

**WOLLONGONG  
TEACHERS  
COLLEGE**

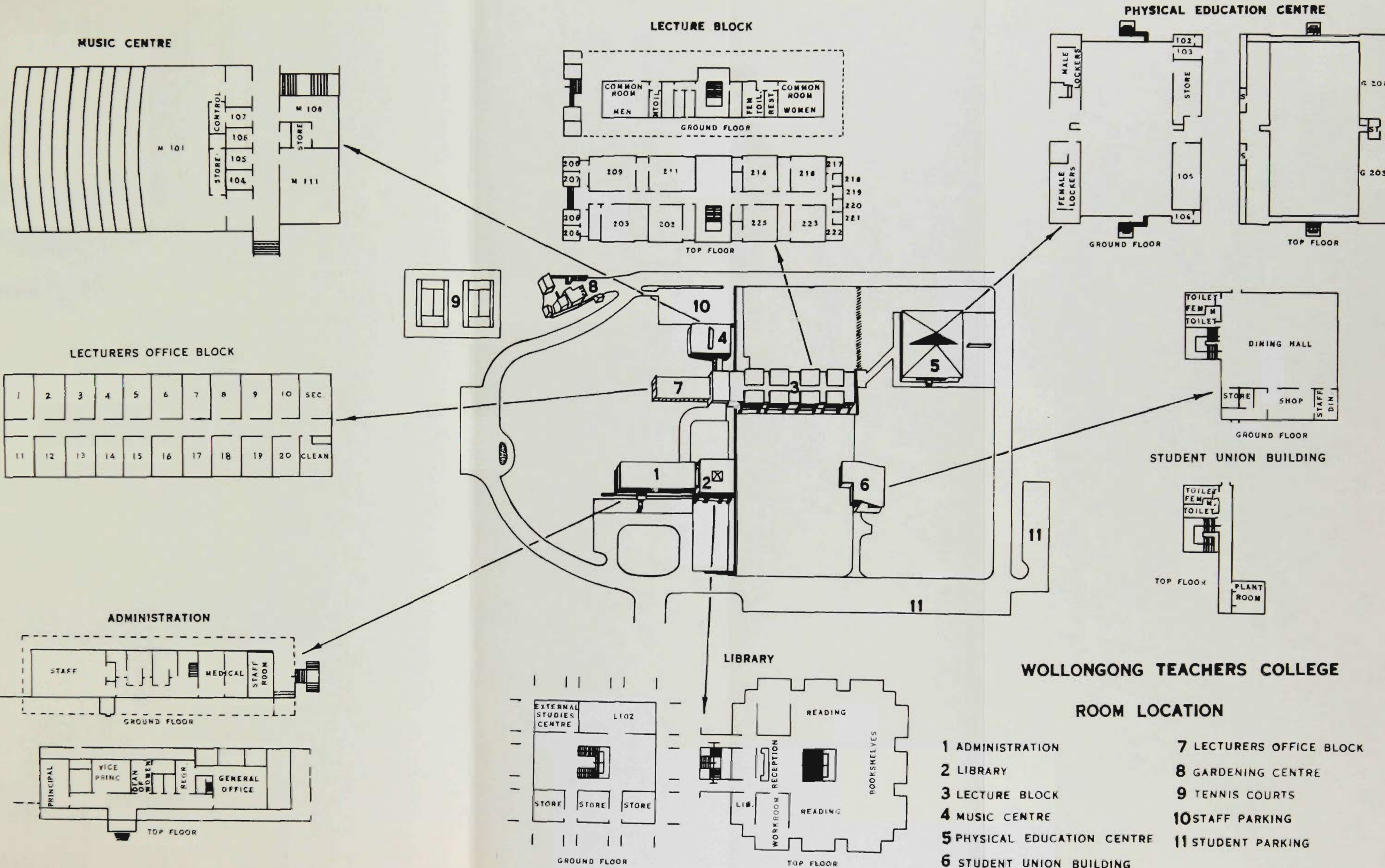
**Calendar 1972**









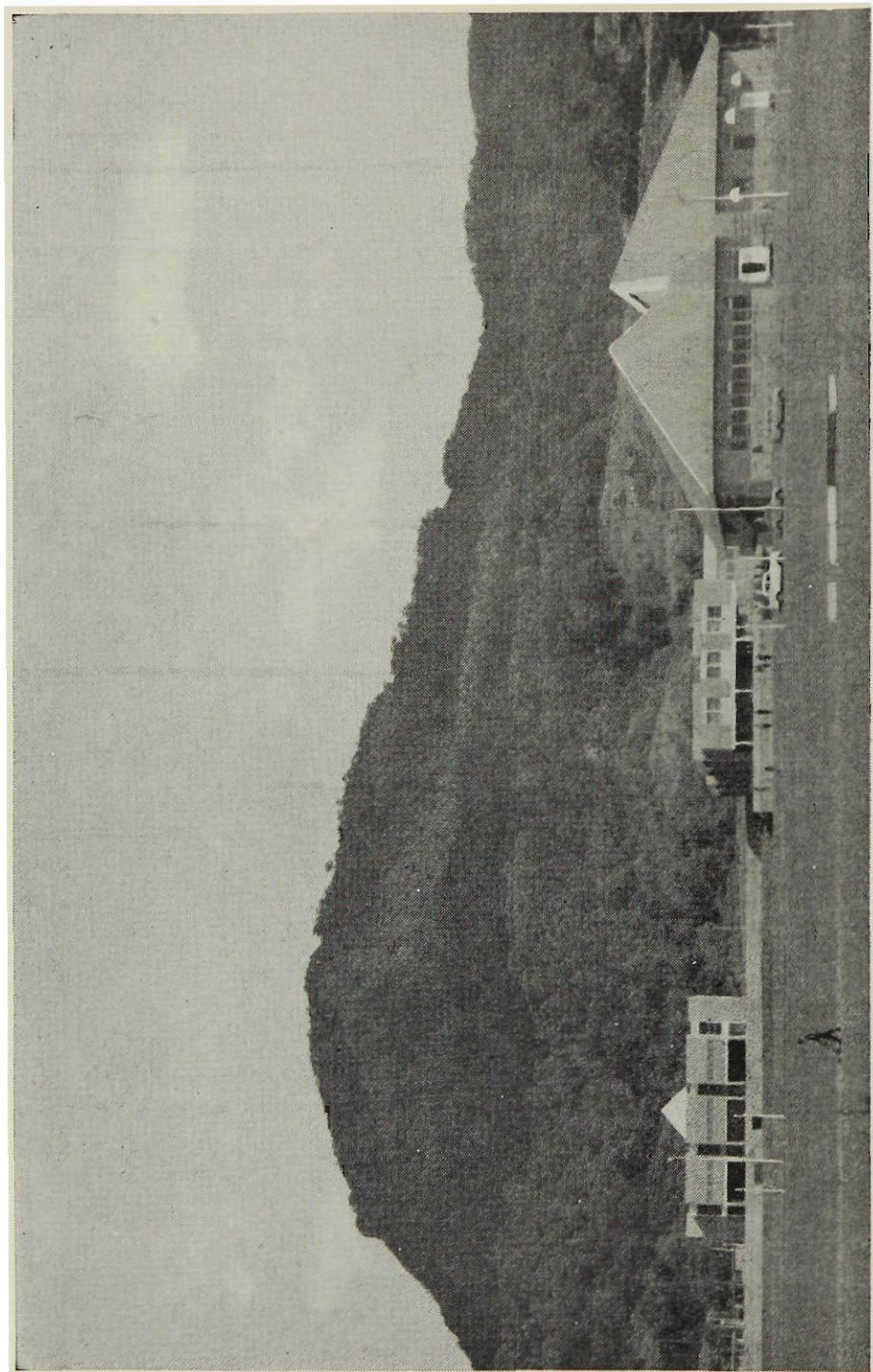




**WOLLONGONG  
TEACHERS  
COLLEGE**

Calendar 1972





**View of Wollongong Teachers College and Mount Keira**



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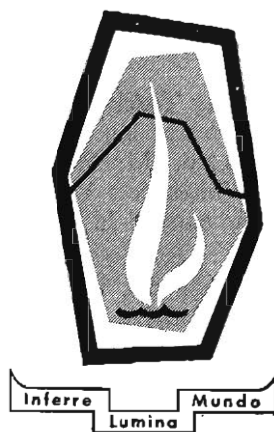
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The college badge was designed by Mr J. W. Cramp, B.A., Art Dip., a former lecturer in the College Art Department. It embodies the aims and functions of the College as a place of learning. This learning is represented by two flames of knowledge, the 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 the 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. The first stage of the Students' Union building and a Lecturers' office block were completed in 1971.

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

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 three-year course for the Diploma in Physical Education was added in 1965, and from 1968 onwards the College has been closely associated with the Wollongong University College in preparing students for the Diploma in Education. The three-year course for General Primary and Infants teachers was introduced in 1969 so that the first group of third-year students remained at the College in 1971. Since, however, the opportunity of a full-time third year will be available to only one section of students for the time being, "Continuation" courses of part-time study by correspondence were introduced in 1971 to enable ex-students to qualify for three-year status.

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. It has also become the practice each year for two New Guinea students to spend two weeks at the College as the guests of our students.

Year by year the number of overseas students, mainly from Commonwealth countries, has increased; in 1969-70 twenty students from Uganda followed a special two-year course and in 1971 a group

which included students from Guyana, Mauritius, Zambia, Uganda, Fiji, Samoa and Gilbert and Ellice Islands arrived for one and two-year courses in Infant education.

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 April 10th, 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.

On June 16th, 1971, the college was further honoured by a visit from His Excellency, Sir Paul Hasluck, Governor-General of Australia.

# CALENDAR

## LENT

February

Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
	1	2	3	4	5	6
7	8	9	10	11	12	13
	UNSUPERVISED					
14	15	16	17	18	19	20
	PRACTICE TEACHING					
21	22	23	24	25	26	27
28	29					

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	EASTER	
VACATION				FIRST	8	9
10	11	12	13	14	15	16
		TEACHING			22	23
17	18	19	20	21	24	25
24	25	26	27	28	29	30
		PRACTICE				

May

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



# FOR 1972

## TERM

January 10th	..	Monday	..	..	..	College deferred and Teachers' Examinations begin.
February 1st	..	Tuesday	..	..	..	School Term begin
February 7th	..	Monday	..	..	..	Unsupervised Practice begins for Second and Third Year College students, Diploma in Education students and Third Year University Scholarship holders.
February 18th	..	Friday	..	..	..	Unsupervised Practice ends.
February 21st	..	Monday	..	..	..	College Term begins.
				9 a.m.		New University students meet in College Music Auditorium.
				11.30 a.m.		New Diploma in Physical Education students meet in College Auditorium.
				2 p.m.		Staff Meeting.
February 22nd	..	Tuesday		10 a.m.		Formal Assembly for all First Year General Primary, Junior Secondary and Dip.P.E. students in College Music Auditorium. Enrolments and Orientation Programme begin at 11.15 a.m.
February 23rd	..	Wednesday	..	..	..	Enrolments and Orientation Programme for First Year Students continues. Enrolment to be completed by 5.00 p.m., Thursday 24th.
February 24th	..	Thursday	..	..	..	
			..	..	..	
			..	..	..	
February 28th	..	Monday		9.30 a.m.		Continuing University students' enrolment in College Music Auditorium.
				12 noon		Diploma in Education students enrol in Music Lecture room.
February 29th	..	Tuesday		9.30 a.m.		Continuing General Primary, Physical Education and Junior Secondary students meet in College Music Auditorium. Enrolments follow.
March 1st	..	Wednesday	..	..	..	Lectures begin for all College students.
March 6th	..	Monday	..	..	..	Wollongong University College First session begins.
March 7th	..	Tuesday	..	..	..	First Year students visit Demonstration School.
March 9th	..	Thursday	..	..	..	Second Year Demonstrations begin.
March 14th	..	Tuesday	..	..	..	First Year Demonstrations begin.
March 30th	..	Thursday	..	..	..	End of First Term Demonstrations for Second Years.
March 31st	..	Friday to	..	..	}	Easter Break.
April 4th	..	Tuesday	..	..		
April 5th	..	Wednesday	..	..		Practice Teaching begins for all students.
April 25th	..	Tuesday	..	..	..	Anzac Day.
April 28th	..	Friday	..	..	..	Practice Teaching ends.
May 2nd	..	Tuesday	..	..	..	Demonstrations resume for First Year.
May 11th	..	Thursday	..	..	..	Practice ends for Third Year G.P. students. School Term ends.
May 12th	..	Friday	..	..	..	College Term ends.
May 14th-21st	..	..	..	..	..	Wollongong University College Mid-Session recess.

