

Hernick
Kuring-gai
College
of Advanced
Education

Calendar

1975

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 which will enable 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 was renamed Kuring-gai College of Advanced Education in 1974, 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 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 1st September, 1971, the College was declared a College of Advanced Education and on 1st July, 1973 it was announced that the College was to become an autonomous, multi-purpose institution. A Planning Committee was established, responsible to the Minister for Education, for the early stages of the development of the College.

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 was believed that the new title would 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.

From 1st November, 1974, the Minister for Education constituted the Kuring-gai College of Advanced Education as a body corporate. Eighteen members of Council were appointed by the Minister to hold office until 31st October, 1976.

A wide range of tertiary courses are offered or are being developed through the Schools of Teacher Education, Financial and Administrative Studies, and Applied Arts and Sciences.

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Academic Year 1975

ACADEMIC YEAR 1975

Orientation & Enrolment Period	21st February – 28th February
First Semester commences	3rd March
Easter Recess	27th March – 2nd April
Intra-semester Vacation	3rd May – 9th May
First Semester ends	11th July
Second Semester commences	4th August
Intra-semester Vacation	23rd August – 31st August
Intra-semester Vacation	4th October – 10th October
Second Semester ends	12th December

PRINCIPAL DATES 1975

JANUARY	Wednesday	1	New Year's Day — Public Holiday
	Wednesday	22	Principal's Advisory Committee
	Monday	27	Australia Day — Public Holiday
	Wednesday	29	Principal's Advisory Committee
FEBRUARY	Monday	3	Board of Studies in Financial and Administrative Studies
	Wednesday	5	Principal's Advisory Committee
	Monday	10	Academic Board
	Wednesday	12	Principal's Advisory Committee
	Wednesday	19	Principal's Advisory Committee
	Thursday	20	Council
	Friday	21	Orientation and Enrolment Period commences
	Monday	24	Board of Studies in Teacher Education
MARCH	Wednesday	26	Principal's Advisory Committee
	Monday	3	First Semester commences Board of Studies in Financial and Administrative Studies
	Wednesday	5	Principal's Advisory Committee
	Monday	10	Academic Board
	Wednesday	12	Principal's Advisory Committee
	Monday	17	Teacher Education Advisory Committee
	Wednesday	19	Principal's Advisory Committee
	Thursday	20	Council
	Monday	24	Board of Studies in Teacher Education
	Thursday	27	Easter Recess commences
	Friday	28	Good Friday — Public Holiday
	Monday	31	Easter Monday — Public Holiday
APRIL	Wednesday	2	Principal's Advisory Committee
	Thursday	3	Lectures resume
	Monday	7	Board of Studies in Financial and Administrative Studies
	Wednesday	9	Principal's Advisory Committee
	Monday	14	Academic Board
	Wednesday	16	Principal's Advisory Committee
	Thursday	17	Council
	Monday	21	Teacher Education Advisory Committee
	Wednesday	23	Principal's Advisory Committee
	Friday	25	Anzac Day — Public Holiday
	Monday	28	Board of Studies in Teacher Education
	Wednesday	30	Principal's Advisory Committee

MAY	Saturday	3	Intra-semester Vacation commences
	Monday	5	Board of Studies in Financial and Administrative Studies
	Wednesday	7	Principal's Advisory Committee
	Monday	12	Lectures resume Academic Board
	Wednesday	14	Principal's Advisory Committee
	Thursday	15	Council
	Wednesday	21	Principal's Advisory Committee
	Monday	26	Board of Studies in Teacher Education
	Wednesday	28	Principal's Advisory Committee
JUNE	Monday	2	Board of Studies in Financial and Administrative Studies
	Wednesday	4	Principal's Advisory Committee
	Monday	9	Academic Board
	Wednesday	11	Principal's Advisory Committee
	Monday	16	Queen's Birthday — Public Holiday
	Tuesday	17	Teacher Education Advisory Committee
	Wednesday	18	Principal's Advisory Committee
	Thursday	19	Council
	Monday	23	Board of Studies in Teacher Education
JULY	Wednesday	25	Principal's Advisory Committee
	Monday	30	Examinations, Excursions Commence
	Wednesday	2	Principal's Advisory Committee
	Monday	7	Board of Studies in Financial and Administrative Studies
	Wednesday	9	Principal's Advisory Committee
	Saturday	12	Intra-semester Vacation commences
	Monday	14	Academic Board
	Wednesday	16	Principal's Advisory Committee
	Thursday	17	Council
	Monday	21	Teacher Education Advisory Committee
	Wednesday	23	Principal's Advisory Committee
	Monday	28	Board of Studies in Teacher Education
	Wednesday	30	Principal's Advisory Committee
AUGUST	Monday	4	Second Semester commences Board of Studies in Financial and Administrative Studies
	Wednesday	6	Principal's Advisory Committee
	Monday	11	Academic Board
	Wednesday	13	Principal's Advisory Committee
	Monday	18	Teacher Education Advisory Committee
	Wednesday	20	Principal's Advisory Committee
	Thursday	21	Council
	Saturday	23	Intra-semester Vacation commences
	Monday	25	Board of Studies in Teacher Education
	Wednesday	27	Principal's Advisory Committee

SEPTEMBER	Monday	1	Lectures resume Board of Studies in Financial and Administrative Studies
	Wednesday	3	Principal's Advisory Committee
	Monday	8	Academic Board
	Wednesday	10	Principal's Advisory Committee
	Monday	15	Teacher Education Advisory Committee
	Wednesday	17	Principal's Advisory Committee
	Thursday	18	Council
	Monday	22	Board of Studies in Teacher Education
	Wednesday	24	Principal's Advisory Committee
	Monday	29	Board of Studies in Financial and Administrative Studies
OCTOBER	Wednesday	1	Principal's Advisory Committee
	Saturday	4	Intra-semester Vacation commences
	Monday	6	Eight Hour Day — Public Holiday
	Wednesday	8	Principal's Advisory Committee
	Monday	13	Lectures resume Academic Board
	Wednesday	15	Principal's Advisory Committee
	Thursday	16	Council
	Monday	20	Teacher Education Advisory Committee
	Wednesday	22	Principal's Advisory Committee
	Monday	27	Board of Studies in Teacher Education
NOVEMBER	Monday	3	Board of Studies in Financial and Administrative Studies
	Wednesday	5	Principal's Advisory Committee
	Monday	10	Academic Board
	Wednesday	12	Principal's Advisory Committee
	Monday	17	Teacher Education Advisory Committee
	Wednesday	19	Principal's Advisory Committee
	Thursday	20	Council
	Monday	24	Board of Studies in Teacher Education
	Wednesday	26	Principal's Advisory Committee
DECEMBER	Monday	1	Examinations, Excursions commence Board of Studies in Financial and Administrative Studies
	Wednesday	3	Principal's Advisory Committee
	Monday	8	Academic Board
	Wednesday	10	Principal's Advisory Committee
	Saturday	13	Vacation commences
	Wednesday	17	Principal's Advisory Committee
	Thursday	18	Council
	Thursday	25	Christmas Day — Public Holiday
	Friday	26	Boxing Day — Public Holiday

Council Committees and Staff of the College

Council of the College
Principal Officers of the College
Academic Staff
Resources Centre Staff
Administrative Staff
Committees of the College

Council of the College

MEMBERS OF COUNCIL

Appointed by the Minister for Education

Professor John Basil THORNTON, BA, B Sc (Syd) (Chairman)
Christine Lorna BRETT
Elaine Ruth BRIDGES, B Sc, Dip Ed (Syd)
Denys Edmund BROWN, MBE, MA (Oxon)
Janet Roberta CUSKEY, B Ec (Syd), ALAA
Charles William DAVIS, B Sc (NZ), C Eng, FRACI, FI Chem E, FAIM,
MIE Aust
Kevin DAWES, M Sc (NSW), ASTC, ARACI, MACE
Roger Vincent GYLES, BA, LLB (Syd)
Gladwys Madge LEACH, MBE, BA, Dip Ed (Syd), MAPsS
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
Patricia Ann PRENDERGAST, BA (Syd), Ph D (Hawaii)
Dennis Edward ROSE, MA, B Ec (Syd)
The Honourable Mr. Justice Ian Fitzhardinge SHEPPARD, LLB (Syd)
Marjery Irene VERCO
Professor Ian Kellie WATERHOUSE, BA (Syd), MA (Melb), MA, PhD (Yale),
FBPsS, FAPsS
Kenneth James DOYLE, MA (Syd) (Secretary to Council)

COMMITTEES OF COUNCIL

Standing Committee

Professor J. B. Thornton (Chairman)
Mr. G. W. Muir
Chairmen of Committees of Council

Academic Policy and Planning Committee

Mrs. C. Brett
Mr. D. E. Brown
Mr. C. W. Davis
Mr. K. Dawes
Mr. G. W. Muir
Professor I. K. Waterhouse

Building and Capital Works Committee

Mr. K. J. Doyle
Mr. G. W. Muir
Mr. T. Payne
Mrs. M. Verco
Mr. D. Turner (co-opted)

Student Appeals Committee

Mrs. C. Brett
Miss E. Bridges
Mr. R. V. Gyles
Mrs. G. M. Leach
Mrs. M. Verco

Finance Committee

Mr. W. P. Birkett
Mr. K. Dawes
Mr. K. J. Doyle
Mr. G. H. Peterson
Mr. C. Stanbury (co-opted)
Mr. G. W. Muir (ex officio)

Staff and Appointments, Policy and Planning Committee

Miss E. Bridges
Miss J. Cuskey
Mr. T. Rose
Mr. Justice Sheppard
Professor I. K. Waterhouse
Mr. G. W. Muir (ex officio)

Ceremonials Committee

Mr. K. J. Doyle
Mrs. G. M. Leach
Miss J. H. Morris
Mr. G. W. Muir

Legislative Committee

Mrs. C. Brett
Mr. R. V. Gyles
Dr. P. Prendergast
Mr. T. Rose
Mr. Justice Sheppard
Mr. G. W. Muir (ex officio)

The Chairman of Council is an ex officio member of all committees.

Principal Officers of the College

Principal

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

Head of School of Financial & Administrative Studies

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

Head of School of Teacher Education

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

Secretary

K. J. Doyle, MA (Syd)

Academic Staff

SCHOOL OF APPLIED ARTS AND SCIENCES

Head of School
To be appointed

SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

Head of School
W. P. Birkett, M Ec (Syd), AASA

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 BUSINESS STUDIES

Senior Lecturer
H. M. Pritchard, BA (Wales)

Lecturers

A. Bridges, B Ag Ec, Dip Rur Acc (NE), AASA (prov)
J. A. Cornish, M Ec (Syd)
M. K. Hirst, BA (Macq)
M. J. Lyons, BA (NSW), Ph D (ANU)
M. McGrath, B Ec (NE)
A. Mayfield, M Sc, Ph D, Dip Phys Ed (Lough), Dip Advanced Studies in
Ed (Manc)
B. Northam, M Sc (Kansas College, Pitt), Dip Soc Sci (WAIT)
W. M. O'Connor, BA (NSW), M Ec (ANU)
P. R. O'Hanlon, M Sc (Econ) (Lond)
Barbara T. Syme, BA (Macq)
M. J. Wallace, B Sc (Syd), M Sc (Macq), MACE

**DEPARTMENT
OF EDUCATION
STUDIES**

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

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)

L. I. Brady, MA, M Ed (Syd)

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

Kathie M. Forster, BA, Dip Ed (Melb), B Ed (Monash)

M. L. Hinsby, BA, M Ed (Syd)

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

R. S. Hunter, B Ed (Q'ld), M Ed (Syd), MACE

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

Joan M. King, BA (NE), MACE

Alexina M. Lambert, MA (Aberd)

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

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

Ruth Shatford, MA, Dip Ed (Syd), Du (Stras), MACE

**DEPARTMENT
OF ENGLISH**

Principal Lecturer and Head of Department

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

Principal Lecturer and Director of Graduate Diploma in Education programme

H. M. Saxby, BA, M Ed, ALAA

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

Vere N. Drakeford, MA (Mass), LSDA

Margery Hourihan, BA, Dip Ed (Syd)

L. G. Ingram, BA, Litt B (NE), M Ed (Syd)

Rosemary Lewis, BA, Dip Ed (Syd), MA (Macq)

L. W. McD. Lodge, MA (Syd), MACE

E. J. Russell, BA, Litt B (NE), M Ed (Syd), Dip P E (STC)

Glenys E. Smith, MA (Otago), Dip Teach (NZ)

Nancy B. Stempf, BA (Smith College, Mass), Dip Lib (NSW)

**DEPARTMENT
OF HEALTH
EDUCATION**

Lecturers

C. L. Yarham, M Sc, M Ed, Ph D (Oregon), Dip PE (STC), MACE

Joan M. Llewellyn, M Sc (Adel), Dip Ed (NE)

DEPARTMENT
OF
LIBRARIANSHIP

Principal Lecturer and Head of Department
Margaret Trask, BA (NE), M Lib (NSW), FLAA

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)
Lesley R. Booth, BA (Syd)
G. W. Foley, BA (NSW), MA (Macq), Dip Ed (N'cle) (NSW)
R. Fulcher, BA, B Sc, A Ed (Q'ld)
L. G. Smith, BA (Syd), MA (Macq)

DEPARTMENT
OF MUSIC

Principal 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
Suzanne McInerney, BA (Syd), A Mus A
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)
W. L. Spinks, B Ed (WA), Dip PE (Wollongong TC)
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 Lecturers
A. D. Edmonds, B Sc, M Ed (Syd), M Sc (Macq)
K. J. Morgan, B Sc, B Ed (Melb), M Pharm, Ph D (Syd)
Jean E. Stock, B Sc (Syd), Dip Ed (NE)

Lecturers

Joan M. Beattie, D Sc (Syd), Dip Ed (NE)
R. Clark, M Sc (NSW), ARACI
L. A. Cree, B Sc (NSW)
S. Heyman, M Sc (NSW)
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)
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)
Patricia A. Prendergast, BA (Syd), Ph D (Hawaii)

Lecturers

J. R. Atherton, BA, Dip Ed (NSW)
D. B. Carisbrooke, BA (Syd)
Jessie A. Driscoll, BA (NSW), M Ed (Syd)
D. F. McAlister, MA, M Ed (Syd)
J. Power, BA, M Ed (Syd), MACE
T. M. H. Thorpe, BA, Grad Cert Ed (Nott), Dip Ec (Lond), M Ed (Syd)

Assistant Lecturer

H. I. Scott, BA (Q'ld), M Sc (Macq)

Supervisor of Practical Experience

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

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

Librarian

Judith H. Pedersen, ALAA

Library Officers

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)

Senior Administrative Officer

C. R. I. Stanbury, AASA (Senior), AAIM

FINANCIAL
ADMINISTRATION
PROPERTIES AND
GENERAL
SERVICES

SALARIES AND
ACCOUNTS

Administrative Assistants

J. F. Humpherys
R. C. Tuckwell

PROPERTIES AND
GENERAL
SERVICES

Administrative Officer

J. G. Creke-Barratt, Dip Tech (Comm) (NSWIT)

PURCHASING

Administrative Assistant

A. Brown

STAFFING
SERVICES

Administrative Assistants

D. R. Apps
R. K. Ray

STATISTICS,
RESEARCH AND
INFORMATION

Administrative Assistant (Research)

To be appointed

STUDENT
ADMINISTRATION

Administrative Officer

P. J. McCloskey, Dip Tech (Pub Admin) (NSWIT)

Administrative Assistant

Tanya N. M. Ford, BA (Q'ld)

Student Services Assistants

Margaret H. Robertson, BA (NSW)
Barbara J. Johnston

Committees of the College

ACADEMIC BOARD

Appointments to the Board to be made early in 1975.

BOARD OF STUDIES IN FINANCIAL AND ADMINISTRA- TIVE STUDIES

Appointments to the Board to be made early in 1975.

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	Mr. H. M. Saxby
Mr. K. J. Doyle	Mr. G. W. Turnbull
Dr. R. Holland	Mr. R. Underwood
Mr. P. Holmes	Dr. C. Yarham
Mr. D. Long	Mr. G. Muir (ex officio)
Mr. W. Lux	

Two staff members to be elected.

COMMITTEES OF THE BOARD OF STUDIES IN TEACHER EDUCATION

Practical Experience Committee

Mr. J. D. McFarlane (Chairman)	Mrs. J. Llewellyn
Mr. A. Berglund	Mr. R. Munro
Mrs. N. Bidmead	Mr. A. Nicholas
Mrs. B. Frame	Miss M. O'Donnell
Mr. N. Gash	Mr. H. M. Saxby
Mr. S. Heyman	Miss J. Stock
Miss M. Higgins	Mr. R. Underwood

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

Teacher-Lecturer Exchange Committee

Mr. B. Hopper (Chairman)	Mr. L. Ingram
Mrs. M. Hourihan	Mr. L. Lodge

Assignments Committee

Mr. D. Long (Chairman)	Mr. L. Cree
Mr. E. Webb	Mr. R. Munro

Four student members are to be nominated by the Students' Representative Council.

TEACHER EDUCATION ADVISORY COMMITTEE

Mr. J. F. Clark, Head of School of Teacher Education, Kuring-gai College of Advanced Education
Mr. Inspector J. Cleary, Special Education
Dr. Deirdre Cobbin, Science Teacher, Hornsby Girls' High School
Mr. Ken Coleman, English Master, Davidson High School
Mr. M. W. Delaney, N.S.W. Department of Education
Mrs. Barbara Fienburg, Teacher Librarian, Chatswood Public School
Mr. Reg Goodwin, Principal, French's Forest Public School
Mrs. S. Harney, Primary Teacher, North Sydney Demonstration School
Mrs. Dawn Holdaway, Infants Mistress, Birchgrove Public School
Mrs. P. Law, Infant Teacher, Lindfield Demonstration School
Mr. J. D. McFarlane, Supervisor of Practical Experience, Kuring-gai College of Advanced Education
Mr. R. Pople, Head of Music Department, Kuring-gai College of Advanced Education
Mrs. I. Woodward, Principal, Chatswood High School.

A College Lecturer is to be elected by the staff, and representatives of Independent Schools and the N.S.W. Teachers' Federation are to be appointed.

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.

By virtue of the notification published in the Government Gazette of 25th October, 1974, (page 4129), the Hon. E. A. Willis, M.L.A., Minister for Education in the State of New South Wales constituted a body corporate to be a college of advanced education under the corporate name of 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 mem-
bers 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.

College Regulations

General Regulations

Admission Regulations

Registration and Enrolment Regulations

Examination Regulations

Traffic and Parking Regulations

GENERAL REGULATIONS

Pending the gazettal of the By-Laws the following regulations have been adopted pro tem by the College Council.

- | | |
|------------------------------------|--|
| General Conduct | <ul style="list-style-type: none">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.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. |
| Attendance at Classes | <ul style="list-style-type: none">2.1 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.2.2 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 | <ul style="list-style-type: none">3.1 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.3.2 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 | <ul style="list-style-type: none">4.1 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.4.2 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 4.1 and 4.2 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:

- 5.1 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.
- 5.2 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 5.1 above.
- 5.3 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".
- 5.4 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".
- 5.5 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.
- 5.6 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

- 6.1 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.
- 6.2 The maximum number of semesters in which a student enrolled with advanced standing may be permitted to complete the course shall be determined by the Head of the School in which he is enrolled.
- 6.3 The total time allowed for completion of a course set out in 6.1 above shall not include periods of approved leave of absence (see 2.2) or periods of exclusion from courses (see 7).

Exclusion from Courses

- 7.1 **Double Failure in a Subject**
- 7.1.1 A student shall show cause why he should not be debarred from repeating a subject in which he has failed more than once.

- 7.1.2 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.

7.2 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 6 above.

7.3 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.

7.4 'Show Cause' Provision

- 7.4.1 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.
- 7.4.2 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.
- 7.5 Re-enrolment in Another Course**
- 7.5.1 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".
- 7.5.2 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	8 All correspondence should be directed to the Secretary and students should quote their student number.
Change of Address	9 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	10 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.

ADMISSION REGULATIONS

Admission Requirements

- 1.1 Students shall normally be admitted for enrolment to an undergraduate course at Kuring-gai College of Advanced Education on the basis of their achievement in the Higher School Certificate examination or its equivalent.
- 1.2 A person who holds a degree or award granted by a university or other tertiary level educational institution may be approved for admission to Kuring-gai College of Advanced Education.
- 1.3 Provision shall exist for admission to the College of mature students on the basis of other qualifications where, in the opinion of the Academic Board, 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. For this purpose consideration shall be given to such factors as academic background, relevant employment experience, satisfactory performance in a prescribed examination or test or other requirement determined by the Board.

Students admitted to the College under this Regulation will be enrolled provisionally, pending satisfactory results in the first semester of their course.

Accreditation and Advanced Standing

- 2.1 Subjects from other colleges of advanced education or universities may be accredited.
- 2.2 Subjects from such institutions shall be evaluated on a pro rata basis by the Accreditation and Admissions Committee following submission of a properly validated transcript and course description from the institution concerned.
- 2.3 Except with the approval of the Academic Board, no student seeking enrolment in any course of the College shall receive accreditation for more than 50% of that course.
- 2.4 On petition to the Academic Accreditation and Admissions Committee and with the written approval of the head of department concerned, a student may be exempted from attendance in subjects for which he is enrolled, and receive credit for the subjects on the basis of successful performance in the examination and/or other requirements.
- 2.5 On petition to the Academic Accreditation and Admissions Committee and with the written approval of the head of department concerned, a student may be permitted to take examinations at an appropriate time in courses for which he is not enrolled and receive credit for the course on the basis of successful performance in the examination and/or other requirements.

REGISTRATION AND ENROLMENT REGULATIONS

Status of Students

- 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.
- 1.2 Registered students are required to enrol at the start of each year or semester as determined by the Secretary.

- 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 General Regulation 4.1, provided that all fees due have been paid (see 3.1).

Student Identity Card

- 2.1 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.
- 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.

Payment of Fees

- 3.1 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.

Late Fee

- 3.2 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.

Assisted Students

- 3.3 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.

Extension of time for Payment

- 3.4 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.

Failure to meet Liabilities

- 3.5 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.

Refund of Fees

- 3.6 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.

EXAMINATION REGULATIONS

- 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.

Conduct of Examinations

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.

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.

3.8.1 RECORDING OF RESULTS

Students' results will be assessed on the basis of the following grades:—

- A — Distinction
- B — Credit
- C — Pass
- D — Deferred
- E — Fail
- F — Fail at Deferred
- P — Pass at Deferred
- W — Withdrawn
- X — Exempt
- Y — Incomplete
- Z — Special Examination

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.

General Information

Information on Teaching Awards
Teacher Education Scholarships
(Liaison Office)
Tertiary Education Assistance 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 EDUCATION ASSISTANCE SCHEME

The Tertiary Education Assistance Scheme was first introduced in 1974 as the Tertiary Allowances Scheme (replacing the Commonwealth University, Advanced Education and Technical Scholarships Scheme).

Under the scheme, 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 is 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 \$1,000.00 per annum. Where students must live away from home the maximum rate is \$1,600.00 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 \$10.00 per week for a dependent spouse, and \$6.00 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, Central Square, 323 Castlereagh 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*.

Course Information

The School of Financial and
Administrative Studies
Bachelor of Business Degree
Associate Diploma in Securities
Management

THE SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

The formation of the School of Financial and Administrative Studies in January 1974 marked the first major step in the multi-disciplinary development of Kuring-gai College of Advanced Education.

The School is to offer courses of varying duration and rigour in the areas of financial and administrative studies. Initially courses will be offered at Degree and Associate Diploma level. But it is envisaged that a comprehensive range of shorter extension courses will be developed to serve recognized areas of community need.

The focus of each of the School's programmes will be on the development of the capacities of individual students, by providing learning experiences which are rich, diverse, challenging and initiating. To this end the programmes will incorporate the following features:

- The meeting of vocational and professional needs while emphasizing also the personal development of students and the development of their analytic skills through concentrated disciplinary study.
- The association of disciplinary depth with inter-disciplinary perspective.
- A variety of teaching approaches to provide the most effective learning experiences for the wide range of subject areas.
- Encouragement of student initiated projects, including team projects.
- Provision of electives to provide flexibility for the student in suiting his capacities and interests.
- Encouragement of mature age students without formal matriculation requirements.

The School is to be developed as a centre for innovation and research into business education.

BACHELOR OF BUSINESS DEGREE

In 1975 the School is to offer a range of course programmes leading to the award of a Bachelor of Business degree. These specialized programmes of study are designed to develop the intellectual and personal competences necessary for a professional career in either:

- Accounting
- Business Management
- Public Administration, or
- Local Government Administration (by the selection of appropriate electives within the Public Administration programme).

Each programme normally would involve three years full-time study or six years part-time study, though consideration is being given to ways in which part-time students may accelerate their progression.

The Bachelor of Business Degree at Kuring-gai College has been designed to provide a business education that is **at once**:

- Vocational** — providing the minimum competences necessary for entry to a professional career in accounting, business management, public administration, or local government administration.
- Disciplinary** — providing training in the application of analytic techniques and through this some understanding of the patterning of social activity, the processes of social change, the relation between ideas and phenomena, and the nature of extant social anomalies.
- Professional** — providing an understanding of the present position of the accounting or administrative professions, focussing on their present problems and on an evaluation of the best of the solutions proposed to these problems, and discriminating between the political processes by which professions adapt and the social and other processes through which knowledge is developed.
- Personal** — providing development of understandings and competences which assist the individual in dealing with the world in either a personal or professional capacity, in tackling problems and dealing with change — personal or social.

Award of the Degree

- (i) In order to qualify for the award of the Degree of Bachelor of Business a student must complete a total of 114 semester-hours of study, consisting of 14 defined common subjects, four subjects completing a defined major sequence, seven prescribed subjects defined for a particular specialization, and a minimum of 20, 21 or 22 semester hours of elective subjects — the minimum depending on the area of specialization chosen.
- (ii) A student who fails in a subject must repeat it in a later semester or take another subject in its place, where this is permitted.
- (iii) A student who fails in a unit in a sequence in which its passing is a prerequisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
- (iv) The normal time for the completion of all the requirements of the Degree programme is six semesters (full-time) or 12 semesters (part-time). However, the Degree will be awarded to students who complete the requirements in eight semesters (full-time) or 16 semesters (part-time).

In special circumstances, the Board of Studies of the School may grant an extension beyond these times, or may permit part-time students to complete their programme in less than the normal time.

- (v) Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

Structure of the Course

The course includes a set of common subjects taken by all candidates, provision for two major sequences of subjects — financial studies and administrative studies, supporting sub-major sequences in economics, law and quantitative methods, and a range of elective subjects. The degree may be taken out with a major in either Financial Studies or Administrative Studies. A candidate in one of the major sequences may be required to complete at least a sub-major in the other, or may elect to do so.

Within each major area of study students are required to specialize further. Specialization is achieved by completing a further four subjects of one of the defined major sequences and seven prescribed subjects, which together provide both a detailed and extensive coverage of the social context, modes of practice and bodies of knowledge relevant to a particular professional field. At present specialization is provided as follows:

Major	Specialization
Financial Studies	Accounting
Administrative Studies	(Business Management (Public Administration

By an appropriate selection of electives within the Public Administration specialization students may specialize further in Local Government Administration.

The award of the degree requires the satisfactory completion of a minimum of 114 semester hours of study, divided as follows:

	Semester Units	Semester Hours
Common subjects	14	44
Completion of major sequence	4	18
Prescribed subjects —		
Accounting	7	32
Business Management	7	30
Public Administration	7	31
Electives	Variable	20–22
		<hr/> 114 <hr/>

Students are required to nominate their area of specialization at the commencement of their second full-time year or its equivalent part-time.

The course is designed to meet professional educational requirements and to cater for different capacities and interests among students. It demands study in depth — by requiring six sequential semester units to be taken in the area of specialization and four sequential semester units of study in two other areas at least; and it demands study in breadth — by the provision of a broad common core and a wide range of electives. Each programme of study is designed to provide not just new understandings, but also to open up both new ways of learning and avenues within which new understandings can be sought.

Class Contact and Semester Hour Weightings

All subjects in the degree programmes require nominally three hours per week class contact. Such contact may take the form of lectures, tutorials, workshop classes, seminars or discussions or a combination of these sessions. However, the number of weekly hours and the form of class contact used may be varied, depending on their educative value in the study of a particular subject or their necessity for a particular pattern or style of teaching.

The structure of the course is based on an assumed total work load for full-time students of between 40 and 45 hours per week, made up of class contact, group work and individual study. The total work load per week for each subject is defined in terms of a "semester-hour" weighting, which recognizes that class contact is only one part of course work. Each subject is given a semester-hour weighting of between two and five, the total hourly work load per week being approximately double the weighting. For example,

Semester hour Weighting	Total work load per week
2	4— 5 hours
3	6— 7 hours
4	8— 9 hours
5	10—11 hours

Within the degree programmes, concentration on group work, assignments and individual work increases as the course progresses. The number of subjects taken per year decreases also, as specialization increases. Thus, in the first two semesters, when six subjects are taken, class contact approximates the time spent on assignment work, individual study and preparation for classes; but in the final two semesters, students would spend about 12 hours per week in class and about 30 hours in other work.

Over the full course class contact would approximate 90 hours. Total semester-hours would be a minimum of 114.

The semester-hour weighting for each subject is indicated on the course outlines which follow.

Common subjects

All candidates for the degree pursue a common programme in Semesters I and II and for part of Semester III (Semesters I to V of part-time attendance). This programme is designed to:

- introduce students to present understandings about major areas of social behaviour and to the disciplinary processes by which these understandings are acquired (through the study of such subjects as Political Behaviour, Society and Culture, Organization Behaviour, Law and Society, Economy and Society I—III, and Financial Accounting I and II);
- develop students' skills in interpersonal and other forms of communication (through participation in Communication I and II);
- equip students with a minimum necessary level of quantitative and computational competence (through study of Quantitative Methods I and II, and Computing I).

Major Sequences and fields of specialization:

The Accounting specialization of the Financial Studies Major is designed to develop competences deemed necessary for a successful career in professional accounting, taking as a minimum guide the entry requirements of the professional accounting associations. Students complete an additional four semester units in the Accounting major sequence (Managerial Decision-making, Managerial Accounting, Contemporary Professional Issues in Accounting, Contemporary Theoretical Issues in Accounting), a further three subjects in law (Commercial Law, Company Law, Revenue Law), one more economics subject (Financial Institutions and Markets), and three other accounting subjects (Auditing, Security Analysis and Portfolio Management, Securities Market Regulation).

The Administrative Studies Major is designed to provide the disciplinary background and develop the intellectual and personal competences deemed necessary for a professional career in management, either in business or in government. Students in either specialization complete a further four subjects in the Administrative Studies Major sequence (Industrial Sociology, Management Theory, Bureaucracy, Organization Adaptation and Change).

Students who elect to follow the Business Management specialization of the Administrative Studies Major complete two further administrative subjects (Corporate Strategy, Organization Design), one more economics subject (Financial Institutions and Markets), two more accounting subjects (Managerial Decision-making, Managerial Accounting), and two more legal subjects (Commercial Law, Industrial Law).

Students who elect to follow the Public Administration specialization of the Administrative Studies Major complete two further administrative subjects (Public Administration, Organization Design), one more economics subject (Public Policy), two more accounting subjects (Managerial Decision-making, Government Budgeting and Accounting), one more legal studies subject (Administrative Law), and a further political studies subject (Comparative Politics I).

By an appropriate choice of electives within the Public Administration specialization students can specialize further in Local Government Administration. The following subjects then would be taken as electives: Sociology of Community, Local and Regional Government, Local Government Law and Procedure, Regional and Urban Economies.

Endorsement of these programmes is being sought from the relevant qualifying or professional bodies.

Electives

Students may tailor the course to their particular capacities and interests by choosing subjects as electives from the wide range offered within the College. Subjects which may be taken as electives include those listed below as being offered within the School of Financial and Administrative Studies, and subjects listed as being offered within the School of Teacher Education if approved by the Board of Studies in the School of Financial and Administrative Studies. In choosing electives normal prerequisite requirements must be observed. Students are required to complete a minimum of 20, 21 or 22 semester-hours of electives for the award of the degree depending on their field of specialization, and may undertake no more than 24 semester-hours of electives without approval of the Board of Studies of the School. Normally about five elective subjects would be taken.

Patterns of Attendance

The course may be taken on a full-time basis over a minimum of three years (six semesters), or on a part-time basis over six years (normally twelve semesters), or by a combination of full-time and part-time study.

Experience has shown that students may find it necessary or advantageous to switch from one pattern of attendance to another during the duration of the course. This flexibility will be permitted to the extent practicable to meet the needs of both students and employers.

Where possible, it is desirable that part-time students obtain "day release" from their employment for attendance at classes. Class times will be arranged, where practicable, so that "day release" causes minimal interference with employment duties. For example, early morning or late afternoon classes will be provided as an alternative to evening attendance.

It is also considered desirable that part-time students be able to "accelerate their progression" so that they can complete the course in less than twelve semesters. At present the Board of Studies of the School is considering two ways in which this may be attained:

- (i) by students "challenging" a subject-unit if they consider that they possess the competences to be developed through its study;
- (ii) by students demonstrating that they possess the capacity to undertake more than the normal number of semester-hours of study in a particular semester.

Typical Course Programmes

Typical course programmes by specialization for both full-time and part-time students are shown on the following pages.

BACHELOR OF BUSINESS – FULL-TIME PROGRAMME
Financial Studies Major
Accounting Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
III	31301	Managerial Decision Making	3	4
	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	34201	Commercial Law	3	4
		Electives * (at least one)	3	approx. 4
IV	31401	Managerial Accounting	3	4
	32402	Financial Institutions and Markets	3	4
	34301	Company Law	3	4
		Electives * (at least two)	6	approx. 6
V	31302	Contemporary Professional Issues in Accounting	3	5
	31501	Securities Market Regulation	3	5
	31502	Security Analysis and Portfolio Management	3	5
		Electives * (at least one)	3	approx. 5
VI	31303	Contemporary Theoretical Issues in Accounting	3	5
	31402	Auditing	3	5
	34401	Revenue Law	3	5
		Electives * (at least one)	3	approx. 5

* Normally about five electives would be taken

BACHELOR OF BUSINESS – FULL-TIME PROGRAMME
Administrative Studies Major
Business Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
III	31301	Managerial Decision Making	3	4
	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	34201	Commercial Law	3	4
	36301	Industrial Sociology	3	4
IV	31401	Managerial Accounting	3	4
	32402	Financial Institutions and Markets	3	4
	34402	Industrial Law	3	4
	36401	Management Theory	3	4
		Electives * (at least one)	3	approx. 4
V	36501	Bureaucracy	3	5
	36402	Corporate Strategy	3	5
		Electives * (at least two)	6	approx. 8
VI	36601	Organization Adaptation and Change	3	5
	36602	Organization Design – Business Administration	3	5
		Electives * (at least two)	6	approx. 10

* Normally about five electives would be taken

BACHELOR OF BUSINESS – FULL-TIME PROGRAMME
Administrative Studies Major
Public Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
III	31301	Managerial Decision Making	3	4
	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	36301	Industrial Sociology	3	4
		Electives * (at least one)	3	approx. 4
IV	31403	Government Accounting	3	4
	35202	Comparative Politics I	3	4
	34202	Administrative Law	3	4
	36401	Management Theory	3	4
		Electives * (at least one)	3	approx. 4
V	36501	Bureaucracy	3	5
	36502	Public Administration	3	5
	32403	Public Policy	3	5
		Electives * (at least one)	3	approx. 5
VI	36601	Organization Adaptation and Change	3	5
	36602	Organization Design – Public Administration	3	5
		Electives * (at least two)	6	approx. 8

* Normally about five electives would be taken

BACHELOR OF BUSINESS – FULL-TIME PROGRAMME**Administrative Studies Major****Local Government Specialization**

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
III	31301	Managerial Decision Making	3	4
	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	36301	Industrial Sociology	3	4
	35201	Sociology of Community	3	4
IV	31403	Government Accounting	3	4
	35202	Comparative Politics I	3	4
	34202	Administrative Law	3	4
	36401	Management Theory	3	4
	35204	Local and Regional Government	3	4
V	36501	Bureaucracy	3	5
	36502	Public Administration	3	5
	32403	Public Policy	3	5
	34203	Local Government Law and Procedure	3	4
VI	36601	Organization Adaptation and Change	3	5
	36602	Organization Design – Public Administration	3	5
	32401	Regional and Urban Economies	3	4
		Electives (at least one)	3	approx. 5

BACHELOR OF BUSINESS – PART-TIME PROGRAMME
Financial Studies Major
Accounting Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
III	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
IV	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
V	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	31301	Managerial Decision Making	3	4
VI	31401	Managerial Accounting	3	4
	32402	Financial Institutions & Markets	3	4
VII	34201	Commercial Law	3	4
		Electives * (at least two)	6	approx. 6
VIII	34301	Company Law	3	4
		Electives * (at least one)	3	approx. 4
IX	31302	Contemporary Professional Issues in Accounting	3	5
	31502	Security Analysis and Portfolio Management	3	5
X	31402	Auditing	3	5
	31303	Contemporary Theoretical Issues in Accounting	3	5
XI	31501	Securities Market Regulation	3	5
		Electives * (at least one)	3	approx. 5
XII	34401	Revenue Law	3	5
		Electives * (at least one)	3	approx. 5

* Normally about five electives would be taken

BACHELOR OF BUSINESS – PART-TIME PROGRAMME
Administrative Studies Major
Business Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
III	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
IV	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
V	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	31301	Managerial Decision Making	3	4
VI	31401	Managerial Accounting	3	4
	32402	Financial Institutions & Markets	3	4
VII	34201	Commercial Law	3	4
	36301	Industrial Sociology	3	4
VIII	36401	Management Theory	3	4
	34402	Industrial Law	3	4
IX	36501	Bureaucracy	3	5
		Electives * (at least two)	6	approx. 7
X	36601	Organization Adaptation and Change	3	5
		Electives * (at least one)	3	approx. 5
XI	36402	Corporate Strategy	3	5
		Electives * (at least one)	3	approx. 5
XII	36602	Organization Design – Business Administration	3	5
		Electives * (at least one)	3	approx. 5

* Normally about five electives would be taken

BACHELOR OF BUSINESS – PART-TIME PROGRAMME
Administrative Studies Major
Public Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
III	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
IV	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
V	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	31301	Managerial Decision Making	3	4
VI	31403	Government Accounting	3	4
	35202	Comparative Politics I	3	4
VII	36301	Industrial Sociology	3	4
		Electives * (at least two)	6	approx. 6
VIII	36401	Management Theory	3	4
	34202	Administrative Law	3	4
IX	32403	Public Policy	3	5
	36501	Bureaucracy	3	5
X	36601	Organization Adaptation and Change	3	5
		Electives * (at least one)	3	approx. 5
XI	36502	Public Administration	3	5
		Electives * (at least one)	3	approx. 5
XII	36602	Organization Design – Public Administration	3	5
		Electives * (at least one)	3	approx. 5

* Normally about five electives would be taken

BACHELOR OF BUSINESS – PART-TIME PROGRAMME
Administrative Studies Major
Local Government Specialization

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	33101	Communication I	3	3
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	33201	Communication II	3	3
III	35102	Political Behaviour	3	3
	35101	Society and Culture	3	3
	37101	Quantitative Methods I	3	3
IV	34101	Law and Society	3	3
	36201	Organization Behaviour	3	3
	37201	Quantitative Methods II	3	3
V	32301	Economy and Society III	3	4
	37102	Computing I	3	4
	31301	Managerial Decision Making	3	4
VI	31403	Government Accounting	3	4
	35202	Comparative Politics I	3	4
VII	36301	Industrial Sociology	3	4
	35201	Sociology of Community	3	4
VIII	36401	Management Theory	3	4
	34202	Administrative Law	3	4
IX	32403	Public Policy	3	5
	36501	Bureaucracy	3	5
X	36601	Organization Adaptation and Change	3	5
	35204	Local and Regional Government	3	4
XI	36502	Public Administration	3	5
	34203	Local Government Law and Procedure	3	4
XII	36602	Organization Design – Public Administration	3	5
	32401	Regional and Urban Economies	3	4
		Electives (at least one)	3	approx. 5

ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT

The securities industry is central to efficient and productive resource allocation within the economy. Higher levels of skill and higher qualifications for its members are being demanded both within the industry and by the authorities which regulate it. Yet the industry is poorly served in terms of tertiary educational facilities.

The Associate Diploma in Securities Management is intended to meet this need. The course provides:

- vocational training specifically oriented to the needs of the industry
- a forum for considering the central social issues underlying the trade in securities and the affairs of corporations.

Introduction of the course has been supported by

- The Sydney Stock Exchange
- The New South Wales Corporate Affairs Commission
- The Securities Institute of Australia
- The Australian Society of Security Analysts.

Admission will normally be based on achievement in the Higher School Certificate or its equivalent. However, persons working in the securities industry who have not completed a full secondary education will be admitted to the course if they give evidence to the Board of Studies of probable success in the programme.

The Associate Diploma in Securities Management course is designed to:

- meet minimum levels of qualification as specified by the Stock Exchange or other regulatory bodies;
- meet vocational training needs as specified by the industry;
- give detailed consideration to the central social issues involving the trade in securities and its regulation;
- cater for development of the individual student, by the provision of subjects which are generally (as distinct from vocationally) educative, by the provision of sufficient subjects leading to a career other than in the securities industry (in accounting, for example), and by allowing for transition from the Associate Diploma to a Degree course.
- Students who demonstrate the ability to proceed to full Degree studies may be granted advanced standing in the Degree programmes of the College.

Structure of the Course

The course consists of 25 subjects totalling 88 semester-hours, and extends over eight semesters of part-time study or four semesters full-time. The subject "Stock Exchange Procedures" being prior to the commencement of Semester I, is continued between Semesters I and II and is completed between Semesters II and III; it is to be conducted mainly in the industry setting. Part-time students would take three subjects per semester, normally requiring nine hours of class attendance per week.

The subjects taken over the course may be divided into the following disciplinary areas:

	Subjects
Accounting Studies	4
Economic Studies	4
Legal Studies	4
Social, Political and Administrative Studies	3
Securities Industry Studies	4
Communication Studies	2
Quantitative and Computing Studies	4
	<hr/>
	25

This structure is designed to meet the vocational needs of the industry, raise the central issues confronting the securities industry at present, assist students in developing skills in interpersonal and other forms of communication, equip students with a minimum necessary level of quantitative and computational competence, introduce students to present understandings about major areas of social behaviour and to the disciplinary processes through which these understandings are acquired, and give them adaptability in their eventual choice of career.

The specific subjects to be taken are listed in the accompanying table, which also outlines a typical part-time programme. Course outlines for each subject follow. Each subject is given a semester-hour weighting (an explanation of the weighting system is given under the Bachelor of Business Degree course programme).

Award of the Associate Diploma in Securities Management

- (i) In order to qualify for the award of the Associate Diploma the student must complete the prescribed 25 subjects, totalling 88 semester-hours of study.
- (ii) A student who fails in a subject must repeat it in a later semester.
- (iii) The normal time for the completion of all the requirements of the Associate Diploma programme is four semesters (full-time) or eight semesters (part-time). However, the Associate Diploma will be awarded to students who complete the requirements in six semesters (full-time) or ten semesters (part-time).

In special circumstances, the Board of Studies in the School of Financial and Administrative Studies may grant an extension beyond this time, or may permit part-time students to complete the programme in less than the normal time.

- (iv) Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined.

Patterns of Attendance

The course may be taken on a part-time basis over eight semesters of study, on a full-time basis over four semesters, or by a combination of part-time and full-time study. However, it is anticipated that the course will be taken mainly by part-time students employed in some area of the securities industry.

