

WOLLONGONG  
TEACHERS COLLEGE

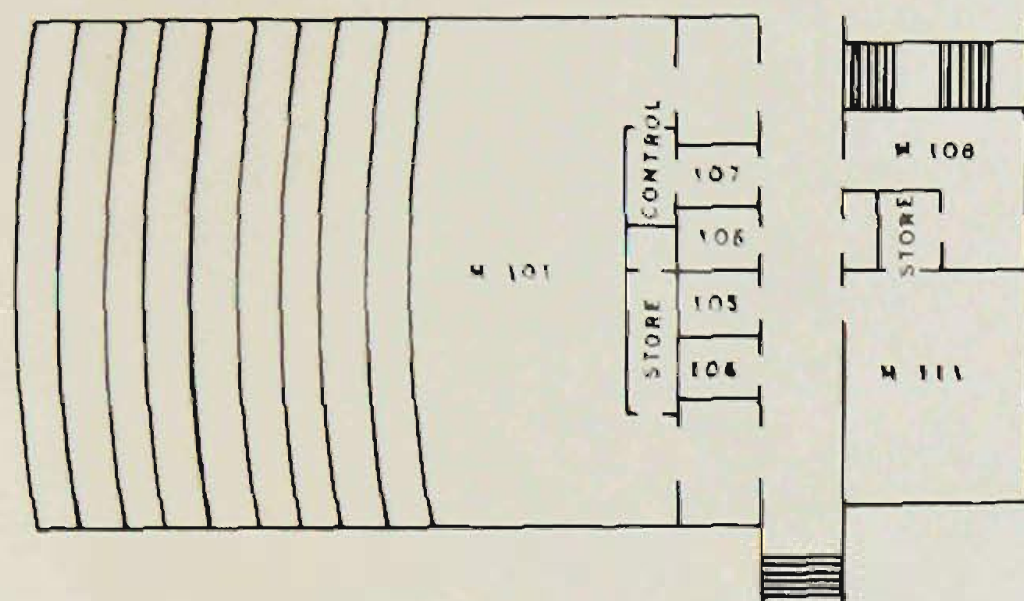
CALENDAR  
1974



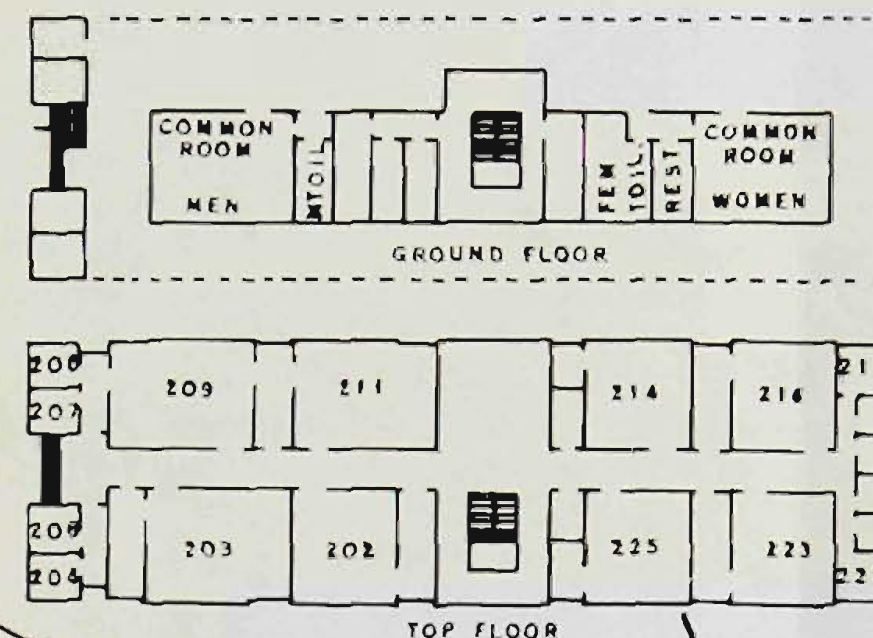




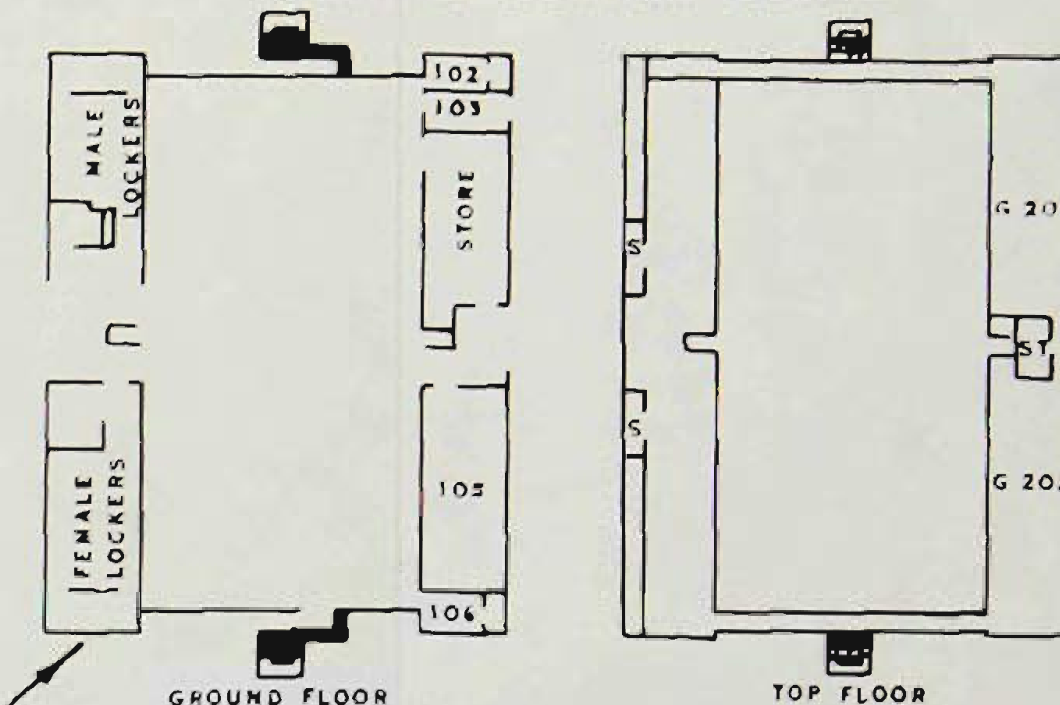
# MUSIC CENTRE



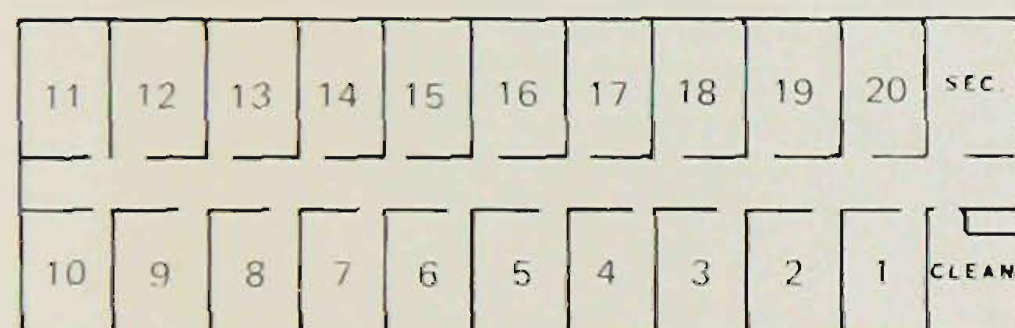
# LECTURE BLOCK



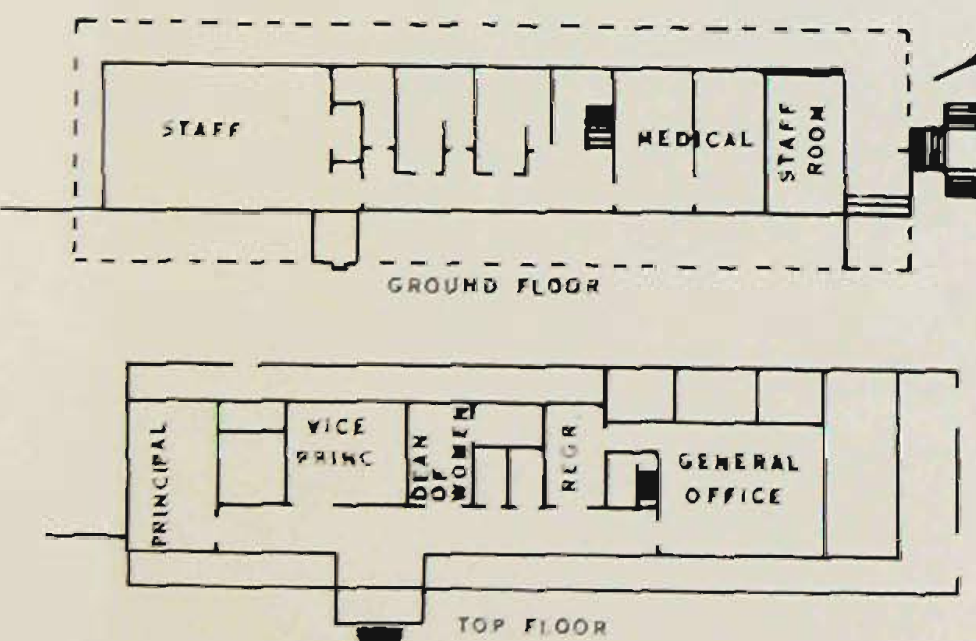
# PHYSICAL EDUCATION CENTRE



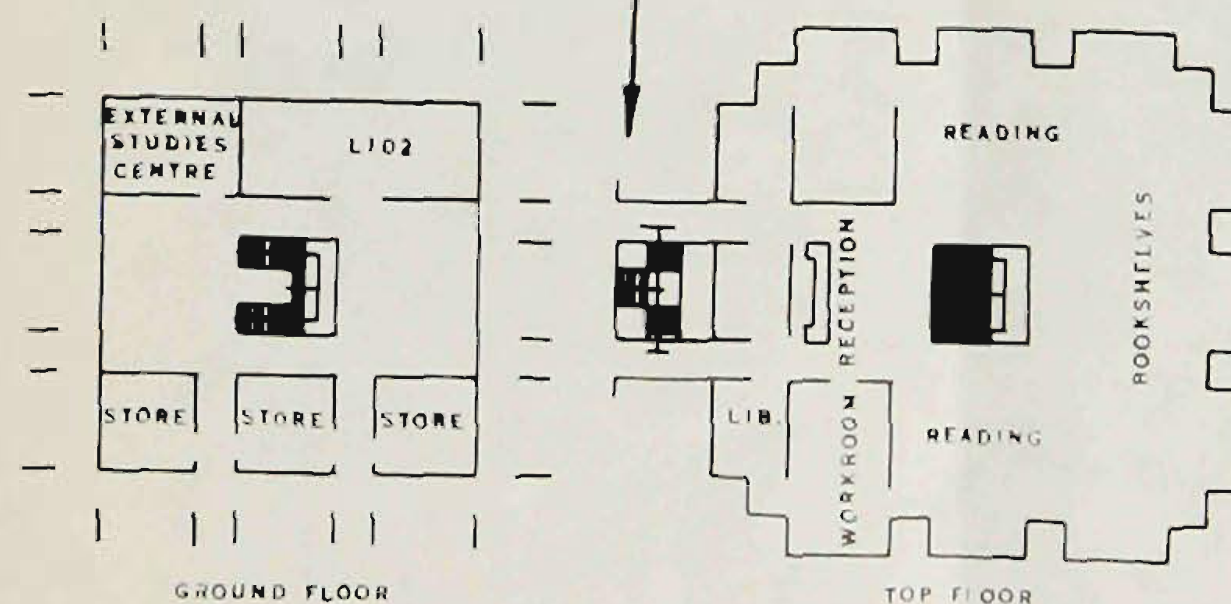
# LECTURERS OFFICE BLOCK



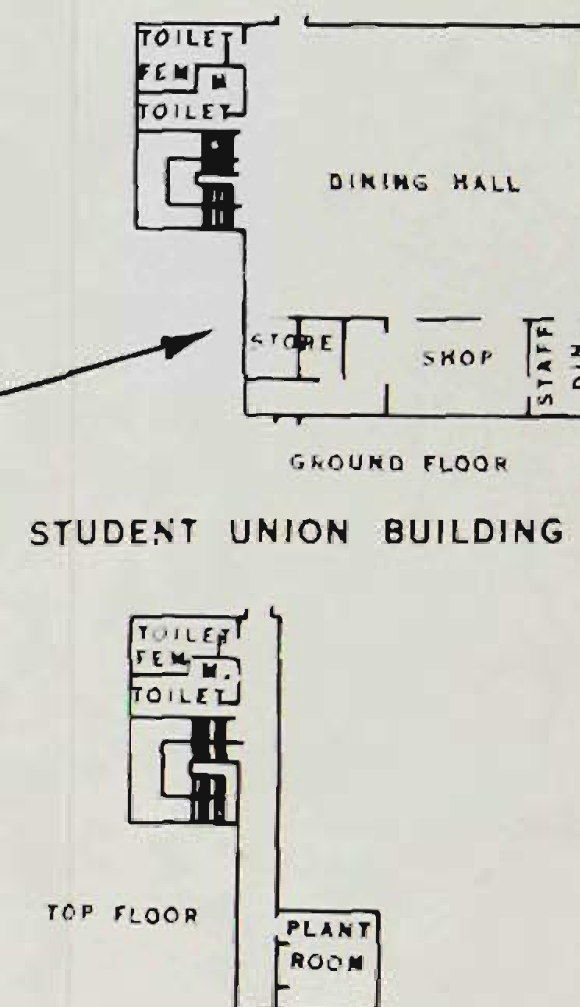
# ADMINISTRATION



# LIBRARY



# STUDENT UNION BUILDING



# WOLLONGONG TEACHERS COLLEGE A COLLEGE OF ADVANCED EDUCATION ROOM LOCATION

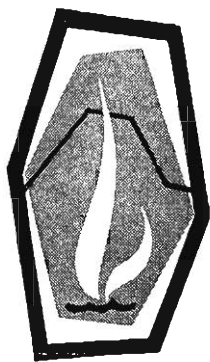
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|-----------------------------|--------------------------|
| 1 ADMINISTRATION            | 7 LECTURERS OFFICE BLOCK |
| 2 LIBRARY                   | 8 GARDENING CENTRE       |
| 3 LECTURE BLOCK             | 9 TENNIS COURTS          |
| 4 MUSIC CENTRE              | 10 STAFF PARKING         |
| 5 PHYSICAL EDUCATION CENTRE | 11 STUDENT PARKING       |
| 6 STUDENT UNION BUILDING    |                          |





**WOLLONGONG  
TEACHERS  
COLLEGE**

**CALENDAR, 1974**



Inferre      Lumina      Mundo





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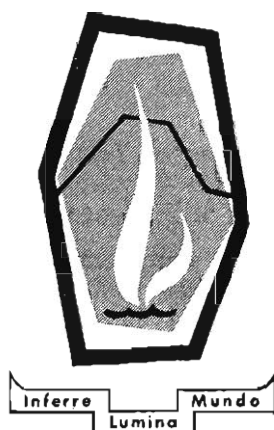
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The college badge was designed by Mr J. W. Cramp, B.A., ArtDip., a former lecturer in the College Art Department. It embodies the aims and functions of the College as a place of learning. This learning is represented by two flames of knowledge, the 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 first students of Wollongong Teachers College enrolled in 1962 and with Mr W. C. McGrath as Principal and Dr F. C. Whitebrook as Vice Principal were housed at Wollongong Technical College.

In 1963 the first buildings were completed on the site at the foot of Mount Keira, and by the time the College was officially opened by the Minister for Education in 1965, the Music Centre, Library and Gymnasium were also in use. More recently a block of offices for lecturers and the first stage of the Students' Union building have been added.

To the original 2-year course for Primary and Infants teachers a 3-year course for the Diploma in Physical Education was added in 1965; since 1968 the College has assisted the Wollongong University College in the work for the Diploma in Education. The 3-year course for Primary and Infants teachers, to culminate in the award of the College's Diploma in Teaching, was introduced in 1969 but, because the opportunity for a third year of full-time study was available only to thirty-five students, an External Studies division was set up to enable the remainder to qualify for the diploma by part-time study by correspondence after entering the teaching profession. The first thirty students qualified for this diploma in December, 1971.

Commencing with the 1973 intake all General Primary and Infants students will follow a full-time course of three years for the diploma. Full-time, 3-year courses for Secondary teachers of Mathematics and English with History were introduced in 1971.

From 1965 to 1972 a small number of students and two lecturers went to the Western Highland District of New Guinea each year for a period of Practice Teaching.

Each year a number of teachers from Commonwealth countries have come to further their studies, particularly in Infant Education and Physical Education. Whether from Guyana, Mauritius, Zambia, Tanzania, Uganda, Lesotho, Fiji, Samoa, Gilbert and Ellice Islands or Hong Kong, all have been well-integrated into this College.