# TRINITY

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

May

						14
15	16	17	18	19	20	21
AUTUMN						
22	23	24	25	26	27	28
VACATION						
29	30	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			

# TERM

May 23rd	..	Tuesday	..	..	..	School Term begins.
June 5th	..	Monday	..	..	..	College Term begins.
June 6th	..	Tuesday	..	..	..	Demonstrations resume for First Year.
June 8th	..	Thursday	..	..	..	Demonstrations resume for Second Year.
June 12th	..	Monday	..	..	..	Queen's Birthday Holiday.
June 17th	..	Saturday	..	..	..	Wollongong University College First Session ends.
July 24th	..	Monday	..	..	..	Wollongong University College Second Session begins.
August 8th	..	Tuesday	..	..	..	Second Term Demonstrations end for First Year.
August 10th	..	Thursday	..	..	..	Demonstrations for the year end for Second Year.
August 15th	..	Tuesday to	..	..	}	Provisional date for Inter Collegiate.
August 17th	..	Thursday	..	..		
August 13th-27th	..	..	..	..	..	Wollongong University College Mid-session recess.
August 24th	..	Thursday	..	..	..	School Term ends.
August 25th	..	Friday	..	..	..	College Term ends.



# MICHAELMAS

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
					1	2	3
	4	5	6	7	8	9	10
				SPRING			
September	11	12	13	14	15	16	17
				VACATION			
	18	19	20	21	22	23	24
				SECOND TEACHING			
	25	26	27	28	29	30	
				PRACTICE			

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
						1	
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
October	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31					

	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
				YEARLY			
November	20	21	22	23	24	25	26
				EXAMINATIONS			
	27	28	29	30			

	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
				SUMMER			
December	25	26	27	28	29	30	31
				VACATION			

# TERM

September 12th	..	Tuesday	..	..	..	School Term begins.
September 18th	..	Monday	..	..	..	College Term begins. Practice begins for all except Third Year General Primary students.
October 6th	..	Friday	..	..	..	Practice ends.
November 7th	..	Tuesday	..	..	..	College lectures end.
November 10th	..	Friday	..	..	..	College examinations begin.
November 11th	..	Saturday	..	..	..	Wollongong University College Second Session ends.
November 14th	..	Monday	..	..	..	Wollongong University College examinations begin.
November 24th	..	Friday	..	..	..	Examinations end for First Year students.
November 27th	..	Monday	..	..	..	End of Year activities begin.
December 1st	..	Friday	..	..	..	Examinations end for outgoing students.
December 13th	..	Wednesday	..	..	..	Graduation rehearsal.
December 14th	..	Thursday	..	..	..	Graduation Ceremony.
December 15th	..	Friday	..	..	..	College Year ends.

# 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

# CALENDAR 1973

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

# TERM DATES 1972

## COLLEGE

Lent term .....	February 21st to May 12th.
Trinity term .....	June 5th to August 25th.
Michaelmas term .....	September 18th to December 15th.

## WOLLONGONG UNIVERSITY COLLEGE

First half-year begins .....	March 6th.
Mid half-year recess .....	May 14th to May 21st.
First half-year ends .....	June 17th.
Second half-year begins .....	July 24th.
Mid half-year recess begins.....	August 13th to August 27th.
Second half-year ends .....	November 11th.
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 1st to May 11th.
Second term .....	May 23rd to August 24th.
Third term .....	September 12th to December 14th.
Schools resume .....	February 1st, 1973.

# WOLLONGONG TEACHERS COLLEGE

(Established 1962)

## ADMINISTRATIVE STAFF, 1971

*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.

*Dean of Women:*

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

*Registrar:*

CRAIG W. DE PLATER

*Librarian:*

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



# LECTURING STAFF, 1971

## 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.  
Clarence Ferguson, 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., M.Ed.  
Rodney I. Francis, B.A., Litt.B., A.S.T.C.  
Brian M. Gaffney, B.A.  
Hazel Holmwood, B.A., Dip.P.E., M.A.C.E.  
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.  
David R. Parsons, Ed.D., B.P.E., M.P.E., Dip.P.E., M.A.C.E.  
June M. Spencer.  
William N. Winsor, B.A., Dip.Ed., M.A.

## ENGLISH:

Arch. R. H. Millar, B.A., Dip.Ed., M.A.C.E.  
Robert W. Colvin, M.A.  
Pat F. Farrar, B.A.  
Peter C. Geekie, B.A., Litt.B.  
Thomas J. Langston, M.A., Dip.Ed.  
Vincent H. Rees, B.A., Dip.Ed.  
Barry C. Waters, B.A., Litt.B.

## HEALTH EDUCATION:

Beryl I. Ford, M.B., B.S., M.P.H.(Yale).  
Michael J. Hatton, M.Sc., Dip.P.E.

## MATHEMATICS:

Joan A. Shaw, B.A., M.Ed.  
Marilyn Brooks, B.A., Litt.B.

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

## MUSIC:

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

## NATURAL SCIENCE:

John W. Gammage, B.A., B.Sc.Agr., M.A.I.A.S.  
William S. A. Chapman, B.A., B.Sc., Dip.Ed.  
Nancy M. Copley, B.Sc.Agr., Dip.Ed.  
Malcolm McD. Harris, B.A.  
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.  
Duncan D. Dawson, Dip.P.E.  
Harry G. Fuller, B.Sc., Dip.P.E.  
Michael J. Hatton, M.Sc., Dip.P.E.  
Patricia A. Johnson, Dip.P.E.  
Diana E. Jordan, Dip.P.E.  
Suzette B. Leahy, B.Sc., Dip.P.E.  
Brian J. Matthews, 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, B.A., 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.  
Bevan J. Ferguson, B.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.  
John Scarlett, B.A.

# 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.

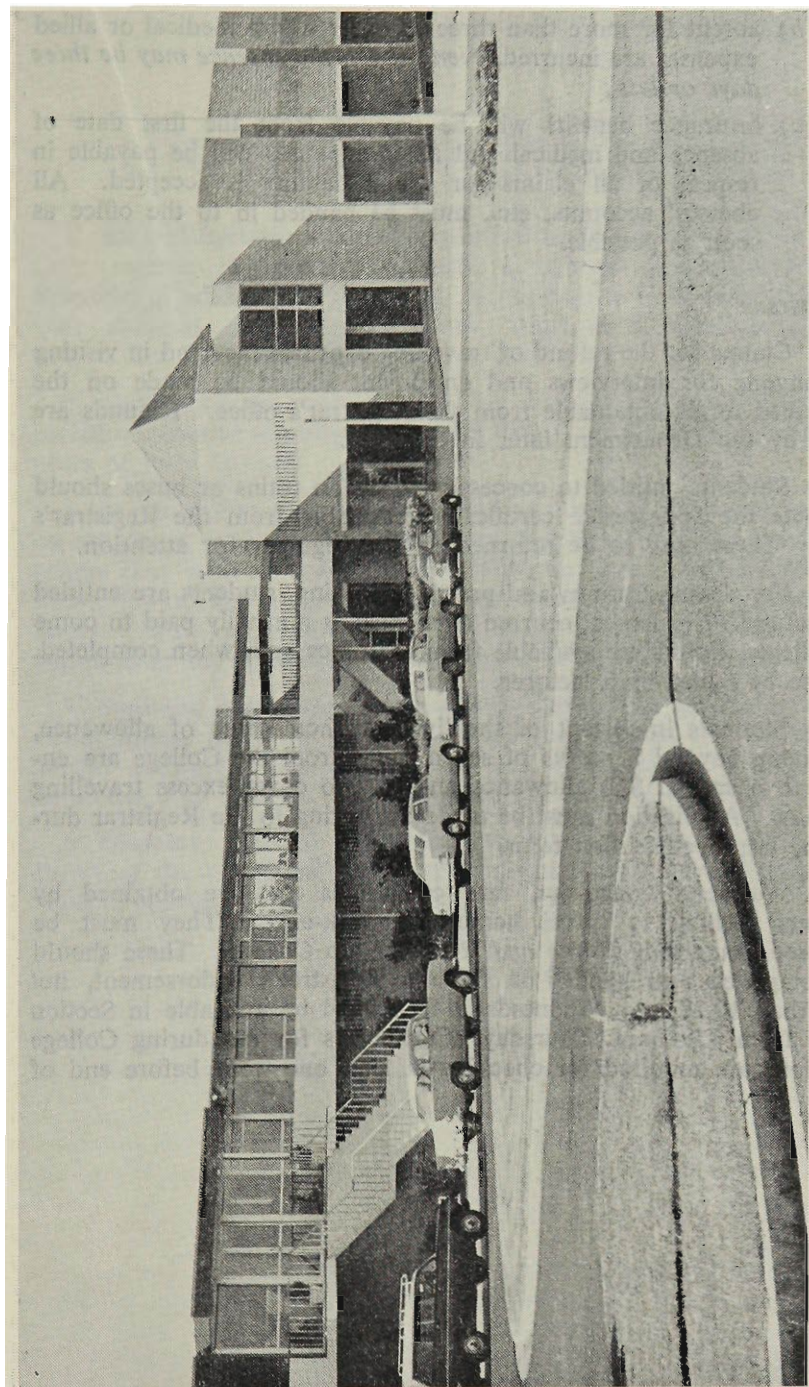
The rate of scholarship allowance is determined individually for students at the time of award of scholarship. Should a student feel that he is eligible for a higher rate of scholarship allowance, or that, because of changed circumstances, he has become eligible for such a higher rate during his course, 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;



**The Administration Block**

- (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 \$20 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. Certificates for use during College vacations are required for checking at least one week before end of term.

# 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.



# COLLEGE REGULATIONS

## *Student Advisory Service*

Students desiring information or advice on any College or personal matter, or wishing to discuss problems of any kind may, in the first instance, consult their Staff Adviser. The Vice-Principal and the Dean of Women Students are also readily available for consultation either directly or through Staff Advisers.

The College Medical Officer is available for advice on health matters.

## *College Hours*

Students wishing to remain on College premises after lecture hours must obtain permission from the Principal.

The Registrar's hours for business are:

Monday to Thursday:

9.00 a.m. to 12.30 p.m.

1.30 p.m. to 5.00 p.m.

Fridays:

8.30 a.m. to 12.30 p.m.

1.30 p.m. to 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 acknowledgment 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 to the staff adviser. 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 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.

# THE COLLEGE LIBRARY

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

At June, 1971, the collection consisted of approximately 31,900 books and music scores, 4,400 mounted pictures, 2,180 gramophone records, 758 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*

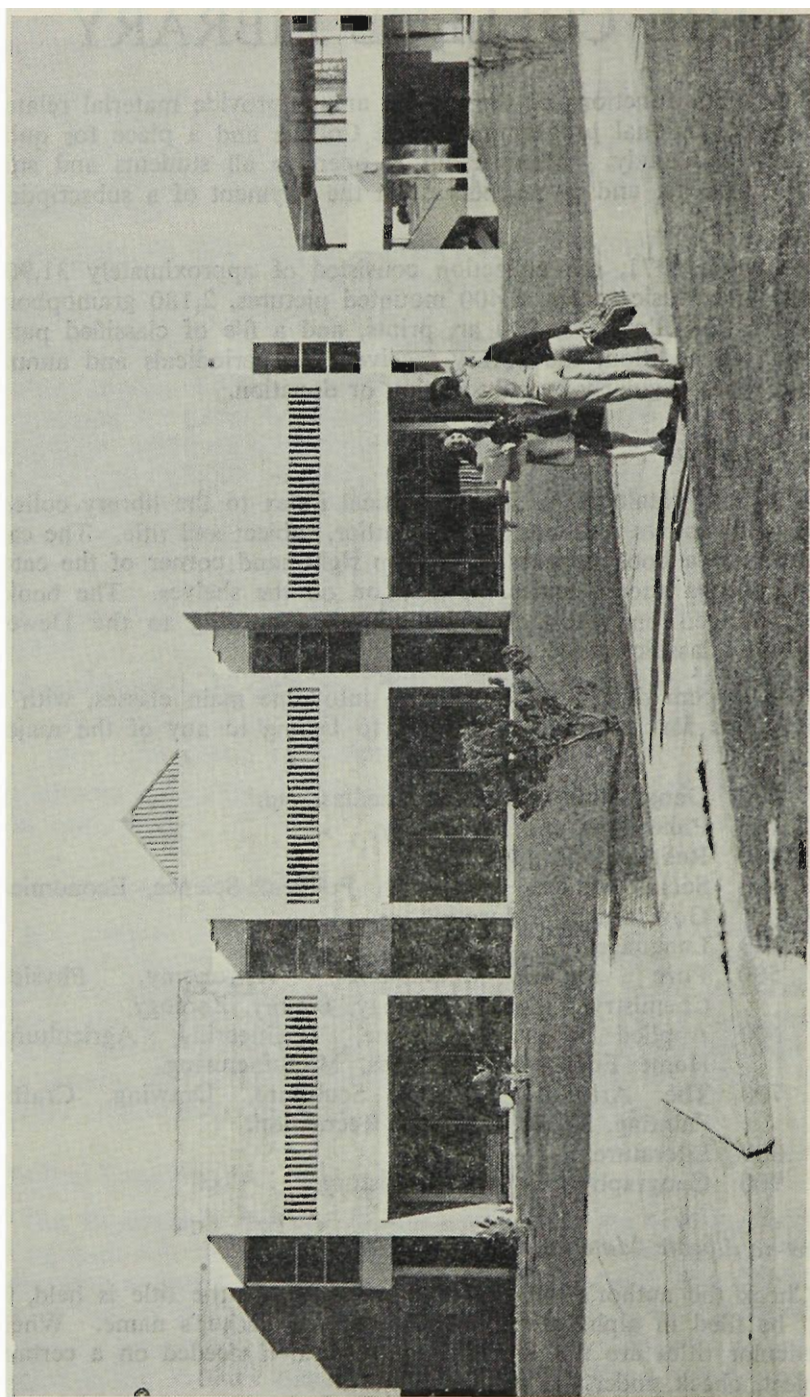
The card catalogue is an alphabetical index to the library collection, with entries for books under author, subject and title. The call number of a book appears at the top right-hand corner of the catalogue entries and indicates the location on the shelves. The books are arranged on the shelves by subject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

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 College Library.