Students may find it necessary or advantageous to switch from one pattern of attendance to another over the duration of the course, or employers may grant release for day attendance. For these reasons flexibility in patterns of attendance will be permitted, where practicable.

Students who consider that they possess the particular competences to be developed in a semester-unit will be permitted to "challenge" that course, and if successful will be exempted from further attendance in that semester-unit.

ASSOCIATE DIPLOMA IN SECURITIES MANAGEMENT
Typical Part-Time Programme

Semester	Subject Number	Subject	Nominal Class Contact	Semester-Hours Weighting
*				
I	31101	Financial Accounting I	3	3
	32101	Economy and Society I	3	3
	37101	Quantitative Methods I	3	3
*				
II	31201	Financial Accounting II	3	3
	32201	Economy and Society II	3	3
	37201	Quantitative Methods II	3	3
*				
III	35101	Society and Culture	3	3
	32301	Economy and Society III	3	4
	33101	Communication I	3	3
IV	37102	Computing I	3	4
	34101	Law and Society	3	3
	33201	Communication II	3	3
V	31301	Managerial Decision Making	3	4
	34201	Commercial Law	3	4
	35102	Political Behaviour	3	3
VI	31401	Managerial Accounting	3	4
	34301	Company Law	3	4
	32402	Financial Institutions and Markets	3	4
VII	31502	Security Analysis and Portfolio Management	3	5
	31501	Securities Market Regulation (Part A)	3	2
	36402	Corporate Strategy	3	5
VIII	34401	Revenue Law	3	5
	31501	Securities Market Regulation (Part B)	3	3
	37301	Advanced Quantitative Methods	3	4
*	Stock Exchange Procedures		—	3

School of Financial and Administrative Studies

SUBJECTS OFFERED WITHIN THE SCHOOL

Accounting and Financial Studies

- 31101 Financial Accounting I
- 31201 Financial Accounting II
- 31301 Managerial Decision-making
- 31401 Managerial Accounting (Organization, Management and Accounting)
- 31302 Contemporary Professional Issues in Accounting
- 31303 Contemporary Theoretical Issues in Accounting
- 31402 Auditing
- 31304 Development of Accounting Thought
- 31403 Government Budgeting and Accounting
- 31501 Securities Market Regulation
- 31502 Security Analysis and Portfolio Management
- 31102 Stock Exchange Procedures *

* Non-Degree subject.

Economic Studies

- 32101 Economy and Society I
- 32201 Economy and Society II: The Modern Corporation
- 32301 Economy and Society III: Government and Economy
- 32401 Regional and Urban Economies
- 32402 Financial Institutions and Markets
- 32403 Public Policy
- 32404 The Under-developed Economy
- 32405 Socialist Economic Systems

Communication Studies

- 33101 Communication I: Making Sense
- 33201 Communication II: Making More Sense

Legal Studies

- 34101 Law and Society
- 34201 Commercial Law
- 34202 Administrative Law
- 34402 Industrial and Labour Law
- 34301 Company Law
- 34401 Revenue Law
- 34203 Local Government Law and Procedure

Social and Political Studies

- 35101 Society and Culture
- 35201 Sociology of Community
- 35102 Political Behaviour
- 35202 Comparative Politics I: Australia and the U.S.A.
- 35203 Comparative Politics II: Soviet Union, U.S.A. and Australia
- 35204 Local and Regional Government

Organization and Administrative Studies

36201	Organization Behaviour
36301	Industrial Sociology
36401	Management Theory
36601	Organization Adaptation and Change
36501	Bureaucracy
36402	Corporate Strategy
36502	Public Administration
36602	Organization Design

Quantitative Studies

37101	Quantitative Methods I
37201	Quantitative Methods II
37102	Computing I
37302	Statistical Methods for Administrators
37301	Advanced Quantitative Methods
37202	Computing II
37401	Operations Research

Electives may also be chosen from subjects offered in the School of Teacher Education if approved by the Board of Studies of the School of Financial and Administrative Studies.

School of Financial and Administrative Studies

SUBJECT OUTLINES

31101 FINANCIAL ACCOUNTING I

Semester: I

Weighting:
3 semester-hours

Pre-Requisites:
None.

Objectives:

1. To introduce students to the social context, to the functions and to specific uses of accounting information.
2. To introduce students to ways of thinking about accounting phenomena, and to ways of evaluating the accounting literature.
3. To examine and practise students in applying the concepts and asset measures of traditional accounting practice.
4. To practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record.
5. To develop in students an appreciation of the minimal modifications necessary to convert traditional accounting practice to a system of continuously contemporary accounting.
6. To examine, compare and evaluate the formal and substantive content of theories descriptive of traditional accounting practice and a system of continuously contemporary accounting.
7. To examine (certain) contemporary anomalies in, or issues relevant to accounting practice.
8. To describe briefly the evolution of attempts to describe or explain certain accounting phenomena.

Content:

1. Accounting — a social phenomenon: company Annual Reports; investment and accountability; management and organizations; economy and law; choice and organizational participation; information, freedom and choice; professions in society; accounting reports — function and regulation; accountability and audit; present problems of the accounting profession; accounting as a social phenomenon.
2. Accounting Reports — uses: relating performance and prospects, risk and return; corporate and managerial accountability; company performance and share prices; the Stock Exchange investment service; security analyst's evaluations; the financial press; prices justification; government statistics.
3. Thinking about Accounting: accounting and the accounting phenomenon; investigating the accounting phenomenon; the accounting

literature; evaluating the accounting literature — symbolic criteria (informal and formal fallacies) and empirical criteria (falsifiability and corroboration); models — formally (argument and conclusions) and substantively (descriptions and explanations); models of the accounting process and the accounting phenomenon; accounting as a discipline, in relation to other social science disciplines.

4. The Accounting Context — elaborated. Process of choice: considered in specified contexts; uncertainty of future; use of knowledge of past occurrences in efforts to predict future; relevance of knowledge of present position; relevance of anticipatory calculations; comparison of expected gains with expected sacrifices; ranking of opportunities; monetary and non-monetary considerations; introduction to techniques of formal anticipatory calculation.

Individuals as actors; motivation; ends and means; constraints upon action in markets; adaptation and adaptability.

Environment of action; individual differences, specialisation; co-operative action; legal system; transactions, markets and prices; money; forms of business organisation; procurement of resources.

Communication and information: process of communication; information; knowledge; specialisation and information processing; information systems and adaptive behaviour.

5. A model of the accounting process: accounting as an information system. Outputs of accounting system; financial statements: Output concepts; 'financial position'; concepts of 'asset', 'liability', 'residual equity'; changes in financial position; concept of 'income'.
Accounting inputs; transactions, transformations, events. Input processing rules; rules of selection, classification, measurement, recording, communication.
6. Recording of accounting data: successive recording in statements of financial position and statements of change in financial position. Continuous recording; double entry book-keeping; classification and the chart of accounts; ledger recording; recording of transactions; trial balance; journal recording; events and adjustments to records; closing entries and summary accounts.
7. Accounting Reports: function; classification in accounting reports; introduction to analysis and interpretation of accounting reports — in relation to uses of accounting reports.
8. Expansion of the Recording System. Evidence and control: information processing; inputs and evidence; documentary evidence; documents — the basis of accounting record; management control; internal control; breakdown of internal controls. Design of accounting records; journal expansion and design; ledger expansion and design. The audit trail.
9. Evolution of the idea of "double-entry" bookkeeping.
10. Valuation and asset measurement. Valuation and discounting of future cash flows. Asset measurement possibilities — past and present measures; the respective arguments for each possibility. Asset measures — on acquisition and at balance date; at current cash equivalent and traditional measures (professional recommendations); specific asset

measures — cash, receivables, inventories, investments, leases, durable assets, other assets; recording of, and controls over these assets.

11. Asset measurement: traditional and continuously contemporary accounting — a summary. Rationale underlying traditional and continuously contemporary accounting measures. A critique of traditional asset measurement rules. Asset measurement at 'current cash equivalent' — an assessment; quality in argument; the need for evidence.

Preliminary Reading:

J. A. Tracy, *Understanding Accounting*, Prentice Hall, 1971.

Texts:

R. J. Chambers, *Financial Management*, Law Book Co., 1967.

Institute of Chartered Accountants in Australia, *Statements on Accounting Principles and Recommendations on Accounting Practice* (latest edition).

J. E. Smyth, *The Accounting Model*, Ryerson Press, 1971.

The Australian Financial Review.

31201 FINANCIAL ACCOUNTING II

Semester: II

Weighting:
3 semester hours

Pre-Requisite:

Financial Accounting I.

Objectives:

1. To introduce students to the functions and to specific uses of accounting information in a corporate context.
2. To reinforce, extend and further apply the skills developed during Financial Accounting I in thinking about accounting phenomena and evaluating the accounting literature.
3. To examine and practise students in applying the concepts, and equity and income measures of traditional accounting practice.
4. To further practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record.
5. To further develop in students an appreciation of the minimal modifications necessary to convert traditional accounting practice to a system of continuously contemporary accounting.
6. To further examine, compare and evaluate the formal and substantive content of theories descriptive of traditional accounting practice and a system of continuously contemporary accounting.
7. To examine (certain) contemporary anomalies in, or issues relevant to accounting practice or extant modes of financing.

8. To examine the question: "what's wrong with traditional Accounting Reports?", and assess the advantages of continuously contemporary Accounting Reports as an alternative.

Content:

1. Finance, financing, equities: the need for finance; borrowing and lending; financing: equating expected risks and expected returns; the development of structured markets; the 'cost of financing' as a linkage between decisions on *how to use* funds and *how to finance* the use of funds; selection of a 'cost of financing' — capitalizing expected earnings, trading on the equity, average and marginal rates of interest, borrowing and lending rates of interest. Equities: the outcome of financing — creation of legal rights and claims; legal and accounting use of the term 'equities'.
2. Equities and liabilities: types of equities; 'liabilities' and 'residual equity' as classes; problems of differentiation. Liabilities: types described; accounting record; measurement — on incurrence and at balance date. Measurement of liabilities at balance date — traditional accounting; problems; the 'bond discount' problem as an example. Measurement of liabilities at balance date — continuously contemporary accounting.
3. Entities and equities: legal personality, legal names and the accounting entity; sole traders, partnerships, companies, groups of companies — identification of the accounting entity. Partnerships and the structure of the 'residual equity'; companies and the structure of the 'residual equity'; additional recording needs.
4. Company finance and accounting: Types or companies; company law. Shares; types of shares; "par" and "no par value" shares — the international debate. Recording of share issues; forfeited shares; bonus issues; share splits; premium or discount issues; share transfers. Other forms of securities: debentures, unsecured notes, convertible notes — their use in Australia and abroad. Methods of issuing securities; direct public offers, underwriting, the prospectus; share swaps, rights issues, placements — contemporary practices and problems. Australian Stock Exchanges; their operation and regulations; current listings. Dividends; rules governing payment; interim dividends. The Profit and Loss Appropriation Account. Professional recommendations, Company Law and Stock Exchange Regulations — their content and relation.
5. Measuring the 'residual equity' of companies: traditional accounting — procedures and problems; reserves and provisions; current anomalies. Continuously contemporary accounting.
6. Income determination. Income concepts and income measurement. 'Cash' accounting. Traditional accounting; realization; the 'matching' concept; conservatism; current practices and anomalies. Continuously contemporary accounting; general price level changes and the capital maintenance adjustment. Traditional accounting and continuously contemporary accounting compared. Cash flow and income determination distinguished.

7. Accounting Reports: forms — Balance Sheets, Income Statements, Funds Statements, Consolidated Statements (briefly); preparation and professionally recommended presentation; comparison of traditional and continuously contemporary Accounting Reports. Analysis of Accounting Reports: relation of performance of prospects; analytic techniques — applied to assessment of returns and risk, to performance overtime and between companies, to traditional and continuously contemporary Accounting Reports. Interpretability: rules; the non-interpretability of traditional Accounting Reports. What's wrong with traditional Accounting Reports?
8. Issues and controversies in Financial Accounting: an overview. Accountability, resource allocation and accounting information; comparability and uniformity; the case for reform in Chambers' *Securities and Obscurities* considered; other arguments for reform in accounting practice. Professional adaptation; past and likely future. Legal reform; possibilities. The role of research; quality in argument; the need for evidence.

Preliminary Reading:

F. W. Paish, *Business Finance*, Pitman, (latest edition).

Texts:

Michael Greener, *Between the Lines of the Balance Sheet*, Pergamon, 1968.

R. J. Chambers, *Financial Management*, Law Book Co., 1967.

Institute of Chartered Accountants in Australia, *Statements on Accounting Principles and Recommendations on Accounting Practice* (latest edition).

J. E. Smyth, *The Accounting Model*, Ryerson Press, 1971.

The Australian Financial Review.

Association of Australian Stock Exchanges, *Listing Requirements*, (latest edition).

31301 MANAGERIAL DECISION-MAKING

Semester: III

Weighting:
4 semester hours

Pre-Requisites:

Financial Accounting II, Economy and Society II, Quantitative Methods II.

Objectives:

1. To introduce students to factors involved in choice generally, and in managerial choices particularly.
2. To introduce students to techniques of financial analysis and anticipatory calculation.
3. To practise students in detailed analyses of typical managerial decision situations.

4. To develop a financial model of the dynamics of managerial choice, and assess the literature generally in terms of this model.

Content:

1. Choice — a simple model. Problems — initiation and identification; search — means/end chains, courses of action; evaluation — predictability, preferability, feasibility; choice criteria — rationality; knowledge and choice.
2. Complex choices: Sources of complexity — uncertainty, individual differences, complex values and multi-valued choices, the fragmentation of problems, complex courses of action, organizational complexity and the social context.
3. Managerial choice: The organizational context; participation, inducements and contributions, bargaining, organizational equilibrium. Management; functions; effectiveness; 'balance' as a constraint on choice.
4. Financial dimensions of managerial choice; balancing of cash inflows and outflows — sufficiency and timing as criteria. Profitability and solvency as conditions of organizational survival. Financial position; its management as the economic problem of managers; changes in financial position as a function of the timing and rate of cash conversion; financial position as a result of adaptation and as an indicator of adaptability. Decisions affecting financial position; investment decisions; financing decisions; combined investment/financing decisions.
5. Techniques of analysis and anticipatory calculation. Problem definition and operations research, types of problem — allocation, search, sequencing and scheduling, replacement, inventory, co-ordination, competition. Search — cost estimation; cost and value of information. Prediction — probability assignment; sensitivity analysis. Evaluation — cost-volume-profit analysis; cost-benefit analysis; cost-effectiveness analysis; value analysis; economic order quantities. Allocation — linear programming; transportation problems. Sequencing and scheduling — network analysis; CPM; PERT. Dealing with complexity — decision trees; simulation; modelling. Limitations of the techniques.
6. Decisions affecting financial position — the techniques applied. Decisions without market action. Investment decisions — decisions affecting cash, receivables, inventory; durables. Financing decisions — sources of finance; optimum debt/equity combinations; the cost of capital. Combined investment/financing decisions; leasing. Pricing decisions.
7. Budgeting. Financial modelling and the budget as an analytic tool; flexible budgeting.
8. Dynamics of managerial choice; a financial model. The process. The relevant financial variables. The relevant financial measures.

9. Deficiencies in the literature. Exaggerated claims about techniques; failure to integrate variables; failure to recognize some variables; failure to recognize relevance of some variables and measures.

Preliminary Reading:

C. T. Wicks and G. A. Yewdall, *Operational Research*, Pan 1971.

Texts:

R. F. J. Dewhurst, *Business Cost-Benefit Analysis*, McGraw-Hill 1972.

C. T. Horngren, *Cost Accounting: A Managerial Emphasis*, Prentice-Hall, 1972.

G. L. S. Shackle, *Expectation, Enterprise and Profit: The Theory of the Firm*, Allen & Unwin 1970.

31401 MANAGERIAL ACCOUNTING (ORGANIZATION, MANAGEMENT AND ACCOUNTING)

Semester: IV

Weighting:
4 semester hours

Pre-Requisites:

Managerial Decision-Making; Economy and Society II; Organization Behaviour.

Objectives:

1. To practise students in certain techniques of organization analysis.
2. To familiarize students with the body of theory and empirical evidence about the dynamics of organization adaptation and managerial control.
3. To practise students in techniques of anticipatory and retrospective financial calculation.
4. To consider systems of financial analysis and calculation within the broader organizational and social context of managerial choice and action.
5. To demonstrate the futility of traditional cost accounting systems, and the utility of an alternative system.
6. To show the fallacy in forming conclusions about accounting principles or practices in isolation from facts about organization processes and the conditions of organization survival.

Content:

1. Description and explanation of phenomena: the use of models; 'cybernetic system' models; 'information system' models.
2. Organizations: participation, inducements and contributions, bargaining, organization 'equilibrium'. Role structures and organization structures. Organization function and maintenance; conflict and system

- maintenance; conditions of system maintenance — attainment of function, maintenance of participation; role integration.
3. Organizations as 'cybernetic systems'. Self maintenance or survival. Cybernetic sub-systems — receptor, effector, selector; their respective functions. Communication processes. Environment and feedback. System adaptation and system control. Threats to system survival. Adaptation and adaptability. Organizations "in control".
 4. Management: functions and organization control. The management process. Decision-making: the political, legal, economic and behavioural context of management decision; adaptation and adaptability in this context. Management structure: line and staff; 'levels' of management; functional divisions; structure and cybernetic sub-systems — decision, information and action specialisms. Management "effectiveness"; political, economic, technical and behavioural dimensions; organizational "balance".
 5. Managerial decision making: formal models and financial models. Allocative and integrative decisions. Planning — of objectives, policies, organization structure. Evolution of standards — technical, political, economic.
 6. Budgeting: as an analytical and an operational tool; as a planning process which integrates the political, technical and economic aspects of complexes of decisions; as a rational process of securing the optimum Financial Position *ex ante*; as a behavioural process — coalitions, bargaining and conflict resolution; external and internal confrontation. Effects of behavioural variables on budget formulation — inconsistency of objectives, stability and instability, organization slack, sub-optimization, bounded rationality. The dynamics of budgeting. Budgets as objectives and standards; effect on motivation and performance — contrary views; speculation and empirical evidence.
 7. Cybernetic systems and communication. A general model of the communication process. Human communication. Conditions of effective communication — semiosis. Messages and information. The receptor sub-system as an information system. Properties of information systems. Assessment of information systems — interference and noise. Feedback and system closure.
 8. Accounting as an information system. Accounting systems analyzed in terms of the necessary properties of information systems. Processing rules — selection, classification, measurement, recording, reclassification, aggregation, communication. Accounting inputs — transactions, transformations, events. Accounting outputs — financial statements. Qualities of information — interpretability, relevance, reliability, contemporaneity.
 9. Accounting and the management structure; line and staff; advice and information; accountants and accounting; neutrality and bias — the conditions under which each is desirable; rules for securing neutrality; standards of objectivity and completeness.
 10. Accounting as part of the receptor sub-system of a cybernetic system. Overall requirements — information output to represent the

environmental situation at the time of the output; the processing of 'noise' to be reduced to a minimum; feedback of information to be to the manager responsible for a particular decision. Development of an accounting system consistent with these and other requirements; representation of Financial Position and recording of changes in Financial Position at market prices; reclassification of this data in terms of managerial responsibility (responsibility accounting); maintenance of a basic pecuniary record; use of interpretable concepts.

11. Traditional accounting — full cost, direct cost, absorption cost; historical and standard; transfer pricing. Critique in terms of — relevance for decision making, relation to assigned responsibilities, and the production of 'noise'. Empirical evidence. Found to be irrelevant, unrelated, uninterpretable and to produce 'noise'.
12. Organization, Management and Accounting. Accounting as an integral element in the control and adaptation of organizations. Rejection of pseudo-justifications of traditional accounting — inventory valuation and income measurement. Fallacy of considering accounting isolated from facts of organization existence and conditions of organization survival. Necessity of the study of organizations in the study of accounting. The necessity of argument and evidence for the resolution of accounting issues.

Preliminary Reading:

V. A. Thompson, *Decision Theory: Pure and Applied*, General Learning Press, 1972.

G. Vickers, *The Art of Judgement*, Methuen, 1968.

Texts:

N. W. Chamberlain, *Enterprise and Environment: The Firm in Time and Place*, McGraw-Hill, 1968.

N. W. Chamberlain, *The Firm: Micro-Economic Planning and Action*, McGraw-Hill, 1962.

C. T. Horngren, *Cost Accounting: A Managerial Emphasis*, Prentice-Hall, 1972.

G. J. Staubus, *Activity Costing and Input-Output Accounting*, Irwin, 1971.

31302 CONTEMPORARY PROFESSIONAL ISSUES IN ACCOUNTING

Semester: V

Weighting:

5 semester hours

Pre-Requisite:

Financial Accounting II.

Objectives:

1. To develop in students some appreciation of the traditions of the

accounting profession, and of the changing social contexts and problem situations faced in attaining professional status.

2. To compare evidence identifying particular problems in accounting with the problems recognized from time to time by the accounting profession as warranting attention, and to attempt to account for any discrepancies by identifying the social and organizational factors significant in professional recognition of problems.
3. To examine the theoretical and practical dimensions of leading contemporary professional issues in accounting, while concurrently extending the students recording competences and their knowledge of professionally recommended practice.
4. To examine the nature of the accounting profession's response to problems it has recognized, thus developing some appreciation of the processes of professional policy formation.
5. To examine the 'conventional wisdom' which has constrained both the accounting professions' view of, and response to its problems.
6. To consider the accounting profession's approach to problems and evolving organizational patterns in relation to the broader social changes in the phenomenon of professionalism.
7. To distinguish the political processes through which professions adapt from the social and other processes through which knowledge is developed.

Content:

1. Issues and controversies in accounting — a revision: assets and asset measures; liabilities and liability measures; measuring residual equity; income determination; classification rules; communication and interpretability; uniformity and comparability. The theoretical rationale of traditional accounting practice.
2. Historical and institutional background to problems confronting the accounting profession: United Kingdom, United States, Australia: Major empirical and other demonstrations of professional problems; institutional problems distinguished from accounting problems.
3. Current concerns of the profession examined in detail. Issues considered will be drawn from the following: consolidated statements and group accounts — are consolidated statements really necessary?; equity accounting; accounting for company mergers and takeovers; purchase/pooling/goodwill; accounting in the extractive industries; land for development; depreciation; inventories; investments; leases and accounting for future commitments; tax allocation; prior period adjustments and extra-ordinary items; pension plans; price level adjustments; international transactions; funds statements; disclosure of accounting policies; materiality; multi-column accounting; projected accounting data; conglomerates and segment reporting. Reports of official studies, opinions, statements, recommendations, etc. Bookkeeping and output utility.

- Professional response to problems: generally — Australia, United States, United Kingdom; to specific problems; problems and pseudo-problems; organizational and ideological constraints; unintended consequences of professional responses.
- Modes of formulating accounting “principles” and their rationale — defects of method and conclusion; political and scientific determination of principles; inquiry and policy; the old chestnuts — ‘art’ or ‘science’? and ‘pure’ or ‘applied’ research? Professional determination of ‘accounting principles’.
- Professionalism and the accounting profession. Professional organizations — their *modus operandi*, goals, functions; myths and realities; professional self-discipline or legal regulation or both; the control of professionally deviant behaviour; the meaning of a professional ethic; independence — material and intellectual. Professionalism and increasing bureaucratization; research, practice and teaching — their distinct but inter-related functions.

Texts:

Australian Society of Accountants, *Accounting Principles and Practices Discussed in Reports on Company Failures*, 1966.

A. J. Briloff, *Unaccountable Accounting*, Harper and Row, 1972.

R. J. Chambers, *Securities and Obscurities*, Gower, 1973.

I. W. Keller, *The Uniformity — Flexibility Issue in Accounting*, Prentice-Hall, 1974.

T. F. Keller, and S. A. Zeff, *Financial Accounting Theory II: Issues and Controversies*, McGraw-Hill, 1969.

R. Sterling (ed.) *Institutional Issues in Public Accounting*, Scholars Book Co., 1974.

S. A. Zeff, *Forging Accounting Principles in Five Countries*, Stipes, 1972.

S. A. Zeff, *Forging Accounting Principles in Australia*, Australian Society of Accountants, 1973.

31303 CONTEMPORARY THEORETICAL ISSUES IN ACCOUNTING

Semester: VI

Weighting:
5 semester hours

Pre-Requisite:
Financial Accounting II.

Objectives:

- To reinforce and further develop skills in analyzing and evaluating the accounting literature.
- To deepen insights into the nature of theorizing and the uses of theory.
- To describe, analyze and evaluate the leading theoretical models presently in dispute in the accounting literature; while concurrently developing students' recording competences.

4. To examine the problem of corroboration of theories in social science generally, and of theories in accounting particularly.
5. To consider the process by which theoretical disputes in accounting may be resolved and theories developed, by reference to general scientific procedures for resolving problems and to the social mechanisms by which the scientific community reaches a consensus about the reliability of particular bodies of ideas.

Content:

1. Accounting thought and the accounting literature. Evaluating the literature — quality in argument and evidential support. Models — their use and evaluation; models and 'theories'.
2. Theories and theorizing. Accounting illustrations (e.g. attempts to explain 'double-entry'; or to determining 'functions of accounting'). Prescriptive, descriptive and explanatory theories. Particular and general theories (e.g. theories of 'inventory' measurement contrasted with theories of 'asset' measurement). Evolution of attempts to theorize about accounting — briefly; some leading persons and some leading ideas. "Income theorizing" — a recurrent theme.
3. The social context and formal framework of accounting revised. Economic and legal postulates; representation, measurement and monetary calculation; abstraction and the process of representation; anticipatory and retrospective calculation. Towards criteria for evaluating alternative theories. Terminological problems.
4. Five leading accounting models compared: initial price accounting system, initial price-price level adjusted accounting system, replacement (entry) price accounting system, present (discounted) value accounting system, market selling (exit) price accounting system. Recording under each system. Deriving inputs for each system; the nature and quality of inputs. The issues in dispute; arguments *pro* and *con*.
5. Modifications and variants on the five models. Traditional accounting and its variety; continuously contemporary accounting. Varieties of price level adjustment. Varieties of replacement price accounting. The issues in dispute: arguments *pro* and *con*.
6. Relative assessment of the five models and their variants: in terms of their likely solution to contemporary professional problems in accounting; in terms of the relative quality of argument; in terms of the realism of their assumptions; in terms of direct evidential support; in terms of coherence with ideas of other social science disciplines; in terms of simulated general output tests — utility, objectivity, etc.; in terms of simulated specific output tests — rate of return, solvency, etc. The problem of 'testing' output tests.
7. Resolution of theoretical disputes: the process-psychological, intellectual and social dimensions. Testability and falsifiability; evidence and 'corroboration'; degrees of testability. Paradigms and scientific revolutions. The 'path of science'; tentative truths.

Texts:

A.I.C.P.A., *Reporting the Financial Effects of Price Level Changes*, A.I.C.P.A., 1963.

Berkeley Symposium on *The Foundations of Financial Accounting*, U. of California, 1967.

R. S. Gynther, *Accounting for Price Level Changes: Theory and Procedures*, Pergamon, 1966.

K. Kafer, *Theory of Accounts in Double-Entry Bookkeeping*, U. of Illinois, 1966.

L. Revsine, *Replacement Cost Accounting*, Prentice-Hall, 1973.

J. E. Sands, *Wealth, Income and Intangibles*, U. of Toronto, 1963.

R. R. Sterling (Ed.), *Asset Valuation and Income Measurement*, Scholars Book Co., 1971.

J. Ziman, *Public Knowledge*, Cambridge U.P., 1968.

31402 AUDITING

Semester: VI

Weighting:

5 semester hours

Pre-Requisites:

Contemporary Professional Issues in Accounting.

Objectives:

1. To demonstrate the necessary relation between audit and systems of accountability, both historically and for different types of organization.
2. To trace the concurrent development of the corporate form of organization and independent professional audit.
3. To trace the development and codification of professional auditing standards in Australia and abroad.
4. To examine present anomalies and leading issues in modern auditing practice, in relation to avenues and possibilities of their resolution.
5. To introduce students to modern audit procedures and techniques, and develop in them some limited expertise in conducting an audit.
6. To consider the present difficulties of the accounting profession, in relation to both its own adaptive mechanisms and the difficulties being experienced by professions generally in modern society.

Content:

1. Accountability, accounting, audit. Ancient systems of accountability; English estate audits; public audits in England; audit of City and household accounts; guild audits; audit – and the development of the corporation in the nineteenth century. Audit today: trusts,

governments, partnerships, companies, etc. The function and necessity of audit.

2. Elements of an audit. Accounts. Verification, evidence and criteria (or standards) of verification. The auditor; independence and competence as qualities.
3. The process of verification. Verifiable statements; types and qualities of evidence — evidence of what?; information processing and evidence; statistical sampling; evidence in law. The question of verification criteria again.
4. The development of professional audits of public companies. Legal and quasi-legal influences — statutes, case law, common law, pronouncements and actions of such bodies as Stock Exchanges and the S.E.C. The development of professional accounting bodies — in the United Kingdom, United States and Australia. Pronouncements by these bodies. The codification of auditing standards. Standards applicable to the auditor — independence, competence, due care (and negligence). Standards applicable to the audit — 'true and fair'; 'generally accepted accounting principles'. Generally accepted auditing standards today; their authoritative basis.
5. The modern audit: techniques of an audit; the procedures necessary to support the report that an audit has been conducted; pro-forma audit programmes; organization diagnosis; internal control evaluation and the internal auditor; sampling and other tests; post balance-day events; particular problems in the audit trail raised by the accounting system employed — hand written, machine and computer based. Simulated audits.
6. The audit report: origins and modern version — significant changes during evolution. The message conveyed — literal or technical; to whom?; the debate reflected in legal cases. Qualified audit reports; ambiguities about the nature of 'qualified'; technical and factual qualification. The present controversy in Australia. Overview: anomalies in the modern audit process.
7. Professionalism. Ethics and etiquette — their respective functions; codification and non-codification; existing statements; sanctions; enforcement and non-enforcement. Present difficulties: independence, management services and the large firm; competence and continuing or specialized education; negligence and legal liability. Bureaucratic instead of professional standard setting and enforcement; is it likely?; would it make any difference? Professions generally and the accounting profession.
8. So-called new perspectives. Operational audits. The audit of management, the audit of forecasts.

Texts:

R. A. Irish, *Auditing*, Law Book Co., (latest edition).

R. K. Mautz, and H. A. Sharaf, *The Philosophy of Auditing*, A.A.A., 1961.

B. Russell, *An Inquiry into Meaning and Truth*, Pelican, 1962.

Pronouncements of professional bodies on Auditing.

31304 DEVELOPMENT OF ACCOUNTING THOUGHT

Semester: VI

Weighting:
5 semester hours

Co-Requisite:
Contemporary Theoretical Issues in Accounting.

Objectives:

1. To focus on the question: "what is meant by 'development' in accounting thought?"
2. To attempt to identify factors or persons which appear to have influenced substantive changes in accounting thought, new modes of analysis or new methodologies.
3. To briefly contrast historical changes in the context and practice of accounting with development in modes of thinking about these phenomena.
4. To evaluate the relative contributions of professional or academic bodies and individual researchers to accounting thought.
5. To analyze certain persistent themes or controversies in the body of accounting thought.
6. To briefly relate historical developments in accounting thought to historical development in scientific thought generally.

Content:

Because of the short duration of the course, one or more of the topics below may be selected for thorough examination. The course will be selective rather than comprehensive.

1. Accounting thought before 1900. Pacioli and his imitators. Early texts and authors — United Kingdom and the United States. Major historical developments in the context and practice of accounting since 1900. Developments in accounting thought since 1900 outlined: Gilman's and Hendrikson's compendia compared; local or international development? Influential personalities and institutional pressures as elements in the development of accounting thought; substantive and methodological changes.
2. Individual researchers: attempts both by academics (e.g. Chambers, Paton, Littleton, Mattessich, Sterling etc.) and non-academics (e.g. May, McNeal, Sweeney, Ross, etc.) to develop a coherent body of accounting theory; a comparative analysis of selected works; their contribution to the *development* of accounting thought assessed.
3. Professional or academic bodies: pronouncements, etc. issued by various bodies on particular aspects of accounting theory — foundations, principles, definitions, rules, etc.; a comparative analysis of selected works; their contribution to the *development* of accounting thought assessed; comparison with the contributions of individual researchers — criteria for relative assessment?

4. Persistent themes (e.g. historical cost, income determination, etc.) and persistent controversies (e.g. price level adjustments, measurement in accounting, etc.) in accounting thought analyzed.
5. Accounting thought and scientific thought compared; parallel or isolated development? What is meant by 'development' in scientific thought? Has accounting thought 'developed' or merely changed.

Texts:

Because of the approach taken in conducting the course, allowing for different emphases or for different directions to be taken, texts cannot be prescribed in advance.

31403 GOVERNMENT BUDGETING AND ACCOUNTING

Semester: IV

Weighting:

4 semester hours

Pre-Requisites:

Managerial Decision-Making; Political Behaviour.

Objectives:

1. To describe the systems of government budgeting and accounting in Australia at different levels, making comparisons with overseas procedures and institutions where appropriate.
2. To familiarize students with Australian budgetary papers, Auditor-General Reports, Grants Commission and other Reports and the accounts of municipal governments, public institutions and business enterprises.
3. To practise students in fund accounting procedures.
4. To examine major contemporary issues in public financial administration and accounting in Australia and overseas.

Content:

The following subjects will be considered in the Australian context with comparisons to procedures and the institutions in other countries where appropriate.

1. The functions and structure of government. The nature of government; central and regional government. Structure of government in Australia: administrative divisions of public authorities: Ministerial departments: Statutory authorities: Government business enterprises: Municipal and local government.
2. Public Finance: Sources of finance: Taxation, public borrowing, income from business undertakings: Federal-State financial relations: Commonwealth and State revenue and expenditure: Local government finance: The Australian banking system.

3. Financial control and accounting principles: Accountability and the control of public funds: Machinery of financial control: Budgetary and appropriation systems: Treasury: Auditor-General: Public Accounts Committee: Public Service Boards: Principles and purposes of government accounting: Cash and accrual systems: Statutory and internal controls: Evaluation of expenditure: Fund accounting: Central Government funds and accounting procedures: Shortcomings of the central government fund system.
4. Budgeting: The budget and the budgetary system: General objectives of budgeting: Methods of budget preparation: Principles of comprehensiveness and unity: Formulation, authorization, execution and review of the budget plan: The form and content of government budgets: State and federal budgets in Australia: The budget and the national economy: Programme budgeting: Budgeting of government business enterprises: Weaknesses in the budgetary process.
5. Financial administration of the Commonwealth Government: Legal and constitutional basis of the Commonwealth financial system: The Commonwealth Public Accounts: Consolidated Revenue Fund: Loan Fund: Trust Fund: The federal budgetary process: The federal Treasury: Accounts of the Commonwealth government: Banking procedures: Accounting for expenditure: Automatic data processing: Audit of Commonwealth departments and instrumentalities: The Auditor-General: The Joint Committee of Public Accounts: Accounting and internal control within the departments: Financial documents of the Commonwealth government: Statutory authorities and departmental business undertakings.
6. State Government financial administration: Constitutional basis of State financial administration: The fund system of New South Wales: The office of Auditor-General: Public Accounts Committee: Statutory authority for expenditure: The budget — formulation, authorization and review: The Appropriation Act: The public accounts: State public debt: Treasury and departmental accounting.
7. Municipal and Local Government finance and accounts: Sources of revenue: Local government "funds": Rates and rating: Budgetary procedures: Control of expenditure: Accounting procedures and financial reports: Depreciation, borrowing and debt redemption: Costing of works and services.
8. Public Business enterprises: Nature of government business undertakings: Reasons underlying public ownership and control: Organizational structure of undertakings: Financial structure and relationship with Treasury: Pricing policies: Subsidies and tax exemption: Borrowing and debt redemption: Accounting procedures and financial reports: Personnel management.
9. Public institutions: The nature of public institutions: Financial and accounting characteristics: Institutional fund accounting: Hospitals in Australia: Sources of hospital finance: Hospital "funds": Books of

account: Accounting procedures: Hospital statistics, budgeting and accounting reports: Universities in Australia: Government aid to universities: University "funds": Budgeting procedures: Accounting for depreciation: Accounting for investments: Financial statements of universities.

10. National Accounting: Economic fluctuations and the national economy: Economic analysis: Sectors of the economy: Economic terms and concepts: National income accounts: Input-output analysis: Flow-of-funds analysis.

Major issues to be considered include:

- consideration of the merits and demerits of the cash and accrual methods in central government accounting;
- advocacy of functionally classified budgets giving effect to performance (or programmed) objectives in lieu of purely "financial" budgets which allocate funds on the basis of departmental requirements;
- suggestions for the modification (or even abolition) of the fund system in favour of a more fluent system of accounting and control;
- advocacy of greater emphasis on forward planning by governments giving recognition to the commitment principle in budgeting;
- extension of commercial accounting practices wherever considered appropriate especially for public business enterprises;
- more extensive application of cost analysis and the costing of services;
- modification of audit procedures by increased utilization of sample check audits.

Texts:

- J. Burkhead, *Budgeting and Planning*, General Learning Press, 1971.
- A. V. V. Hercock and N. G. Maloy, *Fund Accounting*, Butterworths, 1974.
- V. M. Levy, *Public Financial Administration*, Law Book Co., 1972.
- E. L. Normanton, *The Accountability and Audit of Governments*, Praeger, 1966.

31501 SECURITIES MARKET REGULATION

Semester: V

Weighting:
5 semester hours

Pre-Requisites:

Managerial Decision Making; Company Law; Financial Institutions and Markets.

Objectives:

1. To develop an understanding of the role of the securities market in the mobilization of resources and their allocation to productive uses within the economy.

2. To consider the need for regulation of the securities market in the light of conflicts of interest between market participants and in view of the significance to contemporary society of encouraging and maintaining individual investment in corporate ventures.
3. To develop an understanding of the haphazard introduction of various forms of regulation, a knowledge of main features of contemporary regulations, and a sense of how well these regulations facilitate the maintenance of a "fair" and "efficient" market.

Content:

The course will examine modes of securities market regulation in a number of countries (chiefly the regulations adopted in Australia, U.K., Canada and the U.S.A., but examples will be drawn from other countries where relevant). The examination will be in terms of how well these regulations contribute to the maintenance of a "fair" and "efficient" market. Particular regulatory devices will be considered in relation to the abuses or anomalies which led to their introduction in different contexts, and in terms of whether the solutions adopted are still relevant to contemporary conditions. The analysis of regulatory devices will not only encompass statutory enactments and the rules and practices of various regulatory agencies, but also the extent to which particular "packages" of laws and regulations have relied upon the codes and procedures developed by various professions or occupational groups.

Issues to be considered include:

1. "Barriers" to entry: which securities should be listed or otherwise traded?; qualifications of brokers; the relative roles of brokers, floor traders and specialists; minimum orders; regional or national markets?
2. Regulation of securities market transactions: Is speculation harmful?; margin trading, pools and corners, short selling, brokers as principals. The case for intervention in volatile markets; NYSE rules for dampening stock price movements. Underwriting of new issues and attendant conflict of interests; vendor shares, etc. Distribution of primary and secondary issues. Off-market transactions.
3. Regulation of the flow of information to the market place: interim reports, annual reports, "insider" trading. New issues: prospectus rules, the investigation of prospectuses by auditors, investigating accountants, government or non-government agencies. The role of underwriters. Takeover and merger arrangements: disclosure of negotiations and reports on financial position and performance. Profit forecasts. Backdoor listings, new ventures, spin-offs. Withering of the doctrine of *caveat emptor*.
4. Regulation of the conduct of corporations: shifts in views about intervention (e.g. requirements that takeover offers be extended to all shareholders, and that earlier acceptors be offered additional consideration). Share "swaps", and share placements? Spin-offs and dealings between related companies? Function of official investigations – U.K., Australia, U.S.A., Canada.

5. Institutional arrangements for regulation of the securities market: Corporate affairs commission, Stock Exchange regulations, the Board of Trade, City of London panel on takeovers and mergers, Securities and Exchange Commission (U.S.A.), National Association of Security Dealers (U.S.A.). The role of the press in maintaining an "informed" market. Effectiveness of sanctions — suspension or delisting of securities, repayment of profits, fines and the enforcement of remedies. The need for a national Australian Companies Act? A national code for stock market conduct? An Australian S.E.C.?

Texts:

Australian Associated Stock Exchange, *Listing requirements* (latest edition).

J. Brooks, *Once in Golconda*, Golloncz, 1970.

J. Brooks, *Business Adventures*, Penguin, 1971.

L. C. B. Gower, *Modern Company Law*, Stevens, 3rd edition.

H. G. Manne, (ed.), *Economic Policy and the Regulation of Corporate Securities*, American Enterprise, 1967.

N.S.W. *Companies Act*, 1961 (as amended).

N.S.W. *Securities Industry Act*.

31502 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

Semester: V

Weighting:
5 semester hours

Pre-Requisites:

Managerial Decision Making, Financial Institutions and Markets.

Objectives:

To develop students' understanding of the usefulness, limitations and applications of techniques for the evaluation of investment opportunities and the management of portfolios.

Content:

1. Types of securities; distinctive features of the trade in securities; distinctive features of the trade in securities *vis a vis* the trade in commodities.
2. Choice of courses of action — simple model: purchase decisions, sell or hold decisions with respect to single securities. Risk and return; assessment of combinations of risk and return for different time horizons. Information available for the formation of expectations.
3. 'Technical' analysis: history, types of charts, configuration in price movements of individual stocks. Evidence available from empirical tests of efficacy of charting: serial dependency (the random walk hypothesis); filter tests. Tests of volatility.

4. 'Fundamental' analysis. The key indicators — earnings per share, net asset backing, dividend yield, gearing. Review of effect of choice of accounting techniques on representations of position and performance. Examination of stock exchange practice in the adjustment of accounting data in some respects but not in others; effect of these adjustments on indicators. Other tools and methods of fundamental analysis. Review of evidence from empirical studies re relationships between market prices and financial factors; limitations of these studies. Techniques for ranking stocks for purchase or sale; price-earnings ratios, profit forecasts, rates of return on assets or funds employed. Use of formal models of the 'value' of securities. Empirical tests of "fundamental" analysis (the efficient market hypothesis).
5. Choice of courses of action: more complex model — portfolios. Risk-return combinations — 'diversification'. Covariance as a test of risk aversion. Empirical tests of portfolio performance.

Preliminary Reading:

Adam Smith, *The Money Game*, Pan 1970.

Texts:

R. A. Brealey, *An Introduction to Risk and Return from Common Stocks*, MIT Press, 1969.

J. C. Francis, *Investments: analysis and management*, McGraw-Hill 1972.

B. Graham, D. L. Dodd & S. Cottle, *Security Analysis*, McGraw-Hill, 1962.

31102 STOCK EXCHANGE PROCEDURES

Semester: I

Weighting:
3 semester hours

Pre-Requisites:
None.

Objectives:

1. To inform Students about, and practise them in typical dealings on and common procedures of Australian Stock Exchanges.
2. To practise students in common procedures used in brokers' offices.
3. To introduce students to the legal context in which securities market trading is conducted.

Content:

1. Introduction to the Securities Industry and Stock Exchange Operations: Public Companies and Securities Markets. Role of Stock Exchanges in the modern economy. Organization and administration

of Stock Exchanges in Australia. Types of securities traded. How new securities are brought to the market. Listing requirements. The role of the underwriter. Research, statistical and other services of the Stock Exchange. Computer usage. Securities markets and money markets. Money market operation in Australia briefly described.

