

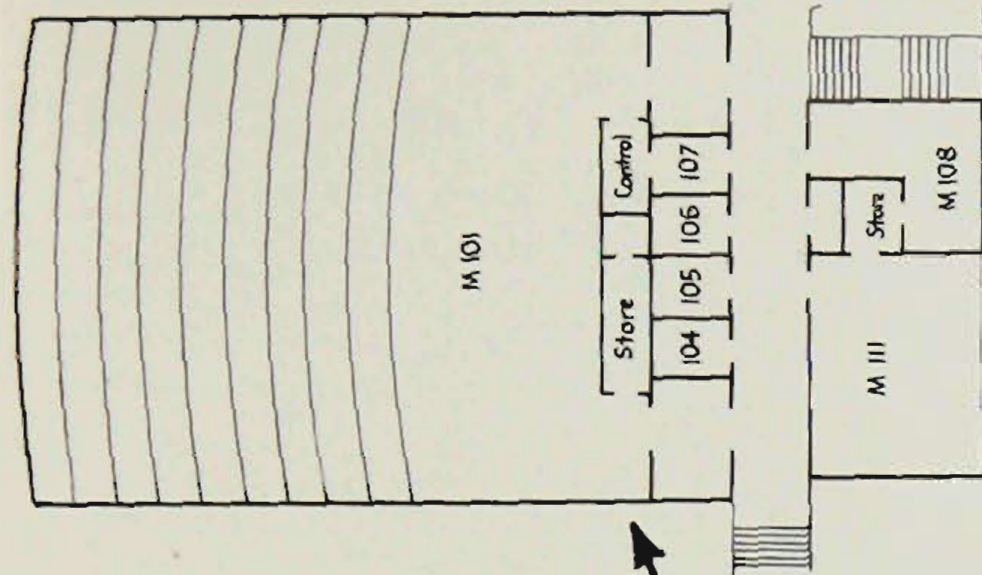
WOLLONGONG  
TEACHERS COLLEGE

CALENDAR  
1969



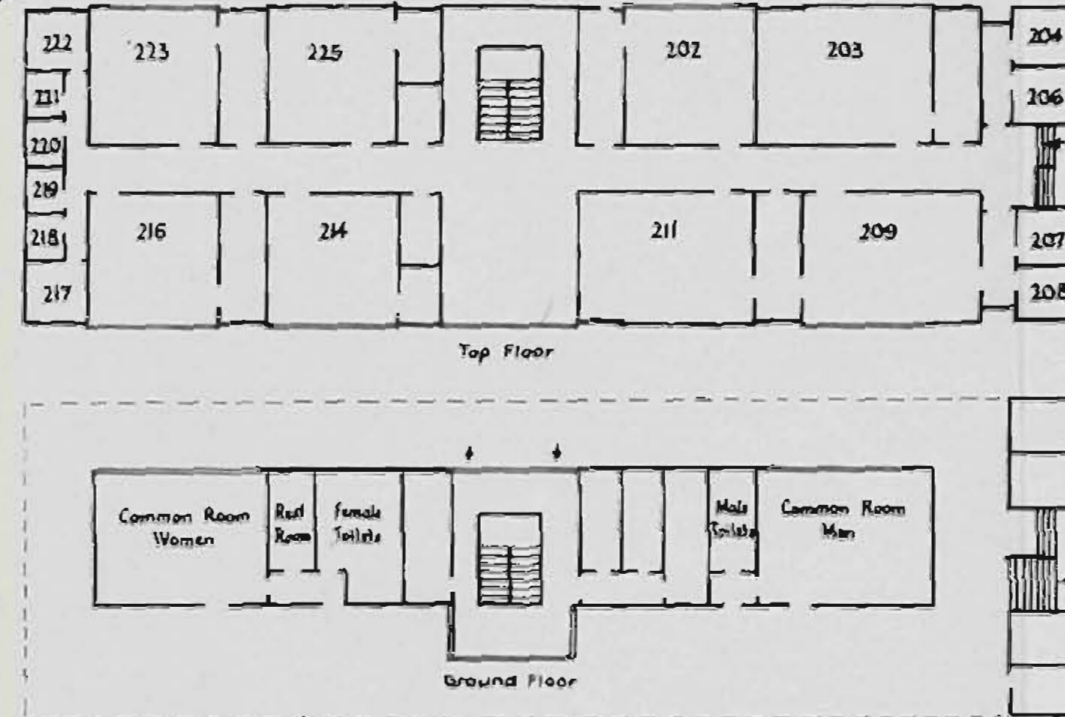


# MUSIC UNIT

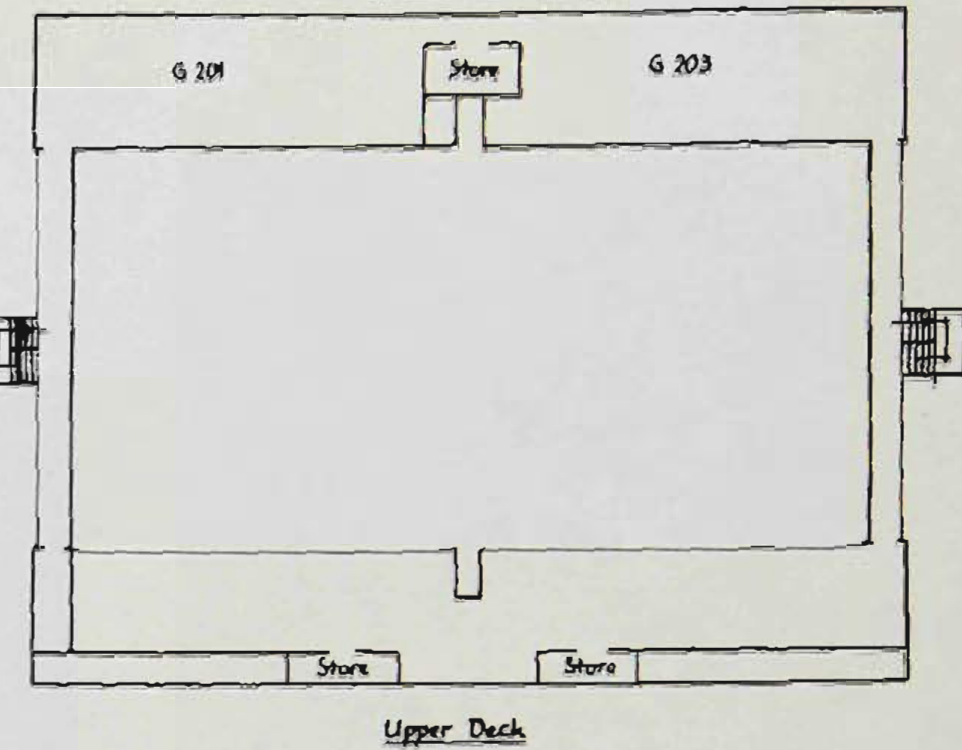


## WOLLONGONG TEACHERS COLLEGE ROOM LOCATION

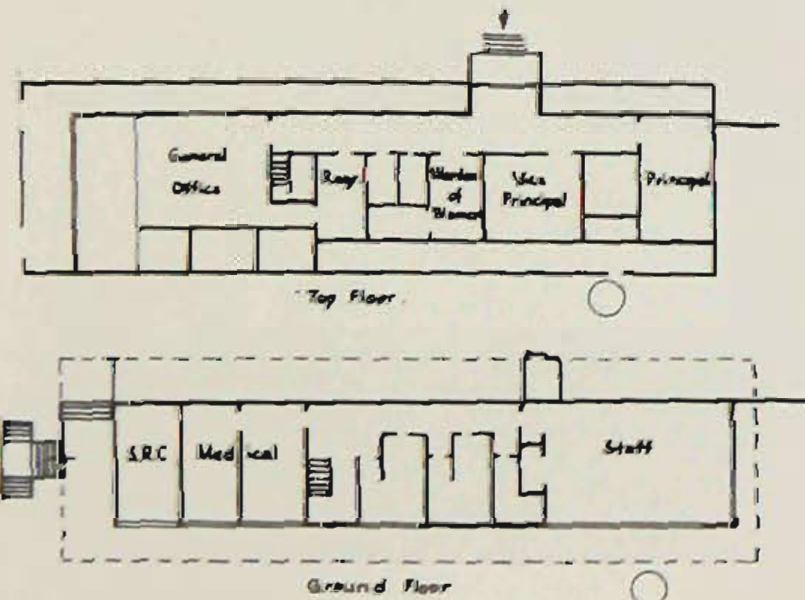
### LECTURE BLOCK



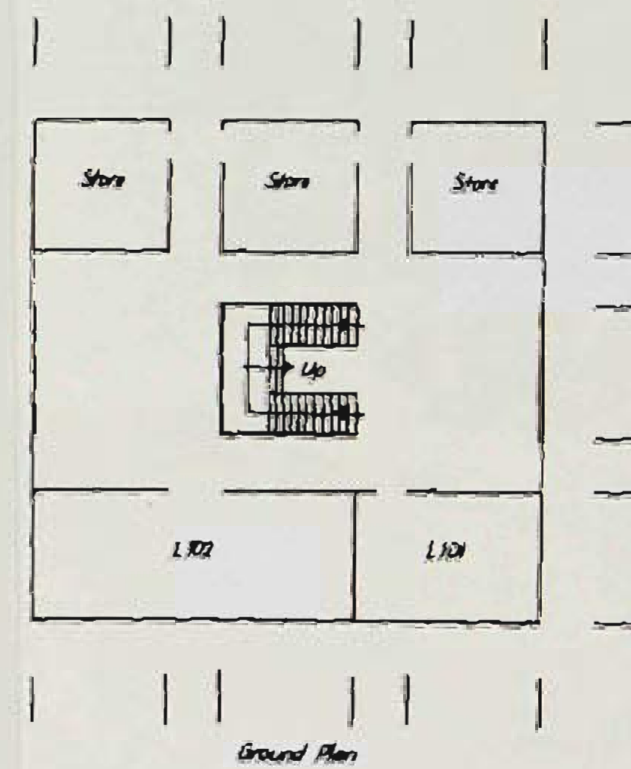
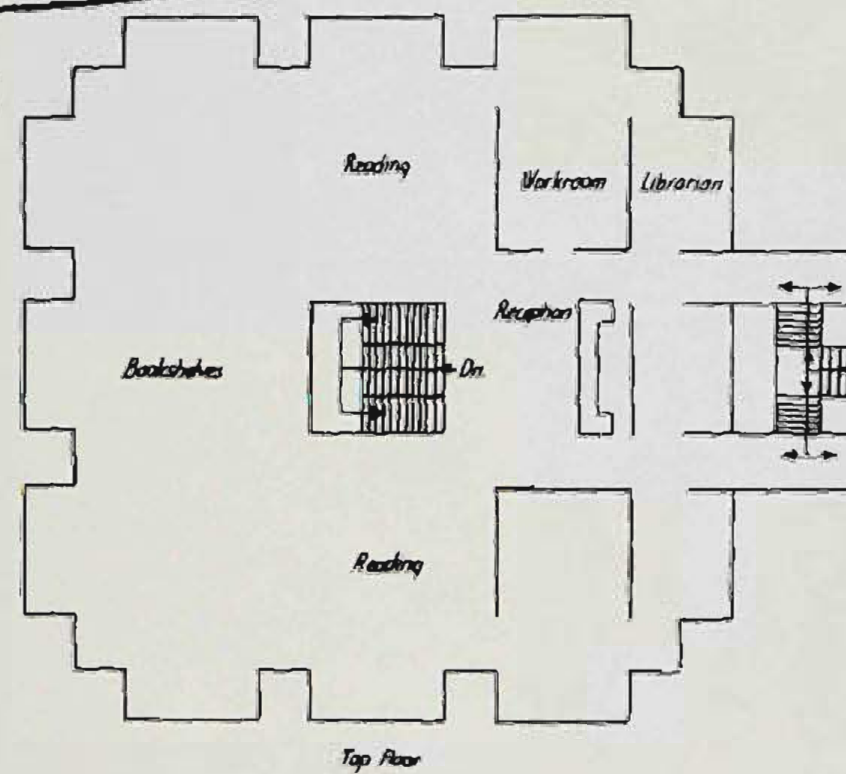
# GYMNASIUM



### ADMINISTRATION



### LIBRARY



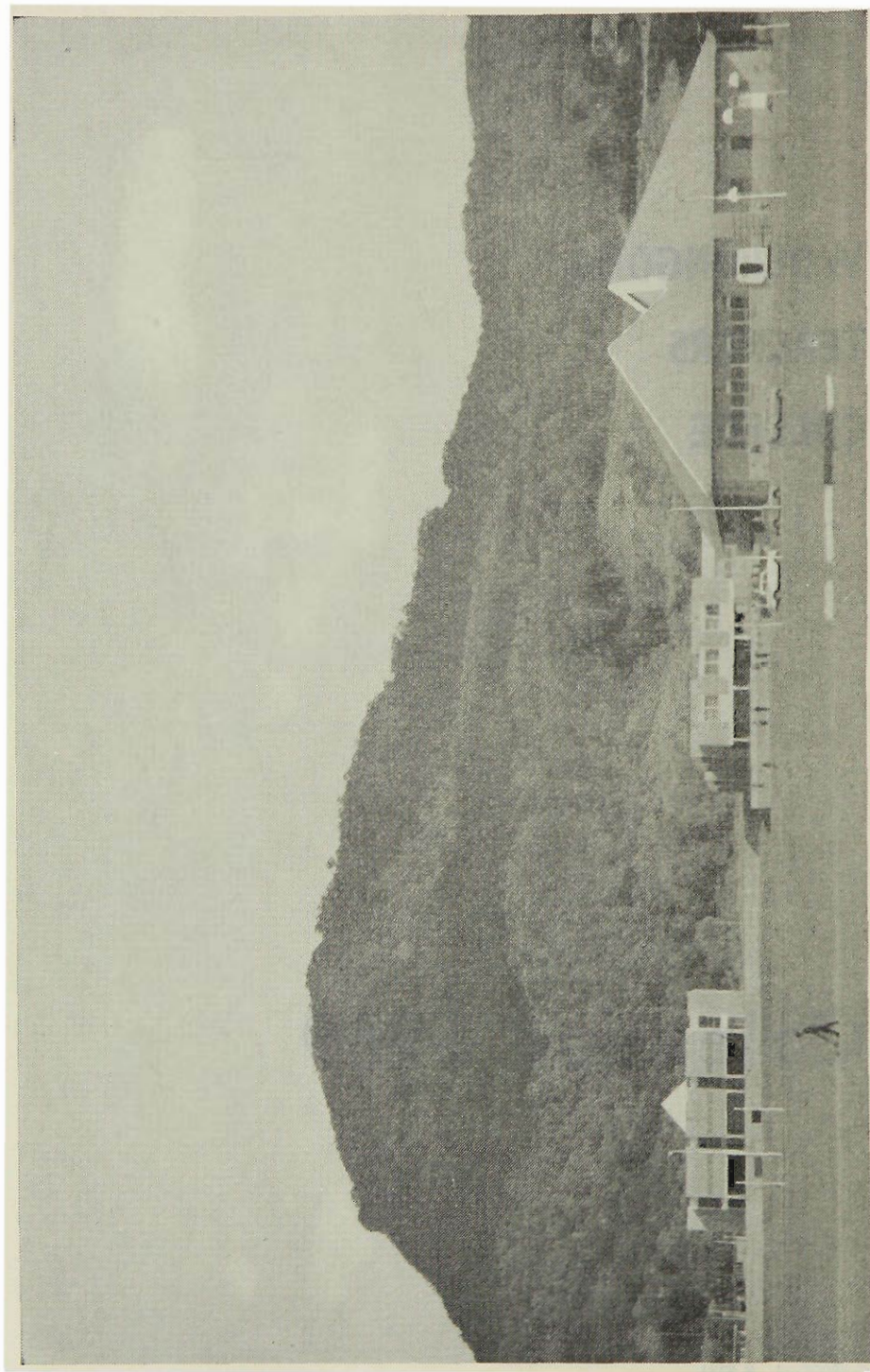
1. General Office
2. Library
3. Lecture block
4. Music Centre
5. Physical Education Centre
6. Student parking
7. Staff parking



**WOLLONGONG  
TEACHERS  
COLLEGE**

**Calendar 1969**





View of Wollongong Teachers College and Mount Keira

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# CALENDAR 1969

	JANUARY	FEBRUARY	MARCH
Sun. ..	.. 5 12 19 26	.. 2 9 16 23	30 2 9 16 23
Mon. ..	.. 6 13 20 27	.. 3 10 17 24	31 3 10 17 24
Tues. ..	.. 7 14 21 28	.. 4 11 18 25	.. 4 11 18 25
Wed. ..	1 8 15 22 29	.. 5 12 19 26	.. 5 12 19 26
Thurs. ..	2 9 16 23 30	.. 6 13 20 27	.. 6 13 20 27
Fri. ..	3 10 17 24 31	.. 7 14 21 28	.. 7 14 21 28
Sat. ..	4 11 18 25 ..	1 8 15 22 ..	1 8 15 22 29
	APRIL	MAY	JUNE
Sun. ..	.. 6 13 20 27	.. 4 11 18 25	1 8 15 22 29
Mon. ..	.. 7 14 21 28	.. 5 12 19 26	2 9 16 23 30
Tues. ..	1 8 15 22 29	.. 6 13 20 27	3 10 17 24 ..
Wed. ..	2 9 16 23 30	.. 7 14 21 28	4 11 18 25 ..
Thurs. ..	3 10 17 24 ..	1 8 15 22 29	5 12 19 26 ..
Fri. ..	4 11 18 25 ..	2 9 16 23 30	6 13 20 27 ..
Sat. ..	5 12 19 26 ..	3 10 17 24 31	7 14 21 28 ..
	JULY	AUGUST	SEPTEMBER
Sun. ..	.. 6 13 20 27	31 3 10 17 24	.. 7 14 21 28
Mon. ..	.. 7 14 21 28	.. 4 11 18 25	1 8 15 22 29
Tues. ..	1 8 15 22 29	.. 5 12 19 26	2 9 16 23 30
Wed. ..	2 9 16 23 30	.. 6 13 20 27	3 10 17 24 ..
Thurs. ..	3 10 17 24 31	.. 7 14 21 28	4 11 18 25 ..
Fri. ..	4 11 18 25 ..	1 8 15 22 29	5 12 19 26 ..
Sat. ..	5 12 19 26 ..	2 9 16 23 30	6 13 20 27 ..
	OCTOBER	NOVEMBER	DECEMBER
Sun. ..	.. 5 12 19 26	30 2 9 16 23	.. 7 14 21 28
Mon. ..	.. 6 13 20 27	.. 3 10 17 24	1 8 15 22 29
Tues. ..	.. 7 14 21 28	.. 4 11 18 25	2 9 16 23 30
Wed. ..	1 8 15 22 29	.. 5 12 19 26	3 10 17 24 31
Thurs. ..	2 9 16 23 30	.. 6 13 20 27	4 11 18 25 ..
Fri. ..	3 10 17 24 31	.. 7 14 21 28	5 12 19 26 ..
Sat. ..	4 11 18 25 ..	1 8 15 22 29	6 13 20 27 ..