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

The R indicates a book on the Reference Shelves.

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

The Q and F indicate that the book is larger than usual and is housed in the Quarto or Folio Section.

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.

### *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.

# 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 purposes of these Regulations shall be as defined in the College Calendar, except that Curriculum Studies C together will constitute one course.

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 1970

**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 Susan Gorman.

**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 Amber Noonan.

**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 Elizabeth Holloway.

**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 Karen Robinson.

**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.

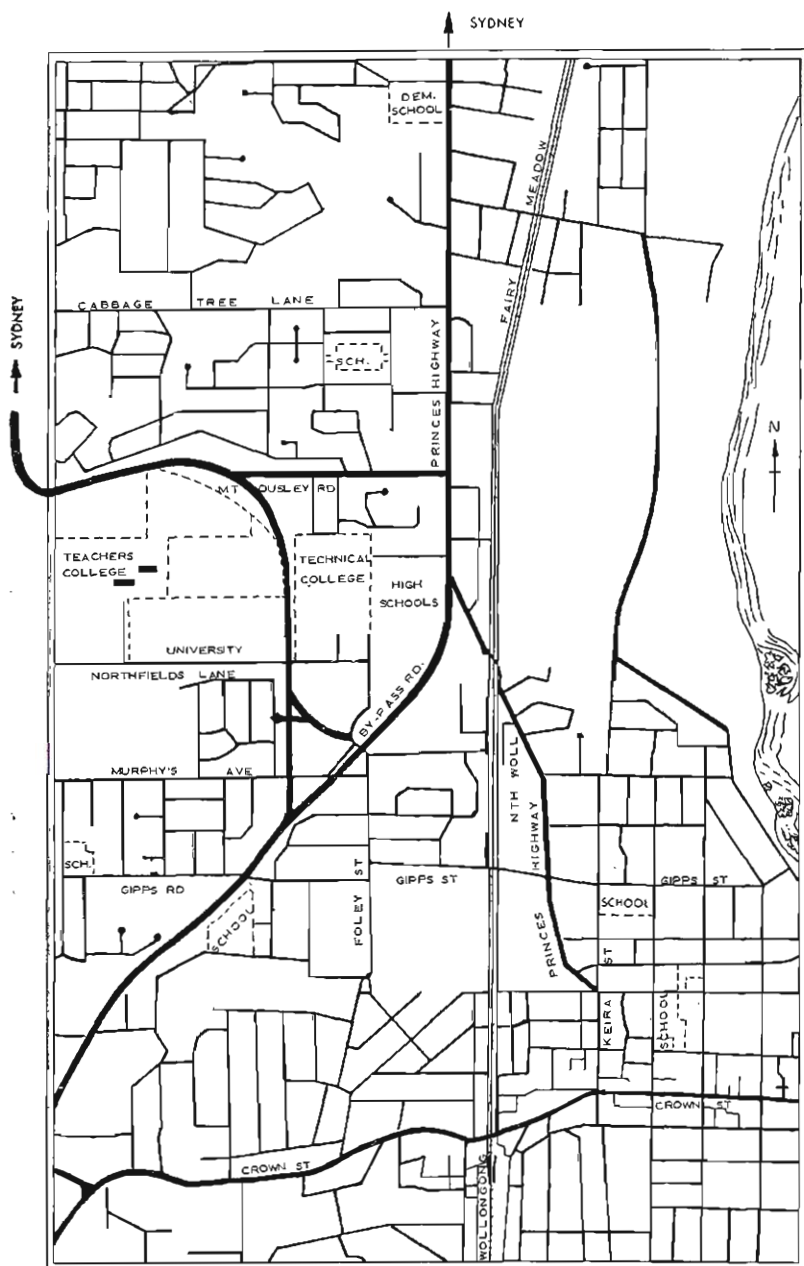
Miss Wilhelmina Ensink.

**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.

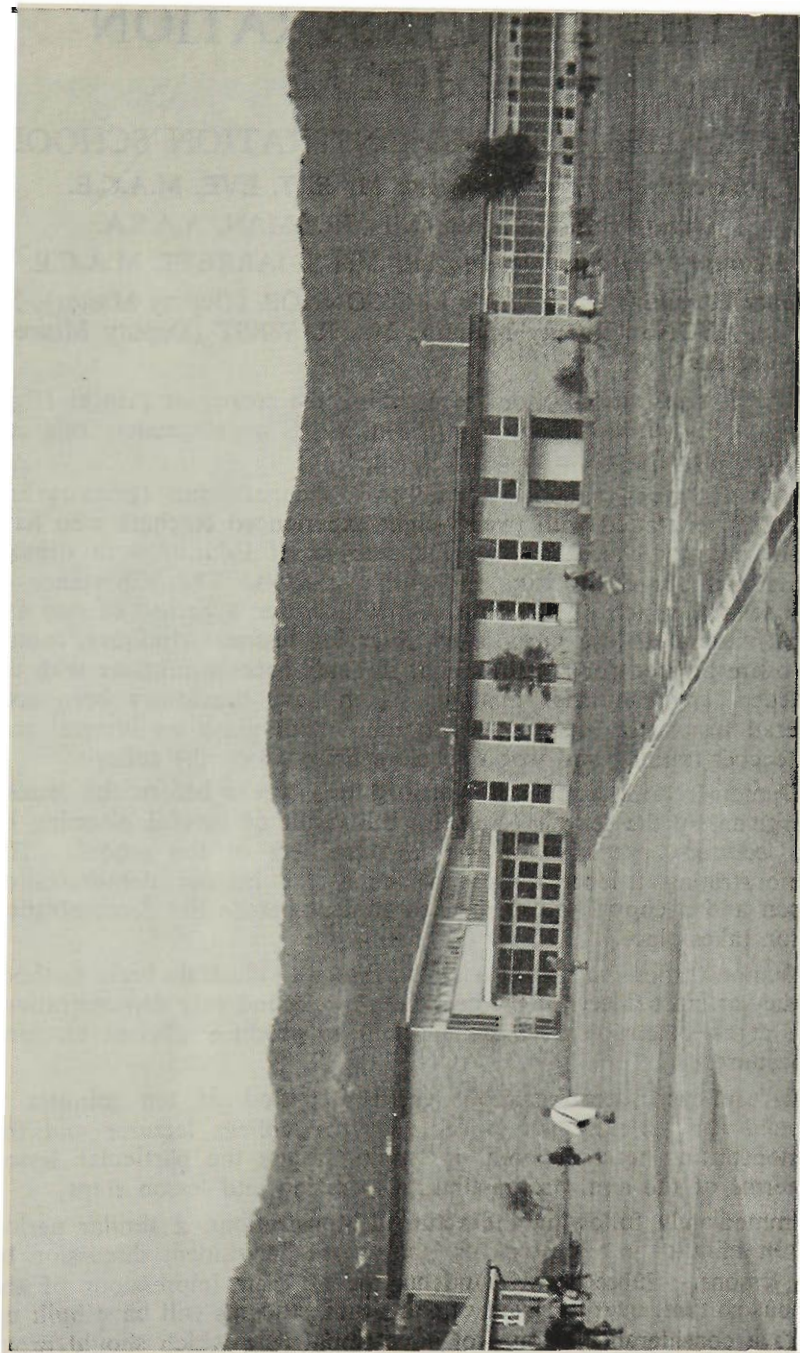
Mr Denis Clarke.

**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.

Miss Olive Maywold.



Map showing location of College and Fairy Meadow Demonstration School



**Fairy Meadow Demonstration School.**

*Photo.: Australian News and Information Bureau.*

# THE DEMONSTRATION SCHOOLS

## 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 S. LYONS (Deputy Master), Mrs R. WEST (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.

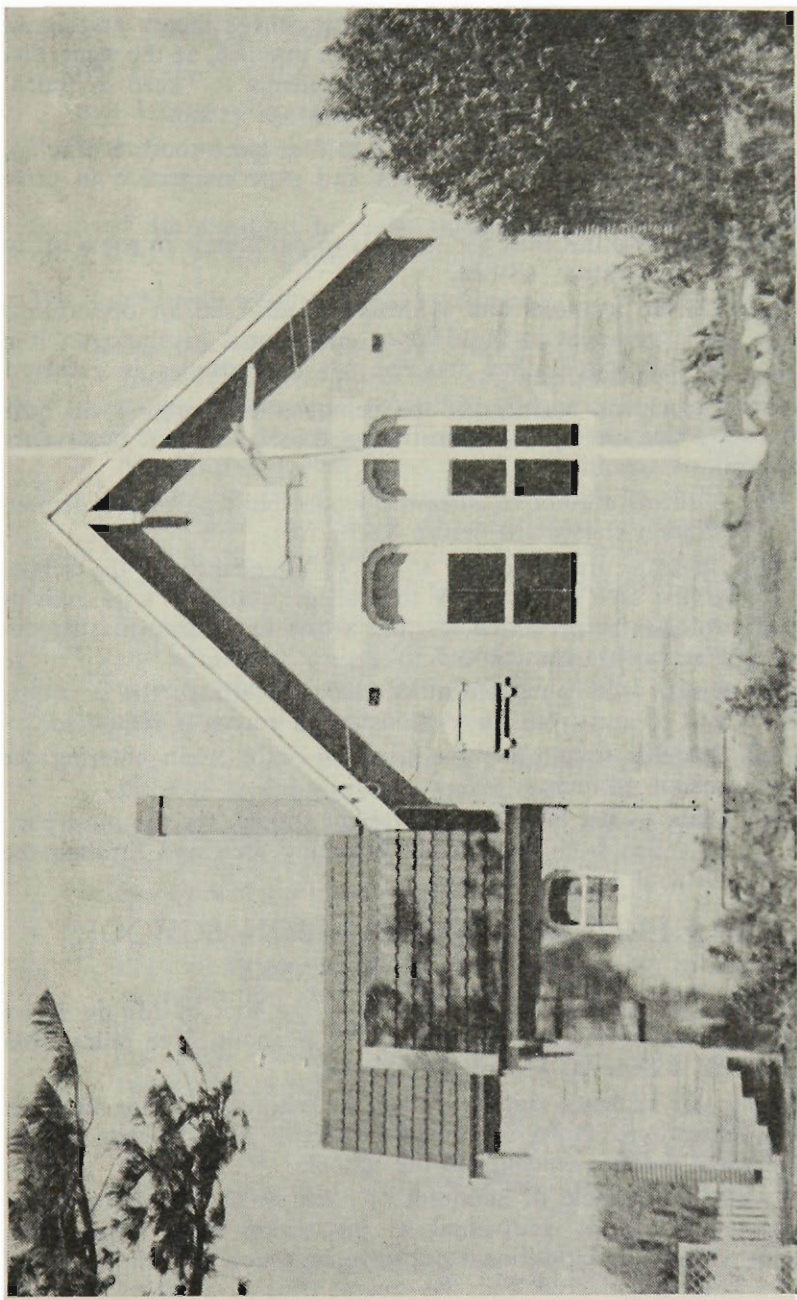
Demonstration lessons are planned two weeks before the lessons are given by the teachers and are the result of careful planning by the lecturers, executive officers and teachers of the school. The demonstrating teacher writes the notes for his/her demonstration lesson and a copy is given to each student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





**Mount Keira Demonstration School**



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) Students should use the concrete paths when entering the school grounds.
- (e) Entry to the Primary Department should, for the most part, be made from the asphalt assembly area and through the General Display Centre.

## MT KEIRA DEMONSTRATION SCHOOL

*Principal:* Mr B. R. BANKS

This is a one-teacher school situated at the foot of Mount Keira with a panoramic view of Wollongong. It is about three miles from the teachers' college up Mount Keira Road.

Second year students visit the college at least once during the year for demonstrations. Other second year students have the opportunity to undertake practice teaching in the school.

This school is typical of hundreds of other small schools operating throughout the State. Individualised instruction is at a premium. Students will be in a position to observe in action the initiative and independence engendered and the unique teacher-pupil relationship which is a feature of small school education.