In 1970 Her Majesty, Queen Elizabeth II and their Royal Highnesses, the Duke of Edinburgh and Princess Anne visited the College and met a large group of representatives of educational institutions of the Illawarra District; in 1971 His Excellency, Sir Paul Hasluck, Governor-General of Australia, also honoured the College with a visit.

In 1969 Dr Whitebrook was succeeded as Vice Principal by Mr Walter Pike; Mr W. C. McGrath retired at the beginning of 1973 and was succeeded by Mr M. E. Hale.

Throughout its existence the College has been concerned to provide opportunities for students to broaden knowledge of their environment through travel. Accordingly a variety of excursions have been undertaken by groups of lecturers and students. In addition to the New Guinea expedition mentioned above, the "Centre Trip"—usually during the May vacation—has become a regular feature as also has the bi-ennial trip to the Adelaide Festival.

On 1st September, 1971, the College was declared by the Minister for Education to be a college of advanced education under the Advanced Education Act of 1969.

A committee comprising representatives from the Wollongong University College, the Wollongong Teachers College, the Department of Education, and an independent chairman, appointed by the Minister for Education worked out recommendations regarding the future relationship between the University College and this Teachers College. These were made to the Minister and on 26th October, 1973, he announced a merger as from 1st January, 1974, with special arrangements until the University College becomes autonomous in January, 1975.

# CALENDAR

## LENT

February

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

March

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

April

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

**VACATION** (April 15-16, 24-25)  
**EASTER** (April 13-14)

May

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

**VACATION** (May 6-10)

# FOR 1974

## TERM

January 14th	..	Monday	..	..	..	College deferred and teachers examinations begin.
January 29th	..	Tuesday	..	..	..	School Term begins.
February 18th	..	Monday	..	..	..	College Lent Term begins.
				9.30 a.m.		New University students meet in College Music Auditorium.
				2.00 p.m.		New Diploma in Physical Education students meet in College Music Auditorium.
February 19th	..	Tuesday	..	10.00 a.m.		Formal Assembly of all First Year General Primary, Secondary and Diploma in Physical Education students in College Music Auditorium.
				11.15 a.m.		Enrolments and Orientation programmes commence.
February 20th	..	Wednesday	..	..	}	Enrolments and Orientation programmes for First Year students continue. All are required to be in attendance for the whole of this period.
February 21st	..	Thursday	..	..		
February 22nd	..	Friday	..	..		
February 25th	..	Monday	..	..		
February 26th	..	Tuesday	..	..		Enrolments must be completed by 5 p.m. Thursday, 21st February.
February 25th	..	Monday	..	9.30 a.m.		Continuing University students enrolment in College Music Auditorium.
				12 noon		Diploma in Education students enrolment in Music Lecture Room.
February 26th	..	Tuesday	..	9.30 a.m.		Continuing General Primary, Physical Education and Secondary students meet in Music Auditorium. Enrolments follow.
February 27th	..	Wednesday	..	..	..	Lectures begin for all College students.
March 4th	..	Monday	..	..	..	Wollongong University College First Session begins.
March 5th	..	Tuesday	..	..	..	All First Year students visit Fairy Meadow Demonstration School.
March 7th	..	Thursday	..	..	..	Second Year Demonstrations begin.
March 12th	..	Tuesday	..	..	..	First Year Demonstrations begin.
April 12th	..	Friday	..	..	}	Easter recess. College and schools closed.
to April 16th	..	to Tuesday	..	..		
April 25th	..	Thursday	..	..	..	Anzac Day. College and schools closed.
May 3rd	..	Friday	..	..		College Term ends. School Term ends.



# TRINITY

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

May

13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June

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

July

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

August

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

# TERM

May 18th .. ..	Saturday .. ..	Wollongong University College mid-session recess begins.
May 20th .. ..	Monday .. ..	School Term begins.
May 27th .. ..	Monday .. ..	Practice Teaching begins for all students.

May 27th .. ..	Monday .. ..	College Trinity Term begins. Wollongong University College lectures recommence.
May 28th .. ..	Tuesday .. ..	First Year Demonstrations resume.
May 30th .. ..	Thursday .. ..	Second Year Demonstrations resume.
June 14th .. ..	Friday .. ..	Practice Teaching ends.
June 15th .. ..	Saturday .. ..	Wollongong University College First Session ends.
June 17th .. ..	Monday .. ..	Queen's Birthday holiday.

July 22nd .. ..	Monday .. ..	Wollongong University College Second Session begins.
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August 6th .. ..	Tuesday .. ..	Second Term Demonstrations end for First Year students.
August 8th .. ..	Thursday .. ..	Demonstrations for the year end for Second Year students. Wollongong University College mid-session recess begins.
August 23rd .. ..	Friday .. ..	College Term ends. School Term ends.
August 24th .. ..	Saturday .. ..	Wollongong University College mid-session recess begins.
September 2nd .. ..	Monday .. ..	Wollongong University College lectures recommence.

# MICHAELMAS

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

September

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

October

		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				

November

					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	

December

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

# TERM

September 9th	..	Monday	..	..	..	School Term begins.
September 16th	..	Monday	..	..	..	College Michaelmas Term begins.
						Practice begins for all students except Third Year General Primary.

October 4th	..	Friday	..	..	..	Practice ends.
October 7th	..	Monday	..	..	..	Eight-Hour Day holiday.

November 2nd	..	Saturday	..	..	..	Wollongong University College lectures end.
November 8th	..	Friday	..	..	..	College lectures end.
November 11th	..	Monday	..	..	..	Wollongong University College Exami- nations begin.
November 13th	..	Wednesday	..	..	..	College examinations begin.
November 22nd	..	Friday	..	..	..	Examinations end for First Year students.
November 25th	..	Monday	..	..	..	End of Year Activities.
November 29th	..	Friday	..	..	..	Examinations end for outgoing students.

December 11th	..	Wednesday	..	..	..	Graduation rehearsal.
December 12th	..	Thursday	..	..	..	Graduation Ceremony.
December 13th	..	Friday	..	..	..	College Year ends.
						School Year ends.



# CALENDAR 1974

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

# CALENDAR 1975

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

# TERM DATES 1974

## COLLEGE

Lent term .. .. .	February 18th to May 3rd.
Trinity term .. .. .	May 27th to August 23rd.
Michaelmas term .. .. .	September 16th to December 13th.

## WOLLONGONG UNIVERSITY COLLEGE

First session begins .. .. .	March 4th.
Mid session recess .. .. .	May 20th to May 26th.
First session ends .. .. .	June 15th.
Second session begins .. .. .	July 22nd.
Mid session recess .. .. .	August 24th to September 1st.
Second session ends .. .. .	November 2nd.
Enrolment of first-year students.. .. .	February—New students offered places will be advised of exact dates.

## SCHOOL

First term .. .. .	January 29th to May 3rd.
Second term .. .. .	May 20th to August 23rd.
Third term .. .. .	September 9th to December 13th.
Schools resume .. .. .	January 28th, 1975.

# WOLLONGONG TEACHERS COLLEGE

(Established 1962)

## ADMINISTRATIVE STAFF, 1973

*Principal:*

MAURICE E. HALE, M.A., A.B.Ps.S., J.P.

*Vice-Principal:*

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

*Dean of Women:*

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

*Registrar:*

CRAIG W. DE PLATER

*Librarian:*

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



# LECTURING STAFF, 1973

## ART AND CRAFT:

Francis W. Osborne, B.A., A.S.T.C., M.I.I.A.

Anthony E. Bell, A.S.T.C., B.A., M.I.I.A.

Dianne Callender, B.A.

John A. Chappel, A.S.T.C., B.Sc.

Raymond Gall, A.S.T.C., M.I.I.A.

Col Jordan, B.A.

Peter Pinson, M.A.(R.C.A.), Dip.d'Hon., Dip.Art(Ed.).

John A. Shipperlee, Dip.Art Ed.

Leo Sturman, N.D.D., A.T.C.

Alan S. T. Walpole

## EDUCATION:

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

Donald G. Asquith, B.A., M.Ed.

Isobel R. Barr

Kenneth Davies, M.A., M.Ed., M.A.C.E.

Brian M. Gaffney, B.A.

Maurice E. Hale, M.A., A.B.Ps.S., J.P.

Donald P. Hogan, B.A., M.A.C.E.

Hazel Holmwood, B.A., M.Ed., Dip.P.E., M.A.C.E.

Peter J. Keeble, B.A., M.A.C.E.

Paul T. Mawter, B.A.

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, M.A.C.E.

William N. Winser, B.A., Dip.Ed., M.A.

## ENGLISH:

Arch. R. H. Millar, B.A., Dip.Ed., M.A.C.E.

Donald N. Campbell, B.A.

Robert W. Colvin, M.A., M.A.C.E.

Pat F. Farrar, B.A.

Peter C. Geekie, B.A., Litt.B.

Bruce Horsfield, B.A.

Thomas J. Langston, M.A., Dip.Ed.

Ronald K. Pretty, B.A.

Vincent H. Rees, B.A., Dip.Ed.

Barry C. Waters, B.A., Litt.B.

## HEALTH AND PHYSICAL EDUCATION:

David R. A. Anderson, B.A., M.Ed., Dip.P.E., M.A.C.E.

Duncan D. Dawson, Dip.P.E.

Carmen J. Duncan, Dip.P.E.

Harry G. Fuller, B.Sc., Dip.P.E.

Frederick Frame, B.Sc., Dip.P.E.

Michael J. Hatton, M.Sc., Dip.P.E.

Patricia A. Johnson, Dip.P.E.

Robyn G. Leabeater, Dip.P.E.

Brian J. Matthews, Dip.P.E.

Diana E. Moller, 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.)

Barry Watkin, M.Sc., Dip.P.E.

Noel Whiteley, B.A., Dip.P.E.

Maureen F. Wright, B.A., M.Sc., Dip.P.E.

## MATHEMATICS:

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

Norman R. Aylward, B.A., Litt.B.

Marilyn Brooks, M.A., Litt.B.

Raymond J. Crawford, B.Sc., Dip.Ed., M.Sc.

Bede E. Murray, B.A.

Ian Rae.

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., F.T.C.L.

Harold T. Brissenden, D.S.C.M., L.R.S.M.

Nada Brissenden, D.S.C.M., L.R.S.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., M.A.C.E.

William S. A. Chapman, B.A., B.Sc., Dip.Ed.

Nancy M. Copley, B.Sc.Agr., Dip.Ed.

Barry Harper, B.Sc., Dip.Ed.

Malcolm McD. Harris, B.A.

William Mowbray, A.S.T.C., B.Sc.  
Kevin M. Rigby, B.A., B.Sc., Dip.Ed.  
Ellis R. Thomas, A.S.T.C., B.Sc.

## SOCIAL SCIENCE:

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.

Warren E. James, B.Sc.(Econ.)

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.

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## EXTERNAL STUDIES:

*Director:* Howard Akitt, M.A., U.E.D., M.A.C.E.

*Assistant Director:* Jack Huxley, B.A., Dip.Ed.

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## MEDICAL OFFICER:

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

# ACADEMIC BOARD

The Academic Board was instituted in 1973 and held its first meeting on 25th June.

## CONSTITUTION

### A. *Preamble*

1. Authority in the college has been vested in the principal by the Department of Education. The principal may delegate authority as he sees fit.
2. The staff meeting, convened by the principal is seen as the ultimate forum of staff opinion, and the Academic Board is subject to that opinion.
3. The Academic Board is responsible to the staff meeting, and through it to the principal.

### B. *The Functions of the Academic Board*

1. The Academic Board shall have power to consider matters relating to the work of the college and to make recommendations to the staff in the manner set out elsewhere in this constitution. The board shall also be responsible for any rules, regulations or procedures necessary for the implementation of recommendations approved by the staff.
2. The Academic Board
  - (a) shall consider and make recommendations to the staff concerning any matter referred to it;
  - (b) may refer matters to the staff or to a subject department or to any committee for consideration and report;
  - (c) may establish committees, which may include persons other than its own members;
  - (d) may consult with any person or persons;
  - (e) may make recommendations to the staff on such matters as
    - (i) courses of study,
    - (ii) the selection, examination and classification of students,
    - (iii) the award of prizes,

- (iv) practical school experience,
- (v) use of equipment,
- (vi) the library and the office,
- (vii) relationship between the college and other institutions,
- (viii) the professional development of staff,
- (ix) research,
- (x) financial matters,
- (xi) the advising of students,
- (xii) the organization of the college.

3. If, between meetings, any matter is referred to the board, the chairman may refer that matter directly to an appropriate committee, and report to the board concerning his action at its next meeting.

### *C. Composition; and Appointment of Members*

1. The Academic Board shall consist of twenty-one members, as follows:
  - (a) One member from each department elected by that department, eight members of staff to be elected by and from the staff as a whole, and two student members to be elected by and from the student body.
  - (b) The principal and deputy principal as ex-officio members.
  - (c) The registrar as the non-voting secretary of the board.
2. In the case of elected members of the board the following procedures shall apply:
  - (a) Election of members from the departments shall precede the election of members from the general staff when both elections are to take place in the same year. The results of the election of members from departments shall be made known before members representing the general staff are elected.
  - (b) For election of members to represent the departments the head of another department shall act as returning officer, all members of the department shall be considered nominated except lecturers who notify the returning officer that they do not wish to stand. Voting shall be by secret ballot on the preferential voting system. Preferences are to be exhausted. The returning officer shall notify the secretary of the board of the results of the election as soon as possible after voting has taken place.



- (c) The election of Academic Board members from the general staff shall be by secret ballot employing a multiple preferential system of voting.

The secretary of the board shall be the returning officer. Nominations shall be in writing and be signed by the nominee and two proposers. Candidates shall draw for positions on the ballot paper.

- (d) Election of the student members will be conducted by the Students Representative Council, on the same principles as the election of members representing the teaching staff.
- (e) The secretary of the board shall publish by notice or circular a full list of the names of the members of the board, appropriately classified, as soon as practicable.
3. The Academic Board year will commence on 1st July.
  4. Members elected by the staff as a whole will hold office for two years. Members elected from departments will hold office initially for one year, and thereafter for two years.
  5. Student members of the board will be elected annually.
  6. All retiring members of the board will be eligible for re-election.
  7. The annual elections will be completed by the 22nd June each year.
  8. The Academic Board will elect its own chairman at its first meeting each year.
  9. The Academic Board will meet at regular intervals, at least three times per term. The agenda for meetings of the Academic Board will be circulated to members of the board, to members of staff, and displayed for the perusal of students, at least three working days prior to a meeting of the board.
  10. With the permission of the Academic Board the chairman may introduce, without notice,
    - (a) Any non-controversial or formal matters requiring attention,  
or
    - (b) Any matter requiring urgent attention.
  11. If, in the opinion of the chairman of the Academic Board, a matter arises that requires the urgent attention of the board, a meeting of the board may be summoned with less notice than three working days in advance provided that all reasonable steps have been taken to advise members of the board, members of the staff, and students.

12. Meetings of the Academic Board will be open to observers from the academic staff of the Wollongong Teachers College. Such observers shall have no speaking or voting rights.

*D. The Relationship between Academic Board and Staff Meeting*

1. The Academic Board is responsible to the staff meeting. The board's composition, powers and responsibilities have been determined by a staff meeting and may be altered by a majority vote of a specially convened staff meeting of which seven days notice has been given. A request for such a meeting, together with motions regarding proposed alterations, is to be submitted to the principal in writing and signed by any twenty members of the academic staff.
2. Recommendations of the Academic Board must be ratified by the staff meeting and may be altered by a majority vote of the staff meeting before such recommendations are notified to the appropriate area of the college administration as staff decisions.
3. Academic Board recommendations will be deemed to have been ratified by the staff meeting if, after seven days after publication of Academic Board minutes, no staff meeting has been requested under the provisions of section 4 to consider material contained in those minutes, provided that such minutes have been promulgated ten days before the beginning of a college vacation.
4. Within seven days of the publication of Academic Board minutes, a staff meeting to discuss nominated recommendations contained in those minutes may be called by either (a) a college department, (b) a college academic committee, or (c) twenty individual members of staff. A request for such a staff meeting, together with a list of those recommendations nominated for discussion, must be submitted to the principal in writing and signed by those calling for the meeting. In the case of a college department or a college academic committee calling for such a meeting, the request must be signed by a majority of all members of that department or committee. Until such time as the requested meeting is convened, the decisions and recommendations contained in the minutes and nominated for discussion at a staff meeting shall not be regarded as staff decisions.
5. No recommendations made by the Academic Board may be notified to the college administration until they have become decisions of the staff meeting under paragraphs 3 and 4, unless the recommendations made relate to matters of extreme urgency and are judged to be so by at least two-thirds of all members of the Academic Board.

6. Should a majority of the Academic Board request it, the board may at any time request the principal to convene a staff meeting to ask the staff to make decisions on any matter.