# CALENDAR 1970

	JANUARY	FEBRUARY	MARCH
Sun. ..	.. 4 11 18 25	1 8 15 22 ..	1 8 15 22 29
Mon. ..	.. 5 12 19 26	2 9 16 23 ..	2 9 16 23 30
Tues. ..	.. 6 13 20 27	3 10 17 24 ..	3 10 17 24 31
Wed. ..	.. 7 14 21 28	4 11 18 25 ..	4 11 18 25 ..
Thurs. ..	.. 1 8 15 22 29	5 12 19 26 ..	5 12 19 26 ..
Fri. ..	.. 2 9 16 23 30	6 13 20 27 ..	6 13 20 27 ..
Sat. ..	.. 3 10 17 24 31	7 14 21 28 ..	7 14 21 28 ..
	APRIL	MAY	JUNE
Sun. ..	.. 5 12 19 26	31 3 10 17 24	.. 7 14 21 28
Mon. ..	.. 6 13 20 27	.. 4 11 18 25	1 8 15 22 29
Tues. ..	.. 7 14 21 28	.. 5 12 19 26	2 9 16 23 30
Wed. ..	.. 1 8 15 22 29	.. 6 13 20 27	3 10 17 24 ..
Thurs. ..	.. 2 9 16 23 30	.. 7 14 21 28	4 11 18 25 ..
Fri. ..	.. 3 10 17 24 ..	1 8 15 22 29	5 12 19 26 ..
Sat. ..	.. 4 11 18 25 ..	2 9 16 23 30	6 13 20 27 ..
	JULY	AUGUST	SEPTEMBER
Sun. ..	.. 5 12 19 26	30 2 9 16 23	.. 6 13 20 27
Mon. ..	.. 6 13 20 27	31 3 10 17 24	.. 7 14 21 28
Tues. ..	.. 7 14 21 28	.. 4 11 18 25	1 8 15 22 29
Wed. ..	.. 1 8 15 22 29	.. 5 12 19 26	2 9 16 23 30
Thurs. ..	.. 2 9 16 23 30	.. 6 13 20 27	3 10 17 24 ..
Fri. ..	.. 3 10 17 24 31	.. 7 14 21 28	4 11 18 25 ..
Sat. ..	.. 4 11 18 25 ..	1 8 15 22 29	5 12 19 26 ..
	OCTOBER	NOVEMBER	DECEMBER
Sun. ..	.. 4 11 18 25	1 8 15 22 29	.. 6 13 20 27
Mon. ..	.. 5 12 19 26	2 9 16 23 30	.. 7 14 21 28
Tues. ..	.. 6 13 20 27	3 10 17 24 ..	1 8 15 22 29
Wed. ..	.. 7 14 21 28	4 11 18 25 ..	2 9 16 23 30
Thurs. ..	.. 1 8 15 22 29	5 12 19 26 ..	3 10 17 24 31
Fri. ..	.. 2 9 16 23 30	6 13 20 27 ..	4 11 18 25 ..
Sat. ..	.. 3 10 17 24 31	7 14 21 28 ..	5 12 19 26 ..

# CALENDAR

## LENT

February

<u>Mon.</u>	<u>Tues.</u>	<u>Wed.</u>	<u>Thurs.</u>	<u>Fri.</u>	<u>Sat.</u>	<u>Sun.</u>
3	4	5	5	7	8	9
UNSUPERVISED						
10	11	12	13	14	15	16
PRACTICE TEACHING						
SUMMER VACATION						
24	25	26	27	28		

March

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April

		1	2	3	4	5
				FIRST		STEP
		8	9	10	11	
		VACATION			TEACHING	
14	15	16	17	18	19	20
		PRACTICE				
21	22	23	24		26	27
28	29	30				

May

			1	2	3	4
5	6	7	8	9		
12	13	14	15	16	17	18
		AUTUMN				
19	20	21	22	23	24	25
		VACATION				

# FOR 1969

## TERM

January 13th	..	Monday	..	..	College deferred examinations begin.
January 20th	..	Monday	..	..	College deferred examinations end.
January 28th	..	Tuesday	..	..	University deferred examinations begin.
February 3rd	..	Monday	..	..	Unsupervised Practice Teaching begins for second and third year Teachers College students.
February 8th	..	Saturday	..	..	University deferred examinations end.
February 10th	..	Monday	..	..	Unsupervised Practice Teaching begins for University students.
February 14th	..	Friday	..	..	Unsupervised Practice Teaching ends for second and third year Teachers College students.
February 19th	..	Wednesday	..	11 a.m. ..	New University students meet in the Music Auditorium.
				2 p.m. ..	New Physical Education students meet in the Music Auditorium.
February 21st	..	Friday	..	..	Unsupervised Practice Teaching ends for University students.
February 24th	..	Monday	..	..	College Term begins.
				10 a.m. ..	Staff meeting.
				2 p.m. ..	Continuing University students meet in the Music Auditorium.
					Continuing Physical Education students meet— 2nd Year: Room 225. 3rd Year: Room 223.
February 25th	..	Tuesday	..	10 a.m. ..	Formal assembly—Music Auditorium.
					All first year General Primary and Physical Education students enrolment and medical examinations take place after assembly.
February 26th	..	Wednesday	..	9 a.m. ..	All second year General Primary and second and third year Physical Education students meet in the Music Auditorium.
					Re-enrolment takes place immediately after the assembly. Lectures begin for all students after re-enrolment.
March 3rd	..	Monday	..	..	Wollongong University Lent Term begins.
March 4th	..	Tuesday	..	..	First Year students visit the Demonstration school.
March 6th	..	Thursday	..	..	Second Year demonstrations begin.
March 11th	..	Tuesday	..	..	First Year demonstrations begin.
March 31st	..	Monday	..	..	Practice Teaching begins.
April 4th	..	Friday	..	..	Good Friday.
April 6th	..	Sunday	..	..	Easter Day.
April 7th	..	Monday	..	..	Easter Monday.
April 24th	..	Thursday	..	..	Practice Teaching ends.
April 25th	..	Friday	..	..	Anzac Day.
April 29th	..	Tuesday	..	..	Demonstrations resume for First Year students.
May 1st	..	Thursday	..	..	Demonstrations resume for Second Year students.
May 8th	..	Thursday	..	..	School Term ends.
May 9th	..	Friday	..	..	College Term ends.
May 17th	..	Saturday	..	..	University Term ends.
May 20th	..	Tuesday	..	..	School Term begins.



TRINITY

May

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
26	27	28	29	30	31	

June

2	3	4	5	6	7	8
FIRST YEAR EXAMINATION						
9	10	11	12	13	14	15
	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

			1	2	3
4	5	6	7	8	
9	10	11	12	13	14
15	16	17	18	19	20
21	22	23	24	25	26
27	28	29	30	31	

## TERM

May 26th	..	Monday	..	..	College Term begins.
May 27th	..	Tuesday	..	..	Demonstrations begin for First Year students.
May 29th	..	Thursday	..	..	Demonstrations begin for Second Year students.

June 2nd	..	Monday	..	..	Mid Year examinations begin for First Year students. University Term begins.
June 6th	..	Friday	..	..	Mid Year examinations end.
June 10th	..	Tuesday	..	..	Demonstrations resume for First Year students.
June 16th	..	Monday	..	..	Queen's Birthday.

August 5th	..	Tuesday	..	..	Intercollegiate begins.
August 8th	..	Friday	..	..	College Term ends.
August 9th	..	Saturday	..	..	University Term ends.
August 21st	..	Thursday	..	..	School Term ends.

# MICHAELMAS

Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

September

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SECOND  
TEACHING

October

		1	2	3	4	5
			PRACTICE		11	12
	7	8	9	10	18	19
13	14	15	16	17	25	26
20	21	22	23	24		
27	28	29	30	31		

PRACTICE

November

					1	2
					8	9
3	4	5	6	7	15	16
10	11	12	13	14	22	23
17	18	19	20	21	29	30
24	25	26	27	28		

YEARLY  
EXAMINATIONS

December

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SUMMER  
VACATION



## TERM

September 1st	..	Monday	..	..	College Term begins. University Term begins.
September 9th	..	Tuesday	..	..	School Term begins.
September 15th	..	Monday	..	..	Practice Teaching begins.
October 3rd	..	Friday	..	..	Practice Teaching ends.
October 6th	..	Monday	..	..	Eight Hour Day.
October 7th	..	Tuesday	..	..	Demonstrations resume for First Year students.
November 1st	..	Saturday	..	..	University lectures cease.
November 4th	..	Tuesday	..	..	Lectures cease.
November 7th	..	Friday	..	..	Yearly examinations begin.
November 8th	..	Saturday	..	..	University examinations begin.
November 21st	..	Friday	..	..	Examinations for continuing students cease.
November 24th	..	Monday	..	..	End-of-year activities for continuing students begin.
November 28th	..	Friday	..	..	Examinations for final year students cease.
December 1st	..	Monday	..	..	End-of-year activities for final year students begin.
December 11th	..	Thursday	..	..	Graduation Day. School Term ends.
December 12th	..	Friday	..	..	College Term ends.

## *TERM DATES 1969*

### *COLLEGE*

<b>Lent Term</b> .....	February 24 to May 9.
<b>Trinity Term</b> .....	May 26 to August 8.
<b>Michaelmas Term</b> .....	September 1 to December 12.

### *WOLLONGONG UNIVERSITY COLLEGE*

<b>First Term</b> .....	March 3 to May 17.
<b>Second Term</b> .....	June 2 to August 9.
<b>Third Term</b> .....	September 1 to November 1.
<b>Enrolment of first year students</b> .....	February 17 to February 20.
<b>Re-enrolment of continuing students</b> .....	February 24 to February 27.

### *SCHOOL*

<b>First Term</b> .....	January 28 to May 8.
<b>Second Term</b> .....	May 20 to August 21.
<b>Third Term</b> .....	September 9 to December 11.
<b>Schools resume</b> .....	Tuesday, 27th January, 1970.

# *WOLLONGONG TEACHERS COLLEGE*

(Established 1962)

## *ADMINISTRATIVE STAFF, 1968*

### *Principal:*

W. C. McGRATH, B.A., A.I.Ed.(Lond.), M.A.C.E.

### *Vice-Principal:*

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

### *Warden of Women Students:*

HAZEL HOLMWOOD, Dip.P.E., M.A.C.E.

### *Registrar:*

G. R. PRATT

### *Librarian:*

MARY T. TOW, B.A., A.L.A.A.



# *LECTURING STAFF, 1968*

## **Art:**

J. A. T. Conway, B.A., F.R.S.A.  
J. W. Cramp, B.A., Art Dip.  
D. Jordan.

## **Craft:**

P. G. Haywood, A.S.T.C.  
Jennifer M. Hume, B.A., Litt.B.  
B. W. Ableson, A.S.T.C  
J. A. Chapple, A.S.T.C.

## **Education:**

K. V. Mathews, B.A., M.Ed.  
Clarisse J. Jurgens, A.Mus.A. (P), A.Mus.A. (S).  
R. I. Francis, B.A., Litt.B., A.S.T.C.  
P. T. Mawter.  
W. C. McGrath, B.A., A.I.Ed.(Lond.), M.A.C.E.  
K. A. McLellan, B.A., Dip.P.E.  
P. D. O'Connor, B.A.  
J. L. Parker, B.A., Litt.B., Dip.Ed., M.A.P.S.  
F. C. Whitebrook, M.C., Ed.D., B.A., Dip.P.E., M.A.C.E.

## **English:**

A. R. H. Millar, B.A., Dip.Ed., M.A.C.E.  
M. M. Colville, B.A., B.Ed.  
R. W. Colvin, M.A  
G. J. Dunn, B.A., Litt.B.  
T. J. Langston, M.A., Dip.Ed.  
A. S. Roberts, B.A., Litt.B., M.A.C.E.

## **Health Education:**

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

## **Mathematics:**

Joan A. Shaw, B.A., M.Ed.  
B. E. Murray, B.A.  
R. W. Wilcox, B.Sc., Dip.Ed.

### Music:

R. A. Hollands, B.A., D.S.C.M.  
Nada Brissenden, D.S.C.M., L.Mus.  
P. Gordon  
C. K. Baxter, D.S.C.M.  
H. T. Brissenden, D.S.C.M., L.Mus.  
J. G. Stender, D.S.C.M

### Natural Science:

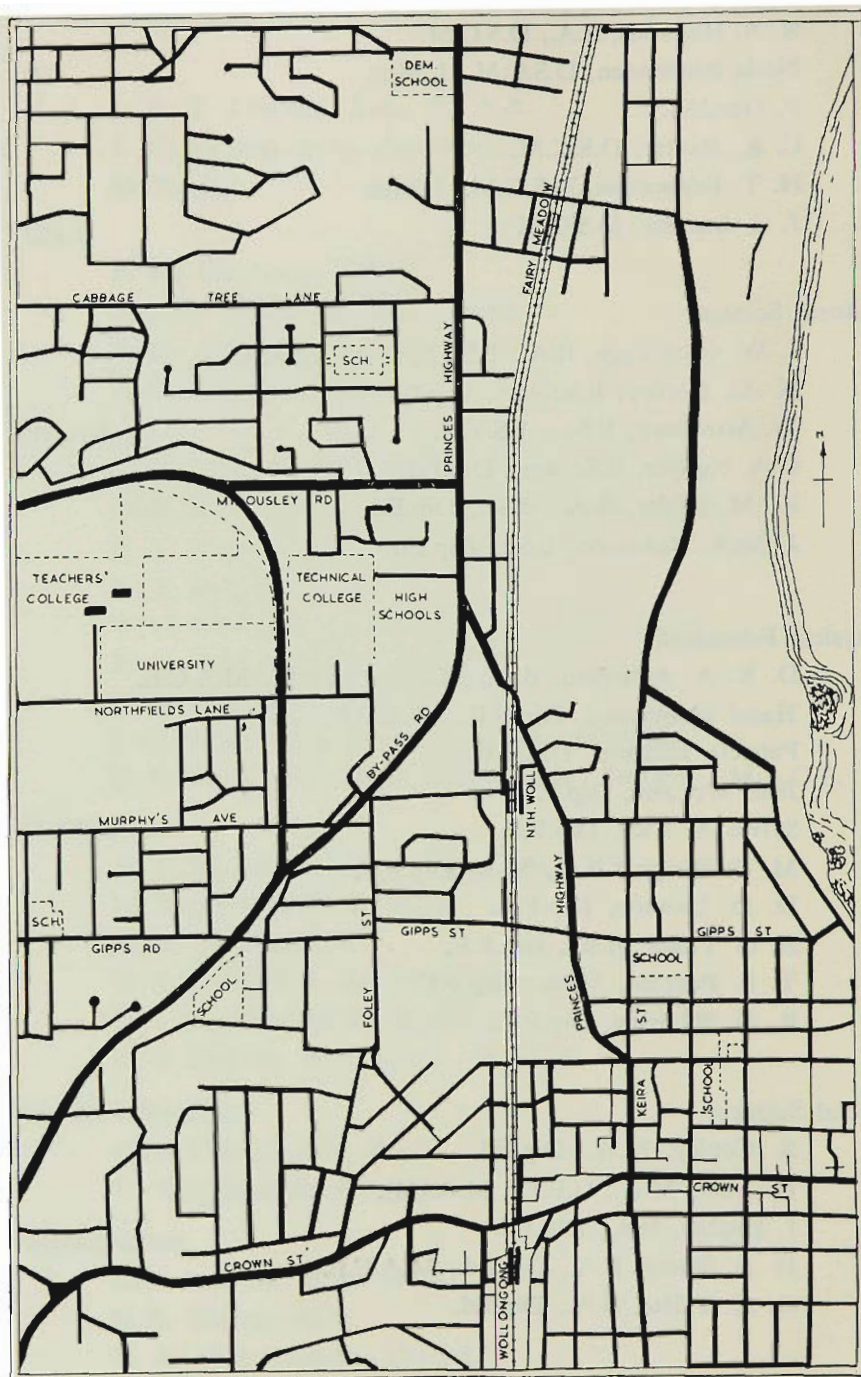
J. W. Gammage, B.A., B.Sc.Agr., M.A.I.A.S.  
N. M. Copley, B.Sc.Agr., Dip.Ed.  
W. Mowbray, B.Sc., A.S.T.C.  
I. A. Napper, B.Sc.Agr., Dip.Ed.  
K. M. Rigby, B.A., B.Sc., Dip.Ed.  
J. McK. Robinson, B.Sc., Dip.Ed.

### Physical Education:

D. R. A. Anderson, B.A., M.Ed., Dip.P.E., M.A.C.E.  
Hazel Holmwood, Dip.P.E., M.A.C.E.  
Patricia Johnson, Dip.P.E.  
Jean McCann, Dip.P.E.  
Sylvia A. Rice, Dip.P.E.  
M. F. Wright, B.A., M.S., Dip.P.E.  
D. D. Dawson, Dip.P.E.  
H. G. Fuller, B.Sc., Dip.P.E.  
T. F. Penrose, M.Sc., Dip.P.E.  
R. N. Whiteley, Dip.P.E.