# DEMONSTRATIONS

Students shall attend demonstrations at the following times:—

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

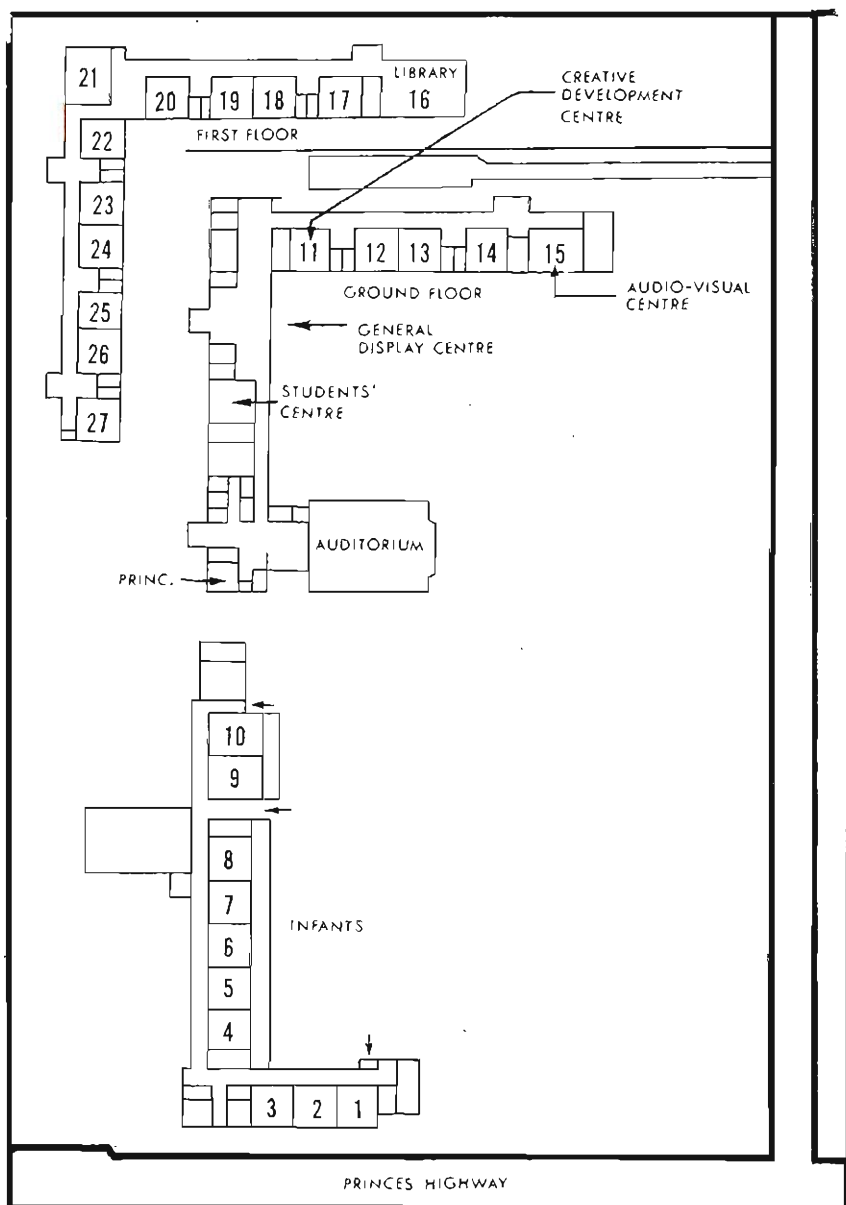
Second Year—Thursday, 9.00 a.m. to 11.00 a.m.

Third Year—At special times arranged by lecturers with the Principal.

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 Students' Centre and/or in the playground near the entrance to the class-room in which the first discussion is to be held. The accompanying plan 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. Information concerning the Demonstrations and any variations thereto may be found on the notice boards in the Students' Centre.
- (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.



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

(8) 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, Primbee 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. (i) 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.

(ii) 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.

(iii) Time of duty is normally from 9.00 a.m. to 3.30 p.m. Coniston, Primbee 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. First year students will follow a modified programme in their first period of practice teaching, followed by gradually increasing responsibility during the second practice.

Second year students will generally be required to teach two hours per day and to gain experience in a broad range of teaching skills.

Third year students will be expected to take part in the planning of a programme and to implement a major portion of it in the classroom.

Students at their final practice should obtain as much teaching experience as possible, including at least one full day of teaching.

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.

(ii) Students should use a foolscap-size book for their lesson notes or day-book. The lesson plan should be written neatly on the right-hand page of the book. The upper half of the left-hand page may be used for chalkboard plans, lists of examples, analysis of results, etc., leaving the lower half for comment by the class teacher or supervisor and/or for the student's own criticism of the lesson.

(iii) These lesson notes or day-book 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.

(v) Students are advised to seek the co-operation of the class teacher in securing their teaching timetable as far in advance of the day's teaching as may be convenient and practicable.

7. Students are expected to use all their time at the school to the best advantage for their progress in teaching. This applies with equal force to those periods when they are not responsible for class teaching. Part of this time will be used in preparing an observation book in which the student will record those observations which he believes will be helpful to him. Before each practice the College will advise students of major headings for special attention at that practice, but in their own interests students are encouraged to go beyond the set headings if they believe the school offers valuable information.

The following topics are suggested for observation.

(i) Classroom Management

The student should observe the class teacher at work and take note of the procedures employed to establish and maintain routine in the classroom, e.g., control of movement; distribution and collection of materials; reasons for seating arrangements; groupings; use of praise and censure; competition and incentive; methods of dealing with correct and incorrect answers; methods of correcting written work etc.

(ii) Teaching Procedures

Useful aids (ideas for arts and crafts, progress charts, school texts, teacher reference texts, equipment).

Teaching skills (questioning, revising, recording, testing, follow-up).

Grouping for specific teaching purposes.

(iii) Manners and Attitudes

This is a fundamental aspect of teaching and the student should recognize that any contact he has with school children represents an influence that is not named in the stated specific aim of any lesson.

What attitudes does the teacher develop so that the longer he takes the class the more readily teachable will the children become?

What is done to help children develop a sense of concern and eagerness with relation to learning itself?

What is done in relation to honesty, obedience, courtesy, care of school property?

What is of importance for achieving harmony within the classroom and "tone" in the school?

(iv) School Organization

School routines (assemblies, special subject organization such as choir, "wet weather" planning etc.).

Major items of school equipment. How provided—the Department and the P. and C., how maintained, how repaired. Consider an order or priority in the building up of such equipment.

Extra-curricular duties of members of staff.

Schemes for reading, writing, etc. planned to operate throughout the school as a whole.

(v) Programmes

List of the source materials consulted in the preparation of lessons.

Study the goals set.

Observe the setting out, possible integration of subjects.

Students will of course see the Observation Book as a continuing record and in their own interests will add to the comment of previous practices whatever they observe that is of value, avoiding repetition.

Students should remember that, while observation should include critical awareness, no adverse assessment may be recorded in the observation book.

8. Special care should be taken with dress, deportment and speech, in keeping with the dignity of teachers as professional people.

9. Students are expected to adopt the style of chalkboard writing used in the school, and to practise this regularly.

10. College Library hours during practice are as follows: Monday to Friday, 9 a.m. to 6 p.m.; Saturdays, 9 a.m. to 12 noon. Notices will be posted at the library to provide for variations due to public holidays.

11. 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.

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

### UNSUPERVISED PRACTICE

1. Students who are continuing their course shall, towards the end of the summer vacation, spend two weeks practice-teaching.

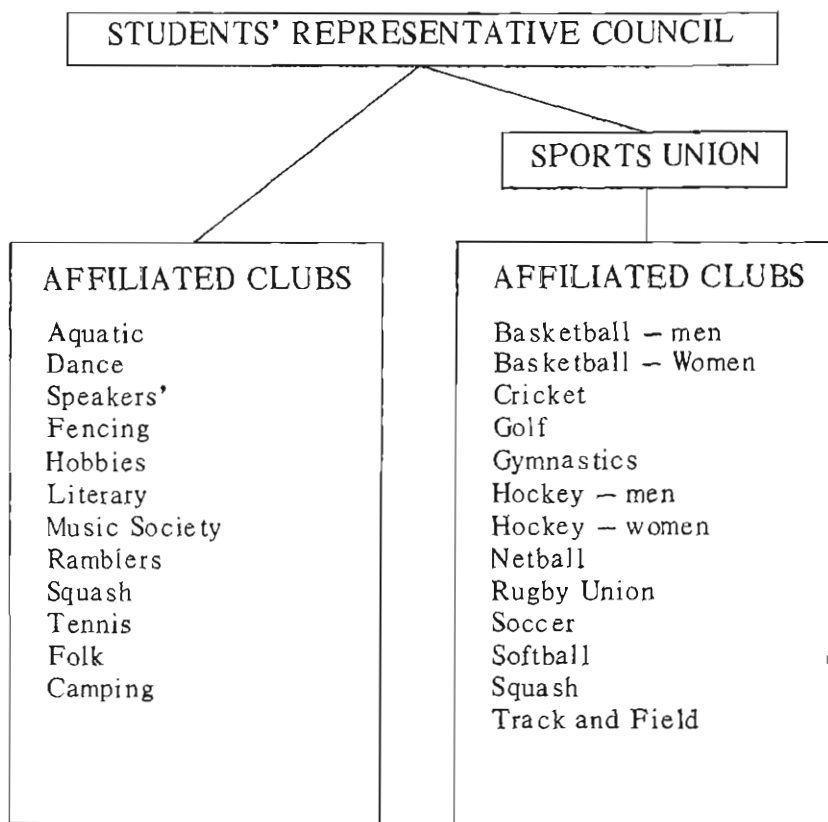
2. Students select their own school, subject to college approval.

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.



## *Student Organization*



### Students' Representative Council

1970-71

<i>President</i>	<i>Vice-President</i>	<i>Secretary</i>	<i>Treasurer</i>
Veronica Marsden	Carol Hicks	Denise Hitchenson	Krysia Szkiela

# WOLLONGONG TEACHERS COLLEGE STUDENTS' REPRESENTATIVE COUNCIL CONSTITUTION

## A. COMPOSITION

### 1. The Council shall consist of:

- (a) President, Vice-President, Secretary and Treasurer, Clubs Director and Social Director. These Executive Officers shall be elected by the student body during the third term in each year, or at such time as the Principal may determine in the light of any special circumstances within the College.
- (b) Two Executive Officers, assistant Secretary and assistant Treasurer to be elected by and from the 1st Year Council members, not earlier than six full weeks after the commencement of the College year.
- (c) 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. The voting power of the section shall be held by the Section Representative or any one person nominated by the representative to attend the meeting.
- (d) Two representatives of the Sports Union elected by and from its members.

2. (a) 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.

(b) 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 meeting of the Council.

(c) A Council member shall represent only one of the constituent bodies outlined above.

## B. ELECTION

1. Nominations for Executive Officer 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.

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 the students when required. General meetings may also be called if required by a majority vote at a Council meeting.

4. On the 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.

8. Meetings of the Council shall be open to all students who wish to attend.

## D. POWERS OF THE COUNCIL

1. The Council may legislate, with the Principal's approval, with regard to, and make recommendations 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 the Council Executive are empowered to attend any meeting of any Union, Club, Association or Society.

2. The Executive of the 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 the 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. POWERS OF THE DIRECTORS

1. The Social Director shall be responsible for the organizing and conduct of social functions and similar activities involving the student body with the power to form a social sub-committee at any time deemed necessary.

2. The Clubs Director shall be responsible to the S.R.C. for all matters concerning all clubs affiliated to the S.R.C.

## G. 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 the Council, shall be required to submit reports.

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

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

## H. COLLEGE CLUBS

1. The terms Club, Association and Society are defined as those groups of students whose affiliation is with the S.R.C., directly, or through the S.U. Religious and political organizations within the College are not considered clubs, associations, or societies in this same 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., through the Clubs Director of the S.U. 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. may hold an inquiry into the management of any club, association or society or sub-committee of these, respectively, and bring the matter before the Principal, if that be deemed necessary. The S.U. shall have similar powers over its affiliated clubs.

5. The Secretary of any such club or committee shall, if called upon, furnish all information required by the S.R.C. and the S.U.

## I. 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 the Art and Craft fund.

2. (a) A Finance Committee shall be set up, which will consist of the Principal, the Registrar, the S.R.C. executive and two (2) S.U. representatives to the S.R.C.

(b) The purpose of the Finance Committee shall be to receive estimates of expenditure from the S.R.C. and affiliated clubs, associations, etc., and from the S.U. and affiliated clubs, associations, etc., and to allocate to the S.R.C. and S.U.

3. The Finance Committee may consider applications from the S.U. or from any club affiliated to the S.R.C. for additional grants.

4. It will be the duty of the S.R.C. and the S.U. to ensure that funds are in general expended on the purposes for which they were asked. The approval of the Finance Committee must be sought for any departures from this.

5. Credit balances may be carried forward from year to year by the S.R.C. and the S.U. and their affiliated clubs, with the approval of the Finance Committee.

6. All funds or donations of any kind received by any student body affiliated with the 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.

7. 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 the Secretary.

8. 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.

