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**CALENDAR FOR 1963**

### LENT TERM

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<tr>
<td>Monday</td>
<td>4th February</td>
<td>Unsupervised practice teaching begins for second year students.</td>
</tr>
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<td>Friday</td>
<td>15th February</td>
<td>Unsupervised practice teaching ends.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>19th February</td>
<td>Deferred examinations begin.</td>
</tr>
<tr>
<td>Friday</td>
<td>22nd February</td>
<td>Deferred examinations end.</td>
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<tr>
<td>Monday</td>
<td>25th February</td>
<td>First year students meet at 10.0 a.m.</td>
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<tr>
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<td>Second year students meet at 10.0 a.m.</td>
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<td>27th February</td>
<td>Lectures begin for all students 11.0 a.m.</td>
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<td>28th February</td>
<td>Demonstrations begin for second year students.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>5th March</td>
<td>First year students visit the demonstration school.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>12th March</td>
<td>Demonstrations begin for first year students.</td>
</tr>
<tr>
<td>Monday</td>
<td>18th March</td>
<td>Swimming Carnival (Evening).</td>
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<td>Saturday</td>
<td>23rd March</td>
<td>Demonstration—Practice Teaching session begins for second year students.</td>
</tr>
<tr>
<td>Friday</td>
<td>5th April</td>
<td>Track and field carnival (Morning).</td>
</tr>
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<td>8th April</td>
<td>Demonstration—Practice Teaching session ends.</td>
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<td>12th April</td>
<td>Practice teaching begins for all students.</td>
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<td>Good Friday.</td>
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<td>Friday</td>
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<td>Anzac Day.</td>
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<td>Lectures resume.</td>
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<td>Friday</td>
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<td>School term ends.</td>
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<tr>
<td>Monday</td>
<td>10th June</td>
<td>College term ends.</td>
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<tr>
<td>Tuesday</td>
<td>21st May</td>
<td>School term begins.</td>
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<tr>
<td>Monday</td>
<td>27th May</td>
<td>College term begins.</td>
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<tr>
<td>Tuesday</td>
<td>28th May</td>
<td>Demonstrations resume for first year students.</td>
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<tr>
<td>Thursday</td>
<td>30th May</td>
<td>Demonstrations resume for second year students.</td>
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<tr>
<td>Monday</td>
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<td>Mid-Year Examinations begin for first year students.</td>
</tr>
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<td>Mid-Year Examinations end.</td>
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<tr>
<td>Tuesday</td>
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<td>Annual tennis championships.</td>
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<tr>
<td>Wednesday</td>
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<td>Intercollegiate begins.</td>
</tr>
<tr>
<td>Friday</td>
<td>16th August</td>
<td>Wollongong v. Alexander Mackie at Wollongong.</td>
</tr>
<tr>
<td>Thursday</td>
<td>22nd August</td>
<td>Intercollegiate ends.</td>
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### TRINITY TERM

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<td>School term begins.</td>
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<tr>
<td>Monday</td>
<td>27th May</td>
<td>College term begins.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>28th May</td>
<td>Demonstrations resume for first year students.</td>
</tr>
<tr>
<td>Thursday</td>
<td>30th May</td>
<td>Demonstrations resume for second year students.</td>
</tr>
<tr>
<td>Monday</td>
<td>10th June</td>
<td>Mid-Year Examinations begin for first year students.</td>
</tr>
<tr>
<td>Friday</td>
<td>14th June</td>
<td>Mid-Year Examinations end.</td>
</tr>
<tr>
<td>Tuesday</td>
<td>23rd July</td>
<td>Annual tennis championships.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>14th August</td>
<td>Intercollegiate begins.</td>
</tr>
<tr>
<td>Friday</td>
<td>16th August</td>
<td>Wollongong v. Alexander Mackie at Wollongong.</td>
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### MICHAELMAS TERM

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<td>College term begins.</td>
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<td>School term begins.</td>
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<tr>
<td>Tuesday</td>
<td>17th September</td>
<td>Demonstrations resume for first year students.</td>
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<tr>
<td>Thursday</td>
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<td>Demonstrations resume for second year students.</td>
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<td>Lectures cease.</td>
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<td>Yearly examinations begin for all students.</td>
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<td>Yearly examinations end.</td>
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<td>Friday</td>
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<td>Practice teaching begins.</td>
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<td>Practice teaching ends.</td>
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### TERM DATES 1963

#### COLLEGE

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<td>Trinity Term</td>
<td>27th May to 16th August.</td>
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<tr>
<td>Michaelmas Term</td>
<td>9th September to 13th December.</td>
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#### SCHOOL

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#### WOLLONGONG UNIVERSITY COLLEGE

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WOLLONGONG TEACHERS' COLLEGE
(Established 1962)

ADMINISTRATIVE STAFF, 1962

Principal:
W. C. McGrath, B.A., A.I.Ed. (Lond.)

Vice-Principal:
F. C. Whitebrook, M.C., Ed.D., B.A., D.P.E.

Warden of Women Students:
HAZEL HOLMWOOD, D.P.E.

Registrar:
G. WATSON.

Librarian:
JUDITH W. WATERER, B.A.
LECTURING STAFF, 1962

Art:
J. W. Cramp.

Craft:
P. G. Haywood, A.S.T.C.

Education:
W. C. McGrath, B.A., A.I.Ed. (Lond.).
F. C. Whitebrook, M.C., Ed.D., B.A., D.P.E.
K. B. Hatton, B.A.

English:
Alison M. Guy, B.A.

Health Education:
Beryl I. Ford, M.B., B.S.

Mathematics:
Joan A. Shaw, B.A., Dip.Ed.

Music:
R. A. Hollands, B.A., D.S.C.M.

Natural Science:

Physical Education:
Hazel Holmwood, D.P.E.

Social Studies:
A. A. Brownlea, M.A., B.Ec.
Map showing location of College and Demonstration School
WOLLONGONG TEACHERS' COLLEGE

Early in 1959 a site at the foot of Mount Keira was chosen for the establishment of the State's eighth Teachers' College.

Here some fifty acres of gently sloping land, just a mile from the centre of Wollongong, overlooking the new University College and the Pacific Ocean, have been set aside for development.

The first Principal, Mr. W. McGrath, was appointed in September, 1961, and the Vice-Principal, Dr. Whitebrook, in January, 1962.

Preliminary plans allow for an administration unit, an extensive lecture block, an assembly hall, a gymnasium, music hall, library and a cafeteria—all connected by covered walks.

Work on the first stage—administration and lecture units—commenced in February, 1962, and at the same time 158 students were enrolled as the Pioneer Session.

Lectures, during this early period, were given on the top floor of the new Wollongong Technical College. Here, staff and administration offices, library facilities and classroom accommodation were made available.

From the western windows of the Technical College it was possible to watch the rising walls and steady growth of the new College.

It was with considerable pride that the College staff and students moved into their own premises in November.

The well-equipped lecture block with its general lecture rooms, science laboratory, art and craft room, lecturers' offices on the first floor, and a common room for women and one for men and a College shop on the ground floor, was a welcome relief from earlier conditions. The extensive covered cloister area at ground floor level provides the students with a distinctive setting for informal social enjoyment.

The administration unit has its staff and general office on the first floor, and S.R.C. room, medical office and staff common room at ground level.

Until the College library is completed later in 1963, the women's common room has been adapted to meet this need with the result that both men and women make use of the men's common room.

The College is already blending into a fine tertiary training centre, where the skill and professional competence of an enthusiastic staff are being matched by a closely-knit student body whose independence and initiative are building traditions worthy of a modern College.
Lecture block taken from partly completed administration block, June, 1962
COURSES 1963

The following courses will be undertaken by students in 1963:

1. FIRST YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Term 1</th>
<th>Terms 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Craft</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Special Study A</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Special Study B</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>26</td>
<td>23</td>
</tr>
</tbody>
</table>

Every student will be expected to study one subject from each of the following groups of special studies for the two years of College training. In the first year two hours per week will be devoted to each of the special study fields, and in the second year (1964) five hours per week. In determining special fields the wishes of the student will be considered.

The special study fields in 1963 will be:

**Group A**

Education 1                      History
Education 2                      Mathematics
English 1                        Music
English 2                        Natural Science
Geography

17
Group B

Art  
Craft 1  
Craft 2  
Dramatic Art

Music  
Natural Science  
Physical Education 1  
Physical Education 2

2. SECOND YEAR

Subject  

<table>
<thead>
<tr>
<th>Subject</th>
<th>General Primary</th>
<th>Lower Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Craft</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>$2 + 2^*$</td>
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<tr>
<td>English</td>
<td>4</td>
<td>$2 + 2^*$</td>
</tr>
<tr>
<td>Health Education</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1*</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1*</td>
</tr>
<tr>
<td>Social Science</td>
<td>2</td>
<td>1*</td>
</tr>
<tr>
<td>Option</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*To be taken by lecturer in lower primary method.

