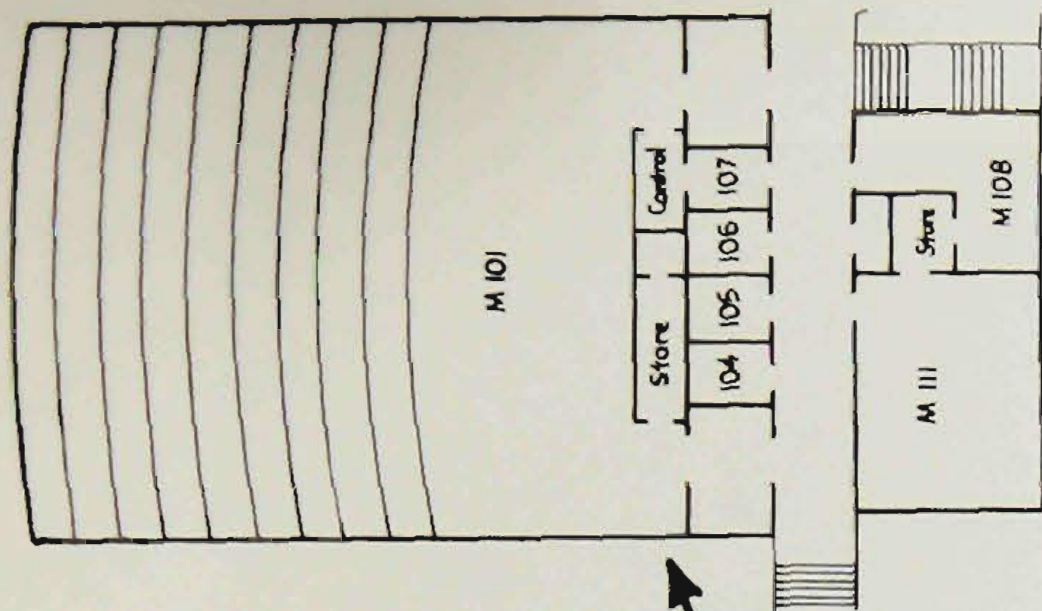


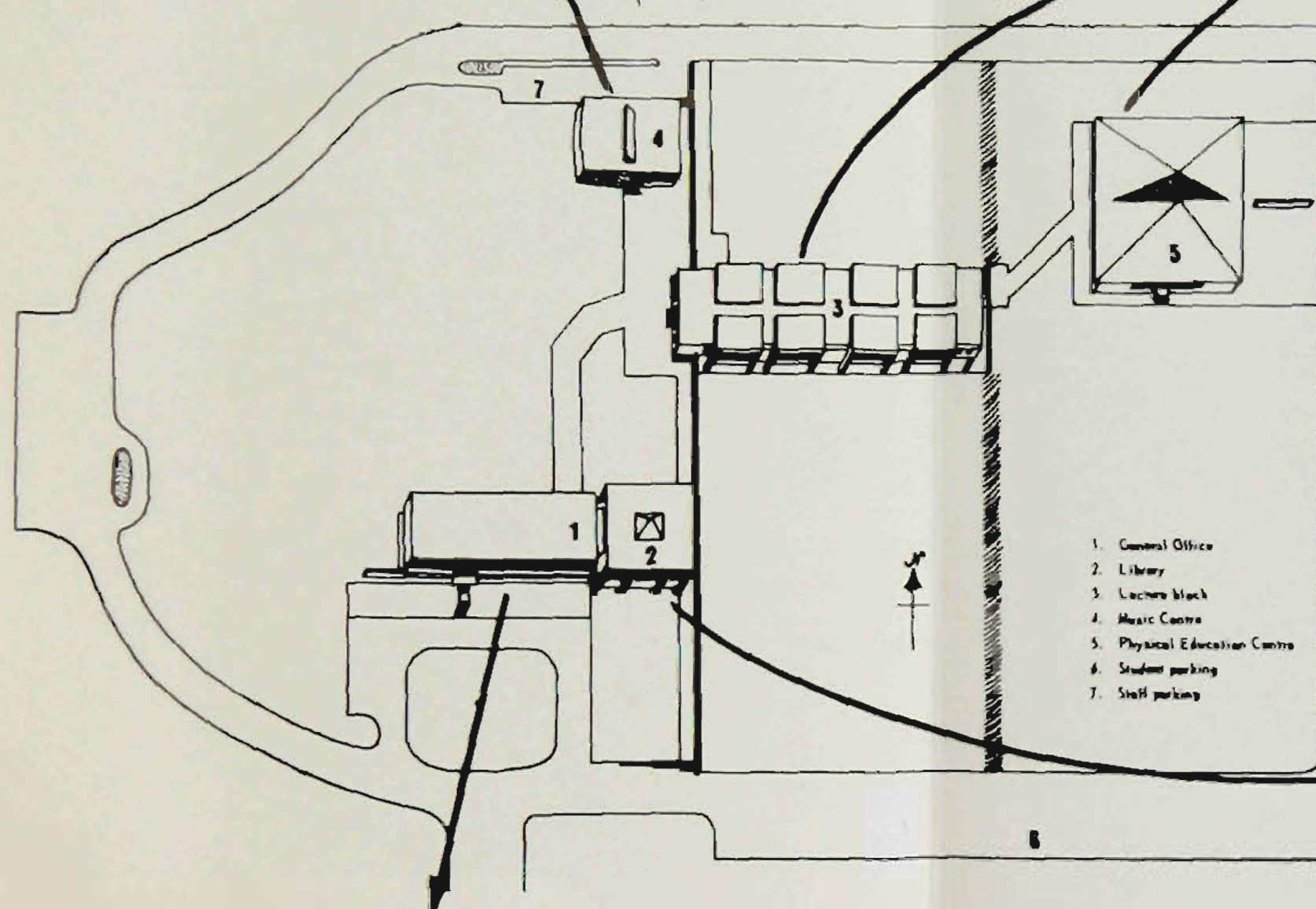
**WOLLONGONG
TEACHERS
COLLEGE**

Calendar 1971

MUSIC UNIT

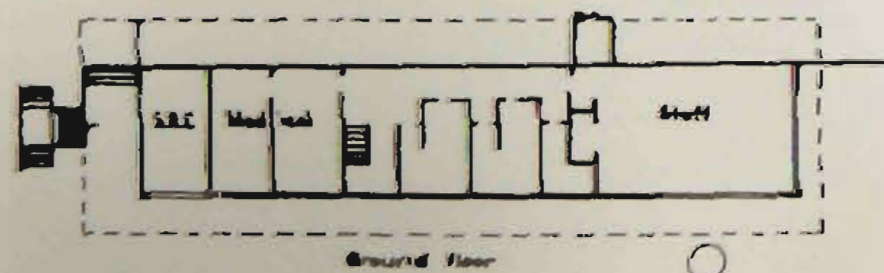
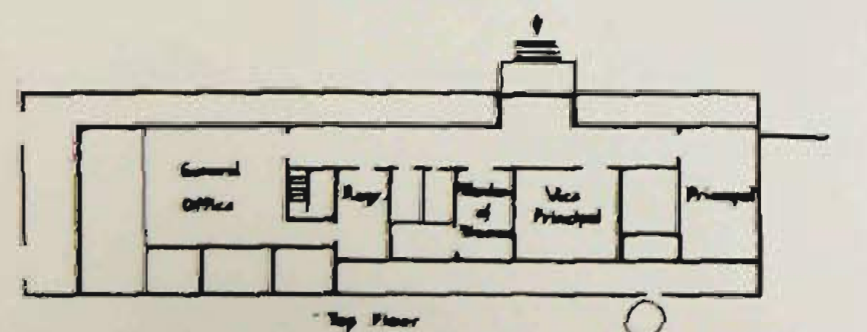


WOLLONGONG TEACHERS COLLEGE ROOM LOCATION

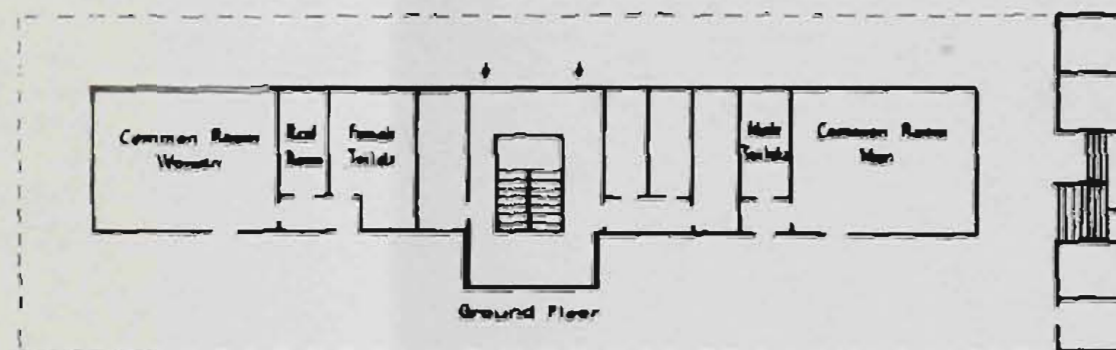
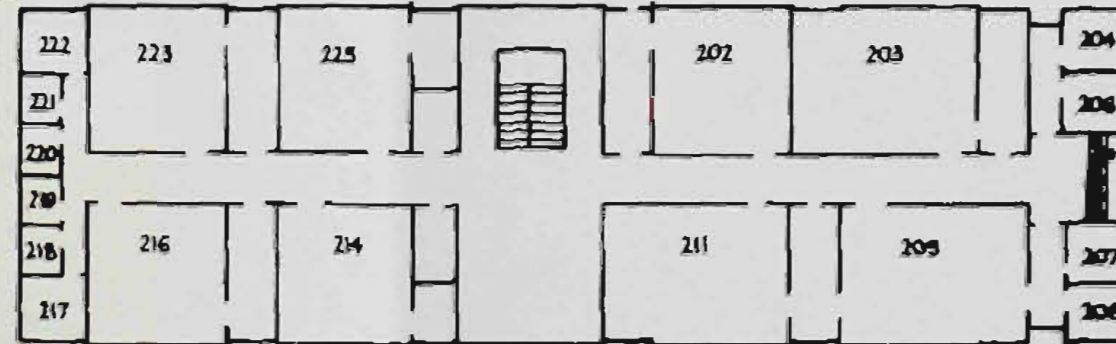


1. General Office
2. Library
3. Lecture block
4. Music Centre
5. Physical Education Centre
6. Student parking
7. Staff parking

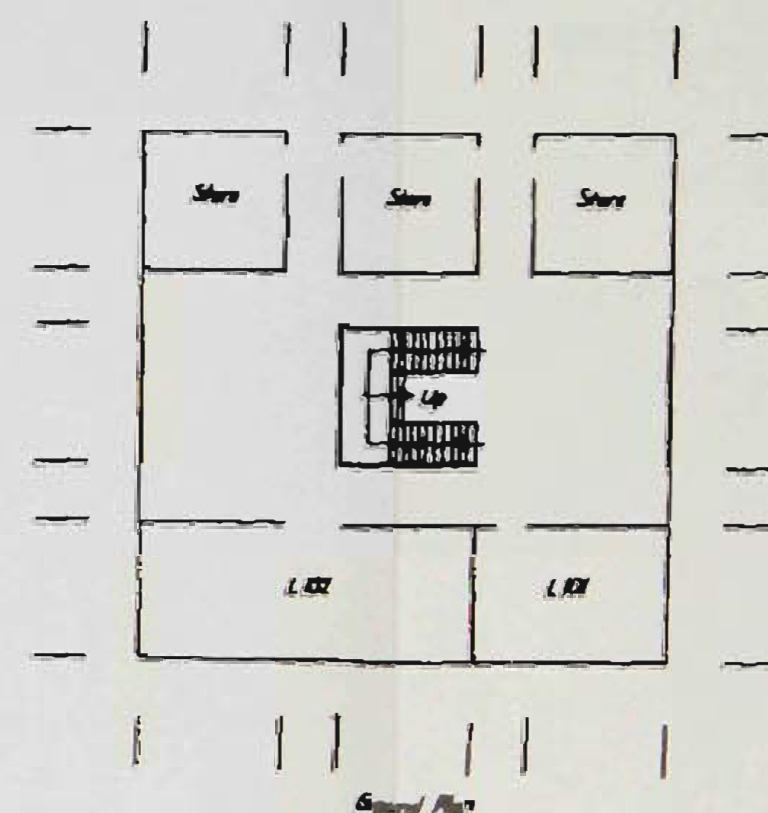
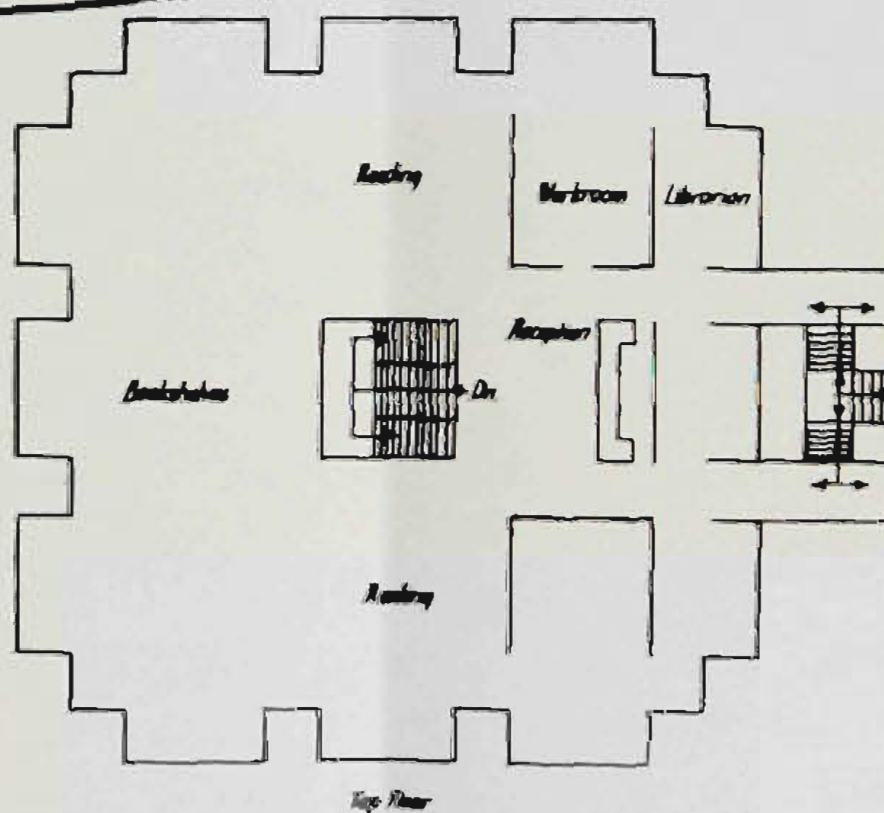
ADMINISTRATION