2. The Brokers office: Research and advice; orders and sales; bookings; contract notes. Clients records. Interstate and international transactions; odd lots. Operating. The Scrip Department; records, share certificates and transfer forms; checking and recording of documents inwards; scrip cards — mechanics of recording; micro-film recording, allocation to buyer; brokers stamps; delivery and settlement; registration; lost documents; dividends; buying in; capital issues; calls; capital reconstructions. Stock options; bonds; semi-government issues. Transaction and stamp duty. Exchange control. Put and call options. Share registry practice — relevant legislation. Brokers accounts: books of record — day book, trust accounts, general ledger accounts; account categories; audit requirements; client ledger supervision; account and scrip union; credit control — account classification. Broker Accounting — local, interstate and overseas brokers.
3. Trading: Description of transaction from contract to completion; oral trading floor contracts; significance of contract note; delivery — buying in; sellers certification.
4. Legal Context: relevant bodies of law — contracts, agency, taxation, negligence and liability for advice given. Legal relationships involved. Broker/client legal relationship. The Brokers Indemnity. Remedies on default of client. The Brokers Lien. Lumping, crossing, interstate dealings. Short selling. Principal selling — and possible conflict of interest.

Texts:

Materials to be supplied by lecturers.

32101 ECONOMY AND SOCIETY I

Semester: I

Weighting:
3 semester hours

Pre-Requisites:
None.

Objectives:

1. To confront students with economic phenomena, and the ways in which they may be patterned.
2. To introduce students to basic concepts used by economists to describe and analyze patterns of economic behaviour.

3. To develop an appreciation of the effect of particular social and political structures on the patterning of economic behaviour.
4. To describe the structural characteristics of the Australian economy and its social and cultural determinants.
5. To examine certain contemporary social problems as consequences of the structure and functioning of the Australian economy.
6. To develop in students recognition of different methodological approaches to the study of economic phenomena, of the cultural and historical origins of these approaches, and an awareness that each approach may lead to different interpretations of the same phenomena.

Content:

1. Economic phenomena, as reported in the contemporary press:
 - (a) economic events, such as reports of consumer price index changes, national wage decisions, overseas reserve changes, strikes, etc.
 - (b) government policy decisions — taxation, interest rates, restrictions on overseas capital inflow and outflow, budget, revaluations, etc.
 - (c) decisions by individual firms, such as price changes, new products, expansion programmes, closures of plants, etc.

What is the significance of these phenomena? What causes them? Are they related? How?
2. Economics and economies; relation of economics to other disciplines, e.g. sociology, political science.
3. Economic concepts and their use: economic behaviour, economic systems, economic policy; consumption, production, exchange, distribution; investment, technology, institutions.
4. Economy and society: the association of varying social and political structures with different arrangements of economic behaviour and with different economic systems, such as those typically labelled primitive, undeveloped, capitalist, socialist, and international; contemporary illustrations.
5. The Australian economy described: structural features and economic institutions; international relations.
6. Cultural and political determinants of the Australian economic system; cultural origins, social stratification, derivative institutional structures, social and political philosophies.
7. Contemporary social problems in Australia as a consequence of economic arrangements:
 - (a) problems of equity, e.g., poverty, education, discrimination
 - (b) problems of the system, e.g. unemployment, inflation
 - (c) problems of allocative efficiency, e.g. monopolies, subsidies.

8. Economic methodologies: classical marxist, neo-classical, institutionalist. Their application to selected problems.

Texts:

Kenneth Boulding, *Economics as a Science*, McGraw-Hill, 1970.

R. I. Downing, *The Australian Economy: A Manual of Applied Economics*, Weidenfeld and Nicholson, 1973.

J. Robinson and J. Eatwell, *An Introduction to Modern Economics*, McGraw-Hill, 1974.

32201 ECONOMY AND SOCIETY II: THE MODERN CORPORATION

Semester: II

Weighting:
3 semester hours

Pre-Requisite:

Economy and Society I.

Objectives:

1. To describe the dominant roles of, and the interrelations between corporations and organized labour in modern western societies.
2. To develop an understanding of the corporation as an uneasy coalition of competing interest groups, and of the different dimensions in the relations between these groups.
3. To examine in some detail the economic dimensions of corporate activity, using the analytic tools and models of micro-economics.
4. To examine the social and economic determinants of the supply and demand for labour in the Australian institutional setting, using conventional tools of economic analysis.
5. To assess the performance of the modern corporation on the basis of both corporate and social criteria, using conventional techniques of economic analysis where applicable.

Content:

1. Corporate and non-corporate business; their relative social importance in terms of their command over resources.
2. Corporations as organizations involving relations between coalitions of competing interest groups — owners, employees, customers, financiers, suppliers, the government, the public, and managers. Control of the corporation. Management and managerial discretion. Analysis of the dimensions of relations between these groups — social, political, legal, economic.
3. Economic dimensions of corporate activity: competitive structure of industries and competitive strategies of firms. Strategic variables: product and product mix, scale of output, price, product promotion — constraints on their use: resource inputs, combinations, pricing;

efficiency of production — technical and economic: technical change — investment and growth.

4. Labour: as a social class and as controller of a major economic resource. Stratification and occupational mobility. Labour organizations — goals, structures, strategies; identification of social, political, legal and economic dimensions of their activity. Labour/corporation conflicts.
5. Labour — economic dimensions. Determinants of labour supply. Determinants of the demand for labour. Wage determination; economic theory; the Australian institutional framework.
6. The corporation in modern society. Evaluation of its performance. Corporate criteria — profitability, efficiency and growth; conventional financial statements as deficient measures. Social criteria — allocative efficiency, distributive shares, externalities; conventional financial statements as deficient measures. Contemporary anomalies in corporate performance described. Government intervention; its rationale and its difficulties.

Texts:

J. K. Galbraith, *The New Industrial State*, Pelican 1967.

M. Gilbert, (ed.), *The Modern Business Enterprise*, Penguin 1972.

J. Isaacs, *Wages and Productivity*, Cheshire 1967.

J. Isaacs, and W. Ford (eds.), *Australian Labour Relations*, Sun Books 1971.

F. M. Scherer, *Industrial Market Structure and Economic Performance*, Rand McNally, 1971.

32301 ECONOMY AND SOCIETY III: GOVERNMENT AND ECONOMY

Semester: III

Weighting:

4 semester hours

Pre-Requisite:

Economy and Society II.

Objectives:

1. To develop an understanding of the role and significance of government activity in the economy.
2. To develop an understanding of the structure and working of the economic system so that students may appreciate the need for and the effect of government economic policies.
3. To develop an understanding of the analytic tools and models appropriate to economic policy decisions.
4. To briefly consider the evolution of economic ideas and their influence on policy making.

Content:

1. Functions and responsibilities of government in the modern economy: considered in the context of their historical evolution.
2. The impact of government on the economy through:
 - (a) its judicial and legislative powers (e.g., prohibitions, setting minimum prices and standards of quality — that is, the setting of the legal framework of economic activity).
 - (b) its business activities (i.e. the government considered as an economic organization producing goods and services e.g., crime prevention). An introduction will be given to cost/benefit analysis, cost/effectiveness analysis, methods of pricing public goods and services.
 - (c) through its powers over taxation and money.
3. The management function of government.
 - (a) Management of the system as a whole: elementary macro-models of the system; policy objectives — growth, stability, full employment, distributive justice; range and characteristics of policy instruments available to the government.
 - (b) Management of parts of the system: the theory of allocative efficiency; objectives of micro-policy — correcting market failures; instruments of micro-policy — tariffs and subsidies, anti-monopoly laws, prices justification, environmental protection regulations, adjustment assistance to industry.
4. An introduction to the process of policy making: the relation between ideas and policies; who makes policies?
Consideration of the above will be mainly in the Australian context.

Texts:

- K. E. Boulding, *Principles of Economic Policy*, Staples Press 1963.
R. Lekachman, *The Age of Keynes*, Pelican, 1969.
E. Shapiro, *Macro Economic Analysis*, 3rd edition, Harcourt Brace 1973.
S. Sirkin, *The Visible Hand: The Fundamentals of Economic Planning*, McGraw-Hill, 1968.

32401 REGIONAL AND URBAN ECONOMIES

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:
Economy and Society III.

Objectives:

1. To examine contemporary social problems as consequences of the structure and functioning of urban economies in Australia and abroad.
2. To increase students' abilities in applied economic analysis through the consideration of economic activity and problems of sub-national areas.
3. To assess the efficacy of policies proposed for the amelioration of urban problems against both economic and social criteria.

Content:

1. The nature of economic systems in a spatial context: the city; general trends in urban and regional development; national economic policies and regional economies; conceptual difficulties; problem areas.
2. Urban and regional growth: analysis of the role of urbanization in regional development; analysis of the alternative models which may be used; the forces which give rise to problems of inefficiency, inequity and environmental deterioration within regional economies.
3. Urban structure: analysis of the internal form of urban areas, in terms of both physical and social structure.
4. Urban problems: a welfare-oriented analysis of socio-economic features of urban areas, with particular reference to the problems of (a) urban poverty, (b) housing, (c) urban transportation and (d) the quality of the urban environment.
5. Urban policy: the role of the public sector in relation to urban problems; conservative, liberal and radical views; inter-regional policies (e.g., decentralization), intra-regional policies (e.g., urban renewal) and non-spatial policies (e.g. road pricing, income redistribution) for urban problems.
6. Regional planning; approaches in Australia and overseas. Planning regions and political units. Contemporary Australian developments and issues.

Texts:

- D. M. Gordon, *Problems in Political Economy: An Urban Perspective*, D. C. Heath & Co. (Mass.) 1971.
- G. M. Neutze, *Economic Policy and the Size of Cities*, A.N.U. Press 1965.
- H. W. Richardson, *Urban Economics*, Penguin 1972.
- H. W. Richardson, *Regional Economics*, Weidenfield and Nicholson 1969.
- M. Stewart, (ed.), *The City: Problems of Planning*, Penguin 1972.
- F. J. B. Stillwell, *Australian Urban and Regional Development*, Aust. & N.Z. Book Co. 1974.

32402 FINANCIAL INSTITUTIONS AND MARKETS

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:
Economy and Society III.

Objectives:

1. To develop an understanding of the functioning of financial institutions and markets and the ways in which they influence the financial management decisions of governments and firms.
2. To describe sources of finance within the Australian institutional setting and internationally.
3. To describe the economic relations that hold between domestic and international sources of finance.
4. To examine the role and functioning of government monetary policy.
5. To practise students in financial analysis and in the selection of financial strategies, by simulating the type and range of decisions that would be made by government and semi-government institutions and private firms.

Content:

1. Functions of financial systems — mobilization of investment funds from individual savings; allocation of investment funds among competing uses; allocation of consumption and investment expenditure over time; as a means of government control of aggregate spending.
2. Financial institutions. Money and credit as social institutions. The banking system: trading banks financial intermediaries; the special role of the Reserve Bank. The operation of monetary policy in Australia and limits on its effectiveness: control of money supply, interest rates and debt management. The working of financial institutions and monetary policies in selected overseas countries compared with the Australian system.
3. Financial markets — domestic. The securities market — government and corporate; short term money market — official and unofficial; the long term capital market.
4. International financial institutions and markets. Financing international trade and investment. Foreign exchange markets; forward markets; the Euro dollar and Euro bond markets. Fixed or flexible exchange rates? Recent changes in the international monetary system.
5. Exercises in financial forecasting. Case studies in financial strategy in the Australian and international setting — from the perspectives of governments, semi-government institutions and corporations.

Texts:

H. Arndt and D. Stammer (Eds.), *The Australian Trading Banks*, Cheshire, 1972.

J. H. Dunning (Ed.), *International Investment*, Penguin, 1973.

W. Eiteman and J. Stonehill, *Multinational Business Finance*, Addison-Wesley, 1972.

F. Hirsch, *Money International*, Pelican, 1969.

R. Hirst and P. Wallace, *Studies in the Australian Capital Market*, Cheshire 1974.

University of Sydney, *Australian Financial Institutions*, Extension Board, 1973.

32403 PUBLIC POLICY

Semester: V

Weighting:

5 semester hours

Pre-Requisites:

Economy and Society III; Political Behaviour; Managerial Decision-Making.

Objectives:

1. To develop in students an understanding of the dimensions of public policy issues.
2. To give students some insights into how economic policy is made in the public sector, using contemporary Australian problems and issues as case studies.
3. To develop an understanding of the social and political context in which economic policy is formulated and implemented.
4. To give students an understanding of the analytical tools and models relevant to public policy problems.

Content:

1. Social choices, individual values and the public interest. Public policy issues and problems — their social, political, economic, technological and ideological dimensions. The social specification of problems; the fragmentation of problems; alternative means and conflicting objectives; multi-valued choices; uncertainty and time; criteria for social choices. "Welfare" economics; meliorative comparisons; the problem of distribution.
2. The process of public policy formation: Who makes policy?; the social and political context; 'rational' choice and the strategy of 'disjointed incrementalism', partisan mutual adjustment — naturally occurring and manipulated. Economic and political theories of policy formation

contrasted. The study of policy formation. Studies of policy formation in Australia and abroad.

3. Implementation of public policies; the problem of co-ordination; hierarchical control and central co-ordination; co-ordination through mutual adjustments; other possible modes of co-ordination; feedback and the effectiveness of policies; policy revisions – in theory and in practice.
4. Techniques and models of policy analysis and evaluation. Cost-benefit analyses; difficulties in problem specification; costs and benefits – concept and measurement problems; opportunity costs; externalities; investment criteria; risk assessment and time preference; testing feasibility; portfolios of investment projects; unresolved questions. Choice among policy making methods and procedures; the relation of value selection to choice of evaluation method.
5. Application of analytical techniques to selected economic policy areas at both macro – and micro – levels.

Preliminary Reading:

G. K. Shaw, *Introduction to the Theory of Economic Policy*, Martin Robertson, 1971.

Texts:

N. W. Chamberlain, *Private and Public Planning*, McGraw-Hill, 1965.

A. J. Culyer, *The Economics of Social Policy*, Martin Robertson, 1973.

C. E. Lindblom, *The Policy Making Process*, Prentice-Hall, 1968.

J. M. Mitchell and W. C. Mitchell, *Political Analysis and Public Policy*, Rand McNally, 1969.

D. M. Winch, *Analytical Welfare Economics*, Penguin 1971.

32404 THE UNDERDEVELOPED ECONOMY

Semester: VI

Weighting:
4 semester hours

Pre-Requisite:
Economy and Society III.

Objectives:

1. To broaden the students' outlook and vision of economic phenomena, by exposing them to different economic systems in the process of development.
2. To develop an understanding of the characteristics and problems of

developing countries as a major part of the world economy.

3. To increase students' proficiency in applied economic analysis.

Content:

1. The phenomenon of underdevelopment; reasons for concern — moral questions and economic interdependence; the magnitude of the problem and its manifestation in living standards.
2. Structural characteristics of 'underdeveloped' economies (including their social and political systems).
3. Behavioural relationships in the development process.
4. The development experience; performance indicators; success or failures.
5. Population growth and unemployment.
6. Industrialization.
7. Development of agriculture; the Green Revolution; land tenure systems and land reform.
8. Foreign trade, investment and aid.
9. The public sector and policy reform — the changing role of government; planning and administrative institutions; 'growth'; dictatorships; opportunities for policy reform in the light of experience.

Texts:

- C. E. Black, *The Dynamics of Modernization*, Harper Torchbook, 1967.
- H. Bernstein (Ed.), *Underdevelopment and Development: The Third World Today*, Penguin, 1973.
- R. Jolly, et al (Ed.), *Third World Employment — Problems of Strategy*, Penguin, 1973.
- A. Maddison, *Economic Progress and Policy in Developing Countries*, Geo. Allen & Unwin, 1970.
- H. Myrt, *Southeast Asia's Economy*, Penguin, 1972.
- G. Myrdal, *The Challenge of World Poverty*, Pelican, 1971.
- G. Myrdal, *Asian Drama*, Pantheon, 1972.
- D. Seers and L. Joy, *Development in a Divided World*, Pelican, 1971.
- C. K. Wilber, *Political Economy of Development and Underdevelopment*, Random House, 1973.

32405 SOCIALIST ECONOMIC SYSTEMS

Semester: VI

Weighting:
4 semester hours

Pre-Requisite:
Economy and Society III.

Objectives:

1. To broaden students' outlook and vision of economic phenomena, by exposing them to socialist economic systems.
2. To develop an understanding of the principles of socialist economics and the workings of socialist economic systems in practice.
3. To increase students' proficiency in applied economic analysis, particularly in the field of economic planning.

Content:

1. The ideological basis of socialism.
2. Theoretical principles of socialist economics.
3. Introduction to Marxist economics.
4. Types of socialist systems in practice — historical development and current trends; the 'convergence thesis'.
5. The Process of Economic Planning: (a) plan formulation and implementation; (b) planning and the market — labour, price systems; (c) financial planning; (d) planning economic growth; (e) international economies and central planning.

Texts:

- A. Donithorne, *China's Economic System*, Geo. Allen & Unwin, 1967.
G. R. Feivel, *New Currents in Soviet Type Economics: A Reader*, International Textbook Co. 1968.
A. Nove, *The Soviet Economy*, Geo. Allen & Unwin, 1968.
S. Rejovich, *The Market-Planned Economy of Yugoslavia*, Uni. of Minnesota, 1970.
P. Ward, *The Socialist Economy*, Random House, 1967.
E. L. Wheelwright and B. McFarlane, *The Chinese Road to Socialism*, Monthly Review Press, 1971.
P. J. D. Wiles, *The Political Economy of Communism*, Blackwell, 1964.

33101 COMMUNICATION I: MAKING SENSE

Semester: I

Weighting:
3 semester hours

Pre-Requisites:
None.

Objectives:

To develop interpersonal and other communication skills.

Content:

1. Persuasive and informative uses of language, the role of each; dangers in confusing one with the other.
2. Techniques used in persuasion; emotional colouration, misusing authorities, prejudice, special pleading, rationalization, diversions, habits of thought.
3. Problems of meaning, of words and propositions, which may arise in the informative use of language; vagueness, ambiguity, faulty analogy, reification, equivocation, circular definitions.
4. Valid and invalid forms of argument; non sequitur, undistributed middle, composition and division, faulty generalization, false dilemmas.
5. Verbal issues distinguished from factual issues.
6. Facts distinguished from opinions.
7. Ways of resolving conflicts of opinion and conflicts about facts.
8. Assessing the truth of statements; evidence, testability, falsifiability, corroboration, tentative 'truths'.

Material will be drawn from interviews, poems, essays, newspapers and other mass media, plays, disputes in the social sciences, and controversial issues generally.

Texts:

W. W. Fearnside and W. B. Holther, *Fallacy: The Counterfeit of Argument*, Prentice Hall, 1965.

J. Stewart (Ed.), *Bridges Not Walls*, Addison-Wesley 1973.

Robert H. Thouless, *Straight and Crooked Thinking*, Pan, 1960.

33201 COMMUNICATION II: MAKING MORE SENSE

Semester: II

Weighting:
3 semester hours

Pre-Requisite:
Communication I.

Objectives:

To reinforce, extend and further apply communication skills developed in Communication I.

Content:

1. Further construction of arguments in logical form.
2. Types of evidence used in supporting different types of proposition.
3. Conversion of arguments from logical to literary form.
4. 'Style' in oral and written communication.
5. Making sense in reports about particular situations.
6. The variety of modes of contemporary written and oral communication.

Texts:

J. M. Barzun and H. F. Graff, *The Modern Researcher*, Harcourt Brace Jovanovich, 1970.

R. W. Pace and R. R. Boren, *The Human Transaction*, Scott Foresman, 1973.

Lionel Ruby, *The Art of Making Sense*, Angus and Robertson, 1969.

34101 LAW AND SOCIETY

Semester: II

Weighting:
3 semester hours

Pre-Requisites:

None.

Objectives:

1. To familiarize students with the Australian legal framework, the sources of law in Australia and legal techniques.
2. To explore the nature and function of law by reference to the relationship between the law and the (Australian) society in which the law develops, is applied and changes.
3. To serve as an introduction to subsequent legal courses.

Content:

1. The Australian legal system, its structure, content and agencies.
 - (a) The Australian Federal system, its legal and political consequences.
 - (b) The citizen and the legal systems of
 - (i) The Municipality,
 - (ii) The State,

- (iii) The Commonwealth,
- (iv) Administrative bodies.
- (c) The relationships between these "systems".
- (d) The sources of the law administered in these systems.
- (e) The substantive law administered in these systems.
- (f) The agencies involved in the making and administration of the law applied in these systems:
 - (i) The United Kingdom Parliament,
 - (ii) The Commonwealth Parliament,
 - (iii) The State Parliament,
 - (iv) Local Government bodies,
 - (v) Administrative tribunals,
 - (vi) The judiciary,
 - (vii) The legal profession,
 - (viii) The police,
 - (ix) Other legal agencies (Attorney General, Legal aid officers, etc.)
- (g) The law-making functions of these agencies, with particular reference to
 - (i) The High Court as the interpreter of the Australian Constitution,
 - (ii) The judiciary as a source of law (common law and equity and as the interpreter of statutes).

2. Law and Australian society.

- (a) The social function of law as
 - (i) facilitative, by reference to the development of selected contractual rules and the sale of goods legislation,
 - (ii) enabling, by reference to probate law, the trust and the settlement,
 - (iii) regulatory, by reference to hire purchase, consumer protection, and environmental legislation.
- (b) The law as protector of individual rights, by reference to
 - (i) prerogative writs,
 - (ii) common law rights.
- (c) The social and economic influences at work in the evolution of the law, by reference to
 - (i) certain criminal defences,
 - (ii) certain tortious defences,
 - (iii) development of the tort of Nuisance.

- (d) The law considered as a conceptual framework or as a process, as passive or active, by reference to the views of
 - (i) natural law theorists,
 - (ii) analytical jurists (Kelsen, Hohfeld),
 - (iii) sociological jurists (Pound).

Issues to be considered:

Would include topical legal issues (e.g. the Menzies/Murphy debate on the proposed Bill of Rights) and would also include

1. The legalism engendered by the Australian federal Constitution and its effects on government.
2. The legal relationships between the States and the Australian Government and the political consequences thereof.
3. The significance of the function of the High Court in Constitutional interpretation.
4. The inadequacy of the protection afforded the individual by the traditional common law rights and the dangers inherent in the growth of executive government and delegated law making powers.
5. The effectiveness of the judiciary's use of precedent as a means of legal change, given the accelerated rate of social change, considered by reference to issues such as abortion, pot and pornography.

Preliminary Reading:

G. Sawyer, *The Australian and the Law*, Pelican, 1972.

Texts:

P. Devlin, *The Enforcement of Morals*, Oxford 1968.

W. Friedman, *Law in a Changing Society*, 2nd ed., Penguin 1972.

H. L. A. Hart, *Law Liberty and Morality*, Oxford 1968.

P. H. Lane, *The Australian Federal System*, Law Book Co. 1972.

D. Lloyd, *The Idea of Law*, Pelican, 1969.

34201 COMMERCIAL LAW

Semester: III

Weighting:

4 semester hours

Pre-Requisite:

Law and Society.

Objectives:

1. To familiarize students with the more important legal concepts and rules governing the conduct of business.

2. To familiarize students with legal techniques.
3. To serve as an introduction to subsequent legal courses.

Content:

1. Relationship of persons to property.
 - A. Persons.
 - (i) Natural persons.
 - (a) limitations on their legal capacity by reference to minority and infancy, lunacy, duress, etc.
 - (b) the extension of their capacity to act by reference to agency, unincorporated associations, partnership, joint ventures.
 - (ii) Legally created personality:
 - (a) the corporation and its attributes.
 - (b) types of corporations.
 - (c) the formation of corporations.
 - B. Property.
 - (i) the meanings given this word by the law considered by reference to title, possession and ownership.
 - (ii) real property distinguished from personal property, estates in real property, legal and equitable interests, joint tenancy and tenancy in common, torrens and strata titles.
 - (iii) industrial property.
 - C. Dealings with property.
 - (i) sales and agreements to sell; their significance in conveyancing and sales of goods.
 - (ii) the formalities required in some transactions.
 - (iii) bailment.
 - (iv) hire purchase.
 - (v) the trust.
2. The commencement of business.
 - A. The choice of business organization.
 - (i) the advantages and disadvantages associated with the sole trader, the partnership and company.
 - (ii) the business name and registration thereof.
 - B. Market entry.

The significance of the Australian Constitution, Licencing laws, restrictive trading agreements and practices and legislation thereon.

- C. Financing the business.
 - (i) Secured and unsecured advances; the mortgage, lease, sale and lease-back, hire purchase, bill of sale and credit sale,
 - (ii) Company funding by reference to the floating charge and the issue of shares and debentures,
 - (iii) The regulations of the securities industry: by the stock exchanges and governmental agencies,
 - (iv) Trading credit, including credit cards, bills and letters of credit.
3. The firms relations with others.
- A. With:
 - (i) employees and independent contractors.
 - (ii) purchasers and consumers, by reference to tortious, contractual and statutory obligations.
 - (iii) invitees, licencees and trespassers.
 - (iv) the Government and interest groups by reference to
 - (a) the prerogative writs, (b) administrative law,
 - (c) trade associations.
 - B. Insurance and its effect on these relations.
4. The cessation of business.
- A. Bankruptcy.
 - (i) its effect on the bankrupt and his creditors,
 - (ii) the creditors' rights among themselves.
 - B. Liquidation.

Its effect on the creditors of the company and on various classes of members.
- Issues to be considered would take account of topical legal developments and would also include:
- A. Under heading 1 Content:

The inadequacies associated with unincorporated associations; the abuse of corporate personality, the effectiveness of the protection given industrial property by the law.
 - B. Under heading 2.

The law as the protector of private economic and commercial interests; the freedom to combine to prevent competition; the law as an instrument of governmental economic policy; the effectiveness of trade practices law.
 - C. Under heading 3.

The effectiveness of consumer credit and other regulatory laws; the effectiveness of the law's efforts to assist the Davids (e.g.,

small traders) in their battles with the Goliaths (large corporations and governmental agencies); the social role of insurance in spreading the risks associated with the development of our complex and technological society.

D. Under heading 4.

The adequacy of the legal rights of creditors and various classes of members on liquidation.

Text:

R. Vermeesch and K. Lindgren, *Business Law of Australia*, 2nd edition Butterworths 1972.

34202 ADMINISTRATIVE LAW

Semester: IV

Weighting:
4 semester hours

Pre-Requisites:

Law and Society, Political Behaviour.

Objectives:

This course is aimed at giving students who are to become administrators in government and large organizations a background to the legal problems and issues associated with the exercise of power and the administration of rules as a result of delegation of authority from law making bodies.

The administrator will be made aware of:

- (a) the limits of his role as an administrator of a governmental or semi-governmental organization (such as The Australian Broadcasting Commission, The Environment Protection Authority, Local Government councils etc.);
- (b) the obligations cast upon him in the exercise of his role;
- (c) the remedies available to persons (and to him in appropriate circumstances) in the case of a breach, or non-exercise, of power.

Content:

- 1. The background — including a brief revision of the Australian constitutional framework or the framework of government.
- 2. Delegated legislation, the concept and how it operates.
- 3. Natural justice.
- 4. Remedies — the prerogative writs.
- 5. The ombudsman.
- 6. The role of statutory corporations and administrative tribunals.
- 7. Conflict of duty and interest in the administrator.

8. A case study of an administrative agency implementing government policy. The Environment Protection Authority.
9. Overview and proposals for reform.

The course will raise important issues such as, how far should the legislation delegate rule making powers to administrators; are the available legal remedies adequate to meet the growing number of these administrative bodies and the significant change in the role of these bodies; is the appointment of an ombudsman for dealing with citizen complaints an adequate or alternative to existing legal remedies; what constraints if any should be imposed on the administrator in criticizing government policy being implemented by him?

Texts:

D. G. Benjafield and H. Whitmore, *Principles of Australian Administrative Law*, Law Book Co. (latest edition).

P. Brett and A. W. Hogg, *Cases and Materials on Administrative Law*, Butterworths (latest edition).

R. N. Spann, *Public Administration in Australia*, N.S.W. Government Printer 1973.

34203 LOCAL GOVERNMENT LAW AND PROCEDURE

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:
Law and Society.

Objectives:

1. To introduce students to local government administration including the administrative structure of councils and their relationship to one another and to other government agencies and authorities.
2. To familiarize students with the legal provisions, statutory and otherwise relating to the nature and functioning of Councils in New South Wales.
3. To indicate the more important of Councils' powers and duties and the law and administrative practice relating to the exercise of these functions. The emphasis would be on those powers and duties generally and regularly exercised by Councils in the metropolitan area of Sydney.

Content:

1. Local Government: Councils as agencies of government — the political, administrative and legal aspects of this role. Local government in the Australian federal system of government: Relationships with the Australian and State governments and their agencies; the limits of a three tiered system of government. "Local" aspects of local

government: Relations with the local community; the role of the citizen. Local government areas and relations between Councils.

2. The Administrative Structure of Councils: Councils as statutory corporations. Council and its officers: The elected representatives and non elected officers; their powers, duties and responsibilities. Council servants. Council Departments. Council meetings and committees: Their composition and procedures; Ordinance
1. Reports to Council and committees.
3. Powers and Duties of Councils: General introduction to Local Government Act, 1919 and Local Government Ordinances with emphasis on those sections investing Councils with powers and duties. Other legislation from which powers and duties are given to Councils. General administrative provisions of Local Government Act, 1919 and Ordinances, e.g.
 - (a) Electoral Provisions
 - (b) Auditing Provisions and Ordinance 26.
4. Exercise of Powers: The exercise of powers by resolution of Councils, by exercise of delegated power and performance of duties. The effect of legal doctrine of *ultra vires*. The exercise of discretion and consideration of "merits". Amendment and rescission of resolutions.
5. Some Particular Powers and Duties of Councils:
 - (a) Rating and Valuation: Rate classifications. Rateable land. Making and Levying rates. Objections. Payment and recovery of rates. Rebates, exemptions, postponements. Valuation of land. Objections, appeals against valuations.
 - (b) Loans: Borrowing by Councils. Loans by Councils. Various Council funds.
 - (c) Planning, Development, Buildings and Subdivisions: Introduction to Parts XII and XII (a) of Local Government Act, 1919.
 - (i) Planning Schemes: Outline of a planning scheme. Zonings and schedules. Preparation of schemes and procedures to prescribe a scheme. Variations and suspension of schemes. Interim development orders. Residential proclamations. Compensation.
 - (ii) Building Codes, Subdivision Codes and Council Policies: Purpose and content of codes and policies. Legal Status.
 - (iii) Other Legislation Affecting Development: Reference to other legislation, e.g. Regulation of Flats Act, 1955.
 - (iv) Development Applications: Development consent: when required. Form of application. Processing development applications. Statutory requirements. Reference to adjoining owners and other authorities: Planning and Environment Commission (The Commission at time of writing has not been established but it is to assume

functions of State Planning Authority). Police, Heights of Building Committee. Conditions of Council's approval. Appeals. Enforcement of conditions of development approval.

- (v) Building Applications: Introduction to Part XI of Local Government Act, 1919 and Ordinance 70. Building applications: form and procedure. Building codes. Conditions of approval and discretionary powers of Councils. Commencement, supervision and completion of buildings. Certificates of Compliance. Appeals. Enforcement by Council of Ordinance 70 and of Council's conditions.
 - (vi) Subdivisions: Applications for subdivision: form and procedure. Conditions of Council's approval and discretionary powers of Council. Subdivision Codes. Appeals. Enforcement of conditions by Council. Roads. Dedications and contributions.
 - (d) Health: Local Government Act provisions and ordinances affecting public health. Other legislation affecting public health and pollution administered by Councils. Waste and litter. Nuisances. Boarding houses.
 - (e) Traffic and Parking: Road classifications. Department of Main Roads, road closures. On and off street parking controls.
6. Appellate Bodies: Local Government Appeals Tribunal. Courts. Common matters of appeal.

Issues to be considered may include:

The Barnett Report on local government.
The effectiveness of Australian government assistance to local government.
The role of citizen participation in the Council decision-making process.
The extent Councils should engage in social and welfare programmes.
The delegation of powers to Council servants.
The present rating of land as an equitable system.
Council controls on the design of buildings.
Supervision of planning at local level by State government departments.
Statutory planning as an adequate legal and planning control.
The emphasis in the judicial and planning roles of the Local Government Appeals Tribunal.

Texts:

Local Government Law and Practice (fourth edition), Law Book Co., 1963.
New South Wales Local Government Act, 1919 as amended and Ordinances.
A. R. Bluett, *Local Government Handbook*, Law Book Co. 1971.
M. R. Wilcox, *Law of Land Development in N.S.W.*, Law Book Co. 1967.
Statutes as prescribed.

34301 COMPANY LAW

Semester: IV

Weighting:
4 semester hours

Pre-Requisites:

Commercial Law; Economy and Society II.

Objectives:

1. To describe the development of the corporation as an element in the development of western economic society.
2. To analyze how the division between control and ownership of the modern corporation has led to the development of legal rules governing its administration.
3. To study in detail certain of these rules.
4. To assess the adequacies of the present legal rules in the light of different social and economic pressures.

Contents:

1. Evolution of the modern company; Australian source material.
2. Basic principles of modern company law
 - (a) the corporate entity
 - (b) limited liability
 - (c) powers of companies
 - (d) companies dealing with outsiders.
3. The division of ownership and control with distinction made between public and private companies.
 - (a) directors — duties, powers etc.
 - (b) shareholder rights including information — accounts etc., inspectors, etc.
4. Takeovers, liquidation etc.
5. Proposals for Reform in the light of modern pressures.

Some of the issues which will be raised are:

 - (a) Should limited liability be available as cheaply as it is under existing law?
 - (b) Is there any real alternative to the laws treating the company as an artificial legal entity?
 - (c) The role of directors in public and private companies — where do their responsibilities lie — to the shareholder, to creditors, to the public, to employees?
 - (d) Worker participation — is it a viable alternative?
 - (e) Are present rights of shareholders sufficient — are they given enough and adequate information about their companies?

- (f) Who should administer these laws?
- (g) *Quo vadis* the modern company?

Texts:

- A. B. Afterman and R. Baxt, *Cases and Materials on Corporations and Associations*, Butterworths 1971.
- A. Berle and G. C. Means, *The Modern Corporation and Private Property*, Macmillan, 1933.
- L. C. B. Gower, *Modern Company Law*, (and Australian Supplement), (latest edition).
- Tom Hadden, *Company Law and Capitalism*, Weidenfeld and Nicholson, 1972.
- Ralph Nader (Ed.), *The Consumer and Corporate Accountability*, Harcourt Brace 1973.
- N.S.W. *Companies Act*.

34401 REVENUE LAW

Semester: VI

Weighting:
5 semester hours

Pre-Requisites:

Economy and Society III, Company Law.

Objectives:

1. To study the legal basis of the Australian taxation system, including the more important revenue laws of both the Commonwealth and New South Wales.
2. To examine the objectives of fiscal policy in Australia and the legislative and administrative means by which these are achieved.
3. To examine the effect of income taxes on the legal structure of the business entity.
4. To consider proposals for reform of the Australian income tax law.

Content:

1. The course will offer a description of the Australian taxation system including Australian and New South Wales taxes. Against this legal background there will be a discussion of national fiscal objectives so far as it relates to the use of taxation as a means of regulating the economy.
2. The major emphasis in the course will be a detailed examination of the principal taxation law, viz. the Income Tax Assessment Act, 1936; a syllabus dealing with this aspect of the course will be provided.

Texts:

C. M. Allan, *The Theory of Taxation*, Penguin 1971.

Report of the Canadian Royal Commission on Taxation (Carter Commission) 1967.

R. I. Downing and others, *Taxation in Australia, Agenda for Reform*, Melbourne University Press, 1964.

R. W. Houghton, *Public Finance*, Penguin 1973.

Income Tax Assessment Act, 1936, as amended.

E. F. Mannix and D. W. Harris, *Guide to Australian Income Tax*, latest edition, Butterworths.

E. F. Mannix, *Australian Income Tax Leading Cases*, latest edition, Butterworths.

J. W. Neville, *Fiscal Policy in Australia*, Cheshire 1970.

34402 INDUSTRIAL AND LABOUR LAW

Semester: IV

Weighting:
4 semester hours

Pre-Requisites:

Law and Society; Industrial Sociology; Economy and Society II.

Objectives:

1. To acquaint the student with the framework within which the continual 'confrontation' between employer and employee takes place.
2. To show how and why the trade union movement acquired its present position in the settling of contracts of employment.
3. To explain the rights and obligations of workers *vis a vis* trade unions and to analyze the operations of a trades union at close range.
4. Generally to discuss the future of industrial law as a discipline in the changing climate of industrial relations today.

Content:

1.
 - (a) What is trade union?
 - (b) Recognition of trade unions as 'entities'.
 - (c) The Australian conciliation and arbitration system.
 - (d) The N.S.W. Industrial Arbitration Act.
2. A short history of the law relating to combinations and how trade unions became recognized as agents for employees to give them equal bargaining power. The limits of trade union powers in the light of recent developments in the law of conspiracy, inducing breach of contract etc.

3. The Australian and New South Wales conciliation and arbitration system in detail:
 - (a) formation of unions;
 - (b) recognition of unions — legal or quasi legal status;
 - (c) rights of members;
 - (d) right to form a union;
 - (e) deregistration of a union;
 - (f) negotiation of contracts of employment;
 - (g) right to strike;
 - (h) the lockout and other employee remedies;
 - (i) rights of workers in cases of injury — workers compensation etc.
4. The Trade union movement in the 1970s:
 - (a) Worker participation;
 - (b) State branches of Federal unions;
 - (c) Worker training — industrial relations;
 - (d) Trade unions and governments.

Texts:

H. Glasbeek and E. Eggleston, *Cases and Materials on Industrial Law*, Butterworths, 1973.

Richard Hyman, *Strikes*, Fontana, 1972.

E. Sykes and H. Glasbeek, *Labour Law in Australia*, Butterworths, 1972.

K. W. Wedderburn, *The Worker and the Law*, Penguin (latest edition).

35101 SOCIETY AND CULTURE (SOCIAL BEHAVIOUR)

Semester: I

Weighting:
3 semester hours

Pre-Requisites:
None.

Objectives:

1. To introduce students to some differences between societies and cultures.
2. To provide students with insights into the patterning of Australian society, the structural basis of persistence and change in these patterns, and its varying cultural elements.
3. To consider contemporary social problems as manifestations of the structural arrangements of Australian society.
4. To introduce students to the basic terminology of sociology.
5. To give students some knowledge of the historical development of sociology and general theories of society.

Content:

1. Society and social systems:
 - (a) social behaviour, social interaction, social group, social institutions, social systems;
 - (b) sociology as the study of society and social systems; objectives, methods, achievements;
 - (c) relation of sociology to other disciplines, e.g. psychology, political science, economics, anthropology, social work.
 - (d) the uses of sociology, e.g. in schooling and education, medicine, social administration, industry and management.
2. Culture and its varying patterns:
 - (a) the concept of culture
 - (b) cultures and culture, e.g. hunters and gatherers, tribesmen, peasants, modern societies.
3. Sub-cultures:
 - (a) the concept of sub-culture;
 - (b) the sub-culture of poverty, the Lewis and Vallentine dispute, the discipline at work, applicability to Australian society, e.g. aborigines, migrants, Henderson's poverty survey.
4. Social stratification:
 - (a) the dimensions of class, status, and power.
 - (b) stratification at the national level in Australia.
 - (c) stratification at the local level in Australia.
5. The family:
 - (a) varying family and marriage patterns, e.g. extended and nuclear, orientation and procreation, polygamy, polyandry, monogamy,
 - (b) the nuclear family in modern western societies — its development and decline?
 - (c) the rise of communes, e.g. the kibbutz, the collective farm, youth communes, suburban communes.
6. Reference groups and peer groups.
 - (a) the concepts of reference group, membership, peer group.
 - (b) reference group behaviour, e.g., the army — officers and the private soldier, social climbers in status systems, work group situations, professional and bureaucratic behaviour.
 - (c) peer group behaviour, e.g. youth cliques, children's cliques and conformity.
7. General theories of society:
 - (a) historical development of sociology — the European and American schools;

- (b) conflict and power based theories, e.g., Marx, Weber, C. Wright Mills, Dahrendorf;
- (c) equilibrium based theories, e.g. Durkheim, Weber, Parsons;
- (d) recent developments in sociological theory, e.g. sociology of knowledge, neo-marxist theories.

Texts:

P. L. Berger, *Invitation to Sociology*, Penguin, 1966.

D. E. Edgar, *Social Change in Australia*, Cheshire, 1974.

R. A. Nisbet, *The Social Bond*, Knopf, 1970.

P. Worsley, *Introducing Sociology*, Penguin, 1970.

35102 POLITICAL BEHAVIOUR

Semester: I

Weighting:

3 semester hours

Objectives:

To develop in students:

1. An interest in political behaviour as a social phenomenon, in contemporary political issues, and in the substantive basis of ideas about political behaviour.
2. An understanding of the structure and functioning of the Australian system of government within Australian society.
3. An awareness of the different relations that may hold between ideas and behaviour, and in particular, of the use of political theories as ideologies and as descriptive or explanatory devices.

Content:

The course sequence will remain flexible in line with the above objectives, but the following areas will be examined:

1. Types of political behaviour. The social necessity of political behaviour. Politics and politicians. Thinking about political behaviour.
2. Concepts used in the analysis of political behaviour; authority, power; influence; representation; government. Attention will be given to the use of these concepts in analyzing political behaviour in various settings; in groups, organizations, primitive communities, or communities experiencing rapid change (e.g. New Guinea).
3. Government; structure and function; the regulation of political activity. The structure of Australian government; the notion of federalism and its application in Australia; the judicial, legislative and executive branches of government; the public service and Departmental decision making; Commonwealth-State financial relations; statutory corporations.

4. The concept of "representation"; the notion of a 'delegate'; the class basis for representation; individual representation and party unity; single number constituencies and the question of geographical boundaries; multi-member constituencies; vote-weighting and representation of sectional interests; voting methods and the consequences for representation; the media and the image-manufacturing of politicians; the governmental framework for representation; the extent of the franchise; representative democracy; liberal democracy.
5. The dynamics of political behaviour, illustrated in the content of the Australian system of government; parties – their changing organizational structures, policies, ideologies; pressure groups – considered in relation the question of a continued federal framework; institutional resistance to change, including an analysis of the structure of the public service; the decision making process – how flexible or recognizable is it?
6. The social basis for political behaviour; social attitudes to political questions – their formation and change, illustrated in relation to foreign policy, migration, defence. The role of the media. Legitimation of political behaviour; including the role of law. Economy and policy.
7. Political theory – descriptive and explanatory. Political theories as ideologies. Theoretical analysis of political ideologies. Illustration will be drawn from the theories of Marx, Weber, Burke, Locke, de Montesquieu.

Texts:

A. Jones, *A.B.C. of Politics*, Melbourne: Cassells, 1974.

W. J. Byrt and F. Crean, *Government and Politics in Australia*, Sydney: McGraw-Hill, 1972.

H. S. Mayer, (ed.), *Australia's Political Pattern*, Melbourne: Cheshire, 1973.

35201 THE SOCIOLOGY OF COMMUNITY

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:
Society and Culture.

Objectives:

1. To introduce students to the variety of social groups and cultural norms at the community level in Australia and overseas.
2. To examine in detail the processes of social interaction and the dynamics of social change in different communities in Australia.

3. To develop in students an ability to interpret empirical data in the light of current concepts and ideas.
4. To give students some appreciation of the sociologist at work, by examining disputes over theories and methods and the processes through which they may be resolved.

