservatorium Diploma or other Music qualifications at least equivalent to those of the four year trained full-time Diploma in Music Education Course students may convert to the Diploma in Music Education by undertaking successfully the following two year course of full-time study at the Teachers College.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Lecture/week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year i</td>
</tr>
<tr>
<td>Music</td>
<td>7</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Language, Speech, and Drama</td>
<td>2</td>
</tr>
<tr>
<td>Cultural Study</td>
<td>2</td>
</tr>
<tr>
<td>P.E. and Health</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Hours/week</strong></td>
<td>22</td>
</tr>
</tbody>
</table>
SECONDARY ART COURSES

Students following the four-year Special Art course will attend courses in Art at the National Art School and courses in academic subjects 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—Course 111 (Part).
Ancient and Medieval History—Course 301.
Art Method—Course 940.
Social Studies Method—Course 380.

Second Year
Education—Course 111 (Part).
Australian History—Course 302.
Art Method—Course 940.
Social Studies Method—Course 305.

Third Year
Education—Courses 122, 132.
Modern European History—Course 300.
Art Method—Course 940.
History Method—Course 306.

Fourth Year
Education—Course 131.
East Asian History Since 1500—Course 303.
Art Method—Course 940.
Health Education—Course 1201.
History Method—Course 307.
Physical Education—Course 703.

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 nineteen hours weekly for three years and thirteen 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

<table>
<thead>
<tr>
<th>Sculpture and Design</th>
<th>or</th>
<th>Painting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td></td>
<td>Drawing</td>
</tr>
<tr>
<td>Design</td>
<td></td>
<td>Composition</td>
</tr>
<tr>
<td>Graphic Arts and Crafts</td>
<td></td>
<td>Painting</td>
</tr>
<tr>
<td>Three Dimensional Construction</td>
<td></td>
<td>Graphic Arts and Crafts</td>
</tr>
<tr>
<td>Model Construction</td>
<td></td>
<td>History of Art</td>
</tr>
<tr>
<td>History of Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B. Subject Courses at Newcastle Teachers' College

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year i</th>
<th>Year ii</th>
<th>Year iii</th>
<th>Year iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Craft Method</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>English and Speech</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>10</td>
<td>10</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>National Art School</td>
<td>19</td>
<td>19</td>
<td>19</td>
<td>13</td>
</tr>
</tbody>
</table>

Diploma in Teaching of Art—Two Year Conversion (Professional) Course 921

Students with an Art Diploma or other acceptable Art qualifications equivalent at least to those of four year trained full-time students completing the Diploma in the Teaching of Art may qualify for the Diploma by undertaking successfully the following two-year course of full-time study at the Teachers College:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year i</th>
<th>Year ii</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Craft Method</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>English and Speech</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Health and P.E.</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>History of Art</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Second Teaching Subject</td>
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<td>3</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>25</td>
<td>24</td>
</tr>
</tbody>
</table>

Note: It could well happen that those students attempting this course would have to take up their scholarships at Alexander Mackie Teachers' College, Darlinghurst.
SECTION C

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.
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 a 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 Students Representative Council funds.

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

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

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

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

1962: James S. Smith.

Vice-Presidents of the Students Union

1957: Helen Cronin. 1964: Roslyn Holley.

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.

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.
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.
(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,
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.

1968 Inter-collegiate to be arranged.
COLLEGE CLUBS

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

Clubs operating at present are listed below:

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

Recreational Clubs—
Drama.
Revue.
Music.
Photographic.
Social.
Debating.
‘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.

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.