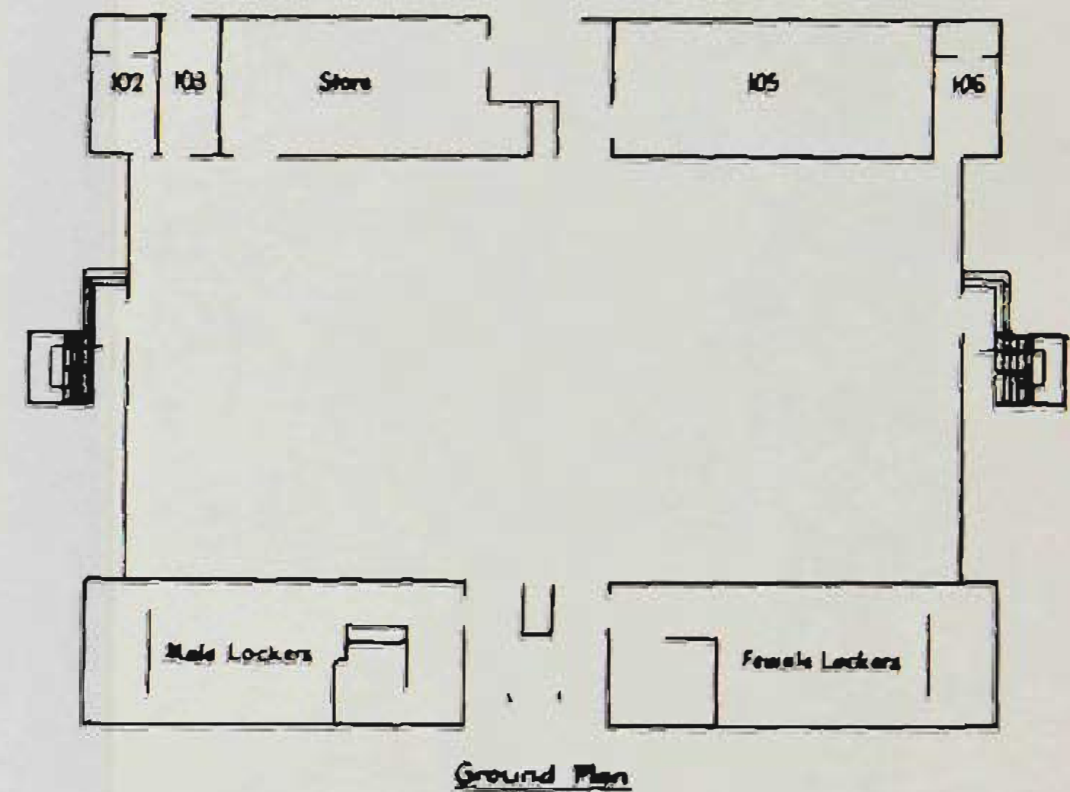
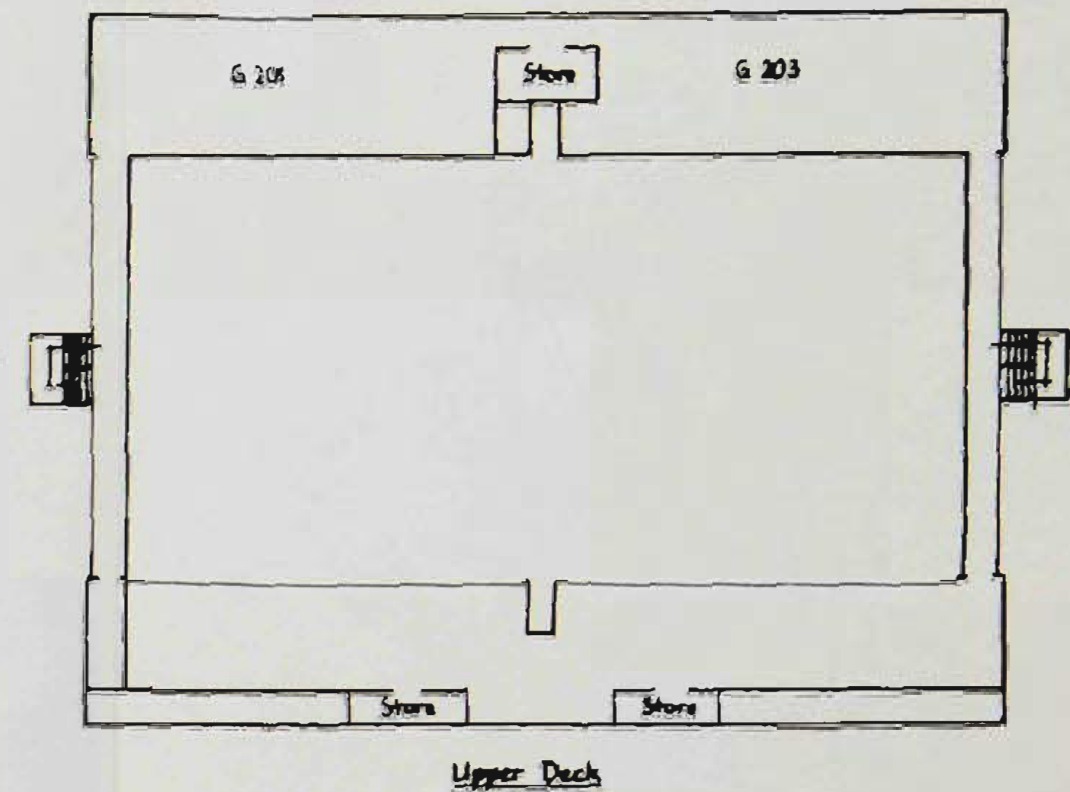
LECTURE BLOCK



LIBRARY

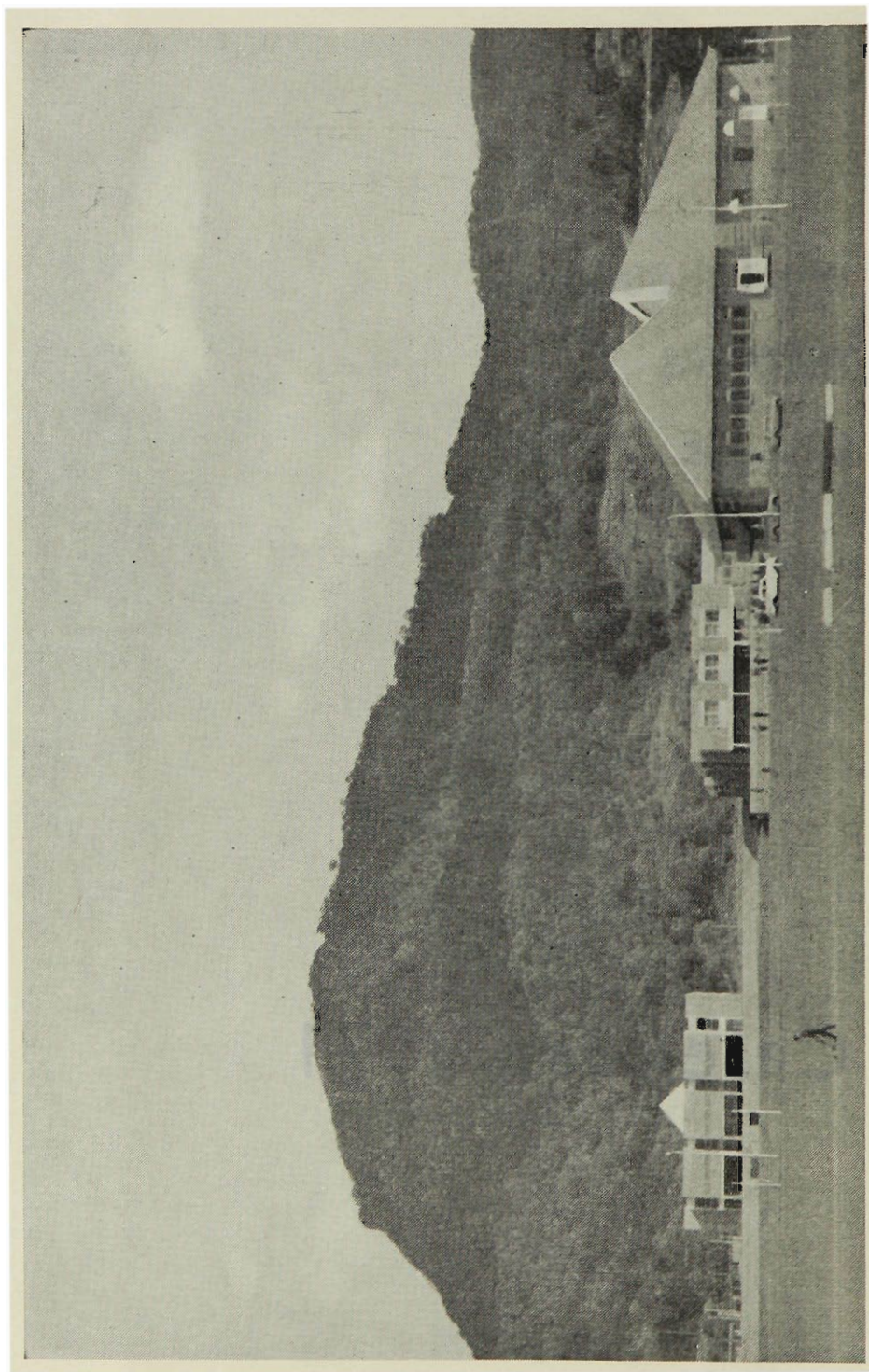


GYMNASIUM



**WOLLONGONG
TEACHERS
COLLEGE**

Calendar 1971



View of Wollongong Teachers College and Mount Keira

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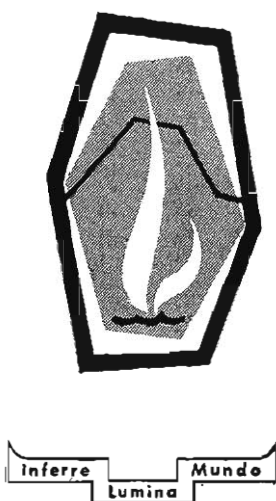
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The college badge was designed by Mr J. W. Cramp, B.A., Art Dip., of the Art Department. It embodies the aims and functions of the College as a place of learning. This learning is represented by two flames of knowledge, the smaller one being symbolic of the local influence of the College, which is situated between the sea and the mountains; while the larger one shows that the influence of the College is not restricted to the physical limitations of its setting at the base of Mt Keira, but that the flame of learning that is kindled there is carried far afield.

This concept is contained in the motto—*Inferre Lumina Mundo*—Carry your light into the world.

WOLLONGONG TEACHERS COLLEGE

The history of Wollongong Teachers College began in 1959 when a site consisting of 50 acres of land beautifully situated at the foot of Mount Keira was selected. Mr W. C. McGrath was appointed Principal and Dr F. C. Whitebrook Vice-Principal in 1961 and the first session of 158 students entered in 1962.

For the first year of its existence the College was housed at the Wollongong Technical College but in 1963 the new administrative and lecture buildings were occupied.

To these buildings have been added residences for the Principal and caretaker, the Music Centre with its fine auditorium, a large and well-equipped gymnasium and a magnificent library building whose holding of books now exceeds 30,000. Attractive gardens have been laid out and playing fields provided for the main outdoor sports.

Since its inception the college has experienced a continuing diversification of its work. To the original courses for teachers in primary and infants school a 3-year course for the Diploma in Physical Education was added in 1965; while from 1968 onwards the College has been closely associated with the Wollongong University College in preparing students for the Diploma in Education. The year 1969 saw the introduction of a 3-year course for Primary and Infants teachers so that in 1971 we have in the College the first group of third-year students in this course.

Meanwhile in 1965 an exciting new prospect was opened up when 16 students went to the Territory of Papua and New Guinea for their final practice teaching period. This has become a regular feature and each year about 20 students and two lecturers enjoy this experience.

Each year has seen one or two students from Africa or Asia in the College but a major development in this area took place in 1969 when 20 students from Uganda arrived for a special 2-year course.

In 1969 Dr Whitebrook was appointed Principal of the newly established Teachers College at Goulburn and he was succeeded as Vice-Principal by Mr Walter Pike.

Part-time evening courses of professional education for teachers not having professional qualifications were begun in 1970 adding another stimulating facet to the work of the college.

On 10th April, 1970 the college was the venue for a gathering of people representing all aspects of education in the South Coast area on the occasion of the Royal Visit to Wollongong. It was a great honour to welcome to the College, Her Majesty the Queen and Their Royal Highnesses the Duke of Edinburgh and the Princess Anne, and to provide the opportunity for them to meet and talk informally with a large number of students and teachers in and around the College buildings.

THE ROYAL VISIT APRIL 10th, 1970

The following is the text of a letter addressed to the Acting Principal from the Queen's Private Secretary.

"I am commanded by the Queen to send you this photograph of Her Majesty and The Duke of Edinburgh which they have signed for the Wollongong Teachers' College to commemorate their visit on Friday, April 10th 1970. The Queen and the Duke of Edinburgh and also the Princess Anne greatly enjoyed their visit and much appreciated the opportunity of talking to so many people in the Wollongong Education Complex".

CALENDAR

LENT

February

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

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	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		

May

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16

FOR 1971

TERM

January 11th	..	Monday	..	..	College deferred examinations begin including former Teachers' Examinations. School Term begins.
February 2nd	..	Tuesday	..	..	Unsupervised Practice Teaching begins for Second and Third Year Teachers College students, Dip.Ed. students and Third year University Scholarship students.
February 8th	..	Monday	..	..	Unsupervised Practice Teaching ends.
February 19th	..	Friday	..	..	College Term begins.
February 22nd	..	Monday	..	..	Staff Meeting.
				2 p.m.	
				9 a.m.	New University students meet in College Music Auditorium.
				11.30 a.m.	New Physical Education students meet.
February 23rd	..	Tuesday	..	10 a.m.	Formal Assembly for all First Year General Primary and Physical Education students in Music Auditorium. Enrolments after Assembly.
February 24th	..	Wednesday	..	..	Continuing enrolment, Orientation and Testing of First Year students (G.P.). Enrolment of continuing University students.
February 25th	..	Thursday	..	..	Continued enrolment, Orientation and Testing of First Year Students (G.P.).
March 1st	..	Monday	..	..	Lectures begin for First Year P.E. students. Wollongong University College First Half-year begins.
March 2nd	..	Tuesday	..	9.30 a.m.	Assembly of continuing G.P. Students in Music Auditorium.
				11.30 a.m.	Assembly of continuing P.E. students in Music Auditorium. Enrolment of all continuing students.
March 3rd	..	Wednesday	..	..	Lectures begin for all General Primary students, and continuing P.E. students.
March 9th	..	Tuesday	..	..	First Year students visit Demonstration School.
March 11th	..	Thursday	..	..	Second Year Demonstrations begin.
March 16th	..	Tuesday	..	..	First Year Demonstrations begin.
April 1st	..	Thursday	..	..	First term Demonstrations for Second Years end.
April 5th	..	Monday	..	..	Practice Teaching begins.
April 9th	..	Friday	..	..	Good Friday.
April 12th	..	Monday	..	..	Easter Monday.
April 14th	..	Wednesday	..	..	Practice Teaching resumes.
April 25th	..	Sunday	..	..	Anzac Day.
April 26th	..	Monday	..	..	Anzac Day Holiday.
April 30th	..	Friday	..	..	Practice Teaching ends.
May 24th	..	Monday	..	..	Wollongong University College Lectures resume.
May 25th	..	Tuesday	..	..	School Term begins.

TRINITY

May

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
17	18	19	20	21	22	23
AUTUMN						
24	25	26	27	28	29	30
VACATION						
31						

June

	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				

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

June 7th	Monday	College Term begins.
June 8th	Tuesday	Demonstrations resume for First Year students.
June 10th	Thursday	Demonstrations resume for Second Year students.
June 12th	Saturday	Wollongong University College First Half-year ends.
June 14th	Monday	Queen's Birthday holiday.

July 19th	Monday	Wollongong University College Second Half-year begins.
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August 10th	Tuesday	Second Term Demonstrations end for First Year students.
August 12th	Thursday	Demonstrations end for Second Year students.
August 14th	Saturday	Wollongong University College Mid Half-year recess begins.
August 17th	Tuesday	Inter Collegiate.
August 26th	Thursday	School Term ends.
August 27th	Friday	College Term ends.
August 30th	Monday	Wollongong University College lectures resume.

