

WOLLONGONG TEACHERS'  
COLLEGE

CALENDAR  
1965





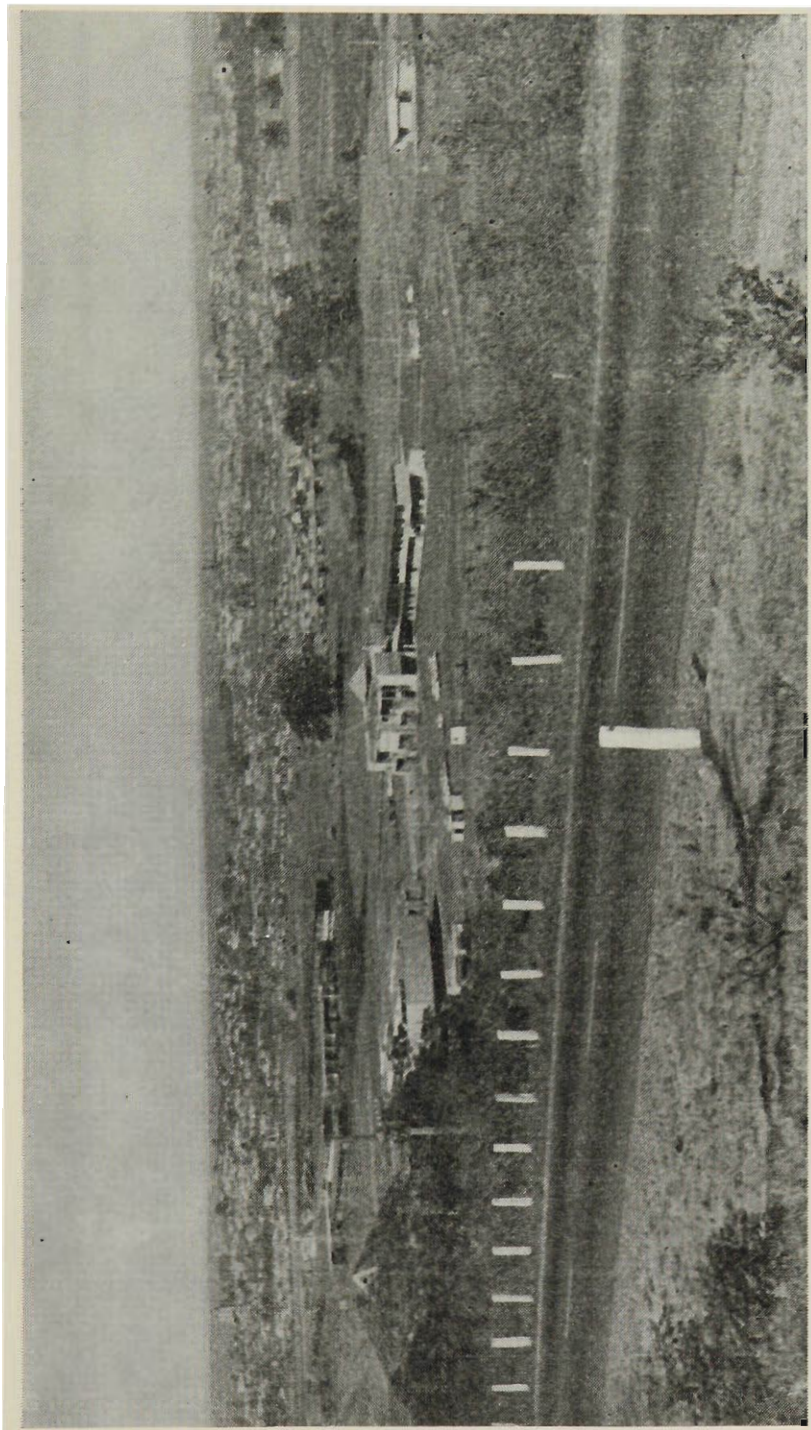


**WOLLONGONG  
TEACHERS'  
COLLEGE**

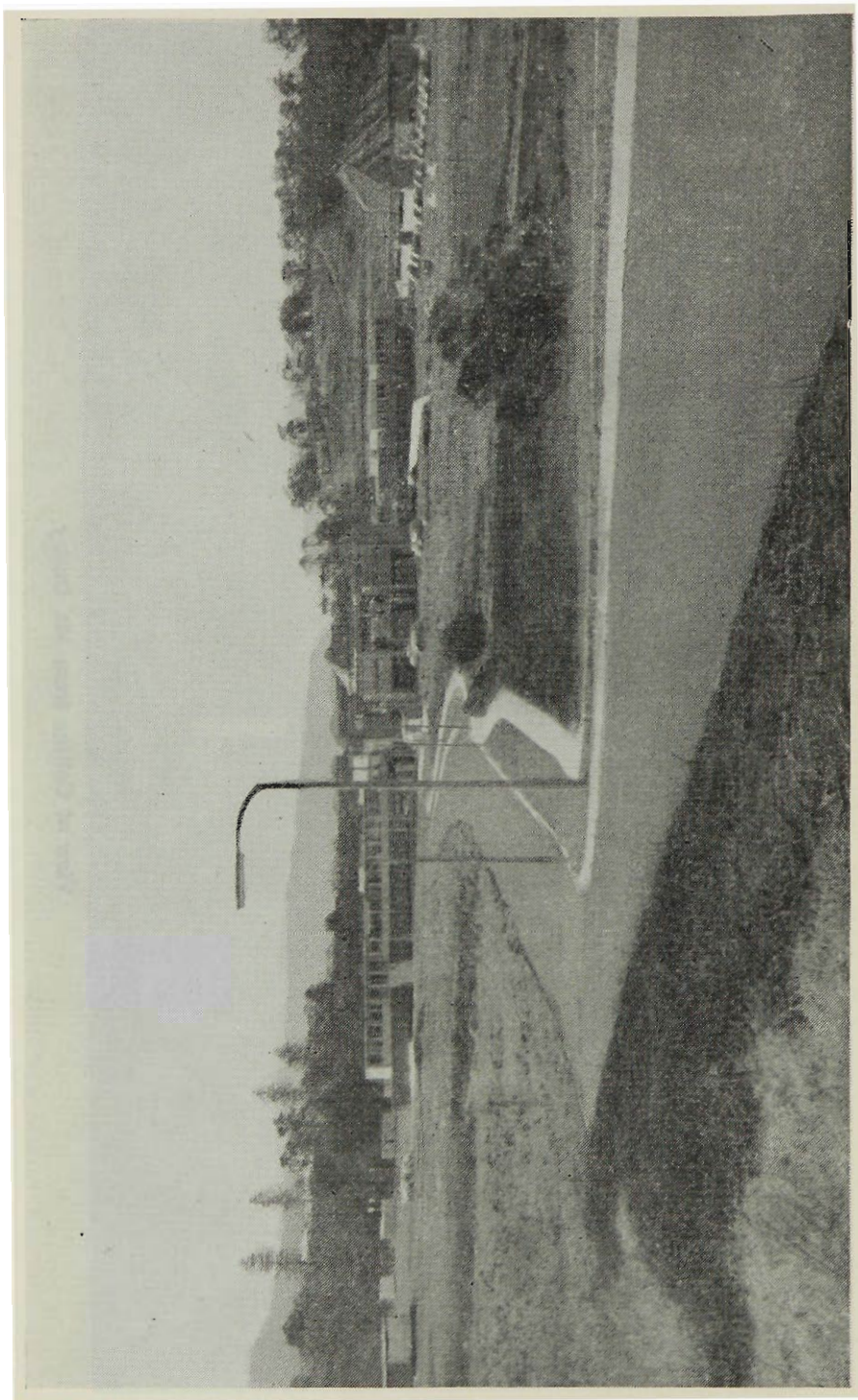
Calendar 1965







**View of College from Mt. Ousley**



View of College from entrance



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# CALENDAR 1965

	JANUARY	FEBRUARY	MARCH
S. ...	31 3 10 17 24	... 7 14 21 28	... 7 14 21 28
M. ...	... 4 11 18 25	1 8 15 22 ...	1 8 15 22 29
T. ...	... 5 12 19 26	2 9 16 23 ...	2 9 16 23 30
W. ...	... 6 13 20 27	3 10 17 24 ...	3 10 17 24 31
T. ...	... 7 14 21 28	4 11 18 25 ...	4 11 18 25 ...
F. ...	1 8 15 22 29	5 12 19 26 ...	5 12 19 26 ...
S. ...	2 9 16 23 30	6 13 20 27 ...	6 13 20 27 ...
	APRIL	MAY	JUNE
S. ...	... 4 11 18 25	30 2 9 16 23	... 6 13 20 27
M. ...	... 5 12 19 26	31 3 10 17 24	... 7 14 21 28
T. ...	... 6 13 20 27	... 4 11 18 25	1 8 15 22 29
W. ...	... 7 14 21 28	... 5 12 19 26	2 9 16 23 30
T. ...	1 8 15 22 29	... 6 13 20 27	3 10 17 24 ...
F. ...	2 9 16 23 30	... 7 14 21 28	4 11 18 25 ...
S. ...	3 10 17 24 ...	1 8 15 22 29	5 12 19 26 ...
	JULY	AUGUST	SEPTEMBER
S. ...	... 4 11 18 25	1 8 15 22 29	... 5 12 19 26
M. ...	... 5 12 19 26	2 9 16 23 30	... 6 13 20 27
T. ...	... 6 13 20 27	3 10 17 24 31	... 7 14 21 28
W. ...	... 7 14 21 28	4 11 18 25 ...	1 8 15 22 29
T. ...	1 8 15 22 29	5 12 19 26 ...	2 9 16 23 30
F. ...	2 9 16 23 30	6 13 20 27 ...	3 10 17 24 ...
S. ...	3 10 17 24 31	7 14 21 28 ...	4 11 18 25 ...
	OCTOBER	NOVEMBER	DECEMBER
S. ...	31 3 10 17 24	... 7 14 21 28	... 5 12 19 26
M. ...	... 4 11 18 25	1 8 15 22 29	... 6 13 20 27
T. ...	... 5 12 19 26	2 9 16 23 30	... 7 14 21 28
W. ...	... 6 13 20 27	3 10 17 24 ...	1 8 15 22 29
T. ...	... 7 14 21 28	4 11 18 25 ...	2 9 16 23 30
F. ...	1 8 15 22 29	5 12 19 26 ...	3 10 17 24 31
S. ...	2 9 16 23 30	6 13 20 27 ...	4 11 18 25 ...

# CALENDAR 1966

	JANUARY	FEBRUARY	MARCH
S. ...	30 2 9 16 23	... 6 13 20 27	6 13 20 27
M. ...	31 3 10 17 24	... 7 14 21 28	... 7 14 21 28
T. ...	... 4 11 18 25	1 8 15 22 ...	1 8 15 22 29
W. ...	... 5 12 19 26	2 9 16 23 ...	2 9 16 23 30
T. ...	... 6 13 20 27	3 10 17 24 ...	3 10 17 24 31
F. ...	... 7 14 21 28	4 11 18 25 ...	4 11 18 25 ...
S. ...	1 8 15 22 29	5 12 19 26 ...	5 12 19 26 ...
	APRIL	MAY	JUNE
S. ...	... 3 10 17 24	1 8 15 22 29	... 5 12 19 26
M. ...	... 4 11 18 25	2 9 16 23 30	... 6 13 20 27
T. ...	... 5 12 19 26	3 10 17 24 31	... 7 14 21 28
W. ...	... 6 13 20 27	4 11 18 25 ...	1 8 15 22 29
T. ...	... 7 14 21 28	5 12 19 26 ...	2 9 16 23 30
F. ...	1 8 15 22 29	6 13 20 27 ...	3 10 17 24 ...
S. ...	2 9 16 23 30	7 14 21 28 ...	4 11 18 25 ...
	JULY	AUGUST	SEPTEMBER
S. ...	31 3 10 17 24	... 7 14 21 28	... 4 11 18 25
M. ...	... 4 11 18 25	1 8 15 22 29	... 5 12 19 26
T. ...	... 5 12 19 26	2 9 16 23 30	... 6 13 20 27
W. ...	... 6 13 20 27	3 10 17 24 31	... 7 14 21 28
T. ...	... 7 14 21 28	4 11 18 25 ...	1 8 15 22 29
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F. ...	... 7 14 21 28	4 11 18 25 ...	2 9 16 23 30
S. ...	1 8 15 22 29	5 12 19 26 ...	3 10 17 24 31

## CALENDAR FOR 1965

### LENT TERM

February 8, Monday	.....	Unsupervised practice teaching begins for second year students.
February 19, Friday	.....	Unsupervised practice teaching ends.
February 23, Tuesday	....	Deferred examinations begin.
March 1, Monday	.....	Deferred examinations end. Staff meeting 10.0 a.m. Enrolment of first year students commences 2.0 p.m.
March 2, Tuesday	.....	Formal Assembly—First year students 10.0 a.m. Enrolment of first year students is continued.
March 3, Wednesday	....	Lectures begin at 9.0 a.m. for all students.
March 9, Tuesday	.....	First year students visit the demonstration school.
March 11, Thursday	....	Demonstrations begin for second year students.
April 7, Wednesday	.....	Practice teaching begins for all students.
April 16, Friday	.....	Good Friday.
April 18, Sunday	.....	Easter Day.
April 19, Monday	.....	Easter Monday.
April 20, Tuesday	.....	Easter Tuesday.
April 25, Sunday	.....	Anzac Day.
April 30, Friday	.....	Practice teaching ends.
May 13, Thursday	.....	School term ends.
May 14, Friday	.....	College term ends.



### *TRINITY TERM*

May 25, Tuesday	.....	School term begins.
May 31, Monday	.....	College term begins.
June 1, Tuesday	.....	Demonstrations resume for first year students.
June 3, Thursday	.....	Demonstrations resume for second year students.
June 7, Monday	.....	Mid-Year Examinations begin for first year students.
June 11, Friday	.....	Mid-Year Examinations end.
August 24, Tuesday	....	Intercollegiate—Armidale v. Wollongong at Armidale.
August 26, Thursday	....	School term ends.
August 27, Friday	.....	College term ends.
August 30, Monday	.....	Post-College Courses.