### Social Science:

R. Copley, M.A., Dip.Ed.  
H. Akitt, M.A., U.E.D., M.A.C.E.  
J. Huxley, B.A., Dip.Ed.  
D. B. Stamp, B.A., Dip.Ed., M.A.C.E.  
G. K. Telfer, B.A., Dip.Ed.



Map showing location of College and Fairy Meadow Demonstration School

## *WOLLONGONG TEACHERS COLLEGE*

Wollongong Teachers College is the newest State teacher training centre in New South Wales. The site for the College, some 50 acres of land at the foot of Mt. Keira, on the outskirts of the city, was chosen early in 1959. Plans were prepared for the building of an administration unit, an extensive lecture block, an assembly hall, a gymnasium, a music centre, a library and a cafeteria, and for the development of a number of playing fields, but it was not until February, 1962, that the work of construction began.

The Principal, Mr. W. McGrath, and the Vice-Principal, Dr. F. Whitebrook, were appointed in 1961, and in 1962 the first session of the new college, 158 students, commenced studies in the Wollongong Technical College where staff and administrative offices, library facilities and classroom accommodation had been made available. It was only at the beginning of 1963 that staff and students, then numbering more than 280, were able to move into the completed administration and lecture blocks on the College site.

Since those early days the College has grown very rapidly. To the original buildings have been added the Principal's and Caretaker's residences, the music centre, the gymnasium, an extensive greenhouse and a magnificent, well-stocked library. Attractive gardens and playing fields are being laid out. The student population has increased considerably so that it now approaches 600, and courses are offered not only in infants' and primary school teaching, but also in the specialized field of physical education. First Diplomates from this field began teaching in High Schools in 1968.

In 1968 the Wollongong University College first offered a Diploma of Education course, a venture with which the Teachers College is closely associated.

A wide variety of club and sporting facilities provides opportunities for further student development.

The history of the College is short. In the six years since its foundation about one thousand students have successfully completed teacher training courses and entered the New South Wales Education Department.

## TWO YEAR COURSES

The following courses will be undertaken by students in 1969.

### 1. FIRST YEAR

				<i>Hours per week</i>	
				Term 1	Terms 2 and 3
Art	..	..	..	2	1
Craft	..	..	..	2	1
Education	..	..	..	4	3
English	..	..	..	4	3
Mathematics	..	..	..	2	1
Music	..	..	..	2	1
Natural Science	..	..	..	2	2
Physical Education	..	..	..	2	2
Social Science	..	..	..	3	2
Special Study A	..	..	..	-	2
Special Study B	..	..	..	-	2
Demonstrations	..	..	..	2	2
Total	..	..	..	25	22

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

The special study fields in 1969 will be selected from:

#### *Group A*

Education	History
English	Mathematics
Geography	Natural Science

## Group B

Art  
Craft  
Dramatic Art

Music  
Natural Science  
Physical Education

### 2. SECOND YEAR

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

\* For two-thirds of year.

† Four periods for one-third of year.

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

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

For details of courses see pages 74 to 119.

### TUTORIAL WORK

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



## SECONDARY COURSE

This course is for students who have successfully completed at least three university subjects. It is designed to prepare students for teaching in the secondary school.

					<i>Hours per week</i>
Education	..	..	..	..	3.4
English (Literature)		..	..	..	2
Communication	..	..	..	..	1
Health Education	..	..	..	..	1
Social Science	}	..	..	..	2
or					
Survey of Science	}	..	..	..	1
Art or Craft or Music					
Physical Education	..	..	..	..	1
Method I*	..	..	..	..	5
Method II*	..	..	..	..	5
Total	..	..	..	..	21.4

Demonstrations are also part of the course.

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\* Method courses may be offered in the following fields: English, geography, history, mathematics, science.

## DIPLOMA IN EDUCATION

Since 1968 the University of New South Wales has offered in Wollongong a course leading to the award of a Diploma in Education (Dip. Ed.). The course is intended to provide professional preparation for graduates of this or another approved university to teach in secondary schools, and also serves as an introduction to the research disciplines of education. At present the course is for one year full-time, but it is anticipated that in the near future it will be possible for this course to be taken over two years on a part-time basis. The various subjects include lectures, seminars, tutorials, individual assignments, group exercises, demonstrations of teaching methods and practice teaching. The course is conducted by the Wollongong University College with the assistance of the Wollongong Teachers College.

Students are reminded of their responsibility to apply to the University College for enrolment in the Diploma course as early as possible in the new year.

Detailed subject outlines are provided in the Handbook of the Wollongong University College. The following is a summary of the subjects studied in the Diploma course.

### *Course Outline*

Course numbers are those laid down by the University of New South Wales.

					<i>Equivalent Hours per week</i>
<b>Education</b>					
58.011W	Philosophy and Theory of Education	1			
58.012W	Educational Psychology .. ..	1			
58.013W	Sociology of Education .. ..	1			
58.014W	Education Practice .. ..	1			
58.015W	Australian Education .. ..	1			
Seminars	.. .. .	2			
<b>Methods of Teaching (including demonstration lessons.</b>					
Students must do two methods) .. ..					6-8
58.041W	English				
58.024W	History				
58.043W	Mathematics (as double or single method)				
58.044W	Science (as double or single method)				
58.045W	Commerce				
58.048W	Geography				
<b>Selected Topics</b>	.. .. .	5			
(a) Professional skills—Physical Education, Health and Health Education, Communication Skills.					
(b) Electives (as arranged)					
<b>Supervised Teaching Practice—eight weeks in term time. Two weeks unsupervised practice will also be arranged before the beginning of the academic year.</b>					

# COLLEGE REGULATIONS

## *Staff Advisers*

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

## *College Hours*

If any student wishes to remain after 5 p.m., permission is to be obtained from the Principal. The Registrar's hours for business are 9.00 a.m.-1.00 p.m. and 2.00 p.m.-5.00 p.m.

## *Dress and Deportment*

It is expected that students will use the facilities offered by the College to develop and maintain a mature attitude to their vocation and a high regard for the dignity of teaching as a profession. Dress should be neat and appropriate to the occasion and a habit should be made of maintaining acceptable standards of deportment. Men may wear shorts at College. If shorts are worn, long socks are required and appropriate footwear. Thongs may not be worn. Gym. dress may not be worn to lectures. Men are required to wear ties and coats when attending demonstrations.

Women may wear tailored slacks during the winter term. Track suits (but not leotards) may be worn in cloister area, but not in the library or administration block.

## *Smoking*

Smoking is not permitted in lecture rooms or corridors.

## *Tidiness*

Students are requested to place all refuse in the receptacles provided. Papers, bottles, etc. should not be left in lecture rooms, corridors, common rooms or anywhere in the College grounds.

## *Care of Property*

Students should take all commonsense precautions with property. Avoid, as far as possible, bringing large sums of money or valuables to the College. These should not be left in rooms or corridors. If they cannot be kept on the person, valuables may be left with the Registrar for safe keeping during the day, but not overnight.

## *Books*

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

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

### *Fees*

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

### *Students' Residences*

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

*Living in flats is not encouraged by the College.* First Year students under 21 years of age will not be given approval to take up this kind of residence.

### *Correspondence*

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

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

### *Standards of Work*

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

### *Part-Time Employment*

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

### *Leave of Absence*

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

Appointments with doctors, dentists and others should not be made during College hours. If special circumstances exist, students must, personally, submit a prior application to the Warden of Women Students (women), or to the Vice-Principal (men).

Full reasons for any absence must be given on the special *Application for Leave of Absence* card available at the office and the completed card handed in at the office immediately on return to College. A medical certificate is necessary for absences of more than three days. However, there may be occasions when a student is required to present a medical certificate for recurrent 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) a school during the practice teaching session, or

(b) a recognized examination,

are detailed on pages 42 and 28 respectively.

### *Medical Officer*

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

### *Medical Examination*

The Department requires all persons entering the teaching service to be medically examined for both suitability for teaching and super-annuation purposes. These examinations will normally be carried out by the College Medical Officer during the final year of student training.

Where it is considered necessary some students may be asked to report to the Medical Officer periodically for medical supervision of some known disability.

# INFORMATION FOR STUDENTS

## *Enrolment Procedure*

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

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

## *Bonds*

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

## *Scholarship Allowances*

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

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

## *Accident Insurance Scheme for Students*

Immediately a student is injured, either during College hours or in the course of travelling to and from College, the Section Adviser should be notified. The student will be given a CLAIM FORM and STATEMENT OF WITNESS FORM, which must be completed and returned to the Adviser immediately.

Where the student is—

- (a) absent for three days or less and no medical or allied costs have been incurred, scholarship allowance will be continued and no insurance benefits will be payable;
- (b) absent for more than three days, or where medical or allied expenses are incurred, *even though the absence may be three days or less.*



Insurance benefits will be payable from the first date of absence and medical and allied expenses will be payable in respect of all claims for which liability is accepted. All doctors' accounts, etc., must be handed in to the office as soon as possible.

### *Expenses*

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

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

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

(d) Students in receipt of the living at home rate of allowance, and living beyond a *radius* of seven miles from the College are entitled to a special \$10 allowance annually to cover excess travelling expenses. Application must be made in writing to the Registrar during the last week of first term.

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

# EXAMINATIONS AND CLASSIFICATION

## GENERAL PRIMARY COURSE

### *Examinations*

1. The recognized examinations are:

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

### *Recording Results*

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

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

For any College course:—

*Distinction* shall carry four points per unit;

*Credit* shall carry three points per unit;

*Pass* shall carry two points per unit;

*Failure* shall carry no points per unit.

### *Progression and Classification*

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

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

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

(i) discontinuance,

(ii) repetition of the year without allowance, or

- (iii) progression carrying certain failed courses. Students recommended for progression under this clause may be required to carry the failed courses to the Teachers' Examination, or they may be examined in such courses at the end of the second year either by viva voce examination, or by thesis, or by essay, or by being required to sit again for the first year examination in the course being carried.

Students who fail a carried course at the end of the second year shall be required, if eligible for appointment to the service as a result of their second year attainments, to attempt a Teachers' Examination in the failed course.

No student shall be permitted to carry more than one failed course into the second year.

(c) Students who gain 50 per cent or more of the available points in the final year of their studies provided that they have no marked deficiency in any course and have not failed in more than two of their second-year courses or in any courses carried from first year, shall, if they possess satisfactory professional records, be recommended as eligible in academic attainments for a Teachers' Certificate.

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

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

### *Deferred Examinations*

4. (a) Students who fail to gain progression from first to second year at the Yearly Examination may, at the Principal's discretion, be granted deferred examinations. In cases where these are granted, the grades of pass or fail only shall be awarded at the examination.

(b) Absence from any examination may be regarded as failure in the course or courses concerned, but students who have been absent from the Yearly Examinations may, at the Principal's discretion, be granted deferred examinations. Students seeking deferred examinations in these circumstances must supply the Principal with the following information as soon as possible.

Name and Section.

Subject and Lecturer.

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

Full credit for a deferred examination granted by the Principal in these circumstances shall be given only to those students who show that they were unavoidably absent from the original examination.

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

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

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

5. Courses for the purpose of these Regulations shall be as defined in the College Calendar.

6. *Spelling*.—A Departmental Regulation requires students to achieve a satisfactory standard in spelling. Students who fail to achieve this standard can be recommended only for the award of a Conditional Certificate, even though they have satisfied requirements as prescribed in those Regulations in all other courses.

7. Absence from lectures without acceptable explanation may preclude students from being admitted to college examinations.

#### *Amendment to Examination Regulations*

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

## SECONDARY COURSE

### *Examinations*

1. The recognized examinations are:—

- (a) Yearly Examinations to be held at the end of the year.
- (b) Deferred Examinations for such cases as may be approved by the Principal in accordance with the regulations.

### *Recording Results*

2. For the purposes of recording results in academic work in the Yearly Examination, students shall be divided into four grades. These grades shall be known as distinction, credit, pass and failure.

### *Progression and Classification*

3. (a) Students who gain a pass (or a higher grade) in every course in the yearly examination shall, if they possess satisfactory profes-

sional records, be recommended as eligible in academic attainments for a Teachers' Certificate.

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

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

#### *Deferred Examinations*

4. (a) Absence from any examination may be regarded as failure in the course or courses concerned, but students who have been absent from the Yearly Examinations may, at the Principal's discretion, be granted deferred examinations. Students seeking deferred examinations in these circumstances must supply the Principal with the following information as soon as possible.

Name and Section.

Subject and Lecturer.

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

Full credit for a deferred examination granted by the Principal in these circumstances shall be given only to those students who show that they were unavoidably absent from the original examination.

(b) Students who in their final year fail to satisfy the academic requirements for the Teachers' Certificate shall present themselves for the deferred examination which will be held in the January following the yearly examinations of the College. Such examination shall be set by the College staff and examined by them.

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

5. Courses for the purpose of these Regulations shall be as defined in the College Calendar.

6. *Spelling.* A Departmental Regulation requires students to achieve a satisfactory standard in spelling. Students who fail to achieve this standard can be recommended only for the award of the Conditional Certificate, even though they satisfied requirements as prescribed in those Regulations in all other courses.

7. Absence from lectures without acceptable explanation may preclude students from being admitted to College examinations.

#### *Amendment to Examination Regulations*

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

## DIPLOMA OF PHYSICAL EDUCATION

### *Examinations*

1. The recognized examinations are:

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

### *Recording Results*

2. For the purpose of recording results in academic work in Mid-year and Yearly examinations, subjects shall be grouped into strands as defined in the College Calendar. Students will be awarded a pass or failure in each strand.

### *Progression and Classification*

3. (a) Progression from first to second year shall be contingent upon the student gaining a pass in all strands of the course.

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

- (i) discontinuance,
- (ii) repetition of the year without allowance,
- (iii) progression if a pass has been obtained in all strands of the course except that studied at the University. In this case the student may be permitted, at the discretion of the Principal, either to repeat the failed subject at the University or to undertake a Science course within the College in lieu of the University subject,
- (iv) progression if a pass has been obtained in all strands of the course except one strand studied within the College. In this case the student may be required to carry the failed strand to Teachers' Examinations. The Diploma cannot be awarded until the failure has been redeemed and until then the teacher will be certificated as two year trained.

No student shall be permitted to carry more than one failed strand into the second year.



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

4. (a) Progression from second to third year shall be contingent upon the student gaining a pass in all strands of the course.

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

- (i) discontinuance,
- (ii) repetition of the year without allowance,
- (iii) progression if the pass has been obtained in all strands of the course including a repeated first year course at the University. In this case the student progresses to the second year of the University course and the third year of the course within the College,
- (iv) progression if a pass has been obtained in all strands of the course except the University subject at its second year level. In this case the student may at the discretion of the Principal repeat the University course or to undertake an alternative course of study within the College,
- (v) progression if a pass has been obtained in all strands of the course except a repeated first year subject at the University. In this case the student will be required, in the third year, to complete College courses in content and method of the same subject or in a related subject.

Students recommended for progression under this clause shall be eligible for the award of a Conditional Diploma only, and will be granted two year trained status. Such students may attain the Diploma by passing that subject at a University examination, or by passing a Teachers' Examination in the failed subject.

- (vi) Progression if a pass has been obtained in all strands of the course except one strand of the College course (provided that this course has not been carried from first year). In this case the student may be required to carry the failed subject to Teachers' Examinations. The Diploma cannot be awarded until this failure has been redeemed and until then the teacher will be certificated as two year trained.

No student shall be permitted to carry more than one failed strand into the Third Year. Repeated failure in a strand already carried into Second Year may involve the student in the application of 4 (b) (i) or (ii) above.

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

5. (a) Students who gain a pass in all strands of the course in the final year shall be recommended as eligible in academic attainments for the award of a Diploma of Physical Education, provided that the student did not progress to the third year under clause 4 (v) above.

(b) Students who gain a pass in all strands of the College course and who have successfully completed two years of a University course shall be recommended as eligible in academic attainments for the award of a Diploma of Physical Education.

(c) Students who fail to satisfy requirements for the award of the Diploma of Physical Education.

- (i) may be recommended for non-appointment,
- (ii) may be granted an additional year's training on such conditions as may be determined by the Director-General, or
- (iii) may be recommended as eligible for the award of a Conditional Diploma. In this case the teacher shall be granted two-year trained status until the failed strand has been redeemed at deferred examinations, Teachers' examinations or University examinations, whichever is applicable.

Notwithstanding the above, if any student displays a marked deficiency in any course, the Principal may refuse to recommend the granting of a Diploma.

### *Deferred Examinations*

6. (a) Students who fail to gain progression from first to second year, or from second to third year may, at the discretion of the Principal, be granted deferred examinations.

(b) Absence from any examination may be regarded as failure in the course or courses concerned, but students who have been absent from the Yearly Examinations may, at the Principal's discretion, be granted deferred examinations. Students seeking deferred examinations in these circumstances must supply the Principal with the following information as soon as possible.

Name and Section.

Subject and Lecturer.

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

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

(d) Students who are awarded a conditional Diploma may attain full Diploma status by redeeming failures at College deferred examinations, Teachers' Examinations or University examinations, whichever is applicable. Such examinations are to be set by the College staff and examined by them.

No student may sit for Teachers' Examinations until after the completion of one year of teaching.

(e) In general, the strands examined at Deferred Examinations shall be those in which the student has failed.

### *General*

7. A student who fails to progress from one year to the next and who is eligible for repetition of the year will not be permitted to undertake study at the University and will be required to follow instead a course of study within the College as determined by the Principal.

A Departmental Regulation requires students to achieve a satisfactory standard in spelling. Students who fail to achieve this standard can be recommended only for the award of a Conditional Certificate, even though they have satisfied requirements as prescribed in those Regulations in all other strands.

Absence from lectures without acceptable explanation may preclude students from being admitted to College examinations.

8. Strands, for the purposes of these Regulations, shall be as defined in the College Calendar.

### *Honours Diploma*

9. In the case of a particularly outstanding student an Honours Diploma may be awarded. In order to be considered for this award the student must have completed at least two years of a University subject.

### *Amendment to Examination Regulations*

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

## *PRIZE LIST 1967*

**Department of Education Prize.**—Books to the value of \$32. This prize is awarded to the second year student with the most distinguished academic record.

Miss L. Lawless.  
Miss H. Luby.