Content:

1. Small town studies: Mallee Town, Kandos and Rylestone, Bradstow.
2. Housing estate studies: Newtown, Green Valley.
3. Inner-city and suburban studies: Australia and U.S.A.
4. The rural-urban continuum: its disputed validity.
5. Immigrant communities: assimilation, integration, or the development of sub-cultures?
6. Aboriginal communities: race — an independent variable or an element of social stratification? e.g. the theory of Rex as against that of van den Berghe; in the light of these theories, what is the place of aborigines in Australian society?
7. Theory and methodology of community studies: community as geographical area, sense of belonging or localized social system?; methodology — team or individual research, participant observation or social survey.

Texts:

- C. Bell and H. Newby, *Community Studies*, Allen and Unwin 1971.
 D. E. Edgar, *Social Change in Australia*, Cheshire, 1974.
 R. Frankenberg, *Communities in Britain*, Pelican 1969.
 R. Warren, *Perspectives on the American Community*, Rand McNally, 1966.

35202 COMPARATIVE POLITICS I: U.S.A. and AUSTRALIA

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:
Political Behaviour.

Objectives:

To develop in students an understanding of the American system of government and the role that various organizations and institutions play in the American political system, so that comparisons can be made with the Australian system of government, thus deepening insight into the nature of both systems.

Content:

1. The American political tradition and culture; philosophies of John Locke and Baron de Montesquieu; the Declaration of Independence; the framing of the Constitution; Constitutional history and interpretation.
2. The U.S. governmental framework including the Presidency, Congress and the Supreme Court. Also included for analysis will be selected departments of the National Administration (e.g. the Pentagon; Department of State) and their part in the decision-making process.
3. Institutions and organizations in the U.S. political system including parties, pressure groups, business firms, etc. Other political practices such as the filibuster; log rolling; sectionalism etc. will also be studied.
4. Selected case studies of U.S. politics in action e.g.
 - (i) Kennedy and the Cuban Missile Crisis.
 - (ii) The Pentagon Papers and the Administration.
 - (iii) McCarthyism and Congressional investigations.
 - (iv) Kissinger and the State Department.
 - (v) Watergate and the Office of the President.

Texts:

J. Lees, *The Political System of the U.S.*, London: Macmillan 1969.

E. Levine and E. Cornwell, *An Introduction to American Government*, New York: Macmillan, 1972.

R. Neustadt, *Presidential Power*, Signet paperback, 1964.

R. Sherill, *Why They Call It Politics*, New York: Harcourt Brace.

35203 COMPARATIVE POLITICS II: SOVIET UNION, U.S.A. and AUSTRALIA

Semester: V

Weighting:
4 semester hours

Pre-Requisite:
Political Behaviour.

Objectives:

To develop in students an understanding of the ideological basis for communism and its application in the Soviet Union, so that the institutional comparisons which will be drawn with the Australian and American systems as the course progresses will deepen insight into each.

Content:

1. The theories of Marx; historical materialism; the class struggle; revolution; the dictatorship of the proletariat; the "withering away" of the State.
2. The governmental framework of the Soviet Union; the Party; the Soviets; the Administration; the Military; the Press; The Komsomol; the trade unions. The Soviet system of elections compared with Australian and American procedures. *
3. Selected case studies of politics in the Soviet Union e.g.
 - (i) Khrushchev and the Military.
 - (ii) Stalin's victory over Trotsky.
 - (iii) Political succession in the U.S.S.R.
 - (iv) The Democratic Movement.
 - (v) The Soviets today.
4. Australia/U.S.S.R. relations.

Texts:

- G. Carter, *The Government of the Soviet Union*, Harcourt Brace Jovanovich, 1972.
- L. Churchward, *Contemporary Soviet Government*, Routledge & Kegan Paul, 1968.
- J. Plamenatz, *German Marxism and Russian Communism*, Longmans, 1963.
- R. Wesson, *The Soviet Russian State*, John Wiley & Sons, 1972.

35204 LOCAL AND REGIONAL GOVERNMENT

Semester: III

Weighting:
4 semester hours

Pre-Requisite:
Political Behaviour.

Objectives:

1. To pose the question: "Why local government?" and to seek to answer it in theoretical and practical terms.
2. To trace the development of local government in Australia to help in understanding its present position in Australian government and society.
3. To gain an understanding of local politics as a process.
4. To consider the role of planning in local and regional government and its relation to the local political process.
5. To equip students with the ability to undertake a critical analysis of proposals for local and regional government reforms.

Content:

1. Theories of local government: a critical analysis of ideas about local self-government: the U.S. and the British traditions; their relationship to schools of political thought, and to ideologies; their importation to and relevance for Australia in the 19th century and 20th century; modern developments in the theory of participatory democracy, and their relevance for local government.
2. The problem of area and administration: decentralised central authority and local self-government in the historical context of Australian development; local and regional factors in pressures for local autonomy; recent trends towards regionalism and their source – administrative efficiency or local democracy?
3. The development of Australian local government (especially New South Wales). A historical survey showing the development of structures, forms of administration, and functions. A comparison with overseas models – particularly the U.K.
4. The local political process: alderman, paid officials, parties, pressure groups and elections. What is distinctive about local politics? The conflicts between bureaucratic universalism, and political intervention in the 'administrative' process – favouritism and patronage or a necessary 'grass roots' tempering of impersonal bureaucracy. Contemporary changes in local politics – the resident action movement and environmental issues.
5. The planner: notions of strategic choice and their relevance for the local government policy-maker. Physical planning, social planning, and the local community.
6. Local government reform: boundaries, functions, and administrative forms and their inter-relationships. Alternative standpoints – community participation and local control; administrative and financial efficiency; local and regional preceptives on service co-ordination and planning.

Texts:

J. K. Friend, J. M. Power, C. J. L. Yewlett, *Public Planning: The Inter-Corporate Dimension*, Tavistock, 1974.

F. A. Larcombe, *The Development of Local Government in New South Wales*, Cheshire, 1961.

R. S. Parker, P. N. Troy (eds.), *The Politics of Urban Growth*, ANU Press, 1972.

J. M. Power, *The Changing Pattern of Regional Administration in New South Wales*, (forthcoming).

Report of the Committee of Inquiry into Local Government in New South Wales, Government Printer, 1974.

Peter E. Richards, *The Reformed Local Government System*, Allen & Unwin, 1973.

R. N. Spann, R. Curnow, *Public Policy and Administration in Australia*, Wiley, 1974.

36201 ORGANIZATION BEHAVIOUR

Semester: II

Weighting:
3 semester hours

Pre-Requisite:
Society and Culture.

Objectives:

1. To interest students in, and increase their awareness of organization phenomena.
2. To introduce students to modes of thinking about organizations.
3. To introduce students to theories of organization, and describe reasonably well-held understandings about organizations.
4. To practise students in organization analysis.

Content:

1. Description and explanation of phenomena: Analysis and analytic techniques. The use of models in describing, analyzing and explaining phenomena. Modes of explanation. Functional explanation.
2. Systems: Functional explanation and systems. Characteristics of systems — elements, relationships between elements, wholeness. Types of systems — feedback systems, controlled and uncontrolled systems, open and closed systems. Cybernetic systems — subsystems and environments. Information systems. Information systems and cybernetic systems. Analytical sub-systems.
3. Human organizations as systems:
 - (a) Persons as elements. Motivation, perception and learning. Concept formation. Motives and concepts. Individual differences. Individual capabilities and limitations.
 - (b) Individual interaction and relationships. Stable, conflicting and co-operative relationships. The dynamics of interaction — transactions. Effective preference, personal and interpersonal power. Power and bargaining.
 - (c) Groups. The formation of coalitions. Inter- and intra- group relationships. Collective bargaining. Conflict, competition and consensus.
 - (d) Patterns of behaviour. The taking of roles. Status, roles and norms. Mutual expectations, reward and sanctions. The integration of differentiated roles. Organizations as systems. Behavioural, legal, political and economic dimensions.
 - (e) Organization — function and maintenance. Conflict and system maintenance. Conditions of system maintenance — inducements, contributions and organization equilibrium. Conditions of organization survival — the attainment of function, the motivation to participate, the integration of roles. Wholeness, abstraction and organizations.

- (f) Formal and informal structures: influence of technical system on structure and sub-system relationship; the total system in action — inputs and outputs, information, workflow, jobs, co-ordination.
 - (g) Analysis of human organizations as cybernetic systems. Self-maintenance or survival. Cybernetic sub-systems — receptor, effector, selector; their respective functions. Communication processes. Environment and feedback. System adaptation and system control. Threats to system survival. Organizations "in control", Organization "effectiveness".
4. Management of organizations:
- Organization control and the functions of management. The management process — decision making. The politico-economic context of management decision. The behavioural context of management decision. Adaptation in a politico-economic context — innovation and organization growth. Behavioural consequences of and impediments to adaptation.

Preliminary Reading:

T. Lupton, *Management and the Social Sciences*, Penguin, 1971.

Texts:

W. J. Byrt, *Theories of Organization*, McGraw-Hill, 1973.

J. W. Hunt, *The Restless Organization*, Wiley, 1972.

G. Hutton, *Thinking About Organization*, Tavistock, 1972.

36301 INDUSTRIAL SOCIOLOGY

Semester: III

Weighting:
4 semester hours

Pre-Requisite:

Organization Behaviour.

Objectives:

1. To develop understanding of the behaviour of people in organizations and the psychological, social and organizational determinants of that behaviour.
2. To analyze the causal relationships between organizational and behavioural variables.
3. To develop models of the major variables influencing organizational behaviour and their interaction.
4. To give students experiential insight into inter personal relationships in organizational situations.

5. To further develop skills in organization analysis and introduce notions of organization design.
6. To examine contemporary issues in industrial sociology.

Content:

1. Individual Psychology: Individual differences and need satisfaction; biological foundations of human behaviour, instinct theories, and heredity-environment interaction; socialization and social learning; learning, perception and emotion; motivation; models of personality development.
2. Social Psychology and Group Dynamics: Effects of social factors on human behaviour; interpersonal relations in small groups — interaction; characteristics of groups and analysis of group processes — power, influence; classification of group and social processes within organizations — cohesion; role of communication in organizational behaviour; the concept of organizational roles; leadership and supervisory roles.
3. Industrial Sociology. Social stratification and occupational mobility. Unions — strategy and structures. Strikes. Unions as organizations. Location of the individual — in society, unions, work group and organization; conflicting demands and their reconciliation.
4. The Organization as a Behavioural System: Open systems and organizations; organizational environment; analysis of organization structure and sub-systems; characteristics of formal structures; characteristics of informal structures; influence of technical system on structure and sub-system relationships; the total system in action — in-puts and out-puts, information and control, work-flow, jobs and roles.
5. Human Resources and Organizational Effectiveness: Human needs, motivation and job satisfaction; social value systems and work expectations; socio-technical analysis and job design; the development and management of effective work groups; nature and causes of conflict; conflict resolution; organization development and the implementation of change.
6. Issues in Industrial Sociology; Alienation — from product and job; job enrichment; manpower policies and redundancy; worker participation and control.

Preliminary Reading:

David Ireland, *The Unknown Industrial Prisoner*, Angus and Robertson, 1971.

Texts:

- G. W. Ford (Ed.), *Redundancy: The Post Industrial Challenge*, Wiley, 1973.
 A. Fox, *A Sociology of Work in Industry*, Collier-Macmillan, 1973.

- H. C. Lindgren, *An Introduction to Social Psychology*, Wiley, 1973.
- R. W. D. Matthews and G. W. Ford (Eds.), *Australian Trade Unions*, Sun Books, 1975.
- J. Shepard (Ed.), *Organizational Issues in Industrial Society*, Prentice-Hall, 1973.
- A. S. Tannenbaum, *Social Psychology of the Work Organization*, Tavistock, 1966.

36401 MANAGEMENT THEORY

Semester: IV

Weighting:
4 semester hours

Pre-Requisites:

Industrial Sociology; Managerial Decision-Making.

Objectives:

1. To examine modes of thinking about management through the analysis of leading 'theories' and empirical studies of management.
2. To examine alternative forms of management structure — in theory and in practice.
3. To describe modern understandings about the processes of management decision-making and control, and develop an appreciation of the dynamics of management adaptation.
4. To develop analytic and other competences which are likely to be transferable to managerial situations.

Content:

1. Thinking about management. Theorizing and empirical study. Prescriptive, descriptive and explanatory theories. Categories of theory:
 - (a) Mechanistic and "classical theories" (Taylor, Gulick, Fayol, Mooney and Reilly, Urwick).
 - (b) Human relations theories (Whyte, Argyris, Mayo, McGregor, Likert, etc.).
 - (c) Systems theories (Simon, March, Litchfield, Etzioni, Miller, Rice, Emery, Trist, etc.).
2. Management structures. Line and staff. 'Levels' of management. Authority and responsibilities. Delegation. Accountability. Decentralization. Effect of role confusion on the management structure. Management structures in practice.
3. Management control: Decision-making and planning — of objectives, policies, organization structure. Budgeting. Programming and standard setting. Communication. Feedback and adaptation.

- 4.. Management Decision-making – theories, processes, organizational effects. The behavioural context of management decision; coalitions, conflict, and bargaining; effects – inconsistency of objectives, stability and instability, organization slack, sub-optimization, bounded rationality. Management decision in a politico-economic context; bargaining as a decision process; agreed bargains and contracts as constraints; bargains and cash flows. 'Organizational Decisions.'
5. The dynamics of management: myths and realities. Adaptive search and disjointed incrementalism. Empirical studies.
6. Managerial effectiveness. Political, economic and behavioural dimensions. Participation, integration, function attainment. 'Balance.' Adaptation, survival and growth.

Preliminary Reading:

D. S. Pugh (Ed.), *Organization Theory*, Penguin, 1971.

A. Tillett et al (Eds.), *Management Thinkers*, Penguin, 1970.

Texts:

P. F. Drucker, *The Practice of Management*, Mercury, 1962.

F. E. Kast and J. E. Rosenzweig, *Organization and Management: A Systems Approach*, McGraw-Hill, 1970.

J. G. March and H. A. Simon, *Organizations*, Wiley, 1958.

L. Sayles, *Managerial Behaviour*, McGraw-Hill, 1964.

H. A. Simon, *Administrative Behaviour*, Macmillan, 1967.

36402 CORPORATE STRATEGY

Semester: V

Weighting:

5 semester hours

Pre-Requisites:

Economy and Society II; Commercial Law; Managerial Decision-Making.

Objectives:

1. To develop an understanding of the process of strategy formulation in the firm, which will serve as a framework for studying major policy decisions in business situations.
2. To understand the market structure of important segments of Australian industry and draw implications for individual firms.
3. To study in some depth the legal and regulatory environment influencing major policy decisions in Australian firms.
4. To develop an ability to consider environmental change and assess its likely impact on the firm.
5. To gain some insight into the process of policy-making by simulating typical practical situations.

Content:

1. The Theory of the Firm and Industrial Organization.
 - (a) Competition and oligopoly; the firm's product-market; barriers to entry.
 - (b) The growth of firms; economics of scale — in production and organization structures; horizontal diversification and vertical integration; mergers and monopoly; foreign direct investment.
 - (c) Innovation; and entrepreneurship; research and technological development; financial structures.
 - (d) Market structures of major Australian industries.
2. The Environment.
 - 2.1 Legal and Regulatory
 - (a) Corporate affairs legislation; the Companies Act.
 - (b) Accounting conventions and financial reporting.
 - (c) Stock exchange listing requirements; securities industry regulation.
 - (d) Trade Practices legislation.
 - (e) Prices Justification.
 - (f) Consumer affairs legislation; environmental protection.
 - (g) Taxation and tax law.
 - (h) Industries Assistance Commission and tariff policy.
 - 2.2 Geopolitical:
 - (a) Resources policy; industrial location; energy crises.
 - (b) The evolving international monetary system.
 - (c) Zero economic growth and alternative social choices.
 - (d) Political and economic relationships with other countries; exporting.
 - (e) Multinational Enterprise.
3. Strategy Formulation:
 - (a) The concept of corporate strategy as an adaptive search; relation to open system view of the organization.
 - (b) Strategy and structure: U.S. and U.K. studies of strategy-structure relationship. Student research of Australian examples.
 - (c) The strategic process within the firm: resource allocation in the diversified firm, in contrast to the single-product firm.
 - (d) Organizational consequences of strategic decisions: case studies in the strategic process.

Texts:

I. Ansoff, *Corporate Strategy*, Penguin 1968.

R. Bauer and K. Gergen, *The Study of Policy Formulation*, Free Press, 1971. 141

- J. Bower, *Managing the Resource Allocation Process*, Harvard, 1970.
- A. D. Chandler, *Strategy and Structure*, Anchor, 1962.
- K. J. Cohen and R. M. Cyert, *Theory of the Firm: Resource Allocation in a Market Economy*, Prentice-Hall, 1965.
- B. McKern, *Multinational Enterprise and Natural Resources*, McGraw-Hill, 1974.
- B. McKern (Ed.), *Macquarie University Case Studies in Strategic Business Policy* (mimeo).
- R. Vernon, *Sovereignty at Bay*, Longman, 1971.

36501 BUREAUCRACY

Semester: VI

Weighting:
5 semester hours

Pre-Requisite:
Management Theory.

Objectives:

1. To analyze the major theories of bureaucracy, their historical and cultural backgrounds, and the main disputes surrounding them.
2. To examine in detail major empirical studies of bureaucracy in different settings as one basis for assessing the merits of disputed theories.
3. To assess the utility of the bureaucratic model for the analysis of patterns of authority and leadership and processes of change in Australian society and in different types of organization.
4. To examine the effect of increasing bureaucracy on the social, occupational and organizational structures of modern society.
5. To examine modifications of, and suggested alternatives to, the bureaucratic model as desirable organizational patterns.

Content:

1. An introduction to the concept of bureaucracy:
 - (a) The major theories in historical and cultural perspectives.
 - (b) Weber's ideal-type model and its critics (e.g. Merton, Selznick, Bendix, Gouldner and Blau).
 - (c) Modern concepts of bureaucracy e.g. as rational organization, as organizational inefficiency, as public administration, as modern society, etc.

2. An analysis of bureaucracy in Australia:
 - (a) An examination of the literature e.g. Encel (Equality and Authority), Brennan (on the Housing Commission in "New Community"), Wild (on the effects of bureaucracy in a small town in 'Bradstow'), Edgar (Social Change in Australia).
 - (b) A project involving the student in some research on some aspect of bureaucracy in Australia, e.g. in education, in health and medicine, in particular organizations, in everyday life etc.
3. The centralization and decentralization of authority: e.g. international bureaucracies, regional decentralization and national goals.
4. Bureaucracy and occupations:
 - (a) The conflict between bureaucracy and professionalization (e.g. the work of Etzioni, Elliott, Johnson, Jackson).
 - (b) The conflict between white collar bureaucracy and blue collar workers, e.g. the dispute over the thesis of embourgeoisment, increasing or decreasing inequality, social and occupational mobility, patterns of leadership.
5. Bureaucracy and organization:
 - (a) An ideal type?
 - (b) Formal organization and bureaucratic behaviour.
 - (c) Dysfunctional consequences of bureaucratic behaviour and structures.
 - (d) The process of bureaucratization.
 - (e) Bureaucratic structures and organization change.
 - (f) Management and bureaucracy; leadership.
 - (g) Alternatives to bureaucratic structures.
6. A detailed examination of empirical studies of bureaucracy: e.g. the classic studies of Gouldner (Patterns of Industrial Bureaucracy), Blau (Dynamics of Bureaucracy), Bendix (Higher Civil Servants in American Society), Crozier (The Bureaucratic Phenomenon).
7. Overview:
 - (a) Theories of bureaucracy reconsidered.
 - (b) Possible modifications of the bureaucratic model.
 - (c) Suggested alternatives to the bureaucratic model as a basis for re-designing patterns of organization.
 - (d) Bureaucracy and democracy: compatible or incompatible?

Texts:

M. Albrow, *Bureaucracy*, Macmillan 1970.

A. Etzioni, *Modern Organizations*, Prentice Hall 1964.

R. K. Merton (Ed.), *Reader in Bureaucracy*, Free Press 1952.

N. P. Mouzelis, *Organization and Bureaucracy*, Routledge and Kegan Paul, 1967.

36502 PUBLIC ADMINISTRATION

Semester: V

Weighting:
5 semester hours

Pre-Requisites:

Economy and Society III: Managerial Decision-Making; Political Behaviour;
Administrative Law; Management Theory.

Co-Requisites:

Public Policy; Bureaucracy.

Objectives:

1. To examine the role and character of the public service in modern societies, with particular reference to Australia.
2. To develop an understanding of the institutional environment in which the public administrator operates.
3. To provide a basis for a critical evaluation of the nature, scope and special problems of public administration.

Content:

1. Public administration as a special field; its relationship with other specialized areas of administration; the growth of public administration; the study of public administration.
2. The institutional environment: federal, state and local governments; parliament, cabinet, political parties, interest groups and the electorate; the main agencies of government — ministerial departments and the statutory corporations.
3. Public personnel management: size and structure of public service; peculiar and special problems relating to recruitment, training, promotion and appeals; the role of the central personnel agency.
4. Accountability and control; parliamentary committees, especially the Joint Committee of Public Accounts; the roles of the Treasury and the Auditor-General; evaluating administrative efficiency, the efficiency audit; formal and informal controls; management problems peculiar to government.
5. Decentralization or integration of government? The statutory corporation and the devolution of power; centralizing and decentralizing tendencies at federal, state and local levels; regionalization; intergovernmental relationships — financial and administrative.
6. Bureaucracy and society: the contemporary role of the public service; problems that arise in the formation and implementation of public policy; making bureaucracy more responsive and more “human”; public participation; redress of grievances.
7. Current issues: ministerial responsibility — is it in decline? Secrecy and silence in the public service and the question of ‘open government’; specialists and generalists’ egalitarianism or elitism in the public service;

'giant' departments; administrative reform; the 'new' public administration; lessons from abroad.

Preliminary Reading:

John Garrett, *The Management of Government*, Penguin 1972.

Texts:

G. E. Caiden, *The Dynamics of Public Administration*, Holt, Rinehart and Winston, 1971.

M. J. Hill, *The Sociology of Public Administration*, Weidenfeld and Nicholson, 1972.

R. N. Spann, *Public Administration in Australia*, N.S.W. Government Printer, 1973.

K. W. Wiltshire, *Introduction to Australian Public Administration*, (forthcoming).

36601 ORGANIZATION ADAPTATION AND CHANGE

Semester: VI

Weighting:
5 semester hours

Pre-Requisite:
Bureaucracy.

Objectives:

1. To approach the area of organizational adaptation and change in terms of open system-environment interactions and responses.
2. To understand the concepts employed in systems analysis and the characterization of environments.
3. To describe and classify organizational reactions to external and internal pressures.
4. To examine strategies and techniques employed in planned adaptation and change within organizations.
5. To examine in detail major empirical studies of planned and unplanned organization adaptation and change — in business and in organizations generally.

Content:

1. Open Systems and Environments:
 - (a) Systems analysis and the concept of the organization as an 'open system'.
 - (b) Analysis of organizational environments; types of environments; multi-dimensional change.

- (c) Classification of environmental agents in terms of importance and nature of relationship — customers, competitors, governments, trade unions, suppliers, public, etc.
2. Organizational Adaptation and Adaptability:
- (a) Modes of adaptation: strategic, administrative, operational.
 - (b) Adaptation through control of environments; vertical integration; monopoly.
 - (c) The relationship between structure and adaptation, centralization, formalization, stratification, technology and complexity as variables influencing degree of adaptability.
 - (d) Adaptive functions within organizations; planning, research and development, market research.
 - (e) Adaptation and adaptability. Dimensions of adaptability — economic, political, technological, legal, social, financial, organizational, managerial, etc.
 - (f) Adaptability as a function of learning; environmental monitoring and information processing; flexibility and decentralized decision-making.
 - (g) Pressure for change within the organization; conflict, obsolescence; value change.
3. Organizational Change:
- (a) Development of change strategies; identification of dysfunctions and problem areas; surveys and survey feedback; specification of objectives of change programmes.
 - (b) Techniques of Change; socio-technical analysis; structural change and role change; resistance to change — its causes, psychological and organizational factors.
 - (c) Role of the change agent; external and internal change agents; use and evaluation of consultants.
 - (d) Coercion and persuasion; group decision-making, learning experiences and problem-solving; sensitivity training and interpersonal relations; managerial style and leadership; team-building and criteria for effective work-groups.

Texts:

- W. G. Bennis, K. D. Benne, R. Chin, *The Planning of Change*, 2nd Ed., Holt, Rinehart & Winston, 1973.
- F. E. Emery and E. L. Trist, *Towards a Social Ecology*, Plenum Press, 1972.
- F. H. Hall, *Organizations: Structure and Process*, Prentice-Hall, 1972.
- E. A. Johns, *The Sociology of Organizational Change*, Pergamon, 1973.
- J. M. Thomas and W. G. Bennis (Eds.), *Management of Change and Conflict*, Penguin, 1972.

36602 ORGANIZATION DESIGN

Semester: VI

Weighting:
5 semester hours

Pre-Requisite:
Bureaucracy.

Co-Requisite:
Organization Adaptation and Change.

Objectives:

1. To familiarize students with techniques of organization design.
2. To analyse historical change in design theories.
3. To apply design theory through practical examples.

Content:

1. Classical Design Theory: traditional principles of organization. Span of control, authority, chains of command, etc.; contributions of Taylor, Fayol, Mooney, Reiley.
2. Bureaucracy: traditional Weberian theory – formalization, hierarchy and documentation. Reactions of modern theorists – Blau, Crozier and Downs.
3. Socio-Technical Models: The systems model of the Tavistock Institute. Systems theories of Barnard, Emery and Hunt. Input (Output) conversion model. Impact of technology on interpersonal relationships.
4. Participative Model: The Michigan School. Likert's four systems; implications for design – autonomous work groups, job enrichment and the linking pin hierarchy.
5. Lawrence & Lorsch – I.D. Model: differentiation by produce, skill, function; integrative mechanisms. Impact of goal clarity, personality, environment and time on structural design. In conjunction with this theoretical development designs for centralized structures, departmentalized structures, bureaucratic structures, divisionalized structures, project and matrix structures, will be analyzed.
6. The relationship between structure, job satisfaction and conflict.
7. Organization designs for specific purposes. Management information systems and their relationship with structural design. Job design. Designs to minimize conflict, maximize communication, promote accountability, etc. Designs for business and for government.

Texts:

- P. A. Clark, *Organizational Design: Theory and Practice*, Tavistock, 1972.
L. E. Davis and J. C. Taylor, *Design of Jobs*, Penguin 1972.

J. A. Litterer, *Organizations: Structure and Behaviour*, Wiley, 1969 (Volume 1).

J. Lorsch and P. Lawrence, *Organization Planning: Cases and Concepts*, Irwin, 1973.

**37101/
37201 QUANTITATIVE METHODS I and II**

Semester: I and II

**Weighting:
3 semester hours**

Pre-Requisites:

Quantitative Methods I: Level III Higher School Certificate Mathematics or equivalent.

Quantitative Methods II: Quantitative Methods I.

Objectives:

1. To develop an understanding of methods of quantitative analysis essential in the economic environment in general and the business environment in particular.
2. In conjunction with communication courses to develop:
 - (a) an awareness of how numerical data can be used to convey an impression that is either untrue or less than the whole truth;
 - (b) a realization that individual occurrences cannot legitimately be viewed in isolation, since they are part of a probabilistic world;
 - (c) an ability to convey numerical information in a meaningful way.

Content.

Total course content of the two courses is stated hereunder. No attempt has been made to divide the syllabus at this stage; however, items marked with an asterisk will be included in Quantitative Methods I.

- * 1. *Numerical reasonableness*: the necessity for checking the "reasonableness" of numerical quantities; the development of skills in estimating orders of magnitude.
2. *Mathematics of Finance*
Compound interest as the fundamental tool of the financial community.
 - * Simple interest.
 - * Compound interest applied to a single principle.
 - * Compound interest applied to repeated payments of constant amounts.
 - * The use of interest tables and of financially-oriented calculating equipment.

Determination of effective rates of interest.

Present and future values.

Loans repayable by instalments; preparation of repayment schedules.

Compound interest applied to other common financial operations.

3. *Descriptive Statistics*

* Distortions in numerical representation (to be examined in conjunction with the Communication I course).

* Measures of location and dispersion with an emphasis on the principles behind choice of such measures.

Particular types of "average" — index numbers.

4. *The Nature of Variation*

* Probability and probability distributions.

Common distributions, with emphasis on the *shape* of distribution often encountered and *not* on their mathematical properties.

The normal distribution; use of normal tables. The distribution of averages; the central limit property. Principles of statistical inference, demonstrated by inference based on averages.

Common types of statistical test — an awareness of the purposes served by t , χ^2 and F tests.

5. *Prediction*

Elements of regression and correlation, with emphasis on the statistical nature of any such study and on the risks of misuse.

6. *Demographic Processes*

A brief account of common demographic measures necessary for the understanding of population data — ratio measures, life tables.

7. *Calculus*

The function notion illustrated by examples from the business world.

Limits and continuity.

Differentiation as the method of investigation of rates of change.

Use of differentiation for determination of maxima and minima.

Particular cases commonly found in economic contexts — exponential and logarithmic growth; exponential growth as the logical continuous extension of discrete compound interest.

Integration with particular reference to the deviation of total cost from marginal cost and of final size in a situation of exponential growth.

8. *Matrices*

An introduction to the matrix notation, illustrated by simultaneous equations.

Texts:

Individual "study guides" will be provided by lecturers.

37102 COMPUTING I

Semester: III

Weighting:
4 semester hours

Pre-Requisites:
None.

Objectives:

1. To introduce the basic concepts of computing, and provide an appreciation of some of the applications of computers.
2. To develop the ability to design an algorithm for the solution of a problem, and to write a Fortran program to accomplish the task.

Content:

1. *Introduction to Data Processing.*
Basic concept of Input-Process-Output
The need for mechanization
Development of E.D.P.
2. *Basic Machine Organization.*
Elements of a computing system
Stored program concept.
3. *Machine Language Programming.*
Operation codes and addresses
Elementary flowcharting ideas.
4. *Basic Hardware concepts.*
Core storage
Accumulators and registers
Internal representation, Binary and Floating Point
Integer and Real Arithmetic.
5. *Assembly Language and Assemblers.*
Development of Assemblers.
6. *Problem Oriented Languages.*
Development of Compilers
Development of high level languages, Fortran, Cobol.
7. *The Fortran Language.*
Variables and Constants
Integers and Reals
Assignment statements
Arithmetic expressions
Conditional and unconditional branches.
8. *Input-Output.*
Peripheral equipment
Read-Write statements and Formats.

9. *Dimensioned Arrays.*
Setting up arrays in Fortran
DO statements and nested loops.
10. *Monitor Systems.*
11. *Systems Flowcharting.*

Texts:

- M. Bohl, *Information Processing*, Science Res. Associates, 1971.
 A. G. Favret, *Digital Computer Principles and Applications*,
 van Nostrand, 1972.
 E. I. Organick, *A Fortran IV Primer*, Addison-Wesley, 1966.

37202 COMPUTING II (ADVANCED COMPUTING)

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:
Computing I.

Objectives:

1. To extend the work of Computing I with an orientation towards business applications.
2. To provide more advanced programming techniques.
3. To investigate further the uses of computers in commerce and research.

Content:

1. *Advanced Fortran.*
Declaration statements
Logical variables
I/O statements
Function and Subroutines.
2. *Large File Storage.*
Use of magnetic tape files
Physical and Logical records
I/O statements in Fortran
Updating procedures
Disk and Drum Files
Modes of access
I/O procedures in Fortran
3. *Simulation Techniques.*
Fixed time intervals
Variable time intervals, Job Shop
Black-box models.

4. *Introductory COBOL.*
 Comparison with Fortran
 Internal representation in Cobol
 Elementary procedures in Cobol
 Structured Programming.
5. *Real Time Systems.*
 Interactive terminals
 Interpreters.
6. *Time Sharing and Utility Networks.*
 Time sharing v Dedication
 Files storage and access
 Systems packages
 Costs.

Texts:

G. Davis, *Introduction to Electronic Computers*, McGraw-Hill, 1965.

A. G. Favret, *Digital Computer Principles and Applications*, van Nostrand, 1972.

37301 ADVANCED QUANTITATIVE METHODS

Semester: IV

Weighting:

4 semester hours

Pre-Requisite:

Quantitative Methods II.

Objectives:

1. To provide further quantitative methods necessary for effective interpretation of the financial environment.
2. To develop some insights as to the sorts of questions which experts in the relevant areas of quantitative analysis may reasonably be expected to be able to answer.

Content:

1. *Advanced mathematics of finance.*
 Further studies in compound interest.
2. *Elements of statistical estimation* — confidence intervals, etc.
3. *Calculus.*

An extension of studies in Quantitative Methods I and I in the areas of growth analysis and optimization, to enable students to appreciate the

mathematical nature of inflation and capital expansion, and to appreciate in broad terms the approach of modern studies in the area.

4. *Elementary analysis of time series*

AND/OR

5. *Introduction to queueing theory*

AND/OR

6. *Introduction to econometrics*

Texts:

Study guides will be provided by lecturers.

37302 STATISTICAL METHODS FOR ADMINISTRATORS

Semester: IV

Weighting:
4 semester hours

Pre-Requisite:

Quantitative Methods II.

Objectives:

To provide developing administrators with some understanding of the nature of variation and of the methods available to analyze such variation.

Content:

1. Review of statistical content of Quantitative Methods I/II.
2. Principles of statistical inference and estimation.
3. Standard normal-based test procedures (normal, t, analysis of variance, tests for significance in regression contexts).
4. Nonparametric procedures for testing goodness of fit (χ^2), discrepancy between populations (Wilcoxon etc.), correlation.
5. Multiple and curvilinear regression.
6. Design of sample surveys.
7. Research project.

Texts:

Study guides will be provided by lecturers.

37401 OPERATIONS RESEARCH

Semester: V

Weighting:
5 semester hours

Pre-Requisites:

Advanced Quantitative Methods; Computing II; Managerial Decision-Making.

Objectives:

1. To establish well an awareness of Operations Research, its philosophy, areas of application, and a working knowledge of some of its techniques.
2. To provide a basis for understanding the growing body of interdisciplinary literature on Operations Research applications in business and government.

Content:

1. Introductory: the nature of Operations Research — sample problems; problem formulation and patterns.
2. Linear programming; general form and formulation procedure; graphical solution; features from the geometry — flow chart of solution procedure, extreme point solution is basic solution, relation between adjacent basic solutions, optimality test; complexities — initial solutions, solution spaces, solution changes and degeneracy; duality — dual variables; sensitivity; LP package — input and output; matrix generator — functions and language.
3. Simulation: role of simulation — application examples; random number generation, serial correlation testing, sampling from continuous distributions; output analysis; experimental designs; the interface between simulation experiments and real world experiments.
4. Scheduling: network description of projects; CPM; time charts; β distribution for job times; PERT; cost-duration relationships and resource allocation.
5. Routing: transportation algorithm (Simplex); Ford-Fulkerson trans-shipment algorithm.
6. Inventory Analysis: single item static (EOQ); single item static with price breaks; multiple item static with storage limitations; N-period dynamic production scheduling — (Transportation algorithm); single period, instantaneous demand, no set-up; single period, uniform demand, no set-up; single period, instantaneous demand, set-up; continuous review model.
7. Sequencing and assignment: tractable machine sequencing problems and their solution; the assignment problem; travelling salesman problem.
8. Replacement; replacement schedules; reliability and maintenance; leasing or buying; optimal financing.

Texts:

S. Beer, *Decision and Control*, Wiley, 1966.

H. M. Wagner, *Principles of Operations Research with Applications to Managerial Decisions*, Prentice-Hall, 1969.

Course Information

The School of Teacher Education

Diploma of Teaching

Early Childhood Education

Primary Education

Secondary Science Education

Special Education

Graduate Diploma in Education

Diploma in Special Education

Diploma in Teacher Librarianship

THE SCHOOL OF TEACHER EDUCATION

In 1975 the School of Teacher Education is offering four full-time programmes. They are:

- Diploma of Teaching
- Diploma in Teacher Librarianship
- Diploma in Special Education
- Graduate Diploma in Education

In addition, several shorter programmes are made available at the request of the New South Wales Department of Education to meet the needs of teachers in schools.

DIPLOMA OF TEACHING

This is a full-time pre-service programme for students with no previous teacher training. It extends over three years or six semesters, and provides the basic qualification for teachers in both government and independent schools.

Within this Diploma these areas of specialisation are available:

- Early Childhood Education
- Primary Education
- Secondary Science Education
- Special Education

In 1975 a completely revised programme for the Diploma will be introduced for first year students only. Students in second and third years, will continue their programmes under the old rules. In the description which follows, therefore, both old and new programmes appear.

NEW PROGRAMME – 1975 ENTRANTS ONLY

Each student in this programme will undertake studies in two areas:

- (1) **General Studies**, designed to provide him with experience in a number of fields of study and a higher level of mastery in at least two of these. A broad range of subjects is offered, including many of the traditional disciplines and a number of inter-disciplinary studies.
- (2) **Professional Studies**, designed to develop the knowledge and skills required of a teacher. Three strands are identified as contributing to this development:
 - (a) *Education Studies*, in which children, schools, school systems, and the processes of teaching and learning are studied;
 - (b) *Curriculum Studies*, in which students learn about the structure, organisation and practice of the curricular areas with which they will be concerned; and
 - (c) *Practical Experience*, in which students work in schools and other institutions with school pupils, other students, and their college teachers in teaching and learning situations.

An attempt has been made in this programme to provide a great deal of flexibility in the students' selection and organisation of their particular programmes. A large number of elective units are available in General Studies, Education Studies and Curriculum Studies. Many of these electives are available in more than one semester, so a student may have more than one opportunity of taking them. A minimum number of units is required in each area of study, but a student may undertake more than this minimum in any area if he wishes.

Students wishing to take the Secondary Science course elect this at the beginning of first year; all other students remain in a common group, known as "General Primary", until the end of Semester III, when they elect to enter one of the three remaining courses. The core units of Education Studies are common to all courses; the elective units in Education Studies are available to students in any course, but some are specifically designed for one or other of the specialised courses. These are:

- Early Childhood Education (Semesters IV, V, VI)
- Middle Childhood Education (Semesters IV, V)
- Adolescent Education (Semesters IV, V)
- Special Education (Semesters IV, V, VI)

Students are required to take one of these sequences, and may take one unit from another in Semester VI if they wish.

Curriculum Studies units designed specifically for each area of specialisation are provided throughout the three year programme.

When Diplomas are awarded each will bear a notation concerning the area of specialisation in which the student has been successful.

While the whole of the General Studies segment of the programme is available to all students, those electing Secondary Science are required to take General Studies appropriate to their area of specialisation.

Diploma of Teaching

Course Requirements

INTRODUCTORY

All students in the Diploma of Teaching programme are required to undertake General Studies and Professional Studies.

In order to achieve both breadth and depth in General Studies, students are required to take two sequences, and as well a minimum total number of semester-hours. All General Studies are elective, and students may exceed the minimum requirements if they wish.

In Professional Studies students are required to take a compulsory core of units plus a minimum number of elective semester-hours. They may exceed this minimum if they wish. The Practical Experience strand of Professional Studies is a part of the core, though flexibility for individual student needs is provided within it.

All units are described in terms of semester-hours. The semester-hours listed may not in all cases reflect the class hours students are required to attend. Some subjects with a high proportion of supervised practical work require higher class hours to achieve a similar standard of scholarship and an appropriate level of experience. In the relevant unit descriptions there is an indication of the actual class hours required for each unit, as well as the equivalent semester-hours.

GENERAL PRIMARY

1. All Students must take General Studies on the pattern of:
 - at least one approved sequence totalling 17 semester-hours or more;
 - at least one approved sequence totalling 9 semester-hours or more;
 - at least 32 semester-hours in all.
2. All students must take the Education Studies core units, and at least 10 semester-hours in electives, giving a total of at least 23 semester-hours.
3. All students must include one of the following sequences in their Education Studies strand;
 - Early Childhood Education I, II, III
 - Middle Childhood Education I, II
 - Special Education I, II, III.
4. All students must take the Curriculum Studies core units, and at least 24 semester-hours in electives, giving a total of at least 48 semester-hours.
5. All students must take the Practical Experience Strand.
6. All students must take units totalling at least 107 semester-hours in the whole programme.
7. No student must take units in any semester totalling more than 21 semester hours.

SECONDARY SCIENCE

1. All students must take General Studies on the pattern set down in the table on page 161.
2. All students must take the Education Studies on the pattern set out in pages 165 and 166.
3. All students must include the following sequence in their Education Studies Strand:
 - Adolescent Education I, II
4. All students must take the Curriculum Studies programme (see page 168).
5. All students must take the Practical Experience Strand.
6. All students must take units totalling at least 103 semester-hours in the whole programme.
7. No student may take units in any semester totalling more than 21 semester hours.

AWARD OF THE DIPLOMA OF TEACHING

1. In order to qualify for the award of the Diploma of Teaching, a student must pass in all the required units of the programme as set down above and complete satisfactorily the Practical Experience Strand.
2. A student who fails in a core unit must repeat it in a later semester.
3. A student who fails in an elective unit may repeat it in a later semester, or take up another elective in its place.
4. A student who fails in a unit in a sequence in which its passing is a prerequisite of the next unit in the sequence must repeat the unit failed or abandon the sequence.
5. The normal time for the completion of all the requirements of the programme is six semesters. However, the Diploma will be awarded to students who complete the requirements within eight semesters. In special circumstances, the Board of Studies may grant an extension beyond this time.

SECONDARY SCIENCE SELECTION

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV	SEMESTER V	SEMESTER VI
18117 Chemistry I	18217 Chemistry II	18317 Chemistry III) <i>Three</i> of the four) science subjects))	<i>Two</i> of the three subjects previously taken	<i>One</i> of the two subjects previously taken
18118 Physics I	18218 Physics II	18318 Physics III			
18121 Earth Science I	18119 Biology I	18221 Earth Science II			
18111 Science Mathematics		18219 Biology II			

NOTE:

- (i) 18111 Science Mathematics in Semester I is provided to assist students in those areas of Mathematics that apply directly to the Science units in the first three semesters. Students will be required to complete only those sections of the unit in which they are not already competent. This unit will not be included in the 35 units required for the award of the Diploma.
- (ii) Students are required to take at least one unit in Mathematics from the General Studies segment of the programme.
- (iii) The Science subject taken in Semester VI is divided into two units labelled VIA and VIB. Secondary Science students are required to take both units.

Diploma of Teaching

GENERAL STUDIES

A wide range of subjects may be undertaken, including many of the traditional disciplines, inter-disciplinary studies, and approved individual projects, initiated and designed by students for study, travel, employment or community service.

Students designing their own projects must seek prior approval from the appropriate authority: the Head of the Department concerned for those involving study, and the Head of the School for those involving travel, employment or community service. In each case, the application will be dealt with by the Board of Studies, which will consider the proposal in the light of the academic work involved and the student's background. The Board will require a detailed statement of progress at various times, documentary evidence of specific activities completed, and a final report. Advisers will be appointed to assist the student, and an assessor or assessors at the completion of the course.

General Studies units within the School are offered in four groups and students may select not more than one unit from any group in any semester. Only those units marked with an asterisk will be offered in 1975.