### *MICHAELMAS TERM*

September 14, Tuesday	....	School term begins.
September 20, Monday	....	College term begins. Practice teaching begins.
October 4, Monday	.....	Labour Day.
October 8, Friday	.....	Practice teaching ends.
October 12, Tuesday	.....	Demonstrations resume for first year students.
October 14, Thursday	....	Demonstrations resume for second year students.
November 12, Friday	.....	Lectures cease.
November 17, Wednesday..		Yearly examinations begin for all students.
November 30, Tuesday	....	Yearly examinations end.
December 16, Thursday	..	School term ends. Graduation Day.
December 20, Monday	..	College term ends.

## *TERM DATES 1965*

### *COLLEGE*

Lent Term ..... March 1 to May 14.  
Trinity Term ..... May 31 to August 27.  
Michaelmas Term ..... September 20 to December 20.

### *WOLLONGONG UNIVERSITY COLLEGE*

First Term ..... March 1 to May 15.  
Second Term ..... May 31 to August 7.  
Third Term ..... August 30 to October 30.

### *SCHOOL*

First Term ..... February 1 to May 13.  
Second Term ..... May 25 to August 26.  
Third Term ..... September 14 to December 16.

# *WOLLONGONG TEACHERS' COLLEGE*

(Established 1962)

## *ADMINISTRATIVE STAFF, 1964*

### *Principal:*

W. C. McGRATH, B.A., A.IEd. (Lond.)

### *Vice-Principal:*

F. C. WHITEBROOK, M.C., Ed.D., B.A., D.P.E..

### *Warden of Women Students:*

HAZEL HOLMWOOD, D.P.E.

### *Registrar:*

G. WATSON.

### *Librarian:*

JUDITH W. WATERER, B.A., A.L.A.A.





# *LECTURING STAFF, 1964*

## Art:

J. W. Cramp.

## Craft:

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

Jennifer M. Hume.

## Education:

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

F. C. Whitebrook, M.C., Ed.D., B.A., D.P.E.

K. V. Mathews, B.A., M.Ed.

W. A. Hawkins, B.A., Dip.Ed.

Clarisse J. Jurjens, A.Mus.A. (Singing and Piano).

## English:

A. R. H. Millar, B.A., Dip.Ed.

T. J. Langston, B.A., Litt.B., Dip.Ed.

A. S. Roberts, B.A., Litt.B.

## Health Education:

Beryl I. Ford, M.B., B.S.

## Mathematics:

Joan A. Shaw, B.A., M.Ed., Dip.Ed.

## Music:

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

Ruth E. Sainsbury, A.Mus.A.

## Natural Science:

J. W. Gammage, B.A., B.Sc.Agr.

K. M. Rigby, B.A., B.Sc., Dip.Ed.

## Physical Education:

Hazel Holmwood, D.P.E.

E. Fay Lawson, D.P.E.

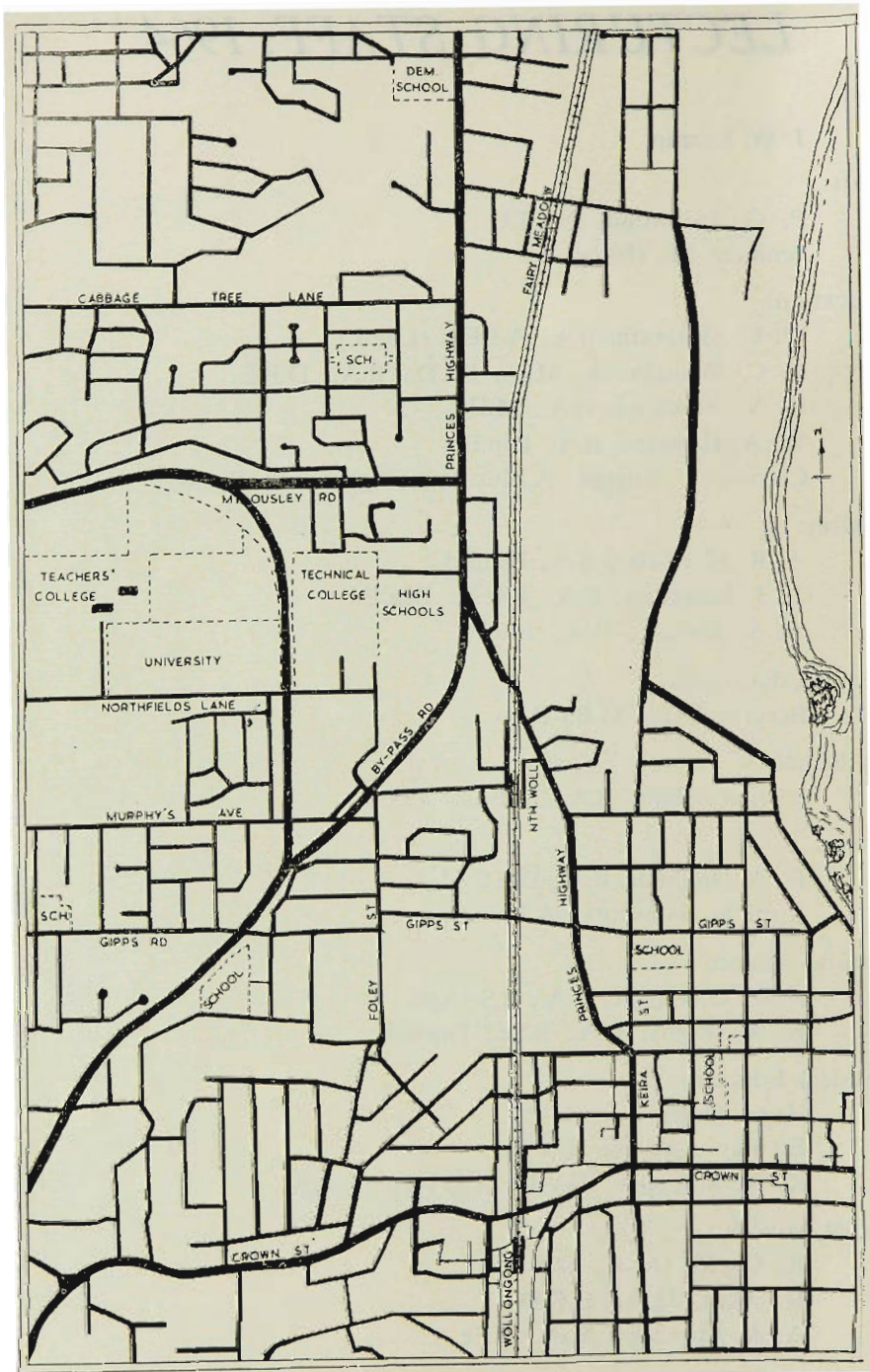
K. A. McLellan, D.P.E., A.D.P.E. (Leeds).

## Social Studies:

R. Copley, M.A., Dip.Ed.

H. Akitt, M.A., U.E.D.

A. A. Brownlea, M.A., B.Ec.



Map showing location of College and Fairy Meadow Demonstration School

## *WOLLONGONG TEACHERS' COLLEGE*

Early in 1959 some fifty acres of land at the foot of Mt. Keira, on the outskirts of Wollongong, were set aside for the establishment and development of the eighth Teachers' College in New South Wales. Plans were prepared which provided for an administration unit, an extensive lecture block, an assembly hall, a gymnasium, a music hall, a library and a cafeteria. It was not, however, until February, 1962, after the appointment of Mr. W. McGrath as Principal and Dr. F. Whitebrook as Vice-Principal, that the work of construction began.

In the same month, the Pioneer Session of the new college met. One hundred and fifty-eight students had been enrolled and lectures commenced at the new Wollongong Technical College, where staff and administration offices, library facilities and classroom accommodation had been made available.

Throughout the year building continued on the Teachers' College site, and by February, 1963, the first part of the first stage of construction had been completed so that the staff and students, now numbering over 280, were able to begin the academic year in their new premises—a lecture block, with general lecture rooms, science laboratory, art and craft rooms, lecturers' studies, common rooms for men and women, and a cafeteria at the end of an attractive cloister area, together with an administration block made up of staff and general offices, S.R.C. room, medical office and staff common room.

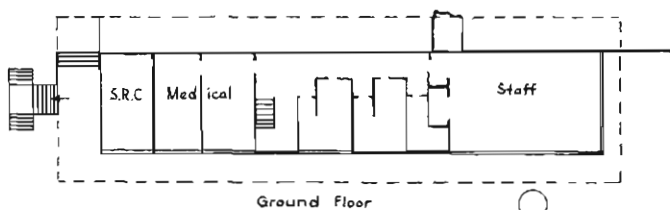
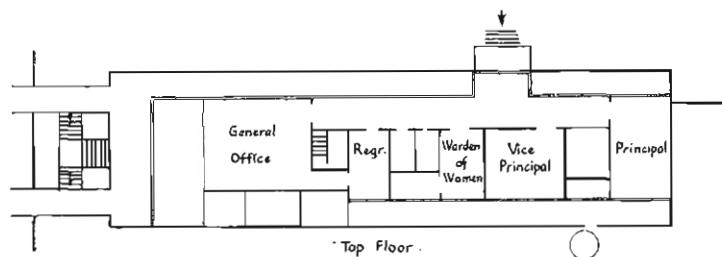
In its first two years in the new buildings the College has experienced some difficulties. The rapidly expanding library has, temporarily, been housed in one of the lecture rooms and, because of the shortage of accommodation, the men's and women's common rooms have had to be used as lecture rooms. By the beginning of 1965, however, this situation should have changed, for the construction of the new library, the music block and the gymnasium is well under way. These buildings should be completed before the end of the present year so that more lecture rooms will be available and the common rooms can be restored to the students.

In its short history the College has become a centre of teacher training equal to any other in the State. It offers opportunities for student development, not only in the academic field, but also through the media of a wide variety of clubs and sporting facilities. It is building a spirit and tradition in keeping with those of modern Teachers' Colleges.

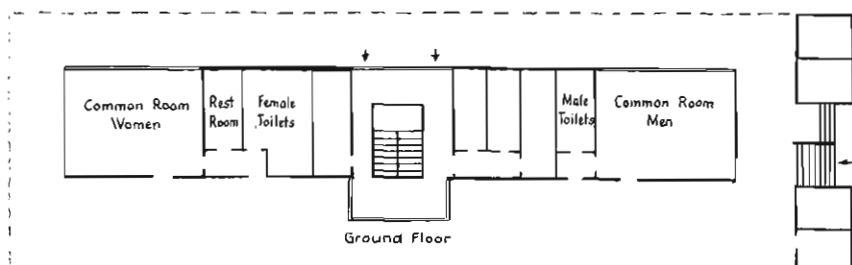
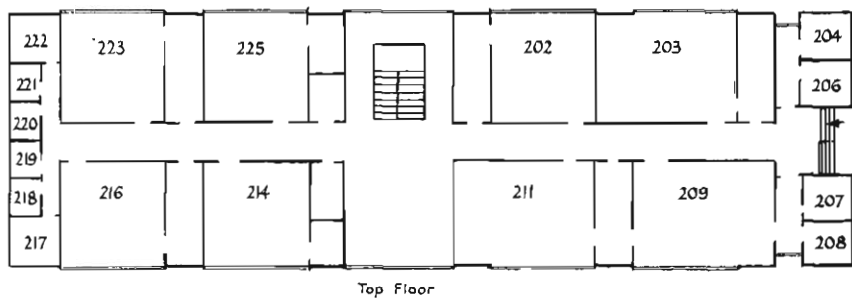
# WOLLONGONG TEACHERS' COLLEGE