**Principal's Prize.**—Books to the value of \$10. This prize is awarded annually to the second year student obtaining the highest marks in Education, and who has also a distinguished record in practice teaching.

Miss M. Bembrick.

**Illawarra Teachers' Federation Prize.**—Books to the value of \$10. This prize is awarded to the second year student with the most distinguished record in English Literature.

Miss A. Mallon.

**Health Education Prize.**—Books to the value of \$6.30. Awarded to the second year student having the most distinguished record in Health Education.

Miss S. Clarke.

**Illawarra Choral Society Prize.**—Selected Music Book. This prize is awarded to the student who has contributed most to the corporate musical life of the College during the year.

# THE DEMONSTRATION SCHOOLS

## 1. For Primary And Lower Primary Demonstrations *Fairy Meadow Demonstration School*

*Executive Officers: Principal:* Mr. N. LOGAN, B.A., Litt.B.

*Deputy Principal:* Miss J. L. HOLMAN, A.A.S.A.

*Mistress of Infants' Department:* Mrs. S. Jarrett, M.A.C.E.

*Deputy Executive Officers:* Mr J. SCARLETT (Deputy Master), Miss J. HODGE (Deputy Mistress), Miss H. POLLARD (Deputy Mistress, Infants).

The demonstration school, situated on the corner of Princes Highway and Balgownie Road, Fairy Meadow, is approximately one and a half miles from the teachers' college.

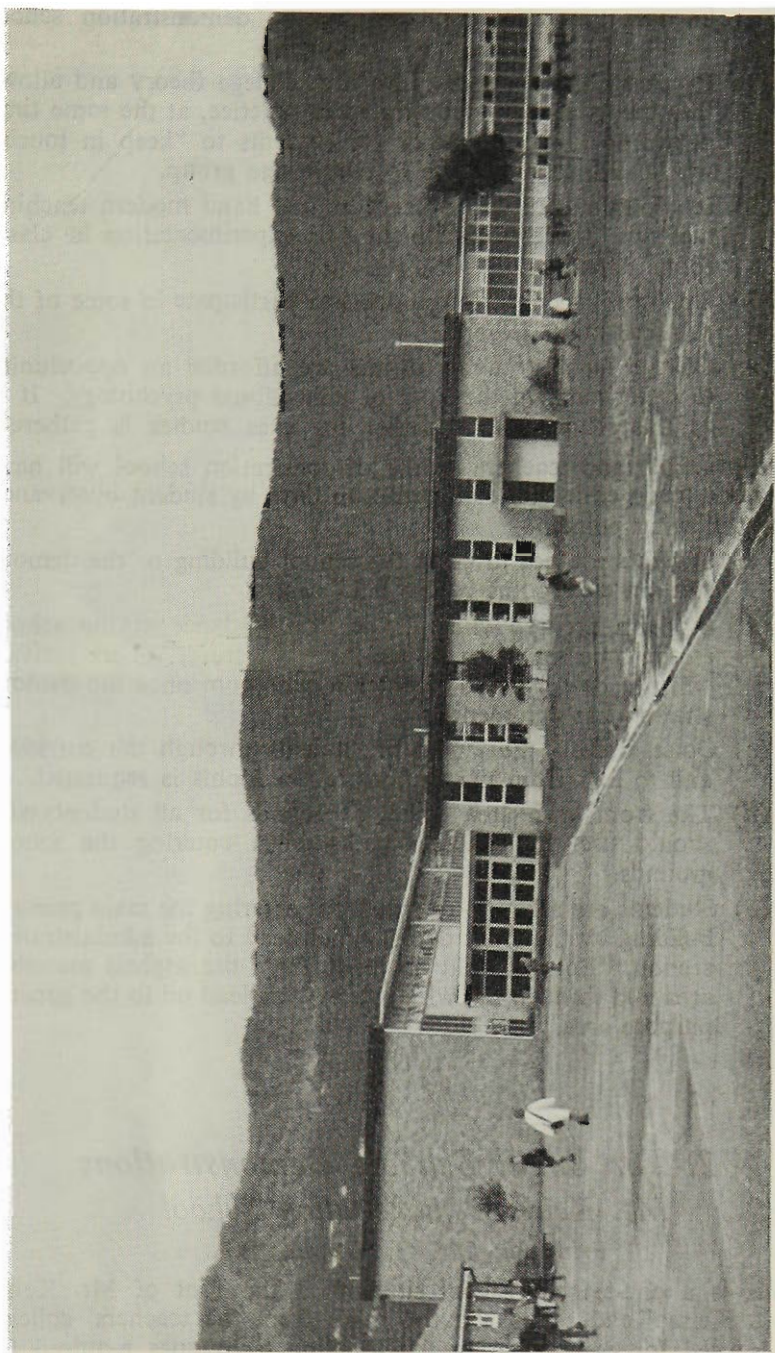
This first class school, made up of two departments (primary and infants'), is staffed with twenty-eight experienced teachers who have been specially chosen by the Department of Education to demonstrate methods of teaching to college students. The importance of this school, which all students visit weekly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

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

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

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

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



**Fairy Meadow Demonstration School.**

*Photo.: Australian News and Information Bureau.*



Other important services rendered by the demonstration school are:—

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

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

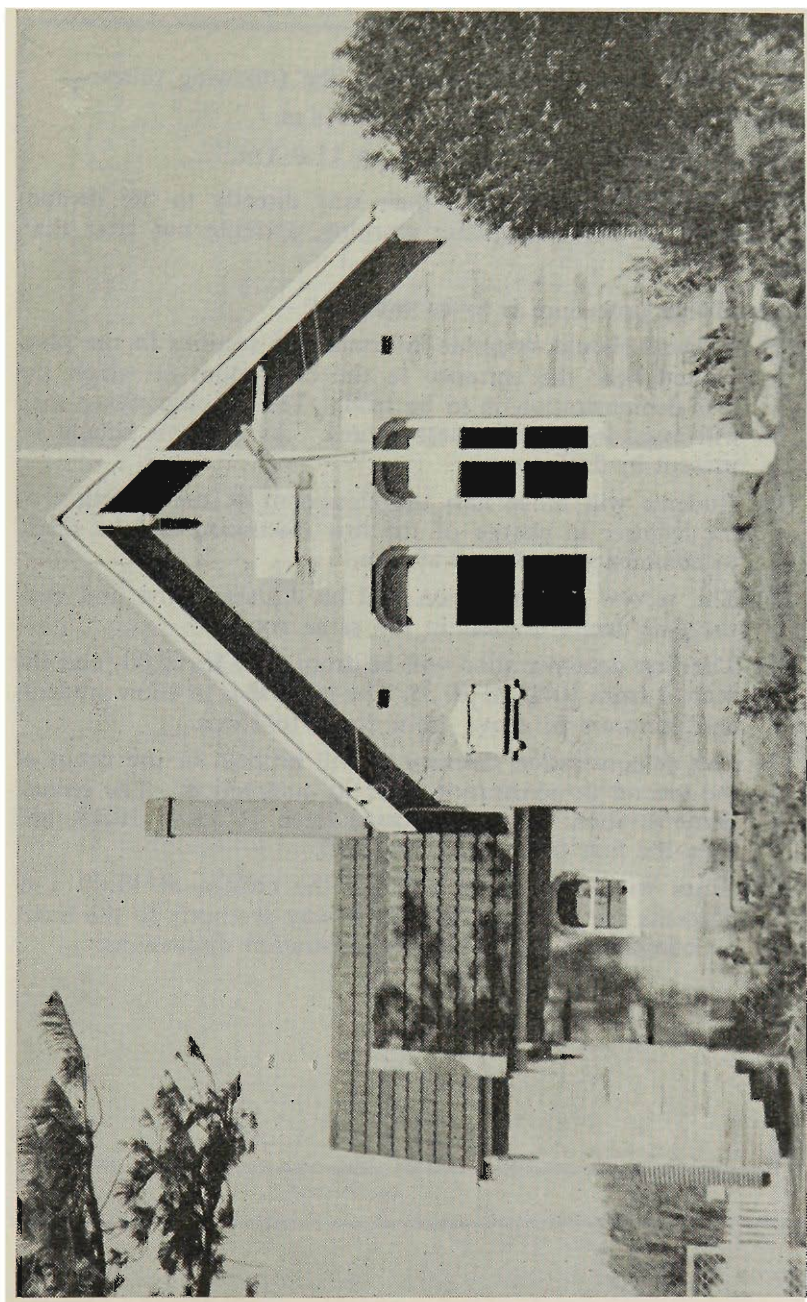
- (a) Students are not to enter the school building or the demonstration classrooms before 8.55 a.m.
- (b) Students are requested to be in attendance at the school at the time set down by the college lecturer. Late arrivals will not be permitted to enter a classroom once the demonstration has commenced.
- (c) Quiet, orderly movement of students through the corridors and to and from the demonstration rooms is requested.
- (d) The front lawn area is out of bounds for all students, who should use the concrete paths when entering the school grounds.
- (e) Students are asked to refrain from entering the main primary building by the front doors, which lead to the administrative section. Entry should be made from the asphalt assembly area and through the wire gates which lead on to the general purpose area.

## *2. For Small Schools Demonstrations*

### *Mt. Keira Demonstration School*

*Principal:* Mr. G. WEULE, B.A.

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



Mount Keira Demonstration School

## DEMONSTRATIONS

Students shall attend demonstrations at the following times:—

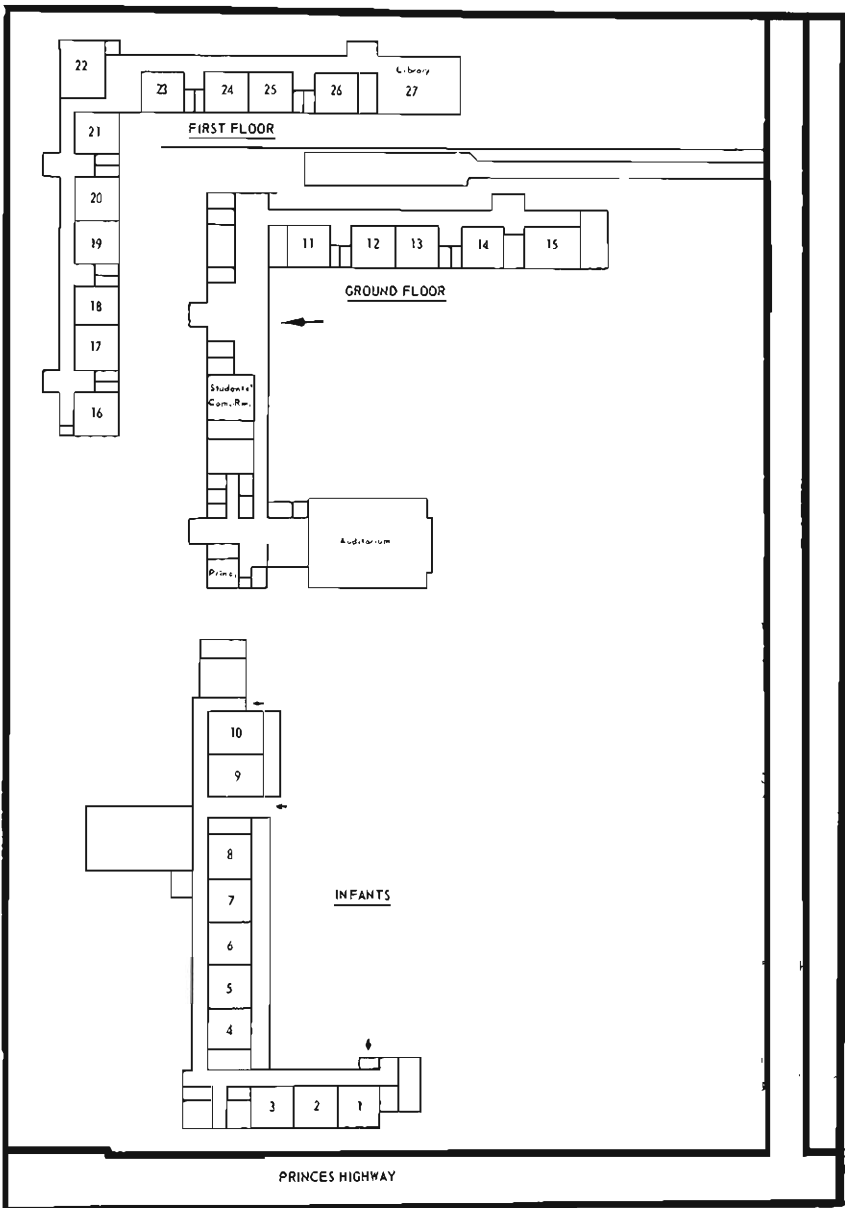
First Year—Tuesday, 9.0 a.m. to 11.0 a.m.

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

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

The following procedure is to be followed:—

- (1) Students should assemble informally in sections in the playground near the entrance to the class-room in which the *first* demonstration is to be held. The accompanying map will assist in locating these rooms. All students should be present by 9.05 a.m.
- (2) Students will move into the classroom at the direction of the lecturer in charge of the first discussion and be ready to commence work at 9.10 a.m.
- (3) The *second* demonstration will be discussed first and then the *first* demonstration in the same room.
- (4) The first demonstration will be from 9.30 to 10.00, and the second from 10.05 to 10.35. The interval is to allow students and lecturers to move from room to room.
- (5) Post-demonstration discussions will be held in the room of the second demonstration after its completion. The *second* demonstration will be discussed from 10.35 to 10.45, and then the first from 10.45 to 10.55.
- (6) Buses will leave the school for the college at 11.00 a.m. Students are asked to make their way promptly to the buses on completion of the post-demonstration discussions.



**Plan of the Demonstration School at Fairy Meadow**

# *PRACTICE TEACHING*

## NOTES FOR STUDENTS

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

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

### 3. Time of Duty:—

Students will sign a time-book each day indicating—

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

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

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

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

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

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

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

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

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

7. (i) First year students will be required to prepare comprehensive lesson notes for lessons given during the second practice. These notes should follow the general plan found in Demonstration School lesson notes and should be sufficiently detailed to make it clear that real thought has been given to the lesson and its needs foreseen in preparation. But the student must quickly learn that careful preparation and carefully recorded lesson notes are not necessarily the same thing. The details of preparation that a student has in his head are finally more important than those in the lesson notebook.

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

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

(iv) In second year, students will use a Day-book to record their preparation. A second year student may be required to revert to full lesson-notes if the presentation of lessons suggests inadequate preparation.

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

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

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

(a) Co-operation within the classroom.

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

(b) Classroom management.

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

(c) Teaching procedures.

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

In no circumstances may adverse assessment be recorded.

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

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

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

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

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

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

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

### *Unsupervised Practice*

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

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

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

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



# THE COLLEGE LIBRARY

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

At June, 1968, the collection consisted of approximately 27,200 books and music scores, 4,400 mounted pictures, 2,000 gramophone records, 680 filmstrips, 920 art prints, and a file of classified pamphlets. In addition the library receives 380 periodicals and annual publications regularly by subscription or donation.

## *The Catalogue*

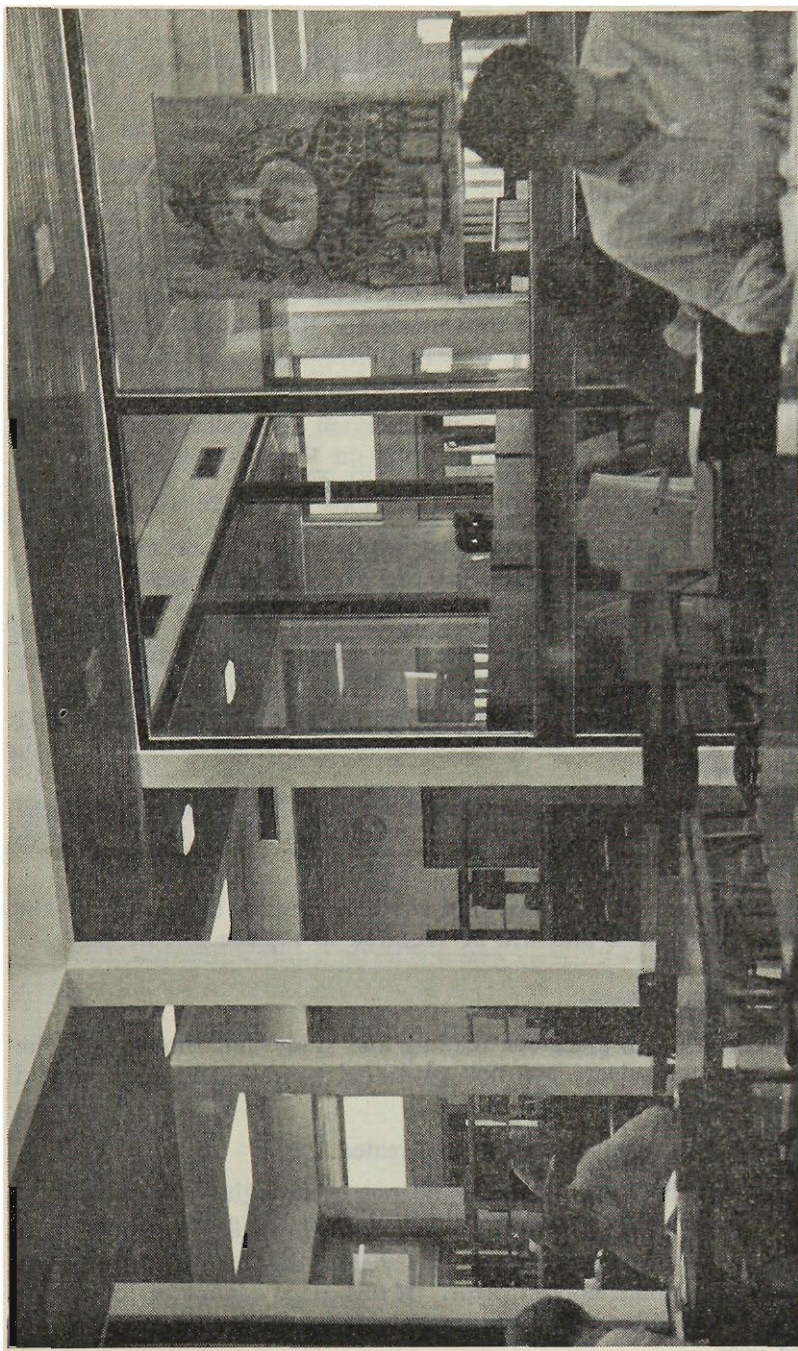
The card catalogue is an alphabetical index to the library collection, with entries for books under author, subject and title. The call number of a book is given at the top right-hand corner of its catalogue entries and indicates its location on the shelves. The books are arranged on the shelves by subject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

This system divides all knowledge into nine main classes, with a tenth class for material too general to belong to any of the major groups.

