

Kuring-gai
College
of Advanced
Education

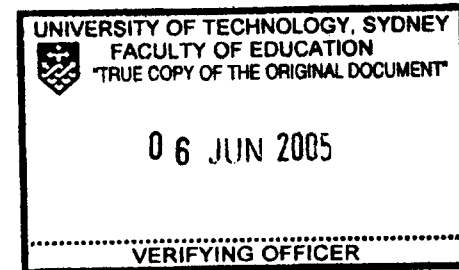
Calendar

1974

**Kuring-gai College
of Advanced Education
Eton Road Lindfield NSW 2070**

**Postal Address:
PO Box 222 Lindfield NSW 2070**

Telephone: 467 2211



PREFACE

Kuring-gai College is a new, multi-disciplinary college of advanced education which seeks, through scholarship and practice to develop the knowledge and skills in its graduates enabling them to contribute effectively to the vocational, cultural and creative needs of the community.

The striking College architecture and fine bushland setting provide students with an opportunity to pursue their tertiary education in an attractive building and natural environment.

Historical Background

William Balmain College, which has only recently been renamed Kuring-gai College of Advanced Education, grew out of Balmain Teachers' College. The College was opened in March, 1946, in what had been the Smith Street Superior School, which was erected in Balmain in 1880.

The College was established following the end of World War II as part of a general expansion of education throughout the State. In particular, the College was to help meet the demand for more teachers arising from the postwar increase in the school population and the implementation of the national immigration policy.

In June, 1957, the College was expanded with the admission of women students to an annexe at Orange Grove. In 1970 the Orange Grove annexe was closed and a new annexe established at the former North Sydney Technical High School.

From 1958 to 1971, the College, in addition to its normal teacher training courses, undertook the training of cadet education officers for the Territory of Papua and New Guinea and later also for the Northern Territory.

Apart from the standard courses in teacher education, which were extended in 1970 from two to three years' duration, the College has offered courses for supervisors of moderately mentally handicapped children and, in recent years, has also become involved in preparing graduate students for teaching in secondary schools.

In 1971, the Balmain Teachers' College became the William Balmain College and transferred to its new location in Eton Road, Lindfield, which provided a new environment. The new campus is of striking, modern architecture with fine appointments and facilities. Situated on the edge of a sandstone ridge, the building complex commands excellent views over the Lane Cove Valley.

On the 1st September, 1971, the College was declared a College of Advanced Education and on the 1st July, 1973 it was announced that the College was to become an autonomous, multi-purpose institution.

At the same time, a Planning Committee was established, responsible to the Minister for Education, for the early stages of the development of the College and for planning the movement to corporate status as early as practicable after the 1st January, 1974.

Changes have already been initiated to implement the new structure and it is envisaged that the College will achieve corporate status under a governing Council, in terms of the Higher Education Act, towards the end of 1974.

In April, 1974, the Minister for Education endorsed a recommendation of the College Planning Committee that its name be changed to Kuring-gai College of Advanced Education. It is believed that the new title will provide closer identification of the College with the local community and tangible evidence of the College's acceptance of the responsibility of advanced education to meet the needs of the community it serves.

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Academic Year 1974
Principal Dates 1974

ACADEMIC YEAR 1974

Enrolment Week	25th February – 1st March
First Semester commences	4th March
Mid-Semester Vacation	24th April – 12th May
First Semester ends	5th July
Second Semester commences	22nd July
Mid-Semester Vacation	24th August – 8th September
Second Semester ends	6th December

Planning Committee, Committees and Staff of the College

PRINCIPAL DATES 1974

JANUARY	Tuesday	1 New Year's Day — Public Holiday
	Monday	28 Australia Day — Public Holiday
FEBRUARY	Monday	25 Enrolment Week commences
MARCH	Monday	4 First Semester commences
APRIL	Tuesday	9 Board of Studies in Teacher Education
	Friday	12 Good Friday — Public Holiday
	Monday	15 Easter Monday — Public Holiday
	Wednesday	24 Mid-Semester Vacation commences
	Thursday	25 Anzac Day — Public Holiday
MAY	Monday	13 Lectures resume
	Tuesday	20 Board of Studies in Teacher Education
JUNE	Friday	14 Lectures cease for Second and Third Year Students
	Monday	17 Queen's Birthday — Public Holiday
	Tuesday	18 Excursions, activities for Second and Third Year Students
	Monday	24 First Semester Examinations commence for Second and Third Year students Board of Studies in Teacher Education
	Tuesday	25 Lectures cease for First Year students
JULY	Monday	1 First Semester Examinations commence for First Year students
	Friday	5 First Semester ends
	Monday	22 Second Semester commences Board of Studies in Teacher Education
AUGUST	Monday	19 Board of Studies in Teacher Education
	Saturday	23 Mid-Semester Vacation
SEPTEMBER	Monday	9 Practice Teaching — all years
	Monday	16 Board of Studies in Teacher Education
	Monday	30 Lectures resume after Practice Teaching
OCTOBER	Monday	7 Eight-Hour Day — Public Holiday
	Monday	21 Board of Studies in Teacher Education
NOVEMBER	Friday	15 Lectures cease
	Monday	18 Examinations, activities, excursions Board of Studies in Teacher Education
DECEMBER	Saturday	7 Vacation
	Wednesday	25 Christmas Day — Public Holiday
	Thursday	26 Boxing Day — Public Holiday

Planning Committee of the College
Principal Staff
Academic Staff
Resources Centre — Library Staff
Administrative Staff
Academic Organisation Chart
Committees of the College

**MEMBERS
OF PLANNING
COMMITTEE**

Planning Committee of the College

Appointed by the Minister for Education

Professor John Basil THORNTON, BA, B Sc (Syd) (Chairman)
Charles William DAVIS, B Sc (NZ), C Eng, FRACI, FI Chem E, FAIM,
MIE Aust
Kevin DAWES, M Sc (NSW), ASTC, ARACI, MACE
Kenneth James DOYLE, MA (Syd) (Secretary)
Joan Hunter MORRIS, B Sc, Dip Ed (Syd)
George William MUIR, B Sc (Syd), MACE
Tom William PAYNE, MA, Dip Ed (Syd)
Geoffrey Harold PETERSON, FASA, ACIS
Leslie Arnold REEDMAN, B Arch (NSW), ASTC, FRAIA
Dennis Edward ROSE, MA, B Ec (Syd)
The Honourable Mr. Justice Ian Fitzhardinge SHEPPARD, LLB (Syd)
Ian STEPHENS, Barrister-at-Law
Marjory Irene VERCO
Professor Ian Kellie WATERHOUSE, BA (Syd), MA (Melb), MA, PhD (Yale),
FBPsS, FAPsS

**SUB-
COMMITTEES
OF PLANNING
COMMITTEE**

Academic Sub-Committee

Mr. G. W. Muir (Chairman)
Mr. C. W. Davis
Mr. K. J. Doyle
Dr. R. Holland
Miss J. Morris
Professor I. K. Waterhouse

By-Laws Sub-Committee

Mr. Justice I. F. Sheppard (Chairman)
Mr. K. J. Doyle
Mr. A. D. Edmonds
Mr. D. E. Rose

Buildings and Sites Sub-Committee

Mrs. M. Verco (Chairman)
Mr. K. J. Doyle
Mr. T. W. Payne
Mr. L. Reedman

Finance Sub-Committee

Mr. K. Dawes (Chairman)
Miss E. Bridges
Mr. K. J. Doyle
Mr. G. Peterson
Mr. E. Rose
Mr. C. Stanbury
Mr. I. Stephens

Principal Staff

Principal

G. W. Muir, B Sc (Syd), MACE

Head of School of Teacher Education

J. F. Clark, BA, Dip Ed (Tas), MA (Ed) (Lond), MACE

Head of School of Financial & Administrative Studies

W. P. Birkett, M Ec (Syd), AASA

Secretary

K. J. Doyle, MA (Syd)

Academic Staff

SCHOOL OF TEACHER EDUCATION

Head of School

J. F. Clark, BA, Dip Ed (Tas), MA (Ed) (Lond), MACE

DEPARTMENT OF ART/CRAFT

Principal Lecturer and Head of Department

W. H. Lux, ASTC, FIIA

Senior Lecturers

A. N. McBeth, ASTC, MIIA

R. E. Polglase, BA (NE), M Ed (Syd), ASTC, MACE

Lecturers

M. Barnacoat, Cert Teach (Shoreditch)

Nanette J. Bidmead, Dip Art Ed (ESTC)

A. A. Foster, BA (Syd), ASTC, FIIA

L. J. Gordon, Dip Art Ed (ESTC)

Margaret A. Holt, BA (Syd)

R. C. Hush, ASTC, MIIA

J. A. Lane, Dip Art Ed (ESTC)

DEPARTMENT OF EDUCATION

Principal Lecturer and Head of Department

G. H. Browne, ED, BA, Dip Ed (Syd), B Ed (Melb), MACE

Senior Lecturers

L. C. Higgins, BA, Litt B (NE), M Ed (Syd), MACE (on leave)

Margot Higgins, MA (Syd), MACE

J. W. McCawley, Litt B, MA (NE), MA Ps S (on leave)

Patricia O. Plank, BA (NE), M Ed (Syd), MACE

Lecturers

N. Allan, BA (Syd)

M. A. Court, BA (Syd), Dip Ed (NE), L Th (Melb)

B. E. Hopper, B Sc (NSW), MA (Syd), MA Ps S

M. E. Kaye, BA, M Ed (Syd), MA (Macq), MA Ps S, MACE

Alexina M. Lambert, MA (Aberd)

L. G. LeClaire, BA, M Ed (Syd), A Mus A, LTCL, MACE (on leave)

J. D. McFarlane, BA (NE), M Ed (Syd), MACE, MSAANZ

J. O. McIntyre, BA, M Ed (Syd), MA Ps S

K. F. Mitchell, BA, M Ed (Syd), MA Ps S, MACE

A. M. Nicholas, B Sc (App Psych)(NSW), MACE

I. R. Stevenson, BA (Syd), B Ed (NE), MA Ps S, MACE

DEPARTMENT OF ENGLISH

Principal Lecturer and Head of Department

R. A. Holland, MA, M Ed (Syd), Ph D (Lond)

Senior Lecturers

G. A. Turnbull, MA (Syd)

E. F. Webb, MA, Dip Ed (Syd), ALA, ALAA

G. C. Winch, MA, M Ed (Syd), Ph D (Wis), MACE

Lecturers

Enid M. Banks, BA (NSW), MA (N'cle) (NSW), MA Ps S
 A. Berglund, BA (Syd), LTCL, MACE
 Margery Hourihan, BA, Dip Ed (Syd)
 L G Ingram, BA, Litt B (NE), M Ed (Syd)
 Rosemary Lewis, BA (Syd), MA (Macq), Dip Ed (Syd)
 L. W. McD. Lodge, MA (Syd), MACE
 J. D. Murray, MA (Syd)
 E. J. Russell, BA, Litt B (NE), M Ed (Syd), Dip P Ed (STC)
 Glenys E. Smith, MA (Otago), Dip Teach (NZ)

DEPARTMENT
 OF HEALTH
 EDUCATION

Lecturers

C. L. Yarham, M Sc, M Ed, Ph D (Oregon), DPE (STC), MACE
 Joan M. Llewellyn, M Sc (Adel), Dip Ed (NE)

DEPARTMENT
 OF
 MATHEMATICS

Principal Lecturer and Head of Department

Elaine R. Bridges, B Sc, Dip Ed (Syd)

Senior Lecturer

R. I. Munro, BA (NE), MA (Macq), MACE

Lecturers

G. J. Barnsley, B Sc, Dip Ed (NSW), Litt B (NE)
 D. C. Barr, MA (Syd) (on leave)
 R. Fulcher, BA, B Sc, A Ed (Q'ld)
 L. G. Smith, BA (Syd), MA (Macq)

DEPARTMENT
 OF MUSIC

Senior Lecturer and Head of Department

F. R. Pople, LRSM

Senior Lecturer

Marie O'Donnell, FTCL, LTCL

Lecturers

J. G. Haydock, L Mus A, L Mus TCL, LTCL, FTCL
 N. Heading, A Mus A, FTCL, LTCL
 J. S. Lloyd
 D. G. Taylor, Dip Mus Ed (NSW Con), A Mus A, LTCL

DEPARTMENT
 OF PHYSICAL
 EDUCATION

Principal Lecturer and Head of Department

G. W. H. Turnbull, BA, M Ed (Syd), Dip P E (STC)

Lecturers

Elisabeth Best, Dip P E (Budapest)
 Beverley N. Frame, Dip P E (STC)
 J. B. Miller, M Sc (Oregon), Dip P E (STC)
 Alison B. Roper, B Sc (Mich), Dip P E (STC)
 Helen D. Schembri, Dip P E (STC)
 Elspeth H. Turnbull, Dip P E (Dunfermline)

DEPARTMENT
 OF SCIENCE

Principal Lecturer and Head of Department

K. Dawes, M Sc (NSW), ASTC, ARACI, MACE

Senior Lecturer

A. D. Edmonds, B Sc, M Ed (Syd), M Sc (Macq)

Lecturers

Joan M. Beattie, D Sc (Syd), Dip Ed (NE)
 R. Clark, M Sc (NSW), ARACI
 L. A. Cree, B Sc (NSW)
 Jean M. Flanagan, B Sc, Dip Ed (Sheff)
 J. R. Keith, B Sc, Dip Ed (Syd), M App Sc (NSW)
 G. J. Kennedy, M Sc (NSW), Dip Ed (Syd)
 K. J. Mullette, B Sc (NSW)
 Maxine E Sale, B Sc (Syd), Dip Ed (Syd)
 R. M. Smith, B Sc (NSW), M Sc (Macq), Dip Ed (Syd)
 Rosalind M. Stafford, B Sc, Dip Ed (Syd)
 Jean E. Stock, B Sc (Syd), Dip Ed (NE)
 G. W. Ticehurst, B Sc (NSW), M Sc (Macq), Dip Ed (Syd)

DEPARTMENT
 OF SOCIAL
 SCIENCE

Principal Lecturer and Head of Department

D. M. Long, MA, Dip Ed (Syd), MACE

Senior Lecturers

N. G. Gash, MA, Dip Ed (Syd)
 N. I. Graham, BA, Dip Ed (Syd), MA (Lond), Ph D (Macq)

Lecturers

J. R. Atherton, BA, Dip Ed (NSW)
 D. B. Carisbrooke, BA (Syd)
 J. A. Cornish, M Ec (Syd)
 Jessie A. Driscoll, BA (NSW), M Ed (Syd)
 J. Power, BA, M Ed (Syd), MACE
 Patricia A. Prendergast, BA (Syd), Ph D (Hawaii)
 T. M. H. Thorpe, BA, Grad Cert Ed (Nott), M Ed (Syd)

POST-GRADUATE
 COURSE
 IN TEACHER
 EDUCATION

Principal Lecturer

H. M. Saxby, BA, M Ed (Syd), ALAA

TEACHER
 LIBRARIANSHIP
 COURSES

Principal Lecturer

H. M. Saxby, BA, M Ed (Syd), ALAA

Lecturer

Nancy B. Stempf, BA (Smith College, Mass) Dip Lib (NSW) — Seconded from NSW Department of Education.

SCHOOL OF
 FINANCIAL AND
 ADMINISTRATIVE
 STUDIES

Head of School

W. P. Birkett, M Ec (Syd), AASA

Resources Centre

LIBRARY STAFF

Head of Library Services
Janet R. Cuskey, B Ec (Syd), ALAA

Reader Services Librarian
Marian Baker, BA (Syd), ALAA

Technical Services Librarian
Margaret Brierley, BA (Syd), Dip Lib (NSW), ALAA

Librarians
Judith Hill, BA, Dip Lib (NSW)
Judith H. Pedersen, ALAA

Library Officers
Ann M. Flynn
Phillipa R. Morris, ALAA
Judith A. Wood

AUDIO-VISUAL SERVICES

Senior Lecturer
R. G. Underwood, ASTC, MIIA, MACE

Lecturer
J. D. Connor, ASTC, MIIA

Administrative Staff

Secretary
K. J. Doyle, MA (Syd)

STUDENT AND STAFFING SERVICES
Administrative Officer
P. J. McCloskey, Dip Tech (Pub Admin) (NSWIT)

STUDENT ADMINISTRATION
Administrative Assistant
Tanya N. M. Ford, BA (Q'ld)
Student Services Assistant
Margaret H. Robertson, BA (NSW)

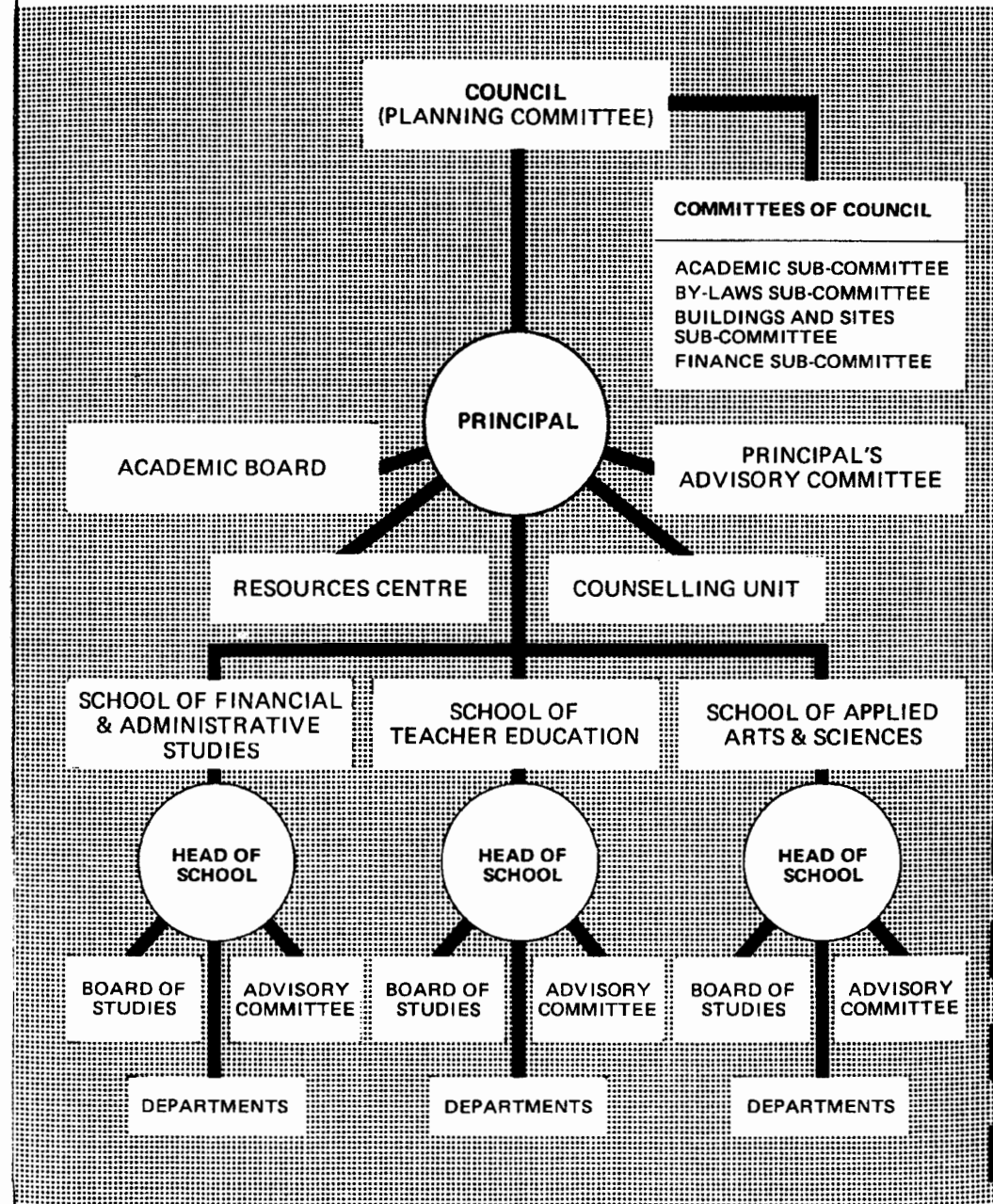
STAFFING SERVICES
Administrative Assistant
D. R. Apps

FINANCIAL ADMINISTRATION, PROPERTIES AND GENERAL SERVICES
Senior Administrative Officer
C. R. I. Stanbury, AASA (Senior), AAIM

SALARIES AND ACCOUNTS
Administrative Assistants
J. F. Humpherys
R. C. Tuckwell

PROPERTIES AND GENERAL SERVICES
Administrative Assistant
J. G. Creke-Barratt, Dip Tech (Comm) (NSWIT)

STATISTIC, RESEARCH AND INFORMATION SERVICES
Administrative Assistant (Research)
B. W. Lobb, Dip Tech (Pub Admin) (NSWIT)



Committees of the College

BOARD OF STUDIES IN TEACHER EDUCATION

Mr. J. F. Clark (Chairman)	Mr. G. Macdonald
Miss E. Bridges	Mr. J. McFarlane
Mr. G. Browne	Mr. F. Pople
Mr. K. Dawes	Miss G. E. Porter
Mr. K. J. Doyle	Mr. H. M. Saxby
Dr. R. Holland	Miss J. Stock
Mr. D. Long	Mr. G. W. Turnbull
Mr. W. Lux	Mr. R. Underwood
	Dr. C. Yarham.
Mr. G. W. Muir (ex officio)	

COMMITTEES OF THE BOARD OF STUDIES IN TEACHER EDUCATION

Lindfield Demonstration School Liaison Committee
Dr. R. A. Holland (Chairman) Mr. J. D. McFarlane
Miss M. Higgins Mr. A. Nicholas

In-Service Co-Ordination Committee

Mr. R. Munro (Chairman) Mr. J. A. Lane
Mr. N. Gash Mrs. M. E. Sale

Admissions and Advanced Standing Committee

Dr. C. Yarham (Chairman) Mr. K. J. Doyle
Miss J. E. Stock

Practice Teaching Committee

Mr. G. H. Browne (Chairman)	Mr. J. D. McFarlane
Mr. J. A. Cornish	Mr. R. E. Polglase
Mrs. B. Frame	Miss R. M. Stafford
Mr. R. Fulcher	Miss J. E. Stock
Mr. J. G. Haydock	Dr. G. C. Winch
Miss M. Higgins	Dr. C. Yarham

The Higher Education
Act



THE HIGHER EDUCATION ACT

Introduction

The William Balmain College was declared to be a college of advanced education as from the 1st September, 1971, by virtue of the notification published in the Government Gazette of the 27th August, 1971 (page 3299), above the signature of the Hon. C. B. Cutler, M.L.A., Minister for Education and Science in the State of New South Wales.

On the 1st July, 1973, a Planning Committee was appointed by the New South Wales Minister for Education and Science to prepare to govern the college during the intervening period preparatory to the incorporation of the College as a college of advanced education under Section 16.1 of the Higher Education Act.

In April, 1974, the Minister for Education endorsed a recommendation of the College Planning Committee that its name be changed to the Kuring-gai College of Advanced Education.

Pending the approval of by-laws prepared and submitted under Section 28 of the Higher Education Act the Kuring-gai College of Advanced Education shall be governed by the regulations appearing in Section IV.

Parts VI and VII of the Higher Education Act which relate specifically to the colleges of advanced education are quoted hereunder:

Act No. 29, 1969 as amended –

An Act to provide for the constitution, and to define the powers, authorities, duties and functions, of the New South Wales Advanced Education Board, the New South Wales Universities Board, the New South Wales Higher Education Authority and Colleges of Advanced Education; and for purposes connected therewith.

(Assented to, 9th April, 1969).

Further amended by Act No. 65, 1971 –

An Act to make further provisions with respect to the constitution, powers and duties of the New South Wales Advanced Education Board and with respect to Colleges of Advanced Education; to exempt corporate Colleges of Advanced Education from certain rates; for these and other purposes to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith.

(Assented to, 21st December, 1971).

PART VI

Colleges of Advanced Education

Constitution of Colleges of Advanced Education as Corporate Bodies

16. (1) The Minister, by notification published in the Gazette, may, for the purposes of subsection two of this section, constitute a body corporate consisting of such persons, not exceeding twenty-three, as may be appointed by him after consultation with such persons and bodies as he thinks fit and as may be specified in the notification.

(2) The Minister may, by the notification constituting a body corporate under subsection one of this section or by a subsequent notification published in the Gazette, declare that body corporate to be a college of advanced education under the corporate name specified in the notification.

(3) A college of advanced education constituted under this section is in this Act referred to as a "corporate college of advanced education".

(4) A corporate college of advanced education –

- (a) has perpetual succession;
- (b) shall have a common seal;
- (c) may take proceedings and be proceeded against in its corporate name;
- (d) may, for the purposes for which it is constituted, but subject to subsection five of this section, purchase, exchange, take on lease, hold, dispose of and otherwise deal with property; or take a conveyance or transfer of any land transferred to it pursuant to section 16A of this Act; and
- (e) may do and suffer all other things that bodies corporate may, by law, do and suffer and that are necessary for or incidental to the purposes for which it is constituted.

(5) A corporate college of advanced education shall not purchase, exchange, take on lease or dispose of, any real property except with the approval in writing of the Minister.

(6) The members of a corporate college of advanced education, as first constituted under this section, shall be appointed to hold office for such period as may be determined by the Minister and specified in the notification in the Gazette appointing them and for such further period, if any, as the Minister may, before the expiration of that specified period determine and notify to them.

(7) Upon the expiration of the period for which the members of a corporate college of advanced education, as first constituted under this section, hold office in accordance with subsection six of this section, the college shall, without its continuity being affected, be reconstituted and shall thereafter consist of –

- (a) official members;
- (b) elected members; and
- (c) nominated members,

who shall be appointed by the Governor and shall take office as members of the college immediately after the expiration of that period.

(8) Of the members of a corporate College of Advanced Education, other than the members of that College as first constituted under this section –

- (a) the official members shall consist of the principal officer of the college and such number, not exceeding two, of persons as are, by the by-laws of the college in force from time to time designated as official members;
- (b) the elected members shall be –
 - (i) such number, not being less than one nor more than three, of persons as are required by the by-laws of the college as in force from time to time to be elected, in accordance with those by-laws as members of the college by such servants of the college as are by those by-laws designated as full-time officers or superior officers of the college; and

- (ii) one person elected, in accordance with the by-laws of the college as in force from time to time, by the students of the college; and

- (c) the nominated members shall be nominated by the Minister and shall include –

- (i) persons experienced in educational fields;
 - (ii) persons experienced in industry or commerce;
 - (iii) persons practising or who have practised in one of the professions; and
 - (iv) persons having such other experience or qualifications as the Minister deems appropriate,
- but shall not include servants of the college.

(8A) A person shall not be eligible for election as an elected member of a college, as referred to in paragraph (b) of subsection eight of this section, unless he has the experience or qualifications, or the experience and qualifications, prescribed by the by-laws of the college, as in force from time to time, in respect of persons eligible to be elected under subparagraph (i) or (ii) of that paragraph.

(9) A corporate college of advanced education, other than a college as first constituted under this section, shall consist of not less than fifteen nor more than twenty-three members.

(10) The members, other than the official members, of a corporate college of advanced education, other than a college as first constituted under this section, shall be appointed to hold office for a term of four years, and any such member shall, if otherwise qualified, be eligible for re-election and reappointment or for reappointment.

(11) A person shall not be eligible to be appointed or elected to a corporate college of advanced education if he is of or above the age of seventy years.

(12) A member of a corporate college of advanced education –

- (a) being an official member, ceases to hold the office as a member of the college and there is a casual vacancy in his office if he ceases to hold the office, if any, by virtue of which he was appointed; and
- (b) being an elected member or a nominated member, ceases to hold office as a member of the college and there is a casual vacancy in his office upon his attaining the age of seventy years.

(13) Where a casual vacancy occurs in the office of a member of a corporate college of advanced education a person shall be appointed or elected to fill the vacant office in the same manner as that in which the member whose office is vacant was appointed or elected, or in such cases or circumstances as are specified in the by-laws of the college a person shall, in the manner so specified, be selected to fill the vacant office.

Transfer of certain land to Corporate Colleges of Advanced Education.

16A. (1) Any land held by the Crown or the Minister on which a corporate college of advanced education conducts its activities may be conveyed or transferred to that college for the same estate or interest as that held by the Crown or the Minister, as the case may be, and subject to any trust, obligation, estate, interest, contract, charge, rates, right of way or other easement upon which it was so held immediately before the conveyance or transfer.

(2) No instrument or document executed or registered for or in connection with the conveyance or transfer of any land pursuant to subsection one of this section shall be liable to stamp duty or to any fee chargeable under any Act for registration.

**Colleges of
Advanced
Education
within
Government
Departments.**

17. (1) The Minister may, by notification published in the Gazette, declare any educational institution or body forming part of a Government Department to be a college of advanced education under the name specified in the notification.

(2) The Minister may, by a further notification published in the Gazette, revoke a notification under subsection one of this section relating to a college of advanced education and, in accordance with section sixteen of this Act, constitute a body corporate to be the college of advanced education to take the place of that firstmentioned college of advanced education.