MICHAELMAS

September

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
			1	2	3	
			SPRING			
6	7	8	9	10		
	VACATION					
13	14	15	16	17		
20	21	22	23	24		
	SECOND					
27	28	29	30			
	TEACHING					

October

				1		
4	5	6	7	8		
		PRACTICE				
11	12	13	14	15		
18	19	20	21	22		
25	26	27	28	29		

November

1	2	3	4	5	6	7
8	9	10	11	12		
15	16	17	18	19		
	YEARLY					
22	23	24	25	26		
	EXAMINATIONS					
29	30					

December

		1	2	3	4	5
6	7	8	9	10		
13	14	15	16	17		
20	21	22	23	24		
	SUMMER					
27	28	29	30	31		
	VACATION					

TERM

September 14th	..	Tuesday	..	..	School term begins.
September 20th	..	Monday	..	..	College Term begins. Practice Teaching begins.
October 4th	..	Monday	..	..	Eight Hour Day.
October 8th	..	Friday	..	..	Practice Teaching ends.
October 12th	..	Tuesday	..	..	Demonstrations resume for First Year students.
November 2nd	..	Tuesday	..	..	Demonstrations for First Year end.
November 6th	..	Saturday	..	..	Wollongong University College Second Half-year ends.
November 9th	..	Tuesday	..	..	College lectures cease.
November 12th	..	Friday	..	..	College Examinations begin. University Examinations begin.
November 26th	..	Friday	..	..	Examinations for continuing students cease.
November 29th	..	Monday	..	..	End of Year activities for continuing students begin.
December 3rd	..	Friday	..	..	Examinations for outgoing students cease.
December 6th	..	Monday	..	..	End of Year activities for outgoing students begin.
December 15th	..	Wednesday	..	..	Graduation Rehearsal.
December 16th	..	Thursday	..	..	College Graduation Ceremony. School Year ends.
December 17th	..	Friday	..	..	College Year ends.

CALENDAR 1971

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

CALENDAR 1972

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

TERM DATES 1971

COLLEGE

Lent term	February 22nd to May 14.
Trinity term	June 7th to August 27th.
Michaelmas term	September 20th to December 17th.

WOLLONGONG UNIVERSITY COLLEGE

First half-year begins	March 1st.
Mid half-year recess	May 15th to May 23rd.
First half-year ends	June 12th.
Second half-year begins . .	July 19th.
Mid half-year recess begins	August 14th to August 29th.
Second half-year ends	November 6th.
Enrolment of first-year students	February—New students offered places will be advised of exact dates.
Re-enrolment of continuing students	

SCHOOL

First term	February 2nd to May 13th.
Second term	May 25th to August 26th.
Third term	September 14th to December 16th.
Schools resume	February 1st, 1972.

WOLLONGONG TEACHERS COLLEGE

(Established 1962)

ADMINISTRATIVE STAFF, 1970

Principal:

WILLIAM C. MCGRATH, B.A., A.I.Ed.(Lond.), M.A.C.E.

Vice-Principal:

WALTER PIKE, M.A., Dip.Ed., Dip.P.A., M.A.C.E.

Warden of Women Students:

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

Registrar:

JAMES R. WESTON J.P.

Librarian:

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

LECTURING STAFF, 1970

Art and craft:

Francis W. Osborne, B.A., A.S.T.C.
Anthony E. Bell, A.S.T.C.
Diane F. Callender, B.A.
John A. Chapple, A.S.T.C.
Col Jordan, B.A.
John A. Shipperlee, Dip.Art.Ed.
Leo T. Sturman, N.D.D., A.T.C.(Lond.).
Alan S. T. Walpole.

Education:

Kenneth V. Mathews, B.A., M.Ed.
Isobel R. Barr.
Kenneth Davies, M.A.
Rodney I. Francis, B.A., Litt.B., A.S.T.C.
Brian M. Gaffney, B.A.
Clarisse J. Jurjens, A.Mus.A.(P), A.Mus.A.(S) (on leave).
Paul T. Mawter, B.A.
William C. McGrath, B.A., A.I.Ed (Lond.), M.A.C.E.
Keith A. McLellan, B.A., M.Ed., Dip.P.E.
James L. Parker, B.A., Litt.B., Dip.Ed., M.A.P.S.
David R. Parsons, Ed.D., B.P.E., M.P.E., Dip.P.E., M.A.C.E.
June M. Spencer.

English:

Arch. R. H. Millar, B.A., Dip.Ed., M.A.C.E.
Margaret M. Colville, M.A., B.Ed.
Robert W. Colvin, M.A.
Thomas J. Langston, M.A., Dip.Ed.
Vincent H. Rees, B.A., Dip.Ed.
Barry C. Waters, B.A.

Health Education:

Beryl I. Ford, M.B., B.S., M.P.H.(Yale).
Gregory J. Marcar, M.B., B.S.

Mathematics:

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

Raymond J. Crawford, B.Sc., Dip.Ed.
Bede E. Murray, B.A.
Ronald W. Wilcox, B.Sc., Dip.Ed., M.R.S.

Music:

Rodney A. Hollands, B.A., D.S.C.M.
Charles K. Baxter, D.S.C.M.
Harold T. Brissenden, D.S.C.M., L.R.S.M.
John G. Stender, D.S.C.M.

Natural Science:

John W. Gammage, B.A., B.Sc.Agr., M.A.I.A.S.
William S. A. Chapman, B.Sc., Dip.Ed.
Nancy M. Copley, B.Sc.Agr., Dip.Ed.
Norman C. Mitchell, B.Sc., M.Ed.
William Mowbray, B.Sc., A.S.T.C.
Kevin M. Rigby, B.A., B.Sc., Dip.Ed.
Ellis R. Thomas, A.S.T.C., B.Sc.

Physical Education:

David R. A. Anderson, B.A., M.Ed., Dip.P.E., M.A.C.E.
Susette B. Brown, B.Sc., Dip.P.E.
Duncan D. Dawson, Dip.P.E.
Harry G. Fuller, B.Sc., Dip.P.E.
Hazel Holmwood, B.A., Dip.P.E., M.A.C.E.
Patricia Johnson, Dip.P.E.
Diana E. Jordan, Dip.P.E.
David R. Parsons, Ed.D., B.P.E., M.P.E., Dip.P.E., M.A.C.E.
Thomas F. Penrose, M.Sc., Dip.P.E.
Sylvia A. Rice, Dip.Ed.(P.E.).
Noel Whiteley, Dip.P.E.
Maureen F. Wright, B.A., M.Sc., Dip.P.E.

Social Studies:

David B. Stamp, B.A., M.Ed., M.A.C.E.
Howard Akitt, M.A., U.E.D., M.A.C.E.
Kenneth Davies, M.A.
Jack Huxley, B.A., Dip.Ed.
Bruce Pennay, M.A.
Walter Pike, M.A., Dip.Ed., Dip.P.A., M.A.C.E.
Brian Rogers, B.A., B.Ec., Dip.Ed.

THREE YEAR COURSES

In 1969 three-year courses were introduced to replace the two-year courses for General Primary and Infants teachers. For the time being, however, the number of students taking the full three-year course in College will be limited to about 10 per cent of each intake, though this proportion will be gradually increased. The remaining students, who will follow a full-time College course for two years only, will be required to complete their three-year course by two years of part-time study. Selection of students for the full three-year course will be made during the last term of the first year.

The structure of the three-year course is shown on the opposite page.

Note. Each student chooses two "electives" to be followed for three years. In 1969 the following were offered:

Art	Dramatic Art
Craft	Natural Science
Mathematics	Music
Education	Social Science (History, Geography)
English	Economics
	Physical Education

For details of courses see Courses of Study.

WOLLONGONG TEACHERS COLLEGE

Structure of the Three Year Course for General Primary Students

	Core				Curriculum Studies			Electives		Total Hours
	Education	Communication	P.E.	Health	Group A	Group B	Group C	"A"	"B"	
1st Year	3 hours	2 hours	1 hour	..	English 2 hours Maths 2 hours Soc.Sc. 2 hours	2 of { Art 2 hours Craft 2 hours Music 2 hours Nat.Sc. 2 hours Phys.Ed. 2 hours	..	3 hours	3 hours	22
2nd Year	3 hours	1 hour	1 hour	1 hour	English 1 hour Maths 1 hour Soc.Sc. 1 hour	1 1/2 hours each	Remainder of Group B Subjects 1 hour each.	3 hours	3 hours	21
3rd Year	3 hours	1 hour	1 hour	..	Seminar on Teaching 3 hours			4 hours	4 hours	16

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.

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. (Friday, 8.30 a.m.-4.30 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. Gym. dress may not be worn to lectures. Men are required to wear ties and coats when attending demonstrations.

Track suits (but not leotards) may be worn in cloister area, but not in the library or administration block. Leotards without a gymnastic uniform skirt may not be worn outside the gymnasium.

Smoking

Smoking is not permitted in lecture rooms or corridors.

Tidiness

Students are asked to place all refuse in the receptacles provided, and to avoid leaving papers, bottles, etc., in lecture rooms, corridors, common rooms or anywhere in the College grounds. It would be appreciated also if the cloak lobby in the lecture block were not used for eating.

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 of half a day or more is anticipated, an application for leave must be submitted in advance. Any student who is compelled to be absent without notice, 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 should be delivered to the Staff Adviser 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 under Practice Teaching and Examinations and Classification respectively.

Lecturer Not At Lecture

If a lecturer fails to arrive at a lecture within five minutes of the advertised time of commencement of the lecture without prior warning or explanation the Section Representative shall make an effort to contact the lecturer concerned. If he cannot do so, and if the lecturer has not arrived within ten minutes of the time of commencement of the lecture, the Section Representative may dismiss the section. He should immediately report his action to the Registrar.

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 superannuation 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 pay compulsory fees to the cashier and produce both 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* ;
- (c) 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, not later than 10.30 a.m. Wednesday. They will be available in Section boxes from 1.30 p.m. Thursday.

EXAMINATIONS AND CLASSIFICATION

GENERAL PRIMARY COURSE

Examinations

1. The recognized examinations are:

- (a) Yearly Examinations to be held at the end of first, second and third years.
- (b) Deferred Examinations arranged after the yearly examinations for such cases as may be approved by the Principal in accordance with the regulations.

At the discretion of the Principal, students may be required to attempt a Mid-year examination in the first year. Notice of such an examination will be given at the beginning of the College year.

Recording Results

2. For the purposes of recording results in academic work in the yearly examinations students shall be divided into four grades. These grades shall be known as distinction, credit, pass and failure. Distinction shall carry two points per course, and credit shall carry one point per course.

Progression

3. (a) Progression from first to second year and from second to third year shall be contingent upon the student gaining a pass in all courses.

(b) Students who fail to satisfy requirements for progression to second or 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, or
- (iii) progression carrying *one* failed course.

Students recommended for progression to the second year under this clause will be required to make good their deficiency during the second year under such conditions as determined by the Head of the Department concerned and approved by the Principal.

Students recommended for progression to the third year under this clause will be required to make good their deficiency during the third year under such conditions as determined by the Head of the Department concerned and approved by the Principal.

No student shall be permitted to carry more than one failed course from the first into the second year. A course so carried into the second year and not made good during that year shall be regarded as a failed course at the end of the second year.

No student shall be permitted to carry more than one failed course from the second year into the third year. A course so carried into the third year and not made good during that year shall be regarded as a failed course at the end of the third year.

Classification

4. (a) Students who pass in all courses in the final year of their studies shall, if they possess satisfactory professional records, be recommended as eligible in academic attainments for a Teacher's Certificate.

(b) Students in the final year of their studies who fail in *not more than two* courses following the yearly and deferred examinations, including any carried course, shall, if they possess satisfactory professional records be recommended as eligible in academic attainments for a Conditional Certificate.

(c) Students who fail to qualify for the recommendation of a Teacher's Certificate or a Conditional Certificate may:

(i) be granted an additional year's training on such conditions as may be determined by the Director-General;

or

(ii) be recommended for non-appointment.

(d) Honours at Graduation. Points awarded for distinction and credit throughout the two/three years of study shall determine a student's eligibility for this award.

Deferred Examinations

5. (a) Students who fail to gain progression from first to second year, and from second to third 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) Deferred examinations following the yearly examinations in all years of study shall be held in January of the following year, and shall be administered by the College.

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

(e) Students in their final year who fail a course or courses following deferred examinations and who qualify for the recommendation for a Conditional Certificate shall be required to attempt a Teachers' Examination in the course or courses failed. The appropriate Teachers' Examination will be determined by the Head of the Department concerned.

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

7. *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 these Regulations in all other courses.

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

(b) Students who fail to qualify for recommendation for a Teacher's 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 Teacher's 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) Yearly examinations to be held at the end of first, second and third years.
- (b) 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 examinations, subjects shall be grouped into strands as defined elsewhere in the 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 directed, at the discretion of the Principal, to undertake an alternative 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.

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 subject, 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 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 undertake an alternative course of study within the College.
- (iv) 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.

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 subject, 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 is not carrying any previously failed strand.

(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 conditional appointment. 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 subject, 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 appointment may attain full Diploma status by redeeming failures at College deferred examinations, Teachers' examinations or University examinations, whichever is applicable.

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.

Honours Diploma

7. 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.

General

8. 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.

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

Amendment to Examination Regulations

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

PRIZE LIST 1969

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 Margaret A. Noller.

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 Jennifer A. Reidy.

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 Jennifer A. Reidy.

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

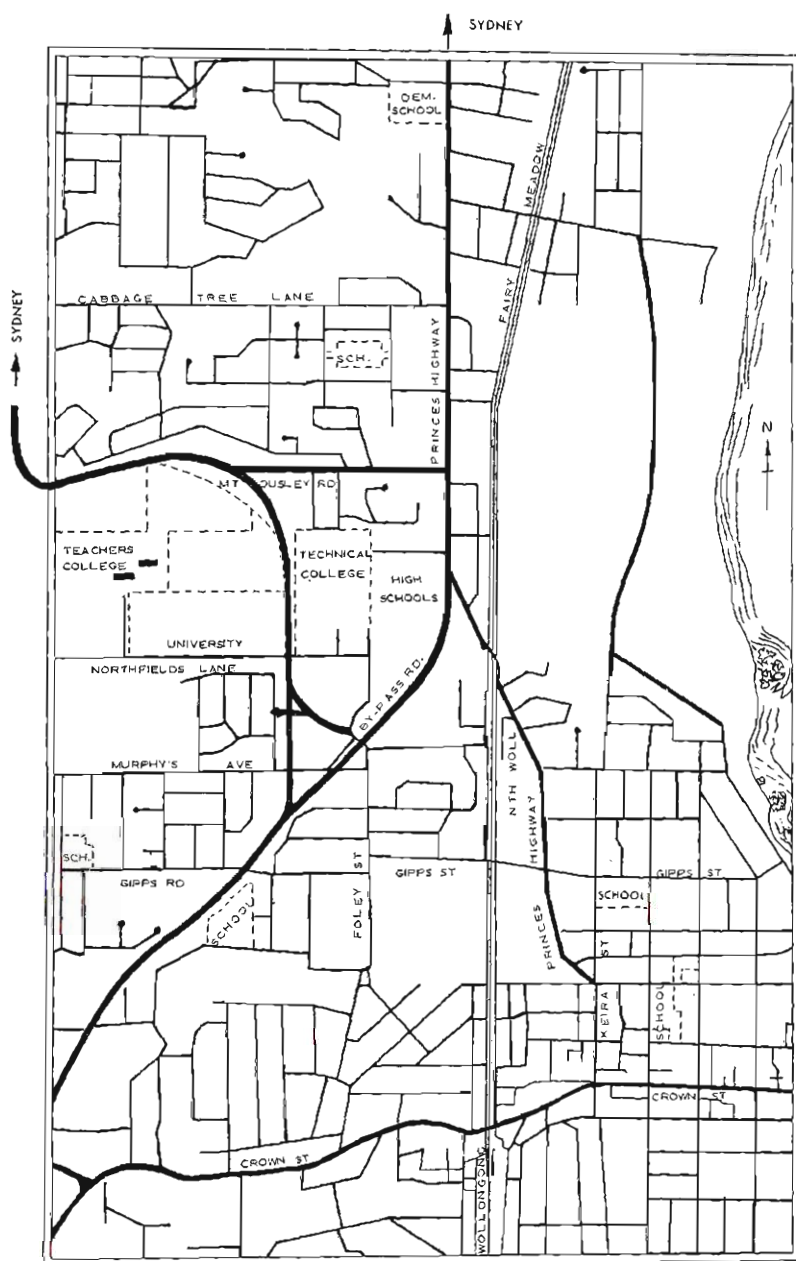
Miss Margaret A. Noller.

