CALENDAR 1977

WOLLONGONG
INSTITUTE OF EDUCATION

Jan. 25 to Feb. 1  Deferred Examinations.

LENT TERM

Feb. 14  Term begins.
Apr. 8-11  (Inclusive) Easter Recess.
           (College office open—
           Tuesday, 12th April.)
25  (Monday) Anzac Day.
May 6  Term ends.
Student vacation; academic ongoing research;
services continue.

TRINITY TERM

May 30  Term begins.
        Practice begins.
June 17  Practice ends.
Aug. 26  Term ends.
Student vacation; academic ongoing research;
services continue.

MICHAELMAS TERM

Sept. 19  Term begins.
          Practice begins.
Oct. 7  Practice ends.
Nov. 18  Lectures end.
21  Examinations begin.
Dec. 2  Examinations end.
16  Term ends.
Student vacation; academic ongoing research;
services continue.

SCHOOL TERMS—1977

Term 1:
2/2/77 to 6/5/77.
Term 2:
23/5/77 to 26/8/77.
Term 3:
12/9/77 to 16/12/77.

WOLLONGONG UNIVERSITY

Session 1:
Feb. 28 to May 8.
Recess—May 9 to May 22.
May 23 to June 19.
Study Recess—June 20 to June 26.
Exams—June 27 to July 10.
Mid-year Recess—July 11 to July 24.

Session 2:
July 25 to Aug. 28.
Recess—Aug. 29 to Sept. 4.
Sept. 5 to Nov. 6.
Study Recess—Nov. 7 to Nov. 13.
Exams—Nov. 14 to Dec. 4.
Wollongong Institute
of Education

Calendar, 1977

THE BADGE
Designed by Mr. J. W. Cramp, a former lecturer at the College, the badge with its two flames of knowledge symbolises the influence of teacher education in both a local and a wider context. The motto may be translated "carry the light (of learning) into the world".
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The material printed in this handbook outlines what is proposed for 1977. However, the Institute of Education reserves the right to vary its proposals should circumstances, in its opinion, justify such action.
DIPLOMA AND CERTIFICATE PROGRAMME STRUCTURES

- DIPLOMA IN TEACHING (PRIMARY)
- DIPLOMA IN TEACHING (SECONDARY)
- GRADUATE DIPLOMA IN EDUCATION (PRIMARY)
- CERTIFICATE IN HEALTH EDUCATION
- REGULATIONS GOVERNING PROGRESSION AND QUALIFICATION

Diploma in Teaching (Primary)

In 1971, the (then) Advanced Education Board approved the award of a Diploma in Teaching (Primary) for students successfully completing a three-year course of study in Primary Education at this Institute. This Diploma is also awarded to those students who specialise in Lower Primary (Infants) Education in the Second Year of the course. As will be seen from the tabular outline (Table 1) set out below, the studies undertaken by the Lower Primary specialists differ from those for general primary teaching only in the second year, where Infant Education replaces Curriculum Studies "A" and Curriculum Studies "B" are modified to the needs of lower primary teachers.

Commencing in 1977, it is expected that two different types of Diploma in Teaching (Primary) Courses will be in operation at this Institute. Those students who were enrolled in 1976 or earlier will be completing the courses summarised in Table 1(a) and Table 1(b). These courses will terminate in 1978. Students enrolling in 1977 are expected to follow a new course leading to the Diploma in Teaching (Primary) as shown in Table 2. It is anticipated that this new course, currently under consideration by the Higher Education Board, will be approved for commencement from the beginning of 1977.

Table 2 provides details of the general primary course only. The lower primary (Infants) specialisation, which is expected to begin in 1978 after all incoming primary students have completed a "common year" in 1977, is still in the advanced planning stage.

In addition to the lecture programmes outlined in Tables 1(a), 1(b) and 2, each course also involves approximately two hours per week of field work activities and/or demonstrations and six weeks per year devoted to practical teaching experience.
### TABLE 1(a)
STRUCTURE OF THE DIPLOMA IN TEACHING (PRIMARY) FOR STUDENTS ENROLLED IN 1976 OR EARLIER (hours per week)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CORE</th>
<th>CURRICULUM STUDIES</th>
<th>ELECTIVES</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education</td>
<td>Communication</td>
<td>P.E.</td>
<td>Health</td>
</tr>
<tr>
<td>1 (1976)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2 (1977)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 (1978)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*In 3rd Year, students elect to choose 2 of the remaining Curriculum Studies Group "B" subjects; that is, any two other than the two studied in 2nd Year.*

### TABLE 1(b)
STRUCTURE OF THE DIPLOMA IN TEACHING (PRIMARY) FOR SPECIALISTS IN INFANT EDUCATION FOR STUDENTS ENROLLED IN 1976 OR EARLIER (hours per week)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CORE</th>
<th>CURRICULUM STUDIES</th>
<th>ELECTIVES</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education</td>
<td>Communication</td>
<td>P.E.</td>
<td>Health</td>
</tr>
<tr>
<td>1 (1976)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>-</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 (1977)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3 (1978)</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*In 3rd Year, students elect to choose 2 of the remaining Curriculum Studies Group "B" subjects; that is, any two other than the two studied in 2nd Year.*
### TABLE 2
THE NEW DIPLOMA IN TEACHING (PRIMARY) COURSE EXPECTED TO OPERATE FROM 1977
(hours per week)

<table>
<thead>
<tr>
<th>Year</th>
<th>Part of Year</th>
<th>Education</th>
<th>Basic Processes of Teaching</th>
<th>Communication Skills</th>
<th>Curriculum Studies</th>
<th>Elective I</th>
<th>Elective II</th>
<th>Study of Man</th>
<th>Health Fitness</th>
<th>Total Lectures Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>Curriculum Overview</td>
<td>6</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Curriculum Overview</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>Curriculum Overview</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>Curriculum Overview</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3 of</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>3 of</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

### Diploma in Teaching (Secondary)

In 1971, courses of three years’ duration were introduced, qualifying students to teach either English/History or Mathematics in the Secondary School. Students successfully completing the three years of this course will qualify for the award of a Diploma in Teaching (Secondary).

The structure of this course is shown in the table below. The main groupings are Core subjects, Curriculum Studies and Electives:

**Core subjects** are those offered in the core area of the general primary course, but Health Education is modified to meet the needs of the secondary teacher.
Curriculum Studies in either English and History or Mathematics will treat aspects of content and teaching method appropriate to Secondary Schools. These courses are outlined in following pages.

Electives will be chosen from those offered to general primary students. Students in Mathematics will take only one elective subject; students in English/History will take two elective courses.

STRUCTURE OF THE DIPLOMA IN TEACHING (SECONDARY)
(hours per week)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EDUCATION</th>
<th>COMMUNICATION</th>
<th>P.E.</th>
<th>HEALTH</th>
<th>CURRICULUM STUDIES</th>
<th>ELECTIVES</th>
<th>TOTAL HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Education</td>
<td>Communication</td>
<td>P.E.</td>
<td>Health</td>
<td>Maths</td>
<td>English</td>
<td>History</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>12</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

* In Third Year, only one Elective, "A" or "B", is taken, plus a Special Course of English or History.

Diploma in Teaching (Secondary—Physical Education)

Successful graduates will be recommended for appointment as teachers of Physical Education in high schools.

The course has seven strands. The hours allocated in each year are indicated in the schedules in the following section, “Certificate in Health Education”.

At the end of the second year of the course, outstanding students may be offered the opportunity to elect to undertake additional work in the field of Health Education. This will involve an additional year's study and lead to the award of the Certificate in Health Education. A supplementary schedule shows the way in which the Certificate course is integrated with the Diploma.

Certificate in Health Education

Students in Secondary courses may apply for admission to this course which will require an additional year of study. The course will be integrated into the student's existing secondary course and prerequisite subjects may have to be completed by some students.
The entire course will consist of twenty-three credit hours integrated with the existing course of study and may extend through two or more academic years. The curriculum will be structured to include those areas of health and health education appropriate to the environmental conditions of the school pupil.

Time allocated in each year is summarised in the following table:

<table>
<thead>
<tr>
<th>Health Education I</th>
<th>Hrs./Wk.</th>
<th>Health Education II</th>
<th>Hrs./Wk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Health</td>
<td>2</td>
<td>Diseases and School Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health in the Ecologic Perspective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Principles and Theories of Health Education</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education III</th>
<th>Hrs./Wk.</th>
<th>Health Education IV</th>
<th>Hrs./Wk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology in Health Education</td>
<td>3</td>
<td>Community Health</td>
<td>2</td>
</tr>
<tr>
<td>Psychopharmacology</td>
<td>2</td>
<td>Curriculum Construction and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Public Health</td>
<td>2</td>
<td>Social Health</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DIPLOMA IN PHYSICAL EDUCATION**
(hours per week)

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical Education</th>
<th>Personal Fitness</th>
<th>Education</th>
<th>Scientific Bases of Human Movement</th>
<th>Elected Area</th>
<th>Health Education</th>
<th>Communication</th>
<th>Field Work</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/5</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>0/3</td>
<td>2</td>
<td>2</td>
<td>Variable</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>-</td>
<td>3</td>
<td>Variable</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>-</td>
<td>2</td>
<td>Variable</td>
<td>27</td>
</tr>
</tbody>
</table>

**DIPLOMA IN PHYSICAL EDUCATION & CERTIFICATE IN HEALTH EDUCATION—INTEGRATED SCHEDULE**
(hours per week)

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical Education</th>
<th>Personal Fitness</th>
<th>Education</th>
<th>Scientific Bases of Human Movement</th>
<th>Elected Area</th>
<th>Health Education</th>
<th>Communication</th>
<th>Field Work</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/5</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>0/3</td>
<td>2</td>
<td>2</td>
<td>Variable</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>3½</td>
<td>3</td>
<td>7</td>
<td>1½</td>
<td>Variable</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2½</td>
<td>6</td>
<td>7</td>
<td>1½</td>
<td>Variable</td>
<td>27</td>
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<tr>
<td>4</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>7</td>
<td>2</td>
<td>Variable</td>
<td>23</td>
</tr>
</tbody>
</table>
Graduate Diploma of Education (Primary)

In 1975 the Higher Education Board approved the award of a Graduate Diploma of Education (Primary) for students who successfully complete a full-time, one-year course at this Institute. Minimal prerequisite for entry to this course is a first degree from a recognised university. The Diploma is recognised by the Australian Council on Awards in Advanced Education and qualifies teachers to teach in primary schools.

The basic structure of the Diploma is set out below:

**STRUCTURE OF THE GRADUATE DIPLOMA OF EDUCATION (PRIMARY)**
(hours per week)

<table>
<thead>
<tr>
<th>EDUCATION</th>
<th>COMMUNICATION</th>
<th>CURRICULUM STUDIES</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Development</td>
<td>1½</td>
<td>Communion</td>
<td>2</td>
</tr>
<tr>
<td>The Child and Society</td>
<td>1½</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Child and the School</td>
<td>1½</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology of Teaching</td>
<td>1½</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>3</td>
<td>Two of:</td>
<td>2</td>
</tr>
<tr>
<td>Maths</td>
<td>2</td>
<td>1. English</td>
<td>2</td>
</tr>
<tr>
<td>Social</td>
<td>2</td>
<td>2. Maths</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>3. Social</td>
<td>2</td>
</tr>
<tr>
<td>Art/Craft</td>
<td>2</td>
<td>4. Art/Craft</td>
<td>2</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>5. Music</td>
<td>2</td>
</tr>
<tr>
<td>Natural Science</td>
<td>1</td>
<td>6. Natural</td>
<td>2</td>
</tr>
<tr>
<td>Health/Physical Education</td>
<td>2</td>
<td>7. Health/Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

* These units have a time allocation of 3 hours per week for one half-year.

In addition to the lecture programme as set out above, the Course involves demonstrations/fieldwork activities (2 hours per week) and two practice teaching sessions, each of three weeks' duration.

Originally, the Course was planned to cover three semesters. Permission to proceed with the Diploma was granted by the Higher Education Board only on condition that it be reduced to a one-year course. Consequently, the revised Diploma Course is very intensive and demanding since it is believed that twelve months is a minimal period in which to prepare graduates for the primary school situation, taking into account the need for providing philosophical, psychological and sociological foundations of education, for developing communication skills, and for dealing with the content and methodology of teaching the numerous subjects treated in the primary school.

However, entrants to this course are different from most candidates for primary school teaching. They form a highly selected sample of persons who have successfully completed a university degree. They are generally older and more mature and might be expected to have highly developed study skills, and critical faculties and to have had extensive experience with rigorous, demanding academic programmes. Thus, it would be anticipated that they would be able to cope with the faster pace required in the course and to meet the high levels of expectations of those offering it.

Both the practice teaching experiences and the demonstrations/fieldwork activities
are integrated as closely as possible with the lecture programme and provide practical opportunities for practising and developing teaching skills.

Before becoming eligible for the award of the Graduate Diploma of Education (Primary), students must achieve a pass in each subject at the yearly examination and attain a satisfactory standard in practice teaching.

