

File

Kuring-gai
College
of Advanced
Education

Calendar

1976

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

Kuring-gai College of Advanced Education grew out of Balmain Teachers College (later William Balmain). This opened in March, 1946, in what had been the Smith Street Superior School erected in Balmain in 1880.

The college was established to provide more teachers to meet the post-war increase in school population and immigration.

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

Apart from the standard courses in teacher education which were extended in 1970 from two to three years, the college offered courses for supervisors of moderately mentally handicapped children and prepared graduate students for secondary schools teaching.

In 1971, the Balmain Teachers College became the William Balmain College and transferred to Eton Road, Lindfield. The campus—of striking, modern architecture on the edge of a sandstone ridge in native bushland—commands excellent views overlooking the Lane Cove River valley.

On September 1, 1971, William Balmain was declared a College of Advanced Education and on July 1, 1973 it was announced that the College would become autonomous and multi-purpose. A Planning Committee was established by the Minister for Education to be responsible for the early stages of the College's development.

In April, 1974, the Minister endorsed the Planning Committee recommendation that the name be changed to Kuring-gai College of Advanced Education. This name was chosen to provide closer identification of the College with the community it serves, and tangible evidence of the College's accepting the responsibility of advanced education to meet the community's needs.

The name approved by the Geographical Names Board of New South Wales, reflects the original identity of the aboriginal word "Kuringgai", or "Guringai", believed to be a generic term for tribes along the Eastern Coast from Port Jackson, north beyond the Hawkesbury River and west to the Lane Cove River.

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

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Academic Year 1976



ACADEMIC YEAR 1976

Orientation & Enrolment Period 23rd February-29th February

First Semester commences 1st March

Easter Recess 14th April-20th April

Intra-semester Vacation 17th May-23rd May

First Semester ends 30th July

Second Semester commences 2nd August

Intra-semester Vacation 30th August-5th September

Intra-semester Vacation 4th October-10th October

Second Semester ends 10th December

PRINCIPAL DATES 1976

| | | | |
|------------------|-----------------|-----------------|--|
| JANUARY | Thursday | 1 | New Year's Day—Public Holiday |
| | Monday | 26 | Australia Day—Public Holiday |
| FEBRUARY | Monday | 2 | Board of Studies in Financial & Administrative Studies |
| | Thursday | 5 | Academic Board |
| | Monday | 9 | Board of Studies in Teacher Education |
| | Friday | 13 | Board of Studies in Library & Information Studies |
| | Thursday | 19 | Council |
| | Friday | 20 | Board of Studies in Teacher Education |
| | Monday | 23 | Orientation Week begins |
| MARCH | Monday | 1 | First Semester commences Board of Studies in Financial & Administrative Studies |
| | Thursday | 4 | Academic Board |
| | Monday | 8 | Board of Studies in Teacher Education |
| | Monday | 15 | Teacher Education Advisory Committee |
| | Thursday | 18 | Council |
| | Monday | 22 | Board of Studies in Teacher Education |
| | Monday | 29 | Board of Studies in Financial & Administrative Studies |
| | APRIL | Thursday | 1 |
| Monday | | 5 | Board of Studies in Teacher Education |
| Friday | | 9 | Board of Studies in Library & Information Studies |
| Monday | | 12 | Teacher Education Advisory Committee |
| Wednesday | | 14 | Easter Recess commences |
| Thursday | | 15 | Council |
| Friday | | 16 | Good Friday—Public Holiday |
| Monday | | 19 | Easter Monday—Public Holiday |
| Wednesday | | 21 | Lectures resume Board of Studies in Teacher Education |
| MAY | Monday | 26 | Anzac Day—Public Holiday |
| | Monday | 3 | Board of Studies in Financial & Administrative Studies |
| | Thursday | 6 | Academic Board |
| | Monday | 10 | Board of Studies in Teacher Education |
| | Saturday | 15 | Intra-Semester vacation commences |
| | Monday | 24 | Lectures resume Board of Studies in Teacher Education |
| | JUNE | Thursday | 3 |
| Monday | | 7 | Board of Studies in Financial & Administrative Studies |
| Monday | | 14 | Queen's Birthday—Public Holiday |
| Tuesday | | 15 | Board of Studies in Teacher Education |