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.

Miss Isla M. McDougal.

South Coast Tablelands Medical Technologists' Association Prize.—Books to the value of \$10. This prize is awarded to the student with the highest pass in Biology.

Department of Education Prize in Physical Education.—Books to the value of \$20. This prize is available to the third year student with the most distinguished record in Physical Education.



Map showing location of College and Fairy Meadow Demonstration School

THE DEMONSTRATION SCHOOLS

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

Executive Officers: Principal: Mr E. T. EVE, M.A.C.E.

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 L. O'CONNOR (Deputy Master), Mr R. B. MCLEOD (Deputy Master), Mrs J. BARNES (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.

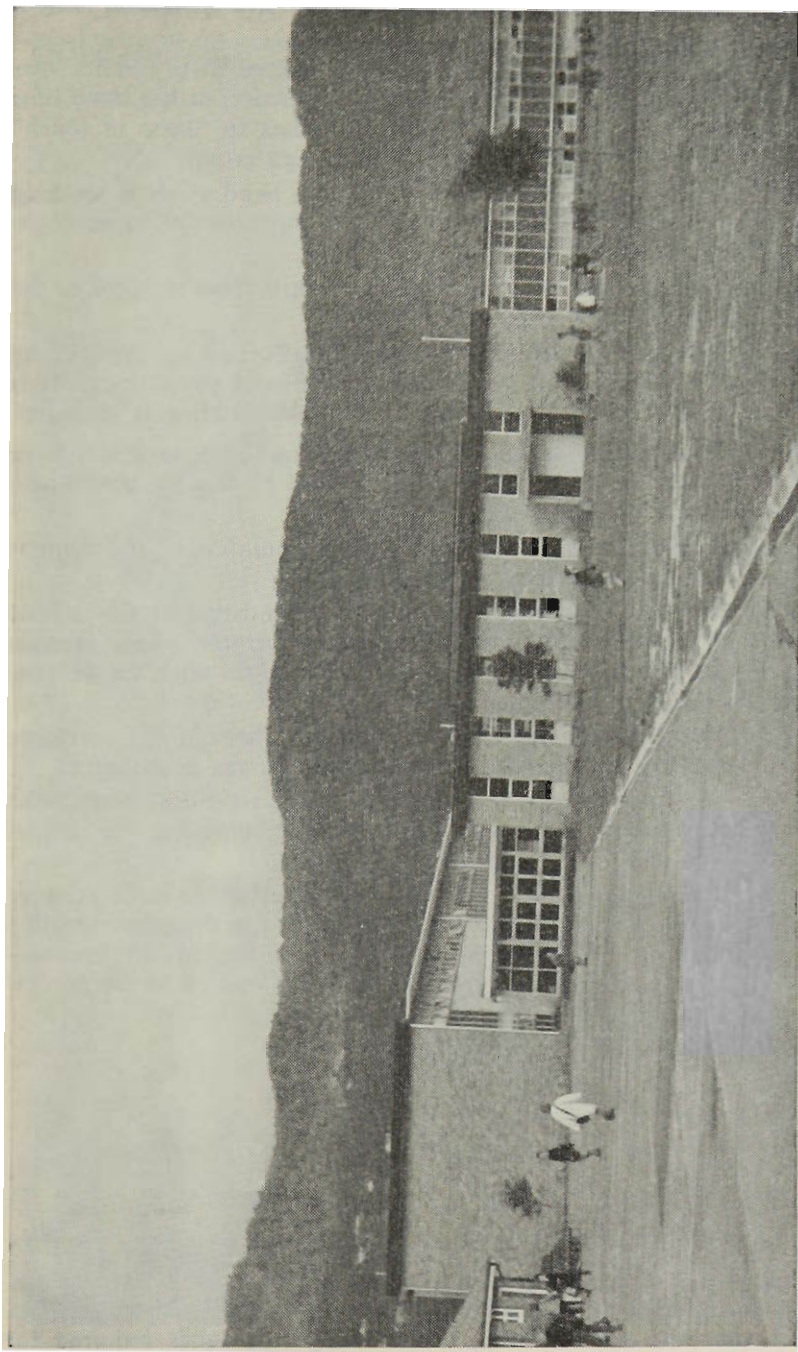
This first class school, made up of two departments (primary and infants'), is staffed with twenty-eight experienced teachers who have been specially chosen by the Department of Education to demonstrate methods of teaching to college students. The importance of this school, which all students visit weekly 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:—

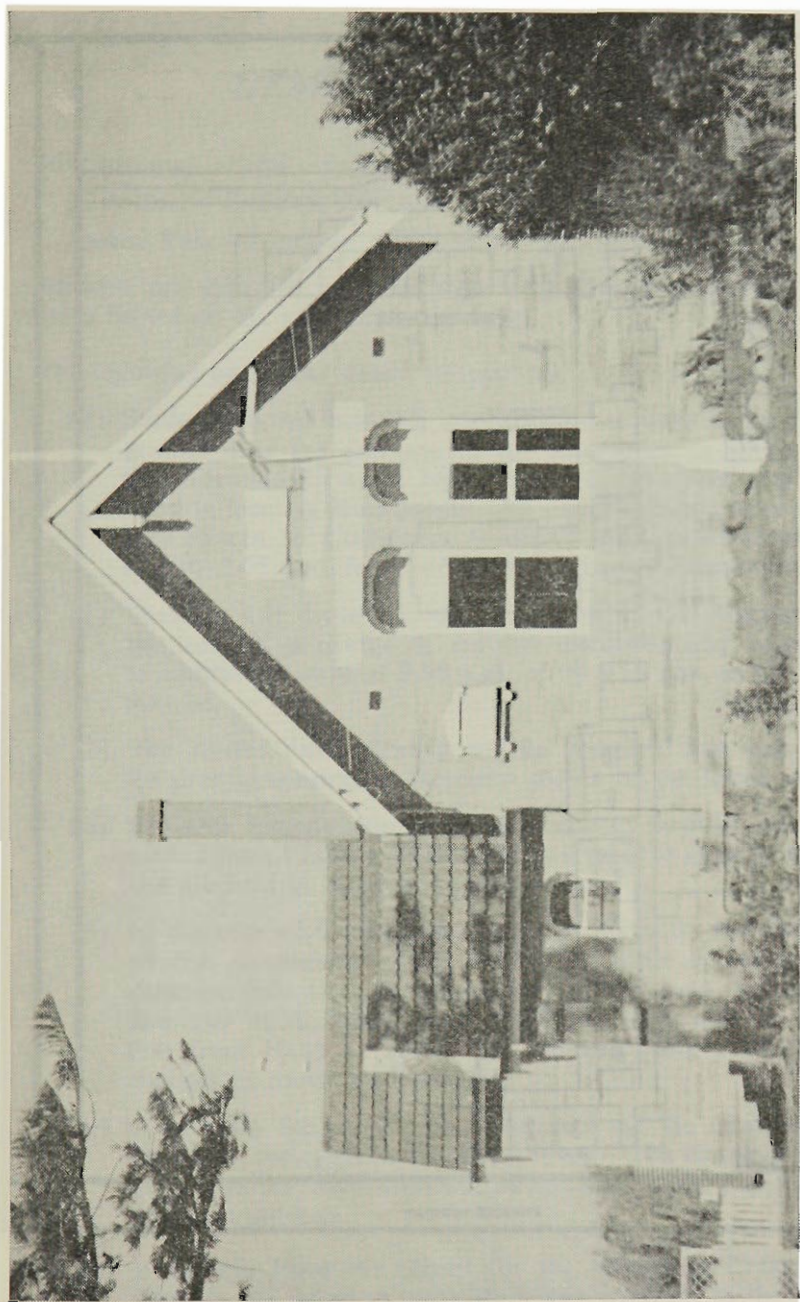
- (a) Students are not to enter the school building or the demonstration classrooms before 8.55 a.m.
- (b) Students are requested to be in attendance at the school at the time set down by the college lecturer. Late arrivals will not be permitted to enter a classroom once the demonstration has commenced.
- (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

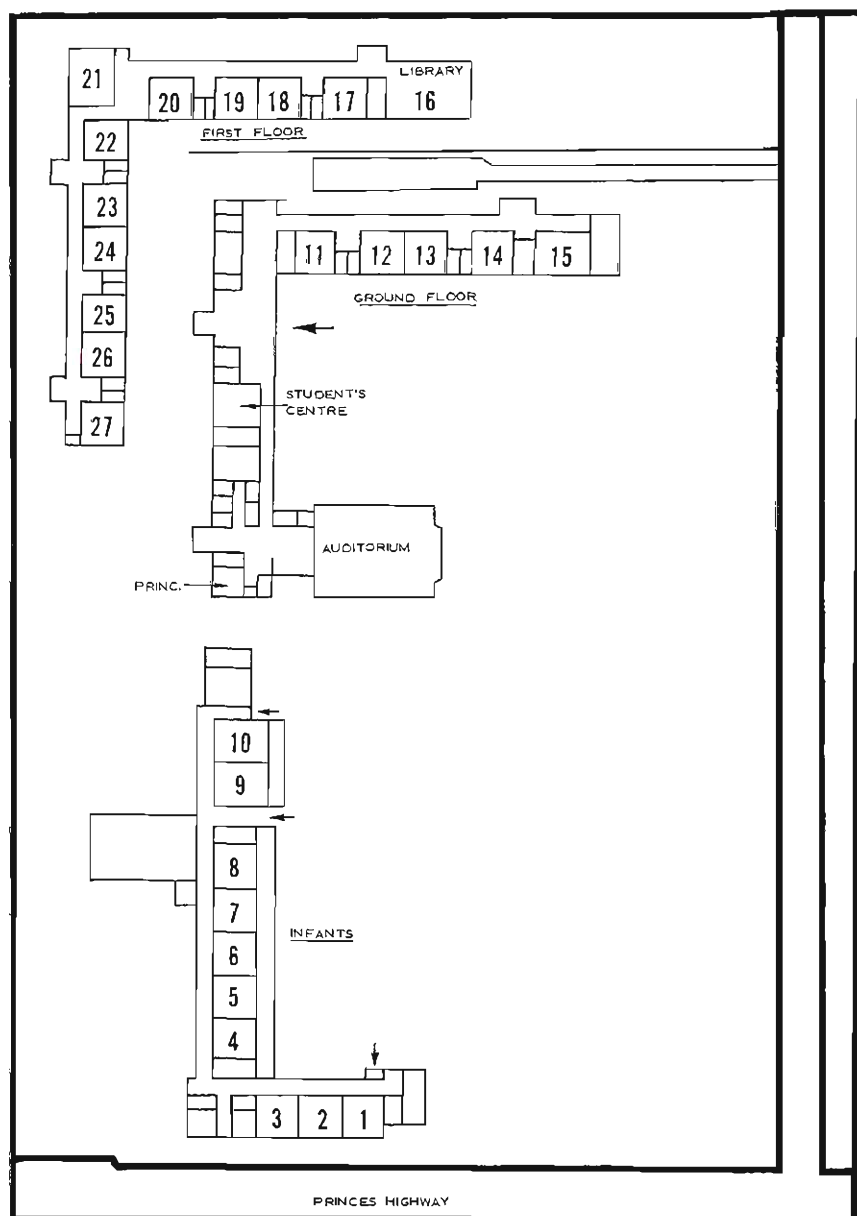
Mt. Keira Demonstration School

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



Plan of the Demonstration School at Fairy Meadow

DEMONSTRATIONS

Students shall attend demonstrations at the following times:—

First Year—Tuesday, 9.00 a.m. to 11.00 a.m.

Second Year—Thursday, 9.00 a.m. to 11.00 a.m.

Students are expected to make their way directly to the demonstration school on the appropriate morning.

The following procedure should be followed:—

- (1) Students should assemble informally in sections in the playground near the entrance to the class-room in which the first discussion is to be held. The accompanying map will assist in locating these rooms. All students should be present by 8.55 a.m. for Curriculum Studies B and C demonstrations, and by 9.05 a.m. for Curriculum Studies A demonstrations.
- (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 9.00 a.m. or by 9.10 a.m. as the case may be.
- (3) The *second* demonstration will be discussed first and then the *first* demonstration in rooms shown on the lesson notes.
- (4) The first demonstration will be from 9.25 to 9.55, and the second from 10.00 to 10.30. The interval is to allow lecturers and students to move from room to room.
- (5) In the case of Curriculum Studies A subjects, post-demonstration discussions will be held in the room of the second demonstration after its completion. The second demonstration will be discussed from 10.30 to 10.40, and then the first from 10.45 to 10.55, five minutes being allowed for changes of rooms by lecturers.
- (6) Curriculum Studies B and C subjects will be discussed in the rooms indicated on the lesson notes. The timing of post-demonstration discussions will be the same as for Curriculum Studies A subjects.
- (7) 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.

(8) *Demonstration Times.* The official hours of the Demonstration School are 9.25–3.25. The following are the discussion and demonstration times:

(a) *Curriculum Studies A Demonstrations* (English, Social Science, Mathematics).

9.10–9.17—Pre-demonstration discussion of *second* demonstration.

9.18–9.25—Pre-demonstration discussion of *first* demonstration.

9.25–9.55—First demonstration.

9.55–10.00—Students and staff change rooms if necessary.

10.00–10.30—Second demonstration.

10.30–10.40—Post-demonstration discussion of *second* demonstration.

10.40–10.45—Lecturers move to next discussion room.

10.45–10.55—Post-demonstration discussion of *first* demonstration.

(b) *Curriculum Studies B and C demonstrations for both first and second year students* (Art, Craft, Music, Natural Science, Physical Education).

9.00–9.10—Pre-demonstration discussion of *second* demonstration.

9.10–9.15—Students move to room of *first* demonstration.

9.15–9.25—Pre-demonstration discussion of *first* demonstration.

9.25–9.55—First demonstration.

9.55–10.00—Students move to room of *second* demonstration.

10.00–10.30—Second demonstration.

10.30–10.40—Post-demonstration discussion of *second* demonstration.

10.40–10.45—Students move to room of *first* demonstration.

10.45–10.55—Post-demonstration discussion of *first* demonstration.

10.55–11.00—Students move to buses.

11.00—Buses depart for College.

N.B. 1. Demonstrations commence at 9.00 a.m.

2. Students must move to buses at 10.55 a.m.

PRACTICE TEACHING

NOTES FOR STUDENTS

1. Students should report to their schools at 9.00 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 9.00 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. 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.

6. (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.

7. 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 certain 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.

8. 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.

9. 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.

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

11. Library Hours: 3.30 p.m.-6.00 p.m. Pictures may be borrowed for two days only.

12. 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.

13. 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.

