CALENDAR 1976

WOLLONGONG
INSTITUTE OF EDUCATION

JAN. 14  Diploma Committees hear appeals
FEB.  4-11 Deferred Examinations

LENT TERM
FEB.  16  Term begins
APR. 16-20 (Inclusive) Easter recess
        (College office open — 20th April)
  25    (Sunday) Anzac Day
MAY  7  Term ends

TRINITY TERM
MAY 31  Term begins
        Practice begins
JUNE 18  Practice ends
AUG. 27  Term ends

MICHAELMAS TERM
SEPT. 20  Term begins
        Practice begins
OCT.  8   Practice ends
NOV. 12  Lectures end
  16  Examinations begin
  26  Examinations end
DEC. 17  Term ends

SCHOOL TERMS
TERM I
  28th January-7th May
TERM II
  24th May-27th August
TERM III
  13th September-17th December

THE UNIVERSITY OF WOLLONGONG

SESSION 1—March 1 to May 9
    Recess: May 10 to May 23
    May 24 to June 20
    Study Recess: June 21 to June 27
    Examinations: June 28 to July 11.

SESSION 2—July 19 to August 22
    Recess: August 23 to August 29
    August 30 to October 31
    Study Recess: Nov. 1 to Nov. 7
    Examinations: Nov. 8 to Nov. 30
The material printed in this handbook outlines what is proposed for 1976. However, the Institute of Education reserves the right to vary its proposals should circumstances, in its opinion, justify such action.
TEACHER and PUPILS
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THE ADMINISTRATIVE OFFICE
AND
THE STUDENTS' UNION
Wollongong Institute of Education

- A SHORT HISTORY
- THE INTERIM COUNCIL
- STAFF, 1975
- THE ACADEMIC BOARD
A Short History
of Wollongong Institute of Education

The first students of Wollongong Teachers College were 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 two blocks of offices for lecturers and a union building have been added, and the administration block has been extended.

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 diploma courses for teachers of secondary school Mathematics or 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.

From 1966 to 1973, teachers from Uganda, Tanzania, Zambia, Lesotho, Fiji, Samoa, Gilbert and Ellice Islands, Guyana, Mauritius and Hong Kong came to further their studies in Infant Education and Physical Education.

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 has been undertaken by groups of lecturers and students. 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.

During 1973, a committee comprising representatives of Wollongong Teachers College, Wollongong University College, the University of New South Wales and the Department of Education, under the chairmanship of Major General Sir Ivan Dougherty, made recommendations to the Minister for Education as to the future relationships of the College and the University College. As a result, the Minister announced that a merger would take place as from 1st January, 1975. A joint Working Party continued to meet to work out the details of this development.

Meanwhile, as a step towards this end, the Minister declared that from 1st January, 1974, the College would become Wollongong Institute of Education and that the Principal and Deputy Principal would be its Director and Deputy Director.

On Monday, 24th June, 1974, the Minister for Education, the Hon. E. Willis, M.L.A., announced that the proposed amalgamation of this Institute with The University of Wollongong could not now take place. Since that date developments towards autonomy have been steadily progressing. An Interim Council was established in November, 1974, with Mr. R. J. Pearson as its Chairman. The administration and support staffs have been enlarged and Mr. G. Hall was appointed Secretary in 1975.

THE BADGE

With the creation of the Institute of Education to carry on the work of the Teachers College, the College badge has been retained.

Designed by Mr. J. W. Cramp, a former lecturer at the College, the badge with its two flames of knowledge symbolises the influence of teacher education in both a local and a wider context.
The Interim Council was constituted as follows in November, 1974.

Mr. R. J. Pearson, General Manager, Metal Manufactures Ltd.,
Chairman of the Council.

Mr. J. D. Coady, Principal, Dapto High School.

Mr. I. Chapman, Headmaster, The Illawarra Grammar School.

Mr. R. J. Dobinson, Dental Surgeon.

Mr. W. Dyer, Company Director.

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

Mrs. J. Ferguson, Bookseller.

Mr. J. Gammage, Principal Lecturer, Wollongong Institute of Education.

Mr. B. Gillett, Director of Education, South Coast Area.

Mr. P. T. Graham, Government Architect's Department.


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

Mr. P. Kalyvas, Student member, Wollongong Institute of Education.

Mr. F. G. McInerney, Solicitor of the Supreme Court of N.S.W.

Mr. D. S. Pearson, Principal, Wollongong Technical College.

Mr. W. Pike, Deputy Director, Wollongong Institute of Education.

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

Mr. T. J. Wren, Chairman of Wollongong Hospital Board.
ADMINISTRATIVE STAFF

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

DEPUTY DIRECTOR AND DEAN OF STUDENTS

DEAN OF STUDENTS

SECRETARY
George L. Hall

SENIOR LIBRARIAN
Mary T. Tow, B.A., A.L.A.A.
ACADEMIC STAFF

ART/CRAFT
Francis W. Osborne, B.A., A.S.T.C., M.I.I.A.
Anthony E. Bell, B.A., A.S.T.C., M.I.I.A.
A. Joan Chapple
John A. Chapple, B.Sc., A.S.T.C.
Raymond Gall, A.S.T.C., M.I.I.A.
J. Howard Mitchell
Peter L. Shepherd, Dip. Art (Ed.).
John A. Shipperlee, Dip. Art (Ed.).
Arthur R. Smith, Dip. Art (Ed.).
Leo Sturman, N.D.D., A.T.C.

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., Ph.D.
Adrian R. Hurley, B.A., M.Ed., Ph.D.
Peter J. Keeble, B.A., M.A.C.E.
Paul T. Mawter, B.A., M.Ed., Ph.D.
Kevin P. Moffat, M.A., Dip. Ed.
Wendy E. Pullin, B.A.

ENGLISH
Robert W. Colvin, M.A., M.A.C.E.
Allan Curtis, B.A., Dip. Ed.
Pat F. Farrar, B.A.
Peter C. Geekie, B.A., Litt.B.
Thomas J. Langston, M.A., Dip. Ed.
Ronald K. Pretty, M.A.
Barry C. Waters, B.A., Litt.B.
HEALTH and PHYSICAL EDUCATION
Duncan D. Dawson, Dip. P.E.
Harry G. Fuller, B.Sc., Dip. P.E.
Frederick Frame, B.Sc., Dip. P.E.
George V. Gedge, B.A., Dip. P.E.
Michael J. Hatton, M.Sc., Dip. P.E.
Carolyn L. Hurley, M.Sc., Dip. P.E.
Brian J. Matthews, Dip. P.E.
John Patterson, M.Sc., Dip. P.E.
Patricia A. Rees, Dip.P.E.
Carol A. Steel, Dip. P.E., Health Cert.
Barry Watkin, M.Sc., Dip. P.E.
Noel Whiteley, B.A., Dip. P.E.
Richard G. Wilsmore, B.P.E., Dip. P.E.
Maureen F. Wright, B.A. M.Sc., Dip. P.E.

MATHEMATICS
Norman R. Aylward, B.A., Litt.B.
Marilyn Brooks, M.A., Litt. B.
Neil Masters, B.A.
Bede E. Murray, B.A., M.Sc.(O.R.), M.A.C.S.
Graham K. Winley, B.A.

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

Tutors
Jan Baxter (Violin).
John Freeland (Flute).
Colleen McMeekin (Cello).
Alan Mann (Brass).
Claude Rousseuw (Clarinet).
Vanessa Woodhill (Oboe and Recorder).
NATURAL SCIENCE
Barry Harper, B.Sc., Dip. Ed.
Malcolm McD. Harris, B.A.
William Mowbray, B.Sc., A.S.T.C.
Kevin M. Rigby, B.A., B.Sc., Dip.Ed.
Ellis R. Thomas, B.Sc., A.S.T.C.

SOCIAL SCIENCE
David B. Stamp, B.A., M.Ed.
Howard Akitt, M.A., U.E.D., M.A.C.E.
Rosemary Auchmuty, B.A.
Bevan J. Ferguson, B.A., M.Ed.
Bruce Pennay, M.A.
Brian Rogers, B.A., B.Ec., Dip.Ed.
John Scarlett, B.A., M.Com.

EXTERNAL STUDIES
Director
Howard Akitt, M.A., U.E.D., M.A.C.E.
Assistant Director

ADMINISTRATION
Allan M. House, Dip. Tech.(Public Admin.) (Services).
Geoffrey R Bailey (Purchasing).
John E. K. McDonald (Student Services).
Gary W. Ryan (Personnel).
The Academic Board

CONSTITUTION

A. Preamble
1. Wollongong Institute of Education is a College of Advanced Education under Clause 17 of Act No. 65/1971, "The Higher Education Act."
2. The Academic Board, established by the staff meeting on 12th March, 1973, and approved by the Director, is responsible to the staff meeting, the forum of staff opinion. Normally the Director is guided by this opinion.
3. The Academic Board shall make decisions and submit recommendations to the staff, in the manner set out elsewhere in this constitution, on matters within its authority.
4. The Academic Board shall implement decisions approved by the staff and Director and shall determine any necessary rules, regulations, or procedures for so doing.

B. The Functions of the Academic Board
1. a. The Academic Board shall be responsible for the courses of study to be followed by students, but
b. The detailed control of the subject matter of courses is the responsibility of heads of departments of the Institute.
2. The Academic Board;
a. Shall consider and make recommendations to the staff concerning any matter referred to it by the Director, or with his consent;
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 on:
   (i) the selection, admission, examination and classification of students
   (ii) academic awards and prizes
   (iii) practical school experiences
   (iv) the advising of students
   (v) the professional development of staff
   (vi) research
   (vii) use of equipment
   (viii) the library and the office
   (ix) the organisation of the Institute
   (x) financial matters
   (xi) relationship between the Institute and other Institutions.
3. Any matter referred to the Board between meetings may be referred by the Chairman to an appropriate existing committee. The Chairman shall report such action to the Board 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 Director and Deputy Director as ex-officio members.
   c. The non-voting Secretary of the board who shall be appointed by the staff meeting.

2. In the case of elected members of the Board the following procedures shall apply:
   a. For the 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.
   b. The election of members to represent the staff shall be by secret ballot employing a 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.
   c. Election of the student members will be conducted annually by the Student's Association, using a preferential system of voting.
   d. 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 be from 1st July of one year to 30th June in the succeeding year.

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. All retiring members of the Board will be eligible for re-election.

6. The election of staff representatives will be completed by the 22nd June each year. The election of student representatives will be held annually in the month of June.

7. The Academic Board will elect its own Chairman at its first meeting each year.

8. The Academic Board will meet at regular intervals, at least ten times per annum. The agenda for meetings of the Academic Board will be circulated to
members of the Board, members of staff, to the Student Association, and displayed for the perusal of students at least three working days prior to a meeting of the Board. Minutes of meetings of the Academic Board will be similarly circulated as soon as possible after each meeting.

9. With the permission of the Academic Board the Chairman may introduce,
   a. Any non-controversial or formal matters requiring attention, or without notice,
   b. Any matter requiring urgent attention.

10. 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.

11. Meeting of the Academic Board will be open to observers from the academic staff and the student body of Wollongong Institute of Education. Such observers shall have no speaking or voting rights.

12. Notwithstanding the provision of Clause C11 above, the Chairman of the Academic Board has the power to hold discussions in camera.

13. The extent of the revelation of any matter regarded as confidential shall be left to the discretion of the Chairman of the Board.

D. The Relationship Between Academic Board and Staff Meeting

1. The decisions of the Academic Board may be challenged by the staff meeting. Where it is practicable these decisions may be reversed. Where rejection is not practicable the staff meeting may indicate the policy to be followed in similar circumstances on future occasions.

2. The Academic Board is responsible to the staff meeting. The Board's composition, powers and responsibilities have been determined by the staff meeting and may be altered by a majority vote of a specially convened staff meeting. With knowledge of Academic Board decisions, and within seven days of receipt of Academic Board minutes, the Director may be asked to call a staff meeting to discuss these decisions by either an Institute Department or by twenty individual members of staff. The request for such a staff meeting, together with a statement of the decision or decisions nominated for discussion, must be submitted to the Director in writing and signed by those requesting the meeting. In the case of an Institute Department, the request must be signed by a majority of the members of that Department.

3. Should a majority of the Academic Board request it, the Board may at any time request the Director 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% 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 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 elected member of the Institute staff present shall take the chair.
12. The Chairman shall have a cumulative vote but not a casting vote. In the event of the vote 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 same member shall not speak twice on the same motion without the approval of the Chairman. The Chairman shall check speakers if what is being said is not relevant to the motion being discussed. 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. The Chairman’s ruling on all points of order and procedure shall be final, unless a motion is moved, seconded and carried “That the Chairman’s ruling be disagreed with.”
17. When there is a motion of dissent from the Chairman’s ruling the most senior elected 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 meet -
ing will be "That the Chairman’s ruling be upheld."

18. Should any matter of urgency arise, a member may move that the order of
business on the agenda be varied for a stated period of time to allow the
urgent question to be discussed.

19. A motion that the meeting resolve itself into committee may be carried so
that there shall be no restriction on the number of times a member may
speak to the question.

20. Resolutions may be rescinded only by giving notice of motion.

21. Motions on notice shall be given priority on the agenda. Members are urged
to give notice of motion of all important business to enable proper considera-
tion of that business. The notice of motion may be given at the previous
meeting, or it may be delivered to the Chairman five working days prior to
the meeting.

22. Reports of Diploma Committees, ad hoc committees, and other reports to be
discussed at any meeting should be in the hands of board members at least
three working days prior to the meeting.

23. Other meeting procedures shall be according to general custom.

F. The Boards of Studies

1. The following committees, to be known as Boards of Studies, shall be
established:
   Board of Studies in Primary Education
   Board of Studies in Secondary Education
   Board of Studies in Health and Physical Education

2. Each Board of Studies shall consider and make recommendations to the
Academic Board on the following matters:
   (i) structure and organisation of courses within its areas;
   (ii) the selection, admission, examination, and classification of students;
   (iii) academic awards and prizes;
   (iv) practical school experiences;
   (v) the advising of students;

3. The composition of the Board of Studies in Primary Education shall be:
   A Chairman appointed by the Academic Board
   One representative from the Institute department of education
   One representative from health education, and
   One representative from each of the eight (8) courses in curriculum studies
   Two representatives elected by the students taking a primary course.

4. The composition of the Board of Studies in Secondary Education shall be:
   A Chairman appointed by the Academic Board;
   One representative from each of the Institute departments of education,
English, mathematics, social science and/or each department engaged in
preparing students to teach in its subject area.
Two representatives elected by the students taking a secondary course.

5. The composition of the Board of Studies in Health and Physical Education
shall 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 com­
munication (English, art, music).
Two representatives elected by the students taking the course in physical
education.

6. The Chairman of each of the Boards of Studies will be appointed annually by
the Academic Board at its first meeting.

7. a. Other representatives of staff 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.
b. Student representatives will be elected to the Boards of Studies at the
same time as the student representatives are elected to the Academic
Board, and by the same method.

8. Student representatives to a Board of Studies may not be present at a Board
of Studies meeting when decisions on examination results are being made
or discussed.

9. With the necessary changes in wording, clauses 2-11 of the rules for meetings
of the Academic Board will apply also to Boards of Studies.

10. In any circumstances where a Board of Studies has no rule, the rules set out
for the Academic Board shall also apply to the Board of Studies.

11. An existing Board of Studies will continue to function until the new com­
mittee has been elected.

12. The Board of Studies shall report to the Academic Board at least monthly.
The reports of the various Boards of Studies shall be standardised, and
shall make obvious any matters requiring the attention of the Academic
Board, the standardised arrangement being determined by the Chairman of
the Boards of Studies.

G. Administrative Committees

1. The Academic Board may appoint any Administrative Committees it deems
fit to implement policies, either directly or through the several Boards of
Studies.

2. An Administrative Committee may make recommendations either direct to
the Academic Board or to the appropriate Board of Studies on any matter rel­
ative to its area of administration.
3. The Chairman of Administrative Committee shall be appointed by the Academic Board after consultation with the Director of the Institute.

4. Details of the functionings 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

1. a. The Academic Board and/or the Boards of Studies 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.

   b. Boards of Studies may set up ad hoc committees which include student members, to discuss matters concerning which student advice could be significant.

2. The Chairmen of ad hoc committees appointed by the Academic Board shall make monthly reports to the Board during the period of their existence.
Membership of the 
Academic Board

CHAIRMAN
J. W. Gammage

DEPARTMENT REPRESENTATIVES
(To hold office until 30th June, 1976)

Art and Craft: F. W. Osborne
Education: K. V. Mathews
English: A. R. H. Millar
Health and Physical Education: D. R. A. Anderson
Mathematics: B. E. Murray
Music: R. A. Hollands (L.o.A., substitute J. G. Stender)
Natural Science: J. W. Gammage
Social Science: D. B. Stamp

STAFF REPRESENTATIVES
(To hold office until 30th June, 1977)

D. G. Asquith
R. W. Colvin
B. J. Ferguson
D. P. Hogan
W. Mowbray
B. Pennay
R. K. Pretty
J. A. Shaw

STUDENT REPRESENTATIVES
Martin Arrowsmith
William Waterhouse

EX-OFFICIO MEMBERS
M. E. Hale
W. Pike

SECRETARY
A. House
Professional Experiences

- **FIELD WORK AND DEMONSTRATION LESSONS**
- **DEMONSTRATION SCHOOLS**
- **PRACTICE TEACHING**

**FIELD WORK AND DEMONSTRATION LESSONS**

Visits to the Demonstration Schools provide opportunity for students to observe teachers and children at work. Field work programmes require studies of the development and performance of individual children. Demonstration lessons allow students to observe experienced teachers employing a variety of teaching strategies. In general, each lesson observed will focus on one particular teaching strategy, but some basic skills such as explanation, narration and questioning will form part of almost every lesson. In addition, demonstration lessons provide opportunity for students to observe the skills of classroom management applied in a variety of situations.

At the schools, before a field work task or demonstration lesson begins, a period of up to fifteen minutes is allotted for “briefing” of students by lecturers and teachers who discuss the work to be done in terms of the immediate classroom situation.

Following the field work task or demonstration lesson, a period of up to thirty minutes is given over to lecturer-teacher-student discussion. Subsequently students record their observations and impressions so that, over a period of three years, they build up resources of educational data which should prove invaluable during the first few years of teaching.

**Arrangements for Demonstration School Visits**

Students should be present at schools as under:

**FIRST YEAR**

Primary: Tuesdays, 11.10 a.m. to 12.45 p.m. (Demonstration Schools)

Secondary: Wednesdays, 11.10 a.m. to 12.45 p.m. (Demonstration Schools)

**SECOND YEAR**

Primary: Thursdays, 11.10 a.m. to 12.45 p.m. (Demonstration Schools)

Secondary: Fridays, at selected times (High Schools)

**THIRD and FOURTH YEARS**

All courses: As arranged with school principals by Institute lecturers.

Students are expected to make their own transport arrangements for school visits.
THE LIBRARY
AND
THE GYMNASIUM
The demonstration school situated on the corner of Prince’s Highway and Balgownie Road, Fairy Meadow, is approximately one and a half miles from the Institute.

This first class school has both Primary and Infants departments, and is staffed with experienced teachers who have been specially chosen by the Department of Education to demonstrate methods of teaching to trainee teachers. The importance of this school, which all students visit frequently 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 been considered in Institute lectures. Thus the school plays an integral role in teacher-training and works in close liaison with the Institute.

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 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. Further extensions into varieties of teaching strategies and innovations in demonstration lesson processes (team teaching, micro-teaching, videotaping) occur during third year of this experience.

The Demonstration School provides important services in a number of other fields. In the first instance it affords the necessary link with theory and demonstrates that theory in practice, at the same time providing the opportunity for students to “keep in touch” with children in the five to twelve age group. It also allows students to observe, at first hand, modern teaching methods, modern equipment and experimentation in classroom dynamics, and opportunities exist for students to participate in some of the demonstration lessons. 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 School asks that students observe the following simple rules of conduct:
(a) Students should usually assemble at the Students Centre (see plan) and should not enter classrooms before 11.10 a.m.
(b) Students are requested to be in attendance at the school at the time set down by the lecturer and/or as shown on the demonstration notes. 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) Dress should be appropriate to the occasion. Students should not wear jeans or thongs. In exceptional circumstances, such as hot weather, when a coat is not worn, a long-sleeved shirt with tie is acceptable.

MOUNT 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 Institute 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 New South Wales. 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.
Practice Teaching

The Standing Committee on Practice Teaching set up by the Academic Board and responsible to it consists of the Deputy Director as Chairman, two staff members from each of the Diploma Committees, and one student representing each of the three areas, Primary, Secondary and Physical Education. Lecturers as required are co-opted to the committee for the organisation and management of practice teaching which involves placing more than 900 students in about 100 schools.