(3) The Minister shall not exercise his powers under subsection one or two of this section in respect of an educational institution or body forming part of a Government Department not administered by him except with the concurrence of the Minister for the time being administering that Government Department.

**Appointment of
servants of
Corporate
Colleges of
Advanced
Education.**

18. (1) A corporate college of advanced education may appoint and employ such servants as may be necessary for carrying out its functions, but shall not appoint or employ —

- (a) a person as a member of the academic staff of the college unless the position to or in which he is to be appointed or employed is within the academic staff establishment of the college as determined by the Advanced Education Board; or
- (b) a person otherwise than as a member of the academic staff of the college unless the position to or in which he is to be appointed or employed is within the staff (other than academic staff) establishment of the college as determined by the Public Service Board.

(2) Subject to this Act, a corporate college of advanced education shall in respect of servants of the college have power —

- (a) to determine promotions, whether or not of academic staff;
- (b) to determine the qualifications required to be held by persons to be appointed or promoted within the academic staff establishment of the college;
- (c) to discipline, in accordance with the by-laws of the college, servants of the college, whether or not they are members of the academic staff of the college; and
- (d) to impose penalties, in accordance with the by-laws of the college, for breaches of discipline by servants of the college, whether or not they are members of the academic staff of the college.

(3) Except in so far as provision is otherwise made by law, and subject to the provisions of subsection two of this section, the conditions of employment, including salaries, wages or remuneration, of servants of a corporate college of advanced education shall be as may be determined from time to time by the Public Service Board.

(4) In respect of any matter in respect of which the Public Service Board is entitled to make a determination under subsection three of this section, that Board shall, for the purpose of making any determination or for the purpose of any proceedings held before a competent tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, as subsequently amended, be deemed to be the employer of the servants of corporate colleges of advanced education, and a corporate college of advanced education shall be deemed not to be the employer of those servants.

(5) In respect of any matter in respect of which a corporate college of advanced education has powers under subsection two of this section, the Public Service Board shall, for the purpose of any proceedings held before a competent tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, as subsequently amended, be deemed to be the employer of the servants of corporate colleges of advanced education, and a corporate college of advanced education shall be deemed not to be the employer of those servants.

(6) Any determination made by the Public Service Board in respect of a matter referred to in subsection three of this section and any order or determination made by a competent tribunal in any proceedings referred to in subsection four or five of this section shall be given effect to by the corporate college of advanced education in respect of which the determination or order is made.

(7) A reference in section 11A of the Public Service Act, 1902, as subsequently amended, to an officer shall be construed as including a reference to a corporate college of advanced education and to a servant of such a college.

(8) The provisions of the Crown Employees Appeal Board Act, 1944, as subsequently amended, do not apply to servants of corporate colleges of advanced education.

**Transfer of
certain officers
and employees
of Public Service
to Corporate
Colleges of
Advanced
Education.**

19. (1) Where the Minister constitutes a corporate college of advanced education he may by the notification constituting the college or by a subsequent notification specify the names of persons to be transferred to the service of the college.

(2) The name of any person shall not be included in any such notification unless —

- (a) he is a member of the public service or teaching service employed in connection with the provision of the advanced education courses or the courses or programmes of study provided or to be provided by the college of advanced education; and
- (b) he concurs, in writing, in the inclusion of his name in the notification.

(3) If, on the date on which the notification is published in the Gazette a person whose name is included in the notification is a member of the public service or teaching service, that person shall, on that date, be transferred to the service of and become a servant of the college of advanced education to which the notification relates.

- (4) A person transferred to the service of a college of advanced education under this section —
- (a) shall be paid salary or wages at a rate not less than the rate which was payable to him immediately before he was so transferred, subject to any adjustment necessary to give effect to any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1904, as subsequently amended, until such salary or wages is or are varied or altered by the Public Service Board; and
- (b) shall retain any rights which, at the time of his transfer, have accrued or are accruing to him as an employee within the meaning of the Superannuation Act, 1916, or any amendment thereof, and shall continue to contribute to any fund or account and shall be entitled to receive any payment or pension as if he had continued to be an employee within the meaning of the Superannuation Act, 1916, or any amendment thereof.
- (5) Where any condition of employment of any officer or employee transferred to the service of a college of advanced education under this section was, immediately before he was so transferred, regulated by an award or industrial agreement or agreement made under or in pursuance of the Public Service Act, 1902, as subsequently amended, or the Teaching Service Act, 1970, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.
- (6) In respect of any person liable to make contributions referred to in paragraph (b) of subsection four of this section the college to whose service he is transferred under this section shall pay to the State Superannuation Board such contributions and payments as would have been payable by the Government of New South Wales if such person had remained a member of the public service or teaching service, as the case may be, and had been paid salary or wages at the rate paid to him by that college.
- (7) Annual, sick and long service leave shall continue to accrue to a servant transferred to a college of advanced education under this section on the same basis as they accrued to him as an officer or employee of the public service or teaching service, as the case may be, immediately before he was so transferred until that basis is varied or altered in accordance with this Act.
- (8) For the purpose of calculating the entitlement to long service leave of any servant transferred to a college of advanced education under this section —
- (a) any service of the servant which, by the terms of any Act or of any industrial agreement or award under the Industrial Arbitration Act, 1940, as subsequently amended, was, immediately before he was so transferred, required to be taken into account for the purpose of determining his entitlement to that leave as an officer of the public service or teaching service as the case may be, shall be deemed to be service with that college; and
- (b) there shall be deducted from any long service leave to which the servant of the college becomes entitled, as such a servant, any long service leave already taken by him in respect of any period of service referred to in paragraph (a) of this subsection.

(9) A servant transferred to a college of advanced education under this section shall be entitled to receive as a servant of the college any annual leave or sick leave accrued to him as an officer or employee of the public service or teaching service, as the case may be, as at the date on which he was so transferred.

(10) Any person transferred to the service of a college of advanced education under this section shall not be entitled to claim benefits under this Act as well as under any other Act in respect of the same period of service.

(11) Nothing in this section affects the operation of any of the provisions of the Industrial Arbitration Act, 1940, as subsequently amended.

**Colleges of
Advanced
Education to
provide advanced
education
courses.**

20. A college of advanced education shall have the responsibility of providing such advanced education courses as are approved by the Minister in respect of that college, at such place or places as may be so approved and may provide other courses or programmes of study in fields approved —

- (a) in the case of a corporate college of advanced education or a college of advanced education forming part of a Government Department administered by the Minister — by the Minister; or
- (b) in the case of a college of advanced education forming part of a Government Department not administered by the Minister — by the Minister administering that Government Department.

**Powers and
duties of
Corporate
Colleges of
Advanced
Education.**

21. (1) A corporate college of advanced education shall be responsible for the control and management of its affairs and concerns and at all times shall act in such manner as appears best calculated to promote the purposes and interests of the college.

(2) Subject to this Act, a corporate college of advanced education —

- (a) shall be responsible for the care and maintenance of any real or personal property under its control or management;
- (b) may provide courses or programmes of study, confer academic awards, grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible under the by-laws of the college;
- (c) may acquire by gift, devise or bequest any property for the purposes of this Act, and may agree to carry out the conditions of any such gift, bequest or devise;
- (d) may borrow money for the purposes of carrying out and performing any of its powers, authorities, duties and functions, the renewal of loans or the discharge or partial discharge of any indebtedness to any bank within such limits, to such extent and upon such conditions as to security or otherwise as the Governor, upon the recommendation of the Treasurer may approve;
- (e) may invest any funds belonging to or vested in the college in any manner for the time being authorised for the investment of trust funds or in any manner approved by the Governor, generally or in any particular case or class of cases, upon the recommendation of the Treasurer;
- (f) shall have the control and management of all real and personal property at any time vested in or acquired by the college;

- (g) shall co-operate with the Advanced Education Board to ensure that the college offers courses to meet the needs as determined by that Board of the region that the college serves and of the State; and
- (h) shall forward to the Advanced Education Board at such times as may be required by that Board estimates of the financial and other needs of the college for periods specified by that Board.

(3) The provisions of paragraphs (b), (g) and (h) apply to a college of advanced education that is not a corporate college of advanced education in the same way as they apply to a corporate college of advanced education, but in the exercise or performance of the powers and duties conferred and imposed by those paragraphs any such college shall be subject to the direction of the Minister administering the Government Department of which the college forms part.

(4) A corporate college of advanced education may, by resolution, delegate all or any of its powers or functions or its powers or functions in relation to any case or class of cases, as may be specified in the resolution (except this power of delegation and its powers to make by-laws and any power conferred on it under subsection (1A) of section twenty-eight of this Act to make rules) to any member of the college, to any servant of the college, to the holder, for the time being, of any office in the service of the college or to any committee appointed by the college.

(5) A delegation made under subsection four of this section shall be revocable by resolution of the college and any such delegation shall not prevent the exercise or performance of any power or duty of the college.

Fees. 22. (1) A college of advanced education shall not, where any charge in respect of the enrolment of persons in classes or courses conducted or provided by it or in respect of examinations, the conferring of academic awards or other services provided by the college, has been fixed under this section, make any other charge in respect of any such matter.

(2) Except as provided by subsection three of this section, the Minister may fix the fees to be charged by colleges of advanced education in respect of any matter referred to in subsection one of this section.

(3) The Minister administering any Government Department (not administered by the Minister administering this Act) of which a college of advanced education forms part may fix the fees to be charged by that college in respect of the enrolment of persons in classes or courses, other than classes for or courses that are advanced education courses, or in respect of examinations, academic awards or other services relating to courses, other than advanced education courses.

(4) The Minister shall not, under subsection two of this section, fix the fees to be charged by a college of advanced education forming part of a Government Department not administered by the Minister unless he has taken into consideration any representations with respect to those fees made by the Minister administering that Government Department or by any person or body nominated by that Minister for the purpose.

23. A certificate evidencing any academic award conferred by a corporate college of advanced education shall be under the seal of that college.

Accounts. 24. A corporate college of advanced education shall as soon as practicable, and not more than three months after the thirty-first day of December in each year prepare and transmit to the Minister for presentation to Parliament statements of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial transactions for the year.

Audit. 25. The accounts of each corporate college of advanced education shall be audited by the Auditor-General who shall have, in respect thereof, all the powers conferred on the Auditor-General by any law now or hereafter in force relating to the audit of public accounts; and the Audit Act, 1902, and Acts amending that Act, shall apply to the members and servants of the college in the same manner as it applies to accounting officers of public departments.

Annual Report. 26. Each college of advanced education and any other institution conducting advanced education courses shall as soon as practicable but not more than three months after the thirty-first day of December in each year, cause a report on its work and activities in relation to those courses during the year ending on that day to be prepared and cause one copy to be forwarded to the Minister and, if the college forms part of a Government Department not administered by the Minister, one copy to be forwarded to the Minister administering that Government Department.

No religious test or political discrimination. 27. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student of any college of advanced education, or to hold office therein, or to be eligible to receive any academic award, or to enjoy any benefit, advantage or privilege thereof.

By-laws. 28. (1) A corporate college of advanced education may make by-laws, not inconsistent with this Act or the regulations, with respect to —

- (a) all matters which by this Act are required or permitted to be prescribed by by-laws or which are necessary or convenient for the purpose of carrying out or giving effect to this Act;
- (b) the discipline of servants of the College and the imposition of penalties for breaches of discipline by servants of the College;
- (c) the management and good government of the College and the discipline of the students of the College;
- (d) the use and custody of the common seal;
- (e) the conduct of meetings of the College;
- (f) the election of the elected members of the College;
- (g) the person who shall preside, the voting powers of the person presiding, and the quorum, at meetings of the College;
- (h) the appointment of committees of the College, and the quorum, powers and duties of any such committees;
- (i) the manner of appointment, promotion and dismissal of servants of the College;
- (j) the entrance standards for students of the College;
- (k) the examinations for and conferring of awards and the attendance of candidates thereof;
- (l) the examinations for and the granting of fellowships, scholarships, bursaries and prizes;

- (m) the admission of students of other educational institutions to any status within the College or the conferring upon graduates of other educational institutions, or other persons, of academic awards without examination;
- (n) the establishment of residential colleges and halls of residence, and their conduct, and the affiliation of residential colleges with the college;
- (o) the affiliation with the College of an educational or research establishment;
- (p) the investment of funds belonging to or vested in the College;
- (q) the payment of out-of-pocket expenses to members of the College;
- (r) the powers, duties, responsibilities and authorities of the principal officer of the College;

(1A) The by-laws may provide for empowering the corporate college of advanced education or principal officer of the college, subject to such restrictions and conditions as may be specified in the by-laws, to make rules (not inconsistent with this Act or with any by-law) for regulating, or providing for the regulation of, any specified matter (being a matter with respect to which by-laws may be made) or for carrying out or giving effect to the by-laws, and any such rule shall have the same force and effect as a by-law.

(2) Every by-law made by a college shall be sealed with the common seal of the College, shall be submitted for consideration and approval of the Governor, and when so approved shall —

- (a) be published in the Gazette; and
- (b) take effect from the date of publication or from a later date specified in the by-law.

(3) A copy of every such by-law shall be laid before both Houses of Parliament within fourteen sitting days after the publication thereof in the Gazette if Parliament is in session, and if not, then within fourteen sitting days after the commencement of the next session.

(4) Any such by-law of any college of advanced education may be proved in any court by the production of a verified copy under the seal of the college or by the production of a document purporting to be a copy of such by-law and to be printed by the Government Printer.

PART VII

General

Academic awards not to be conferred unless approved by Minister.

29. An institution or body (including an institution or body forming part of any Government Department) that provides any advanced education course shall not confer any academic award in respect of that course unless it is of a nomenclature determined by the Advanced Education Board.

General provisions applying to certain educational bodies.

30. (1) In this section "educational body" means Advanced Education Board, the Universities Board, the Higher Education Authority or a corporate college of advanced education.

(2) A reference in this section to a member of the Higher Education Authority includes a reference to an alternate member of the Higher Education Authority.

(3) The procedure for calling meetings of an educational body and for the conduct of business at those meetings shall, subject, in the case of the Advanced Education Board, the Universities Board, or the Higher Education Authority, to any regulations or, in the case of a corporate college of advanced education, to any by-laws, applying to that body, be as determined by that body.

(4) One of the members of each educational body, other than a corporate college of advanced education, shall, by the instrument of his appointment, be appointed as chairman of that body.

(5) The members of an educational body, other than a corporate college of advanced education, shall elect from amongst their number a deputy chairman, who shall hold office for such period, not exceeding his term of office as a member, as the body at the time of the election determines.

(6) At any meeting of an educational body, other than a corporate college of advanced education, the chairman or, in his absence, the deputy chairman, shall preside, but if the chairman and the deputy chairman are both absent from that meeting, a person elected from amongst their number by the members present shall preside at that meeting.

(7) The person presiding at any meeting of an educational body, other than a corporate college of advanced education, in accordance with subsection six of this section shall have a deliberative vote and, in the event of an equality of votes, a casting vote.

(8) Where a casual vacancy occurs in the office of a member of an educational body, other than a corporate college of advanced education, the Governor may on the nomination of the Minister, appoint a person to fill the vacant office so that the membership of that body is constituted as is provided by subsection three of section five, subsection three of section nine or subsection three of section thirteen, of this Act, as the case may be.

(9) The number of members who shall constitute a quorum —

- (a) at a meeting of the Advanced Education Board, the Universities Board or the Higher Education Authority shall be four; and
- (b) at a meeting of a corporate college of advanced education shall be as specified in the by-laws made by that college; and the decision of the majority of members present at a meeting of any such educational body at which a quorum is present shall be the decision of that body.

(10) In addition to any other manner in which a member of an educational body, other than an official member of a corporate college of advanced education, may, under this Act, cease to hold office as a member of that body, or in which a casual vacancy in his office may occur, such a member ceases to hold office as a member of that body and there is a casual vacancy in his office —

- (a) if he dies;
- (b) if he becomes a mentally ill person, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, as subsequently amended;
- (c) if he resigns his office in writing under his hand addressed to the Governor and his resignation is accepted;
- (d) if he becomes bankrupt, compounds with his creditors or makes any assignment of his estate for their benefit;

- (e) if he is convicted in New South Wales of a felony or a misdemeanour punishable by imprisonment for a period of twelve months or more, or if he is convicted elsewhere than in New South Wales of an offence that, if it were committed in New South Wales, would be a felony or a misdemeanour so punishable;
- (f) if he is absent from three consecutive meetings of the body of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the body for his absence from those meetings;
- (g) if he is removed from office by the Governor.

(11) A person appointed to fill a casual vacancy, however occurring, in the office of a member of an educational body shall be appointed to the vacant office for the balance of his predecessor's term of office, and is, if otherwise qualified, eligible for reappointment or election to that office on the expiration of the term for which he was appointed.

(12) A member of an educational body, other than a corporate college of advanced education, shall be entitled to receive such travelling expenses and such remuneration, if any, as may be fixed from time to time by the Governor.

(13) The provisions of the Public Service Act, 1902, as subsequently amended, do not apply to or in respect of the appointment of any member of an educational body and any such member is not, in his capacity as such a member, subject to the provisions of that Act, as so amended.

(14) Any act or proceeding of an educational body is, notwithstanding that at the time when the act or proceeding was done, taken or commenced there was —

- (a) a vacancy in the office of a member of the body; or
- (b) any defect in the appointment, or any disqualification, of a member of the body.

as valid as if the vacancy, defect or disqualification did not exist and the body were fully and properly constituted.

Savings of rights of certain full-time members of Advanced Education Board or Universities Board.

31. (1) A person who, at the date of his appointment as a full-time member of the Advanced Education Board or the Universities Board, is an officer of the public service and who ceases to be such a member from any cause whatsoever, otherwise than in pursuance of subsection ten (paragraph (c) or (g) excepted) of section thirty of this Act shall if he is under the age of sixty years be appointed to some office in the public service not lower in classification and salary than that which he held immediately before his appointment as such a member.

(2) Nothing contained in this Act shall affect the rights accrued or accruing under the Public Service Act, 1902, or the Superannuation Act, 1916, as subsequently amended, to any person appointed as such a full-time member who is at the time of his appointment or has been at any time previous thereto an officer of the public service or an employee within the meaning of the Superannuation Act, 1916, as subsequently amended.

(3) Any officer of the public service or any person who is an employee within the meaning of the Superannuation Act, 1916, as subsequently amended, who is appointed as such a full-time member shall continue to contribute to any fund or account and shall be entitled to receive any deferred or extended leave and any payment, pension or gratuity as if he were an officer or employee within the meaning of the Public Service Act, 1902, or the Superannuation Act, 1916, as subsequently amended, as the case may be, and for such purpose his service as such a full-time member shall be deemed to be service for the purpose of those Acts.

In respect of a full-time member who contributes to a fund or account as aforesaid, the Board of which he is such a full-time member shall pay to the State Superannuation Board such amounts as would have been payable if that full-time member had remained an employee as aforesaid and had continued to be employed, at the same salary or wages as the salary or wages at which he is employed by that Board, by the employer by whom he was employed immediately before his appointment as such a full-time member.

Application of certain provisions of Technical Education Act, 1949.

32. (1) A reference in subsection two of section five of the Technical Education Act, 1949, as subsequently amended, to the provision, within the Department of Technical Education, of facilities for and in respect of technical education includes a reference to the provision of facilities for and in respect of colleges of advanced education whether or not those facilities are provided within the Department of Technical Education.

(2) The provision of facilities for and in respect of colleges of advanced education shall for the purposes of section forty-nine of the Technical Education Act, 1949, as subsequently amended, be deemed to be a purpose of that Act, as so amended.

Regulations.

33. (1) The Governor may make regulations not inconsistent with this Act for or with respect to —

- (a) any matter with respect to which by-laws may be made by a corporate college of advanced education;
- (b) the keeping of records and accounts by corporate colleges of advanced education and the supply to the Advanced Education Board of information relating to those colleges and to advanced education courses;
- (c) the administration and functions of colleges of advanced education;
- (d) prescribing all matters which by this Act are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.

(2) A regulation made under subsection one of this section may apply to all corporate colleges of advanced education or to any corporate college of advanced education specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college of advanced education to which it applies, prevail over that by-law.

(3) The regulations shall —

- (a) be published in the Gazette;
- (b) take effect on and from the date of publication or from a later date to be specified in the regulation; and

(c) be laid before each House of Parliament within fourteen sitting days of that House after the publication thereof if Parliament is in session, and if not, then within fourteen sitting days after the commencement of the next session.

(4) If either House of Parliament passes a resolution, of which notice has been given at any time within fifteen sitting days of that House after a regulation has been laid before it, disallowing the regulation or part thereof, the regulation or part thereupon ceases to have effect.

General Regulations
Examination Regulations
Traffic and Parking Regulations

GENERAL REGULATIONS

Pending the incorporation of the College and the gazettal of the By-Laws the following regulations have been adopted pro tem by the College Planning Committee:

- | | |
|-----------------------------------|--|
| General Conduct | <p>1.1 Enrolment as a student of the College implies an undertaking to observe the regulations and other requirements of the College which are formed to enable staff and students to obtain the maximum benefit of College membership.</p> <p>1.2 Members of staff of the College, both academic and non-academic, have a responsibility to maintain orderly and acceptable conduct in the College and to report any breach of regulations occurring in the College.</p> |
| Admission Requirements | <p>2.1 Students shall normally be admitted for enrolment on the basis of their achievement in the Higher School Certificate or equivalent examination.</p> <p>2.2 Provision exists for a number of mature students to be admitted to the College on the basis of other qualifications, where in the opinion of the Board of Studies the candidate for admission has reached a standard of education acceptable to the Board and has given evidence of probable success in the course chosen.</p> <p>2.3 Students admitted to the College under Regulation 2.2 above, will be enrolled provisionally, pending satisfactory results in the first semester of their course.</p> |
| Registration and Enrolment | <p>3.1 Status of Students</p> <p>3.1.1 A student shall be deemed to be a registered student in the College from the time that he completes his first enrolment and is given a registration number until he completes, withdraws from, is excluded from, or is deemed to have abandoned the course.</p> <p>3.1.2 Registered students are required to enrol at the start of each year or semester as determined by the Secretary.</p> <p>3.1.3 A student shall be deemed to be enrolled in the subjects approved on his current enrolment form, subject to any variations later approved under 6.1, provided that all fees due have been paid (see 3.4).</p> <p>3.2 Advanced Standing</p> <p>Provision shall be made for students who have previously completed appropriate subjects or courses at other educational institutions to be admitted to College courses with advanced standing.</p> <p>3.3 Student Identity Card</p> <p>All new students are issued on enrolment with an Identity Card, which should be carried during attendance at the College. The card should be presented on request to an authorised officer of the College, when borrowing materials from the Resources Centre, and when applying for transport concessions. It should also be presented for validation each year when re-enrolling.</p> |

Loss of an Identity Card should be reported to the Secretary. A new card will be issued by the Student Administration Centre on payment of the prescribed replacement charge.

Students should note that the number on the card is their student number which should be quoted on all correspondence with the College.

3.4 Payment of Fees

3.4.1 As part of enrolment, students are required to pay the annual S.R.C. Fee and this is the only fee required to be paid.

3.4.2 LATE FEE

Students whose fees are not paid at the time of enrolment or within one week of the final date of enrolment are required to pay a late fee of \$20.00.

3.4.3 ASSISTED STUDENTS

Scholarship holders or sponsored students who have not received an enrolment voucher or appropriate letter of authority from their sponsor at the time when they are enrolling must complete their enrolment and pay their own fees. A refund of fees will be made after the enrolment voucher or letter of authority has been lodged.

3.4.4 EXTENSION OF TIME FOR PAYMENT

Any student who is unable to pay fees by the due date may apply in writing to the Secretary for an extension of time. Such applications must clearly state the reasons why payment cannot be made and the duration of the extension sought. The application must be lodged before the date on which a late fee becomes payable. Normally the maximum extension of time for the payment of fees is one month from the date on which a late fee becomes payable.

3.4.5 FAILURE TO MEET LIABILITIES

Any student who is indebted to the College by reason of nonpayment of any fee or charge, and who has failed to discharge his indebtedness within a specified time shall not be permitted to enrol or to pay any fees until such indebtedness is discharged.

3.4.6 REFUND OF FEES

Where a student discontinues a course before the end of the fourth week of the semester in which the course commenced, a refund of the S.R.C. Fees shall be made. No refund shall be made where a student discontinues a course beyond this date.

Attendance at Classes

4.1 A student who has not satisfied the attendance requirements for a subject laid down by the Department in which the subject is offered may be refused permission to be considered for assessment or to sit for the examination in that subject.

4.2 In the case of protracted illness or of absence arising from some other unavoidable cause, a student may be released by the Head of the School from attendance at classes for a period of normally not more than one month, on the recommendation of a member of the teaching staff of the School in which he is enrolled.

Course Requirements

5.1 Assignments, class exercises, practical work and other set work will be regarded as course requirements, will be assessed and will be included in the overall assessment of students at the conclusion of each semester. The relative weighting of components of the overall assessment will be the responsibility of the teaching department.

5.2 Failure to complete assignments, class exercises or other set work will mean that the student may not be eligible for assessment in the subject concerned.

Change in Course Programmes

6.1 Students seeking approval to substitute one subject for another, add one or more subjects to their programme or discontinue part or all of their programme must complete the prescribed form for variation of initial enrolment after consultation with their academic adviser and after obtaining the endorsements of the Heads of Departments in which the subjects are offered. The recommendation will be submitted to the Head of School for approval. Advice of the decision regarding an application for a change of programme will be conveyed formally by the Secretary.

6.2 Except in special circumstances, with the permission of the Head of School concerned, students may not enrol in any subject after two weeks of teaching in that subject.

Discontinuance of Studies

Where a candidate is permitted to change his programme of studies, pursuant to Regulations 6.1 and 6.2 above, and such change of programme includes discontinuance of a subject or subjects, or where a student discontinues all the subjects in his programme of studies, the following regulations shall apply:

7.1 The student may discontinue without penalty a subject or subjects of his course before the end of the fourth week of the semester in which the course commenced.

7.2 Provided that in exceptional circumstances, the Board of Studies on the recommendation of the Head of Department in which the subject is offered may permit a student to discontinue the subject without penalty after the time prescribed in 7.1 above.

7.3 The student shall be deemed to have withdrawn from the subject or course if he discontinues after the end of the fourth week of the semester in which the course commenced. In such case, his record shall be endorsed with the letter "F" denoting "Failed".

7.4 Provided that if the candidate claims that such discontinuance is due to illness or misadventure he may report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Secretary, whereupon the Board of Studies on the recommendation of the Head of Department offering any subject which the student has discontinued may, if in the circumstances it deems fit, determine that the student be not recorded as having failed in the course, and his record shall be endorsed with the letter "W" denoting "Withdrawn".

7.5 A student whose record in a subject has been endorsed with the letter "W" or the letter "F" may re-enrol in such subject in a later semester. In such case, a student re-enrolled shall not receive credit for any work previously performed in that subject.

- 7.6 For the purpose of this Regulation, discontinuance includes failure to complete formal enrolment, failure to re-enrol, ceasing to attend classes or any other conduct which constitutes an abandonment of the course.
- Maximum Time to Complete a Course**
- 8.1 A student shall be required to complete a course within a period that normally shall not exceed by two semesters the number of semesters laid down for that course.
- 8.2 The maximum number of semesters in which a student enrolled with advanced standing (see 3.2) may be permitted to complete the course shall be determined by the Head of the School in which he is enrolled.
- 8.3 The total time allowed for completion of a course set out in 8.1 above shall not include periods of approved leave of absence (see 4.2) or periods of exclusion from courses (see 9).
- Exclusion from Courses**
- 9.1 **Double Failure in a Subject**
- 9.1.1 A student shall show cause why he should not be debarred from repeating a subject in which he has failed more than once.
- 9.1.2 Where such subject is prescribed as part of the student's course, he shall be required to "show cause" why he should not be excluded from the course.
- 9.2 **Maximum Time**
- A student, including a student with advanced standing, shall be required to "show cause" why he should not be debarred from continuing a course which he will be unable to complete in the time set out in Regulation 8 above.
- 9.3 **Withdrawal from Course**
- A student whose standard of performance is not acceptable to the Board of Studies in the School in which he is enrolled shall be asked to "show cause" why he should not be excluded.
- 9.4 **'Show Cause' Provision**
- 9.4.1 A student who is required to "show cause" why he should not be excluded from a course or subject under the above regulations shall submit his reasons in writing to the Board of Studies of the School in which he is enrolled.
- 9.4.2 A student who does not satisfy the Board of Studies with his reasons for "show cause", or who neglects to submit his reasons, shall be excluded from the course or subject in which he was enrolled and shall not be eligible for readmission to that course for at least two semesters.
- 9.5 **Re-enrolment in Another Course**
- 9.5.1 A student excluded from a course as a result of the "show cause" regulations above, may apply to be re-enrolled in another course at the College within the exclusion period. Failure in any subject in the first semester of the second course means that the student shall be required to "show cause".
- 9.5.2 A student who has been excluded for two semesters and who is permitted to re-enrol shall be required to "show cause" why he should

be permitted to continue in that course if he fails in any subject in the first semester after resumption of enrolment.