| | | |
|------------------|-----------------|--|
| | Thursday | 17 Council |
| | Friday | 18 Board of Studies in Library & Information Studies |
| | Monday | 21 Teacher Education Advisory Committee |
| | Monday | 28 Examinations, Excursions commence Board of Studies in Teacher Education |
| JULY | Monday | 5 Board of Studies in Financial & Administrative Studies |
| | Saturday | 10 Inter-semester vacation commences |
| | Monday | 12 Board of Studies in Teacher Education |
| | Thursday | 15 Council |
| | Monday | 19 Teacher Education Advisory Committee |
| | Monday | 26 Board of Studies in Teacher Education |
| AUGUST | Monday | 2 Second Semester commences Board of Studies in Financial & Administrative Studies |
| | Thursday | 5 Academic Board |
| | Monday | 9 Board of Studies in Teacher Education |
| | Friday | 13 Board of Studies in Library & Information Studies |
| | Monday | 16 Teacher Education Advisory Committee |
| | Thursday | 19 Council |
| | Monday | 23 Board of Studies in Teacher Education |
| | Saturday | 28 Intra-Semester vacation commences |
| SEPTEMBER | Thursday | 2 Academic Board |
| | Monday | 6 Lectures resume Board of Studies in Financial & Administrative Studies |
| | Monday | 13 Board of Studies in Teacher Education |
| | Monday | 20 Teacher Education Advisory Committee |
| | Monday | 27 Board of Studies in Teacher Education |
| OCTOBER | Saturday | 2 Intra-semester vacation commences |
| | Monday | 4 Eight-hour Day—Public Holiday |
| | Monday | 11 Lectures resume Board of Studies in Financial & Administrative Studies |
| | Friday | 15 Board of Studies in Library & Information Studies |
| | Monday | 18 Board of Studies in Teacher Education |
| | Thursday | 21 Council |
| | Monday | 25 Teacher Education Advisory Committee |
| NOVEMBER | Monday | 1 Board of Studies in Teacher Education |
| | Thursday | 4 Academic Board |
| | Monday | 8 Board of Studies in Financial & Administrative Studies |
| | Monday | 15 Board of Studies in Teacher Education |
| | Thursday | 18 Council |
| | Monday | 22 Teacher Education Advisory Committee |

| | | | |
|-----------------|-----------------|---------------------------|--|
| | Monday | 29 | Examinations, Excursions commence Board of Studies in Teacher Education |
| DECEMBER | Thursday | 2 | Academic Board |
| | Friday | 3 | Board of Studies in Library & Information Studies |
| | Monday | 6 | Board of Studies in Financial & Administrative Studies |
| | Thursday | 9 | |
| | | to | Teacher Education Swimming School |
| | Monday | 13 | |
| | Saturday | 11 | Vacation commences |
| | Monday | 13 | Board of Studies in Teacher Education |
| | Thursday | 16 | Council |
| | Saturday | 25 | Christmas Day—Public Holiday |
| Monday | 27 | 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
Counselling and Health Services
Administrative Staff
Committees of the College



Council of the College

MEMBERS
OF
COUNCIL

Appointed by the Minister for Education

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Christine Lorna BRETTE
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
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)
The Honourable Mr. Justice Ian Fitzhardinge SHEPPARD, LLB (Syd)
Marjery Irene VERCO
Professor Ian Kellie WATERHOUSE, BA (Syd), MA (Melb), MA, Ph D (Yale),
FBPSS, FAPsS

Kenneth James DOYLE, MA (Syd) (Secretary to Council)

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. C. Hill
Ald. G. G. Laron
Mr. G. W. Muir
Mr. T. Payne
Mr. D. Turner (co-opted)

Ceremonials Committee

Mr. K. J. Doyle
Mrs. G. M. Leach
Mr. G. W. Muir

Finance Committee

Mr. W. P. Birkett
Mr. K. Dawes
Mr. K. J. Doyle
Mr. G. H. Peterson

Legislative Committee

Mrs. C. Brett
Mr. R. V. Gyles
Dr. A. Prendergast
Mr. T. Rose
Mr. Justice Sheppard