The general pattern is that of two "block" practices each of three weeks' duration at the beginning of second and third terms in each year of the course, except that Primary students in their third year have, in the past, had one six-week period of practice.

The approach to practice teaching is based on the assumption that it is a school experience which represents a learning and self developing situation for every student, and attempts to provide the following:

1. A graded process of initiating the student into the school and classroom situation through graded observation, participation in the activities and duties as a teacher's aide, and teaching in a "micro" or limited situation.
2. A pattern of student development to include:
   (a) the building of confidence.
   (b) the building of awareness of individual differences amongst learners.
   (c) the development of teaching skills.
   (d) the development of a personal style of teaching.

The process of evaluating student progress has been considerably modified by abolishing "grading" of students in relation one to another and by assessing progress in relation to stated objectives. Reports are written by an assisting lecturer in consultation with the student and the teacher(s) with whom he has been working.

A "student log" provides a cumulative record of practical school experiences and student progress and a repository of useful ideas.

THE STUDENT IN THE SCHOOL

1. During practice teaching students are to regard themselves as temporarily attached to the school staff and under the general control of the principal of the school or the mistress of the infants department or the person appointed to be the school's co-ordinator of practice teaching.
2. Each primary student is usually attached to one class and teacher not only for observing and teaching in the class but for assisting the teacher and taking
part in the duties for which the teacher is responsible (e.g., playground supervision).

3. Students working in High Schools are usually attached to a number of teachers as appropriate to their courses, but they are expected to assist teachers and take part in school duties and activities as directed by the school principal, co-ordinator or other person deputed by the principal.

4. Students are normally required to be present for the whole of the school day and they will sign a time-book each day indicating time of arrival and departure and the place and time of lessons to be given.

5. In case of absence during practice teaching, students are required to:
   (a) 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.
   (b) report to the principal of the school immediately on return to duty and obtain from him a leave of absence form provided by the Institute. This form should be addressed to the Deputy Director of the Institute and forwarded through the principal of the school. This form should always show the student's Institute section number.

6. First year students will follow the 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 at least once in each week for a full day's teaching.

7. (a) Lecturers will advise on lesson notes but where full notes are required they should follow the general plan of demonstration 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.
   (b) Students should use a foolscap-size book for their lesson notes or day-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.
   (c) These lesson notes or day-book, should be shown to the class teacher prior to the presentation of the lesson and in sufficient time for such changes to be made as the teacher may suggest.
   (d) 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.
(e) Students are advised to seek the co-operation of the class teacher in securing their teaching timetables as far in advance of the day's teaching as may be convenient and practicable.

8. In addition to formally structured observations of classroom reactions as set out for First Year, all students should be continuously seeking useful information and ideas in such areas as the following:

(a) 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.

(b) 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.

(c) Manners and Attitudes
   This is a fundamental aspect of teaching and the student should recognise 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?

(d) 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.

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

9. The information gathered under the foregoing heads should be collected together into the "log-book" which should be retained throughout the period of teacher education as an ongoing and cumulative record as mentioned above.

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

11. It is obviously necessary for students to develop a neat and legible style of board writing and regular practice is suggested. Students in Primary and Infants classes are expected to practise the style of writing used in the school or department.

12. While every student will be receiving professional assistance from one or more teachers, a member of the Institute lecturing staff will be on hand to advise and assist. In addition, this lecturer is responsible for the preparation of a report on the student's work and progress in consultation with the teacher and the student.

13. The Institute Library is open during practice teaching periods as follows:
   - Mondays to Thursdays, 9.00 a.m. to 9.00 p.m.
   - Fridays, 9.00 a.m. to 5.00 p.m.

   Teaching aids of all kinds are available.

14. Students incurring travelling or accommodation expenses in excess of normal may receive assistance from the Teacher Education Scholarships office up to an amount of $20.

HOME PRACTICE

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

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

3. For this practice, no travelling or other expenses incurred by students will be refunded.

4. Students should prepare lesson notes and add to observation books as appropriate.
Information
for students

- GENERAL REGULATIONS OF THE INSTITUTE
- STUDENT ORGANIZATION
- WELFARE INFORMATION
- LIBRARY SERVICES
General regulations of the Institute

Enrolment

All first year students are required to enrol on 16th February, 1976, at the Institute. Later year students will enrol on 23rd February.

Compulsory Fees

The following fees are compulsory and are payable on the day of enrolment unless evidence is produced that the student is a scholarship holder with the N.S.W. Department of Education.

Student Association fee — which in 1975 was $14.50
Library Deposit — $5.00

(the library deposit is refunded at the end of the student’s course).

The Student Association fee is used to finance student sporting and club activities and to provide amenities of various kinds. It is paid by the N.S.W. Department of Education for its scholarship holders.

General Office Hours

The General Office will be open for business between 9.00 a.m. and 5.00 p.m. from Monday to Friday.

Use of Institute Premises

Student groups, societies or clubs wishing to use Institute premises should contact the Director or Deputy Director. The Director’s Secretary keeps a record of the booking of rooms.

Dress

Students are expected to be professionally attired when attending school for demonstrations or teaching practice. (For example, men will normally be expected to wear collar and tie on these occasions).

Smoking

Smoking is not permitted in Lecture Rooms, corridors or Library.

Correspondence

Students writing to the Director, Secretary, or any member of the staff should indicate the number of their section and, where applicable, Department serial number immediately below their signature.

Leave of Absence

Where leave of 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 Deputy Director or the Dean of Women or arrange to have this done.
Full reasons for any absence are to 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 attendance at lectures is resumed. 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 school during a practice teaching session, or from a recognised examination are detailed under “Practice Teaching” and “Regulations Governing Progression and Qualification” 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 Deputy Director or in his absence the Secretary.

**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 Institute. These should not be left in rooms or corridors. Valuables may be left with the Administrative Officer or Gymnasium Attendant for safe keeping during the day, but not overnight.

**Student Accommodation**

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

**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 Institute 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.

**Travel Concessions**

Students entitled to concession fares on trains should complete the appropriate certificate obtainable from the Student Services Office. These need to be returned to the Administrative Officer for attention.
THE STUDENTS' ASSOCIATION

Student organization in the Institute centres on The Students' Association, and membership of this body is compulsory for all students. Membership dues are collected on behalf of the Association by the Institute, and enrolment will not be completed until the dues are paid.

Officers of the Students' Association

<table>
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<tr>
<th>Position</th>
<th>1974-75</th>
<th>1975-1976</th>
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<tbody>
<tr>
<td>President</td>
<td>Gregory Miller</td>
<td>Gregory Miller</td>
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<td>Vice President</td>
<td>Martin Arrowsmith</td>
<td>Martin Arrowsmith</td>
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<td>Secretary</td>
<td>Steven Barca</td>
<td>Lyn Longhurst</td>
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<td>Treasurer</td>
<td>Peter Giorgianni</td>
<td>John McDonald</td>
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<td>Clubs &amp; Societies' Secretary</td>
<td>Peter Bensi</td>
<td>Frances Maher</td>
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<td>Social &amp; Cultural Activities Sec.</td>
<td>Stephen Bignall</td>
<td>Rodney Monk</td>
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<tr>
<td>A.U.S. Secretary</td>
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<td>Paul Palmer</td>
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The Sports Union and a number of clubs are affiliated with the Students’ Association as indicated in the diagram below.

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<th>STUDENTS’ ASSOCIATION</th>
<th>SPORTS UNION</th>
<th>MANAGEMENT COMMITTEE</th>
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<td>AFFILIATED CLUBS</td>
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<td>Canoeing</td>
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<td>Music Society</td>
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<td>Community Service Club</td>
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<td>Basketball—Men</td>
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<td>Basketball—Women</td>
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<td>Hockey—Men</td>
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<td>Hockey—Women</td>
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<td>Netball</td>
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<td>Rugby Union</td>
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<td>Soccer</td>
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<td>Softball</td>
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<td>Swimming</td>
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<tr>
<td>Orienteering Club</td>
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**THE SPORTS UNION**

The task of the Sports Union is to promote and manage competitive sporting teams representing Wollongong Institute of Education. The clubs affiliated with the Students’ Association through the Sports Union are listed in the diagram of student organization. Funds are allocated from the Association to these clubs through the Sports Union.

**OTHER CLUBS AND SOCIETIES**

A variety of clubs caters for both cultural and non-competitive sporting interests, as the diagram shows. Funds are allocated to these clubs directly from The Students’ Association.
Welfare Information

TEACHER EDUCATION SCHOLARSHIPS OFFICE

A Teacher Education Scholarships Office, located in the University grounds, handles all matters related to Teacher Scholarships and Bursaries for students of the Institute as well as those of the University. The following information is given as a guide to the services of the Office. The Adviser in Charge is Miss C. Brew.

Enrolment

Students who hold Teacher Scholarships must enrol with the Scholarships Office as well as with the Institute. Scholarship holders should also advise the Office of changes in address, or marital status, or when a change of course is planned.

Scholarship Allowances

The rate of Scholarship allowance is determined individually at the time a scholarship is awarded. Students who believe they become eligible for a higher rate of allowance during their course should consult the Teacher Education Adviser.

Accident Insurance Schemes

An accident insurance scheme affords scholarship holders the same protection as employees have under Workers Compensation Act, in respect of injuries sustained while travelling to or from the Institute, or while engaged in activities which are part of their course of training. The Office should be notified of any injury without delay.

Refund of Expenses

The Office handles claims for:

(a) refund of expenses incurred in travelling to the Institute for initial enrolment.
(b) refund of expenses incurred in attending demonstration lessons and practice teaching.
(c) a $15 allowance is payable to students receiving living at home allowance, who live beyond a seven mile radius from the Institute.

AUSTRALIAN GOVERNMENT ASSISTANCE

A system of Australian Government assistance for students in tertiary courses has operated from 1974. This scheme, the Tertiary Assistance Scheme, applies to students who commence approved courses in 1975 as well as to those who commenced their courses earlier, but does not apply to all unbonded students.
Application forms will be available at the Institute’s General Office. Further information is available from:

The Regional Director,
New South Wales Office,
Department of Education,
59 Goulburn Street,
Sydney, N.S.W. 2000
Telephone: (02) 2 0929.

STUDENT ADVISORY SERVICES

Wollongong Institute of Education

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

Wollongong University Counselling Service

Mr. Jim McLennan, the student counsellor at The University of Wollongong, is available to give assistance and advice to Institute students with personal problems.

Youth Counselling Service

A professional counsellor, Anne Opie, is available to assist young people with problems on Thursday evenings between 5.00 p.m. and 8.00 p.m.

This is a free service, provided by the N.S.W. Association of Mental Health, at Fusion Headquarters, 11 Auburn Street, Wollongong. Please telephone 28-6742 for an appointment.

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

CHAPLAINS 1975

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

Church of England

Rev. Eric Bird, Th.L.
St. Michael’s Pro-Cathedral, Wollongong, Telephone 29-1167

Catholic

Father T. Fox
Catholic Presbytery, Fairy Meadow, Telephone 29-4133

Methodist

Rev. John Scott, L.Th.Dip.R.E.
International House

International House, owned and operated by the Y.M.C.A. of Wollongong, is the only residential college serving students at the University and Institute of Education. It is situated on the Prince’s Highway at its junction with the Wollongong by-pass road between the University and the North Wollongong Beach.

For the Academic Year of 1976, the College will offer accommodation for 222 graduate and undergraduate students and 10 tutors.

The resident students, both male and female, are housed in five three-level residential blocks. Facilities include a large common room, dining room, tutorial room, music and television rooms, laundry, students’ kiosk and a large multi-purpose recreation hall for student functions, films, etc.

International House is a non-denominational College.

For further information contact the Warden, International House, P.O. Box 1799, Wollongong 2500. Telephone 29-9015.

WARDEN: T. A. Lambert, Th.B., D.Phil., J.P.
DEAN OF STUDENTS: P. B. Baynes, B.A. (Hons.), STL.

The Youth Activities of the Y.M.C.A. of Wollongong

Of interest to prospective teachers is the Youth Programme conducted by the Y.M.C.A. in Wollongong.

The co-ordinator of these activities is Mrs. J. Whitehead (Telephone 74-2424).

Many activities are held for adults as well as for children. They range from gymnastics to classes in copper working, creative craft activities and basic car maintenance. Students of the Institute of Education are invited to join these activities as a participant or in a leadership role. Leaders are required for team activities and for Holiday Programmes for school children. Fieldwork points may be gained by Diploma in Physical Education Students involved in these courses as a leader. In either capacity you will be fulfilling a worthwhile community-based role which would form a valuable foundation for your future teaching career.

Y.W.C.A.

Accommodation is available for both male and female students at Edith Amer House, Thomas Street, Wollongong. Single and double accommodation is provided. For enquiries ring Mrs. Hollands (Telephone 29-1980).

Programmes and craft clubs are organised for women and girls of all ages. For additional information telephone 28-7014 (Monday and Friday mornings only).

THE INSTITUTE’S CHRISTIAN FELLOWSHIP

The Wollongong Institute of Education Christian Fellowship (W.I. of E.C.F.) is an interdenominational group which meets weekly in the Institute. Similar groups exist in other colleges and universities and are affiliated with the Australian Fellowship of Evangelical Students (A.F.E.S.).
The aims of the fellowship are two-fold. 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 Institute 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 Bible Studies are held at various times during the week. Social outings, barbecues and houseparties are also arranged during the year.

All students are most welcome to attend every meeting and activity.

Library Services

THE INSTITUTE LIBRARY

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

In June, 1975, the collection consisted of 40,900 books and music scores, 4,400 mounted pictures, 2,900 gramophone records, 63 16mm films, 880 filmstrips, 980 art prints, 200 microfilms, as well as slides, transparencies, games, multi-media Kits and a file of classified pamphlets. In addition, the library receives 500 periodicals and annual publications regularly by subscription and donation.

A special area, the McGrath Room, has been fitted with audio-visual equipment and carrels which are available for use at all times. A librarian is in attendance part of the time but assistance with equipment and information about the materials may be obtained from all library staff. The equipment includes gramophone record turntables, microfilm readers and printers, sound and silent projectors for filmstrips, film books, 16mm films and slides, audio and video cassettes and players, and T.V. receivers, both black and white and colour.

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.

000 General words—Encyclopedias, etc.
100 Philosophy and Psychology
200 Religion and Mythology
300 Social Sciences—Sociology, Political Science, Economics, Government, Education.

400 Language

500 Pure Science—Mathematics, Astronomy, Physics, Chemistry, Geology, Biology, Botany, Zoology.

600 Applied Science—Medicine, Engineering, Agriculture, Home Economics, Business, Manufacturing.

700 The Arts — Architecture, Sculpture, Drawing, Crafts, Painting, Music, Theatre, Recreation.

800 Literature

900 Geography, Biography, History.

How to Locate Material

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

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

The 'R' indicates a book on the reference shelves.

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

The 'P' indicates that the item is in the Periodical 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, art prints, microfilms and cassettes.

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

During term, the library is open from 9.00 a.m. to 9.00 p.m. Monday to Thursday, and 9.00 a.m. to 5.00 p.m. Friday. During the vacation, the library is open from 9.00 a.m. to 5.00 p.m., Monday to Friday. These times and variations in hours will be posted on The Institute 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 to 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.

**OTHER LIBRARY SERVICES**

**The University of Wollongong Library**

Whenever the Library is open, students from Wollongong Institute of Education may use the collection on site.

**Hours:**

- **During Sessions:** 9.00 a.m. to 5.00 p.m. Saturday.
- **During University Vacations:** 9.00 a.m. to 1.00 p.m. Saturday.

Public Holidays, and any variations to hours, will be promulgated by notice board announcements.

**Council of the City of Wollongong Library**

The reference section of the Wollongong Public Library is open from 10.00 a.m. to 9.00 p.m. from Monday to Friday, and from 9.00 a.m. to 9 p.m. on Saturday. Facilities for study are available, but because seating accommodation is very limited, only material belonging to the reference collection may be used.

In addition to books, periodicals, pamphlets, maps and newspaper cuttings, some material (e.g. The Sydney Morning Herald) is on microfilm, and a microfilm reader may be reserved. Copies from both microfilms and books, etc., are obtainable for 10c. There is also a special collection of local material.
Diploma and Certificate Course Structures

- DIPLOMA IN TEACHING (PRIMARY)
- DIPLOMA IN TEACHING (SECONDARY)
- DIPLOMA IN PHYSICAL EDUCATION
- CERTIFICATE IN HEALTH EDUCATION
- REGULATIONS GOVERNING PROGRESSION AND QUALIFICATION

Diploma in Teaching (Primary)

In 1971, the Advanced Education Board approved the award of a Diploma in Teaching (Primary) for students successfully completing a three year course of study in Primary Education at this Institute. This Diploma is also awarded to those students who specialise in Infant Education in the second year of the course.

As can be seen from the outlines of the alternative courses given in tabular form below, the studies undertaken by Infant Education specialists differ from those 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 to suit the needs of infants teachers.
EXTERNAL STUDIES

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

The full course runs over a minimum period of two years and involves one year’s study in each of the areas of Education, Elective “A,” Elective “B,” and Curriculum Studies.

Elective Courses are offered in English, Geography, History, Economics, Asian Studies, Music, Craft, Art, Physical Education, Natural Science, Education, Mathematics and Readings in Drama. It is expected that teachers who graduated from Wollongong Teachers College (i.e. Wollongong Institute of Education) will continue with the elective subjects which they studied while at College.

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

Eligibility for Course

Ex-students of recognised Teachers Colleges who have satisfactorily completed all the requirements for a two year course in Teacher Education are eligible for enrolment in courses offered through the External Studies Department.

Requirements for Three Year Status and Award of Diploma in Teaching (Primary)

In order to satisfy the requirements for the granting of three year status and the award of the Institute’s Diploma in Teaching (Primary), students must secure a pass in all the areas specified in the Course outline, i.e. Education, Elective “A,” Elective “B,” and Curriculum Studies.

Duration of Course

The course will be run over the period commencing 1st March and ending 30th November of each year.

Enrolment Procedures

Students wishing to be enrolled for the external studies course should apply in writing to:

The Organiser,
External Studies Department,
Wollongong Institute of Education,
P.O. Box 1496, Wollongong, 2500,

no later than 30th November of the year prior to the one in which they wish to commence their studies. The necessary enrolment forms and relevant information will then be forwarded to them. Ex-students of colleges other than Wollongong must submit documentary evidence of their attainments when they return their completed enrolment forms.
### Structure of the Diploma in Teaching (Primary)

#### (Hours Per Week)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>EDUCATION</th>
<th>COMMUNICATION</th>
<th>P.E.</th>
<th>HEALTH</th>
<th>CORE</th>
<th>CURRICULUM STUDIES</th>
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### Structure of the Diploma in Teaching (Primary)

#### For Specialists in Infant Education

#### (Hours Per Week)

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* In 3rd Year, students elect to choose 2 of the remaining Curriculum Studies Group “B” subjects; that is, any two other than the two studied in 2nd Year.
Diploma in Teaching (Secondary)

In 1971, 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.

**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.

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**STRUCTURE OF THE DIPLOMA IN TEACHING (SECONDARY)**

(Hours Per Week)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CORE</th>
<th>CURRICULUM STUDIES</th>
<th>ELECTIVES</th>
<th>Total Hours</th>
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* In Third Year, only one Elective, "A" or "B," is taken, plus a Special Course of English or History.
Diploma in Physical Education

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

The course has seven strands. The hours allocated in each year are indicated in the schedules in the following section, "Certificate in Health Education."

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 in Health Education. A supplementary schedule shows the way in which the Certificate course is integrated with the Diploma.

Certificate in Health Education

Students in Secondary courses may apply for admission to this course which will require an additional year of study. The course will be integrated into the student's existing secondary course and prerequisite subjects may have to be completed by some students.

The entire course will consist of twenty three credit hours integrated with the existing course of study and may extend through two or more academic years. The curriculum will be structured to include those areas of health and health education appropriate to the environmental conditions of the school pupil.