9. Each College club, association or society shall forward at the end of Second Term, to the S.R.C. or S.U. as the case may be, a report and statement of accounts.

10. The Council shall prepare a report and statement of accounts to be submitted by the retiring Treasurer at the executive hand-over meeting each year.

## J. ALTERATION TO THE 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 the 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.



# 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) Three 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 1971

*Student President*

Philip Williams

*Secretary*

Theresa Wright

*Treasurer*

Ralph Stevenson

## THE INTERCOLLEGIATE BOARD

The Intercollegiate Board is responsible for the organization and administration of Intercollegiate activities with other Teachers Colleges. It is to be reconstituted for 1972.

# TEAMS' ENDURANCE RACE

The "College to the Summit Cup" was donated by Dr. F. C. 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. The competition has since been extended to allow women to compete.

## RACE CONDITIONS

1. The "College to the Summit Cup" will be competed for on an inter-section basis.
2. Any number 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.
1970: Men: General Primary I	28 minutes 48 seconds.
Women: Phys. Ed. III	42 minutes 09 seconds.

# COLLEGE CLUBS

One period per week of the College timetable has 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 clubs are financed from S.R.C. funds, and all club functions are open to any College student. Some of the clubs which have functioned in recent years are:

## *Bushwalking and Camping Club*

This club functions mainly outside of College hours, organizing hiking and camping trips for weekends and holidays and, during club's hour, to attend to the maintenance of equipment and to plan ventures. Energetic students wishing to visit some of the more inaccessible regions of our surrounding countryside should find an adequate outlet for their energy within this club.

## *Folk Club*

During club's hour, members of the Folk Club are offered a wide record selection and visiting singers often provide entertainment at this time. At various stages in the year, concerts are held incorporating College and visiting artists, and usually provide excellent entertainment for all Folk enthusiasts.

## *Fencing Club*

Those who are interested in something different will find in the Fencing Club a good opportunity for enjoyment. Instruction is given in this age-old art, and even beginners can soon pick up the various techniques involved to participate fully in this club.

## *Wollongong Teachers College Music Society*

The main aim of the Music Society is to promote and sustain the continuity of the musical life of the College. All aspects of student musical interest are represented, and during recent years, the Music Society has provided a number of fine musical evenings, including operatic performances.

## *Sailing and Canoeing Club*

This club has been established with the general aim of fostering interest and participation in water sports. The club has its own equipment, which members may make full use of, especially on weekend and day outings. No experience is necessary, for an interest in these sports is the sole requirement of the club.

### *Speakers' Club*

Formerly known as the Debating Club, the Speakers' Club endeavours to foster, not only debating but all types of public speaking. To this end, the club often holds lunchtime Forums for the College, and participates in debating activities with groups outside College.

### *Squash Club*

No playing standards are required for the Squash Club, which meets once or twice each week at Keira Street Squash Courts, usually at night. Instruction is given to beginners, and experienced players have plenty of time to display their talent in tournaments organized by the Club committee.

### *Other Clubs*

The College also has the following clubs for sporting activities.

Cricket Club.

Hockey Club.

Rugby Union Club. (Field three teams.)

Soccer Club.

Swimming Club.

Tennis Club.

Track and Field Club.

Men's Basketball Club.

Women's Hockey Club.

Women's International Basketball Club.

Women's Softball Club.

Women's Netball Club.

# SPECIMEN CONSTITUTION FOR CLUBS

1. *Name:* e.g., Wollongong Teachers College Folk Club.
2. *Aim:* e.g., To promote interest in Folk music generally, and to provide members with an opportunity to enjoy different styles and artists in Folk music.
3. *Membership:* This shall be open to all members of the student body.
4. *Executive:* There shall be a Club Executive, which shall consist of President, Vice-President, Secretary and Treasurer, except when the members may choose to amalgamate the positions of Secretary and Treasurer.
5. *Election:* The election of officers shall take place within four weeks of the commencement of Third Term.
6. *Vacancies:* Vacancies occurring shall be filled within two weeks by the vote of a general meeting.
7. *Meetings:* Meetings shall be convened at the discretion of the club Executive.
8. *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 S.R.C. or Sports Union to be considered in the annual budget;
    - (ii) the application shall state the number of active members;
    - (iii) the application shall state the nature of the proposed expenditure.

9. *Records*: The Secretary shall keep records which shall include:

- (i) a statement of the constitution;
- (ii) copies of 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.

10. *Responsibility to the S.R.C.*:

- (i) A financial report must be presented to the S.R.C. at the end of each term.
- (ii) The Club's Director reserves the right to call a general meeting of club executives at the discretion of the S.R.C.

11. *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 ensuring general meeting.



# RELIGIOUS SOCIETIES

## THE COLLEGE CHRISTIAN FELLOWSHIP

The Teachers College Christian Fellowship (T.C.C.F.) is an inter-denominational group which meets weekly in the College. Similar groups exist in other colleges and universities and are affiliated with the Inter-varsity Fellowship (I.V.F.).

The aims of the fellowship are twofold. Firstly it exists to encourage Christian students by providing opportunities for Bible study, discussion and fellowship. Secondly it seeks to consistently make the claims of Jesus Christ known in the college through the words and deeds of its members and by public meetings.

There is a public meeting held each Wednesday in the Music Auditorium and a Bible Study each Tuesday night. Social outings, barbecues and house parties are also arranged during the year.

All students are most welcome to join at any time.

## COLLEGE CATHOLIC STUDENTS

Catholic students of the College meet under the patronage of the Most Reverend Thomas McCabe, Bishop of Wollongong, who appoints a Chaplain to the College. A weekly lunch hour discussion group is held and, from time to time, special student Masses are arranged.

## CHAPLAINS 1971

The Church of England, the Roman Catholic and the Methodist Church have all appointed chaplains to the Teachers College. They are available to assist the Christian groups in the college, to help students link up with their own church and to offer personal counsel.

*Church of England:* Rev. K. N. Giles, B.D., Th.Schol., c.o. St Michael's Pro-Cathedral, Wollongong. Phone 2 1167.

*Catholic:* Rev. Father T. Fox, Catholic Presbytery, Corrimal. Phone 84 4065.

*Methodist:* Rev. John Scott, L.Th., Dip. R.E., 36 Fisher Street, West Wollongong. Phone 2 2119.

# **COURSES OF STUDY**

# GENERAL PRIMARY COURSE

In 1969 three-year courses were introduced to replace the two-year courses for General Primary 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 course is shown on the opposite page. Details of the individual subjects offered by each Department in Core, Curriculum Studies and Elective areas follow.

# WOLLONGONG TEACHERS COLLEGE

## Structure of the Three Year Course for General Primary Students

	Core				Curriculum Studies			Electives		Total Hours
	Education	Communi- cation	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	1½ 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

# 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 for the development of skills and techniques in the following media:

Raffia.

Cane.

Fabrics.

Leather and leather substitutes.

Paper.

Indigenous materials.



## CURRICULUM STUDIES C

*Second Year: One hour per week*

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

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.

## 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.

# 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 COURSE

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: Child growth and development.	Educational Psychology: Psychology of learning.
Year II	Educational Psychology: Psychology of teaching.	History of Education and Comparative Education. Professional Orientation.
Year III	Sociology of Education.	Theory of Education.

Some 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 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.

### *Educational Psychology*

This section of the course will be treated under three main headings:

1. child growth and development (including the development of personality);
2. the psychology of learning;
3. the psychology of teaching.

In general, each section will occupy one half of a College lecture-year. The detailed content of each section will be made known by means of duplicated supplements to this Calendar statement at the beginning of the 1972 College year.

## *History of Education and Comparative Education*

1. An introduction to the historiography of education and its application to New South Wales through an examination of the development of the present system from its earliest beginnings.

2. A critical study of education in New South Wales to-day, with special reference to the changing nature of its administration and other current issues.

3. An introduction to comparative methodology and its application by a study of other systems and such recent modifications as international education and development education.

## *Professional Orientation*

Preparation for entry into teaching under this heading will concentrate upon:

1. The ethics of the profession;
2. Departmental procedures;
3. The administration of the school as it concerns the classroom teacher.

## *Sociology of Education*

This course begins with the study of some basic sociological concepts in an endeavour to enable students to apply these concepts to education.

Approximately one-third of the time allocated to the course will be devoted to the presentation of the basic concepts and descriptive materials of sociology. The remaining two-thirds examines education as a social institution.

A detailed course outline will be available at the beginning of the College year.

## *Educational Theory*

Through a study of the history of educational thought from ancient times to the present, a better understanding of current educational thinking and of its influence on present practice will be sought. It is hoped also that through such a study each student will be helped to develop his or her own personal philosophy of 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

## COMMUNICATION

### First Year

*Two hours per week*

#### *Aims*

This course of work is designed to help students become more knowledgeable, experienced and proficient in those areas of communication which are generally considered to come under the heading "English", namely, Speaking, Listening, Writing and Reading. Its basic principle is that a high standard in communication must be attained, and maintained, by teachers.

#### *Content and Organization*

1. Work in the four areas of communication mentioned above will proceed concurrently to allow for as much integration as possible. Some students may be involved more than others, as their needs dictate; work in remedial groups may be required of some.

2. Speaking. Clear, confident and effective speech will be sought.

The major items of work will be:

- (a) *Survey*. All students will be required, individually, to speak briefly in an audience situation early in the course.
- (b) *Prepared Reading*. Each student will be required to introduce, read, and comment on, a passage of verse or prose. This work may be tape-recorded. Assessment will be made on the bases of clarity, fluency, eye-contact and interpretation. Time limit: 5-8 minutes per student.
- (c) *"Point of View" Speech*. Each student will be asked to express a personal point of view (and, if need be, defend it) on a topic of his choice. Aids (pictures, charts, models) may be used, but notes should be used sparingly, if at all. Aspects for assessment will include: preparation, organization, clarity, fluency, confidence, eye-contact and audience response. Time limit: 6-10 minutes per student.

3. *Listening*. Work in this area will be linked with speech assignments and lectures. Exercises in discrimination and selectivity will be given. "Active" rather than "passive" listening will be stressed.

4. *Writing.* Clear, concise and precise expression will be sought. Exercises to improve vocabulary, usage, sentence construction and paragraphing will be given frequently. At least two longer pieces of work will be required:

- (a) A report on an approved subject, with recommendations based on conclusion arrived at (C. 500 words, Term I.)
- (b) A critical review of a work, or works, set for study in (5) below. (750–1,000 words, Term II.)

Students interested in creative writing will have an opportunity to work in this field as part of the course.

5. *Reading.* All students will undertake a study of poetry. The emphasis will be on practical criticism of particular poems. Reading lists will be supplied by lecturers. In addition, some thematic study will be made of examples of one of the following literary forms:

- (a) Modern drama.
- (b) Novel.
- (c) Short Story.

### *Assessment*

This will be based on evaluations of performance in (a) assignments set, and (b) a written examination at the end of the year. Success in (a) will not make up for any marked deficiency in (b). Additional work may be required of students whose record is unsatisfactory at any stage.

Students will be invited to assist with the assessment of some assignments mentioned above.

### *General reading*

- (Reference numbers given are those of the College Library)
- Berlo, D. K.: *The Process of Communication*—006.  
Bailey, B., and Morgan, D. H.: *Thinking and Writing*—420.77.  
Dickens, M.: *Speech: Dynamic Communication*—808.5.  
Eisenson, J.: *The Improvement of Voice and Diction*—808.52.  
Hayakawa, S. I.: *Language in Thought and Action*—412.  
King, A., and Ketley, M.: *The Control of Language*—420.77.  
Mitchell, A. G.: *The Use of English*—425.077.



## *Verse Anthologies*

Howarth, G., Slessor, K., and Thompson, J. (eds): *The Penguin Book of Modern Australian Verse*—829.108.

Roberts, M. (ed.): *The Faber Book of Modern Verse*—821.908. .

Untermeyer, L. (ed.): *Collins Albatross Book of Verse*—821.08.

Every student should possess a worthwhile dictionary, e.g. Concise Oxford, Wyld's Universal. Another useful acquisition would be a reputable guide to usage, e.g. H. W. Fowler: *Modern English Usage*, Eric Partridge: *Usage and Abusage* (Oxford and Penguin respectively).

## **Second Year**

### *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 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).

## Third Year

*One hour per week*

This course continues with the study and application of the communication skills of reading, speaking and listening. Regular short assignments will be given to maintain standards of reading discrimination and written expression.

### *Reading*

A wide selection of modern prose, verse and drama will be made available, the texts where possible being those in Penguin editions. No books will be prescribed but students will be required to complete written assignments on their reading.

Suggested novels will include the following:

C. P. Snow, *The Light and the Dark*.

Randolph Stow, *To the Islands*.

Evelyn Waugh, *Men at Arms*.

Angus Wilson, *The Old Men at the Zoo*.

Joyce Cary, *The Horse's Mouth*

Kingsley Amis, *Lucky Jim*.

Nigel Dennis, *Cards of Identity*.

