WOLLONGONG INSTITUTE OF EDUCATION

Calendar 1978
CALENDAR OF IMPORTANT DATES FOR 1978

February
1 Wednesday Deferred examinations begin
8 Wednesday Deferred examinations end
22 Wednesday Enrolment day for first year students
(8.30 a.m.)
Orientation week begins

LENT TERM
February 27 Monday Term begins
Enrolment day for second year students
(9.00 a.m.) and third year students
(10.30 a.m.)
28 Tuesday Orientation week ends
Demonstration School visit—first year
students

March 1 Wednesday Second and third year lectures commence
May 5 Friday Lectures for all students commence
May 8 Monday Lent term ends
Three weeks student vacation begins

TRINITY TERM
May 29 Monday Term begins
Practice teaching period commences
June 16 Friday Practice teaching ends
August 25 Friday Trinity term ends
August 28 Monday Three weeks student vacation begins

MICHAELMAS TERM
September 18 Monday Term begins
Practice teaching period commences
October 6 Friday Practice teaching period ends
November 20 Monday Examinations begin
November 29 Wednesday Examinations end
December 15 Friday Michaelmas term ends

WOLLONGONG UNIVERSITY 1978

FIRST SESSION
February 27 to May 14
Recess: May 15 to May 21
May 22 to June 11
Study Recess: June 12 to June 18
Examinations: June 19 to July 2
Mid-Year Recess: July 3 to July 23

SECOND SESSION
July 24 to August 27
Recess: August 28 to September 3
September 4 to November 5
Study Recess: November 6 to
November 12
Examinations: November 13 to
December 3

SCHOOL TERMS 1978
First Term: February 1 to May 5
Second Term: May 22 to August 25
Third Term: September 11 to December 15

The material printed in this handbook outlines proposals for 1978. However, the Institute reserves the right to vary its proposals should circumstances, in its opinion, justify such action.
Wollongong Institute of Education

Calendar 1978

THE BADGE

Designed by Mr. J. W. Cramp, a former lecturer at the College, the badge with its two flames of knowledge symbolises the influence of teacher education in both a local and a wider context. The motto may be translated "carry the light (of learning) into the world".

P.O. BOX 1496, WOLLONGONG, N.S.W. 2500  PHONE: (042) 29-2111
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BRIEF HISTORY OF THE INSTITUTE

The Wollongong Institute of Education opened as Wollongong Teachers' College in 1962 under the auspices of the New South Wales Department of Education.

It provided, at that time, a two-year programme preparing teachers for primary and infants' schools. A three-year course leading to the award of the Diploma in Physical Education was introduced in 1965 and a fourth year was added in 1967 for selected students who also qualified for the Certificate in Health Education.

Accreditation of the four-year programme in health and physical education for award of the Diploma in Teaching (Health and Physical Education) was granted in 1977.

In 1969 a three-year programme culminating in the award of the Diploma in Teaching (Primary) was introduced and, although entry to the third year was restricted initially, it became obligatory for all students commencing with the 1973 intake. An external studies course was introduced to provide a means by which two-year trained teachers might complete the third year by correspondence and qualify for award of the diploma.

Three-year courses leading to the award of the Diploma in Teaching (Secondary) were introduced in 1971, offering specialisation in Mathematics or English/History. In the post-graduate field, a one-year course for university graduates, culminating in the award of the Graduate Diploma of Education (Primary), commenced in 1976 and approval is awaited for an additional post-graduate course to be introduced in 1978. This is to be an external course of two years' duration leading to the award of the Graduate Diploma in Teaching (Mathematics).

The College had been declared to be a college of advanced education in 1971 but its progression to autonomy was delayed during negotiations for amalgamation with the then Wollongong University College for which purpose the Teachers' College was re-named Wollongong Institute of Education in 1974. The proposed amalgamation was abandoned late in 1974 and an Interim Council appointed to advise on the development of the Institute, initially as a single purpose college of advanced education concerned with teacher education. The Institute was incorporated as a college of advanced education and its First Council appointed on 16th November, 1977.

Philosophy of the Institute

A comprehensive statement of the assumptions, aims and implications of a course of teacher education (the Hogan Report) was prepared by a committee of staff members in 1972-73. This statement of philosophy provides the underlying basis upon which all of the courses currently in operation or in the planning stage are formulated.

The philosophy may best be summarised by the General Aim propounded by the committee:

"The development of teachers who are mature individuals having professional skills, personal values and the necessary knowledge to enable them to carry out their tasks in accord with the needs of changing society."

To this may be added the expectation that the interests, attitudes, habits and skills which are characteristic of tertiary level education will be established in the students who pass successfully through its programmes of study and undergo contacts with its teacher educators.
PROGRAMMES

The Institute offers the following programmes:

Full Time:
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)
- Diploma in Teaching (Physical Education) and Certificate in Health Education
- Diploma in Teaching (Physical Education)
- Graduate Diploma in Education (Primary)

External Study:
- Diploma in Teaching (Primary)
- Post-graduate Course for Secondary Mathematics Teachers*

* The exact nomenclature is under review by the Higher Education Board.

FULL TIME PROGRAMMES

(Note: In the following Tables 1 to 7, figures separated by oblique strokes represent weekly hours involved in each half year.)

Diploma in Teaching (Primary)

The structure of the new programme is set out in Table 1. This programme was first offered in 1977, replacing the programme in Table 2, the final offering of which will be third year courses in 1978.

Within the new programme, specialisation is offered in Lower Primary (Infants) Education. The specialisation occurs in second and third years, particularly in the area of curriculum studies, where units are tailored to the needs of lower primary teachers.

TABLE 1

Diploma in Teaching (Primary)
STRUCTURE OF AND TIME ALLOCATION
WITHIN PROGRAMME INTRODUCED 1977

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>PROFESSIONAL STUDIES</td>
</tr>
<tr>
<td>Education</td>
</tr>
<tr>
<td>Basic Processes of Teaching</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Curriculum Studies</td>
</tr>
<tr>
<td>LIBERAL STUDIES</td>
</tr>
<tr>
<td>Special Studies</td>
</tr>
<tr>
<td>Study of Man</td>
</tr>
<tr>
<td>Health and Fitness</td>
</tr>
<tr>
<td>Total lecture hours per week</td>
</tr>
</tbody>
</table>

SCHOOL EXPERIENCES
- Demonstration Lessons and Fieldwork
- Practice Teaching
### TABLE 2

**Diploma in Teaching (Primary)**

**STRUCTURE OF AND TIME ALLOCATION WITHIN PROGRAMME PRIOR TO 1977**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>3</td>
<td>4/3</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>CURRICULUM STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A</td>
<td>6</td>
<td>3</td>
<td>3/-</td>
</tr>
<tr>
<td>Group B</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Curriculum Seminars</td>
<td>-</td>
<td>-</td>
<td>-/2</td>
</tr>
<tr>
<td><strong>ELECTIVE STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group A</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Group B</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total lecture hours per week</strong></td>
<td>23</td>
<td>20</td>
<td>19/17</td>
</tr>
</tbody>
</table>

**SCHOOL EXPERIENCES**

Demonstration Lessons and Fieldwork
Practice Teaching
Diploma in Teaching (Secondary)

In 1978, the programme outlined in Table 3 will be offered for the first time, replacing the structure in Table 4, the second and third years of which will be offered in 1978 to ongoing students.

**TABLE 3**

**Diploma in Teaching (Secondary)**

**STRUCTURE OF AND TIME ALLOCATION WITHIN PROGRAMME TO BE INTRODUCED 1978**

<table>
<thead>
<tr>
<th>PROFESSIONAL STUDIES</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 1</td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
</tr>
<tr>
<td>Basic Processes of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>2/1</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td></td>
</tr>
<tr>
<td>English/History Students</td>
<td>6/10</td>
</tr>
<tr>
<td>Mathematics Students</td>
<td>6/11</td>
</tr>
<tr>
<td></td>
<td>-/3</td>
</tr>
<tr>
<td>Total lecture hours per week</td>
<td>6/2</td>
</tr>
<tr>
<td>English/History</td>
<td>3/1</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>School Experiences</td>
<td></td>
</tr>
</tbody>
</table>

**SCHOOL EXPERIENCES**

- Demonstration Lessons and Fieldwork
- Practice Teaching
**TABLE 4**

**Diploma in Teaching (Secondary)**

**STRUCTURE OF AND TIME ALLOCATION WITHIN PROGRAMME PRIOR TO 1978**

<table>
<thead>
<tr>
<th>HOURS PER WEEK</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td><strong>CURRICULUM STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/History</td>
<td>10</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Games Coaching</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td><strong>ELECTIVE STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective A (English/History students only)</td>
<td>3</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td>Elective B</td>
<td>3</td>
<td>3</td>
<td>4*</td>
</tr>
<tr>
<td><strong>Total lecture hours per week</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English/History</td>
<td>22</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>21</td>
<td>17</td>
</tr>
</tbody>
</table>

**SCHOOL EXPERIENCES**

Demonstration Lessons and Fieldwork
Practice Teaching

* English/History students take only one elective in 3rd Year.
Diploma in Teaching (Physical Education) and Certificate in Health Education

This programme, outlined in Table 5, has a first year in common with the three-year Physical Education programme. At the end of their first year of study, students may apply to remain in the programme for its final three years of integrated courses in health and physical education.

TABLE 5

Diploma in Teaching (Physical Education) and Certificate in Health Education

STRUCTURE OF PROGRAMME

<table>
<thead>
<tr>
<th>STRAND</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Year 2</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Education and Physical Education in</td>
<td>6</td>
</tr>
<tr>
<td>Primary and Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>Scientific Bases of Human Movement</td>
<td>8/5</td>
</tr>
<tr>
<td>Practical Studies in Human Movement</td>
<td>4/3</td>
</tr>
<tr>
<td>Health Education</td>
<td>7</td>
</tr>
<tr>
<td>Communication</td>
<td>7</td>
</tr>
<tr>
<td>Special Study</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1/2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>24/22</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>25</td>
</tr>
</tbody>
</table>

Fieldwork
Demonstration Lessons
Practice Teaching
Diploma in Teaching (Physical Education)

Students who do not qualify to undertake the four-year programme in health and physical education continue, in their second and third years, the programme outlined in Table 6 to qualify for award of the Diploma in Teaching (Physical Education).

TABLE 6

Diploma in Teaching (Physical Education)
STRUCTURE OF PROGRAMME

<table>
<thead>
<tr>
<th>STRAND</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRAND</td>
<td></td>
</tr>
<tr>
<td>Education and Physical Education in Primary and Secondary Schools</td>
<td></td>
</tr>
<tr>
<td>Scientific Bases of Human Movement</td>
<td></td>
</tr>
<tr>
<td>Practical Studies in Human Movement</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Special Study</td>
<td></td>
</tr>
<tr>
<td>Total lecture hours per week</td>
<td></td>
</tr>
<tr>
<td>Fieldwork</td>
<td></td>
</tr>
<tr>
<td>Demonstration Lessons</td>
<td></td>
</tr>
<tr>
<td>Practice Teaching</td>
<td></td>
</tr>
</tbody>
</table>

Graduate Diploma in Education (Primary)

This programme, outlined in Table 7, qualifies those students who satisfy its requirements for teaching in primary schools and for the award. Minimal pre-requisite for entry is a first degree from a recognised university.

TABLE 7

Graduate Diploma in Education (Primary)
STRUCTURE OF PROGRAMME

<table>
<thead>
<tr>
<th>Education</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>6/8</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>2</td>
</tr>
<tr>
<td>Total lecture hours per week</td>
<td>13</td>
</tr>
</tbody>
</table>

SCHOOL EXPERIENCES
- Demonstration Lessons and Fieldwork
- Practice Teaching
COURSES TO BE OFFERED IN 1978

Within the foregoing structures the following courses are offered in 1978. Content of courses is shown in the listing arranged numerically commencing on page 21.