## ROOM LOCATION 1965

### ADMINISTRATION

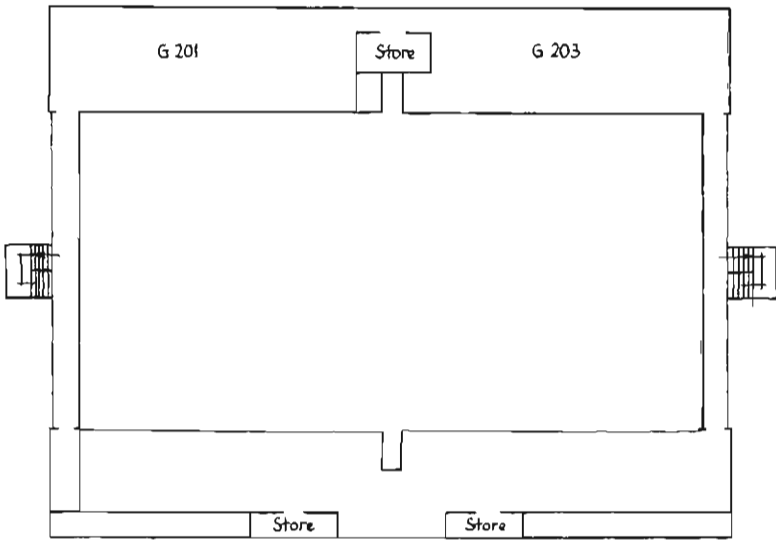


### LECTURE BLOCK

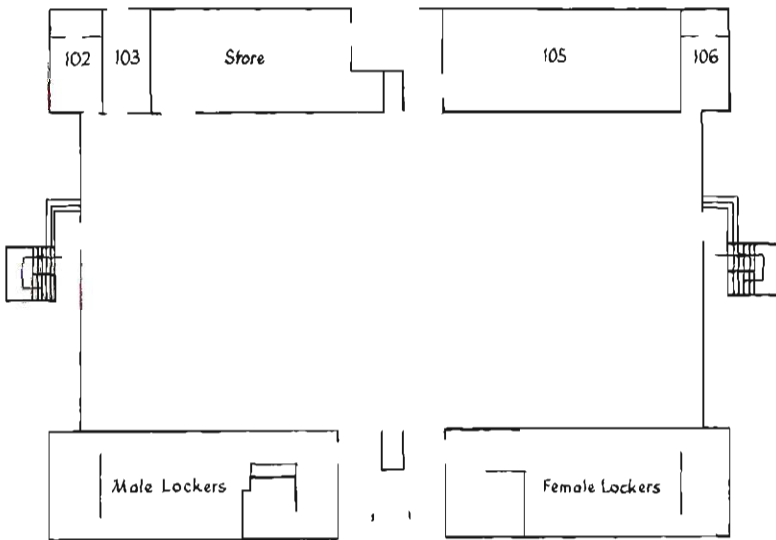




## GYMNASIUM

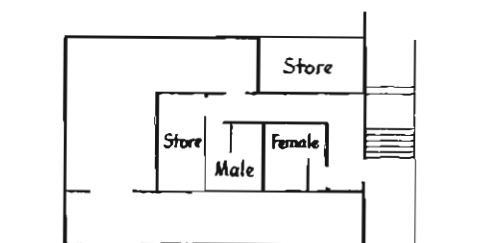
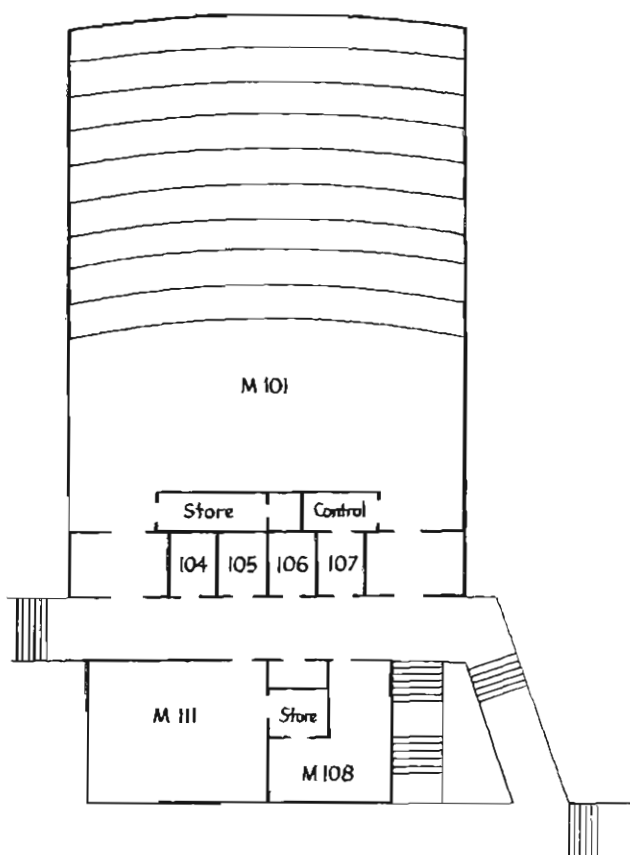


Upper Deck



Ground Plan

## MUSIC UNIT



## Basement

## COURSES 1965

The following courses will be undertaken by students in 1965.

### 1. FIRST YEAR

				<i>Hours per week</i>	
				Term 1	Terms 2 and 3
Art	..	..	..	2	1
Craft	..	..	..	2	1
Education	..	..	..	4	3
English	..	..	..	4	3
Health Education	..	..	..	1	1
Mathematics	..	..	..	2	1
Music	..	..	..	2	1
Natural Science	..	..	..	2	2
Physical Education	..	..	..	2	2
Social Science	..	..	..	3	2
Special Study A	..	..	..	-	2
Special Study B	..	..	..	-	2
Demonstrations	..	..	..	2	2
Total	..	..	..	26	23

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

The special study fields in 1965 will be selected from:

#### *Group A*

Education	History
English	Mathematics
Geography	Natural Science

## Group B

Art	Music
Craft	Natural Science
Dramatic Art	Physical Education
Geography	

### 2. SECOND YEAR

				<i>Hours per week</i>		
				General Primary	Small Schools	Lower Primary
Art or Craft or Music				1	—	—
Art	..	..	..	—	1*	1*
Craft	..	..	..	—	1	—
Education	..	..	..	2	3*†	2
English	..	..	..	2	1	1
Health Education	..	..	..	1	1	1
Mathematics	..	..	..	1	1	—
Music	..	..	..	—	1	1
Natural Science	..	..	..	1	1‡	1§
Physical Education	..	..	..	1	1	1
Social Science	..	..	..	2	1	—
Infants' Education	..	..	..	—	—	4
Special Study A	..	..	..	5	5	5
Special Study B	..	..	..	5	5	5
Demonstrations	..	..	..	2	2	2
Total				23	24	23

\* For two-thirds of year.

† Four periods for one-third of year.

‡ Infants Method for one-third of year, Primary Method for two-thirds of year.

§ For one-third of year.

In general students will continue the Special Study fields undertaken in first year.

For details of courses see pages 59 to 100.

### TUTORIAL WORK

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

# *COLLEGE REGULATIONS*

## *Section Advisers*

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

## *College Hours*

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

## *Deportment*

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

## *Books*

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

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

## *Fees*

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

## *Students' Residences*

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

## *Correspondence*

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

Any correspondence with the Department of Education must be sent through the Registrar.

### *Standards of Work*

All work submitted to lecturers must represent the student's best effort. It is important that submissions be neat and well presented. Care must be taken with spelling and expression in reports, essays and examinations.

### *Part-Time Employment*

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

### *Leave of Absence*

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

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

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

Regulations to be observed when a student is absent from

(a) a school during the practice teaching session, or

(b) a recognised examination,

are detailed on pages 31 and 24, respectively.

### *Medical Officer*

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

### *Medical Examination*

The Department requires all scholarship students to be re-examined by the College Medical Officer before the end of their course. It may be considered necessary by the Department that some students be examined periodically by the College Medical Officer.

# *INFORMATION FOR STUDENTS*

## *Enrolment Procedure*

Before students can be formally enrolled they are required to produce their birth certificate and the warrant for their admission to College as issued to them by the Department of Education.

Payment of allowance will depend upon these documents being received, and in no case will a student be paid an allowance for any period prior to such formal enrolment, notwithstanding that he may have been in attendance at classes.

## *Bonds*

No student, until he has completed his bond, can be regarded as having properly enrolled; consequently, payment of scholarship allowance may be withheld.

## *Scholarship Allowances*

For full details of scholarship allowances students should consult the current Teachers' College Scholarship Handbook.

The rate of scholarship allowance is determined individually for students at the time of award of scholarship. Should a student feel that he is eligible for a higher rate of scholarship allowance, or that, because of changed circumstances, he has become eligible for such a higher rate during his course, he should in the first instance consult the Registrar. If the student then wishes to apply for an increase in scholarship allowance he must make application in writing to the Principal.

## *Accidents, Medical and Hospital Schemes*

Under the terms of the Workers' Compensation Act students in Teachers' Colleges are not eligible to be considered as employees and therefore do not qualify for compensation if injured at College or when engaged in official College activities. For this and other reasons it is most desirable that students should join one of the funds that provide financial help in case of accident or illness.

## *Expenses*

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

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

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

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

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



# EXAMINATIONS AND CLASSIFICATION

## *Examinations*

1. The recognised examinations are:

- (a) Mid-year examinations to be held during the second term of first year. This examination provides an opportunity for determining the student's fitness and adjustment in relation to tertiary education and continuance at College may be dependent upon receiving satisfactory results at the Mid-year examination.
- (b) Yearly Examinations to be held at the end of both first and second year.
- (c) Deferred examinations arranged after both yearly examinations for such cases as may be approved by the Principal in accordance with the regulations.

## *Recording Results*

2. For the purpose of recording results in academic work in the Mid-year and Yearly examinations, students shall be divided into four grades, I to IV, of which Grade I shall be highest. These grades shall be known as distinction, credit, pass and failure.

In computing results, one hour per week for the duration of the course shall be taken as the unit, provided that a maximum of four units be allowed.

For any College course:—

*Distinction* shall carry four points per unit ;

*Credit* shall carry three points per unit ;

*Pass* shall carry two points per unit ;

*Failure* shall carry no points per unit.

## *Progression and Classification*

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

Notwithstanding the above, if any student displays a marked deficiency in any course, the Principal may refuse that student progression.

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

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

(c) Students who gain 50 per cent of the available points in the final year, and who possess adequate professional records shall be recommended as eligible in academic attainments for a Teachers' Certificate. However, failures in more than two courses may be taken to disqualify a student from such recommendation.

Notwithstanding the above, if any student displays a marked deficiency in any course, the Principal may withhold the recommendation for a Teachers' Certificate.

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

- (i) may be recommended as eligible in educational attainments for a Conditional Certificate, in which case they may present themselves for deferred examination.
- (ii) may be granted an additional year's training on such conditions as may be determined by the Director-General, or,
- (iii) may be recommended for non-appointment.

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

### *Deferred Examinations*

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

Name and section.

Subject and lecturer.

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

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

(c) Students who fail to gain progression from First to Second year at the Yearly Examination may be permitted to sit for deferred examinations. In such circumstances the courses taken at deferred examinations shall, in general, be those in which the student has failed.

(d) The deferred examinations for students who have not gained admission to Second Year shall be held either in the first week of the new term or in the next preceding week, and shall be administered by the College.

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

(f) In general, the courses examined at deferred examinations shall be those in which the student has failed.

#### *Amendment to Examination Regulations*

These regulations may be amended, such amendments to be effective from the commencement of any future college year.

## *PRIZE LIST 1963*

**Department of Education Prize.**—Books to the value of £10. This prize is awarded to the second year student with the most distinguished academic record.

Miss L. Tristram.

**Principal's Prize.**—Books to the value of £5 5s. This prize is awarded annually to the second year student obtaining the highest marks in Education, and who has also a distinguished record in practice teaching.

Miss E. Scouller.

**Illawarra Teachers' Federation Prize.**—Books to the value of £5. This prize is awarded to the second year student with the most distinguished record in English Literature.

Miss E. Scouller.

**Health Education Prize.**—Books to the value of £3 3s. Awarded to the second year student having the most distinguished record in Health Education.

Miss K. Osbiston.



**A demonstration in the Infants' Department at Fairy Meadow Demonstration School.**

*Photo.: Australian News and Information Bureau.*



# *THE DEMONSTRATION SCHOOLS*

## *1. For Primary And Lower Primary Demonstrations*

### *Fairy Meadow Demonstration School*

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

*Deputy Principal (Acting): Mr. R. M. CORKILL.*

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

*Deputy Executive Officers: Mr. R. LYTTON (Deputy Master), Mr. G. PUTLAND (Deputy Master), Mrs. R. BROWN (Deputy Mistress, Infants).*

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

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

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

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

Before each demonstration lesson a period of ten minutes is allotted for "briefing" of students by the College lecturer and the demonstrating teacher, both of whom discuss the particular lesson in terms of the aim, progression, preparation and lesson steps.

Immediately following the actual demonstrations, a similar period of ten minutes is allocated for lecturer-teacher-student discussion of the lessons. Subsequently students record their impressions of the lessons so that, over a period of two years, students will have built up quite a considerable amount of educational data which should prove invaluable during the first few years of teaching.

Other important services rendered by the Demonstration School are:—

- (1) It affords the necessary link with College theory and allows that theory to be demonstrated in practice, at the same time providing the opportunity for students to “keep in touch” with children in the five to twelve age group.
- (2) It allows students to observe at first hand modern teaching methods, modern equipment and experimentation in classroom dynamics.
- (3) Opportunities exist for students to participate in some of the demonstration lessons.
- (4) College lecturers and students are afforded an opportunity to experiment in the field of Educational Psychology. It is at this school that material for case studies is gathered.

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

- (a) Students are not to enter the school building or the demonstration classrooms before 8.55 a.m.
- (b) Students are requested to be in attendance at the school at the time set down by the College lecturer. Late arrivals will not be permitted to enter a classroom once the demonstration has commenced.
- (c) Quiet, orderly movement of students through the corridors and to and from the demonstration rooms is requested.
- (d) The front lawn area is out of bounds for all students, who should use the concrete paths when entering the school grounds.

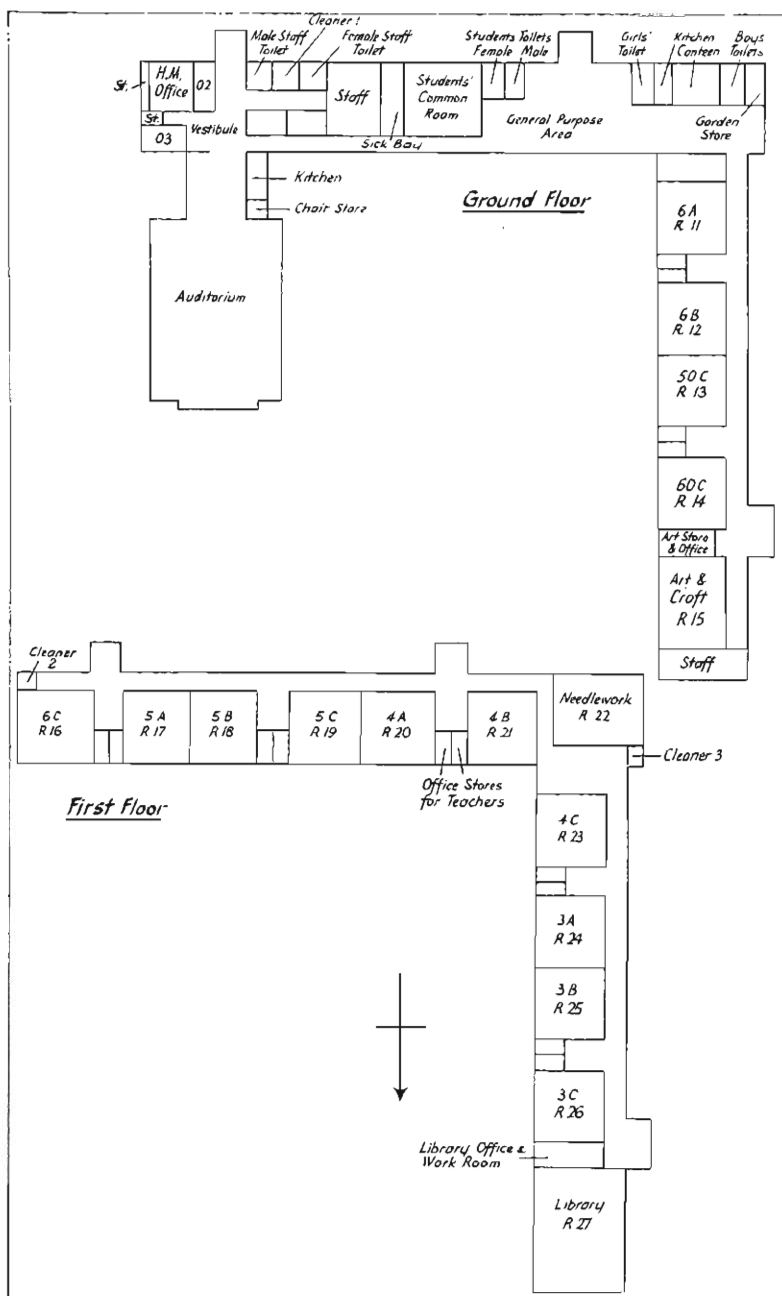
## *2. For Small Schools Demonstrations*

### *Mt. Keira Demonstration School*

*Principal:* Mr. B. E. LENEHAN

This is a one-teacher school situated at the foot of Mt. Keira, in Mt. Keira Road. It is about 4 miles from the Teachers' College, and is used for demonstrating the teaching techniques required for teaching in small schools.