Drama selections will be based on plays available in Penguin editions. Verse selections will be taken mainly from the Penguin Modern Poets series, The Penguin Book of Modern Australian Verse, The Faber Book of Modern Verse, Albatross Book of Verse and the Mentor Book of Major British Poets.

### *Speaking*

This work will consist mainly of selections from modern poetry and prose read by individual students. These extracts will be used to encourage group discussion.

### *Listening*

Lectures will be given on topics directly related to communication such as current usage, changing views on grammar, effective expression, clarity of thought, the misuse of language, and some contemporary views on communication such as those put forward by

Marshall McLuhan. The following books are recommended for background reading:

Brian Foster, *The Changing English Language*.

Paul Roberts, *Understanding English*.

John Moffat, *The Structure of English*.

S. I. Hawakaya, *Language in Thought and Action*.

Simeon Potter, *Language in the Modern World*.

Simeon Potter, *Changing English*.

Marshall McLuhan, *Understanding Media*.

## CURRICULUM STUDIES

### First Year

*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. Attention will be given where necessary to the content of the curriculum as well as to a wide variety of techniques applicable to teaching the following areas:

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

The course will include lectures, practical exercises and demonstrations related to the teaching of English at the Primary and Infants levels. Students will be expected to apply observed teaching skills and methods in Practice Teaching periods. Students will also be required to demonstrate practical ability in handwriting as part of the course.

Recommended text: DeBoer and Dallmann, *The Teaching of Reading*, 1970.

### Second Year

*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.
- (c) The construction and use of teaching aids.
- (d) Remedial work, with particular emphasis on reading and speech; making provision for the gifted child.
- (e) A study of children's literature.
- (f) Grade levels of attainment; programming and testing.

Recommended texts: Brian Powell, *English through Poetry Writing*, 1967. Bernice Cullinan, *Literature for Children: Its Discipline and Content*, 1971.

## ELECTIVES

### 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.

### 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 Science 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.

## CREATIVE WRITING

Many students find that, as a result of their experience in reading literature, they wish to write creatively themselves. Too often, this wish is at best only partly fulfilled. The primary aim of this course is to provide the opportunity to write—for individual satisfaction and for personal growth. It will, however, also be concerned with the development of perceptive response to writing, both of students and established writers. It is expected that some of the work of students in this elective will form part of *Expression*, the annual magazine of the College.

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

# HEALTH EDUCATION

Health education courses are designed to help student teachers to:

- (1) appreciate good health as a positive quality of life;
- (2) become aware of the close association between health and education;
- (3) become competent in developing behaviour in children appropriate to their health needs;
- (4) be able to assist the pupil with special needs or the child with a handicap at school.

General Primary and Infants' Students will, in their second year, attend one lecture per week in Health Education. They will also attend two demonstration lessons during the year.

Topics for study will be selected from the following, according to the vocational roles of the respective student groups:

Growth and Development.

The Family.

Food Selection.

Personal Health.

Disease Processes.

Accidents.

Drugs and Drug Abuse.

Community Health.

Environment and Health.

Pollution.

Handicapped Children.

# 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

## 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

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.

## CURRICULUM STUDIES C

This course is of one year's duration and is taken by those students in General 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.

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

#### First Year

(a) *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).

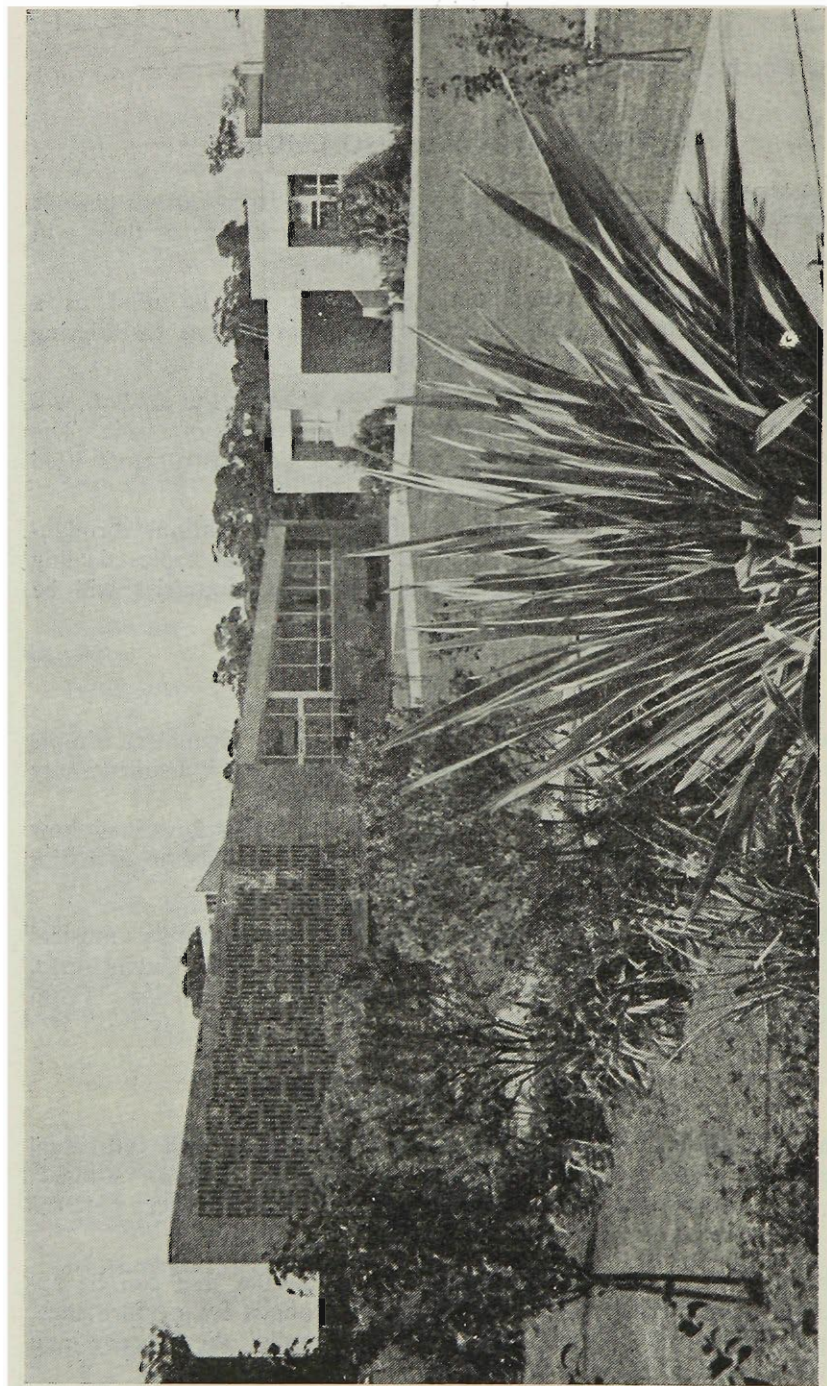
How the Primary Triads are constructed for major keys, and how they can be used in the composition of simple four-bar melodies and their harmonization.

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

#### Second Year

(a) *Conducting skills*. These 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.

(b) *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.



**Music Unit and Lecture Block**

(c) *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.

(d) *History of Music*. A survey of the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries. The Baroque Music and Practice. The Concerto Principle. The Emergence of Sonata Form. The Classicists. Formal Developments.

### Third Year

(a) *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.

(b) *Comparative Music Education*.

(c) *History of Music*. The Romantic movement in Germany. Romanticism. From Romanticism to Realism. Trends of the later nineteenth century. Opera—some perspectives of early opera—Mozart's operas—Wagner. Twentieth century music as a development of previous trends. Twentieth century music—new paths.

## 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	

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

## First Year

### (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. Students will be expected to complete the recorded "programme learning" requirements of the detailed theory course, commencing early in first year.

### (c) *Perspectives*

Some facets of pre-sixteenth century musical styles and practice.

The Baroque and Rococo-Style Galant eras.

Classicism and the confluence of classicism and Romanticism.

From Romanticism to Realism.

## Second Year

### (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.

### (d) *History of Music*

A survey of the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries.

The Baroque Music and Practice.

The Concerto Principle.

The Emergence of Sonata Form.

The Classicists.

Formal Developments.

## Third Year

### (a) *Practical*

The development of repertoire and technique on the chosen instrument.

General musicianship, rehearsal techniques, group and ensemble playing.

Orchestral playing.

### (b) *Comparative Music Education*

### (c) *History of Music*

The Romantic movement in Germany.

Romanticism.

From Romanticism to Realism.

Trends of the later nineteenth century.

Opera—some perspectives of early opera—Mozart's operas—Wagner.

Twentieth century music as a development of previous trends.

Twentieth century music—new paths.

# NATURAL SCIENCE

## CURRICULUM STUDIES B

### 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

*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 C

*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.



# ELECTIVES A

## BIOLOGY

### First and Second Years

#### *Botany Strand*

Introduction to the microscope.

Cell structure, functions, and division.

Classification of organisms—general principles of classification.

The plant kingdom—a study of the anatomy, reproduction and ecology of selected examples of the major phyla supported by laboratory studies and field work.

Students will be required to present an herbarium containing specimens of the groups of plants studied.

#### *Zoology Strand*

The classification of the animal kingdom.

Detailed study of the major phyla of the animal kingdom with laboratory observation of selected specimens.

A study of the marine rock platform as an exercise in identification of the various species and their adaptation to the environment.

Simple comparative anatomy studies in animals—nutrition, respiration, the heart and circulation, temperature regulation, movement and integration.

### Third Year

This course is designed for both internal and external students.

#### *History of Biological Science*

(a) Write a critical essay on the work and influence on the progress of science of a Biologist of your own choosing.

(b) Write a critical essay on what you consider some of the greatest achievements in biological progress in the 20th Century. In this exercise students are required to discuss the impact on the welfare of man.

#### *Structure and function of DNA and RNA*

#### *Field Work*

(a) Ecology of a selected plant community.

(b) Ecology involving distribution and abundance of one of the following habitats:

lithosphere, psammosphere, leaf litter, estuary, rock platform, or some suitable habitat near your location.

*Experimental Work:* To investigate selected aspects of animal/plant physiology.

## SCIENCE IN THE ENVIRONMENT OF MAN

### First Year

#### *Chemistry and man*

1. *History of chemistry.* Ancient technology. Science before the Greeks. Greek Science. Hellenistic culture and the rise of alchemy. Chinese alchemy. Arabic alchemy. Transmission to the west. Later developments from 14th century to present day.

2. *Chemistry and life.* Taking the "organ" out of organic chemistry. Hypothesis of chemical evolution of living cells. Some foreseeable consequences of advances in molecular biology.

### Second Year

#### *Astronomy*

(a) Some trends: neutrino astronomy; infra red astronomy; radio astronomy; X-ray astronomy; pulsars; quasars.

(b) General astronomy: stars and the celestial globe; real and apparent motions of sun, moon, planets.

(c) Origins and development: astronomy in antiquity; Greek cosmology; the Ptolemaic universe; the Copernican universe; Tycho Brahe; Kepler; Galileo; Newton.

(d) The problem of the calendar.

(e) Cosmic perspectives: energy of stars; stellar evolution; theories of the universe.

#### *Communication—a survey*

Radio; television; radar; lasers; holography.

### Third Year

#### 1. *Metals in the service of man*

The ores of the major metals.

The extraction of metals from their ores and their use.

Practical work to illustrate the basic metallurgical processes.

Visits to local industries.

## 2. *Carbon Compounds in the Service of Man*

The ability of carbon to form chains and rings.

Coal and petroleum as sources of carbon compounds.

Cracking and polymerization.

Production of plastics, dyes, explosives, drugs, etc.

Chemicals in foodstuffs.

Synthesis by fermentation.

Practical work to include the properties and syntheses of selected organic compounds and to illustrate the processes of cracking, polymerization, fractional distillation, fermentation, etc.

## 3. *Chemistry and the Biosphere*

The composition of the lithosphere and atmosphere.

Elements significant for life.

Relationships between biosphere, lithosphere, and atmosphere.

The problem of chemical pollution of the environment.

# ELECTIVES B

## BIOLOGY

### First and Second Years

#### *Botany Strand*

Introduction to the microscope.

Cell structure, functions, and division.

Classification of organisms—general principles of classification.

The plant kingdom—a study of the anatomy, reproduction and ecology of selected examples of the major phyla supported by laboratory studies and field work.

Students will be required to present an herbarium containing specimens of the groups of plants studied.

#### *Zoology Strand*

The classification of the animal kingdom.

Detailed study of the major phyla of the animal kingdom with laboratory observation of selected specimens.

A study of the marine rock platform as an exercise in identification of the various species and their adaptation to the environment.

Simple comparative anatomy studies in animals—nutrition, respiration, the heart and circulation, temperature regulation, movement and integration.

### **Third Year**

This course is designed for both internal and external students.  
*History of Biological Science*

(a) Write a critical essay on the work and influence on the progress of science of a Biologist of your own choosing.

(b) Write a critical essay on what you consider some of the greatest achievements in biological progress in the 20th Century. In this exercise students are required to discuss the impact on the welfare of man.