Optional subjects in second year will include art, biology, child guidance, craft, dramatic art, geography, mathematics, music and physical education. In general students will continue the study of the optional subjects undertaken in first year.

For details of courses see pages 48 to 73.

**Tutorial Work**

A minority of students finds difficulty in certain aspects of College training. To assist these students one hour per week is set aside on the time-table for tutorial work in the fields of English expression, mathematics, and in such other studies as circumstances may from time to time require.
COLLEGE REGULATIONS

Staff Advisers

Students who desire information or advice on any matters pertaining to their college work, or who wish to discuss problems related to their study or career, may in the first instance, consult their Staff Adviser.

College Hours

College work begins at 9 a.m. and the College is closed at 5 p.m. If any student wishes to remain after this time, permission is to be obtained from the Principal. The Registrar's hours for business are notified at the entrance to the office.

Deportment

It is expected that students will use the facilities offered by the College to develop and maintain a mature attitude to their vocation and a high regard for the dignity of teaching as a profession. Dress should be neat and appropriate to the occasion and a habit should be made of maintaining acceptable standards of deportment.

Books

The Department of Education grants £8 to each student for the purchase of text books. If requested, members of staff will make recommendations for purchase.

Some text books will be issued. Students will be required to give written acknowledgement of their receipt and books not returned on request, or damaged, are to be paid for by the student responsible.

Fees

Students are required to pay the fees mentioned in the Constitution of the Students' Representative Council.

Students' Residences

Students are required to live in residences approved by the Principal, unless living at home or with relatives. Immediate notification of any change of address should be given in writing to the Registrar.

Correspondence

Students writing to the Principal, Registrar or any member of the staff, should indicate the number of their section immediately below their signature.

Any correspondence with the Department of Education must be sent through the Registrar.
Part-Time Employment

Students are not permitted to undertake employment during term time which could interfere with their College work. Any proposed employment should be discussed with the Staff Adviser.

Expenses

(a) Claims for the refund of travelling expenses incurred in visiting Sydney for interviews and enrolment should be made on the prescribed forms obtainable from the Registrar’s office. Refunds are made by the Department later in the year.

(b) Students entitled to concession fares on trains or buses should complete the appropriate certificate obtainable from the Registrar’s office. These need to be returned to the Registrar for attention.

(c) For demonstrations and practice teaching, students are entitled to a refund of expenses incurred over what is normally paid to come to College. Forms are available from the office, and when completed, need to be signed by a lecturer.

(d) Students who live at home, and travel to College by train for a distance of over 7 miles, are entitled to a refund of the amount of rail fares paid in excess of the amount charged for a distance of 7 miles. Claims may be submitted to the Registrar at the end of second term.

(e) Week-end concession fare certificates may be obtained by students wishing to travel home for week-ends. They must be endorsed, Travelling Home and Returning to College. These should be completed and handed in for the Registrar’s endorsement, at least two days prior to the week-end.

Leave of Absence

Where absence is anticipated, an application for leave must be submitted in advance. In cases where the student is compelled to be absent without notice, he or she should telephone the Vice-Principal or the Warden of Women Students, or arrange to have this done.

Appointments with doctors, dentists and others should not be made during College hours. If special circumstances exist, an application for leave must be submitted beforehand.

Full reasons for any absence must be given on the special Application for Leave of Absence card available at the office and the completed card handed in at the office. A medical certificate is necessary for absences of more than three days.

Medical Officer

The College Medical Officer does not treat students, but is available for advice on health matters when in attendance at the College.
EXAMINATIONS AND CLASSIFICATION

Examinations

1. The recognised examinations are:

   (a) Mid-year examinations to be held during the second term of first year. This examination provides an opportunity for determining the student’s fitness and adjustment in relation to tertiary education and continuance at College may be dependent upon receiving satisfactory results at the Mid-year examination.

   (b) Yearly Examinations to be held at the end of both first and second year.

   (c) Deferred examinations arranged after both yearly examinations for those cases as may be approved by the Principal, in accordance with the regulations.

Results

2. For the purpose of recording academic results of Mid-year and Yearly Examinations, one hour per week throughout the year shall be taken as the unit. If the subject be taken for one year of the College course:

   Distinction shall carry four points per unit;
   Credit shall carry three points per unit;
   Pass shall carry two points per unit;
   Failure shall carry no points per unit.

Progression and Classification

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

   (b) Students who fail to satisfy requirements for progression to second year either at the yearly or, if applicable, at subsequent deferred examinations, may be recommended for:

       (i) discontinuance,
       (ii) repetition of the year without allowance, or
(iii) conditional progression carrying certain failed subjects. In general, these subjects shall be carried to the Teachers’ Examinations. No student shall be permitted to carry more than two such subjects.

(c) Students who gain 50 per cent of the available points in the final year of their course, and who possess adequate professional records shall be recommended as eligible in academic attainments for a Teachers’ Certificate. However, a bad failure in any one subject, of failures of any degree in two or more subjects, may render a student ineligible for such a recommendation.

(d) Students who fail to qualify for recommendation for a Teachers’ Certificate:—

(i) may be recommended as eligible in educational attainments for a Conditional Certificate,

(ii) may be granted an additional year’s training on such conditions as may be determined by the Director-General, or,

(iii) may be recommended for non-appointment.

(e) Students recommended for conditional certification shall present themselves for deferred examinations which shall be held in conjunction with the Teachers’ Examinations conducted by the Department of Education in the month of August following the final examination.

Deferred Examinations

4. (a) Students absent from yearly examinations shall be required to present themselves for a deferred examination in that subject unless the Principal otherwise directs. Such student must supply the Principal with the following information, in writing, as soon as circumstances permit.

Name and section.

Subject and Lecturer.

Reason for absence. The plea of illness must be supported by a medical certificate.

(b) Full credit for a deferred examination taken in the circumstances specified in (a) immediately above shall be granted only to those students who show to the satisfaction of the Principal that they were unavoidably absent from the original examination, otherwise the grades pass and failure only shall be awarded.

(c) In general, the subjects taken at deferred examinations shall be those in which the student has failed.
(d) The deferred examinations for students who have not gained admission to the next year of their course shall be held either in the first week of the new term or in the next preceding week, and shall be administered by the College.

(e) Students who in their final year fail to satisfy the academic requirements for the Teachers' Certificate shall present themselves for the deferred examination which will be held in conjunction with the Teachers' Examination conducted by the Department of Education during the August vacation following the yearly examinations of the College. Such examination shall be set by the College staff and examined by them.
THE DEMONSTRATION SCHOOL

For Primary And Lower Primary Demonstrations

Fairy Meadow Demonstration School

Executive Officers: Principal: W. J. LANDY, Esq., B.A.

Deputy Principal (Acting): Miss M. J. EDWARDS, B.A.

Mistress of Infants' Department: Mrs. E. M. SCHRODER.

Deputy Executive Officers: Mr. R. CORKILL (Deputy Master), Miss D. HOGBEN (Deputy Mistress), Miss R. DAVIDSON (Deputy Mistress, Infants).

The Demonstration School, situated on the corner of Princes Highway and Balgownie Road, Fairy Meadow, is approximately one and a half miles from the Teachers' College.

This First Class school, made up of two departments (Primary and Infants'), is staffed with twenty-five experienced teachers who have been specially chosen by the Department of Education to demonstrate methods of teaching to College students. The importance of this school, which all students visit weekly for a period of one and a half hours for the purpose of observing lesson techniques, cannot be overestimated for it is here that students become familiar with the practical application of methods which have previously been considered in College lectures. Thus the school plays an integral role in teacher-training and works in close liaison with the College.

Demonstration lessons are planned two weeks before the lessons are given by the teachers and are the result of careful planning by the lecturers, executive officers and teachers of the school. The demonstrating teacher writes the notes for his/her demonstration lesson and a copy is given to each student before the actual demonstration lesson takes place.

Demonstrations to first year student usually take the form of illustrating basic methods in the various subjects of the curriculum. Second year demonstrations aim at an extension of these methods to produce efficient teaching procedure.

Before each demonstration lesson a period of ten minutes is allotted for "briefing" of students by the College lecturer and the demonstrating teacher, both of whom discuss the particular lesson in terms of the aim, progression, preparation and lesson steps.
Immediately following the actual demonstrations, a similar period of ten minutes is allocated for lecturer-teacher-student discussion of the lessons. Subsequently students record their impressions of the lessons so that, over a period of two years, students will have built up quite a considerable amount of educational data which should prove invaluable during the first few years of teaching.