- Correspondence** All correspondence should be directed to the Secretary and students should quote their student number.
- Change of Address** Students are required to notify the Secretary of any change in their address as soon as possible. The College cannot accept responsibility if official communications fail to reach a student who has not notified the Secretary of a change of address.
- Official Notices** Official College notices are displayed on the College Information Boards and students are expected to be acquainted with the contents of those announcements which concern them.

EXAMINATION REGULATIONS

Conduct of Examinations

- 1 Students shall normally be assessed on a progressive basis throughout their course, by assignments, tests, practical or other work. An assessment shall be made of a student's performance in the particular subjects of his course at the end of each semester. In some subjects an examination at the end of the semester will contribute to the assessment. Students who fail to satisfy the academic requirements for a subject may be granted a deferred examination or required to submit additional work.
- 2 A student who fails to complete the requirements in a subject (e.g. fails to submit required assignments) may be deemed by the Board of Studies to be ineligible for assessment in that subject and may not be admitted to examination.
- 3.1 **Examination Timetables**

Provisional and final timetables will be prominently displayed on the main notice boards. Students are required to notify the Secretary in writing of any clashes apparent in the provisional timetable. It is the responsibility of the candidate to ascertain the time and place of the examinations from the final timetable.

No responsibility will be accepted for information concerning examination timetables given by telephone.
- 3.2 **Attendance at Examinations**

Students are required to be present at examinations at the correct time and place. Misreading or misunderstanding of final information cannot be accepted as a reason for failure to attend an examination.
- 3.3 **Admission to Examination Rooms**

No candidate shall be admitted into an examination room after one hour from the time of commencement of the examination. No additional time will be allowed for time lost.
- 3.4 **Leaving an Examination Room**

No candidate shall be permitted to leave an examination room before the expiry of one hour from the time the examination commences except under approved supervision.
- 3.5 **Reading Time**

Reading time of ten minutes prior to the commencement of the examination will be allowed.
- 3.6 **Conduct of Candidates**

A candidate shall not, by any improper means, obtain or endeavour to obtain assistance in his work, or endeavour to give assistance to any other candidate

A candidate shall not behave in such a way as will interfere with another candidate's right to sit for an examination.

A candidate shall not do anything designed to disadvantage other students during an examination.
- 40

Any student who contravenes the proper conduct of examinations may be considered to be ineligible for assessment in the subject concerned.

No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into or removed from an examination room.

Smoking is not permitted in an examination room.

3.7 Assessment in the Case of Illness or Misadventure

3.7.1 DURING THE EXAMINATION

A candidate who attempts an examination yet claims that his performance was prejudiced by sickness (or accident) on the day of the examination must notify the Secretary immediately after the examination and submit a medical certificate. A candidate prevented by illness or other reason from working continually during the paper shall not be allowed an extension of time at the end of the session to compensate for any time lost.

3.7.2 ABSENCE FROM ENTIRE EXAMINATION

A candidate who, through illness or other cause beyond his control, is unable to attend an examination, is required to bring the circumstances to the notice of the Secretary prior to, or on the day of the examination and to provide supporting medical evidence, or other evidence no more than three days after the date of the original examination.

When a candidate is in one of the above categories, an alternative form of final assessment may be arranged.

3.7.3 ILLNESS DURING THE SEMESTER

A candidate who believes that his performance at an examination will be affected by a serious illness during the semester or by some other cause beyond his control, and who desires these circumstances to be taken into consideration in determining his standing, is required to bring the circumstances (supported by a medical certificate or other evidence) to the notice of the Secretary in writing, before the date of the examination.

3.7.4 DISABILITY

A student suffering from a disability which puts him at a disadvantage in written examinations may apply to the Secretary prior to the examination period for special provisions when the examinations are taken. The student may be required to support his request with medical evidence. An amanuensis may be provided in special circumstances.

3.8 Results

3.8.1 RECORDING OF RESULTS

Students' results will be assessed on the basis of five grades — A, B, C, D, and Y to be known respectively:—

- A — distinction
- B — credit
- C — pass
- D — failure
- Y — result incomplete

3.8.2 NOTIFICATION OF RESULTS

Students will be notified of their results by post following the end of semester formal examinations. Results will be mailed to the student's last recorded address.

No results will be given by telephone.

3.9 Deferred Examinations

Deferred examinations may be granted at the discretion of the Principal, and on the advice of the Board of Studies, after consideration of the student's overall results in the semester. Except in the case of illness or misadventure, a student shall normally be permitted to attempt only two deferred examinations in any one semester.

TRAFFIC AND PARKING REGULATIONS

General

- 1.1 The College grounds are private property and the College has the right to regulate the entry of vehicles and their operation within the grounds.
- 1.2 Any vehicle brought onto the grounds is required to be driven, parked and managed in compliance with the College Traffic and Parking Rules and signs, and in observance of the directions of authorised persons.
- 1.3 The College accepts no responsibility for any damage caused to vehicles while travelling, standing or parked in the grounds, nor for damage to or loss of accessories or contents.
- 1.4 The bringing and driving of vehicles, cycles, or scooters on paths, grassed areas or elsewhere on the site, save for College roads and car parks is prohibited, except with the permission of the Principal or his authorised representative.
- 1.5 Subject to the above, the provisions of the Motor Traffic Act and the Regulations made under it shall be observed in the College site so far as these can be applied to the circumstances.
- 1.6 Notwithstanding any of the following provisions, any vehicle, conveyance or animal while on the College site shall be subject to the directions of any authorised person.
- 1.7 Failure to observe the Traffic and Parking Rules may result in the loss of parking privileges.

Entry into Grounds

The following vehicles only are ordinarily permitted to enter the College grounds:—

- 2.1 Vehicles in the charge of staff and students, if the appropriate transfer authorising parking is permanently affixed to the driver's side of the windscreen (or conspicuously on the front of a motor cycle or scooter).
- 2.2 Vehicles of members of the public having business or attending meetings or functions within the College.
- 2.3 Buses, taxi cabs or other vehicles carrying passengers with business or attending meetings or functions within the College.
- 2.4 Vehicles making delivery of goods ordered by the College and contractors to the College.

Traffic

- 3.1 Parking and standing is prohibited on all roads and in access lanes on College owned land, except to the extent specifically authorised by notice or by an attendant. This prohibition applies irrespective of whether a "No Standing" notice is or is not displayed. These notices, when displayed, are directed rather to non-College personnel not expected to be completely aware of the College Traffic and Parking Rules. The prohibition against parking and standing means that vehicles may be stationary for a sufficient minimum time to set down and pick up passengers, but no longer.
- 3.2 The speed limit in the College grounds is 15 m.p.h.
- 3.3 Vehicles must give way to pedestrian traffic in all circumstances.

- Parking**
- 4.1 At all times parking is permitted only in established car parks and not on College roads or elsewhere on the site, except that:
 - 4.1.1 Builders' vehicles may be parked within the assigned areas.
 - 4.1.2 Motor cycles and scooters may park only in areas reserved for them; other vehicles may not use these areas.
 - 4.2 Within car parks, vehicles are to be parked or placed wholly within the parking spaces denoted by painted lines or other marking, and are not to be parked or placed so as to obstruct the free passage of vehicles in the access lanes.
- Parking Permits**
- 5.1 Separate identifying transfers authorising parking will be issued to members of staff and students.
 - 5.2 A parking transfer must be affixed as specified in paragraph 2.1 to the vehicle in respect of which it was issued but remains the property of the College. Acceptance of a transfer involves an undertaking by the receiver to accept responsibility for the vehicle in respect of which it was issued while on the College site. In the event of the disposal of the vehicle the transfer must be removed and the College notified. The College reserves the right to withdraw any transfer.
- Restricted Roads**
- 6. Only delivery and service vehicles, emergency vehicles (Fire engines, ambulances and the like), taxis and buses and builders' vehicles when proceeding to construction sites, may enter those roads and lanes which give immediate access to major College buildings.

Information on Teaching Awards
Teacher Education Scholarships
(Liaison Office)
Tertiary Allowance Scheme
The Resources Centre

INFORMATION ON TEACHING AWARDS

General Information on the Award of the Diploma in Teaching and the Teacher's Certificate of NSW

- 1.1 Students who satisfy all requirements of the three year training course at the College will qualify for the award, by the College, of the Diploma in Teaching.
- 1.2 Students holding Teachers' College Scholarships who are awarded the Diploma in Teaching by the College will automatically be eligible in educational attainments for a Teacher's Certificate (awarded by the New South Wales Department of Education).
- 1.3 Where a scholarship holder fails to satisfy the requirements for a Diploma in Teaching, he or she may be recommended to the Department of Education as having the educational attainments for a Teacher's Certificate, or conditional certification, depending on the student's record.
- 1.4 Private students are expected to fulfil the same requirements as scholarship holders and, on successful completion of the three year course, will also qualify for the award by the College of the Diploma in Teaching. At the completion of the course, a private student may apply for appointment to a school under the control of the New South Wales Department of Education. If accepted for employment, such a student will be recommended to the Department of Education as having the educational attainment for a Teacher's Certificate or conditional certification, depending on the student's record.

Diploma in Teaching

In order to become eligible for the award of the Diploma in Teaching by the College, students must satisfy all requirements of the three year training course. These requirements are summarised as follows:

2.1 Academic Requirements

Each student must satisfy the academic requirements of the course as described. Any student who has been permitted to repeat a semester of the course will retain eligibility for the award of the Diploma in Teaching. Students who fail to satisfy the requirements for progression in a course may be recommended for:

- (a) Termination of Course; or
- (b) Repetition of year without scholarship allowance.

2.2 Professional Requirements

Each student must satisfy such requirements as practice teaching and demonstration lesson observation, prescribed during the course and demonstrate suitability for appointment as a teacher.

Students who, at the end of the three year course have not satisfied the requirements for award of a Diploma in Teaching, will receive a statement of attainments. Such students may repeat necessary subjects in the course to enable them to qualify for the Diploma (provided they have already satisfied all requirements of the first and second year courses).

Teacher's Certificate

A Teacher's Certificate shall be awarded by the Director-General of Education to a person, appointed to the teaching service, who satisfied requirements in respect of educational attainments, together with length of probationary service and quality of teaching skill.

The Principal of the College shall recommend to the Director-General whether a student is eligible in educational attainments for a Teacher's Certificate.

A Teacher's Certificate shall not be awarded until a satisfactory period of probation has been served (in the case of persons with three years' training, the probationary period is two years), and until the Director-General certifies that the quality of the teacher's work for two successive years merits the award.

TEACHER EDUCATION SCHOLARSHIPS (LIAISON OFFICE)

The New South Wales Department of Education has established a Liaison Office at the College on Level 4, adjacent to the Student Union area. The primary function of the office is to assist holders of Teacher Education Scholarships with all matters associated with their Scholarships, appointments, etc.

Students who hold Teacher Education Scholarships should complete their enrolment at the College and then enrol separately with the Liaison Office. In cases of withdrawal from courses, variation of programmes of study, notifications of illness, change of address, and other similar matters, both the College and the Liaison Office should be informed.

Allowances are paid fortnightly by cheque, and are distributed on alternate Thursdays during the semester from the Liaison Office. During vacations, allowances may be collected by the student in person or arrangements may be made for them to be posted.

Scholarship allowances are subject to taxation, and a Group Certificate will be issued at the end of the financial year.

When students receive their notification of assessments at the end of each semester they should complete the relevant forms relating to progression at the Liaison Office as soon as possible.

A *Newsletter* which provides information on scholarship matters is distributed periodically to scholarship holders. Various Departmental publications, such as *Education Today* and *Inside Education*, which provide information on education theory and practice in the schools are also distributed.

A series of lunch-hour meetings is arranged to discuss appointment as a teacher. The meetings are chiefly concerned with such matters as superannuation, medical examination, areas of preference for appointment, the relationship between the Department and the student, and the legal position of teachers.

TERTIARY ALLOWANCES SCHEME

In 1974, no new awards will be offered under the Commonwealth University, Advanced Education and Technical Scholarships Schemes, although special arrangements have been made to continue assistance to current scholarship holders.

A new system of Australian Government assistance for tertiary students called the Tertiary Allowances Scheme will operate.

Assistance is available subject to a means test for students who are pursuing a course of full-time study in an approved course. Such assistance will be provided on a non-competitive basis without reference to a student's age.

To be eligible for assistance, a student must not be under bond and must satisfy certain residence and academic requirements.

Benefits may include living allowance, incidentals allowance, allowances for a dependent spouse and/or child, and travelling allowance. A student must be eligible for a living allowance in order to receive any of the other benefits.

For students living with parents while attending courses, the maximum rate of living allowance is \$850.00 per annum. Where students must live away from home the maximum rate is \$1,400.00 per annum.

Students eligible for a full or part living allowance will be granted the full incidentals allowance of \$70.00 to cover the cost of those fees which have not been abolished such as Students' Representative Council fees. Part of the allowance could also assist in meeting expenses associated with the purchase of books and equipment.

A student who qualifies for a living allowance may also receive an allowance of \$8.00 per week for a dependent spouse, and \$5.00 per week for each dependent child.

Students living away from their normal place of residence may be reimbursed the cost of three return trips per annum during vacation periods between their homes and the College. This will only be provided for students who qualify for assistance under the means test.

Application forms for assistance will be distributed to schools late in October. Students who wish to apply for assistance should apply for forms to the College or to the Regional Director, New South Wales State Office, Department of Education, 59 Goulburn Street, Sydney, N.S.W., 2000. (Telephone 2-0929).

THE RESOURCES CENTRE

The Resources Centre is the media service centre of the College and has two branches, library services and audio-visual production services.

The library services branch is responsible for the acquisition, organisation and distribution of all forms of learning materials, including books, periodicals, pamphlets, slides, records, filmstrips, tapes, transparencies, models, globes, maps, charts, pictures, art prints and realia.

In general, most material is on open access and may be borrowed by staff and students, as well as used within the Centre. Seating is provided for over two hundred and eighty persons. This includes carrels for individual study, typing room, group study rooms, lecture rooms and recording booths. Copying facilities are also provided.

The staff of the Centre is always available to give assistance whenever required, both bibliographically and in the selection and use of audio-visual materials and equipment.

The audio-visual production services branch of the Centre provides graphic, photographic, television and general technological services to the College, producing resource materials both for use within the Centre and by teaching departments.

Further information on the use of the Resources Centre is given in the College brochure *Guide to the Resources Centre*.

The School of Teacher Education Course Structures and Subject Details

Diploma in Teaching (Primary Education)
with specialisation in Primary,
Early Childhood and Special Education

Diploma in Teaching
(Secondary Education – Science)

Diploma in Special Education

Diploma in Teacher Librarianship

Graduate Diploma in Education

The School of Financial & Administrative Studies

Course Information

THE SCHOOL OF TEACHER EDUCATION

In 1974, the College is offering a total of six full-time courses in the area of Teacher Education. These include a one year course for graduates wishing to enter the teaching profession and two three year programmes for matriculants, one leading to a Diploma in Teaching with specialisation in Primary Education, Early Childhood Education and Special Education and the other to a Diploma in Teaching in Secondary Education (Science).

Three further courses have been introduced, one in Special Education and two in Teacher Librarianship. These courses are designed for practising teachers seeking further specialised training in their profession. The course in Special Education is of one year's duration. One course in Teacher Librarianship involves one year of full-time study, the other course involves full-time study for one semester with the possibility of completing a further semester's work by part-time studies. Teachers at both government and independent schools are admitted to the courses.

A major review of the Diploma in Teaching courses is taking place during 1974 which will lead to considerable changes for introduction in 1975. The revised courses, of three years' duration, will be available in the areas of Early Childhood Education, Primary Education, Secondary Education (Science) and Special Education. Many elements of the programme will be common to all areas, but provision will be made for units of study, particularly appropriate to each area.

**Diploma in Teaching
(Primary Education)
with specialisation
in Primary, Early Childhood
and Special Education**

**Diploma in Teaching
(Secondary Education – Science)**

Course Structures and Subject Details

DIPLOMA IN TEACHING (PRIMARY EDUCATION) with specialisation in Primary, Early Childhood and Special Education

This course involves three years of full-time study taken over six semesters.

Its general aims are:

- (a) to contribute to the personal and professional development of students so that they may acquire a sound and secure basis for assuming their responsibilities as effective teachers in schools;
- (b) to help students attain understanding, appropriate attitudes and specific skills associated with the teacher-learning processes; and
- (c) to develop in students a deeper understanding of the growing and developing child.

All students undertake a general core programme in the First Year. In addition, in Semester I, all First Year students are required to complete satisfactorily a series of practical experience sessions in the schools, up to the equivalent of eight days, as part of the subject, Introduction to Teaching. These practical experience sessions are closely integrated with theoretical work carried out in the College courses. In Semester II all First Year students undertake fifteen days of continuous practice teaching in the schools. This continuous practice teaching experience of fifteen days is repeated in the Second and Third Years of the course and is carried out by all students in schools appropriate to their special choice, e.g. Infants' Departments, Primary Departments, etc. Throughout the entire programme, special teaching demonstrations in schools, visits to institutions, and workshop sessions, with children being brought to the College, are organised when required.

At the end of the Second Year, students may elect to continue with studies in Primary Education, or to specialise in Early Childhood Education (Infants) or Special Education, dealing with mildly and moderately handicapped children or children in child welfare institutions, and in the Third Year the courses are specially structured for these three areas.

Diploma in Teaching (Primary Education)

FIRST YEAR

Students complete 20 hours per week of Core subjects in Semester 1 and 21 hours per week in Semester 2. There are no electives.

Semester 1

Subject Number	Subject Name	Hours per week
10101	Art Design and Application I	2 ✓
12101	Educational Psychology I	3 ✓
13101	English I	4 ✓
15101	Mathematics Education I	2 ✓
16101	Introduction to Music I	2 ✓
17101	Foundations of Movement I	2 ✓
18101	The Processes of Science	2 ✓
19101	Australian Society I	3 ✓
Total		20

Semester 2

Subject Number	Subject Name	Hours per week
10201	Art Design and Application II	2 ✓
12201	Educational Psychology II	3 ✓
13201	English II	4 ✓
15201	Mathematics Education II	2 ✓
16201	Introduction to Music II	2 ✓
17201	Foundations of Movement II	2 ✓
17203	Sport and Games Method	1 ✓
18201	Explorations in Science	2 ✓
19201	Australian Society II	3 ✓
Total		21

Diploma in Teaching (Primary Education)

SECOND YEAR

Students complete 12 hours per week of Core subjects in each semester (formerly known as Strands B and C). In addition, students take two Special Studies subjects, each of 2 hours per week in each semester (formerly known as Strand A Long). Three Elective subjects must also be taken during Second and Third Years (formerly Strand A Short), one of which must be 11302 Educational Technology.

Semester 1

Subject Number	Subject Name	Hours per week
12301	Child Development	6 ✓
19301	Man and Society I	4
19302	Expression I	2 ✓
	2 Special Studies Subjects *1	4
	Elective Subject(s) *2	
		18

*1 Two subjects to be chosen from List A (See page 59)

*2 Subject(s) to be chosen from List B (See page 61)

Semester 2

Subject Number	Subject Name	Hours per week
12401	Advanced Teaching Methods	6 ✓
19401	Man and Society II	4
19402	Expression II	2 ✓
	2 Special Studies Subjects *1	4
	Elective Subject(s) *2	
		18

*1 Two subjects to be chosen from List A (See page 60)

*2 Subject(s) to be chosen from List B (See page 62)

Diploma in Teaching (Primary Education)

THIRD YEAR

Students entering Third Year may elect to continue with Studies in Primary Education or may elect to specialise in Early Childhood Education or Special Education. In each case there is a list of Core subjects, together with Special Studies continued from Second Year and Electives. Note that students electing to specialise in Special Education discontinue one of their Special Studies subjects taken in Second Year in order to study the subjects 12505 The Mentally Handicapped Child I, and 12506 The Mentally Handicapped Child II.

PRIMARY EDUCATION SPECIALISATION

Semester 1

Subject Number	Subject Name	Hours per week
10501	Art/Craft Method I	2 ✓
12501	Educational Issues	3 ✓
13501	English III	3 ✓
14503	Health Education	2 ✓
17502	New Approaches in Physical Education	2 ✓
19501	Society – A Curricular Study	3 ✓
	2 Special Studies Subjects *1	4
	Elective Subject(s) *2	

*1 One subject to be chosen from List C (See page 63)

*2 Subject(s) to be chosen from List B (See page 61)

Semester 2

Subject Number	Subject Name	Hours per week
10601	Art/Craft Method II	2 ✓
12601	Curriculum Theory	3 ✓
13601	English IV	3 ✓
15501	Mathematics Education III	2 ✓
16503	Music Method	2 ✓
18504	Science Method	2 ✓
	2 Special Studies Subjects *1	4
	Elective Subject(s) *2	

*1 Two subjects to be chosen from List C (See page 64)

*2 Subject(s) to be chosen from List B (See page 62)

Diploma in Teaching (Primary Education)

EARLY CHILDHOOD EDUCATION SPECIALISATION

Semester 1

Subject Number	Subject Name	Hours per week
10502	Art/Craft Method I	2
12501	Educational Issues	3 ✓
12508	Early Childhood Study	2
15502	Mathematics Education III	2
18505	Science Method	2
19501	Society – A Curricular Study	3
	2 Special Studies Subjects *1	4
	Elective Subject(s) *2	

*1 Two subjects to be chosen from List C (See page 63)

*2 Subject(s) to be chosen from List B (See page 61)

Semester 2

Subject Number	Subject Name	Hours per week
10602	Art/Craft Method II	2
12601	Curriculum Theory	3 ✓
13503	English Expression	2
13504	English III	3
14504	Health Education	2
16504	Music Method	2
17503	New Approaches in Physical Education	2
	2 Special Studies Subjects *1	4
	Elective Subject(s) *2	

*1 Two subjects to be chosen from List C (See page 64)

*2 Subject(s) to be chosen from List B (See page 62)

Diploma in Teaching (Primary Education)

SPECIAL EDUCATION SPECIALISATION

Semester 1

Subject Number	Subject Name	Hours per week
10503	Art/Craft Method I	2
12501	Educational Issues	3
12505	Mentally Handicapped Child I	2
13502	English III	3
15503	Mathematics Education III	2
18506	Science Method	2
19501	Society – A Curricular Study	3
	Special Studies Subject *1	2
	Elective Subject(s) *2	

*1 Two subjects to be chosen from List C (See page 63)

*2 Subject(s) to be chosen from List B (See page 61)

Semester 2

Subject Number	Subject Name	Hours per week
10603	Art/Craft Method II	2
12601	Curriculum Theory	3
12605	Mentally Handicapped Child II	2
13602	English IV	3
14505	Health Education	2
16505	Music Method	2
17504	Physical Education for Slow Learners	2
	Special Studies Subject *1	2
	Elective Subject(s) *2	

*1 One subject to be chosen from List C (See page 64)

*2 Subject(s) to be chosen from List B (See page 62)

List A

SECOND YEAR SPECIAL STUDIES SUBJECTS (two to be selected)

Semester 1

Subject Number	Subject Name	Hours per week
10304	Special Craft I	2
10305	Textile Craft I	2
10306	Art Expression I	2
10307	Pottery I	2
11301	Television Production I	2
12302	Comparative Education I	2
12303	Psychological Studies I	2
13305	Children's Literature I	2
13306	Modern Literature I	2
13307	The Mass Media I	2
13308	Media Studies I	2
13309	Drama I	2
13310	Children's Writing I	2
13311	Creative Writing I	2
14301	Human Biology and Health I	2
15304	Mathematics I	2
16301	Instrumental Music I	2
16302	Music Workshop I	2
17301	Physical Education I (women)	2
17306	Physical Education I (men)	2
18301	Ecology and Environment I	2
18302	Primary School Science I	2
18303	Australian Natural History I	2
19303	History of the West I	2
19304	Political Thought I	2
19305	Comparative Politics I	2
19306	Geography I	2

List A

SECOND YEAR SPECIAL STUDIES SUBJECTS (continued)

Semester 2

Subject Number	Subject Name	Hours per week
10404	Special Craft II	2
10405	Textile Craft II	2
10406	Art Expression II	2
10407	Pottery II	2
11401	Television Production II	2
12402	Comparative Education II	2
12403	Psychological Studies II	2
13405	Children's Literature II	2
13406	Modern Literature II	2
13407	The Mass Media II	2
13408	Media Studies II	2
13409	Drama II	2
13410	Children's Writing II	2
13411	Creative Writing II	2
14401	Human Biology and Health II	2
15404	Mathematics II	2
16401	Instrumental Music II	2
16402	Music Workshop II	2
17401	Physical Education II (women)	2
17406	Physical Education II (men)	2
18401	Ecology and Environment II	2
18402	Primary School Science II	2
18403	Australian Natural History II	2
19403	History of the West II	2
19404	Political Thought II	2
19405	Comparative Politics II	2
19406	Geography II	2

List B

ELECTIVE SUBJECTS (three to be selected over 2nd & 3rd Years)

Semester 1

Subject Number	Subject Name	Hours per week
10301	Art/Craft Enrichment	1
11302	*Educational Technology	1
11303	†Audio Visual Education	1
13301	Spelling	1
13302	Speech	1
13303	Written Expression	1
13304	Remedial Reading	1
14302	Health for College Students	1
14303	Children's Illnesses	1
14304	Mental Health in the Classroom	1
15301	Mathematics Elective	1
16303	Introduction to Piano Playing	1
17302	Creative Dance	1
17303	Folk Dance	1
17304	Gymnastics	1
17305	Sports and Games	1
19312	Geography	1

*Second year only

†Third year only

List B

ELECTIVE SUBJECTS (continued)

Semester 2

Subject Number	Subject Name	Hours per week
10301	Art/Craft Enrichment	1
11302	*Educational Technology	1
11303	†Audio Visual Education	1
13301	Spelling	1
13302	Speech	1
13303	Written Expression	1
13304	Remedial Reading	1
13317	In School Experience	1
14302	Health for College Students	1
14303	Children's Illnesses	1
14304	Mental Health in the Classroom	1
15301	Mathematics Elective	1
16303	Introduction to Piano Playing	1
17302	Creative Dance	1
17303	Folk Dance	1
17304	Gymnastics	1
17305	Sports and Games	1
19308	History	1
19309	Government	1
19310	Social Issues and the Media	1
19311	Local History	1

*Second year only

†Third year only

List C

THIRD YEAR SPECIAL STUDIES SUBJECTS (two to be selected)

Semester 1

Subject Number	Subject Name	Hours per week
10504	Special Craft III	2
10506	Art Expression III	2
10508	Weaving III	2
10509	Ceramics III	2
11501	Television Production III	2
12504	Conflicts in Education I	2
13506	Modern Literature III	2
13509	Drama III	2
13512	Librarianship III	2
13513	Remedial Reading III	2
13516	Literature III	2
14502	Health Education Problems I	2
15504	Mathematics III	2
16507	Choral Music III	2
16508	Instrumental/Choral Music III	2
17501	Physical Education III (women)	2
17506	Physical Education III (men)	2
18501	Ecology and Environment III	2
19503	History of the West III	2
19505	Comparative Politics III	2
19506	Geography III	2
19507	Culture Contact III	2

List C

THIRD YEAR SPECIAL STUDIES SUBJECTS (continued)

Semester 2

Subject Number	Subject Name	Hours per week
10604	Special Craft IV	2
10606	Art Expression IV	2
10608	Weaving IV	2
10609	Ceramics IV	2
11601	Television Production IV	2
12604	Conflicts in Education II	2
13606	Modern Literature IV	2
13609	Drama IV	2
13612	Librarianship IV	2
13613	Remedial Reading IV	2
13616	Literature IV	2
14602	Health Education Problems II	2
15604	Mathematics IV	2
16607	Choral Music IV	2
16608	Instrumental/Choral Music IV	2
17601	Physical Education IV (women)	2
17606	Physical Education IV (men)	2
18601	Ecology and Environment IV	2
19603	History of the West IV	2
19605	Comparative Politics IV	2
19606	Geography IV	2
19607	Culture Contact IV	2

DIPLOMA IN TEACHING (SECONDARY EDUCATION – SCIENCE)

This is a three year, full-time course to prepare students to teach in secondary schools.

The design of the course is based on the assumptions that at the end of their training, students should have an appreciation of the aims of education, both general and particular; an understanding of children and their learning processes, a measure of competence in classroom skills, a sufficient mastery of particular disciplines to meet professional demands placed upon them, and an awareness of other creative areas of human expression, together with the inter-relationship between these areas and science.

The academic programme is divided into six, fifteen week semesters, each of which consists of a twelve week lecture programme and a three week period of field work and other activities. In the second semester in each year, the three week period is utilised for practice teaching in the schools. In addition to this experience, students spend one day per week in schools for eight weeks during the first semester of their course.