Regulations Governing Progression and Qualification

1. Assessment
   (a) All students will be assessed at the end of each academic year of their course. This assessment may be by yearly examinations and/or by progressive assessment.
   (b) Deferred Examinations may be granted after the yearly examination for such cases as may be approved by the Director in accordance with the regulations.

2. Grades
   For the purposes of recording results in academic work, subjects may be grouped into areas or strands as defined in the Institute Calendar or by written announcement. For progression, students will be awarded a pass or failure in the subject, area or strand, as applicable. Students may also be awarded a credit or distinction in each subject if their work merits such an award.

3. Progression (Not applicable to Graduate Dip.Ed. students but to all others)
   (a) Progression to each year of the course shall be contingent upon the student gaining a pass in all subjects, areas or strands as applicable, and meeting all course requirements including attendance and achieving success in practice teaching.
   (b) Students who fail to satisfy requirements for progression at the end of the year may be recommended for:
      (i) discontinuance,
      (ii) repetition of the year,
      or (iii) deferred examinations.
   (c) Students who fail to satisfy requirements for progression after deferred examinations may be recommended for:
      (i) discontinuance,
      (ii) repetition of the year,
      (iii) progression carrying one failed course which then becomes a part of the next year’s course and must be satisfactorily completed within that year in ways that are defined by the Head of the Department.

4. Award of Diploma
   (a) Students who have passed in all subjects, areas, or strands, as applicable and who have met all programme requirements including attendance and achieving success in practice teaching shall be awarded
      (i) The Diploma in Teaching (Primary) or
      (ii) The Diploma in Teaching (Secondary) or
(iii) The Graduate Diploma in Education (Primary) according to the programme followed.

(b) Students who fail to qualify for the award of a Diploma at the end of the third year may be recommended for
   (i) discontinuance,
   (ii) repetition of the year,
   or (iii) deferred examinations.

(c) Students who fail to qualify for the award after deferred examinations may be recommended for
   (i) discontinuance,
   or (ii) repetition of the year.

5. Certificate in Health Education

   Students undertaking the four-year courses leading to the award of a Diploma in Secondary Education (P.E.) and a Certificate in Health Education shall at the end of their third year be considered for progression as in section 3 above and at the end of their fourth year shall be considered for the award of the Diploma and Certificate as in section 4.

6. Exemptions

   (a) Students who repeat the year under clauses 3(b) (ii), 3(c) (ii), or 4(b) (ii) may, at the discretion of the appropriate Diploma Committee, be granted exemption for those subjects in which they gained a credit or distinction.

   (b) Students who repeat the year under clause 4(c) (ii) may, at the discretion of the appropriate Diploma Committee, be granted exemption for those subjects in which they gained a pass.

7. Graduation with Merit

   A student may be awarded a Diploma with Merit if over the full duration of the course the student has a sufficiently outstanding record, as determined by the Academic Board.

8. Deferred Examinations

   (a) Students who fail to satisfy requirements at the end of the first, second, third or fourth years may be granted deferred examinations. The Head of each Institute Department after consultation with the lecturer or lecturers concerned, shall be responsible for determining the eligibility of a student for a deferred examination in a subject area in that Department.
   In the case of a student failing in one or more subjects, the granting of deferred examinations shall be determined by the appropriate Diploma Committee, except that no student may be admitted to deferred examinations in any subject in which he has been declared ineligible.

   (b) Absence from any examination may be regarded as failure in the subject concerned, but students who have been absent from a yearly examination may be granted deferred examinations. Students seeking deferred examinations in those circumstances must supply the appropriate Diploma Committee with the following information as soon as possible.
       (i) Name and Section,
       (ii) Subject and Lecturer,
       (iii) Reasons for absence. (The plea of illness must be supported by a Medical Certificate.)

   Deferred examinations in all years shall be held in February of the following year.
9. Attendance at Lectures
Unsatisfactory lecture attendance may preclude students from being admitted to Institute examinations.

10. Amendment of Regulations
These regulations may be amended, such amendments to be effective from the commencement of any future Institute year.

External Studies

The Institute offers a correspondence continuation course which is designed to enable two-year trained teachers to achieve three-year status.

The full course runs over a minimum period of two years and involves one year's study in each of the areas of Education, Elective “A”, Elective “B”, and Curriculum Studies.

Elective Courses are offered in English, Geography, History, Economics, Asian Studies, Music, Craft, Art, Physical Education, Natural Science, Education, Mathematics and Readings in Drama. It is expected that teachers who graduated from Wollongong Teachers College (i.e. Wollongong Institute of Education) will continue with the elective subjects which they studied while at College.

Students wishing to complete two subjects per year must, in the first year of the external studies course, enrol for Curriculum Studies and Elective “B”; in the second year, provided that they have successfully completed Curriculum Studies and Elective “B”, students must enrol for Education and Elective “A”. This does not, however, prevent a student from taking only one course each year, provided that he enrols for Curriculum Studies in his first year and Education in his second year.

Eligibility for Course
Ex-students of recognised Teachers' Colleges who have satisfactorily completed all the requirements for a two-year course in Teacher Education are eligible for enrolment in courses offered through the External Studies Department.

Requirements for Three-Year Status and Award of Diploma in Teaching (Primary)
In order to satisfy the requirements for the granting of three-year status and the award of the Institute's Diploma in Teaching (Primary), students must secure a pass in all the areas specified in the Course outline, i.e. Education, Elective “A”, Elective “B”, and Curriculum Studies.

Duration of Course
The course will be run over the period commencing 1st March and ending 30th November of each year.
COURSES

ART/CRAFT

Curriculum Studies “B”—Art

First Year

This unit aims to provide an understanding of techniques and types of thought specially concerned with Art. It is designed to introduce students to the creative development of children, to Art’s contribution to children’s general education, to teaching methods and to an interesting variety of processes related closely to classroom lessons. Work includes practical and theoretical aspects of the elements and principles of design and the language of vision. Demonstration lessons are given. The unit helps to develop students’ creative potential through increased skills, confidence and acquaintance with appropriate works of art.

Second Year (Primary)

The students’ potential effectiveness in the classroom is enhanced by expanding the understandings and skills established in first year, and through additional aspects such as: consideration of varied philosophies and approaches to art education in N.S.W. and overseas, a survey of developments in the art of recent times, three-dimensional activities suitable for the primary school, art in relation to other areas of the curriculum, programming and practical considerations concerning classroom organisation. The widening of students’ personal knowledge and creative experiences are also fostered.

Third Year (Primary)

This unit is offered to third-year primary students electing to continue curriculum studies in Art. Both the aesthetic awareness of the students and their concepts of art teaching are further enriched through the extension of practical work with a wide variety of media and techniques, processes and ideas related to the primary classroom and promoting the individual skills and artistic development of students. Two- and three-dimensional design, picture composition, multi-media expression, group work, programmes in art and aspects of organisation are among the areas included.

Second Year (Infants)

The understandings and skills established in first year are expanded with special emphasis upon ideas and materials relating to infants classes. Practical work, teaching methods, consideration of varied philosophies and approaches to art education, three-dimensional activities, classroom organisation and programming are examples of areas involved with particular attention to their application to children of infant ages. A brief survey of recent developments in art, further acquaintance with works of art, and participation in practical exercises help to widen the students’ own creative experiences and knowledge of art.

Third Year (Infants)

This unit is offered to third-year infants students electing to continue curriculum studies in Art. Concepts of art teaching in infant classes are further enriched through
a variety of processes and ideas involving a wide range of media suited to young children. Two- and three-dimensional work, group activities, teaching aids, programmes, picture study, studies of resources, simultaneous use of mixed media in the classroom and organisation are examples of aspects dealt with. Opportunities for students to enhance their individual knowledge and appreciation of the arts are also fostered, incidentally, through participation in practical experiments and theoretical studies.

Art Elective

Activities are broad in scope, catering for varied interests and abilities, with practical work predominating. Firstly, there are common areas of experience with the introduction of basic techniques, various styles of painting, elementary ceramics and three-dimensional work. During second and third years students may select one or two avenues of creative expression, e.g. painting, silk-screen printing, pottery, sculpture. Students are expected to extend their capabilities fully to achieve satisfaction from standards reached, work suitable for exhibition, some knowledge of the historical background and an appreciation of fine art in general.

Textile Crafts Elective

Through this elective, students are given the opportunity to develop awareness of good design and finish, together with the practical techniques and skills involved in creative and expressive work in textile crafts. Students will be introduced to the following aspects of the textile crafts, with opportunity for creative work in each: embroidery, fabric decoration, knitting, crochet, dressmaking, soft furnishings, macrame, spinning and weaving.

Written work will include studies of historical background, elements of design, fibres and filaments, and processes of construction.

During the third-year unit, students will be encouraged to work to considerable depth in areas of their own choice.

Contemporary Crafts Elective

This elective aims to encourage student development in the techniques and skills involved in expressive and creative work in a variety of modern media, e.g. metal, wood and plastic.

Following initial instruction in basic procedures, students will be encouraged to select projects in these fields and to progress to a high standard of proficiency in design and workmanship. Examples of such projects include furniture, table settings, lamps and jewellery sets.

Third year provides opportunity for more specialised work in two of the fields explored earlier and is dependent upon the skills acquired in the first two years.
Traditional Crafts Elective

Through practical involvement in a group of traditional crafts, this elective aims to develop independence in design and construction, together with an appreciation of the history of these crafts and of their place in contemporary society. The course offers three strands drawn from the traditional hand crafts: bookcrafts, including printing; leatherwork; spinning and weaving. Following initial instruction in each strand, students will be encouraged to design their own projects and in the third year of the course to follow at least one strand to considerable depth.

Curriculum Studies “B”—Craft

First Year

Following a general review of the aims and content of the Craft section of the primary curriculum, portions of it will be illustrated through practical work in areas applicable to primary and infants classes, e.g. textiles, papier mache, metal foil, light woodwork and weaving. Independent assignment work may also be undertaken in at least one other area of the Craft curriculum. Teaching methods and organisation will be linked to the above and further illustrated by demonstration lessons.

Second Year (Primary)

Skills and techniques developed in first year will be extended into other areas related to children in years 3 to 6, e.g. paper, puppetry, leather, enamelling, textiles and environmental materials. Following practical sampling in these areas and lectures on programming, students will choose one segment of the curriculum for independent study linking programming, teaching methods and practical work.

Third Year (Primary)

This unit is available to those third-year primary students who elect to continue curriculum studies in craft. It aims to develop additional expertise in the subject by—

(a) extending studies to materials not covered fully in the first two years, e.g. cane, environmental materials such as plastics;
(b) making a more intensive study of materials, resources, teaching aids, teaching methods and programming;
(c) independent major study of one or more areas of the craft curriculum not treated in depth in earlier units.

Second Year (Infants)

Skills and techniques developed in first year will be extended into other areas with particular reference to content and teaching methods applicable to infants classes, e.g. modelling, paper, textiles, puppetry, weaving, environmental materials.

Following initial sampling in these areas and lectures in programming, students will choose one segment of the curriculum for independent study combining programming, teaching methods and practical work.
Third Year (infants)

This unit is available to those third-year infants students who elect to continue curriculum studies in Craft. It aims to develop additional expertise in the subject by—

(a) widening studies to any areas of the curriculum not covered previously;

(b) making a more intensive study of materials, resources, teaching aids, teaching methods and programming;

(c) independent major study of at least one area of the curriculum not treated in depth in earlier units.

Education Courses

First Year

UNIT 1. CHILD DEVELOPMENT

The outcomes sought from this unit are: knowledge about development as a concept, influences on and stages of development, and the implications of this knowledge for teaching; positive attitudes towards children as individuals and as learners; and skills of the kind needed to assess children's psychological functioning in a learning situation, including their educational progress.

UNIT 2. PSYCHOLOGY OF TEACHING

This unit of the course seeks to make students more insightful about the teaching process through consideration of the following topics: teaching models; the formulation of aims, goals, objectives; the recognition and analysis of differences in the teaching situation; management behaviour (situational maintenance, lesson facilitation, discipline and control); teaching behaviour; organisation; and evaluation.

Second Year

UNIT 3. PSYCHOLOGY OF LEARNING

Through this unit it is hoped to foster knowledge, comprehension and application of basic concepts and principles of learning both generally and in the classroom. Topics treated will be as follows: types and theories of learning—behaviourism, neo-behaviourism, cognitivism; factors involved in human learning—readiness, remembering and forgetting, transfer of learning, motivation; learning and development of concepts, skills, attitudes.