- 000 General works—Encyclopaedias, etc.
- 100 Philosophy and Psychology.
- 200 Religion and Mythology.
- 300 Social sciences—Sociology, Political Science, Economics, Government, Education.
- 400 Language.
- 500 Pure science—Mathematics, Astronomy, Physics, Chemistry, Geology, Biology, Botany, Zoology.
- 600 Applied science—Medicine, Engineering, Agriculture, Home Economics, Business, Manufacturing.
- 700 The Arts—Architecture, Sculpture, Drawing, Crafts, Painting, Music, Theatre, Recreation.
- 800 Literature.
- 900 Geography, Biography, History.

## *How to Locate Material*

Check the author's name in the catalogue. If the title is held, it will be filed in alphabetical order under the author's name. When particular titles are not known and material is needed on a certain subject, check under the specific subject.



**College Library—The reading room**

*Photo: J. Cramp*

The location is often indicated by a letter prefixing the call number.

The R indicates a book on the reference shelves, e.g. R 423  
CON 1

The P indicates that the reference is in the Periodical Section.

The Q indicates that the book is larger than usual and is housed in the Quarto Section near the periodicals.

Title cards are usually only made for twentieth century novels and plays, but a Play Index has been compiled to help locate plays in collections, and a Song Index has been compiled for the same reason. There are separate catalogues for the gramophone records, filmstrips and art prints.

Additional and more up-to-date information may sometimes be found in periodical articles so the relevant periodicals should be checked. There are periodical indexes on the Reference Shelves to assist in this checking.

### *Hours*

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

### *Care of Books*

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

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

### *Conduct in the Library*

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

Books must not be defaced or maltreated.

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

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

Smoking or eating in the library is not permitted.

Students must show all folders and publications to the librarian when leaving. This will save embarrassment on both sides because those who omit to do so will be recalled.

### *Borrowing*

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

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

Students may borrow three books and two periodicals and may not have more than five items on loan at the one time.

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

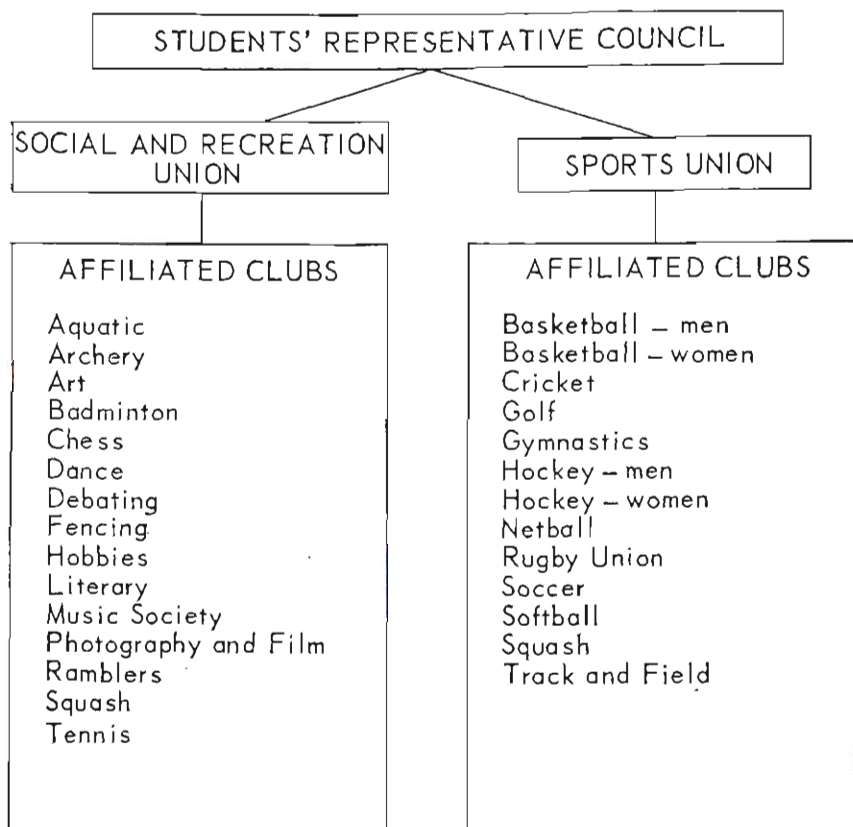
Failure to return books on time will lead to fines and may eventually mean the withdrawal of borrowing privileges.

### *Photocopying*

The library has a photocopying service which is available to students. The charges are 7 cents per quarto page and 9 cents per foolscap page.

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

## *Student Organization*



## *Students' Representative Council*

**PRESIDENT**  
1969—Jennifer  
Reidy

**VICE-PRESIDENT**  
John  
Testoni

**SECRETARY**  
Fay  
Delofski

# WOLLONGONG TEACHERS COLLEGE STUDENTS' REPRESENTATIVE COUNCIL CONSTITUTION

## *A. Composition*

1. The Council shall consist of:—

- (a) President, Vice-President, Secretary and Treasurer. These Executive Officers shall be elected by the student body during the third term in each year, or at such time as the Principal may determine in the light of any special circumstances within the College.
- (b) One representative, to be known as the "Section Representative" elected by secret ballot from the members of each section within the College. Election of the Section Representative shall take place not earlier than three full weeks from the commencement of the College year.
- (c) Two representatives of the Sports Union elected by and from its members.
- (d) Two representatives of the Social and Recreation Union Council elected by and from its members.
- (e) The continuation of these elected representatives in office may be terminated by the group which that person represents, or by the Council, or by the resignation of that representative.
- (f) Any member absenting himself without leave from two (2) consecutive meetings of the Council shall cease, *ipso facto*, to be a member of the Council. The section or affiliated body concerned shall elect a new representative before the next following meeting of the Council.

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

## *B. Election*

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

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

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

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

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

### *C. Meetings*

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

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

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

4. On written requisition of six (6) members of the Council, the Secretary in conjunction with the President, may call a special meeting of the Council.

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

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

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

### *D. Powers of the Council*

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

2. Matters arising in any section, or in any affiliated body of the Council, or any other organized body of students within the College, and affecting the policy of the Council shall be determined by the Council.

### *E. Powers of the Executive*

1. Members of Council Executive are empowered to attend any meeting of any Union, Club, Association or Society.

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

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

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

### *F. Sub-committees*

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

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

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

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

### *G. College Clubs*

1. The terms Club, Association and Society are defined as those groups of students whose affiliation is with the S.R.C., S.U., or S.R.U.C. Religious and political organizations within the College are not considered Clubs, Associations or Societies in this sense.

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

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

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



## *H. Finance*

1. An annual subscription of \$12 shall be paid to the S.R.C. by each student immediately upon enrolment and re-enrolment. The Council, moreover, reserves to itself the right to levy further fees if necessary. From each student subscription, the sum of \$2 shall be made available to an Art and Craft Fund.

2. A Finance Committee shall be set up. The duties of the Finance Committee shall be:

- (i) To determine and confirm the allocation of S.R.C. funds to affiliated student bodies within the College.
- (ii) To determine and confirm the allocation of S.R.C. funds to other special projects as agreed upon by the S.R.C.

3. The S.R.C. in conjunction with the Finance Committee will make allocations of finance to the S.U. and to the S.R.U.C. annually, and may consider applications from these bodies for additional grants to be made if such grants are in the best interests of the student body.

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

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

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

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

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

## *I. Alteration to Constitution*

1. This constitution may be altered or amended only if:

- (a) notice of the amendment or alteration is submitted in writing to the secretary of the S.R.C.; and

(b) the amendment or alteration is approved first by the Executive Committee of the Council and then by three-quarters of the votes of a meeting of the Council, and then by a majority of the exercisable votes at a General Meeting of students for which at least seven days' notice has been given. Notice of the meeting shall include details of the proposed amendment or alteration of the constitution.

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

## *STANDING ORDERS OF STUDENTS'* *COUNCIL MEETINGS*

1. The meeting will be opened as soon after the appointed time as a quorum is present.
2. That the general business of order shall be:
  - (a) Apologies.
  - (b) The reading and adoption of minutes.
  - (c) Business arising from the minutes.
  - (d) Outward correspondence.
  - (e) Inward correspondence.
  - (f) Business arising from the correspondence.
  - (g) Financial statement.
  - (h) Business arising from the financial statement.
  - (i) Accounts to be passed for payment.
  - (j) Reports.
  - (k) Special business of the meeting.
  - (l) Other business.

3. This order of business may be amended if necessary by the chairman, but should anyone object to such an amendment the chairman may ask for someone to move or may himself move the suspension of the standing orders stating the purpose. This, if seconded and carried, will authorize the chairman to alter the procedure to the extent decided upon in the resolution.

### *Conduct of Discussion/Debate*

1. The time limit for the mover of a motion shall be three minutes, and for the seconder two minutes.
2. All subsequent speakers shall be allowed two minutes, and the mover two minutes for reply.
3. Not more than three consecutive speakers in the affirmative or negative shall be allowed to speak.
4. No speaker shall be allowed to speak twice to the same motion other than the mover, who shall have the right to reply.
5. Every speaker shall address the Chair and shall confine himself to the subject under debate.
6. Speakers rising to a point of order shall address the chair and shall confine themselves to a simple statement of the point.

7. When the chairman is called upon to decide upon points of order, he shall simply state his ruling, which shall be final ; subject only to a motion of dissent, which shall be put to the meeting without discussion.

8. Motions shall be decided upon vocally or upon a show of hands unless a division is demanded.

9. The chairman shall have an original and also a casting vote in the case of an equality of votes.

10. The chairman shall be entitled to move or second a motion only if he vacates the chair.

11. Any representative acting contrary to the standing orders shall be called to order.

# CONSTITUTION OF THE SOCIAL AND RECREATION UNION

This Union is responsible to the S.R.C. for all social and recreational activities of the Wollongong Teachers College which lie outside the control of the Sports Union. Responsibilities of the Union include the organization of the Graduation Ball, College dances, recreational and social functions, and also the consideration of matters referred to it by the various clubs affiliated with it.

1. *Name*.—The Wollongong Teachers College Social and Recreation Union.

2. *Purpose*.—The purpose of the S.R.U. shall be the promotion and control of all social and recreational activities of the Teachers' College outside the jurisdiction of the S.U., and as determined by the S.R.C.

3. *Social and Recreation Union Council*.—The Social and Recreation Council (hereinafter referred to as the S.R.U.C.) shall consist of:

- (a) Elected officers, viz., President, Vice-President, Secretary, Treasurer.
- (b) One member of the Lecturing Staff nominated by the Principal.
- (c) The President of the College Council or his nominee from within the S.R.C.
- (d) One representative of each of the clubs affiliated with the S.R.U.C. whose attendance at S.R.U.C. meetings is only required when the S.R.U.C. or Club deem it necessary.
- (e) Other members whom the S.R.U.C. may co-opt from time to time.

The Secretary of the Social and Recreation Union shall notify the S.R.C. in writing of the names of the officers of the S.R.U.C. within seven days of the election thereof. Clubs affiliated with the S.R.U.C. shall do so through the club executives.

4. *Officers and Election of Officers*.—Officers shall be:

- (a) President
- (b) Vice-President
- (c) Secretary
- (d) Treasurer

The president-elect, vice-president elect, secretary-elect and treasurer-elect shall be elected from the student body immediately following the S.R.C. elections, and shall assume office during third term. Vacancies on the committee shall be filled within one month of their occurrence.

5. *Quorums*.—At a meeting of the S.R.U.C. sixty per cent of its members shall constitute a quorum.

6. *Enquiries*.—The S.R.C. on its own motion, or at the written request of ten members of the student body, shall be competent to address enquiries to the S.R.U.C. as to any of the activities of the S.R.U.C. and shall take appropriate action concerning such.

On the written request of five members of any affiliated club, the S.R.U.C. shall enquire into the management of that club, and shall take appropriate action.

7. *Meetings*.—The S.R.U.C. shall meet at least once every twenty-one days during every College term, and while the College is in session.

8. *Special Meetings*.—A special meeting of the S.R.U.C. shall be called within fourteen days following receipt by the Secretary of the S.R.U.C. of a request signed by twenty members of the student body. Matters for discussion shall be prominently posted for seven days prior to the meeting.

9. *Formation of Clubs*.—On the formation of any social or recreational club, its secretary shall forward to the S.R.U.C. with its application for affiliation two copies of its proposed constitution. One copy shall be retained by the S.R.U.C. and the other forwarded to the S.R.C. The Constitution of all social and recreational clubs must be acceptable to the S.R.U.C.

10. *Finance*.—The Social and Recreation Union shall make application to the S.R.C. for grants to finance social and recreational activities throughout the year. The S.R.U.C. Treasurer shall forward to the S.R.C. a statement of accounts at the close of each executive year.

Subject to the approval of the S.R.C. the S.R.U.C. shall have power to make grants to affiliated clubs from funds controlled by the S.R.C. Should a grant be refused by the S.R.U.C. an affiliated club has the right to appeal to the S.R.C.

Secretaries of clubs making application for grants shall supply the following particulars:

- (i) Number of active club members.
- (ii) The proposed expenditure of the grant.
- (iii) The amount of any previous grant made.
- (iv) **Assets.**

11. *Reports.*—The S.R.U.C. shall furnish to the S.R.C. reports submitted by the retiring secretary and treasurer. The reports shall be read at the annual meeting of the S.R.U.C. The balance sheet of the S.R.U.C. shall be placed in the students' notice case for at least seven days prior to its presentation to the general meeting of the Union.

12. *Attendance of Members.*—A representative absent from two consecutive meetings without sending a deputy (who shall be acceptable to the S.R.U.C. as representing the group whose member is absent) or without leave of absence, shall forfeit his or her position on the S.R.U.C.

13. *Alteration of the Constitution.*—The constitution may be amended only if such amendment is supported by a majority of two-thirds of the members present at a general meeting of the S.R.U.C.

# *SPORTS UNION CONSTITUTION*

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

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

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

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

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

5. *Officers:*

- (a) The officers will include one male and one female member of staff to represent the Principal and to act in an advisory capacity.
- (b) The President.
- (c) The Secretary.
- (d) The Treasurer.
- (e) The Assistant Secretary who is to be a First Year student.
- (f) The Assistant Treasurer who is to be a First Year student.

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

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

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

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



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

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

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

13. *Finance*:

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

14. *Reports*:

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

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

## *THE INTERCOLLEGIATE BOARD*

The Intercollegiate Board is responsible for the organization and administration of Intercollegiate activities with other Teachers' Colleges.

The Board is composed of the following:

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

## *SPORTS UNION MANAGEMENT COMMITTEE*

	<i>Student President</i>	<i>Secretary</i>	<i>Treasurer</i>
1968	Terry Simister	Alison Piper	Clive Arthur

## TEAMS ENDURANCE RACE

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

### *Race Conditions*

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

N.B.—KOTARA is an aboriginal word meaning group. At one time students were placed in a KOTARA to facilitate administration of Sports Union activities. Now sections are the basis of these activities.

### *Winners*

1962: Section 624.	36 minutes 3.3 seconds.
1963: Kotara 2.	35 minutes 52.3 seconds.
1964: Kotara A.	34 minutes 10.6 seconds.
1965: Section 641.	32 minutes 58.2 seconds.
1966: Phys. Ed. II	31 minutes 14 seconds.
1967: General Primary I.	29 minutes 28 seconds.

## RELIGIOUS SOCIETIES

### *The College Christian Fellowship*

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

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

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

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

### *St. Thomas More Society*

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

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

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

## COLLEGE CLUBS

Two periods per week of the College timetable have been set aside for voluntary student activities. College clubs, which meet during this time, provide excellent opportunities for students to explore mutual interests. Clubs also enable students to take an active part in the corporate life of the College. The following are some of the clubs which have functioned in recent years:—

### *Aquatic Club*

This club was established at the beginning of 1965 with the general aim of fostering interest and participation in water sports. The only requirement for membership is a desire to take part in water sports. It is not intended that the club should only cater for those with experience, but that coaching in skills at the beginner's level should be made available to new inexperienced members.

So far, most of the major activities of the club have taken place at week-end camps, both winter (snow) and summer,

### *Archery Club*

The club was established in 1967 to cater for students interested in this sport. The club meets regularly to join in target shooting as well as to repair and maintain equipment.

Students interested in archery are invited to join. No previous experience is necessary.

### *Art Club*

The art club has been formed to provide an atmosphere in which students can experiment with visual arts media. It is the club's intention to encourage the participation of students who have limited opportunity for creative expression in their college courses and to provide for advanced students to develop their own interests and techniques.

Students who join the club will be assisted with materials and the club's executive and lecturers of the art department will be available to give advice and assistance when required.

To supplement the practical work done during the club hour, visits to art exhibitions will be arranged and it is anticipated that painting excursions and week-end activities can be organized to meet the interests of club members.

Students interested in art appreciation and the study of Art History will be able to pursue their interest through club association. Art films are available and screenings can be arranged.

### *Badminton Club*

The Badminton Club was formed to enable students to be able to make use of the College courts during those times when they are not being used for other activities. It functions both at lunch times and during the Clubs/Games period.

### *Chess Club*

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

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

### *The College Wanderers*

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

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

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

### *The Dance Club*

Here is an opportunity for students to express themselves in a variety of dance media ; modern ballet, classical, ballroom, jazz and others which students are free to initiate. Both men and women are welcome to join.

### *Debating Club*

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

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

### *Fencing Club*

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

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

### *The Gymnastics Club*

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

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

We welcome all those who are interested in gymnastics.