GROUP A

12110, 12210	Psychology I*, II
12310, 12410	Psychology III, IV
12510	Psychology V
16102, 16202	Introduction to Guitar I*, II*
16103, 16203	Introduction to Piano I*, II*
16104, 16204	Music Listening I, II
16111, 16211	Instrumental Studies I*, II*
16311, 16411	Instrumental Studies III, IV
16511, 16611	Instrumental Studies V, VI
16310, 16410	Creative Music Workshop I, II
16510, 16610	Creative Music Workshop III, IV
16312, 16412	Instrumental Workshop I, II
16512, 16612	Instrumental Workshop III, IV
16307, 16407	Choral Music I*, II*
16507, 16607	Choral Music III, IV
18118, 18218	Physics I*, II*
18318, 18418	Physics III, IV
18518, 18618	Physics V, VI
18212/18312	Development of Scientific Thought I*, II
18220	Biology and Human Values
19113, 19114	History IA*, IB*
19213, 19214	History IIA*, IIB*
19313, 19314	History IIIA, IIIB
19413, 19414	History IVA, IVB
19513, 19514	History VA, VB
19613	History VI

GROUP B

13119, 13219	English Language I*, II*
13319, 13419	English Language III, IV
13519	English Language V
13619, 13603	English Language VIA, VIB
13121, 13221	Communication I, II
13321, 13314	Communication IIIA, IIIB
13421, 13414, 13415	Communication IVA, IVB, IVC
13521	Communication V
13122, 13222	Drama and the Theatre Arts I*, II*
13322	Drama and the Theatre Arts III
13422, 13423, 13424, 13425	Drama and the Theatre Arts IVA, IVB, IVC, IVD
13126	Literature I*
13226, 13227, 13228	Literature IIA*, IIB*, IIC*
13326, 13327, 13328, 13329	Literature IIIA, IIIB, IIIC, IIID
13426, 13427, 13428, 13429	Literature IVA, IVB, IVC, IVD
13526, 13527	Literature VA, VB
13626, 13627, 13628	Literature VIA, VIB, VIC
13522, 13523, 13524	Drama and the Theatre Arts VA, VB, VC
13622, 13623	Drama and the Theatre Arts VIA, VIB
18114	Elementary Astronomy*
18120	Breakthrough in Biology*
18117, 18217	Chemistry I*, II*
18317, 18417	Chemistry III, IV
18517, 18617	Chemistry V, VI
19115, 19215	Geography I*, II*
19315, 19415, 19409	Geography III, IVA, IVB
19515, 19615, 19609	Geography V, VIA, VIB

GROUP C

10102	Art I*
10112, 10212	Art IA*, IIA*
10312, 10412	Art IIIA, IVA
10512, 10612	Art VA, VIA
10113, 10213	Art IB*, IIB*
10313, 10413	Art IIIB, IVB
10513, 10613	Art VB, VIB
10214	Art IIC
10314, 10414	Art IIIC, IVC
10514, 10614	Art VC, VIC
10115, 10215	Art ID*, IID*
10315, 10415	Art IIID, IVD
10515, 10615	Art VD, VID
10216	Art IIE
10316, 10416	Art IIIE, IVE
10516, 10616	Art VE, VIE
10117, 10217	Art IF*, IIF*
10317, 10417	Art IIIF, IVF

10517, 10617	Art VF, VIF
14108, 14208	Health Education I, II
14308, 14408	Health Education III, IV
14508	Health Education V
17108, 17208	Physical Education I*, II*
17308, 17408	Physical Education III, IV
17508, 17608	Physical Education V, VI
18113	Meteorology*
18115, 18215	Electronics I*, II
18119, 18219	Biology I*, II
18319, 18419	Biology III, IV
18519, 18520	Biology VA, VB
	Economics I, II, III

GROUP D

13120, 13220	Teacher Librarianship I*, II*
13320, 13420	Teacher Librarianship III, IV
13520, 13620	Teacher Librarianship V, VI
15102	General Mathematics*
15103, 15203	Computing I*, IIA*
15104, 15204	Calculus I*, II*
15202	Statistics*
15507, 15607	Algebra I, II
18116	Everyday Chemistry*
18121, 18221	Earth Science I*, II
18122	Horticulture*
18123, 18223	Environmental Science I*, II*
18321, 18421	Earth Science III, IV
18323, 18423	Environmental Science III, IV
18521, 18522	Earth Science VA, VB
18523, 18623	Environmental Science V, VI
19116, 19216, 19316	Political Science I*, II*, III
19121, 19221	Social Science I, II
19321, 19421	Social Science III, IV
	Sociology I, II, III

NOTE:

Some sequences begin in the first semester and some in the second semester.

EDUCATION STUDIES

The following table indicates the order of both core and elective units. It should be noted that students do not have to select a unit from every group of electives offered; all that is required is a total minimum of five elective units in the total programme. All electives are two semester hours. The asterisk indicates core units.

Semester I 12106 *Educational Psychology (3 hours)

Semester II 12207 *Child Development (4 hours)

Semester III 12311 *Education and Society I (3 hours)

ONE ELECTIVE, IF DESIRED, FROM:

- 11304 Programmed Instructional Systems
- 11305 Educational Graphics I
- 11306 Television in Education I
- 11307 The Motion Picture Camera in Education
- 11308 Transmitted Television and Radio in Education
- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12206 Educational Psychology II

Semester IV 12412 *Critical Issues in Education I (3 hours)

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12306 Educational Psychology III
- 12411 Education and Society II

ONE ELECTIVE, IF DESIRED, FROM:

- 11405 Educational Graphics II
- 11406 Television in Education II
- 11407 Production of Educational Motion Pictures
- 12208 The History of Australian Education II
- 12414 Research Methods I

ONE UNIT SELECTED FROM:

- 12415 Early Childhood Education I
- 12416 Middle Childhood Education I
- 12417 Adolescent Education I
- 12418 Special Education I

Semester V

ONE ELECTIVE, IF DESIRED, FROM:

- 11305 Educational Graphics I
- 11306 Television in Education I
- 11308 The Motion Picture Camera in Education
- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12206 Educational Psychology II

ONE ELECTIVE, IF DESIRED, FROM:

- 11304 Programmed Instructional Systems
- 11308 Transmitted Television and Radio in Education
- 11409 Using Media for Teaching
- 12511 Education and Society III
- 12512 Critical Issues in Education II
- 12514 Research Methods II

ONE UNIT SELECTED FROM:

- 12515 Early Childhood Education II
- 12516 Middle Childhood Education II
- 12517 Adolescent Education II
- 12518 Special Education II

Semester VI

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12306 Educational Psychology III
- 12411 Education and Society II

ONE ELECTIVE, IF DESIRED, FROM:

- 11405 Educational Graphics II
- 11406 Television in Education II
- 11407 Production of Educational Motion Pictures
- 12208 The History of Australian Education II
- 12414 Research Methods I

ONE ELECTIVE, IF DESIRED, FROM:

- 12612, 12613 Critical Issues in Education IIIA or IIIB
- 12614 Research Methods III

ONE UNIT SELECTED FROM:

- 12615 Early Childhood Education III
- 12618 Special Education III

ONE ELECTIVE, IF DESIRED, FROM:

- 12415 Early Childhood Education I
- 12416 Middle Childhood Education I
- 12417 Adolescent Education I
- 12418 Special Education I

CURRICULUM STUDIES

General Primary:

The following table indicates the order of both core and elective units. It should be noted that from Semester IV onwards students do not have to select a unit from every group of electives; a total minimum of eight electives, spread over at least four subject areas, is required. All units are three semester-hours. The asterisk indicates core units.

In Semesters I, II and III students take the following units.

10103	Curriculum Art I*
13130	Curriculum English I*
14101	Curriculum Health Education I*
15108	Curriculum Mathematics I*
16113	Curriculum Music I*
17109	Curriculum Physical Education I*
18124	Curriculum Science I*
19120	Curriculum Social Studies I*

Semester IV

ONE ELECTIVE, IF DESIRED, FROM:

13430, 13431 English IIA or IIB

10203-10219 Art II

ONE ELECTIVE, IF DESIRED, FROM:

18424 Science II

17409, 17410, 17411 Physical Education IIA or IIB or IIC

ONE ELECTIVE, IF DESIRED, FROM:

15406, 15407, 15408 Mathematics IIA or IIB or IIC

16413 Music II

ONE ELECTIVE, IF DESIRED, FROM:

19420, 19423 Social Studies IIA or IIB

14402, 14403, 14404 Health Education IIA or IIB or IIC

Semester V

ONE ELECTIVE, IF DESIRED, FROM:

13530, 13531, 13532, 13533 English IIIA or IIIB or IIIC or IIID

10203-10219 Art II

ONE ELECTIVE, IF DESIRED, FROM:

18524, 18525, 18526 Science IIIA or IIIB or IIIC

17509, 17510, 17511 Physical Education IIIA or IIIB or IIIC

ONE ELECTIVE, IF DESIRED, FROM:

15508 Mathematics III

16513, 16514 Music IIIA or IIIB

ONE ELECTIVE, IF DESIRED, FROM:

19520 Social Studies IIIA

14509 Health Education III

Semester VI

ONE ELECTIVE, IF DESIRED, FROM:

13430 English IIA

10203-10219 Art II

18424 Science II

17409, 17410, 17411 Physical Education IIA or IIB or IIC

ONE ELECTIVE, IF DESIRED, FROM:

15406, 15407, 15408 Mathematics IIA or IIB or IIC

16413 Music II

19420, 19423 Social Studies IIA or IIB

14402, 14403, 14404 Health Education IIA or IIB or IIC

ONE ELECTIVE, IF DESIRED, FROM:

13530, 13531, 13534 English IIIA or IIIB or IIIE

10203-10219 Art II

ONE ELECTIVE, IF DESIRED, FROM:

18527 Science IIID

17509, 17510, 17511 Physical Education IIIA or IIIB or IIIC

ONE ELECTIVE, IF DESIRED, FROM:

15508 Mathematics III

16515, 16516 Music IIIC or IIID

19523 Social Studies IIIB

Note:

Art II had a large number of optional strands in each Semester. Details will be available later.

Secondary Science:

Students taking this course are required to take the following sequence of Curriculum Studies:

Semester I — 18128 Science I (2 semester-hours)

II — 18228 Science II (2 semester-hours)

III — 18328 Science III (2 semester-hours)

IV — 18428 Science IV (2 semester-hours)

V — 18528, 18529, 18530 Science V (4 semester-hours)

VI — 18628 Science VIC (4 semester-hours)

AND ONE OF

18629 Science VIA — Biology)

18630 Science VIB — Physics) (2 semester-hours)

PRACTICAL EXPERIENCE

A graduated programme of visits to schools, observation of children, demonstration lessons, and teaching in schools is provided within each of the courses. Some practical experience is provided in every Semester, and is closely integrated with Curriculum Studies and Education Studies.

The pattern of Practical Experience for 1975 is as follows:

- 09101 Semester I. Introduction to Teaching. This includes lectures, seminars, workshops, visits to schools and a period of "day practice" — that is, observing and teaching in schools for one day a week. It also includes a segment on Audio-Visual Skills.
- 09201 Semester II. Introduction to Teaching. This includes demonstration lessons and a three week period of continuous teaching in schools. It also includes Audio-Visual Skills.
- 09301 Semester III. This includes demonstration lessons and a three week period of continuous teaching in schools.
- 09401 Semester IV. As for 09301.
- 09501 Semester V. As for 09301.
- 09601 Semester VI. As for 09301.

AUDIO-VISUAL SKILLS. (Semesters I and II). This segment is taught through a series of individual multi-media programmes during Semesters I and II as part of the units 09101 and 09201.

ASSESSMENT. While it will be necessary for students to be assessed as "Satisfactory" or "Unsatisfactory" at each stage of Practical Experience, these awards are considered as diagnostic and advisory, and will not appear on final transcripts of results. The award for 09601 Practical Experience will normally be the final recorded award for the total programme, and the one to appear on students' transcripts. In exceptional cases this award may be varied by the Board of Studies to provide a more accurate picture of a student's ability and record.

In all cases an "Unsatisfactory" award before Semester VI will raise substantial doubts concerning a student's ability to complete the programme. In many cases it will lead to the requirement that additional Practical Experience be undertaken.

Diploma of Teaching

Description of Semester Units

GENERAL STUDIES

ART

General Studies Art consists of a number of sequences. In Semester I there is an introductory unit which in general will be a pre-requisite to any of the specific sequences, and will enable students to complete a five semester sequence. However there is also a series of first semester units in the specific areas to enable students to complete a six semester sequence.

10102 ART I – INTRODUCTORY ART

Semester I

3 semester hours

Objective:

To give the undecided student a limited experience of the vitality, involvement and educative potential of the following fields: Ceramics; Textile Craft; Woodcraft; Weaving; Paper Craft; Graphic Arts.

CERAMICS

Content:

1. To make a platter and glaze it.
2. To make a Raku pot and fire it.
3. To experience industrial techniques in slipcasting a rice bowl.
4. To make an enclosed shell form; i.e. a pig bank.

Basic Texts:

Ball, F. Carlton, and Lavoos, Janice. *Making Pottery Without A Wheel*. London: Reinhold, 1965.

Dickerson, John. *Raku Handbook*. London: Studio Vista, 1972.

Rottger, E. *Creative Clay Craft*. London: Batsford, 1968.

TEXTILE CRAFT

Content:

The student will be given the opportunity to investigate a self chosen practical aspect. It is anticipated that areas chosen would be from the following:

1. Embroidery — counted thread work such as Hardanger, Florentine Point, or Hungarian Point, or Contemporary Embroidery.
2. Crocheting — simple patterns involving basic stitches only.
3. Weaving — Sun Lace of a simple nature.
4. Macramé — the basic knots.

Basic Texts:

Dillmont, Th. de. *Encyclopedia of Needlework*. D.M.C., Mulhouse.
Griffith, M., Potter, H. and Corbman, F. *Fibre to Fabric*. New York: McGraw-Hill, 1970.
Kohler, C. *A History of Costume*. New York: Dover, 1963.

WOODCRAFT**Content:**

1. Overview of the ideals of Industrial Design and associated woodcraft courses available in the College.
2. Application of basic design elements and principles through practical experience using charred oregon. Students are to use free form shapes to obtain maximum effect from growth ring patterns.

Basic Text:

None.

WEAVING**Content:**

1. Weaving without a Loom: paper; scrim; string; reed; wool.
2. Weaving Processes: plain weave; finger weave; Hungarian Loom; Frame Loom.
3. Associated Techniques: Tapestry Weave; Macramé Knotting.

Basic Text:

None.

PAPER**Content:**

1. Paper surfaces, finishes and colours.
2. Techniques which may be used with paper which will change its surface or transform it to a sculptural form.
3. Introduction to origami.

Basic Text:

Yamada. *New Dimensions in Paper Craft*. Tokyo: Japan Pub. Co., 1966.

GRAPHIC ARTS

Content:

An opportunity to investigate and practise the following basic printmaking techniques:

1. Silk screen (stencil)
2. Linocut (relief)
3. Etching-(intaglio)

For each area, the methods of production and materials will be demonstrated and used experimentally.

Basic Text:

None.

10112 ART IA – CERAMICS AND MAN I

Semester I

3 semester hours

Objectives:

To make an examination of the ideas expressed in clay from earliest times to the present; the means by which technological advances aided this expression and the change in form developing from small, compact, low-fired objects to the industrial and handcrafted products of today.

Content:

The objects in the Ceramics unit have been divided into four main categories according to their structure and method of fabrication.

The first three categories,

Solid — compact

Planar

Hollow — shell forms, refer largely to structure.

The fourth category,

Machine forms, refers to the techniques of mass production.

The unit does not follow a strict historical sequence, but uses clay objects as a logical starting point out of which related knowledge and experience can develop.

Basic Texts:

Cooper, Emanuel. *A History of Pottery*. London: Longman, 1972.

Dickerson, John. *Raku Handbook*. London: Studio Vista, 1970.

10213 ART IIB – TEXTILE CRAFT II

Semester II

3 semester hours

Pre-Requisite:

Art 1B or Art I.

Objectives:

A continuation and development of those in Semester I, with an additional emphasis on the problems involved in the successful use of colour, in the context of that suggested by Ruskin: "The purest and most thoughtful minds are those which love colour the most."

Content:

As for Semester I continued, and now to include in B, experience in A 2 ix and x. A group project will also be included in B (the practical application).

The History of the Textile Arts and Crafts will be continued through the following topics to be given periodically as in Semester I.

- Medieval Application of Textile Arts and Crafts (in Europe, India, China and Japan).
- Costume and Textile Art of the Early Renaissance (with an account of the merchant adventurers' influence).
- Costume and Textile Art of the High Renaissance (and Quests into the New World).
- The Age of the Baroque.

Stage costuming in relation to College drama and music productions will be a continuing aspect of this semester also. Students could be expected to undertake as an individual project to design and manufacture the costume for a particular character of a minor nature. Theatrical costuming in the above topic areas in the History of Textile Arts and Crafts will also be relevant.

Basic Texts:

Dillmont, Th. de. *Encyclopedia of Needlework*. D.M.C., Mulhouse.

Griffith, M., Potter, H. and Corbman, F. *Fibre to Fabric*. New York: McGraw-Hill, 1970.

Kohler, C. A. *History of Costume*. New York: Dover, 1963.

10215 ART IID – FINE ARTS II

Semester II

3 semester hours

Pre-Requisite:

Art ID or Art I.

10115 ART ID – FINE ARTS I

Semester I

3 semester hours

Pre-Requisites:

Students who show outstanding artistic ability will be admitted to the sequence. Such students will be required to submit evidence of their ability.

Objective:

To further the general objective of Art by encouraging individual development through intuitive response coupled with analytical research. Through such means it is anticipated that leisure time art activities will also develop.

Content:

1. *Art History*

Introduction to modern 19th century influences and 20th century painting –

Painting between the wars

Painting after World War II

Influences on modern sculpture

Towards abstraction in sculpture

The new architecture

Pioneers of modern architecture

Architecture after World War II

Town Planning.

2. *Design and Composition*

Basic elements, repetition, alternation, harmony, gradation, contrast, dominance, unity, balance, direction. Uniting elements and principles.

Australia will be used as a basis for object exploration to use in composition; e.g. Design breakdown and reconstruction of banksia flower in design form to accurate reality: breakdown of generalised form towards abstraction.

Basic Text:

None.

10117 ART IF – PRINTMAKING AND BOOK DESIGN I

Semester I

3 semester hours

Objective:

To give the student a basic foundation unit in Art necessary for the specific unit areas.

Content:

1. *Art History*

Overview of the history of sculpture, painting and architecture and related arts including the history of books from papyrus to paperback and the significance of the book in Eastern and Western cultures.

2. *Basic Design* including:

a. *Drawing and Painting I:*

Objective recording of indoor and outdoor objects and compositions. Familiarisation with a variety of media and techniques.

b. *Elements and Principles* in 2D design and 3D design using a variety of media.

Basic Texts:

Harley, J. and Hampden, M. *Books from Papyrus to Paperback*. London: Methuen, 1964.

Matthews, J. *The Stanley Book of Sculpture with Surform Tools*. London: Edward Arnold, 1972.

Rottger, E. *Creative Wood Craft*. London: Batsford, 1967.

Scott, R. *Design Fundamentals*. New York: McGraw-Hill, 1951.

Symonds, Portley Phillips. *The Visual Arts – A World Survey*. Brisbane: Jacaranda, 1972.

10212 ART IIA – CERAMICS AND MAN II

Semester II

3 semester hours

Pre-Requisite:

Art IA or Art I.

Objective:

To consolidate and extend the experience and knowledge gained in the first semester.

Content:

Students will select two form categories surveyed in the first semester and complete two pieces of practical work from each category.

These four minor projects will give the student the opportunity to design, fabricate, decorate and fire work of their choice.

Basic Texts:

None.

10113 ART IB – TEXTILE CRAFT I

Semester I

3 semester hours

Objectives:

An introductory unit designed to show the inter-relationship of all aspects of the craft within the unit and in society both past and present; and to give practical and theoretical experience of the most basic forms, and through visual and tactile examples the potentialities of the craft.

Content:

- A. History of man's need for and use of the textile arts and crafts, together with the restraints and limits which political, social, economic, and technological development impose.
 1. Stitching and the use of implements.
 2. Spinning and the use of this thread or yarn in:
 - a. Netting
 - b. Weaving
 - c. Knitting
 - d. Knotting
 - e. Braiding, Plaiting
 - f. Bobbin/Pillow Lacemaking
 - g. Needlepoint Lacemaking
 - h. Crocheting
 - i. Tatting
 - j. Dyeing.
 3. The use made of fabrics produced by these various techniques. For example:

Weaving –

 - a. The manufacture of garments. The interpretive history of clothing and costume in relation to man's practical, functional, decorative, emotional and psychological needs. How costume for drama and theatre fulfils some of these needs.
 - b. Decoration of fabric by, for example, dyeing, printing, or embroidery, to enhance (a) or to provide a setting for (a), e.g. the embroidered or tapestry arras; the Turkish or Persian carpet. What was new – what is new? The inspiration and planning which precedes the manufacture of a work of textile art, whether it is a Bayeaux Tapestry or an Opera House Curtain.
- B. Practical learning and application by students of the more elementary techniques involved in the crafts they choose to investigate.

Basic Texts:

Dillmont, Th. de. *Encyclopedia of Needlework*. D. M. C., Mulhouse.
Griffith, M., Potter, H. and Corbman, F. *Fibre to Fabric*. New York: McGraw-Hill, 1970.
Kohler, C. A. *History of Costume*. New York: Dover, 1963.

Objectives:

To further the general objective of Art by emphasising and developing the artistry required for imaginative invention and disciplined craftsmanship.

To develop background to Art by an indepth study of contemporary art.

Content:

1. *Art History* – Contemporary Art. Australian painting – early origins and influences. Australian Art since 1945. Australian Sculpture – influences, development of a national style. Australian Architecture – origins and overseas influences. Australian Architecture – development of International style. Modern Technology. Town Planning.
2. *Design and Composition* – Investigation of design concepts and their application to drawing, painting and related arts; e.g. weaving, wall hangings. Still life in watercolour.

Basic Texts:

None.

10217 ART IIF – PRINTMAKING AND BOOK DESIGN II

Semester II

3 semester hours

Pre-Requisite:

Art IF or Art I.

Objective:

To enable the student to cover the introductory stages of a study in Printmaking and Book Design concerned with an understanding of the subject and the development of processes and skills involved.

Content:

1. *History*
 - a. Contemporary Art – a detailed survey.
 - * b. The development of the publishing and printing industries.
 - * c. A critical look at the publishing, censorship and marketing of books today.
 - d. An overview of the History of Book Illustration.
2. *Printmaking*

Methods of working in Intaglio and Relief Processes, including drypoint, woodcuts, lino cuts and collage – screen printing and etching processes will be introduced.
3. *Drawing and Painting*

Drawing from life models to gain an understanding of anatomy and experience in drawing the human figure necessary in illustration work. Pictorial composition relating to book illustration work.

Basic Texts:

Read, Herbert. *A Concise History of Modern Sculpture*. London: Thames and Hudson, 1964.

Read, Herbert. *A Concise History of Modern Painting*. London: Thames and Hudson, 1961.

Richards, J. M. *An Introduction to Modern Architecture*. Harmondsworth, Middlesex: Penguin, 1948.

General Studies (cont.)

EDUCATION

12110 PSYCHOLOGY I – AN INTRODUCTION TO THE STUDY OF HUMAN BEHAVIOUR

Semesters II, IV and VI

3 semester hours

Pre-Requisite:

Educational Psychology I.

Objectives:

To enable the student: to define the scope of Psychology; to understand the major methods used in Psychology; to understand the biological bases of human behaviour; to describe the nature-nurture controversy in relationship to human development; to understand how man perceives his world; to identify the major motivational forces in human behaviour.

Content:

1. *Introduction to the Science of Psychology.*
 - a. What is psychology? Why study psychology? What are the methods used in psychology?
 - b. Origins and historical development of scientific psychology.
 - c. An overview of the uses and abuses of psychology.
2. *The Biological Background of Behaviour.*
 - a. The basic structures and functions of the nervous system – neurons – nervous impulses – synaptic connections – reflexes – the brain.
 - b. The peripheral nervous system – the central nervous system.
 - c. Metabolic activity – hormones, enzymes, vitamins and genes.
 - d. Effects of injury to the nervous system.
3. *The Nature versus Nurture Controversy.*
 - a. How does the genetic blueprint develop into an individual?
 - b. To what extent is behaviour dependent on heredity and maturation alone? Individual differences in rate of maturation – maturation and practice – maturation and culture.
 - c. To what extent is behaviour dependent on heredity? Hereditary differences in organisms – hereditary variations in human beings – racial differences – sex differences.
4. *Man's Perception of his World.*
 - a. Distinction between perception, sensation and attention.

- b. Modes of perception — visual — auditory — olfactory — tactile — gustatory — kinaesthetic.
 - c. Principles of perception; e.g. intensity, size, expectancy, contrast, repetition, etc.
 - d. Illusion and distortion — Mueller-Lyer illusion — extra-sensory perception.
 - e. Attention shifts — determiners of attention — motivation and attention.
 - f. The role of language in classifying experience.
5. *Major Human Motives.*
- a. Why do people act as they do?
 - b. What are the major human motives — motives related to physiological needs — motives related to interactions with other people — motives related to competence and self.
 - c. How do motives affect performance? Motives and the selection of behaviour.

Basic Texts:

Students should select *one* from the list below:

- Hilgard, E. R. and Atkinson, R. C. *Introduction to Psychology*. 4th ed. New York: Harcourt, Brace and World, 1967.
- Kendler, H. H. *Basic Psychology*. 2d ed. New York: Appleton-Century-Crofts, 1968.
- McKeachie, W. B. and Doyle, C. L. *Psychology*. 2d ed. Reading, Massachusetts: Addison-Wesley, 1970.
- Munn, N. L. *et al. Introduction to Psychology*. 2d ed. New York: Houghton Mifflin, 1969.

General Studies (cont.)

ENGLISH

13119 ENGLISH LANGUAGE I

Semester I

3 semester hours

Objectives:

To provide a sound general introduction to the study of language through a consideration of basic linguistic concepts.

Content:

1. English language origins
2. Linguistic systems
3. Language and Thought
4. Language in Society
5. Phonological, morphological, syntactic systems
6. Language change, genetic relationship
7. The universality of language design
8. Language acquisition and the teaching of English; a brief overview of the problem.

Basic Texts:

Langacker, Ronald W. *Language and its Structure*. 2d ed. New York: Harcourt Brace Jovanovich, 1973.

Wardhaugh, Ronald. *Introduction to Linguistics*. New York: McGraw-Hill, 1972.

13219 ENGLISH LANGUAGE II

Semester II

3 semester hours

Pre-Requisites:

None, although English Language I would be an advantage.

Content:

1. Some assumptions and misconceptions about English
2. Sounds and Spelling
3. The backgrounds of English
4. The Old English, Middle English and Modern English periods
5. Contemporary British and American English
6. New words, foreign elements, coinages and adaptations, words and meaning.

Basic Text:

Pyles, Thomas. *The Origins and Development of the English Language*. 2d ed.
New York: Harcourt Brace Jovanovich, 1971.

13122 DRAMA AND THE THEATRE ARTS I – WORLD THEATRE

Semester I

3 semester hours

Objectives:

To examine the origins, place, and nature of drama in different societies and different periods.

To recognise influences which have affected modern theatre.

Content:

Each of the following will be considered in the survey:

1. *Primitive Drama*: Cherokee Indians: Australian Aborigines.
2. *Classical Drama*: Greece: Rome.
3. *Eastern Drama*: Indian Dance: Chinese Opera: Noh: Kabuki: Bunraku.
4. *Religious Drama of the Middle Ages*.
5. *Popular European Drama*: The Proscenium Stage from Court Theatre to Nineteenth Century Theatre – Italy, France, England.
6. *Modern Drama since 1870*: What is an audience? Kinds of stages. Theatres of Entertainment, Realism, Disillusionment.

Basic Text:

Gascoigne, Bamber. *World Theatre*. London: Ebury, 1968.

13222 DRAMA AND THE THEATRE ARTS II – ACTING

Semester II

3 semester hours

Pre-Requisite:

Drama and the Theatre Arts I.

Objectives:

To recognise and experience different styles in acting.

To understand relationships between movement, language and location.

Content:

1. The following styles of acting will be considered:
 - a. Classical – as used in the plays of Aeschylus, Sophocles, Molière, Racine.
 - b. Folk and Epic – Acting and the Theatre of the Middle Ages.
 - c. Eighteenth and Nineteenth Century – Variations in France and

- England. Diderot, Garrick, Irving, Sarah Bernhardt, Kean, Duse.
- d. The Method, and the work of Stanislavski on concentration.
 2. Consideration of the work of some leading actors today — Brando, Thorndike, Evans, Olivier, Burton, Anderson.
 3. Technical skills of acting — body control, voice use, timing, confrontation and tension. Exploration of these skills through improvisation.

Basic Texts:

Brook, Peter. *The Empty Space*. London: Penguin, 1972.

Magarshack, D. *Stanislavski on the Art of the Stage*. London: Faber, 1954.

Whiting, Frank. *An Introduction to the Theatre*. 3rd ed. New York: Harper and Row, 1969.

13126 LITERATURE I – UNDERSTANDING LITERATURE

Semester I

3 semester hours

Objectives:

To develop an understanding of the nature of literature and a sensitivity to aesthetic issues in the appreciation of literary works.

Content:

1. *The Nature of Literature*. Its concern with human beings, their feelings, moods, motives, sense of values, interaction with others in certain circumstances. Literature as distinct from a social document, psychological case studies.
2. *Poetry*. The poem as a dramatic presentation of mood or character. Variety of forms: lyric, narrative, dramatic monologue. Importance of rhythm in delineating mood and feeling; the use of rhyme, blank verse, free verse; assonance and the music of poetry; imagery and the heightened use of language.
3. *Drama*. Conflict as the centre of dramatic action. Use of scene setting and stage direction. Division into scenes and acts. The use of dialogue, voice inflection, movement, gesture and action as modes of dramatic presentation. Economy, intensity and directness as features of dramatic situation. Drama as theatre: settings, costumes, lighting, acting.
4. *The Novel and Short Story*. Social orientation and local setting of a novel: time, place and circumstances in which the action originates. The characters: their motivations and their value systems; their co-operation and conflicts with others; story or action as the outcome of inner and outer conflicts. The balance between scene and narrative in the presentation of developing situations. Philosophies of life and value judgements that influence the course of action. Modes of comedy, tragedy, irony, melodrama and farce. Narrative style and the speech styles of the characters.
5. *Recapitulation*. Literature as the dramatic presentation of moods or characters in specified situations and circumstances. Themes and structure

of theme as central issues in the critical appreciation of individual literary works: unity, coherence, balance, harmony and proportion as features of a completely developed theme. Further questions of realism, symbolism, romanticism, objectivity, universality, depth.

Basic Texts:

A selection of lyric poems, shorter narratives, dramatic monologues will be used. Shorter novels, e.g. J. D. Salinger: *The Catcher in the Rye*, *The Loved One*, Kenneth Cook: *Wake in Fright*, short stories by Maupassant, Joyce and O'Henry and short plays or selected scenes from longer plays will be required reading.

13226 LITERATURE IIA – INTRODUCTION TO MODERN ENGLISH LITERATURE

Semester II

3 semester hours

Pre-Requisites:

None, but students are advised to take Literature I in Semester I.

Objectives:

To introduce students to the work of some of the major writers in English of the twentieth century. The unit will attempt both to show how the work of these writers has contributed to some of the predominant cultural movements of our time, and to help students develop their powers of literary discrimination.

Content:

Students will study the following works. As this is an introductory unit, which will be taken by students in their first year, the emphasis is on the close study of particular works, rather than on the whole range of an author's achievement.

1. Poetry — T. S. Eliot (with special emphasis on "*The Waste Land*")
W. B. Yeats.
2. Novel — Hardy: *Jude the Obscure*
Joyce: *A Portrait of the Artist as a Young Man*
Lawrence: *The Rainbow*
Forster: *A Passage to India*
Orwell: *1984*
Patrick White: *The Tree of Man*
3. Drama — Shaw: *Major Barbara*
John Osborne: *Look Back in Anger*
Samuel Beckett: *Waiting for Godot*

Basic Texts:

Students are expected to acquire their own copies of the works to be studied. These may be read in any edition.

13227 LITERATURE IIB – AUSTRALIAN LITERATURE I

Semester II

3 semester hours

Objectives:

To enable students to discover the qualities of Australian verse from a generous sampling and study of some of its best examples. For convenience these are grouped in appropriate periods.

Content:

1. *Classical Origins (1803-1830)*

Some early educators; Henry Fulton and L. H. Halloran.

Verse from the newspapers to 1830.

Charles Tompson Jnr., *Wild Notes from the Lyre of a Native Minstrel*.

Influence of Pope, Goldsmith, Dryden, Akenside, Young, Horace.

2. *The Nineteenth Century to 1866*

Wentworth, Lang, Harpur, Forster, Parkes, Sealy, Kendall, Halloran, Michael.

The Melbourne Confraternity; Adam Lindsay Gordon, R. H. Horne, George Gordon McCrae and Patrick Moloney.

3. *The Balladists*

European origins of the ballad.

The Bulletin; John Haynes and J. F. Archibald.

G. H. Gibson, Mary Hannay Foott, Henry Lawson, A. B. Paterson,

Edward Dyson, Barcroft Boake, Will H. Ogilvie, E. J. Brady, C. J. Dennis,

J. P. Bourke, and P. J. Hartigan.

4. *Contemporaries of the Balladists*

The Bulletin; A. G. Stephens, J. F. Archibald and James Edmond.

Boomerang; William Lane.

David McKee Wright, C. J. Brennan, Victor Daley, Francis Adams,

Roderick Quinn, A. G. Stephens, Bernard O'Dowd, Furnley Maurice,

William Baylebridge, Mary Fullerton, Hugh McCrae, Mary Gilmore, Louis

Esson and John Shaw Neilson.

5. *Twentieth-Century Developments*

Dorothea Mackellar, A. G. Steven, Marie E. J. Pitt, F. S. Burnell, Elsie

Cole, Frank S. Williamson, Harley Matthews, Frederick T. Macartney,

L. H. Allen, Nettie Palmer, Vance Palmer, Nina Murdoch, Louis

Lavater, Zora Cross, Leon Gellert, R. H. Long, Vernon Knowles,

Myra Morris, Mary Ann Robertson, Winifred Shaw, James Devaney,

Jack Lindsay, Kenneth Slessor, H. M. Green, Ernest G. Moll, R. D.

Fitzgerald, J. A. R. McKellar, Dulcie Deamer, Peter Hopegood, Paul Grano, 185

Brian Vrepon, John Thompson, Rex Ingamells, Douglas Stewart, Ronald McCuaig, Kenneth Mackenzie, Flexmore Hudson, Ricketty Kate, T. Inglis Moore, Mary Finnin, Donovan Clarke, Max Harris, Ian Mudie, Elizabeth Riddell, Lesbia Harford, Ethel Anderson, Ernest Briggs, William Hart-Smith, Norma L. Davis, R. G. Howarth, Rosemary Dobson, Judith Wright, James McAuley, Val Vallis, Nan McDonald, Francis Webb, Harold Stewart, John Manifold, David Campbell.

Basic Texts:

None.

13228 LITERATURE IIC – THE SHORT STORY

Semester II

3 semester hours

Pre-Requisite:

Literature I.

Objectives:

To introduce students to a wide selection of world short story writers so that, through critical reading, they will come to some understanding of the short story as a literary form.

Content:

1. The historical development of the short story as a literary genre.
2. How plot reveals. Point of view.
3. What character reveals.
4. What theme reveals.
5. Control of pace. Suspense.
6. Handling of atmosphere. Setting.
7. Selection of detail.
8. Irony.
9. Satire.
10. Humour.
11. Symbolism.
12. The form – its strength and weaknesses.

Basic Texts:

The following stories in *Comparisons* are set texts:

Boll, Heinrich – *Action Will Be Taken*.

Contayar, Julio – *Blow-up*.

Lagerkvist, Par. – *Father and I*.

Robbe-Grillet, Alain – *The Shore*.

General Studies (cont.)

TEACHER-LIBRARIANSHIP

INTRODUCTION

Because the teacher-librarian today must be able to function as a curriculum consultant and one who helps plan and implement courses of study, units of work, integrated and open approaches, he needs to be thoroughly conversant with the individual needs of children and have the ability to select the most appropriate media for any specific learning situation. The units, then, in teacher-librarianship are designed to complement the core units in Education and Curriculum Studies.

But because the library is still the main source of children's recreational and imaginative reading and because this reading forms the basis of literary appreciation and is the foundation for much Secondary work in English, students electing Teacher-Librarianship will be required to take 13431 Curriculum English IIB and are advised to consider taking 13126 Literature I.

In that library resources are becoming increasingly audio-visual (technological) the teacher-librarian not only needs to be a specialist in literary resources but also an A/V consultant. Therefore students electing Teacher-Librarianship will be required to take in addition to the unit in Audio-Visual Materials and Methods (in the Introduction to Teaching strand) at least one unit in Educational Technology and are recommended to take more if possible.

13120 TEACHER-LIBRARIANSHIP I – THE MEDIA CENTRE AND EDUCATION

Semester I

3 semester hours

Co-Requisites:

Children's Literature and Educational Technology.

Objectives:

To promote the concept of education through a multiplicity of media, the necessity to meet the need of the individual child and any specific learning situation with those resources that best suit the occasion.

Content:

1. Resources and their education use.
2. Meeting the needs of the individual child.
3. Classroom collections, especially in open-plan schools v. central collections.
4. Planning and architecture of the library/resource facility.
5. Equipment – furniture and storage.
6. Quantitative standards: Book provision; A/V hardware; A/V software; Graphics and realia.

7. Staffing the resource centre.
8. Utilising the resources: Individual programmes and loans; Class or block borrowings; Open Schedule and programmed visits.

Basic Text:

Australian Schools Commission:

Guidelines for Library Services in Primary Schools, Canberra:

Primary Schools Libraries Committee of the Australian Schools Commission, 1974.

13220 TEACHER-LIBRARIANSHIP II – RESOURCES FOR INFORMATION

Semester II

3 semester hours

Pre-Requisite:

Teacher-Librarianship I.

Objectives:

To develop an awareness of the educational resource materials available to teachers and to set up criteria and aids for the selection of such resources relevant to any particular teaching situation.

Content:

1. *Resource Materials* – policy and criteria of selection.
 - Books – Reference
 - Non-fiction.
 - Periodicals and Newspapers.
 - Pamphlets.
 - Programme learning kits – e.g. S.R.A. Laboratories.
 - Pictures – Graphics – and Visual Aids.
 - Slides – Films – Strips.
 - Sound – Records – Tapes – Cassettes.
 - Video Tapes.
 - Multi-Media kits.
2. *Range and Scope of Resources* – a balanced collection.
 - Curriculum needs.
 - Educational (expensive) needs.
 - Special needs of Clientele; social and environmental factors.
3. *Selection aids and Reviewing Media.*
4. *Acquisition aids and indexes.*
5. *Abstracts and catalogues.*

Basic Texts:

None.

General Studies (cont.)

MATHEMATICS

15102 GENERAL MATHEMATICS

Semesters I and III

3 semester hours

Objectives:

This single semester unit is designed for the student with limited background in Mathematics, but interest in extending his knowledge.

It will provide an introduction to selected branches of Mathematics with the aim of developing some appreciation of the methods and nature of Mathematics.

This unit may not be taken in sequence with Algebra I.

Content:

1. *Number Systems*: Natural Number System, System of Integers, System of Rational and Real Numbers, The Complex Number System.
2. *Theory of Numbers*: Prime Numbers, Greatest Common Divisor, Least Common Multiple, Prime Product Theorem, Fundamental Theorem of Arithmetic, Divisibility Rules.
3. *Mathematical Systems*: Modular, Groups, Vectors.
4. *Boolean Algebra*: Basic definitions and properties.
5. *Logic*: Mathematical Sentences, Compound Statements, Implication and Logical Equivalence, Negation, Converse and Inverse, Contrapositive and Tautology, Laws of Logic, Deduction in Mathematics.
6. *Topology*: Connectivity. Networks. Necessary and sufficient conditions for a traversable network. Euler's formula. Map colouring. Metric spaces. Topological space.

Basic Texts:

None.

15202 STATISTICS

Semester II

3 semester hours

Objectives:

To introduce students to the concepts, computational procedures and applications of statistics so that they appreciate some significant conclusions to be drawn from a set of data and also interpret literature in education and other studies with more understanding.

Content:

1. *Methods of Representing Data.*
2. *Frequency Distributions and their Graphic Representation:* Histogram. Frequency polygon. Frequency curve. Cumulative frequency curve.
3. *Measures of Central Tendency:* Arithmetic mean, median, mode. Quartile, decile, percentile. Calculation of these measures.
4. *Measures of Variation:* Standard deviation. Skewness. Quartile range, Mean deviation.
5. *Probability.*
6. *Binomial Distribution and Probability.*
7. *The Normal Distribution and the Central Limit Theorem.*
8. *Sampling.*
9. *Hypotheses Testing:* t test. chi square test.
10. *Correlation:* Product moment. Rank correlation methods.
11. *Introduction to Analysis of Variance.*

Basic Texts:

None.

15103 COMPUTING I

Semesters I, II and III

3 semester hours

Objectives:

To introduce the basic concepts of computing, and provide an appreciation of some of the applications of computers.

The unit is designed so that the student will be able at the conclusion to design an algorithm for the solution of a problem, and to write a Fortran programme to accomplish the task.

Content:

1. *Introduction to Data Processing:* Basic concept of Input-Process-Output. The need for mechanization. Development of E.D.P.
2. *Basic Machine Organization:* Elements of a computing system. Stored programme concept.
3. *Machine Language Programming:* Operation codes and addresses. Elementary flowcharting ideas.
4. *Basic Hardware Concepts:* Core storage. Accumulators and registers. Internal representation, Binary and Floating Point. Integer and Real Arithmetic.
5. *Assembly Language and Assemblers:* Development of Assemblers.
6. *Problem Oriented Languages:* Development of Compilers. Development of high level languages, Fortran, Cobol.

7. *The Fortran Language*: Variables and Constants. Integers and Reals. Assignment Statements. Arithmetic Expression. Conditional and Unconditional Branches.
8. *Input-Output*: Peripheral equipment. Read-Write statements and Formats.
9. *Dimensioned Arrays*: Setting up arrays in Fortran. DO statements and nested loops.
10. *Monitor System*.
11. *Systems Flowcharting*.

Basic Texts:

None.

15203 COMPUTING IIA

Semesters II and IV

3 semester hours

Pre-Requisite:

Computing I.

Objectives:

To extend the work of Computing I. The unit is oriented towards the student of Mathematics and Education, and provides more advanced programming techniques for the solution of more difficult problems and investigates the uses of computers in the field of Education.

(Note: Computing IIB is available only to students in the School of Financial and Administrative Studies.)

Contents:

1. *Elementary Boolean Algebra*: Axioms and Theorems. Application to Set Theory. Application to Switching Networks. Design of a Full Binary Adder.
2. *Magnetic Tape*: Uses of magnetic tape. Physical and Logical records and IRG's. I/O Statements in Fortran. Edited and Binary Modes.
3. *Disk and Drum Files*: Modes of Access. I/O statements in Fortran.
4. *Advanced Fortran*: Declaration Statements. Logical Variables. Data Statements. Further I/O Statements.
5. *Functions and Subroutines*: External Functions. Library routines. Common Areas.
6. *Uses in Education*: Programmed Instruction. Testing Procedures. Report Generation.

Basic Texts:

None.

15104 CALCULUS I

Semesters I, II and III

3 semester hours

Pre-Requisite:

Previous background knowledge of Calculus from a secondary school course is required for entry to this unit.

Objectives:

To provide for an understanding of the basic principles and methods of Calculus, and an appreciation of the role played by Calculus in the solution of physical problems.