Each year of the course has two strands, professional studies and science. The professional studies strand consists of education studies and curriculum studies. The curriculum studies deal with the methodology of science teaching and practical experience sessions. These sessions involve practice teaching, demonstration lessons, observation in schools, micro-teaching with children or students' peers, viewing of televised lessons and similar activities.

There is strong emphasis on experimental work and in later semesters students are given the opportunity to work alone, studying projects of their own choice. Other learning experiences include lectures, tutorials, seminars, field work, films and use by students of loop films, slides, tapes and models available in the College Resources Centre.

Diploma in Teaching (Secondary Education – Science)

FIRST YEAR

Students study a Core of 20 hours per week in each semester. There are no Special Studies or Electives.

Semester 1

Subject Number	Subject Name	Hours per week
12101	Educational Psychology I	3
13102	English Expression I	2
15105	Science Mathematics I	2
17102	Sport and Games Method I	1
18110	Physics I	4
18108	Chemistry I	4
18104	Curriculum Studies I	2
19102	Historical Perspectives I	2
Total		20

Semester 2

Subject Number	Subject Name	Hours per week
12201	Educational Psychology II	3
13202	English Expression II	2
15205	Science Mathematics II	2
17202	Sport and Games Method II	1
18109	Geology I	4
18107	Biology I	4
18204	Curriculum Studies II	2
19202	Historical Perspectives II	2
Total		20

Diploma in Teaching (Secondary Education – Science)

SECOND YEAR

In addition to the Core of 18 hours per week, students select one Special Studies subject from the Primary Education list, to be studied for one year only.

Semester 1

Subject Number	Subject Name	Hours per week
12305	Adolescent Development	2
15305	Science Mathematics III	2
18307	Biology II	3
18308	Chemistry II	3
18309	Geology II	3
18310	Physics II	3
18304	Curriculum Studies III	2
	Special Studies Subject	2
Total		20

Semester 2

Subject Number	Subject Name	Hours per week
12405	Secondary Teaching Techniques	2
15405	Science Mathematics IV	2
18407	Biology III	3
18408	Chemistry III	3
18409	Geology III	3
18410	Physics III	3
18404	Curriculum Studies IV	2
	Special Studies Subject	2
Total		20

Department of Art/Craft

Table of Subjects

Synopsis of Subjects

Diploma in Teaching (Secondary Education – Science)

THIRD YEAR

Students complete a Core of 20 hours per week in each semester. There are no Special Studies, but students must elect either 18513 Special Chemistry Method or 18514 Special Physics Method in Semester 1, and must elect three areas of Science for study in Semester 1 and two areas in Semester 2.

Semester 1

Subject Number	Subject Name	Hours per week
12501	Educational Issues	3
18511	Evaluation in Science I	1
18512	Teaching Controversial Issues	2
18513	Special Chemistry Method	} 1 x 2 hours 2
18514	Special Physics Method	
18507	Biology IV	} 3 x 4 hours 12
18508	Chemistry IV	
18509	Geology IV	
18510	Physics IV	
Total		20

Semester 2

Subject Number	Subject Name	Hours per week
12601	Curriculum Theory	3
14506	Health Education	2
18611	Evaluation in Science II	1
18612	Science Workshop	2
18607	Biology V	} 2 x 6 hours 12
18608	Chemistry V	
18609	Geology V	
18610	Physics V	
Total		20

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of Art/Craft

Table of Subjects

Subject Number	Subject Name	Semester Level
10101	Art Design and Application I	1
10201	Art Design and Application II	2
10501	Art/Craft Method I (Primary Education)	5
10502	Art/Craft Method I (Early Childhood Education)	5
10503	Art/Craft Method I (Special Education)	5
10601	Art/Craft Method II (Primary Education)	6
10602	Art/Craft Method II (Early Childhood Education)	6
10603	Art/Craft Method II (Special Education)	6
10304	Special Craft I	3
10404	Special Craft II	4
10305	Textile Craft I	3
10405	Textile Craft II	4
10306	Art Expression I	3
10406	Art Expression II	4
10307	Pottery I	3
10407	Pottery II	4
10301	Art/Craft Enrichment	3, 4, 5, 6
10504	Special Craft III	5
10604	Special Craft IV	6
10506	Art Expression III	5
10606	Art Expression IV	6
10508	Weaving III	5
10608	Weaving IV	6
10509	Ceramics III	5
10609	Ceramics IV	6

Department of Art/Craft

Synopsis of Subjects

10101 Art Design and Application I

An introduction to basic design in Art/Craft, together with an overview of the methods used in schools to communicate this design. Basic design will incorporate the problems of perception, of depicting form and space. The modulators of form such as light, colour and texture will be treated at various developmental levels.

10201 Art Design and Application II

Pre-requisite: 10101 Art Design and Application I

This course will be orientated to the primary school. A range of media will be offered and each student will have the opportunity to select his medium of expression, to develop expertise in its use and professional application.

10501 Art/Craft Method I and

10601 Art/Craft Method II (Primary Education)

10502 Art/Craft Method I and

10602 Art/Craft Method II (Early Childhood Education)

10503 Art/Craft Method I and

10603 Art/Craft Method II (Special Education)

Pre-requisites: 1st Semester Design in Art/Craft (1973)
Progression to 10601, 10602, 10603 by satisfactory completion of 10501, 10502, 10503 respectively.

The two semester course is designed to extend the understanding of design principles by application to fields of expression with method aspects forming an integral part. Students have the opportunity to select a specific area of study in each semester.

10304 Special Craft I and

10404 Special Craft II

Pre-requisite: Progression to 10404 by satisfactory completion of 10304.

The two semester course is designed to extend or develop an interest in design coupled with construction of items from selected areas. The principal medium will be wood, although opportunity will be provided to integrate this with other media such as ceramics, enamelling, copper foil work, etc. As interior design will form an important aspect of the course, students will be led to understand the relationship this has to the particular society.

10305 Textile Craft I and

10405 Textile Craft II

Pre-requisite: Progression to 10405 by satisfactory completion of 10305.

The opportunity is provided to explore the various media available in needlecraft, embroidering and lace craft. Students will be required to

undertake individual research during the course into historical and technical aspects of the chosen medium.

10306 Art Expression I and

10406 Art Expression II

Pre-requisite: Progression to 10406 by satisfactory completion of 10306.

This course will provide the opportunity of expression covering a range of media and techniques in drawing; painting; design; modelling and carving and batik. Appreciation of two and three dimensional expression including peer assessment.

10307 Pottery I and

10407 Pottery II

Pre-requisite: Progression to 10407 by satisfactory completion of 10307.

The course will involve both hand and wheel thrown skills. The student will develop one of these areas after an initial basic instruction programme.

Various aspects of the course will be: Preparation of clay — the composition of clay; use of glazes — mixing glazes; stacking and firing an electric kiln; building and firing a raku kiln. A study of the historical development of pottery and its social significance. Viewing of current exhibition and an aesthetic appreciation of same.

10301 Art/Craft Enrichment

This is basically a curriculum extension course designed to enable the student to extend skills and teaching abilities in chosen areas.

10504 Special Craft III and

10604 Special Craft IV

Pre-requisites: Special Craft II (1973)
Progression to 10604 by satisfactory completion of 10504.

A course to further extend and develop design skills in the art/craft medium. Woodcraft in the area of furniture design will be the principal area but integration with other areas will be encouraged. Where practicable, interior design study will be extended by coupling it with architectural design and its relationship to the social setting.

10506 Art Expression III and

10606 Art Expression IV

Pre-requisites: Art Expression II (1973)
Progression to 10606 by satisfactory completion of 10506.

The three strands of the course are: (i) Drawing and painting (including mural painting); (ii) Design printing and dyeing fabrics; and (iii) Appreciation of two and three dimensional expression. This aspect will include the viewing and discussion of current exhibitions of art works.

Students will specialise in either (i) Drawing and painting, or (ii) Design, to enable an in depth study to be completed.

10508 Weaving III and
10608 Weaving IV

Pre-requisites: Weaving II (1973)
Progression to 10608 by satisfactory completion of 10508.

The course will provide students with an extension of the experiences gained in Weaving I and II in using creatively a variety of media and looms. The emphasis will be on the use of table and floor looms of two and four shaft type.

During the two semesters, research will be carried out into the historical background of weaving, the materials used and the contribution of the weaving craft to the social situation.

10509 Ceramics III and
10609 Ceramics IV

Pre-requisites: Ceramics II (1973)
Progression to 10609 by satisfactory completion of 10509.

The course will provide the opportunity to develop the personal skills initiated in Ceramics I and II and to extend the expertise of introducing and teaching ceramics in the Primary School. Practical aspects will include advanced work in kiln construction, glazing and kiln firing.

Department of Audio-Visual Education

Table of Subjects

Synopsis of Subjects

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of Audio-Visual Education

Table of Subjects

Subject Number	Subject Name	Semester Level
11302	Educational Technology	3, 4, 5, 6
11303	Audio-visual Education	5, 6
11502	Audio-visual Resources I	1
11602	Audio-visual Resources II	2
11301	Television Production I	3
11401	Television Production II	4
11501	Television Production III	5
11601	Television Production IV	6

Department of Audio-Visual Education

Synopsis of Subjects

11302 Educational Technology

This course consists of a series of multi-media study programmes which are designed to acquaint the student with the elementary principles of handling and operating technical equipment and give an introduction to the application of technology to education. Media examined in the teaching context will be film, slides, filmstrips, audio tape, graphic materials, transparencies and videotape.

Students will not be formally examined in the unit but will be expected to complete and submit for assessment, the exercises which accompany the programmes.

11303 Audio-visual Education

This course is for third year Diploma in Teaching students who have not previously satisfied requirements in this area. The content is identical with that for Educational Technology.

11502 Audio-visual Resources I

The aim of this unit is to acquaint students with the range of non-book materials available to schools and with which librarians should be familiar. Sources of supply of records, tapes, charts, models, etc. will be considered and ways of storage and classification. The range of hardware necessary for the use of non-book materials will be examined, and manipulative skills developed.

Assessment will be progressively based upon performance in class exercises.

11602 Audio-visual Resources II

Pre-requisite: 11502 Audio-visual Resources I

This course extends the work of its pre-requisite by examining in greater detail non-book materials and the development of multi-media programmed material. Emphasis will be placed upon the relation of technology to curriculum planning.

Students will be progressively assessed upon their structuring of programmes utilizing both commercially produced and original materials.

11301 Television Production I

The course aims to acquaint the student with the basic techniques of television production. The topics dealt with will include: lighting; sound; camera movement and angle; use of graphics and film; visual continuity; special effects; subjective and objective viewpoints; visual selectivity; basic script writing.

The techniques will be examined and experience acquired in a series of experimental workshops, seminars and demonstrations. Students will be progressively assessed on production and written exercises set throughout the course.

11401 Television Production II

Pre-requisite: 11301 Television Production I

This course builds upon the foundations laid in the pre-requisite course, and aims to further develop the student's understanding of and skills in the principles of television production. New topics introduced will be: subjective and objective viewpoints; audience involvement; reality recording; editing.

The student will be required to acquire some proficiency in the various practical aspects of production, and will be expected to operate cameras and sound equipment, video-tape recorders and vision mixing equipment. Workshops will be based upon scripts selected from those submitted by students, and assessment will be progressively made of written submissions and practical assignments.

11501 Television Production III

Pre-requisite: 11401 Television Production II

The course aims to further develop production skills based upon the foundations laid in the previous course. Exercises will be both structural and improvised, e.g. role plays. Structural work will include: the interview; the panel discussion; the montages.

Assessment will be progressive and based upon achievement in practical studio exercises and written script exercises.

11601 Television Production IV

Pre-requisite: 11501 Television Production III

This course aims to extend the knowledge and skills acquired in the pre-requisite unit and to consider the following further aspects of production techniques, as they are used: in establishing mental set; to state visual truth; to state opinions; to establish implications; to direct inferences; to persuade; to mislead and falsify.

Students will be allotted to production groups and will be progressively assessed upon their satisfactory performance in planning and producing programmes which demonstrate their understanding of the above concepts.

Department of Education

Table of Subjects

Synopsis of Subjects

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of Education

Table of Subjects

Subject Number	Subject Name	Semester Level
12101	Educational Psychology I	1
12201	Educational Psychology II	2
12301	Child Development	3
12401	Advanced Teaching Methods	4
12302	Comparative Education I	3
12402	Comparative Education II	4
12303	Psychological Studies I	3
12403	Psychological Studies II	4
12305	Adolescent Development	3
12405	Secondary Teaching Techniques	4
12501	Educational Issues	5
12504	Conflicts in Education I	5
12604	Conflicts in Education II	6
12505	The Mentally Handicapped Child I	5
12605	The Mentally Handicapped Child II	6
12508	Early Childhood Study	5
12601	Curriculum Theory	6

Department of Education

Synopsis of Subjects

12101 Educational Psychology I

This course is designed so that students may begin to identify some important classroom practices and understand some of the psychological principles underlying them. The topics studied in lectures and tutorials are related to and supported by the observation of demonstration lessons and the students' participation in a practice teaching programme one day each week.

Planning for teaching — an examination of selected teaching models. The application of teaching models — stating instructional objectives, selecting basic teaching plans, principles of effective questioning. Classroom management and discipline — principles and practices related to the prevention of disciplinary problems. The psychology of learning — an examination of some associationist learning theories and their application to classroom learning situations.

12201 Educational Psychology II

Pre-requisite: 12101 Educational Psychology I

This course extends the study of educational psychology begun in Semester 1. It is designed around four main areas: the psychology of learning — an examination of some cognitive theories and their application to classroom learning situations. A comparison between associationist and cognitive theories will be undertaken. Learner variables — motivation, retention, cognitive factors. Learner behaviours — the acquisition of knowledge and information, skills, concepts, attitudes. Evaluating learning and behavioural changes — evaluation of knowledge and concepts, techniques of validity and reliability.

12301 Child Development

The general purpose of this course is to focus the attention of students on the role of the child as the learner in the teaching learning situation and to increase the student's effectiveness as a teacher in planning for the differing needs of the child. The aim of the course is to extend the student's understanding of the growing child. (See also 12301 *Child Development* under DEPARTMENT OF ENGLISH.)

12401 Advanced Teaching Methods

Various means of teacher planning and organisation based on contemporary educational theory will be studied, which will cater for the educational development of the individual child. The objectives of the course are to introduce the student to the principles of human development so that he may identify the different stages of growth and development from birth to adolescence; analyse the factors which may contribute to the range of individual differences; and gain such knowledge of human abilities and behaviour as will further his understanding of the teaching learning process in the classroom. (See also 12401 *Advanced Teaching Methods* under DEPARTMENT OF ENGLISH.)

12302 Comparative Education I and

12402 Comparative Education II

This is a two semester course concerned only with a study of education systems in selected developing South-East Asian countries. It is intended that a basis methodology for the isolation of specific problems associated with education systems, and for the development of policy formulation and decision making skills, be established in Semester 1, through a simulation experiment lasting approximately six weeks. Each member of the class will assume the role of a committee member in a decision making body concerned with reforming the curriculum of an "imaginary country". In Semester 2, course members will form into seminar teams, each team being responsible for guiding the learning experiences of the group on a selected country for study.

12303 Psychological Studies I and

12403 Psychological Studies II

These courses form the first two units of a four semester sequence which will deal with the psychological and learning problems of atypical children. Opportunities to observe diagnostic procedures will be provided and case studies will be carried out. In later semesters, it is expected that students will be involved with atypical children in a helping role.

Psychological Studies I will attempt to give some theoretical background. Topics will include social attitudes towards atypical children, genetics, the nervous system, the bases of psychological measurements and assessment and an introduction to case study methods.

In Psychological Studies II a start will be made in examining the origin, characteristics, diagnosis and therapeutic measures applicable to some forms of disability. It is planned to make a particular study of learning, visual and speech disabilities.

12305 Adolescent Development

The major aim is to assist students to an understanding of adolescence as a developmental stage and to examine problems for education associated with the stage. Specifically, the following are considered: definitions of the stage; the normal course of development; abnormal development and individual difference; teaching methods and theories for the secondary school, and the question of discipline in the secondary school.

12405 Secondary Teaching Techniques

Pre-requisite: 12305 Adolescent Development

In this course, teaching models and theories are applied to classroom practice, as are such areas as group dynamics and teaching; sociometric analysis for classroom grouping; ability and streaming; integration of subject study; measurement and evaluation for teachers.

12501 Educational Issues

The course is intended to help students clarify their attitude to education by using philosophical approaches to the consideration of basic issues in education, thus involving a personal philosophy of education and thereby assisting them in the development of professional decision making ability.

During the course such basic educational issues as the Concept of Education; The Nature of Human Nature; The Nature of Society; Aims of Education; and Authority, Ethics and Freedom in Education, will be considered.

12504 Conflicts in Education I

This course extends the application of Social Anthropology to the study of education by looking at areas of conflict arising from ethnic, cultural and socio-economic factors affecting the Australian Aboriginal. A major part of the course will be the design, implementation and evaluation of a research project aimed at the identification of such factors.

12604 Conflicts in Education II

Pre-requisite: 12504 Conflicts in Education I

In this course, the discipline of Social Anthropology is applied to an appreciation of conflict areas involving migrant children in the schools. Specifically, students will be involved in designing, implementing and evaluating a research project aimed at establishing socio-cultural problems (other than the obvious one of language) affecting migrant pupils.

12505 The Mentally Handicapped Child I and

12605 The Mentally Handicapped Child II

The course is intended to provide an awareness of the needs of atypical children. Emphasis is placed on the slow learning child in the main stream classroom.

Aspects of atypicality are delineated in terms of impact on the child's level of self awareness, success potential and social adjustment together with a consideration of the developing and implementation of programmes which would provide meaningful learning for the child.

12508 Early Childhood Study

This course is designed for students who intend to specialize in the education of children from three to eight years of age. The emphasis is on the study of developmental data and their application to learning and teaching in the pre-school and infants' school. Major topics are: Stages of perceptual-motor development, cognitive development and social-emotional development in early childhood — application to curriculum content and learning tasks. Principles of learning in early childhood — activity and experience, play, the planned environment. The recognition and prevention of learning problems and potential — construction and evaluation of school entrance screening tests, the use of the tests for systematic observation of children, the analysis and follow-up of results.

12601 Curriculum Theory

The course is designed to enable students to think critically and constructively about educational issues in curriculum theory and practice. Students will be expected to undertake assignments requiring critical analysis of current curricula of schools in New South Wales and a curriculum development project suitable for implementation at the level of schooling in which they are preparing to teach.

Topics considered will include: The Context of Curricular Theory, Justification of Curricula and Traditional Alternative Forms of Curricula.

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education — Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of English

Table of Subjects

Subject Number	Subject Name	Semester Level
13101	English I	1
13201	English II	2
13102	English Expression I (Secondary Education – Science)	1
13202	English Expression II (Secondary Education – Science)	2
13501	English III (Primary Education)	5
13601	English IV (Primary Education)	6
13502	English III (Special Education)	5
13602	English IV (Special Education)	6
13503	English Expression (Early Childhood Education)	6
13504	English III (Early Childhood Education)	6
13305	Children's Literature I	3
13405	Children's Literature II	4
13306	Modern Literature I	3
13406	Modern Literature II	4
13307	Mass Media I	3
13407	Mass Media II	4
13308	Media Studies I	3
13408	Media Studies II	4
13309	Drama I	3
13409	Drama II	4
13509	Drama III	5
13609	Drama IV	6
13310	Children's Writing I	3
13410	Children's Writing II	4
13311	Creative Writing I	3
13411	Creative Writing II	4
13506	Modern Literature III	5
13606	Modern Literature IV	6

Department of English

Table of Subjects (continued)

Subject Number	Subject Name	Semester Level
13512	Librarianship III	5
13612	Librarianship IV	6
13513	Remedial Reading III	5
13613	Remedial Reading IV	6
13516	Literature III	5
13616	Literature IV	6
13301	Spelling	3, 4
13302	Speech	3, 4, 5, 6
13303	Written Expression	3, 4
13304	Remedial Reading I	3
12301	Child Development	5
12401	Advanced Teaching Methods	6
19301	Man and Society I	3
19302	Expression I	3
19402	Expression II	4
19401	Man and Society II	4

Department of English

Synopsis of Subjects

13101 English I

This course aims to prepare students for primary school teaching by giving them an understanding of the aims and content of primary English, and an introduction to teaching method, and by developing their personal confidence and teaching skill through drama. The first eight weeks of the course covers the main English topics in the primary school, including Speaking and Listening, Children's Literature, Poetry, Children's Drama, Children's Writing, and the integration of English with other subjects. The final four weeks of the semester are devoted to a comprehensive introduction to drama, including movement, verbal dynamics, conflict and dramatic tension, and drama in teaching.

13201 English II

Pre-requisite: 13101 English I

This course covers three areas: Language, Reading and Australian Literature.

Language: This section consists of an introductory course in Language for Primary and Infants teachers. Massed lectures and seminars provide an overview of fundamental linguistic concepts which are considered basic to students preparing to teach at this level.

An initial look at language focuses on aspects of language diversity, linguistic subsystems, and the relation of language to thought. Language structure, phonemic, morphological and syntactical, is looked at in more detail, while the relationship of language study to language acquisition in the elementary school child is treated as a conclusion to the course.

Reading: The aim of this course is to introduce students to basic concepts underlying the teaching of reading. Topics that will be discussed include: factors affecting reading; approaches to beginning reading; structural and phonic analysis; comprehension skills in reading; reading materials – books, reading laboratories, workbooks, auditory and visual aids, and evaluation of pupils' reading levels and classroom organisation to meet individual differences.

Australian Literature: This is a short concentrated course designed to give students an introduction to the best of Australian verse and prose. It is therefore highly selective and is intended to involve the student in study, discussion and intensive reading.

Selection will be made from the following poets: Mary Gilmore, John Shaw Neilson, Henry Lawson, Chris Brennan, Douglas Stewart, James McAuley, A. D. Hope, Judith Wright, Kenneth Slessor and R. D. Fitzgerald; and from the following novelists: Tom Collins, Vance Palmer, Eleanor Dark, Patrick White, Thomas Keneally, Hal Porter, Martin Boyd and Xavier Herbert.

**13102 English Expression I and
13202 English Expression II**

The aim of this course is to develop in students an understanding of the communication process, and an ability to apply this understanding in a variety of situations using different media.

A variety of source material will be used, particular attention being paid to modern literature, including drama, and to the mass media.

**13501 English III and
13601 English IV (Primary Education)**

**13502 English III and
13602 English IV (Special Education)**

Pre-requisite: 13501 English III is a pre-requisite to 13601 English IV.
13502 English III is a pre-requisite to 13602 English IV.

The subjects listed above include the areas:—

Reading: Developmental sequence of integrated skills leading to fluent reading — visual-motor skills; visual-perceptual skills; language skills and behavioural skills. Methods of teaching reading and their relationship to the reading process. Group testing and diagnostic testing to identify levels of reading proficiency and related skills. Individualised reading — classroom organisation, reading materials.

Primary School English: The role of language arts in the primary school. Ways in which language development can be related to the various subject areas in the primary school. A thematic approach to the teaching of English using a variety of source materials. Detailed study of the following: listening and speaking, children's writing, drama, poetry and other children's literature. Organisation of an English programme — planning work from source material for theme work; planning work for a more traditional approach; organisation of the classroom for theme work or group work; and studying a variety of source material.

Oral Expression in the Classroom: The aim of the course, undertaken as part of 13501 English III, is to discuss the importance of all forms of oral expression in the classroom. Topics: The variety of oral expression in the classroom — narratives, recitations, dramatic performances, discussions, debates, lectures. Encouragement of oral activities in the classroom. Simple rules for conducting oral lessons. The use of newspapers, television programmes and films for stimulating oral activities. Collection of poems, stories and plays suitable for use in selected classes. Written assignments on selected areas of research in providing oral activity lessons. Oral expression as the basis for written expression lessons.

Listening and Speaking in Special Situations: This course, undertaken as part of 13601 English IV, concentrates on technical aspects of oral and aural language experience. Special emphasis is given to the teaching of English as a second language but general speech and drama techniques are also involved. Problems of organisation and application of material from the areas of phonology, syntax and semantics are considered.

13503 English Expression (Early Childhood Education)

This course provides opportunity for student participation in free and formal aspects of drama. Particular emphasis is given to improvised creative drama but assistance is given with acting techniques, voice production, play making and scripted drama. Students are expected to develop at least one piece of work for performance.

13504 English III (Early Childhood Education)

This course is designed to examine some of the principles and practices of language and literature in the infants school. The following topics are studied: Factors affecting language and reading development in Early Childhood. Developmental reading — the process of reading, approaches to beginning reading, word recognition skills, comprehension skills, evaluation. Oral and written expression — stages in the development from oral to written language, developmental stages in spelling and handwriting skills, evaluation. Literature — appreciation of stories and poetry, the link between expression and appreciation. The inter-relationship of language and literature.

**13305 Children's Literature I and
13405 Children's Literature II**

Pre-requisite: 13305 Children's Literature I is a pre-requisite to 13306 Children's Literature II.

The course aims to make the student aware of the world of children's books; to suggest and discuss ways in which children's literature contributes to the satisfaction of children's needs; to evaluate books of fiction and non-fiction; and to develop a literature programme that will provide depth to the teacher's resources.

The course is based on the following areas — children's needs; children's literature — arriving at a definition; areas of children's literature such as picture books, fantasy, biographies and encyclopaedias; and the promotion of children's literature.

**13306 Modern Literature I and
13406 Modern Literature II**

Pre-requisite: 13306 Modern Literature I is a pre-requisite to 13406 Modern Literature II.

Modern Literature I and II are sequential courses. The courses involve an examination of works by some of the major writers in English in the twentieth century. The works studied are grouped loosely into "themes" so that students may have the opportunity to compare different writers' approaches to these subjects.

In Modern Literature I works studied will include:— T. S. Eliot, *The Waste Land*; Aldous Huxley, *Brave New World*, *Antic Hay*; Evelyn Waugh, *A Handful of Dust*; Samuel Beckett, *Waiting for Godot*; D. H. Lawrence, *The Rainbow*; James Joyce, *A Portrait of the Artist as a Young Man*, *Ulysses*.

In Modern Literature II works studied will include:— Patrick White, *The Tree of Man*, *Voss*; W. B. Yeates, *Poems*; Grahame Greene, *The Power and the*

Glory; Henrik Ibsen, *A Doll's House*; G. B. Shaw, *Major Barbara*, *Candida*;
Virginia Woolf, *A Room of One's Own*, *Mrs. Dalloway*.

13307 Mass Media I and
13407 Mass Media II

Pre-requisite: 13307 Mass Media I is a pre-requisite to 13407 Mass Media II.

This course deals with two of the mass media, the press and films:—

The Press: The organisation of daily newspapers — editorial sections, sub-editing; production techniques — setting type, mould press, printing — publishing. Sources of news — reporters, rounds, wire service, press releases. Magazine production. Foreign correspondent. Local press, religious press. Press influence — political, social. Ownership in Australia, overseas organisation of press. Press freedom.

The Film: Film language — shots, time conventions, montage. Editing — effects, symbol, pace of cutting, montage theories. Types of film — documentary, drama, gangster, horror, propaganda. Turning literature into film. Making and editing films — class work as small production teams.

13308 Media Studies I and
13408 Media Studies II

Pre-requisite: 13308 Media Studies I is a pre-requisite to 13408 Media Studies II.

The aim of the course is to introduce students to a variety of mass media areas of communication and to develop a critical awareness of the importance and influence of the mass media in modern society.

The Newspaper: The organisation of the press. Ownership. Policy. Reporting. Variety of services. Local, national and overseas reporting. The place of advertisement. The influence of the press — personal, social, cultural, political. Visits to newspaper offices. Written studies of selected areas of research.

Television: The organisation of a TV studio. News reporting. Forum discussions. Studio productions. Production teams. Use of mobile teams. Interstate programmes. Overseas programmes. Ownership — national and commercial. Influence of TV — personal, social, cultural, political. Visits to TV studios. Written studies of selected areas of research.

The Film: The organisation of the film industry. Ownership. Distribution of films. Variety of film programmes. The actor. The camera and filming. Appreciation of the film. Influence of film — personal, social, cultural, political comment. Visits to cinema to study a variety of film productions. Written studies of selected areas of research.

13309 Drama I and
13409 Drama II
13509 Drama III and
13609 Drama IV

Pre-requisites: 13309 Drama I is a pre-requisite to 13409 Drama II.
13509 Drama III is a pre-requisite to 13609 Drama IV.

A course in the theory and practice of drama in which students consider influences affecting theatre and the characteristics of drama from the Greek period to the present day. Script readings are undertaken where appropriate. Methods of acting, interpretation of characters and the elements of dramatic form are emphasized.

A major part of the course is practical. Students are expected to visit theatres and to participate in managing, staging and acting in performance.

13310 Children's Writing I and
13410 Children's Writing II

Pre-requisite: 13310 Children's Writing I is a pre-requisite to 13410 Children's Writing II.

Study of some of the current approaches to children's writing. Workshops in which lessons and series of lessons are planned using a variety of source material. Teaching sessions in which a group of children follow a course in children's writing that the student has prepared. Students, as far as possible, will take the same group of children throughout the semester. Seminar discussions of the writing obtained during the teaching sessions.