Other important services rendered by the Demonstration School are:—

(1) It affords the necessary link with College theory and allows that theory to be demonstrated in practice, at the same time providing the opportunity for students to “keep in touch” with children in the five to twelve age group.

(2) It allows students to observe at first hand modern teaching methods, modern equipment and experimentation in classroom dynamics.

(3) Opportunities exist for students to participate in some of the demonstration lessons.

(4) College lecturers and students are afforded an opportunity to experiment in the field of Educational Psychology. It is at this school that material for case studies is gathered.

The Principal and teachers of the Demonstration School will have their work made easier on Demonstration days by student observance of the following points:—

(a) Students are not to enter the school building or the demonstration classrooms before 8.55 a.m.

(b) Students are requested to be in attendance at the school at the time set down by the College lecturer. Late arrivals will not be permitted to enter a classroom once the demonstration has commenced.

(c) Quiet, orderly movement of students through the corridors and to and from the demonstration rooms is requested.

(d) The front lawn area is out of bounds for all students, who should use the concrete paths when entering the school grounds.
Plan of Demonstration School
DEMONSTRATIONS

Students shall attend demonstrations at the following times:—

First Year—Tuesday, 9.0 a.m. to 11.0 a.m.
Second Year—Thursday, 9.0 a.m. to 11.0 a.m.

Students are expected to make their way directly to the demonstration school on the appropriate morning, arriving not later than 8.55 a.m.

The following procedure is to be followed:—

(1) Students should assemble informally in sections in the pay-ground near the entrance to the class-room in which the first demonstration is to be held. The accompanying map will assist in locating these rooms. All students should be present by 8.55 a.m.

(2) Students will move into the classroom at the direction of the lecturer in charge of the first discussion and be ready to commence work at 9.0 a.m.

(3) The second demonstration will be discussed from 9.0 to 9.12 a.m. and the first in the same room from 9.13 to 9.25.

(4) The first demonstration will be from 9.30 to 9.55, and the second from 10.0 to 10.25. The interval is to allow students and lecturers to move from room to room.

(5) Post-demonstration discussions will be held in the room of the second demonstration after its completion. The second demonstration will be discussed from 10.25 to 10.35, and then the first from 10.35 to 10.45.

(6) Buses will leave the school for the College at 10.50 a.m. Students are asked to make their way promptly to the buses on completion of the post-demonstration discussions.

DEMONSTRATION—PRACTICE TEACHING SESSION

Second year students will engage in a demonstration—practice teaching session from 18th March to 5th April. During this period each section will spend one morning each week at the demonstration school. One or two demonstrations will be observed, and students will then be allocated to classes to teach one lesson each under the guidance of the class teacher. Students will be assisted as necessary by the school executive officers and by College lecturers. The lessons taught by students at this time will be based on demonstration lessons observed during the previous fortnight.
PRACTICE TEACHING
NOTES FOR STUDENTS

1. Students should report to their schools at 9 a.m. on the first day of practice. (Coniston students 8.45 a.m.) No teaching will be done on this day. They will be allocated to their particular classes and will have the opportunity of seeing their class at work. On this day, they will obtain details of lessons to be given.

2. Students are to regard themselves as temporarily attached to the school staff and under the general control of the Principal of the school. They should accept all the obligations that the status of teacher implies. Apart from giving their set lessons, students are expected to take part in the duties for which the class teacher is responsible (e.g., playground supervision, games supervision). They should acquaint themselves with local rules and customs of the school.

3. Time of Duty:—
   Students will sign a time-book each day indicating—
   (a) time of arrival and departure,
   (b) lessons, with times indicated, to be given for the day.
   A student at each school or department will be made responsible for the return of the book to the Vice-Principal of the College at the end of the Practice.
   Time of duty is normally from 9.0 a.m. to 3.30 p.m. Coniston: 8.45 a.m. to 3.15 p.m.

4. (i) Students who desire leave of absence, or are absent through illness or for any other reason should forward an application for leave (the usual form used by teachers), signed by the Principal of the school, to the Vice-Principal of the College.
   (ii) Students should avoid, as far as it is possible, any absence during the practice. When absence is unavoidable students should notify the school before the beginning of classes, by telephone or other means (e.g. it will be sufficient if another student at the school informs the Principal of the school).

5. Some students will be supervised by a member of the College staff, others by Principals, and Mistresses of Schools.

6. In general students will be required to teach one hour per day during the first week of practice. Thereafter, a maximum of two hours per day may be attempted with a minimum of five hours per week.
7. (i) Students will be required to prepare comprehensive lesson notes for all lessons given, and to record these notes in a special book (foolscap size). These notes should follow the general plan found in Demonstration School lesson notes and should be sufficiently detailed to make it clear that real thought has been given to the lesson and its needs foreseen in preparation. But the student must quickly learn that careful preparation and carefully recorded lesson notes are not necessarily the same thing. The details of preparation that a student has in his head are finally more important than those in the lesson note-book.

In the absence of special permission and special circumstance, no lessons are to be given for which adequate recorded preparation is not available.

(ii) Students should use a foolscap size book for their lesson notes. The lesson notes should be written neatly on the right-hand pages of the book, leaving the left-hand pages for commentary by class teachers or other supervisors, for the students' own criticism of the lesson, and for the recording of results of the lesson and analysis of errors.

(iii) These lesson notes should be shown to the class teacher prior to the presentation of the lesson.

8. Students are expected to use all their time at the school to the best advantage of their progress in teaching. This particularly applies to those periods when they are teaching and then to those periods when they are not responsible for class teaching. Students with initiative and concern for their own progress in the complex art of teaching will need little direction as to the use of this time.

Part of the time will be used on work for the Observation Book. Each student should have a special book for this purpose. In this book, the student will record those observations which he believes will be helpful to him. In each practice the College requires students to record observations under three major headings. These will be announced prior to the Practice.

In the first Practice the student may be asked to base observations on the following aspects of teaching:

(a) Co-operation with the classroom.

(i) Detailed observations on methods used to secure good class-morale, positive group loyalty and general co-operation.

(ii) A student should include an account of methods he himself has attempted. The opinions may be tentative
because of inexperience, but they will make an interesting record for the student in his later development.

(iii) Detailed observations on the nature of what may be carefully described as a healthy spirit of competition within the class.

(b) Classroom management.

(i) The student should describe instances of pupil misconduct he met in his own teaching. He should examine the possible causes and record the steps he took to overcome these difficulties. How much did individual misconduct interrupt or break the continuity of the lesson? How could this be reduced? How did the student deal with this difficulty? Were methods of management used by the student successful? If not, the student should attempt explanation.

(ii) The student should also record successful approaches and methods which he learns about either as a result of discussion with the class teacher or as a result of examples provided by the class teacher or other teachers. The student should consider whether these methods could be successfully used in his own work. So many apparently successful methods lean heavily on the nature of the personality employing them.

(c) Teaching procedures.

(i) Was the class subdivided for some lessons? What purpose does this serve?

(ii) The student should give an account of various tests used in different subjects. He should also give an account of preparation, presentation, marking, recording and follow-up in relation to these tests.

In no circumstances may adverse assessment be recorded.

In their own interests students are advised to go beyond the three set headings if they believe the school offers valuable information.

9. In no circumstances whatsoever is a student allowed to punish a child in the sense of corporal punishment. Students must keep control of themselves: slapping, hitting with a ruler—any form of such punishment is completely banned. Detention of a child may occur but only with the knowledge of the class teacher.

10. Supervisors will show students a written report on their work. Students may discuss this with their supervisors and they should take particular note of references to points for development. Students will sign their reports as evidence of their having read the report.
11. Special care should be taken with dress, general deportment, and speech.

12. Library Hours: 3.30 p.m.-5.25 p.m. Pictures may be borrowed for two days only.

13. Blackboard writing—according to the school. Students should undertake practice as much as possible. Left-handed students are required to become proficient in using the right hand for blackboard work.

14. Refund of fares: Fares paid in Excess of normal fares to College will be refunded to the student. The appropriate form may be obtained from the supervisors. Students will submit these to the Registrar of the College.

Unsupervised Practice

1. Students who have completed their first year course shall, towards the end of the summer vacation spend two weeks practice-teaching. College staff will not supervise this work.