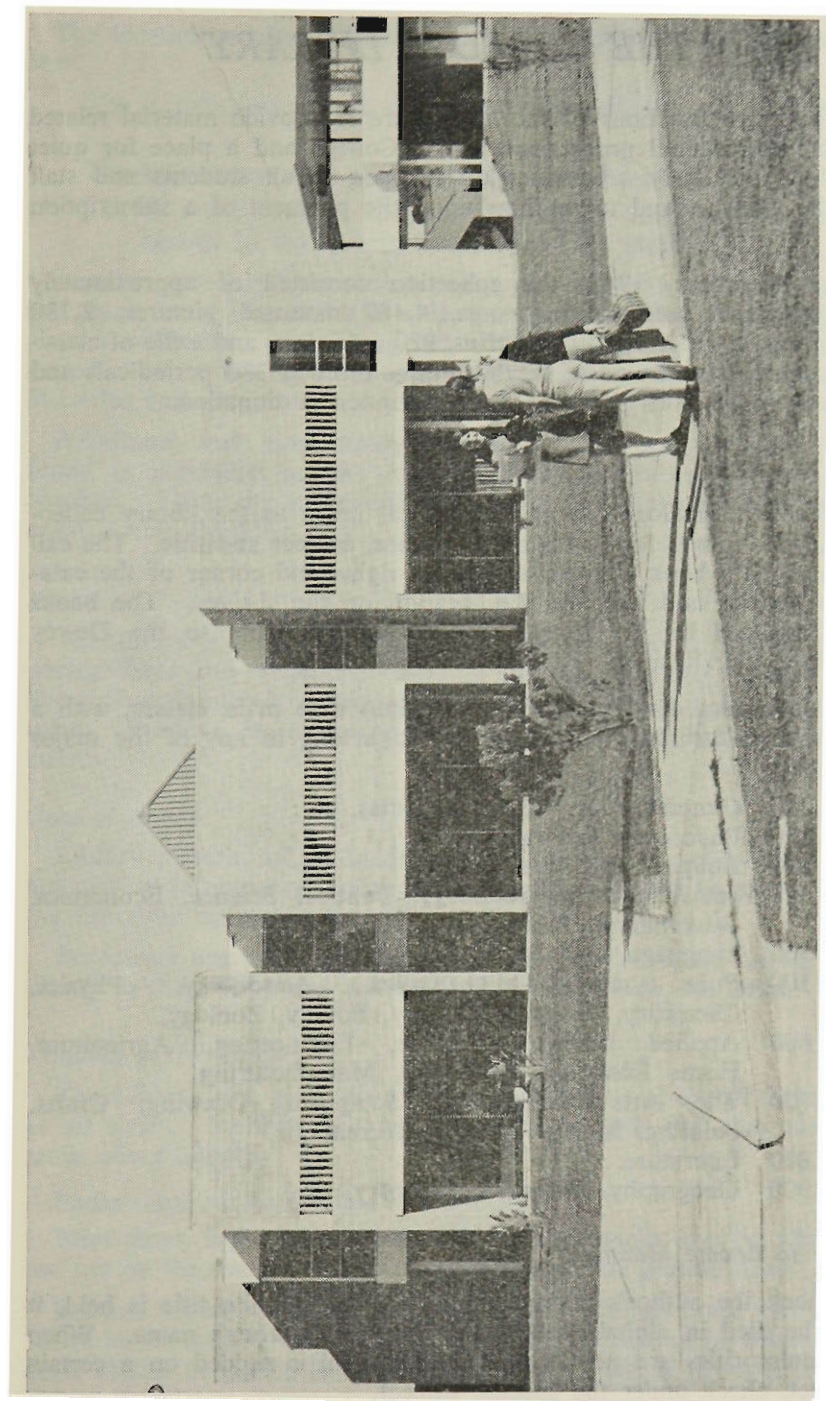
Home Practice

1. Students who have completed their first year course shall, towards the end of the summer vacation, spend two weeks practice-teaching.

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 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 December, 1969, the collection consisted of approximately 29,100 books and music scores, 4,400 mounted pictures, 2,130 gramophone records, 759 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 the catalogue entries and indicates the location on the shelves. The books are arranged on the shelves by subject according to the Dewey Decimal Classification.

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.

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.

Usually, title cards are made only for twentieth century novels and plays, but a Play Index of titles 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.

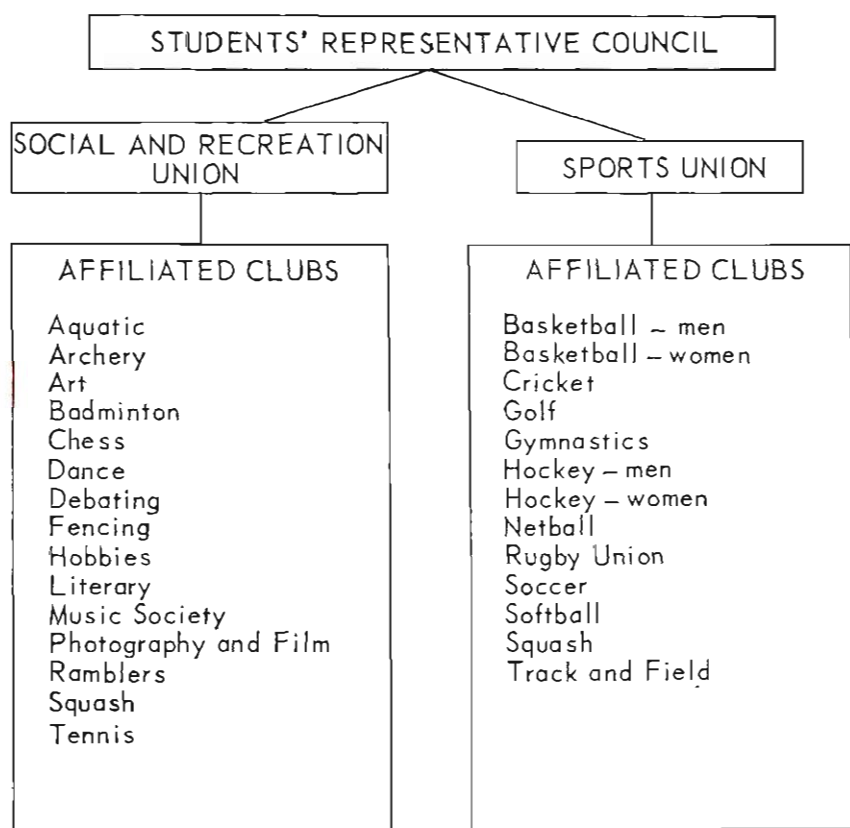
Students may borrow three books and two periodicals and may not have more than five items on loan at the one time.

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.

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

1969-70

<i>President</i>	<i>Vice-President</i>	<i>Secretary</i>	<i>Treasurer</i>
Veronica Marsden	Michael Toohey	Louise Allenby	John Watuulo

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 authorized 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 in 1970 were:

President: Vicki Cracknell.

Vice-President: Beverly Alexander.

Secretary: Lyn Alexander.

Treasurer: Dianne Rogers.

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 Vice-President, who is to be a First Year student.
- (d) The Secretary.
- (e) The Treasurer.
- (f) The Assistant Secretary, who is to be a First Year student.
- (g) The Assistant Treasurer, who is to be a First Year student.

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

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

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

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

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

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

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

13. *Finance*:

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

14. *Reports*:

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

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

SPORTS UNION MANAGEMENT COMMITTEE

1970

Student President

Steven Kalend

Secretary

Michele Cook

Treasurer

Barry Emmett

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.

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.
1968: Phys. Ed. III	29 minutes 45 seconds.
1969: General Primary I	27 minutes 44 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 organized 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.

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.

Other Clubs

Bicycle Club.

Cricket Club.

Drama Club.

Hobbies Club.

Rugby Union Club. Field three teams.

Soccer Club.

Squash Club.

Swimming Club.

Tennis Club.

Track and Field Club.

Women's Hockey Club.

Women's International Basketball Club.

Women's Softball Club.

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.

COURSES OF STUDY

THREE YEAR COURSES

ART

CURRICULUM STUDIES

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

Two hours per week

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

Two hours per week

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.

ELECTIVES

Three elective art courses are offered. Each course will be continuous over three years and will progressively investigate aspects of painting, sculpture and basic design relevant to the international contemporary scene.

Work will proceed by a series of practical experiments. It is intended that the finished works from these experiments will be exhibited on the campus and in the community at large.

Visits to museums and commercial art galleries will be arranged during the course of each year.

Courses are designed to accommodate students with or without art background, so lack of previous art training should not deter those interested.

First Year

First year courses will investigate the creative possibilities of the various media available to the painter and the sculptor. Each of these investigations will culminate in the production of works of either painting or sculpture which will be exhibited during the course of the year.

A limited number of students will be given a short introductory course in ceramics.

Second Year

A more specific study of the various schools of modern art will be undertaken in such a way as to allow students to draw on their first year experience in the creation of their own works.

Lectures by practising painters and sculptors will be arranged so that students may come to understand some of the problems facing the artist in the contemporary environment.

The ceramics group will be given opportunity to develop understanding of and skills in pottery. Activities will involve earthenware, stoneware, glazes and ceramic decoration.

Third Year

Third year students will investigate individual avenues of visual creative expression based on the contact and experience developed during the first two years of the course.

CRAFT

CURRICULUM STUDIES

Curriculum studies in Craft are designed to provide the students with the essential techniques and teaching methods associated with the primary school handicraft courses, together with an appreciation of the scope and educational implications of craft work. The practical work involved in these courses provides the student with opportunity for individual expression and the development of creativity.

Curriculum Studies "B"

FIRST YEAR: 2 hours per week

SECOND YEAR: 1½ hours per week

FIRST YEAR

Bookcrafts, including paper decoration.

Puppetry.

Modelling, including use of scrap materials.

Winding and weaving.

Light woodwork, with associated use of metals.

SECOND YEAR

1. Lectures covering the following:

Aims, attitudes and standards.

Lesson types.

Organization.

Programming.

Tools and materials: sources, storage, maintenance and requisitioning.

2. Practical activities:

(a) For students following the General Primary Course.

Development of skills and techniques in the following media:

Raffia.

Cane.

Fabrics.

Leather and leather substitutes.

Paper.

Indigenous materials.

(b) For students following the Infants Course.

Activities suitable for lower primary children in the following crafts:

Paper crafts.

Soft crafts.

Model making.

Creative activities.

Curriculum Studies "C"

SECOND YEAR: *One hour per week*

For all General Primary and Infants students who have not elected Craft in Curriculum Studies "B"

(a) For students following General Primary Course.

(1) Lectures dealing with organization and programming for Craft courses in the primary school.

(2) Development of skills and techniques through selected exercises from the following crafts:

Bookcrafts, including paper decoration.

Puppetry.

Modelling, including light woodwork.

Winding and weaving.

Cane basketry.

Raffia work.

(b) For students following the Infants Course.

(1) Lectures dealing with organization and programming for Craft courses in the lower primary school.

(2) Development of skills and techniques in the following crafts as practised in the lower primary school:

Puppetry.

Modelling, including creative activities.

Winding and weaving.

Paper crafts.

ELECTIVES

Through electives, the student is given the opportunity to develop the techniques and skills involved in creative and expressive work in one of the following fields:

Textile Crafts

During this course students will be introduced to each of the following aspects of the textile crafts:

- (a) *Embroidery*. All types of modern and traditional.
- (b) *Fabric Decoration*. Printing with silk screen and lino cut.
- (c) *Fashion Design and Construction*.
 - (i) Dressmaking.
 - (ii) Knitting.
 - (iii) Crochet.
- (d) *Soft Furnishings*. Lamp shades, cushions, etc.
- (e) *Weaving*. Scarves, bags and rugs.

Following instruction in these aspects, students will be free to select any section of the course that appeals to them and to work articles of their own design. With each article presented, a written report will be required giving details of the article and the aspect of textile crafts it represents.

Traditional Crafts

This course offers three strands drawn from the traditional hand crafts:

- Bookcrafts—including printing.
- Leatherwork.
- Weaving—including basketry.

In each strand a study will be made of the historical background and of modern developments in the craft, including the production of materials such as boards, paper, leather, cane and fibres.

In bookbinding, an extensive course will begin with folders, albums, single-leaf and single-section bindings, followed by multi-section bindings on tapes and cords. These will employ cloth, buckram and leather as covering materials for a variety of treatments such as cased, letterpress, split-board and flexible bindings. In association with bookbinding, a study will be made of methods of printing, with practical experience in letterpress work leading to a combined printing and binding project.

The leatherwork strand will deal with sources of leather and methods of tanning and finishing, together with practical work involving a wide variety of processes: thonging in various patterns; hand sewing; modelling; carving; staining; polishing; lacquering; fitting of eyelets, press-buttons, buckles, catches and other hardware. These processes will be applied to such articles as key case, comb case, purse, wallet, book cover, camera case, handbag, brief case, record case, etc.

In weaving, practical work will include cane basketry as well as elementary textile weaving with wool, cotton and other fibres.

After initial instruction in each strand, students will be encouraged to design their own work and in the third year of the course to follow one strand to considerable depth.

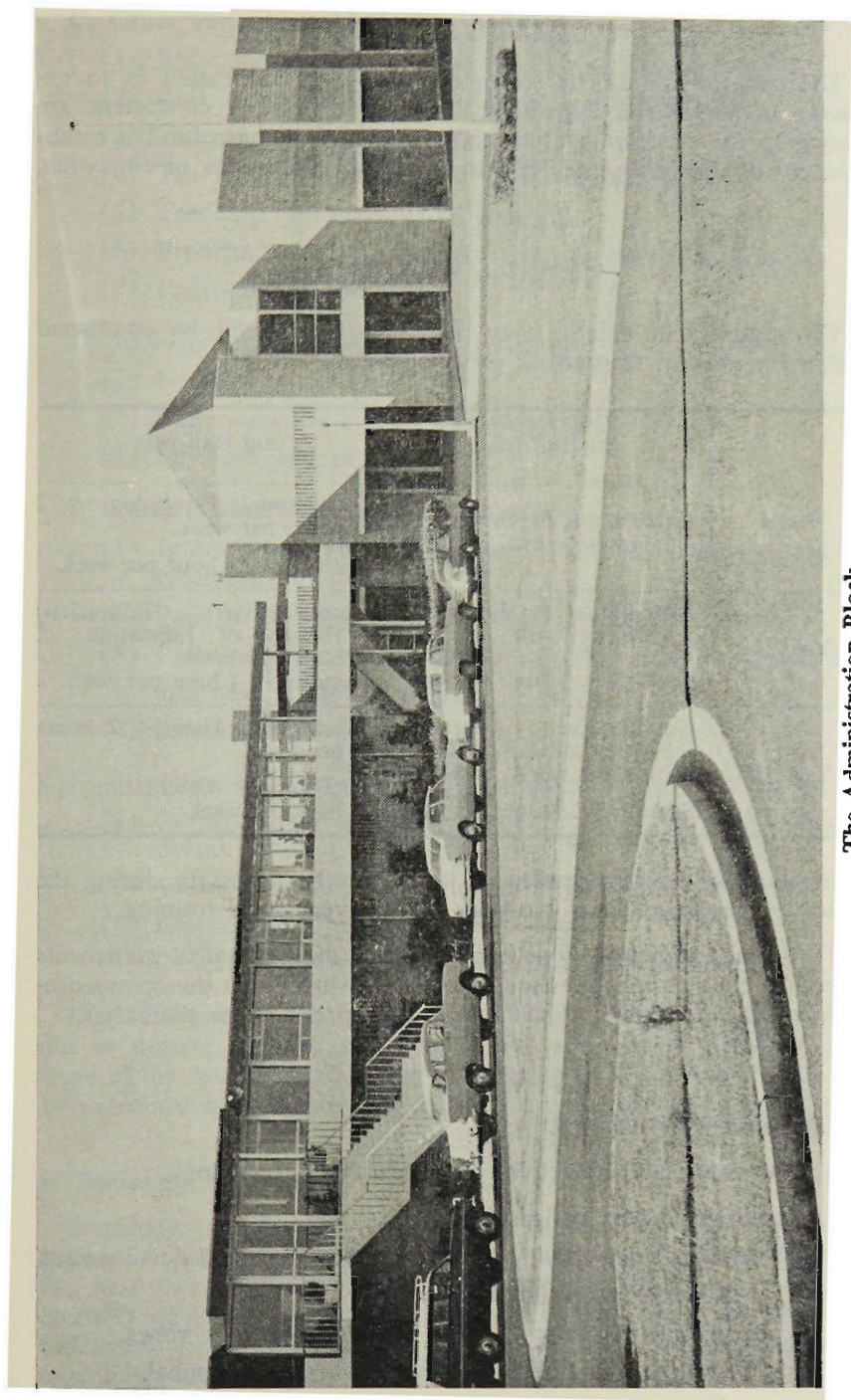
Contemporary Crafts

This elective will allow student development in the techniques and skills involved in expressive and creative work in a variety of crafts. These will include Art Metalwork, Wood Crafts, Jewellery Making, Wood Turning, Plastics and other associated crafts.