Diploma in Teaching (Primary)

PROGRAMME TABLE 1

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Half</td>
</tr>
<tr>
<td>20111 Education I</td>
<td>3</td>
</tr>
<tr>
<td>90110 Basic Processes of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>30111 Communication I</td>
<td></td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>2</td>
</tr>
<tr>
<td>90210 Curriculum Overview</td>
<td>6</td>
</tr>
<tr>
<td>30211 C.S. English I</td>
<td>-</td>
</tr>
<tr>
<td>40111 C.S. Mathematics I</td>
<td>-</td>
</tr>
<tr>
<td>80111 C.S. Social Studies I</td>
<td>-</td>
</tr>
<tr>
<td>10111 C.S. Art I</td>
<td>-</td>
</tr>
<tr>
<td>10211 C.S. Craft I</td>
<td>-</td>
</tr>
<tr>
<td>50111 C.S. Music I</td>
<td>-</td>
</tr>
<tr>
<td>60111 C.S. Natural Science I</td>
<td>-</td>
</tr>
<tr>
<td>70111 C.S. Physical Education I</td>
<td>-</td>
</tr>
<tr>
<td>Special Studies, Year I (see separate tabulation)</td>
<td>-</td>
</tr>
<tr>
<td>Two to be taken</td>
<td></td>
</tr>
<tr>
<td>90311 Study of Man</td>
<td>6</td>
</tr>
<tr>
<td>70211 Personal Health Education</td>
<td>2</td>
</tr>
<tr>
<td>70311 Personal Fitness I</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>22</td>
</tr>
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</table>

PROGRAMME TABLE 1

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Half</td>
</tr>
<tr>
<td>20121 Education II</td>
<td>3</td>
</tr>
<tr>
<td>30121 Communication II</td>
<td>1</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td></td>
</tr>
<tr>
<td>30221 C.S. English II, or</td>
<td>1</td>
</tr>
<tr>
<td>30222 C.S. English II L.P.</td>
<td></td>
</tr>
<tr>
<td>40121 C.S. Mathematics II, or</td>
<td>1</td>
</tr>
<tr>
<td>40122 C.S. Mathematics II L.P.</td>
<td></td>
</tr>
<tr>
<td>80121 C.S. Social Studies II</td>
<td>1</td>
</tr>
<tr>
<td>10121 C.S. Art II, or</td>
<td>1</td>
</tr>
<tr>
<td>10122 C.S. Art II L.P.</td>
<td></td>
</tr>
<tr>
<td>10221 C.S. Craft II, or</td>
<td>1</td>
</tr>
<tr>
<td>10222 C.S. Craft II L.P.</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 2 (Cont.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>First Half</th>
<th>Second Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>50121</td>
<td>C.S. Music II, or</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>50122</td>
<td>C.S. Music II L.P.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60121</td>
<td>C.S. Natural Science II, or</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>60122</td>
<td>C.S. Natural Science II L.P.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70121</td>
<td>C.S. Physical Education II, or</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>70122</td>
<td>C.S. Physical Education II L.P.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>70421</td>
<td>C.S. Health Education or</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>70422</td>
<td>C.S. Health Education L.P.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Special Studies, Year II (see separate tabulation)

- Two to be taken: 6, 6
- Study of Man: 2, 2
- Personal Fitness II: 1, 1

PROGRAMME TABLE 2

YEAR 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>First Half</th>
<th>Second Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>20231</td>
<td>Education III</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>20331</td>
<td>Infant Orientation, or</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20431</td>
<td>Infant Education Extension (Lower Primary)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>70331</td>
<td>Personal Fitness III</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Curriculum Studies

- "A" Group
  - English III: 1, -
  - Mathematics III, or: 1, -
  - Mathematics III L.P.:

- "B" Group
  - Social Studies III: 1, -
  - Art III, or:
    - Craft III, or:
      - Craft III L.P.: 2, 2
  - Music III, or:
    - Music III L.P.:
  - Natural Science III, or:
  - Natural Science III L.P.:
  - Physical Education III:

- Curriculum Seminars: 2, 2

Special Studies (see separate tabulation)

- Group A: 4, 4
- Group B: 4, 4

Total: 19, 17
### Diploma in Teaching (Secondary)

**PROGRAMME TABLE 3**

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Total: 22

**PROGRAMME TABLE 4**

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Total: 22/21
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Curriculum Studies

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Special Studies (see separate tabulation)

One to be taken

or

or

or

17

---

### Diploma in Teaching (Physical Education) and Certificate in Health Education

### PROGRAMME TABLE 5

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<th>Year 1</th>
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**Education**

|        | 3 | - |
| 90511  | Child Development |
| 90512  | Psychology of Teaching |
| 70611  | Physical Education in the Primary School |
| 70612  | Physical Education in the Secondary School |

**Scientific Bases of Human Movement**

| 90611  | Man in Action |
| 90612  | Anatomy and Physiology I |
| 90613  | Chemistry and Biology |

**Practical Studies in Human Movement**

| 70711  | Games I |
| 70712  | Dance I |
| 70713  | Gymnastics I |
| 70714  | Personal Fitness I |

**Health Education**

| 70811  | Personal Health I |

**Communication I**

| 90711  | English |
| 90712  | Music |

**Special Studies, Year I (see separate tabulation) One to be taken**

|        | - | 3 |
| 70941  | Fieldwork |

Variable

<p>| 25 | 25 |</p>
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<td>Health in the Ecologic Perspective</td>
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<td>Principles and Theories of Health Education</td>
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### YEAR 4

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### Diploma in Teaching (Physical Education)

#### PROGRAMME TABLE 6

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Graduate Diploma in Education (Primary)

PROGRAMME TABLE 7

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21  23
Special Studies

ART/CRAFT
10511 S.S. Art I
10521 S.S. Art II
10531 S.S. Art III
10611 S.S. Textile Crafts I
10621 S.S. Textile Crafts II
10631 S.S. Textile Crafts III
10711 S.S. Contemporary Crafts I
10721 S.S. Contemporary Crafts II
10731 S.S. Contemporary Crafts III
10811 S.S. Traditional Crafts I
10821 S.S. Traditional Crafts II
10831 S.S. Traditional Crafts III
11011 S.S. Comparative Art I
11021 S.S. Comparative Art II
11031 S.S. Comparative Art III

EDUCATION
20511 S.S. Human Development I
20521 S.S. Human Development II
20531 S.S. Human Development III
20621 S.S. Man in Perspective II
20631 S.S. Man in Perspective III
20711 S.S. Special Education I
20721 S.S. Special Education II
20731 S.S. Special Education III
20811 S.S. Educational Media I
20821 S.S. Educational Media II
20831 S.S. Educational Media III
20911 S.S. Children in Australia I
20921 S.S. Children in Australia II
20931 S.S. Children in Australia III

ENGLISH
30911 S.S. Literature and Society I
30921 S.S. Literature and Society II
30931 S.S. Literature and Society III
31011 S.S. Dramatic Art I
31021 S.S. Dramatic Art II
31031 S.S. Dramatic Art III
31111 S.S. Creative Writing I
31121 S.S. Creative Writing II
31131 S.S. Creative Writing III
31211 S.S. The Contemporary Scene I
31221 S.S. The Contemporary Scene II
31231 S.S. The Contemporary Scene III
31311 S.S. Children’s Literature I
31321 S.S. Children’s Literature II
31331 S.S. Children’s Literature III

MATHEMATICS
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40631 S.S. Mathematics III
40711 S.S. Advanced Mathematics I
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CONTENT OF COURSES

Art/Craft

10111 C.S. ART I
Studies of children's art work and their creative development; practical and theoretical aspects of the elements and principles of design; experience with materials and processes suited to primary classes; demonstration lessons to illustrate teaching techniques.

10121 C.S. ART II
Studies of views on art education, e.g. Read, Lowenfeld, Eisner; further practical work building on experiences in first year; three-dimensional activities related to primary classes; an outline of some developments in art in recent times and changing attitudes to art; art in relation to other areas of the curriculum; programming and curriculum development; practical considerations concerning classroom organisation.

10122 C.S. ART II L.P.
Studies of views on art education, e.g. Read, Lowenfeld, Eisner; further practical work building on experiences in first year; three-dimensional activities related to infants' classes; an outline of some developments in art in recent times and changing attitudes to art; the relationship of art to other areas of the infant curriculum; programming and curriculum development with special reference to infants' classes; practical considerations concerning classroom organisation.

10211 C.S. CRAFT I
General review of aims and content of craft section of the primary curriculum; illustration of portions of curriculum through practical work, e.g. textiles, papier mache, metal foil, light woodwork and weaving; independent assignment work in at least one other area of the craft curriculum; teaching methods and organisation linked to craft and further illustrated by demonstration lessons.

10221 C.S. CRAFT II
Extension of skills and techniques developed in first year into other areas related to children in Years 3 to 6; e.g. paper, puppetry, leather, enamelling, textiles and environmental materials; practical sampling in these areas; programming; independent study in selected segment linking programming, teaching methods and practical work.
10222 C.S. CRAFT II L.P.
Extension of skills and techniques developed in first year in other areas with particular reference to content and teaching methods applicable to infants' classes, e.g. modelling, paper, textiles, puppetry, weaving and environmental materials; sampling in these areas; programming; independent study in selected segment combining programming, teaching methods and practical work.

10331 C.S. ART III
Extension of previous practical work using a variety of processes and materials possible in the primary classroom; two-dimensional design and picture composition; three-dimensional activities; multi-media expression; group work; further study of programming and organisation, lesson planning and preparation; further consideration of the value of art in the curriculum, purposes of teaching art and evaluation.

10332 C.S. ART III L.P.
Extension of previous practical work using a variety of processes and materials possible in infants' classes; two-dimensional design and picture composition; three-dimensional activities; mixed media expression; group work; further study of programming and organisation, planning and preparation; further consideration of the place of art in the infants' curriculum; the inclusion of evaluation in art.

10431 C.S. CRAFT III
Extension of studies to materials not covered fully in first two years, e.g. environmental materials such as plastics; more intensive study of materials, resources, teaching aids, teaching methods and programming; independent major study of one or more areas of the craft curriculum not treated in depth in earlier units.

10432 C.S. CRAFT III L.P.
Widening of studies to any areas of the curriculum not previously covered; more intensive study of materials, resources, teaching aids, teaching methods and programming; independent major study of at least one area of the curriculum not treated in depth in earlier units.

10511 S.S. ART I
10521 S.S. ART II
10531 S.S. ART III
Predominance of practical work in activities broad in scope, catering for varied interests and abilities; common areas of experience—introduction of basic techniques, various styles of painting, elementary ceramics and three-dimensional work. In second and third years students select one or two areas of creative expression, e.g. painting, silk-screen printing, pottery, sculpture and, in these areas, are expected to extend their capabilities fully to achieve satisfaction from standards reached, work suitable for exhibition, some knowledge of the historical background and an appreciation of fine art in general.

10611 S.S. TEXTILE CRAFTS I
10621 S.S. TEXTILE CRAFTS II
10631 S.S. TEXTILE CRAFTS III
Development of awareness of good design and finish; practical techniques and skills involved in creative and expressive work in textile crafts; intro-
duction to and opportunity for creative work in embroidery, fabric decoration, dressmaking, soft furnishing, macrame, spinning and weaving; studies of historical background, elements of design, fibres and filaments and processes of construction. During the third-year unit, students will be encouraged to work to considerable depth in areas of their own choice.

10711 S.S. CONTEMPORARY CRAFTS I
10721 S.S. CONTEMPORARY CRAFTS II
10731 S.S. CONTEMPORARY CRAFTS III
Basic elements of design; instruction in procedures and techniques necessary for success in art metalwork, wood crafts, jewellery making, wood turning and plastics; development of skills through practical work; selection of projects within these fields, e.g. construction of furniture, table settings, lamps and jewellery sets.

10811 S.S. TRADITIONAL CRAFTS I
10821 S.S. TRADITIONAL CRAFTS II
10831 S.S. TRADITIONAL CRAFTS III
Development, through practical involvement in a group of traditional crafts, of independence in design and construction together with an appreciation of the history of these crafts and of their place in contemporary society. Three strands are offered—bookcrafts, including printing, leatherwork, spinning and weaving. Following initial instruction in each strand, students will be encouraged to design their own projects and, in third year, to follow at least one strand to considerable depth.

10961 C.S. ART/CRAFT
An overview of the place of visual arts and crafts in the primary curriculum—their aims and relationships; studies concerned with creative development of children, curriculum content, practical involvement, teaching methods, organisation, aims and programming, integration; demonstration lessons.

11011 S.S. COMPARATIVE ART I
11021 S.S. COMPARATIVE ART II
11031 S.S. COMPARATIVE ART III
Comparative studies of the development of art forms in various regions in different periods; investigation of selected areas, including written assignments.