2. Students select their own school, subject to college approval.

3. The College will not, for this practice, refund any travelling or other expenses incurred by students.

4. The students should prepare lesson notes and compile their observation books as directed by the College.
THE COLLEGE LIBRARY

The library is freely available to all students and staff of the College. It consists of a rapidly-growing collection of books, periodicals and pamphlets as well as music scores, pictures and film strips. The collection is also being extended to include gramophone records, slides and other teaching aids.

The card catalogue is an alphabetical index to the library collection, with entries for books under author, subject and title. The call number of a book is given at the top right-hand corner of its catalogue entries and indicates its location on the shelves. The books are arranged on the shelves by subject according to the Dewey Decimal Classification.

Hours

The library is open from 9 a.m. to 5 p.m., Monday to Friday, both during term and vacation. During practice teaching periods the library hours may be extended after 5 p.m. These times and any other variations in hours will be posted on the College notice boards.

Borrowing

A loan record must be made for every item borrowed from the library for however short a time.

Books may be kept for one week but if not in demand, the loan may be renewed. Books already on loan to others may be reserved and borrowers will be notified when they become available.

Books in great demand may be restricted to a loan period of two days or overnight only. These books will be kept at the charging desk.

Students may not have more than three books on loan at a time.

Periodicals, pictures and other material may also be borrowed on application to the library staff.

Care of Books

Library material of all kinds must be returned in good order and not marked in any way. Any damage or losses should be reported to the Librarian immediately.

Borrowers are held responsible for all material taken out of the library in their name and will be required to replace lost items.
Conduct in the Library

The library is a place for reading and study and should be quiet at all times. Students are not permitted to talk and they should move about quietly.

Eating or smoking is not permitted in the library.

Brief cases and bags must not be brought into the library.

If students have any difficulty in finding books or information they should ask the library staff. They will be pleased to help.
CONSTITUTION

WOLLONGONG TEACHERS' COLLEGE
STUDENTS' COUNCIL

A. Composition

1. The Council shall consist of:—

(a) President, Vice-President, Secretary and Treasurer. These Executive Officers shall be elected by the student body during the third term in each year, or, at such time as the Principal may determine in the light of any special circumstances within the College.

(b) Two representatives of the approved College Clubs affiliated with the S.R.C. to be elected by and from the members of these clubs within the last three weeks of the second term. The election of these representatives shall be supervised by a Special Club Executive, which is responsible to the S.R.C. for the general running of the clubs, societies and associations of students affiliated with S.R.C. and not embracing those associated with the Sports Union. The Special Club Executive shall be elected by the members of the Clubs within the last three weeks of the second term.

(c) One representative, to be known as the "Section Representative" elected by and from the members of each section within the College.

(d) Two representatives of the Sports Union elected by and from its members.

(e) The continuation of these elected representatives in office may be terminated by the group which that person represents, or by the Council, or by the resignation of that representative.

(f) Members absenting themselves from two (2) consecutive meetings without leave, shall cease, ipso facto, to be members of the Council. The sections or affiliated bodies concerned shall elect new representatives.

2. A Council member shall represent only one of the constituent bodies outlined above.

B. Election

1. Nominations for Executive Officers shall be in writing, signed by the person nominated and at least five other persons entitled to vote for him or her.
2. The names of all candidates for election to the Council shall be submitted to the Principal, who may exercise his right of veto.

3. Elections shall be by ballot, and by preferential voting. The Vice-President shall be the student who polls the highest number of votes after the President.

4. All nominations for Executive Officers are to be displayed on the Student Notice Board for one week prior to the day of the election.

5. Arrangements for the casting and counting of votes shall be made by the Principal or his nominee.

C. Meetings

1. The Council shall meet at least once a fortnight during terms.

2. The Principal or a member of staff nominated by the Principal shall have the power of attending the meetings of the Council, and of examining the minutes of any meeting.

3. The Council Executive may call a compulsory General Meeting of students when required. General Meetings may also be called if required by a majority vote at a Council meeting.

4. On written requisition of three (3) members of the Council, the Secretary in conjunction with the President, may call a special meeting of the Council.

5. The Executive shall meet at such times as it shall determine.

6. A quorum of the Council shall consist of 60 per cent of the Council members.

7. Issues shall be determined by simple majority, except those involving amendments to the Constitution (q.v.). The President shall have an original and a casting vote.

D. Powers of the Council

1. The Council may legislate, with the Principal’s approval, with regard to, and make recommendation to the Principal, on any matter affecting the interests of the student body or of any individual student.

E. Power of the Executive

1. Members of Council Executive are empowered to attend any meeting of any club, association or society.
2. The Executive of Council may meet at any time and make interim decisions on behalf of the Council.

3. In all matters involving student ballot, the executive shall act as scrutineers, the President of Council being the Returning Officer, subject to the operation of Section B, Clause 5 above.

4. A Judicial Committee consisting of the Principal and members of Council Executive shall be the sole authority empowered to interpret this Constitution if required to do so.

F. Sub-committees

1. Sub-committees shall be appointed by the Council as may from time to time be deemed necessary.

2. Sub-committees, on a request from Council, shall be required to submit reports.

3. Sub-committees, must be authorised by Council in matters involving expenditure.

4. The Council shall have the power to co-opt any member of the student body who may so wish, to act as a member of any sub-committee formed by the Council.

5. The Council shall form a Standing Social Sub-Committee from within its members and this Committee will be responsible for the conduct of College socials, dances and similar functions involving the student body.

G. College Clubs

1. The terms Club, Association and Society are defined as those groups of students whose affiliation as a club, etc., is with the S.R.C. Religious and political organizations within the College are not considered clubs in this sense.

2. No College Club, association or society, may be organised without the approval of the Principal, in the first instance.

3. The Secretary of every College club, society or association shall notify the Council in writing of the names of the executive officers of that club, society or association within seven days of the election of such executive officers.

4. The Council may hold an enquiry into the management of any club or association or society or committee of these, and bring the
matter before the Principal, if that be deemed necessary. The Secretary of any such club or committee, shall, if called upon, furnish all information required by the Council.

5. The club is empowered to carry out activities for which it is formed.

6. Members of clubs may be drawn from the present students and staff of Wollongong Teachers' College only. Membership may, at the discretion of Council be restricted if this becomes necessary for practical reasons. Should this occur, a restricted number of members will be invited from each section by the club executive, after recommendation by Council. Membership of clubs is honorary, but with permission of Council, levies may be raised from members to augment club funds.

7. Meetings should be under control of a Chairman or Club Executive. Club, Association and Society Executives are required to keep, in a special book, written record of all meetings and activities held during the year.

8. Clubs, associations and societies when intending to hold functions at College, outside College lecture time, should seek the approval of the Principal and Council.

H. Finance

1. A subscription shall be paid by each student to the S.R.C. The Council reserves the right to levy further fees if necessary. The original subscription shall be Five Pounds (£5) and is payable on enrolment or re-enrolment. From each such student subscription, the sum of One Pound Ten Shillings (£1 10s.) shall be made available on application, to the Sports Union, and One Pound (£1) to an Art and Craft Fund. The S.R.C. may consider applications from the Sports Union for additional moneys, and will make such additional grants if the S.R.C. considers that such grants are in the best interests of the student body.

2. All funds or donations of any kind received by any student bodies affiliated with S.R.C. shall be controlled by the S.R.C. and are not the property of a particular club or committee unless the S.R.C. has given prior approval for the fund to be used for a specific purpose of that club or committee. Such approval will be given unless the S.R.C. considers that to do so would be to conflict with the normal welfare of the whole student body.

3. One centralised bank account is to be held and shall be operated upon only by cheque signed by any two of the following:—the Principal, the Vice-Principal, the Registrar. Such cheque will be signed
on the written application of the Treasurer, approved by the President and Secretary.

4. The purchase of goods on credit on account of any Club, association or society is not permitted by any person unless a written order has been placed by the Registrar.

5. The Council shall prepare a report and statement of accounts to be submitted by the retiring treasurer at a General Meeting of students to be held at the end of the treasurer's term of office.

6. Each College club, association or society, shall forward to the S.R.C. a report and statement of accounts at the close of each executive year.

I. Alteration to Constitution

Any member of the Council desirous of proposing an amendment shall give at least seven (7) days' notice of his motion in writing signed by at least one other member of Council. The motion shall be deemed lost unless it is approved by—

(a) a three-quarters majority vote in a Council meeting

and

(b) a majority vote in a General Meeting of the students.

Subject to the approval of the Principal, the amendment shall take effect.
SPORTS UNION CONSTITUTION

1. Name: The Wollongong Teachers' College Sports Union (hereinafter referred to as S.U.).

2. Purpose: The purpose of the S.U. is to promote and manage all sporting activities of the Wollongong Teachers' College.