13311 Creative Writing I and
13411 Creative Writing II

Pre-requisite: 13311 Creative Writing I is a pre-requisite to 13411 Creative Writing II.

The aim of this course is to provide stimulus through a variety of sources for students to write and evaluate their own work. There will be some emphasis on the study of literature to develop appreciation of content and form. Students will be encouraged to attempt writing in a variety of forms and readings of students' own work will be encouraged.

13506 Modern Literature III and
13606 Modern Literature IV

Pre-requisite: 13506 Modern Literature III is a pre-requisite to 13606 Modern Literature IV.

The course involves an examination of the work of some of the major writers in English in the twentieth century. The works studied are grouped loosely under themes such as War, Social Injustice and Racism, so that students may have the opportunity to consider different writers' individual approaches to these subjects.

In Modern Literature III works studied will include:— Wilfred Owen, *Poems*; Ernest Hemingway, *A Farewell to Arms*; G. B. Shaw, *Arms and the Man*; Joseph Heller, *Catch 22*; J. R. R. Tolkien, *The Lord of the Rings*; Thomas Hardy, *Jude the Obscure*; G. B. Shaw, *Major Barbara*; John Steinbeck, *The Grapes of Wrath*; John Osborne, *Look Back in Anger*.

In Modern Literature IV works studied will include:— Alan Paton, *Too Late the Phalarope*; E. M. Forster, *A Passage to India*; James Baldwin, *Another Country*; Patrick White, *The Vivisector*; Grahame Greene, *The Heart of the Matter*.

13512 Librarianship III

The aim of the course is to give students a knowledge of the organisation of libraries and of the importance of the library as a resource centre in schools. Topics to be discussed will include the following:— Library use of computers. Information services in libraries. Forms of co-operation in libraries, inter-library loan, reference services, centralized cataloguing, cataloguing in source. Libraries for migrants and aborigines. School Library Service — centralised service to schools. School libraries in South Australia, Western Australia, Victoria, New Zealand. Regional library development in U.S.A. and U.K. Seminars on children's books.

13612 Librarianship IV

Pre-requisite: 13512 Librarianship III

The aim of the course is to give students a knowledge of the organisation of libraries and of the importance of the library as a resource centre in schools. Topics to be discussed will include the following:— Production of printed catalogues and bibliographies. Copyright and deposit libraries. Censorship. Marshall McLuhan's attacks on books and libraries. Role of library associations and teacher associations of librarians. The Public Library and the child. Government publications. The library and adult education. Publications of the U.N.O. Surveys of library effectiveness. Seminars on children's authors.

**13513 Remedial Reading III and
13613 Remedial Reading IV**

Pre-requisite: 13513 Remedial Reading III is a pre-requisite to 13613 Remedial Reading IV.

The aims are to provide a course which attempts a positive approach to the reading problems of many children in primary and secondary schools; and to present and discuss approaches to testing, diagnosis, and programming on an individual and a group basis. The course provides lectures, demonstrations and practical work in the following areas:— Perceptual development; language development; reading methods; remedial techniques; and materials and equipment.

**13516 Literature III and
13616 Literature IV**

Pre-requisite: 13516 Literature III is a pre-requisite to 13616 Literature IV.

The English Novel since 1900: The course consists of the study of significant English writers of the twentieth century. Emphasis is placed on the novels themselves rather than on biography or criticism, and seminars rather than lectures are given.

The study of the English novel since 1900 is a follow on from the second year study of prose works in English Literature from the fifteenth to the seventeenth century (e.g. Malory, Lyly, Nashe, Dekker, Donne, Browne, Bunyan, Dryden, Defoe, Swift, Gibbon, et.al.); the beginnings of the English novel in the eighteenth century (e.g. S. Richardson, *Pamela* and H. Fielding, *Tom Jones*) and the nineteenth century novel in some detail (e.g. W. Scott,

Old Mortality; E. Bronte, *Wuthering Heights*; J. Austen, *Mansfield Park*; C. Dickens, *Little Dorritt*; W. M. Thackeray, *Vanity Fair*; T. Hardy, *Tess of the D'Urbervilles*; H. James, *The Europeans* and G. Eliot, *Mill on the Floss*.

Authors to be considered are H. G. Wells, R. Kipling, E. M. Forster, E. Waugh, G. Orwell, E. Hemingway, I. Murdoch, W. Golding, S. Maughan, C. S. Lewis, Scott Fitzgerald, J. Conrad, V. Woolf, A. Huxley, G. Greene, J. Cary, J. Joyce, D. H. Lawrence and C. P. Snow. In addition consideration will be given to the works of A. Solzhenitzyn and Nabakov.

13301 Spelling (Studies in orthographic skills)

The aim of this course is to improve the spelling performance and ability of those students who because of previous weakness in this area have elected to take this course to improve their standard. The course will include word study methods, pronunciation, phonics and word analysis, word building and word grouping, homophones, abbreviations, contractions, spelling rules and generalizations, dictionary skills, drill, practice and revision.

13302 Speech

A practical course in voice production and creative speaking and listening which assists individuals to recognise and control aspects of articulation and delivery. Areas specifically considered are breath control and relaxation, aural perception, articulation and utterance arrangement and non-phonetic aspects of delivery. Special emphasis is given to types of public speaking.

13303 Written Expression

The aim of this course is to provide stimulus for students' writing, and the opportunity for the development of technical skills in a wide variety of contexts. Lectures will take the form of writing workshops where students' own work will be discussed.

13304 Remedial Reading I

The aims are to give students practical experience in teaching a child who has reading problems; and to present and discuss approaches to testing, diagnosis and programming. Each student is allocated a pupil in one of a number of local schools. After introductory lectures, discussions and demonstrations, the student is responsible for organising and recording a reading programme designed to help the particular child.

12301 Child Development

The English Department provides a lecturer to work in the multi-disciplinary team in child development. The lecturer presents the massed lectures on language acquisition (from birth to 11+), language development for the atypical (gifted and backward), and provides tutorials where required. He joins with other members of the team in planning the course and visiting schools in conjunction with the programme. (See also 12301 *Child Development* under DEPARTMENT OF EDUCATION.)

Department of Health Education

Table of Subjects

Synopsis of Subjects

12401 Advanced Teaching Methods

A multi-disciplinary course is given in Advanced Teaching Methods. The English Department provides a lecturer to present the massed lectures which relate to English in the School, to take tutorials where necessary, and to arrange and participate in demonstrations. His lectures cover the range of aspects of English taught in the primary school, both in segments of the subject and in the type of learning environment, such as the Open Classroom and the teaching group. (See also *12401 Advanced Teaching Methods* under DEPARTMENT OF EDUCATION.)

19301 Man and Society I

19302 Expression I (Drama) and

19402 Expression II (Drama)

A single semester course which offers opportunity for expression through drama on the theme nominated in The Man and Society course. Students may work alone or in groups and may choose from a variety of dramatic techniques. Originality of material is not essential but students are required to attempt to control the techniques selected and to show clear representation of an idea. Performance to the whole group is expected at the end of each semester.

19401 Man and Society II

Three mass lectures on works of literature which offer some comments on, or insights into, western twentieth century industrial society will be given. The topics of these lectures will be – T.S. Eliot, *The Waste Land*; George Orwell, *1984*; Aldous Huxley, *Antic Hay* and *Brave New World*.

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

DIPLOMA IN TEACHING COURSE

Department of Health Education

Table of Subjects

Subject Number	Subject Name	Semester Level
14503	Health Education (Primary Education)	5
14504	Health Education (Early Childhood Education)	6
14505	Health Education (Special Education)	6
14506	Health Education (Secondary Education – Science)	6
14302	Health for College Students	3, 4, 5
14303	Children's Illnesses	3, 4, 5, 6
14304	Mental Health in the Classroom	3, 4, 5, 6
14301	Human Biology and Health I	3
14401	Human Biology and Health II	4
14502	Health Education Problems I	5
14602	Health Education Problems II	6

Department of Health Education

Synopsis of Subjects

- 14503 Health Education (Primary Education)**
This course aims to provide teachers with an adequate health education background which may serve to develop attitudes, practices and knowledge in the field of health which are needed by youth, and to promote methods and techniques which may help teachers in health instruction for the primary school.
- 14504 Health Education (Early Childhood Education)**
This course is designed to provide prospective infants' teachers with an adequate health education background which will assist in the understanding of the needs of the infants' school child, and to promote methods and techniques which will help teachers in health instruction for the infants' school.
- 14505 Health Education (Special Education)**
A course aiming to discuss background and aetiology of the varying conditions found in special education situations; to discuss attitudes, practices and knowledge in the field of health education which are needed by youth, and to promote methods and techniques which may help teachers in providing health instruction in special education settings.
- 14506 Health Education (Secondary Education — Science)**
A course which discusses attitudes, practices and knowledge pertinent to health education; which aims to help the teacher to promote healthful school living conditions and to help the teacher to develop and maintain personal health.
- 14302 Health for College Students**
A course which serves as an introduction to all health education courses offered. It discusses the health problems which confront the College students in the areas of environmental health, emotional health, drugs, alcohol and tobacco, human sexuality and reproduction, consumer health and disease.
- 14303 Children's Illnesses**
Lectures will be given on the many illnesses and disabilities which can affect children. Some emphasis will be placed on the school situation, helping the young teacher to recognise the symptoms of the more common ailments and providing some knowledge of ways to help the afflicted child, when to seek medical advice, referral procedures, etc. Some elementary first aid will be included.

- 14304 Mental Health in the Classroom**
To investigate aspects of mental health of children, aspects of personality development and the effect of varying classroom environments on the health of children. To investigate some means of evaluating classroom environment and interaction and to investigate agencies available to assist children with emotional problems.
- 14301 Human Biology and Health I**
Lectures will be given on the Anatomy and Physiology of Man and associated diseases and abnormalities. Laboratory work and class exercises will be included whenever applicable. In addition, each student will be required to prepare a seminar paper on a specific topic around the theme *The Origins of Man*.
- 14401 Human Biology and Health II**
Pre-requisite: 14301 Human Biology and Health I
Further lectures, laboratory work and class exercises will complete the study of the Anatomy and Physiology of Man and associated diseases and abnormalities. Individual research work in the field of Nutrition will be undertaken and a report on findings will be submitted.
- 14502 Health Education Problems I**
Pre-requisites: 14301 Human Biology and Health I
14401 Human Biology and Health II
A study will be made of the life cycle of man and the principles which govern man's interaction with his environment. It will include such topics as Genetics and Heredity, Human Reproduction, Sexuality, Embryology, Growth Pattern in Childhood, Puberty, Adolescence, Adulthood, Senescence. A study of communicable diseases will include an introduction to microbiology, pathogens of man, epidemiology, immunology and the conquest of infectious diseases.
- 14602 Health Education Problems II**
Pre-requisites: 14301 Human Biology and Health I
14401 Human Biology and Health II
14502 Health Education Problems I
An in depth study into the area of Mental Health will include lectures and seminars on the following topics: the origin and development of personality, the mental mechanism, disturbances of mental health and mental retardation. Within the area of Community Health, environmental pollution, control of food and water, disposal of waste and sewage and community health services will be studied. Seminar papers will be presented on the effects of recent scientific discoveries on mankind.

Department of Mathematics

Table of Subjects

Synopsis of Subjects

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of Mathematics

Table of Subjects

Subject Number	Subject Name	Semester Level
15101	Mathematics Education I	1
15201	Mathematics Education II	1
15501	Mathematics Education III (Primary Education)	6
15502	Mathematics Education III (Early Childhood Education)	5
15503	Mathematics Education III (Special Education)	5
15301	Elective Mathematics	3, 4, 5, 6
15105	Science Mathematics I	1
15205	Science Mathematics II	1
15305	Science Mathematics III	3
15405	Science Mathematics IV	4
15304	Mathematics I	3
15404	Mathematics II	4
15504	Mathematics III	5
15604	Mathematics IV	6

Department of Mathematics

Synopsis of Subjects

15101 Mathematics Education I

Mathematical background and teaching and learning methods in the following areas: Foundations of Numeration: sets; conservation; equivalence; cardinal number property; use of structured materials. Numeration Systems: historical development; non-decimal systems; multiple digit numeration. Operations and basic facts: meanings; discovery; organisation and practice of facts; laws of number. Set Theory: binary and unary operations; laws; applications. Relations: types and properties.

15201 Mathematics Education II

Mathematical background and teaching and learning methods in the following areas: Algorithms for Counting Number Operations: development; analysis. Theory of number systems: natural; integers; rational. Finite mathematical systems: modular. Rational Numbers: concepts; operations and algorithms for fraction and decimal notations.

15501 Mathematics Education III (Primary Education)

Pre-requisites: 15101 Mathematics Education I
15201 Mathematics Education II

Detailed study of selected topics from Mathematics Curriculum: Problem solving; measurement (concept formation and the teaching of measurement); geometry; graphs. Principles underlying programming and classroom organisation. Examination of structured material and laboratory kits. Developments and research into the teaching of Mathematics.

15502 Mathematics Education III (Early Childhood Education)

Pre-requisites: 15101 Mathematics Education I
15201 Mathematics Education II

Detailed study of current curriculum. Development of pre-number and number concepts; numeration; basic operations and study of numbers; measurement (concept formation and the teaching of measurement); money; shapes; problem solving. Examination of structured material and laboratory kits.

15503 Mathematics Education III (Special Education)

Pre-requisites: 15101 Mathematics Education I
15201 Mathematics Education II

Examination of causes underlying difficulties in Mathematics; methods of identifying and isolating different levels of Mathematical performance. Study of curriculum areas: developing number concept; meaning of operations; algorithms for operations; measurement; spatial relations; graphs; rational numbers. Classroom techniques for individualising instructions. Examination of a variety of structured material.

15301 Elective Mathematics

A subject designed for students who, because of poor background in mathematics, have trouble in teaching the subject at primary school level. Topics include numeration; operations with counting numbers and money and rational numbers; problems; measurement units; number patterns.

15105 Science Mathematics I

Treatment of experimental data, propagation of errors, graphical methods for determining empirical laws. Operation of a slide rule. Determination of limits, differential calculus of trigonometric and logarithmic functions, rates of change, partial differentiation.

15205 Science Mathematics II

Pre-requisite: 15105 Science Mathematics I

Infinite summation, numerical methods of integration, integral calculus and applications to science; moments of inertia, potential energy, length of a curve, surface area. Change of variable and integration by parts. Introductory statistics, use of gaussian distribution for standard error and tests of significance for experimental data.

15305 Science Mathematics III

Pre-requisites: 15105 Science Mathematics I
15205 Science Mathematics II

Complex numbers; the Argand diagram; De Moivre's theorem; inverse trigonometric functions; functions of more than one variable; partial differentiation; the method of least squares; introduction to matrices; double integrals; differential equations; motion in a resisting medium; harmonic motions.

15405 Science Mathematics IV

Pre-requisites: 15105 Science Mathematics I
15205 Science Mathematics II
15305 Science Mathematics III

Boolean algebra as an axiomatic system. Application to set theory and switching networks. Design of simple wiring diagrams to produce logical functions. Binary arithmetic. Application of switching theory and binary digits in production of half adders and full adders. Design of computers and calculators. Machine language programming of a simple computer.

15304 Mathematics I

Pre-requisite: H.S.C. Mathematics Level IIS minimum

Matrix notation and properties; eigenvalues and eigenvectors; properties of determinants; factorization of determinants; some applications of matrices and determinants; mathematical induction; definitions and methods of differentiation and integration.

Department of Music

Table of Subjects

Synopsis of Subjects

15404 Mathematics II

Pre-requisite: 15304 Mathematics I

Applications of differentiation and integration; methods of representing statistical data; frequency distributions; measures of central tendency; measures of variation.

15504 Mathematics III

Pre-requisites: 15304 Mathematics I
15404 Mathematics II

Nature and organisation of computers. Machine language and assembly language programming. Development of Compilers and Procedure Oriented Languages. The Fortran IV language. Students will write and run programmes in a computer as an integral part of the course.

15604 Mathematics IV

Pre-requisites: 15304 Mathematics I
15404 Mathematics II
15504 Mathematics III

Investigation of selected topics to broaden the students' understanding of mathematics as an integrated discipline. Topics include elements of topology, surveying, geometric construction, mathematical induction, recursive and iterative formulae and Boolean algebra.

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION–SCIENCE)**

Department of Music

Table of Subjects

Subject Number	Subject Name	Semester Level
16101	Introduction to Music I	1
16201	Introduction to Music II	2
16301	Instrumental Music I	3
16401	Instrumental Music II	4
16302	Music Workshop I	3
16402	Music Workshop II	4
16507	Choral Music III	4
16607	Choral Music IV	4
16508	Instrumental/Choral Music III	5
16608	Instrumental/Choral Music IV	6
16503	Music Method (Primary Education)	6
16504	Music Method (Early Childhood Education)	6
16505	Music Method (Special Education)	6

Department of Music

Synopsis of Subjects

**16101 Introduction to Music I and
16201 Introduction to Music II**

Pre-requisite: 16101 Introduction to Music I is a pre-requisite to 16201 Introduction to Music II.

The objectives of the course are to provide students with a variety of experiences in music and to lead to the development of skills necessary for the teaching of school music.

The general areas covered are as follows:—

Singing: A repertoire of songs suitable for singing in the primary school will be introduced. These songs will be selected with a view to developing an understanding of musical notation, form and style.

Instrumental: All students will be expected to learn the recorder flute as a means of developing reading and performing skills. Also, tuned and untuned percussion instruments are given prominence in the course. Basic skills will be developed through playing simple song accompaniments and instrumental pieces.

Listening: This area covers the development of a listening repertoire. Music studied first of all gives students an introduction to the instruments of the symphony orchestra and leads on to the study of music which can be used in the primary school.

Development of Musicianship: Basic skills in rhythm, aural and formal work will be taught in association with the areas listed above.

Teaching methods: some outlines of basic type music lessons, involving singing, percussion and listening will be discussed. Use of the A.B.C. radio music broadcasts will also be dealt with.

All the above areas will be integrated within the framework of lectures to achieve a degree of unity leading towards a clearer understanding and deeper enjoyment of music.

**16301 Instrumental Music I and
16401 Instrumental Music II**

Pre-requisite: 16301 Instrumental Music I is a pre-requisite to 16401 Instrumental Music II.

This course gives students the opportunity to extend their knowledge and skill of music in instrumental playing, both individually and as a group.

Incorporated in the course is a study of the history of music, involving score reading and listening to examples of music from selected periods.

**16302 Music Workshop I and
16402 Music Workshop II**

Pre-requisite: 16302 Music Workshop I is a pre-requisite to 16402 Music Workshop II.

This course is devoted to the training in all aspects of musical craftsmanship related to arranging, composing and producing of works. It includes ear training, a development of formal awareness, a study of instruments and combinations, the techniques of writing and methods of production in performance.

This is a practical/theoretical course but allows for some individual freedom in composition.

**16507 Choral Music III and
16607 Choral Music IV**

Pre-requisite: 16507 Choral Music III is a pre-requisite to 16607 Choral Music IV.

This course is designed for those students who have a special interest in, or aptitude for choral singing. Depending on the number of students electing to take the course, the choral group formed can be either S.S.A., S.A.B., or S.A.T.B.

Students are trained in the essentials of good ensemble singing with the opportunity for some solo work at times.

Public performances, both inside and outside the College, are organised and encouraged for this group.

Music from various musical periods is sung, so that students develop an awareness of differing styles and interpretations. Music selected includes works by Handel, Brahms, Vaughan Williams and Holst.

**16508 Instrumental/Choral Music III and
16608 Instrumental/Choral Music IV**

Pre-requisite: 16508 Instrumental/Choral Music III is a pre-requisite to 16608 Instrumental/Choral Music IV.

This course has two parts: (i) Practical: Learning to read and perform music in combination. Varying types of musical works are arranged to suit the abilities of students involved. Students are expected to develop competence in at least two instruments. (ii) Study of form in music: Form in music is considered using examples from different cultures. An understanding of the traditional forms of Western music is the main concern. Form is considered from elementary balancing of phrases to the larger forms such as the Mass, the Symphony, the Concerto, the Oratorio, etc.

16503 Music Method (Primary Education)

Areas of work to be covered will include: (i) Singing: Revision and extension of repertoire. (ii) Instrumental: Use of tuned and untuned percussion instruments for song accompaniments and instrumental pieces. (iii) Listening: Suitable music for presentation to Primary School children. Extension of method work associated with instrumental and vocal music. (iv) Creative skills: Chime bar chords and accompaniments, percussion scores, writing simple melodies. (v) Teaching procedures: Involving singing, listening, instrumental programmes. (vi) Important issues of school music: Musical abilities of children. The school choir. Recorder, band and instrumental ensembles. Integration with other areas of education.

16504 Music Method (Early Childhood Education)

The aims of the course are to provide opportunity for further experiences in music so that the students may extend the singing, listening and instrumental repertoires, increase skills and develop creative ideas in music.

The areas of work to be covered include: (i) Singing: The increase of repertoire to include action and movement songs, singing games, students' own compositions, choir songs. (ii) Listening: Presentation of diverse types of music, e.g. vocal and instrumental combinations, identification of musical range, dynamics, direction. (iii) Instrumental and creative activities: Use of tuned and untuned percussion instruments for simple accompaniments and instrumental pieces involving extension of reading, writing and performing skills. Some emphasis will be given to movement and music, and the integration with other areas of education. (iv) A brief look at the Kodaly approach to music. (v) Organisation of choirs and instrumental groups. (vi) Basic procedures of lessons in conjunction with all the above areas.

16505 Music Method (Special Education)

The content of this course includes: Syllabus study with particular attention to slow learning children. Development of skill in singing and a repertoire of suitable songs. Development of skill in playing tuned and untuned percussion. Development of creative skills with particular regard to speech rhythms and to simple harmonization. Development of listening skills in such aspects as form and style and a repertoire of suitable pieces. Rhythm activities with improvised instruments. Discussion of important issues such as teaching methods, current trends, musical abilities of children, integration with other subjects.

Diploma in Teaching (Primary Education)

Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of Physical Education

Table of Subjects

Subject Number	Subject Name	Semester Level
17101	Foundations of Movement I	1
17102	Sport and Games Method I	1
17201	Foundations of Movement II	2
17202	Sport and Games Method II	2
17203	Sport and Games Method	2
17301	Physical Education I (Women)	3
17302	Creative Dance	3, 4, 5, 6
17303	National and Social Dance	3, 4, 5, 6
17304	Gymnastics	3, 4, 5, 6
17305	Sports and Games	3, 4, 5, 6
17306	Physical Education I (Men)	3
17401	Physical Education II (Women)	4
17406	Physical Education II (Men)	4
17501	Physical Education III (Women)	5
17502	New Approaches in Physical Education (Primary Education)	5
17503	New Approaches in Physical Education (Early Childhood Education)	6
17504	Physical Education for Slow Learners	6
17506	Physical Education III (Men)	5
17601	Physical Education IV (Women)	6
17606	Physical Education IV (Men)	6
19302	Expression I	3
19402	Expression II	4

Department of Physical Education

Synopsis of Subjects

17101 Foundations of Movement I

The scope, aims and values of physical education in the primary school; an analysis of movement involving body awareness, space awareness, effort awareness and relationship as applied to gymnastics; the mechanical principles of movement in relation to gymnastic skills; physical fitness and its physiological and motor components; various approaches used in teaching gymnastics, and the compilation of lessons and units of lessons in gymnastics.

17102 Sport and Games Method I

A study of the principles concerned in the organisation of an instructional sports coaching programme, illustrated both theoretically and practically, with emphasis upon exposure to a large range of skills practices and lead up games.

17201 Foundations of Movement II

A study of the place of dance in the primary school; folk dance; creative dance, and elementary games skills and games suitable for primary grade children.

17202 Sport and Games Method II

Pre-requisite: 17102 Sports and Games Method I

A further study of the concepts of lessons and programme planning illustrated in the preceding course and related to the secondary schools sports programme.

17203 Sport and Games Method

A study of the nature of children's play interests; analysis of technique and practices of the basic skills of throwing, catching, fielding, kicking and striking; small group practices; lead-up games and practices suitable for selected major games. Suggested organisation procedures suitable for the school sports period; athletics and swimming carnivals; the maintenance and repair of sports equipment in the school; and the organisation of tabloid sports, competition draws and progressive games tournaments.

17301 Physical Education I (Women)

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

A study of human anatomy – skeletal, muscular, circulatory and respiratory systems; components of physical fitness, nutritional fitness; gymnastics including conditioning work, dance exercises and skills of floor work and beam.

17302 Creative Dance

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

A study of a movement analysis related to dance, different dance stimuli and accompaniments and the preparation of units of lessons in Creative Dance suitable for primary school children.

17303 National and Social Dance

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

A study of the techniques, style and rhythms of selected national and social dances, to enrich the repertoire of the participants.

17304 Gymnastics

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

A study of the development of personal gymnastic skills and confidence in teaching gymnastics; and methods and activities suitable for primary school level gymnastics.

The content includes: Safety, group teaching, lesson planning, tumbling, vaulting, small apparatus work, obstacle courses and large apparatus work with the emphasis on sequence development wherever possible.

17305 Sports and Games

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

The study of basic motor skills and children's games, followed by a study of a selected major game which is covered both in theory and practice.

17306 Physical Education I (Men)

A practical course concerned with the acquisition of advanced skills in tumbling, trampolining, vaulting and parallel bar work; and a theoretical area concerned with the concept of stress and its application to sports training and also with scientific principles of training for sport.

17401 Physical Education II (Women)

Pre-requisite: 17301 Physical Education I

A study of the history and development of dance and various dance forms; practical studies involving sequence work on floor exercise and beam in gymnastics; and practical studies involving dance skills and styles illustrating various dance approaches.

17406 Physical Education II (Men)

Pre-requisite: 17306 Physical Education I

A practical course involving an extension of skills in the areas of tumbling, vaulting, trampoline and parallel bars in addition to roman rings and the horizontal bar; and a theoretical course involving an investigation of the application of scientific training principles in selected sports through interview and observation.

17501 Physical Education III (Women)

Pre-requisites: 17301 Physical Education I
17401 Physical Education II

A study of the theoretical and practical experiences of skills in gymnastic and sport activities, incorporating the understanding and practices of mechanical principles, and the safety techniques of these activities.

17502 New Approaches in Physical Education (Primary Education)

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

This course is designed mainly to further the students' knowledge of the content and methods used in the teaching of educational gymnastics and creative dance in the primary school. Lectures will be supplemented by seminars and discussions related to programming of physical education in the primary school.

17503 New Approaches in Physical Education (Early Childhood Education)

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

A study of movement analyses using discovery and learning situations for both gymnastics and dance suitable for infant children and the development of suitable programmes. Lectures will be supplemented by seminar work and the practical development of creative dance lessons in a workshop situation.

17504 Physical Education for Slow Learners

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

A study of research relevant to perceptual motor development in educationally and mentally retarded children; problems of fitness and obesity in handicapped children; various movement analyses using discovery learning situations, for both gymnastics and dance and practical illustration; programmes suitable for specific physical purposes, and modern playground planning.

Lectures will be supplemented by visits to schools and observation of children, practical application of principles and workshop sessions related to the development of programmes in dance.

17506 Physical Education III (Men)

Pre-requisite: 17406 Physical Education II

A practical course concerned with the fundamental skills and techniques of selected sports and recreational activities e.g. aquatics and squash; and a theoretical course including investigation of general mechanical principles contributing to skilful technique in selected sports.

17601 Physical Education IV (Women)

Pre-requisite: 17501 Physical Education III

A study of theoretical and practical experiences related to the extension of gymnastic ideas and skills, leading to sequence composition in floor and apparatus work; and skill development in selected recreational games e.g. volleyball, squash, archery, synchronised swimming.

17606 Physical Education IV (Men)

Pre-requisite: 17506 Physical Education III

A practical course continuing the development of fundamental skills and techniques of other selected sports and recreational activities of tennis and golf; and a theoretical area involving the presentation of a mechanical analysis of a selected sporting activity or movement.

19302 Expression I and

19402 Expression II

Pre-requisites: 17101 Foundations of Movement I
17201 Foundations of Movement II

This course introduces students to dance as a form of creative expression. It attempts to develop the students' knowledge and application of the elements of dance e.g. level, direction, dynamics, forces, rhythm, movement skills and techniques for body control and expression. The core of the course is dance composition with the main project being the choreography by groups of students of their own modern dance composition. (See also *19302 Expression I* and *19402 Expression II* under DEPARTMENTS OF ENGLISH, SOCIAL STUDIES.)

Department of Science

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Synopsis of Subjects

18101 The Processes of Science

The course is designed to help students to develop the enquiry (or process) skills and a scientific approach to solving problems. It incorporates twelve graded units of work involving individual practical exercises and study guides for extension and consolidation. The topics are taken from a range of content areas.

18201 Exploration in Science

This course will consist of individual and small group investigations within content areas selected by the students concerned. Each student will also be involved in discussion and evaluation of these research projects.