Staff Policy and Planning Committee

Miss E. Bridges
Miss J. Cuskey
Mr. T. Rose
Mr. Justice Sheppard
Professor I. K. Waterhouse

Student Appeals Committee

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

Principal Officers of the College

Principal

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

Head of the School of Financial and Administrative Studies

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

Head of the 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 FINANCIAL AND ADMINISTRATIVE STUDIES

Head of School

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

Consultant

T. H. Kewley, MA, Dip Pub Adm, Dip Soc Stud (Syd)

SCHOOL OF TEACHER EDUCATION

Head of School

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

DEPARTMENT OF ADMINISTRATIVE, POLITICAL AND SOCIAL STUDIES

Lecturers

J. A. Cornish, M Ec (Syd)

M. J. Lyons, BA (NSW), Ph D (ANU)

A. Mayfield, M Sc, Ph D, Dip Phys Ed (Lough), Dip Advanced Studies in Ed (Manc)

Assistant Lecturer

Kathleen Gillen, BA (Syd)

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 COMMUNICATION STUDIES

Senior Lecturer

R. G. Underwood, ASTC, MIIA, MACE

Lecturers

H. T. Irwin, BA (NE), M Ed (Syd)

J. D. Connor, ASTC, MIIA

DEPARTMENT
OF
ECONOMIC
STUDIES

Senior Lecturer

H. M. Pritchard, BA (Wales), PhD (Syd)

Lecturers

M. McGrath, B Ec (NE)

W. M. O'Connor, BA (NSW), M Ec (ANU)

P. R. O'Hanlon, M Sc (Economics) (Lond)

DEPARTMENT
OF EDUCATION
STUDIES

Principal Lecturer and Head of Department

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

Senior Lecturers

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

L. C. Higgins, BA, Litt B (NE), M Ed (Syd), Ph D (Syd), MACE

Margot Higgins, MA (Syd), MACE

J. W. McCawley, Litt B, MA (NE), Ph D (Oregon), MA Ps S

Lecturers

N. Allan, BA (Syd)

Frances Aspinall, BA, M Ed (Syd)

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

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

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

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

R. S. Hunter, B Ed (Qld), M Ed (Syd), MACE

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

Joan M. King, BA (NE), M Ed (Syd), MACE

Alexina M. Lambert, MA (Aberd)

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

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

Valda A. Russo, B Sc (Ed) (Oregon), MA (Macq)

DEPARTMENT
OF ENGLISH

Principal Lecturer and Head of Department

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

Senior Lecturer

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Lecturers

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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

P. March, BA (NE), ATCL (Speech)

D. Robinson, MA, Dip Ed (Syd), Ph D (Lond)

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

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AND
QUANTITATIVE
STUDIES

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A. Bridges, B Ag Ec, Dip Rur Acc (NE), AASA (prov)
P. Charlton, B E (Syd), Dip Ind Eng (NSW)
M. K. Hirst, BA (Macq), B Ec (Tas)
Barbara T. Syme, BA (Macq)
M. J. Wallace, B Sc (Syd), M Sc (Macq), MACE

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Lecturers

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

DEPARTMENT
OF LEGAL
STUDIES

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M. A. G. Tedeschi, LL B (Syd), MA (Business Law) (Lond Polytech)

Assistant Lecturer

J. B. Kluver, BA (Qld)

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AND
INFORMATION
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Dagmar Schmidmaier, BA (Syd), Dip Lib (NSW)

Assistant Lecturer

Sue Nielsen, BA (Auckland), Dip Lib (NSW)

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G. W. Foley, BA (NSW), MA (Macq), Dip Ed (N'cle) (NSW)
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L. G. Smith, BA (Syd), MA (Macq)

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Senior Lecturer

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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

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OF PHYSICAL
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Beverley N. Frame, Dip P E (STC)

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Alison B. Roper, B Sc (Mich), Dip P E (STC)

Helen D. Schembri, Dip P E (STC), BA (Macq)