3. Membership: The S.U. is open to all members of the Wollongong Teachers' College.

4. Management Committee: The management committee of the S.U. (hereinafter called the S.U.C.) shall comprise:

   (a) The President
   (b) The Vice-President
   (c) Two representatives of each club affiliated with the S.U. At least one to be a member of First Year.
   (d) Two Executive members of the S.R.C.
   (e) Any other members co-opted by the S.U.C.

5. Officers:

   (a) The President—a member of staff nominated by the Principal.
   (b) The Vice-President—who is to be a member of staff of the opposite sex to the President.
   (c) The Student President.
   (d) The Secretary.
   (e) The Treasurer.
   (f) The Assistant Secretary who is to be a First Year student.
   (g) The Assistant Treasurer who is to be a First Year student.

6. Election of Officers: The election of officers for the S.U. shall take place prior to the Annual General Meeting.

7. Quorums: At a general meeting of the S.U. \( \frac{1}{3} \) of the members present; and at a meeting of the S.U.C. ten members shall constitute a Quorum.

8. Annual Meeting: The Annual General Meeting of the S.U. shall take place at the end of the College year.

9. Meetings: The S.U.C. shall meet at least once every calendar month whilst the College is in session.
10. **Special Meetings:** A special meeting of the S.U. shall be called within seven days of the receipt by the Secretary of the S.U. of a request signed by at least ten members. The meeting to be advertised for at least four days before it is due to be held.

11. **Notices of Motion:** Notices of Motion affecting the S.U. must be handed to the Secretary in writing at least seven days prior to their being discussed.

12. **Formation of Clubs:** New Sports Clubs may be formed and affiliated with the S.U. only at the discretion of the S.U.C.

13. **Finance:**

   (a) The S.U. shall make application to the S.R.C. for grants to finance student sporting activities.

   (b) The S.U.C. shall allocate funds to affiliated sports clubs upon receipt of the following information from the various Secretaries:

      (i) Number of active club members.

      (ii) The proposed expenditure of the grant.

      (iii) The amount of the previous grant.

      (iv) Equipment in hand.

14. **Reports:**

   (a) The retiring Secretary and Treasurer of the S.U. shall furnish reports which will be read at the Annual General Meeting.

   (b) Each retiring Secretary of each Club affiliated with the S.U. shall furnish reports of the retiring Secretary and Treasurer of the S.U. so that these can be incorporated into the Annual Report.

15. **Alterations to the Constitution:** Alterations to the Constitution can be made only if two-thirds of the members present at a general meeting of the S.U. support the amendment.
TEAMS ENDURANCE RACE

The "College to the Summit Cup" was donated by Dr. Whitebrook for annual competition between the male students of the College. The inaugural race was held on 7th August, 1962, just prior to the inter-collegiate visit.

Race Conditions

1. The "College to the Summit" Cup will be competed for on an inter-section basis.

2. Any number of men from each section can enter.

3. The time of each person competing shall be recorded.

4. The team time shall be the mean time of the section team.

5. If any member does not finish the course as a result of injury, the time given to this member will be the slowest recorded for the race.

6. Sections will start at five minute intervals.

7. Starting times are to be drawn.

8. The race will be run from the corner of the road leading into the College to a point at the summit of Mount Keira approximately level with the kiosk.
RELIGIOUS SOCIETIES

The College Christian Fellowship

The College Christian Fellowship, an inter-denominational society, is the follow up of the Inter-school Christian Fellowship of the primary and high schools. Similar groups exist in other teachers' colleges and in universities, and all are affiliated with the Inter-varsity Fellowship.

Meetings are held once each week and include Bible study, discussions, films and addresses from students, lecturers and prominent townspeople. Picnics and house-parties are arranged during the year.

The aims of the Fellowship are to confront students with Jesus Christ and His Gospel, to lead them to commit themselves to Him and His way of life; to help them to grow into His likeness and in the understanding of the Christian faith; to unite them in fellowship of His Church and in the devotion of their whole lives to the Kingdom of God. The Fellowship is based on faith in the living God—Father, Son and Holy Ghost—who makes Himself known to us through the Scriptures and in the life of the Church.

All students will be made very welcome at the meetings of the College Christian Fellowship.

St. Thomas More Society

This society was formed by the Catholic students of the College shortly after the institution's commencement. The broad aims of the society are to encourage the responsible and active growth of Catholic thought, example and spiritual welfare of students during their College course and their subsequent professional careers.

The establishment of this society was blessed with the approval of His Lordship Bishop McCabe, who also appointed Reverend Father Kenna, himself closely involved with education in the diocese as chaplain to the society. Students elect their own President and Secretary for the year and plan details of the yearly programme of spiritual and social activities.

Meetings are organised regularly within the College. An annual Mass and Communion is held, together with general observance of the first Friday devotion. Other functions, often arranged in conjunction with the Newman Society of the Wollongong University College, include social events and outings such as dances and barbecue picnics, visiting speakers and lecture-discussion meetings.
COLLEGE CLUBS

One period per week of the college timetable has been set aside for club activities. Membership of any club is voluntary but it is suggested that all students should, through club membership, take an active part in the corporate life of the college.

During 1962 the following clubs were formed and it is hoped that with the additional students in 1963 such clubs as the writers' group, photography club and others, will also be inaugurated.

Chess Club

The purpose of this club is the promotion of the game of Chess. This shall be done by—

(a) Club gatherings both in and out of college, and friendly games between groups of players.

(b) The organisation of and participation in tournaments, competitions and matches.

(c) The instruction of new members.

Debating Club

We feel that debating is, and should become, an integral part of Teachers' College activities. As future teachers we shall be expected to be able to express ourselves vocally, in a correct, concise and succinct manner. Debating assists in this.

Any students who are interested in debating will be welcomed, if they contact any member of the Club Committee.

Film Club

The film club has been formed by those students interested in movie photography, films and their projection, to produce the college film, to organise and present entertainment and educational film programmes to the student body and generally to make critical appreciation of the film shown.
The College Wanderers

During the club hour the club meets for discussion of the various club activities, talks on equipment and films on the various aspects of bushcraft.

Various bush walks of one day duration have been arranged by the club around the Wollongong and South Coast area. However, the club aims to hold week-end walks in the future with areas such as the Blue Mountains in mind.
COURSES OF STUDY
ART

First Year

One hour per week

A course comprising lectures and practical work to introduce the student to art experience and art teaching method.

Term I

Introduction to Child Art Education history and theory, teaching method, child art development, art appreciation.

Term II and III

Development of European Painting.
Approach to Design. Colour Theory.
Picture Making—Experiments in various media.
Relationship of Design to Craft.
Relief and Silk Screen Printing.

RECOMMENDED READING

Sheldon Cheney: The Story of Modern Art.
Eric Newton: Outline of European Painting and Sculpture.
H. R. Tomlinson: Picture and Pattern-making by Children.
H. R. Tomlinson: Children as Artists.
W. Viola: Child Art.
Janet Smith: Design—An Introduction.
Anna Berry: Undertaking Art.
Bates Lowry: The Visual Experience.

Special Study

Two hours per week

This course is designed to provide opportunity for the student to—
(a) gain an appreciation of the visual arts of our culture;
(b) grow in experience of creative art forms;
(c) experience the place of design in everyday life;
(d) relate an understanding and appreciation of art to sound art teaching methods in schools.

The course will consist of lectures, discussions and a considerable amount of practical art experience. This experience will be enriched by experimental work in a variety of media including oils, water colour, tempera, graphic media, wire, metal, clay and plaster.

Second Year

Two hours per week

The aim of this course is to
(a) allow students the opportunity to extend their understanding and appreciation of art in its various forms;
(b) provide a basis of understanding in the theories and methods of contemporary art education;
(c) deal with the practical aspects of programme preparation for primary or infants’ classes.

Lectures will be given on art appreciation, the meaning of art, art and life, art as expression and communication.
Filmslides and reproductions of works of art will be discussed.
Contemporary approaches to art teaching will be discussed and lectures given on classroom organisation, procedure and techniques.

Practical experience will be provided in as many media as possible, including work in the fields of picture-making, drawing and sketching, graphic arts, modelling and sculpture, pottery, design and pattern-making.

Recommended Reading

Herbert Read: Education Through Art.
W. Vioia: Child Art.
Marion Richardson: Art and the Child.
Natalie Cole: The Arts in the Classroom.
Victor D’Amico: Creative Teaching in Art.
Bates Lowry: The Visual Experience.
Option

Two hours per week

This course in second year will provide the opportunity for students to pursue their special interests in at least two separate fields of art experience to be selected from the following:

- Sketching in crayon, charcoal, pencil, pastel pen and ink, oils and water colour.
- Painting in oils, water colour, tempera.
- Mural design.
- Stage scenery and decor.
- Mosaic and stained glass window design.
- Modelling in clay and plaster.
- Sculpture.
- Pottery.