18504 Science Method (Primary Education)

The course is designed to further develop science skills, and to develop understanding and knowledge of techniques, resources and learning-teaching approaches suitable for the middle childhood stage.

Topics treated will include: aims and principles in teaching science in primary grades; curriculum developments in Australia and overseas; planning excursions; environmental studies; classroom organisation for science activities; keeping living things; aids and resources for science; and developing subject themes in primary grades. Individual practical work and lesson planning by students will be emphasized.

18505 Science Method (Early Childhood Education)

The course is designed to further develop science skills, and to develop understanding and knowledge of techniques, resources and learning-teaching approaches suitable for the early childhood stage.

Topics treated will include aims and principles in teaching science to young children; a survey of current curriculum programmes developed in Australia, the U.K. and U.S.A., planning excursions, environmental education for infants, science "corner", keeping living things, science aids and resources and theme development. Each student will be involved in practical studies and organising an excursion.

18506 Science Method (Special Education)

The course is designed to further develop the students' own science skills, and to extend their understanding and knowledge of techniques, resources and learning-teaching approaches suitable for slow learners in primary grades.

Topics treated will include aims and principles in teaching science to slow learners; a survey of current curriculum programmes developed in Australia, the U.K. and U.S.A., planning excursions, environmental education for slow learners, science "corner", keeping living things, science aids and resources and theme development. Each student will be involved in practical studies and organising an excursion.

- 18301 Ecology and Environment and
18401 Ecology and Environment II**
- The content of the course includes: a broad survey of the Australian environment; a study of the bush around the College as an example of a terrestrial ecosystem; and a study of man's evolution, his interaction with and increasing impact on his environment, leading to the consideration of selected examples of current environmental problems.
- 18501 Ecology and Environment III and
18601 Ecology and Environment IV**
- The course centres around a study of marine and freshwater ecology. This includes a study of:— Oceans — their chemical, physical and geological characteristics as well as their biotic communities; coastal, including estuarine ecosystems; Fresh-water ecosystems; Man's use of and impact on these ecosystems with particular attention to the impact of the city of Sydney.
- 18302 Primary School Science I and
18402 Primary School Science II**
- This two year course is intended to prepare students to become more confident and knowledgeable in teaching science at the primary school level. The emphasis in Semester I is on Physics and on the Plant Kingdom in Semester II. The Animal Kingdom and certain aspects of Earth Science will be the content areas of Semesters III and IV respectively.
- The course is essentially practical in nature, but will include such matters as: science teaching projects and curricula in Australia, the U.K. and U.S.A.; teaching strategies in science; lesson presentation and the organisation of various learning situations; science equipment and improvisation; and the use of audio-visual aids in science teaching.
- 18303 Australian Natural History I and
18403 Australian Natural History II**
- This two year course is intended to give students a broad general understanding of the flora and fauna of Australia and their adaptation to various environments. Semester I deals with the native plants and animals of the Sydney region, with the emphasis on observations and identification in the field.
- Such concepts as energy cycles and adaptations to environment are introduced in Semester II to lead on to studies of plants and animals in different specific environments of Australia. These, together with some geological history and palaeontology, will be the content of the second year of the course.
- 18108 Chemistry I**
- This course is laboratory based and designed to give students an understanding of the fundamental concepts of chemistry, experience in problem solving and practical competence in the chemistry laboratory.
- Topics studied include: extranuclear structures of atoms and classification of elements, properties of atoms and the formation of molecules, ionic and covalent compounds, states of matter and solutions, matter and energy changes, acids and bases, redox reactions, complexation and precipitation, organic chemistry, metallic and non-metallic elements.
- 18308 Chemistry II**
- Pre-requisite: 18108 Chemistry I
- This is an organic chemistry unit. Emphasis is placed on experimental work and a satisfactory level of achievement in this is a unit requirement.
- The major topics to be discussed will be: bonding and electronic structure; systematic nomenclature; hydrocarbons and hydrocarbon derivatives; alcohols and related compounds; benzene and aromatic compounds; reaction mechanisms including postulated mechanisms for carbonium ion formation, dehydration of alkanols, halogenation, and hydrohalogenation of alkenes, halogenation, nitration and alkylation of benzene; structure and spectrometry including exercises in U.V., I.R., N.M.R. and Mass Spectroscopy.
- 18408 Chemistry III**
- Pre-requisite: 18308 Chemistry II
- This course extends the material studied in Chemistry II. Underlying principles are treated in greater depth. Areas to be studied include structure and stereochemistry, configuration and conformation, the chemistry of alcohols, alkyl halides, ethers, esters, aldehydes, ketones, organic acids, carbohydrates, amines and amino acids.
- 18508 Chemistry IV**
- Pre-requisite: 18408 Chemistry III
- The course is designed to introduce the student to the theories, laws and generalisations in inorganic chemistry that have been arrived at through detailed empirical study of the chemical elements. The course should also serve as a basis on which the students can build their study of the elements to be covered in 18608 Chemistry V.
- Topics:— (i) Atomic Structure: the nucleus, radioactivity, fission, fusion, transuranic elements; the electrons, atomic spectra, quantum theory, wave mechanics. (ii) Periodicity: the properties of the elements and the periodic table. (iii) Valency: electrovalent, covalent and hydrogen bonds, orbital hybridisation, molecular orbitals, the shapes of molecules and ions. (iv) Molecular and Crystal Structure: crystals, bonding in the solid state, the structure of inorganic compounds. (v) Principles of Chemical Reactions: enthalpy, entropy, free energy, equilibria, bond strength. (vi) Solution Chemistry: the nature of solutions, solution equilibria, qualitative analysis, acid/base equilibria, redox equilibria, electro-chemistry, non-aqueous systems.
- 18608 Chemistry V**
- Pre-requisite: 18508 Chemistry IV
- This is a laboratory based course supplemented by tutorial/lectures at an advanced level. The course is divided into two major parts. Areas to be covered in each part are: (i) the comparative chemistry of representative elements; similarities and trends within groups of the periodic table; distribution and extraction of chemical elements; solvent extraction and ion exchange; qualitative analysis. (ii) reactions in water and nonaqueous solvents; comparative chemistry of the transition elements; co-ordination chemistry; quantitative analysis.

18109 Geology I

An introductory unit in Geology concentrating upon the concept of geological time, processes of weathering, erosion and sedimentation and the spatial relationships of sedimentary rocks. Satisfactory participation in at least one full day excursion is necessary.

18309 Geology II

Pre-requisite: 18109 Geology I

This course serves to introduce a study of the properties of rock-forming minerals and crystallography. It leads on to a study of igneous rocks including the preparation of thin sections of igneous rocks. Aspects of igneous rock classification, the origin of magmas, Bowen's reaction series and magmatic differentiation and the origin and structure of the Earth are considered. An introduction to ores and ore forming minerals is to be given and some consideration of the properties of rock forming minerals in thin section.

A major excursion to the Yass area will form an integral and essential part of the course.

18409 Geology III

Pre-requisite: 18309 Geology II

This course will follow up the field work in the Yass area with emphasis on geological mapping and air photo interpretation. An introduction to modern geological concepts such as sea floor spreading and plate tectonics will be given, together with the relationship of these ideas to the geological history of our own continent, with emphasis on local areas. Such topics as metamorphic minerals and orogenesis will be included with the above work. Some time will also be devoted to method work and teaching techniques related to the above topics.

18509 Geology IV

Pre-requisite: 18409 Geology III

Discussion of modern theories of earth structure, orogenesis and metamorphism, leading to an overview of the geological history of the Australian continent (with special reference to New South Wales) and of the relationship of the occurrence of earth materials of economic importance to this history.

18609 Geology V

Pre-requisite: 18409 Geology IV

Part one of this course will be divided into two sections (i) preparation of a multi-media exercise based upon fieldwork and (ii) a research unit in palaeontology and stratigraphy. Some individual fieldwork will be anticipated.

Part two of this course will consist of a detailed study of several igneous rock suites, both in hand specimen and in thin section. Field study of some of these suites will be undertaken, where possible, on a voluntary basis.

18110 Physics I

This course is designed to stimulate interest and provide enjoyment of investigations in the field of physics. Laboratory investigations form a basis for discussion of important concepts and processes in physics and supplementary reading provides appreciation of its historical and social implications.

Kinematics, Dynamics, Mechanics — (i) a course emphasizing experimental techniques and procedures in physics; (ii) use of photography to analyse motion. Mathematical descriptions of motion, free fall, projectiles, rotating bodies. Conservation laws of energy and momentum. (iii) Kinetic model of matter, temperature and heat, properties of gases.

18310 Physics II

Pre-requisite: 18110 Physics I

Electromagnetism — (i) electric and magnetic fields, electric currents, potential difference, power, effects of moving charges; (ii) electromagnetic induction, Faraday's law, Hertz's law, generators, motors, meters, A.C. and D.C.; (iii) electronics, function of elementary circuit components; (iv) electromagnetic waves, the electromagnetic wave spectrum, propagation, interference.

18410 Physics III

Pre-requisite: 18310 Physics II

Atomic and Nuclear Physics — (i) experiments leading to the development of a model for the structure of the atom; electrons, the Bohr model, wave properties, uncertainty principle; (ii) discovery and properties of particles emitted by radioactive materials, penetration, half life, neutrons and neutrinos; (iii) models for the structure of the nucleus, isotopes, nuclear reactions, nuclear power.

18510 Physics IV

Pre-requisite: 18410 Physics III

The Atom and the Nucleus — (i) historical development and experimental evidence which led to the quantum mechanical model of the atom including cathode rays, x-rays, photoelectric effect, spectra, Rutherford's model, the Bohr theory, Franck-Hertz experiment, wave particle duality and relativity; (ii) historical development and experimental evidence of the structure of the nucleus including radioactivity, isotopes and the composition of the nucleus.

18610 Physics V

Pre-requisite: 18510 Physics IV

Atoms and Galaxies — (i) a review of the main stream of Physics — quantum mechanics, nuclear and atomic physics, relativity, cosmology; (ii) there will be extensive student contribution to this course and this will be the basis of assessment; (iii) there may be one or two laboratory projects if relevant ones can be found.

Electronics — (i) undertaking of a project agreed upon by the group — could be a joint project such as a music synthesizer or logic circuits to demonstrate computer function, or transceiver or individual projects such as a broadcast band or F.M. receiver or audio amplifier; (ii) discussion of electronics theory and how it is applied in various fields chosen by the group e.g. the entertainment industry — hi-fi, TV, radio or instrumentation or computing.

18107 Biology I

This is an introductory unit making provision for students entering the course with varying backgrounds in biology. It will focus on some of the methods biologists use in studying living systems in order to develop an understanding of scientific methodology as well as to build up a basic knowledge of some of the generalisations that are significant in biology.

Topics for study include: cell structure and function, cell development and differentiation, cell reproduction, micro-organisms as simple cellular organisms, population dynamics, interaction between populations, natural selection.

Emphasis will be placed on students developing the ability to make relevant observations, collect and analyse data and communicate scientific understanding to others. Priority will be given to learning experiences through laboratory investigations and discussion.

**18307 Biology II,
18407 Biology III and
18507 Biology IV**

The Biology Units II, III and IV centre on laboratory and field studies, and in addition to the development of practical skills special reference will be made to collection and analysis of numerical and non-numerical data. Work of a more theoretical type will examine the nature of biological investigations, construction and assessment of hypotheses, review and synthesis of data and ideas.

These activities within the following content areas lead to knowledge of facts and principles and to the development of their coherent verbal and written communication.

18307 Biology II

Pre-requisite: 18107 Biology I

Organisms and Populations: variation and inheritance; inheritance and selection in population; the community as an Ecosystem; evolution and origin of species.

18407 Biology III

Pre-requisite: 18307 Biology II

Maintenance of the Organism: gas exchange between organisms and the environment; transport within organisms; metabolic systems.

18507 Biology IV

Pre-requisite: 18407 Biology III

The Developing Organism: reproduction; patterns of development; factors influencing development.

18607 Biology V

Pre-requisite: 18507 Biology IV

The aims of this unit will be: to study the distribution and abundance of organisms experimentally; to explain and use ecological methods; to build up a body of knowledge of ecological principles. It will centre on the study of the distribution and abundance of Australian plant species, with some work on other organisms. The course will centre on field and laboratory investigations in an attempt to gain insight into the methods of measuring distribution and abundance of species and the physical, chemical and biological factors that are active in determining the distribution and abundance of Australian species.

18104 Curriculum Studies I

A survey of some current trends and developments in primary school curricula. Some basic skills important to teaching science in the secondary school; communication skills, using visual aids, giving a demonstration, questioning. The aims of teaching science and some resource material which seems to achieve these aims.

18204 Curriculum Studies II

Pre-requisite: 18104 Curriculum Studies I

Further discussion of resource material. Organisation of the learning situation; sequencing of material, model lesson plans, class control and discipline, distribution of equipment. Stages of child development; use of group and individual programmes in science teaching.

18304 Curriculum Studies III

Pre-requisite: 18204 Curriculum Studies II

This unit aims to extend students' understanding of how science experiences at school can contribute to the development of pupils. The requirements of the School Certificate Science Course as set out in the Statement of Aims and Content, and the Assessment Guide will be used as a basis for developing criteria for the selection of curriculum materials to be used in designing learning experiences for pupils in grades 7 to 10. In workshop activities, students will analyse curriculum materials and, working co-operatively, develop units of work for use in a simulated school situation. Participation in role plays and case study analysis will focus on decision making in the classroom context. The unit will include a number of school visits to observe teachers and students at work.

18404 Curriculum Studies IV

Pre-requisite: 18304 Curriculum Studies III

This unit will focus on some of the factors that affect pupil response in the classroom, and will consider how the laboratory can be used effectively to provide learning experiences in science. Students will study motivation, the influence of different teaching methods on pupil behaviour, problem solving behaviour and the question of management and control in the laboratory.

As part of the school experience period, students will be expected to complete classroom exercises concerned with studying interaction in laboratory classes and analysing critical incidents. The final part of the unit will be concerned with the practical details of laboratory organisation and use.

18513 Special Chemistry Method

Pre-requisite: 18404 Curriculum Studies IV

The objectives of the unit are: to study the teaching of chemistry in the high school through a selected range of chemistry topics; to examine some of the philosophical bases of elementary chemistry; and to assist students in developing their individual approaches to the teaching of chemistry.

Lectures, discussions, student seminars and assignments will cover such topics as: symbols, formulae, equations; pure substances, elements, compounds, mixtures; types of definitions and their role in teaching; the nature of mental models and scientific theory and the learning processes related to them; the structure of properties of substances; models as teaching aids, positive and negative analogies; hypothesis in teaching chemistry – the place of inductive and deductive approaches to teaching; the place of practical examinations; shapes of molecules, chemical periodicity, organic chemistry, chemical equilibrium, industrial processes, acid-base theories, chemical calculations; literature on chemistry teaching.

18514 Special Physics Method

Pre-requisite: 18404 Curriculum Studies IV

This unit is offered at a stage where the student has had a large number of experiences in physics relevant to the teaching of physics. Special Physics Method builds on these experiences and in addition aims to examine the relevance of physics to the growth and development of the school student, to acquire skills necessary to facilitate learning in physics, and to accumulate and critically evaluate a wide variety of resource materials for these learning experiences. The unit will require a high degree of active involvement including library research, seminars and the development of a resource file.

The content of the unit includes the nature of physics and philosophy of physics education in relation to the Aims Document of N.S.W. secondary schools; types of learning experiences such as investigations, case histories, invitations to enquiry, demonstrations, the hierarchy of physics concepts.

18512 Teaching Controversial Issues

Pre-requisite: 18404 Curriculum Studies IV

This unit is designed to focus on some areas of controversy which may arise in

teaching science as well as in the broader context of the classroom and school, and to consider the role of a teacher in handling a controversial issue in the classroom.

Students will be assisted in clarifying the values they hold in relation to certain controversial issues and will analyse the origin of these values, attempting to assess the sources of influence and the reliability of these in forming particular attitudes. By means of peer group discussion, role plays and other simulation activities, students will be encouraged to reduce prejudice against views different from their own, and to increase understanding and tolerance of other positions. A major part of the unit will be concerned with students producing their own units for the examination of a controversial issue of relevance to the school.

18612 Science Workshop

Pre-requisite: 18404 Curriculum Studies IV

This course is designed to assist prospective science teachers acquire the basic skills, knowledge and techniques needed to operate in and manage a school laboratory.

Topics to be dealt with include working with glass, stock maintenance and storing, safety, first aid, repairing equipment, model making, using tools, preparation of biological specimens, photography, care of gas cylinders, care of live animals, laboratory organisation and duties of school laboratory attendants.

18511 Evaluation in Science I

Pre-requisite: 18404 Curriculum Studies IV

The aim of the course is to enable the student to discuss critically the relevance of evaluation of learning in science; devise appropriate evaluation items for a given purpose; perceive the need for evaluation at various stages of the learning process; analyse and interpret data from tests; and have a critical attitude towards prepared items and curriculum materials.

Consideration of aspects of validity and reliability with application to practical examples. Statistical analysis of evaluation items. Consideration of examiners' reports. Discussion of criteria for validity and reliability of psychomotor items. Introduction to assignments 1 and 2. Evaluation and Piaget's Stages of Intellectual Development. Presentation of seminar on evaluation in the cognitive area. Workshops on psychomotor items. Presentation of psychomotor test items and peer evaluation.

18611 Evaluation in Science II

Pre-requisite: 18511 Evaluation in Science I

The course will centre around evaluation in the affective area and will consist largely of student seminars on the following topics: creativity; interest and curiosity; open mindedness; perseverance; communication by writing; communication by speaking; non-verbal communication.

Department of Social Science

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Diploma in Teaching (Secondary Education – Science)

**DIPLOMA IN TEACHING (PRIMARY EDUCATION)
DIPLOMA IN TEACHING (SECONDARY EDUCATION—SCIENCE)**

Department of Social Science

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Department of Social Science

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19101 Australian Society I

This course is an introductory curriculum study of one semester duration. Drawing from the fields of Australian history and government, the course examines a number of topics related to the areas of inquiry of the Curriculum Guidelines for Primary School Studies. Associated with the course will be introductory work on methods of teaching the social studies in the primary school. Examples of topics to be treated are: the Australian aborigines; changes in transport and communications; Sydney Cove; a reflection of colonial development; decision-making in Australia.

19102 Historical Perspectives I

An examination of selected important trends of the contemporary world in historical perspective and an application of the techniques of historical methodology to such an examination, using as contrast the techniques of natural science methodology. The aim of the course will be to arrive at an understanding of the nature of contemporary society by historical examination with particular emphasis on the role of science and technology.

19201 Australian Society II

Pre-requisite: 19101 Australian Society I

This course is an introductory curriculum study of one semester duration. Drawing largely from the subject area of geography, it will examine a number of topics related to suggested areas of inquiry in the Curriculum Guidelines for Primary Social Studies.

The course will also include some work on the planning and conducting of units of work. The major areas of inquiry relate to the relationship of people with the natural and cultural environments, and change as a continuing process in the total environment.

19202 Historical Perspectives II

Pre-requisite: 19102 Historical Perspectives I

As for 19102 Historical Perspectives I with such perspectives as industrialisation and its effects; European colonisation — the Imperialist phase of the nineteenth century; modern ideologies — capitalism and socialism and Australia in the modern world.

19301 Man and Society I

The course is interdisciplinary in that it uses the approaches of a number of subject areas to study selected social issues in two societies: Britain during her first industrial revolution, and post-Meiji Japan. The contrasting nature of the traditional societies in the two countries, the differing process of social change in each case and the interaction of continuity and change will be the major

centres of interest. Teaching will be conducted by a team, using formal mass lectures and tutorials. (See also 19301 *Man and Society I* under DEPARTMENT OF ENGLISH.)

19302 Expression I

The course provides opportunities for the student to express himself through a variety of media in the context of the social ideas met in *Man and Society I*. The following media are available: art, craft, dance, drama, music, television, textile craft and written expression. (See also 19302 *Expression I* under DEPARTMENTS OF ENGLISH, PHYSICAL EDUCATION.)

19303 History of the West I

The course aims to allow students to examine in some depth the European renaissance of the 13th, 14th and 15th centuries. Such aspects as art, architecture, sculpture, literature, music, science and medicine are investigated by lecture and seminar. Continual reference to mediaeval Europe and to the ancient world will reinforce the overall theme "Continuity and Change".

19304 Political Thought I

The course examines some of the most significant ideas and beliefs man has held about political authority and the nature of the State during the ancient and mediaeval times. Topics include: the Greek city-state; Athens and Sparta; the ideas of Plato and Aristotle; Roman law and political ideas; Christian political thought; relations between Church and State; feudalism; the ideas of Dante and Aquinas.

19305 Comparative Politics I

The course is designed to give the student a descriptive background in the U.S. system of government and its main areas of contrast with the Australian system.

19306 Geography I

An introduction to the study of man and his environments. The course will examine how man's ways of life have been influenced or shaped by the world in which he lives, and how, in turn, man has modified the areas in which he lives. The dynamic nature of the environment will be examined by a consideration of the interacting elements of the population, the physical-biotic environment, social organisation and technology. Lecture topics and students' individual studies will illustrate: variations in land use; in space and time; sequent occupation in rural and urban areas; problems arising from varied representation of reality; areas where nature dominates man; areas where man co-operates with nature.

19308 History

The course is designed to supplement the student's understanding of History as a study. It examines some of the perspectives which History provides on contemporary trends particularly as they affect Australia. There is scope for student choice in some of the material studied.

19309 Government

The course will basically constitute a descriptive look at the Australian system of government for students seeking an elementary understanding of the subject.

19310 Social Issues and the Media

A critical examination of the media in reporting of social issues; the distinction between direct reporting and editorial comment. Sources of news gathering; the role of the press agency. Ownership of the media in Australia. Current social events and their treatment by the media in terms of the above.

19311 Local History

This course examines the origins and growth of the local areas north of Sydney Harbour, particularly those surrounding the College. Individual and/or group studies will be undertaken of such themes as housing and population growth; transport and communications; industry and commerce; religion; recreation.

19312 Geography

This course will present a programme of practical geography in which students will extract and interpret geographical information from a variety of resource materials. The materials used will include maps (topographic and others), synoptic charts, map and photograph combinations, graphs, statistics and written data. The course is designed for those students who require supplementary work to assist in the further development of geographical skills.

19401 Man and Society II

Pre-requisite: 19301 Man and Society I

The course is interdisciplinary in that it uses the approaches of a number of subject areas to study the interaction of continuity and change in contemporary society, using the framework established in Man and Society I to examine selected features and problems, e.g. the roles of science, religion, technology, authority, literature, the arts and education. The course will attempt to see how change takes place in our society, the agencies that control and promote it, the reaction and resistance to change. Teaching will be conducted by a team, using formal mass lectures, seminars and tutorials. (See also 19401 *Man and Society II* under DEPARTMENT OF ENGLISH.)

19402 Expression II

The course provides opportunities for students to express themselves through a variety of media in the context of the social ideas met in Man and Society II. The following media are available: art, craft, dance, drama, music, television, textile craft and written expression. Assessment will be based on class work. (See also 19402 *Expression II* under DEPARTMENTS OF ENGLISH, PHYSICAL EDUCATION.)

19403 History of the West II

Pre-requisite: 19303 History of the West I

The course aims to enable students to examine in some depth the religious reformation in 16th century Europe and to assess the influence of the Renaissance upon it. Such aspects as the nature of the 16th century, the doctrinal, moral and social roots of the religious upheaval, the crises in Germany and Switzerland, the role of radical groups, the extension of the movement and the Roman Catholic response to it are examined, by lecture, seminar and study of contemporary source material.

19404 Political Thought II

Pre-requisite: 19304 Political Thought I

The course examines some of the most significant ideas and beliefs man has held about political authority and the nature of the State from the Renaissance to the end of the eighteenth century. Topics are: Machiavelli, political realism and the emergence of a modern concept of the State; English political ideas of the seventeenth century — Hobbes and Locke; political thought in eighteenth century America and eighteenth century France.

19405 Comparative Politics II

Pre-requisite: 19305 Comparative Politics I

The course will build upon the foundations provided in Comparative Politics I by a deeper analysis of the U.S. political system. Selected case studies will be made of U.S. politics with emphasis upon Australian comparisons.

19406 Geography II

Pre-requisite: 19306 Geography I

This course aims to develop geographical concepts considered in Geography I *The Earth and Man*. The emphasis will be on the dynamic nature of the environment and man's use of it. Studies will be made of areas of the world where man appears to be the dominant feature of the environment. Changes in the environment caused by man, deliberately or accidentally, will be examined in lectures and in the individual work of students.

19501 Society — A Curricular Study

To provide the necessary background of the processes of human society using the society of Papua New Guinea as a model and to examine the scope and purpose of social studies in the primary school, the infant school and adaptation to the needs of special education.

19503 History of the West III

Pre-requisite: 19403 History of the West II

This course of lectures and tutorial discussions examines the changes wrought in Western society by the social, political and technological revolutions in the century between 1770 and 1870. The growing importance of nationalism and the personalities of some of the main protagonists are also studied.

19505 Comparative Politics III

Pre-requisite: 19405 Comparative Politics II

The course is designed to give the student a descriptive background to the Government of the Soviet Union with emphasis upon Australian comparisons. Some introductory work to Marxism will also be included.

19506 Geography III

Pre-requisite: 19406 Geography II

This course is concerned with the origin and spread of cities over time. Changes in their form and function will be noted. The urbanisation process will be examined in order to understand the nature of many contemporary urban problems. Theoretical explanations of city structure will be studied; then the models will be used to investigate the structure and growth of selected cities. The concept of optimum size of a city will be examined.

19507 Culture Contact III

Pre-requisite: Culture Contact II

This course will examine tradition and change in the Pacific Islands. It will attempt to reconstruct the origins, development and segmentation of the Pacific communities, and show how they reacted to the initial contact with European influence.

19603 History of the West IV

Pre-requisite: 19503 History of the West III

This course of lectures and tutorial discussions emphasises the main social, political and technological issues that have confronted Western society during the last hundred years in both national and international spheres; how these issues have arisen, the effects they have had, and how resultant problems have been faced.

19605 Comparative Politics IV

Pre-requisite: 19505 Comparative Politics III

The course will probe more deeply into the workings of politics in the Soviet Union as an extension of the work done in Comparative Politics III. Selected case studies will include Stalin's rise to power; Trotsky; Khrushchev; Brezhnev; and the "Democratic Movement" in the Soviet Union today.

19606 Geography IV

Pre-requisite: 19506 Geography III

This course is concerned with aspects of urban planning. Contemporary urban problems such as increasing population, traffic congestion, environmental problems will be examined in order to determine ways of modifying or eliminating them in the future. Special reference will be made to the planning and development of growth centres and satellite cities and the problems associated with urban renewal. Examples for study will be mainly drawn from Australia.

19607 Culture Contact IV

Pre-requisite: 19507 Culture Contact III

This course will be concerned with a detailed study of communities in the Pacific after their initial period of contact with European culture, and will trace their gradual transformation as acculturative pressures brought new ideas, commodities, economic procedures and political systems.

Diploma in Special Education



Diploma in Special Education

This is a one-year, full-time course intended to provide for qualified teachers additional training in the education of intellectually handicapped children.

The course provides extensive training in the theory, methodology and practice of teaching of intellectually handicapped children. It also involves study and awareness of community resources, educational, medical and paramedical, which are provided for the intellectually handicapped. Provision is made for students to give demonstration lessons and visit appropriate institutions and organisations. As part of the course, persons who are specialists in this field are invited to lecture on their own topic.

Semester 1

Subject Number	Subject Name	Hours per week
10510	Art/Craft Method I	2
12506	Special Education I	8
13514	English Method I	3
14507	Special Education Health	2
16506	Music Method	2
17505	Physical Education in Special Education	2
Total		19

Semester 2

Subject Number	Subject Name	Hours per week
10610	Art/Craft Method II	2
12606	Special Education II	8
13614	English Method II	3
15506	Mathematics Education	2
18515	Natural Science	2
19508	Social Studies	2
Total		19

DIPLOMA IN SPECIAL EDUCATION

Table of Subjects

Subject Number	Subject Name	Semester Level
10510	Art/Craft Method I	1
10610	Art/Craft Method II	2
12506	Special Education I	1
12606	Special Education II	2
13514	English Method I	1
13614	English Method II	2
14507	Special Education Health	1
15506	Mathematics Education	2
16506	Music Method	1
17505	Physical Education in Special Education	1
18515	Natural Science	2
19508	Social Studies	1

Diploma in Special Education

Synopsis of Subjects

**10510 Art/Craft Method I and
10610 Art/Craft Method II**

The course is designed both to explore the educational possibilities of Art/Craft for pupils requiring special education and to develop the students' own personal abilities.

Areas offered during the course will include: drawing; painting; printing; modelling in all forms, i.e. balloon, papier mache, etc; clay modelling; spinning and weaving on simple looms; woodcraft particularly related to the production of equipment for balance co-ordination; puppetry and mask making; copper enamelling; use of environmental material. Other areas will be included as the need arises.