Time allocated in each year is summarised in the following table:

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<tr>
<th>Health Education I</th>
<th>Hrs/Wk</th>
<th>Health Education II</th>
<th>Hrs/Wk</th>
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<tr>
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<td>Health Education III</td>
<td>Hrs/Wk</td>
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</table>

As the Health Education course is presently undergoing some reorganisation it will be noted that during 1976 some subjects appear to be repeated at different stages during the course. This will only occur during the reorganisation period.
### DIPLOMA IN PHYSICAL EDUCATION

(Hours Per Week)

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical Education</th>
<th>Core P.E.</th>
<th>Education</th>
<th>Scientific Bases of Human Movement</th>
<th>Elected Area</th>
<th>Health Education</th>
<th>Communication</th>
<th>Field Work</th>
<th>Total Hours</th>
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<tr>
<td>1</td>
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<td>3</td>
<td>Anatomy and Physiology</td>
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<td>Games</td>
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* First Half Year  † Second Half Year

### DIPLOMA IN PHYSICAL EDUCATION & CERTIFICATE IN HEALTH EDUCATION — INTEGRATED SCHEDULE

(Hours Per Week)

<table>
<thead>
<tr>
<th>Year</th>
<th>Physical Education</th>
<th>Core P.E.</th>
<th>Education</th>
<th>Scientific Bases of Human Movement</th>
<th>Elected Area</th>
<th>Health Education</th>
<th>Communication</th>
<th>Field Work</th>
<th>Total Hours</th>
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<td>12</td>
<td>2</td>
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<td>Variable</td>
<td>24</td>
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</tbody>
</table>

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Regulations Governing Progression and Qualification

1. Assessment
   (a) All students will be assessed at the end of each academic year of their course. This assessment may be by yearly examinations and/or by progressive assessment.
   (b) Deferred Examinations may be granted after the yearly examination for such cases as may be approved by the Director in accordance with the regulations.

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

3. Progression
   (a) Progression to each year of the course shall be contingent upon the student gaining a pass in all subjects, areas or strands as applicable, and meeting all course requirements including attendance and achieving success in practice teaching.
   (b) Students who fail to satisfy requirements for progression at the end of the year may be recommended for:
       (i) discontinuance
       (ii) repetition of the year
       or (iii) deferred examinations.
   (c) Students who fail to satisfy requirements for progression after deferred examinations may be recommended for:
       (i) discontinuance
       (ii) repetition of year
       (iii) progression carrying one failed course which then becomes a part of the next year's course and must be satisfactorily completed within that year in ways that are defined by the Head of the Department.

4. Award of Diploma
   (a) Students who have passed in all subjects, areas, or strands, as applicable and who have met all course requirements including attendance and achieving success in practice teaching shall be awarded
(i) The Diploma in Teaching (Primary)
(ii) The Diploma in Teaching (Secondary)
or (iii) The Diploma in Physical Education, according to the course followed.

(b) Students who fail to qualify for the award of a Diploma at the end of the third year may be recommended for
   (i) discontinuance
   (ii) repetition of the year
   or (iii) deferred examinations.

(c) Students who fail to qualify for the award after deferred examinations may be recommended for
   (i) discontinuance
   or (ii) repetition of the year.

5. **Certificate in Health Education**

   Students undertaking the four year courses leading to the award of a Diploma in Physical Education and a Certificate in Health Education shall at the end of their third year be considered for progression as in section 3 above and at the end of their fourth year shall be considered for the award of the Diploma and Certificate as in section 1.

6. **Exemptions**

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

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

7. **Graduation with Merit**

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

8. **Deferred Examinations**

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

   In the case of a student failing in one or more subjects, the granting of deferred examinations shall be determined by the appropriate Diploma Committee, except that no student may be admitted to deferred examinations in any subject in which he has been declared ineligible.
(b) Absence from any examination may be regarded as failure in the subject concerned, but students who have been absent from a yearly examination may be granted deferred examinations. Students seeking deferred examinations in those circumstances must supply the appropriate Diploma Committee with the following information as soon as possible.

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

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

9. Attendance at Lectures

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

10. Amendment of Regulations

These regulations may be amended, such amendments to be effective from the commencement of any future Institute year.
STUDENT CONCERT
Courses of Study for Diploma in Teaching (Primary)

- CORE COURSES
- CURRICULUM STUDIES
- ELECTIVE COURSES
- INFANTS SPECIALIST COURSES
Core Courses

**EDUCATION**

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 3 Hours per Week.

Course Relevance

- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)
- Diploma in Physical Education (First three units only)

Summary of Content

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

<table>
<thead>
<tr>
<th>1st Half-year</th>
<th>2nd Half-year</th>
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<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>Unit 1</td>
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<tr>
<td>Child development.</td>
<td>Unit 2</td>
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<td>Psychology of teaching</td>
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<tr>
<td><strong>Second Year</strong></td>
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<tr>
<td>Unit 3</td>
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<td>Psychology of learning</td>
<td>Unit 4</td>
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<td>History of Education and Comparative Education</td>
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<td>Unit 5</td>
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<tr>
<td>Sociology of Education</td>
<td>Unit 6</td>
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<td>Curriculum Process</td>
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</table>

Some re-arrangement of units may be necessary during the three year period.

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.

**First Year**

**Unit 1. Child Development**

**Objectives**

Knowledge—development as a concept; influences on and stages of development; implications for teaching.

Attitudes—towards children as individuals and as learners.

Skills—for assessing children’s psychological functioning in a learning situation, including their educational progress.
Summary of Content

The concept of development.
Methodology of child study.
Influences on development — constitutional, learning and environmental.
Pattern of development stages — Infancy, Childhood and Adolescence.
Educational implications for management of children and for teaching.

Unit 2. Psychology of Teaching

Objectives

The student will be required to display an understanding of recognised minimal teaching competencies, in integral behaviours in the teaching process models used for this course.

Summary of Content

Teaching models — assumptions, purposes, definition.
Formulating aims, goals, objectives.
Recognising and analysing the teaching situation.
Management behaviours—situational maintenance, lesson facilitation, discipline and control
Teaching behaviours to provide learning experiences.
Organisation—time and space dimensions.
—school and classroom.
Evaluation—measurement procedures and judgment.

References


Second Year

Unit 3. Psychology of Learning

Objectives

Knowledge, comprehension and application of basic concepts and principles of learning both generally and in the classroom.

Summary of Content

Types and theories of learning: behaviourism, neo-behaviourism, cognitivism.
Factors involved in human learning; readiness, remembering and forgetting, transfer of learning, motivation.
Learning and development of concepts, skills, attitudes.

Reference


Unit 4. History of Education and Comparative Education

Objectives

To promote understanding of current educational practices and problems through an awareness of the origins and development of education in N.S.W. and of similarities and differences between patterns of education in N.S.W. and those of other countries.
Summary of Content

1. An introduction to the historiography of education and its application to N.S.W. through an examination of the development of the present system from its earliest beginnings.
2. A critical study of education in N.S.W. today, 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.

Third Year

Unit 5. Sociology of Education

Objectives

To study the purpose and scope of education as a social institution within a society.

Summary of Content

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-quarter of the time allocated to the course will be devoted to the presentation of the basic concepts and descriptive materials of sociology. The remaining three-quarters examines education as a social institution, its relationship to other social institutions, the school and society, and role theory as it applies to teacher and pupil.

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

Unit 6. Curriculum Process

Objectives

Knowledge—formulating aims and objectives; integrating a system of teaching, developing curricula.

Attitudes—towards a teacher's role in society and the school.

Skills—of selecting relevant content and procedures for different learning situations.

Summary of Content

Aims and objectives.

Content areas.

Learning situations, including patterns of organisation.

Evaluation.

Reference


COMMUNICATION

First Year: 2 Hours per Week
Second Year: 1 Hour per Week
Third Year: 1 Hour per Week

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives

This course aims to assist students in their personal and professional development. It sees communication as a process of many facets, verbal and non-verbal. It is concerned to develop proficiency in oracy (speaking and listening) and literacy (writing and reading), and to provide experience in creativity (self-expression).
Summary of Content

First Year

1. Work in the 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 suggest; work in remedial groups may be required of some.

2. Speaking. Clear, confident, appropriate and effective speech will be sought. All students will be required to undertake, individually, assignments in interpretative oral reading and the expression of personal viewpoints. All lecture periods will allow for discussion, both structured and unstructured.

3. Listening. Work in this area will be integrated with speech assignments and discussion situations. “Active” listening will be discussed and tested in a variety of situations in order to develop confidence, efficiency and enjoyment in listening.

4. Writing. Clear, concise and precise expression will be sought. Exercises to improve vocabulary, usage, sentence construction and paragraphing will be given frequently. Work in forms of sustained writing, such as reports and critical appreciation, will also be required.

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:

- Modern Drama
- Short Story
- Novel

6. Creativity. To develop confidence in self-expression, some practical work in drama will be undertaken. Students interested in creative writing will have an opportunity to work in this field as part of the course.

7. Assessment. In general, this 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.

References

General Reading.

Note: Every student should possess a worthwhile dictionary such as the Concise Oxford or Wyld’s Universal.

COMMUNICATION

Second Year

This course in the second year aims to develop further the abilities of individual students to communicate effectively in peer group situations. It will also include regular practice in written expression.

Students will be required to read a selection of literary works embracing the novel, drama and poetry. They will also be required to submit written commentaries on their reading. The appended list of references is to be regarded as a suggestion and lecturers should feel free to use both their discretion and the suggestions of students in the choice of texts.

Reading Texts

- Kingsley Amis — Lucky Jim.
- Richard Condon — Winter Kills.
- Richard Gordon — Doctor at Sea.
- Patrick White — The Burnt Ones.
General Content
Oral work involving activities such as short talks, readings from selected texts, panel-game activities, group discussions, verse-speaking, practice in oral summarising and unscripted dramatic situations.

Written exercises based on “unseens,” personally chosen topics and comments on general reading.

Examination of the media involving discussion of films, television programmes, the press and current journals.

Various communication activities arranged on a “workshop” basis to include the making of films and strip films.

General Reading
W. A. Shrope — Speaking and Listening.
C. L. Wrenn — The English Language.

Assessment
This will be based on regular assignments in both oral and written work. Candidates whose work or attendance is not considered satisfactory may be required to sit for additional written examination papers.

COMMUNICATION
Third Year
This course continues with the study and application of the communication skills of oracy (speaking and listening) and literacy (writing and reading). It also tries to interest students in certain modern trends in communication.

Reading
Students will be required to read and discuss a selection of modern novels, plays and poems. The texts listed below will be used and students’ recommendations will be used to expand the list.

Joan Lindsay — Picnic at Hanging Rock.
Stefan Zweig — Beware of Pity.
Evelyn Waugh — Decline and Fall.
Patrick White — The Season at Sarsaparilla.
Penguin Ed. — Three Australian Plays.
Penguin Ed. — Modern Australian Verse.

Writing
Practice in fluency, variety and expression will be given by presenting students regularly with “unseen” extracts from a variety of sources.

Speaking
Students will be encouraged to read selections of their own choice from modern authors. Other methods to encourage discussion and oral fluency will include simulated interviews, impromptu drama situations, forum discussions and various workshop activities including the use of films and film-making.

Listening
To foster intelligent listening and to further discussion, lectures will be given on topics directly related to communication such as current usage, regional uses in Australia, changing speech patterns, the misuse of language, formal and informal speech and writing, and some contemporary views on trends in communication.
References
Brian Foster, The Changing English Language.
C. C. Fries, The Structure of English.
Simeon Potter, Changing English.
John Moffat, The Structure of English.
Marshall McLuhan, Understanding Media.

Assessment
This will be based on regular assignments and written tests. Unsatisfactory students may be required to sit for a written examination paper.

PHYSICAL EDUCATION

Course Relevance
Diploma in Teaching (Primary): 1 Hour per week.
Diploma in Teaching (Secondary): 1 Hour per week.
Diploma in Physical Education: 2 Hours per week.

Objectives
1. To encourage a systematic improvement in and maintenance of personal physical fitness in the areas of cardio-respiratory endurance, general muscular strength and endurance and flexibility.
2. To assist students in developing personal recreational and sporting skills and knowledge which will enable them to participate effectively in a wide range of such activities.
3. To develop student understanding of the main principles of exercise physiology which, when correctly applied, will result in desirable adaptations.

Summary of Content
Each lecture hour will be divided into two sessions. Session one will involve students in a systematic approach to the development of personal fitness through circuit training activities which have been organised and planned to meet the needs of the individual students.

Session two will enable students to select a total of three recreational and sporting activities from among nine presented per year in three blocks of three. The development of skill, techniques and knowledge involved in the selected activities will be encouraged at the personal level.

A fitness testing programme will be entertained to demonstrate changes of personal status based on a longitudinal study approach.

Reference

HEALTH EDUCATION

Second Year: 1 Hour per Week

Course Relevance
Diploma in Teaching (Primary).

Objectives
1. The identification and discussion of personal health problems.
2. The examination of aspects of school health education, including health problems and methods of teaching, peculiar to the age group being trained to teach.
3. The investigation of school health services and referral procedures.
CURRICULUM STUDIES 'A'

ENGLISH

First Year: 2 Hours per Week
Second Year: 1 Hour per Week
Third Year: 1 Hour per Week (1st Half of Year only)

Course Relevance
Diploma in Teaching (Primary).

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

Summary of Content
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.

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.

First Year

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 implications for the teaching of the language arts.
3. The language arts in the infants school.
4. Reading in the primary and infants grades, including a special study of children's literature.
5. The teaching of speech and drama in the primary school.
6. The construction and use of teaching aids.
Second Year

1. Written expression in the primary school, including the teaching of handwriting and spelling. (It is expected that students will develop competence in our accepted form of handwriting as part of the course).
2. Remedial teaching in English with special emphasis on the teaching of reading.
3. Making provision for the gifted child.
4. The use of the library, television, film, radio and other facilities in the teaching of English.
5. Film making in the primary school.

Third Year

1. Techniques of evaluation for the English teacher.
2. Planning the English programme in the primary school.

Assessment

In each year of the course 40% of the assessment will be based upon written assignments and 60% of the results of a written examination.

References

Anderson, D., I'm Four Potatoes, Melbourne, PACT, 1971.
Spacke, Evelyn B., Reading Activities for Child Involvement, Boston, Allyn and Bacon, 1972.

CURRICULUM STUDIES "A"

MATHEMATICS

First Year: 2 Hours per Week
Second Year: 1 Hour per Week
Third Year: 1 Hour per Week in first half of year.

Course Relevance

Diploma in Teaching (Primary).

Objectives

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.

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

1. Method
Development of knowledge and skills.
Planning and preparing lessons.
Aims and attitudes.
Development of the number concept in the child. Conservation and Seriation.
Cuisenaire material and other structured aids.

2. Background to Primary Mathematics
Set theory.
The number system.
Number laws.
Algorisms.
Geometry and topology.
The Metric system.
Enrichment topics.

Second Year
A detailed study of the syllabus in primary school mathematics with particular emphasis on the development of understandings, knowledge and skills.
Teaching techniques, grading of work, programming.
The development and use of teaching aids.
The use of Cuisenaire material in the primary school.

Third Year
The teaching of "problems" in Mathematics. Units of work. Integration with other subject areas. Multi-group, multi-level teaching. Remedial techniques. Evaluation.

References

CURRICULUM STUDIES "A"

SOCIAL SCIENCE

First Year: 2 Hours per Week
Second Year: 1 Hour per Week
Third Year: 1 Hour per Week for half the year.

Course Relevance
Diploma in Teaching (Primary).

Objectives
1. 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 tolerance within the students.
2. To present the chosen material at 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.
3. 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.

4. To investigate in detail a selected social science discipline; in particular its concepts, modes of inquiry and contribution to the development of a social studies program.

5. To examine the general principles of curriculum development and their specific application to social science education.

6. To design teaching units and develop these units in the practical classroom situation.

7. To evaluate selected social science programmes.

**Summary of Content**

**First Year**

1. **Social Studies as an Area of the Curriculum.**
   General curriculum overview and the development of a simple model of curriculum process.
   The nature of social studies.
   Changing perspectives in the social sciences.
   Developing a new curriculum. The balance between process and content.

2. **Content and Structure of Knowledge.**
   Significance of structure in the social science disciplines.
   Inquiry—conceptual approach to learning.
   Introduction to the basic concepts of the social science disciplines.

3. **Social Education.**
   Critical examination of attitudes, beliefs and values.
   Moral development and moral reasoning. A consideration of the work of Piaget, Kohlberg and Bull.
   Uses of role playing, simulation games and values analysis techniques.

4. **Teaching Social Studies.**
   Planning and practising activities related to:
   (a) Concept attainment,
   (b) Developing generalisations,
   (c) Teaching the Social Studies skills,
   (d) The component teaching skills of explanation and discovery,
   (e) The use of teaching aids and materials in classroom situations,
   (f) Values analysis and moral reasoning.

**Second Year**

1. **Approaches to Social Studies teaching.**
   A consideration of the major approaches to the teaching of social studies including the traditional, social science and inquiry-conceptual approaches.

2. **Curriculum Overview.**
   Development of a more complex model of curriculum process.

3. **Curriculum Guidelines for Primary Social Studies Document.**
   An in depth study of the curriculum guidelines for N.S.W. schools.
   A comparison with earlier syllabuses (e.g. the 1963 syllabus revision).
   The guidelines document considered in relation to the curriculum process model.

4. **Curriculum Construction.**
   Planning and preparing resource units. Particular emphasis upon:
   (i) Criteria for selection of focus questions and content samples.
   (ii) Objectives related to thinking, acting, feeling and valuing.
   (iii) Learning activities including data intake, organisational, demonstrative and creative-type activities.
   (iv) Planning and using activities to introduce, develop and conclude a unit.
   (v) Techniques of evaluation, both formal and informal. Relationship between objectives, learning activities and evaluation.
   (vi) Resources and teaching materials including the uses of audio-visual equipment and primary sources of data.
5. Curriculum Interpretation.
   A consideration of the unit approach to social studies teaching.
   Relating the unit to the curriculum process model.
   Use of specific learning activities from a recognized social studies programme, Man: A Course of Study, to illustrate the techniques and procedures discussed in the lecture programme. These techniques relate to concept attainment, discovery learning, developing generalisations, small committee work and teaching the social studies skills.

Third Year

1. Curriculum Overview.
   A revision of the curriculum process model developed in years 1 and 2.
   Further refinements to the model.

   A further examination of the curriculum guidelines document for N.S.W. schools. A comparison with other curricula.
   The Queensland syllabus.
   U.S. and British programmes.

   Analysis of specific social studies programmes to be selected from those prepared by Bruner, Taba, Senech and Morrissett. Some student choice is possible in this segment of the course.

   Planning and preparation of teaching units and their application in the practical classroom situation.
   Students will be expected to demonstrate their understanding of the curriculum process model developed earlier.
   Using individual talents in team teaching.

Textbook


References

Social Education Journals, a publication of The National Council of the Social Studies, Washington, D.C.
Yearbooks, an annual publication of The National Council of The Social Studies, Washington, D.C.

CURRICULUM STUDIES “B”

ART

First Year: 1 Hour per Week.
Second Year: 2½ Hours per Week.

Course Relevance

Diploma in Teaching (Primary).

First Year

Objectives

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 student’s own creative potential.

Summary of Content

The course includes an introduction to the creative development of children as revealed by their art; practical and theoretical aspects of the elements and principles of design and the language of vision; experience in using media suitable in the classroom; reference to teaching methods; and studies of appropriate works of art.

Lectures will be designed to develop the confidence and skill of students. In addition to discussion and practical work, students will prepare individual assignments that will form the basis for assessments of the student’s progress.

References


Second Year

Objectives

This course, to be undertaken by approximately two-fifths of those students electing to prepare for general primary teaching, is designed to expand the understanding and skills established during first year, to further enrich the student’s personal background knowledge and appreciation of the arts, to foster individual creative development, to develop broadly based concepts of art teaching, and to increase the awareness of the contribution that Art can make to the child’s total education.
Summary of Content

Philosophies of Art and Art Education; some recent approaches to art in schools; art in relation to the overall curriculum.

Two and three dimensional activities appropriate to the primary and infants classroom.

Teaching methods, programmes, organisation.

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

The relationship between the ideas of the artist and the technical problems involved in organising them is constantly considered.

Emphasis is placed on the art of recent decades through a survey of changes in the concept of art during the twentieth century.

References


CURRICULUM STUDIES “C”

ART

First Year: 1 Hour per Week in C.S. “B” Art.
Third Year: 1 Hour per Week.

Course Relevance

Diploma in Teaching (Primary).

Objectives

To enlarge the understandings and experiences of the First Year Curriculum Studies Art Course; to increase appreciation of the important part that Art plays in the mental and social development of children in the primary school; to extend the students’ awareness of appropriate methods and media; to develop considered attitudes; through these objectives to build the skill and confidence of students so that they may commence teaching effectively.

Summary of Content

Philosophic attitudes; reference to authorities — Read, Lowenfeld, Gaitskell.

Workshop experiences; development of the student’s own skills in handling and appreciating the possibilities offered by a wide variety of media.