#### *E. Rules for Meetings*

1. A quorum shall be 50 per cent of the members of the board, plus 1.
2. The names of those present at each meeting shall be recorded.
3. Members of the board are expected to attend all meetings unless granted leave of absence by the board.
4. The board may grant leave of absence for a period of up to four months.
5. When a member of the board has been granted leave of absence, the board may ask for the election of a temporary member, elected in the same way as was the member on leave, to act during the member's absence.
6. Membership of the board shall lapse if the member fails to attend two consecutive meetings without leave of absence for those meetings.
7. If a member of the board expects to be absent for four months or more, the seat shall be declared vacant and an election held; the replacement member to be elected in the same way as was the member whose seat has been declared vacant.
8. Where a member of the board has been granted the maximum leave of absence of four months and fails to attend the next meeting following that period the seat shall be declared vacant and filled by election.
9. In the event of the resignation of a member of the board a replacement member shall be elected in the same way as the person resigning.
10. Members of the board elected under clauses 7, 8 and 9 above shall hold office for the remainder of the term of the members replaced.
11. In the absence of the chairman, the most senior member of the college staff present shall take the chair.
12. The chairman shall have a cumulative vote but not a casting vote. In the event of the votes on a motion being equal in number, the chairman shall declare that the status quo prevails.

13. In debate, speakers for and against the motion shall be alternated. The chairman shall have the prerogative of imposing strict rules of debate, e.g., the same member shall not speak twice on the same motion without the approval of the chairman. When the debate is complete the mover of a motion shall be given a maximum of three minutes to reply.
14. Board members shall not speak until called upon by the chairman.
15. When a motion is passed that the motion be now put, the chairman shall give the mover of the motion the right of reply, and shall then put the motion.
16. When there is a motion of dissent from the chairman's ruling the most senior member of the staff present, not being the chairman, shall take the chair. The mover of the dissent motion shall be given not more than two minutes to explain the reason for the motion and the chairman shall have not more than two minutes to explain his ruling. The motion then put to the meeting will be: That the chairman's ruling be upheld.
17. A meeting of the Academic Board shall last for a period not exceeding one hour unless a motion has been passed extending the time for a period of up to fifteen minutes.
18. Other meeting procedures shall be according to general custom.

#### *F. The Diploma Committees*

1. The following committees, to be known as Diploma Committees, shall be established:
  - Diploma in Teaching (Primary) Committee.
  - Diploma in Teaching (Secondary) Committee.
  - Diploma in Physical Education Committee.
  - The International Committee.
2. Each Diploma Committee shall consider and make recommendations to the Academic Board on the following matters:
  - (i) structure and organization of courses within its area;
  - (ii) the selection, examination, and classification of students;
  - (iii) the award of prizes;
  - (iv) practical school experience;
  - (v) the advising of students.

3. The composition of the Diploma in Teaching (Primary) Committee shall be:  
A chairman appointed by the Academic Board.  
One representative from the college Department of Education.  
One representative from health education, and  
One representative from each of the eight (8) courses in curriculum studies.
4. The composition of the Diploma in Teaching (Secondary) Committee will be:  
A chairman appointed by the Academic Board.  
One representative from each of the college departments of Education, English, Mathematics, Social Science and/or each department engaged in preparing students to teach in its subject area.
5. The composition of the Diploma in Physical Education Committee will be:  
A chairman appointed by the Academic Board.  
Four representatives from the Physical Education Department.  
One representative from each of Education, Science, Social Science and Communication (English, Art, Music).
6. The composition of the International Committee shall be:  
A chairman appointed by the Academic Board.  
One representative from each department currently engaged in providing lectures for international students.
7. The chairman of each of the Diploma Committees will be appointed annually by the Academic Board at its first meeting.
8. (a) Other representatives will be elected annually by their respective departments in any way the department deems fit, provided that the election is completed within fourteen days of the first meeting of the board, except that  
(b) The representative from the field of communication on the Diploma in Physical Education Committee shall be elected by lecturers in the fields of English, Art, Music, acting as one department, in the same way as representatives of the departments are elected to the Academic Board, clause C 2 (b), except that the secretary of the Board shall act as returning officer.
9. With the necessary changes in wording, clauses 2–11 of the proposed rules for meetings of the Academic Board will apply also to Diploma Committees.

10. It is suggested that the Diploma Committees set up ad hoc committees containing student members to discuss matters concerning which student advice could be significant.
11. In any circumstances where a Diploma Committee has no rule, the rules set out for the Academic Board shall also apply to the Diploma Committee.
12. An existing Diploma Committee will continue to function until the new committee has been elected.

#### *G. Administrative Committees*

1. The Academic Board may appoint any Administrative Committees it deems fit to implement policies, either directly or through the several Diploma Committees.
2. An Administrative Committee may make recommendations either direct to the Academic Board or to the appropriate Diploma Committee on any matter relative to its area of administration.
3. The chairmen of Administrative Committees shall be appointed by the Academic Board after consultation with the principal of the college.
4. Details of the functioning of Administrative Committees shall be determined by the committees individually.
5. Administrative Committees, once appointed, shall function for an indefinite time at the discretion of the Academic Board.

#### *H. Ad Hoc Committees*

The Academic Board and/or the Diploma Committees may appoint ad hoc committees to consider any matter or matters referred to them. These committees shall report to the body establishing them, and shall then cease to exist.

# MEMBERS OF THE ACADEMIC BOARD 1973/74

## *Chairman*

Mr J. W. Gammage

## *Representatives of Departments*

Art and Craft: Mr F. W. Osborne

Education: Mr K. V. Mathews

English: Mr A. R. H. Millar

Health and Physical Education: Mr D. R. A. Anderson

Mathematics: Miss J. A. Shaw

Music: Mr R. A. Hollands

Natural Science: Mr J. W. Gammage

Social Science: Mr D. B. Stamp

## *Representatives of Staff*

Mr D. G. Asquith

Mr J. A. Chapple

Mr R. W. Colvin

Mr K. Davies

Mr B. J. Ferguson

Mr B. M. Gaffney

Mr D. P. Hogan

Dr D. R. Parsons

## *Representatives of Students*

Miss M. M. J. Rosza

Mr P. Kalyvas

## *Ex-officio Members*

Mr M. E. Hale

Mr W. Pike

## *Secretary*

Mr C. W. de Plater



# EXAMINATIONS AND CLASSIFICATION

## DIPLOMA IN TEACHING (PRIMARY) DIPLOMA IN TEACHING (SECONDARY)

### *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.

### *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 Diploma in Teaching and Teacher's Certificate.

(b) Students in the final year of their studies who fail in *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 Diploma in Teaching and 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.

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) Deferred examinations granted following the yearly examinations will, in general, be held in January of the following year but in some instances may be held in the week preceding the commencement of the new term, or in the first week of the term.

(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.

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

10. 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.

# INFORMATION FOR STUDENTS

## *Enrolment Procedure*

Before students can be formally enrolled they are required to pay compulsory fees to the cashier and produce their birth certificate, X-ray report card, agreement form 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.

## *Scholarship Allowances*

For full details of scholarship allowances students should consult the current *Teacher Education 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*

There is an accident insurance scheme for teacher education scholarship holders, who enjoy the same protection as workers under the Workers' Compensation Act in respect of injuries sustained in the course of their training, while travelling between their homes and college and while engaged in activities regarded as an integral part of their training.

Immediately a student is injured 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, *together with Medical Certificates covering any absence from College*.

Where the student is—

- (a) absent for three days or less and no medical or allied costs have been incurred, scholarship allowance will be continued and no insurance benefits will be payable;



- (b) absent for more than three days, or where medical or allied expenses are incurred, *even though the absence may be three days or less: scholarship allowance will be withheld from the first date of absence* and insurance benefits 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.

### *College Dues and General Service Fee*

Students are required to pay college dues and general service fee, as determined by The Students Representative Council. These are used to finance the various clubs and societies and other student activities, and to provide certain amenities within the College.

The amounts payable per academic year are:

General Service Fee	..	..	..	..	..	\$5
Students Representative Council dues	..	..	..	..	..	\$12

These dues are payable by *all* students enrolled in College courses.

### *Expenses*

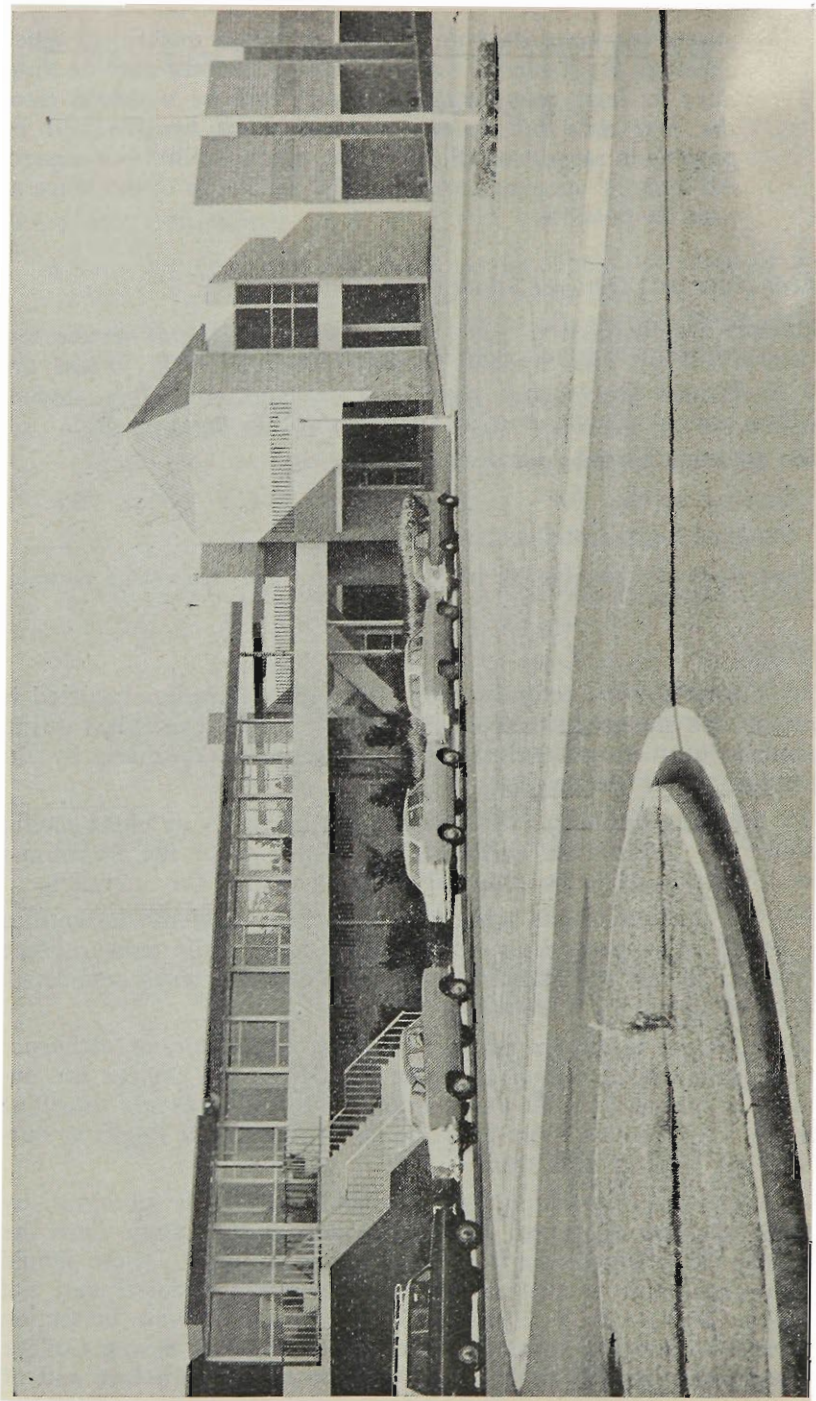
(a) Claims for the refund of initial travelling expenses incurred in attending for enrolment should be made on the prescribed forms obtainable from the Registrar's office. Refunds are made by the Department later in the year.

(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 \$15 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.



**The Administration Block**

## AUSTRALIAN GOVERNMENT ASSISTANCE

A new system of Australian Government assistance for students in tertiary courses is operating from 1974. This scheme, the *Tertiary Allowances Scheme*, applies to students who commence approved courses in 1974 as well as to those who commenced their courses earlier. Further information is available from:

The Regional Director,  
New South Wales Office,  
Department of Education,  
59 Goulburn Street,  
Sydney, N.S.W. 2000  
Telephone: 2 0929

# 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. 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.

3. 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.

4. 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*

Students should observe acceptable standards of dress and deportment. They are required to be professionally attired when attending the schools for practice teaching or demonstrations. On such occasions men will normally be required to wear collar and tie. Sports and gymnastic attire should be worn at the appropriate time and not at all in the Library or Administration Block.

## *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.

It is hoped that all students will assist in keeping the Union and cafeteria comfortable and attractive by disposing of table litter in the bins provided.

### *Care of Property*

Students should take all commonsense precautions with property, and avoid, as far as possible, bringing large sums of money or valuables to the College. These should not be left in rooms or corridors. Valuables may be left with the Registrar or Gymnasium attendant 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 and equipment. If requested, members of staff will make recommendations for purchase.

### *Fees*

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

### *Student Accommodation*

The College attempts to provide information about accommodation and students with problems of this kind should consult the accommodation advisers. Students should notify the Registrar promptly of any change of address.

### *Correspondence*

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

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

### *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 Dean of Women, 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 Dean of Women (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 suitability both 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, 1973, the collection consisted of approximately 36,300 books and music scores, 4,400 mounted pictures, 2,220 gramophone records, 800 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.

A microfilm reader-printer has been acquired and the library also possesses the facilities to play gramophone records, tapes and cassettes.

## *The Catalogue*

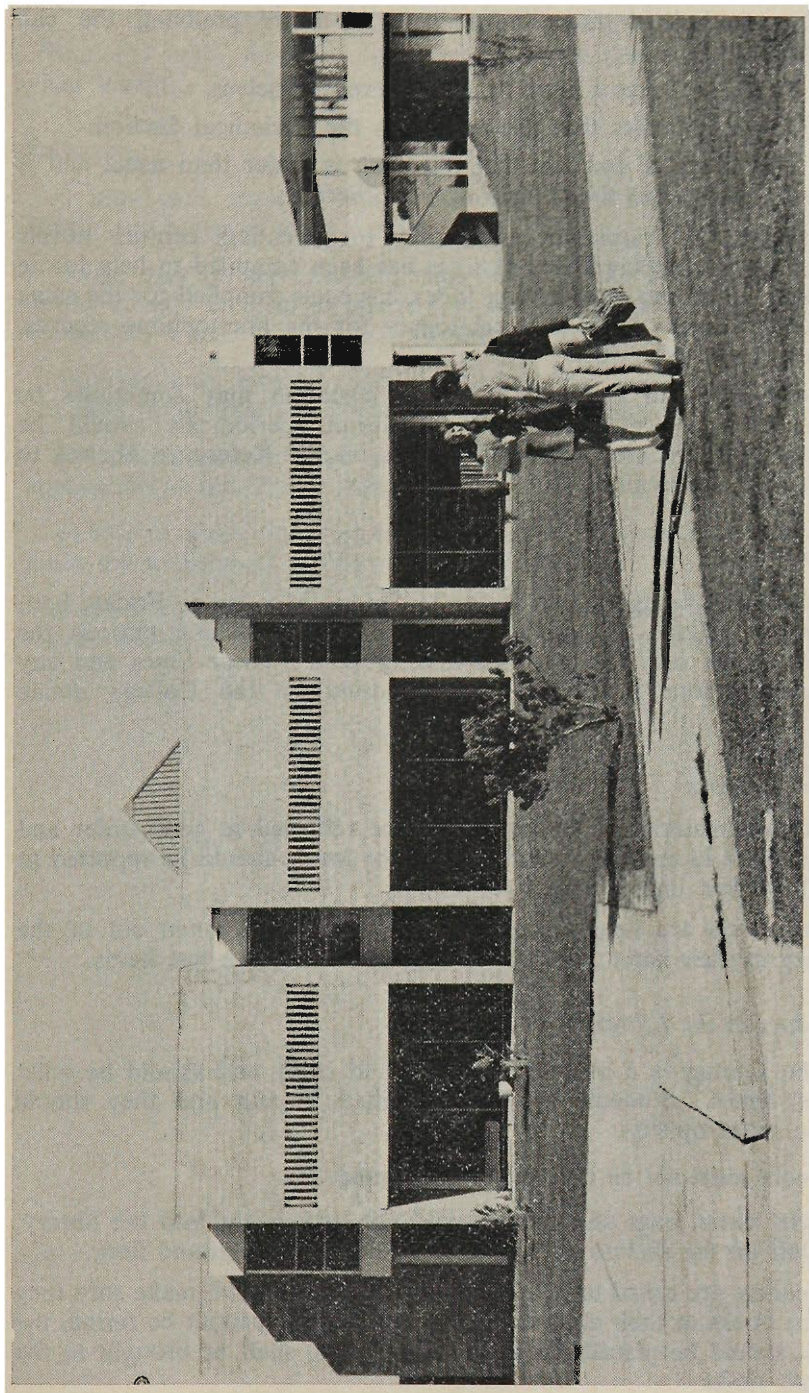
The card catalogue is an alphabetical index to the library collection, with entries for books under author, subject and title. The call number of a book appears at the top right-hand corner of the catalogue entries and indicates the location on the shelves. The books are arranged on the shelves by subject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

# PRIZE LIST 1972

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

Miss Allison Nind.