Plan of the new Demonstration School at Fairy Meadow.

## DEMONSTRATIONS

Students shall attend demonstrations at the following times:—

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

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

Students are expected to make their way directly to the demonstration school on the appropriate morning, arriving not later than 9.0 a.m.

The following procedure is to be followed:—

- (1) Students should assemble informally in sections in the playground near the entrance to the class-room in which the *first* demonstration is to be held. The accompanying map will assist in locating these rooms. All students should be present by 9.0 a.m.
- (2) Students will move into the classroom at the direction of the lecturer in charge of the first discussion and be ready to commence work at 9.2 a.m.
- (3) The *second* demonstration will be discussed from 9.2 to 9.13 a.m. and the *first* in the same room from 9.14 to 9.25.
- (4) The first demonstration will be from 9.30 to 9.55, and the second from 10.0 to 10.25. The interval is to allow students and lecturers to move from room to room.
- (5) Post-demonstration discussions will be held in the room of the second demonstration after its completion. The *second* demonstration will be discussed from 10.25 to 10.35, and then the first from 10.35 to 10.45.
- (6) Buses will leave the school for the College at 10.50 a.m. Students are asked to make their way promptly to the buses on completion of the post-demonstration discussions.

# *PRACTICE TEACHING*

## NOTES FOR STUDENTS

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

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

### 3. Time of Duty:—

Students will sign a time-book each day indicating—

- (a) time of arrival and departure,
- (b) lessons, with times indicated, to be given for the day.

A student at each school or department will be made responsible for the return of the book to the Vice-Principal of the College at the end of the Practice.

Time of duty is normally from 9.0 a.m. to 3.30 p.m. Coniston and Warrawong: 8.45 a.m. to 3.15 p.m.

4. (i) Students who desire leave of absence, or are absent through illness or for any other reason should forward an application for leave (the usual form used by teachers), signed by the Principal of the school, to the Vice-Principal of the College.

(ii) Students should avoid, as far as it is possible, any absence during the practice. When absence is unavoidable students should notify the school before the beginning of classes, by telephone or other means (e.g. it will be sufficient if another student at the school informs the Principal of the school).

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

6. In general students will be required to teach one hour per day during the first week of practice. Thereafter, two hours per day should be attempted with a minimum of five hours per week.

First year students will follow a modified programme in their first period of practice-teaching.

Second year students should, in their final practice, obtain as much teaching experience as possible.

7. (i) Students will be required to prepare comprehensive lesson notes for all lessons given, and to record these notes in a special book (foolscap size). These notes should follow the general plan found in Demonstration School lesson notes and should be sufficiently detailed to make it clear that real thought has been given to the lesson and its needs foreseen in preparation. But the student must quickly learn that careful preparation and carefully recorded lesson notes are not necessarily the same thing. The details of preparation that a student has in his head are finally more important than those in the lesson note-book.

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

In second year students will be introduced to the use of the Day-book.

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

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

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

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

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

(a) Co-operation with the classroom.

- (i) Detailed observations on methods used to secure good class-morale, positive group loyalty and general co-operation.
- (ii) A student should include an account of methods he himself has attempted. The opinions may be tentative because of inexperience, but they will make an interesting record for the student in his later development.
- (iii) Detailed observations on the nature of what may be carefully described as a healthy spirit of competition within the class.

(b) Classroom management.

- (i) The student should describe instances of pupil misconduct he met in his own teaching. He should examine the possible causes and record the steps he took to overcome these difficulties. How much did individual misconduct interrupt or break the continuity of the lesson? How could this be reduced? How did the student deal with this difficulty? Were methods of management used by the student successful? If not, the student should attempt explanation.
- (ii) The student should also record successful approaches and methods which he learns about either as a result of discussion with the class teacher or as a result of examples provided by the class teacher or other teachers. The student should consider whether these methods could be successfully used in his own work. So many apparently successful methods lean heavily on the nature of the personality employing them.

(c) Teaching procedures.

- (i) Was the class subdivided for some lessons? What purpose does this serve?
- (ii) The student should give an account of various tests used in different subjects. He should also give an account of preparation, presentation, marking, recording and follow-up in relation to these tests.

In no circumstances may adverse assessment be recorded.

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

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

10. Supervisors will show students a written report on their work. Students may discuss this with their supervisors and they should take particular note of references to points for development. Students will sign their reports as evidence of their having read the report.

11. Special care should be taken with dress, general deportment, and speech.

12. Library Hours: 3.30 p.m.-6.0 p.m. Pictures may be borrowed for two days only.

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

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

### *Unsupervised Practice*

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

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

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

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

## *THE COLLEGE LIBRARY*

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

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

### *Hours*

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

### *Borrowing*

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

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

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

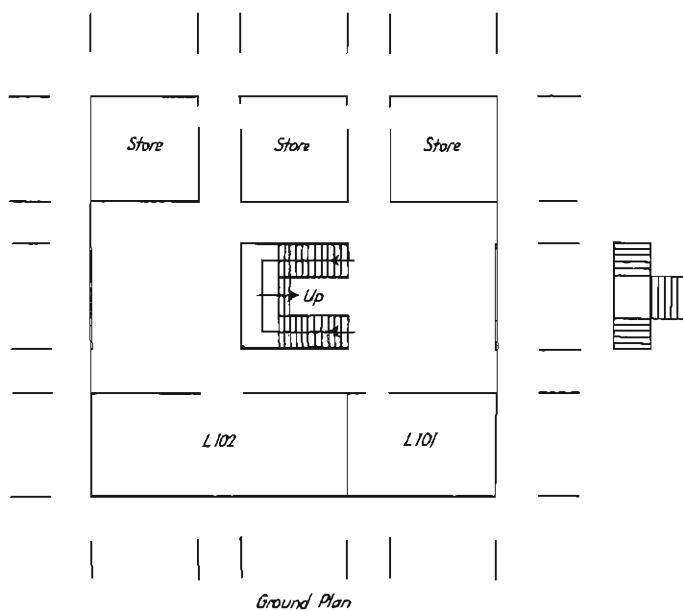
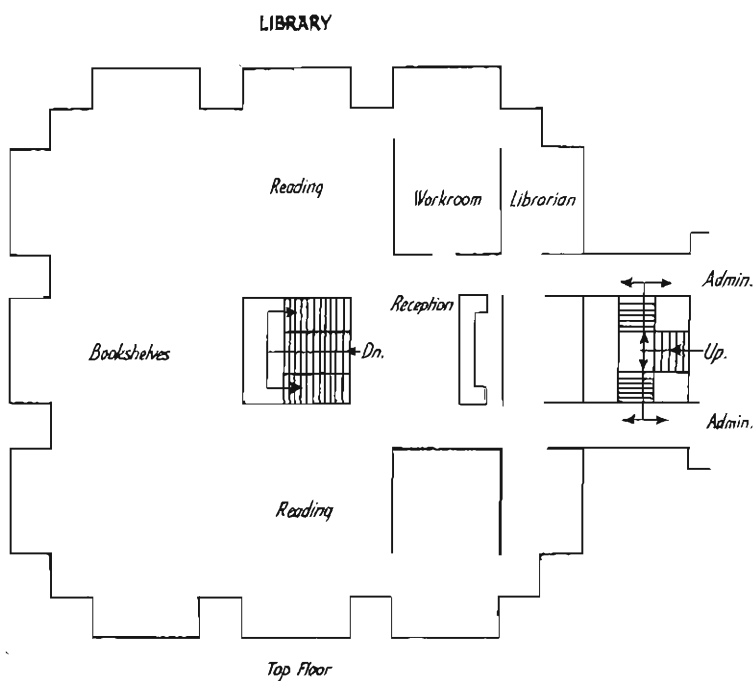
Students may not have more than three books on loan at a time.

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

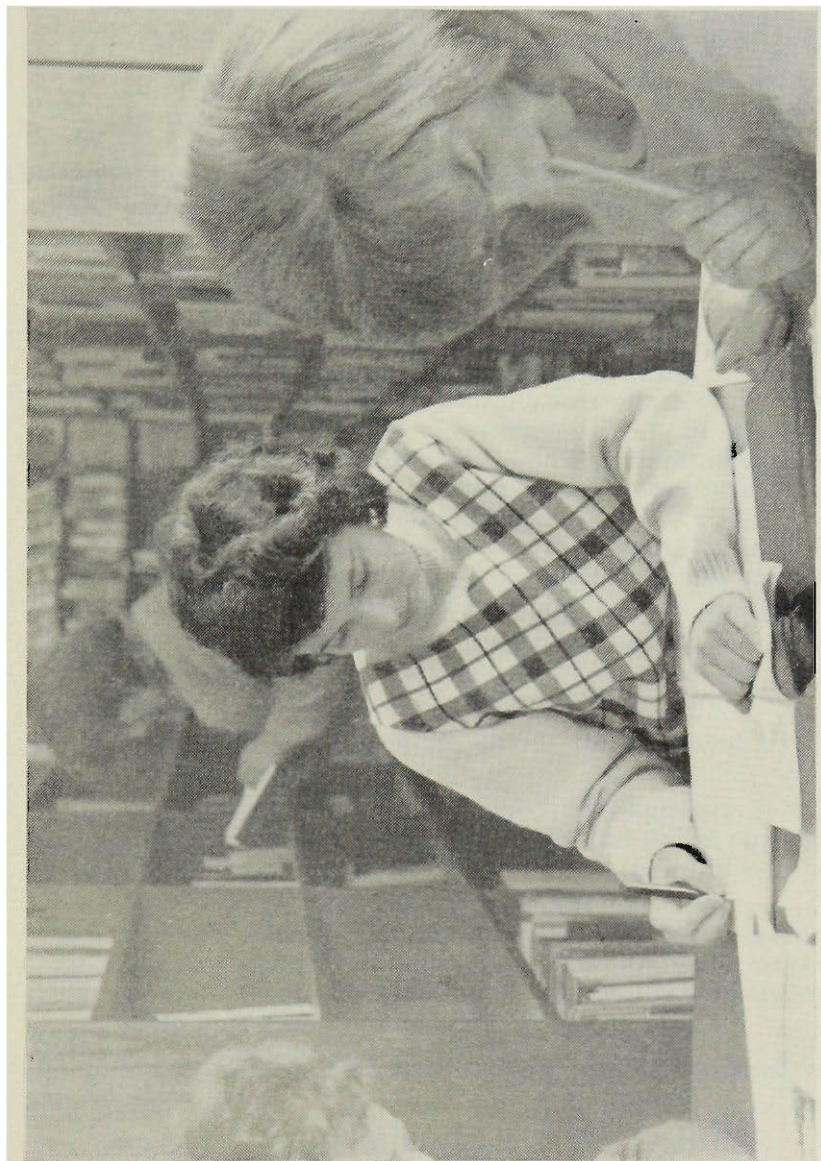
### *Care of Books*

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

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







Students using the Library.

### *Conduct in the Library*

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

Eating or smoking is not permitted in the library.

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

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

# CONSTITUTION

## WOLLONGONG TEACHERS' COLLEGE STUDENTS' REPRESENTATIVE COUNCIL

### A. Composition

1. The Council shall consist of:—

- (a) President, Vice-President, Secretary and Treasurer. These Executive Officers shall be elected by the student body during the third term in each year, or, at such time as the Principal may determine in the light of any special circumstances within the College.
- (b) Two representatives of the approved College Clubs affiliated with the S.R.C. to be elected by and from the members of these clubs within the last three weeks of the second term. The election of these representatives shall be supervised by a Special Club Executive, which is responsible to the S.R.C. for the general running of the clubs, societies and associations of students affiliated with S.R.C. and not embracing those associated with the Sports Union. The Special Club Executive shall be elected by the members of the Clubs within the last three weeks of the second term.
- (c) One representative, to be known as the "Section Representative" elected by and from the members of each section within the College.
- (d) Two representatives of the Sports Union elected by and from its members.
- (e) The continuation of these elected representatives in office may be terminated by the group which that person represents, or by the Council, or by the resignation of that representative.
- (f) Members absenting themselves from two (2) consecutive meetings without leave, shall cease, *ipso facto*, to be members of the Council. The sections or affiliated bodies concerned shall elect new representatives.

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

### B. Election

1. Nominations for Executive Officers shall be in writing, signed by the person nominated and at least five other persons entitled to vote for him or her.

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

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

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

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

### *C. Meetings*

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

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

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

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

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

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

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

### *D. Powers of the Council*

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

### *E. Power of the Executive*

1. Members of Council Executive are empowered to attend any meeting of any club, association or society.

2. The Executive of Council may meet at any time and make interim decisions on behalf of the Council.

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

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

#### *F. Sub-committees*

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

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

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

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

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

#### *G. College Clubs*

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

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

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

4. The Council may hold an enquiry into the management of any club or association or society or committee of these, and bring the

matter before the Principal, if that be deemed necessary. The Secretary of any such club or committee, shall, if called upon, furnish all information required by the Council.

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

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

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

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

#### *H. Finance*

1. An annual subscription of six pounds (£6) shall be paid to the S.R.C. by each student immediately upon enrolment and re-enrolment. The Council, moreover, reserves to itself the right to levy further fees if necessary. From each such student subscription, the sum of One Pound Ten Shillings (£1 10s.) shall be made available on application, to the Sports Union, and One Pound (£1) to an Art and Craft Fund. The S.R.C. may consider applications from the Sports Union for additional moneys, and will make such additional grants if the S.R.C. considers that such grants are in the best interests of the student body.