Teaching techniques; classroom organisation; programmes and the primary curriculum.

Considerations of painting and printing techniques and three-dimensional work.

References


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CURRICULUM STUDIES "B"

CRAFT

First Year: 1 Hour per Week
Second Year: 2 1/2 Hours per Week

Course Relevance

Diploma in Teaching (Primary).

First Year

Objectives

To provide a broad general background to the teaching of craft at all levels in the primary school.

Summary of Content

Practical work will be undertaken in the following crafts.
Bookcrafts, including paper decoration.
Puppetry.
Canework.
Light woodwork.
Weaving.
Lectures will also deal with aims, organisation and programming.

References


Second Year

Objectives

This course, undertaken by approximately two-fifths of those students preparing for general primary teaching, aims to review and extend topics covered in first year, and to broaden the students' craft background by introducing other creative activities.

Summary of Content

Opportunity will be given for students to develop skills and techniques associated with the following media.
Textiles
Leather and Leather substitutes
Paper
Indigenous Materials.
Copper Foil
Vitreous Enamel.
Mosaics
Plastics
Lectures will also be presented dealing with aims, organisation and programming.

References

CURRICULUM STUDIES "C"

CRAFT

Third Year: 1 Hour per Week

Course Relevance
Diploma in Teaching (Primary).

Objectives
To extend the knowledge and skills gained in the First Year Curriculum Studies "B" course;
To develop understanding of the Primary Curriculum in Craft and to foster a creative
approach to its implementation in the schools.

Summary of Content
The philosophy and scope of the Craft section of the Curriculum for Primary Schools.
Aims and their relationship to programming.
Integration with other sections of the Curriculum.
Teaching methods and organisation especially related to Craft.
Demonstration lessons to illustrate teaching techniques.
Materials and resources.
Related practical experience with a variety of tools and materials selected by the student
from at least four of the eight sections of the Curriculum.

References
The course will also make extensive use of the large number of specialised Craft books
in the Library of the Institute.

CURRICULUM STUDIES "B"

MUSIC

First Year: 1 Hour per Week
Second Year: 2½ Hours per Week

Course Relevance
Diploma in Teaching (Primary).

First Year

Objectives
In this course, students will follow a programme aimed at the development of musical
literacy, and whose content is relevant to the primary school situation. The course serves as a foundation
for subsequent curriculum studies in music in the Diploma in Teaching (Primary) Course.
Summary of Content
1. Sound — its significance and control in a musical context.
2. Proficiency is required in a practical study. The choice of this study will be determined during the course. In addition, the use of tuned and untuned percussion instruments will form a common practical strand.
3. Skill and practical musicianship will be established in the following areas and related to the classroom teaching situation:
   (a) song repertoire and the essentials of voice production.
   (b) basic music reading skills and the essentials of elementary music theory.
   (c) study of Carl Orff and Kodaly techniques in music education.
4. Introduction of recorded works and techniques suitable for classroom listening activities.

Second Year

Objectives
Students will develop skills in each area established in the Curriculum Studies “B” first year course.

Summary of Content
The procedure and problems concerned with: music programming and grading of material; musical arrangement; creative activity; elementary conducting skills and rehearsal techniques, will be strands of the course developed by students in practical exercise.

References
CURRICULUM STUDIES "B"

NATURAL SCIENCE

First Year: 1 Hour per Week

Course Relevance

Diploma in Teaching (Primary).

Objectives

1. To show that the communication of attitude and skill is at least as important as the teaching of science content.
2. To develop confidence in the presentation of some basic science teaching via the observation lesson and the experiment lesson.
3. To facilitate the development and reinforcement of concepts and content appropriate to primary school science.

Content

The structure of science as a discipline.
The observation lesson as applied to the classroom study of living organisms.
Sound — an inquiry approach.
Machines — a series of simple experiments.
Ecology and environmental studies.
Conservation — a rationale and teaching approach.

References

Close, B., Teaching Science in Primary Schools, McGraw-Hill.
Child, J., Wildflowers of the Sydney Region.

Assessment

Assignments and examination. The assignments require students to present collections of materials and artifacts relevant to the teaching of the content and concepts of the topics studied in the course.

CURRICULUM STUDIES "B"

NATURAL SCIENCE

Second Year: 2½ Hours per Week

Objectives

1. To discuss teaching techniques that have particular relevance to the teaching of Natural Science as well as general relevance to all teaching.
2. To examine, using Natural Science as a vehicle, ways in which objectives and procedures in modern teaching reflect the current ideas of educational psychologists.
3. To develop a series of model lesson plans embodying the above principles.
4. To choose for study certain content material appropriately taught by the above lesson models.
5. To emphasise the priority of communication of attitudes and development of mental skills over the teaching of content.

Summary of Content

Comparison of the discovery method with the exposition method.
The development of a set of aims for the teacher, and specific behavioural objectives for pupils in primary science, based on Bloom's Taxonomy.
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.

The impact of Skinner on programmed instruction, and its extension to the multi-media mix.

Observation lessons inside and outside the classroom. The nature ramble and excursion.

Specimens and locations upon which observations can be practised, including local excursions.

Various kinds of experiment lesson and problem-solving exercise.

Physics and biology topics suitable for experiment.

The teaching of children about the scientific method.

The importance of aids in the teaching of science, and the lesson based on aids.

The use of various kinds of aids, visual, audio, and copying will be integrated with the rest of the course.

The science table, the school garden and other facilities needed for the teaching of science.


Natural Science in the primary school.

The teaching of topics that present special difficulties, e.g., electricity.

Assessment

By assignments, at the end of each of the first two terms, plus a written examination at the end of the year. Assignments involve the preparation and organisation of teaching resources, and are designed to complement the classroom lectures.

References


Rigby, K. M., A Kit For Teaching Natural Science in Primary Schools, Macquarie University.


CURRICULUM STUDIES “B”

NATURAL SCIENCE

Third Year: 1 Hour per Week

Objectives

1. To familiarise those students, who did no Natural Science in second year, with as many modern and innovative methods of teaching the subject as time allows.

2. To make students aware of the ways in which current objectives, methods, content, and evaluation in the practice of Natural Science correlate with the theories of certain present-day educational psychologists.

3. To use that content which, while interesting and relevant, serves mainly as a vehicle for the communication of the course’s objectives.

Summary of Content

1. A Bruner-structure of Science as a discipline.

2. Implications for the teaching of Science from the educational psychology of Piaget, Bruner, Gagne, Ausubel, and Skinner.

3. The multi-media approach as a development of Skinner’s programmed instruction.

4. Application of the principles of Gagne to the development of the curriculum known as “AAAS Science—The Process Approach.”

5. The Western Australian version of Process Science.

6. The development of a set of aims for the teacher, and specific behavioural objectives for children in Science, based on Bloom’s Taxonomy.

7. The discovery method, as recommended by Bruner and Gagne, applied to Science, and its use in various observational and experimental situations.

8. Field studies, excursions, environmental studies.
9. Detailed observation of certain plant types.
11. Use of library and audio-visual facilities.
12. The examination of a six-week, interdisciplinary theme for a Fourth Grade class, with specific attention paid to the integral role of Process Science.

Assessment
Students will be assessed on assignments completed for the first two terms, and on a written examination at the end of the third term.

References
Close, B., Teaching Science in Primary Schools.
Gega, P., Science in Elementary Education.
Rigby, K. M., A Kit For Teaching Natural Science in Primary Schools.
Vessel, N. F., Elementary School Science Teaching.
Victor and Lerner, Readings in Science Education for the Elementary School.
Kuslan and Stone, Teaching Children Science.
Burnett, R. W., Teaching Science in the Elementary School.
Carin and Sund, Teaching Science Through Discovery.
Sund, Tillery, Trowbridge, Elementary Science Discovery Lessons.
Blough, Schwartz and Huggett, Elementary School Science and How to Teach It.
Budd-Rowe, M., Teaching Science as Continuous Enquiry.
Esler, W., Teaching Elementary Science.
Lansdown, Blackwood, Brandwein, Teaching Elementary Science.
Mills and Dean, Problem-Solving Methods in Science Teaching.

CURRICULUM STUDIES "B"

PHYSICAL EDUCATION

First Year: 1 Hour per Week
and either
Second Year: 2½ Hours per Week
or
Third Year: 1 Hour per Week

Course Relevance
Diploma in Teaching (Primary).

Objectives
1. To acquaint students with the unique contribution of physical education as an integral part of education.
2. To expose students to the fundamental principles underlying the physical education syllabus in primary schools.
3. To study the primary school child and allow for individual differences — physical, emotional, social and mental — in the construction of the physical education programme.
4. To present a body of knowledge which will allow students to effectively create and implement their own physical education programme and to cover the aspects of gymnastics, dance and games.

Summary of Content

First Year
1. Aims and objectives of physical education in the primary school.
3. The gymnastics lesson. Lesson planning, unit planning, curriculum content, class organisation and formations.
5. Physiological background of physical education.
6. Introduction to folk dance.

References
New Zealand Department of Education, Physical Education in Primary Classes.
Victorian Department of Education, Physical Education Syllabus.

Second Year
1. Lesson planning, unit planning, content material and class organisation for teaching:
   - learn to swim and general water safety,
   - dance — creative folk, modern educational and traditional,
   - games — minor and major,
   - track and field athletics.
2. Organisation of sports afternoons and carnivals.
3. Organisation features. Care of equipment, facilities available, sports and recreation in the community, source material.
4. Further work on the physiological basis of physical education and general fitness.

References
As for First Year.

Third Year

Selection will be made from the programme available in second year and this will be treated in somewhat less depth than was so in second year.
Elective Courses

Students will be required to elect two courses from those listed below, bearing in mind that freedom of choice may be restricted by timetable constraints and limitations on the number of places available in any one course. Conditions governing choice of elective courses will be detailed at the beginning of the academic year.

The elective courses offered in the Institute are as follows:

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**ART AND CRAFT**

**ART ELECTIVE**

- First Year: 3 Hours per Week
- Second Year: 3 Hours per Week
- Third Year: 4 Hours per Week

**Course Relevance**

- Diploma in Teaching (Primary).
- Diploma in Teaching Secondary

**Objectives**

The elective studies aim to enrich the students' personal artistic experiences by introducing them to ideas and processes with which they may be unfamiliar, assisting them to develop their existing capabilities, knowledge and interests, and to achieve satisfying creative work.

Further, the course aims to widen the students' background generally, increase their understanding of the art of their own time and heighten their appreciation of fine art of all periods.

**Summary of Content**

Three strands will be offered, each continuous and progressive over three years and designed to enable students with or without previous art training to participate.
Practical work will predominate and will normally proceed by a series of experiments and investigations into the creative possibilities of the various media available.

Each of the three strands, though broad in scope and catering for varied interests, will in some degree relate to the present international scene. Individuality is encouraged. It is anticipated that one strand will embrace both painting and sculpture and be concerned largely with threedimensional work in various contemporary materials; another will investigate schools of modern art and relate mainly to painting in contemporary styles; a third will involve painting in a range of styles and the opportunity for a limited number of students to follow an introductory course in hand-built and wheel-thrown pottery. Students will be given the opportunity to elect to pursue one particular strand.

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

It is intended that students will produce work suitable for exhibition. Annual assessment is based upon the students' assignments during the year.

Activities will include visits to art exhibitions, talks by practising artists and other means of increasing students' awareness of problems facing artists in the current environment and widening students' outlook on art.

References

**CONTEMPORARY CRAFTS ELECTIVE**

**First Year:** 3 Hours per Week  
**Second Year:** 3 Hours per Week  
**Third Year:** 4 Hours per Week

**Course Relevance**
- Diploma in Teaching (Primary).
- Diploma in Teaching (Secondary).

**Objectives**

To allow student development in the techniques and skills involved in expressive and creative craft work in a variety of modern media.

**Summary of Content**

The crafts included in this course are Art Metalwork, Wood Crafts, Jewellery making, Wood turning and Plastics.

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.

In the first year of the course, a study will be made of the basic elements of design as related to contemporary crafts. At the same time opportunity will be given, through practical work, to develop skills in handling tools and materials.
In the second year, although most time is utilised on practical work, a more detailed study is made of the theoretical aspects of working in wood and metal, together with lectures on workshop drawings and cutting lists.

In third year an opportunity is provided for more specialised work in two of the fields explored in earlier years.

The course work in second and third year is dependent upon the skills acquired in previous years.

References

TEXTILE CRAFTS ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives
Through this elective, the student is given the opportunity to develop awareness of good design and finish, together with the practical techniques and skills involved in creative and expressive work in Textile Crafts.

Summary of Content
During this course, students will be introduced to the following aspects of the textile crafts, with opportunity for creative work in each field.

Embroidery (modern and traditional) Fabric printing
Knitting Crochet
Dressmaking Soft furnishings
Macrame Weaving (Third year only)

Written works will include studies of the following:
Elements of design Historical background
Processes of construction Fibres and filaments

During the third year of the course, students will be encouraged to work in depth in areas of their own choice.

References
Deyrup, A., Batik, New York, Bruce Publishing Co.
TRADITIONAL CRAFTS ELECTIVE

First Year: 3 Hours per Week  
Second Year: 3 Hours per Week  
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).  
Diploma in Teaching (Secondary).

Objectives

Through practical involvement in a group of traditional crafts, to develop independence in design and construction, together with an appreciation of the history of these crafts and of their place in contemporary society.

Summary of Content

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

- Bookcraft — including printing.
- Leatherwork.
- Weaving.

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 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, and in hand-making of paper from a variety of fibres.

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, stamping, carving, plaiting, staining, polishing, lacquering, fitting of eyelets, press-buttons, buckles, catches and other hardware.

In weaving, practical work will include opportunities for hand-spinning and dyeing of wool; creative off-loom weaving; weaving on a variety of looms such as inkle, tablet, two-shaft and four-shaft looms, using wool, cotton and other fibres.

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

References


EDUCATION

EDUCATIONAL MEDIA ELECTIVE

First Year: 3 Hours per Week  
Second Year: 3 Hours per Week  
Third Year: 4 Hours per Week.

Course Relevance

Diploma in Teaching (Primary).  
Diploma in Teaching (Secondary).
Objectives
1. To provide an understanding of the theory underlying the use of educational media and the
research findings relevant to this field.
2. To enable this theory to be put into practice by familiarising students with as wide a range of
educational media as possible.
3. To enable students to prepare and develop teaching/learning kits which will utilise a variety of
educational media.

Summary of Content
It is planned to deal with as wide a range of educational media as are available. These
will include programmed learning, teaching machines, overhead projectors, tape-recorders, film strips,
transparencies, radio, closed-circuit and broadcast television, synchronised tapes and film-strips, teaching
packs, etc.

References
Ericson, C. W. H. and Curl, D. H., Fundamentals of Teaching With Audiovisual Techniques, New York,

HUMAN DEVELOPMENT ELECTIVE
First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives
Knowledges—modes of human functioning; patterns of influences on the stages of
development.
Attitudes—towards the person as an individual and as a learner.
Skills—assessment of psychological functioning and related educational achievement.

Summary of Content
Motor learning (sports skills).
Cognitive development.
Social and emotional development.
Development of interests and attitudes.
Research methods in experimental psychology.
Implications of development for teaching.
Practical work in laboratory and schools is involved in most areas.

SPECIAL EDUCATION ELECTIVE
First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives
The aim of this course is to develop an understanding of the problems associated with
the education of exceptional children. It is designed to lead the general classroom practitioner to an
awareness that the handling of the problems of exceptional people is essentially the magnified problem
of individual differences among people in general.
Summary of Content

It is planned to study the various groups of exceptional children as follows:

First Year

Nature of individual differences.
The intellectually exceptional — the mentally retarded; the gifted and creative.

Second Year

The socially and emotionally disadvantaged: e.g., delinquency, aborigines, migrants.
The sensorially and physically handicapped, e.g., the deaf, blind, cerebral palsy, epilepsy.

Third Year

Learning disabilities (especially reading) i.e., dyslexia, aphasia.
General philosophical issues.
Visits to schools and other institutions responsible for the education and care of the exceptional will be an integral part of the course.

Textbook

One of the following is recommended as a textbook.

ENGLISH

THE CONTEMPORARY SCENE ELECTIVE

First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 4 Hours per Week.

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives

The First Year course will look at certain strands of British literature in this century, the Second Year course will deal with modern American writers, the Third Year course will concentrate on Australian writers of this century.

Summary of Content

The First Year course will treat poetry, drama and novel along the lines of social commentary, realism, the element of the romantic, and the use of fantasy. Students’ preferences will be taken into account before the final selection is made of writers to be studied in greater detail.

The Second Year course will make reference to earlier writers such as Herman Melville, Mark Twain, Emily Dickinson and Henry James as an introduction to more modern writers. Some emphasis will be placed on such issues as the comic element, regional writers, ethnic themes and books in which social or political comment is important.

The Third Year course will treat modern Australian writers partly under the heading of themes and partly by some detailed study of individual writers. Emphasis will be placed on wide reading of novel, short story, verse anthologies and plays. The reading lists below will be supplemented by students’ suggestions.

Assessment will be based on written assignments, seminar papers and contributions to discussions.
First Year

References

NOVEL

Kingsley Amis — Lucky Jim.
H. E. Bates — The Darling Buds of May.
Anthony Burgess — A Clockwork Orange, Tremor of Intent.
Joyce Cary — The Horse's Mouth, Charley Is My Darling.
Len Deighton — Funeral in Berlin.
Grahame Greene — A Burnt Out Case, Brighton Rock.
L. P. Hartley — The Go-Between.
Iris Murdoch — The Red and the Green.
Mervyn Peake — Gormenghast.

DRAMA

Christopher Fry — The Lady's Not for Burning.
Willis Hall — The Long and the Short and the Tall.
Harold Pinter — The Birthday Party.
J. B. Priestly — An Inspector Calls.
Terence Rattigan — The Browning Version.
Arnold Wesker — Chips with Everything.

POETRY

The following anthologies:

This will be supplemented by more detailed study of the work of individual poets including
Stephen Spender, W. H. Auden, Louis MacNiece and Dylan Thomas. Work of more recent poets will be
read in selections from the Penguin Modern Poets series.

Second Year

References

NOVEL

Richard Condon — The Vertical Smile, Winter Kills.
Brian Donleavy — A Singular Man, Meet My Maker.
F. Scott Fitzgerald — The Great Gatsby.
Ernest Hemingway — A Farewell to Arms, For Whom the Bell Tolls.
Carson McCullers — The Ballad of the Sad Cafe, Reflections in a Golden Eye.
Vladimir Nabokov — Laughter in the Dark.
John Updike — The Centaur.
Thornton Wilder — The Bridge of San Luis Rey, Heaven's My Destination.

SHORT STORY

Selections from F. Scott Fitzgerald, Ernest Hemingway and Bernard Malamud.

DRAMA

Maxwell Anderson — Anne of the Thousand Days.
William Inge — Picnic, Come Back Little Sheba.
Arthur Miller — Death of a Salesman, The Crucible.
Thornton Wilder — Our Town.

N.B. Since a good deal of modern American writing is closely associated with other media, discussion
of the above books will involve some examination of current cinema.
POETRY

Certain writers will be treated in some detail, for example, the "beat" poets, Sylvia Plath, John Crowe Ransome and Robert Lowell.

Other readings will be based mainly on selections from the Penguin Modern Poets series and the anthology edited by John Hollander, Poems of Our Moment.

Third Year

References

NOVEL

(a) The Historical Novel:
   Eleanor Dark — The Timeless Land.
   Barnard Eldershaw — A House is Built.
   Hal Porter — The Tilted Cross.
   Thomas Keneally — Bring Larks and Heroes.

(b) Man in his environment:
   Joseph Furphy — Such Is Life.
   Vance Palmer — The Passage.
   Patrick White — The Tree of Man.

(c) Novels in general:
   Thea Astley — The Well Dressed Explorer.
   Martin Boyd — Lucinda Brayford.
   Xavier Herbert — Soldiers’ Women.
   Christina Stead — Seven Poor Men of Sydney.
   Patrick White — Riders in the Chariot, The Eye of the Storm.

SHORT STORY

Hadgraft and Wilson — A Century of Australian Short Stories.
   Patrick White — The Burnt Ones.
   Judith Wright — The Nature of Love.

DRAMA

Ray Lawler — The Summer of the Seventeenth Doll.
   Alan Seymour — The One Day of the Year.
   Hal Porter — The Tower.
   Alna Buzo — The Front Room Boys.
   Jack Hibberd — White with Wire Wheels.