Content:

1. *Transcendental Functions*: Trigonometric functions. Inverse trigonometric functions. Logarithmic functions. Exponential functions.
2. *Differentiation*: Functions, limits and continuity. The Derivative. Methods and rules of differentiation.
3. *Applications of Differentiation*: Curve sketching. Maxima and Minima.
4. *Plane Analytic Geometry*: The tangent and normal. The circle, parabola, ellipse and hyperbola.
5. *Integration*: The indefinite integral. Area under a curve. Computation of areas as limits. The definite integral and the Fundamental Theorem. Integration of basic forms. Partial fractions. Integration by parts. Substitution methods.
6. *Applications of Integration*: Areas and volumes. Length of a curve. Surface of revolution. Approximate methods of integration.

Basic Text:

Thomas, G. B. *Calculus and Analytic Geometry, Part I*. Massachusetts: Addison-Wesley, 1972.

15204 CALCULUS II

Semesters II and IV

4 semester hours

Pre-Requisite:

Calculus I.

Objectives:

To extend the students' knowledge and understanding of Calculus to include functions of more than one variable and differential equations, and to consider applications of Calculus to the solution of physical problems.

Content:

1. *Multiple Integrals:* Double integrals. Area by double integrals. Volume by triple integrals. Surface area.
2. *Partial Differentiation:* Functions of more than one variable. The directional derivative. The tangent plane and normal line. Chain rule. Total differential. Maxima and minima. The method of least squares. Higher order derivatives.
3. *Differential Equations:* First order — Variables separable; Homogeneous; linear; Exact. Second order.
4. *Applications of Calculus — Dynamics:* Newton's Laws. Harmonic motions. Motion in a resisting medium. Gravitation.

Basic Text:

Thomas, G.B. *Calculus and Analytic Geometry Parts I and II*. Massachusetts: Addison-Wesley, 1972.

General Studies (cont.)

MUSIC

16102 INTRODUCTION TO GUITAR I 16202 INTRODUCTION TO GUITAR II

Semesters I and II or III and IV OR V and VI

**Each Unit
3 semester hours**

Pre-Requisite:

Students must be beginners or near beginners at guitar.

Objectives:

To foster an interest in music leading to greater involvement and enjoyment.

To provide instruction in the basic chords of the guitar so that students may accompany simple songs.

Content:

The unit is designed for beginners and includes tuning the guitar, theory work essential to progress such as basic chord notation, time values, keys and key signatures, fingering and ear training.

Basic Texts:

None.

16103 INTRODUCTION TO PIANO I 16203 INTRODUCTION TO PIANO II

Semesters I and II OR III and IV OR V and VI

**Each Unit
3 semester hours**

Pre-Requisite:

Students must be beginners or near beginners at Piano.

Objectives:

To provide graded courses of study for students with little or no pianoforte background so that they may proceed at their own pace, according to their own abilities, to learn to play the piano and to receive maximum enjoyment and satisfaction from the music played.

Content:

Basic piano techniques will be taught to cover the material in book listed in Basic Text.

Basic Text:

Williams, John M. *Very First Piano Book*. Melbourne: Allan and Co., 1937.

16111 INSTRUMENTAL STUDIES I

Semester I

3 semester hours

Pre-Requisite:

At interview a student must show a strong desire for the serious study of an instrument and indicate a potential to progress for the duration of the sequence.

Objectives:

To provide the opportunity for the serious study of an instrument* and to use this as a focus for the growth of musical perception and of musicianship in general.

To give the student a basic knowledge of the history of music and development of musical form.

To provide the opportunity for the student to be actively involved both as a performer and as a critical listener as part of his/her musical development.

* The following instruments may be studied:

Piano *OR* Flute *OR* Guitar *OR* a brass instrument.

Content:

1. Instrument Study.
2. Aural-theory training related to instrumental study.
3. Broadening of musical background —
 - (i) History-listening (mid and late Renaissance).
 - (ii) Preparation for, and attendance at, selected public performances.

Basic Texts:

None.

16211 INSTRUMENTAL STUDIES II

Semester II

3 semester hours

Pre-Requisite:

Instrumental Studies I.

Objectives:

As for Instrumental Studies I.

Content:

As for Semester I — except for 3 (i) History-listening (Baroque).

Basic Texts:

None.

16318 CHORAL MUSIC I
16418 CHORAL MUSIC II
16518 CHORAL MUSIC III
16618 CHORAL MUSIC IV

Semesters I, II, III and IV

3 semester hours

Pre-Requisites:

Some experience in part-singing an advantage, but not a necessity.

Objectives:

To study and perform choral music from various periods of musical history.

To learn the essentials of good voice production and technique so that students may enjoy the satisfaction that comes from such group music-making.

Content:

Semester I — Choral music before 1700.

Semester II — Choral music of the Polyphonic period, Bach and Handel in particular.

Semester III — Choral music of the Classical and early Romantic Periods (e.g. Mozart, Beethoven, Schubert, etc.).

Semester IV — Choral music of the late Romantic Period and 20th Century (e.g. Brahms, Vaughan Williams, Britten, etc.).

Basic Texts and References:

All music needed will be provided by the Music Department of the College.

General Studies (cont.)

PHYSICAL EDUCATION

17108 PHYSICAL EDUCATION I

**PART A — THE PHYSIOLOGICAL ASPECTS OF HUMAN
MOVEMENT I**

Semester I

3 semester hours

Objectives:

To introduce students to the structure and function of the skeletal, nervous and muscular systems and to consider the influence of these upon physical performance.

Content:

Two hours per week are to be spent in the theoretical study of the structure, function and influence of the skeletal, nervous and muscular system as related to the performance of physical activity. Supplementary laboratory experience will be provided to complement the unit.

1. The Skeletal System: Identification, structure, growth and development of the skeleton, functions of the skeleton, joints and function.
2. The Muscular System: Anatomical identification of major muscles, types of muscle tissue, the structure and function of skeletal muscle.
3. The adaptation of muscle to training, the principles involved in the development of muscular strength, muscular endurance and flexibility.
4. The Nervous System: The structure, transmission of impulses, control of motor activity, establishment of skill patterns, relationship to learning and performance.

Basic Texts:

Jensen, Clayne and Schultz, and Gordon, W. *Applied Kinesiology*. New York: McGraw-Hill, 1970.

PART B – PRACTICAL COURSE RELATED TO GYMNASTICS**Objectives:**

1. To acquire and develop the basic skills, techniques and rules applicable to gymnastics.
2. To enrich the knowledge of scientific principles governing body movements and control.
3. To perform with grace, style and rhythm skills and sequences both on floor and apparatus for personal enjoyment and to extend the professional knowledge of the student in this field.

Content:

The following topics will be considered:

1. History of Gymnastics.
2. Mechanical and Physiological principles in conditioning.
3. Modern Rhythmic Gymnastics.
4. Skills in the use of hand equipment. Techniques, movements, basic skills and combinations, the use of musical accompaniment.
5. Sequence composition.
6. Apparatus skills and sequences.
7. Rules and organization of competitions.
8. Rules of judging.

Basic Texts:

- Charteris, Jack. *This is Gymnastics*. London: Stipes Publishing Co., 1969.
Drury, Blanche and Schmid, Andrea Bodo. *Gymnastics for Women*. California: National Press Books, 1970.
Edwards, Vannie M. *Tumbling*. London: W. B. Saunders, 1972.
George, Gerald. *The Magic of Gymnastics*. London: Sundby Publications, 1970.
Kalakian, L.H. *Men's Gymnastics*. Boston: Allyn and Bacon, 1973.

17208 PHYSICAL EDUCATION II**PART A – THE PHYSIOLOGICAL ASPECTS OF HUMAN MOVEMENT II****Semester II****3 semester hours****Pre-Requisite:**

Physical Education I.

Objectives:

1. To consider the adjustments of the body to training.
2. To investigate the application of scientific principles in training for competitive sports.

Content:

Two hours per week are to be spent in the theoretical study of body systems, their function and adaptation resulting from training. Supplementary laboratory experience will be provided to complement the unit.

1. The circulo-respiratory system, its structure and function.
2. The adjustment adaptation of the circulo-respiratory system to training.
3. The digestive system, its structure and function. Dietary factors associated with sports performance.
4. The endocrine system, its structure and function. The influence of hormones on physical performance.
5. The concept of stress and its relationship to training programmes.
6. Evaluation of fitness and fitness programmes.
7. Training methods for competitive sports.

Basic Texts:

Jensen, Clayne and Fisher, and Garth, A. *Scientific Principles of Athletic Conditioning*. Philadelphia: Lea and Febiger, 1972.

PART B – COACHING IN SPORTS

Objectives:

To enable the student to gain understanding of the relationship between physiological and biomechanical factors and sports performance, by practical illustration.

Through practical work to provide an opportunity for:

- a. Development of skill.
- b. Understanding of techniques.
- c. Understanding of rules and tactics in selected sports.

Content:

Two hours per week are to be spent in practical work concerned with training for selected sports. The semester will be divided into two units, one concerned with a team sport and the other an individual sport.

The students will be provided with an exposure to:

- a. A team sport such as basketball, netball or football, and
- b. An individual sport such as tennis, squash or golf.

Within the selected sports the following topics will be treated during the six week unit:

- (i) Psychological aspects of coaching.
- (ii) Appropriate conditioning methods.
- (iii) Training sessions and their composition.
- (iv) Appropriate progressive practices for the development of skill and specific physical attributes.
- (v) Tactics of the sport including performance analysis (team and/or individual) affecting team coaching.

Basic Texts:

Dependent upon the selected sport.

General Studies (cont.)

SCIENCE

INTRODUCTION:

Five major sequences, Biology, Chemistry, Earth Science, Physics and Environmental Studies are available and may be studied for six units or for any number less than this. A variety of minor sequences and single units is available in addition to the major sequences.

It should be noted that Biology V, Chemistry VI, Earth Science V and Physics VI are offered as single or double units for students in the Primary Course. This means, for example, that a student commencing Biology I in his third semester could follow a sequence of five units.

Special sequences of two, three or more units would be accepted after consultation with a science adviser. Such a sequence of three units might be Biology I, Electronics I and Electronics II or Meteorology, Development of Scientific Thought I, Development of Scientific Thought II.

In 1975 short sequences and individual units will be available as follows:

Semester I *THREE* of:

- 18123 Environmental Science I
- 18120 Breakthrough in Biology
- 18116 Everyday Chemistry
Meteorology

Semester II *FIVE* of:

- 18223 Environmental Science II
(if I is offered in Semester 1)
- 18120 Breakthrough in Biology
(if not offered in Semester I)
- 18212 Development of Scientific Thought I
- 18115 Electronics I
- 18114 Elementary Astronomy
- 18122 Horticulture

The actual offerings in each semester will depend on student choice.

18114 ELEMENTARY ASTRONOMY

Semester II

3 semester hours

Objectives:

That students should gain an insight into the basic concepts of Astronomy, its development, and its role in history. That students should develop an understanding of, and be able to communicate meaningfully about the Earth, the solar system and the universe of stars and galaxies. That students should develop interests in this area and be able to develop such interest in others.

Content:

The following is a list of topics which might find a place in the one-semester unit. Hopefully, all of them would be dealt with to some extent.

Ancient astronomy; Renaissance astronomy; electromagnetic radiation — the source of information; the tools of astronomy; the Earth — its physical properties; the movement of the Earth — time, seasons, the calendar; the moon, eclipses, tides; the solar system, planets, asteroids, comets, meteors; the Sun; the stars, distances, magnitudes, distances, classification; the evolution of stars; cosmology.

Basic Text:

Pananides, N.A. *Introductory Astronomy*. New York: Addison-Wesley, 1973.

18115 ELECTRONICS I

Semester II

4 class hours

3 semester hours

Objectives:

In this unit students will

- acquire knowledge of the characteristics of basic electronic components and how they interact together in a simple circuit,
- acquire the skills and techniques necessary to assemble a simple electronic device from its individual components and make it operational,
- understand that complex electronic equipment may be analyzed in terms of interaction between basic electronic "building blocks",
- know in some detailed area how electronics has made a major impact on our society,
- provide a basis on which the student may pursue his/her interest in electronics.

Content:

1. Characteristics of electronic components: resistor, capacitor, inductor, diode, transistor.
2. Electronic "building blocks", electronic switch, amplifier, "and" gate, "or" gate, flip-flop, tuned circuit. Combination of "building blocks" to perform desired functions.
3. Case histories of the impact of electronics on society e.g. bugging devices, personal data storage.

Basic Text:

Williams, N. and Rowe, J. *Basic Electronics*. Sydney: Sungravure, 1973.

18116 EVERYDAY CHEMISTRY

Semester I

3 semester hours

Pre-Requisite:

A pass in any science subject at the Higher School Certificate or its equivalent.

Objectives:

To enable students to use everyday materials to demonstrate simple chemical concepts at the primary and infants school level.

Content:

A number of general areas in chemistry will be examined during the course and these will include:

Atoms and molecules, acids and bases, reactions in solution, changes on heating, classes of substances, physical changes, conductors, rates of reactions, behaviour of gases and plastics.

Basic Texts:

None.

18113 METEOROLOGY

Semester I

3 semester hours

Pre-Requisites:

None.

Objectives:

That students should gain understanding of and interest in the factors controlling the weather and should be capable of developing understanding and interest in others.

Content:

The content is elementary meteorology. This includes such matters as:

The nature of the atmosphere, heat energy of the atmosphere, water and water vapour in the atmosphere, clouds and thunderstorms, pressure systems, wind, air masses and fronts, weather analysis and forecasting.

Basic Texts:

None.

18117 CHEMISTRY I**Semester I**

4 class hours
3 semester hours

Pre-Requisite:

2F pass in Higher School Certificate or its equivalent.

Objectives:

To give students an understanding of the fundamental concepts of chemistry, experience in problem solving and practical competence in the chemistry laboratory.

Content:

The main areas to be studied are:

Modern Particle Theory of Matter, Extra Nuclear Structures of Atoms, Classification of Elements, How Molecules are Formed, Ionic Compounds, Covalent Compounds, States of Matter, Solutions, Matter and Energy Changes, Acids and Bases, Redox Reactions, Complexation and Precipitation, Organic Chemistry, The Metallic and Non-Metallic Elements.

Basic Texts:

Hess, George C. and Kask, Uno. *Experimental General Chemistry*. New York: Barnes and Noble, 1970.

Kask, Uno. *Structure and Changes of Matter*. New York: Barnes and Noble, 1969.

18217 CHEMISTRY II

Semester II

4 class hours

3 semester hours

Pre-Requisite:

Chemistry I or its equivalent.

Objectives:

To extend the study of organic chemistry beyond that in Chemistry I.

To develop a knowledge of molecular shape and crystal structure and to help develop an appreciation of the significance of these.

To develop general and particular experimental skills.

Content:

This unit has two components, organic chemistry and molecular and crystal structure.

The organic chemistry section will consist of:

- a. bonding theories.
- b. properties and reactions of hydrocarbons including aromatics.
- c. properties and reactions of selected functional groups.

The second area to be studied, molecular and crystal structure, will include chemical bonding in metals, covalence, molecular structure, electronegativity and bond polarity, ionic bonding and crystal structure, inferences concerning structure from spectral interpretation and diffraction.

Basic Texts:

None.

18118 PHYSICS I

Semester I

4 class hours

3 semester hours

Objectives:

To arouse interest in the study of physics; and to allow students to experience some of the methods of physics in its attempts to describe the real world.

Content:

1. *Materials and structure.*

- a. The variety of mechanical properties of materials, and their uses.
- b. Models of the arrangement of atoms in solids. Use of X-rays to investigate the structure of solids (microwave analogue). Bragg's law. The structure of copper.

- c. The Young modulus and tensile strength. Forces between atoms. Interpretation of behaviour of glass, rubber, and copper in terms of structure. Slip in ordered structures: dislocations. Cracks. Design of new materials, composite materials.
- 2. *Electricity, electrons and energy levels.*
 - a. Measurement of current and potential difference (puzzle boxes). Resistivity. Temperature effects. Insulators and semiconductors. The transport of electricity by charge carriers.
 - b. Use of meters to investigate circuits (puzzle boxes). Use of the potentiometer to vary a potential difference. Handling and choosing meters. Meaning of potential difference.
 - c. Circuits including capacitors. The conservation of charge. Charge measured in ampere seconds. Electrometer. Capacitance. Exponential decay of charge on a capacitor, numerical solution of $dQ/dt = kQ$.
 - d. Energy stored in a capacitor. Energy stored in a spring. Revision of work, kinetic energy, potential energy.
 - e. Review of evidence for the existence of electrons. Electron-atom collisions; ionization. Evidence for energy levels from inelastic collisions.
 - f. Photography. Use of photographic methods in analysis of motion.

Basic Text:

Wenkram, E. J., Darling, G. W., Snell, J. A. N., Taylor, B. *Physics: Concepts and Models*. London: Addison-Wesley, 1972.

18218 PHYSICS II

Semester II

4 class hours
3 semester hours

Pre-Requisite:

Physics I or its equivalent.

Objectives:

Students should: study in depth some areas of physics; learn some of the language used by physicists; gain skill in extracting information from papers and books; be able to argue constructively and tolerate involved trains of thought; be able to use mathematical skills in solving physics problems; be able to interpret various means of conveying information such as graphs, x - y plots etc; learn to think and work independently of others; understand the nature of and participate in physical enquiry; be able to discuss the role of theories and models in the advance of Physics; enjoy studying physics; be able to relate instances where advances in the field of Physics has had considerable implication for society.

Content:

1. Field and potential.

- a. Electric field, uniform field, $E = V/d$. Field in a capacitor; dependence on charge area, spacing, and potential difference. Value of ϵ_0 .
Use of flame probe to investigate potential variations.
- b. Fields, and action at a distance. Inverse square law; value of G . Gravitational potential difference (charges in kinetic energy of a coasting spacecraft). Field = dV/dx . The $1/r$ variation of potential.
- c. Electric field and potential of point charges (use flame probe). Analogy with gravitation. The constant $1/4\pi\epsilon_0$. Uniform field from a flat sheet of point charges. Mapping fields.
- d. Energy of pairs of ions. Energy of an assembly of ions. Forces of repulsion as well as of attraction. Arguments for the variations with distance of the repulsion term. Compressibility of an ionic crystal.

2. Waves and oscillations.

- a. Superposition. Radio waves, microwaves, light, and sound, investigated empirically. The speed of light. The electromagnetic spectrum. Infra-red and ultra-violet radiation.
- b. Superposition of pulses on springs and on a wave model. Theoretical prediction of the speed of compression waves. Speed of sound in steel. Review of other mechanical waves.
- c. Repetitive events; the idea of time. Simple harmonic motion; period independent of amplitude, dependent on mass and force constant. Construction of a mathematical model for simple harmonic motion. Numerical solution of $\Delta^2 s / \Delta^2 = (k/m)s$.
Uses of $f = 2\pi\sqrt{k/m}$. Resonance. Standing waves.

3. Atomic structure.

- a. Radiations from radioactive substances, their nature, and their energy. Preliminary study of Rutherford scattering, and of radioactive decay, using reading from books and papers.
- b. Rutherford scattering. Test of the Rutherford model.
- c. Chance and decay. $dN = -kN dt$. The form $N/N_0 = e^{-kt}$, approached by a numerical integration. Logarithmic graphs.
- d. Atomic number and nuclear charge. The nucleus; the neutron; isotopes and their uses; transmutation.
- e. Ionization energies of the elements. Photons, the Photo-electric effect, $E = hf$; Photons and energy levels.

Basic Text:

Wenham, E. J., Dorling, Cr. W., Snell, J. A. W., and Taylor, B. *Physics: Concepts and Models*. London: Addison-Wesley, 1972.

18119 BIOLOGY I – CELLS AND POPULATIONS

Semester II

4 class hours

3 semester hours

Objectives:

To gain a knowledge of the cell concept as one of the major generalizations in biology.

To develop skills involved in studying life at the cellular level.

To study population dynamics with selected organisms.

To carry out simple field studies with plant populations.

To develop skills in analyzing data, both numerical and non-numerical.

To develop skills in communicating scientific understanding to others.

Content:

This unit will focus on some of the methods biologists use in studying living systems. It will examine selected areas of biology in such a way as to develop an understanding of science as a method of investigation as well as a body of knowledge.

Specifically, students will study the following topics:

- Cell structure and function

- Cell development and differentiation

- Cell reproduction

- Micro-organisms as simple cellular organisms

- Population dynamics

- Interaction between populations

- Variations within a population

- Natural selection.

Basic Text:

Baker, J. J. W., and Allen, G. E. *The Study of Biology*. 2nd ed. Reading, Massachusetts: Addison-Wesley, 1972.

18120 BREAKTHROUGH IN BIOLOGY – AN HISTORICAL DEVELOPMENT OF MAJOR BIOLOGICAL CONCEPTS

Semesters I or II

3 semester hours

Objectives:

To enable students to develop insight into the nature of science through a study of selected scientists and their contributions to biology, and to appreciate the significance of such breakthroughs in their historical contexts and their implications for the future of mankind.

Content:

1. *The Origin of Living Things.*

- The origin of living matter. The 300 years debate – abiogenesis or biogenesis? Redi, Joblot, Spallanzani and Pasteur. The debate reopened – the synthesis of organic molecules. Oparin, Urey and Miller.
- The origin of species – theories of adaptation and speciation. Lamarck, Darwin and Wallace.

2. *The Fight against Disease.*

- The germ theory of disease. Semmelweis, Pasteur, Lister, Koch and Reed.
- Control and prevention: chemotherapy, biotherapy, immunity. Ehrlich, Domagk, Fleming, Florey, Jenner, Salk, Sabin.

3. *The Unity of Life.*

- Cell theory. Hooke, van Leeuwenhoek, Brown, Schleiden, Schwann.
- Transfer of traits. Mendel, Muller, Beadle, Tatum, Watson and Crick, Ingram, Kornberg.

4. *Man the Machine.*

- Circulation of the blood and the establishment of experimental method in biology. Vesalius, Harvey, Malbighi, van Leeuwenhoek.
- Organs and secretions – the hormone theory. Bayliss and Starling, Banting and Best.

Basic Texts:

Asimov, I. *A Short History of Biology*. London: Nelson, 1965.
Baumel, H. B. and Berger, J. J. *Biology – Its People and Its Papers*.
Washington, D.C.: National Science Teacher Association, 1973.

18121 EARTH SCIENCE I – THE EARTH: SURFACE PROCESSES

Semester I

4 class hours

3 semester hours

Objectives:

The student should: become aware of the processes acting at the Earth's surface and the product of these processes; recognize –

- a. the continuity of such surface processes
- b. the need to relate their products in time and in space, and
- c. the economic value of some sedimentary deposits;

develop an appreciation of the need for a geological time scale; recognize the necessity of mapping techniques to show spatial and temporal relationships of strata; have acquired an introductory knowledge of modern methods of research in studies of geomorphology and oceanography; by his own initial field work, have seen that field exercises are an essential part of study in this discipline; be encouraged to develop skill in observing and in recording observations as basis for later work.

Content:

Concurrently with a study of physical Geology and modern oceanographic techniques, laboratory study will be made of sediments, soils and sedimentary rocks. Exercises involving simple mapping problems will be extended by use of local geological maps and of stereo pairs of air photographs. Reference to the dating of sedimentary deposits, while introducing concepts of relative age (including a brief introductory reference to palaeontology) and of absolute age, will concentrate upon establishing the need for a Geological Time Scale. Satisfactory attendance on two field excursions (one half and one full day) is required.

Basic Texts:

Bickford, M. E. *Geology Today*. Del Mar: C. R. M. Books, 1973.

Branagan, D. F. X. and Packham, G. H. *Field Geology of N.S.W.* Sydney: Science Press, 1970.

Olier, C. D. *Earth History in Maps and Diagrams*. Melbourne: Longmans, 1973.

18122 HORTICULTURE – A PRACTICAL STUDY OF PLANTS AND THEIR PROPAGATION

Semesters II, IV or VI

3 semester hours

Objectives:

To give interested students a basic understanding of plant reproduction and growth. To provide an opportunity to learn skills and techniques for the propagation of plants, and the rudiments of landscaping.

Content:

Topics will be selected from the following areas:

- Vegetative structure of plants and asexual reproduction (corms, bulbs etc.).
- Floral biology and basic taxonomy of angiosperms including nomenclature.
- Seed studies: dispersal, germination factors, percentage germination, purity tests.
- Soil types and fertilizers.
- Propagation by seeds: preparation of soil, seedling boxes, planting out.
- School gardens and natural areas.
- Principles of landscaping.

Basic Texts:

None.

18123 ENVIRONMENTAL SCIENCE I – ORGANISMS AND POPULATIONS

Semester I

3 semester hours

Objectives:

To become familiar with some of the plants and animals in the local bush areas.

To develop an understanding of:

- a. the interaction between an organism and its physical and biotic environment, and
- b. population dynamics.

To develop certain scientific skills; e.g. use of keys for identification, designing and use of sampling methods, collection and interpretation of data, designing experiments.

Content:

Identification of plants, using keys. Families of flowering plants prominent in the Hawkesbury sandstone flora.

Identification of animals. Some quantitative methods for estimating animal numbers.

Organisms and their physical environment.

Organisms and their biotic environment.

Variation in populations — genetic and ecotypic variation. Problems of identifying species.

Population dynamics.

Basic Text:

Odum, E. P. *Fundamentals of Ecology*. Philadelphia. W. B. Saunders, 1971.
This will be a basic text for the whole sequence.

18223 ENVIRONMENTAL SCIENCE II – TERRESTRIAL ECOSYSTEMS

Semester II

3 semester hours

Pre-Requisite:

Environmental Science I or Biology I.

Objectives:

To develop an understanding of the structure and functioning of terrestrial ecosystems.

To develop certain scientific skills and techniques; e.g. use of sampling techniques, measurement of environmental factors, collation, analysis and interpretation of data.

To develop an understanding of some of the factors – geological, paleoclimatological, biogeographical and historical – which shaped the Australian continent.

Content:

A study will be made of the major components of the bush ecosystem around the College. A concurrent lecture-tutorial programme will consider evidence for evolutionary changes in these factors with geological time, and present-day variations in Australia. Some of the complex interactions of these factors will be studied. Topics will include:

Geology – with emphasis on the Sydney basin and a study of the local Hawkesbury sandstone.

Soils – formation and properties.

Climate and microclimate.

Plant communities – descriptive and quantitative methods of recording. Zonation and other patterns.

Animal communities – trophic levels and the ecological niche.

Dynamic aspects of ecosystem functioning will be studied, again based on observations and experiments in the local bush. Topics will include:

Water and the hydrological cycle.

Energy flow and productivity.

Biogeochemical cycles.

Changes with time. Succession. The effects of fire.

Basic Text:

As for Environmental Science I.

18212 THE DEVELOPMENT OF SCIENTIFIC THOUGHT I

Semester II

3 semester hours

Objectives:

To develop, through illustration, some of the essential features of scientific thought and the processes by which science progresses.

To depict science in a social context as an intellectual activity interacting with other human activities.

Content:

The beginnings of science in the ancient world.

The growth of the theories of the system of the planets from beginnings in Babylon and Greece.

The Greek geocentric theory of the universe. The contribution of Aristotle and Ptolemy, Pythagoras, Plato, Eudoxus, Heraclides, Aristarchus, Eratosthenes, Appolonius, Hipparcus to the Ptolemaic geocentric theory.

The Copernican Revolution and the heliocentric theory of the planetary system.

Naked eye astronomy is to be used to illustrate this development so as to involve the students in the actual process of developing and changing theories on the basis of empirical evidence.

Basic Texts:

Koestler, A. *The Sleepwalkers*. Harmondsworth: Penguin, 1968.

Neugebauer, O. *The Exact Sciences in Antiquity*. New York: Harper and Brothers, 1962.

General Studies (cont.)

SOCIAL SCIENCE

19113 HISTORY IA – AUSTRALIAN HISTORY

Semester I

3 semester hours

Objectives:

The unit introduces the student to conflicting interpretations and the use of source material. It seeks to use the approaches and methods of History as a discipline to examine the historical foundations of Australian society.

Content:

1. The culture of Aboriginal Australia with some emphasis on social organization and spiritual beliefs.
2. The Colonial Period: the 18th Century British background; the First Settlement and the spread of colonies; the convict system; John MacArthur; Macquarie and the Bigge Reports; the culture clash with the aborigines; the squatters; impact of the gold rushes; the Eureka uprising; Darling and the freedom of the press; constitutional development.
3. Colonial particularism and the search of growth; unlocking the land; protection in Victoria; immigration issues; trade union movement; growth in urbanization; the Nineties and the Federal Movement.
4. Australia as a Commonwealth; internal development; economic growth and the impact of World War I; effects of the economic depression; impact of World War II; growth of the welfare state; post-war immigration.
5. Australia's External Policies; the Imperial connection up to 1931; the effect of the Pacific War; post-World War II external policies.

Basic Texts:

None.

19114 HISTORY IB – AUSTRALIAN SOCIETY: THEMATIC STUDIES

Semester I

3 semester hours

Objectives:

To introduce students to the history and structure of Australian society through the study of a number of significant themes.

The themes chosen will be traced within the framework of Australian history in order to supply a means for understanding and evaluating the contemporary problems to which they relate.

Content:

Six of the following themes will be treated:

1. *The Australian Aborigines:*
An examination of the nature of Aboriginal culture before European settlement and of the impact of European policies and attitudes upon that culture during the nineteenth and twentieth centuries.
2. *Women in Australian Society:*
The social, economic and political role of women in Australian society from the foundation of the colony to the present.
3. *Decision-Making in Australia:*
An examination of the distinction between private decision-making and political decision-making, as well as the processes by which and the levels at which political decisions are made.
4. *The Role of the Individual:*
The way in which individuals may operate within a social setting through the study of a number of individuals who have made a significant contribution to the development of Australian society.
5. *The Peopling of Australia:*
The nature, extent and effects of migration into Australia since the beginnings of settlement to the present and the ways in which attitudes towards immigration, both official and unofficial, have reflected Australian hopes and fears.
6. *Australian National Identity:*
An examination of those aspects of Australian historical development which may have contributed to the formation of a distinctive Australian society and national character.
7. *Australia and the Outside World:*
The ways in which Australian external relationships have been patterned by both our history and international changes.

Basic Texts:

None.

19213 HISTORY IIA – STUDIES IN EUROPEAN HISTORY

Semester II

3 semester hours

Pre-Requisite:

History I.

Objectives:

To supply a foundation in historical studies by examining some of the major forces which have shaped the world during the last two centuries. Important

aspects of modern European History will be considered in depth, but the continuity and interrelatedness of European developments will also receive attention. Students will be introduced to varying interpretations and, as a part of the unit, information will be offered on the nature of History and on its methodology as a discipline.

Through lectures, participation in tutorials and independent reading, students should be assisted to realize that the study of history often involves differing interpretations of complex issues and that informed historical judgements must rely on the critical evaluation of evidence.

Content:

This unit will be concerned mainly with the study of the Nineteenth Century and aspects of the following topics will be treated.

1. *The Great Transformations:*
 - a. the French Revolution: origins; development; impact on Europe.
 - b. the Industrial Revolution: origins in Britain; economic and social aspects, e.g. Chartism; some contemporary and present-day evaluations.
2. *The New Politics. Liberalism and Nationalism:*
Studies will be made of these movements in Britain, France and Germany; the 1848 Revolutions; the unification of Germany.
3. *The Social Setting of the New Politics: People and Cities in the Nineteenth Century:*
Population changes; social classes; urbanization and the industrial city; the response of socialism.
4. *Imperialism: the Expansion of Europe Overseas:*
Explanations of imperialist expansion; the British in India; the European powers in Africa.
5. *The Convulsion of Europe: the First World War:*
Investigating causes and the question of "responsibility"; the course of the War; the peace settlements and post-war Europe.

Basic Texts:

None.

19214 HISTORY IIB – NEW GUINEA: AN EMERGING SOCIETY

Semester II

3 semester hours

Pre-Requisite:

History I.

Objectives:

To study New Guinea society in its broader context as the society of "underdeveloped" countries – to come to conclusions about the reasons for underdevelopment on the basis of the state of political dependency in colonial countries.

Content:

1. The South Pacific region — geography, population, ethnic movements and "racial" distribution.
2. New Guinea — the indigenous people — New Guinea archaeology — ethnic movements related to South Pacific.
3. New Guinea and European penetration — European navigators, European shipping routes — culture contact between Europeans and indigenes.
4. The entry of Christian missions in 19th Century — nature of contact European governments in New Guinea — German New Guinea, British New Guinea.
5. Australian administration in Papua after 1914 and in New Guinea. Contrast in administrations. The "colonial condition" in New Guinea and in Papua.
6. Dr. Hahl in German New Guinea, Sir Hubert Murray in Papua — colonial policy.
7. World War II in New Guinea — effects — post-war reconstruction — the move towards self-government.
8. Contemporary New Guinea as an underdeveloped emerging state — economic, social, political problems. The colonial legacy.

Basic Texts:

Biskup, P., Jinks B. and Nelson, H. *A Short History of New Guinea*. Sydney: Angus and Robertson, 1969.
Hastings, P. *New Guinea, Problems and Prospects*. Melbourne: Cheshire, 1969.

19115 GEOGRAPHY I — MAN AND HIS ENVIRONMENT**Semester I**

3 semester hours

Objectives:

To introduce the student to the study of the philosophy and content of modern geography. The student will subsequently be able to pursue courses in the individual branches of geography.

Content:

This unit is an introduction to the nature and scope of Geography through the study of the structure and interaction of two systems: man and his physical-biotic environment and the complex interchange within them. Studies will be made of the inter-relationship between the human population, the physical-biotic environment, the nature of social organization and the level of technology. Variations in time and space will be examined.

The rationale of this approach is the essentially integrated nature of Geography. Detailed studies of branches of this subject will lead out from the basic units.

Basic Texts:

Haggett, P. *Geography: A Modern Synthesis*. New York: Harper and Row, 1972.

Rapoport, Amos (ed.) *Australia as Human Setting*. Sydney: Angus and Robertson, 1972.

19215 GEOGRAPHY II – THE PHYSICAL WORLD

Semester II

3 semester hours

Pre-Requisite:

Geography I.

Objectives:

To provide the student with an insight into the nature of the environment of the living world, using a number of basic principles drawn from the natural sciences.

Content:

1. *The Physical Environment*

A general outline of the composition and structure of the earth and the major forces shaping the crust from below and modifying it from above. The composition, nature and movements of the earth's atmosphere. The composition, nature, distribution and movements of the oceans.

2. *The Biotic Environment*

The nature, distribution and relationships of plant and animal life on the earth.

3. *Interactions*

The interactions between lithosphere, atmosphere, hydrosphere and biosphere with particular reference to the interaction of man and the physical world including man's role in modifying his environment and the consequences of his actions. The controls and processes of landscape developments. The processes and factors producing and modifying soil.

Basic Texts:

Straller, A. N. *Introduction to Physical Geography*. New York: John Wiley, 1973.

Twidale, R. *Geomorphology*. New York: Nelson, 1970.

19116 POLITICAL SCIENCE I – POLITICAL BEHAVIOUR

Semester I

3 semester hours

Objectives:

To develop in students:

an interest in political behaviour as a social phenomenon, and in

contemporary political issues, and in the substantive basis of ideas about political behaviour;

an understanding of the structure and functioning of the Australian system of government within Australian society;

an awareness of the different relations that may hold between ideas and behaviour, and in particular, of the use of political theories as ideologies and as descriptive or explanatory devices.

Content:

The sequence will remain flexible in line with the above objectives, but the following areas will be examined:

1. Types of political behaviour. The social necessity of political behaviour. Politics and politicians. Thinking about political behaviour.
2. Concepts used in the analysis of political behaviour; authority; power; influence; representation; government. Attention will be given to the use of these concepts in analyzing political behaviour in various settings; in groups, organizations, primitive communities, or communities experiencing rapid change (e.g. New Guinea).
3. Government; structure and function; the regulation of political activity. The structure of Australian government; the notion of federalism and its application in Australia; the judicial, legislative and executive branches of government; the public service and departmental decision-making; Commonwealth-State financial relations; statutory corporations.
4. The concept of "representation"; the notion of a "delegate"; the class basis for representation; individual representation and party unity; single member constituencies and the question of geographical boundaries; multi-member constituencies; vote-weighting and representation of sectional interests; voting methods and the consequences for representation; the media and the image-manufacturing of politicians.

Basic Texts:

Byrt, W. J. and Crean, F. *Government and Politics in Australia*. Sydney: McGraw-Hill, 1972.

Jones, A. *ABC of Politics*. Melbourne: Cassell, 1974.

Mayer, H. S. (ed.) *Australia's Political Pattern*. Melbourne: Cheshire, 1973.

19216 POLITICAL SCIENCE II – COMPARATIVE POLITICS: U.S.A. AND AUSTRALIA

Semester II

3 semester hours

Pre-Requisite:

Political Science I.

Objectives:

To develop in students an understanding of the American system of

government and the role that various organizations and institutions play in the American political system, so that comparisons can be made with the Australian system of government giving deepening insight into the nature of both systems.

Content:

1. The American political tradition and culture; philosophies of John Locke and Baron de Montesquieu; the Declaration of Independence, the framing of the Constitution; Constitutional history and interpretation.
2. The United States governmental framework including the Presidency, Congress and the Supreme Court. Also included will be selected departments of the National Administration (e.g. the Pentagon; Department of State) and their part in the decision-making process.
3. Institutions and organizations in the United States political system including parties, pressure groups, business firms, etc. Other political practices such as the filibuster, log-rolling, sectionalism will also be studied.
4. Selected case studies of United States politics in action; e.g.
 - (i) Kennedy and the Cuban Missile Crisis.
 - (ii) The Pentagon Papers and the Administration.
 - (iii) McCarthyism and Congressional investigations.
 - (iv) Kissinger and the State Department.
 - (v) Watergate and the Office of the President.

Basic Texts:

Lees, J. *The Political System of the U.S.* London: MacMillan, 1969.
Levine, E. and Cornwall E. *An Introduction to American Government.* New York: MacMillan, 1972.
Neustadt, R. *Presidential Power.* New York: Signet, 1964.
Sherill, R. *Why They Call It Politics.* New York: Harcourt Brace Jovanovich, 1972.

Diploma of Teaching

Description of Semester Units

Education Studies

12106 EDUCATIONAL PSYCHOLOGY I

Semester I

3 semester hours

Objectives:

By the end of the unit students should be able to:

- indicate how a study of psychology assists in understanding learner behaviour;
- describe the main forms of learning and the theories which seek to explain them;
- interpret some of the more obvious forms of learner variables;
- apply knowledge of the learner and learning theories to achieve changes in learner behaviour in the classroom;
- critically appraise methods of evaluating change in learner behaviour.

Content:

1. *Introduction.* Psychology, a systematic study of human behaviour – its contribution to classroom learning.
2. *Learning Theories.* Classical conditioning – operant conditioning (Skinner) – imitation learning (Bandura and Walters) – Gestalt and field theories – discovery learning (Piaget, Bruner) – meaningful reception learning (Ausubel).
3. *Learning Variables.* Motivation – theories of motivation, intrinsic and extrinsic, needs and drives, rewards and punishment – individual differences – intelligence.
4. *Changing Learner Behaviour.* Retention and transfer – skills learning – verbal and meaningful learning – problem solving – attitudes and values.
5. *Evaluation and Measurement.* Tests and testing – objective versus subjective evaluation – validity and reliability – discrimination – reporting.

Basic Texts:

Students will be required to obtain *one* of the following:

Child, D. *Psychology and the Teacher*. London: Holt, Rinehart and Winston, 1973.

C.R.M. *Educational Psychology. A Contemporary View*. C.R.M.: Del Mar, 1973.

Garrison, K. C., and Magoon, R. A. *Educational Psychology: An Integration of Psychology and Educational Practices*. Ohio: Merrill, 1972.

Klausmeier, J. H. and Ripple, R. E. *Learning and Human Abilities*. 3rd ed.

New York: Harper and Row, 1971.

Lefrancois, G. R. *Psychology for Teaching: A Bear Always Faces The Front*. Belmont: Wadsworth, 1972.

Mouly, G. *Psychology for Effective Teaching*. 3rd ed. New York: Holt, Rinehart and Winston, 1973.

12207 CHILD DEVELOPMENT

Semester II

5 class hours

4 semester hours

Objectives:

This unit will be concerned with child growth and development from birth to adolescence. Students should be able to:

- list the different stages of growth and development;
- identify "normal" patterns of behaviour by nominating the characteristics peculiar to each stage;
- analyze some of the factors which contribute to the range of individual differences;
- gain a knowledge of human abilities and behaviour which will further their professional understanding of the child's role in the teaching-learning situation.

Content:

Content will be presented as topics across the developmental stages. The stages are identified as Infancy, Early Childhood, Middle Childhood, Late Childhood and Adolescence.

1. *Introduction to Unit.* Significance and methods of child study. Historical perspective of changing role of child in society. Overview of basic developmental points of view. Related issues in contemporary affairs.
2. *Pre-natal Development and the Birth Process.* Nature, nurture controversy. Genetic and environmental factors: heredity, normal and premature birth, drugs, disease, social environment.
3. *Physical and Motor Development.* General principles of growth. Maturation and development defined.
 - Infancy:* prehension, activity, posture, elimination.
 - Early Childhood:* growth rates; sequence in motor development, posture, hand-eye co-ordination.
 - Middle Childhood:* increase in height, weight; proportional development; physiological and anatomical characteristics; motor co-ordination and ability.
 - Late Childhood: and Adolescence:* growth spurt; development of primary and secondary sex characteristics; sex differences in motor development.

4. **Perceptual Development:** Visual, auditory, tactile perception and sense of smell and taste defined and development described from infancy to late childhood.
5. **Cognitive Development:**
 - a. Overview of theories of intelligence. Specific study of Piaget's Theory of Cognitive structure and stages, and Bruner's Modes of Representation.
 - b. Language development. Pre-speech communication; language acquisition; language and thinking.
 - c. Development of Concepts. Factors influencing concept function; characteristics of children's concepts; style of concepts.
 - d. Development of concepts in specific areas. This will include the child's concepts in science and number; concepts of the world and causality; concepts of spatial relations, concept of beauty.
 - e. Stages of development in Art.
 - f. Stages of development in Music.
6. **Social Development and Social Adjustment.**
 - a. **Social development.** This will include such detail as:
Infancy: development of social perception, reaction to adults, "strange age" characteristics.
Early Childhood: transition from solitary, parallel play to peer interaction, behaviour characteristics such as negativism of younger child, aggression, ascendant behaviour, friendliness and teasing.
Late Childhood: emergence of gangs, gang influence; behaviour characteristics such as rivalry and competition, sex antagonism, susceptibility.
Adolescence: period of regression, anti-social patterns; close connection with physical and glandular changes; behaviour characteristics such as resistance to authority, changes in self concept, broken friendships.
 - b. **Social Adjustment.** An overview of variations in social expectations: culture, subsociety, social class, sex role expectations. Characteristics of growth will include selectivity in companions, imaginary friends, fluctuations in friendship, popularity, leadership.
7. **Moral Development.** Conscience and moral behaviour. Correlation with type of parental discipline viz. power assertion, love withdrawal, induction. Early perspectives such as Freud's theory, Hartshorne and May studies. Cognitive developmental approach of Piaget and Kohlberg. Three levels: preconventional, conventional, post conventional. Kohlberg's six stages of moral judgement. Behavioural approach, social-learning influences. Bandura's theory, imitative learning.
8. **Emotional Development.** Characteristics and common patterns of child emotions. Levels of emotional intensity causing such effects as psychosomatic conditions, mental blockage, poor motivation, low self-confidence. Personality effects including forming of defence mechanisms, feelings of injustice, jealousy, "chip on the shoulder" attitudes. Emotional control correlated with socialization process, cultural determinants. Erickson's Theory. Emotional catharsis.