*Structure and Function of DNA and RNA.*

*Field Work*

(a) Ecology of a selected plant community.

(b) Ecology involving distribution and abundance of one of the following habitats:

lithosphere, psammosphere, leaf litter, estuary, rock platform, or some suitable habitat near your location.

*Experimental Work*

To investigate selected aspects of animal/plant physiology.

## **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.

# PHYSICAL EDUCATION

## 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.

## CURRICULUM STUDIES B

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.

*Games for Primary Schools:* Skills and practices in presenting lead up games and major games to Primary School girls and boys.

## **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.

## **CURRICULUM STUDIES C**

### *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

### HUMAN BIOLOGY AND THE SCIENCE OF SPORT

#### **First Year**

*Three hours per week*

1. Basic study of the structure and function of the systems within the human body.
2. Practical experiments on human performance; heart, lungs, muscles.

#### **Second Year**

*Three hours per week*

1. Study of sport and long term changes resulting from participation in sport and training.
2. Experiments related to fitness.
3. Effects of regular training on health throughout life.

### 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

The Social Science courses 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 social studies.

For students with specific interests in geography, history, economics or Asian studies, electives are offered.

## CURRICULUM STUDIES A

*First Year: Two hours per week*

*Second Year: One hour per week*

The aim of this course is to provide students with the skills and understanding necessary for the effective teaching of social studies.

Instruction in teaching procedures will be supplemented by providing background knowledge of selected strands from the primary school social studies.

The course includes the following strands:

- 1. Fundamentals of the Primary School Social Studies.
- 2. Our Community:
  - (a) Local studies.
  - (b) Developing map concepts.
  - (c) Organization and government.
- 3. Our Homeland:
  - (a) Physiographic units of Australia.
  - (b) Significant characteristics of Australian flora and fauna.
  - (c) Distinctive Australian landscapes.
  - (d) Australian primary industries.

4. Other Lands and People:

- (a) Early Britain.
- (b) Roman occupation of Britain.
- (c) Anglo-Saxon invasions of Britain.
- (d) Norman invasions.

5. Social Education:

- (a) The nature and importance of values.
- (b) Norms and relativity.

## ELECTIVES

### ASIAN STUDIES

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

### *Provisional Plan of the Course*

1. 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.

2. Detailed studies will be carried out, both on a class and individual basis, according to the interests of students and will include:

- (a) Asian countries, politics, religions and cultures.
- (b) Contemporary problems and issues.

## ECONOMICS

### *A. Economic History*

An examination of the economic problem and the ways in which various societies solve this problem. This course traces the emergence of the market system through to the evolution of guided capitalism.

### *B. Microeconomics*

1. Determination of price by supply and demand—elasticity concepts.

- 2. Theory of demand and utility.
- 3. Analysis of costs.
- 4. Equilibrium of the firm.
- 5. Imperfect competition and anti-trust policy.
- 6. Theory of production.
- 7. Returns to factors—factor incomes.
- 8. National income and social accounts.

### *C. Macroeconomics*

1. Simple income determination—consumption, saving, simple multipliers.

- 2. Determinants of investment.
- 3. Role of government.
- 4. Effects of money on the macro system.
- 5. Monetary and fiscal policy.
- 6. Aspects of the Australian economy with emphasis on problems of internal and external balance.
- 7. Scientific method.
- 8. Classical theory of employment.
- 9. Modern income and employment theory.

10. Advanced theory of consumption, savings and multiplier.
11. Elaboration of investment theory.
12. Public sector and income changes.
13. Theories of inflation.
14. Growth models.

#### D. *International Economics*

1. Free trade and protection.
2. Theory of comparative advantage.
3. Balance of payments.
4. International liquidity—current problems.
5. Exchange rates.

#### E. *Comparative Economic Systems*

A comparison of the economies of selected countries with the Australian economy.

## GEOGRAPHY

This course is designed to provide students with an introduction to selected areas of geographical inquiry.

Areas of study will include:

1. *Geomorphology*. Structural and climatic influences on land-form development; glacial geomorphology; arid geomorphology.
2. *Climatology*. Atmospheric processes; air mass analysis and forecasting; climatic classification.
3. *Biogeography*. The ecosystem and vegetation dynamics; world plant communities; vegetation and climatic change.
4. *Cartography*. Principles of map making and map reading, including reconnaissance, topographic and statistical maps.
5. *Weather, Climate and Man*. Atmospheric processes, meteorological observations and weather forecasting; the role of satellites; impact of weather and climate on human activities; weather mitigation and modification.
6. *Geography of Transport*. Empirical and theoretical studies of ports and shipping, air transport, rail systems and pipelines, freight rates and transportation of specific commodities.
7. *Population Geography*. Theories of population growth; pattern of world population; migration; pluralism.

8. *Political Geography*. Systematic treatment of concepts in political geography; current problems.
9. *Urban Geography*. Basic concepts; theories of central place and metropolitan primacy; urban networks; principles of urban morphology; city patterns.
10. *Regional Geography* of North America; Monsoon Asia; Western Europe; or New Guinea.

## HISTORY

The course has been designed partly to give students a background for teaching some aspects of the history sections of the Primary Schools Social Studies Syllabus, and partly to introduce them to the study of the history of developing nations in Africa and the East. There are six units in the course. Two will be covered each year.

### First Year

#### 1. *Britain from Prehistoric Times to 1066*

A survey of early British history which will involve a study of:

- (a) Prehistoric Britain.
- (b) Roman Britain.
- (c) Anglo-Saxon England.
- (d) The Norman Conquest.

#### 2. *Australian History to 1901*

A study of:

- (a) The foundation and settlement of Australia.
- (b) Aspects of social and economic development in the nineteenth century with British and world history as a background.
- (c) Colonial politics, especially 1856 to 1901.

### Second Year

#### 1. *Australian History since Federation*

Three major areas will be studied:

- (a) Australian political history.
- (b) Australia's relations with other countries.
- (c) Themes related to the changing economy and society of Australia in the last seventy years.

## 2. *Selected Topics in Asian History*

Areas of study will include:

- (a) The traditional societies of India, China and Japan.
- (b) European incursions into South, East and South-East Asia.
- (c) India—Independence and Partition.
- (d) Japan—the decline and fall of militarism.
- (e) China—Sun, Chiang and Mao.
- (f) South-East Asia—Independence, Nationalism and conflict.

## **Third Year**

### 1. *British Constitutional History and its offshoots from 1066*

The following aspects will be considered:

- (a) Constitutional concepts.
- (b) The English Feudal Monarchy.
- (c) The emergence of Parliament.
- (d) Feudalism in decline—The Tudor Monarchy—Renaissance and Reformation.
- (e) Parliament vs Crown; the Constitutional Monarchy.
- (f) The mechanism of the Parliamentary System; Prime Minister and Cabinet.
- (g) Democratization: Franchise and the Freedoms.
- (h) The American variation.
- (i) Australian transplantation and growth.

### 2. *Africa in the Nineteenth and Twentieth Centuries*

Major topics for study will include:

- (a) The Scramble for Africa.
- (b) Colonialism and growth of African Nationalism.
- (c) Africa today with special emphasis on the development of apartheid in South Africa, independent Southern Rhodesia, and some of the newly independent African states.

## INFANTS COURSE

In 1969 three-year courses were introduced to replace the two-year courses for 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 course offered in Infant teaching has the following structure:

*First year:* As for General Primary students.

*Second year:* This differs from the course for General Primary students in two areas:

- (1) Infant Education replaces Curriculum Studies A.
- (2) Curriculum studies B and C are modified where necessary to suit the needs of Infants Teachers. Details of the modification in the second year are shown below.

The Core and Elective areas remain unaltered.

*Third year:* As for General Primary Students.



# INFANT EDUCATION

*Three hours per week*

## *An Introduction to the Course on Infant Education*

The pre-school child.

The transition from the home to the school.

Levels of child development.

The role of the teacher in creating a desirable school atmosphere in the learning situation.

## *English*

Communication through oral and written language.

Techniques related to teaching speech, reading, handwriting and spelling.

The place and purpose of literature and 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 experiences of discovery and application using both structured and environmental materials.

Emphasis is placed on progression and development.

## *Social Studies*

The course centres on an approach which involves the child in the interpretation of his social environment through a variety of appropriate learning experiences. It includes an integrated approach in programming and classroom management.

The use of audio-visual aids will be stressed.

## *Practical Work*

This course deals with the study of the principles involved in the making of stencils, activity material, and teaching aids suitable for infant grades.

# ART

## CURRICULUM STUDIES B AND CURRICULUM STUDIES C

During this course emphasis will be placed upon confidence and ease in handling of ideas and materials.

Precisely, an analysis will be made of creativity and its role in the art lesson as a determinant of:

1. the young child's expressive development;
2. the style of teaching in an art lesson;
3. the selection of exercises to encourage understanding of the causal relationship between the elements of design and expression;
4. the interpretation and integration of art understandings with stages in child growth and development.

# CRAFT

## CURRICULUM STUDIES B

*1½ hours per week*

1. Lectures covering the following:
  - Aims, attitudes and standards.
  - Lesson types.
  - Organization.
  - Programming.
  - Tools and materials: sources, storage, maintenance and requisitioning.
2. Activities suitable for lower primary children in the following crafts:
  - Paper crafts.
  - Soft crafts.
  - Model making.
  - Creative activities.

## CURRICULUM STUDIES C

*One hour per week*

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.

# MUSIC

## CURRICULUM STUDIES B

*One hour and a half per week*

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

*One hour per week*

This course is of one year's duration and is taken by those students in the Infants 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 in the infants school.

# NATURAL SCIENCE

## CURRICULUM STUDIES B

*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

*One hour per week*

This course is planned to follow closely the course outlined for students taking the Curriculum Studies B programme in the general primary field.

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

# PHYSICAL EDUCATION

## CURRICULUM STUDIES B

*One and a half hours per week*

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

- (1) The aims and principles of Physical Education in the lower primary school.
- (2) 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.

## CURRICULUM STUDIES C

*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.

## SECONDARY COURSES

In 1971 Secondary courses of three years' duration were introduced, qualifying students to teach either English/History or Mathematics in the Secondary School. The structure of this course is shown in the table below.

*Core subjects* are those offered in the core area of the general primary course, but Health Education is modified to meet the needs of the secondary teacher.

*Curriculum studies* in either English and History or Mathematics will treat aspects of content and teaching method appropriate to Secondary schools.

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

Details of the electives offered are listed under the various Department headings of the General Primary Course outline.

Details of Health Education and the Curriculum Studies follow the table showing the structure of the Secondary Course.

**WOLLONGONG TEACHERS COLLEGE**  
*Structure of the Three Year Course for Secondary Students*

	Core				Curriculum Studies		Electives		Total Hours
	Education	Communication	P.E.	Health	Mathematics	English/History	"A" E/H only	"B"	
1st Year	3 hours	2 hours	1 hour	..	12 hours	4 hours	3 hours	3 hours	21/22
2nd Year	3 hours	1 hour	1 hour	1 hour	12 hours	4 hours	3 hours	3 hours	21/22
3rd Year	3 hours	1 hour	1 hour	..	7 hours	1 hour	4 hours	4 hours	16



# ENGLISH

## CURRICULUM STUDIES

*Four hours per week*

### *Method*

This course aims to prepare the students for the teaching of English in the junior years of the Secondary school. Since students will practice-teach at Primary schools during their first year at College, the course will provide an introduction to the Primary Curriculum in English. The main emphasis, however, will be on the contents of the English Syllabus (Form I to Form IV) and on a variety of teaching techniques in the following areas.

- (a) The Speaking of English.
- (b) Reading and Comprehension.
- (c) Written Expression.
- (d) Language.
- (e) Prose.
- (f) Poetry.
- (g) Drama.

### *Content*

The literature strand of the course this year will be the modern American period. The purpose of the lectures is to introduce students to outstanding literary works, to stimulate reading habits, to establish techniques for critical evaluation, and to provide a background and some direction for further reading.

Books set:

*Poetry:* Robert Frost.

*Novel:* selected novels by J. D. Salinger. Joseph Heller, James Baldwin.

*Drama:* selected plays by Arthur Miller and Eugene O'Neill.

The curriculum studies course in the second year will emphasize discussion and programming based on the English secondary draft syllabus of 1971.

The literature course in the second year will deal mainly with Australian literature in the twentieth century.

# HEALTH EDUCATION

Health education courses are designed to help student teachers to:

- (1) appreciate good health as a positive quality of life;
- (2) become aware of the close association between health and education;
- (3) become competent in developing behaviour in children appropriate to their health needs;
- (4) be able to assist the pupil with special needs or the child with a handicap at school.

Secondary Students will attend one lecture per week in Health Education during the second year of study.

Topics for study will be selected from the following, according to the vocational roles of the respective student groups.

Growth and development.

The Family.

Food Selection.

Personal Health.

Disease Processes.

Accidents.

Drugs and Drug Abuse.

Community Health.

Environment and Health.

Pollution.

Handicapped Children.