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

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

on the written application of the Treasurer, approved by the President and Secretary.

4. The purchase of goods on credit on account of any club, association or society is not permitted unless a written order has been obtained from the Registrar.

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

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

### *1. Alteration to Constitution*

This constitution may be altered or amended only if:

- (a) notice of the amendment or alteration is submitted in writing to the secretary of the S.R.C.; and
- (b) the amendment or alteration is approved first by a three-quarter majority of the S.R.C. and then by a majority of students at a General Meeting for which at least seven days' notice has been given. Notice of the meeting shall include details of the proposed amendment or alteration of the constitution.

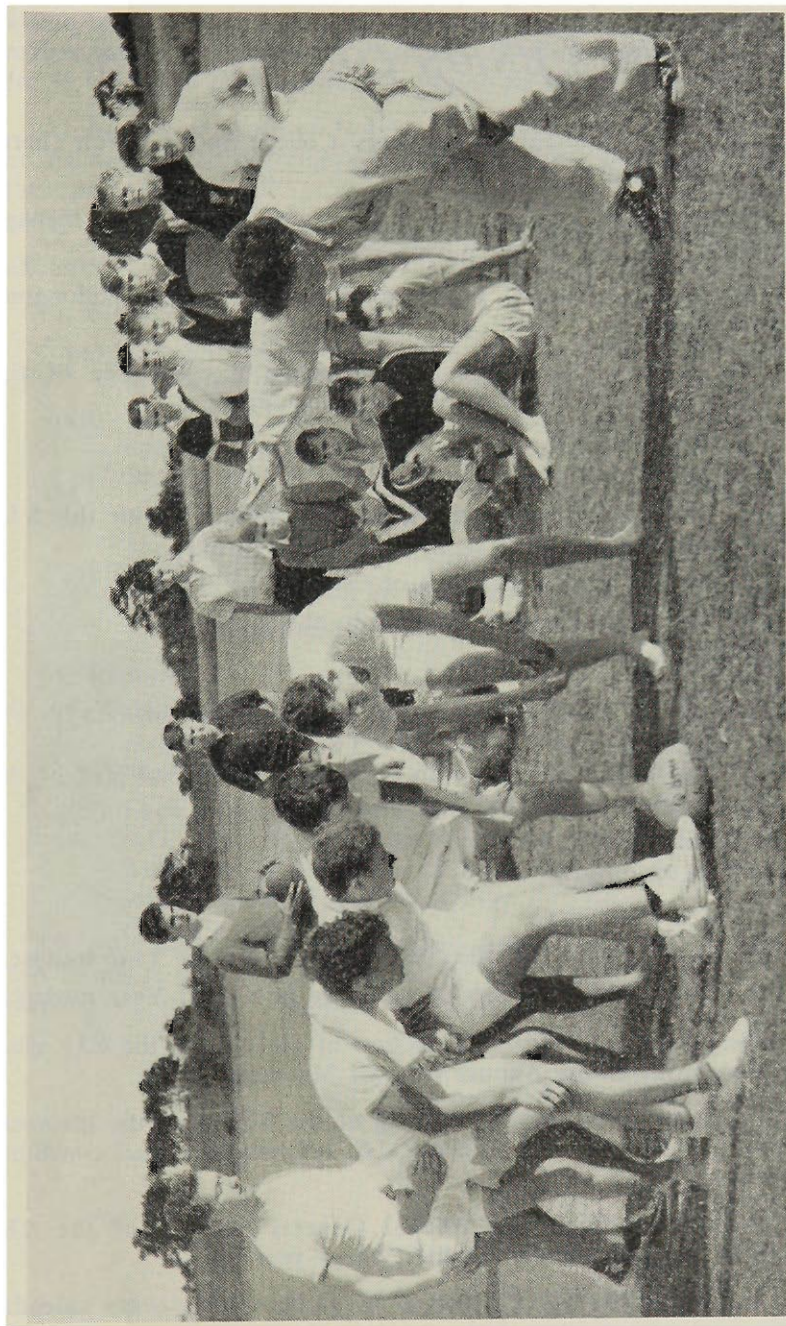
All such alterations and amendments, though constitutionally passed, shall require the approval of the Principal before taking effect.

## *Students Representative Council*

### *Office Bearers*

	PRESIDENT	VICE-PRESIDENT	SECRETARY	TREASURER
1962 ..	Richard Hart	Clifford A. Emerson	Judyth E. Varna	Cecily G. Walford
1963 ..	Richard Hart	Clifford A. Emerson	Judyth E. Varna	Cecily G. Walford
1964 ..	Kenneth Harrison	Graeme Meers	Renate Zschille	Diane Howlett
1965 ..	John Richardson	Robert Thomas	Leonie Gaul	Pamela Thorsby





**Football practice.**

*Photo.: Australian News and Information Bureau.*

# SPORTS UNION CONSTITUTION

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

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

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

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

(a) The President

(b) The Vice-President

(c) Two representatives of each club affiliated with the S.U.  
At least one to be a member of First Year.

(d) Two Executive members of the S.R.C.

(e) Any other members co-opted by the S.U.C.

5. *Officers:*

(a) The President—a member of staff nominated by the Principal.

(b) The Vice-President—who is to be a member of staff of the opposite sex to the President.

(c) The Student President.

(d) The Secretary.

(e) The Treasurer.

(f) The Assistant Secretary who is to be a First Year student.

(g) The Assistant Treasurer who is to be a First Year student.

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

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

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

9. *Meetings:* The S.U.C. shall meet at least once every calendar month whilst the College is in session.

10. *Special Meetings*: A special meeting of the S.U. shall be called within seven days of the receipt by the Secretary of the S.U. of a request signed by at least ten members. The meeting to be advertised for at least four days before it is due to be held.

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

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

13. *Finance*:

- (a) The S.U. shall make application to the S.R.C. for grants to finance student sporting activities.
- (b) The S.U.C. shall allocate funds to affiliated sports clubs upon receipt of the following information from the various Secretaries:
  - (i) Number of active club members.
  - (ii) The proposed expenditure of the grant.
  - (iii) The amount of the previous grant.
  - (iv) Equipment in hand.

14. *Reports*:

- (a) The retiring Secretary and Treasurer of the S.U. shall furnish reports which will be read at the Annual General Meeting.
- (b) Each retiring Secretary of each Club affiliated with the S.U. shall furnish reports of the retiring Secretary and Treasurer of the S.U. so that these can be incorporated into the Annual Report.

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

## *THE INTER-COLLEGIATE BOARD*

The Inter-collegiate Board is responsible for the organisation and administration of Inter-collegiate activities with other Teachers' Colleges.

The Board is composed of the following:

- (a) The President—a member of Staff nominated by the Principal.
- (b) The executive Officers of the Sports Union:
  - (i) The President,
  - (ii) The Vice-President,
  - (iii) The Student President,
  - (iv) The Secretary,
  - (v) The Treasurer.
- (c) One representative from each of the activities of which inter-collegiate is comprised.
- (d) Any other persons whom the Board elects to co-opt.

## TEAMS ENDURANCE RACE

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

### *Race Conditions*

1. The "College to the Summit" Cup will be competed for on an inter-kotara basis.
2. Any number of men from each kotara can enter.
3. The time of each person competing shall be recorded.
4. The team time shall be the mean time of the kotara team.
5. If any member does not finish the course as a result of injury, the time given to this member will be the slowest recorded for the race.
6. Kotaras will start at five minute intervals.
7. Starting times are to be drawn.
8. The race will be run from the corner of the road leading into the College from Northfields Lane to a point at the summit of Mount Keira approximately level with the kiosk.

N.B.—KOTARA is an aboriginal word meaning group. Each student is placed in a KOTARA to facilitate administration of Sports Union activities.

### *Winners*

1962: Section 624.	36 minutes 3.3 seconds.
1963: Kotara 2.	35 minutes 52.3 seconds.
1964: Kotara A.	34 minutes 10.6 seconds.

## RELIGIOUS SOCIETIES

### *The College Christian Fellowship*

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

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

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

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

### *St. Thomas More Society*

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

The establishment of this society was blessed with the approval of His Lordship Bishop McCabe, who appoints a chaplain as spiritual adviser. Students elect their own President and Secretary for the year and plan details of the yearly programme of spiritual and social activities.

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

## COLLEGE CLUBS

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

### *Chess Club*

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

- (a) Club gatherings both in and out of college, and friendly games between groups of players.
- (b) The organisation of and participation in tournaments, competitions and matches.
- (c) The instruction of new members.

### *Debating Club*

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

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

### *Fencing Club*

Those who are interested in something different will find in the Fencing Club a good opportunity for enjoyment.

We aim to revive interest in this age-old sport by providing instruction and exercise in the various techniques involved. The ultimate aim is to hold tournaments both within the club itself and with outside groups.

### *Film Club*

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

### *The Gymnastics Club*

The gymnastics club has been formed for all those interested in gymnastics outside normal physical education lectures.

There is free use of equipment and help and advice given when and if required.

We welcome all those who are interested in gymnastics.

### *The College Wanderers*

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

Generally walks of one day duration are arranged by the club in the South Coast and Blue Mountains areas, but for the more adventurous students two, three and five days' walks are planned.

Energetic students wishing to visit some of the more inaccessible regions of our surrounding countryside should watch the notice boards for further information.

### *The Literary Club*

The purpose of this club is to promote and stimulate creative writing in the College. It aims at providing an opportunity for interested students to meet and discuss their work. It encourages individual expression in prose and verse; work in any literary form of reasonable length will be welcomed.

The club hopes to publish an anthology of students' literary work. Any student interested in joining this club should watch the notice boards for details of meetings.

### *The Wollongong Teachers' College Music Society*

The Music Society was formed in March, 1963, at a general meeting of students held with the permission of the Principal. The structure of the society aims at promoting and sustaining the continuity of the music life of the College. Membership is open to all students in the College and allows for active honorary membership of staff.

All aspects of student musical interest are represented on the executive committee, consisting of President, Vice-President, Secretary/Treasurer, Representatives from an instrumental group, light and comic opera group, recorded music group, and concert-going group. The Lecturer in Charge of Music is the Principal's representative on the committee.



## *Yoga*

Yoga is a system of "physical, mental and spiritual development". It begins with systematic control of reflexes, postures and respiratory functions and progresses to the higher mental processes, especially seeking the development of minute control in states of mental concentration.

The exercises consist mainly of graceful, smooth movements which are a pleasure to watch and give a great satisfaction to perform.

Interest in yoga is increasing rapidly. Any women students who are interested in taking up this fascinating activity should contact Miss Holmwood. All those interested will be welcomed.

## *UNIVERSITY STUDENTS*

1. All undergraduate students attached to this College will arrange their courses in consultation with a lecturer appointed by the Principal to advise undergraduates. At the beginning of each academic year students must report to the Teachers' College to arrange courses for the year and to receive warrants.

2. Undergraduate students will be required to do a two weeks' period of practice teaching during the February of each year of their courses.

3. In December each year university students will receive a form on which to indicate their university results for the year, and the course they wish to follow in the following year. These should be forwarded to the College within two weeks of publication of the results. Failure to return the completed form may result in the withholding of instalments of allowance until the form is received.

4. Students who have failed or who have been granted deferred examinations must forward results to the College as above, and should indicate intentions (a) on the assumption of success in posts, and (b) on the assumption of lack of success.

5. Students granted deferred examinations must advise the Principal the results of the deferred examinations immediately they become known.

## *DIPLOMA IN PHYSICAL EDUCATION*

The first year of a three year course leading to a Diploma in Physical Education is offered in 1965. It is designed to prepare students to teach physical education in secondary schools.

The Physical Education Centre which is expected to be completed early in 1965, will supply indoor facilities for the course. This Centre contains a large gymnasium, dance studio, laboratory, lecture room, equipment rooms, first aid post, spectators' galleries, dressing and locker rooms as well as lecturers' offices.

The course curriculum and examination requirements are available from the College.

# *COURSES OF STUDY*

# ART

## *First Year*

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

### **Term I**

*Two hours per week*

Two strands will be followed with one lecture per week devoted to each.

- (a) Introduction to Child Art Education History and Theory. Discussion of teaching methods and how they relate to development in child art. Lectures will be supplemented with demonstration lessons.
- (b) Practical experience in picture making and design. Discussion of the Development of Modern European Painting to assist students develop their appreciation.

### **Terms II and III**

*One hour per week*

Discussion and lectures on the Development of European Art.

Approach to Design.

Theory and Practice of Colour.

Picture Making—Experiments in various media and techniques.

#### RECOMMENDED READING

Janson: *The Picture History of Painting.*

Skira: *Volumes from Lascaux to Modern Painting.*

UNESCO: *World Art Series.*

Gombrich: *The Story of Art.*

Orpen: *The Outline of Art.*

Gardner: *Art Through the Ages.*

Viola: *Child Art.*

Lowenfeld: *Your Child and His Art.*

Lindstrom: *Children's Art.*

## *Second Year*

*One hour per week*

Second Year students studying Art will be encouraged to extend their understanding and appreciation of the visual arts.

Lectures will be given on Art Appreciation and seminars will provide opportunity for discussion of Works of Art.

Practical experience will be gained in as many media and techniques as possible, including painting, drawing and sketching the graphic arts, sculpture, pottery and design.

Each student will be required to gain an understanding of the theories and methods of contemporary art education.

Lectures will be given on the practical aspects of programme and lesson preparation, including discussion on classroom organisation, lesson procedure and use of the various art media and techniques.

Students in each of the three courses, viz., Core Course, Small Schools and Infants will be given lectures specifically related to their chosen field of teaching.