Education

20111 EDUCATION I
Studying children: methods used in developmental psychology; analysis of data; simple statistical concepts involved.
Influences on development: inheritance, environmental influences; the interaction of the two.
The process of development: physical growth and development; personality; the continuity of development; individual differences.
Children and school learning: Explanations of learning, especially behaviourist views and meaningful learning cognitivism; classroom learning variables.

20121 EDUCATION II (Primary)
Society's children: culture, socialization, roles.
Society's schools: the societal institution of education; the school as a small
society and its answerability to the community around it; the society's responsibility for formal education.

Children and teachers: self-concepts and self-awareness; leadership; group processes, communication; interpersonal expectations; school and classroom climate.

Children in other societies: education and cultural change; education and the social system; education and political development; education, race, ethnicity and integration; education and economic development.

20221 EDUCATION II (Secondary)
Psychology of learning: types and theories of learning—behaviourism, cognitivism; factors involved in human learning—readiness, remembering and forgetting, transfer of learning, motivation; learning and development of concepts, skills, attitudes.

History of education and comparative education: an introduction to the historiography of education and its application to N.S.W. through an examination of the development of the current system from its earliest beginnings; a critical study of N.S.W. today; an introduction to comparative methodology and its application by a study of other systems.

20231 EDUCATION III
Sociology of education: basic concepts and descriptive materials of sociology; education as a social institution, its relationship to other social institutions; the school and society; role theory as applied to teachers and pupils.

Curriculum process: formulating aims and objectives, integrating a system of teaching; towards a teacher's role in society and the school; selecting relevant content and the procedures for different learning situations, including patterns of organisation; evaluation.

20331 C.S. INFANT EDUCATION
The organisation, planning, presentation and programming of curriculum areas in the lower primary school; areas of special need in early childhood—the migrant child, the handicapped child, remediation.

20431 C.S. INFANT ORIENTATION EXTENSION (LOWER PRIMARY)
Procedures for evaluating the child's progress in language skills; appraisal of diagnostic and classificatory materials, inventories and programmes; examination of traditional, innovatory and compensatory language programmes; a detailed study of approaches to beginning reading; planning to achieve particular objectives in language learning; selecting and using language materials; organising the classroom environment.

20511 S.S. HUMAN DEVELOPMENT I
20521 S.S. HUMAN DEVELOPMENT II
20531 S.S. HUMAN DEVELOPMENT III
Changes in human behaviour over the whole life span—both the ways in which change takes place in people and the forces that influence their individuality, involving questions about human emotions, ways of thinking, social life and physical performance (sports skills) that contribute to an understanding of what it is to be human. Special features are an emphasis on practical work with children and adults in the field and a treatment of the ways that development can affect teaching.
S.S. MAN IN PERSPECTIVE II
Study of topics selected from the following areas: control and conformity, a sociological perspective; differences and deviance, a psychological perspective; theories and measurement of personality; personality constructs as determinants of behaviour; organizations—masters or servants?; persuasive communication and nature of attitudes.

S.S. SPECIAL EDUCATION I
The intellectually exceptional—the mentally retarded, the gifted and the creative.

S.S. SPECIAL EDUCATION II
The socially and emotionally disadvantaged—the delinquent, aborigines, migrants; the sensorially and physically handicapped—the deaf, blind, cerebral palsied and epileptic.

S.S. SPECIAL EDUCATION III
Learning disabilities, especially in reading; general philosophical issues related to exceptional people.

S.S. EDUCATIONAL MEDIA I
S.S. EDUCATIONAL MEDIA II
S.S. EDUCATIONAL MEDIA III
Theory underlying use of educational media; practical work in available media including programmed instruction, teaching machines, overhead projectors, tape recorders, film strips, transparencies, radio, closed-circuit and broadcast television, synchronized tapes and film strips, teaching packs.

S.S. CHILDREN IN AUSTRALIA I
S.S. CHILDREN IN AUSTRALIA II
S.S. CHILDREN IN AUSTRALIA III
Australian families and their children; community provisions for Australian families and their children; issues concerning children in the Australian community; children and politics; children and the law; children and the media; child care provisions in Australia.

EDUCATION—CHILD DEVELOPMENT
Concepts of learning and development; relationship between learning and development; methodology of child development, psychology, stages of cognitive, physical, emotional, social, moral and language development; determinants of development.

EDUCATION—THE CHILD AND SOCIETY
Children in past and present societies; role theory; the importance of groups in the child's community; social change and the child as a citizen of a future society.

EDUCATION—THE CHILD AND THE SCHOOL
Models of curriculum; curriculum aims, objectives, content and evaluation; planning and developing a curriculum.

EDUCATION—PSYCHOLOGY OF TEACHING
The concept of teaching; aims and objectives; teaching strategies; group management behaviours; school and class organization; formative and summative evaluation.
EDUCATION—EARLY CHILDHOOD EDUCATION
A theoretical base for early childhood education; the organization, planning, presentation and programming of curriculum areas in the lower primary school; areas of special need in early childhood—the migrant child, the handicapped child, remediation.

English

30111 COMMUNICATION I
The communication process—purposes and problems, particularly in the classroom; impromptu and prepared readings, talks, story-telling; listening exercises; practice in forms of written expression—critical, creative and others appropriate for teachers; remedial work, as necessary.

30121 COMMUNICATION II
Discussions, interviews, dramatic situations, talks; integration of audio-visual media in these activities; reading and writing for particular purposes.

30211 C.S. ENGLISH I
The nature of language; language acquisition and its implications for the teaching of the language arts; the development of language skills through childhood; the development of children's literature since 1900 and the value of teaching through literature.

30221 C.S. ENGLISH II
Teaching reading in the primary school; developing the skills of oracy; developing creative and expository writing, together with the ancillary tools of spelling and handwriting; drama in the primary school.

30222 C.S. ENGLISH II L.P.
The reading process—the nature of reading, preparatory development, beginning reading, word attack skills, locating or using information; reading for meaning, using children's literature in the classroom; developing communication through aural, visual and written language; developing the skills of oracy; children's writing—writing as an interrelated component in the sequence of language development, writing as distinct from talking, listening and reading, developing functional and creative writing; the significance of children's dramatic play, free and unstructured; exploration of situations through improvisation; skill training techniques; literature suitable for young people; sharing literature with young children; variety of source material as a stimulant for communication; integration of English with other curriculum areas; the language programme—thematic, unit, sequential.

30331 COMMUNICATION III
Speech in Australia—changing speech patterns; discussion of examples of modern Australian writing; educational drama activities; further use of audio-visual media.

30431 C.S. ENGLISH III
Techniques of evaluation for the English teacher; planning the English programme in the primary school; current issues in the teaching of English.
C.S. ENGLISH I
Reading—learning to read, reading in the primary school, reading in the secondary school, the study of literature in the secondary school; novel, short story, general prose; an integrated approach to the teaching of English based on "a single centre of interest" (N.S.W. Syllabus in English for Year 7-10, p. 4); the thematic method of teaching English; writing—the various forms of written expression, transactional, expressive, poetic; equipment for the English teacher; Australian literature in the nineteenth and twentieth centuries.

C.S. ENGLISH II
Oracy—speaking and listening; poetry; drama—educational and scripted; introduction to media studies—film making and appreciation, television and radio, newspapers and magazines, advertising; language studies; American literature in the nineteenth and twentieth centuries.

C.S. ENGLISH III
Programming—principles and approaches; remedial reading in the secondary school; teaching English to migrant pupils; senior English (Years 11 and 12); assessment and evaluation.

C.S. ENGLISH III (SPECIAL COURSE)
English literature in the nineteenth and twentieth centuries.

COMMUNICATION
The communicating teacher—self-possession, awareness, verbal and non-verbal communication; the communication of self-values and convictions, authority, "ego" and the teacher; levels of language—disadvantaged English, oral reading; the dialogue of the classroom; story-telling; conventions of the classroom and their influence on communication.

C.S. ENGLISH
The nature of language—language acquisition and implications for teaching language arts; analysis of the 1973 N.S.W. Curriculum in English; teaching of speech and drama; teaching of reading; written expression; evaluation; planning and primary school English programme; use of resource centres and teaching aids.

S.S. LITERATURE AND SOCIETY I
A study of significant works concerned with social issues—societies in conflict, the individual in conflict with society, alienation; topics—war and the fighting man, the problem of being young, cultural and racial conflict, the plight of women.

S.S. LITERATURE AND SOCIETY II
Ideas into literature—a study of modes of writing; topics—fantasy, myth, satire, absurdism, tragedy, comedy, the picaresque, stream of consciousness.

S.S. LITERATURE AND SOCIETY III
An examination of particular periods and the literature which they have produced; topics—Elizabethan and Jacobean England, Victorian England, Australia since World War II, the Great Depression, modern America, modern European literature.

S.S. DRAMATIC ART I
The development of confidence, concentration and awareness; spontaneity and judgment—mime, imagination and self-expression; group awareness; speech; reading of selected plays to give an overview of the development of drama and theatre.
31021 S.S. DRAMATIC ART II
Prolonged and polished improvisations; dance drama and mime; speech;
confidence awareness, authenticity of “self”; co-operation; possession of set
lines; spontaneity in relation to this; gesture, movement and meaning, group
composition and meaning; some readings in pre-twentieth century comedy
and tragedy.

31031 S.S. DRAMATIC ART III
The “meaning” of a play—its intention, structure and mood; the building of
a character, the treatment of a role and its relation to the total play; sub-
text; the production of a play; direction, stage design, costume, lighting and
the audience; further work in all skills and disciplines listed in Years I and II;
some readings in twentieth century drama.

31111 S.S. CREATIVE WRITING I
Verse—Short simple forms; free verse.
Prose—The short story—discussion of sample works by established authors;
writing of simple narratives; writing by and for children.
Drama—The radio play.

31121 S.S. CREATIVE WRITING II
Verse—More complex forms; study of prosody; lyric and narrative verse.
Prose—The short story, especially Russian and Australian; development of
themes in several linked stories.
Drama—Adaptation of children’s stories.

31131 S.S. CREATIVE WRITING III
Verse—Lyrical and discursive modes.
Prose—The novel—organization, structure, themes; short story—modern
American; children’s literature.
Drama—Original composition, several scenes.

31211 S.S. THE CONTEMPORARY SCENE I
An introduction to certain strands in British and American verse, short stories
and novels of the last hundred years; examination of these strands and their
importance in modern literature.

31221 S.S. THE CONTEMPORARY SCENE II
Prose—A selection of modern British and American writers of the novel and
the short story.
Verse—Selected modern British and American poets.
Drama—Emphasis will be on modern American dramatists.

31231 S.S. THE CONTEMPORARY SCENE III
Prose—Examination of selected writers from Joseph Furphy to Patrick White.
Drama—The Australian post-war theatre.
Verse—Anthology selections from 1900 onwards; more detailed treatment of
the work of Judith Wright, Kenneth Slessor, R. D. Fitzgerald, A. D. Hope,
Douglas Stewart, Rosemary Dobson.

31311 S.S. CHILDREN’S LITERATURE I
A study of children’s books from 17th to 20th century; selected readings,
19th century and present day—picture books, poetry and novels; ways of
programming children’s literature and the planning of activities arising from
children’s books in the classroom; the contribution of illustration to children’s
literature—Shepherd, Rockham, Crane, Caldecott, Greenaway, Tenniel.
S.S. CHILDREN'S LITERATURE II
Continuation of selected readings: continuation of programming and planning of activities arising from children's literature; study of works selected from the following areas: picture books—Mother Goose, Dr. Seuss, rhymes, counting books; traditional literature—folk tales, fables; fantasy—modern fairy tales, modern fantasy; realistic fiction—finding an identity, human problems.

S.S. CHILDREN'S LITERATURE III
Study of works selected from the following areas: traditional literature—myths, Bible stories; fantasy—science fiction; biography—stories which extend the child's opportunities for identification; realistic fiction—realism in children's writing today; historical fiction.

Mathematics

C.S. MATHEMATICS I
The number system; algorisms; rational number; geometry; graphs; measurement; enrichment; sets.

C.S. MATHEMATICS II
Relevant sections of the work of Piaget, Dienes and others; sets; concepts involved in number and measurement; structured material; grading, programming; individualised instruction; evaluation; remediation.

C.S. MATHEMATICS II L.P.
Relevant section from Piaget, Dienes and others; Cuisenaire and other commercial material; development of the number concept; the number line; environmental material.