POETRY

The following anthologies:
   ed. David Campbell — Modern Australian Poetry.
   ed. Hall and Shapcott — New Impulses in Australian Poetry.
   ed. T. W. Shapcott — Australian Poetry Now.

Readings from these anthologies will be supplemented by more detailed study of poets chosen in part of students’ preferences.

GENERAL

ed. Geoffrey Dutton — The Literature of Australia.

CREATIVE WRITING ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives

Many students find that as a result of their experience in reading creative material they wish to write creatively themselves. Often this wish is only partly fulfilled. The primary aim of this course is to provide the opportunity to write — for individual satisfaction and personal growth. Students will be
expected to work in a variety of forms with guidance given as necessary. The course will also be concerned to develop perceptive responses to writing: critical comment on the work of other students and of established writers will be called for. Discussion of writing by and for children will be an important feature.

**Summary of Content**

In first year the emphasis will be placed on shorter forms in verse and prose. Later-year students will undertake more sustained work as their interests suggest. No upper limit in quantity of work is prescribed; each student will be required to keep a journal of work in progress and this journal will be called for from time to time.

Most timetabled sessions will be for the whole of an elective group. At least one group project will be undertaken each year. Excursions will be organised and practising writers will be invited to address groups.

Assessment will be made in terms of quality of work as determined in group discussion.

**References**


**DRAMATIC ART ELECTIVE**

First Year: 3 Hours per Week  
Second Year: 3 Hours per Week  
Third Year: 4 Hours per Week  

**Course Relevance**

Diploma in Teaching (Primary)  
Diploma in Teaching (Secondary)  

**Objectives**

The objective of the course is the development of the individual. The whole person, through the experience of Drama.

Drama is an intensification of the living experience and provides, within social, legal, relaxed, non-competitive environment opportunities to develop

- Social Awareness — Sensitivity to others
- Self-Expression
- Self-Identity, an awareness of self.

**Course Outline**

The direction of the 3 year programme will be the presentation of a play — (Polished Play — Scripted Play).

**First Year**

First Year activities will be aimed at introducing the students to the skills and disciplines of Drama through

- Workshop games and exercises
- Improvisation
- Dance Drama
- Mime

Students will work towards the development of:

- Concentration
- Spontaneity
- Imagination
- Self Expression
- Group Awareness.
Second Year

First Year activities will be continued. Improvisations will be more prolonged and polished. The group will work more as a unity and the culmination of the year will be a production of the group’s own creation.

Third Year

While the creative activities of the previous years will be continued, they will be more related to the exploration of dramatic texts. All students will be involved in at least one production during the year.

Assessment

Assessment will be determined by the involvement and participation of members of the group and their contribution to the activities of the group.

References


LITERATURE AND SOCIETY ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary)
Diploma in Teaching (Secondary)

Objectives

Through a study of possible relationships between literature and social trends, this course attempts to encourage students to become more aware of literature and the society which produced it, and to develop critical attitudes towards both.

Summary of Content

First Year

This year of the course will be devoted to a study of significant literary works in which writers have reflected social concerns such as the following:

Societies in conflict
The individual in conflict with society
Alienation.

Topics which might be covered by such literature could include War and the Fighting Man, the Problems of Being Young, Cultural and Racial Conflict, Delinquency and The Plight of Women, as well as depictions of particular societies and the writers’ attitudes towards them.

Second Year

The second year of the course will be spent examining ways in which issues are transformed into literature, and to this end various modes of writing will be studied. Those chosen will be drawn from the following list:

Fantasy
Myth
Third Year

In the final year of this course, some time will be devoted to the 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
- The Great Depression.

Students will also be required to investigate a topic of their own choosing and study it in depth.

Assessment

Assessment will be on the basis of regular written assignments set throughout the course. Written examinations may be required of students who fail to show satisfactory progress in assignments.

References


HEALTH AND PHYSICAL EDUCATION

HUMAN BIOLOGY AND THE SCIENCE OF SPORT ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

Summary of Content

First Year

Basic study of structure and function of human body systems.

Units of Work:

- Body as a Whole
Histology  
Skeletal System  
Arthrology  
Muscular System  
Circulation  
Nervous System.  
Practical Experimentation, including:  
- Blood Pressure  
- Heart Rate  
- Blood Typing and Counting  
- Kinesthetic Perception Testing.

Second Year

Basic Study of Structure and Function of:  
- Respiratory System  
- Digestive System  
- Urinary System.  

Unit on Instrumentation of:  
- O₂ Uptake  
- Respirometry  
- E.C.G.  
- Telemetry.  

Effects of Regular Training on Health Throughout Life.

Third Year

Physical Conditioning:  
- Principles for Training Based on Physiology  
- Strength Training  
- Local Muscular Endurance Training  
- Cardio-Vascular Endurance Training  
- Flexibility Training.  

Biological Long Term Effects:  
- Study of Long Term Effects on the Body's Systems, Organs, Tissues and Cells.  

Psychological Effects of Exercise.  

Physiology of Various Sports Activities  

Analysis of Various Sports:  
- Walking  
- Running  
- Swimming  
- Skiing.

Required Texts

First Year


Second Year


Third Year

PHYSICAL EDUCATION ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
- Diploma in Teaching (Primary)
- Diploma in Teaching (Secondary)

Objectives
This course is designed as sufficiently flexible to enable students with a widely varying background of participation in Physical Education activities to be able to undertake individual studies within the field.

The course will be both practical and theoretical and it is expected that significant levels of work will occur in both areas.

Students will be required to select at least two areas from:
- Dance
- Gymnastics (performing, coaching or officiating)
- Games (participating and either coaching or officiating).

MATHEMATICS

ADVANCED MATHEMATICS ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance
- Diploma in Teaching (Primary).
- Diploma in Teaching (Secondary)—(excluding Secondary Mathematics Students).

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

Summary of Content

First Year

CALCULUS:
A revision of differentiation and integration, differentiation and integration of circular logarithmic, exponential and hyperbolic functions. The inverse trigonometric and hyperbolic functions. Techniques of integration—substitution, integration by parts, partial fractions. Applications of integration.

Text

Second Year

ALGEBRA:
Complex numbers, operations, Argand diagrams, de Moivres Theorem; finding n roots. Determinants, solving simultaneous equations. Matrices, operations inverse, elementary transformations.

COMPUTING:
Algorithms, flow-chart and, numerical applications, use of BASIC in the interactive mode.
Statistics and Probability

Frequency distributions, measures of central tendency, measures of dispersion, sampling theory, the Normal distribution, the Binomial and Poisson distributions. Sample space and events, axioms of probability, conditional probability. Hypothesis testing, t-test, $x^2$-test, product moment and rank correlations.

Set Theory:

Elementary Logic:


Sets and Subsets


Basic Set Operations

Axiom of Union. Theorems on union, intersection, difference, complementation. Duality, Generalised operations.

Functions and Relations:


Cardinal and Ordinal Numbers:


Text:


MATHEMATICS ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary) — (excluding Secondary Mathematics Students).

Objectives

This course is designed for students with an interest in Mathematics but with little or no mathematical background. A wide variety of topics will be studied. Selection of these topics will be largely determined by the students’ interests as will the amount of time spent on a topic and the depth to which it is pursued. The following topics might be included.

1. Logic — propositions and truth tables, algebra of propositions, conditional statements, logical implication, electrical networks, switches, advertising.
2. Mathematical Puzzles — study of some of the famous unsolved problems. Selected puzzles from the literature.
3. Elementary Calculus — differentiation, application to curve sketching, rates of change, velocity acceleration, projectiles, exponential and logarithmic functions simple integration.
5. Determinants — Study of the properties of determinants, application to solution of simultaneous equations.
9. Graphs and Networks — Undirected, directed graphs, matrix, representation, applications to PERT techniques, combinatorial problems, genetics, social science applications, flow problems.
10. Geometry, Euclid’s Elements, non-Euclidian geometries, Axiom systems, plane projective geometry, transformations.
11. Curves — loci, envelopes, curve stitching.
12. Time — solar time, sundials, clocks and watches, sidereal time, elementary astronomy.
13. Navigation — Coastal. The compass, swinging a compass, variation and deviation, plotting bearings and courses, reading charts, fixing positions, use of sextant, current vectors.
15. History of Mathematics.

MUSIC

AESTHETICS AND CHORAL MUSIC ELECTIVE

First Year : 3 Hours per Week
Second Year : 3 Hours per Week
Third Year : 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives

To develop skill and musicianship in the area of vocal performance and choral singing, a perspective of historical musical studies, and theoretical studies aimed at functional skills and stylistic understanding.

Summary of Content

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

Tuned and untuned percussion instruments will be used in practical music making and in conjunction with the study in 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

1. Introduction to staff clefs, notes, rests, sharps, flats, naturals, observation of key signatures, major scale patterns, tones, semi-tones.
2. Observation and analysis (through performance) of musical developments, from the pentatonic scale to the major-minor system of the Baroque period.
3. The students' own creativity in melodic composition will be related to the range of the pentatonic scale although he/she will be encouraged to note the musical significance of all key systems.

Second Year

1. Conducting skills, 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.

2. Tuned and untuned percussion techniques that can be applied to making percussion arrangements of rounds, songs and melodic invention. Simple harmonic vocabulary required for this will parallel the Theory and Harmony strand of the course.

3. Observation of the major-minor system to include chromaticism, tonality, modulation and the effects of form on composition. Student creativity in melodic composition and simple song arrangements in the styles under study, for the performance of students in lectures.

4. Major keys, simple and compound signatures, triplets, major and minor intervals, triads, leger lines.

5. History of Music, surveying the resources and growth of repertoire of the symphony orchestra during the eighteenth and nineteenth centuries.
   - Baroque Music and Practice.
   - The Concerto Principle.
   - The Emergence of Sonata Form.
   - The Classicists.
   - Formal Developments.

Third Year

1. Augmented and diminished intervals, inversions of triads and intervals, harmonic and melodic minor scales, chromatic scales.

2. Observation and analysis of Romanticism—the "leit-motif." Impressionism—the whole-tone scale.

3. Comparative Music Education.

4. 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.

References

INSTRUMENTAL MUSIC ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives

These instrumental courses aim at developing
(i) skills and musicianship through the experience of solo, ensemble and orchestral playing.
(ii) Historical studies giving a wide range of musical perspective.
(iii) Functional theoretical studies aimed at developing skills of arrangement and classroom repertoire in the appropriate instrumental area, and an analytical understanding of the periods of musical history being studied.

Summary of Content

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. Tuition on the chosen instrument is given by visiting tutors who, in general, will have individual contact with each student for 1 hour per week.

Musical instruments are available on loan from the Institute 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 Institute 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).

STRINGS
- Violin
- Viola
- Cello
- Double Bass

WOODWIND
- Flute
- Oboe
- Clarinet

BRASS
- French Horn
- Trumpet
- Trombone
- Tuba

RECORDER FLUTES
- Descant
- Treble
- Tenor
- Bass

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

1. 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.

2. Detailed study of the technical problems and possibilities of the instrument chosen, and an introductory survey of the repertoire of the instrument.

3. Observation and analysis (through performance) of musical developments, from the pentatonic scale to the major-minor system of the Baroque period. The student's own creativity in melodic composition is paralleled with these specific observations.

4. 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

1. 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.
2. 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.
3. The development of the major-minor system to include chromaticism,
   Tonality and modulation.
   The effects of form on composition.
   Student creativity in melodic composition and simple song arrangement in the styles under study,
   for the performance of students in lectures.
   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

1. Practical.
   The development of repertoire and technique on the chosen instrument.
   General musicianship, rehearsal techniques, group and ensemble playing.
   Orchestral playing.
2. Comparative Music Education.
3. Observation and analysis of: Romanticism — the "leit-motif" — Impressionism — the whole-tone scale.
   Twentieth century — the tone-row.
   Student creativity in melodic composition in the above styles (where appropriate) and, similarly, simple
   arrangement in these styles under study, for the performance of students in lectures.
   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.

References

Klotman, H., Learning to Teach Through Playing — String Techniques and Pedagogy, Reading (Mass.),
Addison Wesley, 1971.
Suzuki, S., Violin School (Vols. I-IV), Zenon.
Suzuki, S., Cello School, Zenon.

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**NATURAL SCIENCE**

**BIOLOGY ELECTIVE**

First Year: 3 Hours per Week  
Second Year: 3 Hours per Week  
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).  
Diploma in Teaching (Secondary).

Objectives

Introduce the student to a broad spectrum of appreciation and understanding of the biological world. It is hoped that the experience will be useful in the teaching of natural science, as well as being helpful in understanding other things in the field of education, and the interdependence of all living things.

Summary of Content

**First and Second Years**

1. **BOTANY STRAND.**
   - Introduction to the microscope.
   - Classification of organisms — general principles of classification.
   - Cell structure, functions and division.
   - The plant kingdom — study of the anatomy, reproduction and ecology of selected examples of the major divisions supported by laboratory studies and field work.
   - Students will be required to present an herbarium containing specimens of the group of plants studied.

2. **ZOOLOGY STRAND.**
   - Classification of the animal kingdom.
   - Detailed study of the major phyla of the animal kingdom with laboratory observation of selected specimens.
   - 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 — respiration, the heart and circulation, the digestive system, the nervous system, the pentadactyl limb, animal locomotion.

References

Third Year

This course is designed for both internal and external students. It includes a study of the history of biological science, field work in selected ecological habitats, and experimental work in animal and plant physiology.

Assessment

By class exercises, written reports, tutorial participation and written examination.

EARTH SCIENCE ELECTIVE

First Year: 3 Hours per Week
Second Year: 3 Hours per Week
Third Year: 4 Hours per Week

Course Relevance

Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives

1. To develop the student’s understanding and knowledge of earth science.
2. To develop the student’s interest in, and appreciation of earth science as a discipline.
3. To assist the student to acquire the skills necessary for earth science investigations.

Content

First Year

Introductory geology and the history of geology as a science.
The anatomy of the earth.
The history of life on earth.
Local geology.

Second Year

Earth materials.
The surface of the earth.
Earth resources and applied geology.
Geological mapping.
Local geology.

Third Year

Geologic time and ancient environments.
The oceans and the atmosphere.
Introductory crystallography, mineralogy, petrology.
Geological mapping.
Geology of Australia.

References


Assessment

By examination, assignments, reports and practical work.
SCIENCE TODAY ELECTIVE
First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 4 Hours per Week.

Course Relevance
Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives
The course should enable students to
(a) carry out a detailed study in an area of modern scientific endeavour,
(b) make practical investigations in an area of science.

Summary of Content
The course is a study of science within man’s environment; an examination of current issues. Topics selected by the students should lend themselves to practical investigation both in the laboratory and in the field.

Possible areas of study include:
1. Man’s Energy Problems
   present energy sources
   the sun
   hydro-electricity
   fossil fuels
   nuclear energy.
   Possible future energy sources.
   The energy balance on earth.
2. Population
   Man’s waste.
   Environmental changes.
   Survival ecology.
3. Communications
   Film.
   Electronics.
   Radio.
   Telecommunications.
   Data banks.
   Micro-records.
   Impact on man.
4. Material Resources
   Water.
   Minerals.
   Fuels.
   Food.
   Fibres.

References
Priest, J., Problems of Our Physical Environment — Energy, Transportation, Pollution, Reading, Massachusetts, Addison-Wesley.

Assessment
Class exercises, assignments and written examination.

SOCIAL SCIENCE

ASIAN STUDIES ELECTIVE
First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 4 Hours per Week.

Course Relevance
Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives
1. To call attention to sources of knowledge about non-Western peoples.
2. To acquaint students with major civilizations.
3. To develop awareness of and insight into similarities and diversities within and among Asian countries.
4. 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.
5. To consider Asian influences, both historical and modern, on Western cultures.
6. To explore the approaches, methods and means involved in developing mutual understanding and in communicating, co-existing and co-operating with Asian peoples.
7. 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.
8. To encourage the learning and application of techniques of inquiry.

Summary of Content
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 Asian countries, politics, religions and cultures, as well as contemporary problems and issues.

Recommended Textbook

UNIT 1. Asia: An Overview

This is an introductory course designed to establish a basic understanding of the diverse and complex nature of the Asian realm. Topics in the unit deal with the broad patterns of relief, climate and vegetation, the distribution of population, the resource base, the nature and distribution of agricultural systems, and a comparison of the major culture regions. Students will be encouraged to pursue in greater depth any individual areas of interest which may arise during the unit. Assessment will be based upon class exercises, a research undertaking and an essay test.

References

UNIT 2 Village Asia

This is an inter-disciplinary enquiry into the morphology, functions and structure (economic, social and political) of Asian villages. The course takes cognisance of the major cultural realms, and poses the question as to whether there is indeed any justification for using the title The Asian Village.

The course begins with an overview of Village Asia, followed by a series of in-depth sample studies. These sample studies provide a basis for discussion of physical and functional aspects of villages, social structures such as family social status and caste; village government including the basis for power and authority, and the process of decision making. The course concludes with a study of the impact of change in Village Asia.

Texts and Reference Material

There is no single prescribed text for this course, but students are expected to read both extensively and intensively from a variety of works. These include:
UNIT 3  India — An Area Study

This survey of India, based on weekly lectures and discussion will involve a study of:
(a) Significance of area and location.
(b) Physical Background.
(c) Significance of climatic pattern.
(d) Population growth and problems.
(e) Ethnic Patterns and Significance.
(f) Caste System and its influence.
(g) The Religions of India and their significance.
(h) India's Ancient and Mediaeval History.
(i) India under British Control.
(j) India's Fight for Independence.
(k) Political Structure and Problems.
(l) Foreign Relations: Pakistan, Kashmir, Communist China, non-alignment policies.
(m) The Life of the Indian Peasant.

Students will be encouraged to pursue in greater depth an individual topic related to Indian Society. Assessment will be based upon class exercises, a research undertaking and an essay test.

References

UNIT 4  Asian Government

This course aims to provide a description and comparative analysis of Asian political systems. The nature of government and forms of political organisation will be examined. Broad categories of analysis will include: political foundations, leaderships, decision making, institutions, citizenships and ideology.

References
UNIT 5

"Asia in the 1970's"

This course considers three problems or issues in contemporary Asia. The first examines tradition and change in Asian life, not to discover how Asian people may be "different" or "unique," but in order to better understand what influences the way people live. The second considers the place of China in the world community. Containment policies of major world powers applied to China are examined in the context of a common fear of China's growing population, political ideology and threat to the security of neighbouring states. The third looks at problems associated with accelerated population growth in Asian countries against a background of tradition and change.

References


UNIT 6

Islam

A study of the history and ideas of Islam from 670 A.D. to the present. Topics to be discussed might include the study of comparative religion and religious history, Muslim beliefs, the foundation and expansion of Islam, eastern and western contact, Islamic culture, and the Muslim world today. The course will include the study of some primary sources in translation, e.g., the Koran and some tales from The Thousand and One Nights.

Assessment will be made on the basis of short tutorial papers, seminars, and one long essay or major project.

Prescribed Text

Alfred Guillaume, Islam (Penguin).

Recommended Reading

Sidney N. Fisher, The Middle East.
F. R. J. Verhoeven, Islam.
ECONOMICS ELECTIVE

First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 4 Hours per Week.

Course Relevance
Diploma in Teaching (Primary).
Diploma in Teaching (Secondary).

Objectives
1. To elaborate the relationship between economic theory and real world observations.
2. To consider the relationship between economic theory and economic policy.
3. To examine ways in which economic theory past and present can be effectively criticised and improved.

Summary of Content

**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 input-output
- Labour mobility
- Structure of Australian work force
- Determination of wages in Australia
- The Arbitration system
- Trade Unions in Australia
- Significance of disputes

**INTERNATIONAL TRADE**

- Reasons of international trade
- Comparative advantage theory
- Terms of trade
- Gains from trade
- Free trade
- Barriers to international trade
- Protection methods

References
Vernon Report, Part II.

Income effect
Balance of Payments
International exchange rates
Pattern of Australian overseas trade
Objectives and operations of G.A.T.T.
I.M.F.
Second Year

An intermediate course in microeconomics is offered in the first half year covering the following topics.

- Theories of demand—utility and indifference curve analysis
- Elasticity
- Theory of production
- Theory of costs
- Prices and output in perfect competition
- Prices and output in imperfect competition.

Monopoly
Oligopoly
Theory of factor pricing

The second half year 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.

References

Third Year

Macroeconomics

- Income determination—consumption, saving, multipliers.
- Determinants of investment.
- Role of Government.
- Effects of money on the macro system.
- Monetary and fiscal policy.
- Aspects of the Australian economy with emphasis on problems of internal and external balance.

Scientific method.
Classical theory of employment.
Modern income and employment theory.
Advanced theory of consumption, saving and multiplier.
Elaboration of investment theory.
Public sector and income changes.
Theories of inflation.