**12506 Special Education I and
12606 Special Education II**

The course aims to provide an in depth study of children who appear to be atypical in their learning performance. It aims to return the teacher to the schools with expertise in diagnostic procedures and the ability to develop and teach individualised programmes that will enable the child to maintain meaningful learning.

13514 English Method I

The objectives of the course are to provide qualified teachers with a theoretical basis to assist the language development of mentally handicapped children; to provide opportunity for the development of course structures for such children — themes, test programmes and remedial work; and to familiarise teachers with available teaching material.

Normal language development: behaviourist and cognitive theories of development and their implications — Skinner, Carrole, Chomsky, Vigotsky, etc. Tests of language development — rationale of testing — forms of tests. Physical aspects of speaking and listening — programmes for listening improvement — programmes for speech improvement. Teaching materials — Distar and Peabody Kits in language and reading. Creative work: dramatic improvisation; using pictures and television as stimuli for talk and action; film-making with children.

13614 English Method II

The aim of this course in Remedial Reading is to provide resource teachers with strategies for identifying children with reading difficulties, diagnosing specific areas of difficulty, and organising classroom and individual reading programmes.

The development of reading proficiency: sensory-motor development; visual and auditory sensory development; language and perceptual development, and the relationship of these to each other. Screening and diagnostic testing: evaluation of and experience with various group and individual tests.

Strategies for setting up remedial groups within the normal classroom and with special groups or individuals — techniques of remedial procedures — awareness and evaluation of various reading materials.

14507 Special Education Health

A course to provide experienced teachers with an adequate health information background so that they may more fully understand problems of the retarded child; to help the teacher to develop and maintain his own physical and mental health; to promote methods and techniques which will help teachers in health education in special education settings.

15506 Mathematics Education

The course is designed to enable teachers to examine methods of isolating areas of inadequate concept formation and to develop a variety of techniques to remedy these inadequacies. Special attention will be given to the needs of both primary and secondary teachers: Causes underlying difficulties in Mathematics and methods of identifying and isolating different levels of mathematical performance. Detailed examination of variety of structured materials to be used in teaching selected topics from current curriculum. Examination of classroom techniques for individualising instructions. Social applications of Mathematics.

16506 Music Method

The nature of sound, natural sound, man made sound, ordered sound, organised sound and music in relation to human emotional and physical response, with reference to the task. Possible uses, unfortunate misuses and accidental dangers of sound in relation to child growth in the areas: (a) spatial — physical awareness and confidence; (b) emotional awareness and confidence; and (c) intellectual realisation and confidence. The nature of basic concepts and basic relationships in the field of organised sound. Creating activities, keeping to child levels in the areas referred to above, including levels of awareness in sound relationships; devising progressions related to child problems, natural development in the areas referred to above, and keeping to child level of awareness in sound relationships. Nature of response to rhythm. Objectives, game ideas and classroom method in eurhythmics. Making of simple instruments valuable for above work.

17505 Physical Education in Special Education

A study of research evidence of the perceptual and perceptual-motor development of educationally retarded, mentally retarded and physically disabled children. Observation of children with motor problems, e.g. OF children. A study of the principles involved in therapeutic exercise; special playgrounds and programme suitable for the handicapped; and recreational activities suitable for the handicapped.

The lectures and discussions will be supplemented by visits to schools to observe children with specific motor problems; films and practical illustrations of principles involved in the attainment of the specific physical abilities, and observation of testing techniques using children with perceptual-motor difficulties.

18515 Natural Science

This course is designed to increase the teachers' own knowledge and interest in those aspects of science most likely to be of interest to their pupils, and to assist them to plan effective ways of providing meaningful and enjoyable science experiences within the classroom and out of doors.

The presentation will basically be by laboratory and workshop sessions including discussions of practical applications to the school situation.

The topics will be selected from a range of natural phenomena significant to children such as: ourselves, animals and plants, growth and development, foods, environmental studies, weather, the sky, man and machines, "kitchen" chemistry and everyday physics.

19508 Social Studies

This course will study the role of Social Studies in the field of Special Education. Modern trends in Social Studies will be examined and teaching strategies suitable for retarded children developed. Particular emphasis will be given to concept formation and development.

Diploma in Teacher Librarianship (A)

Primary School Teacher Librarians released from schools for an academic year.

This course is designed to meet the needs of educationists who will be operating through a school library (resources centre). Emphasis is placed on the selection, organisation and use of a wide variety of resources in varying media. The course will train the media specialist who is also a teacher to develop and implement the primary school curriculum in the light of progressive educational theory and practice.

Semester 1

Subject Number	Subject Name	Hours per week
11502	Audio-visual Resources I	2
12507	Educational Theory I	4
13515	Literary Resources I	4
31501	Library Practice I	4
31502	Library Administration I	3
Total		17

Semester 2

Subject Number	Subject Name	Hours per week
11602	Audio-visual Resources II	2
12607	Educational Theory II	4
13615	Literary Resources II	4
31601	Library Practice II	4
31602	Library Administration II	3
Total		17

DIPLOMA IN TEACHER LIBRARIANSHIP (A)

Table of Subjects

Subject Number	Subject Name	Semester Level
11502	Audio-visual Resources I	1
11602	Audio-visual Resources II	2
12507	Educational Theory I	1
12607	Educational Theory II	2
13515	Literary Resources I	1
13615	Literary Resources II	2
31501	Library Practice I	1
31502	Library Administration I	1
31601	Library Practice II	2
31602	Library Administration II	2

Diploma in Teacher Librarianship (A)

Synopsis of Subjects

11502 Audio-Visual Resources I

Planning and compiling a resource file – cassettes – filmstrips and slides – overhead projection – copying machines – duplicating techniques – 8 mm loop, cartridge and spool projectors – 16 mm film – school broadcasts and telecasts – photography.

11602 Audio-Visual Resources II

Graphics – audio-visual multi-media kits – programmed instruction – transparencies – colour slide narrative – cine 8 mm school movies – language laboratory – photography – teaching machines – television as a resource.

12507 Educational Theory I

Human development and personality – child education – learning theories.

12607 Educational Theory II

Research methods – curriculum theory and study – modern approaches to teaching – the role of the librarian (media specialist).

13515 Literary Resources I

Place of reading and literary experience in education – historical development of literature – some twentieth century themes.

13615 Literary Resources II

Developmental approach – needs, interests and individual differences – influence of the mass media – literature in operation – developing library and research skills.

31501 Library Practice I

Resource materials – policy and criteria of selection – selection aids – collection building.

31502 Library Administration I

Historical development of libraries and library services – historical development of resources – design and architecture.

31601 Library Practice II

Descriptive cataloguing – classification – library records.

31602 Library Administration II

Job analysis, e.g. reference work – relations with staff and administration – community involvement.

Diploma in Teacher Librarianship (B)

Teacher Librarians released from schools for one semester only.

This is a modification of Course A (see page 159) in that it is designed for primary and secondary teacher librarians who will be studying full-time for one semester with the possibility of completing a further semester's work by part-time studies.

Semester 1

Subject Number	Subject Name	Hours per week
11503	Audio-visual Resources IB	2
12509	Educational Theory IB	4
13517	Literary Resources IB	4
31503	Library Practice IB	4
31504	Library Administration IB	3
Total		17

Diploma in Teacher Librarianship (B)

Synopsis of Subjects

11503 Audio-visual Resources IB

A series of programmed instruction guides plus workshops to develop competency in handling various projectors, recorders and photocopying equipment. Guides to the making of software-transparencies; slides; film-strips and loops; movies; tapes; cassettes and multi-media kits.

12509 Educational Theory IB

Learning theories — curriculum theory and study — modern approaches to teaching — the role of the librarian (media specialist).

13517 Literary Resources IB

The place of reading and literary experience in education. Children's needs, interest and individual differences in reading. Brief history of the development of literature for children. Some enduring theme in literature — (i) struggle for survival; (ii) search for identity; (iii) probing the unknown. Building literary resources. Promotion of reading and literary resources.

31503 Library Practice IB

Selection of resource material — book, print and non-print. Developing a balanced collection — acquisition aids; descriptive cataloguing. Subject cataloguing and classification. Classification and cataloguing non-book material.

31504 Library Administration IB

The role and educational function of the library (resource centre) and librarian in modern education. Planning and utilising library facilities. Acquisition processes. Circulation of stock and library management. Public relations and publicity.

Graduate Diploma in Education

This is a two semester, full-time course for University graduates or persons with equivalent qualifications who have had no previous teacher-training, but who wish to train as secondary school teachers.

The course commences in July, at the start of the College's second semester, and concludes at the end of the first semester in the following year. The period, July to December, covers Part I of the programme and the period January to June covers Part II.

Students are required to satisfy requirements in three strands:

- Education Studies** The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, for example, learning theories, child growth and development and curriculum construction, will be examined in depth.
- Curriculum Studies** Elective Curriculum Studies are available in five subject areas, viz. Science as a major subject with Mathematics as a minor subject; Mathematics as a major subject with Science as a minor subject; English and Social Science; Teacher Librarianship and English, and Teacher Librarianship and Social Science. Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent pre-requisites), e.g. a student will be admitted to the Science major course only if he has a Science degree or an equivalent qualification.
- Practical Experience** All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete periods of practice teaching, both *block* and *day release* as required.

Graduate Diploma in Education

PART 1

All students undertake the Education Studies listed below:

Subject Number	Subject Name	Hours per week
12701	Educational Psychology	3
12706	Education and Society	3
13703	Communication	2
Total		8

All students undertake Health Education in Part 1. This is a non-examinable unit for one hour per week.

In addition, students undertake subjects in the Curriculum Studies area which they have elected:

Curriculum Studies area	Subject Number	Subject Name	Hours per week
Science Major/ Mathematics Minor	18704	Science Method IA	5
	18710	Physical Sciences Method	3
	15701	Mathematics IA	3
Mathematics Major/ Science Minor	15701	Mathematics IA	3
	15702	Mathematics IB	4
	18705	Science Method IB	3
English and Social Science	13704	Secondary English Method I	4
	19701	Social Science Method I	5
Teacher Librarianship and English	11703	Audio-visual Resources IA	2
	31701	Teacher Librarianship I	3
	13704	Secondary English Method I	4
Teacher Librarianship and Social Science	11703	Audio-visual Resources IA	2
	31701	Teacher Librarianship I	3
	19701	Social Science Method I	5

Graduate Diploma in Education

PART 2

All students undertake the Education Studies listed below:

Subject Number	Subject Name	Hours per week
12801	Adolescent Development	4
12806	Critical Issues in Education	2
Total		6

Students must also take Physical Education for a six week half-unit. This is followed by a further optional six week half-unit.

In addition, students undertake subjects in the Curriculum Studies area which they have elected:

Curriculum Studies area	Subject Number	Subject Name	Hours per week
Science Major/ Mathematics Minor	18804	Science Method IIA	5
	15801	Special Science Method	3
		Mathematics IIA	3
Mathematics Major/ Science Minor	15801	Mathematics IIA	3
	15802	Mathematics IIB	4
	18805	Science Method IIB	3
English and Social Science	13804	Secondary English Method II	4
	19801	Social Science Method II	5
Teacher Librarianship and English	11803	Audio-visual Resources IIA	2
	31801	Teacher Librarianship II	3
	13804	Secondary English Method I	4
Teacher Librarianship and Social Science	11803	Audio-visual Resources IIA	2
	31801	Teacher Librarianship II	3
	19801	Social Science Method II	5

Graduate Diploma in Education

Table of Subjects

Subject Number	Subject Name	Semester Level
11703	Audio-visual Resources IA	1
11803	Audio-visual Resources IIA	2
12701	Educational Psychology	1
12706	Education and Society	1
12801	Adolescent Development	2
12806	Critical Issues in Education	2
13703	Communication	1
13704	Secondary English Method I	1
13804	Secondary English Method II	2
15701	Mathematics IA	1
15702	Mathematics IB	1
15801	Mathematics IIA	2
15802	Mathematics IIB	2
18704	Science Method IA	1
18705	Science Method IB	1
18710	Physical Sciences Method	1
18804	Science Method IIA	2
18805	Science Method IIB	2
	Special Science Method	2
19701	Social Science Method I	1
19801	Social Science Method II	2
31701	Teacher Librarianship I	1
31801	Teacher Librarianship II	2
	Health Education	1
	Physical Education	2

Graduate Diploma in Education

Synopsis of Subjects

11703 Audio-visual Resources IA

The aim of this course is to acquaint students with the range of non-book materials available and those suitable for library application. Sources of supply of records, tapes, charts, models, etc. will be considered along with methods of storage and classification. The range of hardware and the essential skills for operation and simple maintenance will be investigated.

11803 Audio-visual Resources IIA

Pre-requisite: 11703 Audio-visual Resources IA

Emphasis will be placed on workshop type situations where students will be engaged in the production and assembly of multi-media kits and the preparation and assembly of units suitable for library carrel use.

12701 Educational Psychology

This course is intended to provide an opportunity to examine some contemporary issues in educational psychology. Where possible, contrasting points of view will be considered.

Areas and topics to be covered are: (i) Instructional Procedures: Psychology and the art of teaching — analysis of classroom behaviour; (ii) Development: Nature v Nurture — accelerating of cognitive development — stability of behaviour; (iii) Learning and Cognition: Conditioning v Cognition — Guided Learning v Discovery — concept learning — retention and transfer — the role of language in thinking; (iv) Individual Differences: The structure of intelligence — assessment and grading; (v) Educational Innovations and Strategies: Objectives — programmed instruction — individualised instruction — grouping; (vi) Classroom Dynamics: Motivation — atmosphere — discipline; (vii) Compensatory Education.

12706 Education and Society

The objectives of this course are to enable students to evaluate the place of the school in the social structure, and the major agents of the socialization process in order to recognise more clearly their roles as teachers within Australian society and thus to guide their pupils in the rapidly changing society of which both are a part.

The following topics will be considered:

Social Theory: Consideration of the relevant conceptual language of discipline e.g. role, elite, socialization, conflict, class, status, power, etc. An examination of the inter-relationship between empirical studies and theoretical formulations. An examination of sociological theories with relevance to education, e.g. Marx, Durkheim Mannheim and Fromm.

The School in the Social Structure: Social class and education — stratification in Australian society; class sub-cultures; effects of social class on teachers, pupils, and schools. Value systems — religious, state, family, individual, school class, etc. The teacher and the classroom — problems of value divergence. Education and social mobility — education as an avenue for improvement in occupation, wealth, strata, etc.

The Socialization Process: Social Role Theory — social roles in Australia — parent, child, sibling, teacher, etc. The school as a socializing agent — roles, expectations, relationships. Other socializing agents such as the family, peer group and mass media. Relationship between school and other agents. Socialization and subcultural patterns — social class, ethnic groups, suburbia.

12801 **Adolescent Education**

At the completion of the semester, students will be expected to be able to: (i) trace the course of adolescent development and demonstrate understanding of the range of individual differences therein; (ii) state and describe the nature of problems which may attend physical, sexual, emotional, social and intellectual development; and (iii) discuss the implications of developmental changes, individual differences, and associated problems for teaching and learning in secondary schools.

The focus in this course will be the adolescent as an individual and as a member of groups.

Adolescence: What is meant by adolescence? Is there a need for a psychology of adolescence? Through discussion and reading related to these questions, students will consider the problem of definition and attempt to evolve one which applies in the Australian context.

Adolescent Development and Adjustment: In this unit students will undertake the consideration of: (a) The physical and psycho-sexual development of adolescents, their social and emotional adjustment and the influence of environmental factors; (b) The cognitive development of pre-adolescents and adolescents by placing them in the continuum of intellectual development and extending the core study of Piaget's concepts into the stage of formal operations; (c) Variations in the pattern of adolescent development and their implications for teaching and learning of individual and group differences; late and early maturation; values and attitudes, interests and aspirations; and activism and apathy in contemporary adolescents.

Adolescent Expectations and Response to Secondary Education: Here students will consider such issues as conformity and conflict, sources of conflict, and coping with conflict and its consequences.

12806 **Critical Issues in Education**

The objectives of the course are to introduce students to the purpose, scope and methodology of the philosophy of education through the consideration of concepts basic to the formulation of an educational philosophy, and for students to develop justifiable assumptions relating to those concepts.

The following concepts will be considered:

What is Philosophy? The epistemological and analytical functions of philosophy will be stressed, as will be the philosophical approach to the analysis of concepts.

The Concept Education: The problem of definition of the concept — Varieties and types of definitions of the concept — Inadequacies of definitions considered and synthesis attempted.

The Concept Human Nature: A range of "man views" considered in the light of present day knowledge of man, and the derivation of a contemporary concept meaningful for the formulation of educational ideas attempted.

The Concept Society: The concepts of society encountered in the course, Education and Society, will be extended through the application of analytical philosophy, and assumptions concerning society in regard to educational thought and practice will be considered.

The Concept Knowledge: The application of analytical philosophy to epistemological considerations. The philosophical process involved in the development of generalisations from particulars. Assumptions concerning "what is known". The distinction between knowledge and opinion.

The Concept Values: The nature and function of axiology in relation to education. Analysis of selected value systems. Links developed with concepts of Man, Society, and Knowledge in order to essay a value system meaningful to the contemporary situation and education.

The Concept Aims of Education: Analysis of the function of aims in education. A synthesis attempted of aims pertinent to the contemporary situation with reference to the basic concepts, Man, Society, Knowledge and Values.

13703 **Communication**

The objectives of the course are to develop efficient and fluent oral and written communication generally, and specifically in the classroom; and to promote skill in the use of visual and auditory aids to communication.

Students will be required to attend workshop sessions in the use of audio-visual hardware (projectors; recorders; video machines, etc.) and the development of software (slides, tapes, transparencies, etc.) appropriate to classroom use. In addition, practical writing and speaking situations will be developed to promote skill in communication and the use of aids. Assessment in all instances will be on performance and each student's demonstrable ability to communicate effectively.

13704 **Secondary English Method I**

The objectives of the course are to develop an understanding of how competency in language is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature can be promoted through an imaginative English syllabus and creative but sound classroom procedures.

The areas studied include the nature of English teaching — the syllabus and programme; language and linguistics; developing oral and written expression; the skills of listening; informal drama.

13804 Secondary English Method II

Pre-requisite: 13704 Secondary English Method I

The areas studied include the promotion of skill and fluency in reading; the development of literary appreciation — prose — poetry — drama; the media — television — movies — radio; assessment and evaluation.

15701 Mathematics IA

This unit will introduce students to the teaching of Mathematics at the junior secondary level.

Topics for consideration include: lesson planning, topic analysis and unit planning, classroom organisation, evaluation and assessment procedures. Use of teaching aids, textbooks, kits, mathematical models, audio-visual aids. Examination of the primary curriculum in Mathematics and links with the Form I secondary curriculum (N.S.W.). Methods of teaching selected topics from the Form I curriculum with reference to the methods and goals of the primary school and the likely entering behaviour of children. Topics will include arithmetic of counting numbers and rational numbers, integers and real numbers, the concepts, notations and operations of sets, pronumerals, sentences and introduction to algebra, non-metrical geometry, locus and symmetry, introduction to transformation geometry.

15702 Mathematics IB

This unit aims to introduce the student to the objectives and methods of teaching Mathematics in the senior secondary school. The use of aids and equipment: textbooks, audio-visual aids, calculators and computers, use of the library and resources unit. Lesson and course planning; evaluation. Detailed examination of selected areas of current Senior Secondary Mathematics curricula and consideration of methods of teaching: Calculus and its applications; Analytical Geometry, Trigonometry and its applications, Number Systems, Complex Numbers, Special Functions, Determinants and Linear Transformations.

15801 Mathematics IIA

This unit will continue investigation of the teaching of Mathematics at the junior secondary level with particular reference to content for Forms II to IV.

Topics for consideration include: individualised work, use of library, relating mathematics to the environment. Examination of curricula suitable for Forms II-IV (all levels). Methods of teaching selected topics in arithmetic — rational numbers; sets and logic — sets as an integrating theme; algebra — algebraic expression, equations and inequalities; geometry — congruence transformations, the enlargement transformation, measurement and mensuration, traditional geometry (congruence assumptions, angle properties, Pythagorean results), co-ordinate geometry; trigonometry — major methods of introduction; statistics — collection, tabulation and analysis of data; enrichment topics — patterns and sequences, codes, matrices, determinants.

15802 Mathematics IIB

This unit aims to deepen the student's understanding of the objectives and methods of Mathematics teaching and to continue a detailed examination of

selected areas of Senior Secondary Mathematics curricula. These areas will include Theoretical Arithmetic; Algebra of Polynomials, Calculus and its application to Elementary Dynamics; Theory of Probability, Sequences and Series, Computing.

Methods of providing for individual differences, individualising learning. Principles underlying curriculum development; examination of experimental projects.

18704 Science Method IA

It is assumed that students entering this course have reached first degree level in at least one of the science subjects: biology, chemistry, geology, physics. It will be the students' own responsibility to improve their knowledge in the content of the areas of science not studied by them at university level. College staff who have specialised in the subject concerned will be happy to advise on a plan of study.

The course will consist of two parts:

PART I: lecture/seminar/workshop sessions for an average of two periods per week on the topics listed below.

PART II: tutorial/practical sessions for an average of three periods per week devoted to an examination of, practical work in and discussion of selected topics from the *N.S.W. Syllabus in Science, Ordinary, and Advanced Levels, Forms I-IV and the Revised Syllabus in Science: Forms I-IV (1973)*.

Topics for Part I: (i) N.S.W. Science syllabuses; (ii) Aims and objectives of school Science; (iii) The techniques of teaching science — providing the learning experiences: lesson planning — conducting a science lesson — managing a laboratory class and pupil discipline — discussion and questioning in science classes; (iv) Safety in Science; (v) Evaluation in Science; (vi) Science curriculum development.

18705 Science Method IB

This course will consist of tutorial/practical sessions for an average of three periods per week devoted to an examination of practical work in and discussion of selected topics from the *N.S.W. Syllabus in Science, Ordinary, and Advanced Levels, Forms I-IV and the Revised Syllabus in Science: Forms I-IV (1973)*.

Topics: (i) N.S.W. Science Syllabuses; (ii) Aims and objectives of school science; (iii) The techniques of teaching Science — providing the learning experiences: lesson planning — conducting a science lesson — managing a laboratory class and pupil discipline — discussion and questioning in science classes; (iv) Safety in Science; (v) Evaluation in Science; (vi) Science curriculum development.

18710 Physical Sciences Method

This is a course to prepare students to teach Physics and Chemistry at the senior level in secondary schools. The design of the course is based upon the assumptions that at the end of this course students should have an appreciation of the aims of teaching senior physical sciences; an understanding of various teaching methods suitable for senior sciences and the psychological basis of

such methods; an appreciation of the major conceptual areas which might be studied in a senior physics or chemistry course and how these concepts may be meaningfully developed in the school situation; the ability to organise and manage science practical classes in senior science; an overview of current resource materials and curricula appropriate to the senior physical sciences and the ability to develop their own resource materials.

A number of different modes of teaching are used in the course including lectures, seminars, workshops, demonstrations and talks by guests who are specialists in a particular area. Practice teaching also plays an important role.

The areas studied are: aims of teaching senior physical science; teaching methods in senior science and the psychological and educational philosophies underlying these methods — lecture, case history, enquiry, process, heuristic, inductive/deductive teaching; concept development; laboratory organisation and management for senior science classes; evaluation of practical work; examination of resource materials (especially C.H.E.M.S. and Project Physics) Nuffield "A" level; development of resource materials.

18804 Science Method IIA

The course will consist of two parts:

PART I: lecture/seminar/workshop sessions for an average of two periods per week on the topics listed below.

PART II: tutorial/practical sessions for an average of three periods per week devoted to an examination of, practical work in and the discussion of selected topics from the *N.S.W. Syllabus in Science, Ordinary, and Advanced Levels, Forms I-IV and the Revised Syllabus in Science: Forms I-IV (1973)*.

Content: learning theories and their implication for science teaching; science concept development; expository-teaching/discovery-learning spectrum in science education; creativity and problem solving in the science classroom; teaching for individual differences in science courses; evaluation in the affective and psychomotor domain in science; the use of educational technology in science education. Audio-visual aids and programmed instruction; the treatment of ethical and social issues in science courses; laboratory management; development of laboratory skills; science excursions; the professional growth of a science teacher — science education literature, professional organisations, in-service training, opportunities for research.

18805 Science Method IIB

This course will consist of tutorial/practical sessions for an average of three periods per week devoted to an examination of, practical work in and discussion of selected topics from the *N.S.W. Syllabus in Science, Ordinary, and Advanced Levels, Forms I-IV and the Revised Syllabus in Science: Forms I-IV (1973)*.

Special Science Method

Course information not yet available.

19701 Social Science Method I

Pre-requisite: at least one undergraduate course in History or Geography or Economics.

This course seeks to help students prepare for teaching by gaining knowledge, acquiring skills and developing some considerable interest in at least two of the social science subjects in the junior secondary schools, viz. Social Science, Asian Social Studies, Commerce, History and Geography. This will involve students in development of modules in at least two of the subjects listed. Choice will depend on individual interest and undergraduate qualifications.

Students will be prepared for two years' continuous study in either Forms I and II or Forms III and IV.

Such a wide study involves the understanding of basic concepts, issues, skills, problems and techniques rather than any attempt at "covering" content or at supplying ready made answers.

Trends and Issues in Curriculum Development: the group will discuss such topics as: Why teach about man and society? What should we teach about man and society? What are the trends in N.S.W. and Australia? What do we mean by the term "Social Science"? How does one handle value problems in the classroom? How does one develop a theme and a unit for the new courses? There will be some stress on "The Intercultural Imperative" as well as the multidisciplinary and integrated approach. The course involves continued growth in social awareness and understanding. It is a continuous dialogue on how people can better understand themselves and their own culture as well as other people and other cultures.

Content and activities of the course will be to some extent flexible. Efforts will be made to demonstrate the value of the "enquiry approach" as a classroom strategy which encourages pupils to pursue investigation of their own interests.

The course covers the following areas: (i) Introductory Curriculum Studies: the curriculum process — aims and objectives, content, learning experiences, organisation and evaluation; and types of curriculum used in social science subjects. (ii) Social Science in the Primary School: Rationale, enquiry approach, objectives, concepts and generalisations, resource development, effective aspects and values. (iii) Social Science in the Junior Secondary School: the courses in outline; curriculum organisation — disciplines and interdisciplinary; aims and objectives of the courses; integration and relevance. (iv) Classroom Practice and Social Science:— (a) Teaching Skills: class management, questioning, reinforcement, explanation, variability, introductory procedures, closure and evaluation. (b) Class Organisation: the traditional approach, group work, open classrooms, individualisation, flexibility and team teaching. (c) Planning and Preparation: programming, unit and theme preparation, lesson planning, timetable and kinds of lessons. (d) Simulation and Games: roleplay, socio-drama, games and case studies. (e) Development of Resources: teaching kits, the mini-library, films, slides, pictures, videotapes, bibliographies, copying machines, projectors, overhead projectors and transparencies. (f) Teaching Social Studies Skills: a reading crisis in Social Sciences, listening and speaking. (g) Demonstrations and Videotapes: Observations and reports on practical examples of the techniques listed above both in the primary and the junior secondary schools.

19801 Social Science Method II

Pre-requisite: 19701 Social Science Method I

Students will select one of the following teaching methods: Economics, Geography and History. At least one undergraduate course successfully completed in the subject chosen is a pre-requisite.

These courses aim to develop competence in and enthusiasm for the teaching of Economics, Geography and History in senior classes in New South Wales secondary schools through an understanding of the aims and organisation of the particular syllabus relevant to the method chosen; an awareness of specialised problems related to the nature of the subject at the senior level; the development of the ability to organise a well sequenced programme of work suitable for students of differing interests and abilities; and the development of a variety of strategies which make use of a wide range of teaching materials.

Economics Method

The following areas will be covered during the course: (i) Consideration of the aims and objectives of the N.S.W. Economics syllabus. (ii) Programme planning: approaches to the selection and organisation of syllabus content will be discussed and principles to deal with individual differences in interests and abilities will be determined. (iii) Planning a unit or topic — importance of specific objectives, key concepts, lesson sequence, references, resources. (iv) Development of appropriate teaching strategies which provide a variety of learning experiences suitable for senior students e.g. seminars, study guides, individual or group assignments, use of models, case studies, use of real world issues and problems, simulation, fieldwork. (v) Practice in the selection and use of a variety of resources e.g. textbooks, tapes, film, multi-media kits, simulation games, journals and newspapers dealing with current events, radio and television programmes. (vi) Evaluation and assessments as on-going and summative procedures, related to the general aims of the syllabus. Particular emphasis will be placed on the testing of economic concepts and skills. (vii) Preparation of a variety of test type e.g. multi-choice, matching, true/false, essay. Problems of reliability and validity will be discussed.