During the initial lectures students will be instructed in procedures and techniques necessary to ensure success at these crafts and will, through intensive practical work, be given opportunity to develop the necessary skills.

Students then will be encouraged to select projects in some of these craft fields and to progress to a high standard of proficiency. Some examples of these projects may include construction of furniture, table settings, lamps, jewellery sets and other articles.

In third year, more detailed study will be made of materials and design, with opportunity being provided for specialized work in one of the fields explored in the earlier years.



The Administration Block

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 base for the establishment of a satisfying and effective personal philosophy of education.

CORE COURSES

The course will extend over three years and will be conducted within the general framework set out below.

	1st Half-year	2nd Half-year
Year I	Educational Psychology: 3 hours per week.	Educational Psychology: 2 hours per week. Sociology: 1 hour per week.
Year II	Educational Psychology: 2 hours per week. Sociology: 1 hour per week.	Comparative Education/ History of Education: 2 hours per week. Sociology: 1 hour per week.
Year III	Comparative Education/ History of Education: 1 hour per week. Sociology: 2 hours per week.	Educational Theory: 2 hours per week. Professional Orientation: 1 hour per week.

Some minor re-arrangement of units may be necessary during the period of transition from two-year to three-year basic training.

Texts and references together with any more detailed statements of course content will be made available to students at the commencement of each course unit and/or at appropriate times thereafter.

I Educational Psychology

- A. The scope and objectives of educational psychology.
- B. Cognitive factors in learning.
 - (1) Intellectual ability—its nature, distribution and development.
 - (2) Measurement of intelligence.
 - (3) Cognitive development and learning—Piaget's views.
 - (4) Cognitive structure and transfer—Bruner, Ausubel.

C. Other variables in learning.

- (1) Basic conditions, especially reinforcement, motivation.
- (2) Classical conditioning, instrumental conditioning.
- (3) Teaching and learning of skills.
- (4) Teaching and learning of verbal knowledge.
- (5) Teaching and learning of concepts.
- (6) Problem solving, creativity and discovery learning.
- (7) Programmed instruction.

D. Biological determination of personality.

- (1) Heredity.
- (2) The endocrine system and personality.
- (3) Physique and personality.

E. Cultural determination of personality.

- (1) Interaction of biological and cultural determinants and the emergence of the self.
- (2) Patterns of culture and emerging personality types.
- (3) Cultural influences in modern society—family, school, play and peer group, mass media, church.
- (4) Cultural deprivation.

F. Psycho-analytical and Behaviourist approaches to personality.

- (1) Contributions made by leaders of the “depth” school—Freud.
- (2) Views of some post-Freudians—e.g., Horney, Sullivan.
- (3) Eysenck and the Behaviourist school.
- (4) Concept of “normal”, “abnormal” and “adjustment”.

G. Child growth and development. This section of the course sets out to develop an understanding of the educational significance of some of the developmental stages of infancy and childhood, which will be examined in their physical, cognitive, emotional and social forms.

II Sociology

Sociology, which arose from early attempts to apply scientific methods to the study of society, has undergone rapid expansion during the past three decades. This expansion has led to an increasing diversity of topics and the introductory course offered in 1971 will endeavour to give some idea of sociology through an examination of four major areas, namely:

- (1) A study of the nature and methods of sociology.
- (2) A study of social relationships and social organization.
- (3) A study of social institutions.
- (4) A study of social disintegration and social change.

III History of Education/Comparative Education

A study of several important systems of education (especially New South Wales), analysing the parts played by tradition, philosophy and the influence of important persons. Finally, the effects that these factors have had on the administrative and school organization will be examined.

EDUCATION ELECTIVES

It is expected that elective courses will be offered in such fields as the following:

- (i) special education of 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 sociology and/or social psychology.

It is hoped that, within the three years, students will be able to pursue their interests by studying units from more than one field, should they wish.

ENGLISH

First Year

Communication

Two hours per week

The course will be divided into three areas: (a) speaking and listening, (b) writing and reading, and (c) literature as a form of communication.

Speaking and Listening

Students will take part in practical forms of oral expression such as exercises in producing persuasive speech, interpretations of pieces read from a variety of literary texts, and such practical exercises as description, narration or exposition of simple processes, using where possible blackboard, equipment or aids.

Other activities will include the development of "active" and "passive" listening skills by requiring critical assessments based on such criteria as posture, audibility, pronunciation, usage, effect and expression. Students will also be invited to comment on their experiences during teaching practice with specific reference to problems of communication. At all times stress will be laid on the fact that communication is an interacting process.

Writing and Reading

Activities under this heading will include the following:

the use of blackboard skills; the organization of summaries; essential composition: the writing of letters and reports; critical reading and writing: assessing content, points of technique, and elements of merit in selected unseen passages; accurate and expressive syntax.

Literature as Communication

Areas for examination include the short story, contemporary and traditional verse, modern drama and the novel.

All First Year students will study poetry in this course and one other of the above areas at the discretion of lecturers.

Curriculum Studies

Two hours per week

This course will emphasize communication as the basis of the English Curriculum, and the *role* of the teacher in enabling children to communicate more effectively in a variety of ways. Attention will be given wherever necessary to the content of the curriculum as well to techniques of teaching in the following areas:

- (a) Handwriting.
- (b) Spelling.
- (c) Language: (i) usage and formal grammar, (ii) sentence structure, oral expression and written expression.
- (d) Reading and reading skills.
- (e) The approach to poetry.

Students will be expected to demonstrate practical ability in handwriting as part of the course, in addition to individual or group assignments.

Second Year

Communication

One hour per week

This course in the second year aims to develop further the abilities of individual students to communicate effectively in peer group situations. The course will be mainly practical in nature, and will involve some students more than others, as their needs dictate.

While emphasis will be given to speech activities, there will be regular practice in written expression and at least two pieces of longer written work will be required.

To emphasize the significance of reading as a part of communication suggested lists for general reading will be distributed.

Content

Presentation and critical appreciation of verse or prose extracts. These may be selected from reading lists.

Exercises in critical listening.

Individual or group work in verse speaking.

Informative talk: a combination of exposition, narration and demonstration (at least two) on a subject of interest to the student and approved by the lecturer.

Written work: three main strands to be featured:

- (a) A summary of an appreciation of a verse or prose extract.
- (b) A verse writing exercise.
- (c) Short exercises to maintain standards of written expression.

Assessment will be based on (a) evaluation of performance in assignments set and (b) results of a written examination at the end of the year. Success in (a) will not make up for any marked deficiency in (b).

Curriculum Studies

One hour per week

This is a continuation of the First Year Course and will stress the following:

- (a) Expressive and creative activities, drama, poetry and creative writing.
- (b) Use of the library, television, radio and other facilities as extensions of the classroom work in English; construction and use of teaching aids.
- (c) Remedial work with particular emphasis on reading and speech; making provision for the gifted child.
- (d) Grade levels of attainment; programme construction.

Students will be required to submit an assignment on some theoretical or practical aspect of the course.

ELECTIVES

I The Contemporary Scene

This course will begin with a study of the possible influences on modern literature with emphasis on writers of the last century. The second year course will cover a wide range of drama, verse and prose of the last sixty years with emphasis on British writers. The final year will be devoted mainly to contemporary Australian literature.

II Literature and Society

The main issue will be the possible relation between literature and social trends. The first two years will be devoted to some study of significant literary works which have a strong "social" content. It is hoped that occasional lectures may be given by members of the Social Sciences Department. In the final year emphasis will be placed on some "thematic" studies such as the novel or poetry of the city, the "outsider" in modern literature, the political novel and drama of social protest.

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.

HEALTH AND HEALTH EDUCATION

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 utilize 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.

Diploma of Education Students will attend 2-hour lecture periods per week in Health Education during the second semester.

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

Three hours per week

Students who elect to specialize in infant education will follow a second-year course in this field.

An introduction to the course on Infant Education

1. The pre-school child.
2. The transition from the home to the school.
3. Levels of child development.
4. The role of the teacher in creating a desirable school atmosphere in the learning situation.

English

Communication through

Language { oral.
 { written.

Speech.

Reading.

Handwriting.

Spelling.

Literature.

Drama.

Integration of these strands using creative approaches.

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. This study will incorporate progression and development using:

- (1) Structured material.
- (2) Concept of set mathematics.
- (3) Number lines.
- (4) Shapes and measurement.
- (5) Number games and rhymes.

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.

Experiences designed to illustrate the integration of strands of work in programming and in practice will be included.

The use of audio-visual aids will be stressed.

Practical Work

This course is concerned with the study of the principles involved in the construction of stencils, activity material and teaching aids applicable to Infant grades.

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.

CURRICULUM STUDIES

First Year

Two hours per week

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

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. *Background to primary mathematics.*

- (a) Systems of numeration.
- (b) The number system including a study of complex numbers.
- (c) Elementary topology.
- (d) Number patterns.
- (e) Selected topics to assist the student to understand and interpret the environment.
- (f) The contribution which mathematics has made and is making to our present civilization.

3. 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.

ELECTIVES A AND B

FIRST YEAR: *Three hours per week*

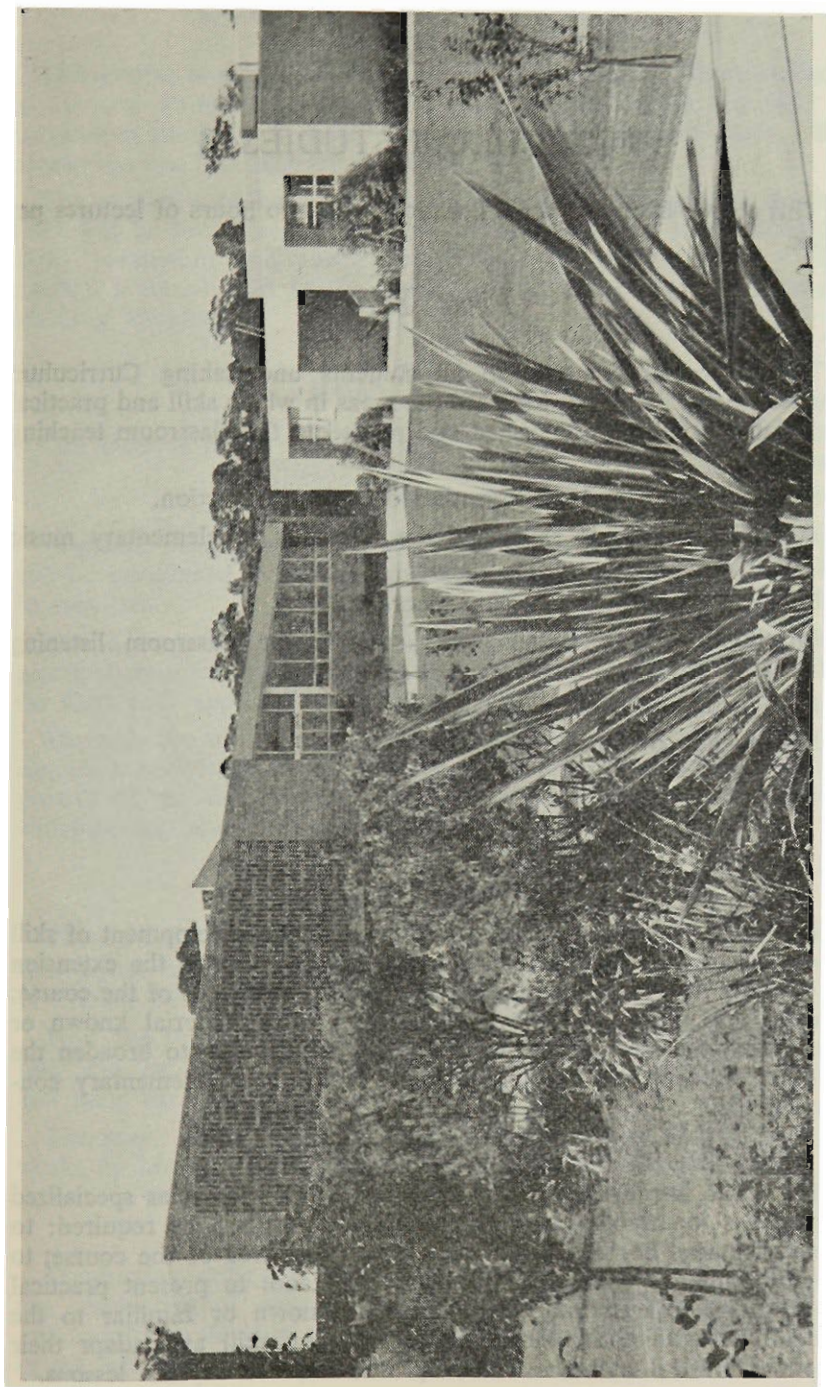
SECOND YEAR: *Three hours per week*

THIRD YEAR: *Four hours per week*

These courses are designed for students with an aptitude for mathematics and a background of at least second level mathematics at the Higher School Certificate.

Students will study topics selected from algebra, analytic geometry, astronomy, calculus, computing, theoretical arithmetic, trigonometry, and statistics.

In addition, third year students will submit a dissertation on a mathematical topic.



Music Unit and Lecture Block

MUSIC

CURRICULUM STUDIES B

This course is of two years duration, with two hours of lectures per week.

First Year

This course is common to all students undertaking Curriculum Studies Music. The following are the areas in which skill and practical musicianship will be established and related to the classroom teaching situation.

Song repertoire and the essentials of voice production.

Basic music reading skills and the essentials of elementary music theory.

Practical study on the descant recorder.

Introduction of recorded works suitable for classroom listening activities.

Introduction of percussion instruments.

Introduction of tuned percussion.

Second Year

Primary

The second year course requires: the student's development of skill in each area established in the first year of the course; the extension of teaching material content and repertoire in each area of the course; practical exercises in music programming using material known or familiar to the student; the study of recorded works to broaden the fields of student musical interest; the acquiring of elementary conducting skill.

Lower Primary

The areas introduced in first year will be developed as specialized approaches to infants' music teaching. Students will be required: to extend material content and repertoire in each area of the course; to develop some competence in playing the piano; to present practical exercises in programming using material known or familiar to the student; to acquire an elementary conducting skill and adapt their practical musical abilities for the presentation of rhythm lessons.

CURRICULUM STUDIES C

This course is of one year's duration and is taken by those students in General Primary or Lower Primary courses whose selection of curriculum studies in first and second year did not include music. The course has one lecture hour per week.