C.S. MATHEMATICS III
Teaching techniques; problem solving; evaluation; remediation.

C.S. MATHEMATICS III L.P.
A study of commercial materials, e.g. Open House; concept development assessment, evaluation; remediation; trends in curriculum development.

C.S. MATHEMATICS I
Mathematics Method I—a detailed study of work for Year 7.
Calculus I—differentiation, integration; circular, logarithmic, exponential and hyperbolic functions; partial differentiation; polar co-ordinates; applications.
Algebra I—complex numbers; vector analysis; determinants; matrices; polynomial theory.
Computing—BASIC programming; numerical methods.

C.S. MATHEMATICS II
Mathematics Method II—organisation of courses for Years 8, 9, 10; a detailed study of topics from these courses.
Calculus II—differential equations; multiple integrals, Gamma and Beta functions.
Algebra II—vector analysis; linear algebra; group theory; Boolean algebra.
Series—McLaurin, Taylor, Fourier series; convergence, summation.
Statistics—elementary statistics; probability theory; sampling theory.
40431  **C.S. MATHEMATICS III**  
*Mathematics Method III*—organisation of courses in Years 11, 12; a detailed study of topics from these courses. 
*Geometry*—curves; co-ordinate geometry; projective geometry. 
*Mechanics*—statistics; dynamics.

40561  **C.S. MATHEMATICS**  
The development of number concepts; cuisenaire material; set theory; algorithms; rational number; measurement, shapes and graphs; enrichment; grading; programming; teaching techniques; problem solving; evaluation; remediation.

40611  **S.S. MATHEMATICS I**
40621  **S.S. MATHEMATICS II**
40631  **S.S. MATHEMATICS III**  
Selection of topics from the following: logic; mathematical puzzles; elementary calculus; computing; determinants; matrices; the programmable calculator; statistics; graphs and networks; geometry; curves; time; coastal navigation; celestial navigation; history of mathematics; other topics.

40711  **S.S. ADVANCED MATHEMATICS I**  
Calculus.

40721  **S.S. ADVANCED MATHEMATICS II**  
Algebra; computing.

40731  **S.S. ADVANCED MATHEMATICS III**  
Statistics; number theory.

40811  **S.S. ENVIRONMENTAL MATHEMATICS I**  
Practical applications of mathematics—statistics in the real world; computers and computer packages; navigation, astronomy; architecture; other topics.

**Music**

50111  **C.S. MUSIC I**  
Elements of musical sound; broad principles of composition; practical study; elements of movement; approach to music literacy—graphic and traditional notations, techniques for development of pitch and rhythm response and associated repertoire or songs and singing games.

50121  **C.S. MUSIC II**  
Practical study extension; the integration of music as a mode of learning; Orff instrumental techniques and approaches—group improvisation; sound exploration; form and design in music; approach to music literacy—continuance and extension of first year topics; processes for the development of music reading skills; children’s dance.

50122  **C.S. MUSIC II L.P.**  
The integration of music as a mode of learning; non-tuned percussion techniques and approaches; group improvisation; sound exploration—form and design in music; development of traditional music literacy; repertoire of songs and singing games—movement response and communication; continuance of skills development.
50231 C.S. MUSIC III
Practical study extension; repertoire extension; integrating modes of musical activity and music concept elements through scope and sequencing organisations; M.M.C.P. spiral curriculum organisation.

50232 C.S. MUSIC III L.P.
Integrating modes of musical activity with music concept elements—scope and sequencing organisation. The use of tuned percussion—Orff instrumental techniques and approaches, group improvisation; repertoire extension—songs, movement, singing games; continued development of music literacy, consideration of associated practical and philosophical problems.

50361 C.S. MUSIC
Sound; vocal and instrumental practical work in tuned and untuned percussion; skill and practical musicianship—songs and voice production, basic music reading and elementary music theory; literacy—Carl Orff and Kodaly techniques; recorded works and techniques suited to the classroom; music programming and grading of material.

50411 S.S. INSTRUMENTAL MUSIC—STRINGS I
Introduction of basic skills or continuation of study from previous level of attainment on chosen instrument; simple ensemble playing; personal tuition; detailed study of technical problems and possibilities of chosen instrument: survey of repertoire and historical development; observation and analysis (through performance) of musical development from early scales to the major-minor system of the Baroque period; basic theory of music studies; some facets of mediaeval, Renaissance and Baroque musical styles and practices.

50421 S.S. INSTRUMENTAL MUSIC—STRINGS II
Continued development of repertoire and technique; group and ensemble playing; orchestral playing; observation of the development of the major-minor system to include chromaticism, chord structure and four-part harmony; the effects of form on composition; student melodic creativity improvisation in the forms under study; Classicism and Romanticism—a survey of the resources and growth of repertoire of the orchestra during the eighteenth and nineteenth centuries; significant formal developments.

50431 S.S. INSTRUMENTAL MUSIC—STRINGS III
Continued development of repertoire and technique; general musicianship; rehearsal technique; group and ensemble playing; orchestral playing; application of advanced theory studies to the composition of original pieces; arrangement of moderately difficult pieces for a typical school instrumental group; group instrumental instruction pedagogy; organisation and management of a school band; conducting; observation of melody and harmony in twentieth century music—the whole-tone scale, twelve-tone scale, atonality; trends of later nineteenth century; twentieth century music as a development of previous trends; new paths in twentieth century music.

50511 S.S. INSTRUMENTAL MUSIC—WOODWIND I
50521 S.S. INSTRUMENTAL MUSIC—WOODWIND II
50531 S.S. INSTRUMENTAL MUSIC—WOODWIND III
Content as in 50411, 50421 and 50431 respectively.
50611  S.S. INSTRUMENTAL MUSIC—BRASS I
50621  S.S. INSTRUMENTAL MUSIC—BRASS II
50631  S.S. INSTRUMENTAL MUSIC—BRASS III
Content as in 50411, 50421 and 50431 respectively.

50711  S.S. AESTHETICS AND CHORAL MUSIC I
Essentials of music theory; pentatonic and major-minor systems; creative activity in the pentatonic; historical perspectives of music; practical workshop—choral and keyboard.

50721  S.S. AESTHETICS AND CHORAL MUSIC II
Conducting; arranging—use of tuned and untuned percussion; simple harmonic vocabulary—student creativity in melodic composition and simple song arrangement; history of music—Baroque music and practice, concerto principle, emergence of sonata form; the Classicists; formal developments; practical workshop—choral and keyboard.

50731  S.S. AESTHETICS AND CHORAL MUSIC III
Extension of theoretical knowledge and practical experience; studies in areas of Romanticism, impressionism, twelfth century—the tone row; simple creativity and arrangement in the styles under study for performance by students in lectures; history of music—German Romanticism, later nineteenth century trends; some perspectives of early opera—Mozart’s operas, Wagner; twentieth century music as a development of previous trends; new paths.

Natural Science

60111  C.S. NATURAL SCIENCE I
The domains of science—affective, psychomotor, methodological, content; observation of specimens—aims and procedures; discovery approach to experimental work; forces and machines—aims and procedures; basic principles of ecology.

60121  C.S. NATURAL SCIENCE II
Plant studies; nature walk—seasons; excursion—marine rock platform, habitat study; environmental studies for infants classes, upper primary; series of simple tests—magnetism, food tests; inductive/deductive experiment lessons—heat absorption; problem-solving experiments—plant growth; process science; lessons based on aids, films; multi-media approach—local birds.

60122  C.S. NATURAL SCIENCE II L.P.
The role of science in the education of young children; exploring the science environment—methods and techniques for teaching science concepts to young children; introduction of appropriate science concepts and processes at the student teacher level; the natural science curriculum for lower primary children; examination of, and experimentation with, other curricula.

60231  C.S. NATURAL SCIENCE III
An overview of “Science 5/13”; models for unit writing on selected topics; presentation by students of their own units in seminar format.

60232  C.S. NATURAL SCIENCE III L.P.
Presentation of science to children in the infants’ grades—theory and practice; aids and apparatus; conservation education for infants’ grades.
60311 S.S. SCIENCE TODAY I
60321 S.S. SCIENCE TODAY II
60331 S.S. SCIENCE TODAY III
A study of science within man's environment; an examination of current issues; topics selected by students from the following areas: man's energy problems—present energy sources, possible future sources, the energy balance on earth; population—man's waste, environmental changes, survival ecology; communications—film, electronics, radio, telecommunications, data banks, micro-records, impact on man; material resources—water, minerals, fuels, food, fibres.

60411 S.S. EARTH SCIENCE I
Introductory geology and the history of geology as a science; the anatomy of the earth; the history of life on earth; local geology.

60421 S.S. EARTH SCIENCE II
Earth materials; the surface of the earth; earth resources and applied geology; geological mapping; local geology.

60431 S.S. EARTH SCIENCE III
Geologic time and ancient environments; the oceans and the atmosphere; introductory crystallography, mineralogy, petrology; geological mapping; geology of Australia.

60511 S.S. BIOLOGY A I
60521 S.S. BIOLOGY A II
60531 S.S. BIOLOGY A III
Practical investigations in both the laboratory and the field in topics chosen from areas such as variety of living things; basic ecology; resource management; conservation; native flora and fauna; plant and animal physiology; microbiology; history of biological science.

60611 S.S. BIOLOGY B I
60621 S.S. BIOLOGY B II
60631 S.S. BIOLOGY B III
Content as in 60511, 60521 and 60531 respectively.

60711 S.S. SCIENCE IN THE SECONDARY SCHOOL I
60721 S.S. SCIENCE IN THE SECONDARY SCHOOL II
60731 S.S. SCIENCE IN THE SECONDARY SCHOOL III
The processes of science; theoretical and experimental work in physics, chemistry, biology and geology; teaching methods, both general and specific, appropriate to science teaching; contemporary approaches to science teaching such as ASEP, process science and "Science 5/13".

60861 C.S. NATURAL SCIENCE
Observational studies—animal and plant types; nature walk—seasons, native plants; excursion—heath, rainforest, marine rock platform; habitat studies—adaptations; environmental studies; teaching for eco-crisis; discovery approach to experimentation; series of simple tests—sound, magnetism, food tests; inductive/deductive experiment—heat, mechanics; problem-solving experiments—plant growth; process science; lessons based on aids, films; the integrated day—experiment cards, "Science 5/13".

33
Physical Education and Health Education

70111 C.S. PHYSICAL EDUCATION I
Games (minor); teaching method; physiological background to physical education; first aid; dance (folk); gymnastics.

70121 C.S. PHYSICAL EDUCATION II
Gymnastics, progression and extensions in the areas of roundback and hollowback tumbling, balance, springing, landing and vaulting; games—the development of games skills, including tabloid games; dance—folk dance, square dance, swimming—development of learn-to-swim programme; sports organisation—the role of the sports master/mistress; fixed playground equipment.

70122 C.S. PHYSICAL EDUCATION II L.P.
Child growth and development characteristics—physical, social, emotional and intellectual; movement exploration leading to rhythmic work and creative expression; games activities including exploration of skill development possibilities with ropes, loops, balls and other small equipment; gymnastics involving agility, flexibility, strength and co-ordination skills presented sequentially with and without equipment in concrete and/or creative situations; water familiarisation, swimming skills and water safety; programming and lesson planning.

70131 C.S. PHYSICAL EDUCATION III
Expansion of topics dealt with in first and second years with particular emphasis on the developmental needs of 5-8 or 8-12 year old children; movement exploration leading to rhythmic work and creative expression; games skills with all forms of small equipment (5-8 years) and large equipment leading to major games (8-12 years); further extension of gymnastics skill development sequentially planned with/without equipment in creative/concrete situations in accordance with accepted child growth and development patterns; swimming stroke analysis, water skills and elementary life saving; programming, lesson planning, infants' games organisation (5-8 years) or sports afternoon and carnival organisation (8-12 years); collation of resource materials and the integration of physical education with other curriculum areas.

70211 PERSONAL HEALTH EDUCATION
Modern concepts of health; major causes of morbidity and mortality and factors affecting health; communicable disease; cardiovascular disease and fitness; neoplasia; accidents and safe living; nutrition; drug use and abuse; fitness, rest and relaxation; mental health; communication of sexuality.

70311 PERSONAL FITNESS I
Pre-exercise phenomena; warming-up processes; recovery processes; exercise as a stressor; progressive overload training; specificity of adaptation to training stimuli; practical work—circuit training and interval training, development of personal skills.