Geography Method

The following aspects will be considered during the course: (i) Analysis of the aims and structure of the senior Geography syllabus. (ii) Development of general principles of programming — systematic approach; selection and use of regional examples; development of skills; allocation of time; catering for individual differences in ability and interest; practical work including fieldwork as an integral part of the seminar programme. (iii) Application of the general principles of programming to the specific sections of the Geography syllabus. (iv) Planning a unit or topic — specific objectives, selection of content, lesson sequence, references, resources. (v) Development of appropriate teaching strategies which provide a variety of learning experiences suitable for senior students. (vi) Evaluation and selection of appropriate teaching aids and practice in their use (and construction where applicable). Awareness of the range of resources available to the Geography teacher. (vii) Practice in the

preparation of study guides, fieldwork sheets and base maps, etc. (viii) Assessment and evaluation in senior Geography: Preparation, validity and reliability of text types. Practice in preparation of essay questions, their evaluation and marking.

History Method

The following topics will be considered: (i) The aims and content of the senior Historical syllabuses; content in relation to interpretation. (ii) Levels of approach and organisation:— Theme studies and particular countries; history programmes and the History syllabuses; special requirements for first level students. (iii) Terminology and the handling of historical concepts: terms used and the extent of their use; building up a meaningful historical vocabulary in the student; teaching abstractions, e.g. liberalism, nationalism; teaching basic concepts e.g. change. (iv) Using source materials: primary and secondary sources; the value of sources; using source materials in the classroom; collection of sources appropriate to senior studies. (v) The history textbook; differences between a textbook and reference book; the uses of the textbook; abuses of the textbook; the qualities of a good text; an examination of those texts most used at present; the need for wider reading e.g. knowing the library's resources, articles, magazines, journals, recommending books; the teacher's role in extending the range of the text. (vi) The history essay: the purposes of the history essay; requirements of senior essay work; types of essays; malpractices; choosing a topic and planning the essay; essay style; the essay — classwork or homework?; improving essay work. (vii) Aids and other approaches: sources, study-guides, note making, diagrams, films, film strips, models, charts, tapes, recordings, time lines, maps, historical atlases, journals, overhead transparencies, historical novels, the history room, current affairs. (viii) Questioning and discussion techniques: the qualities of good questioning; memory questions, reasoning questions, judgement questions, creative thinking questions; preparation for and organisation of discussion; follow up activities. (ix) Evaluation and assessment: types of tests; the objective test and senior work; marking scales; external examinations and the syllabus. (x) The history teacher: some qualities that help; extra-curricular ideas and activities.

31701 Teacher Librarianship I

The objectives of the course are to develop a concept of the role and function of the school library and the teacher librarian in education today; and to provide students with the skill to select and organise library resources and to administer a school library efficiently.

The areas studied include: educational change and changes in the school library — book oriented to multi-media centre; responsibilities and competencies required of the teacher librarian; planning of a library — architecture, furnishings and equipment; and the selection and acquisition of resources.

31801 Teacher Librarianship II

The areas studied include the place of reading and literary experience in the self development of young people and a consideration of the literary resources available; organisation of resources — classification and cataloguing; and library management.

Health Education

This course aims to provide teachers with an adequate health information background so that they may more fully understand problems of the high school age group. It also aims to help the teacher promote healthful school living conditions and understand concepts of development and maintenance of personal health, both physical and mental.

Physical Education

Sports and Games Method in the Secondary School.

The objectives of this course are to assist students to plan, organise and conduct an instructional secondary school sports programme; to enable students to utilise interesting and varied practice situations incorporating appropriate progression in the degree of difficulty of activities; and to develop a background of knowledge relating to at least one selected sport.

The following topics will be considered: the nature of sports programmes in the secondary school; the role of the teacher in secondary school sports; the principles of planning an instructional sports programme; warm up activities, skills, practices and lead up games appropriate to selected sports; rules and tactics of selected sports; different approaches for teaching team and individual sports; methods of life saving and artificial respiration.

The principles and concepts related to the teacher's role in sport and planning of an instructional programme will be presented in lecture form and illustrated practically by participation in a unit of work on a selected team sport. A further opportunity will be provided to pursue an elected recreational programme in sports or dance emphasising methods of teaching and group organisation.

THE SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

In 1975, the School plans to introduce a degree course in Business Studies involving three years full-time or six years part-time study. Within the proposed programme of study, students may major in either Financial Studies (with specialization in Accounting or Finance) or Administrative Studies (with specialization in either Business Administration or Public Administration); further provision is made for students to specialize in Local Government Administration. The courses are designed to provide the competences necessary for entry to a professional career in accounting, finance or administration.

The School also proposes to introduce two courses at the Associate Diploma level involving two years full-time or four years part-time study. These courses are in Securities Management (catering for the needs of the securities industry) and Local Government Administration (catering for the needs of Local Government).

**Student Affairs
and Information**

**Students' Representative Council
Sports Association**

Students' Representative Council

The Students' Representative Council is a body elected by the students which has the functions of advising the Principal on matters affecting the student body, of aiding and stimulating the development of the corporate life of the College through the Clubs affiliated with it, and of providing active student leadership in student affairs within the College.

The Students' Representative Council is the forum for the student body and will be available to assist students when possible or help redirect students requiring assistance.

The Executive Officers are elected annually and may be contacted through their office on the Fifth Level. The Executive of the Students' Representative Council for 1974 is as follows:

President:	Executive Secretary:
Mr. P. Hennessy	Mrs. C. Brett
Vice Presidents:	Assistant Secretary:
Mr. C. Webb	Miss G. Porter
Mr. T. Wilkinson	

Affiliated Student Clubs with the name of the president of each club for 1974 are listed below:

Sports Association:	S.E.S.A. (Society for Encouragement of Scientific Activities):
Mr. G.W.H. Turnbull	Mr. S. Fogwill
Music Society (previously known as Choral Society):	Writers' Group:
Mr. P. Bradbury	Mr. L. Turnbull
Christian Fellowship:	Photographic Society:
Mr. G. Wheaton	Mr. B. Stasi
Social Club:	Folk Club:
Miss G. Porter	Mr. A. Fraser
Dramatic Society:	
Mr. S. Donelan	

New clubs are formed from time to time as students' interests change. Each proposed new club is required to be authorised by the Students' Representative Council.

The Students' Representative Council determines the amount of dues to be levied on students in order that the programme of activities of the various affiliated clubs may be carried out. The full Students' Representative Council dues are required to be paid at enrolment. Portion of the Students' Representative Council fee is administered conjointly by the Students' Representative Council and the College for planned student amenities.

The Students' Representative Council allocates the balance of the Students' Representative Council fees to affiliated student clubs for operating costs. The Treasurer submits all books and statements of accounts, duly audited, and exhibiting a fair view of the financial position and transactions of the Council to the annual general meeting after 30th September, each year.

Sports Association

The Sports Association is the body responsible for the control of all Sporting Clubs within the College.

All College students, staff and ex-students are, upon payment of the College fees, members of the Sports Association. Membership of teams is open to all members, and students are encouraged to support these activities while at College.

Most of the College Sports Association teams participate in evening and weekend competitions as well as Intercollegiate and social games.

College Prizes 1973

The College acknowledges with gratitude gifts from various sources which have made possible the following awards.

The statement preceding each prize indicates its source.

Staff Prizes The Principal and staff of the College contribute towards four prizes to be awarded to the students with the most distinguished academic records in First and Second Year, in Primary and Secondary Science courses.

First Year Primary

Yvonne Beverly Smith

Second Year Primary

Heather June Cavanagh

First Year Secondary Science

Marie Florence Whealing

Second Year Secondary Science

Helen Louise Robertson)
Deborah Kay Svensson) aeq.

Department of Education Prize The Department of Education has established prizes to be awarded to the students with the most distinguished academic record in their final year in Primary and Secondary Science courses.

Third Year Primary

First Position: Lynette Brøar

Second Position: Judith Ann McDonald

Third Year Secondary Science

Grahame Bruce Browne)
Nicholas Henry De Jong) aeq.

E.M. Holt Prize for Women A prize arising from a benefaction made by Miss E.M. Holt, first warden and lecturer in Geography at Balmain in 1965. It is to be awarded to the woman student who, in the opinion of the warden, has made an outstanding contribution to the life of the College in service and assistance to the welfare of women students, and the College generally.

Robyn Lynette Taylor.

C.A. Cantello Prize Donated by the S.R.C. to the man and the woman of the outgoing students who most distinguished themselves in teaching proficiency and in outstanding contributions to the corporate life of the College.

Antony Desmond Kennedy

Not Awarded

J.M. Braithwaite Prize Donated by the Reunion Club to the outgoing student of the General Primary course with the most distinguished record in Education.

Helen Henrietta Van Der Glas

A.J. Greenhalgh Prize for the Social Sciences Donated by Mr. A.J. Greenhalgh, Principal 1960-1972, for excellence in final year courses conducted by the Social Science Department of the College.

Laurel Ann Bramhall

- Frank Catt Prize in Music** Donated by the Choral Society for general proficiency in music, and awarded to an outgoing student on the basis of academic work, teaching ability and contribution to the music of the college.
- Robyn Mary Carr-Gregor
- The Principal's Prize** Awarded by the Principal with the advice of the S.R.C. and the staff to a student in his or her final year who represents the many students whose contributions to the College are otherwise unrecognized.
- Amanda Gai Allen
- Reunion Club Prizes** Donated by the Reunion Club of the College, to be awarded –
- (a) to the final year student who has the most distinguished record in the courses in Literature.
- Gary William Whipp
- (b) to the final year student who has shown the greatest proficiency in Craft work during the whole course.
- Christine Janese Fisher
- S.R.C. Prizes for 'Spectrum'** Two prizes donated by the S.R.C. will be awarded for the best short story or prose composition and the best poem in the literary magazine "Spectrum".
- No awards
- Department of Health Prize** This prize is donated by the Department of Public Health and is awarded to the third year student with the most distinguished record in School Health, in the academic field and in Practice Teaching.
- Jemeli Agha)
Lynette Brear) aeq.
- J.D. Gordon Prize** Donated by the Reunion Club to the outgoing student with the most distinguished record in the course in Infants Education.
- Laurel Ann Bramhall
- Marion Dallison Prize for Speech and Drama** The Marion Dallison prize for Speech and Drama was established in 1965 by the Dramatic Society in perpetuity, to celebrate the twentieth year of the Society's continuous activity, and was named in honour of its patron and producer who has held office since its foundation. The prize to be awarded in 1966 for the first time is for the third year student with the highest aggregate

marks in both the theory and practice of Speech and Drama taken over the whole of the College course.

Glenda Heather Jensen

- M.E. Morrow Prize in Science** This prize, arising from a benefaction made by Miss Morrow, foundation lecturer in Science of the College, is to be awarded annually to the final year student in the Primary Course who has most distinguished himself in that field of science over which Miss Morrow presided as senior lecturer.

Jennifer Leigh Charters

- Roberta Enilane Prize** This trophy is awarded annually by the Sports Union in memory of the services to the College of Mrs. Roberta Enilane, the first woman lecturer in Physical Education.

It is awarded to the woman student with the most distinguished record in all aspects of the Physical Education Courses and Sports Union activities judged over the whole course.

Robyn Lynette Taylor

- President's Prize** This trophy is awarded annually by the Sports Union to the male student with the most distinguished record in all aspects of the Physical Education Courses and Sports Union activities judged over the whole course.

Robert Michael O'Brien.

Graduating Students
1973



Graduating Students 1973

DIPLOMA IN TEACHING 1973

The following students were awarded the Diploma in Teaching (Primary Education) 1973.

Jemeli Agha	Judith Christine Condon
Judy May Alchin	Susan Leslie Cox
Gillian McKinley Alfonso	June Claire Crawford
Amanda Gai Allen	Gail Elizabeth Davis
Cheryl Christine Ancich	Rebecca Viviana Deagan
Vicki Gaye Attenborough	Mary Louise Desprez
Denise Ruth Bailey	Louise Adele Dickson
Margaret Irene Baker	Anne Cecile Duff
Rosalie Jean Baker	Linda Clare Duncan
Sandra Banks	Bernadette Clare Dunworth
Anne Elizabeth Barnes	Elizabeth Jane Dunton
Carolyn Ann Bateman	Paul Dwyer
Gillian Begbie	Catherine Ann Eastment
Frances Helen Bell	Pearl Enoch
Elaine Ruth Bennett	Carol Ann Fairweather
Wendy Patricia Bishop	Marie Suzanne Farac
Joy Elizabeth Blay	Ann Sarah Ferguson
Ann Gysbertha Bomers	Robyne Lynette Ferguson
Tony Brain	Roger McLeod Ferguson
Laurel Ann Bramhall	Robyn Margaret Field
Lynette Brear	Christine Janese Fisher
Alan James Brennan	Judith Ann Fitzpatrick
Christine Viva Brodie	Dianne Meron Fletcher
Robyn Elizabeth Brogan	Janet McKenzie Flower
Christine Marie Brooker	Catherine Mary Foley
Roy Brian Brooks	Dennis James Foster
Margaret Mary Brown	Diane Elizabeth Gellin
Patricia Margaret Brown	Robyn Eleanor George
Adele Frances Bullivant	Penelope Ann Gilkes
Adrianna Butinar	Michele Lillie Gilleatt
Catrina Bylsma	Virginia Margaret Gillin
Janice Merle Campbell	Sue Gosper
Robin Ann Cavanagh	Cheryl Anne Goyen
Margarita Cesal	Keith Noel Grace
Jennifer Leigh Charters	Kathryn Hilary Grant
Grace Judith Christie	Peter William Gray
Beverley Ann Clarke	Kym Alexander Gribble
Margaret Alice Coates	Glenda Anne Groom
Wendy Teresa Coles	Mary Alice Grosvenor
Lois Antoinette Collier	Dianne Gregson Guest

Adrienne Margaret Guttridge
Marcia Lois Hack
Julia Halliday
Pamela Joan Halls
Ian William Hancock
Keri Gaye Handley
Pamela Mary Hawcroft
Anna Maria Heitmann
Ricardo Martin Hennessy
Roslyn Edna Henshall
Gail Frances Herring
Jillian Louise Hetherington
Susan Beryl Hindman
Christine Horne
Glenn Kenneth Horton
Norma Hraiki
Jennifer Dorothy Hulme
Yvonne Margaret Huntly
Michele Kathleen Innis
Cheryl-Lea Jackson
Rosalind Jarvis
Glenda Heather Jensen
Ann Elizabeth Jones
Karen Jones
Anne Maria Kennedy
Anthony Desmond Kennedy
Dianne Belinda King
Sonia Ann Kink
Maree Suzanne Kinnaird
Elaine Kathryn Klamus
Joyce Patricia Kouw
Barbara Anne Kovaloff
Susan Gay Land
Margaret Roslyn Leason
Rhonda Lestelle Lewis
Alison Joy Litchfield
Carolyn Elizabeth Lock
Gregory Colin Lodge
Joanne Mary Loneragan
Elizabeth Mary Long
Lindsay Anne MacLeod
Judith Ann McDonald
Christine Margaret McGinty
Robyn Mary Carr McGregor
Carole Linda McHugh
Kathryn Barbara McMillan

Pamela Elizabeth Mahony
Ann Patricia Manning
Deborah Kay Marshall
Elizabeth Mary Martin
Rhonda Louise Mawer
Barbara Meth
Bronwyn Morgan
Joanne Ellen Morris
Roslyn Winnifred Morris
Jennifer Lee Morrison
Bronwyn Christine Muir
Keren Ann Murphy
Christine Ann Murray
Kim Murray
Susan Clare Nacard
Deborah Jane Naylor
Dorothy Carol Niland
Michelle Eileen O'Brien
Robert Michael O'Brien
Suzanne Sabina O'Keefe
Lynette Joy Osborne
Susanne Junelle Page
Michael John Pascoe
Carol Eileen Pearson
Sue Pedler
Linda Rae Phillips
Nancy Jane Preston
Jennifer Maree Puho
Janice Anne Purvis
Lynda Joy Ralph
Michael William Reddy
Sandra Anne Rothenberg
Carol Ann Russ
Brian Thomas Russell
Lydia Sambuco
Jill Carolyn Samuels
Jennifer Margaret Sharp
Cheryl Annette Sharples
Catherine Ann Shields
Jill Lynette Shorten
Janet Louise Skinner
Margaret Ann Smith
Margaret Mary Smith
Susan Smith
Valerie Ruby Smith
Jan Beverley Smithwell

Jennifer Jane Snodgrass
Grahame John Spencer
Jane Ann Spicer
Monica Spitera
Lynn Robyn Stevenson
Elizabeth Joan Taylor
Robyn Lynette Taylor
Lea Janette Thatcher
Heather Elizabeth Thomson
Kerry Frances Thomson
Sylvia Tolhurst
Patricia Napier Tomson
Elizabeth Mary Travis
Evelyn Ruth Treadwell
Stewart Andrew Twyman
Helen Henriette Van Der Glas
Bronwyn Lesley Veale
Shirley Ann Waddington

Anne Elizabeth Walker
Merran Lorraine Walker
Inara Walsh
Margaret Irene Walter
Alison Norah Watson
Sandra Barbara Watts
Margaret Stephanie Weatherburn
Rosanne Jean Webster
Deborah Gai Weily
Margaret Rose Westphalen
Gary William Whipp
Elga Williams
John Douglas Williams
John Hedley Willson
Paul Witney
Janine Robyn Wood
Judith Ann Woodbury
Gail Elizabeth Woods
Jacoba Geertruida Wright

The following students were awarded the Diploma in Teaching (Secondary Education — Science), 1973.

Gary Alexander Baxter
Bronwyn Lucy Bishop
Graham Bruce Browne
Leonie Ann Campbell
Mary Cincotta
Neil Stanley Cooper
Christopher Craven
Margaret Ann Crow
Nicholas Henry De Jong

Claire Monica Griffith
Susan McCulloch
Frances Lillian Morris
Phillip Vincent Price
Annette Gaye Rumph
Lorraine Cecelia Sparkes
Katherine Maria Stewart
John Phillip Warr
Gregory Phillip Williams

Post Graduate Course in Teacher Education 1973

The following students completed the Post-Graduate course in Teacher Education, September, 1972 – May, 1973.

Androulla Alexandrou	Theodora Emily Hobbs
Judith Lynn Artis	Howard Cederic Horne
Bilibini Isaac Babani	Mohammed Azhar Javed
Nancy Aylmore Baker	Caren Jennings
Elizabeth Mary Biok	Harold Graham Kaye
Bruce Bowmaker	Suzanne Jean Kearey
Peter Boyes	Therese Catherine Kenway
Marita Beresford Brahe	Robert Thomas Kery
Deborah Stevens Guptil Brennan	Inese King
Graham Charles Burnley	Carol May Laurence
Rosemary Jean Button	Ronald Michael Lawson
Dinah Lynn Caen	George Lenham
James Patrick Callaghan	Giang Levan
Eileen Joyce Cameron	Anne Leila Lucas
Peter John Campbell	Vanessa Anne MacFarlane
Patricia Margaret Carney	Scott Dalrymple MacInnes
Suzanne Lesley Champion	Suzanne McCarthy
Walter Joseph Cole	Gilda Elisabeth McRobert
John Dubois Countryman	Valda Joy McSorley
Neil Eric Cowd	Joy Madafiglio
Rodney Stephen Curtis	Vivienne Mary Mensies
Gregory James Curtois	Albert Joseph Moran
Fahim Dallal	Kitchener David Morris
Ian Thomas Davis	James Mottee
Rada Delich	Anne Elizabeth Mullins
Eden Christine Dietrich	Maureen Frances Nolan
Francis Dieli	Shane Nunan
Derek Allen Dixon	Peter Ooi
Sherman Eaton Eddy	David William Pearson
Darryl Jeffrey Field	Michael Pejovic
Marie Saida Field	James John Piper
Anne Evelyn Fisher	Michelle Anne Preston
Walter Maurice Fletcher	Patricia May Rattigan
Margaret Ellen Ford	Keith William Reeves
Paul Wallis Furnell	Kathleen Sheila Rose
Pamela Boyd Garland	Rosemary Ann Rowell
Melanie Harriet Glass	Diana Eve Royce
Rohan Royce Gunaratna	James Manning Ruskin
Maher Wadie Habib	Janet Christine Noyes Salmon
Wendy Joy Harrison	Daniel Denis Sheehan
Richard Bryan Heath-Eves	Anne Maria Slattery
Michael Patrick Hilty	Judi Anne Smith

John Stafford
Suzanne Margaret Stannus
Felix Jonathan Starker
James Cobourne Steel
Rosemary Anne Stephens
Rex Stoessiger
Terry Martin Strike

John Francis Gerard Sylvestre
James Walton Tabler
Christopher Scott Thompson
Werner John Tobler
Angela Wawn
Debrah Lai Hing Yiu
Edward Zakrzewski

Course on Teaching of Intellectually Handicapped Children

The following students completed the Course on the Teaching of Intellectually Handicapped Children, September, 1972 to August, 1973.

Lorraine Mary Barrett	Mary Lucina Bourke
Sandra Bochner	Suzanne Mackay
Kerry Brunskill	Jean McKell
Betty June Cane	Mary Elizabeth Pearce
June Rose Cant	Glenda Mary Phipps
Robert Francis Clarsen	Gay de Burgh Thew
Charmian Lee Dennett	Margot E Trapaga
Wendy Joy Dixon	Helen Marion Walker
Beverley Grosmann	Sue Raymer Wild

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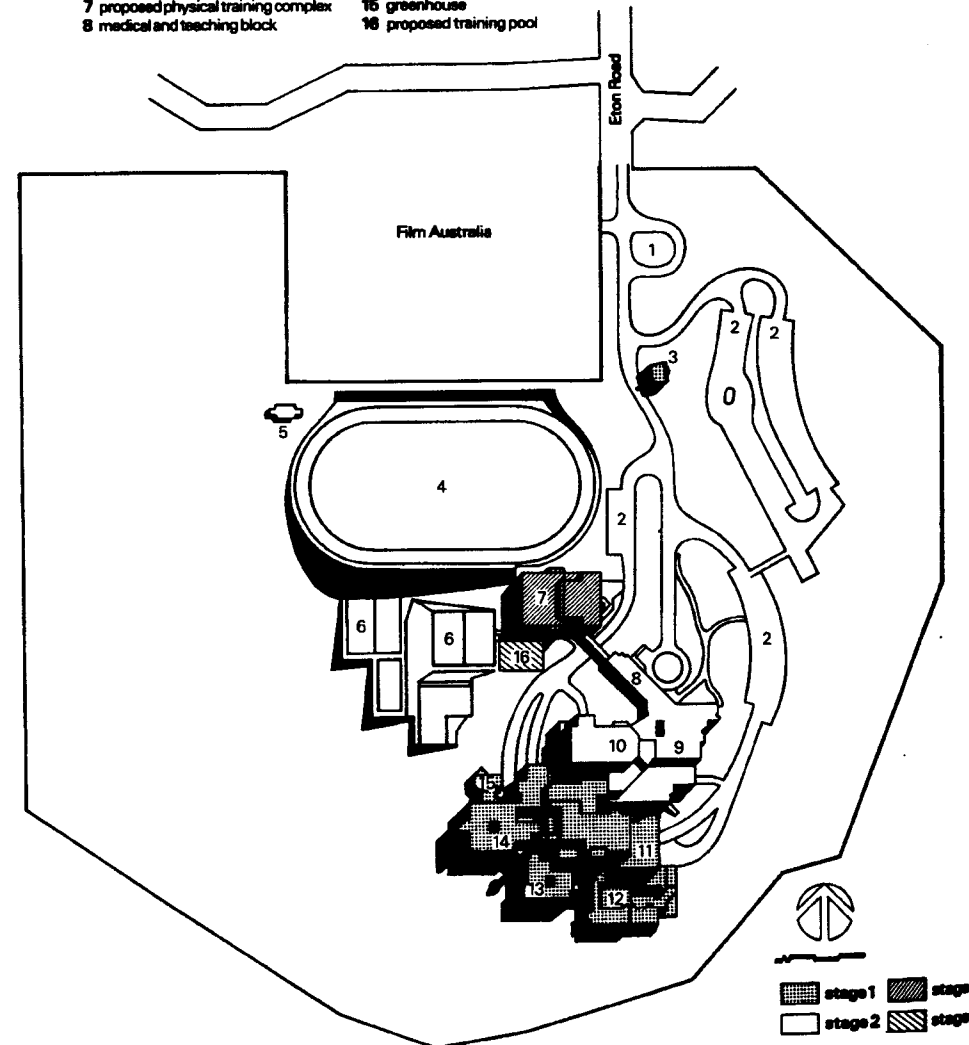
NOTES

NOTES

Campus Plan

Legend

- | | |
|--------------------------------------|----------------------------|
| 1 bus bay | 9 union and administration |
| 2 parking | 10 assembly hall |
| 3 house officer's residence | 11 library block |
| 4 oval | 12 arts and crafts |
| 5 change rooms | 13 teaching education |
| 6 basketball courts | 14 science block |
| 7 proposed physical training complex | 15 greenhouse |
| 8 medical and teaching block | 16 proposed training pool |

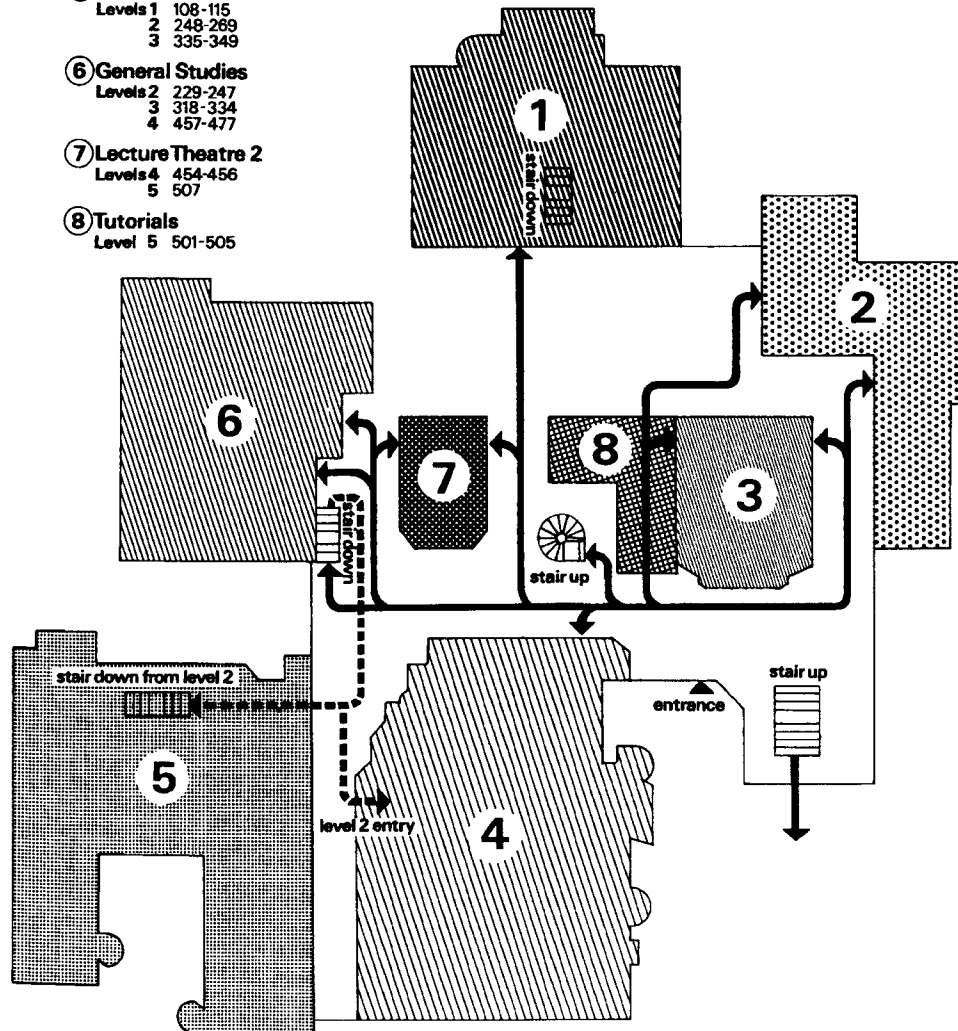


Legend

- ① Science
Levels 1 101-107
2 201-228
3 301-317
4 401-425
- ② Music
Level 4 426-447
- ③ Lecture Theatre 1
Levels 4 448-450
5 506
- ④ Library & Audio Visual Centre
Levels 4 478-488
5 508-524
Level 2 TV Studio
- ⑤ Arts & Crafts
Levels 1 108-115
2 248-269
3 335-349
- ⑥ General Studies
Levels 2 229-247
3 318-334
4 457-477
- ⑦ Lecture Theatre 2
Levels 4 454-456
5 507
- ⑧ Tutorials
Level 5 501-505

Directory

(located level 4)
for library
lecture theatres
teaching areas
etc.



Directory

(located level 5)
for assembly hall
students union
administration
medical block

Legend

- ① Enquiries
Level 4 497-499
- ② Administration
Levels 5 542-584
6 601-610
- ③ Students Union & Dining Hall
Levels 4 489-496
410-414
5 525-541
- ④ Drama Studio
Level 4 497-499
- ⑤ Assembly Hall
Levels 3 366
4 401-408
5 578-582
6 624-625
- ⑥ Medical Block
Levels 5 565-577
6 611-622