W. L. Spinks, B Ed (WA), Dip P E (Wollongong TC)

Elsbeth H. Turnbull, Dip P E (Dunfermline)

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OF PRACTICAL
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Senior Lecturer, Supervisor of Practical Experience

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DEPARTMENT
OF SCIENCE

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Senior Lecturers

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K. J. Morgan, B Sc, B Ed (Melb), M Pharm, Ph D (Syd)

Jean E. Gledhill, B Sc (Syd), Dip Ed (NE)

Lecturers

Joan M. Beattie, D Sc (Syd), Dip Ed (NE)

R. Clarke, 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)

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)

Assistant Lecturer

Joan B. Webb, B Sc, Dip Ed (Syd), MA (Macq)

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OF SOCIAL
SCIENCE

Principal Lecturer and Head of Department

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

Senior Lecturers

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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), MEd (Syd)

D. F. McAlister, MA, MEd (Syd)

T. M. H. Thorpe, BA, Grad Cert Ed (Nott), Dip Ec (Lond), MEd (Syd)

Assistant Lecturers

A. W. Blewitt, BA, Dip Ed (Syd)

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

Resources Centre

LIBRARY STAFF

Head, Library Services

Janet R. Cuskey, B Ec (Syd), ALAA

Reader Services Librarian

Margaret Astar, BA (Syd), Dip Lib (NSW), ALAA

Technical Services Librarian

Marian Baker, BA (Syd), ALAA

Librarians

Valmai Hastings, BA (Syd), ALAA

Catherine Howie, ALAA

Judith H. Pedersen, ALAA

Library Officers

Suzanne Black

Carolyn Delaney

Phillipa R. Morris, ALAA

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R. J. Ryan

Visual Aids Officers

J. E. O'Dwyer (photographic)

Valerie Ward (graphic)

Graphic Artist

Phyllis Wilson

Counselling & Health Services

Head, Student Counselling

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Nursing Sister

Dorothy Swanton

Administrative Staff

Secretary

K. J. Doyle, MA (Syd)

FINANCIAL ADMINISTRATION, SALARIES AND ACCOUNTS

J. F. Humpherys, AASA (**Acting Head**)

A. C. Brown

P. McNaught

P. G. Mooney

R. C. Tuckwell, B Com (NSW)

PLANNING, RESEARCH AND INFORMATION

Christine A. Goold, B Sc (Syd)

Rosemary Munday

PROPERTIES, GROUNDS AND MAINTENANCE SERVICES

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

S. C. Allen (Maintenance Supervisor)

R. W. Faunt (Head Groundsman)

L. James (House Officer)

STAFFING SERVICES

D. R. Apps, Dip Tech (Pub Admin) (NSWIT) (**Head**)

Robyn Harvie, B Ec (Syd)

R. K. Ray

STUDENT ADMINISTRATION

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

Tanya N. M. Ford, BA (Qld)

Inta Heimanis, BA (Syd)

D. C. Hind, BA (Macq)

Anne M. Watt, BA (Qld)

COMMITTEES OF THE COLLEGE

| | | |
|------------------|--------------------------------|------------------------|
| ACADEMIC BOARD | Mr. G. W. Muir (Chairman) | Mr. J. McFarlane |
| | *Mr. A. Berglund | Dr. A. Mayfield |
| | Mr. W. P. Birkett | *Mr. R. Munro |
| | Miss E. Bridges | Mr. F. R. Pople |
| | Mr. G. H. Browne | *Dr. P. A. Prendergast |
| | Mr. J. F. Clark | Dr. H. M. Pritchard |
| | Miss J. Cuskey | *Mr. A. Ramsey |
| | Mr. K. Dawes (Deputy Chairman) | Mr. M. Saxby |
| | *Mr. I. Dillon | *Mrs. M. Thompson |
| | Mr. K. J. Doyle (Secretary) | *Mrs. R. Tulloch |
| | *Miss H. Johnston | *Mrs. M. Trask |
| | *Mr. M. Kaye | Mr. G. W. Turnbull |
| | Mr. D. M. Long | Mr. R. Underwood |
| | Mr. W. Lux | Mr. M. J. Wallace |
| *Dr. M. J. Lyons | Dr. C. Yarham | |