### *The Literary Club*

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

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

### *Photography and Film Club*

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

### *Squash Club*

The Squash Club is open to all students and no playing standards are required. Each Wednesday a group of 24 students meet at Keira Street Squash Courts during Clubs period. Owing to the lack of courts all members are not able to play every week, however members play two out of every three weeks. Racquets, balls and sand-shoes are available free of charge.

### *The Wollongong Teachers College Music Society*

The present form of the Music Society was proposed at a general meeting of students in November, 1966, with the permission of the Principal. The structure of the society aims at promoting and sustaining the continuity of the musical life of the college. Membership is open to all students in the college and allows for active honorary membership of staff.

All aspects of student musical interest are represented on the executive committee, consisting of President, Vice-President, Secretary, Treasurer, Publicity Officer, representatives from the College Choir, instrumental groups, recorded music group, a representative from the music staff and representatives from other musical interests as they arise.

## *SPECIMEN CONSTITUTION FOR CLUBS*

1. Membership shall be open to all members of the student body except where membership is based on sex differences.

2. Committee of Management.—There shall be a Management Committee, which shall consist of President, Vice-President, Secretary and Treasurer.

3. The election of officers, including a representative for the Sports Union or Social and Recreation Union, shall take place at a general meeting to be held within three weeks of the commencement of First Term.

4. Vacancies.—Vacancies occurring shall be filled within two weeks by the vote of a general meeting.

5. Meetings.—Meetings shall be convened at the discretion of the Management Committee.

6. Finance:

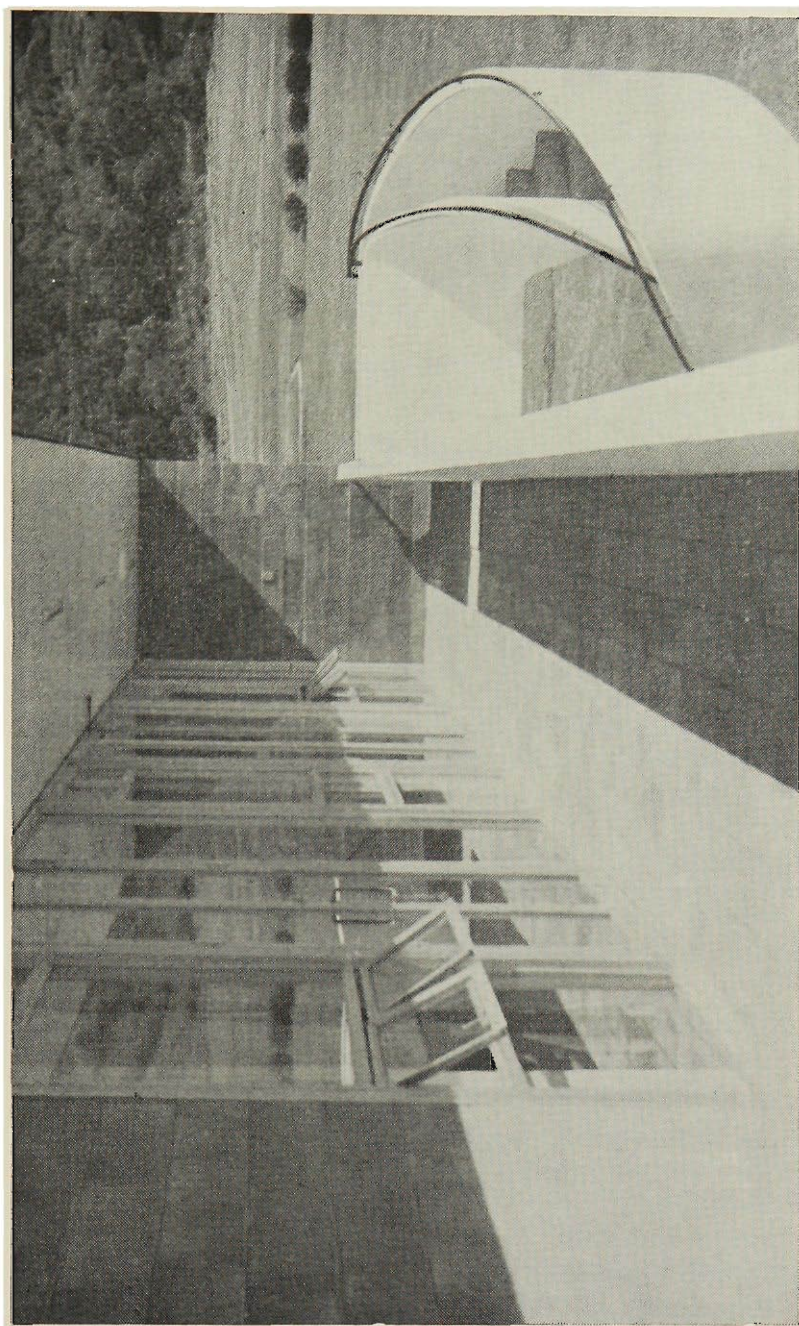
- (a) all official transactions shall be recorded in the Minutes;
- (b) the treasurer shall ensure that the expenditure shall not exceed the limits of the S.R.C. grant;
- (c) the following procedure shall be followed when making application for grants from the S.R.C.:
  - (i) the application for a grant shall be submitted to the Sports Union or Social and Recreation Union to be considered in the annual budget;
  - (ii) the application shall state the number of active members;
  - (iii) the application shall state the amount of previous grant;
  - (iv) the application shall list equipment in hand;
  - (v) the application shall state the nature of the proposed expenditure.

7. Record.—The Secretary shall keep records which shall contain:

- (i) a statement of the constitution;
- (ii) copies of the reports submitted;
- (iii) details of all financial transactions;
- (iv) a list of the assets of the club;
- (v) a list of the names of officers;
- (vi) minutes of all meetings and details of the club's activities.



8. Amendments and Alterations to the Constitution.—The constitution may be amended or altered at a general meeting if a two-thirds majority favour such amendment or alteration. All intended amendments and alterations must be handed to the Secretary in the form of a notice of motion which will be displayed for at least seven days before the ensuing general meeting.



The administration block



# *COURSES OF STUDY*

# TWO YEAR COURSES

## *ART*

The Art course sets out to provide, through practical experience, an understanding of the various skills, and of the various types of thought and response which are the special province of Art. Whilst the work that is done is basically designed to provide an interesting variety of lesson types of immediate relevance to the classroom the course itself is expected to develop and extend the students' own creative potential.

A background to contemporary culture is approached by an examination of the art of significant historical eras seen in relation to the beliefs, knowledges, and social values which gave to the periods their unique characteristics. This is followed by a more detailed survey of the changes in the concept of art during the twentieth century.

The relationship between the ideas of the artist and the technical problems involved in organizing them is a central theme. This is sustained during the practical work; it is directed towards the discovery of aesthetic standards and the means by which these standards and qualities can be attained through effective teaching procedures. The later phases of the course are dominated by an examination of the processes of creative thought and the contribution art can be expected to make to the school child's total education.

### *First Year*

In the first year the Art course is concerned with establishing the basic mechanics of picture making with a view to selecting what is important in any particular expression and to determining ways of emphasizing this whilst giving vitality, coherence, and meaning to the whole.

Figure drawing.

Figure and background.

Figure, place, and atmosphere.

A historical survey of art and society.

The development of modern art.

Basic design.

Colour as a means of creating a specific emotional response.

Expression and the quality of paint: media and techniques.

Pattern making.

The place of instructions in the art lesson.

## *Second Year*

During the second year emphasis is placed increasingly upon confidence and ease in the handling of ideas and materials.

Design and the expression of ideas.

Texture and the expression of ideas.

Media and picture making.

Print making.

Pattern making.

Picture study methods.

Stages of child growth.

Basic concepts of creativity.

Aims of art education.

Organization and programming.

## *Special Studies*

### *First and Second Years*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

### *Art I—Sculpture and Ceramics*

This course is offered to students with a basic interest in art and a specific desire to experiment with media that will explore creative possibilities in three dimensions.

In the first year, students will work on a series of practical exercises using a variety of three-dimensional materials, including plaster, clay, wood, metal, and composite materials. These exercises will explore the relationships of mass, volume, and space in sculptural organization.

Students will be encouraged to discover individual interests, skills, and forms of expression.

In the second year, further methods and techniques will be explored including casting, firing, and glazing, and the use of new materials such as fibreglass and plastics. Opportunity will be given for students to work in the following areas; modelling, sculpture, ceramics, metal and enamel processes, mobile construction, mosaic design and production.

The course will be mainly practical with some individual research into the history and development of sculpture.

Students will be brought in touch with present-day trends through films and excursions.

## *Art II—General Art*

A course covering a variety of art activities designed for students who are interested in art expression and in their own development as artists.

The work will be essentially practical and will in the first year include landscape and figure drawing, water colour and ink drawing, monotype printing, clay printing, landscape painting, together with specific experiences in a wide range of different mediums.

Generally a completed painting will be produced each week in which will be introduced or emphasized some consideration, skill or paint quality.

Excursions will be arranged and students will have an opportunity to take part in exhibitions and to contribute to the wider art activities of the College.

Previous experience is not essential although Higher School Certificate Art would be an initial advantage. More important is enthusiasm for the subject and a liking for paint.

In the second year emphasis will be placed on work in oil paint and the new acrylic plastic paints.

# CRAFT

The courses in craft are designed to provide the student with the essential techniques and teaching methods associated with the primary school handicraft courses, together with the scope and educational implications of craft work and the cultural aspects of the various crafts treated. The practical work involved in these courses provides the student with the opportunity for individual expression and the development of creativity.

## *First Year*

*Two hours per week during Lent Term, then one hour per week*  
Bookcrafts.

Paper Decoration.

Puppetry and Dry-core Models.

Weaving.

Wood and metal crafts.

"Odds and ends."

## *Second Year*

*For Students taking the General Primary Course*

### WOMEN

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

1. Development of skills and techniques in the following media:

Raffia.

Cane.

Fabrics.

Leather and leather substitutes.

Wood and metal.

Indigenous materials.

2. Lectures covering the following:

(a) The development of positive attitudes; achievement in relation to standards.

(b) Lesson types, preparation, organization, programming and correlation.

(c) Equipment—sources, care and maintenance.



## MEN

### *One hour per week*

1. (a) Development of skills and techniques in the following media:

Raffia.

Cane.

Fabrics.

Leather and leather substitutes.

Paper.

Indigenous materials.

(b) Activities for the Lower Division.

2. Lectures covering the following:

(a) The development of positive attitudes; achievement in relation to standards.

(b) Lesson types, preparation, organization, programming and correlation.

(c) Equipment—sources, care and maintenance.

### *For Students taking the Infants' Course*

#### *One hour per week*

1. Activities suitable for lower primary children in the following crafts:

Paper crafts.

Soft crafts.

Creative activities.

Model making.

2. Lectures covering the following:

(a) The development of positive attitudes. Achievement in relation to standards.

(b) Lesson types, preparation, organization, programming and correlation.

(c) Equipment, sources, care and maintenance.

## ***Special Studies***

### ***First Year***

*Two hours per week*

### ***Second Year***

*Five hours per week*

Students will develop the techniques and skills involved in creative and expressive work within the following fields:—

#### **Craft**

Art metalwork.  
Ceramics.  
Graphic arts.  
Jewellery making.  
Leatherwork.  
Wood crafts.

#### **Textile Crafts**

Embroidery—modern and traditional.  
Fabric decoration.  
Fashion design and construction—  
    Dress making.  
    Knitting.  
    Crochet.  
Soft furnishings.  
Weaving.

# EDUCATION

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

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

## PART A. *A Course in the Psychological Foundations of Education*

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

(1) What changes *can* be made? This involves a study of the kinds of process by which change in behaviour occurs; of the kinds of limitations imposed on behaviour by organic, social and cultural forces. Fundamental questions concerning child development, personality and motivation will be explored.

(2) What changes do we *want* to make? A preliminary discussion of suitable classroom objectives and their relationship to the wider aims of socialization will be made.

(3) *How* to bring the changes about. The central question, how do people learn best, will be explored through a workshop course organized around the following topics: readiness and individual differences; motives; the role of practice; understanding and insight; transfer of training; remembering and forgetting; the learning situation; the evaluation and measurement of learning.

## PART B. *The Social, Theoretical, Philosophical and Historical Foundations of Modern Educational Practice*

(1) In what ways are schools and their activities shaped by cultural factors?

The social and cultural context of education. The inter-relatedness of society, culture and personality. The transmission of culture. The role of the school in the transmission of culture.

(2) How is the curriculum shaped?

- (a) Patterns of curriculum organization. Subject, activity and core curriculum patterns.
- (b) Principles of curriculum construction. Identification of objectives, selection of content, determination of sequence, grade placement and time allocation.
- (c) Curriculum construction practices here and overseas. The teacher's part in curriculum development. Exploration of possible developments in curriculum construction procedures.
- (d) Change and the curriculum. Possible roles of the school in connection with change in the culture pattern.

(3) What do our practices tell us of our philosophy?

The relationship between philosophy and education. The philosophical background to current education practice and theory. Towards a personal philosophy of education.

(4) How have other societies sought to achieve their educational goals?

A comparative study of other systems of education and our own, analysing the parts played by tradition, philosophy, social factors and the influence of important persons.

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

(1) The nature of the educative process:

- (a) What do we mean by education?
- (b) The role of the school in education.

(2) *Principles applied to administration*

- (a) Educational administration in New South Wales: The Education Department; Area Directorates; system of inspection; school organization.
- (b) Educational services: types and levels of schools; ancillary branches of the Education Department.
- (c) Responsibilities of the teacher: Administrative requirements at class, school and inspectorial levels.

(3) *Principles applied to classroom practice and management.*

- (a) Classroom organization. The personality of the classroom.
- (b) Discipline and class control.
- (c) Lesson types and lesson planning.
- (d) The role of the teacher.
- (e) Qualities of the good teacher.

(4) *Professional Ethics.*

A course designed to develop a regard for high professional standards in teaching, in work with colleagues, and in relationships with the community.

PART D. *Small School Teaching*

Male students specializing in primary school education will devote part of their time in demonstrations and lectures to the problems of teaching in a one-teacher school.

PART E. *Secondary Teaching*

Students of Physical Education undertake supplementary studies in their second and third years which centre on the Wyndham reorganization of secondary schools and matters specific to secondary teaching not treated in the basic course. Many of the topics develop out of the experiences of students at practice and demonstration sessions.

## *Special Studies*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

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

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

# ENGLISH

## First Year

### (i) *Expression*

*One hour per week*

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

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

Spelling proficiency is part of the work.

The nature and place of grammar will be considered.

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

### (ii) *English Method*

*One hour per week*

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

### **(iii) Speech**

*One hour per week, Lent Term only*

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

### **(iv) Literature**

*One hour per week*

- (a) Poetry and the individual student. The place of poetry in community and school.
- (b) Selected poems reflecting the general development of English literature from the traditional ballads onwards.
- (c) A major dramatic work.
- (d) Outstanding poets of the late nineteenth and twentieth centuries.
- (e) Three novels.

Selections from the Albatross Book of Verse will be required reading. Each student should have his own copy of this text. Reference may also be made to the Penguin Book of Modern Australian Verse and the Faber Book of Modern Verse. Students will be required to present to the section a poem from one of these three anthologies with their critical comments.

Provision will be made for advanced students to read more extensively.

## **Second Year**

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

*One hour per week*

- A. (a) Thorough treatment of the teaching of reading.
- (b) Further work in language activities, dictionary work, written expression.

The teaching of poetry, poetry writing, listening to poetry.

- (c) Grade levels of attainment; remedial work to extend both the dull and the gifted child in spelling, reading, language and speech.

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

(ii) *Literature: the modern novel*

*One hour per week*

This course will cover a number of significant novels and plays by contemporary authors.

Detailed consideration will be given to particular novels and plays, but students should read as many works of each author as they can.

*Special Studies*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

*Group A*

*English I—Drama and the Stage*

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

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

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

*English II—Australian Literature*

In outline, the course consists of five separate topics:

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

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

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

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



### English III—The Development of the Novel

This course will require the reading of many novels from the emergence of this form to the present day. The emphasis will be on the growth of the English novel, and there will be some background work in social history and in methods of criticism, but in the second year students may also specialize in the period of their choice. French, Russian and possibly other foreign novels may be read in translation as part of this specialization.

#### *Group B*

##### *Dramatic Art*

This course will cover the following aspects:

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

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

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

# HEALTH AND HEALTH EDUCATION

## *Second Year Students*

*One hour per week*

Education in health is an integral part of a broad general cultural education.

The aims of the College courses in Health Education are:

- (1) To help the teacher to develop and maintain his own health, both physical and mental.
- (2) To help the teacher to promote healthful school living conditions and to understand and utilise the health services available in the school.
- (3) To help the teacher to understand the child both physiologically and emotionally, to be able to communicate with his parents and to become skilled in health appraisals.
- (4) Whether the teacher is actively involved in formal health education in the classroom or not the courses aim to help him to collaborate with the planned school health programme and to be able to help individual students or groups of students, incidentally or informally, with their health problems.
- (5) For those teachers who are actively engaged in formal health instruction they aim to give an adequate background of professional knowledge and to promote methods and techniques which will serve to develop the attitudes, practices and knowledge in the field of health which are needed by the youth of today.

Lecture courses will be given to the following groups of students:—

*General Primary and Infants Students.*—Students from the General Primary and Infants sections in their second year will attend one lecture per week in Health Education.

*Physical Education Students.*—Physical Education Students will attend one lecture per week in Health Education during the third year of study.

*Returned University Students.*—Students undertaking the one year course for Junior Secondary School teaching will attend one lecture per week in Health Education.

The general framework for all of these courses is set out below. It will be modified according to the needs of each group of students.

The topics set out below are grouped in areas so that the course can be seen as systematic.

1. *Introduction*

The objectives and philosophy of health education. Terminology in school health.

2. *The Integration of Health Education into the School Health Programme*

The correlation of health education with other subjects, health guidance, incidental and informal teaching. The selection of methods and use of special techniques, teaching aids and resources in formal teaching where appropriate. Practice teaching and demonstration lessons. The evaluation of school health programmes.

3. *Achieving Personal Health and Fitness*

The contribution of physical education to health. The health of the skin, hair, eyes, ears, and teeth.