UNIT 4. HISTORY OF EDUCATION AND COMPARATIVE EDUCATION

Understanding of current educational practices and problems will be sought through an awareness of the origins and development of education in N.S.W. and of similarities and differences between patterns of education in N.S.W. and those of other countries. There will be an introduction to the historiography of education and its application to N.S.W. through an examination of the development of the present system from its earliest beginnings; a critical study of education in N.S.W. today, with special reference to the changing nature of the administration and other current issues; and an introduction to comparative methodology and its application by a study of other systems (including such recent modifications as international education and developmental education).
Third Year

UNIT 5. SOCIOLOGY OF EDUCATION

This Course begins with the study of some basic sociological concepts in an endeavour to enable students to apply these concepts to education. Approximately one-quarter of the time allocated to the unit will be devoted to the presentation of the basic concepts and descriptive materials of sociology. The remaining three-quarters examines education as a social institution, its relationship to other social institutions, the school and society, and role theory as it applies to teacher and pupil.

UNIT 6. CURRICULUM PROCESS

Knowledge (formulating aims and objectives; integrating a system of teaching; developing curricula), attitudes (towards a teacher's role in society and the school), and skills (of selecting relevant content and procedures for different learning situations) will be the objectives, within the field of curriculum, of this unit. Developing learning situations (including patterns of organisation) and evaluation will be among the topics studied.

Education Elective Courses

Educational Media Elective

In this elective it is planned to deal with as wide a range of educational media as are available. These will include programmed learning, teaching machines, overhead projectors, tape-recorders, film strips, transparencies, radio, closed circuit and broadcast television, synchronised tapes and film strips, teaching packs, etc. Through these it is intended to provide an understanding of the theory underlying the use of educational media and the research findings relevant to this field; to enable this theory to be put into practice by familiarising students with as wide a range of educational media as possible; and to enable students to prepare and develop teaching/learning kits which will utilise a variety of educational media.

Human Development Elective

A deeper study than that offered in the Child Development unit will be made in such areas as motor learning (sport skills), cognitive development, social and emotional development, the development of interests and attitudes. There will be practical introduction to research methods in experimental psychology. Practical work in the laboratory and in schools will be involved in most areas. Particular attention will be given to the implications of development for teaching.

Special Education Elective

The aim of this course is to develop an understanding of the problems associated with the education of exceptional children. It is designed to lead the general classroom practitioner to an awareness that the handling of the problem of exceptional people is essentially the magnified problem of individual differences among people in general. In first year a study will be made of the intellectually exceptional (the mentally retarded, the gifted and the creative). The second year studies will centre
upon the socially and emotionally disadvantaged (e.g. the delinquent, aborigines, migrants) and the sensorially and physically handicapped (e.g. the deaf, blind, cerebral palsied and epileptic). In third year studies will deal with learning disabilities (especially in reading) and general philosophical issues. Visits to schools and other institutions responsible for the care and education of the exceptional will be an integral part of the course.

Human Behaviour in Organisational Societies

This course aims to develop in students an awareness of the forces which guide and often determine human behaviour as well as to develop the ability to understand and to analyse human behaviour. Selected topics will be drawn from the following areas of study: control and conformity, a sociological perspective; differences and deviance, a psychological perspective; theories and measurement of personality; personality constructs as determinants of behaviour; organisations—masters or servants?; and persuasive communication and the nature of attitudes.

ENGLISH

Communication—English (Primary and Secondary)

First Year

This course aims to assist students in their personal and professional development. It is concerned to develop proficiency in oracy (speaking and listening) and literacy (writing and reading) and to provide experience in creative self-expression.

Work in these areas of communication will proceed concurrently to allow for as much integration as possible. Some students may be involved more than others, as their needs suggest. Work in remedial groups may be required of some.

Second Year

Speaking, listening, reading and writing and practice in these activities are the content of this course.

The work includes discussions, panel-games, dramatic situations and talks.

General reading covers verse, prose and drama.

Writing includes both formal essays and reactions to passages of "unseen" prose. Proficiency in speech and writing are criteria for assessment.

Students are encouraged to examine other communication and expression forms such as film and television.

Third Year

This course aims at practice and proficiency in speaking, writing, listening and reading.

The activities and general content are similar to those of the Second Year course. Additionally there will be short lectures and discussions on the following:
(a) speech in Australia, including changing speech patterns;
(b) some theories on oral and written communication;
(c) changing trends in grammar and usage;
(d) modern Australian writing.
Curriculum Studies “A” English (Primary)

This course aims at developing the attitudes, knowledge and skills which may help the student to become an effective teacher of English at the primary level.

First Year

Lectures, practical exercises and demonstrations will be used to cover the following aspects of language teaching:

1. The nature of language.
2. Language acquisition in children and its implications for the teaching of the language arts.
3. The language arts in the infants school.
4. Reading in the primary and infants grades, including a special study of children’s literature.
5. The teaching of speech and drama in the primary school.
6. The construction and use of teaching aids.

Second Year

This course, which follows on from the First Year, will include the following topics:

1. Written expression in the primary school, including the teaching of handwriting and spelling.
2. Remedial teaching in English with special emphasis on the teaching of reading.
3. Making provision for the gifted child.
4. The use of the library, television, film, radio and other facilities in the teaching of English.
5. Film making in the primary school.

Third Year

This year of the course will examine:

1. Techniques of evaluation for the English teacher.
2. Planning the English programme in the primary school.

GRADUATE DIPLOMA OF EDUCATION (PRIMARY)

Curriculum Studies “A” English (Core)

This course aims at developing the attitudes, knowledge and skills which may help the student to become an effective teacher of English at the primary level. Lectures, practical exercises and demonstrations will be used to cover aspects of language teaching such as

—Reading and children’s literature
—The nature of language
—Speech and drama
—Written expression, including handwriting and spelling
—Remedial teaching
—Making use of the library, television, film and radio
—Evaluation and programming.
Curriculum Studies English (Elective)

This course aims to offer a study in greater depth of certain significant aspects of the teaching of English in the Primary School. These topics will be dealt with:

1. **Reading**
   - a study of children's literature
   - diagnosis and correction of reading problems
   - approaches to the teaching of reading, including organisation, methods and materials.

2. **Resources**
   - audio/visual materials
   - commercially produced kits and laboratories
   - textbooks
   - children's experiences
   - mass media

3. **Issues in English Education.** This will involve an assessment of some contemporary criticisms of the way English is being taught.

Communication

This course is concerned with the nature of communication in the classroom and the student's development in the skills and techniques of communication. It investigates the meaning of "communication of self" and the values and convictions implied, the dialogue of the classroom and the communication of educational authority, and the place of awareness in this relationship.

Curriculum Studies—English (Secondary)

First and Second Years

4 hours per week.

Third Year

2 hours per week (plus 3 hours per week which may be devoted to either English or History, according to student preference).

Course Relevance

Diploma in Teaching (Secondary).

Objectives

This course aims to prepare students for the teaching of English in the secondary school. Emphasis in the course will be placed on:
1. refining the students' responses to, and understanding of, both literature and language, and developing an awareness of the interrelatedness of all English studies;
2. developing the students' understanding of the philosophical and theoretical bases on which the effective teaching of English depends;
3. considering in detail the 1971 Syllabus in English for secondary schools and the 1974 English Syllabus for Forms V and VI;
4. developing an awareness of the range of teaching strategies available to teachers of English and encouraging the students to choose among them according to the class they are teaching, and their own personalities.

The course is divided into two strands, content and method, but the students will be encouraged to recognise the essential interrelationship between the two. In the three years of the course, the literature strand will deal with modern Australian, American and English literature. The aims of the lectures, seminars and tutorials in this strand will be to introduce students to outstanding and relevant literary works, to stimulate reading habits, to establish techniques for critical evaluation and to provide a background and some direction for further reading.

ASSESSMENT: In first and second year, assessment will be based on continuous assessment and a final examination. To obtain a pass, students must satisfy in both areas.

In third year, the method and content courses will be evaluated by continuous assessment, but students whose work is not satisfactory will be required to sit for a final examination.

Elective “B”—Literature and Society

OBJECTIVES:

Through a study of possible relationships between literature and social trends, this course attempts to encourage students to become more aware of literature and the society which produced it, and to develop critical attitudes towards both.

First Year

This year of the course will be devoted to a study of significant literary works in which writers have reflected social concerns such as the following:

- Societies in conflict.
- The individual in conflict with society.
- Alienation.

Topics which might be covered by such literature could include: War and the Fighting Man; The Problem of Being Young; Cultural and Racial Conflict; The Plight of Women; as well as depictions of particular societies and the writers' attitudes towards them.

Second Year

The second year of the course will be spent examining ways in which issues are transformed into literature, and to this end various modes of writing will be studied. Those chosen will be drawn from the following list: Fantasy, Myth, Satire, Absurdism, Tragedy, Picaresque, Stream of Consciousness.
Third Year

In the final year of this course, some time will be devoted to the examination of particular periods in social history and the literature which they have produced. Possible areas of study here will include: Elizabethan and Jacobean England, Victorian England, Australia since World War II, The Great Depression, Modern America, Modern European Literature.

Students will also be required to investigate a topic of their own choice in considerable depth.

Elective “A”: The Contemporary Scene

First Year

This course covers a selection of British writers from the late nineteenth century to the modern era.

In verse the main threads are the influence of certain poets, some significant writers and examples of modern trends: from Hopkins and Housman via Eliot to McGough.

In prose and drama the emphasis will be placed on writers whose work was published in the last fifty years.

ASSESSMENT: by written assignments.

Second Year

American literature since the 'eighties is the core of this course.

In a selective survey of poets, novelists and dramatists attention will be given to realism, the romantics, avant-garde writers, ethnic themes, regionalism, social issues and other formative and cultural influences.

ASSESSMENT: as above.

Third Year

Modern Australian writing is the core of this course.

Poets will include Kenneth Slessor, A. D. Hope, David Campbell, Judith Wright and Douglas Stewart, as well as such contemporary writers as Bruce Dawe and Les Murray.

Main dramatists will be Ray Lawler, Alan Seymour, Hal Porter, Alex Buzo.

Suggested novelists: Eleanor Dark, Thomas Keneally, Vance Palmer, Thea Astley, Martin Boyd and Patrick White.

ASSESSMENT: as above.
Elective “A”: Creative Writing Elective

The primary aim of this course is to provide students with the opportunity to write imaginatively—for individual satisfaction and personal growth.

Students will be expected to work in a variety of forms with guidance given as necessary. The course will also be concerned to develop perceptive responses to writing: critical comment on the work of other students and of established writers will be required. Discussion of writing by and for children will be an important feature.

In First Year the emphasis will be on shorter forms in verse and prose. Later-year students will undertake more sustained work as their interests suggest.

Elective “B”: Dramatic Art Elective

1. This course aims at the education of the individual through the experience of drama. Opportunities are given for the development of social awareness, self-expression through the various forms of drama, and awareness of self. It seeks from the student the liberated response that is nevertheless disciplined by a sense of truth and self-control. Through workshop games and activities, improvisation, dance drama and mime students will be introduced to the skills and disciplines of drama.

Preparation and presentation of a children’s theatre programme will be the final exercise.

2. Stated objectives for Year One will be continued at a more demanding level.

The major activity will be a production of the group’s own creation. In this drama will be used as a means of exploring Australian myths, values and problems. Various forms of dramatic art and literature will be examined.

3. Creative activities will be continued and related to the exploration of a dramatic text. The nature and problems of play production will be examined: the intention and interpretation of a play, its style and techniques for building a character in the play. Each student will be involved in at least one major production during the year.

CURRICULUM STUDIES—MATHEMATICS (SECONDARY)

This course is designed to acquaint students with methods of teaching mathematics in the secondary school, to extend their own mathematical knowledge and to familiarise them with modern trends in the subject.

First Year

MATHEMATICS METHOD 1 (4 hours per week)

An outline of methods used in the primary school and standards reached in year 6; general principles of teaching mathematics; a detailed study of the work for year 7.
CALCULUS I (4 hours per week)
  Differentiation, integration, partial differentiation, polar co-ordinates.

ALGEBRA I (2 hours per week)
  Complex numbers, matrices, determinants, polynomials.

COMPUTING (2 hours per week)
  Basic programming, numerical methods.

Second Year

MATHEMATICS METHOD II (4 hours per week)
  Organisation of courses for years 8, 9, 10; a detailed study of topics from these courses.

CALCULUS II (2 hours per week)
  Differential equations, multiple integrals, Gamma and Beta functions.

ALGEBRA II (2 hours per week)
  Vector analysis, linear algebra, group theory, Boolean algebra.

SERIES (2 hours per week)
  McLaurin, Taylor, Fourier series; convergence; summation.

STATISTICS (2 hours per week)
  Elementary statistics, probability theory, sampling theory.

Third Year

MATHEMATICS METHOD III (3 hours per week)
  Organisation of courses in years 11, 12; a detailed study of topics from these courses.

GEOMETRY (2 hours per week)
  Cowes, co-ordinate geometry, projective geometry.

MECHANICS (2 hours per week)
  Statistics, dynamics.

Curriculum Studies “A”—Mathematics

This course is designed to acquaint students with methods of teaching mathematics and to give them the background necessary to understand and teach mathematics in the primary school.

First Year

Number concepts, algorisms, rational number, set theory, measurement, shapes and graphs, enrichment, introduction to Cuisenaire material, aims and attitudes.
Second Year

Grading, programming, Cuisenaire in the primary school, development and use of teaching aids.