70321 PERSONAL FITNESS II
Physical fitness parameters; motor fitness parameters; cardiovascular/respiratory training; strength training—isometric, isotonic and isokinetic; local muscle endurance training; flexibility improvement processes; practical work—circuit training and interval training, development of personal skills.
PERSONAL FITNESS III
Modification of body composition and body weight; physique and figure form modification; organic health and its relationship to physical fitness; physical fitness testing processes; processes involved in safeguarding against anatomical and physiological overstress; practical work-circuit training and interval training, development of personal skills with specialisation in those activities which most suit each individual.

C.S. HEALTH EDUCATION
A rationale for health education and health instruction; the total school health programme; the teacher as a health educator; developing and planning instruction; selecting and developing learning experiences.

C.S. HEALTH EDUCATION L.P.
Content as in 70421 with emphasis on lower primary classes.

C.S. GAMES COACHING
A selection of four games will be studied from the following: volley ball, hockey, tennis, Rugby Union, squash, archery, softball, netball, Rugby League, badminton, Association Football.

PHYSICAL EDUCATION IN THE PRIMARY SCHOOL
Aims and objectives of physical education in the primary school; lesson structure and content; programming; teaching methods; use of equipment (including adventure equipment); role of the Sportsmaster/Sportsmistress.

PHYSICAL EDUCATION IN THE SECONDARY SCHOOL
Aims and objectives of the secondary school syllabus; lesson structure in games, dance and gymnastics; tabloid sports and minor games; organisation and class management; progression and evaluation of secondary school pupils; content and method in secondary Physical Education.

P.S.H.M. GAMES I
Games skills and recreational activities; aquatics—teaching the non-swimmer, techniques of life-saving.

P.S.H.M. DANCE I
Folk dances of Europe; square dance of America; dance drama; jazz ballet, social dance.

P.S.H.M. GYMNASTICS I
Rhythmic gymnastics; gymnastics for the 5-12 year old child; elementary tumbling.

P.S.H.M. PERSONAL FITNESS I
Developmental exercise programmes—warm up and warm down calisthenics, basic circuit training; introduction to progressively planned aerobics running programme; introduction to simple isotonic weight training programme (De Lorme).

P.S.H.M. GAMES II
Games skills and recreational activities; aquatics—synchronised swimming; track and field athletics.

P.S.H.M. DANCE II
Resource materials in creative dance; Latin American dance.

P.S.H.M. GYMNASTICS II
Modern educational gymnastics; basic Olympic gymnastics.
P.S.H.M. PERSONAL FITNESS II
Variations in developmental exercise and circuit training programmes; interval and repetition running training; the Berger system of isotonic muscular strengths with relevant flexibility exercises.

P.S.H.M. GAMES III
Games skills and recreational activities; aquatics—techniques and coaching in competitive swimming.

P.S.H.M. DANCE III
Modern ballroom dance; creative dance in a co-educational group.

P.S.H.M. GYMNASTICS III
Olympic gymnastics.

P.S.H.M. PERSONAL FITNESS III
Individual development and implementation of personal programme of circuit training and running to cater for individual strengths and weaknesses and for short and long-term individual objectives for personal physical fitness; isokinetic, eccentric and isometric weight training techniques; sprint training—anaerobic power.

P.S.H.M. SELECTED AREAS
Presentation of work selected from the following areas:
Gymnastics—rhythmic, Olympic, modern educational.
Dance—modern ballroom dance, Latin American dance, folk dance, square dance and dance drama.
Aquatics—championship swimming.
Games—team games, individual sports, recreational activities.
Track and Field Athletics.

P.S.H.M. PERSONAL FITNESS IV
Development and implementation of cardio-respiratory biased skill/circuit programmes for various sports, e.g. field hockey, basketball, volleyball, softball, Rugby etc.; research related to personal physical fitness required for various major team games.

H.E. PERSONAL HEALTH
Modern concept of health; factors influencing health; major causes of morbidity and mortality; cardiovascular disease; neoplasia; pulmonary disease; accidents; mental health; nutrition; drug abuse; physical fitness; sexuality and communication; questions of standards and values; family living; population control.

H.E. DISEASE AND SCHOOL HEALTH
Concepts of disease—theories of disease production, molecular basis of disease; neoplasia—abnormalities of cell structure; metabolic derangements; nutritional diseases, diseases of the circulatory system; heredofamilial diseases; diseases of bones and joints; diseases of the respiratory system; diseases of the gastrointestinal tract; diseases caused by physical agents and trauma; infectious diseases.

H.E. HEALTH IN THE ECOLOGIC PERSPECTIVE
Mental Health—relevance to total health, good mental health, basic characteristics of a healthy personality, factors affecting mental health, mental illness, man and his environment.
Bacteriology—discovery of the microbial world, major genera and families, growth and death of bacteria, environmental influences on bacteria, mechanisms of constitutive host resistance, mechanisms of microbial pathogenicity, mechanisms of inducible host resistance, principles of chemotherapy, exploitation of micro-organisms by man.

Environmental Health—quality control, pollution, ecosystems in jeopardy, can man survive?

70823 H.E. PRINCIPLES AND THEORIES OF HEALTH EDUCATION
Points of view concerning health and education for health; the school health programme—aims and objectives, health instruction, health services, healthful school environment; health education—professional competencies and role; developing and planning health instruction—type of instruction, progression and scope in planning, health content areas, teaching through concepts, formulating and stating instructional objectives, development of units and lessons.

70831 H.E. METHODOLOGY IN HEALTH EDUCATION
The nature of creative teaching; developing and selecting learning opportunities for health education—learning opportunities, reasons for varied learning opportunities, criteria for developing and selecting, values and limitations; the creative use of media; innovative techniques in affective teaching; creative techniques in cognitive teaching; sources of information and health material.

70832 H.E. PSYCHOPHARMACOLOGY
Definitions and perspectives of drug misuse; drug groups common to drug abuse—history of use, medical use, effects and dangers, methods of abuse; laws relating to drug control and use; methods of control; educational programmes; treatment and rehabilitation.

70833 H.E. PUBLIC HEALTH
Historical background; philosophy of public health; structure, functions and legislation of the Health Commission; tools of public health—demographic data, vital statistics, epidemiology; nature and scope of public health programmes, visits to a number of public health institutions and agencies.

70841 H.E. COMMUNITY HEALTH
Concept and function of a community; the range of community health; promotion and advancement of community health—maternal and infant care, child health, adult health, geriatrics and gerontology, mental health, disease control, safety in the community, poverty and disadvantaged youth, environmental sanitation and ecology, problems peculiar to various groups, e.g. physically handicapped, social minorities, vandalism.

70842 H.E. CURRICULUM CONSTRUCTION AND EVALUATION IN THE SCHOOL HEALTH PROGRAMME
Philosophical foundations of education; philosophy of health education; recent trends in health education; approaches to school health education; development of curriculum objectives; evaluating the school health programme; function of measurement; measurement of health knowledge, attitudes and behaviour; strengths and weaknesses of programmes; administration of the total school health programme; the future of health education.
H.E. SOCIAL HEALTH
Criteria of sex education; historical perspective and theories of sex education, social health and the community; basic issues and public opinion; terminol­ogy; psychosexual development and the personality; the promiscuous society; critical issues; sexual myths and consumer health: the social health programme.

FIELDWORK
Camps without children, i.e. training camps; camps with children and young people; swimming schools and play centres; administration in sporting bodies; participation in community sport; community service in teaching, coaching and umpiring sport and recreational activities; general community service in community projects, appeal collections, hospital visiting, etc.

P.S.H.M. GAMES II
P.S.H.M. DANCE II
P.S.H.M. GYMNASICS II
P.S.H.M. GAMES III
P.S.H.M. DANCE III
P.S.H.M. GYMNASICS III
Content of these courses is identical with 70721, 70722, 70723, 70731, 70732 and 70733 respectively but treatment is of greater depth in the three-year programme.

S.S. PHYSICAL EDUCATION I
S.S. PHYSICAL EDUCATION II
S.S. PHYSICAL EDUCATION III
Practical and theoretical work in at least two areas from dance, gymnastics—performing, coaching or officiating and games—participating and either coaching or officiating.

S.S. HEALTH EDUCATION I
S.S. HEALTH EDUCATION II
S.S. HEALTH EDUCATION III
Philosophy of health education; the school health education programme; the competencies of a health educator; health instruction—type of instruction, progression and scope in planning, methods and preparation, learning experiences, promoting and motivating health and examination of resource material; curriculum content; evaluating the school programme.
The above topics will be integrated into a variety of health subject areas chosen from smoking, diseases of communicability, safety education, dental health, drug use and abuse, mental health, nutrition, human sexuality and cardiovascular disease and fitness.

S.S. STUDIES IN DANCE I
Folk and national dances of the British Isles and Europe; square dance of America; basic movement techniques of creative dance relative to the body, time, space, flow and relationship.

S.S. STUDIES IN DANCE II
Old-time ballroom dance; Latin and American dance; jazz ballet; primitive dance.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tr>
<td>71331</td>
<td>S.S. STUDIES IN DANCE III</td>
<td>Modern ballroom dance; dance drama; advanced techniques in choreography.</td>
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<tr>
<td>71411</td>
<td>S.S. HUMAN BIOLOGY AND THE SCIENCE OF SPORT I</td>
<td>Basic study of structure and functions of human body systems—histology, skeletal system, arthrology, muscular system, circulation, nervous system and practical experimentation including blood pressure, heart rate, blood typing and counting and kinesthetic perception testing.</td>
</tr>
<tr>
<td>71421</td>
<td>S.S. HUMAN BIOLOGY AND THE SCIENCE OF SPORT II</td>
<td>Respiratory system, digestive system and urinary system; unit of instrumentation of O₂ uptake, respirometry, E.C.G. and telemetry; effects of regular training on health throughout life.</td>
</tr>
<tr>
<td>71431</td>
<td>S.S. HUMAN BIOLOGY AND THE SCIENCE OF SPORT III</td>
<td>Physical conditioning—principles for training based on physiology, strength training, local muscular endurance training, cardio-vascular endurance training and flexibility training; biological long-term effects on the body's systems, organs, tissues and cells; psychological effects of exercise; physiology of various sports activities, analysis of various sports—walking, running, swimming and skiing.</td>
</tr>
<tr>
<td>71511</td>
<td>S.S. OUTDOOR EDUCATION I</td>
<td>Preparation and purpose of a bushwalking/camping trip; equipment—packs, sleeping gear, tents, cooking utensils, clothing and toilet articles; choosing a camp site; tent pitching; bed making; fire lighting; camp cooking—menu and food lists, packing and cooking; leaving a camp site; knotting and plaiting; basic map and compass work; archery.</td>
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<tr>
<td>71521</td>
<td>S.S. OUTDOOR EDUCATION II</td>
<td>Basic nature lore and rock studies; elementary first aid; basic swimming, life saving and water safety; canoeing; rock climbing; direction finding—landmarks, sun, trees, moon and stars.</td>
</tr>
<tr>
<td>71531</td>
<td>S.S. OUTDOOR EDUCATION III</td>
<td>Essentials in organising and administering outdoor educational activities; evening activities; sailing; water skiing; cross country skiing; fishing.</td>
</tr>
<tr>
<td>71611</td>
<td>S.S. AQUATICS I</td>
<td>Learn-to-swim; swimming strokes and stroke correction; water games; artificial respiration; the learning and teaching process as it applies to aquatic activities.</td>
</tr>
<tr>
<td>71621</td>
<td>S.S. AQUATICS II</td>
<td>Water safety and lifesaving; water skills; competitive swimming; springboard diving; basic skin diving; first aid at pools and waterfronts; physical principles applied to swimming.</td>
</tr>
<tr>
<td>71631</td>
<td>S.S. AQUATICS III</td>
<td>Programmes and programming aquatic activities and events; evaluation standards; coaching; synchronised swimming; basic scuba diving; water polo; canoeing.</td>
</tr>
<tr>
<td>71761</td>
<td>C.S. HEALTH AND PHYSICAL EDUCATION</td>
<td>Physiological background—anatomy, physiology of exercise, diet, nutrition, weight control, first aid; practical gymnastics to develop strength, flexibility,</td>
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</tbody>
</table>
endurance, skill; games—major, minor, recreational, organisation, administration and officiating; health education—public health, drugs, sex education, nutrition, diet, weight control, personal hygiene, social development, adolescence and its problems; methodology—types of lessons, communication, use of media, programming, study of syllabus, education; dance—folk, social.