The student's background in vocal repertoire and general musical taste will be broadened and where possible, practical music activities using percussion and tuned percussion will be introduced. The musical material used in the course will be related to the classroom teaching situation.

ELECTIVES A

One elective is offered in Group A.

Music Aesthetics and Choral

A graded programme of unison and part songs from various periods will be introduced in lectures and a practical knowledge of these will be required.

Tuned and untuned percussion instruments will be used as a practical music making study in its own right as well as considering the Carl Orff approach to music education.

Through the study of set works and score reading the student will acquire a knowledge of the different styles and periods of music. The growth of the orchestra, numbers of players and instruments used will form an integral part of this study.

FIRST YEAR

Theory and Harmony. Major keys and their signatures, simple time signatures, note values and rests (associated with a detailed study of French Time Names to develop a reading facility).

How the Primary Triads are constructed for major keys, and how they can be used in the composition of simple four-bar melodies and their harmonization.

Listening. Music from the Programmatic School as well as some works by Mozart, Haydn and Schubert from the Classical Period.

SECOND YEAR

Conducting skills are introduced through individual experience in the conducting of unison songs and rounds, students will have an opportunity to develop an appreciation of beat patterns and style, use of the left hand.

Tuned and Untuned Percussion. Techniques that can be applied to making percussion arrangements of rounds for performance. Simple harmonies required for this will parallel the Theory and Harmony strand of the course.

Theory and Harmony. Minor keys, compound time signatures. A practical application of chord construction will follow the theoretical study of 1st year through the use of ukelele or guitar. Chord vocabulary will be extended to include the minor primary triads.

Listening. Music as a reflection of social outlook will be considered as it applied to the Polyphonic, Classical and Romantic Periods. The Classical period, and Beethoven in particular, as the composer in whom all the ideals of the time were embodied, will form an important extension of the First Year study.

Some of the composers of the Romantic Period, Tchaikowsky, Rachmaninov and Brahms, will be heard together with the music of the "salon pianists" of the early nineteenth century, concluding with the "music drama" and the new paths Wagner set to follow.

THIRD YEAR

Theory and Harmony will have an emphasis of practical application throughout the various *choral, tuned and untuned percussion* strands of the course.

Students will be given the opportunity of assessing the effectiveness of arrangements thus made, during the lecture time.

Listening. The work for the final year will be based on a revision of all periods and composers so far considered. An extension to include prominent twentieth century works will be the new area for listening, with an evaluation of the contribution such composers are making to the general musical scene.

ELECTIVES B

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

Students elect to "take up" or "continue" music studies on an orchestral instrument. These practical music courses aim at developing skill and musicianship through the experience of group ensemble and orchestral playing.

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

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

<i>Strings</i>	<i>Woodwind</i>	<i>Brass</i>
Violin	Flute	French Horn
Viola	Oboe	Trumpet
Cello	Clarinet	Trombone
Double Bass		Tuba
	Recorder	{ Descant Treble Tenor Bass
	Flutes	

FIRST YEAR

(a) *Practical.*

Where applicable students experience a "settling in" period to ensure that an instrument best suited to their abilities is chosen. Basic skills are introduced and, once established, simple ensemble playing is used to develop elementary musicianship and an awareness of, and sensitivity in, controlling sound.

Students with practical background who are *continuing* their study of an instrument commence at the level already attained, and follow a programme designed to suit their background. Ensemble playing and the development of musicianship apply at the appropriate levels.

(b) A detailed study of the technical problems and possibilities of the instrument chosen, and an introductory survey of the repertoire of the instrument—both solo and in combination with other instruments.

(c) *The Simple Rudiments of Music Theory*—as they apply to:

The duration of sounds (note shapes and their relative time value).

The pitch of sounds—the staff, applicable clefs, note names, sharps, flats.

Accent and time.

Scales—the major scale, the minor scale.

Simple intervals.

SECOND YEAR

(a) *Practical.*

The development of technique on the chosen instrument.

Group and ensemble playing according to the standard being reached by the individual student.

Introduction to orchestral playing.

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

(c) The development of accurate and fluent music reading skills.

THIRD YEAR

(a) *Practical.*

The development of technique on the chosen instrument.

Group and ensemble playing.

Orchestral playing.

(b) A survey of historical development of instrumental music up to the beginning of the eighteenth century, and developments during the twentieth century.

(c) The development of fluent music reading skills.

NATURAL SCIENCE

CURRICULUM STUDIES

FIRST YEAR

Two hours per week

Part A

The importance of teaching attitudes to primary school children via natural science.

The balance between scientific processes and factual content in teaching science.

A teaching approach, integrating these themes, to two segments of the syllabus:

Mechanics: force, types of simple machines.

Electricity: production, properties, and practical applications of electric currents.

Part B

1. A study of the variety of animals in the animal kingdom. This is to be dealt with in theory. Practical work to be geared to the classroom teaching situation.

2. Unique Australian flora and fauna.

Part C

The earth's crust.

Common rock forming minerals.

Metallic minerals of economic importance.

Rock types: igneous, sedimentary, metamorphic.

Weathering of rocks. Erosion.

Fossils. Methods of fossilization. Common fossils of N.S.W.

The solar system.

The Earth. Rotation and revolution. The seasons.

The Moon. Surface features. Craters. Tides.

The Sun. Composition. Production of Energy. Nature of Solar Radiation.

The Planets. Location and recognition of Venus, Mars, Jupiter, Saturn. Their Satellites and their Periods of revolution and rotation.

Eclipses of the Sun and Moon.

SECOND YEAR

CURRICULUM STUDIES "B"—GENERAL PRIMARY

One hour and a half per week

Part A

Throughout the course, special attention will be paid to the needs of infants' classes, and to the small school situation.

A very brief survey of the following topics:

Aims of Natural Science teaching.

Presentation of observation and experiment lessons.

Aids to science teaching. The use of the science table.

Timetabling and programming.

Part B

1. A study of the plant kingdom, carried out in a similar way to first-year course.

2. Ecological studies.

Part C

Beyond the Solar System.

Nature of Stars.

Common Constellations and some major stars.

The Milky Way and other Galaxies.

The Atmosphere.

Atmospheric circulation, global and regional.

Local winds. Cyclones and Anti-cyclones.

Atmospheric Pressure.

Water in the Air. Humidity. Clouds.

Precipitation. Evaporation. Condensation.

The Water Cycle.

Weather Records in the Primary School.

CURRICULUM STUDIES "B"—INFANTS SECTIONS

One hour and a half per week

This course is planned to give a knowledge of the curriculum for Natural Science, and to outline a variety of ways of presenting Natural Science lessons to children in the infants grades.

Special attention will be given to: Aims of Natural Science teaching, observation and experiment lessons, aids to science teaching, especially visual aids and the improvisation of apparatus, the use of the science table, timetabling and programming, conservation of our national heritage.

CURRICULUM STUDIES "C"—GENERAL PRIMARY

One hour per week

Aims of natural science teaching.

The importance of teaching attitudes to primary school children via natural science.

The discovery approach: teaching science as a continuing process of investigation.

Different kinds of observation lesson.

Different kinds of experiment lesson.

The use of aids in the teaching of science.

Communication, via formal lessons and informal means, of sound attitudes to the problems of conserving our natural heritage.

CURRICULUM STUDIES "C"—INFANTS SECTIONS

One hour per week

This course is planned to follow closely the course outlined above for students taking the Curriculum Studies "B" programme in the infants field.

The same topics will be treated, but in some instances, the depth of treatment will not be as great.

SCIENCE—SECOND MAJOR

This is a three-year course in the teaching of Junior Secondary Science, which is available only to those students taking the Diploma in Physical Education course who wish to make Junior Science their second teaching subject at the secondary level.

Geology Strand

One hour per week per year

The course is continuous and is conducted over three years. The programme aims to provide a background for the effective teaching of the Geology sections of the School Certificate, Modified, and General Activity Science Syllabuses.

Emphasis will be placed upon the following:

Principles of Geology and the teaching of Geology.

Subject matter beyond that set out in the various syllabuses.

Teaching techniques applicable to the teaching of Geology.

Aids to the teaching of Geology.

Biology Strand

One hour per week in first and third years, two hours per week in second year

FIRST YEAR

Detailed treatment of the School Certificate Course, with emphasis on the structure and function of cells, plants, and animals.

Classification of living things (broadly).

Ecology.

Evolution and genetics.

SECOND YEAR

Detailed treatment of the classification and features of protozoa, porifera, coelenterates, platyhelminths, nematodes, annelids, arthropods, molluscs, echinoderms, and chordates.

THIRD YEAR

Detailed treatment of the classification and features of members of the plant kingdom: thallophytes, bryophytes, pteridophytes, gymnosperms, and angiosperms.

Physics and Chemistry Strands

Three hours per week in both second and third years

A course of lectures designed to develop in the students:

- (a) A familiarity with the detailed content of the relevant sections of the School Certificate Science course, and a competence in methods of teaching the syllabus topics;

- (b) practice in techniques of presenting both demonstration and pupil-experiment lessons;
- (c) an appreciation of methods of cross-reference between topics contained in each discipline-strand of the science course;
- (d) clarity on the matter of desirable depth of treatment in each of the syllabuses: General Activity, Modified, Ordinary, Ordinary (Credit), and Advanced;
- (e) the ability to link the subject-matter throughout the course with the two major concepts involved: energy, and the particle model of matter;
- (f) recognition and application of the scientific method.

The Activity Strand

Three hours per week in first year only

A detailed treatment of the content of the science syllabus for General Activity classes, and of the methods to be used in the presentation of this material to these pupils.

The following topics will be studied:

Living things.

Energy.

Processes in Man.

Matter.

The water cycle.

Light and sound.

The earth's crust.

Machines.

Magnetism and electricity.

Space travel.

Reproduction and evolution.

Cells and microbes.

Ecology.

When this work is completed, a start will be made in the examination of the content and methods required for the teaching of the Science syllabuses at higher levels.

General Science Teaching Method

Two periods per week in first year, one period per week in second and third years

The rationale upon which the present N.S.W. syllabuses in Science, Forms I-IV are based.

A detailed treatment of the teaching techniques required for the presentation of Science lessons.

Laboratory management.

Programming and testing in Junior Secondary Science.

ELECTIVES

GROUP A

I. "Science in the Environment of Man"

FIRST YEAR

Biology

1. *DNA and the destiny of man.* What is DNA and what does it do? Can we produce human types at will? Is learning a function of the DNA/RNA complex? Will we be able to predict the sex of our progeny?

2. *Spare parts for all?* How is a heart transplanted? Why does the body reject transplants? How is rejection controlled? Is it ethical to transplant organs?

3. *The population explosion.* Why is the earth threatened with over-population? Fertility and the control of fertility.

4. *Cancer and modern man.* What causes cancer? How is it controlled? What is the relationship between smoking and cancer?

5. *Heart disease, the killer of today.* What causes heart disease? How can it be prevented? The statistics, what do they tell us?

SECOND YEAR

1. *The search for order.* Astronomical measurements in antiquity. The ptolemaic universe. Copernicus changes the model. The post copernican astronomers—a transition.

Excursion: Observatory.

2. *The atomic nature of matter.* The philosophic background of atomism. Nuclear atom. Electronic structure and atomic spectra. Natural radioactivity. The nature of nuclear change. Artificial nuclear change and nuclear energy.

Excursion: Lucas Heights.

Suitable practical work.

3. *Electricity—applications in the twentieth century.* Basic Theory. Electrostatics. Electrodynamics. Applications. Sources of electrical energy. Electricity without dynamics.

Suitable practical work.

4. *Communication—from Hertz to Telstar.* Radio. Television. Radar. Lasers. Holography.

Suitable practical work.

THIRD YEAR

1. *Chemistry and human needs.* Carbon chains—candles to jet fuels. Carbon rings—T.N.T. Dyes. Polymers. Alcohols. Margarine. Enzymes the organic catalysts.

2. *Chemistry and the biosphere.* Earth chemistry—soil testing trace elements. Air and sea—valuable materials for man.

3. *Cosmic Perspectives.*

(a) *Measuring the Universe.* Dimensions of the solar system. Distances to the stars. Distances from absolute magnitudes.

(b) *The Sun and other stars.* A look at the sun. Tools for studying the stars. Solar energy. The planetary system. Tidal theories. Classification of the stars. The H-R diagram. Red giants and white dwarfs. Novas and supernovas.

(c) *The Milky Way and Beyond.* The structure of the Milky Way. Rotation of the Milky Way. How big is the sky? The expanding universe. Theories of the universe.

4. *Space and its Exploration.* Theory of satellites. Tracking—navigation. Interplanetary flight—prospects for the future.

Biology

FIRST YEAR

(a) Introductory work with microscope (mono and stereo).

(b) Classification of organisms.

(c) Plant classification, including detailed study of phyla.

(d) Animal classification.

SECOND YEAR

(a) Plant anatomy and physiology.

(b) Simple comparative anatomy studies in animals.

(c) Ecology.

THIRD YEAR

Selected assignment work, including experimental exercises and source material for teaching.

GROUP B

Biology

FIRST YEAR

1. Order in the multiplicity of living organisms.
 - (i) The origin and evolution of modern species of animals.
 - (ii) The internal organization of animals.
 - (iii) How animals function.
 - (iv) An introduction to taxonomy.
2. How animals and plants ensure continuity.
 - (i) Early theories; Mendel and his contribution.
 - (ii) The chemical basis of heredity.
 - (iii) The chromosome and the gene.
 - (iv) The genetics of selected inheritance patterns (e.g. skin colour, blood groups, Rh factor, genetic diseases, etc.).
3. How animals and plants live together.
 - (i) The determinants of the distribution and abundance of animals.
 - (ii) The ecology of economic pests.
 - (iii) The adaptation of organisms to the environment.
4. All animals are similar.
 - (i) The comparative anatomy and physiology of selected animals.
 - (ii) The cell, the basis of structure and function.
 - (iii) An introduction to biochemistry.
 - (iv) The life cycles of selected animals.

SECOND YEAR

1. *Entomology*. The structure and function of insects. Taxonomy of the insect orders. Behaviour of insects.
Insecticides: their use, abuse and toxicity.
2. *Microbiology*. The nature, occurrence and importance of micro-organisms. Their fine structure. Growth in culture media. Methods used in isolation. Food bacteriology. Antibiotics. Bacteriophage.
3. *Evolution*. The evidence from geology, geography, embryology and comparative anatomy. Theories which attempt to explain evolution.
4. *Methods of research*. A short course intended to introduce students to the methods of the research worker. This course is a necessary prerequisite for the research project undertaken in third year.

5. *Field excursions.* As far as possible field excursions will be used to illustrate the course both in first and second year. This will culminate in a five-day field excursion in the second half-year of second year.

THIRD YEAR

1. *Advanced formal studies.* These will be an extrapolation of the first and second year courses and will aim at bringing students up to date on current trends in biological science. It is difficult to define topics but consideration of items, such as the following, would be undertaken:

- (i) Current theories of animal behaviour.
- (ii) DNA and RNA and the possibility of man influencing his own genetic structure.
- (iii) The development of organ transplant techniques in modern surgery and the problem of rejection.
- (iv) Population genetics and the gene pool.

2. *Research project.* Each student will undertake a research project of their own choosing and three-quarters of the time for the elective will be spent on this project.

The results of this will be embodied in a major essay.

Earth Science

FIRST YEAR

1. Introductory geology and the history of geology as a science.
2. The anatomy of the earth.
3. The history of life on earth.
4. Gemmology.