9. *Importance of Play*. Physical, therapeutic, intellectual, social, emotional and moral implications. Different areas include the development from the spontaneous and dramatic play of early childhood to constructive play, collecting, games and sports of later stages, cinema, radio, television and reading.
10. *Summary*. Emphasis on whole child and individual rate of growth. Relevance of child study for parents, psychologists and educators.

Basic Texts:

- McNally, D. W. *Piaget, Education and Teaching*. Sydney: Angus and Robertson, 1973.
- Smart, M. and Smart R. *Infants, Development and Relationships*. New York: MacMillan, 1973.
- Smart, M. and Smart, R. *Pre-School Children, Development and Relationships*. New York: MacMillan, 1973.
- Smart, M. and Smart, R. *School-Age Children. Development and Relationships*. New York: MacMillan, 1973.
- Smart, M. and Smart, R. *Adolescence. Development and Relationships*. New York: MacMillan, 1973.

Diploma of Teaching

Description of Semester Units

Curriculum Studies

10103 CURRICULUM ART I

Semester I or II

3 semester hours

Objectives:

To provide prospective teachers with understanding and appreciation of the value of art experiences in education and the ability to foster creative expression in children.

Content:

1. *Academic Studies:*

Introduction to Art and Craft — its place and value in education.

Developmental theories relating to creative growth patterns.

Development of an understanding of the elements and principles of design through observation, discussion and experiment.

Child Art. The developmental stages of children's growth in terms of art and craft activities.

The nature and scope of the Art and Craft Syllabuses in schools.

The objectives, materials and activities, work areas, planning learning experiences.

2. *Workshop Studies:*

This aspect will be largely practical to enable the student to develop personal skills and creative potential, to have experience with various media, procedures and techniques and to relate these to the needs of the child. The topics in academic studies will be integrated with workshop studies and handled in the workshop situation.

a. *Two Dimensional Expression:*

Studies and activities in painting, drawing, printing, pattern making and supplementary activities using a variety of media.

b. *Three Dimensional Expression:*

Studies and activities in constructing, modelling, carving.

Creative constructions in paper, card, wire, wood, cane, papier mache.

Creative activities in scrap materials, man made and natural resources.

Modelling and carving in plaster, clay, soap, wax.

Basic Texts:

None.

13130 CURRICULUM ENGLISH I

Semester I

3 semester hours

Objectives:

To prepare students for the teaching of primary school English.

Content:

1. Issues in English Teaching.
2. Reading.
3. Children's Literature.
4. Listening and Speaking.
5. Drama.
6. Poetry.
7. Children's Writing.
8. Planning and Production.

Basic Text:

Rosen, C. and Rosen, H. *The Language of Primary School Children*.
Harmondsworth: Penguin, 1973.

14101 CURRICULUM HEALTH EDUCATION I

PERSONAL HEALTH

Semesters I or II

3 semester hours

Objectives:

To become acquainted with health concepts which may enhance effective enjoyable living, and to appreciate good health as a positive quality of life.

To gain knowledge that will enhance wise decision-making concerning the health of the individual, his family and the community.

To become acquainted with sources of accurate health information.

To introduce aspects of the teaching of health.

Content:

1. The broadened spectrum of health and morbidity.
2. Historical perspectives in health.
3. Environmental health: the threat to environment; population dynamics; safety in our time.
4. Emotional health: the structure of personality; emotional problems.
5. Drugs, Alcohol and Tobacco: drugs — their use and abuse; the drug problem; alcohol and its effects; alcoholism as an illness; tobacco and its effects.
6. Good Health in the Marketplace: food — the basis of good health;

input and output — digestion, diet and fitness; your investment in good health; selecting health services; a fool for a patient.

7. Human sexuality and reproduction: human sexual behaviour; a personal and social institution; human reproduction.
8. Advances in medicine and patient care.
9. Disease: the communicable diseases; the non-communicable diseases.
10. The problem of teaching in health education.
11. Recapitulation and conclusion.

Basic Texts:

either

Jones, K. L., Shainberg, L. W. and Byer, C. O. *Dimensions: A Changing Concept of Health*. San Francisco: Canfield (Harper and Row), 1972.

or

Johns, E. B., Sutton, W. C. and Webster, L. E. *Health for Effective Living*. New York: McGraw-Hill, 1970.

Ehrlich, P. R. *The Population Bomb*. New York: Ballantine Books, 1968.

DeBell, G. et al. *The Environmental Handbook*. New York: Ballantine Books, 1970.

15108 CURRICULUM MATHEMATICS I

Semesters I and II

3 semester hours

Objectives:

Through consideration of fundamental concepts and methods of Mathematics, this unit aims at increasing the student's knowledge and understanding of Mathematics, as well as providing basic preparation for teaching.

Content:

1. *Approaches to mathematics teaching and learning.*
2. *Foundations of Numeration:* Sets, Conservation, Equivalence, Cardinal number, Ordinal number.
3. *Numeration System:* Historical development, Non-decimal systems, Decimal numeration.
4. *Operations and Basic Facts:* Meanings of operations, Discovery, organization and practice of facts, Laws of Numbers.
5. *Algorithms for Counting Number Operations:* Development and understanding of algorithms.
6. *Rational Number System:* Decimal numeration system; Development and understanding of algorithms.
7. *Set Theory:* Operations — binary, unary; Laws of Set Operations; Applications.

8. *Relations*: Properties, Types.
9. *Functions*: Mappings; Number plane.

Basic Texts:

D'Augstine, C. H. *Multiple Methods of Teaching Mathematics in the Elementary School*. New York: Harper and Row, 1973.

Williams, E. M. and Shuard, H. *Primary Mathematics Today*. Sydney: Longmans, 1971.

Kennedy, L. M. *Guiding Children to Mathematical Discovery*. Belmont, California: Wadsworth, 1970.

Marks, J. C., Purdy, C. R. and Kinney, L. B. *Teaching Elementary Mathematics for Understanding*. New York: McGraw-Hill, 1965.

National Council of Teachers of Mathematics. *The Arithmetic Teacher*. Reston, Virginia: N.C.T.M. Educational Press Association.

Trewin, A. H. *Mathematics With a Difference*. Melbourne: MacMillan, 1968.

16113 CURRICULUM MUSIC I

Semesters I, II or III

3 semester hours

Objectives:

To provide students with experiences in aspects of music as an introduction to the development of skills basic to the teaching of school music.

Content:

1. *Singing:*

Songs featuring progressively more complex aspects of musical notation will be taught so that the student gradually builds a repertoire of songs suitable for singing in the primary school.

2. *Listening:*

Music which can be used in the primary school will be studied in class. This work will also include an introduction to the main instruments of the symphony orchestra.

3. *Instrumental:*

- a. Recorder — this instrument will be taught in class to all students as a practical means of reading and performing music.
- b. Tuned and untuned percussion — e.g. triangle, tambourine, glockenspiel and xylophone. Basic skills in these instruments will be developed by means of percussion scores, song accompaniments and instrumental pieces.

4. *Formal Work:*

Development of general musicianship will be taught in association with 1, 2 and 3 above.

5. **Broadcasts:**

Methods of using the A.B.C. Radio Music Broadcasts for primary school will be discussed.

Basic Texts:

Salkeld, Robert. *Play the Recorder*. Book I. London: Chappell, 1962.

A.B.C. Broadcast Book. Sydney: Australian Broadcasting Commission.

17109 CURRICULUM PHYSICAL EDUCATION I

Semester I, II or III

3 semester hours

Objectives:

To give students a basic understanding of the principles of teaching Physical Education to children in Primary School.

To study the content of programmes offered to children in the areas of dance, gymnastics and games.

Content:

Two hours per week will be spent in the study of the areas dance and gymnastics and in a separate hour the area of games.

Dance and Gymnastics:

1. Aims and objectives of Physical Education in Primary School.
2. Principles of organization of the class, apparatus and safety precautions.
3. Explanation, practice and discovery methods in the teaching of gymnastics.
4. Programme and lesson planning.
5. Fundamental principles of physical fitness development.
6. Explanation, practice and expression methods in the teaching of dance.
7. Analysis of movement principles.

Games:

1. Children's play interests at Infants and Primary level.
2. Analysis of technique and methods of organization for practice of the basic skills of games.

Basic Texts:

Cust, Janelle. *Creative Dance*. Sydney: Physical Education Publication Co-operative, 1974.

Education Department of Victoria. *Suggested Course of Study for Primary Schools. Physical Education Curriculum Guide – Ball-handling*. Melbourne, 1970.

Education Department of Victoria. *Suggested Course of Study for Primary Schools. Physical Education Curriculum Guide – Dance*. Melbourne, 1970.

Education Department of Victoria. *Suggested Course of Study for Primary Schools. Physical Education Curriculum Guide – Gymnastics*. Melbourne, 1970.

Schurr, Evelyn. *Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education*. New York: Appleton-Century-Crofts, 1967.

Stirrat, Margaret H. *Introducing Educational Gymnastics in the Primary School*. Sydney: Physical Education Publications Co-operative Limited, 1972.

18124 CURRICULUM SCIENCE I (PRIMARY)

THE PROCESSES OF SCIENCE

Semester I, II or III

3 semester hours

Objectives:

To develop interest in, desirable attitudes to, and appreciation of science. To help students to develop the process skills and a scientific approach to problem-solving.

To provide experience in planning and carrying out science activities suitable for primary grades.

Content:

The unit will involve 12 weekly units of work, each unit generally consisting of a 2-hour practical session followed by a 1-hour tutorial to discuss the process skills and content involved, and applications to the primary classroom.

1. General introduction. Science as a method or process. *Introductory laboratory skills*.
2. *Observing and seeking information*: observation of a live animal and use of resources for problem-solving.
3. *Observing and recording*: observation of plants and recording by description and diagrams.
4. *Observing and inferring*: experiments on changes in state in water.
5. *Observing and classifying*: exercises in grouping and constructing keys. Using a dichotomous key for identification of specimens.
6. *Observing and inferring in the field*: exercise based on the local bush.
7. *Measuring and predicting*: exercises on uses and limitations of measurement.
8. *Identifying and controlling variables*: exercise based on pendulums.
9. *Hypothesis formation and experimental design I*. A structured approach based on the topic of flotation, for example.
10. *Hypothesis formation and experimental design II*. A problem will be posed and students will make hypotheses and design experiments to test these.

11. *Observing at Secondhand*: the value of audio-visual aids applied to a geological topic.
12. *Summation*: Class exercise on the application of processes, and a discussion of the key ideas to the process approach.

Basic Texts:

None.

19120 CURRICULUM SOCIAL STUDIES I

Semesters II and III

3 semester hours

Objectives:

To introduce students to the purposes and procedures of contemporary social studies through:

- an assessment of objectives, scope and purpose and selected introductory strategies; and
- the development of an integrated study centering on selected focus questions.

Content:

1. A general introduction to the objectives, structure and scope of elementary social studies, that is *processes*, *concepts* and *generalizations* and *values*.
2. A consideration of areas of inquiry and focus questions as a frame of reference for content selection and planning.
3. Outlining the unit structure.
4. Study of selected introductory strategies for classroom implementation (expository).
5. *Topics*:
A selection from such focus questions as: To what extent does the environment influence the way people live: Sydney Cove and change. How do societies change when they come in contact with other societies? What features of our society are changing? What do people believe? Why is it that people live in different ways in similar environments? Why do people live in cities? How are decisions made in Australia? What are important institutions and organizations in Australian society?

Basic Text:

None.

SECONDARY SCIENCE

Semesters I to V

All Secondary Science students will study Curriculum Science I to

Curriculum Science F. Each unit will count for 2 semester hours, except Science V, which will count for 4 semester hours.

Semester VI

All Secondary Science students will study Curriculum Science VIC — Evaluation in Science and Laboratory Techniques (4 semester hours), and in addition *ONE* of:

Curriculum Science VIA — Learning Experiences in Biology

Curriculum Science VIB — Learning Experiences in Physics.

(each 2 semester hours)

18128 CURRICULUM SCIENCE I (SECONDARY)

Semester I

2 semester hours

Objectives:

To consider current trends in curriculum and teaching practice in the primary schools.

To provide situations in which students can begin to develop certain skills which contribute to successful classroom teaching.

To introduce students to resource material currently used in secondary schools.

To stimulate thought about the objectives of teaching Science in secondary schools.

Content:

1. Developments in primary school curricula — Science, Music, Art, Mathematics, English, Social Science.
2. Science curriculum developments in the secondary school.
3. Basic skills — verbal communication, manipulation of apparatus, use of visual aids, questioning, laboratory safety.
4. Communication using multiple media.

Basic Text:

Tisher, R. P. O., Power, C. N. and Endean, L. *Fundamental Issues in Science Education*. Sydney: Wiley, 1972.

18228 CURRICULUM SCIENCE II (SECONDARY)

Semester II

2 semester hours

Pre-Requisite:

Curriculum Science I (Secondary).

Objectives:

To consider current trends in curriculum and teaching practice in the primary schools.

To provide situations in which students can begin to develop certain skills which contribute to successful classroom teaching.

To introduce students to resource material currently used in secondary schools.

To stimulate thought about the objectives of teaching Science in secondary schools.

Content:

1. Aims and objectives of science teaching.
2. Choosing resource materials, sequencing.
3. Types of learning situation appropriate to secondary science.
4. Lesson planning – developing a model.
5. Class control and discipline – critical incidents.
6. Stages in child development and the implications for science teaching.
7. Use of groups and individual programmes.

Basic Text:

As for Science I (Secondary).

**DIPLOMA IN TEACHING (PRIMARY EDUCATION) –
OLD PROGRAMME**
with specialisation in Primary, Early Childhood and Special Education
(1973 and 1974 entrants only)

Diploma in Teaching (Primary Education)

SECOND YEAR

Students complete 12 hours per week of Core subjects in each semester. In addition, students take two Special Studies subjects, each of 2 hours per week in each semester. Three Elective subjects must also be taken during Second and Third Years, 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	

*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	

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

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

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)

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)

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)

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

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
18514	Special Physics Method	
18507	Biology IV	} 3 x 4 hours
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
18608	Chemistry V	
18609	Geology V	
18610	Physics V	
Total		20

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
10308	Weaving I	2
10309	Ceramics I	2
10311	General Crafts I	2
11301	Television Production I	2
12302	Comparative Education I	2
13305	Children's Literature I	2
13306	Modern Literature I	2
13309	Drama I	2
13310	Children's Writing I	2
13313	Remedial Reading I	2
13316	Australian Literature I	2
13318	Writing I	2
15304	Mathematics I	2
16301	Instrumental Music I	2
16302	Music Workshop I	2
16309	Choral Singing I	2
17301	Physical Education I (women)	2
17306	Physical Education I (men)	2
18316	Pollution Studies I	2
19305	Comparative Politics I	2
19306	Geography I	2
19307	Culture Contact I	2
19317	Race Relations I	2
19318	Physical Geography I	2
19319	Asian Studies I	2

Semester 2

Subject Number	Subject Name	Hours per week
10404	Special Craft II	2
10405	Textile Craft II	2
10406	Art Expression II	2
10408	Weaving II	2
10409	Ceramics II	2
10411	General Crafts II	2
11401	Television Production II	2
12402	Comparative Education II	2
13405	Children's Literature II	2
13406	Modern Literature II	2
13409	Drama II	2
13410	Children's Writing II	2
13413	Remedial Reading II	2
13416	Australian Literature II	2
13418	Writing II	2
15404	Mathematics II	2
16401	Instrumental Music II	2
16402	Music Workshop II	2
16409	Choral Singing II	2
17401	Physical Education II (women)	2
17406	Physical Education II (men)	2
18416	Pollution Studies II	2
19405	Comparative Politics II	2
19406	Geography II	2
19407	Culture Contact II	2
19417	Race Relations II	2
19418	Physical Geography II	2
19419	Asian Studies 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
13302	Speech	1
13303	Written Expression	1
15301	Mathematics Elective	1
16303	Introduction to Piano Playing	1
16306	Introduction to Guitar Playing	1
17302	Creative Dance	1
17304	Gymnastics	1
17305	Sports and Games	1
17312	National Social Dance	1
19308	History	1

Semester 2

Subject Number	Subject Name	Hours per week
10301	Art/Craft Enrichment	1
11302	Educational Technology	1
13302	Speech	1
13303	Written Expression	1
13317	In School Experience	1
15301	Mathematics Elective	1
16303	Introduction to Piano Playing	1
16306	Introduction to Guitar Playing	1
17302	Creative Dance	1
17304	Gymnastics	1
17305	Sports and Games	1
17312	National Social Dance	1
19308	History	1
19309	Government	1
19310	Social Issues and the Media	1
19311	Local History	1

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
10505	Textile Craft III	2
10506	Art Expression III	2
10507	Pottery III	2
11501	Television Production III	2
12502	Comparative Education III	2
12503	Psychological Studies III	2
13505	Children's Literature III	2
13506	Modern Literature III	2
13507	The Mass Media III	2
13508	Media Studies III	2
13509	Drama III	2
13510	Children's Writing III	2
13511	Creative Writing III	2
14501	Human Biology and Health III	2
15504	Mathematics III	2
16501	Instrumental Music III	2
16502	Music Workshop III	2
17501	Physical Education III (women)	2
17506	Physical Education III (men)	2
18501	Ecology and Environment III	2
18502	Primary School Science III	2
18503	Australian Natural History III	2
19503	History of the West III	2
19504	Political Thought III	2
19505	Comparative Politics III	2
19506	Geography III	2

Semester 2

Subject Number	Subject Name	Hours per week
10604	Special Craft IV	2
10605	Textile Craft IV	2
10606	Art Expression IV	2
10607	Pottery IV	2
11601	Television Production IV	2
12602	Comparative Education IV	2
12603	Psychological Studies IV	2
13605	Children's Literature IV	2
13606	Modern Literature IV	2
13607	The Mass Media IV	2
13608	Media Studies IV	2
13609	Drama IV	2
13610	Children's Writing IV	2
13611	Creative Writing IV	2
14601	Human Biology and Health IV	2
15604	Mathematics IV	2
16601	Instrumental Music IV	2
16602	Music Workshop IV	2
17601	Physical Education IV (women)	2
17606	Physical Education IV (men)	2
18602	Primary School Science IV	2
18603	Australian Natural History IV	2
19603	History of the West IV	2
19604	Political Thought IV	2
19605	Comparative Politics IV	2
19606	Geography IV	2

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 August, at the start of the College's second semester, and concludes at the end of the first semester in the following year. The period, August to December, covers Part I of the programme and the period March to July 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 | <p>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.</p> <p>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.</p> |
| Practical Experience | <p>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 <i>block</i> and <i>day release</i> as required.</p> |

Graduate Diploma in Education

PART 1

All students undertake the Education Studies listed below:

Subject Number	Subject Name	Semester Hours
12701	Educational Psychology	3
12706	Education and Society	3
13703	Communication	2
14701	Health Education	1
Total		9

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

Curriculum Studies area	Subject Number	Subject Name	Semester Hours
Science Major/ Mathematics Minor	18704	Science Method IA	6
	18701	Advanced Science Method I	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	English Method I	5
	19701	Social Science Method I	5
Teacher Librarianship and English	31701	Teacher Librarianship I	6
	13704	English Method I	5
Teacher Librarianship and Social Science	20701	Teacher Librarianship I	6
	19701	Social Science Method I	5

Graduate Diploma in Education

PART 2

All students undertake the Education Studies listed below:

Subject Number	Subject Name	Semester Hours
12801	Adolescent Development	4
12806	Critical Issues in Education	2
17701	Physical Education	2
Total		8

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

Curriculum Studies area	Subject Number	Subject Name	Semester Hours
Science Major/ Mathematics Minor	18804	Science Method IIA	6
	18801	Advanced Science Method II	3
	15801	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	English Method II	5
	19801	Social Science Method II	5
Teacher Librarianship and English	31801	Teacher Librarianship II	6
	13804	English Method II	5
Teacher Librarianship and Social Science	20801	Teacher Librarianship II	6
	19801	Social Science Method II	5

Graduate Diploma in Education

Description of Semester Units

Education Studies

12701 EDUCATIONAL PSYCHOLOGY

Stage 1

3 semester hours

Objectives:

By the end of the unit students should be able to:

1. Indicate how a study of psychology assists in understanding learner behaviour.
2. Describe the main forms of learning and the theories which seek to explain them.
3. Interpret some of the more obvious forms of learner variables.
4. Apply knowledge of the learner and learning theories to achieve changes in learner behaviour in the classroom.
5. Critically appraise methods of evaluating change in learner behaviour.

Content:

1. *Introduction:* Psychology, a systematic study of human behaviour – its contribution to classroom learning.
2. *Learning Theories:* Classical conditioning – operant conditioning (Skinner) – imitation learning (Bandura and Walters) – Gestalt and Field theories – Discovery Learning (Piaget, Bruner) – Meaningful reception learning (Ausubel).
3. *Learning Variables:* Motivation – theories of motivation, intrinsic and extrinsic, needs and drives, rewards and punishment – Individual differences – Intelligence.
4. *Changing Learner Behaviour:* Retention and transfer – Skills learning – Verbal and meaningful learning – Problem solving – Attitudes and values.
5. *Evaluation and Measurement:* Tests and testing – objective versus subjective evaluation – Validity and reliability – discrimination – reporting.

Basic Texts:

Students will be required to obtain *one* of the following:

- Child, D. *Psychology and the Teacher*. London: Holt, Rinehart and Winston, 1973.
- C. R. M. *Educational Psychology. A Contemporary View*. C. R. M.: Del Mar, 1973.
- Garrison, K. C. and Magoon, R. A. *Educational Psychology: An Integration of Psychology and Educational Practices*. Ohio: Merrill, 1972.

Klausmeier, J. H. and Ripple, R. D. *Learning and Human Abilities*. 3rd ed. New York: Harper & Row, 1971.
 Lefrancois, G. R. *Psychology for Teaching. A Bear Always Faces the Front*. Belmont: Wadsworth, 1972.
 Mouly, G. *Psychology for Effective Teaching*. 3rd ed. New York: Holt, Rinehart and Winston, 1973.

12706 EDUCATION AND SOCIETY

Stage 1

3 semester hours

Objectives:

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 recognize 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.

Content:

A. *Social Theory:*

1. Consideration of the relevant conceptual language of discipline — e.g. role, elite, socialization, conflict, class, status, power.
2. Examination of the inter-relationship between empirical studies and theoretical formulations.
3. Examination of sociological theories with relevance to education, e.g. Marx, Durkheim, Mannheim and Fromm.

B. *The School in the Social Structure:*

1. Social class and education — Stratification in Australian Society; Class sub-cultures; effects of social class on teachers, pupils and schools.
2. Value systems — religious, state, family, individual, school class, etc.
3. The teacher and the classroom — problems of value divergence.
4. Education and social mobility — education as an avenue for improvement in occupation, wealth, status.

C. *The Socialization Process:*

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

Basic Texts:

Hunt, F. J. ed. *Socialization in Australia*. Sydney: Angus and Robertson, 1972.
 Raison, T. ed. *The Founding Fathers of Social Science*. London: Penguin, 1969.

12801 ADOLESCENT DEVELOPMENT

Stage II

4 semester hours

Objectives:

At the completion of the semester students will be expected to be able to:

1. Trace the course of adolescent development and demonstrate understanding of the range of individual differences therein.
2. State and describe the nature of problems which may attend physical, sexual, emotional, social and intellectual development.
3. Discuss the implications of developmental changes, individual differences, and associated problems for teaching and learning in secondary schools.

Content:

1. *What is meant by Adolescence?* The need for a study of the psychology of adolescence by teachers.
2. *Adolescent Development and Adjustments.* Through a series of seminar/discussion sessions, a variety of views of the above will be considered.
3. *Adolescent Expectations and Response to Secondary Education.* Conformity and conflict; sources of conflict; coping with conflict.
4. *Measurement and Evaluation for the Secondary Schools.* Basic educational statistics applicable to the questions of testing, prediction, assessment and evaluation in the school.

Basic Texts:

Havighurst, R. J. and Taber, H. *Adolescent Character and Personality.* New York: Wiley, 1949.
Lambert, B. G., Rothschild, B. F., Atland, R. and Green, L. B. *Adolescence: Transition from Childhood to Maturity.* California: Wadsworth 1972.
McCandless, B. R. *Adolescents: Behaviour and Development.* Illinois: The Dryden Press, 1970.
Gronlund, N.E. *Measurement and Evaluation in Teaching.* New York: Macmillan, 1965.

12806 CRITICAL ISSUES IN EDUCATION

Stage II

2 semester hours

Objectives:

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.

Content:

1. *What is Philosophy?* The epistemological and analytical functions of

philosophy will be stressed, as will be the philosophical approach to the analysis of concepts.

2. *The Concept "Education"*. The problem of definition of the concept. Varieties and types of definitions of the concept. Inadequacies of definitions considered and a synthesis attempted.
3. *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.
4. *The Concept "Society"*. The concepts of society encountered in the core unit, 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.
5. *The Concept "Knowledge"*. The application of analytical philosophy to epistemological considerations. The philosophical processes involved in the development of generalisations from particulars. Assumptions concerning 'what is known'. The distinction between knowledge and opinion.
6. *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.
7. *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.

Basic Texts:

Gribble, J. *Introduction to the Philosophy of Education*. Boston: Allyn and Bacon, 1969.

Hirst, P. H. and Peters, R. S. *The Logic of Education*. London: Routledge and Kegan Paul, 1970.

Tibble, T. W. ed. *The Study of Education*. London: Routledge and Kegan Paul, 1970.

NOTE: Hirst and Peters — required for all students.

Gribble or Tibble — strongly advised to supplement Hirst and Peters.

13703 COMMUNICATION

Stage 1

2 semester hours

This unit will be in two parts, A and B. Students taking Teacher-Librarianship are exempt from Part B.

Objectives:

To develop the students' skills in communication generally, and specifically in the classroom.

To promote skill in the use of visual and auditory aids to communication.

To promote skill in the use of technological aids to communication.

To develop an ability to use sound judgement in the selection of appropriate media and modes of their utilization for learning situations.

Content:

- A. 1. Screening test for potential difficulties in classroom presentation. Some students may require additional help during the unit.
2. General skills of presentation: location of the teacher in the room; use of voice; casting of questions; class management; use of blackboard.
3. Four workshop sessions in which each pair of students will be asked to teach a concept at various levels of difficulty, using technological aids such as projectors, videotape, tape recorders, and overhead projection transparencies, and then with minimal aids such as the blackboard.
- B. 1. The range of media available to the teacher. Their characteristics, advantages and limitations, used singly or in combination.
2. The operation of selected items of audio-visual hardware characteristic of those used in schools.
3. The researching, planning and production of resource materials for teaching and/or individual learning situations.

Basic Texts:

None.

14701 HEALTH EDUCATION

Stage 1

1 semester hour

Objectives:

To develop an understanding of social and personal factors leading to poor physical and mental health both in the school and in the community.

To extend the understanding of those factors that can help the teacher to promote both physical and mental health of his pupils.

Content:

1. Food and nutrition.
2. Drugs, Alcohol and Tobacco.
3. Communicable diseases and their control.
4. Consumer Health Education.
5. The School and Physical Health.
6. The School and Mental Health.

Basic Texts:

None.

NOTE: This is a non-examinable unit.

17701 PHYSICAL EDUCATION

Stage II

2 semester hours

Objectives:

1. To help students organise a secondary school sports group.
2. To help students teach varied skills and interesting practices, having regard to appropriate progression in degree of difficulty of activities.
3. To develop a background of knowledge relating to selected sports presented in the secondary schools programme.

Content:

Through practical application to become familiar with patterns of planning and programming a sports session and sequence of 'lessons' in the games programme. The actual content within the unit in terms of practical work involves:

Application of these principles of G. M. planning in a practical situation, i.e. in a sport common to the Secondary Schools.

A range of these sports is offered to the students who elect a sport from these.

Emphasis upon

- (i) Warm up activities
- (ii) Skills practices
- (iii) Lead up games
- (iv) Rules and tactics
- (v) Organisation.

Basic Texts:

None.

Graduate Diploma in Education

Description of Semester Units

Curriculum Studies

ENGLISH

- 13704 ENGLISH METHOD I**
13804 ENGLISH METHOD II

Stages I and II

5 semester hours

Objectives:

To develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved.

To examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy.

To give the students the competency of skill to translate the syllabus into reality by developing imaginative, creative and sound class-room procedures.

Content:

1. The nature of English teaching and the teaching environment.
2. The English programme-sequential; unit; thematic approaches. Utilization of staff strengths in block and team approaches. Integration and open-planning.
3. Listening Skills — the need for accurate, critical and appreciative listening; methods of achieving this.
4. Oral expression — Speech Standards; informal and formal speech situations. Speech faults and defects. Accent and speech differences.
5. Drama — creative drama — movement; mime; improvisation; role playing. Place of the scripted play — production of a play.
6. Written expression — creative writing; factual (report writing); skills of written expression — handwriting; spelling; vocabulary; sentence structure.
7. Language and linguistics — examination of modern linguistic theory. Structural and transformational grammars. Application of this to secondary teaching.
8. Reading skills — promotion of skill and fluency in reading. Comprehension or responsive reading. Reading machines and laboratories; backwardness and remediation.
9. Literature — The Novel — The Play — Poetry.
 - a. The purposes of teaching literature — levels and approaches for different ages and abilities.

- b. Extensive and intensive approaches to the novel, short-story and general prose.
 - c. Approaches to poetry.
 - d. The treatment of drama as a literary form.
- 10. The Media — Television — Movies — Radio. Influence of mass communication on society and the individual. Discrimination and use.
 - 11. Assessment and Evaluation — Student profiles; grading and non-grading. Place and form of assessment and examination.

Basic Texts:

None.

Graduate Diploma in Education

Description of Semester Units

Curriculum Studies (Cont.)

MATHEMATICS

Students taking Mathematics "Major" will take Mathematics IA, IB, IIA and IIB.

Students taking Mathematics "Minor" will take Mathematics IA and IIA.

15701 MATHEMATICS IA

Stage I

3 semester hours

Objectives:

Through a detailed analysis of current mathematics curricula and a study of methods of planning, organising and implementing these curricula, this unit aims at introducing students to the teaching of mathematics at the Junior Secondary level.

Content:

1. Planning: Lesson planning; topic analysis; unit planning; classroom organization; evaluation and assessment procedures.
2. Use of teaching aids: Textbooks; kits; audio-visual aids.
3. The Primary Mathematics Curriculum.
4. Teaching of Selected Topics in Junior Secondary School: Arithmetic of Counting Numbers and Rational Numbers; Integers and Real Numbers; Concepts, notations, operations of sets; pronumerals, sentences; introduction to Transformation Geometry.

15801 MATHEMATICS IIA

Stage II

3 semester hours

Content:

1. Approaches to Learning Mathematics: Individualised work; use of the Library; relating Mathematics to the Environment.
2. Teaching of Selected Topics in Junior Secondary School: Methods of teaching selected topics in arithmetic; sets and logic; algebra; — algebraic expressions, equations and inequalities; geometry; — congruence and

enlargement transformations; measurement; traditional geometry; co-ordinate geometry; trigonometry; statistics; enrichment topics; — patterns and sequences, codes, matrices, determinants.

Basic Texts:

None.

15702 MATHEMATICS IB
15802 MATHEMATICS IIB

Stages I and II

4 semester hours

Co-Requisites:

Mathematics IA and Mathematics IIA.

Objectives:

Through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this unit is designed to encourage the student to develop his own consistent philosophy of teaching mathematics and to provide a framework on which he may base his teaching of mathematics in secondary school.

Particular emphasis will be placed on a detailed study of the content and methods of teaching current Senior Secondary School curricula in mathematics.

15702 MATHEMATICS IB

4 semester hours

Content:

1. Objectives of teaching mathematics.
2. Planning: lesson planning; course planning; evaluation.
3. Use of Aids: Textbooks; Models; Audio-Visual Aids.
4. The teaching of selected topics in Senior Secondary School Mathematics: Calculus and its applications; analytical geometry; trigonometry and its applications; number systems; complex numbers; special functions; determinants and linear transformations.

15802 MATHEMATICS IIB

4 semester hours

Content:

1. Providing for individual differences: the gifted child; the unsuccessful child; individualized learning; laboratory techniques.
2. Aids and Equipment: calculators and computers; the library.

3. School Mathematics Curricula: examination of current curricula; recent developments in curricula construction; experimental projects.
4. The teaching of selected topics in Senior Secondary School Mathematics: theoretical arithmetic; algebra of polynomials; calculus and its application to elementary dynamics; theory of probability; sequences and series; computing.

Basic Texts:

None.

Graduate Diploma in Education

Description of Semester Units

Curriculum Studies (Cont)

SCIENCE

Students taking Science "Major" will take Science Method IA and IIA, Advanced Science Method I and II. Students taking Science "Minor" will take Science Method IB and IIB.

18701 ADVANCED SCIENCE METHOD I

Stage I

3 semester hours

Objective:

To prepare students to teach Physics and Chemistry at the senior level in secondary schools. The design of the unit is based upon the assumptions that at the end of this unit students should have:

- a. An appreciation of the aims of teaching senior physical sciences.
- b. An understanding of various teaching methods suitable for senior sciences and the psychological basis of such methods.
- c. 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.
- d. The ability to organize and manage science practical classes in senior science.
- e. An overview of current resource materials and curricula appropriate to the senior physical sciences and the ability to develop their own resource materials.

Content:

1. Aims of teaching senior physical science.
2. Teaching Methods in senior science and the psychological and educational philosophies underlying these methods; Lecture, Case History, Inquiry, Process, Heuristic, Inductive/Deductive Teaching.
3. Concept development.
4. Laboratory Organization and Management for senior science classes.
5. Evaluation of Practical Work.

6. Examination of Resource Materials, especially C.H.E.M.S. and Project Physics and Nuffield "A" level.
7. Development of Resource Materials.

Basic Texts:

None.

18801 ADVANCED SCIENCE METHOD II

Stage II

3 semester hours

This is a one semester unit which will examine the teaching of biology and geology in schools. While the main emphasis of the unit will be on teaching these subjects in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

Objectives:

During this unit students should develop the ability to:

1. Justify the teaching of these subjects in terms of the stated aims of teaching science in the senior years.
2. Evaluate and apply different teaching methods suited to various aspects of these subjects.
3. Evaluate and select resource materials which could be used in developing curricula.
4. Formulate a teaching sequence for sections of the syllabuses and plan suitable time allocations.
5. Work co-operatively in developing teaching aids and other resources that could be used in teaching.
6. Integrate biology and geology with other sciences and disciplines of the curriculum.

Content:

Part A – Biology – this will run through the whole semester in weekly sessions. In planning this part of the unit the different backgrounds of students will be taken into account.

1. Laboratory work in biology – organisation, 'trouble-shooting' with particular experiments, laboratory techniques, obtaining biological supplies, maintaining living organisms.
2. Field studies in biology: Use of local environment, special study areas such as field centres, wilderness areas, museums. A local field exercise integrated with Geology may be included at this point.
3. Resource materials for teaching biology: Selection of materials based on certain criteria and their use in achieving aims.
4. Multi-media approaches in teaching biology: Use of structured materials and self-instructional devices to individualize learning.

5. Evaluating learning in biology: Evaluation as a continuous process, methods of assessing behavioural changes in pupils. Use of diagnostic tests, achievement tests etc.
6. A consideration of different ways of introducing pupils to some of the major generalizations of biological science, e.g. the cell as a functional unit, evolution, the interrelationships of living things etc.

Basic Text:

None.

Part B – Geology – this part will be held in weekly sessions in the second half of the semester.

1. Problems associated with building up the concept of geological time: techniques of teaching based on the use of such resources as State geological maps, air photographs and examples of the sequence of life shown in the fossil record in New South Wales; the place of field studies or simulated field studies in such a teaching sequence; fieldwork will be required.
2. Inquiry methods in investigating surface processes and a review and evaluation of available materials for such methods.
3. Resource materials for the study of mineralogy and petrology, including economic petrology; models of atomic lattices; use of the petrological microscope and preparation of thin sections of rock specimens; different approaches which can be used to develop a teaching sequence.

Basic Texts:

Heller, Robert L., ed., *Geology and Earth Sciences Sourcebook for Elementary and Secondary Schools*, prepared under the auspices of the American Geological Institute. New York: Holt, Rinehart, and Winston, 2nd ed., 1970.
Rickard, M. J., *Geological Map Interpretation*. Canberra: Australian National University, Department of Geology, 1974.

18704 SCIENCE METHOD 1A

Stage I

6 semester hours

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

The unit will consist of two parts:

Part I lecture/seminar/workshop sessions for an average of two hours per week on the topics listed below.

Part II tutorial/practical sessions for an average of three hours 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)*.

Content:

1. N.S.W. Science Syllabuses.
2. Aims and Objectives of School Science.
3. 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.
4. Safety in Science.
5. Evaluation in Science.
6. Science Curriculum Development.

Basic Texts:

Sund, R. B. and Trowbridge, L. W. *Teaching Science by Inquiry in the Secondary School*. 2nd ed. Columbus: C. E. Merrill, 1973.

18705 SCIENCE METHOD IB

Stage I

3 semester hours

This unit will consist of tutorial/practical sessions 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)*.

Content:

1. N.S.W. Science Syllabuses.
2. Aims and Objectives of School Science.
3. 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.
4. Safety in Science.
5. Evaluation in Science.
6. Science Curriculum Development.

Basic Texts:

Sund, R. B. and Trowbridge, L. W. *Teaching Science by Inquiry in the Secondary School*. 2nd ed. Columbus: C.E. Merrill, 1973.

18804 SCIENCE METHOD IIA

Stage II

6 semester hours

The unit will consist of two parts:

Part I lecture/seminar/workshop sessions for an average of two hours per week on the topics listed below.

Part II tutorial/practical sessions for an average of three hours per week devoted to an examination of, practical work in and discussion of selected topics related to the secondary Schools Board, *Revised Syllabus in Science: Forms I-IV (1973)* and to the Board of Senior School Studies, *2 unit A Science Course (1974)*.

Content:

1. Learning theories and their implication for science teaching.
2. Science concept development.
3. Expository-teaching/discovery-learning spectrum in science education.
4. Creativity and problem solving in the science classroom.
5. Teaching for individual differences in science courses.
6. Evaluation in the affective and psychomotor domain in science.
7. The use of educational technology in science education. Audio-visual aids and programmed instruction.
8. The treatment of ethical and social issues in science courses.
9. Laboratory management.
10. Development of laboratory skills.
11. Science excursions.
12. The professional growth of a science teacher: science education literature, professional organizations, in-service training; opportunities for research.
13. The H.S.C. 2 Unit A Course.

Basic Text:

As for Science Method IA.

18805 SCIENCE METHOD IIB

Stage II

3 semester hours

Content:

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 *Revised Syllabus in Science: Forms I-IV (1973)*.

Basic Texts:

None.

Graduate Diploma in Education

Description of Semester Units

Curriculum Studies (Cont.)

SOCIAL SCIENCE

19701 SOCIAL SCIENCE METHOD I

Stage I

5 semester hours

Objective:

This unit seeks to help students prepare themselves for teaching by gaining some knowledge, acquiring some skills and developing some considerable interest in at least two of the Social Science subjects in the Junior Secondary Schools, namely – History, Geography, Asian Social Studies, Social Science and Commerce.

Content:

1. *Introductory Curriculum Studies:* The curriculum process; aims and objectives; content; learning experiences; organization, evaluation; types of curriculum used in Social Science subjects.
2. *Social Science in the Primary School:* Rationale, inquiry approach, objectives, concepts and generalizations, resource development, affective aspects, values.
3. *Social Sciences in the Junior Secondary School:* The courses in outline; curriculum organization, disciplines and interdisciplinary; aims and objectives of the courses; integration; relevance.
4. *Classroom Practice and Social Science:*
 - a. *Teaching Skills:* Class management, questioning, reinforcement, explanation, variability, introductory procedures, closure, evaluation.
 - b. *Class Organization:* The traditional approach, group work, open classrooms, individualization, flexibility, team teaching.
 - c. *Planning and Preparation:* Programming; unit and theme preparation; lesson planning; timetable, kinds of lessons.
 - d. *Simulation and Games:* Roleplay; socio-drama; games; 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:* Some observations and reports on practical examples of the techniques listed above both in the primary and the junior secondary schools.

Basic Texts:

Duffy, D. G. ed. *Teaching About Society*. Adelaide: Rigby, 1970.

Hunt, F. J. et al. *Social Science and The School Curriculum*. Sydney: Angus and Robertson, 1971.

19801 SOCIAL SCIENCE METHOD II

Stage II

5 semester hours

Note:

Students will select one out of the following teaching methods: Economics, Geography and History. At least one undergraduate course successfully completed in the subject chosen is a pre-requisite. The Objectives stated apply to all three methods.

Objectives:

These units aim to develop competency in and enthusiasm for the teaching of Economics and/or Geography and/or History in Senior classes in New South Wales secondary schools through

- an understanding of the aims and organization of the particular syllabi relevant to the methods chosen,
- an awareness of specialized problems related to the nature of the subject at the senior level,
- the development of the ability to organize 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.

Content:

1 Economics Method:

- Consideration of the aims and objectives of the N.S.W. Economics Syllabus.
- Programme planning: approaches to the selection and organization of syllabus content will be discussed and principles to deal with individual differences in interests and abilities will be determined.
- Planning a unit or topic — importance of specific objectives, key concepts, lesson sequence, references, resources.
- 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/problems, simulation, fieldwork.
- Practice in the selection and use of a variety of resources e.g. textbooks, tapes, film, multi-media kits, simulation games, journals/newspapers dealing with current events, radio and television programmes.
- 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.

7. Preparation of a variety of test type e.g. multi-choice, matching, true/false, essay. Problems of reliability and validity will be discussed.

II Geography Method:

The following aspects will be considered during the course:

1. Analysis of the aims and structure of the senior Geography syllabus.
2. 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.
3. Application of the general principles of programming to the specific sections of the Geography syllabus.
4. Planning a unit or topic — specific objectives, selection of content, lesson sequence, references, resources.
5. Development of appropriate teaching strategies which provide a variety of learning experiences suitable for senior students.
6. 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.
7. Practice in the preparation of study guides, fieldwork sheets and base maps, etc.
8. Assessment and evaluation in senior Geography: Preparation, validity and reliability of text types.
9. Practice in preparation of essay questions, their evaluation and marking.

III History Method:

The following topics will be considered:

1. The aims and content of the Senior History Syllabi; content in relation to interpretation.
2. Levels of approach and organization: Theme studies and particular countries; history programmes and the History Syllabi; special requirements for first level students.
3. 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).
4. Using source materials: primary and secondary sources; the value of sources; using source materials in the classroom; collections of sources appropriate to senior studies.
5. The history textbook: differences between a textbook and reference books; 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.

6. 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.
7. 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.
8. Questioning and discussion techniques: the qualities of good questioning; memory questions, reasoning questions, judgement questions, creative thinking questions; preparation for and organization of discussion; follow-up activities.
9. Evaluation and assessment: types of tests; the objective test and senior work; marking scales; external examinations and the syllabus.
10. The history teacher: some qualities that help; extra-curricular ideas and activities.

Basic Texts:

I Economics Method:

Board of Senior School Studies. *Syllabus in Economics*. Forms V and VI, First, Second and Third Levels, Dept. of Education, N.S.W. 1965.

II Geography Method:

Board of Senior School Studies, *Geography Syllabus*, Forms V and VI, First, Second and Third Levels, Dept. of Education, N.S.W. 1965.

Board of Senior School Studies, *Notes on the Syllabus in Geography*, Forms V and VI, First, Second and Third Levels, Dept. of Education N.S.W. 1965.

Australian Geography Teachers' Association, *Geographical Education*.