4. *Food and Nutrition*

Food selection and food protection.

5. *The Teacher's Role in Mental Health*

6. *Growth and Development*

The implications of processes of growth and development in the health needs of the specific age groups being taught—infant, primary or secondary school children.

7. *Family Life Education*

8. *Drugs, Alcohol, and Tobacco*

Their use and misuse.

9. *Communicable Diseases and their Control*

10. *Healthful School Living*

Health services in the school and the community.

## *First Aid Course*

Students are advised if possible, to obtain their St John's First Aid Certificate before going into teaching.

Every effort will be made to arrange a First Aid class at College, but students may attend the general classes held in Wollongong and District if they wish.

## INFANT EDUCATION

Students who wish to specialize in Infant Education will, in their second year, follow the course as listed below.

Art—see course on page 74.

Education—

Health and Health Education—see course on page 88.

Music—see course on page 94.

Natural Science—see course on page 98.

Special Studies—

Physical Education—see course on page 105.

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

1. The Nursery School.
2. The transition of the child from the home to the school.
3. The Kindergarten. The contributions of Froebel and Montessori.
4. The school environment for the first- and second-class child.
5. The role of the teacher.

## INFANT EDUCATION

*First half of year four hours per week*

*Second half of year three hours per week*

### *English*

1. The growth of *language* in the young child. Language activities in the Infant grades.

2. Pre-reading and reading readiness. Reading activities in the formal grades. Group teaching techniques. Class and central libraries. Recent trends in teaching young children to read.

3. *Written expression*. The relationship between oral expression, the reading programme, handwriting, and spelling. Creative writing.

4. *Spelling*. The gradual growth of spelling ability. Methods which will encourage good spelling habits. Word grouping. Word study.

5. *Handwriting.* The place of handwriting in the Infant School. Pre-writing activities. The teaching of writing in formal classes.

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

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

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

### *Mathematics*

The course is designed to show an approach which will encourage the young child to gain an understanding of mathematics through experience and experimentation.

- (1) The pre-number work in Kindergarten.
- (2) An understanding of quantitative relationships.
- (3) Measuring activities—capacity, weighing, length, time.
- (4) Counting activities.
- (5) Recognition of number groups, numerals.
- (7) Activities involving the use of money.
- (8) Simple problems.
- (9) Number games and rhymes.
- (10) A study of the Cuisenaire method.
- (6) Form, position.

### *Social Studies*

This course is planned to give a knowledge of the curriculum for Social Studies, and to outline a variety of ways of presenting lessons in the Infant grades.

Assignments, involving the planning of units of work, will be compiled by students. The importance of visual aids will be stressed.

### *Practical Work*

This course is concerned with the study of the principles involved in the construction of work books. Stencils, and activity material for English and mathematics. A selection of teaching aids will be constructed.

# MATHEMATICS

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

## *First Year*

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

This course is designed to acquaint students with methods of instruction in mathematics, to provide them with a historical background of the development of mathematics and to improve their own mathematical ability.

### *1. Methods of instruction in mathematics—*

- (a) Development of concepts. Activity lessons. Inductive and deductive procedures. Use of cuisenaire material and other structured aids.
- (b) Development of knowledge and skills.
- (c) Preparation and grading of examples. Diagnosis of error. Provision for individual differences.

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

### *3. Background to primary mathematics*

- (a) Application of set theory to the teaching of elementary mathematics.
- (b) Numbers and numerals. History of the development of number concepts and notation. Number patterns. Number sentences. Scales of notation. Modular arithmetic.
- (c) Measurement. Ancient units of measurement. Standardization of modern units.

4. Development of the *number concept* in the child. Conservation and seriation.

## *Second Year*

*One hour per week*

1. A detailed study of the syllabus in primary school mathematics with particular emphasis on the development of understandings, knowledge and skills. The following topics will be discussed: Numeration,

number patterns, sets, operations on counting numbers and money, rational numbers, problems, measurements, shapes and graphs.

2. Teaching techniques, grading of work, programming.
3. Research in the teaching of mathematics.

## *Special Studies*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

### *Mathematics I*

This course is for students who would like to broaden their mathematical education. No background in mathematics is required but an interest in the subject is essential.

Topics will be chosen from the following:

- (a) The number system—real and imaginary numbers.
- (b) Sets and logic—including an analysis of advertising.
- (c) Non-Euclidean geometry—including the geometry of the sphere and its applications to navigation and astronomy.
- (d) Topology—the “rubber-sheet” geometry.
- (e) Science v. Luck: an introduction to probability theory.
- (f) Recreational mathematics—games, puzzles and magic.
- (g) Selected topics from the history of mathematics.

### *Mathematics II*

This course is designed for students with an aptitude for mathematics, and a background of at least second level mathematics at the Higher School Certificate.

Topics will be selected from: Theoretical arithmetic, calculus, analytical geometry, algebra of polynomials, matrices, elementary mechanics, statistics and astronomy.

# *MUSIC*

## *First Year*

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

## *Second Year*

### *General Primary*

*One hour per week*

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

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



## *Lower Primary*

### *One hour per week*

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

- (i) A repertoire of songs suitable for class singing and choir work.
- (ii) Singing games.
- (iii) Vocal technique.
- (iv) Introduction of notation and rhythm reading skills.
- (v) Conducting.
- (vi) Percussion band.
- (vii) Chime bars.
- (viii) Selected works for special study for listening lessons.
- (ix) Programming.

All students should attempt to develop reasonable competence in piano playing.

## *Special Studies*

### *First Year*

#### *GROUP B*

#### *Two hours per week*

#### *Instrumental*

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

Tuition is available in: piano, violin, viola, 'cello, double bass, flute, oboe, clarinet, treble recorder, tenor recorder, trumpet, trombone, and french horn.

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

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

## *Second Year*

### *GROUP B*

*Five hours per week*

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

### *Choral Singing*

The course is designed to encourage and stimulate an interest and wide knowledge in the development of choral music ranging from 1600 to the present day.

An important aspect of the course is the training of a critical awareness when listening and the ability to distinguish between various styles.

Practice in vocal score reading will be given and the performance of three part choral works will be integrated with the study of set works together with other music making activities involving the use of tuned and untuned percussion.

# NATURAL SCIENCE

## *First Year*

*Two hours per week*

First year students will be grouped according to their prior knowledge of science. As far as possible separate courses will be provided (a) for those who did not study science in fifth or sixth forms, (b) for those who have studied third level science, (c) for those who have studied first or second level science without biology, and (d) for those who have studied first or second level science without geology. Each group will follow one of the following courses:

### **Course I**

This course of study shall be divided into two parts, one devoted to the study of aspects of the syllabus for primary schools and the other intended to further the scientific knowledge of the student. As it would not be possible to make any detailed study of the syllabus in natural science for primary schools in the time available, selected parts of that syllabus will be studied to show how the subject matter should be treated from grade to grade.

#### **A. Syllabus studies**

The Animal Kingdom. Pp. 26, 27.

The Plant Kingdom. P. 27.

The Ability to Obtain and Use Energy. P. 28.

The Ability to Grow, Change and Reproduce Their Kind. P. 31.  
Energy. Pp. 32, 33.

Forces Affecting Us and Their Application to Machines. Pp. 33, 34.

The Solar System. P. 36.

Beyond the Solar System. P. 37.

#### **B. General studies**

##### *Bacteriology*

Appearance. Occurrence. Saprophytic and parasitic types. Culturing of bacteria. Useful types—Humification, the Nitrogen Cycle. Commercial uses of bacteria—for the making of butter, cheese, acetic acid, etc. Undesirable saprophytic bacteria. Preservation of

food—sterilization, refrigeration, dehydration (include haymaking), canning and other means of preventing the entry of air (include silage making), pasteurization. Preservatives. Pathogenic types—effect on man, domesticated animals and useful plants. Protection from disease. Immunology. Disinfectants and Antiseptics.

### *Conservation*

(a) Soil. Nature of soil. Weathering of rocks and minerals to form soil particles. Nature and fertility of soils derived from acid, basic and intermediate rocks; and from the major sedimentary and metamorphic rocks. Effect of topography and climate on the nature of the soil. Soil horizons. Soil erosion. Economic importance of soil erosion. Causes. Soil conservation, and the reclamation of eroded land.

(b) Water. The fate of rain. Rivers. Springs. Artesian water. Factors influencing rainfall. Distribution and reliability of rainfall in New South Wales. Water conservation.

(c) Forests. Economic importance of timber. Australian timber requirements. Forest resources of Australia. Protection of forests from fire. Reafforestation, from seed to harvesting. Forest conservation.

(d) Flora and fauna. Importance of conservation. Methods of conservation. Legislation.

### *Scientific Method*

Detailed study of the biographies of Pasteur and Koch to show the spirit of research, attitudes and techniques.

## **Course II**

### *Physics*

The dependence of the physical sciences on particle phenomena. Kinetic molecular theory—heat.

Electrostatics.

Electrodynamics.

Magnetism.

Applications of electromagnetic phenomena.

Wave motion.

The Electromagnetic Spectrum—production and transmission of these waves.

Sound with special reference to musical instruments, resonance, acoustics.

## *Biology*

The Cell Concept.

The Cell in electron micrograph detail.

Elementary Cell Chemistry—respiration photosynthesis.

The Evolution Concept.

Plant and Animal Classification.

Plant and Animal Types.

Bacteria and Viruses. Yeast and Alcohol.

The Gene Concept. The structure of the D.N.A. molecule—its ability to duplicate itself and to synthesise proteins.

Conservation of Natural Resources.

## **Course III**

### *Genetics*

- (i) Simple Mendelian inheritance, the 3:1 and 9:3:3:1 ratios.
- (ii) Incomplete dominance and gene interaction.
- (iii) Sex determination and sex-linked inheritance.
- (iv) DNA, its structure, replication and control of protein synthesis.
- (v) Mutations and their evolutionary significance.

### *Cell Structure*

- (i) Membranes.
- (ii) Nucleus and cytoplasm.
- (iii) Chloroplasts.
- (iv) Mitochondria.
- (v) Endoplasmic reticulum.
- (vi) Ribosomes.

### *Invertebrate Zoology*

- (i) The invertebrate phyla and their taxonomy.
- (ii) Study of representatives from the following phyla:
  - (a) Protozoa.
  - (b) Coelenterata.
  - (c) Platyhelminthes.
  - (d) Mollusca.
  - (e) Annelida.
  - (f) Arthropoda.

### *Populations*

- (i) The distribution and abundance of species.
- (ii) The influence of environment.
- (iii) Man and animal and plant populations.

### *Animal Behaviour*

- (i) Unlearned behaviour:
  - (a) Reflex actions.
  - (b) Reflex-like behaviour patterns.
  - (c) Instinctive behaviour.
- (ii) Learned behaviour:
  - (a) Conditioning.
  - (b) Learning in chimpanzees.

### *Mammalian Anatomy*

- (i) Dissection of a mammal.

### *Elementary Bacteriology*

- (i) Morphology and physiology of bacteria.
- (ii) Immunology.
- (iii) Isolation and culturing of bacteria.
- (iv) Staining bacteria.

## **Course IV**

### *The Earth as a Planet and Part of the Solar System*

Earth's origins.

Earth's shape, mass, density distribution in the various concentric layers comprising the globe.

Hydrosphere and atmosphere.

Asymmetrical distribution of land and sea.

Differences in the composition and density of rocks constituting continents and ocean floors—SIAL and SIMA.

Stable and unstable zones in the upper crust.

Continental shelf, slope, ocean floor, trenches.

### *Earth History*

Geological time scale.

Relative and absolute ages.

Stratigraphic succession.

Introductory palaeontology.

## Course V

### *Physics*

Gravitational Potential Energy. Force of Gravity. Weight as a force. Universal Gravitation—gravitational field. Newton's Third Law.

Energy Due to Motion. Distance, Speed and Acceleration. Simple quantitative treatment of motion. Newton's Laws—simple qualitative treatment of 1st and 2nd Laws of Motion. Momentum and its conservation. Simple qualitative treatment of basic machines.

Common Properties of matter and the Kinetic Molecular Theory.

Wave Motion—sources—transmission, reflection, refraction, reception of wave motion applied to Radiant Energy and Light—Heat, and also to sound.

Static Electricity.

Dynamic Electricity.

Magnetism—elementary properties of magnets—modern theories—the Earth as a magnet.

### *Chemistry*

Sources of Materials.

Materials occur as Mixtures, Compounds, and Elements.

Simple Atomic Theory.

Kinds of Elements—Relative activity of elements.

Kinds of Compounds.

Common Reactions of acids, alkalis, salts, fats, carbohydrates, and proteins.

## *Second Year*

### *General Primary—Women*

*One hour per week*

Aims of natural science teaching.

Teaching procedures and aids.

Programming.

Experiments for the primary school.

A science-teaching kit.

### *Infants Sections*

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

Aims of natural Science teaching.

Teaching procedures and aids.

Experiments for the infants school.

### ***General Primary—Men***

*One hour per week*

Aims of natural science teaching.

Teaching procedures and aids.

Programming.

Experiments for the upper division.

Special needs of the lower division.

A science-teaching kit.

### ***Special Studies***

#### ***First Year***

##### ***GROUP A***

##### **NATURAL SCIENCE—BIOLOGY**

*Two hours per week*

This course is concerned with the study of a number of branches of biological science. A selection will be made from the following, the choice depending upon the availability of material and the interests of the students concerned:

Bacteriology.

Principles of Genetics.

Dissection of Rat.

##### **NATURAL SCIENCE—GEOLOGY**

*Two hours per week*

The course will be selected from the following topics:

The earth and its surface.

Materials of the earth's crust:

Rock-forming minerals.

The main divisions of rocks.

##### ***GROUP B***

*Two hours per week*

Field studies in ecology.

Horticulture ; methods of plant propagation.

Bonzai. The Japanese art of growing dwarfed trees in pots.

Natural habitats of ornamental Australian plants.

This course provides students with that understanding of plants which is a necessary background to landscape design. It also gives them an appreciation of the aesthetic values inherent in plant material. Students are encouraged to develop individual tastes through individual work.



## *Second Year*

### *GROUP A*

#### NATURAL SCIENCE I

*Five hours per week*

A History of Biological Thought.

Animal behaviour.

Mycology.

Ecology.

Entomology and Economic Entomology.

Evolution.

Viruses.

Plant and Animal Anatomy and Physiology.

#### NATURAL SCIENCE II

*Five hours per week*

The course will be selected from the following topics:

- (1) External geological processes.
- (2) Internal geological processes.
- (3) Large-scale crustal movements.
- (4) Applied geology.
- (5) Introductory mineralogy.
- (6) Palaeontology.
- (7) Local geology.

Practical and field work will be undertaken with emphasis on the local area.

### *GROUP B*

*Five hours per week*

Garden design.

Bonzai—continuation and extension of the first year work.

Lapidary work.

Flower and similar arrangements: traditional and contemporary styles.

A course in photography may be offered as an alternative to garden design.

## *EXCURSIONS*

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

# PHYSICAL EDUCATION

## *First Year*

*Two hours per week*

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

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

(ii) The needs of the child in relation to physical activity ; physical growth and development ; play interests at various stages.

(iii) The New South Wales Education Department Physical Education syllabus.

(a) The gymnastics lesson.

(b) The dance lesson.

(c) The sports period.

(iv) Lesson planning ; selection of activities ; introducing new activities ; activities progression ; group organization.

(v) Skeletal system and muscular system.

(vi) Fitness and the benefits of exercise.

(vii) The teaching of swimming.

### REFERENCES

Great Britain Ministry of Education: *Moving and Growing*.

N.S.W. Department of Education: *Physical Education in Primary Schools*.

N.S.W. Department of Education: *Swimming. A Guide for Teachers*.

New Zealand Department of Education: *Folk Dances for Primer 1 to Standard 1*.

Queensland Department of Public Instruction: *Folk Dancing Syllabus*.

## *Second Year*

*One hour per week*

### *General Primary Course*

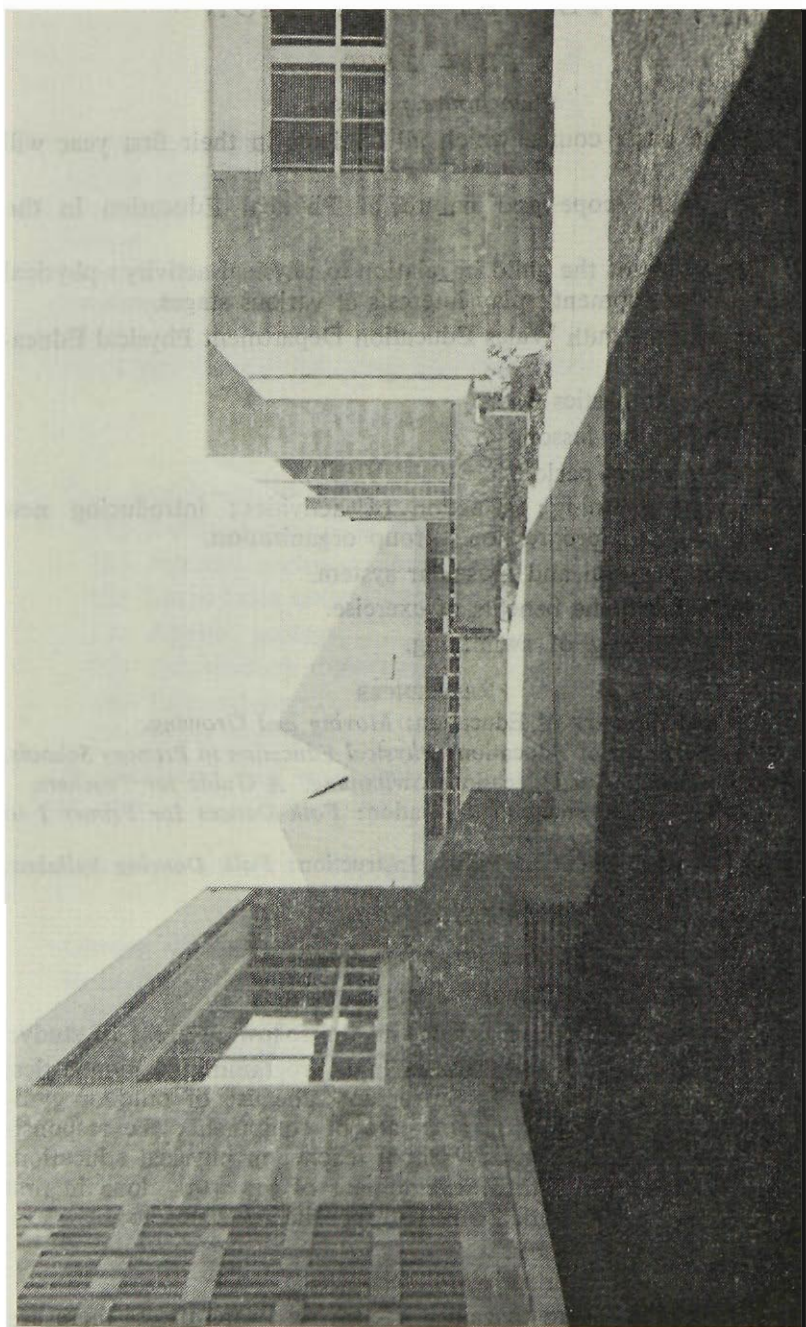
This course is mainly concerned with the following areas of study:

(1) Water safety and life saving; programming; gymnastics; dance making; basic movement; the use of outdoor gymnasium; improvisation and care of equipment; the responsibilities of the primary school teacher in physical education. In addition, further development of the work done in first year will be carried out, with special reference to:

(2) (a) Small schools.