Social Science

80111  C.S. SOCIAL STUDIES I
Social Studies as an Area of the Curriculum—general curriculum overview and development of a simple model of curriculum process; the nature of social studies.
Content and Structure of Knowledge—significance of structure in the social science disciplines; inquiry—conceptual approach to learning.
Teaching Social Studies—planning and practising activities related to concept attainment, developing generalisations, skills development in social studies, teaching aids and materials in classroom situations, approaches to values education, role play and simulation.

80121  C.S. SOCIAL STUDIES II
Approaches to Social Studies Teaching—consideration of the major approaches to the teaching of social studies including the traditional social science and inquiry—conceptual approaches.
Curriculum Overview—development of a more complex model of curriculum process.
Curriculum Guidelines for Primary Social Studies Document—an in-depth study of the curriculum guidelines for N.S.W. schools; a comparison with earlier syllabuses; consideration of the guidelines document in relation to the curriculum process model
Curriculum Construction—planning and preparing resource units with particular emphasis on criteria for selection of focus questions and content samples; objectives related to thinking, acting, feeling and valuing: learning activities including data intake, organisational, demonstrative and creative-type activities; planning and using activities to introduce, develop and conclude a unit; techniques of evaluation, both formal and informal; relationship between objectives, learning activities and evaluation; resources and teaching materials including the uses of audi-visual equipment and primary sources of data.

80231  C.S. SOCIAL STUDIES III
Curriculum Guidelines Document—further examination of the guidelines document for N.S.W. Schools; comparison with other curricula; the Queensland syllabus; U.S. and British programmes.
Curriculum Implementation—planning a school-based curriculum in social studies.
Curriculum Interpretation and Evaluation—analysis of specific social studies programmes selected from those prepared by Bruner, Taba and Senesh.
Social Education—detailed examination of the approaches to values educa-
tion adopted by Senesh, Fraenkel, Kohlberg and Simon.

Teaching Social Studies—planning and practising activities related to field excursions, developing map concepts and using local resources.

80311  C.S. HISTORY I
Introduction to the Study of History—studies of the Norman conquest of England, 1066; four major problems in the early development of colonial New South Wales; the women’s suffrage movement in Britain.

Australian Development—white settlement; squatting and inland exploration; immigration and urbanisation; black-white relations in colonial Australia; gold and its impact upon colonial society; birth of the nation; the Australian legend—myth and verity; the First World War and the Digger tradition; war in the Pacific; development of post-war Australia; Australia’s confrontation with the future.

80421  C.S. HISTORY II
History of the United States of America—establishment and growth of the American republic; slavery and sectionalism—the forces of disruption; manifest destiny—the genesis of an ideal; the frontier in American history; the imperial republic—U.S. expansion overseas; development of a world power; victory without peace? The price of two world wars; the Cold War and global politics; the new frontier and great society of the sixties; the American character—what is an American?

Africa in the Nineteenth and Twentieth Centuries—Africa before 1975; the scramble for Africa, causes, results; the collapse of colonial empires in Africa; Kenya in the nineteenth and twentieth centuries; South Africa, Britain and the Boer Republics, apartheid.

80431  C.S. HISTORY III
Victorian Britain—the industrial revolution; class; the family; education; religion; labour; imperialism; feminism; relevant aspects of 19th century British and European history covered by the senior high school syllabus.

80432  C.S. HISTORY III (SPECIAL COURSE)
Britain in the Twentieth Century—the social effects of war and depression; popular culture; social welfare; education, immigration; feminism; relevant aspects of 20th century British and European history covered by the senior high school syllabus.

80561  C.S. SOCIAL STUDIES
Social Studies as an Area of the Curriculum—The nature of social studies; changing perspectives in the social sciences; developing a new curriculum.

Approaches to Social Studies Teaching—Traditional; social science; inquiry—conceptual.

Curriculum Guidelines for Primary Social Studies Document—Study of curriculum guidelines for N.S.W. schools; comparison with earlier syllabuses; the guidelines document in relation to the curriculum process model.

Curriculum Construction—Planning and preparing resource units with emphasis upon: criteria for selection of focus questions and content samples; objectives related to thinking, acting, feeling and valuing; learning activities including data intake, organisational, demonstrative and creative-type activities; planning and using activities to introduce, develop and conclude a unit; techniques of evaluation, both formal and informal; relationship between objectives, learning activities and evaluation; resources and teaching materials including the uses of audio-visual equipment and primary sources of data.
Curriculum Implementation—Planning a school-based curriculum in social studies.

Curriculum Interpretation and Evaluation—Analysis of specific social studies programmes selected from those prepared by Bruner, Taba and Senesh.

Teaching Social Studies—Planning and practising activities related to: concept attainment; developing generalisations; skills development in social studies; teaching aids and materials in classroom situations; approaches to values education; role play and stimulation; field excursions.

80611 S.S. ASIAN STUDIES I

The Asian Village—The morphology, functions and structure (economics, social and political) of Asian villages: major cultural realms.

80621 S.S. ASIAN STUDIES II

Asian Religions—Introduction to the sociology of religion; study of specific Asian religions—Hinduism, Buddhism, Islam and Shinto; social implications of the several Asian religions; religion and change in Asian society.

Comparative Political Systems—Description and comparative analysis of Asian political systems; examination of the nature of government and forms of political organisation—political foundations, leadership, decision making, institutions, citizenship and ideology.

80631 S.S. ASIAN STUDIES III

China and the World Community—The place of China in the world community; containment policies of major world powers applied to China; problems associated with China's growing population; contemporary issues—the cultural revolution, medical services and education.

Japan—A study of Japanese history with emphasis on the beliefs and traditions which have influenced the Japanese people; Japan's use of regional power; Japan today—tensions within society, socio-economic and political problems and Japan as a trading partner for Australia.

80711 S.S. ECONOMICS I

Introduction of students (who may or may not have studied economics) to the major economic ideas through practical problems utilising laboratory work, guest speakers, field work and TV broadcasts as well as formal discussion and lecture work. Topics include a comparison of the way in which socialist and capitalist economic systems have solved problems of inflation and unemployment; the importance and unimportance of gold; why an exchange rate changes; re-examination of the multi-national role in our economy; economics of real estate; the uses and abuses of the stock exchange; consumer economics.

80721 S.S. ECONOMICS II

Possible tax reforms in Australia; practical application of the theory of the firm; empirical and field work; government policies and big business.

80731 S.S. ECONOMICS III

Income and employment; balance of payments; inflation; classical theory; monetarists vs Keynesians.

80811 S.S. GEOGRAPHY I

Urban Geography—The evolution of urbanism—historical perspective; theoretical foundations of urban systems and networks; land use and activities within the city; spatial movements within the city—territoriality, sprawl;
social geography of the city—neighbourhoods, crime; problems in urban areas—urban renewal, slum clearance; urban planning and new towns—decentralisation, zoning.

80821 S.S. GEOGRAPHY II

Behavioural Geography—Behavioural revolution in geography; psychological foundations of behavioural geography—motivation, perception, attitudes, learning, mental maps; locational decisions of manufacturing firms; factors in consumer behaviour; residential preference patterns and territoriality; perception and behaviour in intra-urban migration; environmental perception and natural hazards.

Transportation Geography—The economic function of transportation; forms of transportation and their characteristics; specialised studies in the geography of sea transport and one other form of transportation; a research project involving selection of topic, research, presentation of findings preferably using a variety of media.

80831 S.S. GEOGRAPHY III

Political Geography—The nature and scope of political geography; state and nation; core areas and capital cities; frontiers, boundaries and territorial seas; geography of voting; geography and public policy.

Geomorphology—Structural and tectonic influences on landform development; landform assemblages produced by fluvial processes—slopes, stream channels, drainage networks and valley forms; coastal landforms—wave processes, beach formation, barrier systems and cliffed coasts; glacial landforms—glacier movement and erosion, glacial and fluvioglacial deposition.

80911 S.S. HISTORY I

Studies of the Norman conquest of England, 1066; four major problems in the early development of colonial New South Wales; the women's suffrage movement in Britain.

80921 S.S. HISTORY II

Australian Development—White settlement; squatting and inland exploration; immigration and urbanisation; black-white relations in colonial Australia; gold and its impact upon colonial society; birth of the nation; the Australian legend-myth and verity; the First World War and the Digger tradition; war in the Pacific; development of post-war Australia; Australia's confrontation with the future.

80931 S.S. HISTORY III

Africa in the Nineteenth and Twentieth Centuries—Africa before 1875; the scramble for Africa, causes, results; the collapse of colonial empires in Africa; Kenya in the nineteenth and twentieth centuries; South Africa—origins of population, the opening up of South Africa, Britain and the Boer Republics, apartheid.

Victorian Britain—The industrial revolution; class: the family; education; religion; labour; imperialism; feminism.

81011 S.S. SOCIAL SCIENCE IN THE SECONDARY SCHOOL I

Combination of theory and method to develop competence in the teaching skills of social studies; social science overview.

81021 S.S. SOCIAL SCIENCE IN THE SECONDARY SCHOOL II

Teaching current issues with regard to underlying political theory; political philosophy; the Australian political system; comparative political systems.
Teaching geography and commerce; urban and industrial geography; physical systems; Australian economic problems; money and banking.

Interdisciplinary Studies

90110 BASIC PROCESSES OF TEACHING
Assumptions, basic concepts—teaching, learning, instruction, schooling, teaching situation; planning—models, aims, objectives, lesson structure, learning experiences, sequencing; presentation—motivation, questioning, reinforcement, variability, introductory procedures, closure, interaction; management—lesson facilitation, situational maintenance, management codes, group control, discipline, case studies; organisation—group, class, school organisational decisions; evaluation—formative, summative, measurement, assessment, judgement, reporting.

90210 CURRICULUM OVERVIEW
A broad examination of the aims and nature of the whole formal education process; visits to a variety of schools ranging from pre-schools to secondary; gradual movement to study in areas of the total curriculum appropriate to programmes being undertaken—primary students to detailed examination of the primary curriculum and secondary students to appropriate subject areas.

90311 STUDY OF MAN I
An exploration of concepts related to the nature of humanity, e.g. growth, beliefs, authority, social organisation; an introduction to methods of research/enquiry; procedures for formulating a plan for research/enquiry.

90321 STUDY OF MAN II
Undertaking by students of a detailed research/enquiry project developed from a topic introduced in Year 1 and communication of results of the project to others.

90431 CURRICULUM SEMINARS
Students select two curriculum areas in which they have particular interest, present a seminar paper in one and actively participate in seminar discussions in the other. Topics for seminar papers offer students a wide choice, ranging from practical implications from curriculum development theory to the writing of a mini-curriculum or integrated theme. Opportunities are sought to correlate paper contents to classroom practice in local schools.

90511 EDUCATION—CHILD DEVELOPMENT
The concept of development; methodology of child study; influences on development—constitutional, learning and environmental; pattern of development stages—infancy, childhood and adolescence; educational implications for management of children and for teaching.

90512 EDUCATION—PSYCHOLOGY OF TEACHING
Teaching models—assumptions, purposes, definition; formulating aims, goals, objectives; recognising and analysing the teaching situation; management behaviours—situational maintenance, lesson facilitation, discipline and con-
trol; teaching behaviours to provide learning experiences; organisation—
time and space dimensions, school and classroom; evaluation—measurement
procedures and judgement.

90521 EDUCATION—PSYCHOLOGY OF LEARNING
Types and theories of learning—behaviourism, cognitivism; factors involved
in human learning—readiness, remembering and forgetting, transfer of
learning, motivation; learning and development of concepts, skills, attitudes.

90522 EDUCATION—MOTOR LEARNING
The nature of skill; learning of skills; factors affecting motor learning: the
learning process—reinforcement, transfer, retention and forgetting; the state
of the learner; physical readiness, motivation; conditions for learning—
whole vs. part, practice distribution, mental practice, knowledge of results,
teaching aids; individual differences in learning—general and intellectual,
visual and kinesthetic perception, reaction time and movement speed.

90531 EDUCATION—CURRICULUM CONSTRUCTION
The philosophy, aims and objectives underlying a programme of physical
education; syllabus and programme development; adaptive physical educa-
tion; evaluation techniques; the use of audio-visual aids.