Third Year

Teaching techniques, problem solving, evaluation, remediation.

Electives—Mathematics

Advanced Mathematics

This course is designed for students with an aptitude for mathematics and a background of mathematics at the H.S.C.

First Year—Calculus.
Second Year—Algebra and computing.
Third Year—Statistics and number theory.

Mathematics

This course is designed for students with an interest in mathematics. No mathematical background is required.

A wide variety of topics will be studied. The selection of topics and the depth of study will be largely influenced by the interests and abilities of the elective group.

Music

Note: The Instrumental Music Elective statement covers 9 courses.

Curriculum Studies “B”—Music

First Year: 1 hour per week.
Second Year: 1 hour per week.

Course Relevance

Diploma in Teaching (Primary).

First Year

OBJECTIVES

(i) To introduce or develop already established practical skills.
(ii) To broaden students' understanding of and response to various "musics", study music notations and their relevance in a general music education programme.

CONTENT SUMMARY
The course emphasis is on lower primary years.
Elements of musical sound and broad principles of composition.
Practical study.
Elements of movement.
Approach to music literacy: graphic and traditional notations; techniques for development of pitch and rhythm response and associated repertoire of songs and singing games.

Second Year

OBJECTIVES
(i) Skills development.
(ii) Techniques and approaches appropriate for varying conditions including classroom instrument techniques.

CONTENT SUMMARY
The course emphasis is on upper primary years.
Practical study extension.
The integration of music as a mode of learning.
Orff instrumental techniques and approaches, group improvisation.
Sound exploration. Form and design in music.
Approach to music literacy: continuance and extension of first year topics.
Processes for the development of music reading skills.
Children's dance.

Curriculum Studies "C"

Third Year: 1 hour per week.

Course Relevance
Diploma in Teaching (Primary).

OBJECTIVES
(i) Skills development.
(ii) To study various approaches to syllabus organisation and comparative philosophies of "general music" education.

CONTENT SUMMARY
Practical study extension.
Repertoire extension.
Integrating modes of musical activity and music concept elements through scope and sequencing organisations.
M.M.C.P. spiral curriculum organisation.
Instrumental Music Elective: “A”

First Year: 3 hours per week.
Second Year: 3 hours per week.
Third Year: 4 hours per week.

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

OBJECTIVES

These instrumental courses aim at developing
(i) skills and musicianship through the experience of solo, ensemble and orchestral playing,
(ii) Historical studies giving a wide range of musical perspective,
(iii) Functional theoretical studies aimed at developing skills of arrangement and classroom repertoire in the appropriate instrumental area, and an analytical understanding of the periods of musical history being studied.

SUMMARY OF CONTENT

Three instrumental areas are offered in Group “A”: STRINGS, WOODWIND AND BRASS. The courses are designed to cater for any student; those who wish to start an instrument for the first time, or those who may already have some practical skill or background in music. There is opportunity to allow students who already play the piano or study singing to take this as a part of their course.

Students elect to “take-up” or “continue” music studies on an orchestral instrument. Tuition on the chosen instrument is given by visiting tutors who, in general, will have individual contact with each student for 1 hour per week.

Musical instruments are available on loan from the Institute for students who take these courses. A small rental is asked to meet the costs of maintenance and repairs, etc. It is hoped that by the last year of the course, students will have commenced purchasing their own instruments so that they will leave the Institute adequately equipped.

The instruments usually offered within each group are set out below. (A student wishing to take an instrument not mentioned, or wishing to depart from the courses as set out, should make enquiries of the music staff.)

<table>
<thead>
<tr>
<th>STRINGS</th>
<th>WOODWIND</th>
<th>BRASS</th>
<th>RECORDER FLUTES</th>
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</thead>
<tbody>
<tr>
<td>Violin</td>
<td>Flute</td>
<td>French Horn</td>
<td>Descant</td>
</tr>
<tr>
<td>Viola</td>
<td>Oboe</td>
<td>Trumpet</td>
<td>Treble</td>
</tr>
<tr>
<td>Cello</td>
<td>Clarinet</td>
<td>Trombone</td>
<td>Tenor</td>
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<tr>
<td>Double Bass</td>
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<td>Tuba</td>
<td>Bass</td>
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</tbody>
</table>

A general treatment of the history of music will continue throughout the three years of the course. In the third year, topics dealing with certain aspects of music education in other countries will be studied.

First Year

1. Practical.

Where applicable, students experience a “settling in” period to ensure that an instrument best suited to their abilities is chosen. Basic skills are introduced and,

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once established, simple ensemble playing is used to develop elementary musicianship and an awareness of, and sensitivity in, controlling sound. Students with practical background who are continuing their study of an instrument commence at the level already attained, and follow a programme designed to suit their background. Ensemble playing and the development of musicianship apply at the appropriate levels.

2. Detailed study of the technical problems and possibilities of the instrument chosen, and an introductory survey of the repertoire of the instrument.

3. Observation and analysis (through performance) of musical developments, from the pentatonic scale to the major-minor system of the Baroque period. The student’s own creativity in melodic composition is paralleled with these specific observations.

4. Perspectives.
   Some facets of pre-sixteenth century musical styles and practice.
   The Baroque and Rococo-Style Galant eras.
   Classicism and the confluence of classicism and Romanticism.
   From Romanticism to Realism.

**Second Year**

1. Practical.
   The development of technique on the chosen instrument.
   Solo and ensemble playing according to the standard being reached by the individual student.
   Introduction to orchestral playing.

2. A survey of the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries, with particular reference to the role played by the instrument the student has elected to study.

3. The development of the major-minor system to include chromaticism, tonality and modulation.
   The effects of form on composition.
   Student creativity in melodic composition and simple song arrangement in the styles under study, for the performance of students in lectures.

   A survey of the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries.
   The Baroque music and practice.
   The concerto principle.
   The emergence of sonata form.
   The Classicists.
   Formal developments.

**Third Year**

1. Practical.
   The development of repertoire and technique on the chosen instrument.
   General musicianship, rehearsal techniques, group and ensemble playing.
   Orchestral playing.

2. Comparative Music Education.

3. Observation and analysis of: Romanticism—the “leit-motif”—Impressionism—the whole-tone scale.
   Twentieth century—the tone-row.
Student creativity in melodic composition in the above styles (where appropriate) and, similarly, simple arrangement in these styles under study, for the performance of students in lectures.

History of Music.

4. The Romantic movement in Germany.
   Romanticism.
   From Romanticism to Realism.
   Trends of the later nineteenth century.
   Opera—some perspectives of early operas—Mozart's Operas—Wagner.
   Twentieth century music as a development of previous trends.
   Twentieth century music—new paths.

Aesthetics and Choral Music Elective: "B"

First Year: 3 hours per week.
Second Year: 3 hours per week.
Third Year: 4 hours per week.

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

OBJECTIVES

To develop: skill and musicianship in the area of vocal performance and choral singing; a perspective of music history; and theoretical studies aimed at functional skills and stylistic understanding.

First Year

CONTENT

Essentials of music theory.
Pentatonic and major-minor systems.
Creative activity in the pentatonic.
Historical perspectives of music.
Practical workshop, vocal and choral.

Second Year

Conducting.
Arranging—use of tuned and untuned percussion.
Simple harmonic vocabulary; student creativity in melodic composition and simple song arrangement.
History of music: Baroque Music and Practice, Concerto Principle, emergence of sonata form; the Classicists; formal developments.
Practical workshop, vocal and choral.
Third Year

Extension of theoretical knowledge.
Studies in areas of Romanticism, Impressionism, 20th century—the tone row.
Simple creative and arrangement in the styles under study for performance by students in lectures.
History of Music: German Romanticism, later 19th century trends; some perspectives of early opera; Mozart's operas; Wagner; 20th century music as a development of previous trends—new paths.

Communication Skills (Physical Education Students)

MUSIC

First Year: 1 hour per week.
Second Year: 1 hour per week.

The Music Department's course consists of two strands, one cultural and the other practical. The cultural strand will trace the development of music in Western Civilization from the listener's point of view, and is aimed at cultivating intelligent listening techniques. The concept of music as a language of sounds through which the composer can communicate with his listeners will underline the approach to much of the music studied.

The practical strand will aim at developing confidence and skill in the type of group music situation in which students could later be involved.

SCIENCE

Curriculum Studies—Natural Science

Infants Specialist Courses

Second Year: 1 hour per week.
Third Year: 1 hour per week.

The objectives of the course are to broaden the students' science background and to foster development of positive attitudes and approaches to the teaching of science. Course content involves consideration of existing science curricula, conservation teaching and the theory and practice of presenting science to children in the infants grades.

First Year—Primary

One hour per week.

Attitude development through observation of living specimens, native flora studies, conservation problems, and ecological studies.
Development of skills of the scientific method through experimental investigations. Simple lesson models for observations and experiments.

**Second Year—Upper Primary**

*One hour per week.*

A survey of the teaching approaches appropriate to the various aspects of elementary Science, with a view to developing in students a basic competence in the teaching of the subject.

**Third Year—Upper Primary**

*One hour per week*

This extension work will be managed through the combined use of lectures, practical work, student seminars, and field-work.

There will be detailed studies of selected topics and Science curriculum development. Emphasis will be placed on ecological studies and the ecological crisis facing mankind.

**Elective Biology “A” and “B”**

*First Year: 3 hours per week.*
*Second Year: 3 hours per week.*
*Third Year: 4 hours per week.*

This course is designed to introduce students to a broad spectrum of appreciation and understanding of the biological world. Opportunity will also be provided for in-depth studies of topics chosen by the students. Investigations, which will be conducted both in the laboratory and in the field, will require the reading of scientific journals and texts so that students will become aware of both the subject matter and research procedures.

Possible areas of study could include:
- Variety of living things
- Basic ecology
- Resource management
- Conservation
- Native fauna and flora
- Plant and animal physiology
- Microbiology
- Evolution.
Natural Science—Elective “B”

Earth Science
First Year and Second Year: 3 hours per week.
Third Year: 4 hours per week.

The objectives of the course are to develop the student's understanding, interest and knowledge of earth science and to assist him/her to acquire the skills necessary for earth science investigations. Course content progresses from a general consideration of earth structure, materials, resources and history of life to particular applications in the local area. The practical component encompasses such areas as mapping, mineralogy, petrology and crystallography.

Science Today—Elective “A”

First Year: 3 hours per week.
Second Year: 3 hours per week.
Third Year: 4 hours per week.

The course is a study of science within man's environment; an examination of current issues. Topics studied will be selected by the students and should lend themselves to practical investigation both in the laboratory and in the field. Possible areas of study could include—Man's Energy Problems, Population, Material Resources, Communications.

Science in the Secondary School

First Year: 3 hours per week.
Second Year: 3 hours per week.
Third Year: 4 hours per week.

This course is offered as an elective for students in Physical Education. It is designed to equip them to teach Science as a second teaching subject in High Schools.

The course is essentially practical in nature, one of its objectives being to improve the laboratory techniques of students. Content includes a study of the processes of Science; theoretical and experimental work in the four subject areas—Physics, Chemistry, Biology and Geology; an examination of some current approaches to Science teaching such as ASEP; and a consideration of teaching methods, both general and specific, appropriate to Science teaching.
Scientific Bases of Human Movement

Chemistry

First Year: 1½ hours per week.

The object of this course is to develop an understanding of the structure and function of the more significant groups of compounds which make up animal tissue; also to consider the chemistry of the major metabolic pathways in animal cells. To assist students with a limited background in chemistry, this is preceded by a review of the fundamental concepts of chemistry, the properties of acids, bases and salts and of the main groups of organic compounds.

Biology

First Year: 1½ hours per week.

This course is designed to give the student a background in biology which is required for other courses in physical education. It begins with a consideration of the nature of biology and then deals in some detail with the structure of cells, enzymes and their role in cell metabolism, metabolic processes involving the release of energy in cells, some aspects of biophysics (solutions, emulsions, colloids, osmosis) and with the classification and function of various body tissues—connective, muscle and nerve tissue.

Physics

Second Year: 1 hour per week.

The course should enable students to acquire a knowledge of the basic laws of physics and solve problems related to these laws. Content would include the basic laws of mechanics, vector, static equilibrium, uniformly accelerated motion, Newton's laws, work, energy, power, friction, circular motion and rotation of rigid bodies.

Curriculum Studies—Health Education

One hour per week for one half year in second year.

Objectives:

To establish an understanding of the need for health instruction in schools.
To provide a knowledge of methods and techniques in the teaching of health.

Topics:

A rationale for health and health instruction.
The total school health programme.
The teacher as a health educator.
Developing and planning health instruction.
Selecting and developing learning experiences.
HUMAN BIOLOGY AND THE SCIENCE OF SPORT I, II, III (Electives)

First Year: 3 hours per week for one half year.
Second and Third Years: 3 hours per week.