References

**GEOGRAPHY ELECTIVE**

**First Year:** 3 Hours per Week.

**Second Year:** 3 Hours per Week.

**Third Year:** 4 Hours per Week.

**Course Relevance**

Diploma in Teaching (Primary).

Diploma in Teaching (Secondary).

**Objectives**

1. To introduce students to selected areas of geographical inquiry.
2. To develop skills in geographical inquiry through in-depth studies.

**Summary of Content**

Six topics, each of one half year duration will be selected from the following:

1. **Geomorphology**
   - Structural and climatic influences on landform 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 the making of reconnaissance maps by compass traverse 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 pipe-lines, 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.
UNIT 1

Weather Climate and Man
1. Basic weather processes.
2. The impact of weather and climate on human activities.
3. Weather forecasting, including the roles of computers and satellites.
4. Mitigating the effects of weather and climate.
5. Attempts at modification of weather and climate.
6. Unintended modification of atmospheric processes resulting from human activity.

Textbook

UNIT 2

Historical Geography
1. Relationships of historical geography to both geography and history.
2. Sources of data for inquiry in historical geography.
3. Approaches to studies in historical geography; reconstruction of past geographies; examining change in particular features; impact of the past on the present; behavioural approaches.
4. Some conceptual frameworks for historical geography (e.g., sequent occupancy, frontier, diffusion).
5. Studies in the historical geography of the Illawarra, including student investigation of individual or group research topics.
6. Selected themes in historical geography.

Textbook
Jeans, D. N., An Historical Geography of New South Wales to 1901, Reed Education, 1972.

References

UNIT 3

Geography of Transport
1. Empirical and theoretical studies of ports and shipping, air transport, pipeline and railways.
2. Interaction of transport systems and environment.
3. Development of generalised models of particular transport modes from study of specific examples.
4. Freight rates and competition between various modes of transport.

References

UNIT 4

Population Geography
This course is basically a study in human geography being concerned with man, his numbers, distributions and prospects. Demographic skills will be employed to aid understanding of distributions and inter-disciplinary studies developed to permit some appreciation of man's interaction with the environment.

   (a) Gross world population numbers.
   (b) Dynamics of numbers.
   (c) Aspects of over and under population.
   (d) Distribution of population.
   (e) Migrations and movements of population.

   (a) Physical qualities.
   (b) Socio-economic qualities.

4. Interdisciplinary Studies.

References

UNIT 5

Political Geography
1. The Nature and Scope of Political Geography.
2. State and Nation.
3. Core areas and capital cities.
4. Frontiers, Boundaries and Territorial Seas.
5. Geography of Voting: Structuring of electorates, gerrymandering; analysis of voting patterns.

Textbooks
OR
Geomorphology

This course is concerned with a study of the characteristics and development of landform systems. Topics will include examination of the influence of crustal structure on landform development, the operation of geomorphological processes and the significance of climatic change on the evolution of landforms. Assessment for the course will be based upon seminar participation, class exercises and a fieldwork project.

Required Text

References
References


UNIT 2

Nineteenth Century Australia

This course is developed by weekly lectures and tutorials around a study of source materials. There is some emphasis given to political and social change in the latter part of the century. Themes examined include: Changes in schooling, work and recreation; attitudes towards aborigines, urban
and regional development; city/country tensions; the practice of religion; sectarianism; family life; the role of women in colonial society.

References

UNIT 3

Second Year
Australia in the Twentieth Century

This course is developed by weekly lectures and tutorials around the study of source materials. In addition to the themes dealt with in first year a study is made of the effects of post war immigration and changing policies with regard to social welfare. Special mention is made throughout the course to developments in the local area, and students are given opportunity to do some work on a theme of local consequence.

References
Crowley, F. K., Modern Australia in Documents, Volumes 1 and 2, Melbourne, Uren, 1972.

UNIT 4

Victorian Britain

A social history of Britain 1837-1901. Topics to be discussed might include the industrial revolution, class, the family, education, religion, labour, imperialism, social welfare, and the emancipation of women.

Assessment will be made on the basis of two tutorial papers and one long essay or major project.

Prescribed Texts

Recommended Reading

UNIT 5

Third Year
Britain in the Twentieth Century

A social history of Britain from 1901 to the present, from a variety of approaches. Topics to be discussed might include the "Edwardian age," Britain in two wars and a depression, culture and society between the wars, and the new feminism. Biographies, novels, films and recordings will be used as source material along with conventional social, political, and economic histories, and the feminist view.

Assessment will be made on the basis of two short tutorial papers, one seminar and one long essay or major project.

Prescribed Text

Reading Lists will be issued.
UNIT 6

Africa in the Nineteenth and Twentieth Centuries

This course is principally concerned with Africa in the nineteenth and twentieth centuries.

The following areas will be covered:

1. **Africa in the nineteenth and twentieth centuries.**
   - (a) Africa before the great scramble for colonies.
   - (b) The partition of Africa.
   - (c) The effects of the partition of Africa.
   - (d) The collapse of the colonial empires.

2. **Kenya in the nineteenth and twentieth centuries.**
   - (a) Kenya before the coming of the white man.
   - (b) The clash between the native population and Europeans.
   - (c) The origins of Mau Mau.
   - (d) Independent Kenya and its problems.

3. **South Africa.**
   - (a) Origins of the population.
   - (b) The opening up of South Africa.
   - (c) Britain and the Boer Republics.
   - (d) Apartheid.

Section 1 is designed to give you an overall view of the great transformation which has taken place in Africa in about a hundred years. Section 2 deals with an area which was colonised by whites but where the native population has won independence. Section 3 covers a particular area where white settlers have remained in control and is aimed at helping you understand the problems of both whites and blacks and their attempts to solve them. Thus Sections 2 and 3 may be taken as being representative of the two extremes of what has happened to Africa. Students might like to delve further to see what happened elsewhere on the continent.

References

1. **Essential Reading.**

2. **Additional Reading.**
   - C.H.B.E. Vol. 2, Chapters 8, 17, 18.
   - New C.M.H. Vol. 11, Chapter 22.
Infant Specialist Courses

INFANT EDUCATION
Second Year: 3 Hours per Week.

Course Relevance
Diploma in Teaching (Primary).
Infant Specialisation.

Objectives
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.

Summary of Content
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 audiovisual aids is stressed.

Throughout the course, the principles involved in the making of activity materials 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.

**INFANT EDUCATION**  
*Third Year: 1 Hour per Week (1 semester)*

**Course Relevance**
- Diploma in Teaching (Primary).
- Infants Specialisation.

**Objectives**
To develop an understanding of the principles underlying the current changes in educational practice as they relate to the education of the young child.

**Summary of Content**
The course examines the use of current descriptive terms in educational practice such as “integrated day,” “units of work,” “structured and unstructured learning,” “open plan,” and “team teaching” in order to identify the educational ideas and systems of organisation associated with them. It also explores the practical implications of these current trends for evaluation and programming.

It should be noted that changes in this section of the course may take place in 1976. Should the anticipated changes be made, a supplementary statement will be issued at the beginning of the year.

**CURRICULUM STUDIES “B” ART**  
*Second Year: 2½ Hours per Week.*

**Course Relevance**
- Diploma in Teaching (Primary).
- Infants Specialisation.

**Objectives**
This course aims to expand the understandings and skills established during first year and to place special emphasis upon ideas and materials relating to art in infants classes.

**Summary of Content**
Broadly, the course is similar to the course for Second Year Primary Students, with emphasis upon methods and activities appropriate in the infants school. Studies and exercises that help to enrich the student’s own knowledge and appreciation of the arts are included, with a survey of changes in the concept of art during this century and the introduction to recent approaches to art education. Practical work involves a wide range of media suited to young children.

**References**
The list for Curriculum Studies “B” Art in the Primary Course is, in general, appropriate for this course.
CURRICULUM STUDIES "C"
ART (Infants)
First Year: 1 Hour per Week in C.S. "B" Art.
Third Year: 1 Hour per Week.

Course Relevance
Diploma in Teaching (Primary).
Infants Specialisation.

Objectives and Content
As for students following the General Primary Course with emphasis upon the ideas, methods and materials suited to art in infants classes.

References
The list for Curriculum Studies "C" in the Primary Course is, in general, appropriate for this course.

CURRICULUM STUDIES "B"
CRAFT
Second Year: 2½ Hours per Week.

Course Relevance
Diploma in Teaching (Primary).
Infants Specialisation.

Objectives
This course is designed to provide the students with the essential techniques and teaching methods associated with the infant 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. It 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.

Summary of Content
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, and Creative activities.
Lectures will also cover the following:
Aims, attitudes and standards.
Lesson types.
Organization.
Programming.
Tools and materials; sources, storage, maintenance and requisitioning.

References
Corney, D., Creative Handwork, Belair, 1969.
Corney, D., Handwork Ideas, Belair, 1970.
CURRICULUM STUDIES "C"
CRAFT
Third Year: 1 Hour per Week.

Course Relevance
Diploma in Teaching (Primary).
Infants Specialisation.

Objectives
To extend the knowledge and skills gained in the First Year Curriculum Studies "B" course;
To develop understanding of the Primary Curriculum in Craft, to examine its application
to infants classes and to foster a creative approach to its implementation.

Summary of Content
The philosophy and scope of the Craft section of the Curriculum for Primary Schools, with
particular reference to the infants years.
Aims and their relationship to programming.
Integration with other sections of the curriculum.
Teaching methods and organisation especially related to Craft.
Demonstration lessons to illustrate teaching techniques.
Materials and resources.
Related practical experience with a variety of tools and materials selected by the student
from at least four of the eight sections of the curriculum.

References

CURRICULUM STUDIES "B"
MUSIC
Second Year: 2½ Hours per Week.

Course Relevance
Diploma in Teaching (Primary).
Infants Specialisation.

Objectives
The course programme is aimed at the further development of musical literacy and skills
through the media introduced in the First Year Curriculum "B" course and the extension of content areas
relevant to the lower primary school situation.

Summary of Content
Singing lessons and song repertoire.
Listening lessons and appropriate works.
The composition lesson
Orff Schulwerk — music for children as devised by Carl Orff.
Kodaly method.
Movement and music.
Instrumental work in the school — creative approach to percussion.
Broadcast lessons.
References

CURRICULUM STUDIES “B”
NATURAL SCIENCE
Second Year: 2½ Hours per Week.

Objectives
To broaden the student’s science background and to develop positive attitudes and approaches to the teaching of science to infant classes.

Content
An examination of the present natural science curriculum.
Examination of and experimentation with other curricula.
Presentation of science to children in the infants grades — theory and practice.
Aids and apparatus.
Conservation and the preservation of Australia's heritage.

References

Assessment
Assignments and examination.

CURRICULUM STUDIES “C”
NATURAL SCIENCE
Third Year: 1 Hour per Week.

Objectives
To broaden the student’s science background and to develop positive attitudes and approaches to the teaching of science to infant classes.

Content
Presentation of science to children in the infants grades — theory and practice.
Aids and apparatus.
Conservation education for infant grades.

References

Assessment
Assignments and examination.
Course Relevance

Diploma in Teaching (Primary).
Infant Specialisation.

Objectives

To provide students with knowledge and practical experience to enable presentation of purposeful lessons in Physical Education to infants children.

Summary of Content

Learning motor skills.
Movement orientation and exploration related to Dance, Gymnastics, Games and Swimming.
Lesson planning and methods of presentation.
Programming.

References

Kirchner, G., et. al., Introduction to Movement Education, Dubuque, Wm. C. Brown, 1972.
Courses of Study for Diploma in Teaching (Secondary)

- CORE COURSES
- CURRICULUM STUDIES
- ELECTIVE COURSES
Core Courses

The core courses in Education, Communication, and Physical Education are identical with those offered in the Diploma in Teaching (Primary). A specialised course in Health Education, designed for people who intend to teach in secondary schools, is given in place of that described for the Primary Diploma.

HEALTH EDUCATION

Second Year: 1 Hour per Week.

Course Relevance
Diploma in Teaching (Secondary).

Objectives
1. To examine some of the major personal health problems in our society.
2. To make constructive decisions regarding one's personal health problems.
3. To actively and intelligently engage in discussion and thus show evidence of readings and research in the selected health topics.

Summary of Content
Modern concept of health.
Communicable and non-communicable disease.
Alcohol and alcoholism.
Nutrition.
Mental Health.
Public health.
Human sexuality.
Birth and population.
School Health.
Nature of disease and disease process.
Degenerative disease.
Smoking.
Drug abuse.
Safety education.
Environment quality.
Individual and society.
Family life.
Consumer Health.

CURRICULUM STUDIES — ENGLISH

First and Second Years
4 Hours per Week.

Third Year
2 hours per week (plus 3 hours per week which may be devoted to either English or History, according to student preference).

Course Relevance
Diploma in Teaching (Secondary).
Objectives

This course aims to prepare students for the teaching of English in the secondary school. Emphasis in the course will be placed on:
1. refining the students' responses to, and understanding of, both literature and language, and developing an awareness of the interrelatedness of all English studies;
2. developing the students' understanding of the philosophical and theoretical bases on which the effective teaching of English depends;
3. considering in detail the 1971 Syllabus in English for secondary schools and the 1974 English Syllabus for Forms V and VI;
4. developing an awareness of the range of teaching strategies available to teachers of English and encouraging the students to choose among them according to the class they are teaching, and their own personalities.

The course is divided into two strands, content and method, but the students will be encouraged to recognise the essential interrelationship between the two. In the three years of the course, the literature strand will deal with modern Australian, American and English literature. The aims of the lectures, seminars and tutorials in this strand will be to introduce students to outstanding and relevant literary works, to stimulate reading habits, to establish techniques for critical evaluation, and to provide a background and some direction for further reading.

Course Outline

First Year

1. Method
   In First Year some emphasis will be placed on English in the primary school as a background to, and preparation for, secondary English. Students in this year will practice-teach in primary schools.
   Areas to be covered will include:
   English: aims and objectives.
   The 1971 Syllabus for Forms I-IV: principles and suggested approaches.
   The Thematic Approach to English: an introduction.
   Other possible approaches.
Reading. Learning to read.
   Reading in the primary school.
   Reading in the secondary school.
   Introduction to the novel.
Writing. Written expression.
   Personal and creative writing.
   Language and usage.
Speaking and Listening.

2. Content
   A selection of outstanding and relevant Australian novels, poetry and drama, which will vary somewhat from year to year. Authors to be studied might include:
   Novelists
   Martin Boyd, Marcus Clarke, Kenneth Cooke, Xavier Herbert, Thomas Keneally, George Johnston, Barry Oakley, Hal Porter, Christina Stead, Randolph Stow, Patrick White.
   Poets
   Dramatists

Second Year

1. Method
   Areas to be covered will include:
   Literature in the Secondary School
   Novel, short story, general prose.
   Poetry.
   Drama — educational and scripted.
Media Studies
Film making and appreciation.
Television and radio.
Newspapers and magazines.
Advertising.
Assessment and evaluation: Concepts and techniques.
Equipment for the English Teacher.

2. Content
In Second Year, American literature will be studied.
Authors to be studied might include:

Novelists

Poets

Dramatists

Third Year

1. Method
Areas to be covered will include:

Programming. Principles and approaches.
Remedial Reading.
Teaching English to Migrants.
Senior English.

2. Content
For those students who elect to take the optional course, English literature will be studied. Authors will be selected from the following:

Novelists

Poets

Dramatists

Students will also be encouraged to read among the great European writers.

Assessment
In first and second year, assessment will be based on continuous assessment and a final examination. To obtain a pass, students must satisfy in both areas.

A student seeking an extension of time for any assignment must apply in writing before the assignment is due, otherwise a penalty will be incurred.

In third year, the method and content courses will be evaluated by continuous assessment, but students whose work is not satisfactory will be required to sit for a final examination.

General References
Dixon, John, Growth Through English, Oxford University Press.
Doughty, Peter, et. al., Language in Use, London, Arnold.
Fiala, Oliver, Action on Stage, Sydney, Martindale Press, 1972.
CURRICULUM STUDIES — HISTORY

First Year: 6 Hours per Week.
Second Year: 6 Hours per Week.
Third Year: 5 Hours per Week.

Course Relevance

Diploma in Teaching (Secondary).

Objectives

This course provides opportunities for students to develop the following:

1. A critical understanding in the work in history that is being done in secondary schools.
2. Ability to design courses about man and society that are related to the needs and interests of secondary pupils.
3. Awareness of different approaches to teaching history, and of ways to assess the suitability of such approaches.
4. Appreciation of the problems and possibilities of historical inquiry and an understanding of the nature of history.

First Year

This course is designed to prepare students for teaching history in secondary schools. A prime concern of the course is to develop in students some understanding of how historians and competent teachers of history work by looking at the question they study and the approaches they adopt both in their research, or lesson preparation, and in the presentation of their work. The course will cover many of the topics suitable for secondary school study so that students will have a knowledge of material they may teach. Approaches to the teaching of history will be examined throughout the course so that a study of teaching methods will be integrated into the course as a whole. Initially special attention will be given to the major teaching skills of questioning and task construction.

Nineteenth Century Australia

This course is developed by weekly lectures and tutorials around a study of source material relating to Australian Society in the nineteenth century. There is some emphasis given to political and social change in the latter part of the century. Themes examined include: changes in schooling, work and recreation; attitudes towards aborigines; urban and regional development; city/country tensions; the practice of religion; sectarianism, family life; the role of women in colonial society.

Students are required to attend and participate in weekly tutorial discussions. Each half year they are required to submit two formal essays of about 1,000 words each and an exercise related to teaching Australian history. There is an examination at the end of each half year.

One of the formal essays is designed to give students opportunity to engage in an inquiry that they have initiated and developed themselves. Areas for exploration are suggested, but it is the responsibility of students to define a question and to develop lines of approach to it. Particular attention is paid to the local area in approaching this exercise.

Students consult newspapers and magazines at the turn of the century to compile their own anthologies of source materials to use in the classroom.
References
Jeans, D. N., An Historical Geography of New South Wales, Reed, 1972.

Europe in the Late Middle Ages and the Renaissance
A social and cultural history of Europe between the Crusades and the Reformation. Topics to be discussed in the first semester might include feudalism, the mediaeval church, chivalry, the rise of the middle classes, and the arts; in the second semester, the development of city states, the Renaissance church, humanism, images of man and of woman, and the arts.
A variety of forms of assessment will be used, including short tutorial papers, book reports, and one long essay using a Penguin classic as source material.

Prescribed Texts

Recommended Reading

Second Year
Australia in the Twentieth Century
This course is developed by weekly lectures and tutorials around the study of source materials relating to Australian society in the twentieth century. In addition to the themes dealt with in first year a study is made of the effects of post war immigration and changing policies with regard to social welfare. Special mention is made throughout the course to developments in the local area, and students are given opportunity to do some work on a theme of local consequence.
Students are required to attend and participate in weekly tutorial discussions. Each half year they are required to submit two formal essays of about 1,000 words each and an exercise related to teaching Australian history. They are encouraged to compile their own anthologies of source materials suitable for use in the classroom. There is an examination at the end of each half year.

References
Crowley, F. K., Modern Australia in Documents, Volumes 1 and 2, Melbourne, Wren, 1972.

Outline of course and Requirements
Africa in the Nineteenth and Twentieth Centuries
This course is principally concerned with Africa in the nineteenth and twentieth centuries. The following areas will be covered:
1. Africa in the nineteenth and twentieth centuries.
   (a) Africa before the great scramble for colonies.
   (b) The partition of Africa.
   (c) The effects of the partition of Africa.
   (d) The collapse of colonial empires.
2. Kenya in the nineteenth and twentieth centuries.
   (a) Kenya before the coming of the white man.
   (b) The clash between the native population and Europeans.
   (c) The origins of Mau Mau.
   (d) Independent Kenya and its problems.

3. South Africa.
   (a) Origins of the population.
   (b) The opening up of South Africa.
   (c) Britain and the Boer Republics.
   (d) Apartheid.

Section 1 is designed to give you an overall view of the great transformation which has taken place in Africa in about a hundred years. Section 2 deals with an area which was colonised by whites but where the native population has won independence. Section 3 covers a particular area where white settlers have remained in control and is aimed at helping you understand the problems of both whites and blacks and their attempts to solve them. Thus Sections 2 and 3 may be taken as being representative of the two extremes of what has happened to Africa. Students might like to delve further to see what happened elsewhere on the continent.