### RECOMMENDED READING

Herbert Read: *Education Through Art.*

W. Viola: *Child Art.*

Marion Richardson: *Art and the Child.*

U.N.E.S.C.O.: *Education and Art.*

F. R. O'Neil: *The Relation of Art and Life.*

Natalie Cole: *The Arts in the Classroom.*

Victor D'Amico: *Creative Teaching in Art.*

Bates Lowry: *The Visual Experience.*

Max Dimmack: *Modern Art Education in the Primary School.*

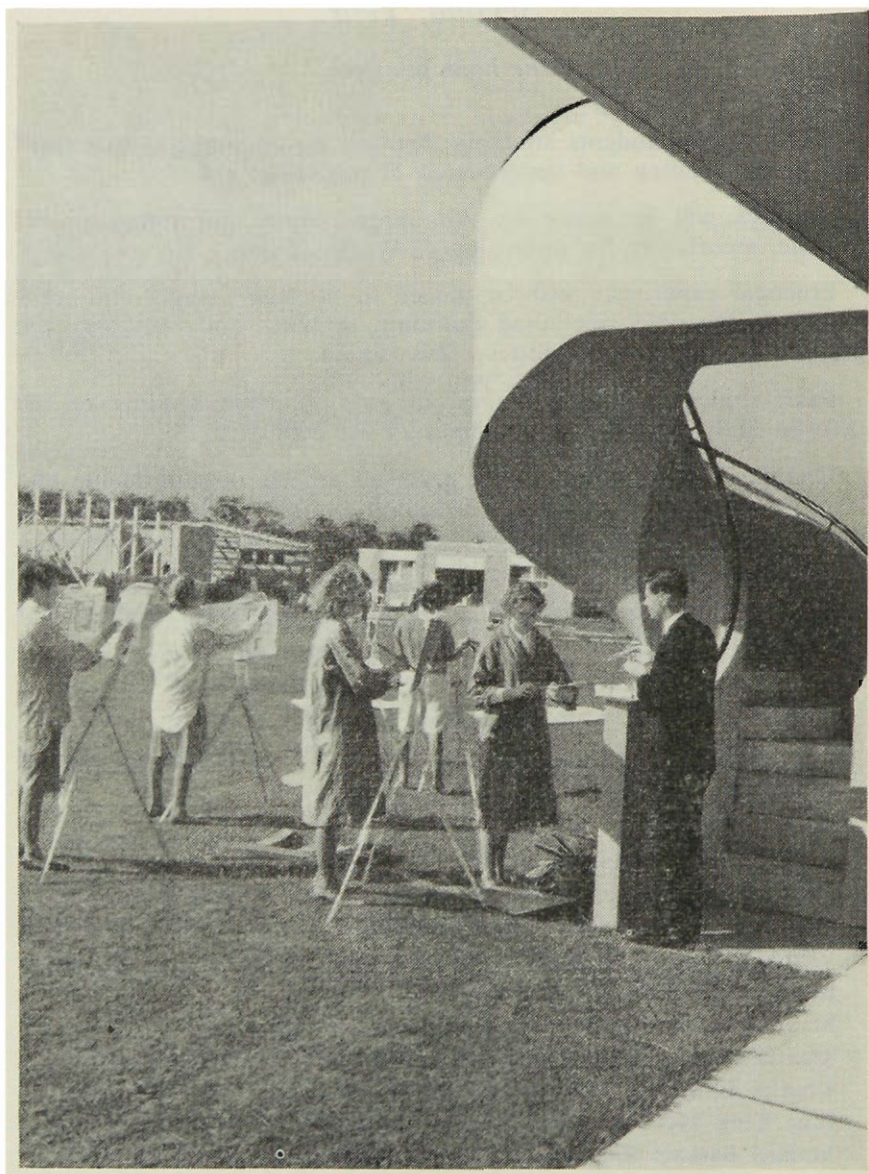
Max Dimmack: *A Dictionary of Creative Activities for School Use.*

Charles Gaitskell: *Children and Their Art.*

June King McFee: *Preparation for Art.*

Manuel Barkan; *Through Art to Creativity.*

Viktor Lowenfeld: *Creative and Mental Growth.*



**An Art Class**

*Photo.: Australian News and Information Bureau.*

## *Special Studies*

### *First and Second Years*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

This course will provide opportunity for students to achieve work of a more advanced level of creativity than would be possible in other art courses of the curriculum.

The First Year programme will be dominantly experimental and exploratory in nature allowing students to discover their own creative ability and to experience new art forms. It need not be considered a disadvantage to lack previous experience.

In Second Year particular interests and abilities can be pursued. It is anticipated that specialization may lead to the formation of two major areas of advanced work, viz.:—

- (1) Painting, Drawing, Graphic Arts, Silk Screen Printing and Design.
- (2) Sculpture, Modelling, Relief Carving, Mosaic Design and Pottery.

Students will be required to study the History of Art through lectures, seminars, essays and private study.

# CRAFT

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

## *First Year*

*For All Students*

*One hour per week*

Paper Decoration.  
Bookcrafts.  
Built-up models.  
Cane basketry.

*For Women Students*

*One hour per week during Lent term*

An introduction to Needlecraft.  
Counted thread.  
Pattern darning.  
Wool winding.  
Paper craft for the lower primary school.

*For Men Students*

*One hour per week during Lent term*

Plan drawing.  
Heavy Strawboard modelling.  
Construction of simple toys from scrap materials.  
Wood finishes suitable for use in the primary school.  
Care and maintenance of the common tools used in the course.

## *Second Year*

*For Students taking the General Primary Course*

*One hour per week*

Raffia and coiled basketry.  
Glove puppetry.  
Cardloom weaving.  
Soft toymaking.  
Leatherwork.



*For Men Students taking the Small Schools Course*

*One hour per week*

Soft crafts.  
Cardloom weaving.  
Raffia and coiled basketry.  
Glove puppetry.  
Leatherwork.  
Paper crafts for the Lower Division.

***Special Studies***

*First Year*

*Two hours per week*

This course is designed to develop the background skills and interests in a wide variety of general crafts:—

Introductory weaving.  
Soft crafts.  
Raffia and coiled basketry.  
Puppetry.  
Leatherwork.

*Second Year*

*Five hours per week*

Students will undertake specialized studies in two or more particular crafts in either Craft I or Craft II.

**Craft I**

Leatherwork.  
Pottery.  
Graphic Arts.  
Art Metalwork.  
Woodcraft.  
Lapidary.

## **Craft II**

Modern and Traditional Embroidery.

Soft Furnishing.

Weaving.

Fashion design and construction.

## *EDUCATION*

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

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

### *First Year*

*Three hours per week*

#### *The Problems of the Psycho-Sociological Development of the Child*

A. A workshop course involving observation of and communication with children. It is designed to find group answers to the following questions:

- (1) What are the factors which affect a child's development?  
How do these interact?
- (2) Are there general stages of development which can be identified? What are the problems involved in any system of developmental stages?
- (3) How is transition from one stage to the next effected? What elements of the child's self and environment are involved in development?
- (4) Are there any general laws which can be formulated concerning the ways in which children develop?

B. A course in Educational Psychology which is centred on the theme that the task of the teacher in the classroom is to bring about change in individual behaviour. Several problems emerge from this basic task.

- (1) What changes *can* be made? This involves a study of the process by which change in behaviour occurs; of the kinds of limitations imposed on behaviour by organic and social forces. Fundamental questions concerning personality development and motivation will be explored.
- (2) What changes do we *want* to make? Although this is the main topic of the second-year course in education, some preliminary discussion of suitable classroom objectives and their relationship to the wider aims of socialisation will be made.
- (3) *How* to bring the changes about? The central question, how do people learn best, will be explored through a workshop course organised around the following topics: readiness and individual differences; motives; the role of practice; understanding and insight; transfer of training; remembering and forgetting; the learning situation; the evaluation and measurement of learning.

### C. *Principles and Practices in Education*

- (1) The nature of the educative process:
  - (a) What do we mean by education?
  - (b) The role of the school in education.
- (2) *Principles applied to administration*
  - (a) Educational administration in New South Wales:  
The Education Department; Area Directorates; system of inspection; school organization.
  - (b) Educational services: types and levels of schools; ancillary branches of the Education Department.
- (3) *Principles applied to classroom practice and management.*
  - (a) Classroom organization. The personality of the classroom.
  - (b) Discipline and class control.
  - (c) Lesson types and lesson planning.
  - (d) The role of the teacher.
  - (e) Qualities of the good teacher.

## *Second Year*

*Two hours per week*

A. The aim of this course is two-fold:

- (1) To examine the theoretical, philosophical and social bases of modern educational practice.
- (2) To provide practical expressions of these principles.

### *Part I—Foundations of Education*

(a) Philosophical.

What is the relationship between philosophy and education? Need, in education, for guiding principles based on philosophy. Analysis of educational implication of some of the greater schools of philosophy with emphasis on the contributions made by particular educators.

Contribution these can make to the formation of the student's own philosophy of teaching.

(b) Social.

The cultural factor in personality development. The cultural concept. Analysis of culture.

The transmission of culture. The role of the school in the transmission of culture.

### *Part II—Principles in Practice*

(a) The Curriculum.

The philosophical and social bases of curriculum construction.

Principles underlying curriculum construction.

The teacher's part in curriculum development.

Change within the curriculum.

Patterns of curriculum organization.

(b) Comparative Education.

A comparative study of important systems of education (including New South Wales), analysing the part played by tradition, philosophy and the influence of important persons. Finally, the effect that these factors have had on the administrative and school organisation will be examined.

## B. Professional Ethics and School Administration.

A course designed to:—

- (a) develop a regard for high professional standards in teaching, in work with colleagues, and in relationships with the community;
- (b) acquaint the student fully with administrative requirements at class, school and inspectorial levels.

## C. Small School Teaching.

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

## *Special Studies*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

### *Educational Research*

It is expected that different groups will follow varying courses by selecting from such activities as the following—

- (i) a seminar series on atypical children (with visits to appropriate institutions);
- (ii) group and individual research projects;
- (iii) the study of particular educational issues in greater detail;
- (iv) an examination of recent research in child growth and development and child psychology;
- (v) selected aspects of social and/or abnormal psychology.

# *ENGLISH*

## *First Year*

### **(1) *Expression***

*One hour per week*

This course will be mainly concerned with the student's proficiency in the use of written English, accurate use of words, the extension of vocabulary, appropriate styles for varying purposes of communication, consideration of sentence and paragraph.

There will be much practical work in the course. It is hoped that students may be grouped for this work so that those students who have already reached a proficient standard in expression may be able to devote their time to more general semantic matters.

Spelling proficiency is part of the work.

The nature and place of grammar will be considered.

Some lectures will be given on the history of the language.

Each student will be required to write one short story.

### **(ii) *English Method***

*One hour per week*

- (a) Aims of English teaching—  
Qualifications of the teacher of English.
- (b) Lesson types—  
Spelling, writing, reading.
- (c) The teaching of spelling.
- (d) Handwriting—various types.  
The teaching of writing.
- (e) The teaching of language.  
Sentence structure.  
Oral expression.  
Written expression.

### **(iii) Speech**

*One hour per week, Lent Term only*

- (a) Qualities of effective speech.
- (b) Effective speech in the classroom. The teacher's voice and speech as the most important personal aid in teaching.
- (c) Lectures are mainly practical work involving the development of clear, pleasant and expressive speech for classroom purposes, for example, through the reading of prose and poetry and the telling of stories.

### **(iv) Literature**

*One hour per week*

- (a) Poetry and the individual student. The place of poetry in community and school.
- (b) Traditional ballads.
- (c) A Shakespearean play.
- (d) The Poetry of Hopkins.
- (e) Poetry of the Great War, 1914-1918.
- (f) The Poetry of A. E. Housman.
- (g) Three novels.

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

## **Second Year**

### **(i) Method and Expression**

*One hour per week*

- A. (a) Thorough treatment of the teaching of reading.
- (b) Further work in language activities, dictionary work ; written expression.  
The teaching of poetry, poetry writing, listening to poetry.
- (c) Grade levels of attainment ; remedial work to extend both the dull and the gifted child in spelling, reading, language and speech.



B. The expression course will involve practical work devoted to the development of the student's expression of himself in the role of teacher.

*(ii) Literature: the modern novel*

*One hour per week*

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

Samuel Butler, Aldous Huxley, George Orwell, Graham Greene.  
E. M. Forster, D. H. Lawrence, Joyce Cary, James Joyce.  
Evelyn Waugh, Stefan Zweig, William Golding.

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

*Special Studies*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

The Department of English will offer some special study courses for students.

*Group A*

*Australian Literature*

In outline, the course consists of five separate topics:

- (1) History of Australian literature.
- (2) The Australian short story.
- (3) The Australian novel.
- (4) Australian poetry.
- (5) Australian drama.

As the course progresses, emphasis will be given to each of these in turn.

However, these separate topics will be integrated by considerations of the Australian character and consciousness. The literature will be viewed in relation to the social and cultural climate which produces it.

Students will be expected to read widely, especially in topics 3 and 4.

### *British Drama and the Stage*

This special study is concerned with the development of plays and their staging from medieval to modern times. (The course will be wide enough to include radio and film.)

Each of the selected plays will be considered essentially as dramatic literature and therefore in relation to the conditions under which it was performed. To further this approach, study of the plays in their written form will be supplemented wherever possible by dramatic recordings and films.

In the second year these aspects will be further treated with emphasis upon modern drama in its various forms. Also, students will be given the opportunity to specialize in some field of their choice.