Objectives:
To develop an understanding of the structure and function of human body systems and their relationships to sporting performance.

Topics:

FIRST YEAR
Basic study of structure and function of human body systems.
Units of Work:
Body as a whole
Histology
Skeletal system
Arthrology
Muscular system
Circulation
Nervous system
Practical experimentation, including:
Blood pressure
Heart rate
Bloodtyping and counting
Kinesthetic perception testing.

SECOND YEAR
Respiratory system
Digestive system
Urinary system
Unit of Instrumentation of:
$O_2$ Uptake
Respirometry
E.C.G.
Telemetry.
Effects of Regular Training on Health Throughout Life.

THIRD YEAR
Physical Conditioning:
Principles for training based on physiology
Strength training
Local muscular endurance training
Cardio-vascular endurance training
Flexibility training.
Biological Long-Term Effects:
Study of long-term effects on the body's systems, organs, tissues and cells.
Psychological Effects of Exercise.
Physiology of Various Sports Activities.
Analysis of Various Sports:
Walking
Running
Swimming
Skiing.

PERSONAL HEALTH EDUCATION
Two hours per week for one half year (first year); 1 hour per week (second year secondary students).

Topics:
Modern concept of health.
Major causes of morbidity and mortality and factors affecting health.
Communicable diseases.
Cardiovascular disease and fitness.
Neoplasia.
Accidents and safe living.
Nutrition.
Drug use and abuse.
Fitness, rest and relaxation.
Mental health.
Communication of sexuality.

AQUATICS I, II, III (Electives)
First Year: 3 hours per week for half a year.
Second and Third Years: 3 hours per week.

Objectives:
1. To provide a learning climate which is conducive to the physical and social enrichment of personal recreational aquatic experiences.
2. To develop an understanding of the theoretical concepts and their practical application in aquatic activities.
3. To develop a body of knowledge in aquatics which will enable students adequately to teach others basic swimming techniques.

Topics:
FIRST YEAR
These will be presented in such a way that theoretical concepts can be practically experienced.
1. Learn-to-swim
2. Swimming strokes and stroke correction
3. Water games
4. Artificial respiration
5. The learning and teaching process as it applies to Aquatics activities.

SECOND YEAR
These will be presented to demonstrate the relationship between theoretical concepts and their practical application.
1. Water safety and lifesaving
2. Water skills
3. Competitive swimming
4. Springboard diving
5. Basic skin diving
6. First aid at pools and waterfronts
7. Physical principles applied to swimming.

THIRD YEAR
1. Programmes and programming aquatic activities and events
2. Evaluation standards
3. Coaching
4. Synchronised swimming
5. Basic scuba diving
6. Water polo
7. Canoeing.

OUTDOOR EDUCATION I, II, III (Electives)

First Year: 3 hours per week for one half year.
Second and Third Years: 3 hours per week.

Objectives:
1. To provide a learning climate which offers opportunities for practical outdoor experiences in identifying and resolving real life problems.
2. To provide an educative character building and constructive recreational experience through physically and socially enriching outdoor experiences.
3. To provide through bushwalking and camping a love and appreciation of nature and bushland, the enjoyment of camping and an enduring means to physical, social and emotional stability.

Topics:
To develop administrative and organisational ability in Outdoor Education at a personal level.

FIRST YEAR
1. Preparation and purpose of a bushwalking and/or camping trip.
2. Equipment, e.g. packs, sleeping gear, tents, cooking utensils, clothing, toilet articles.
3. Choosing a camp site.
4. Tent pitching.
5. Bed making.
6. Fire lighting.
7. Camp cooking, e.g. menu and food lists, packing, cooking.
8. Leaving a camp site.
10. Basic map and compass work.
11. Archery.

SECOND YEAR
1. Basic nature lore and rock studies.
2. Elementary first aid.
3. Basic swimming, life saving and water safety.
5. Rock climbing.
6. Direction finding, e.g. landmarks, sun, trees, moon, stars.

THIRD YEAR
1. Essentials in organising and administering outdoor educational experiences.
2. Evening activities.
3. Sailing.
5. Cross country skiing.
6. Fishing.
Progressive Theoretical Assessment 40%.

HEALTH EDUCATION ELECTIVE I, II, III
3 hours per week in second half of the first year.
3 hours per week in second year.
3 hours per week in third year.

Objectives:
This unit is designed for students with an interest in health education but with little or no background in the area. A wide variety of topics will be studied. Topics will include the investigation of health content areas, methodology in health education and curriculum construction and design.

Aims:
1. The investigation and discussion of personal health problems and health problems peculiar to relevant age groups.
2. The establishment of an understanding of the need for health education and an investigation of methods and techniques to be used in teaching of health.
3. The examination of recent trends in health education curriculum construction and involvement in the process of curriculum construction.

Topics:
- Philosophy of health education
- The school health education programme
- The competencies of a health educator
- Health instruction:
  - type of instruction
  - progression and scope in planning
  - methods and preparation
  - learning experiences
  - promoting and motivating health
  - examination of resource material
- Curriculum content
- Evaluating the school programme.

All of the above topics will be integrated into a variety of health subject areas to be chosen from the following:
Smoking
Diseases of communicability
Safety education
Dental health
Drug use and abuse
Mental health
Nutrition
Human sexuality
Cardiovascular disease and fitness.

CURRICULUM STUDIES PHYSICAL EDUCATION I

Attendance requirements: One hour per week for second half year.

Topics:

FIRST HALF YEAR

As part of Curriculum Overview, six hours will be allocated to the Physical Education section of the primary curriculum. This time will be devoted to the principles and aims of this section, their relationship to the curriculum as a whole, and a sampling of the content involved.

SECOND HALF YEAR (one hour per week):

- Games (minor)
- Teaching method
- Physiological background to physical education
- First aid
- Dance (folk)
- Gymnastics

CURRICULUM STUDIES PHYSICAL EDUCATION II

One hour per week.

Topics:

1. Gymnastics, progressions and extensions.
2. Games—the development of games skills relative to specific games.
3. Dance—square dance—social dance.
5. Track and field athletics.
6. Sports organisation, the role of the sports master/mistress.
7. Storage and care of equipment.

CURRICULUM STUDIES PHYSICAL EDUCATION III

Two hours per week for one year.

Topics:

1. Topics dealt with in first and second year will be greatly extended with particular emphasis upon the developmental needs of 5-8 or 8-12 year old children.
2. Movement exploration leading to rhythmic work and creative expression.
3. Games activities with all forms of small equipment (5-8) and large equipment (8-12).
4. Gymnastics skills sequentially planned with/without equipment in concrete/creative situations in accordance with accepted child growth and development patterns.
5. Swimming strokes, water skills, and water safety.
6. Programming, lesson/planning, infants games organisation (5-8) or sports afternoon and carnival organisation (8-12 years).
7. Collation of resource materials and the integration of physical education with other curriculum areas.

STUDIES IN DANCE I (Elective)
3 hours per week for one half year.

Aims and Objectives:
—To introduce the basic concepts, techniques and rhythms of dance movement.
—To provide an historical and sociological context for dance studies by practical experience in folk and ethnic dance.

Topics:
Folk and Ethnic Dance: Folk and national dances of the British Isles and Europe. Square dance of America.
Creative Dance: Basic movement techniques relative to the body, time, space, flow and relationship.

STUDIES IN DANCE II (Elective)
3 hours per week for one year.

Aims and Objectives:
—To further the student's understanding of, and competence in, fundamental dance techniques associated with jazz ballet and primitive dance.
—To extend the student's knowledge of recent dance forms by practical work in social dance.

Topics:

STUDIES IN DANCE III (Elective)
3 hours per week for one year.

Aims and Objectives:
—To extend the student's competence in recent dance forms by practical work on Latin and American dance.
—To develop further the student’s ability to use choreographic techniques.
—To present the student with creative opportunities in dance drama.

Topics:
- Modern ballroom dance
- Dance drama
- Advanced techniques in choreography

PHYSICAL EDUCATION ELECTIVE I, II, III

3 hours per week second half of first year.
3 hours per week second and third year.

Objectives:
This unit is designed as sufficiently flexible to enable students with a widely varying background of participation in Physical Education activities to be able to undertake individual studies within the field. The unit will be both practical and theoretical and it is expected that significant levels of work will occur in both areas.

Topics:
Students will be required to select at least two areas from:
- Dance
- Gymnastics (performing, coaching or officiating)
- Games (participating and either coaching or officiating)

SECONDARY GAMES COACHING

Third year: 1 hour per week.

Course Relevance:
- Diploma in Teaching (Secondary).

Objectives:
To provide a course of study, practical and theoretical, which will enable the student to make a positive contribution to school sport and physical education.

Summary of Content:
A selection of four games will be studied from the following:
- Volleyball
- Hockey
- Tennis
- Rugby Union
- Squash
- Softball
- Netball
- Rugby League
- Badminton
- Association Football

PHYSICAL EDUCATION—PERSONAL FITNESS

Course Relevance:

| Diploma in Teaching (Primary): | 1st year |
| Diploma in Teaching (Secondary): | 2nd year | 3rd year |

One hour per week.

Objectives:
1. To encourage a systematic improvement in and maintenance of personal physical fitness in the areas of cardio-respiratory endurance, general muscular strength and endurance and flexibility.
2. To assist students in developing personal recreational and sporting skills and knowledge which will enable them to participate effectively in a wide range of such activities.

3. To develop student understanding of the main principles of exercise physiology which, when correctly applied, will result in desirable adaptations.

Summary of Content:

Each lecture hour will be divided into two sessions. Session one will involve students in a systematic approach to the development of personal fitness through circuit training activities which have been organised and planned to meet the needs of the individual students.

Session two will enable students to select a total of three recreational and sporting activities from among nine presented per year in three blocks of three. The development of skill, techniques and knowledges involved in the selected activities will be encouraged at the personal level.

A fitness testing programme will be entertained to demonstrate changes of personal status based on a longitudinal study approach.

COURSES FOR PHYSICAL EDUCATION
SPECIALIST STUDENTS

Physical Education in the primary school

3 hours per week for one half year.

Objectives:

To introduce the theoretical foundations of physical education with particular reference to the primary school. To develop teaching strategies and lesson evaluation with particular emphasis on the need to cater for individual differences.

Topics:

Aims and objectives of physical education in the primary school, lesson structure and content, programming, teaching methods, use of equipment (including adventure equipment), role of the Sportsmaster/Sportsmistress.

Physical Education in the secondary school

3 hours per week for one half year.

Objectives:

To introduce students to the syllabus in Physical Education for secondary schools, and by practical experience, to develop an understanding of, and competence in, teaching methods suitable for pupils in the secondary school.

Topics:

The aims and objectives of the secondary school syllabus; lesson structure in games, dance and gymnastics; tabloid sports and minor games; organisation and class management; progression and evaluation of secondary school pupils; content and method in secondary Physical Education.
Courses in Education

Administration

3 hours per week for one half year.

Topics:

History and structure of Physical Education in N.S.W.; administration responsibilities; organisation of physical education (duties of sportsmistress/sportsmaster, organisation of sport, inter-school visits, carnivals and displays); purchase and maintenance of equipment and facilities; executive responsibilities and meeting procedures; recreation in the community—the role of the Physical Education Teacher; ethics—professional behaviour.

Curriculum Construction

3 hours per week for one half year.

Topics:

The philosophy, aims and objectives underlying a programme of physical education; syllabus and programme development; adaptive physical education; evaluation techniques; the use of audio-visual aids.

History of Education

3 hours per week for one half year.

Objectives:

To study the history of education with special emphasis on the history of physical education.

Topics:

Education in the pre-Christian period: Egypt, China, India, Greece, Sparta, Rome.

The Middle Ages: Feudalism, Asceticism, Monasticism.

The Renaissance and after: Humanism, Moralism, Realism.

The Eighteenth Century.

Foundations of Modern Education: Scandinavia; Europe; The United States of America.

Australia—From the convict to the present day.

Motor Learning

3 hours per week for one half year.

Topics:

General learning theory; factors affecting motor learning; the state of the learner; conditions for learning; individual differences in learning.
Sociology
3 hours per week for one half year.

Topics:
School and Society: the nature of educational institutions and teaching as an occupation. The school society.
The role of sport in society: as a reflection of society as an element of culture; as a socialising agent. Towards a sociology of sport.
Leisure and recreation; aggression and sports; sport and politics; sports discrimination; professional and amateur sport.

Courses in Scientific Bases of Human Movement

Anatomy and Physiology I
2 hours per week for one year.

Topics:
The body as a whole: anatomical terminology, body cavities, planes and axes of motion, structural units, language of anatomy, approaches to anatomy.
Histology: types of tissues, structure and related functions.
Body systems, structure and function of each body system in detail: skeletal, arthrological, muscular, circulatory.

Anatomy and Physiology II
2 hours per week for one half year.

Topics:
Body systems treated in detail.
The nervous system: central nervous system, peripheral nervous system, nerve impulse transmission, synapses, the motor unit.
The digestive system: the alimentary canal, accessory organs of digestion, digestion and absorption of carbohydrates, fats and protein metabolism.