Reading List

1. Essential Reading

2. Additional Reading
   New C.M.H., Vol. 11, Chapter 22.
   Vol. 46, No. 12, Sport and Apartheid.
   Vol. 45, No. 12, The Rhodesia of Mr. Smith.
   Vol. 43, No. 3, South African Economy.
   No. 7, Apartheid: can it be defended?
   Vol. 35, No. 4, Southern Rhodesia — Two Nations.
   Vol. 30, No. 4, Kenya.
Third Year

Students will follow one course for two hours per week and are permitted to choose another course for three hours per week.

Stuart England

Students will be given opportunity to develop an understanding of some of the ideas related to the nature of man and of society that were held in the seventeenth century, and an appreciation of the aspirations and values of those who held them. They will be encouraged to study various aspects of English society as well as political and constitutional developments of the time. It is hoped that students will become more aware of the nature of historical inquiry by examining the different approaches to this period adopted by several historians.

Students are required to attend and participate in weekly tutorial discussions. Each half year they are required to submit two formal essays of about 1,000 words each and an exercise related to teaching about the sixteenth and seventeenth centuries. They are encouraged to compile their own anthologies of source materials suitable for use in the junior secondary classroom. There is an examination at the end of each half year.

References


Britain in the Nineteenth and Twentieth Centuries.

A social history of Britain, using a variety of approaches. Topics to be discussed in the first semester might include the industrial revolution, class, the family, education, religion, labour, imperialism, social welfare and the emancipation of women; in the second semester, the “Edwardian age,” Britain in two wars and a depression, culture and society between the wars, and the new feminism.

A variety of forms of assessment will be used, including short tutorial papers, book reports, and long essays or major assignments.

Prescribed Texts


Recommended Reading


CURRICULUM STUDIES — MATHEMATICS

Course Relevance

Diploma in Teaching (Secondary).

Objectives

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

Summary of Content

First Year

Mathematics Method

4 Hours per Week.

Lesson preparation, lesson type, factors involved in learning Mathematics, individual differences, classroom management, maintaining interest, evaluation.

Topics for 7th year — number systems, sets, number sentences, cardinal numbers, number theory, integers, rational numbers.

The primary curriculum with emphasis on methods used in the primary school and levels of achievement. Cuisenaire material.

References

Freemont, H., How to Teach Mathematics in Secondary Schools, Saunders.
Fatseas & Sadler, Stages of Cuisenaire, School Projects Pty. Ltd.

Calculus I.

4 Hours per Week.

Revision of differentiation, differentiation and integration of circular logarithmic exponential and hyperbolic functions and of the inverse circular and hyperbolic functions, partial differentiation.

Techniques of integration — change of variable, integration by parts, partial fractions.

Definite integrals, numerical integration, improper integrals.

Polar co-ordinates.

Application of integration to areas under curve, volume of solid of revolution, arc length.

Text


Algebra I.

2 Hours per Week

1. Brief overview of the field, ring, group, loop with emphasis on laws of composition for placement of the abstract algebras to be treated over two years.
2. Elementary Vector Analysis; Equality of vectors, vector addition, Vector Difference, Verification of appropriate laws.
5. Elementary Matrix Algebra; Matrix addition, Multiplication. The Inverse of a Matrix. Elementary Transformations in two and three dimensional geometry.

References

Computing

Algorithms and computers, flow chart language, branching, looping, numerical applications, subscripted variables, further numerical applications, non-numerical applications.

Use of programmable calculator, development of BASIC programmes in the interactive mode, experience in batch processing.

Text


References


Second Year

Mathematics Method II.

4 Hours per Week.

In this course a detailed study will be made of the range of topics in Mathematics presented in the Junior Secondary school, for example, rational numbers, transformation geometry, statistics, coordinate geometry, practical arithmetic, algebraic operations, areas and volumes, probability, functions and relations, solving equations, absolute value, graphs. Students will develop methods of introduction, motivation, lesson development, and evaluation techniques for the above topics as well as considering variation of approach for children with different ability levels.

References


Calculus II.

2 Hours per Week.


Multiple Integrals — definitions, evaluations, area by double integration, volumes, changing order of integration, the Jacobian, polar co-ordinates.

Special Functions — the Gamma and Beta functions.

References


Series

2 Hours per Week.

Definitions, notation, test for convergence of infinite series.
Taylor's Series, Maclaurin's Series for exponential, trigonometric, logarithmic and inverse trigonometric functions. De Moivres Theorem, Binomial Theorem.

Fourier Series; approximations, change of interval length, odd and even functions.

Summation of series.
References

Algebra II.
Vector algebra, Vector spaces, Linear Independence. Scalar and Vector product and applications to geometry.
Matrix algebra, Symmetric and skew symmetric Matrices, Similarity, Idempotency, Orthogonal Matrices. Eigenvalues, Eigenvectors, Orthogonal Transformations, Rank of a matrix and solution of equations, Quadratic forms.
Elementary Group Theory and applications to Geometry.
Quaternion Algebra. Historical Development.
The Quaternion Matrix. The Quaternion Groups.
Boolean Algebras. Axiomatic approach and applications.

References
S.M.P. Advanced Mathematics Book I. and II.
School Mathematics Study Groups.
Introductions to Matric Algebra (Unit 23), Standard California, 1965.

Probability and Statistics
2 Hours per Week.
Frequency distributions and their graphical representations.
Measures of Central tendency and dispersion.
Moments, skewness and kurtosis.
Elementary combinatorial theory.
Sample space and events. Axioms of Probability.
Conditional probability and independence. Bayes Theorem.
Random variables. Expectation and Variance.
Binomial, Normal and Poisson Distributions.
Sampling distributors.
Estimation and decision making.
Regression and correlation.

Texts

References
Third Year
Mathematics Method III.
3 Hours per Week.

This course is arranged as a part seminar, part lecture course. The work discussed in seminars is taught by students in the school, televised and analysed.

The content, historical development, appropriate aids and methods of teaching the following in the Senior Secondary School are studied.

The real number system, functions, trigonometric ratios and functions, two and three dimensional analytical geometry, series and sequences, differential calculus, integration, inverse trigonometric functions, algebra of polynomials, the binomial theorem, probability.

Curriculum development and programme construction diagnostic testing and readiness, remedial work programmed learning, school library and mathematics library assignments, the structure of the senior school and examination procedures, assessment methods.

References

Mechanics
2 Hours per Week.

Introduction to the branches of mechanics and a review of vector analysis.
Statics — forces, moment, couple, resultant, equilibrium, structures.
Dynamics — rectilinear, angular and curvilinear motion of a point, force, work, energy, impulse, momentum.

References
Meriam, J. L., Statics, John Wiley.
Meriam, J. L., Dynamics, John Wiley.

Geometry and Number Theory
2 Hours per Week

Number Theory — The integers and divisibility, primes and composites, methods of determining primes, factors, the division transformation, the Education Algorithm, relative primes, the algebra of polynomials.
Geometry — The affine plane, line at infinity, conics, detailed study of ellipse, hyperbola, parabola, projective geometry, finite geometry, the theorems of Desargues and Pappus.

Texts
SECONDARY GAMES COACHING
Third Year: 1 Hour per Week.

Course Relevance
Diploma in Teaching (Secondary).

Objectives
To provide a course of study, practical and theoretical, which will enable the student to make a positive contribution to school sport and physical education.

Summary of Content
A selection of four games will be studied from the following:

- Volleyball
- Squash
- Rugby League
- Hockey
- Softball
- Badminton
- Tennis
- Netball
- Association Football
- Rugby Union

Elective Courses

Elective Courses available to students working for the award of a Diploma in Teaching (Secondary) are those offered to students studying for the Diploma in Teaching (Primary), subject to limitations indicated in the Diploma Schedule. These courses are described on page 76.

Courses of Study for Diploma in Physical Education

- PHYSICAL EDUCATION STRAND
- CORE PHYSICAL EDUCATION
- EDUCATION
- SCIENTIFIC BASES OF HUMAN MOVEMENT STRAND
- ELECTED AREA
- COMMUNICATION SKILLS
- FIELD WORK
This strand of the Diploma in Physical Education course includes firstly, the theoretical, methodological and administrative aspects involved in being a teacher of physical education, and secondly, an examination of the practical content materials which will be taught in the school programme, including dance, theory and coaching of games and gymnastics.

**DANCE**

First Year: 2 Hours per Week.  
Second Year: 2 Hours per Week.  
Third Year: 2 Hours per Week.

**Course Relevance**

Diploma in Physical Education.

**Summary of Content**

**First Year**

Dance "A" (Men and Women)

This course, involving two hours per week for the first half year, consists of an introduction to the social dance area of the physical education curriculum.

The course includes folk and national dances, ranging from the simple type which are used throughout the primary school to the more difficult and advanced dances generally reserved for adults; traditional social dance of the pattern type, such as barn dances, Maxina, Pride of Erin, and square dances of the modern style.

Dance "B" (Men)

The aim of this unit, which takes up the second half year, is to introduce students to the basic elements of dance-making, including a knowledge of concepts and terms used. Most dances will tend towards dramatic expression and the development of communication in movement.

A secondary aim is to teach responsiveness to movement as an art form underlying all forms of physical education.

**References**


Dance "B" (Women)

This course is introduced through an analysis of movement in general. Expressive movement is then studied as a means of communication leading to creative dance.

Basic training in bodily awareness, the use of effort, the use of space, working with a partner and in a group will be covered.

A brief background knowledge of the ideas of Rudolph Laban will be explored.

It is planned to develop a good rhythmic sense, as well as to develop spontaneity and creative ability in movement.

**References**

Second Year

Dance “A” (Men and Women)

This course consists entirely of Latin and American Dance and follows in general the syllabus required for the award of the Bronze Medallion of the Federal Association of Teachers of Dancing. Included together with a study of techniques of dance is the consideration of how such material might be taught in the school situation as a regular part of the physical education curriculum.

Dance “B” (Men and Women)

This course which is a development from the Dance I “B” course will include major emphasis on the structure of the creative dance lesson and its relevant methods of teaching, as well as the relationship between creative dance and other art forms, both musical and non-musical.

References

Third Year

Dance “C” (Men and Women)

This part of the course will involve students for one hour per week for one half year. The main aim of this course is to consider the various methods of presentation of creative dance in the high school situation, and to evaluate the effectiveness of a variety of approaches considering all art forms. At the same time, it is hoped to further develop personal dance skills in relation to more advanced themes.

In the co-educational group situation, students will explore work on the more advanced of Laban’s sixteen basic movement themes, in the development of movement motifs, choreographic techniques of a simple kind, and advanced partner and group themes.

A secondary aim of this course is to enable the production of work of a high quality entirely constructed by the students. To this end some time will be spent on technical expertise, while the final presentation should demonstrate qualities of originality, superior presentation, and a high level of application of work from the three years of this course.

GAMES — THEORY AND COACHING (MEN)
First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 3 Hours per Week.

Course Relevance
Diploma in Physical Education.

Summary of Content

First Year
This course involves students in a study of several areas of major and minor games with an emphasis on teaching non-swimmers to swim, and track athletics.
Consideration in other games areas is given to the techniques of basic skills, the teaching of rules and tactics, officiating and class management.

Second Year
In this course, the emphasis changes to advanced swimming techniques for competition swimmers and field athletics where all the standard men’s events are studied with coverage given to techniques, rules of competition and officiating duties.
In addition, major games not dealt with during the first year will be studied in the same way.

Third Year
This course has two sections, one of which is geared towards recreational activities at an adult level with an emphasis on the organisational aspect, while the other enables the student to select one major game and make an intensive study of it from all the aspects covered during the previous year’s programmes.
GAMES — THEORY AND COACHING (WOMEN)

First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 3 Hours per Week.

Course Relevance
Diploma in Physical Education.

Summary of Content

First Year
This course deals with the teaching of swimming and lifesaving, together with a selection of major and minor games which are examined with study of techniques of relevant basic skills, rules, elementary tactics and teaching methods suitable for school presentation.

Second Year
Major and minor games taught in the N.S.W. secondary schools and which were not covered in the First Year programme are presented with similar emphasis.

Units of Athletics and Synchronised Swimming are included. The athletics unit covers techniques for all women’s track and field events, rules of competition together with officiating duties for each event.

The synchronised swimming unit encompasses the specialised students for the five categories, and the organisation of stunts into sequences for musical accompaniment.

Third Year
The third year course provides advanced units of work in the major games areas with an emphasis on specialised techniques, tactics, coaching and officiating.

GYMNASTICS (MEN)

First Year: 2 Hours per Week.
Second Year: 2 Hours per Week.
Third Year: 2 Hours per Week.

Course Relevance
Diploma in Physical Education.

Objectives
1. To acquaint students with the unique contribution of physical education; gymnastics as an integral part of education.
2. To expose students to the fundamental principles underlying the gymnastics syllabus.
3. To study the secondary school child and allow for individual differences, physically, emotionally, socially and mentally, in the construction of a Gymnastics Programme.
4. To present a body of knowledge which will allow students to effectively create and implement their own gymnastics programmes.
5. To provide an opportunity for students to develop knowledge and understanding of their own capabilities and limitations in gymnastics.

Summary of Content

First Year
1. Floor Gymnastics
   (a) Round back.
   (b) Hollow back.
   (c) Balancing — single, partner, pyramids.
2. Springing and Landing
   (a) Without equipment.
   (b) Spring board — beat board.
   (c) Mini tramp.
   (d) Vaulting box.
3. Parallel Bars.
4. Use of small equipment — balls, hoops, ropes, balance bench.
References

N.S.W. Amateur Gymnastics Association Award Scheme.
Primary Physical Education Syllabus — Gymnastics — Victoria Dept. of Education.
N.S.W. Physical Education Syllabus.

Second Year

Summary of Content
1. Floor gymnastics.
2. Springing and landing.
3. Parallel bars.
4. Horizontal bar.
5. Roman rings.
6. Trampoline.

Reference

Third Year

Summary of Content
1. An extension of the principal teaching areas of work covered in First and Second Year with an opportunity to specialise in interest areas.
2. Pommel Horse.
3. Display Gymnastics.

GYMNASTICS (WOMEN)
First Year: 2 Hours per Week.
Second Year: 2 Hours per Week.
Third Year: 2 Hours per Week.

Course Relevance
Diploma in Physical Education.

First Year

Objectives
To furnish a knowledge and understanding of gymnastics and improve the standard of personal gymnastic skills so that a foundation has been set for method of teaching.

Summary of Content
Modern gymnastics using balls, ropes, ribbons, hoops and Indian clubs.
Olympic gymnastics involving free floor exercise, beam, uneven parallel bars and vaulting.

References

Second Year

As students have already acquired a vocabulary of skills in first year, this course will have, as one of its aims, the extension of Olympic gymnastics to more advanced work, at a competitive level of attainment.

The second strand of this course will be concerned with the practical and theoretical nature of Educational Gymnastics, which will be viewed both as a performance area and as a teaching method in lectures.

References
Third Year

This course is designed to provide a wide coverage of gymnastic activities in three areas of Olympic Gymnastics — bars, beam and vault which, together with tumbling, will be dealt with in a manner suitable for both class teaching and club work.

Emphasis will be placed upon progressive teaching of suitable lead ups for all skills, supporting techniques and correction of skills.

Reference

THEORY AND METHOD IN PHYSICAL EDUCATION

First Year : 2 Hours per Week.
Second Year : 2 Hours per Week.
Third Year : 2 Hours per Week.

Course Relevance
Diploma in Physical Education.

Objectives
The introduction of the subject area of physical education as it operates at primary school level in N.S.W.

Through personal practical involvement to introduce teaching and teaching strategies in aquatics, athletics, games, gymnastics and dance as related to both the primary school pupil and the college student.

Summary of Content
Theoretical foundations of physical education with particular reference to primary school methods in physical education, practical and theoretical aspects of gymnastics, games, swimming, track and field and dance for girls and boys aged five years to twelve years.

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

References

Second Year (Men)

Objectives
Basically, this course is designed to prepare the student to enter and perform efficiently as a teacher of physical education within the secondary school.

Summary of Content
Conditions of effective motor learning.
Introductory activities.
Skills, both basic and specialised.
Concluding activities.
The lesson plan for gymnastics, games and dance.
Construction of a unit of work — graded progression of activities.
Class organisation and techniques of successful teaching.
Teaching methods.
Inclement weather lessons — related where possible to units of work.
Demonstrations.
Second Year (Women)

This course will provide students with the skills, associated knowledge and understanding of the following major aspects of physical education in secondary schools.

The aims and objectives of physical education.
The curriculum in physical education.
Needs and interest in physical education.
Practice teaching information.
Lesson structure in gymnastics and games.
Characteristics of secondary school pupils.
Content, method and organisation of teaching in gymnastics lessons, games lessons.
Tabloid sports organisation.
Evaluation of practice teaching sessions.

Lectures, discussions, demonstrations, student presentations and films will be integrated to allow students to gain the best possible understanding of the teaching of physical education.

Third Year

Objectives

The aims of this course are:

1. to develop an awareness of the responsibilities of the specialist teacher with regard to the administration and organisation of physical education in N.S.W.
2. to integrate in principle the physical education strand of the course in its application to teaching.
3. to develop an attitude towards ethical, professional behaviour.
4. to consider the role of the teacher within the community.
5. to give practical experience in organising and teaching lessons.

Summary of Content

Teaching
- Principles of lesson planning
- Aims and objectives
- Evaluation of teaching
- Problems and exceptional children
- Adapted physical education

Administration of physical education in N.S.W.
- History and structure
- Responsibilities, regulations.

Care and maintenance of equipment
- A practical course in the maintenance of equipment, together with the marking of fields and playing areas.

Ethics
- What is professional behaviour?

Organisation of physical education
- The syllabus
- Programme development
- Duties of the sportsmaster or sportsmistress
- Organisation of sports carnivals and displays

Recreation in the community
- The role of the physical education teacher
Core Physical Education

This course is the same as that followed by students in the Diploma in Teaching (Primary) and Diploma in Teaching (Secondary) courses.

Education

EDUCATION
First Year: 3 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 2 Hours per Week.

Course Relevance
Diploma in Physical Education

Course Structure
The Education strand in the Diploma in Physical Education consists of six units each of one half-year duration. The first three units (i.e. both units taken in first year and the first unit taken in second year) are identical with the first three units of the Core Education course for the Diploma in Education (Primary).

First Year
Unit 1. Child Growth and Development
Unit 2. Psychology of Teaching
For course details see the appropriate sections of the course outlines for the Diploma in Teaching (Primary).

Second Year
Unit 3. Psychology of Learning
For course details see the appropriate section of the course outlines for the Diploma in Teaching (Primary).

Unit 4. History of Education and Comparative Education
(History of Physical Education)

Objectives
An introduction to the historiography of education and its application to New South Wales through an examination of the present system from its earliest beginnings.
A critical study of physical education in New South Wales, with special reference to the changing nature of its administration and other current issues.
An introduction to comparative methodology in physical education and its application by study of other systems and such recent modifications as international education and development education.
Summary of Content

Early beginnings of the history of education in N.S.W., with special reference to education in England, America and Europe at this time.

The history of physical education in early times; physical education in the twentieth century; Church and military roles in evolving physical education; pre World War II physical education in N.S.W.; twenty five years of physical education since World War II.

The role of Man: a pen profile of a N.S.W. physical educator: past, present, future.

Third Year

Unit 5. Sociology of Education
(Sport in Society)

Objectives

Introduce basic sociological concepts in an endeavour to allow students to appreciate school and society.

Examine sport in Australian society, describing and explaining many of the interrelationships between sport and society at a variety of levels.

Formulate a description of sociological foundations of physical education.

Summary of Content

School and society; the structure of educational institutions and teaching as an occupation.

The school society.

The nature of sport; study of sport as an element of culture; towards a sociology sport. Sport and study; sport and politics; team competition, group structure; sports discriminations. The science of sport and sports sociology.

References


Unit 6. Motor Learning

Objectives

1. An introduction to some theoretical issues pertaining to secondary school pupil performances of selected sports tasks.


Summary of Content

Conditions for effective motor learning.


Physical fatigue and motor learning.

References

Scientific Bases of Human Movement Strand

The following courses are offered as a foundation for the future development of rational physical education programmes which may be based on a detailed knowledge of the specific effects of the many facets of physical exercise upon the human body and its functions.

ANATOMY AND PHYSIOLOGY I

First Year: 2 Hours per Week.

Course Relevance
Diploma of Physical Education.

Objectives
To provide a fundamental knowledge of structure and function in the human body. This knowledge to serve as a basic reference for further in-depth courses.

First Year

Summary of Content
1. Body as a whole
   - terminology
   - body cavities and planes
   - structural units
   - language of anatomy
   - approaches to anatomy
2. Histology
   - types of tissues
   - structure and functions
3. Body system
   - structure and function of each body system in detail
     - skeletal
     - arthrology
     - muscular
     - circulatory

ANATOMY AND PHYSIOLOGY II

Second Year: 2 Hours per Week (for 1 half-year).