### *Group B*

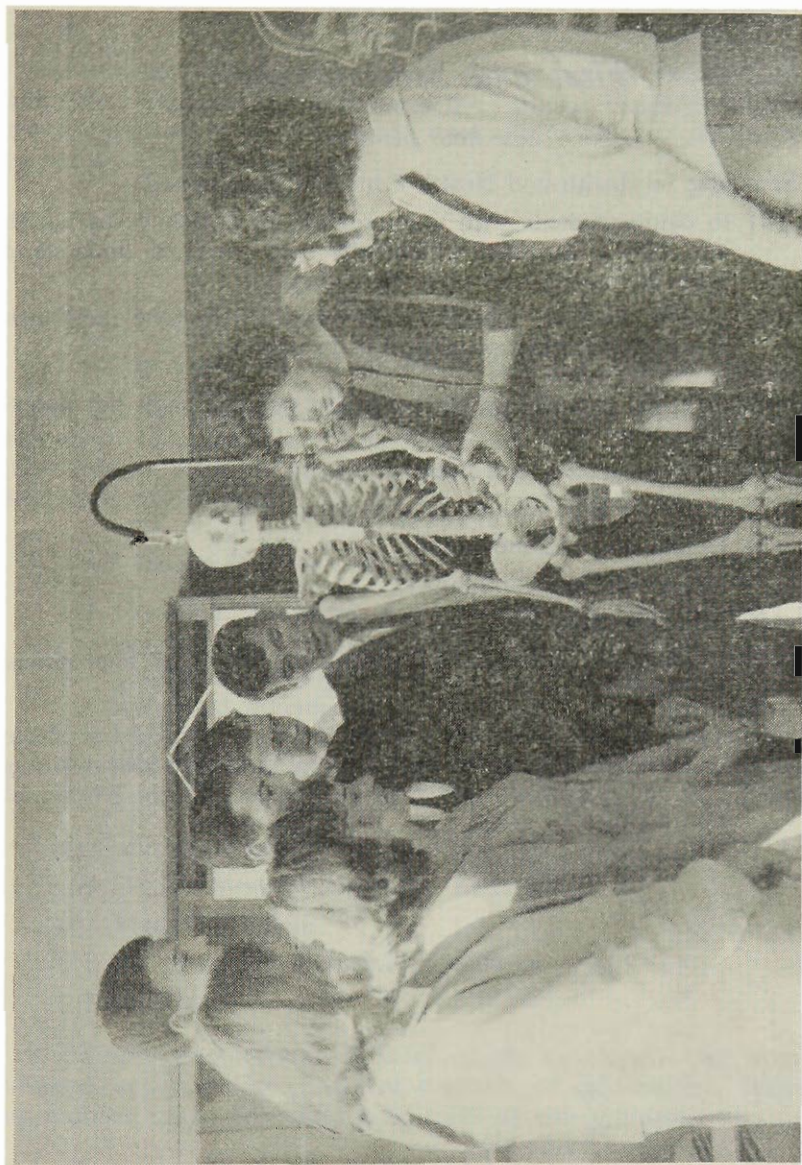
#### *Dramatic Art*

This course will cover the following aspects:

- (a) Development of confidence in self-expression, the problem of self-consciousness.
- (b) Improvisation.
- (c) Mime.
- (d) Dance Drama.
- (e) Speech.
- (f) Impromptu Drama.
- (g) Judgment in acting; relations between players; sense of truth.

In the second year, these aspects are further treated. Each student is required to participate in the production of major plays. There is also provision for the student to become acquainted with a wide number of plays and the different styles of production appropriate to them. Make-up, stage-lighting, sound effects are also included.

It is possible that drama students will be able to devote additional time to their work; they may be granted exemption from some of the second year general course English lectures and this time will be used in more extensive work in Dramatic Art.



**A Health Education Lecture**

# HEALTH AND HEALTH EDUCATION

## *First and Second Years*

*One hour per week*

The course in Health and Health Education is designed—

- (a) to equip students with a foundation in principles of health and bodily function which will help them to understand both themselves and their child pupils.
- (b) to give students a background on which to base their own Health Education programmes in schools.

The course will extend into the following fields, though not necessarily in this order:—

- (1) Normal growth and development.
- (2) Structure and function of the human body.
- (3) Health and the individual.
- (4) Health and the community.
- (5) The child at school.
- (6) Curriculum interpretation and development of appropriate method.

Students will be able to obtain their St. John's First Aid Certificate at specially arranged College courses during their two-year training period.

# MATHEMATICS

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

## *Mathematics I*

### *First Year*

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

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

#### *1. Drill lessons in arithmetic*

- (a) Oral drill. Purposes, principles and techniques.
- (b) Written drill. Principles and purposes. Preparation and grading of examples. Diagnosis of error. Provision for individual differences.

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

#### *3. Introduction of new work*

- (a) Development of concepts. Activity lessons.
- (b) Mechanical skills.
- (c) Inductive and deductive procedures.
- (d) Problems.

4. *Cultural background*.—History of the development of number concepts and notation. Ancient methods of calculation. Interesting number properties. Stories of units of measurement.

5. Those aspects of *infant number* relevant to the logical development of topics in the primary school. Development of number concepts. Notation of numbers. Addition and subtraction facts. Cuisenaire method.

## *Second Year*

*One hour per week*

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

The following topics will be discussed.

- (a) The four basic operations with number.
  - (b) The four operations with money, weights and measures.
  - (c) Common fractions, decimal fractions, percentage fractions.
  - (d) Spatial concepts.
2. Projects in arithmetic. The social aspect of arithmetic.
3. Techniques for special classes—small schools, composite, remedial and opportunity classes.
4. Research in the teaching of arithmetic.

## *Special Studies*

### *First Year*

*Two hours per week*

Students intending to take this course should have gained passes in Mathematics I and II, or Mathematics III at the Leaving Certificate.

The following topics will be discussed.

- (1) The number system. Miniature number systems. Scales of notation.
- (2) Sets. Operations with sets.
- (3) Logic and mathematical thought.

### *Second Year*

*Five hours per week*

Courses will be selected from:

- (1) Techniques and Application of Calculus.
- (2) Elementary Mechanics.
- (3) Astronomy.

Students, as well as following the prescribed course, will be given the opportunity of pursuing a special interest.

# *MUSIC*

## *First Year*

The course will be for two one-hour lectures per week during first term, and one hour per week during second and third terms, and will pursue various aspects of practical musicianship through the study of the recorder flute and singing which will be related to the classroom teaching situation. Lectures will cover the essentials of music theory, the development of pitch reading, rhythm reading and aural skills, and the presentation and study of recorded works to broaden the fields of student musical interest.

## *Second Year*

### *General Primary*

#### *One hour per week*

In this course established skills in practical musicianship are developed in lectures through the training of sections as unison, two and three part vocal ensembles and through performance on the recorder flute. Integrated in the song and instrumental music repertoire is the graded introduction of aspects of music notation aimed at increasing technical skill in music reading.

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

### *Lower Primary*

*One hour per week*

As in the General Primary music course, music reading, practical musicianship and performance skills are further developed. Students who do not play the piano will be urged to take regular lessons, if possible under supervision from the College.

Lectures will deal with the following topics as specialized approaches to infants music teaching and will give students practical experience in each:

- (i) Songs and singing games for children.
- (ii) Introduction of notation and rhythm reading skills.
- (iii) Musical response through rhythmic movement.
- (iv) The integration of percussion playing in infants music activities.
- (v) Child response in the listening situation.

## *Special Studies*

### *First Year*

#### *GROUP A*

*Two hours per week*

Course A is concerned with a survey of the main streams of music development up to 1700 and the detailed analysis of the style and form of key works presented through the playing of recorded music. Where possible, some practical experience will be given in lectures by the performance of some choral and vocal works by the students taking this course. A study of theory and harmony will include: major, harmonic minor and melodic minor scales, intervals, transposition, major key triads and their inversions.

#### *GROUP B*

*Two hours per week*

In this course, music is treated as a practical and expressive medium requiring the growth of the individual's sensitivity and technical skill. The development of versatility and sound musicianship are the main aims of the course.

Tuition is available in: voice, piano, violin, viola, cello, double bass, flute, clarinet, treble recorder and tenor recorder.



All students in the course participate in some vocal and instrumental ensemble work.

Lectures cover the essential elements of music theory, simple harmony and give background to the periods from which works are taken.

## *Second Year*

### *GROUP A*

*Five hours per week*

- (a) Culmination of baroque forms in J. S. Bach.
- (b) Formal development in the classical period: Haydn, Mozart and Beethoven.
- (c) Romanticism; the influence of literature in music; Schumann, Schubert, Mendelssohn, Liszt. and innovations in form.
- (d) 19th century opera.
- (e) Nationalism in music.
- (f) Realism in music.
- (g) 20th century trends.

Lectures in harmony will cover the use of triads of a minor key, the dominant seventh, the particular treatment of diminished and augmented triads, passing notes and modulation to nearly related keys.

As in the first-year academic course, some practical experience will be given in lectures by the performance of selected excerpts of works being studied.

### *GROUP B*

*Five hours per week*

The further development of performance skills is the basic aim of this course. Individual and group tuition in a principal and a second study will continue. The development of tone control and basic skills of musicianship will be practised in solo works and in instrumental and vocal ensemble playing. Lectures will deal with the concept of style in music and the practical problems arising in performance. This development of performance skill will be supplemented by some study of the periods from which works are taken, and where necessary tuition in theory and elementary harmony.

# NATURAL SCIENCE

## *First Year*

First year students will be grouped according to their prior knowledge of science. As far as possible those who have completed a Leaving Certificate course in physical science will do a course in biology at College; those who have taken Leaving Certificate biology will do physical science; and those who have done no Leaving Certificate science will take a course in general science.

### *Biology*

*Two hours per week*

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

Bacteria. Food preservation. Useful types.

Moulds. Lichen. Moss. Ferns.

Earthworm. Slugs. Snails.

Slaters. Insects. Spiders. Centipedes. Millipedes.

Insects: Orders. Life cycles. Predaceous insects. Water insects. Control of insect pests.

Fish. Frogs. Toads. Life-cycle of frog.

Birds. Migration. Poultry farm.

Mammals.

Seashore animals.

The flowering plant. Seeds. Roots. Stems. Leaves. Flowers. Fertilisation. Fruits.

Nutrition. Respiration. Excretion. Sensitivity. Reproduction.

## ***Physical Science***

*Two hours per week*

### **Chemistry**

The role of theory and law in the growth of science.

Atomic structure. Ionic and molecular compounds, Valency, formulae and equations. Dissociation and ionisation.

Acid and base theory. Properties of acids and alkalis.

Significance of the activity series in a comparison of the general properties of metals.

Reactions of metallic and non-metallic ions in solution. Identification of unknown salts.

### **Physics**

An introduction to mechanics. Velocity, acceleration, momentum, force. The equations of uniformly accelerated motion. Newton's laws of motion. Conservation of momentum. Universal gravitation. Weight and weightlessness.

Kinetic and potential energy. Work and power.

Magnetism. Origins and properties of magnetic fields.

Electrostatics. Frictional charges.

Current electricity. Sources. Current, potential difference, resistance. Cost of electricity.

Nature and properties of light and sound waves.

## ***General Science***

*Two hours per week*

### **Biology**

Basic generalisations in modern Biology.

Animal and plant cells. Basic processes in a unicellular animal. Characteristics of living things.

Tissues, organs, systems. Human body systems (briefly).

Use of the microscope. Simple pond plant and animal life.

Simple biochemistry. Respiration. Role of ATP in respiration.

Reproductive processes: mitosis, meiosis. Role of DNA in heredity.

Outline of photosynthesis chemistry. Simple experiments on photosynthesis.

Brief survey of the distinctive features used to classify plant and animal kingdoms into phyla, sub-phyla and classes.

## **Chemistry**

Sub-atomic particles: electrons, protons, neutrons. Atomic structure of the twenty simplest elements. Ionic and molecular compounds. Valency, formulae, equations.

Nature and properties of acids and alkalis.

Comparison of properties of metals to illustrate generalisations in modern chemical principles.

Identifying tests for cations and anions. Identification of unknown salts.

## **Physics**

Forms of energy: heat, kinetic energy, potential energy, chemical energy, nuclear energy.

Temperature and quantity of heat. Methods of heat transfer.

Basic concepts in light, sound, magnetism, electrostatics and current electricity.

## *Second Year*

### *General Primary Sections*

*One hour per week*

Aims of natural science teaching.

Teaching procedures and aids.

Conservation.

Experiments for the primary school.

Genetics and evolution.

### *Infants Sections*

*One hour per week for one-third of year*

Aims of natural science teaching.

Teaching procedures and aids.

Experiments for the infants school.

### *Small School's Section*

*One hour per week for two-thirds of year*

Aims of natural science teaching.

Teaching procedures and aids.

Conservation.

Experiments for the primary school.

## *Special Studies*

### *First Year*

#### *GROUP A*

*Two hours per week*

The origin of the universe.

Galaxies, stars, stellar evolution.

Origin of the solar system. The earth. The moon.

Vulcanism. Igneous rocks.

Sedimentary rocks. Metamorphic rocks.

Atomic science.

#### *GROUP B*

*Two hours per week*

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

(a) Horticulture.

(b) Forestry and forestry nursery work.

(c) Ecology—field studies.

(d) Plant breeding.

Individual work will be expected of students.

## *Second Year*

### *GROUP A*

*Five hours per week*

Atomic science.

Principles of genetics.

Evolution.

Plant and animal anatomy and physiology.

Bacteriology.

Local ecology.

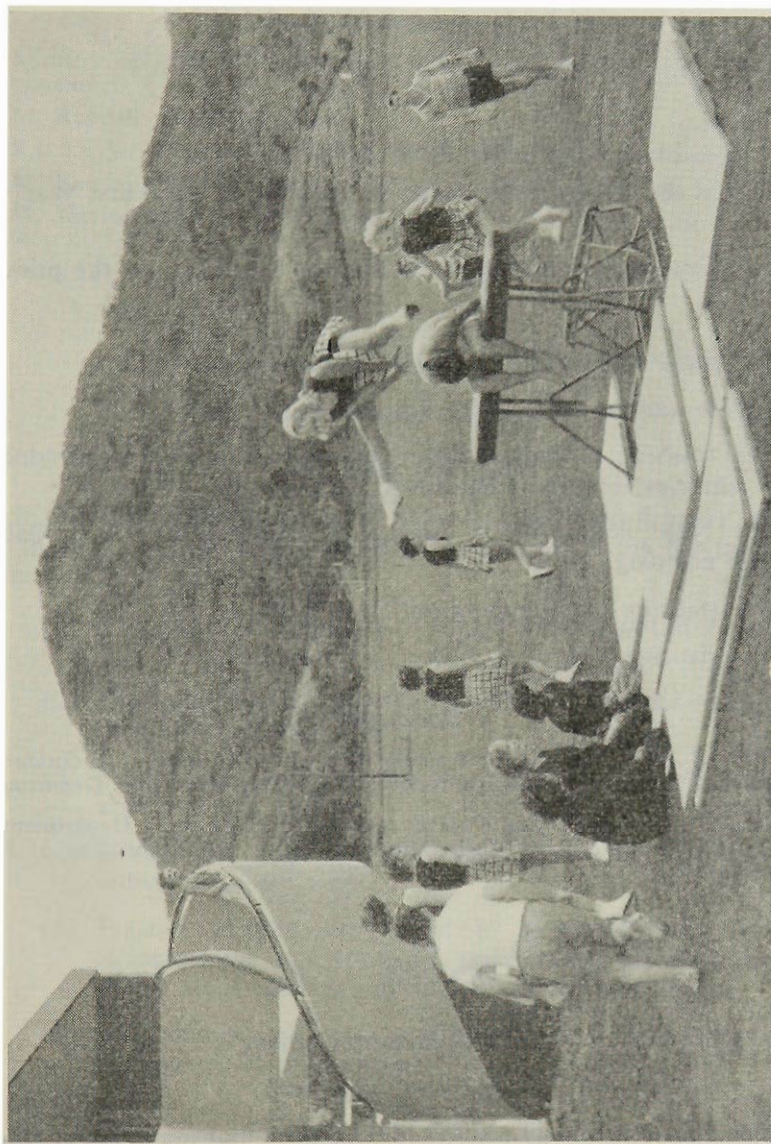
### *GROUP B*

*Five hours per week*

The details of this course will be determined in the light of available facilities. It will emphasize those sections of natural science that tend towards student self-expression. If possible, the studies will be selected from the fields of horticulture, plant breeding, ecology, and taxidermy.