Anatomy and Biomechanics
2 hours per week for one half year.

Topics:
Anatomy: the respiratory tract, mechanics of breathing, external and internal respiration, blood transport of $O_2$ and $CO_2$. 
Biomechanics: methods of analysing movement; review of muscle function with reference to joint actions—prime movers, assistant movers, neutralisers and stabilisers; mechanical principles underlying movement; posture and dynamic equilibrium; locomotion; jumping, kicking, pushing and pulling; hanging and swinging, lifting and carrying.

Experimental Physical Education (A)

2 hours per week for one half year.

Topics:

Grouping of data; measures of central tendency; measures of dispersion; Z scores; student T test; correlation—Pearson Product Moment and Rank Difference; Chi-square; library research techniques; historical research in physical education; philosophical research in physical education; Experimental Method and its application to physical education research; instrumentation and test construction.

Experimental Physical Education (B)

2 hours per week for one half year.

Topics:

Posture evaluation; anthropometry; somatotyping—Sheldon, Parnell and Heath-Carter methods; maturity assessment—pubescence, dentition and skeletal age; motor fitness components and test batteries; strength and endurance assessment; speed and agility testing; flexibility measures—goniometry and electrogoniometry; motion analysis—cinematography, light tracings and electromyography; kinesthetic perception evaluation.

Exercise Physiology (A) and Sports Medicine

3 hours per week for one half year.

Topics:

Exercise Physiology: Energy liberation and transfer, muscle contraction physiology, neuromuscular functions, circulation and exercise adaptations.

Sports Medicine: legal responsibility, first aid principles, classification and nature of sports injuries, principles of treatment, prevention of injuries in sport and physical recreation.

Exercise Physiology (B)

2 hours per week for one half year.

Topics:

Respiration physiology; exercise adaptations; physical work capacity; body dimensions and muscular work.
Exercise Physiology (C)
2 hours per week for one half year.

Topics:
Physical conditioning, environmental physiology, nutrition and physical performance.

Courses in Health Education

Community Health
2 hours per week for one year.

Topics:
Concept and function of a community; the range of community health; promotion and advancement of community health: maternal and infant health, child health, adult health, geriatrics and gerontology, mental health, disease control, safety in the community, poverty and disadvantaged youth, environmental sanitation and ecology; problems peculiar to various groups, e.g. physically handicapped, social minorities, vandalism.

Curriculum Construction and Evaluation in the School Health Programme
3 hours per week for one year.

Topics:
Philosophical foundations of education; philosophy of health education; recent trends in health education; health education in the Primary and Secondary School; approaches to school health education as predicted by general philosophy; development of objectives as determined by general philosophy; curriculum content; evaluating the school health programme; function of measurement; measurement of health knowledge, attitudes and behaviour; strength and weaknesses of programmes; administration of the total school health programme; the future of health education.

Disease and School Health
3 hours per week for one year.

Topics:
In each disease category special reference will be made regarding the role of the teacher in observing basic symptoms and referral or provision of emergency health care where required.

**Health in the Ecologic Perspective**

2 hours per week for one year.

**Objectives:**

1. To examine and interpret the physical, social and mental transactions affecting health within and between people, and between people and their physical and biologic environment.
2. To introduce the basic principles of bacteriology and to familiarise the student with the role of bacteria and other micro-organisms and their importance to man.
3. To study the dynamics of infectious disease and interrelationships between organisms and the physical environment.

**Methodology in Health Education**

3 hours per week for one year.

**Topics:**

The Nature of Creative Teaching.
Developing and selecting learning opportunities for health education
—learning opportunities,
—reasons for varied learning opportunities,
—criteria for developing and selecting learning opportunities,
—values and limitations of various learning opportunities.

The creative use of media.

Innovative techniques in affective teaching.
Creative techniques in cognitive teaching.
Sources of information and health material.

**Personal Health**

2 hours per week for one year.

**Topics:**

Modern concepts of health, total quality of life, factors affecting health, major causes of morbidity and mortality, cardiovascular disease, neoplasia, pulmonary disease, accidents, nutrition, drug use and abuse, fitness, rest and relaxation, changing society, communication and sexuality, questions of standards and values, family living, population control.

**Principles and Theories of Health Education**

2 hours per week for one year.

**Topics:**

Points of view concerning health.
Points of view concerning education for health.

The school health programme
—health instruction
—aims and objectives
—health services
—healthful school environment

The health educator
—professional competencies and role

Developing and planning health instruction
—type of instruction
—progression and scope in planning
—health contact areas and determination of contact
—teaching through concepts
—formulating and stating instructional objectives
—development of units and lessons

Psychopharmacology

2 hours per week for one year.

Topics:
Definitions and perspectives of drug misuse.
Drugs in sport
Drug groups common to drug abuse.
  History of use.
  Medical use, methods of use, abuse.
  Effects and dangers.
Laws relating to control of drug misuse.
Methods of control.
Education programmes.
Treatment centres.

Public Health

2 hours per week for one year.

Topics:
Historical background; philosophy of Public Health; structure, functions and legislatures of Health Commission; tools of Public Health—(i) demographic data, (ii) vital statistics, (iii) epidemiology; nature and scope of Public Health programmes; visits to a number of Public Health institutions.

Social Health

2 hours per week for one year.

Topics:
Criteria of sex education; sex education versus sex information; historical perspective and theories of sex education; S.I.E.C.U.S. philosophy; social health and the
Courses in Human Movement

Personal Physical Fitness

2 hours per week in each year.

Objectives:

1. To expose students to a body of knowledge concerning physical fitness and its practical application on a personal level.
2. Through (1) above to encourage each individual to develop positive attitudes towards physical fitness and a desire to achieve and maintain an optimal level of personal fitness and thereby health.
3. To expose students to practical personal fitness programmes catering for individual needs based on currently accepted principles of exercise physiology.

Topics:

These will be presented to demonstrate the interaction between theoretical concepts and their practical application.

First Year:
1. Developmental exercise programmes.
   (a) Warm up and warm down calisthenics.
   (b) Basic circuit training.
2. To introduce a progressively planned aerobics running programme.
3. To introduce a simple isotonic weight training programme.

Second Year:
1. Variations in developmental exercise and circuit training programmes.
2. Interval and repetition running training.
3. The De Lorme system of isotonic muscular strength development with relevant flexibility exercises.

Third Year:
1. Individual development and implementation of one's own development circuit training and running programme to cater for individual strengths and weaknesses and for short and long term individual objectives for cardio-respiratory fitness.
2. The Berger system of isotonic weight training for strength development.
3. Variations of isotonic muscular strength development.
4. Isometric and eccentric weight training.
5. Sprint running (anaerobic power).
Fourth Year:
1. Individual development and implementation of a weight training programme to
cater specifically for individual strengths and weaknesses and long and short
term objectives for strength development.
2. To develop cardio-respiratory biased skill/circuit programmes for various
sports, e.g. Field Hockey, Basketball, Rugby League, Rugby Union, Australian
Rules, Softball, Volleyball, etc.

Practical Studies in Human Movement

1st, 2nd and 3rd year—5 hours per week.
4th year—6 hours per week.

Aims and Objectives:
To give a theoretical and practical basis of movement skills as related to Physical
Education.
To establish basic confidence and competence in performance and to develop the
student's understanding of quality of movement.

Topics:

First Year:
Gymnastics: rhythmic gymnastics, gymnastics for the 5-12 year old child, elementary
tumbling.
Dance: folk dances of Europe, square dances of America, dance drama, jazz ballet,
social dance.
Aquatics: teaching the non-swimmer, techniques of life-saving.
Games: games skills and recreational activities.

Second Year:
Gymnastics: modern educational gymnastics, basic Olympic gymnastics.
Dance: resource materials in Creative dance, Latin American dance.
Aquatics: synchronised swimming.
Games: games skills and recreational activities.
Track and Field Athletics.

Third Year:
Gymnastics: Olympic gymnastics.
Dance: modern Ballroom dance, Creative dance in a co-educational group.
Aquatics: techniques and coaching in competitive swimming.
Games: games skills and recreational activities.

Fourth Year:
Students will be required to select from the following areas and to present work
in two of them.
Gymnastics: rhythmic, Olympic, modern educational.
Dance: modern Ballroom dance, Latin American dance, folk dance, square dance,
social dance, Creative dance and dance drama.
Aquatics: championship swimming.
Games: team games, individual sports, recreational activities.
Track and Field Athletics.
Curriculum Studies “A”—Social Science

Objectives:

1. Through a study of the problems and challenges which face mankind in the present and have faced him in the past, to develop an understanding of the essential unity of mankind, and to waken sympathy and tolerance within the student.
2. To present the chosen material at a depth and breadth resulting not merely in superficial knowledge, but in an understanding, and, it is hoped, a desire to read further for its own sake.
3. To enable the student to read in the disciplines of anthropology, economics, geography, history, political science, social psychology, and sociology, to become aware of the concepts and modes of inquiry of the social sciences, and to appreciate their interactions in the teaching of social studies.

Summary of Content:

1. Social studies as an area of the curriculum.
   The nature of social studies.
   Changing perspectives in the social sciences.
   Developing a new curriculum.
2. Content and structure of knowledge.
   Significance of structure in the social science disciplines.
   Inquiry-conceptual approach to learning.
   Introduction to the basic concepts of the social science disciplines.
   Critical examination of attitudes, beliefs and values.
   Moral development and moral reasoning.
4. Learning and teaching social studies.
   Basic teaching skills.
   Teaching strategies.
   Unit planning.

Curriculum Studies—History (Secondary)

Objectives:

1. To develop in students a continuing interest in History.
2. To provide students with an adequate background for teaching History in the secondary school.
3. To help students understand the problems involved in historical investigation and study.
4. To help students develop a competence in research and writing.
5. To help students towards developing a philosophy of History.

Summary of Content:

2. Australia in the Nineteenth and Twentieth Centuries.
4. Britain in the Twentieth Century.
5. An introduction to Pre-History.
6. Africa in the Nineteenth and Twentieth Century.
7. The United States of America in the Twentieth Century.

Social Science in the Secondary School

This course is designed to give opportunities for developing teaching competence in the Social Science field.

The emphasis is on geographical knowledge and method, but there is provision for developing competence in the teaching skills of Commerce and Social Studies, particularly current topics.

Asian Studies Elective

Objectives:

1. To call attention to sources of knowledge about non-Western peoples.
2. To acquaint students with major civilisations.
3. To develop awareness of and insight into similarities and diversities within and among Asian countries.
4. To develop understanding of the modernisation problems of traditional Asian societies, including the impact of Western culture patterns, and how such problems as population growth, political change and economic dislocation have been met.
5. To consider Asian influences, both historical and modern, on Western cultures.
6. To explore the approaches, methods and means involved in developing mutual understanding and in communicating, co-existing and co-operating with Asian peoples.
7. To develop the ability to appreciate Asian points of view through making comparisons, inferences and generalisations requiring the use of non-Western concepts and values.

Summary of Content:

1. A background to Asian civilisation will be presented through a general survey of the geography and history of the area and its peoples; its religions and philosophies and some aspects of its material culture.
2. Detailed studies will be carried out, both on a class and individual basis, according to the interests of students and will include Asian countries, politics, religions and cultures, as well as contemporary problems and issues.
Geography Elective

Objectives:
1. To introduce students to selected areas of geographical inquiry.
2. To develop skills in geographical inquiry through in-depth studies.

Summary of Content:
1. Weather, Climate and Man.
2. Geomorphology.
3. Urban Geography.
4. Political Geography.
5. Transport Geography.

History Elective

Objectives:
1. To develop in students a continuing interest in History.
2. To help students understand the problems involved in historical investigation and study.
3. To help students develop a competence in research and writing.
4. To help students towards developing a philosophy of History.

Summary of Content:
2. Australia in the Nineteenth and Twentieth Centuries.
4. Britain in the Twentieth Century.
5. Africa in the Nineteenth and Twentieth Centuries.

Economics Elective

General Aim:
The purpose of this elective is to give the students some experience in rigorous academic study at the tertiary level. The main aim is to develop a sense of achievement and confidence not only as a factor in their own personal development but as a basis for further interest and study in this subject.

Specific Objectives:
1. To elaborate the relationship between economic theory and real world observations.
2. To consider the relationship between economic theory and economic policy.
3. To examine ways in which economic theory past and present can be effectively criticised and improved.

Outline of Course:

1. Traditional microeconomic theories of the individual and the firm.
2. Macroeconomic work ranging from classical theories to the Keynesian-monetarist controversies.
3. There will be continuous reference to current economic problems particularly in the fields of international trade and public finance.

Units of Study for the Graduate Diploma of Education (Primary)

Education

The Education units are designed to provide psychological, sociological and philosophical foundations for teaching and through the “Psychology of Teaching” unit to examine aspects of the teaching/learning process which have relevance to all teaching regardless of content areas or age-levels of children being taught.