Students will also be required to make a critical study of art, engage in research and present a lecturette.

CRAFT

First Year

One hour per week

The course in craft is designed to provide the student with the essential techniques and teaching methods associated with the primary school handicraft course, together with scope and nature of the educational implications of craft work and the cultural aspects of the various crafts treated.

Second Year

(i) For Women Students taking the General Primary Course

One hour per week

Primary School Needlecraft and Soft Toymaking.
(ii) For Men Students
One hour per week

Heavy Strawboard Modelling.
Fundamentals of Mechanical Drawing—Types of projection; interpretation of plans; lettering.
Construction of simple toys using plywood and scrap materials.
Wood finishes suitable for use in the primary school.
Art metalwork using wire and sheet metals.
Care and maintenance of the common tools used in the course.
Sources of supply of materials. Requisitioning and storage of stock.

(iii) For All Students taking the General Primary Course
One hour per week

General Handicrafts:—
Raffia and coiled basketry.
Cane baskets with woven bases.
Cardloom weaving.
Puppetry.
Handicraft in the Lower Primary School.

(iv) For Women Students taking the Lower Primary Course
Two hours per week

The aims, organisation and special teaching techniques of craftwork in the infants’ school with special reference to the Handicraft Syllabus.

Practical examples of weaving, tapestry threading, sewing modelling, toymaking and group activities.

Option

Second Year
Two hours per week

The courses offered will be dependent on the availability of the tools, materials and equipment in the new college. It is expected,
however, that students will be able to select one or more of the following crafts to study in detail.—

Art Metalwork
Lampshade Making
Model Making
Needlecraft and Garment Construction
Woodcraft and Furniture Making.

EDUCATION

The general aim of the complete course in Education during College training is to engender in students first, a knowledgeable and technically competent approach to the profession of teaching and secondly, a firm potential base for the establishment of a satisfying and effective personal philosophy of education.

The course in Education is designed to introduce students to the institution of the school as an essential socializing agency in a modern community. To this end, the course is divided into two broad areas: On the one hand within the area of educational psychology, an examination is made of various aspects of the PUPIL as the central component in the educative process; on the other hand, the student’s attention is directed to the SCHOOL as the vital, formal medium of socialization in a complex society, its officers, administrative structure and functions, as well as the educational principles and practices which have developed in the furtherance of educational objectives.

As part of the students’ induction into tertiary education an attempt will be made to inform students of the special and different demands of college life. Emphasis will be given to the development of efficient techniques of study and productive use of the College resources, e.g., lectures, library, laboratories and other special facilities.

First Year

A. The Pupil

1. Child Growth and Development: Principles and developmental processes during childhood; characteristic patterns of development at various stages; needs and developmental tasks at these stages; the role of the school in child development.
2. **Learning**: The nature of learning; the relation between learning, maturation and socialization; views of learning processes; classroom learning and factors influencing acquisition and relation within the learner, and within the methods and techniques of learning; transfer of learning.

3. **Intelligence**: The nature of intelligence; the history and description of intelligence testing; theories of the nature of intelligence; intelligence test data, its interpretation, uses and limitations in education.

4. **Personality**: Definitions of personality; views of its determinants; psychological, physical and environmental; methods and techniques of personality appraisal.

5. **Group behaviour**: Techniques of analysis of childhood groups; types of groups; role performance and behaviour of children within groups; interaction and interpersonal relationships.

B. **The School**

1. **Principles and practices in education**:  
   
   (a) The nature of education; formal and informal education; the place of the school in socialization.
   
   (b) General principles applied to classroom practice; aim, activity, orderly sequence, adapting to individual differences and the need for lesson planning.
   
   (c) Classroom motivation; centrality of motivation in learning; needs and interests of children; techniques of classroom motivation; motives and incentives.
   
   (d) Class management; authoritarian, democratic and “laissez-faire” atmospheres; techniques of control; the personality of the teacher and the social/emotional climate of the classroom.
   
   (e) Teaching procedures; variation in lesson presentation; lesson development, questioning; broad lesson types such as Information, Appreciation, Problem solving and Drill.
   
   (f) Teaching aids; their place and function in the classroom; variety of aids— aids for special purposes, textbooks, duplicators, visual and sound equipment, the blackboard, etc.
   
   (g) Tests and Testing: Simple questioning; informal tests; revision exercises; formal tests, problems of validity and reliability; standardised achievement tests; diagnostic testing.
2. Education in New South Wales:

(a) Essential features of educational administration in New South Wales; the Education Department; Area Directorates: Inspectional system; school organization.
(b) Educational provisions; types and levels of schools.
(c) Other educational services; ancillary services of the Education Department.

Second Year

Three hours per week

1. Social Aspects of Education

A course designed to acquaint the student with the social forces that influence education and the manner in which educational systems respond to them.

Content will include:

- A study of the biological and cultural aspects of human nature and the relationship between school and culture;
- Discussions on the educational role of the family, class and group in society and an examination of some of the processes influencing thought and behaviour in our community.

2. Theory of Curriculum Development

A study of recent developments in teaching and an examination of the theories upon which they are based. Different methods of curriculum construction will be discussed as well as the relationship between organization and content to the aims of education.

Students specializing in lower primary teaching will pay special attention to the theoretical and practical contributions of Friedrich Froebel, Maria Montessori and Margaret MacMillan.

3. Current Thought in Educational Systems Overseas

An international study of organization and methods of administration of education and plans for further growth of education.

In general, the course will entail a review of the work of U.N.E.S.C.O. and comparative studies of some of the following areas:

It is intended that the student will develop a background of knowledge of other systems enabling him more clearly to evaluate the thought and methods of his own State.

4. Philosophy and its Implications for Education

An outline historical study of some of the great systems of philosophy and their effects upon education. A selection from Idealism, Realism, Naturalism, Pragmatism and Existentialism will be made with the intention of helping the student to begin to form his own personal philosophy of teaching.

5. Professional Ethics and School Administration

A course designed to:

(a) develop a regard for high professional standards in teaching, in work with colleagues, and in relationships with the community,

(b) acquaint the student fully with administrative requirements at class, school and inspectorial levels.

6. Small School Teaching

Students specializing in primary school education will devote part of their time in Demonstrations and Lectures to the problems of teaching in a one-teacher school.

**ENGLISH**

**First Year**

**(I) Expression**

*One hour per week*

This course will be mainly concerned with the student's proficiency in the use of written English, accurate use of words, the extension of vocabulary, appropriate styles for varying purposes of communication, consideration of sentence and paragraph. The general problem of meaning, the different uses of language will also be discussed.
There will be much practical work in the course. It is hoped that students may be grouped for this work so that those students who have already reached a proficient standard in expression may be able to devote their time to more general semantic matters.

Spelling proficiency is part of the work.

The nature and place of grammar will be considered.

Each student will be required to write one short story.

(ii) Method in the teaching of English

One hour per week

(a) Aims of English teaching—
Qualifications of the teacher of English.

(b) Lesson types—
Spelling, writing, reading.

(c) The teaching of spelling.

(d) Handwriting—various types.
The teaching of writing.

(e) The teaching of language, sentence structure—
Oral expression.
Written expression.

(f) The teaching of poetry.

In this course, students are required to prepare an English ideas book which, gathered over the period of the two years, should become the student’s valuable reference book for his own teaching in the schools. Advice as to its compilation will be given in lectures.

(iii) Speech

One hour per week, Lent Term only

(a) Qualities of effective speech in the classroom.

(b) The teacher’s voice and speech as the most important personal aid in teaching.

(c) Lectures are mainly practical work in speech for different purposes in the classroom, e.g., the reading of poetry, the telling of stories, authority and confidence in the voice in classroom management.

(d) Speech in the primary school: method of teaching.
(iv) Literature

One hour per week

(a) Poetry and the individual student. The place of poetry in community and school.

(b) Traditional ballads.

(c) A Shakespearean play.

(d) The Poetry of Hopkins.

(e) Poetry of the Great War, 1914-1918.

(f) The Poetry of A. E. Housman.

(g) Three novels.

Students will receive a copy of the Penguin Book of Modern Australian Verse, and the Faber Book of Modern Verse, sections of these anthologies will be required reading. Students will be required to present to the section a poem from these books with their critical comments.

Special Studies

Two hours per week

The Department of English will offer some special study courses for students. These may cover broadly: American literature, short stories as literature, dramatic literature and dramatic art. Details of some of these courses are not available.