**Department of Education Prize**—Books to the value of \$12. This prize is awarded to the outgoing student with the most distinguished record in second year.

Mrs Heather Laughton.

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

Miss Theresa Wright.

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

Miss Anne Dyer.

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

Miss Anne Dyer.

**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 Susan Simpson.

**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.

Miss Deborah West.

# A GUIDE TO THE PRESENTATION OF ASSIGNMENTS

The preparation and presentation of essay-type assignments is, in part, an exercise in communication. To make for ease and effectiveness in communicating, a number of procedures and conventions are set out below.

The conventions that are listed are not, in some cases, the only ones that are accepted. There are, for example, other ways of acknowledging references. In the absence of any directions to the contrary, students are asked to follow consistently the procedures named.

## FORM OF PRESENTATION

1. Unless a specific request is made by the lecturer to whom the assignment has to be submitted, essays may be presented on *either* quarto *or* foolscap paper so that they can be filed with the student's own lecture notes and other records.

2. The recommended structural sequence of the essay is as follows:

Title page.

Synopsis (if required).

Table of contents (if required).

List of tables and illustrations (if required).

The body of the essay.

Appendix or appendices.

Bibliography.

3. It is a great help to the assessor if an essay is typed. If it is typed, use double spacing for all but footnotes and the bibliography—generally they are typed using single spacing. If the essay is written, write legibly. Whether typed or written:

(a) use one side only of the paper;

(b) leave a margin of at least  $1\frac{1}{2}$  in. to allow for comment;

(c) number the pages consecutively and attach them firmly;

(d) submit the essay unfolded.

4. Proof read your essay carefully, correct all errors neatly, and *retain a copy*.

## QUOTATIONS

1. Quotation marks must be used for *all* quotations.
2. If the quotation involves no more than two or three lines of prose, it may be enclosed by quotation marks within the body of the paragraph. Longer quotations should be indented and separated from the rest of the paragraph, so making a paragraph within a paragraph.
3. When verse is quoted, it should always be separated from the rest of the paragraph and set out as verse, *unless* a phrase only is being quoted, when it may be included within the paragraph.
4. When a quotation occurs within a quoted passage, double inverted commas are used for the whole quotation and single inverted commas are used for the enclosed quotation.
5. Quotations *must* be acknowledged in the footnotes.

## FOOTNOTES

1. Footnotes are used to
  - (a) indicate the exact source of a quotation;
  - (b) acknowledge indebtedness for opinions or ideas;
  - (c) give the authority for a statement which may be open to doubt;
  - (d) give cross references within the essay;
  - (e) give other interpretations which, if included in the essay itself, might distract the reader from the main stream of thought. If this material is extensive, it is better included in an appendix.
2. Number footnotes consecutively throughout the essay.
3. Place footnotes at the foot of the relevant page, separated from the text by a ruled line. If typed, they should be single spaced.
4. The first time a source is acknowledged in a footnote it should be acknowledged in complete form. Thereafter, the source may be referred to by use of the terms "ibid.", "loc. cit." or "op. cit."
  - (a) "ibid.": used when references to the same work follow each other without any intervening reference, even though separated by some distance. "Ibid." is used alone if the details of the reference are identical; if different volume or page numbers are involved, these must be shown.

(b) "Loc. cit.": used when it is desired to repeat the same reference to a work (i.e., same volume and/or page number), but when other references to other works have intervened. The name of the author(s) must be given, followed by "loc. cit.".

(c) "op cit.": used when a different volume and/or page number of the same work is cited. The name of the author(s) must be followed by "op. cit." and the new volume and/or page number. Like "loc. cit.", "op. cit." is used only when references to other works have intervened. When a reference has been fully cited in the text itself, "op. cit." may be used in the footnote acknowledgement to save repetition.

[This usage of the terms is taken from Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Chicago, The University of Chicago Press, 1955). The practice is followed by the Department of Education, University of Sydney.]

## BIBLIOGRAPHY

1. Every essay-type assignment should conclude with a detailed list of the sources used. It should refer to the books, articles, personal communications, etc. which were used and found helpful.

2. If a book is listed, the following information is expected:

Surname and initials of the author(s), title of book (underlined), place of publication, publisher, edition (if not the first), date of publication.

3. Articles found in books, periodicals or similar publications should be listed as follows:

Author(s), title, name of journal or other source (underlined), volume, number, date of publication, page numbers.

4. For essays, the list should be arranged alphabetically according to the authors' names. Only in the case of lengthy bibliographies is it the custom to classify the references under sectional headings such as general works covering the whole field, specific works covering particular aspects, official documents and pamphlets, periodical articles, etc.

5. If a book, document or article does not bear the name of a particular author, it should be placed in the list in alphabetical order according to the first word of the title other than "a" or "the".



## Examples:

### (i) *Books*

Ingram, Christine P., Education of the Slow-learning Child. N.Y., Ronald Press, 3rd. ed., 1960.

Cruickshank, William M. (ed.), Psychology of Exceptional Children and Youth, Englewood Cliffs, Prentice-Hall, 1955.

Tensley, A. E. and Gulliford, R., The Education of the Slow Learning Child, London, Routledge and Kegan Paul, 1960.

Schonell, Fred J. and others, The Subnormal Child at Home, London, Macmillan, 1958.

### (ii) *Pamphlets, Reports, Documents.*

Advisory Council on Education in Scotland: Report. Pupils Handicapped by Speech Disorders. Edinburgh, H.M.S.O., 1955, Cmd. 8426.

American Psychological Association. Technical Recommendations for Psychological Tests and Diagnostic Techniques. Washington, A.P.A., 1954.

Children with Special Health Problems, N.Y., National Tuberculosis Association, 1953.

Ministry of Education, Pamphlet 31, Health Education, London, H.M.S.O., 1954.

Ford, E. R. and others, Rehabilitation of the Disabled, Ottawa, Queen's Printer, 1960. (Department of Labour).

### (iii) *Articles*

Johnson, G. Orville, "Special Education for the Mentally Handicapped—A Paradox", Exceptional Children, Vol. 29, 2 (October, 1962), pp. 62-9.

Connor, Frances P., "The Education of Crippled Children" Education of Exception Children and Youth, ed. W. M. Cruickshank and G. O. Johnson, Prentice-Hall, 1968, pp. 429-497.

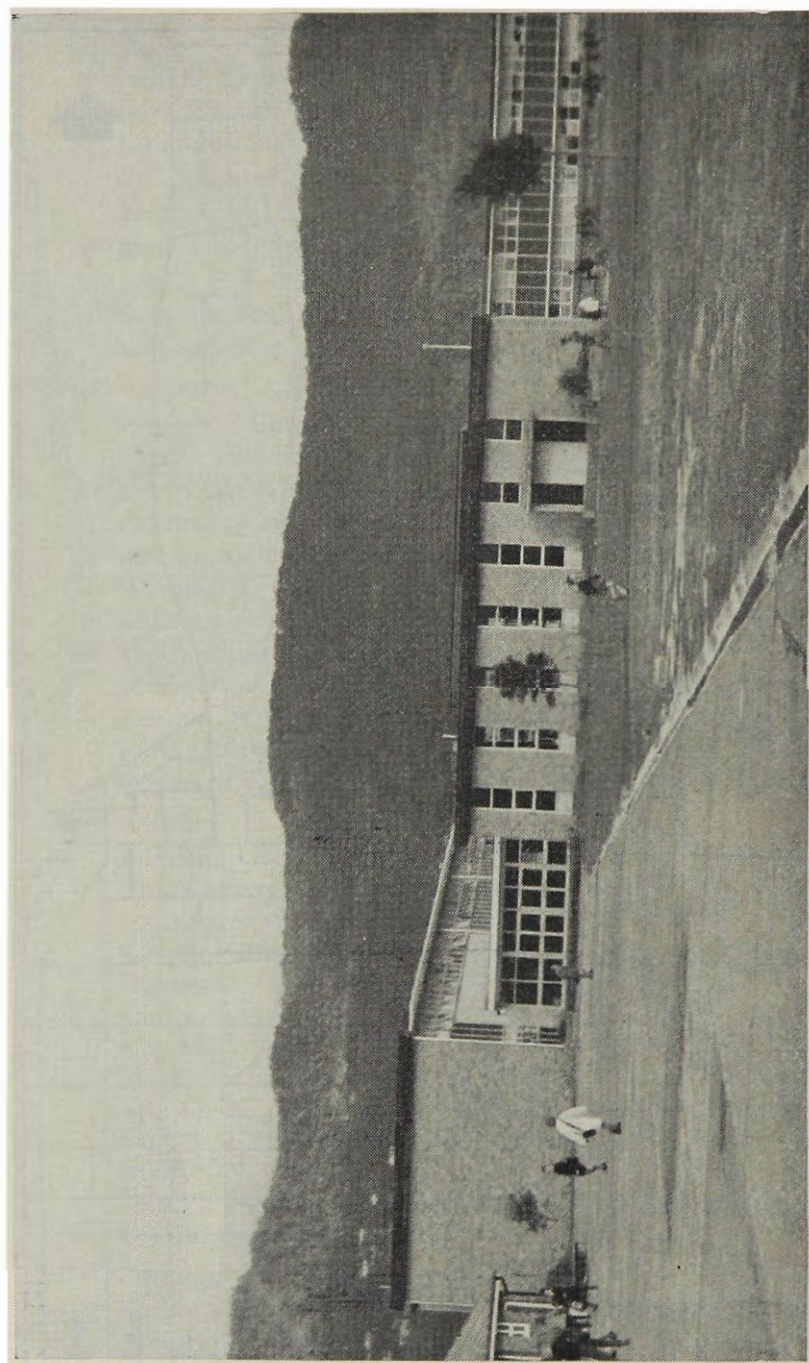
Manheim, Karl, "The Positive Role of the Sociology of Knowledge", Theories of Society, ed. Talcott Parsons and others, N.Y. Free Press of Glencoe, 1961, Vol. II. pp. 1070-1076.

"State", Church and Education", Sydney Morning Herald, 9th October, 1962, p. 2.

### (iv) *Personal Communication*

Smith, William, Letter to the writer, 24th December, 1962.  
Brown, John, Interview with the writer, 13th September, 1961.





**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., M.A.I.T.D.

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

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

*Deputy Executive Officers:* Mr S. LYONS, B.A. (Deputy Master),  
Mr O. DAVIES (Deputy Master), Miss S. QUINN (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 two 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.

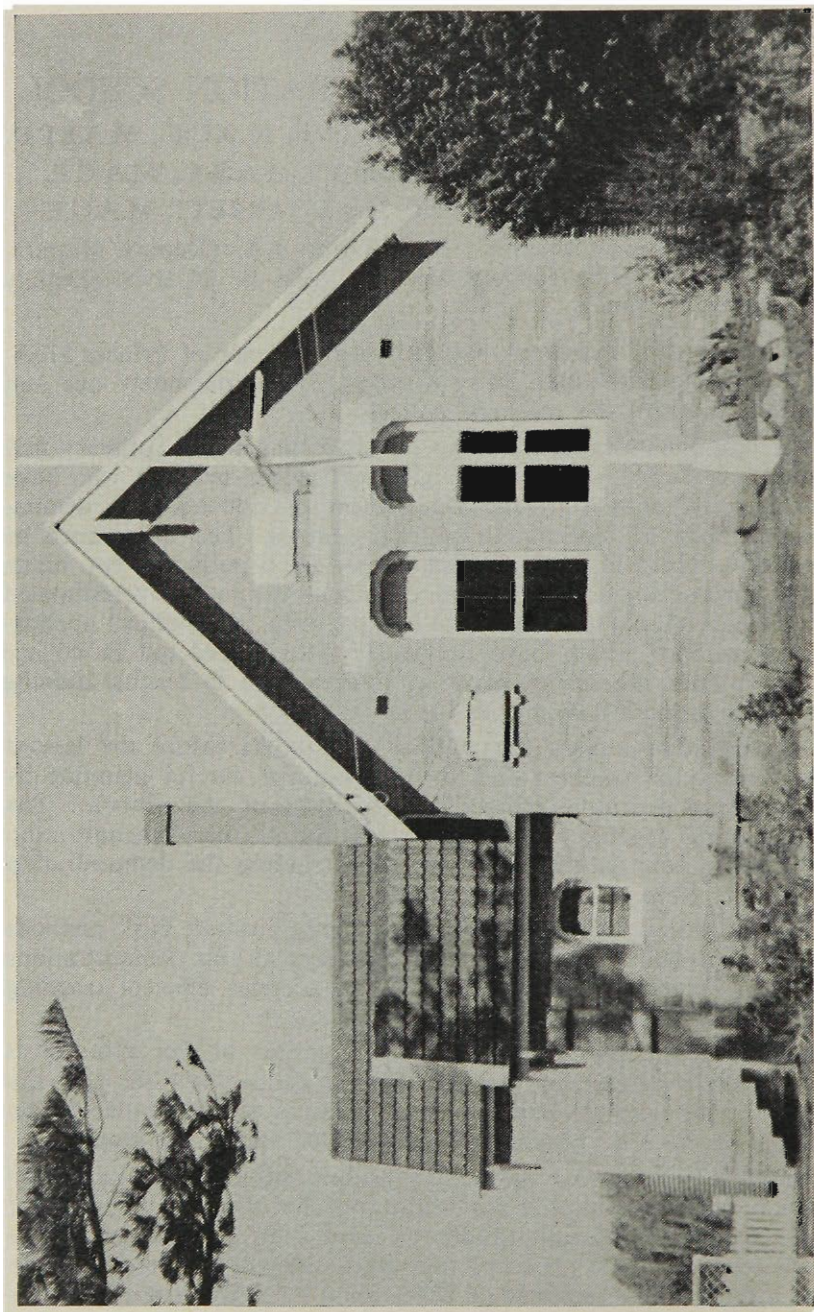
Demonstration lessons are planned two weeks before the lessons are given by the teachers and are the result of careful planning by the lecturers, executive officers and teachers of the school. The demonstrating teacher writes the notes for his/her demonstration lesson and a copy is given to each student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

- (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.
- (f) Dress should be appropriate to the occasion. Students should not wear jeans or thongs. Men are asked to wear coats. In exceptional circumstances, e.g., hot weather, where a coat is not worn, a long-sleeved shirt with tie is acceptable.

## MT KEIRA DEMONSTRATION SCHOOL

*Principal:* Mr B. R. BANKS, B.A.

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

Second year students visit the school 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.

(Physical Education and Secondary Professional—

Wednesday, 11.10 a.m. to 12.40 p.m. in Terms II and III.)

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

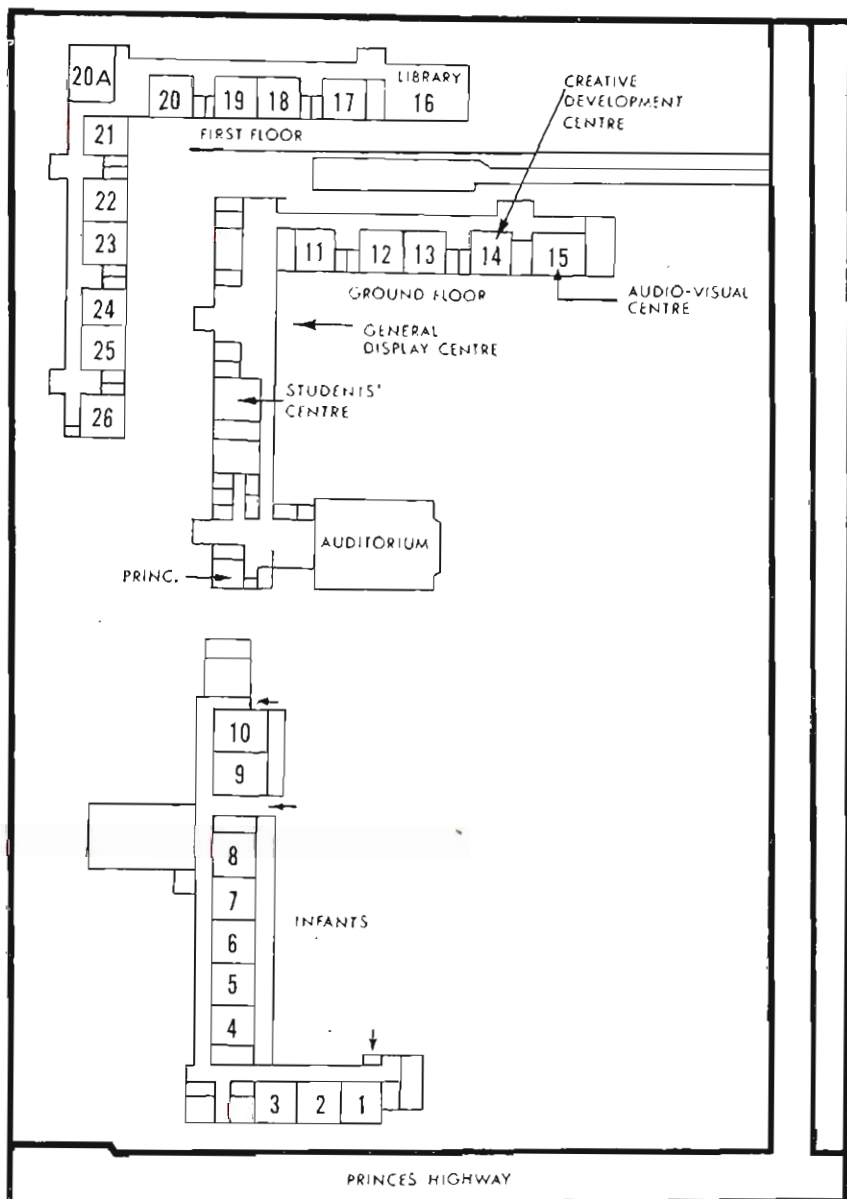
Third Year—At special times arranged with the Principal by lecturers.