UNIT 1. THE CHILD DEVELOPMENT UNIT

This unit aims to develop understanding of the concept of child development, including the various stages of development, the factors which determine them and the relevance of these aspects to children in classrooms. Topics treated include concepts of learning and development and their relationship; methodology of child development psychology; stages of cognitive, physical, emotional, social, moral and language development; determinants of development.

UNIT 2. THE CHILD AND SOCIETY

Objectives of this unit include the development of an awareness of the place of the child in society—past and present—and the effect societal attitudes have on the type of education approved by the society. Topics to be treated include children in past and present societies; role theory; the importance of groups in the child’s community; social change and the child as a citizen of a future society.

UNIT 3. THE CHILD AND THE SCHOOL

This unit seeks to develop attitudes, knowledge and skills related to the areas of education, curriculum construction, and the role of the teacher. Topics include models of curriculum; curriculum aims, objectives, content and evaluation; planning and developing a curriculum.

UNIT 4. PSYCHOLOGY OF TEACHING

The concern of this unit is to have students develop an understanding of the teaching/learning process and an awareness of the relationship between decisions made by the teacher, behaviours employed and probable outcomes. Among topics to be treated are the concept of teaching; aims and objectives; teaching strategies; group management behaviours; school and class organisation; formative and summative evaluation.
THE COMMUNICATION UNIT

This course will be concerned with the student's OWN development in skills of communication relevant to the classroom. The stress will fall upon oral skills in language since it may be safely assumed that graduates will have reasonable competency in the writing and reading of language though ability in interpretative oral reading would not be assumed, nor, necessarily, interpretative listening. Non-verbal forms of communication, either alone or as auxiliaries to language, will be considered and practised. The course will also include work in educational drama, as a means of developing further the student's expressiveness and liberating and disciplining feeling and individuality.

Curriculum Studies (a) Core Units

UNIT 1. CURRICULUM STUDIES ENGLISH

The objective is to develop attitudes and skills which will help the student to become an effective teacher of English at the primary school level. Topics include the nature of language; language acquisition and implications for teaching language arts; analysis of the 1973 N.S.W. Curriculum in English; the teaching of speech and drama; the teaching of reading; written expression; evaluation planning a primary school English programme; the use of resource centres and teaching aids.

UNIT 2. CURRICULUM STUDIES MATHEMATICS

This unit aims to acquaint students with methods of teaching mathematics and to give them the background to understand and teach this subject in the primary schools. Among topics to be dealt with are the development of number concepts; Cuisenaire material; set theory; algorithms; rational number; measurement, shapes and graphs; enrichment; grading; programming; teaching techniques; problem solving; evaluation; remediation.

UNIT 3. CURRICULUM STUDIES SOCIAL SCIENCE

The unit sets out to have students, through a variety of Social Science disciplines, become aware of the concepts and modes of inquiry of the Social Sciences and to appreciate their interactions in the teaching of Social Studies. Topics include examination of the nature of Social Science; changing perspectives in the Social Sciences; curriculum development; inquiry conceptual approaches to learning; the basic concepts of the Social Sciences; Social education; attitudes, beliefs values; moral development; learning and teaching Social Studies—skills, strategies, unit planning and implementation.

UNIT 4. CURRICULUM STUDIES ART/CRAFT

This unit will begin with a general overview of the sections of the Primary Curriculum concerning Visual Arts and Craft, their spirit, aims and relationship to each other and to the whole curriculum.

A more detailed study will then be made of each section (Visual Arts; Craft) in relation to creative development of children, curriculum content, resources, teaching methods, organisation, integration and programming.

Content will usually be associated with practical involvement. Demonstration lessons will illustrate teaching techniques.

UNIT 5. CURRICULUM STUDIES MUSIC

Students follow a programme aimed at developing musical literacy with content relevant to the primary school. Among topics dealt with are sound; vocal and instrumental practical work in tuned and untuned percussion; skill and practical
musicianship—songs and voice production, basic music reading and elementary music theory, literacy (Carl Orff and Kodaly techniques); recorded works and techniques suited to the classroom; music programming and grading of material.

UNIT 6. CURRICULUM STUDIES HEALTH AND PHYSICAL EDUCATION

This unit deals with “Fitness for Living”—the why and how of developing and maintaining in children at the primary school level adequate fitness for productive and efficient living. Major topics include the physiological background, practical gymnastics, dance, games, health education, methodology—types of lessons, communication, use of media, programming, study of N.S.W. Syllabus.

UNIT 7. CURRICULUM STUDIES NATURAL SCIENCE

This unit sets out to develop teachers of primary school Science who are acquainted with the structure of Science as a discipline, so that teaching may be planned to cover all aspects of the subject. Major topics include the Bruner structure of Science as a discipline; the discovery approach in teaching Science; conservational studies; native flora; weather, climate, seasonal observations; experimental work in Science; an enquiry approach to sound; an experimental approach to study of forces and machines; “Process Science”; the multi-media approach; behavioural objectives in Science; programming; integrated themes.

Curriculum Studies (b) Extension Units

The extension units are provided so that students by electing two from the set provided may gain additional expertise in at least two areas of the primary school curriculum.

UNIT 1(a) C.S. ENGLISH (EXTENSION)

This unit aims to offer at greater depth a study of some significant aspects of the teaching of English in the primary school. The major areas treated relate to the teaching of reading; a study of children’s literature; resources—a/v materials, kits, textbooks, media; issues in English education—ideas of John Holt, Neil Postman, James Britton, Herbert Kohl, etc.

UNIT 2(a) C.S. MATHEMATICS (EXTENSION)

Designed for students who wish to specialise in primary schools in the teaching of Mathematics, this unit deals with Mathematics for slow and quick learners; remedial techniques; evaluation; diagnostic tests; work of Piaget and Dienes and their implications for classroom mathematics. Practical work with individual children will be included and a case study submitted.

UNIT 3(a) C.S. SOCIAL SCIENCE (EXTENSION)

This unit provides, for those students specialising in the teaching of Social Science, opportunity to study in detail a selected Social Science discipline and to design, develop, teach and evaluate units related to the discipline selected. Related topics will deal with analysis of the Social Studies disciplines and their structure, curriculum construction, implementation and evaluation.

UNIT 4(a) C.S. ART/CRAFT (EXTENSION)

This unit aims to extend the concepts and experiences resulting from the basic two-hour unit in Art/Craft.

Selected aspects of the curricula in Visual Arts and Craft will be studied in greater depth with additional practical involvement.
UNIT 5(a) C.S. MUSIC (EXTENSION)

Here the aim is to develop skill and musicianship through vocal or instrumental performance and to present a perspective of historical musical studies and theoretical studies aimed at functional skills and stylistic understanding. Topics include detailed study in the selected practical area—possibilities of the instrument, survey of the repertoire, observation and analysis through performance of musical developments from the pentatonic scale of the Baroque period; perspectives in music—pre-Sixteenth Century, Baroque, Rococo, Classicism, Romanticism, Realism.

UNIT 6(a) C.S. HEALTH AND PHYSICAL EDUCATION (EXTENSION)

This unit extends the work in the core course and has the same aims. Students will select a number of items for extension work. Choices will be made from the following topics: motor development of primary school children; development of a Health/Physical Education Curriculum for primary school; the conceptual approach to Health/Physical Education in the primary school; fitness and fun for primary school children in relation to health and fitness; mechanical analysis of movement and its implication for primary school children.

UNIT 7(a) C.S. NATURAL SCIENCE (EXTENSION)

This unit has basically the same aims and organisation as the core unit but both techniques and subject matter will be studied in greater detail. Topics include implications for Science teaching of ideas of Piaget, Bruner, Gagne, Ausubel, Skinner and Bloom; programmed instruction, excursions; experiment in a problem-solving approach; the scientific method; the importance of aids; the Science table and the school garden, teaching of topics involving special difficulty, e.g. "electricity"; ecological and conservation studies; the special needs of the pre-operational child and the concrete thinker in relation to science.
DEMONSTRATIONS AND PRACTICE TEACHING

Demonstrations and practice teaching have always been seen as illustrating and enriching the teacher education studies offered at the Institute. Practical work in the schools is regarded as one of the requirements that must be successfully carried out in order to obtain the award of a Diploma in Teaching. New innovations both in objectives and in emphasis will continue to be made in 1977. The progressive development of skills from first year through to the completion of third year studies will develop competencies in general teaching strategies with a view to reaching advanced standing. The final year's field-work culminates in peer team teaching which synthesises all the previous experiences.

Our demonstration schools at Fairy Meadow and Mount Keira are now seen as laboratories which provide students with access to children and their learning. This innovation has evolved from the current course in the psychology of teaching. The Institute is looking closely at developing a competency-based programme.

PRACTICE TEACHING

The Institute has always been concerned that there should be a gradual process of initiating the student into the atmosphere and procedures of the classroom. The current new approach assumes that there is a logical pattern of development in the content of the programme both:

(a) horizontally through the lecture and demonstration programme and into the classroom, and

(b) vertically in terms of the skills, knowledge and attitudes the students require if they are successfully to complete their pre-service teacher education.

Each student might be expected to move from the one-to-one experience of the "demonstration school" programme into a micro-teaching situation before moving on to full class teaching. The development of teaching competencies is seen as a cumulative learning/teaching experience so that all students may not master those experiences at the same rate. For this reason formal evaluation (of a classificatory nature) of the rate of acquisition of these competencies is as far as possible delayed until the end of third year.

The supervisor of each student acts as a consultant and together with the classroom teacher assists the student's progress through his/her acquisition of teaching competencies. Each lecturer, as an experienced teacher-educator, will give worthwhile assistance to any student in any field of specialisation; but of course consultation with a lecturer or teacher in the appropriate field is available.

Eighty primary and thirty secondary schools, including private schools, are used within the area stretching from Engadine to Nowra and including Campbelltown, Bowral, Moss Vale, Mittagong, Camden and Picton.

Satisfactory completion of practice teaching is required for the award of the Institute's diplomas. A student absent for a significant period of time is required to make up for that absence. Provision is made for the identification of areas in which students need remedial treatment and these are followed up.

In case of absence during practice teaching students are required to notify the school principal before the beginning of classes. The Institute's leave form, obtainable from the school principal, must be completed and returned to him for forwarding to the Deputy Director with a medical certificate for sick leave of more than three days' duration.
RESOURCE CENTRE

The main functions of the resource centre are to provide material related to the educational programme of the Institute and a place for quiet reading and study. Membership is open to all students and staff of the Institute, and to teachers upon the payment of a subscription fee.

In June, 1976, the collection consisted of 40,900 books and music scores, 4,400 mounted pictures, 2,900 gramophone records, 63 16 mm films, 880 filmstrips, 980 art prints, 200 microfilms, as well as slides, transparencies, games, multi-media kits and a file of classified pamphlets. In addition, the library receives 500 periodicals and annual publications regularly by subscription and donation.

A special area, the McGrath Room, has been fitted with audio-visual equipment and carrels which are available for use at all times. A librarian is in attendance part of the time but assistance with equipment and information about the materials may be obtained from all staff. The equipment includes gramophone record turntables, microfilm readers and printers, sound and silent projectors for filmstrips, film books, 16 mm films and slides, audio and video cassettes and players, and TV receivers, both black and white and colour.

THE CATALOGUE

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

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.

Books must not be defaced or maltreated.

Briefcases, bags and coats should not be brought into the library, but left on the shelves and hooks provided on the ground floor.

Readers are asked to help keep the shelves tidy and to make sure they return books to their correct place. If this place cannot be found, the book should be placed flat on the end of the shelf or brought to the charge desk.

Smoking or eating in the library is not permitted.

Students must show all folders and publications to the librarian when leaving.

BORROWING

A loan card must be made out for every item borrowed from the library for however short a time.
GENERAL INFORMATION FOR STUDENTS

ENROLMENT
All first year students are required to enrol on 14th February, 1977, at the Institute. Later year students will enrol on 21st February.

FEES
The Students' Association fee is compulsory and is payable on enrolment, except by those students awarded scholarships by the N.S.W. Department of Education, for whom the Department accepts the charges. The fee in 1976 was $29 and is subject to annual review.

A library deposit of $10 is payable by all students and is refundable, less any outstanding charges.

GENERAL OFFICE HOURS
The General Office is open for business between 8.30 a.m. and 4.30 p.m. from Monday to Friday.

USE OF INSTITUTE PREMISES
Student groups, societies or clubs wishing to use Institute premises should contact the Student Services Officer.

DRESS
Students are expected to be appropriately attired when attending school for demonstrations or teaching practice.

SMOKING
Smoking is not permitted in lecture rooms, library, gymnasium or the auditorium.

LEAVE OF ABSENCE
Where leave of absence of half a day or more is anticipated, an application for leave, available from the Student Services Office, must be submitted in advance to the Staff Adviser (any student who is compelled to be absent without notice should telephone the Deputy Director or the Dean of Students, or send a message).