Dramatic Art: This course will cover the following aspects:

(a) Development of confidence in self-expression, the problem of self-consciousness.

(b) Improvisation.

(c) Mime.

(d) Dance Drama.

(e) Speech.

(f) Impromptu Drama.

(g) Judgment in acting; relations between players; sense of truth.

In the second year, these aspects are further treated. Each student is required to participate in the production of major plays. There is also provision for the student to become acquainted with a wide number of plays and the different styles of production appropriate to them. Make-up, stage-lighting, sound effects are also included.
It is possible that drama students will be able to devote additional time to their work; they may be granted exemption from some of the second year general course English lectures and this time will be used in more extensive work in Dramatic Art.

Second Year

(i) Expression

One hour per week

This course will be a progression of the first year course. There will be further work on language (the student’s own proficiency in the use of language, both written and spoken). No separate course in speech will be given in the second year, but some time of the expression course will be devoted to this work.

It is hoped also that some time may be devoted to the student’s expression of himself in the role of teacher.

Some lectures will be given on the history of the language, on words, how they begin, fashions in words.

(ii) Method

One hour per week

Method in the teaching of English—

(a) thorough treatment of the teaching of reading;

(b) the library: central library, class-library, library books suited for each grade variety. Classification of books, children’s use of central and class library;

(c) dramatic activities;

(d) grade levels of attainment;

(e) remedial techniques—spelling, reading, language, speech;

(f) the teaching of poetry, poetry writing, listening to poetry;

(g) programming, teacher’s records;

(h) further work on language activities, dictionary work: written expression;

(i) activities and work to extend the gifted child;

(j) broadcast lessons: treatment, preparation, follow-up, films to aid English teaching.
(iii) Literature: the modern novel

One hour per week

This course will cover an important work by each of the following authors:


Detailed consideration will be given the particular novel but students should read as many novels of each author as they can.

(iv) Literature: poetry and drama

One hour per week

Details of this course are not available.

HEALTH EDUCATION

First and Second Year

One hour per week

The course during first year will attempt to outline the structure, functions and development of the human body, and instruction in the principals and practice of first aid will be given.

All students will be required to obtain their St. John’s Ambulance First Aid certificates.

During second year the lectures will centre round the environmental and personal health of children at school, with particular reference to community health measures.

MATHEMATICS

All students will be required to pass a test in primary school arithmetic. Students failing to reach the required standard will attend remedial classes, or do such other work as the lecturer directs, until the required standard is reached.
MATHEMATICS I

First Year

Two hours per week, Lent Term, then one hour per week

This course is designed to acquaint the students with methods of instruction in arithmetic; to provide them with an historical background of the development of mathematical concepts and to improve their own mathematical ability.

1. Drill lessons in arithmetic
   (a) Oral drill. Purposes, principles and techniques.

2. Reasons why children develop adverse attitudes and methods of developing and maintaining favourable attitudes.

3. Introduction of new work
   (a) Development of concepts. Activity lessons.
   (b) Mechanical skills.
   (c) Inductive and deductive procedures.


In addition, the student’s own ability in arithmetic will be improved through oral drill in lectures and, where necessary, by more intensive individual work in tutorials.

Special Study

First Year

Two hours per week

Students intending to take this course should have gained passes in Mathematics I and II at the Leaving Certificate.
As well as following the general prescribed course, some opportunity will be given for students to pursue a special interest.

Courses will be selected from:

1. Logic and Mathematical Thought. The number system. Set Mathematics.
2. Techniques and applications of calculus.

Second Year

One hour per week

1. A detailed study of the syllabus in primary school arithmetic with particular emphasis placed on the development of mathematical concepts, grading and programming.

The following topics will be discussed.

(a) The four basic operations with number.
(b) The four operations with money, weights and measures.
(c) Common fractions, decimal fractions, percentage fractions.
(d) Spacial concepts.

2. Projects in arithmetic. The social aspect of arithmetic.

3. Techniques for special classes—small schools, composite, remedial and opportunity classes.

4. Research in the teaching of arithmetic.

MUSIC

First Year

The course will be for two one-hour lectures per week during first term, and one hour per week during second and third terms. Lectures will cover the practical aspects of musicianship necessary for the teaching of the basic course set out in the music syllabus, and will introduce students to various fields of broaden musical interests.
Courses of special study will be offered for two hours per week from the beginning of second term. Two courses, A and B, will be given. Course A will be mainly concerned with the study of the main streams of music development and the detailed analysis of key works emerging from this study. Some practical aspects and some performance will be included to ensure a thorough understanding of the periods being studied. Course B is offered for the student with a particular interest and some ability in performance. Here music is treated primarily as a practical and expressive medium. Development of versatility and of performance skill will be supplemented with some study of periods from which works for performance are taken.

Second Year
Two hours per week

In this course established skills in practical musicianship are developed in lectures through the training of sections as unison, two and three part vocal ensembles and through performance on the recorder flute. Integrated in the song and instrumental music repertoire is the graded introduction of aspects of music notation aimed at increasing technical skill in music reading, and at giving a thorough grounding in the use of French time names and tonic sol-fa. Instruction and practice in the elementary techniques of conducting are included in this practical section of the course.

The study of teaching method covers: singing activities in the lower and upper primary class and the use of musical instruments in these activities; the importance of developing aural skills in teacher and pupil; activity approaches and the use of “programme” and “absolute” music in the listening lesson, and the place of music reading in the school music course. This study is supplemented by observation of the above aspects of method in demonstration lessons, and by discussions and lectures on problems underlying music programming for primary grades.

Students are required to submit a “Music Ideas Book” at specified times during the year. Marks given for this book contribute towards the student’s final assessment.

In the course a special study of some depth is made and this year the chosen topics are: the development of instrumental music and virtuoso technique, and the emergence in the nineteenth century, and the present state, of opera and musical drama.
**Option**

**Second Year**

The course covers the significant developments in music since the middle of the nineteenth century. Topics for special study centre on works of the late romantic composers, French impressionists, Richard Strauss, Schönberg, Milhaud, Stravinsky, Bartok, Copland, Shostakovich and Vaughan Williams.

During lectures a programme of vocal and instrumental works will be studied and performed, giving experience in techniques of ensemble performance.

**NATURAL SCIENCE**

**First Year**

*Two hours per week*

The microscope. Plant and animal cells. Unicellular and multicellular organisms.

- Bacteria. Food preservation. Useful types.
- Fish. Frogs. Toads. Life-cycle of frog.
- Mammals.
- Seashore animals.


Special Studies

First Year

GROUP A

Two hours per week


Structure of the atom. Isotopes.

Energy and its manifestations.


Fission. Synthetic elements.

Effect of radiation on living tissues.

Uses of radioactivity.

GROUP B

Two hours per week

In this course the more practical aspects of natural science will be stressed. One or more of the following will be studied, the choice depending on facilities available when the course is commenced:

(a) Horticulture.

(b) Forestry and forestry nursery work.

(c) Ecology—field studies.

(d) Plant breeding.

Individual work will be expected of students.

Second Year

Two hours per week


Evolution.
Aims of natural science teaching.
Teaching procedures and aids.
Conservation.
Experiments for the primary school.

Option

Second Year

In this course students will make a detailed study of natural science in one or more of the following fields:—

(a) Evolution.
(b) Bacteriology.
(c) Entomology.
(d) Forestry.
(e) Rock types and soil formation.
(f) Properties of soils.

PHYSICAL EDUCATION

First Year

Two hours per week

This is the basic course which all students in their first year will follow.

The aims, scope and nature of Physical Education in the primary school.
The needs of the child in relation to physical activity.

Fitness and the benefits of exercise.

The teaching of motor skills; selection of activities, introducing new activities, activity progression.

The New South Wales Education Department P.E. Syllabus.

Lesson planning.

The teaching of swimming.

REFERENCES


Randall and Waine: *The Objectives of the P.E. Lesson.* Department of Public Instruction (Qld.): *Folk Dancing Syllabus. N.Z. Syllabus of Folk Dancing.*

Games Coaching

First Year

PART A

*One hour per week*

The games lesson and the teaching of games skills; the organisation of the practice situation.

Major games and competition; their place in the primary school.

The teaching and organisation of athletics.

PART B

*One hour per week*

The objectives of this part are:—

(a) To encourage students to improve their own games skills.

(b) To encourage participation in a variety of physical recreation activities.

(c) To provide opportunities for inter-section competition.

(d) To foster desirable attitudes towards the maintenance of personal standards of fitness.
References

New South Wales Education Department: *P. E. Bulletin* (as directed).
New South Wales Education Department: *Games Book. Know the Game Series*.