Diploma of Education—Usually Friday.

Students are expected to make their way directly to the Demonstration School on the appropriate morning. (A bus will be available to take students from College to the School for the Wednesday demonstrations mentioned above.)

The following procedure should be followed on Tuesdays and Thursdays:—

- (1) Students should assemble informally in sections in the Students Centre. The accompanying plan will assist in locating the demonstrating rooms. All students should be present by 9.05 a.m., although second-year students will need to be present by 8.55 a.m. on days for demonstrations in Curriculum Studies B subjects (Art, Craft, Music, Natural Science and Physical Education). 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 by 9.10 a.m. (or 9.00 a.m. in the case of demonstrations for second-year students in Curriculum Studies B subjects).
- (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) 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 and the first from 10.45 to 10.55, five minutes being allowed for changes of rooms by lecturers and teachers.





- (6) Demonstrations for second-year students in Curriculum Studies B subjects will be discussed in the rooms indicated on lesson notes. The times for post-demonstration discussions will be the same as those for lessons in other subjects.
- (7) Buses will leave the school for the College at 11.00 a.m. Students are asked to make their way promptly to the buses on completion of the post-demonstration discussions.
- (8) The official hours of the Demonstration School are 9.25–3.25. The following are the discussion and demonstration times:
- (a) *All Demonstrations on Tuesdays for First Year Students and Demonstrations on Thursdays for Second Years in Curriculum Studies A Subjects (English, Mathematics, Social Science).*
- 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) *Demonstrations on Wednesdays (Terms II and III) for First Year Physical Education and Secondary Professional Students.*
- 11.00 a.m.—Bus leaves College for Demonstration School.
- 11.15–11.30—Pre-demonstration discussion of lesson.
- 11.30–12.00—Lesson is given.
- 12.00–12.05—Students and staff change rooms.
- 12.05–12.35—Post-demonstration discussion of lesson.
- 12.35–12.40—Students move to bus.
- 12.40—Bus departs for College.

(c) *Demonstrations on Thursdays for Second Year Students in Curriculum Studies B Subjects (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. On Tuesdays and Thursdays:—**

1. Demonstrations commence at 9.05 a.m. or 8.55 a.m. as indicated above.
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. In case of absence during practice teaching, students are required:

(i) to notify the principal of the school before the beginning of classes. It will be sufficient if another student at the school conveys a message to the principal.

(ii) to report to the principal of the school immediately on return to duty and obtain from him a leave of absence form provided by the College. This form should be addressed to the Vice-Principal of the College and forwarded through the principal of the school. This form should always show the student's college section number.

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. They will teach for about half of each day as a normal load while being responsible once in each week for a full day's 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) Second-year students will write full lesson notes for two lessons each day, and use day-book form for the remaining lessons on that day. Third-year students will record all preparation in day-book form.

(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 extends beyond the stated specific aims 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 of the programme and their relationship to the needs of the community.

Observe how the programme is set out and how provision is made for 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.

### HOME PRACTICE

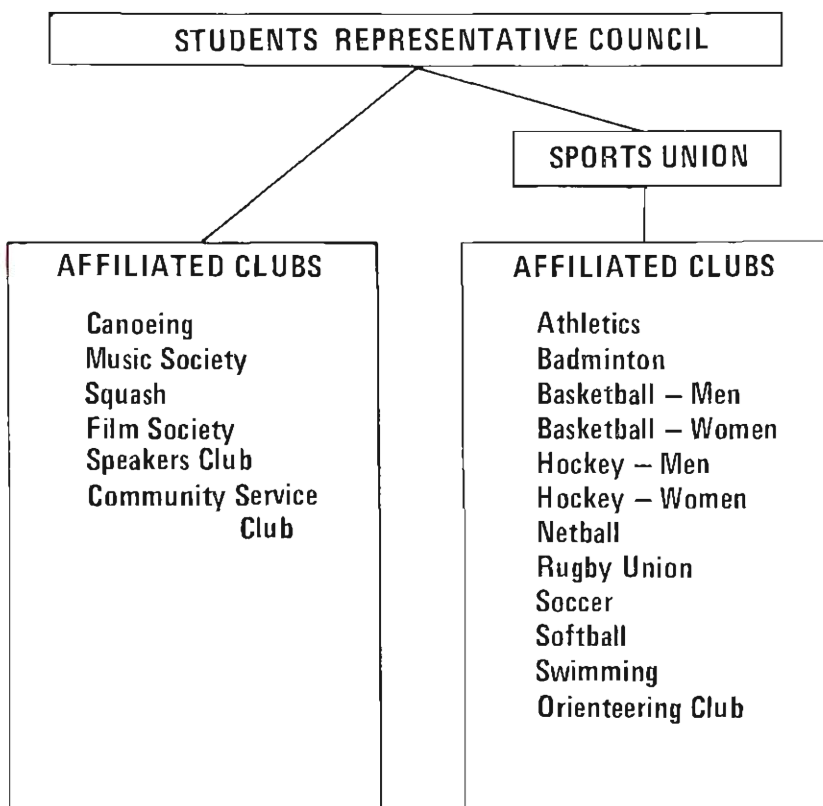
1. Where considered necessary, the College may direct some students to engage in practice teaching for two weeks during the latter part of the summer vacation.

2. Students may select their own schools, subject to College approval, but all such arrangements must be made through the College.

3. For this practice the College will not refund any travelling or other expenses incurred by students.

4. Students should prepare lesson notes and add to observation books as directed by the College.

## *Student Organization*



### Students Representative Council

1972–1973

*President*

Dieter  
Glaser

*Vice-President*

Don  
Green

*Secretary*

Nancy  
Stefura

*Treasurer*

Steve  
Wilson

*Clubs Director*

Michael  
Webb



# 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 second term in each year, or at such time as the Principal may determine in the light of any special circumstances within the College.
- (b) One representative, to be known as the "Section Representative" elected by *secret ballot* from the members of each section within the College. Election of the Section Representative shall take place not earlier than three full weeks from the commencement of the College year. 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.
- (c) Two representatives of the Sport 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 Office shall be in writing, signed by the person nominated and at least five other persons entitled to vote for him or her.
2. All nominations for Executive Office are to be displayed on the student notice board for one week prior to the day of the election.
3. Elections shall be by ballot, and by preferential voting.
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 50 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. The Secretary of every College club, society or association shall notify the S.R.C., through the Clubs Director of the S.R.C. in writing, of the names of the executive officers of that club, society or association within seven days of the election of such executive officers.

3. 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.

4. 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 \$3 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

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.

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

2. *Purpose:* The purpose of the S.U. is to promote and manage all 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. one-third 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 1973

*Student President*

Paul May

*Secretary*

Heather McGowan

*Treasurer*

Alan Thommeny

## THE INTERCOLLEGIATE BOARD

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

The Board is composed of the following:

- (a) The President—president, S.R.C.
- (b) The Executive Officers of the S.R.C.
- (c) The Executive Officers of the S.U.
- (d) Two members of staff nominated by the Principal.
- (e) Any other persons whom the Board elects to co-opt.

# 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 Avenue 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.

1971: Men: Phys.Ed. I	26 minutes 08 seconds.
Women: Phys.Ed. III	37 minutes 08 seconds.
1972: Men: Phys.Ed. III & IV combined	_____
Women: Phys.Ed. III & IV combined	_____
1973: Men: Phys.Ed. III & IV combined	23 minutes 54 seconds.
Women: Phys.Ed. III & IV combined	42 minutes 12 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:

## *Community Service Club*

This club has been organized to give students of the College an opportunity to assist worthwhile charities in the district. Club members decide which organization they wish to assist, then plan ways and means of giving financial or physical help. The club meets from time to time when necessary to carry out the desired projects.

## *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.

## *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 each week at Smith Street Squash Courts, usually at night. Instruction is given to beginners, and experienced players have plenty of time to display their talent.

### *Other Clubs*

The College also has the following clubs for sporting activities:

Athletics Club.

Badminton Club.

Hockey Club.

Orienteering.

Rugby Union Club. (Field three teams.)

Soccer Club.

Swimming Club.

Men's Basketball Club.

Women's Hockey Club.

Women's 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 ensuing general meeting.



# CONSTITUTION OF THE PHYSICAL EDUCATION ASSOCIATION OF WOLLONGONG TEACHERS COLLEGE

The Physical Education Association pertains to those students majoring in Physical Education, Health and Recreation.

## A. *Composition*

1. The Council shall consist of—

- (a) President, Vice-President, Secretary, Assistant Secretary, Treasurer and Vice-Treasurer. These executive officers shall be elected by the physical education student body and the Physical Education Faculty, during the first two weeks in June each year. Retiring officers shall be eligible for re-election.
- (b) Eight committee members. Each academic year will be represented by two committee representatives from that year. They will be elected at the same time as the executive officers. Previous representation on the committee does not debar a student from further nomination in subsequent years.
- (c) One member of the Physical Education Faculty who will be elected by the Physical Education Faculty, and election will be held at the same time as it is for the executive officers. The retiring member shall be eligible for re-election.

2. An executive officer or committee member shall represent only one of the constituent bodies outlined as above.

## B. *Elections*

1. Nominations for office shall be in writing, duly signed by the nominator and the seconder. The nominee must countersign.

2. Elections shall be by ballot and by preferential voting.

The returning officer shall be the head of the Department of Education at Wollongong Teachers College.

3. Two first year representatives will be elected in the fifth week after college commencement and they will remain in office until the annual elections. These representatives will be eligible for re-election.

### *C. Function*

1. The Council will try to provide physical education in the College and the community.

2. The Council will represent the physical education students in the College and try to unite the students within the College.

3. The Council will try to provide and extend the physical education facilities for the students and the community.

### *Meetings*

1. The Council will meet in eighth lectures, the first Monday in each month.

2. Special meetings can be called according to the discretion of the Council, or on the petition of twenty students.

3. A quorum of the Council shall consist of the executive officers and eight committee representatives. If a member cannot attend a meeting, a written apology plus a substitute delegate must be present at the meeting.

4. Issues shall be determined by a two-thirds majority vote.

5. Meetings of the Council shall be open to all students and lecturers who wish to attend. Such visitors shall have no voting rights but may speak with the chairman's consent.

6. Notices of motion must be in writing and seconded.

### *Finance*

1. An annual subscription fee will be paid by each physical education student and Physical Education Faculty member. This is compulsory.

2. If other students (e.g., elective physical education students) wish to become associate members of the Physical Education Association, they may do so by paying the annual subscription.

3. All funds or donations received by the Council shall be controlled solely by the Council and will be allocated at the discretion of the executive committee. The funds shall always remain in the Physical Education Association's account.

4. One centralized bank account is to be held and shall be operated upon only by cheque, signed by any two of the following:

The President, Vice-President, Treasurer, Vice-Treasurer, Secretary or Assistant Secretary. The official auditor shall be the Registrar of Wollongong Teachers College.

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

#### *Powers of the Council*

1. A majority vote of two-thirds carries a motion.
2. Students or lecturers not on the Council have power of voice only.

#### *Alteration of the Constitution*

The constitution can only be changed by a two-thirds majority vote of the Committee members and the Executive Officers combined.

# 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 consistently to 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 1973

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. John Mason, B.D., Th.Schol., c.o. St Michael's Pro-Cathedral, Wollongong. Phone 29 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 29 2119.

## YOUTH COUNSELLING SERVICE

A professional Counsellor is available to assist young people with problems, on Wednesday evenings between 5.30 p.m. and 7.30 p.m.

This is a free service, provided by the N.S.W. Association for Mental Health at the Smith Family Community Services Building, (28 Market Street, Wollongong).

Please telephone the Smith Family (29 7277) for an appointment or come to the Centre between the hours stated above.

Interviews are strictly confidential and available to any person between the ages of 15 and 22.

# **COURSES OF STUDY**

# GENERAL PRIMARY COURSE

## DIPLOMA IN TEACHING

In 1969 three-year courses were introduced to replace the two-year courses for General Primary teachers.

In 1971 the Advanced Education Board gave approval for the award of a Diploma in Teaching for students successfully completing this course.

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.

### *Social Experience for Internal Third Year Students*

It is traditional for third year students to undertake some form of social work that will bring them face to face with people in need. Not only are they to help people less fortunate than themselves—the sick, the handicapped, and the aged—but they are expected to gain something of value for themselves as persons.

This work is done for a half-day a week for some period in second term. At the end, students are asked to make a brief report on the kind of work they have been doing, and the insights they have gained.

This social work is supervised by a senior member of staff.

## EXTERNAL STUDIES

The College offers a correspondence continuation course which is designed to enable two-year trained teachers to achieve three-year status.

### *Outline of Course*

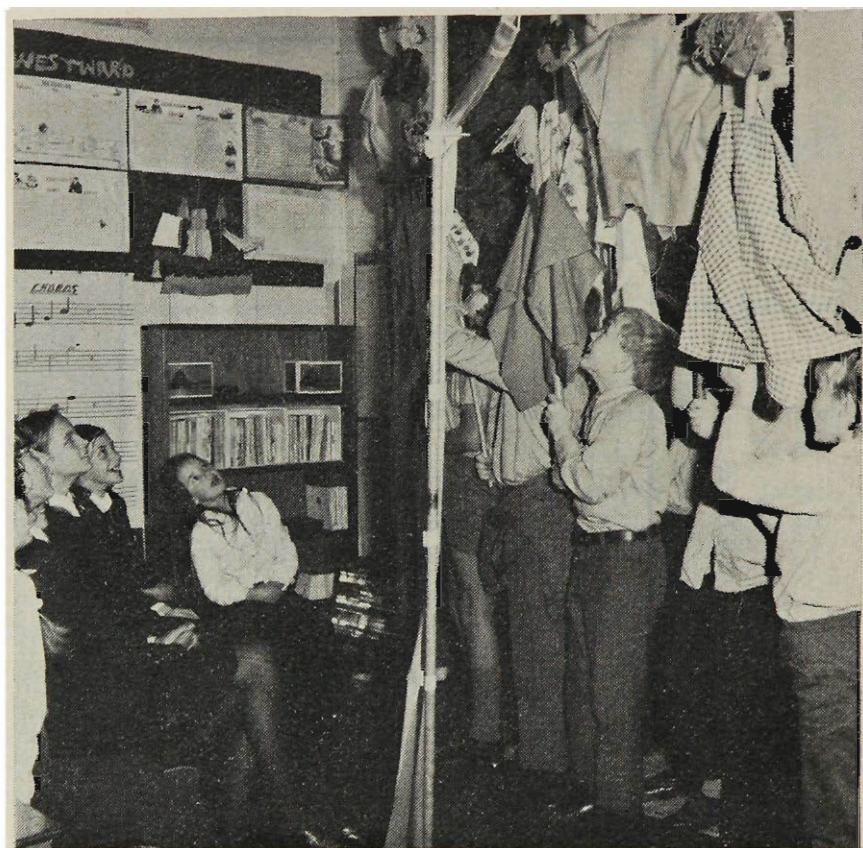
The full course runs over a minimum period of two years and involves one year's study in each of the following fields:

1. Education.
2. Elective A.
3. Elective B.
4. Curriculum Studies.

**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	"A"	"B"	
1st Year	3 hours	2 hours	1 hour	..	English Maths Soc. Sc. 2 hours 2 hours 2 hours	Art Craft Music Nat. Sc. Phys. Ed. 1 hour 1 hour 1 hour 1 hour 1 hour	3 hours	3 hours	23
2nd Year	3 hours	1 hour	1 hour	1 hour	English Maths Soc. Sc. 1 hour 1 hour 1 hour	Art Craft Music Nat. Sc. Phys. Ed. 2½ hours 2½ hours 2½ hours 2½ hours 2½ hours	3 hours	3 hours	20
3rd Year	3 hours	1 hour	1 hour	..	Principles of Teaching		4 hours	4 hours	16





Elective Courses are offered in English, Geography, History, Economics, Asian Studies, Music, Craft, Art, Physical Education, Natural Science, Education, Mathematics and Readings in Drama.