90532 EDUCATION—SOCILOGY
School and society—the nature of education in institutions and teaching as
an occupation; the school society; the role of sport in society—as a reflect-
tion of society, as an element of culture, as a socialising agent—towards a
sociology of sport; leisure and recreation—aggression and sports, sport and
politics, sports discrimination, professional and amateur sport.

90541 EDUCATION—ADMINISTRATION
History and structure of physical education in N.S.W.; administration respon-
sibilities; organisation of physical education—duties of sportsmistress/
sportsmaster, organisation of sport, inter-school visits, carnivals and displays;
purchase and maintenance of equipment and facilities; executive responsibili-
ties and meeting procedures; recreation in the community—the role of the
physical education teacher; ethics, professional behaviour.

90542 EDUCATION—HISTORY OF EDUCATION
Education in the pre-Christian period in Egypt, China, India, Greece, Sparta
and Rome; the Middle Ages—feudalism, asceticism, monasticism, moralism,
realism; the eighteenth century; foundations of modern education—Scan-
dinavia, Europe, the United States of America; Australia from the convicts to
the present day.

90611 S.B.H.M.—MAN IN ACTION
The nature of physical activity undertaken by man; motivations of man
towards physical activity; societal organisation of physical activity; individual
differences and physical activity; changes in human physical performance
and the identification and application of principles for improvement; perspec-
tives on sports injury; the whole child in physical activity.

90612 S.B.H.M.—ANATOMY AND PHYSIOLOGY I
The body as a whole—anatomical terminology, body cavities, planes and
axes of motion, structural units, language of anatomy, approaches to
anatomy; histology—types of tissues, structure and related functions; struc-
ture and function of body systems in detail—skeletal, arthrological, muscular
and circulatory.

90613 S.B.H.M.—CHEMISTRY AND BIOLOGY I
Chemistry: The fundamental chemical concepts; element and compound—
atom, molecule and ion; the chemical bond; properties of acids, bases and
salts; the pH scale, buffers; organic chemistry—hydrocarbons and their
derivatives, esterification and saponification reactions, hydrolysis and cond-
densation reactions; biochemistry—the structure and functions of proteins,
carbohydrates, lipids and other selected groups of compounds of biological
significance; enzymes and their function; the chemistry of digestion and of
the major cellular metabolic process.
Biology: The nature of biology; structure of cells; enzymes; respiration;
solutions, emulsions, colloids and osmosis; classification and function of
body tissues; connective, muscle and nerve tissues.

90621 S.B.H.M.—ANATOMY AND PHYSIOLOGY II
Body systems treated in detail—the nervous system, central nervous system,
peripheral nervous system, nerve impulse transmission, synapses, the motor
unit; the digestive system, the alimentary canal, accessory organs of diges-
tion, digestion and absorption of carbohydrates, fats and protein metabolism.

90622 S.B.H.M.—PHYSICS II
The basic laws of mechanics; vectors; static equilibrium; uniformly
accelerated motion; Newton’s laws; work; energy and power; friction;
circular motion; rotation of rigid bodies.

90623 S.B.H.M.—ANATOMY AND BIOMECHANICS
Anatomy: The respiratory tract; mechanics of breathing; external and
internal respiration; blood transport of O₂ and CO₂.
Biomechanics: Methods of analysing movement; review of muscle function
with reference to joint actions—prime movers, assistant movers, neutralisers
and stabilisers; mechanical principles underlying movement; posture and
dynamic equilibrium; locomotion; jumping, kicking, pushing and pulling;
hanging and swinging, lifting and carrying.

90631 S.B.H.M.—EXERCISE PHYSIOLOGY A
Energy liberation and transfer; muscle contraction physiology; neuro-
muscular functions; circulation and exercise adaptations.

90632 S.B.H.M.—SPORTS MEDICINE
Legal responsibility; first aid principles; classification and nature of sports
injuries; principles of treatment; prevention of injuries in sport and physical
recreation.

90633 S.B.H.M.—EXERCISE PHYSIOLOGY B
Respiration physiology; exercise adaptations; physical work capacity; body
dimensions and muscular work.

90634 S.B.H.M.—EXERCISE PHYSIOLOGY C
Physical conditioning; environmental physiology; nutrition and physical
performance.
S.B.H.M.—EXPERIMENTAL PHYSICAL EDUCATION A
Grouping of data; measures of central tendency; measures of dispersion, Z scores; student T test; correlation—Pearson Product Moment and Rank Difference; Chi-square; library research techniques; historical research in physical education; experimental method and its application to physical education research; instrumentation and test construction.

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

COMMUNICATION I—ENGLISH
Speaking—Clear, confident and effective speech; individual assignments in interpretive oral reading and expression of personal viewpoints.
Listening—Discussion and testing of “active” listening in a variety of situations.
Writing and Reading—Clear, concise and precise expression; development of vocabulary, sentence construction and paragraphing skills, sustained writing, e.g. reports, business letters.
Creativity—Practical work in drama.

COMMUNICATION I—MUSIC
Brief study of the development of music in western civilisation from the listener’s point of view with special emphasis on dance; an elementary vocabulary of musical terms; a basic understanding of bars, beat organisation and rhythmic figures.

COMMUNICATION II—ENGLISH
Reading—An examination of a variety of texts and examples of modern prose, verse and drama.
Writing—Exercises on comprehension; critical examination of extracts from a variety of sources, including popular media; discussion of “unseen” passages; improvement of standards of written expression.
Oral Work—Open forum discussions; individual reading; games; unscripted drama activities.

COMMUNICATION II—MUSIC
Development of performing skill on chosen instrument; development of vocal skills and elementary skills of composition and arrangement.

COMMUNICATION III—ENGLISH
Reading—Selections from modern writers of prose, verse and drama.
Writing—Practice in fluency, variety and accuracy of expression based on “unseen” extracts from a variety of sources.
Speaking—The use of audio-visual equipment to highlight strengths and weaknesses in students’ use of the voice as a communication aid; discussions; impromptu drama situations; lecturette.
Language and Communication—Brief talks and discussion of such issues as the status of grammar, current usage, changing forms of English in Australia, non-verbal communication, communication problems.
COMMUNICATION III—MUSIC
Aesthetics of performance and interpretation; brief study of acoustics; further development of group and solo performing skills and intelligent listening techniques.

COMMUNICATION IV—ENGLISH
Speaking and Listening—Development and consolidation of skills in narration, exposition and demonstration; classroom situations with audio-visual aids used for feedback; management of group discussion situations; meeting procedures.
Writing and Reading—Expression exercises as required; official correspondence; further study of contemporary prose forms, especially journalism and short stories; creative writing.

COMMUNICATION IV—ART
Clarification of ideas, scope of materials and techniques related to types of expression; practical work, offering opportunity for individuality and initiative in the creative field, largely drawing and painting.

COMMUNICATION II-III—ENGLISH
Reading—Selections from work of modern writers of prose, verse and drama; consideration of examples of contemporary journalism; study of current language forms.
Writing—Exercises to develop critical comprehension and promote clear, concise and precise expression; opportunity for students to undertake creative writing in verse and prose.
Speaking and Listening—Readings, discussions, debates and drama activities; audio-visual recording for diagnosis of strengths and weaknesses of individuals and groups.

COMMUNICATION II-III—MUSIC
Development of performing skill on chosen instrument, vocal skills and elementary skills of composition and arrangement; aesthetics of performance and interpretation; brief study of acoustics; intelligent listening techniques.
SCHOOL EXPERIENCES

The pattern of practical school experiences has two traditional components, demonstration lessons and practice teaching.

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

(a) Horizontally through the lecture and demonstration programme and into the classroom and

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

It assumes also that student involvement in the classroom should develop further the one-to-one experience of the early stages of the demonstration programme in a micro teaching situation where the complexities of full-class teaching are reduced to a level at which the student can operate confidently.

DEMONSTRATION LESSONS AND FIELDWORK

Demonstration lessons have traditionally occupied two hours per week and have allowed students on each occasion to witness two or three "lessons" by skilled teachers. These lessons have been given for primary students at either the Fairy Meadow Demonstration School or the Mount Keira Demonstration School (a "two-teacher" school) and for secondary students in a variety of High Schools. In recent years, there has been movement away from solely traditional demonstrations of the "model and master teacher" type towards utilisation of schools for field and laboratory work with access to children.

PRACTICE TEACHING

Practice teaching follows the block pattern allowing students six weeks' full-time attendance in schools in each year of the programme, usually in two periods of three weeks. All first-year students undergo an experience in primary schools during their first year. All first-year female primary students are given the opportunity of practising in upper primary and lower primary classes in order to assist them in making their choice of specialisation for the second year.

Practice teaching is supervised by Institute lecturers who act as consultants and together with the classroom teachers assist students' progress towards the acquisition of teaching competencies. While the lecturer, as an experienced teacher-educator, can give assistance to any student in any field of specialisation, consultation with a specialist lecturer is made available if necessary. The emphasis throughout is upon practice teaching as a learning process for the student rather than as a process of assessment.

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

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

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

DIPLoma IN TEACHING (PRIMARY)

The Institute offers a correspondence continuation programme which is designed to enable two-year trained teachers to achieve three-year trained status and to qualify for the award of Diploma in Teaching (Primary).

The programme is conducted during the period 1st March to 30th November each year over a minimum period of two years. The course involves one year's study in each of the areas of Education, Elective "A", Elective "B" and Curriculum Studies.

Elective courses are offered in English, Geography, History, Economics, Asian Studies, Music, Craft, Art, Physical Education, Natural Science, Education, Mathematics and Readings in Drama. It is expected that students will continue with elective studies appropriate to their previous training.

In order to satisfy requirements for the granting of three-year trained status and the award of the Institute's Diploma in Teaching (Primary), students must secure a pass in each of the areas specified in The Course Outline.

Ex-students of Wollongong Teachers College/Institute of Education who have satisfactorily completed all requirements for a two-year course in Teacher Education, and ex-students of other recognised Teachers Colleges who live or teach in the Sydney Metropolitan or South Coast area of N.S.W. (as far south as Nowra) are eligible for enrolment in this course.

POST-GRADUATE COURSE FOR SECONDARY MATHEMATICS TEACHERS*

This course has been designed to enable teachers to improve upon their training and mathematical knowledge and to provide opportunity for three-year trained teachers to upgrade their status.

It will be taken by correspondence over two years and will consist of eight units: Mathematics Education I and II, Projective Geometry, Complex Variables, Advanced Algebra, Advanced Calculus, Computational Methods and Topics in Operations Research. Vacation schools of five days' duration will be held during May and August school vacations each year.

Admission requirements are a Diploma in Teaching in Secondary Mathematics (or its equivalent) and evidence of satisfactory teaching experience. It is thought that the course will be of great benefit to teachers who graduated from University with less than three years of mathematical study or who graduated in Mathematics more than five years ago; applications are therefore invited from teachers in these categories.

* The exact nomenclature of the award is currently under consideration by the Higher Education Board.
ADMISSION REQUIREMENTS

Admission to programmes in 1978 will be in accordance with the following requirements:

Diploma in Teaching (Primary)

A. FULL-TIME:*
   Admission is based on an aggregate mark consisting of the best ten units examined in the N.S.W. Higher School Certificate examination, provided that a course in English has been presented in the same examination.

B. EXTERNAL STUDY:
   Applicants must be ex-students of recognised Teachers' Colleges who have satisfactorily completed all the requirements of a two-year course in Teacher Education.

Diploma in Teaching (Secondary)*

A. ENGLISH/HISTORY:
   As for Diploma in Teaching (Primary) Full-time, with the additional requirement that for this programme a course in History has been presented for examination.

B. MATHEMATICS:
   As for Diploma in Teaching (Primary) Full-time, with the additional requirement that for this programme either the four unit, three unit or two unit course in Mathematics has been presented for examination.

Diploma in Teaching (Physical Education)*

As for Diploma in Teaching (Primary) Full-time, with the additional requirement that for this programme, desirably, a course in Science has been presented for examination. Entrance to this programme is highly competitive and applicants require a high level of achievement in the Higher School Certificate examination and must show an interest in, and aptitude for, physical, sporting and recreational activities.

Graduate Diploma in Education (Primary)

Applicants must hold a first degree from a recognised University.

* The standard of qualifications of applicants holding other than the New South Wales Higher School Certificate is assessed by the Institute's Admissions Committee.
CONDITIONS GOVERNING PROGRESSION AND QUALIFICATION

1. **Assessment**
   (a) All students will be assessed at the end of each academic year of their programmes. This assessment may be by yearly examinations and/or by progressive assessment.
   (b) Deferred examinations may be granted after the yearly examination in such cases as may be approved by the Director on the recommendation of the appropriate Board of Studies.