Summary of Content
The Nervous System
   - Central nervous system
   - Peripheral nervous system
   - Nerve impulse transmission
   - Synapses
   - The motor unit
The Digestive System
The alimentary canal
Accessory organs of digestion
Digestion and absorption of carbohydrates, fats and protein
Metabolism

The Respiratory System
The respiratory tract
Mechanics of breathing
External and internal respiration.
Blood transport of O₂ and CO₂

BIOLOGY
First Year: 1 ½ Hours per Week.

Course Relevance
Diploma in Physical Education.

Objectives
To give background information required for other courses in physical education.

Summary of Content
5. Histology: Classification of tissues. Epithelial tissues; connective tissues, muscle tissue, nerve tissue.

References
Leeson and Leeson, Histology, W. B. Saunders, 1970.
Gillison, Histology of the Body Tissues, E. & S. Livingstone Ltd.

Assessment
Yearly Examination.

CHEMISTRY
First Year: 1 ½ Hours per Week.

Course Relevance
Diploma in Physical Education.

Objectives
1. To develop an understanding of the structure and function of the more significant groups of compounds which make up animal tissue.
2. To consider the chemistry of the major metabolic pathways in animal cells, particularly those relating to human movement.

Summary of Content
The fundamental chemical concepts — element and compound: atom, molecule and ion; the chemical bond.
Properties of acids, bases and salts. The pH scale, buffers.
Biochemistry. The structure and function of proteins, carbohydrates, lipids and other selected
groups of compounds of biological significance.
Enzymes and their function.
The chemistry of digestion and of the major cellular metabolic processes.

Assessment
Annual Examination.

**CARE AND PREVENTION OF INJURIES**
*Second Year: 1 Hour per Week (1 half-year)*

**Course Relevance**
Diploma in Physical Education.

**Objectives**
To study modern concepts of injury prevention in sport and principles of treatment.

**Summary of Content**
- Legal responsibility.
- First aid principles.
- Nature of common sports injuries.
- Principles of treatment.
- Prevention of injury in sport.

**KINESIOLOGY “A”**
*Second Year: 2 Hours per Week (1st Half-Year)*

**Course Relevance**
Diploma in Physical Education.

**Objectives**
To examine in detail the application of physics in general, and mechanical principles in particular, to the analysis of human performance.

**Summary of Content**
- Brief history of Kinesiology.
- Methods of analysing movement.
- Common Terminology.
- Review of muscle physiology.
- Muscle locations and actions.
- Joint actions — prime movers, assistant movers, neutralisers and stabilisers.
- Mechanical principles underlying movement.

**Reference**

**KINESIOLOGY “B”**
*Second Year: 1 Hour per Week (2nd Half-Year)*

**Course Relevance**
Diploma in Physical Education.

**Objectives**
To relate and apply the principles of human movement to activities which are basic to the processes of practical physical education, sport and recreation.
Summary of Content

Application of mechanical principles in movement.
Basic movement pattern analysis.
Posture and Locomotion.
Underarm and overarm movements.
Striking.
Jumping.
Kicking.
Pushing and pulling.
Hanging and swinging.
Lifting and carrying.

Reference

As for KINESIOLOGY “A.”

PHYSICS

Second Year: 1 Hour per Week.

Course Relevance

Diploma in Physical Education.

Objectives

The course should enable students to acquire a knowledge of the basic laws of physics and solve problems related to these laws.

Summary of Content

The basic laws of mechanics.
Vectors.
Static equilibrium.
Uniformly accelerated motion.
Newton’s laws.
Work.
Energy and power.
Friction.
Circular motion.
Rotation of rigid bodies.

Reference


Assessment

Class exercises, assignments and written examinations.

EXERCISE PHYSIOLOGY

Third Year: 2 Hours per Week.

Course Relevance

Diploma in Physical Education.

Objectives

1. To review basic physiological principles as they apply to exercise.
2. To develop an understanding of physiological benefits to be derived from exercise.
3. To understand the conditioning processes for regular physical education students, sportsmen, and to an extent, the sub-par student.
4. To read intelligently the professional literature in this field.
Summary of Content

Energy liberation and transfer.
Muscle contraction.
Neuromuscular functions.
Circulation of blood and body fluids.
Respiration.
Physical work capacity.
Body dimensions and muscular work.
Physical conditioning—strength, muscular endurance, circulo-respiratory endurance, flexibility.
Temperature regulation.
Nutrition and physical performance.

Reference

EXPERIMENTAL PHYSICAL EDUCATION "A"
Third Year: 2 Hours per Week (1 Half-Year).

Course Relevance
Diploma in Physical Education.

Objectives
To provide a course which will enable the students to understand basic statistical methods and procedures which will enable them to understand and apply testing and measuring processes in physical education.
To acquaint students with general research methodology and its specific application in physical education.
To assist students in their understanding of relevant research readings in physical education.

Summary of Content
Grouping of data.
Measures of central tendency.
Measures of dispersion.
z scores.
Library techniques.
Experimental method.
Historical study of research in physical education.
Philosophical study of research in physical education.
Survey techniques.
Instrumentation.
t ratios.
Correlation.
Chi-square.

Reference

EXPERIMENTAL PHYSICAL EDUCATION "B"
Third Year: 2 Hours per Week (1 Half-Year).

Course Relevance
Diploma in Physical Education.

Objectives
The acquisition of knowledge and skills related to testing and measuring techniques in physical education and the use of such in the evaluation of structure, function and human performance.
Elected Area

Each student is required to study in depth another subject. The student may elect to study this at The Wollongong University adjacent to the Institute. 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. Biology.
History. Physics.
Economics. Geology.
Geography. Mathematics.

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

Students may choose any elective course offered by the Institute except those offered by the Health and Physical Education Department or they may choose one of the following:

SCIENCE

First Year: 6 Hours per Week.
Second Year: 6 Hours per Week.
Third Year: 5 Hours per Week.

Course Relevance

Diploma in Physical Education.

Summary of Content

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. The weekly time allocation is divided as follows:
THE PROCESSES OF SCIENCE
First Year: 3 Hours per Week for Half Year of First Year.

Objectives
To develop an understanding of the nature of scientific skills.
To develop the student's confidence in his ability to draw valid conclusions and formulate explanations of natural phenomena.
To allow students to gain experience in the use of the scientific method in problem solving.
To have students plan learning experiences that would allow school certificate pupils to develop similar understandings, skills and confidence when dealing with scientific enquiry.

Content
The structure of science as a discipline.
Making up explanations.
Drawing conclusions.
Observational skills.
Classification — concepts, skills and keys.
Hypothesising.
Inductive/deductive reasoning.
Cause and effect relationships.
Controlled experiments.
Problem solving.
Planning a learning experience.

References

Assessment
By class exercises, tutorial participation and a major assignment.
SCIENCE METHOD

Objectives
This course is concerned with the general principles of science teaching, its aims and objectives, and with school science procedures.

Second Year

Aims and Objectives
Questioning.
Practical work in science teaching.
Formal lesson procedures (e.g., discussion lesson, inductive lesson, deductive lesson, film and broadcast lessons).
Informal procedures (e.g., the problem approach).
The preparation and use of aids.
Collections.

Third Year

The Wyndham Committee Report.
Aims and objectives in science teaching.
School procedures such as assessment.
Brief consideration of Higher School Certificate syllabuses.
The A.S.E.P. scheme.

BIOLOGY

First Year: 1½ Hours per Week for half year.
Second Year: 1½ Hours per Week for half year.

Objectives
To provide students with the knowledge, attitudes and skills necessary to plan and present educational experiences relevant to pupils, to the School Certificate level, in the field of biological science.

Content
Methods of presenting biology to the school certificate level.
Controlled experimentation.
Metabolism.
Cells as the basis of structure and function of living things.
Cell division.
The classification of plants and animals and the characteristics of selected representatives of each of the major phyla.
Evolution and genetics.

References

Assessment
By class exercises, tutorial participation, assignments and written examination.

BIOLOGY

Third Year
1 Hour per Week.

Objectives
To provide students with the knowledge, attitudes and skills necessary to plan and present educational experiences relevant to pupils, to the School Certificate level, in the field of biological studies.
Content

Basic concepts of ecology.
Man's impact on his environment.
Conservation.
Field Studies.

References

As for First and Second Years.

Assessment

By class exercises, written reports, tutorial participation, and written examination.

CHEMISTRY

Second Year: 2 Hours per Week.
Third Year: 1 Hour per Week.

Course Relevance

Diploma in Physical Education.

Objectives

1. To develop a knowledge of those aspects of chemistry which are significant for the School Certificate Science Course.
2. To consider the methods by which these topics could be taught.
3. To consider the role of chemistry in dealing with the topics listed in the School Certificate syllabus and how chemistry might be integrated with the other scientific disciplines at the Junior Secondary level.

Summary of Content

Subject matter and teaching methods are integrated. The course is essentially a practical one. Students will perform experiments which are designed to develop or illustrate simple chemical theory and chemical reactions, appropriate to the Junior Secondary level.

Assessment

Annual Examination.

GEOLOGY

First Year: 1½ Hours per Week for half year.
Second Year: 1½ Hours per Week for half year.
Third Year: 1 Hour per Week.

First and Second Year

Objectives

To provide foundations for the effective teaching of geology suitable for the inclusion in science courses for junior high school classes.

Content

The course consists essentially of two integrated segments—method and content. The method segment concentrates on the theory and practice of the teaching techniques applicable to science in general and geology in particular.

The content segment concentrates on the major fundamental ideas and concepts of geology. These ideas and concepts will be taken from the following broad areas:

Rocks and minerals.
The crust of the Earth.
Earth Movements.
Geologic Time.
Paleontology.
Economic Geology.
References

Assessment
By assignments, examination and practical work.

Third Year

Objectives
To provide foundations for the effective teaching of geology suitable for the inclusion in science courses for junior high school classes.

Content
This segment completes the geology section of a three year science second major course. There are two integrated aspects of the segment: method and content, with the content being restricted to the broad areas: earth history, geologic time and economic geology.

References
As for new course — First and Second Year.

Assessment
By assignments, seminars, examination and practical work.

PHYSICS

First Year: 2 Hours per Week.
Second Year: Two Hours per Week for half year.
Third Year: 1 Hour per Week.

Objectives
After completing this course the student should be able to provide children with science experiences which contribute to their development in interest and attitudes, knowledge, understanding and skills.

Summary of Content
The principles of basic physics in the following areas:

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<th>Heat</th>
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References

Assessment
By class exercise, major assignments and written examinations.
SOCIAL SCIENCE

Course Relevance

Diploma in Physical Education.

Objectives

The preparation of students for teaching Social Studies, Commerce and Geography in Secondary schools, to form IV.

Summary of Content

The time allocated for the course is divided as follows:

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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 for study will include a selection from the following:

- Primitive societies.
- Authority in society.
- Cities and society.
- Conflict in society.
- Economic systems.
- Education and society.
- The races of mankind.
- Religion and belief.
- Rural communities.
- Science, technology and society.

References

Selected references will be advised during the course.

Geography

This course provides a balance between developing geographical knowledge which is relevant to the N.S.W. Geography Syllabus for Secondary Schools, and developing a competence in teaching skills which have particular application in geographic education.

Geographic themes will include:

- Fundamentals of physical geography.
- Agriculture systems and the forming landscape.
- Urban systems and the urban-industrial landscape.
- The geography of world trade.
- Geographical aspects of pollution.
- Regional geography of Western Europe and Monsoon Asia.
Commerce

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

Introduction to elementary accountancy using the balance sheet approach — cash books — banking and reconciliation statements.

The local area as a basis for studying personal and commercial problems.

Problems of the firm.

Problems of local and state governments.

Orthodox bookkeeping practices as a background to the interpretation of revenue accounts and balance sheet.

Economic problems of the Australian economy.

Special accounts, such as club accounts with balance day adjustments, control accounts, and elementary partnership and company accounts.

References


Social Science Methods

Fundamental Concepts

The nature of the social science disciplines.

The purpose of teaching the social sciences in the Secondary School.

N.S.W. Syllabuses in Geography, Commerce, Social Studies, and Asian Social Studies.

Bases of teaching and learning in the social sciences.

Teaching Organisation

The class programme and unit planning.

Developing a resource unit.

Methods of Developing Learning-skills.

The Use of Sample Studies.

The Local Area and Fieldwork.

Methods of Evaluation.

Effective Use of Visual Aids.

Developing the Affective Domain.
Communication Skills

First Year: 2 Hours per Week.
Second Year: 3 Hours per Week.
Third Year: 2 Hours per Week.
(For students taking only Diploma in Physical Education)
Fourth Year: 2 Hours per Week.
(For students completing Diploma in Physical Education and Certificate in Health Education)

Course Relevance
Diploma in Physical Education.

Summary of Content
In first and second years, the English and Music Departments each provide courses aimed at developing the student’s own personal powers of communicating with other individuals. In the third or fourth year, the English and Art Departments present such courses.

ENGLISH
First Year: 1 Hour per Week.
Second Year: 2 Hours per Week.
Third Year or Fourth Year: 1 Hour per Week.
For details of this course see Communication Course, Diploma in Teaching (Primary).

MUSIC
First Year: 1 Hour per Week.
Second Year: 1 Hour per Week.
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 underlie 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.

ART
Third Year or Fourth Year: 1 Hour per Week.

Objectives
This course is intended to give Diploma in Physical Education students an opportunity to experience the materials and types of thought associated with the visual arts; it is not designed to provide a basis for teaching art as a subject. It is anticipated that the work undertaken will be interesting and rewarding to students, will achieve worthwhile standards, and that the principles involved will have meaningful relevance to other aspects of the Diploma course.

Summary of Content
The work is almost wholly practical. This aspect is regularly preceded by a clarification of the ideas, the scope of the materials and the techniques related to a specific type of expression. The scheme offers opportunity for individuality and initiative in the creative field, largely concerned in this course with drawing and painting.
Fieldwork

No Time Allocation

Course Relevance

Diploma in Physical Education.

Summary of Requirements

This required part of the Diploma in Physical Education course is designed to bring the student into contact with some of the physical education activities which are carried on outside the school environment. It includes experiences in camping, vacation swimming schools and play centres, youth leadership and community work in recreation.

Of necessity some of the work must be done during week-ends and vacation periods, and students are strongly advised to satisfy the requirements as early in their three years as possible as it may sometimes be difficult or impossible to gain the required experiences in the final year of the course.

1. Students will be required to fulfil work in THREE Elected areas. The Extra Credit area is not an elective area, but enables students to gain extra points.

2. Each student must obtain 59 points during the three or four years of the course.

3. All work must be submitted on the appropriate forms and properly validated by the signature of officials. Give all details of dates, location and type of work undertaken.

Elective Areas

A.—CAMPS WITHOUT CHILDREN, (Residential or non-residential).—1 point per day.
   Swimming School Training Camps.
   Leadership Training Camps.
   Sports Coaching Camps for Coaches, Umpires, etc., not directly involving children.

B.—CAMPS WITH CHILDREN (Residential, 1 Point per day; and non-residential, 2 Points per day).
   Practice Teaching Camps.
   7 or 10 day vacation camps, and "Stay-at-Home" camps (Y.W.C.A.).
   Camps with Guides, Scouts, Cubs, Church Groups.

C.—SWIMMING SCHOOLS AND PLAY CENTRES—1 Point per day.

D.—GAMES PARTICIPATION.
   Individual participation in sporting activities may receive a maximum of 10 points in any one season. Points may be gained for the following:
   (a) Training sessions,
   (b) Fixtures played; including carnivals,
   (c) District, State or National level competition,
   (d) Intercollegiate competition.
   These sub-areas cannot be claimed separately.

E.—ADMINISTRATION.
   Students who hold a working office in college or local sporting bodies may submit evidence of their work on behalf of that body. Up to 10 points per season or year may be awarded.

F.—COMMUNITY WORK IN RECREATION.
   Students must submit evidence of any work to be presented in this field for individual assessment.

G.—EXTRA CREDIT (for extra points only — not an elective area). Points may be gained for the following:
   1. Duke of Edinburgh Award Scheme — Silver level, 10 points; Gold level, 15 points.
   2. Community service organisations such as Meals on Wheels, Rotoract projects, Hospital visiting, etc, one point per session or day.
   3. Community appeals or projects, 2 points.
   4. Surf life-saving; State Emergency Services, etc., one point per occasion.
   Students may submit evidence of any such work for consideration and evaluation.
Courses of Study for Certificate in Health Education

- HEALTH EDUCATION I.
- HEALTH EDUCATION II OR III.
- HEALTH EDUCATION IV.
Health Education I

PERSONAL HEALTH
First Year: 2 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
1. To investigate some of the significant health problems in Australia and the world.
2. To reduce the gap between biomedical discovery and general health information and the actual use of this knowledge.
3. To become acquainted with sources of accurate health knowledge and engage in purposeful discussion based on the individual's research, personal experiences and critical examination of references and related readings.

Summary of Content
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.

References

Health Education II or III

HEALTH EDUCATION METHOD
Second Year: 2 Hours per Week
or Third Year: 3 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
1. To establish an understanding of the need for health instruction in schools.
2. To provide a knowledge of preparation of courses of instruction in health.
3. To investigate methods and techniques to be used in the teaching of health.
4. To examine and evaluate resource materials available for health instruction.
Summary of Content
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 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.

References

DISEASES AND SCHOOL HEALTH
Second or Third Year: 3 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
1. To familiarise students with the nature, prevention and control of the common communicable and non-communicable diseases of man.
2. To present and discuss recent medical progress and current findings regarding the disease processes.

Summary of Content
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 affecting 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.

Reference

Health Education IV

CURRICULUM CONSTRUCTION AND EVALUATION
Fourth Year: 3 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
1. Appraisal and evaluation of the programme in terms of objectives and standard with special emphasis on health education in the secondary schools.
2. To examine recent trends in health education.
3. To engage in the process of curriculum construction.
Summary of Content

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.

COMMUNITY HEALTH

Fourth Year: 2 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
1. To understand the structure and function of a community.
2. To examine the common health problems that are evident in the community.
3. To perceive the difficulties involved in identifying and alleviating the problems peculiar to groups in the community.

Summary of Content
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.

Reference

SOCIAL HEALTH

Fourth Year: 2 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
1. To formulate a philosophy of sex and family life education for adoption in the N.S.W. State Schools.
2. To examine various social health issues and through seminar presentation critically discuss such issues.
3. To determine a proper approach to the implementation of a social health programme in a high school and determine meaningful curriculum content to meet the needs and interests of the school pupil.

Summary of Content
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.
USE AND ABUSE OF DRUGS
Fourth Year: 2 Hours per Week.

Course Relevance
Certificate in Health Education.

Objectives
To present the essential facts and theories relating to the use, misuse and abuse of drugs and to the social, psychological and medical implications of drug misuse in our society.

Summary of Content
The course will consist of lectures, discussions, informal debates, student seminar presentations, films and possible guest speakers. An attempt will be made to provide students with current references and source materials, and teaching aids relating to drug abuse. Topics to be treated include:
Definitions and perspectives of drug misuse.
Drug groups common to drug abuse.
History of use.
Medical use, methods of use, abuse.
Effects and dangers.
Laws relating to control of drug misuse.
Methods of control.
Identifying education programmes.
Survey of treatment centres.

Assessment will be made as follows:
10% Class participation, including discussion of assigned readings.
20% Class quizzes.
30% Term tests.
20% Assignments.
20% Final examination.

Reading Assignments: A reading list will be presented at the beginning of each term. This material is to be read BEFORE the lecture date indicated, so that appropriate participation in discussion can be expected.

Textbooks
Students must possess a copy of EACH of the following:

References
Byrd, O. E., Medical Readings on Drug Abuse, Reading (Mass.), Addison Wesley, 1970.

**PUBLIC HEALTH**

*Fourth Year: 3 Hours per Week.*

**Course Relevance**

Certificate in Health Education.

**Objectives**

To introduce concepts and principles underlying Public Health programmes.

**Summary of Content**

Historical background.
Philosophy of public health.
N.S.W. Public Health Department
  - Structure and functions.
  - Branches and divisions.
  - Divisions of establishments.
  - Legislature.
Tools of public health
  - Demographic data.
  - Vital statistics.
  - Epidemiology.
The concepts, nature and scope of public health programmes in—
  - medical care
  - mental health
  - communicable diseases
  - chronic diseases
  - addictive diseases
  - environmental health
  - maternal and child care.
Supportive service in public health.
Future trends in public health.
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