Students wishing to complete two subjects per year must, in the first year of the external studies course, enrol for Core Education and Elective B; in the second year, provided that they have successfully completed Core Education and Elective B, students must enrol for Curriculum Studies and Elective A. This does not, however, prevent a student from taking only one course each year, provided that he enrolls for Core Education in his first year and Curriculum Studies in his second year.

It is expected that teachers who graduated from Wollongong Teachers College will continue with the elective subjects which they studied at College.

### *Eligibility for Course*

Persons who are now teaching or deemed eligible for appointment as teachers shall be permitted to enrol for the correspondence course. Because the College can cater for only a limited number of external students, priority will be given to ex-students of Wollongong Teachers College, and ex-students of other Colleges will not be enrolled if the College in which they did their initial training provides a means of securing three year status.

### *Requirements for three year status*

In order to satisfy requirements for the granting of three year status, students must:

- (1) Satisfactorily complete all the requirements for the two year internal College course.
- (2) Secure a pass in each of the four areas of study offered in the external continuation course, viz. Education, Elective A, Elective B and Curriculum Studies.

### *Duration of Courses*

The course will be run over the period March to October each year, commencing 1st March and ending 31st October.

### *Enrolment Procedures*

Early in January of the year in which a student wishes to commence study, he should make application in writing to the Organiser, External Studies Courses, Teachers College, Wollongong, 2500. The necessary enrolment forms and relevant information will then be forwarded to the applicant.

# ART

## CURRICULUM STUDIES B

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

*One hour per week*

The first year of the art course is concerned with establishing the basic attitudes and skills required of the primary school teacher.

The course begins with an examination of the nature of Art and the educational implications of the creative process. These and subsequent lectures will be reinforced by constant reference to painting and sculpture, both classic and modern.

Practical lectures will be designed to develop the confidence and skill of students in manipulating art media. These lectures will also provide an understanding of the bases of effective art programming for primary and infants children.

## **Second Year**

*Two and one half hours per week*

This course, to be undertaken by approximately two-fifths of those students electing to prepare for general primary teaching, is designed to expand the understandings and skills established during first year.

Greater emphasis is placed on 20th century art up to and including the present decade.

Practical work, in a wide range of media, is organized around the environmental and situational stimuli most relevant to the experience of infant and primary children.

Students graduating from the second year curriculum studies art course are seen as potential art specialists within the existing organizational framework of New South Wales primary schools.

## **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. They will be expected to produce a body of work suitable for open exhibition.

# CRAFT

## CURRICULUM STUDIES B

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 students with opportunity for individual expression and the development of creativity.

### First Year

*One hour per week*

The first-year course will aim to provide a broad general background to the teaching of craft at all levels in the primary school, from kindergarten to sixth grade.

Practical work will be undertaken in the following crafts :

Bookcrafts, including paper decoration

Puppetry

Canework

Light woodwork

Weaving

Lectures will also deal with aims, organization and programming.

### Second Year

*Two and one half hours per week*

This course, to be undertaken by approximately two-fifths of those students electing to prepare for general primary teaching, will review and extend the topics covered in first year with emphasis on special features applicable to the primary grades. In addition, activities will be undertaken to develop the skills and techniques associated with the following media:

Fabrics

Leather and leather substitutes

Paper

Indigenous materials

Copper foil

Vitreous enamel

Mosaics.

Lectures will also include the following topics:

Aims, attitudes and standards.

Lesson types.

Organization.

Programming.

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

## 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 aspects 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 theory 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 teaching.
Year II	Educational Psychology: Psychology of learning.	History of Education and Comparative Education.
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.

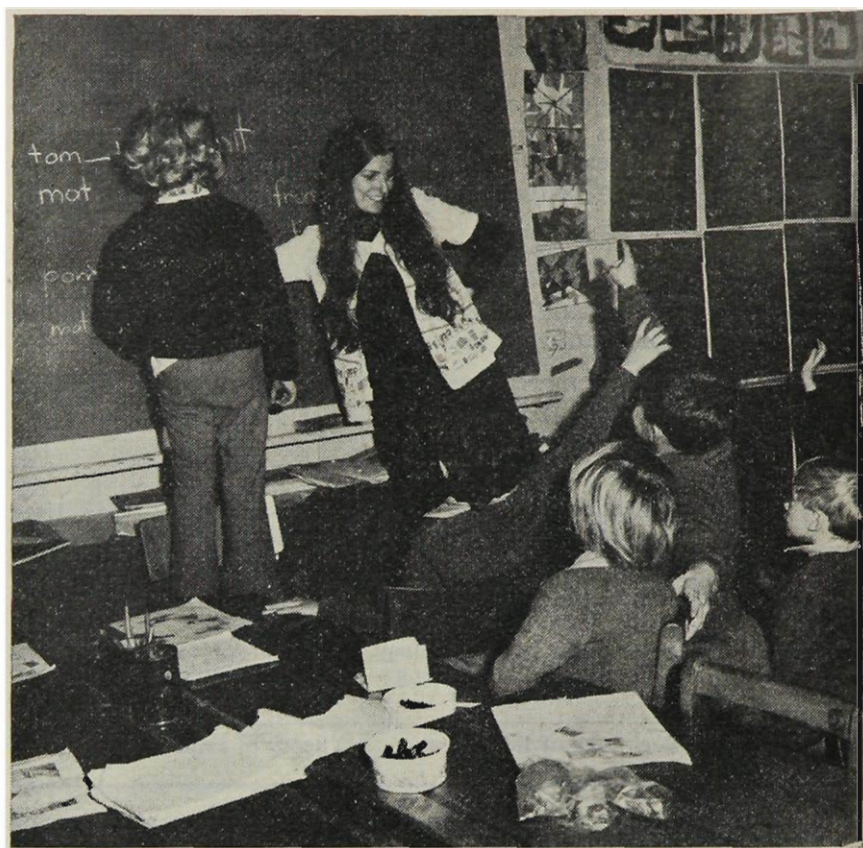
Texts and references together with more detailed statements of course content will be made available to students at the commencement of each course unit and/or at appropriate times thereafter.

### *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 teaching;
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 1974 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, under this heading, for entry into teaching will concentrate upon:

- (1) The ethics of the profession.
- (2) The New South Wales Department of Education and 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 and Curriculum*

This course deals with issues where judgments cannot be as clear-cut as they often are in other areas of study. In it, therefore, students will be encouraged to develop an overall orientation to teaching appropriate to them personally by attention to:

- (1) The kinds of assumptions that underlie the task of deciding on educational objectives.
- (2) The development of a pattern of objectives for teaching.
- (3) The integration of a system of teaching procedures consonant with such objectives. In particular, new and likely trends in teaching are discussed as a basis on which new teachers may formulate their own policy for teaching.

## 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*

In general, assessment will be based on evaluations of performance in assignments set during the year. Additional work, including an examination at the end of the year, 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*

Berlo, D. K.: *The Process of Communication.*

Bailey, B., and Morgan, D. H.: *Thinking and Writing.*

Dickens, M.: *Speech: Dynamic Communication.*

Eisenson, J.: *The Improvement of Voice and Diction.*

Hayakawa, S. I.: *Language in Thought and Action.*

King, A., and Ketley, M.: *The Control of Language.*

Mitchell, A. G.: *The Use of English.*

## Verse Anthologies

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

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

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

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 A

*First Year: Two hours per week*

*Second Year: One hour per week*

This course, which extends over two years, aims at developing the attitudes and skills which may help the student to become an effective teacher of English at the primary level.

The course takes as its starting point an examination of the processes of language acquisition in children, with some references to the nature of language itself.

The 1973 *Curriculum in English for Primary Schools* will be studied in detail and the discussion of methods of putting its principles into effective practice will be the central concern of the course.

The following topics will be considered:

- (1) The nature of language. The structure of English, including a consideration of some of the grammars which have attempted to describe it.
- (2) Language acquisition in children and its implication for the teaching of the language arts.
- (3) The 1973 *Curriculum in English*—its guiding principles and suggested approach.
- (4) The language arts in the infants school.
- (5) The teaching of speech and drama in the primary school.
- (6) Reading in the primary school, including a special study of children's literature.

- (7) Written expression in the primary school, including the teaching of handwriting and spelling. (It is expected that students will develop competence in an accepted form of handwriting as part of the course.)
- (8) Remedial teaching in English with special emphasis on the teaching of reading.
- (9) Making provision for the gifted child.
- (10) The use of the library, television, film, radio and other facilities in the teaching of English.
- (11) Film making in the primary school.
- (12) The construction and use of teaching aids.
- (13) Techniques of evaluation in the teaching of English.
- (14) Planning the English programme in the primary school.

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 during practice teaching sessions.

#### *Suggested References:*

- Anderson, Dawn, *I'm Four Potatoes*, Melbourne, PACT, 1971.
- Cullinan, Bernice E., *Literature for Children: Its Discipline and Content*, Dubuque, Wm C. Brown, 1971.
- Darrow, Helen, and Howe, V. M., *Approaches to Individualized Reading*, N.Y., Appleton-Century-Crofts, 1960.
- DeBoer, J., and Dallman, Martha, *The Teaching of Reading*, New York, Holt, Rinehart, 1970.
- Kennedy, E. C., *Classroom Approaches to Remedial Reading*, Itasca, F. E. Peacock, 1971.
- Miller, Wilma H., *The First Rs Elementary Reading Today*, New York, Holt, Rinehart, 1972.
- Petty, W. Y., and Bowen, Mary, *Slithery Snakes and Other Aids to Children's Writing*, New York, Appleton-Century-Crofts, 1967.
- Powell, Brian, *English through Poetry Writing*, Sydney, Novak, 1967.
- Spache, Evelyn B., *Reading Activities for Child Involvement*, Boston, Allyn and Bacon, 1972.
- Way, B., *Development through Drama*, London, Longmans, 1967.
- Wilkinson, A., *The Foundations of Language*, London, O.U.P., 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 in this course will be a study of the possible relation between literature and social trends. The first year will be devoted to a study of significant literary works dealing with themes related to War and the Fighting Man, The Problems of Being Young, Cultural and Racial Conflict, The Plight of Women, Delinquency, and other topics which reflect social concerns.

The second and third years of the course will be devoted to an examination of particular periods in social history and the literature which they have produced. Possible areas of study here will include Elizabethan and Jacobean England, Victorian England, Australia Since World War II, Modern America and Restoration England. It is hoped that occasional lectures may be given by members of the Social Science, Art and Music departments.

The course will include an investigation of the modes through which writers explore social issues and to this end satire, tragedy, comedy and propaganda will be examined.

### 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 and third 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

## 1. *Basic Lecture Course*

All students are required to attend lectures, one hour per week.

Two demonstration lessons will be arranged at Fairy Meadow Demonstration School.

Three assignments and one terminal examination paper will be required. Assessment will be made on the basis of these.

The lecture course will concern itself with a selection of topics from the following areas:

- Consumer Health
- Drugs and Drug Abuse
- Food and Nutrition
- Community Health Services
- Heredity
- The Family and Family Planning
- Pollution
- Communicable Diseases
- Prevention of Heart Disease
- Mental Illness
- Cancer
- First-aid
- Health Problems of Childhood
- Handicapped Children.

Although it is not possible to arrange a First-aid Course for College students, students are urged to obtain some formal first-aid training, if at all possible.

## 2. *Optional Seminar Groups for Credit or Distinction*

Students are invited to join one or more of three small groups which will meet weekly for 5 weeks. Each discussion group will investigate a topic of current interest to students. By their participation students may qualify for credit or distinction passes in Health Education.

# 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 A

### First Year

*Two hours per week*

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

#### 1. *Method*

- (a) Development of knowledge and skills.
- (b) Development of concepts. Activity lessons. Inductive and deductive procedures.
- (c) Planning and preparing lessons.
- (d) Aims and attitudes.
- (e) Development of the number concept in the child. Conservation and Seriation.
- (f) Cuisenaire material and other structured aids.

#### 2. *Background to Primary Mathematics*

- (a) Set theory.
- (b) The number system.
- (c) Number laws.
- (d) Algorithms.
- (e) Geometry and topology.
- (f) Enrichment topics.

## 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.
2. Teaching techniques, grading of work, programming.
3. The development and use of teaching aids.
4. The use of Cuisenaire material in the primary school.

## ELECTIVES A AND B

*First Year: Three hours per week*

*Second Year: Three hours per week*

*Third Year: Four hours per week*

## ADVANCED MATHEMATICS

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 calculus, algebra, computing, statistics and geometry.

## ELEMENTARY MATHEMATICS

This course is designed for students with an interest in mathematics but with little or no background.

A wide variety of topics will be studied including logic, computing, statistics, curves, number theory, etc.



# MUSIC

## CURRICULUM STUDIES B

### First Year

*One hour per week*

This course is of one year's duration and is taken by all first year students.

Skill and practical musicianship will be established in the following areas, 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.

A practical study.

Introduction of recorded works suitable for classroom listening activities.

Introduction of percussion instruments.

Introduction of tuned percussion.

### Second Year

*Two and one half hours per week*

Students are expected to develop skills in each area established in the Curriculum Studies First Year course. Extension of teaching material, content and repertoire in each area of the course will be required. Practical exercises will be set in music programming, using material known or familiar to the student and elementary conducting skills introduced.

## 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).

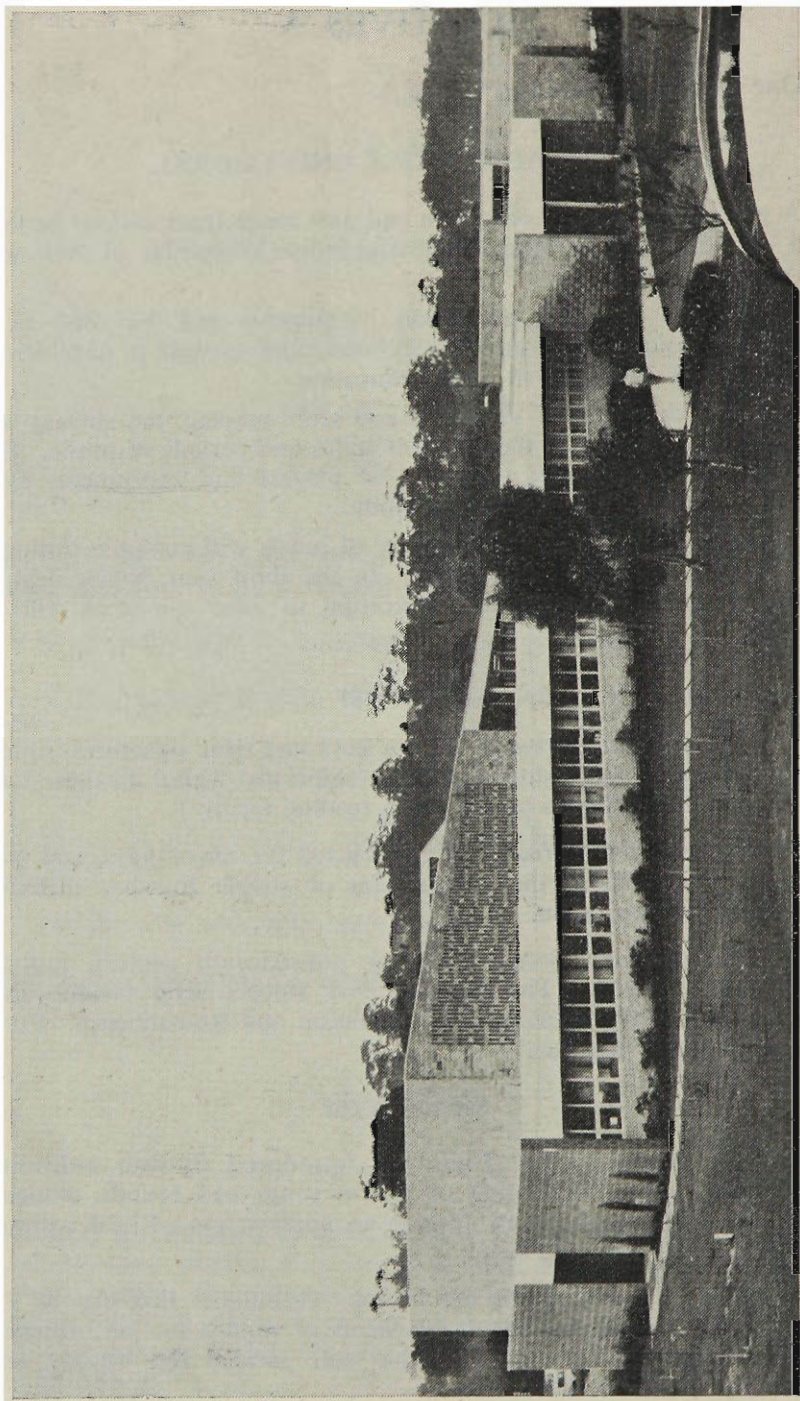
How the Primary Triads are constructed for major keys, and how they can be used in the composition of simple four-bar melodies and their harmonization.