Special Studies

First Year

Two hours per week

An introduction to the Physiology of Muscular Activity: especially strength.

Fitness training especially Circuit Training and Elementary Weight Training.

Bushcraft: bushwalking, direction finding, elementary orienteering.

Basic Gymnastics: Vaulting, Tumbling, Balancing.

Recreational Activity; in this course Surfing will be featured. Special emphasis being given to its value as service to the community.

References

G. Adamson: *Circuit Training*.
Karpovitch: *Physiology of Muscular Activity*.
S. Wilson: *Vaulting and Agility*.
N.S.W. Dept. of Ed.: *Bushcraft*.
J. Bloomfield: *Know How in the Surf*.

Second Year

General Primary Sections

One hour per week

This course is mainly concerned with the following areas of study: Water Safety, Life Saving and Artificial Respiration; Basic Movement; Programming; the use of Tests and Measurements; the development of Physical Education in New South Wales.
Schools; the nature and use of Outdoor Gymnasia; improvisation and care of equipment; the responsibilities of the Primary School teacher in Physical Education; School Camping and Allied Activities.

REFERENCES

M. Randall: Basic Movement.
M. Randall: Modern Ideas on Physical Education.

Second Year

Lower Primary Course

One hour per week

In the First Year, students will follow the General Primary course. In the Second Year special emphasis will be placed on the following courses:

(1) The aims and principles of Physical Education in the Lower Primary School.
(2) Characteristics and growth development patterns of children of Lower Primary age.
(3) Programme planning and the planning and use of fixed apparatus.
(4) Lesson planning and the recording of achievements of individuals.
(5) Practice in activities suited to Lower Primary level—strengthening and mobilising activities, development of motor skills, games, dances and rhythmic training.
(6) All students are to gain a life-saving award unless there are extenuating circumstances.

REFERENCES

Ministry of Education (Britain): Moving and Growing.
Ministry of Education (Britain): Planning the Programme.
Games Coaching

Second Year

PART A

One hour per week

Games of high organisation; lead-up games and games resembling major sports; minor games.

School Visits and Sports Carnivals.

Track and Field: skill teaching; judging; training.

Team Training; displays.

PART B

One hour per week

This is a continuation of the First Year Course devoted to students' personal fitness. It also provides opportunities for student participation in the organisation and administration of their own sporting programme.

Option

Second Year

Two hours per week

Physiology of Endurance: cardio-respiratory and muscular endurance. The role of oxygen in physical exercise. Fatigue and staleness.
Fitness Training:
5BX and 10BX.
Isometric contraction.
Weight Training for Sports.
Tests and Measurements: Stamina, agility, motor educability, motor capacity, flexibility.
Orienteering and camping.
Dancing:
Advanced Folk Dancing.
Modern and Primitive Dance.
The History of Dance.
The Origins and Development of Physical Education.
Recreational Activity: water sports—canoeing and water ski-ing.
Advanced Gymnastics—Olympic Apparatus.

REFERENCES
Karpovitch: Physiology of Muscular Activity.
Clarke: Application of Measurement to Health and P.E.
Loken and Willoughby: Complete Book of Gymnastics.
McLoy and Young: Tests and Measurements.

SOCIAL SCIENCE COURSES

Preamble: The general aim of the social science courses, which occupy two lectures each week in the first and second years, and an additional, integrated weekly lecture in first term of the first year, is to train students to read in and teach the broad fields of geography, history, economics and government, and to appreciate their interrelations. This will enable them, later as teachers, to keep abreast of world developments in these fields and understand the essentially dynamic nature of both the content and method involved in the Primary School Social Studies Syllabus.

For students with specific interests in geography or history, the Social Science Department offers special study courses, covering two lectures each week, in each, and work is pursued at an advanced level.
At this stage, no details of the history themes are available, but it is anticipated that they will complement the work in the geography courses, which are outlined below.

**Geography I**

*One hour per week*

One hour per week of the first year social science course will be devoted to an introduction to the basic principles of physical geography and the study of the techniques of regional analysis. This course will enable students to read in the field of geography as well as affording them opportunity to further their knowledge of Australian regional geography, and gain some insight into the problems of the tropical world.

**Term 1**

An introduction to the problems and concepts of climatology, geomorphology and the geography of soils. Reference will be made to the local area and to the treatment of the local area in the Primary School Social Studies Syllabus. Demonstrations will be arranged to show the structure and method involved in the unit method of teaching.

**Term 2**

A brief survey of the regional geography of Australia will be made to serve as an introduction to the detailed analysis of the economic development of tropical Australia, with particular reference to the sugar industry, beef cattle and trends in crop cultivation, e.g., cotton, rice, peanuts, irrigation.

**Term 3**

Attention will be focused on the regional and political geography of Communist China and Latin America. Students will be required to submit an assignment on some aspect of current events. This will be considered in the final assessment of the student's work for the year. Demonstrations will be arranged to show the techniques of the discussion, observation and current events lessons.

**Geography I—Special Study**

While this course does not prescribe a previous knowledge of geography, students who have studied geography up to Leaving
Certificate standard will have an initial advantage. Considerable individual work, in the form of research and presentation of material, is required.

**Term 2**

Courses will be selected from the following:—
- Advanced concepts in geomorphology.
- The geography of soils.
- Introduction to plant geography.
- Advanced work in climatology.

**Term 3**

Urban geography.

**Second Year**

*One hour per week*

One hour per week of the second stage of the social science course will be devoted to a more intensive study of some of the more politically significant areas of the world and the method course, commenced in first year, will be extended.

**Term 1**

A study of the geography of manufacturing in Australia, with particular reference to the areal distribution of manufacturing and a study of specific industries and industrial areas. Elementary location theory and the significance of industries for regional development will be considered.

**Term 2**

Students will study the regional and economic geography of Africa, Western Europe and the U.S.S.R. as they display some of the problems of economic development. The whole problem of backwardness and development will be considered in detail, and reference made to other developing areas, e.g., in Monsoon Asia.

**Term 3**

The principles of programming in the primary school will be studied. Demonstrations will be arranged to show the techniques employed in mapping lessons, various forms of recording, the study lesson and special techniques of class organization for group work.
in the social studies. The content part of the course will concentrate on the map as a recording and research tool, the contour map and statistical sources in geography. An assignment on some aspect of method in the primary school will be required, and this will be considered in the final assessment of the student.

**Option**

This course will be concerned with a detailed study of the regional geography of Monsoon Asia. This will occupy Terms 1 and 2. In Term 3, students will be introduced to the field of Medical Geography, and appropriate illustrations will be drawn from the Monsoon Asian realm. A major assignment will be required and will deal with some aspect of Monsoon Asian geography. This shall be incorporated in the student's final assessment.

**LOWER PRIMARY COURSES**

Students, who wish to specialize in Lower Primary training, will, in their second year follow the course as listed below.

- Art—see course on page 49.
- Craft—see course on page 51.
- Education—see course on page 54.
- English—see course on page 58.
- Health Education—see course on page 59.
- Music—see course on page 62.
- Natural Science—see course on page 65.
- Options—see page 18.
- Physical Education—see course on page 68.

**Lower Primary English Method**

*Two hours per week*

1. The growth of language in the young child. Language activities in the Lower Primary grades.


3. *Written expression.* The relationship between oral expression, the reading programme, handwriting, and spelling. The wish of the child to express himself in writing.

5. **Handwriting.** The place of handwriting in the Infants’ School. Pre-writing activities. Teaching methods in formal classes.


7. **Story Telling.** A study of children’s literature. Levels of interest. The skill of telling and reading stories to children.

8. **Dramatization.** The value of free and prepared dramatization. Choice of suitable stories for dramatisation.

**Lower Primary Mathematics Method**

*One hour per week*

The course is designed to show the teaching methods and the activities used to encourage the young child to gain an understanding of number.

1. The pre-number work in Kindergarten.
2. An understanding of quantitative relationships.
3. Measuring activities—capacity, weighing, length.
4. Counting activities.
5. Recognition of number groups, number symbols.
6. The teaching of combinations.
7. Activities involving the use of money.
8. Simple problems.

**Lower Primary Social Studies Method**

*One hour per week*

This course is planned to give a knowledge of the curriculum for Social Studies, and to outline the methods of presenting lessons in the Lower Primary grades.

Assignments, involving the planning of units of work, will be compiled by students.

**Lower Primary Practical**

*One hour per week*

This course is concerned with the study of the principles involved in the construction of work books, work sheets, reading material, and number material. Certain teaching aids will be constructed.
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