Full reasons for any absence are to be given on the leave form and the completed form should be delivered to the Staff Adviser immediately attendance at lectures is resumed. A medical certificate is necessary for absences of more than three days on account of illness. However, there may be occasions when a student is required to present a medical certificate for absences of less than three days.

Failure to fulfil these requirements may result in leave not being granted.

Regulations to be observed when a student is absent from a school during a practice teaching session, or from a recognised examination, are detailed in the relevant sections of the calendar (see page 58).

NON-ATTENDANCE OF LECTURER
If a lecturer does not arrive at a lecture within five minutes of the advertised time of commencement of the lecture without prior warning or explanation, the section representative shall make an effort to contact the lecturer concerned. If unsuccessful, and if the lecturer has not arrived within ten minutes of the time of commencement of the lecture, the section representative may dismiss the section. This action should be reported immediately to the Deputy Director or, in his absence, the Secretary.
CARE OF PROPERTY

Students should take all reasonable precautions with property and avoid, as far as possible, bringing large sums of money or valuables to the Institute. These should not be left in rooms or corridors. Valuables may be left with the Student Services Officer or Gymnasium Attendant for safe keeping.

STUDENT ACCOMMODATION

The Institute's Student Services Office endeavours to help by providing information on accommodation available at the residential college (International House), the Y.W.C.A. and private homes.

TIDINESS

Students are asked to place all refuse in the receptacles provided, and to avoid leaving papers, bottles, etc., in lecture rooms, corridors, common rooms or anywhere in the Institute grounds.

It is hoped that all students will assist in keeping the Union and cafeteria comfortable and attractive by disposing of table litter in the bins provided.

TRAVEL CONCESSIONS

Students entitled to concession fares on trains should complete the appropriate certificate obtainable from the Student Services Office.

NEEDY STUDENTS

An Institute Committee receives and decides upon applications for loans by students in need. The Student Services Office has the form.

TEACHER EDUCATION ADVISORY OFFICE

A Teacher Education Advisory Office, located in the University grounds, handles all matters related to Teacher Scholarships and Bursaries for students of the Institute as well as those of the University.

AUSTRALIAN GOVERNMENT ASSISTANCE

A system of Australian Government assistance for students in tertiary courses has operated since 1974. Application forms will be available at the Institute's Student Services Office. Further information is available from:

- The Regional Director,
- New South Wales Office,
- Department of Education,
- 323 Castlereagh Street,
- Sydney, N.S.W. 2000.
- Telephone: (02) 218 8800.

STUDENT MEDICAL SERVICE

A free medical service is available at the University of Wollongong to students of Wollongong Institute of Education. Although therapeutic, the medical service is not intended to replace private or community health services.

The service is confidential and students are encouraged to attend for advice on matters pertaining to health.

COUNSELLING

Students desiring information or advice on any Institute or personal matter, or wishing to discuss problems of any kind may, in the first instance, consult their
Section Adviser. The Deputy Director and the Dean of Women Students are also readily available for consultation.

**CHAPLAINS 1977**

The Church of England, the Roman Catholic Church and the Methodist Church have appointed chaplains to the Institute.

**Church of England:**
- Rev. R. George, Th.L.
- St. Michael's Pro-Cathedral, Wollongong. Telephone 28 9132.

**Roman Catholic:**
- Catholic Presbytery, Fairy Meadow. Telephone 29 4133.

**Methodist:**
- Rev. C. Dominish, L.Th. Telephone 29 2117.

**THE INSTITUTE'S CHRISTIAN FELLOWSHIP**

The Wollongong Institute of Education Christian Fellowship (W.I.E.C.F.) is an interdenominational group which meets weekly in the Institute.

**YOUTH ACTIVITIES—**

**Y.M.C.A.**

Activities range from gymnastics to copper working, creative craft and basic car maintenance. Students of the Institute of Education are invited to join as participants or leaders. Field-work points may be gained by students in the Physical Education programme.

For details ring Mrs. W. Whitehead (74 2424).

**Y.W.C.A.**

Programmes and craft clubs are organised for women and teenage girls. For details ring Mrs. Hamer (29 1980).

**THE STUDENTS' ASSOCIATION**

Student organisation in the Institute centres on The Students' Association, and membership of this body is compulsory for all students. The Students' Association operates under a constitution which has been approved by the Interim Council.

Officers of The Students' Association, 1976-77:

- **President:** John Phillips
- **Vice-President:** Mandy O'Bree
- **Secretary:** Julie O'Neill
- **Treasurer:** David Field
- **Club and Societies Secretary:** Mark Booth
- **Social and Cultural Activities Sec.:** Terry Wakefield
- **A.U.S. Secretary:** Lynne Waters

**THE SPORTS UNION**

The purpose of the Sports Union is to promote and control competitive and recreational amateur sporting activities in Wollongong Institute of Education.

**OTHER CLUBS AND SOCIETIES**

A variety of clubs caters for both cultural and non-competitive sporting interests. Funds are allocated to these clubs directly from The Students' Association.
INTERIM COUNCIL

The Interim Council was constituted in November 1974. Its membership as at 3rd Term in 1976 is listed:

Mr. R. J. Pearson, General Manager, Metal Manufactures Ltd., Chairman of the Council.

Mr. J. D. Coady, Principal, Dapto High School.

Mr. I. Chapman, Headmaster, The Illawarra Grammar School.

Mr. R. J. Dobinson, Dental Surgeon.

Mr. E. Eve, Principal, Fairy Meadow Demonstration School.

Mrs. J. Ferguson, Bookseller.

Mr. J. Gammage, Principal Lecturer, Wollongong Institute of Education.

Mr. B. Gillett, Regional Director of Education, South Coast Region.

Mr. P. T. Graham, Government Architect’s Department.


Mr. M. E. Hale, Director, Wollongong Institute of Education.

Mr. G. Miller, Student member, Wollongong Institute of Education.

Mr. F. G. McInerney, Solicitor of the Supreme Court of N.S.W.

Mr. B. Short, Principal, Wollongong Technical College.

Mr. W. Pike, Deputy Director, Wollongong Institute of Education.

Mr. K. Reilly, Engineer, Wollongong City Council.

Mr. T. J. Wren, Chairman of Wollongong Hospital Board.

Secretary to Interim Council: Mr. G. L. Hall, Secretary, Wollongong Institute of Education.

Application for incorporation was lodged in 1976 and the response of the N.S.W. Higher Education Board is awaited.
ADMINISTRATIVE STAFF

Director: Maurice E. Hale, M.A., A.B.Ps.S., F.A.I.M., J.P.


Secretary: George L. Hall, A.F.A.I.M., J.P.

Librarian (Resource Centre): Mary T. Tow, B.A., A.L.A.A.

Services:
Allan M. House, Dip.Tech. (Pub. Admin.)
Gary R. Ryan (Student Services)
Terry A. Ashton (Personnel)

Finance:
Geoffrey R. Bailey (Purchasing)
David W. McNeice, A.A.P.A. (Accounts)

Audio-Visual Services:
John Chapple (E.I.C.)
Gordon McLeish (technician)
ACADEMIC STAFF

ART/CRAFT
Francis W. Osborne, B.A., A.S.T.C., M.I.I.A.
Anthony E. Bell, B.A., A.S.T.C., M.I.I.A.
A. Joan Chapple
John A. Chapple, B.Sc., A.S.T.C.
Raymond Gall, B.A., A.S.T.C., M.I.I.A.
Marjorie J. Heyligers, T.S.T.C.
J. Howard Mitchell
Peter L. Shepherd, Dip.Art (Ed.)
John A. Shipperlee, Dip.Art (Ed.)
Arthur R. Smith, Dip.Art (Ed.)
Leo Sturman, N.D.D., A.T.C.

EDUCATION
Kenneth V. Mathews, B.A., M.Ed.
Donald G. Asquith, B.A., M.Ed.
Isobel R. Barr, B.A.
Kenneth Davies, M.A., M.Ed., M.A.C.E.
Brian M. Gaffney, B.A.
Maurice E. Hale, M.A., A.B.Ps.S., F.A.I.M., J.P.
Donald P. Hogan, B.A., Ph.D.
Adrian R. Hurley, B.A., M.Ed., Ph.D.
Peter J. Keeble, B.A., M.A.C.E.
Paul T. Mawter, B.A., M.Ed., Ph.D.
Kevin P. Moffat, M.A., Dip.Ed.
Wendy E. Pullin, B.A.

ENGLISH
Robert W. Colvin, M.A., M.A.C.E.
Allan Curtis, B.A., Dip.Ed.
Pat F. Farrar, B.A.
Peter C. Geekie, B.A., Litt.B.
Ronald K. Pretty, M.A.
Michael R. Stone, B.A.
Barry C. Waters, B.A., Litt.B.

PHYSICAL EDUCATION AND HEALTH
Owen C. Curtis, M.Ed., Dip.P.E.
Duncan D. Dawson, Dip.P.E.
Harry G. Fuller, B.Sc., Dip.P.E.
Frederick Frame, B.Sc., M.Ed., Dip.P.E.
George V. Gedge, B.A., Dip.P.E.
Carolyn L. Hurley, M.Sc., Dip.P.E.
Michael J. Hatton, M.Sc., Dip.P.E.
John Patterson, M.Sc., Dip.P.E.
Thomas F. Penrose, M.Sc., Dip.P.E.
Patricia A. Rees, Dip.P.E.
Sylvia A. Rice, B.A., Dip.Ed. (P.E.)
Barry Watkin, M.Sc., Dip.P.E.
Noel Whiteley, B.A., Dip.P.E.
Richard G. Wilsmore, B.P.E., Dip.P.E.
Janice E. Wright, B.Ed.

MATHEMATICS
Norman R. Aylward, M.A., Litt.B.
Neil Masters, B.A.
Bede E. Murray, B.A., M.Sc. (O.R.), M.A.C.S.

MUSIC
Rodney A. Hollands, B.A., D.S.C.M., M.A.C.E.
C. Keith Baxter, D.S.C.M., F.T.C.L.
John Wayne Dixon, L.T.C.L., A.Mus.A.
Robert A. Smith, Dip.Mus. (Ed.), A.Mus.A.
John Stender, D.S.C.M.

Tutors:
Jan Baxter (Violin)
John Freeland (Flute)
Lynette Kimber (Cello)
Claude Rosseuw (Clarinet)
Don Wilson (Brass)
Vanessa Woodhill (Oboe and Recorder)

NATURAL SCIENCE
John W. Gammage, B.A., B.Sc.Agr., M.A.I.A.S., M.A.C.E.
Barry Harper, B.Sc., Dip.Ed.
Malcolm McD. Harris, B.A.
William Mowbray, B.Sc., M.Ed., A.S.T.C.
Kevin M. Rigby, B.A., B.Sc., Dip.Ed.

SOCIAL SCIENCE
David B. Stamp, B.A., M.Ed., Dip.Ed
Howard Akitt, M.A., U.E.D., M.A.C.E.
Rosemary Auchmuty, B.A., Ph.D.
Bevan J. Ferguson, B.A., M.Ed.
Brian Rogers, B.A., B.Ec., Dip.Ed.
Peter M. Sales, M.A., Dip.Ed.
John Scarlett, B.A., M.Com.
EXTERNAL STUDIES
Director
Howard Akitt, M.A., U.E.D., M.A.C.E.
Assistant Director

FAIRY MEADOW DEMONSTRATION SCHOOL
Principal: Mr. E. T. Eve, B.Ed., M.A.C.E., M.A.I.T.D.
Deputy Principal: Mr. O. K. Davies, B.A.
Mistress of Infants Department: Mrs. A. Limon

MT. KEIRA DEMONSTRATION SCHOOL
Principal: Mr. B. R. Banks
LOCATIONS

1—Administration
2—Library
3—Lecture Block
4—Music Centre
5—Physical Education Centre
6—Student Union Building
7—Lecturers Studies
8—Gardening Centre
9—Drama Room/Staff Common Room
11—Lecturers Studies
12—Parking

Art & Craft
Mr. F. Osborne ............ 7
Mr. A. Bell ............ 3
Mrs. A. Chapple ............ 3
Mr. J. Chapple ............ 3
Mr. R. Gall ............ 3
Mrs. M. Heyligers ............ 3
Mr. J. Mitchell ............ 3
Mr. P. Shepherd ............ 3

Mr. J. Shipperlee ............ 3
Mr. A. Smith ............ 11
Mr. L. Sturman ............ 11
Mrs. K. Harney ............ 3
Mrs. E. Lajoie ............ 3
Mrs. E. Fuller ............ 3

Education
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Mr. D. Asquith ............ 7
Mrs. I. Barr ............ 7
Mr. K. Davies ............ 3
Mr. B. Gaffney ............ 11

Dr. D. Hogan ............ 3
Miss H. Holmwood ............ 1
Dr. A. Hurley ............ 7
Mr. P. Keeble ............ 7
Mr. K. McLellan ............ 3
Dr. P. Mawter ............ 11
Mr. K. Moffat ............ 11
Mrs. W. Pullin ............ 11
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Mrs. E. Fuller ............ 3

English
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