(b) The upper primary school.

(3) All students are to gain a life-saving award unless there are extenuating circumstances.



Gymnasium with lecture block on right and music centre on left

#### REFERENCES

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

Randall, M.: *Basic Movement.*

R.L.S.S.A.: *Modern Manual of Water Safety and Life Saving.*

Randall, M.: *Modern Ideas on Physical Education.*

Davies, M.: *Physical Education, Games and Athletics for Training Colleges.*

N.S.W. Department of Education: *Primary Curriculum, Syllabus in Physical Education.*

#### *Lower Primary Course*

In the first year, students will follow the General Primary Course. In the second year special emphasis will be placed on the following courses:

- (1) The aims and principles of Physical Education in the lower primary school.
- (2) Programme planning and the planning and use of fixed apparatus.
- (3) Lesson planning with practice in the conduct of and suitable activities for the gymnastics lesson, the games lesson and the dance lesson.
- (4) All students are to gain a life-saving award unless there are extenuating circumstances.

#### REFERENCES

Great Britain Ministry of Education: *Moving and Growing.*

Great Britain Ministry of Education: *Planning the Programme.*

Laing, M.: *Physical Education in the Infant School.*

Munden, I.: *Suggestions for the use of Small Apparatus in Physical Education.*

N.S.W. Curriculum for Primary Schools. *Syllabus in Physical Education.*

# *Special Studies*

## *First Year*

*Two hours per week*

In the first year the course will be mainly practical and will include a selection from the following fields:

- (a) Basic gymnastics.
- (b) Dance.
- (c) Recreational activities.
- (d) Fitness training for the individual.

## *Second Year*

*Five hours per week*

A selection from the following topics will be studied in detail.

- (1) Applied physiology, *e.g.*, kinesiology and physiology of exercise.
- (2) Tests and measurements.
- (3) Adapted physical education.
- (4) Some historical aspects of physical education.
- (5) Planning facilities and administration.
- (6) Championship training.
- (7) Youth organizations.
- (8) Recreational activities, *e.g.*, fencing, archery, bushcraft, camping.
- (9) Gymnastics and dance.
- (10) Sport and literature.
- (11) Common sports injuries and their treatment.
- (12) Olympic and Commonwealth Games.

### REFERENCES

Karpovich, P. V.: *Physiology of Muscular Activity*.

Wells, K. F.: *Kinesiology*.

McCloy, C. H.; and Young, N. D.: *Tests and Measurements in Health and Physical Education*.

Clarke, H. H.: *Application of Measurement to Health and Physical Education*.

Loken, N. C., and Willoughby, R. J.: *Complete Book of Gymnastics*.

N.S.W. Department of Education: *Camping and Bushcraft*.

# *SOCIAL SCIENCE COURSES*

## *Preamble:*

The Social Science courses, which occupy two lectures each week in the first and second years, and an additional integrated weekly lecture in first term of the first year, have the following general aims:

- (a) Through a study of the problems and challenges which face mankind in the present and have faced him in the past, to develop an understanding of the essential unity of mankind and to awaken sympathy and toleration within the student.
- (b) To present the chosen material at a depth and breadth resulting not merely in superficial knowledge, but in an understanding, and, it is hoped, a desire to read further for its own sake.
- (c) To enable the student to read in and to teach the broad fields of geography, history, economics and government, and to appreciate their inter-reactions.

For students with specific interests in geography or history, special study courses are offered, covering two lectures per week in the second and third terms of the first year, and five lectures each week in the second year.

## *First Year*

### *Geography I*

*One hour per week*

The elements of physical geography including geomorphology and climatology.

Elements of cartography and map interpretation.

Studies illustrating the relationship of man to his environment at various socio-cultural levels.

Geographical aspects of economic development in underdeveloped countries.

Selected themes from demographic geography.

Theoretical framework of political geography.

Case studies from Asia, Africa, South America, and Southern Europe.

## *History I*

*One hour per week*

The following topics will be covered in this course:

- (1) The Nature of History.
- (2) Pre-historic Man.
- (3) British History in broad outline from prehistoric times to the eighteenth century.

## *Social Studies Method I*

*One hour per week in first term*

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

- (a) The aims and nature of the Social Studies.
- (b) Lesson types—narrative, oral exposition, study, discussion, observation, film strip, broadcast and revision.
- (c) The nature and structure of a unit of work.

## *Second Year*

### *Geography II*

*One hour per week*

*Studies in Human Geography.* A selected number of fields of application of physical and human geography including conservation of natural resources, hydrological aspects of climatology, land use planning, population growth, urban development, spheres of influence and regional planning.

*Regional Studies.* The nature of regionalism. Selected regional studies from Australia, Asia and North America. Some consideration will be given to curriculum studies.

*Local Studies.*

### *History II*

*One hour per week*

The following topics will be covered in this course:

- (1) The Renaissance Voyages of Discovery.
- (2) The Discovery of Australia.
- (3) Australia Before the Coming of the White Man.

- (4) The Foundation of the Settlement at Sydney.
- (5) Exploration (including the opening up of the local area).
- (6) The Development of New States.
- (7) The Political Development of Australia.
- (8) Australia in the Modern World.

### *Social Studies Method II*

Some time will be devoted to the following aspects of social studies method in the primary school:

- (a) Special methods in geography and history, *e.g.*, interviewing, use of the globes, excursions, source material.
- (b) Programming.

## *Special Studies*

FIRST YEAR: *Two hours per week*

SECOND YEAR: *Five hours per week*

### *Economics*

The course in Economics is of a continuing nature and is shown as operative over the two-year period. The First Year provides a theoretical course designed to prepare the student for the Applied Economics course of Year II.

Both "Micro" and "Macro" theories will be discussed (in both years). Topics for study will include the following:

- (i) Consumer equilibrium.
- (ii) Firm equilibrium and various market situations.
- (iii) Measurement of National Income.
- (iv) International Economics.
- (v) Theories of Unemployment.
- (vi) Inflation.

Students interested in Economics will not find the lack of previous knowledge a disadvantage.



## *Geography II*

This course in geography is of a continuing nature and is shown as operative over the two-year period.

This course will be related to rural and urban development of the South Coast of New South Wales.

It will involve:

- (a) Development of techniques in field analysis: map reading and interpretation, elementary surveying, land use and questionnaire surveys.
- (b) Urban geography.
- (c) Social geography.
- (d) Economic geography.
- (e) Port geography.
- (f) Regional studies.

The method of study will include lectures, seminars and practical work. There will be opportunities for group and individual research of selected areas.

## *Geography Course I*

### FIRST YEAR

AIM. To develop an interest in and an understanding of the geographic and economic problems posed by developing nations and the importance of Australia's relations with them.

The course will involve:

- (i) A general study of the problems of developing nations and the efforts made to solve them.
- (ii) A survey of Australia's changing relationship with countries to the North and an examination of the economic and geographical problems arising from clear contact with the underdeveloped areas.
- (iii) Individual and group studies of particular countries in Asia that are becoming of increasing importance to Australia.

### SECOND YEAR

The course will be a continuation of the First Year course but greater emphasis will be placed on Australian development.

- (i) A general study of Australian primary industries will be undertaken and their problems and prospects for development will be examined.

(ii) A similar study of Australian mineral development will be made and the relative importance of minerals and agriculture to the Australian economy will be assessed.

(iii) Students will study various ways in which Australia could develop and the geographical problems and benefits of each.

### *History Course I*

#### FIRST YEAR

The theme of this course will be the development of the British Empire and the Commonwealth of Nations from Tudor to Modern Times. New Zealand and Canada will be looked at in some detail, but generally the emphasis will be on constitutional trends and developments.

#### SECOND YEAR

A detailed and critical study of democracies and totalitarian states from the period 1918 to the present day. Studies will be made of Britain, U.S.A., Germany, France, U.S.S.R., and Japan.

### *History Course II*

The course in History II is designed to show that History is a living reality, not the study of the dead past: that we are surrounded by our past, and that for a complete understanding of our present a knowledge of the past is essential.

Topics for study will include:

#### FIRST YEAR

The Local Area—an investigation into the origin of white settlement in the Illawarra region, and its development to c. 1850.

#### SECOND YEAR

- (i) Modern Institutions—Parliament, the Church, the Universities.
- (ii) World Problems—Race Relations, Ideologies, Nationalism.

## THREE YEAR COURSES

### DIPLOMA IN PHYSICAL EDUCATION

In 1969, the first, second and third year programmes of the three-year Diploma of Physical Education course will be offered. Successful graduates will be recommended for appointment as teachers of Physical Education in High Schools.

The course shall proceed in six strands. The hours allocated in first, second and third year are generally indicated below:

<i>Strand</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>
	<i>Hours</i>		
1. Physical Education .. ..	9	9	9
2. Education .. ..	5½	4*	4*
3. Scientific Bases of Human Movement .. ..	4	4	5
4. A second major subject which will be studied for three years at a University .. ..	7	7†	7†
5. Communication .. ..	2	3	2
6. Field Work .. ..	Various periods throughout the course		
Totals .. ..	27½	27	26

\* These hours include time allocated to demonstrations and discussions in schools.

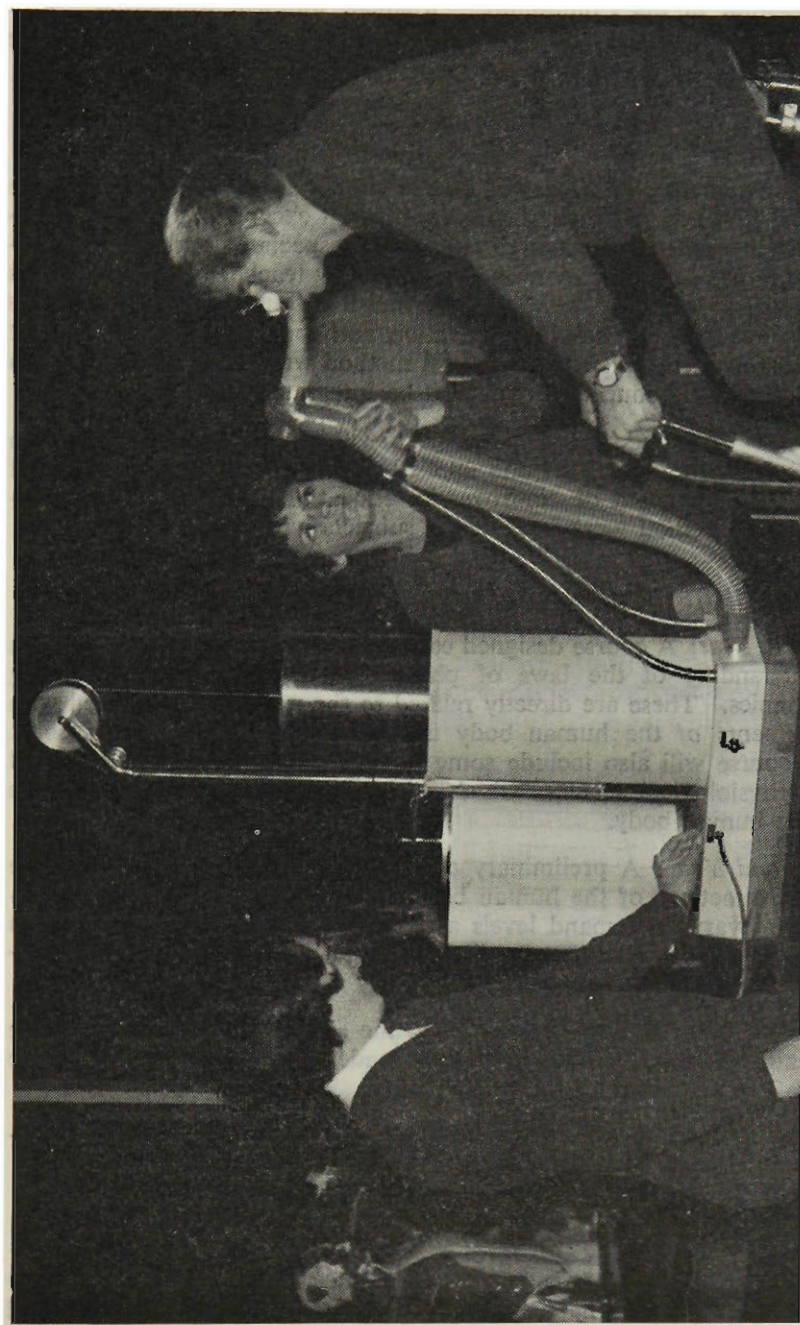
† These hours include time devoted to secondary method work allied with the subject being studied.

#### 1. Physical Education

*First Year:* Theoretical foundations of Physical Education, Primary and Infants' School Methods in Physical Education, Practical and Theoretical Aspects of Gymnastics, Games, Swimming, Track and Field and Dance.

This course will also include a study of the methods employed to teach other subjects within the primary school curriculum.

*Second Year:* Theory and Administration of Physical Education especially those aspects related to the secondary school. The practical work will continue as in first year and some form of specialization may take place during this year.



**Dip.P.E. students using a respirometer to measure oxygen consumption during exercise**

*Third Year:* Theory and Administration of Physical Education and Recreation in the Community. Adapted Physical Education. Programme development in the secondary school. Continuation of the programme in practical work from second year.

## *2. Education*

*First and Second Years:* A course similar in content and purpose to that given to the general primary student except that where appropriate, the course will enlarge upon those aspects of particular importance to physical educationists and secondary teachers. Demonstrations in general teaching will precede more specialized demonstrations in the teaching of physical education and the second major subject selected at the University. General method work dealing in the main with secondary education, will also be integrated into this course.

*Third Year:* Concepts established within the earlier foundation courses will be integrated and applied through seminar discussions of currently significant or controversial educational issues. Demonstrations and method work in teaching subjects will continue.

## *3. Scientific Bases of Human Movement*

*First Year:* A course designed especially to provide students with an understanding of the laws of physics particularly those governing mechanics. These are directly related to the problems associated with movements of the human body and imparted by the human body. The course will also include some aspects of the biological, chemical and physiological sciences which deal with the growth and function of the human body.

*Second Year:* A preliminary composite physiology-anatomy course on the functions of the human body especially those related to movement at varying demand levels and the maintenance of an optimum level of health. The course will include an introduction to the problems of measuring human behaviour.

*Third Year:* A further increase in the complexity and depth of the second year course with provision made for individual and group work in the laboratory and in the field.

The course will also include some aspects of adapted physical education and the care and prevention of injuries.

## *4. The Second Major Subject*

Each student is required to undertake a study in depth in another teaching subject. Whatever subject is selected by the student should be studied for three years at Wollongong University College adjacent

to the Teachers College. The subject chosen should not involve more than seven hours of attendance in any of the three years. During 1968 the following subjects were studied by Diploma students:

English.

History.

Economics.

Mathematics.

Geography.

Timetable requirements may necessitate some evening attendances at the University as well as some overlap in term dates.

The Principal reserves the right to direct any student to follow a course in Science within the College instead of electing a subject to be studied at the University.

## *5. Communication Skills*

In first and second years the English and Music Departments will provide courses aimed at developing the student's own personal powers of communicating with other individuals. In third year, the English and Art Departments will present such courses.

The English Department will introduce students to specific skills in communication and encourage a critical self-awareness of the student's own ability in these fields:

Written expression.

Spoken English; self-expression; oral reading of poetry and prose.

Self-expression through movement.

Dance drama.

Aspects of dramatic art.

Comprehension; silent reading of poetry and prose; spoken poetry and prose.

Development of self-possession, and individual and sensitive reaction to works presented, e.g., poetry reading by established artists.

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

The practical strand will aim at developing confidence and skill in the type of group music situation in which students could later be involved. Opportunity will be given to learn the ukelele or guitar as a means of increasing effectiveness in this field.

## *Art*

In the Third Year as part of the communication strand a course in art is undertaken for one hour each week.

This course is not designed with the intention of providing a basis for teaching art as a subject, but to give Diploma of Physical Education students an opportunity to experience the materials and types of thought associated with the visual arts.

The work is almost wholly practical insofar as each lecture period is preceded by a clarification of the ideas, the scope of the materials, and the techniques related to a specific type of expression. It is anticipated that the painting, drawing, and pottery undertaken within the course will be both interesting and rewarding to students, and will achieve worthwhile standards; and that the principles involved will have meaningful relevance to other aspects of the Diploma course.

## *6. Field Work*

This will incorporate a number of activities such as practice teaching, camping of all types, youth leadership vacation swimming schools, industrial recreation, play centre leadership and community recreation.

Students should consult their course adviser before making arrangements for their vacations as sections of this work will be obligatory during these periods.

## UNIVERSITY STUDENTS

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

2. Undergraduate students will be required to do a two-week period of practice teaching during the February of the second, third and fourth years of their courses.

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

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

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



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