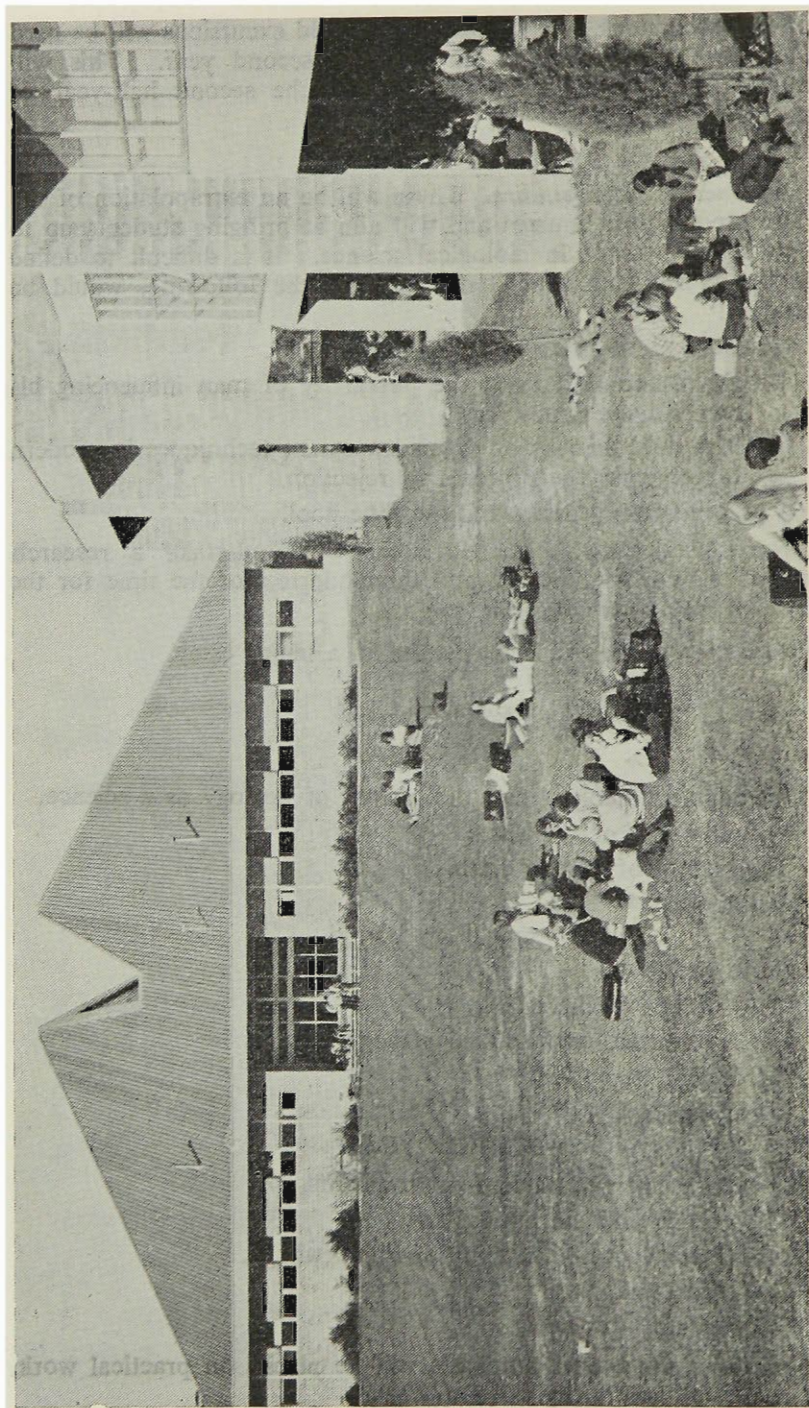
SECOND YEAR

1. Earth materials.
2. The surface of the earth.
3. Earth resources and applied geology.
4. Geological mapping.
5. Local geology.

THIRD YEAR

1. Geologic time and ancient environments.
2. The oceans and the atmosphere.
3. Introductory crystallography and mineralogy.
4. Geological mapping.
5. Geology of Australia.

Throughout the course emphasis will be placed on practical work, both field and laboratory.



Gymnasium with Lecture Block on the right

PHYSICAL EDUCATION

(A) CORE

One hour per week

This is a personal fitness course followed by every student in the College.

It is designed to introduce the student to the various methods of obtaining and maintaining a degree of fitness—using such methods as the 5BX and 10BX plans, the I.D.L. plan, the Commonwealth National Fitness Council “Keeping Fit” plan, circuit training and weight training.

Each student is encouraged to select from the available methods one in which he/she can longitudinally develop a personal fitness programme.

In addition various types of adult physical education activities will be available and students will be encouraged to participate in various organized recreational pursuits and games.

Standardized tests will be used throughout the year to assess any variations in student fitness levels.

(B) CURRICULUM STUDIES (Major)

This course will be taken by those students who elect to study Physical Education at the Primary School Curriculum level.

First Year

Two hours per week

Theoretical Issues

Physical Education foundations: Aims, objectives and philosophies of the academic discipline of Physical Education.

Motor learning and human performances: Theory of learning; individual differences; the conditions for effective learning; specific strategies of learning.

Practical Laboratory Involvement

Teacher tasks in Physical Education: N.S.W. Department of Education Syllabus content; programme forms; class and group organization; facilities and equipment; programme and lesson features.

Introduction to aquatic methods: Learn to swim techniques; ability tests in aquatics; organization and administration of life saving classes.

Gymnastics for Primary Schools: Skills and practices in presenting elementary gymnastics to Primary School girls and boys. Emphasis will be placed upon floor tumbling and balance routines.

TEXT

Slusher, H., and Lockhart, A. (eds). *An Anthology of Physical Education*.

Second Year

One and a half hours per week

Dance in the Primary School: Fundamentals of movement; dance steps and patterns; dance making; performance of selected national dances; informal dance production.

Developmental teaching designs: Micro-teaching techniques; individual and group teaching; team teaching.

Coaching team games: Application of basic team coaching procedures.

Gymnastics: Practice and teaching tasks in selected areas of gymnastics.

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.

(C) CURRICULUM STUDIES (Minor)

Second Year

One hour per week

This is a one year course directed towards the teaching of Physical Education in the Primary School.

- (1) Aims and principles of Physical Education in the Primary School.
- (2) Programme planning and use of fixed equipment.
- (3) Lesson planning and presentation in the teaching of:
 - Gymnastics.
 - Games.
 - Creative Dance.
 - Folk Dance.

ELECTIVES

A. Anatomical and Physiological Foundations of Physical Education

FIRST YEAR

Three hours per week

1. Anatomy and physiology of the human body.
 - (a) Structure of body systems.
 - (b) Function of body systems.
2. Laboratory experiments involving the following:
 - (a) Anthropometric measures.
 - (b) The heart and circulation.
 - (c) The neuromuscular system.
 - (d) The respiratory system.

SECOND YEAR

Three hours per week

1. Physiology of exercise. The effects of exercise on the systems of the body.
2. Laboratory experiments related to exercise.
3. Health and fitness evaluation.

B. Physical Education

This course is designed to develop the student's own level of performance in the areas of games—both playing and officiating, gymnastics, and dance. Particular emphasis will be placed upon quality of movement, together with an examination of what this implies.

FIRST YEAR

Three hours per week

1. Gymnastics:
 - Elementary; basic.
 - Olympic.
 - Rhythmic.

2. Dance:

Ballroom.

Jazz ballet.

Creative and expressive.

National and folk.

3. Games: A selection will be made of one summer sport and one winter sport, and these will be studied in depth. Particular emphasis will be placed upon the development of personal skills, training and coaching methods and umpiring.

SECOND YEAR

Three hours per week

1. Gymnastics: Work will continue in the areas begun in First Year.

2. Dances:

Latin American dance.

Continuation of ballroom dance.

Creative and expressive.

3. Games: A further selection of major games will be made and studied as in First Year.

4. Recreational activities, e.g., fencing, archery, camping, etc.

SOCIAL SCIENCE

Preamble:

The Social Science courses, which occupy two lectures each week in the first year and one hour each week in the second 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, government and sociology, and to appreciate their inter-reactions in the teaching of primary school social studies.

For students with specific interests in geography, history, economics or Asian studies, electives are offered, covering three lectures per week in first and second years, and four lectures per week in third year.

CURRICULUM STUDY

An integrated course in the social sciences conducted over two years. The programme aims to provide a background for the effective teaching of Social Studies in the primary school.

Theme: Man alters his environment.

1. Background to Australia:

- (a) Historical developments leading to the discovery of Australia.
- (b) Geographical basis of the Australian continent.

2. Early society to 1850:

- (a) Early settlement—exploration.
- (b) Australian Aborigines—society and race.
- (c) Geographical and economic aspects of rural development.
- (d) Progress to self-government.

3. Federation of Australian States:
 - (a) Problems of social change in a rural based export economy.
 - (b) Development of a Federal System.
4. Changes in the Australian scene in the twentieth century.
 - (a) Government—centralization of power in government, the welfare state.
 - (b) Industry—rural, secondary and tertiary patterns and trends.
 - (c) Demographic patterns.
 - (d) International relations.
 - (e) Urbanization.
 - (f) Racial problems.

Methodology

Where possible, aspects of the teaching of Social Studies will be demonstrated and illustrated within the structure of the main course.

1. Basic teaching procedures.
2. Organizational strategies, e.g., units of work.
3. Audio-visual aids.
4. Programming in the social studies.

ELECTIVES

FIRST YEAR: *Three hours per week*

SECOND YEAR: *Three hours per week*

THIRD YEAR: *Four hours per week*

Economics

YEAR I

The first year course provides a general survey of basic economic concepts. Although the one-year course is complete in itself, it is intended to form a basis for more detailed studies in second and third year.

Contents

1. The composition and pricing of national output:
 - (a) Determination of price by supply and demand.
 - (b) The theory of demand and utility.
 - (c) Analysis of costs.
 - (d) Equilibrium of the firm.
 - (e) Imperfect competition and anti-trust policy.

2. Measurement of national income.
3. Determination of national income and its fluctuations.
4. The economic role of the Government:
 - (a) Fiscal policy.
 - (b) Monetary policy.
5. International trade and finance:
 - (a) Tariff protection and free trade.
 - (b) Balance of payment disequilibrium.
6. Current economic problems.

YEAR II

The emphasis in this year will be detailed, micro economic analysis.

A. *The theory of commodity price and output determination*

1. Consumer demand:
 - (a) Marginal utility approach.
 - (b) Indifference curve approach.
 - (c) Elasticity of demand.
2. Demand for the product of an individual seller. The nature and elasticity of demand schedules for the product of a firm.
3. Theory of production—relation between input changes and output changes.
4. Nature and behaviour of costs.
5. Price and output determination under conditions of pure competition.
6. Product differentiation and monopolistic competition.
7. Monopoly—price and output of an unregulated monopolist.
8. Oligopoly.

B. *The theory of fact or price determination and income distribution*

C. *The theory of international trade*

YEAR III

The emphasis in Year III will be on macro economic analysis.

1. Interest, savings, investments and wealth.
2. Unemployment and fluctuations in demand.
3. National income theory.
4. Economic roles of Government activity.
5. Foreign aid and growth.

Geography

The aim of this course is to introduce students to a wide range of geographical problems—the emphasis being on human activities and responses. The course will include four of the following units in the first two years:

Cartography. Principles of map making and map reading, including reconnaissance, topographic and statistical maps.

Weather, Climate and Man. Atmospheric processes, meteorological observations and weather forecasting; the role of the satellites; impact of weather and climate on human activities; weather mitigation and modification.

Geography of Transport including both empirical and theoretical studies of ports and shipping, air transport, rail systems and pipelines, freight rates and transportation of specific commodities.

The Geography of New Guinea—a detailed treatment of physical and human geography of the island, from both systematic and regional viewpoints.

Political Geography—a systematic treatment of concepts in political geography, together with a study of some current problems in political geography.

History — Course I

This course is designed to prepare students for teaching the history sections of the Infants and Primary School Social Studies Syllabus. It will, therefore, cover in greater depth than would be demanded in the classroom most of the topics laid down in the Syllabus so that students will have a better background and a deeper knowledge of the material which they will be required to teach.

Broadly, the work to be undertaken will include:

I Areas of study:

- (a) Pre-historic times—the origin and development of man through the palaeolithic, mesolithic and neolithic periods.
- (b) Early civilizations, e.g., Egypt, Mesopotamia, Crete.
- (c) Britain from early times to the Norman Conquest.
- (d) England in the Middle Ages.
- (e) Parliamentary development in Britain.
- (f) The Renaissance, Reformation and voyages of discovery.

- (g) English colonization.
- (h) The settlement and development of Canada and New Zealand.
- (i) The British Commonwealth of Nations.
- (j) The history of the local area (Wollongong).

II Preparations for teaching:

- (a) Consideration of the difficulties involved in teaching history.
- (b) Teaching methods.
- (c) Preparation of biographies, strands, etc., as laid down in the Social Studies Syllabus.
- (d) Preparation of teaching aids (charts, diagrams, illustrations).

History — Course II

Australian History

This course deals with Australian history from 1788 to the present day. A number of themes will be explored within the framework of the general history of Australia whilst due attention will be paid to British and world history as a background.

Themes:

- (a) The nature of Australian society.
- (b) The impact of developments in Britain on Australian development.
- (c) National character.
- (d) Political developments.
- (e) Australia's relations with other countries.
- (f) The role of individuals.
- (g) Current trends and policies.
- (h) The local area.
- (i) Sources of information about the past.
- (j) History as literature and literature as history.

Asian Studies

This course adopts a multidisciplinary approach drawing concepts, ideas and generalizations from the social science disciplines.

A background to Asian civilization will be presented through a general survey of the geography and history of the area and its peoples; its religions and philosophies and some aspects of its material culture.

In general, course design will be guided by the following objectives:

- (i) To call attention to sources of knowledge about non-Western peoples.
- (ii) To acquaint students with major civilizations.
- (iii) To develop awareness of and insight into similarities and diversities within and among Asian countries.
- (iv) To develop understanding of the modernization problems of traditional Asian societies, including the impact of Western culture patterns, and how such problems as population growth, political change and economic dislocation have been met.
- (v) To consider Asian influences, both historical and modern, on Western cultures.
- (vi) To explore the approaches, methods and means involved in developing mutual understanding and in communicating, co-existing and co-operating with Asian peoples.
- (vii) To develop the ability to appreciate Asian points of view through making comparisons, inferences and generalizations requiring the use of non-Western concepts and values.
- (viii) To encourage the learning and application of techniques of inquiry.

DIPLOMA IN PHYSICAL EDUCATION

In 1970, 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	3	4†	4†
3. Scientific Bases of Human Movement	5	4	5
4. A second major subject which may be studied for three years at a University	7	5	4
5. Communication	2	3	2
6. Field Work	Various periods throughout the course		
Totals	26	25	24

† 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.

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, and examine current trends in the care and prevention of injuries.

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.

4. The Second Major Subject

Each student is required to study in depth another teaching subject. The student may elect to study this at Wollongong University College adjacent to the Teachers College. Such elected subject should not involve more than seven hours of attendance in any of its three years.

In the past the following subjects have been elected by Diploma students:

English	Biology
History	Physics
Economics	Geology
Geography	Mathematics

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

The student may instead undertake this study in the Teachers College where courses in Science or Social Science may be elected.

The Principal reserves the right to direct any student to follow a course within the Teachers 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 guitar as a means of increasing effectiveness in the field.

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.

COURSES FOR OVERSEAS STUDENTS

From time to time courses are arranged for overseas students. Such courses being organized to suit the particular needs of the students concerned.

In recent years students from Hong Kong, Tanzania, Nigeria and Uganda have been enrolled at the college for special one- or two-year courses. Studies have typically covered such areas as English Communication, Method work in various areas, school administration and other courses selected from the normal college curriculum.

Programmes of demonstration lessons and practice teaching have been arranged and participation in the corporate life of the college encouraged.

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 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 deferreds, 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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