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

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

4. **Award of Diploma**
   (a) Students who have passed in all subjects, areas, or strands, as applicable and who have met all programme requirements including attendance and achieving success in practice teaching shall receive the award appropriate to the programme followed.
   (b) Students who fail to qualify for the award of a Diploma at the end of the third year may be recommended for:
      (i) discontinuance,
      (ii) repetition of the year,
      or (iii) deferred examinations.
   (c) Students who fail to qualify for the award after deferred examinations may be recommended for:
      (i) discontinuance,
      or (ii) repetition of the year.
5. **Certificate in Health Education**

Students undertaking the four-year programme in Health and Physical Education shall at the end of their third year be considered for progression as in section 3 above and at the end of their fourth year shall be considered for an award as in section 4.

6. **Exemptions**

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

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

7. **Graduation with Merit**

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

8. **Deferred Examinations**

(a) Students who fail to satisfy requirements at the end of the first, second, third or fourth years may be granted deferred examinations. The Head of each Institute Department after consultation with the lecturer or lecturers concerned, shall be responsible for determining the eligibility of a student for a deferred examination in a subject area in that Department.

In the case of a student failing in one or more subjects, the granting of deferred examinations shall be determined by the appropriate Diploma Committee, except that no student may be admitted to deferred examinations in any subject in which he has been declared ineligible.

(b) Absence from any examination may be regarded as failure in the subject concerned, but students who have been absent from a yearly examination may be granted deferred examinations. Students seeking deferred examinations in those circumstances must supply the appropriate Diploma Committee with the following information as soon as possible:

(i) Name and Section,
(ii) Subject and Lecturer,
(iii) Reasons for absence. (The plea of illness must be supported by a Medical Certificate.)

Deferred examinations in all years shall be held in February of the following year.

(c) In general, deferred examinations may be taken only at the Institute. In exceptional circumstances, Boards of Studies will consider applications for examination at other places. Such applications should be lodged immediately after promulgation of final examination results.

9. **Attendance at Lectures**

Unsatisfactory lecture attendance may preclude students from being admitted to Institute examinations.

10. **Amendment of Conditions**

These provisions may be amended by the Council on the recommendation of the Academic Board.
GENERAL INFORMATION FOR STUDENTS

ENROLMENT
All first year students are required to enrol on Wednesday, 22nd February, 1978, at 8.30 a.m. Second year students will enrol on Monday, 27th February, at 9.00 a.m. and third year students at 10.30 a.m.

FEES
The Students' Association fee is compulsory and is payable on enrolment. Fees for 1978 are $35.00 for full-time students. A Library deposit of $10.00 is payable by all students and is refundable annually less any outstanding charges.

The General Office, located on the eastern side of the Administration Building, is open for business between 8.30 a.m. and 4.30 p.m. Monday to Friday.

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

DRESS
Students should observe acceptable standards of dress and deportment. They are expected to be appropriately attired when attending school for demonstrations or teaching practice.

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

LITTER
Students are asked to place all refuse in the receptacles provided and to avoid leaving papers, bottles, etc., in lecture rooms, corridors, common rooms, or anywhere in the Institute grounds. It is hoped that all students will assist in keeping the Union and cafeteria comfortable and attractive by disposing of table litter in the bins provided.

PARKING AND TRAFFIC REGULATIONS
Students must park their vehicles only in designated parking areas. Traffic through the Institute is strictly one-way and specified speed limits are to be observed at all times.

PETS
No pets are allowed on Institute premises.

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

Full reasons for any absence are to be given on the leave form and the completed form should be delivered to the Staff Adviser immediately attendance at lectures is resumed. A medical certificate is necessary for absences of more than three days on account of illness. However, there may be occasions when a student is required to present a medical certificate for absences of less than three days.
Failure to fulfil these requirements may result in leave not being granted.

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

NON-ATTENDANCE OF LECTURER

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

STUDENT MEDICAL SERVICE

A free medical service is available at the University of Wollongong to students of the Institute. Although therapeutic, the medical service is not intended to replace private or community health services. Service is confidential and students are encouraged to attend for advice on matters pertaining to health. Appointments may be arranged by contacting the Student Counselling Unit at the University.

COUNSELLING

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

CHAPLAINS 1978

The Church of England, the Roman Catholic Church and the Uniting Church in Australia have appointed Chaplains to the Institute.

Church of England:
Rev. Canon R. H. Goodhew,
St. Michael's Pro-Cathedral, Wollongong. Telephone: 28 9132.

Roman Catholic Church:

Uniting Church in Australia:
Rev. C. Dominish, L.Th. Telephone: 29 2117.

CHRISTIAN FELLOWSHIP

The Wollongong Institute of Education Christian Fellowship is an interdenominational group which meets weekly at the Institute.

YOUTH ACTIVITIES

Y.M.C.A. and Y.W.C.A.
Activities range from gymnastics to copper working, creative craft and basic car maintenance. Institute students are invited to join as participants or leaders. Field work points may be gained by Physical Education students.
For details ring Mrs. M. Montgomery (74 2424).
Programmes and craft clubs are organised for ladies. For details ring Mrs. Davies (29 5731).
Accommodation is available in single and double rooms at the Association's hostel, Thomas Street, Wollongong. For further details ring 29 5731.
THE STUDENTS' ASSOCIATION

Student organisation in the Institute centres on the Students' Association, membership of which is compulsory for all students.

Officers of the Students’ Association for 1977-78 are:

President — Malcolm Chambers
Vice-President — Mandy O’Bree
Secretary — Gail Spinks
Treasurer — Peter Lyon
Clubs & Societies Secretary — Frank Mahanay
Cultural Activities Secretary — Vicki Crane
A.U.S. Secretary — Kel Ferguson

SPORTS UNION

The aim of the Sports Union is to promote and control competitive and recreational amateur sporting activities within the Institute.

OTHER CLUBS & SOCIETIES

Conducted under the direction of the Clubs and Societies Secretary, this aspect of student life aims at providing opportunities for students to enjoy various activities, such as Drama Club, Ski Club, and Film Club, outside of their usual college commitments. Funds are allocated to clubs directly from the Students’ Association.

CARE OF PROPERTY

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

STUDENT ACCOMMODATION

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

TRAVEL CONCESSIONS

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

NEEDY STUDENTS

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

TEACHER EDUCATION ADVISORY OFFICE

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

AUSTRALIAN GOVERNMENT ASSISTANCE

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

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

A branch agency of the Commercial Banking Company of Sydney Ltd. operates in the University Union Building from 10.00 a.m. till 3.00 p.m. Monday to Friday. A branch of the University Co-operative Bookshop also operates from the same premises.
FIRST COUNCIL

First Council was appointed on 16th November, 1977. Its membership is:

Mr. R. J. B. Pearson (Chairman) Group General Manager—Technical, Metal Manufactures Ltd., Sydney. (Residence: Fairy Meadow)

Mr. F. G. McInerney (Deputy Chairman) Solicitor, Wollongong

Mr. M. Chambers Student, Wollongong Institute of Education.


Mr. G. L. J. DaDeppo Manager, Glennos Constructions Pty. Ltd., Fairy Meadow.

Mr. R. J. Doblinson Dental Surgeon, Wollongong.

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

Mrs. Valma A. Fell Country Vice-President, Federation of P. & C. Associations of New South Wales, Figtree.

Mr. J. W. Gammage Member of the academic staff, Wollongong Institute of Education.

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

Associate Professor J. S. Hagan Department of History, University of Wollongong.

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

Mr. C. Harmer Chartered Accountant, Port Kembla.

Mrs. Ruth G. Morrison Teacher, Cringila Public School.

Dr. Patricia D. Mowbray Area Community Physician, Community Support Centre, Wollongong.

Mr. A. C. Osborne Teacher, Tarrawanna Primary School, and Hon. Secretary, Illawarra Teachers' Association.

Mr. W. Pike Deputy Director and Dean of Students, Wollongong Institute of Education.
Mr. J. Powell  
Honorary Principal,  
Wollongong Branch,  
N.S.W. State Conservatorium of Music.

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

Mr. D. B. F. Short  
Regional Director,  
Illawarra,  
Department of Technical and Further Education.

Professor B. H. Smith  
Chairman,  
Department of Electrical Engineering,  
University of Wollongong.

Mr. M. J. Syer  
County Clerk,  
Illawarra County Council.

Dr. Dawn M. Thew  
Principal Lecturer and Director of Primary Education Programme,  
Alexander Mackie College of Advanced Education.

Mr. T. White  
Director of Schools,  
Catholic Education Office,  
Wollongong.

Mr. R. J. Wilding  
Member of the non-academic staff,  
Wollongong Institute of Education.
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Gary R. Ryan (Student Services)
Gary L. Graham (Personnel)

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Geoffrey R. Bailey (Purchasing)
Donald S. B. Gillespie, A.A.S.A. (Accounts)

Audio-Visual Services:
John A. Chapple, B.Sc., A.S.T.C.
Gordon McLeish (technician)

Special Projects: John Roach, B.A., J.P.

Internal Audit: David W. McNeice, F.T.I.A., A.A.P.A., A.A.I.M.

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Mary Tow, B.A., A.L.A.A. (Senior Librarian)
Deirdre Jewell, B.A., Dip.Lib. (Librarian, Reader Services)
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Peter J. Keeble, B.A., M.A.C.E.
Paul T. Mawter, B.A., M.Ed., Ph.D.
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Wendy E. Pullin, B.A.

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Pat F. Farrar, B.A.
Peter C. Geekie, B.A., Litt.B.
Ronald K. Pretty, M.A.
Michael R. Stone, B.A.
Barry C. Waters, B.A., Litt.B.

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Harry G. Fuller, B.Sc., Dip.P.E.
Frederick Frame, B.Sc., M.Ed., Dip.P.E.
George V. Gedge, B.A., Dip.P.E.
Carolyn L. Hurley, M.Sc., Dip.P.E.
Michael J. Hatton, M.Sc., Dip.P.E.
John Patterson, M.Sc., Dip.P.E.
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Patricia A. Rees, Dip.P.E.
Sylvia A. Rice, B.A., Dip.Ed. (P.E.)
Barry Watkin, M.Sc., Dip.P.E.
Noel Whiteley, B.A., Dip.P.E.
Lynnette Williams, D.S.C.M.
Richard G. Wilsmore, B.P.E., Dip.P.E.
Janice E. Wright, B.Ed.

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

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Jan Baxter (Violin)
John Freeland (Flute)
Lynette Kimber (Cello)
Nigel Beeson (Clarinet)
Don Wilson (Brass)
Vanessa Woodhill (Oboe and Recorder)
John Smith (Guitar)

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Malcolm McD. Harris, B.A.
William Mowbray, B.Sc., M.Ed., A.S.T.C.
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Miss S. Rice 5
Mr. R. Stevenson 11
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Mr. R. Whiteley 11
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Mr. R. Wilsmore 11
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Mrs. V. Whitehouse 1
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Mrs. L. Yourn 1

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Mrs. H. Andrews 2
Mrs. M. Burton 2
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Mrs. J. Hall 2
Miss L. Harper 2
Mrs. B. Hogg 2
Mrs. A. Hopkings 2
Mr. G. Hoskin 2
Miss D. Jewell 2
Miss M. Owen 2
Mrs. M. Tougher 2

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Mr. R. Brokken 8
Miss A. Brookes 1
Mrs. W. Causer 1
Miss W. Chapman 1
Mr. L. Chinnock 2
Mrs. M. Coxon 1
Mrs. E. Eager 1 & 9
Mrs. H. Evelyn 1
Miss J. Fokkens 1
Mr. G. Graham 1
Mrs. N. Hampson 7
Mr. A. Jansse 1
Mrs. J. Kemper 1
Mrs. S. Korth 1
Mr. J. Lajoie 3
Mr. G. McLeish 2
Mrs. Y. McLeod 2
Mrs. C. McNamara 1
Mr. D. McNeice 1
Mrs. G. Morris 1
Mr. J. Roach 1
Mr. G. Ryan 1
Miss V. Shoemark 1
Mrs. L. Stobie 1
Mr. A. Terpstra 8
Mr. R. Wilding 1
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**NEXT YEAR 1979**

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