# HISTORY

## CURRICULUM STUDIES

The course is designed to prepare students for teaching history in the secondary school. It will cover in some depth most of the topics laid down in the new syllabus, so that students will have a deep knowledge of the material they will be required to teach. Stress will be placed on methods of research and presentation. It is hoped that students will develop some of the more sophisticated of an historian's skills by engaging in original research.

Teaching methods will be concerned with work in the primary schools before dealing with the junior, middle and senior years of the secondary school. Initially attention will be given to the major teaching skills of questioning, narration and explanation.

In the first year, students will pursue a course in Australian History as a basis for method work specifically related to primary school social studies and the history course for middle years of the secondary school.

# MATHEMATICS

## CURRICULUM STUDIES

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

### First Year

*Twelve hours per week*

#### 1. *Methods of Teaching*

(a) A review of methods of instruction in primary school mathematics with particular reference to standards achieved in the sixth grade.

(b) General principles of teaching. Lesson types, aims and attitudes. Questioning. Testing. Textbooks.

(c) A detailed study of the first form syllabus.

#### 2. *Mathematics Content*

(a) Algebra—complex numbers, matrices, determinants and an introduction to computing.

(b) Calculus—differentiation, partial differentiation, integration, logarithmic series, use of complex numbers, differential equations.

### Second Year

*Twelve hours per week*

#### 1. *Methods of Teaching*

(a) Organization of courses in forms 2, 3, and 4.

(b) A detailed study of topics from these courses.

#### 2. *Mathematics Content*

(a) Algebra—elementary linear algebra and group theory, matrices and conic sections, sequences and series.

(b) Calculus—partial differentiation, multiple integrals, differential equations, Taylor and McLaurin theorems and transformations.

## **Third Year**

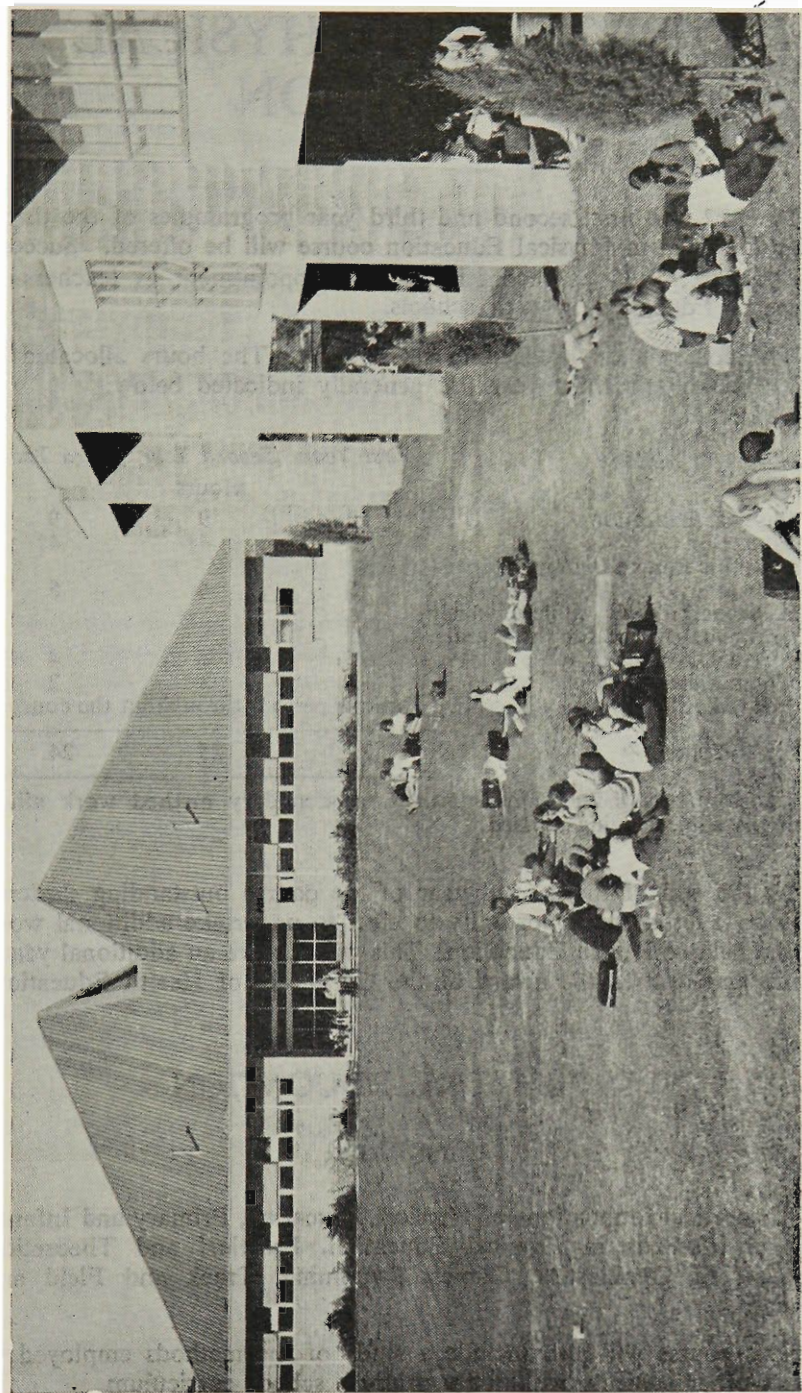
*Seven hours per week*

### *1. Methods of Teaching*

- (a) Organization of courses in Forms 5 and 6.
- (b) A detailed study of topics from these courses.

### *2. Mathematics Content*

Applied mathematics—vectors and their applications, numerical methods and statistics.



Gymnasium with Lecture Block on the right

# DIPLOMA IN PHYSICAL EDUCATION

In 1972, the first, second and third year programmes of the three-year Diploma in 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>
	<b>Hours</b>		
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 .. ..	6	5	4
5. Communication .. ..	2	3	2
6. Field Work .. ..	Various periods throughout the course		
<b>Totals .. ..</b>	<b>25</b>	<b>25</b>	<b>24</b>

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

At the end of the second year of the course outstanding students may be offered the opportunity to elect to undertake additional work in the field of Health Education. This will involve an additional year's study and lead to the award of the Certificate of Health Education.

## 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 Year**

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**

### *Physics*

A course designed to provide students with an understanding of the laws of physics, particularly those governing mechanics. This will include: vectors; static equilibrium; uniformly accelerated motion; Newton's laws: work, energy, power; friction; circular motion; rotation of rigid bodies.



## Chemistry

The topics covered in this course are as follows:

Particle theory—especially the molecule and ion.

Classification of Compounds.

Properties of acids, bases and salts.

The pH scale. Buffers.

## Organic Chemistry

Hydrocarbons and their derivatives.

Compounds of biological significance such as lipids, carbohydrates, proteins, haemoglobin, etc.

The chemistry of important reactions within living organisms, particularly those involved with muscular contraction.

## Biology

Text: Jacob & Francone—*Structure and Function in Man*, 2nd Ed.  
(W. B. Saunders)

1. Revise living and non-living characteristics. What is the position of a virus in this regard?

*Cytology*: Structures and their functions of cellular fractions: compare plant and animal cells.

2. *Physiology of a Cell*: Pinocytosis; Phagocytosis; Diffusion—Brownian Movement; Filtration; Osmosis; Active transport— $\text{Na}^+$  &  $\text{K}^+$

3. *Cell Division*: Mitosis and basic need for cell division; growth—limiting effect of hormones; differentiation for specialised function; somatic and reproductive cells.

4. *Enzymes*: Function of yeast—Pasteur and Buchner; endo and exo-enzymes; protein structure, e.g. pepsin and renin. Naming Conditions of activity—temperature, pH, concentration, inhibitors; katabolism and anabolism controlled by enzymes; metabolism; glycolysis cycle and Krebs's cycle.

5. *Histology*: Tissues classified according to structure and function: epithelial; connective; muscle; nerve.

6. *Skin*: Structure and function.

7. *Genetic Code*: Basic structure of DNA—causes of mutations.

8. *Hormones*—steroid structure of many hormones.

## **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 per week in any of its three years.

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

- English
- History
- Economics
- Geography
- Biology
- Physics
- Geology
- 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.

## 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 per year*

The Biology strand consists of a three years course of lectures and laboratory exercises designed to provide the background necessary for the teaching of the School Certificate Science course.

The topics to be covered include:

Methods of teaching the Biology strand of the School Certificate Science course;

controlled experimentation;

the classification of plants and animals and the characteristics of selected representatives of each of the major phyla;

cells as the basis of structure and function in living things;

metabolism, including photosynthesis, respiration, plant and animal nutrition, and digestion;

ecology;

evolution and genetics.

### *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.

### *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.

## SOCIAL SCIENCE—SECOND MAJOR

A three year course, aimed at the development of a student prepared for the teaching of social studies, commerce and/or geography in junior secondary classes. It is only available to those students taking the Diploma in Physical Education course, who wish to make the social sciences their second area of teaching specialisation at the secondary level.

Strand	First Yr	Second Yr	Third Yr
Social Studies .....	2	3	
Geography .....	3	2	
Commerce .....	1	1	2
Seminars in Teaching .....			3
	6 hrs	6 hrs	5 hrs

### *Social Studies*

This course examines a number of themes from the new Social Studies Syllabus and at the same time develops those teaching skills which have particular application to the teaching of social studies.

Themes to be treated include:

1. Primitive Societies.
2. Authority in Society.
3. Cities and Society.
4. Conflict in Society.
5. Economic Systems.
6. Education and Society.
7. The Races of Mankind.
8. Religion and Belief.
9. Rural Communities.
10. Science, Technology and Society.

### *Geography*

This course provides a balance between an examination of the areas of geographical knowledge detailed in the N.S.W. Geography Syllabus for Secondary Schools, and developing teaching skills which have particular application in geographical education.

Geographical knowledge included in the course:

1. Distinctive Landscapes of Tropical Regions:
  - (a) Rainforest Landscapes.
  - (b) Savanna Landscapes.
  - (c) Desert Landscapes.

2. Distinctive Landscapes of High Latitudes:
  - (a) Coniferous Forest Landscapes.
  - (b) Tundra Landscapes.
3. Mountain Landscapes.
4. Distinctive Farming Landscapes:
  - (a) Mediterranean Rural Landscapes.
  - (b) Commercial Farming Landscapes.
  - (c) Rural Landscapes of Monsoon Asia.
5. Industrial Landscapes.
6. Urban Landscapes.
7. Regional Geography:
  - (a) Australia.
  - (b) North America.
  - (c) Monsoon Asia.
8. The Geography of World Trade.
9. Geographical aspects of pollution.

### *Commerce*

This course is designed to give students a degree of competence necessary for the teaching of commerce in junior secondary classes.

1. Introduction to Elementary Accountancy using the Balance Sheet Approach—Cash Books—Banking and Reconciliation Statements.
2. The local area as a basis for studying personal and commerce problems.
3. Problems of the Firm.
4. Problems of local and state governments.
5. Orthodox bookkeeping practices as a background to the interpretation of Revenue Accounts and Balance Sheet.
6. Economic problems of the Australian Economy.
7. Special Accounts:
  - (i) Club accounts with balance day adjustments.
  - (ii) Control accounts.
  - (iii) Elementary partnership and company accounts.

## *Social Science Methods*

1. Fundamental Concepts:
  - (a) The nature of the social science disciplines.
  - (b) The purpose of teaching the social sciences in the Secondary School.
  - (c) N.S.W. Syllabuses in Geography, Commerce, Social Studies, and Asian Social Studies.
  - (d) Bases of teaching and learning in the social sciences.
2. Teaching Organisation:
  - (a) The class programme and unit planning.
  - (b) Developing a resource unit.
3. Methods of Developing Learning-skills.
4. The Use of Sample Studies.
5. The Local Area and Fieldwork.
6. Methods of Evaluation.
7. Effective Use of Visual Aids.
8. Developing the Affective Domain.

## 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 in 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.



# CERTIFICATE OF HEALTH EDUCATION

Outstanding students in Secondary courses may be invited to apply to undertake this course, which will require an additional year of study before being appointed to schools.

The course will involve eleven hours a week in the initial year, and twelve hours a week in the following academic year. The course curriculum will be structured to include those areas of Health and Health Education appropriate to the environmental conditions of the (N.S.W.) school pupil.

Through lectures, seminars, presentations and other educational methods, the student will develop educational acumen of scope and sequence in both the cognitive and affective domains.

During the first year, the areas of study will include Bacteriology and Ecology; Diseases, and Recent Progress in Disease Control; Personal Health problems, including Social health and Mental health; method of teaching health education, including aims and philosophies of health education.

The following year the student will study community health problems and evaluate action plans appropriate to such problems; public health services and education; drugs and drug action programmes; evaluation of the school health programme, including curriculum construction.

# COURSES FOR OVERSEAS STUDENTS

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

In recent years students from Hong Kong, Tanzania, Nigeria, Uganda, Zambia, Fiji, Western Samoa, Guyana, Mauritius, and Gilbert Islands have made up the section of international students. These students have been enrolled for special one or two year courses, with studies typically covering 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.

# 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.

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