(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 Centre and Lecturers Office 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 solo, small 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.

Solo 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

*One hour per week*

Throughout this course, a teaching approach to certain selected topics will be presented to show all students what the major aims in teaching primary science are, and how best these aims are achieved. Emphasis will be placed on the communication of attitudes rather than on the teaching of factual detail.

Topics chosen for treatment are:

- basic principles of sound,
- selected invertebrates and plants,
- forces and simple machines,
- Australian flora,
- conservation.

The assignments due at the end of first and second terms complement classroom work, and are to be regarded as an integral part of the course.

### Second Year

*Two and one half hours per week*

Throughout the course, emphasis will be placed on the need for teachers of primary science to maintain a balance between factual detail and scientific processes on the one hand, and communication of attitudes on the other.

The following matters will be examined in detail:

- comparison of the discovery method with the exposition method,
- observation lessons inside and outside the classroom—the nature ramble and excursion,
- specimens and locations upon which observations can be practised, including an excursion to the marine rock platform,
- various kinds of experiment and problem-solving lessons,
- physics and biology topics suitable for experimental work,
- the teaching of children about the scientific method,
- the development of a set of aims for the teacher, and specific behavioural objectives for pupils in primary science,
- the importance of aids in the teaching of science, and the lesson based on aids,

the use of various kinds of visual aids will be integrated with the rest of the course,  
the science table, the school garden and other facilities needed for the teaching of science,  
the film lesson and the narrative lesson,  
implications for the teaching of science from the educational psychology of Piaget, Bruner, Gagne, Ausubel, and Skinner,  
application of the principles of Gagne to the development of the curriculum known as "AAAS Science—the Process Approach",  
TPS—the Western Australian version of the process approach, principles of programming and timetabling natural science in the primary school,  
the teaching of topics that present special difficulties, e.g., current electricity, minerals and rocks.

The assignments set for various times of the year complement the classroom lectures, and are to be regarded as an integral part of the course.

## 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; infrared 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.

## 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.

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

### 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

### First Year

*One hour per week*

This course is designed to acquaint students with the Curriculum for Physical Education in the Primary and Infants schools, and to prepare them for teaching basic skills in the areas of gymnastics, games and dance.

Content will include:

- (1) Aims and objectives of Physical Education.
- (2) Lesson planning, unit planning, curriculum content, class organization for the—
  - (a) Gymnastic lesson.
  - (b) Dance lesson.
  - (c) Games lesson.
  - (d) Sports period.
- (3) Organization for Tabloid Sports, Carnivals and minor games.

- (4) Administration of physical education within the primary and infants schools.
- (5) A brief overview of the physiological basis of physical education.

## **Second Year**

*Two and one half hours per week*

A detailed and specialized extension course directed towards teaching of physical education in the primary schools.

Areas covered will include:—

- (1) Lesson planning and content material in
  - (a) Learn to swim.
  - (b) Dance—creative and folk.
  - (c) Gymnastics.
  - (d) Games—minor and major.
- (2) Organization of sport afternoons and carnivals.
- (3) Organizational features. Care of equipment, facilities available, National Fitness, source materials etc.

## **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*

Students will choose from within the following areas:

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

## CURRICULUM STUDIES A

*First Year: Two hours per week*

*Second Year: One hour per week*

### *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 waken 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 the disciplines of anthropology, economics, geography, history, political science, social psychology, and sociology, to become aware of the concepts and modes of inquiry of the social sciences, and to appreciate their interactions in the teaching of social studies.

### *Content*

- 1. Social Studies as an area of the curriculum.
  - (a) The nature of social studies.
  - (b) Changing perspectives in the social sciences.
  - (c) Developing a new curriculum.
- 2. Content and structure of knowledge.
  - (a) Significance of structure in the social science disciplines.
  - (b) Inquiry-conceptual approach to learning.
- 3. Social education.
  - (a) Critical examination of attitudes, beliefs and values.
  - (b) Moral development and moral reasoning.
- 4. Learning and teaching social studies.
  - (a) Basic teaching skills.
  - (b) Teaching strategies.
  - (c) Unit planning.



# 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.

### *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

### First Year

#### *Labour Economics*

Theories of wages and employment; labour input-output; marginal productivity theory; collective bargaining; wage agreements; legal fixation; supply of labour; labour mobility; structure of Australian work force; determination of wages in Australia; the Arbitration system; Trade Unions in Australia; significance of disputes.

#### Reference Books:

Cartter, A. M.: *Theory of Wages and Employment*, Homewood, Irwin, 1959.

Hicks, J. R.: *Theory of Wages*, London, Macmillan.

Horn, R. V.: *Labour Economics—Australia*, Melbourne, Cheshire, 1969.

*Vernon Report*, Part II.

Chamberlin, N.: *Collective Bargaining*, New York, McGraw-Hill.

#### *International Trade*

Reasons for international trade; comparative advantage theory; terms of trade; gains from trade; free trade; barriers to international trade; protection methods; income effect; Balance of Payments; international exchange rates; pattern of Australian overseas trade; objectives and operations of G.A.T.T.; I.M.F.

#### Reference Books:

Kindleberger, Chas: *International Economics*, Homewood, Irwin, 1961.

James, D. E., and James, W. E.: *Basic Economics*, Sydney, McGraw-Hill, 1971.

Tarshis, Lorie: *Introduction to International Trade and Finance*, New York, Wiley, 1962.

### Second Year

An intermediate course in microeconomics is offered in Semester I covering:

Theories of demand—utility and indifference curve analysis.

Elasticity.

Theory of production.

Theory of costs.

Prices and output in perfect competition.  
Price and output in imperfect competition.  
Monopoly.  
Oligopoly.  
Theory of factor pricing.

The second semester is concerned with theories of public expenditure and covers such topics as:

Public and private goods.  
Optimal resource allocation to public goods supply.  
Decision making models.

Some empirical work may be included.

*Reference Books:*

Bilas, R. A.: *Microeconomic Theory*, McGraw-Hill, 1967.  
Leftwich, R.: *The Price System and Resource Allocation*, Holt, Rinehart and Winston, 1970.  
Due, J. F., and Clower, R. W.: *Intermediate Economic Analysis*, Richard D. Irwin, 1966.  
Musgrave, R. A.: *The Theory of Public Finance*, McGraw-Hill, 1959.

*Macroeconomics*

1. Income determination—consumption, saving, 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.

## 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 1860***

A study of source material relating to:

- (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.

## **Second Year**

### **1. *Australia: The Last Hundred Years***

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 one hundred 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. As with the General Primary Course, successful students will qualify for the award of a Diploma in Teaching.

The course differs from that for general primary teaching only in the second year. In that year:

- (1) Infant Education replaces Curriculum Studies A.
- (2) Curriculum Studies B are modified where necessary to suit the needs of infants teachers.

Details of Infant Education and Curriculum Studies B follow.

# INFANT EDUCATION

*Three hours per week*

This course is designed to develop understandings of the theoretical bases of the education of young children and to lay a foundation for the application of these principles in the classroom.

The course has a number of distinct strands.

## *1. 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.

## *2. English*

Linguistic education as continued development.

Communication through oral, visual and written language. As interrelated components, techniques for the development of listening, speaking, reading and writing place emphasis on the sequential development of skills and evaluation of individual rates of progress.

The values of literature and drama.

Integration of these strands using creative approaches. Integration with other subject areas.

Management procedures and organization to provide for these experiences.

## *3. Mathematics*

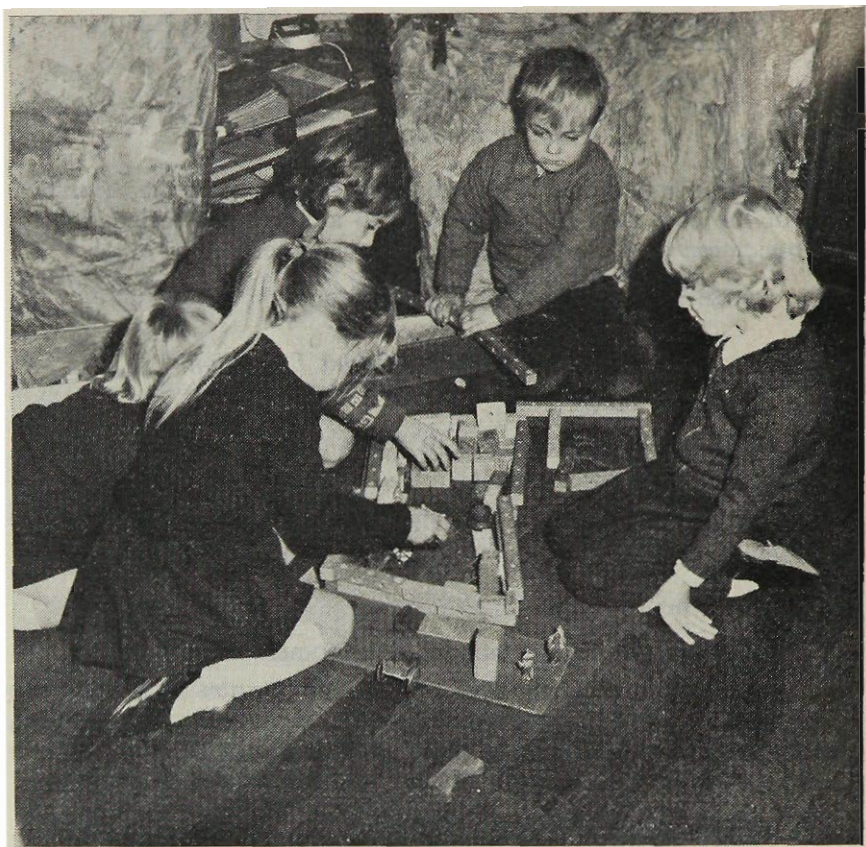
This strand is designed to show an approach which will encourage the young child to gain an understanding of mathematics through experiences of discovery and application using both structured and environmental materials.

Emphasis is placed on progression and development.

## *4. Social Studies*

This strand centres on an inquiry-conceptual 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 is stressed.

Throughout the course, the principles involved in the making of activity material and teaching aids to suit a variety of levels of development are discussed and applied. As well, stress is put on the need for intending teachers to understand that the younger child's approach to learning involves an appreciation of the wholeness of knowledge. While teachers themselves will necessarily use defined subject areas in teaching, their procedures in the classroom must take this characteristic of children into account. Here the course examines current trends in teaching such as "integration", "units of work", and "open plan" systems of organization.

# ART

## CURRICULUM STUDIES B

*Two and one half hours per week*

This course will be undertaken by those students preparing to teach in the infants school who have selected Art as one of the two areas of curriculum studies to be continued in depth.

The second year course for prospective infants teachers, while remaining within the same general pattern as the primary course, will place special emphasis upon confidence and ease of handling of ideas and materials with infants classes.

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

*Two and one half hours per week*

This course will be undertaken by those students preparing to teach in the infants school who have selected Craft as one of the two areas of curriculum studies to be continued in depth.

The topics covered in first year will be reviewed with emphasis on special features applicable to the infants school. In addition, further practical activities will be undertaken in

Paper crafts  
Textile crafts  
Modelling  
Creative activities

Lectures will also cover the following:

Aims, attitudes and standards

Lesson types

Organization

Programming

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

# MUSIC

## CURRICULUM STUDIES B

### Second Year

*Two and one half hours per week*

This course of one year's duration is intended to broaden the student's musical background and to develop specialized approaches to infants' music teaching.

Students will be required to extend material content and repertoire in each area of the course including singing, listening, percussion playing and movement to music; to present practical exercises in programming using material known or familiar to the student; to acquire an elementary conducting skill.

# NATURAL SCIENCE

## CURRICULUM STUDIES B

### Second Year

*Two and one half hours 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.

# PHYSICAL EDUCATION

## CURRICULUM STUDIES B

### Second Year

*Two and one half hours per week*

An extension course designed to equip students for teaching physical education in the infants school.

- (1) Emphasis will be on movement orientation and exploration related to the following areas:
  - (a) Dance—creative and folk.
  - (b) Gymnastics.
  - (c) Games.
- (2) Lesson planning; organisation of equipment; formations; playground markings.
- (3) Programming.
- (4) Function of physical education advisers.

# SECONDARY PROFESSIONAL COURSES

In 1971, Secondary Professional courses of three years' duration were introduced, qualifying students to teach either English/History or Mathematics in the Secondary School. Students successfully completing the three years of this course will qualify for the award of a Diploma in Teaching (Secondary).

The structure of this course is shown in the table below. The main groupings are Core subjects, Curriculum studies and Electives:

*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. For details see outlines of general primary subjects.

*Curriculum studies* in either English and History or Mathematics will treat aspects of content and teaching method appropriate to Secondary schools. These courses are outlined in following pages.

*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. The electives are those offered to General Primary students.

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

	Core					Curriculum Studies			Electives		Total hours
	Education	Communi- cation	P.E.	Health	Mathe- matics	English	History	English or History	"A" E/H only	"B"	
1st Year ..	3 hours	2 hours	1 hour	..	12 hours	4 hours	6 hours	..	3 hours	3 hours	21/22
2nd Year ..	3 hours	1 hour	1 hour	1 hour	12 hours	4 hours	6 hours	..	3 hours	3 hours	21/22
3rd Year ..	3 hours	1 hour	1 hour	..	7 hours	2 hours	2 hours	3 hours	4 hours*	4 hours*	16

\*English/History students elect to continue with either "A" elective or "B" elective in the third year.

# ENGLISH

## CURRICULUM STUDIES

*Four hours per week*

### *Method*

This course aims to prepare the student for the teaching of English in the junior years of the secondary school. The main emphasis 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 and creative writing.
- (d) Language.
- (e) Prose and novel.
- (f) Poetry.
- (g) Drama.
- (h) The mass media.
- (i) Remedial teaching.

First Year students will be introduced to the primary curriculum in English since they will practice-teach at primary schools during their first year at College. Second and third year students will be expected to plan programmes, including a thematic approach to teaching English, and to prepare resource material.

### *Content*

In the three years of the course, the literature strand will deal with modern Australian, American and English literature. The purpose of lectures and tutorials 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.

# HEALTH EDUCATION

Health Education for Secondary Professional students will examine some of the major personal health problems in our society. In providing correct health information, the course aims at reducing the gap between public health information and the actual use of this knowledge.

Through purposeful discussion based on sound knowledge of health facts, the students will be able to make constructive decisions regarding their own personal health problems. Methods of health evaluation will be discussed to help develop the teacher's ability to perceive personal health problems in the school and thus act in a referral role.

Each student is expected to actively participate and intelligently engage in lecture discussion and thus demonstrate evidence of readings and research in the selected health topics.

## *Brief Outline*

- Modern concept of health.
- Nature of disease and disease process.
- Communicable and degenerative disease.
- Smoking.
- Drug abuse.
- Nutrition.
- Safety education.
- Individual and society.
- Human sexuality.
- Family life.
- Birth and population control.
- Environment quality.
- Community health.
- Consumer health.
- Mental health.
- Personal hygiene.
- School health.
- Basic issues.
- Activity and fitness.
- Healthful living in emergencies.



# HISTORY

## CURRICULUM STUDIES

The course is designed to prepare students for teaching history in the secondary school. It will cover most of the topics laid down in the new syllabus, so that students will have a knowledge of the material they will be required to teach. Methods of research and presentation will be emphasised. Students will be engaged in the close study of source materials.

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, task construction and evaluation.

### First Year

#### *Australian History to about 1920*

This course will be used as a basis for method work specifically related to primary school social studies and the history course for middle years of the secondary school.

#### References:

- C. M. H. Clark, *Sources of Australian History*, London, O.U.P., 1957.
- C. M. H. Clark, *A Short History of Australia*, New York, Mentor, 1963.
- G. Blainey, *The Tyranny of Distance*, Sun Books, 1966.
- F. Alexander, *Australia since Federation*, Melbourne, Nelson, 1972.

Students will consult the newspapers and magazines of the turn of the century to compile their own anthologies of source material to use in the classroom and to compose original essays on an aspect of the history of the time that interests them.

#### *Economic History of Western Europe to 1750*

This course will deal with the economic consequences of decline of Roman Empire and the invasions; origin, nature and decline of manorial system; mediaeval commerce and industry; growth of towns;

economic causes and effects of expansion of Europe; economic significance of rise of Protestantism; Mercantilism, work of Colbert; the "mercantilist" wars; pre-Industrial Revolution changes in agriculture, industry and commerce.

References:

- Heaton, *Economic History of Western Europe*.  
Clough and Cole, *Economic History of Western Europe*.  
Cambridge University Economic History Series.  
Pirene, *Economic and Source History of Mediaeval Europe*.  
Clapham, *Concise Economic History of Britain*.