## *EXCURSIONS*

Excursions are a feature of natural science special studies. Any student undertaking a course may be expected to attend a 2-4 day excursion each year, and meet his, or her, own accommodation expenses.



### **Physical Education**

*Photo.: Australian News and Information Bureau.*

# PHYSICAL EDUCATION

## *First Year*

*Two hours per week*

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

The aims, scope and nature of Physical Education in the primary school.

The needs of the child in relation to physical activity.

Fitness and the benefits of exercise.

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

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

The teaching of swimming.

Folk dancing.

### REFERENCES

*Physical Education in the Primary School. Swimming: A Guide for Teachers.* Both published by New South Wales Education Department.

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

## *Second Year*

### *General Primary Sections*

*One hour per week*

This course is mainly concerned with the following areas of study:  
Water Safety, Life Saving and Artificial Respiration; Basic Movement; Programming; the use of Tests and Measurements; the nature and gymnastics and dance making; use of Outdoor



Gymnasia ; improvisation and care of equipment ; the responsibilities of the Primary School teacher in Physical Education ; School Camping and Allied Activities.

#### REFERENCES

- Ministry of Education (Britain): *Moving and Growing. Planning the Programme.*  
M. Randall: *Basic Movement.*  
R.L.S.S.A.: *Modern Manual of Water Safety and Life Saving.*  
M. Randall: *Modern Ideas on Physical Education.*  
M. Davies: *Physical Education, Games and Athletics for Training Colleges.*

## Second Year

### Lower Primary Course

*One hour per week*

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

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

#### REFERENCES

- Ministry of Education (Britain): *Moving and Growing.*  
Ministry of Education (Britain): *Planning the Programme.*  
M. Laing: *Physical Education in the Infant School.*

- M. Laing: *Rhythmics and Simple Dances*.  
 I. Munden: *Suggestions for the Use of Small Apparatus in Physical Education*.  
 Hawcroft and Walker: *Physical Education Illustrated*.  
 Martin Randall: *Modern Ideas on Physical Education*.  
 J. M. Sharpe: *P.E. Teachers' Handbook for Infant Schools*.  
 Department of Education (N.Z.): *Folk Dances for Primer 1 to Standard 1*.  
 Department of Public Instruction (Queensland): *Folk Dancing Syllabus*.  
 Stuart and Ludlann: *Rhythmic Activities Series I*.

## *Special Studies*

### *First Year*

*Two hours per week*

The course will consist of:

- (1) Anatomy and physiology of the human body.
- (2) Fitness training with emphasis on circuit training.
- (3) Basic gymnastics.
- (4) Evaluating physical education.
- (5) Dance.

#### REFERENCES

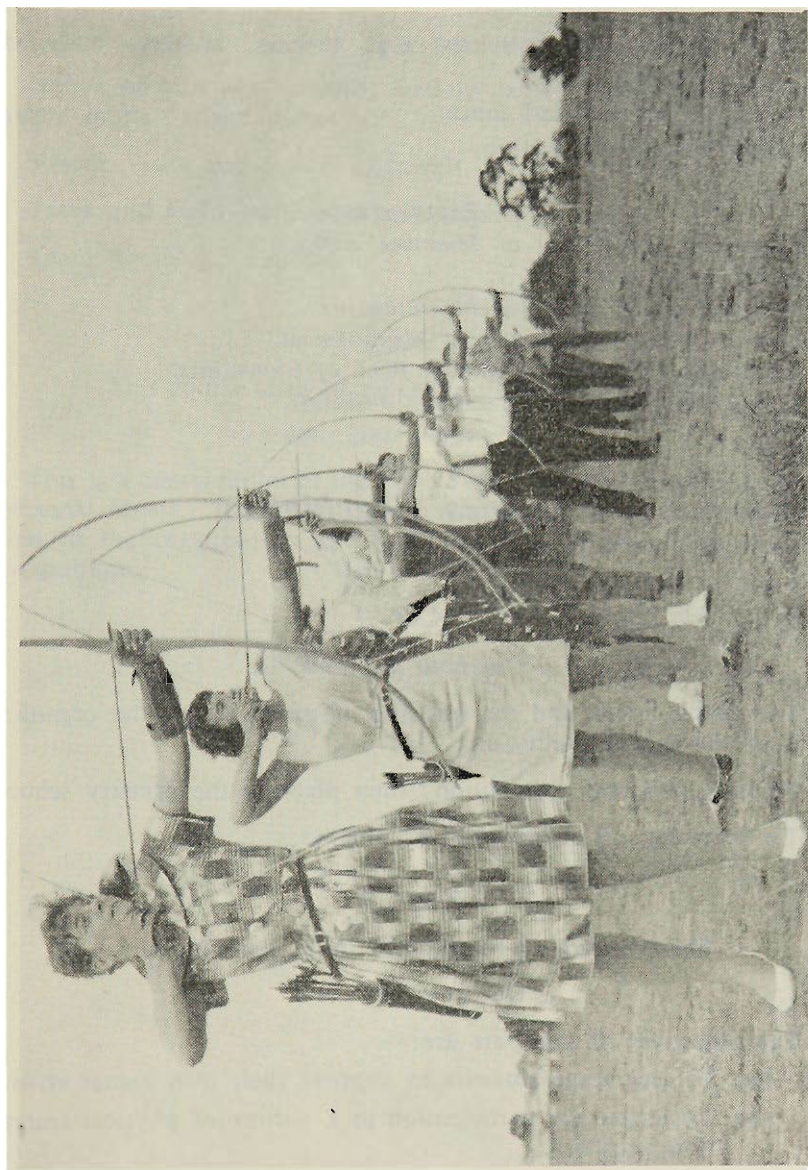
- G. Adamson: *Circuit Training*.  
 Kimber *et al.*: *Anatomy and Physiology*.  
 Tuttle and Schottelius: *Textbook of Physiology*.  
 Smout and McDowall: *Anatomy and Physiology for Students of Physiotherapy*.

### *Second Year*

*Five hours per week*

The following topics will be studied in detail:

- (1) Applied physiology, *e.g.*, kinesiology and physiology of exercise.
- (2) Tests and measurements.
- (3) Adapted physical education.
- (4) Some historical aspects of physical education.



Archery Practice

- (5) Planning facilities and administration.
- (6) Championship training.
- (7) Youth organisations.
- (8) Recreational activities, *e.g.*, fencing, archery, bushcraft, camping.
- (9) Gymnastics and dance.
- (10) Sport and literature.

#### REFERENCES

- Karpovitch: *Physiology of Muscular Activity*.  
 Duvall: *Kinesiology*.  
 McCloy Young: *Tests and Measurements*.  
 Harrison Clarke: *Application of Measurement*.  
 Loken and Willoughby: *Complete Book of Gymnastics*.  
 N.S.W. Department of Education: *Bushcraft*.

## *Games Coaching*

### *First Year*

#### *PART A*

*One hour per week*

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

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

The teaching and organisation of athletics.

#### *PART B*

This course shall be taken by those who require it.

*One hour per week*

The objectives of this part are:—

- (a) To encourage students to improve their own games skills.
- (b) To encourage participation in a variety of physical recreation activities.
- (c) To provide opportunities for inter-kotara competition.
- (d) To foster desirable attitudes towards the maintenance of personal standards of fitness.

## *Second Year*

### *PART A*

*One hour per week*

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

School Visits and Sports Carnivals.

Track and Field: skill teaching ; judging ; training.

Team Training ; displays.

### *PART B*

This course shall be taken by those who require it.

*One hour per week*

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

## *SOCIAL SCIENCE COURSES*

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

For students with specific interests in geography or history, the Social Science Department offers special study courses, covering two lectures each week in first year and five lectures each week in second year in each, and work is pursued at an advanced level.

### *First Year*

#### *Geography I*

*One hour per week*

The basic aim of this course is to introduce students to the geography of backward areas and the problems of economic development. The theory of economic development will be surveyed briefly and several countries will be selected for case study. Students will also be expected to prepare for an examination in current affairs, largely through brief seminars, reports and short assignment work.

Lectures will be given on the following topics:

The nature of economic backwardness.

Factors influencing economic development, e.g., natural resources, human resources, capital, technology and entrepreneurship, social and cultural elements.

Geography and development programmes of Indonesia, India, Chile, Brazil and U.S.S.R. or Communist China.

A comprehensive reading list will be given to students, but two books can be recommended at this stage:

Pepelasis: *Economic Development*.

Cole: *The Geography of World Affairs*.

### ***History I***

*One hour per week*

Lectures will be given on the following topics:—

- (1) The Antiquity of Man.
- (2) Man begins to control his environment. From Cave Man to farmer.
- (3) "Cradles of Civilization."
- (4) Roman Britain.
- (5) Anglo-Saxons, Vikings, Normans. The Marianne Community.
- (6) The origins of Parliament. The development of a pattern of government.

### ***Social Studies Method I***

*One lecture per week in first term*

A series of lectures will be given on the following aspects of method in the primary school:

Aims and nature of the social studies.

The nature and structure of a unit of work.

Lesson types—narrative, oral exposition, study, discussion, observation, film strip, broadcast and revision.

Community study.

This lecture course will be supplemented by demonstrations at the demonstration school.

## *Second Year*

### *Geography II*

*One hour per week*

This course will be devoted to an introduction to the basic principles of physical geography and the study of the techniques of regional analysis. Lectures will be given on the following topics:

Climatology.

Geomorphology.

The geography of soils.

Plant geography.

The regional geography of Australia—study will be concentrated on the economic development of tropical Australia, with special reference to the sugar industry, beef cattle and trends in crop cultivation, e.g., cotton, rice, peanuts, irrigation.

Aspects of the regional geography of either Africa or Latin America, and Monsoon Asia.

### *History II*

*One hour per week*

The course is designed to supplement the regional geographies undertaken in Geography II.

(1) Studies in Australia's growth to nationhood.

(2) Modern world affairs.

(a) A selection of the new nations of Africa.

(b) The change in Australia's Near-north.

(c) The "Cold War" and European units.

### *Social Studies Method II*

Some lectures and demonstrations will be given in the following aspects of social studies method in the primary school:

Community study.

Programming.

Special methods in geography, e.g., interviewing, the use of the globe, review and principles lesson, excursions.

Special methods in history.



## *Special Studies*

### *First Year*

#### *Geography I*

*Two hours per week*

Geography in this course will be taken at an advanced level and candidates for this course should have gained at least a pass in geography at the Leaving Certificate Examination. Students who have successfully completed a course in economics will also find this an advantage in geography at this level.

Courses will be selected from the following:—

Urban geography.

The geography of manufacturing.

Agricultural geography.

Medical geography.

Students will be expected to do considerable individual work, in the form of research, presentation of material in seminars and field work.

#### *History I*

*Two hours per week*

Students attempting this course should have successfully completed one course in history at the Leaving Certificate. The theme of this course will be the development of the British Empire and the Commonwealth from Tudor to modern times. Students will be expected to complete individual assignments and develop a facility in research techniques.

### *Second Year*

#### *Geography II*

*Five hours per week*

The time available in this course provides excellent opportunity for considerable practical and field work in the cartographic techniques of the geographer, both from the point of view of contour mapping and map construction. The local area affords wide scope for this activity.

Advanced courses in geomorphology, climatology, plant geography, geography of soils will be given. Students will spend at least two lectures each week on practical geography associated with map reading, map interpretation and the principles of map construction.

Some lectures may be given on other topics that are included in the University Geography I course, e.g., population geography.

## ***History II***

### *Five hours per week*

This course in history represents an extension of the work covered in first year. Detailed and critical analyses will be made of democracies and totalitarian states from the period circa 1918 to 1950. Studies will be made of Britain, U.S.A., France, Germany, Italy, U.S.S.R. and Japan.

Assignment requirements for this course will be detailed at appropriate times during the lecture programme.

## LOWER PRIMARY COURSES

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

Art—see course on page 61.

Education—see course on page 69.

Health and Health Education—see course on page 76.

Music—see course on page 80.

Natural Science—see course on page 84.

Special Studies—see page 19.

Physical Education—see course on page 89.

### *An introduction to the course on Infant Education*

1. The Nursery School.
2. The nature of the five-year-old child.
3. The Kindergarten. The contributions of Froebel and Montessori.
4. The school environment for the first- and second-class child.

## LOWER PRIMARY METHOD

*Four hours per week*

### *Lower Primary English Method*

1. The growth of *language* in the young child. Language activities in the Lower Primary grades.
2. *Reading readiness* and pre-reading. Reading activities in the formal grades. Grouping for reading. Class and central libraries.
3. *Written expression*. The relationship between oral expression, the reading programme, handwriting, and spelling. The wish of the child to express himself in writing.
4. *Spelling*. The gradual growth of spelling ability. Methods which will encourage good spelling habits. Word grouping. Word study.

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

6. *Poetry.* A study of poems suited to young children. Poetry for appreciation, movement, and for verse speaking. Dramatized poems.

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

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

### ***Lower Primary Mathematics Method***

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

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

### ***Lower Primary Social Studies Method***

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

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

### ***Lower Primary Practical***

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

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