Relevant journals will be nominated during the course.

Ball, J. M. et al (Eds), *The Social Sciences and Geographic Education: A Reader*. New York: John Wiley & Sons, 1971.

Biddle, D. S. and Shortle (Eds), *Programme Planning in Geography*. Sydney: Martindale Press, 1969.

The Geography Teachers' Assoc. of N.S.W. *Geography Bulletin*. Relevant bulletins will be referred to during the course.

Unesco, *Source Book for Geography Teaching*, London: Longmans, 1965.

III History Method:

Modern History Syllabus. Forms V and VI, First, Second and Third Levels. Issued by the New South Wales Dept. of Education for the Board of Senior School Studies.

Modern History, Higher School Certificate Examination — Selection of Primary Sources, First Levels — Section X.

Ancient History Syllabus, Forms V and VI, First, Second and Third Levels.

Notes on the Syllabus in Ancient History.

Bibliography for the Syllabus in Ancient History.

Graduate Diploma in Education

Description of Semester Units

Curriculum Studies (Cont.)

TEACHER LIBRARIANSHIP

20701 TEACHER LIBRARIANSHIP I

20801 TEACHER LIBRARIANSHIP II

Stages I and II

6 semester hours

Objectives:

1. To define the role of the school librarian as a media specialist who forms part of the team which plans learning experiences in the school.
2. To develop the skills of cataloguing and classifying the school's print and audio-visual resources so that they may be readily available to both teachers and students, and maximum use made of them.
3. To achieve skills in the operation of audio-visual equipment sufficient to instruct other teachers and pupils; to evaluate the features required of hardware and software for inclusion in school resource centres; to select the most effective audio-visual resources for specific subject matter.

Content:

1. *The Library in Education and the Curriculum Areas:* Curriculum building and contact; organization of learning experiences — courses (sequential/thematic), integration, open-planning; the relevance of the library (resource centre) to the above and its function in pupil-centred, discovery learning; educational role of the library.
2. *Library Resources — Selection and Organization:* Selection of books, printed material (magazines, pamphlets, periodicals, etc.), audio-visual software (cassettes, tapes, films, slides, transparencies, etc.); accessioning of resources; classification and cataloguing of resources, processing of above.
3. *Audio-Visual Resources:* Projectors, tape recorders, video-tape recorders and their accompanying software.
4. *Library Administration:* Planning a resource centre — architecture, furnishing and equipment, display and borrowing procedures; job analysis of a school librarian — relations with staff, pupils, administration.
5. *The Library and Reading:* Literary evaluation; reading and education, literature for children, young people and adults, the reluctant and backward reader.
6. *The Library Schedule:* The pupil in the library; place of direct/indirect instruction. Fostering library and research skills.

Basic Texts:

None.

Diploma in Special Education

This is a full-time in-service programme extending over two semesters. It is designed to prepare for generalist teaching in Special Education qualified teachers who can manage children with behavioural problems and/or specific learning difficulties in basic school subjects and/or general intellectual retardation.

Although most of the students in this programme will be teachers released from the Department of Education Schools, applications for admission from a limited number of private students will be welcomed.

Entry qualifications include at least two years of teacher training, and classroom experience. Training and experience taken together should total at least six years. The Diploma is equivalent in status to a Diploma of Teaching.

There are twelve units in this Diploma Programme:

Semester 1

Subject Number	Subject Name	Hours per week
11504	Educational Technology	1
12519	Education Studies I	7
13535	Language I	6
14510	Health Education	1
15509	Mathematics I	4
17507	Physical Education	2
Total		21

Semester 2

Subject Number	Subject Name	Hours per week
12619	Education Studies II	4
13635	Language II	2
15609	Mathematics II	1
<i>Three of the following:</i>		
10518	Art/Craft	2
16517	Music	2
18531	Science	2
19502	Social Science	2
Total		13

In addition, students will be involved in the second semester in an extensive release programme to schools, nominally for two days per week, as resource teachers.

Diploma in Special Education

Description of Semester Units

10518 ART/CRAFT

Semester II

Objectives:

To encourage the student to discover further educational possibilities of Art/Craft in special education:

- A. to integrate and reinforce learning situations in other areas.
- B. to act as a stimulus where such an area is suitable.
- C. to provide an outlet for expression at their own level.
- D. to have the ability to achieve success and satisfaction.
- E. to give experience in Art/Craft areas which would be suitable for atypical children.
- F. to develop students' practical ability so that they will be better able to design and construct aids which would assist them in their day to day teaching.
- G. to extend the students' general education through an appreciation of good design and by providing the opportunity to practice Art/Craft skills.

Content:

1. Outline of course and details of its aim.
2. Paper and paint: colour application.
3. Mask making and link with oral expression.
4. The use of environmental material coupled with expression in material, oral and written matter.
5. Puppetry in various forms i.e. shadow, glove, sock, etc., showing by play presentation the further extension of oral expression.
6. Extension of the design principles into the area of weaving, tie dyeing, batik and model making.
7. Design and construction of suitable aids for use in the schools to which the student will be appointed.
8. A further extension of the students' own concept of design in medium including leather, copper, foil, copper enamelling, environmental, batik, tie dyeing, wood and paper (both formal and informal).
9. The culmination of the course will include an exhibition of finished work, where the students will be involved in the methods of setting up such a display.

Basic Texts:

Kranz, S. and Fisher, K. *The Design Continuum*. New York: Van Nostrand, 1966.
Lansing, K. M. *Art, Artists and Art Education*. New York: McGraw-Hill, 1964.
Mattil, E. L. *Meaning in Crafts*. New York: Prentice-Hall, 1965.

11504 EDUCATIONAL TECHNOLOGY

Semester I

1 semester hour

Objectives:

To develop personal skills involved in the production and use of media resources; to establish criteria for the evaluation of teaching resources; to develop an understanding of the value of media resources in the classroom.

Content:

1. A survey of the technological equipment and materials, its possibilities and limitations in the context of special education.
2. Techniques of production in audio tapes; 35 mm slides; 8 mm motion pictures; overhead projection transparencies, and videotapes.
3. The operation and care of equipment related to the utilization of audio-visual resources.
4. The application of technological resources to the teaching situation: as teaching aids, either used singly or in multi-media instructions, and as child-centred learning experiences.

Basic Texts:

None.

12519 EDUCATION STUDIES

Semester 1

7 semester hours

Objectives:

To provide through a resource teacher model of training an awareness of the significance of prescriptive intervention in Special Education; to delineate and consolidate current criteria held to be significant in the education and training of atypical children; to provide opportunities for the expansion of the student's personal resources in both theory and methodology.

Content:

There are six units involved in the first semester each concerned with a specific area of study.

- I. *Child Development:*
 1. Aspects of child development specific to the study of the atypical child; prenatal, natal and post natal development; infancy and early childhood; childhood and adolescence.
 2. The family and the atypical child; the retarded child; the institutionalized child.
 3. Theories of Development; Luria and Society Theory; Piaget, and Western theories; Montessori and current interest in her theory.
- II. *Psychoeducational Criteria:*
 1. Theory of Special Education; historical perspectives; current methodologies; the integrative/multi-dimensional approach.
 2. Theories of learning and learner behaviour; associationist position; cognitive position.
- III. *Aspects of Atypicality:*

An extensive consideration of the various dimensions of deficit in emotional, physical and intellectual areas; behaviour disorders; epilepsy and cerebral palsy; physically handicapped; sensory deficit; intellectual deficit.
- IV. *Measurement and Evaluation:*
 1. Identification and use of test material; intellectual assessment — individual and group; differential diagnosis and specialised tests; attainment tests.
 2. Interpretation of Test Results.
 3. Evaluation of Test Results.
- V. *The School:*
 1. Classroom climate and methods of organization; physical space; social context; innovative schemes.
 2. Role and function of Resource Teachers.
 3. The School Release programme; co-operation communication and staff reaction; screening and intervention programmes; teaching resource — what to obtain and where to purchase and relative cost.
- VI. *Community Resources:*
 1. Child Health services.
 2. Institutions and their function.
 3. Supportive community based services.

12619 EDUCATION STUDIES II

Semester II

4 semester hours

Content:

- I. *Community Resources:*
 1. A study of the resources — educational, medical and paramedical — which are provided for the atypical child.

2. Involvement of guest speakers and visits to establishments offering such resources.

II. Individual Study:

Each member will be given the opportunity to develop an extensive study of an area of atypicality of his specific interest.

Practical Experience:

Semesters I and II will provide students with:

1. Opportunity to observe, interact and teach children through intervention programmes in the setting of the child study centre.
2. Opportunities to study and be involved, through teaching, in special schools and units with which they have had little or no contact.
3. Opportunities to consolidate their skills for implementing intervention programmes through the role of resource teacher to main stream schools.
4. Opportunities to observe ongoing activities in clinics and special units selected throughout the community.

Basic Texts:

Cartwright, C. A. and Cartwright, G. P. *Developing Observation Skills*. New York: McGraw-Hill, 1974.
 Engleman, Siegfried. *Preventing Failure in Primary Grades*. Illinois: S.S.R.A., 1969.
 Mussen, Paul. *The Psychological Development of the Child*. New Jersey: Prentice-Hall Inc., 1973.
 Smith, Robert M. *Clinical Teaching — Methods of Instruction for the Retarded*. New York: McGraw-Hill, 1968.
 Telford, Charles W., and Sawrey, James M. *The Exceptional Individual*. New Jersey: Prentice-Hall Inc., 1972.
 Worell, J. and Nelson, C. Michael. *Managing Instructional Problems — A Case Study Workbook*. New York: McGraw-Hill Book Company, 1974.

13535 LANGUAGE I
13635 LANGUAGE II

Semester I
Semester II

2 semester hours

Objectives:

To provide teachers with an understanding of the developmental stages in oral and written language acquisition.

Expertise in evaluation of present language functioning (speech, oral language, reading, written expression) and diagnosis of specific areas of deficit functioning.

Experience in the development and implementation of programmes for individuals or groups with specific needs in various aspects of language functioning.

Content:

1. *Theoretical Background:* developmental stages in language acquisition; information processing and intersensory integration of information; task analysis, with special reference to the reading process.
2. *Speech and Oral Language:* the development of speech patterns — the relationship of speech and hearing — disorders of speech — remediation of speech disorders; the development of oral language — disorders of oral language — programmes for stimulation of oral communication.
3. *Reading:* The concept of readiness, with reference to pre-requisite skills; an overview of methods of teaching reading; the development of word identification techniques; the development of comprehension skills and fluency; factors affecting acquisition of reading competence; development and implementation of reading programmes based on the diagnostic profile.
4. *Written Expression:* disorders of written expression and techniques of remediation.
5. *Diagnostic Evaluation:* an overview of available standardised and diagnostic tests and experience in the use of some of these; the development of teacher-made tests; development of the diagnostic profile.
6. *Teaching Strategies:* development of prescriptive programmes; teaching aids and materials — language laboratories — reading materials — use of projector, tape recorder, listening posts, language master — development of audio programmes, school and class organization of materials.

Basic Texts:

None.

14510 HEALTH EDUCATION

Semester I

1 semester hour

Objectives:

To provide teachers with information regarding the cause, prevention and treatment of the disabilities of children so that they may better understand the medical problems of the atypical child and his family.

To help the teacher to understand the physical and emotional needs and health problems of the retarded child and ways of coping with problems which arise at school.

To make teachers aware of the health services available in the community.

Content:

1. *The Human Body in Health and Disease:*
 - i. A general look at the systems of the body.
 - ii. A summary of the nature and cause of illnesses and disabilities.
 - iii. Heredity and genetics: genetic defects; hereditary disorders; genetic counselling.

- iv. Pregnancy and childbirth: factors affecting the pre-natal, peri-natal and postpartum periods; screening of the new-born; congenital defects.
 - v. The Nervous System: the Sense Organs — disorders of the eye and ear; damage of the central nervous system; disturbance of brain function.
 - vi. The Endocrine System: abnormalities of the endocrine glands.
 - vii. The Skeletal and Muscular Systems: malformations of muscles and bones.
 - viii. The Digestive System: malnutrition and deficiency diseases.
2. *Health Problems of the Retarded Child*: common infectious diseases of childhood; allergies; disorders of the skin; accidents, first aid; human sexuality; disturbances of mental health; drug problems.

Basic Texts:

None.

15509 MATHEMATICS I

Semester I

4 semester hours

Objectives:

To assist teachers to develop efficient ways of teaching Mathematical skills and concepts to atypical children. Specifically the unit aims:

- i. to give students an introduction to the theoretical background to the study of mathematical learning and development in typical and atypical children;
- ii. to present some of the causes underlying difficulties in mathematics, and enable students to examine methods of identifying different levels of mathematical performance and of isolating specific deficits in concept and skill attainment;
- iii. to enable students to undertake task analysis of various mathematical activities;
- iv. to enable students to select and develop programmes and techniques for remediating specific difficulties in mathematics and for repatterning the child's problem-solving approaches and mathematical experiences;
- v. to enable students to analyse and develop curricula which are appropriate to atypical children.

Content:

1. *Theoretical Background to Mathematics Learning*

A consideration of various approaches to the question of how the child learns mathematics. This unit will consider both developmental and behaviour modification approaches and will concern itself with the views of e.g. — Piaget, Bruner, Dienes, Skinner, Bijou, Gagne.

2. The Diagnosis-Remediation Model:

A. Diagnosis of Difficulties in Mathematics

1. Causes underlying difficulties in mathematics.
2. Methods of identifying levels in mathematical performance: general principles of diagnostic test development; application to the construction of diagnostic tests aimed at specific areas of difficulty; review of commercially-available tests; interview techniques and follow-up procedures.

B. Remediation Techniques

1. Setting realistic mathematical behaviour objectives for the atypical child:
 - a. General principles.
 - b. Study of curriculum areas: mathematical vocabulary; number concept; basic operations and their algorithms; fractions; measurement: spatial relations; social arithmetic.
2. Development of teaching programmes and techniques:
 - a. General techniques: individualized instruction; programmed learning; grouping; laboratory approaches.
 - b. Structured materials and mathematics kits, a detailed examination: Triad; Distar Arithmetic; Nuffield Mathematics Project; Pacemaker.
 - c. Methods for teaching specific topics in mathematics.

3. The Behaviour-Modification Model

A. Analysis of Required Behaviours

1. Task analysis of specific mathematical activities.
 2. Hierarchical structuring of mathematical abilities.
- The activities analysed here will be selected from those discussed during the curriculum study section in 2(B) above.

B. Instructional Techniques

1. Design of physical environment: the mathematics classroom.
2. Development of motivational system for guiding work-study behaviour.
3. Development of motivational system for guiding mathematical behaviour.
4. Development of instructional procedures in mathematics.
5. Development of instructional materials.

15609 MATHEMATICS II

Semester II

1 semester hour

Content:

Applications of Method and Theory in Mathematics Instruction.

- A. Discussion of students' in-school experience in the light of the theories and techniques encountered in Unit 1.
- B. Design and implementation of a diagnostic-remediation/behaviour-modification programme in mathematics with a selected group of children.

For this programme, students will be required to *either*:

1. develop a diagnostic test appropriate to a specific ability range and curriculum area;
2. administer this test to an appropriate group of children;
3. select one child for remediation on the basis of performance on this test;
4. design and conduct a programme aimed at remediating the specific difficulties isolated by the test;
5. evaluate the programme.

OR

1. design a procedure for identifying the entering behaviour of a small group of children on a particular mathematical task;
2. design an instruction-room appropriate for behaviour-modification procedures, taking into account the conditions and limitations in that particular school;
3. analyse the behaviours required for successful performance on the chosen mathematical task;
4. design an appropriate motivational system for guiding the mathematical behaviour required in 3 above;
5. design and conduct an instructional programme for guiding those behaviours;
6. evaluate the programme.

Basic Texts:

MacDonald, T. H. *Basic Mathematics and Remedial Instruction*. Sydney: Angus and Robertson, 1972.

Reisman, F. K. *A Guide to the Diagnostic Teaching of Arithmetic*. Columbus, Ohio: Charles E. Merrill, 1972.

Peterson, D. *Functional Mathematics for the Mentally Retarded*. Columbus, Ohio: Charles E. Merrill, 1973.

16517 MUSIC

Semester II

2 semester hours

Objectives:

To develop an understanding of, and an ability to work with, very basic elements, concepts and relationships in music.

To develop the ability of applying the above with purpose, for the benefit of each teacher's particular group of children.

To develop self reliance on the part of teachers so that they will be basically equipped to devise their own exercises for their own particular children.

To provide resources.

Content:

1. The nature of sound, natural sound, ordered sound, organized sound, and music, in relation to human emotional and physical response — with reference to the task.
2. Uses of sound in relation to child growth — in the areas:
 - a. Spatial — physical awareness and confidence.
 - b. Emotional awareness and confidence.
 - c. Intellectual realizations and confidence.
3.
 - a. The nature of the very basic concepts and very basic relationships in the field of organized sound.
 - b. Creating activities, keeping to child levels in 2a, b, c above, including levels of awareness in sound relationships.
 - c. Devising progressions — related to child problems — for natural development in 2a, b, c above, keeping to child level of awareness in sound relationships.
4. Nature of response to rhythm in areas 2a, b, c above. Objectives, game ideas and classroom method in eurhythmics.

Basic Texts:

None.

17507 PHYSICAL EDUCATION

Semester I

2 semester hours

Objectives:

To introduce to students evidence arising from research and observations (especially of children) concerning the place of physical activity in the lives of the handicapped.

To study principles of exercise related to physiological conditioning, perceptual-motor training and acquisition of skill.

To introduce specific activities in a practical situation to illustrate the principles dealt with above and suggested methods of organization and teaching.

Content:

1. The problems of mentally retarded and neurologically impaired children with respect to motor abilities and fitness.

2. The needs of the atypical child with respect to recreation and exercise.
3. The principles governing exercise and development of manipulation, locomotion and balance skills.
4. Methods of teaching atypical children in recreation and physical skills.
5. Suggested activities illustrated practically concerning fitness training, perceptual motor training and recreative skill development.
6. The design of appropriate facilities such as adventure playgrounds, suitable for handicapped children.

Basic Texts:

None.

18531 SCIENCE

Semester II

2 semester hours

Objectives:

To enable teachers to realize the potentialities and values of science for the atypical child; to increase the teachers' own knowledge and interest in science; to work out effective ways of teaching this subject at the classroom level in order to provide interesting and meaningful experience for the children.

Content:

The unit will mainly involve workshops in which, after a brief introduction, teachers will be performing practical activities in the laboratory and "field", concluding with a group discussion on applications to the school situation.

The programme may include: looking at ourselves or "me now", the foods we eat, animal studies, plant studies, keeping living things at school, bush studies and excursions, colour, air and water, effects of heat, magnetism and electricity, current trends in Science teaching, Science kits, aids and resource materials.

Basic Texts:

Education Department of Victoria. *Primary Science Curriculum Guides*.

Books A, B & C. Melbourne: Government Printer.

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Harcourt Brace and World, 1974.

Sale, M. A. *A Teacher's Guide to Practical Science in Primary Schools*. Sydney:

Shakespeare Head Press, 1965.

Schmidt & Rockcastle. *Teaching Science with Everyday Things*. McGraw-Hill, 1968.

Schools Council. *Science 5/13*. London: Macdonald Educational.

19502 SOCIAL SCIENCE

Semester II

2 semester hours

Objectives:

To examine the functions and purpose of social studies, emphasising the particular problems and opportunities involved in the planning and implementation of social studies in the education of atypical children.

Content:

1. The unit will study the rationale behind current trends in social studies curriculum development and the application of these ideas in the field of special education.
2. Investigation of the integrating role of social studies in the special education course, with particular emphasis on social competency and social interaction.
3. Principles of structuring a social studies unit to the needs and capabilities of the learner in special education.
4. Students will design and partially develop units suitable for use with atypical children.
5. Appropriate teaching/learning activities will be examined, including such strategies as field trips, questioning and discussion, role playing and simulation games, environment boards, narrative and expository techniques.

Basic Texts:

None.

Diploma in Teacher Librarianship

This is a full-time in-service programme extending over two semesters. It is designed to develop an understanding of the educative process in children and the place that resource materials play in providing learning experiences, so as to produce a teacher-librarian with a clear understanding of the place of the resource centre in modern education.

Although most of the students in this programme will be teachers released from the Department of Education or independent schools, applications for admission from a limited number of private students will be welcomed.

Entry qualifications include at least two years of teacher training, and classroom experience. Training and experience taken together should total at least six years. The Diploma is equivalent to a Diploma of Teaching.

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
20502	Library Administration I	3
20505	Library Organization I	4
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
20602	Library Administration II	3
20605	Library Organization II	4
Total		17

Diploma in Teacher Librarianship

Description of Semester Units

11502 AUDIO-VISUAL RESOURCES I

Semester I

2 semester hours

Objectives:

To achieve skills in the operation of Audio-Visual equipment sufficient to instruct other teachers and pupils; to evaluate the features required of hardware and software for inclusion in school resource centres; to select the most effective audio-visual resources to present specific subject-matter.

Content:

1. Compiling a Resource File.
2. Planning a Resource Centre.
3. Cassette Players and Recorders.
4. Filmstrips and slides.
5. Overhead Projector operations and techniques.
6. Copying Machines.
7. Duplicating techniques.
8. 8 mm Loop, Cartridge and Spool Projectors.
9. 16 mm Film Projectors.
10. School Broadcasts and Telecasts.
11. Photography in the School.

11602 AUDIO-VISUAL RESOURCES II

Semester II

2 semester hours

Objectives:

As for Semester I.

Content:

1. Graphics.
2. Audio-Visual Multi-Media Kits.
3. Programmed Instruction.
4. Overhead Projection Transparencies.
5. Colour Slide Narrative.
6. Cine 8 mm School Movies.
7. Language Laboratory Lessons.
8. Photography — Black and White Processing.
9. Special Purpose Teaching Machines.
10. TV as a Resource.

Basic Texts:

None.

12507 EDUCATIONAL THEORY I

Semester I

4 semester hours

Objectives:

To consolidate and extend the students' knowledge of educational theory and practice.

Content:

1. *Human Development and Personality*: the "normal" pattern of development, with emphasis on the period from birth to adolescence; hereditary and environmental influences; physical and motor development; intellectual development; emotional and social development; personality theories; attitudes and interests.
2. *Child Education: Reading* — the reading process; behaviour and learning significant for success; the teaching of reading; skills; comprehension.
Language Development — stages; reading and literature; language difficulties; resource materials and enrichment programmes.
3. *Learning*: "Cognitive" and "Behavioural" approaches; Skinner; Piaget; Ausubel; Bruner; Suchman.

12607 EDUCATIONAL THEORY II

Semester II

4 semester hours

Objective:

To provide, through a consideration of developing trends in curriculum organization, a basis for the constructive role of the resource centre and resource teacher in the school.

Content:

1. *Research Methods*: elementary statistics; sampling; tests of significance; elements of research design.
2. *Curriculum Theory*: sources of authority; validation of educational objectives; subject-matter selection; emerging trends in subject curricula; patterns of curriculum organization.
3. *Modern Approaches to Teaching*: individualisation of instruction; group teaching; the "integrated day"; the open classroom; team teaching; programmed instruction.
4. *Role and Methods of the Librarian*: the place of the library in different forms of curricular organization; the librarian as a resource person; "method" and management in the library.

Basic Texts:

None.

13515 LITERARY RESOURCES I

Semester I

4 semester hours

Objectives:

To describe the development of literature for children and young adults, and its criticism; and to read a range of twentieth century books for children and young adults.

Content:

1. The place of reading and literary experience in the education of children.
2. Historical development of literature for children and young adults, and its criticism.
3. Some themes of twentieth century writing as reflected in writing for children and young adults.

13615 LITERARY RESOURCES II

Semester II

4 semester hours

Objectives:

To identify the needs, interests and abilities of children and young adults as a guide to selection of materials; to consider the influence of the mass media on children's reading; and to establish methods of using books and libraries effectively for enrichment and research.

Content:

1. Characteristic developmental needs and interests in books and reading at all educational levels.
2. The influence of the mass media on children's reading and their development of literary taste.
3. Literature in use; creating a favourable climate for literature in school, library and home.
4. Developing library and research skills.

Basic Texts:

None.

20502 LIBRARY ADMINISTRATION I

Semester I

3 semester hours

Objectives:

To define the role of the school librarian as a media specialist who forms part of the team which plans learning experiences in the school.

Content:

Historical development of books, libraries and library services; expected future developments. Changing concept of the library — the development of resource centres. Centralised and co-operative services. Design of resource centres. Standards of space, flow, storage, furniture and equipment, staffing.

20505 LIBRARY ORGANIZATION: SELECTION OF RESOURCES**Semester I**

4 semester hours

Objectives:

To develop an awareness of the resources available to teachers and to set up criteria and aids for the selection of such resources relevant to any particular school situation.

Content:

1. *Resource Materials — policy and criteria for selection:* Books — reference, non-fiction; fiction; periodicals; newspapers; pamphlets; pictures; slides; film strips; films; records; tapes; cassettes; videotapes.
2. *Range and Scope of Resources:* curriculum needs; recreational needs — cultural, educational special needs.
3. *Selection Aids:* reviewing media; published lists; catalogues; publishers' and booksellers' lists.
4. *Acquisition Aids:* Indexes, Bibliographies.
5. *Accessioning of Resources.*

20602 LIBRARY ADMINISTRATION II**Semester II**

3 semester hours

Objective:

As for Semester I.

Contents:

1. Job analysis of the school librarian — role and function in the educational framework; reading guidance and media dissemination; reader services, library operation and management.
2. Relations with other staff, administration, parents, pupils and public — initiation of projects; curriculum planning; staff seminars; open days; pupil assistance; school and public libraries.
3. Community involvement — clubs; community effort; special days and weeks.

Basic Texts:

None.

20605 LIBRARY ORGANIZATION: CATALOGUING AND CLASSIFICATION

Semester II

4 semester hours

Objectives:

To develop the skills of cataloguing and classifying the school's print and audio-visual resources so that these may be readily available to both teachers and students, and maximum use made of them.

Content:

1. *Descriptive Cataloguing*: types of catalogues and their arrangement; preparing the catalogue.
2. *Classification*.
3. *Shelf-Listing*.
4. *Filing in a Dictionary Catalogue*.
5. *Cataloguing of Non-Book Material*.

Basic Texts:

None.

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 1975 is as follows:

President:

Mr. P. Du Rhone

Vice President:

Mrs. C. L. Brett

Secretary:

Miss J. Drummond

Treasurer:

Mr. P. Holmes

Cultural Activities Officer:

Mr. T. Wilkinson

Affiliated Student Clubs with the name of the president of each club for 1975 are listed below:

Sports Association:

Mr. G.W.H. Turnbull

Music Society:

Mr. G. Pushee

Christian Fellowship:

Mr. J. Weedon

Publications Committee:

Mr. L. Holme

Dramatic Society:

Mr. R. Geoghegan

S.E.S.A. (Society for
Encouragement of Scientific
Activities):

Mr. J. Sinclair

Yani Film Society:

Miss S. Taylor

Folk Club:

Mr. A. Fraser

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.

Graduating Students 1974

Graduating Students 1974

DIPLOMA IN TEACHING 1974

The following students were awarded the Diploma in Teaching (Primary Education) 1974.

Jennifer Lea Anderson
Penelope Jane Anderson
Stephen Austen Armes
Gary Wayne Barnes
Linda Bayliss
Anne Catherine Bennett
Helen Mary Boardman
Jennifer Anne Bowland
Rochelle Jean Bray
Pauline Jane Carlyle
Heather June Cavanagh
Leonie Dawn Cavanagh
Jill Evelyn Chapman
Virginia Christensen
Robert Peter Coles
Sue Ann Connelly
James McKenzie Cooper
Donna Core
Margaret Rose Cotter
Kerrilyn Ann Crew
Anne Maree Daley
Michelle Lee Dangar
Julieanne Dray
Susan Mary Dwyer
Judith Catherine Eddington
Janet Edenborough
Wendy Elliott
Deborah Mary Farrell
Lynette Field
Marjorie Annette Forbes
Alister Rowan Fotheringham
Vicki Dawn Franks
Cecily Owen French
Narelle Robyn Georgouras
Janmaree Gillespie
Alinda Joy Hadfield
Rosemary Kay Hampton
Rachel Julia Henning
Vivienne Herrod
Maria Margaret Hill

Denise Narelle Howard
Ilze Dainuvite Jaunberzins
Margaret Anne Jennings
Michael Paul Jessop
Jane Lynette Kerr
Linda Louise King
Janice Helen Kulakowski
Adriana Helen Kumarich
Susan Lynette Laney
Anthony Edward Last
Elizabeth Grace Lindeman
Marjorie Helena Long
Fiona Mary McCann
Lynette Jean McDonald
Catriona Eleanor Mangum
Pamela Mary Mills
William George Mullan
Jennifer Lynne Muller
Margaret Ann Murphy
Jennifer Anne Nicholls
Lorraine Irene Nicholson
Ian Ronald Noffs
Julie Anne Nolan
Jennifer Carol O'Donnell
Ruth Osborne Palmer
Jann Laurie Pendergast
Patricia Anne Prescott
Judy Christine Ralston
Cheryle Anne Rogers
Sarah Broughton Sharp
Lynette Simpson
Jeanette Mary Smith
Gabrielle Mary Souter
Eugene John Stephan
Virginia Stewart
Jennifer Rae Symons
Elizabeth Tent
Gillian Ruth Treloar
Susan Joyce Vanry
Michelle Lumina Wallace

**John Martin Walsh
Lynn Catherine Warren
Geoffrey Lindsay Wheaton**

**Christine Dorothy Wild
Catherine Williams**

The following students were awarded the Diploma in Teaching (Primary Education) – Early Childhood Specialisation 1974.

**Beth Anderson
Harry Michael Andronicos
Ann Therese Batch
Narelle Joyce Bell
Margaret Lyn Bennetts
Avrile Sharon Borman
Helen Margaret Bowie
Phillip Reginald Bradbury
Sandra Claire Bray
Jennifer Ann Briggs
Lynne Margaret Butcher
Debra Dawn Cartwright
Deborah Ann Clapshaw
Felicity Ann Cole
Janice Gaye Cook
Susan Elizabeth Cooks
Frances Orielle Cooper
Kerrie Lorraine Cooper
Frances Ann Dennis
Alison Lesley Dewick
Diane Dominey
Helen Mary Douglass
Carolyn Ann Dunbar
Sharyn Theresa Edwards
Susan Deborah Faill
Elizabeth Jane Farrar
Marie Edith Foster
Jennifer Margaret Gibling
Alexandra Glencross
Neryl Joy Goss
Jan Lynette Griffiths
Carol Anne Grigg
Anne-Marie Harrison
Kristine Lesley Highet
Bettygay Hinds**

**Shari Anne Hunter
Ingrid Reinette Hynes
Anne Margaretha Kala
Lynette Helen Kercher
Heather Bronwyn Kneale
Kathleen Maria Larkin
Jane Patricia Lodge
Lesley Margaret Marshall
Christine Hillary Miles
Jennifer Margaret Miller
Jennifer Anne Moeller
Marilyn Morton
Marjorie Thearle Neal
Marion Denise Neil
Susan Michele O'Hare
Raymond Barry Perry
Lynette Helen Peterson
Judith Anne Purs
Sue Ranger
Jan Elizabeth Reid
Elizabeth Mary Russell
Katherine Therese Shore
Susan Mary Skinner
Susan Helen Tennant
Ann Elizabeth Thompson
Nerrilee Ann Trevor
Bernadette Clare Turner
Julie Anne Wackett
Lynette Anne Wall
Elizabeth Lesley Walsh
Elizabeth Maree Wilcox
Lorraine Kay Wood
Wendy Wormald
Julie Margaret Worsley**

The following students were awarded the Diploma in Teaching (Primary Education) Special Education Specialisation 1974.

Rosalind Ruth Barbaro	Anne Lynette McLean
Kay Lorraine Barlow	Evelyn Joy Miller
Marion Patricia Clarke	Veronica Bronwyn Moran
Robert Clarence Cotterill	John Robert Morgan
Peter William Cousins	Anna Negerevich
Jacqueline Beryl Fraser	Pamela Frances Olney
Ronelle Deidre Hewes	Lauretta Lee Ridgers
Kathy Anne Hill	Donald Campbell Ringland
Kevin Michael Johnston	Neil Anthony Sherring
Cheryl Diane Jones	Roslyn Kay Simpson
Karen Ann Latchford	Patricia Sofios
Victoria Leoni McCarthy	Louise Annette Stephan
Roslyn Patricia McDougall	Robyn Anne Young

The following students were awarded the Diploma in Teaching (Secondary Education – Science) 1974.

Stephen Paul Aspinall	John Richard Melville
Margaret Ann Connington	Ross Douglas Muir
Lynne Patricia Fillery	Garth Philip Newton
Peter Brian Grace	Carl Geoffrey Palmer
Paul Christopher Hennessy	Sylvia Margaret Petersons
Carole Ann Hobein	Helen Louise Robertson
Graham William Jahns	Graeme Leigh Sawyer
Graham Richard Jarvis	Deborah Kay Svensson
John James Lauder	Raymond Vander Heiden
Graeme John Lawson	David John Wallace
Michael Joseph McFarlane	Judith Williams
John Alan McVicar	

DIPLOMA IN SPECIAL EDUCATION 1974

The following students were awarded the Diploma in Special Education 1974.

Carmel Therese Abdoo	Noelle Coralie Boaden
Ronald William Anderson	Margaret Dawn Cauchi
Beverley Leila Atwell-Harris	Neville Clive Dodd
Ida May Beadell	William Reginald Ellis
Brian Heinrich Bialowas	Juliann Mary Goldstein
Enid Catherine Bird	Jean Frances Helgeson
Joyce Ella Blackmore	Clive Adrian Holliday
Doris Blairs	Jill Cecilia Horder

Sally Hunter
Susan Patricia Judd
Veronica Claire Maher
Ilana Pearl Martell
Hazel Morison
Patrick Navin
Rosaline Margaret Quek

Jock Michael Roxborough
Geoffrey Boyd Sillar
Michael Bryan Smart
Errol Alexander Smith
Michael John Smith
Doreen Wyatt

DIPLOMA IN TEACHER LIBRARIANSHIP 1974

The following students were awarded the Diploma in Teacher Librarianship 1974.

Alma Edith Bathgate
Thelma Joan Curtis
Robert Patrick Druhan
Beverley Anne Fathers
Barbara Vaughan Fienberg
Robin Elaine Fontaine
Shirley Margaret Grant
Marion Jean Greene
Beryl Jean Hart
Margaret Anne Hegarty
Rosemary Anne Kelly
Marlene Norma Kerr
Janice Kay Kliendienst
Mary Frances Lalchere
Phyllis Eirene Lembit

Elaine Hope Lowden
Priscilla Margaret McDonald
Frances May McSullea
Sybil Alison Muller
Gwendoline Nay
Margot Ivy Phillips
Deidre Joan Pohlman
Patricia Gwen Ryan
Carolyn Gweneth Saunders
Margaret Ellen Shanks
Mavis Sourry
Barbara St. John
Margaret Jessie Taylor
Mary Pringle Tinlin
Gwenyth Thomson Witcombe

College Prizes 1974

College Prizes 1974

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

To be awarded

Second Year Primary

To be awarded

First Year Secondary Science

To be awarded

Second Year Secondary Science

To be awarded

Department of Education Prizes

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

Gabrielle Mary Souter

Third Year Secondary Science

Deborah Kay Svensson

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.

Not Awarded

G.A. Cantello Prizes

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.

Alister Rowan Fotheringham)
Geoffrey Lindsay Wheaton) aeq.

Margaret Ann Murphy

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.

Deborah Mary Farrell

**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.

Jane Patricia Lodge

**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.

Phillip Reginald Bradbury

**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.

Sue Ranger

**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.

Leigh Marion Babbage

(b) to the final year student who has shown the greatest proficiency in Craft work during the whole course.

Stephen Austen Armes)
Wendy Elliott) aeq.

**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

**Health
Commission
Prize**

This prize is donated by the Health Commission and is awarded to the third year student with the most distinguished record in School Health, in the academic field and in Practice Teaching.

Deborah Mary Farrell)
Kathy Anne Hill) 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.

Lynne Margaret Butcher

**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. The prize which was 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.

Ilze Dainuvite Jaunberzins

**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.

Vivienne Herrod

**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.

Kerrie Lorraine Cooper

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.

William George Mullan)
Neil Anthony Sherring) aeq.

Craven Prize

This prize, donated by Mr. C.J. Craven, is awarded to the student who has shown the greatest improvement throughout his course in Secondary Science.

Raymond Vander Heiden

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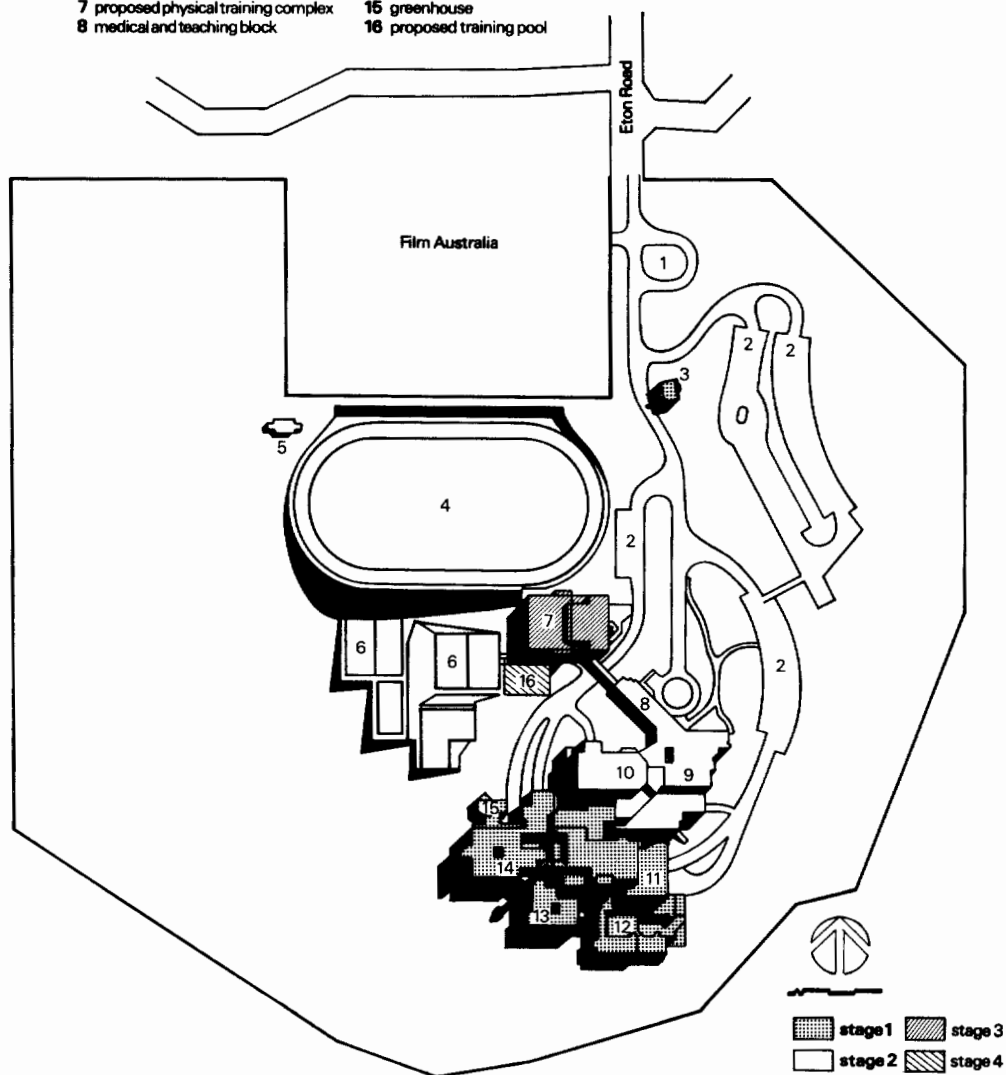
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Campus Plan

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 |



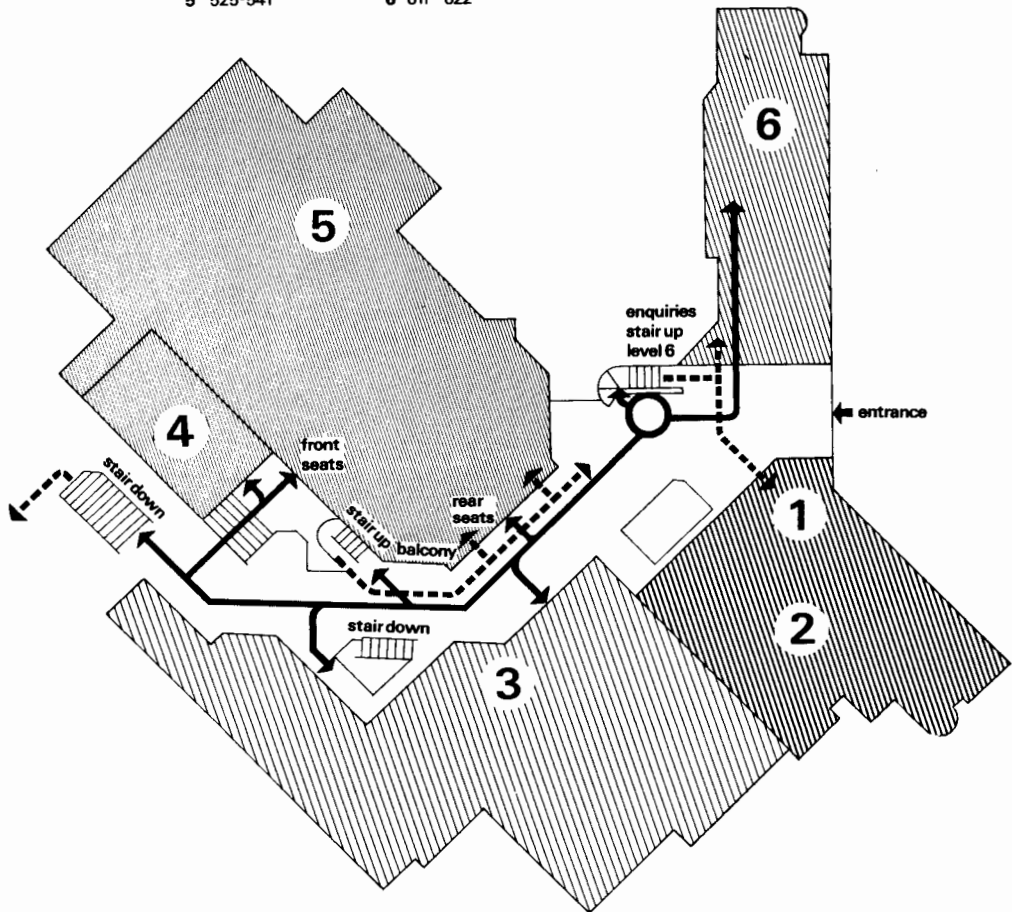
- | | |
|---|--|
|  stage 1 |  stage 3 |
|  stage 2 |  stage 4 |

Directory

(located level 5)
for assembly hall
students union
administration
medical block

Legend

- ① Enquiries
- ② Administration
Levels 5 542-564
6 601-610
- ③ Students Union
& Dining Hall
Levels 4 489-496
4110-4114
5 525-541
- ④ Drama Studio
Level 4 497-499
- ⑤ Assembly Hall
Levels 3 366
4 4101-4108
5 578-582
6 624-625
- ⑥ Medical Block
Levels 5 565-577
6 611-622



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
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- ⑤ **Arts & Crafts**
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 Level 5 501-505

Directory

(located level 4)
 for library
 lecture theatres
 teaching areas
 etc.