## Second Year

Students will complete three courses.

*Tudor and Stuart Times* will be used as a basis for method work relating to the junior years of the secondary school.

References:

- G. W. O. Woodward, *A Short History of Sixteenth Century England: 1485-1603*, New York, Mentor, 1963.  
G. E. Aylmer, *A Short History of Seventeenth Century England: 1603-1689*, New York, Mentor, 1963.  
S. E. Prall (ed.), *The Puritan Revolution*, London, Routledge, Kegan Paul, 1969.  
R. D. Walshe and N. Little, *Ways We Teach History*, History Teachers Association, Sydney, 1961.

They will also complete two other courses of study, each arranged on one half year.

### *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.

References:

- G. M. Trevelyan, *Illustrated History of England*.  
G. Childe, *What Happened in History*.  
L. G. Collingwood and J. Myres, *Roman Britain and the English Settlements*.  
F. M. Stenton, *Anglo-Saxon England*.  
B. Henning, A. Foord and B. Mathias, *Crises in English History 1066 to 1945*.

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

This course is designed to give the student an overall view of the transformation of Africa over the last hundred years, and also a detailed understanding of an area where the native population has won its independence (Kenya) and another area (South Africa) where a white minority continues to dominate a black majority.

(a) Africa in the Nineteenth and Twentieth Centuries:

- (1) Africa before the great scramble for colonies.
- (2) The partition of Africa.
- (3) The effects of the partition of Africa.
- (4) The collapse of Colonial empires.

(b) Kenya in the Nineteenth and Twentieth Centuries:

- (1) Kenya before the coming of the white man.
- (2) The origins of Mau Mau.
- (3) Independent Kenya and its problems.

(c) South Africa:

- (1) The origins of the population.
- (2) The opening up of South Africa.
- (3) Britain and the Boer Republics.
- (4) Apartheid.

#### References:

- C. Legum, *African Handbook*.  
R. Oliver and J. D. Fage, *A Short History of Africa*.  
H. M. Wright (ed.), *Problems in European Civilization: The "New Imperialism"*.  
K. Ingham, *A History of East Africa*.  
E. A. Walker, *A History of Southern Africa*.

### **Third Year**

Students will follow one course for two hours per week and are permitted to choose another course for three hours. Currently the courses offered are related to the topics set for study in fourth, fifth and sixth forms of New South Wales high schools. Method work in this year is related to the senior secondary school.

### *Australia in the Twentieth Century World*

Topics explored include World War I, social developments in the twentieth century, and Australia's foreign relations. Students are encouraged to make a close study of one particular year, e.g., 1901 or 1968 and to trace a theme through the year after a perusal of the primary sources available.

Students will be expected to participate in the history project of compiling source materials related to and suitable for secondary schools. Local studies are of particular interest.

#### References:

- L. L. Robson, *Australia and the Great War*, Melbourne, Macmillan, 1970.
- W. MacMahon Ball, *Australia and Japan*, Melbourne, Nelson, 1969.
- F. Alexander, *Australia since Federation*, Melbourne, Nelson, 1972.
- W. J. Hudson, *Towards a Foreign Policy 1914-1941*, Melbourne, Cassell, 1967.
- J. Iremonger, J. Merritt and G. Osborne, *Strikes*, Sydney, A.S.R., 1973.

### *Economic History of the United States of America*

Study of the agricultural, industrial, commercial and labour developments of United States for the following periods: The period of colonial dependence; the period of dominant sectionalism; rise of capitalism, the climax of capitalism; trend towards State capitalism.

#### References:

- Shannon, F. A., *America's Economic Growth*, New York, Macmillan, 3rd Ed., 1951 (or subsequent editions).
- David, Henry (*et al.*), *Economy History of United States*, New York, Macmillan, 1953.
- Day, Clive, *History of Commerce of United States*, New York, 1925.
- Clark, William H., *Farms and Farmers*, Boston, 1945.
- Glover, J. G., and Cornell, W. B., *Development of American Industries*, New York, 1941.

# 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, polynomials.

(b) Computing—programming, numerical methods.

(c) Calculus—differentiation, integration, partial differentiation, polar co-ordinates.

### 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—vector analysis, linear algebra, group theory, Boolean algebra.

(b) Series—McLaurin, Taylor, Fourier, convergence.

(c) Calculus—multiple integrals, differential equations, polynomial theory.

(d) Statistics—probability and sampling theory.

## **Third Year**

*Seven hours per week*

### 1. *Methods of Teaching*

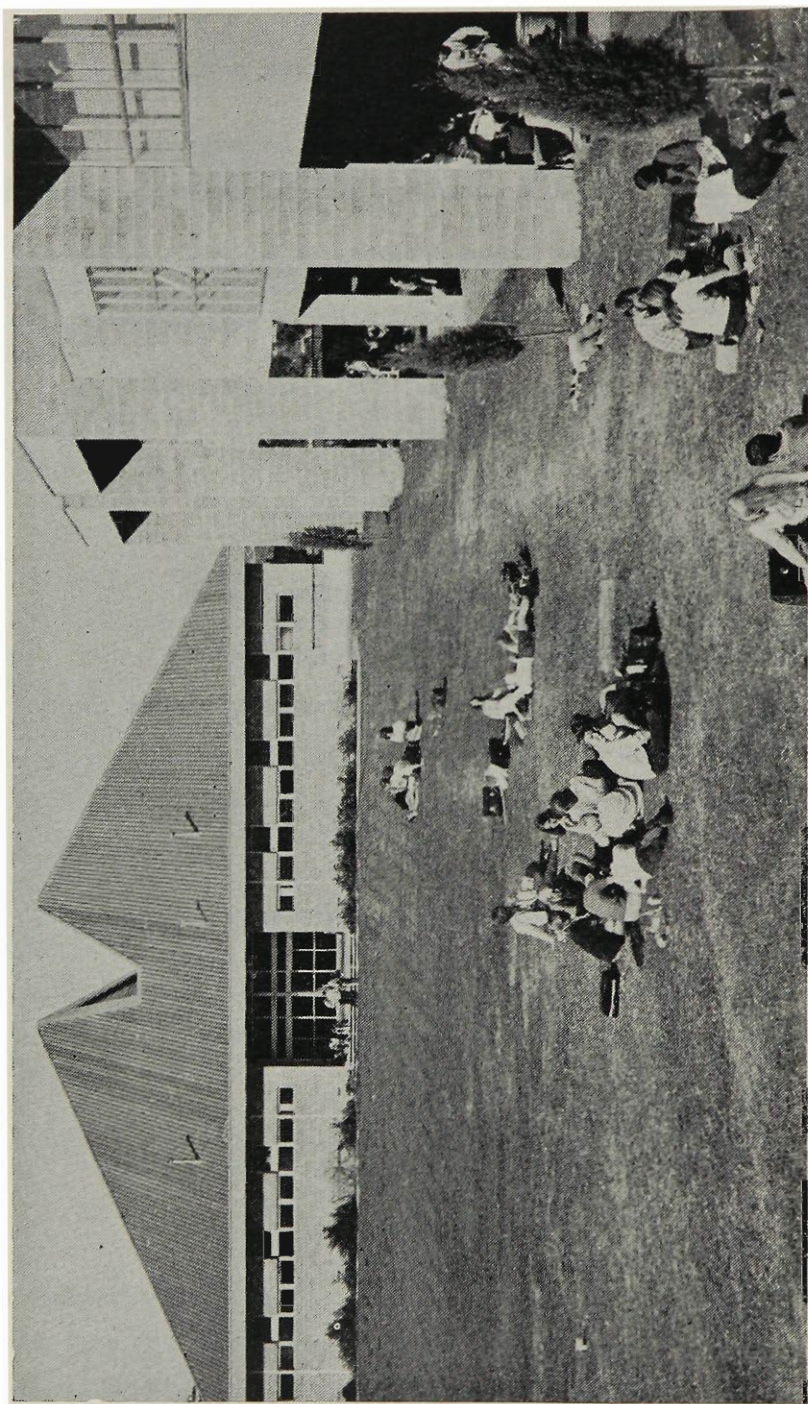
(a) Organization of courses in Forms 5 and 6.

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

### 2. *Mathematics Content*

(a) Geometry—conics, co-ordinate geometry, number theory.

(b) Mechanics—statics, dynamics.



**Gymnasium with Lecture Block on the right**

# DIPLOMA IN PHYSICAL EDUCATION

Successful graduates will be recommended for appointment as teachers of Physical Education in high schools.

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

<i>Strand</i>	<i>First Year</i>	<i>Second Year</i>	<i>Third Year</i>
	<i>Hours</i>		
1. Physical Education .. ..	9	9	9
2. Education .. ..	3	4†	4†
3. Scientific Bases of Human Movement .. ..	5	4	5
4. A second major subject which may be studied for three years at a University .. ..	6	5	4
5. Communication .. ..	2	3	2
6. Field Work .. ..	Various periods throughout the course		
Totals .. ..	25	25	24

† 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 Years**

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

## **Third Year**

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

### 3. SCIENTIFIC BASES OF HUMAN MOVEMENT

#### First Year

##### *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.

##### *Biology*

1. Living and non-living characteristics.
2. *Cytology*: Structures and functions of cellular parts. Comparison of plant and animal cells.
3. *Physiology of a Cell*: Pinocytosis; Phagocytosis; Diffusion; Filtration; Osmosis; Active transport— $\text{Na}^+$  &  $\text{K}^+$ .
4. *Cell Division*: Somatic and reproductive cells; meiosis; mitosis; and basic need for cell division; growth-limiting effect of hormones; differentiation for specialised function.
5. *Enzymes*: metabolism, catabolism, anabolism. Structure. Naming. Conditions of activity—temperature, pH, concentration, inhibitors. Glycolysis. The Krebs cycle. Respiration.
6. *Histology*: Tissues classified according to structure and function: epithelial; connective; muscle; nerve.
7. *Skin*: Structure and function.
8. *Genetic Code*: Basic structure of DNA—causes of mutations.
9. *Hormones*—steroid structure of many hormones.

##### *Anatomy and Physiology*

An introductory study of the following with special reference to movement:

1. The integrated body.
2. The skeletal system.
3. Arthrology.
4. The muscular system.
5. The circulatory system.
6. The nervous system.
7. The respiratory system.

## Second Year

### *Anatomy and Physiology*

A preliminary composite anatomy-physiology 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.

### *Anatomy and Physiology*

1. Functional anatomy
2. The nervous system
3. The digestive system
4. The excretory system

### *Elementary Statistics*

An introduction to the organisation and presentation of data:

1. Grouping of data
2. Measures of central tendency
3. Measures of dispersion
4. Graphical representation of data
5. Z scores
6. Student t ratio
7. Simple correlational procedures
8. Chi square

### *Care and Prevention of Injuries*

1. Legal responsibility
2. First aid principles
3. Nature of common sports injuries
4. Principles of treatment
5. Prevention of injuries

### *Exercise Physiology*

An introductory unit of exercise physiology will be included.

### *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.

### **Third Year**

#### *Anatomy and Physiology*

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.

#### *Research Methods*

1. Library techniques
2. Experimental method
3. Historical study
4. Philosophical study
5. Survey techniques
6. Instrumentation

#### *Tests and Measurements*

1. Introduction to measurement
2. Anthropometry and related measures
3. Maturity determination
4. Motor fitness
5. Cardiovascular fitness
6. Strength and endurance
7. Energy cost of exercise
8. Photoanalysis
9. Skill and knowledge tests
10. Electrophysiology
11. Blood tests

#### *Kinesiology*

Applications of physics in general and mechanical principles in particular to the analysis of human performance.

#### *Exercise Physiology*

A study of the effects of exercise and training upon the various body systems. Special attention is paid to the development of strength, endurance, speed and skill. Development of scientifically based training programmes.

## 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 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, 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 that may be used in the presentation of this material to these pupils.

## *General Science Teaching Method*

*First year: Two hours per week*

*Second year: One hour per week*

*Third year: One hour per week*

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

## *Aims and objectives. The new syllabus.*

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
	<hr/> 6 hrs	<hr/> 6 hrs	<hr/> 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 commercial 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.

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.

The time allocated in each year is as follows:

	Hours per week
<i>Health Education I</i> (third year).	
Bacteriology and Ecology .. .. .	2
Health Education Methods .. .. .	3
Diseases and School Health .. .. .	3
Personal Health Problems .. .. .	3
	—
	11

	Hours per week
<i>Health Education II</i> (fourth year).	
Community Health .. .. .	3
Curriculum Construction and Evaluation .. .. .	3
Drug Education .. .. .	2
Public Health .. .. .	3
Social Health .. .. .	1
	—
	12

## *Bacteriology and Ecology*

An introduction to the theories of micro-organisms; to familiarise the student with the role of bacteria and other micro-organisms and their importance to man. To study the dynamics of infectious disease and interrelations between organisms and the physical environment.

The discovery of the microbial world will serve as an introduction to the course leading into study of microbial ecology, mechanisms of constitutive host resistance, microbial pathogenicity, and inducible host resistance.

As well as the study of immunology, the course will include the basic principles of applied microbiology, micro-organisms and disease and the study of human ecology in regard to populations, resources and environment.

### *Health Education Methods*

A study of the various methods involved in health education. By critical examination and demonstration, the student will develop a repertoire of skills suitable to the effective teaching of all the areas in health education.

Basic principles in classroom health education; facilities, audio-visual aids, and techniques, modern trends in teaching methods. Assistance in planning an effective programme in the secondary school.

Special emphasis will be placed on the Scope and Sequence method of programming and the Conceptual Approach to teaching—supporting contributions to the total school health programme.

### *Diseases and School Health*

A brief introduction to the nature, prevention and control of the common communicable and non-communicable diseases of man. The study of the basic concepts of disease and their application to specific diseases will motivate the student to research and inquire into the etiology of similar diseases not included.

Recent progress in disease control, current findings effecting disease prevention and new knowledge of disease processes will be discussed. Special reference will be made to health services in N.S.W. State Schools, and the role of the teacher in observing basic symptoms and special problems of individual pupils.

### *Personal Health Problems*

An investigation of some of the significant personal health problems in Australia and the world, leading to critical examination of the various programmes designed to deal with such problems, to endeavour to reduce the gap between biomedical discovery or public health information and the actual use of this knowledge. In doing so, the individual should be liberated from the confining limits of ignorance, unhealthy practice, or prejudice through the insights which knowledge and understanding generate.

The modern concept of health education will be developed through investigation into such topics as the major causes of death in our society and those areas associated with the total quality of life especially nutrition, mental health, drug use and abuse, physical fitness, quality control and safety education.

### *Community Health*

Basic community health problems important to school health instruction. Community action plans will be constructed in selected areas of those problems discussed.

Major functions of a community will be dealt with including health related social problems such as disadvantaged communities, poverty and poverty solutions, occupational health, delinquency and youth movements, suicide and other problems of special groups including the health of senior citizens and the functions of the police force.

### *Curriculum Construction and Evaluation of the School Health Programme*

To engage in purposeful discussion and exchange of ideas regarding the health education curriculum and its implementation into the school programme. Recent trends in health education will be examined in the light of the construction of a health education curriculum and the administration of such a curriculum in the secondary school.

Each student will develop a philosophy of health education and further develop objectives as predicated by his philosophy. The student will be expected to show evidence of readings and research by class seminars and written probes.

Appraisal and evaluation of the programme will be made in terms of objectives and standards. The function of measurement; measurement of health knowledge, attitudes and habits; school health policy and administration of the total school health programme will be included.

### *Drug Education*

To view the perspectives of drug abuse in our society by study of the essential facts and theories relating to the behavioural action of drugs. Critical examination of the current social, psychological and medical implications of drug misuse in our society.

The major drug groups will be studied in relation to current references and source material. Methods of control, laws relating to drug use and drug education programmes will be included.

### *Public Health*

An understanding of the continual changing interaction between the social, physical and environmental factors, and of resulting measures employed by the Public Health Department to maintain and improve levels of health.

Review of public health systems of selected countries and communities. Study of health programme organization, including immunization, maternal and child care, dental services, nutrition and sanitation. Philosophy, substance services and future trends of the Public Health Department will be dealt with.

### *Social Health*

Through the examination of the criteria of sex education, the historical perspective and theories of sex education, to formulate a philosophy of sex education in relation to the teaching of Social Health in the secondary school.

By seminar presentation, various issues will be dealt with, including birth control, abortion, variations in sexual behaviour, marriage, youth and the "seductive society"; the philosophy of SIECUS will also be discussed. Founding of a sex education programme in a secondary school will be outlined.

# COURSES FOR OVERSEAS STUDENTS

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

In recent years, students from Hong Kong, Tonga, Tanzania, Nigeria, Lesotho, Gambia, Uganda, Zambia, Fiji, Western Samoa, St. Lucia, 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.

Because the courses stress both theoretical and practical aspects of teaching, programmes of demonstration lessons and practice teaching have been considered integral parts of the course. Participation in the corporate life of the college is also 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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