*Term expires 31.3.76

SUB-COMMITTEES OF THE ACADEMIC BOARD

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Miss H. Johnston
Mr. M. E. Kaye
Mr. A. Ramsay
Dr. C. Yarham

Course Development Committee

Dr. M. Lyons (Chairman)
Miss J. Cuskey
Mr. K. Dawes
Mr. J. Dillon
Mr. M. E. Kaye
Dr. A. Mayfield

Examinations and Assessment Committee

Miss E. R. Bridges (Chairman)
Mr. G. H. Browne
Miss H. Johnston
Mr. W. Lux
Mr. M. Wallace

Timetable Committee

Mr. D. Long (Chairman)
Mr. A. Berglund
Miss H. Johnston
Dr. A. Mayfield
Mr. R. I. Munro

BOARD OF
STUDIES IN
FINANCIAL AND
ADMINISTRATIVE
STUDIES

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Mr. A. Bridges
Mr. J. A. Cornish
Mr. N. Cotman
Mr. J. Dillon
Mr. R. Hekeik
Mr. M. K. Hirst
Mr. H. Irwin
Mrs. R. Lewis

Dr. M. J. Lyons
Dr. A. Mayfield
Mr. M. McGrath
Mr. W. M. O'Connor
Mr. P. R. O'Hanlon
Dr. H. M. Pritchard
Mrs. D. Schmidmaier
Mr. L. G. Smith
Mrs. B. T. Syme
Mr. M. J. Wallace

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STUDIES IN
TEACHER
EDUCATION

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Mr. A. Berglund
Miss E. Bridges
Mr. G. Browne
Mrs. M. Browne
Mr. J. Connor
Mr. K. Dawes
Mrs. B. Frame
Dr. N. Graham
Dr. R. Holland
Mr. P. Holmes
Mr. H. Irwin

Mr. D. Long
Mr. W. Lux
Mr. G. MacDonald
Mr. J. McFarlane
Mr. F. R. Pople
Mr. H. M. Saxby
Miss J. Smith
Mr. G. W. Turnbull
Mr. R. Underwood
Dr. C. Yarham
Mr. M. Kaye (Observer)

BOARD OF
STUDIES IN
LIBRARY AND
INFORMATION
STUDIES

Appointments to the Board to be made early in 1976.

TEACHER
EDUCATION
ADVISORY
COMMITTEE

Mr. M. W. Delaney, N.S.W. Department of Education (Chairman)
Mrs. R. Child, N.S.W. Teachers' Federation representative
Mr. J. F. Clark, Head of School of Teacher Education Kuring-gai
College of Advanced Education
Mr. K. Coleman, English Master, Davidson High School
Mrs. P. Edwards, Headmistress, Abbotsleigh Junior School
Mr. R. Goodwin, Principal, French's Forest Public School
Mrs. S. Harney, Primary Teacher, North Sydney Demonstration
School
Mrs. D. Holdaway, Infants Mistress, Birchgrove Public School
Mrs. P. Law, Infants 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
Dr. G. C. Winch, Senior Lecturer in English, Kuring-gai College of
Advanced Education
Mrs. I. Woodward, Principal, Chatswood High School

The Colleges of Advanced Education Act

THE COLLEGES OF ADVANCED 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.

On June 1, 1975, The Colleges of Advanced Education Act, 1975, replaced Part VI of the Higher Education Act, 1969. The Colleges of Advanced Education Act allows colleges in New South Wales to exercise more responsibility and individuality in administering their affairs.

Pending the approval of the College By-Law prepared and submitted under Section 23 of The Colleges of Advanced Education Act the Kuring-gai College of Advanced Education shall be governed by the regulations appearing in this Calendar and such regulations as are adopted pro tem by the College Council.

Act No. 11, 1975.

An Act with respect to the constitution of new colleges of advanced education and the continuation of established colleges of advanced education; to enlarge the powers, authorities, duties and functions of colleges of advanced education; to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith. [Assented to, 10th April, 1975.]

Be it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows—

Short title.

1. This Act may be cited as the "Colleges of Advanced Education Act, 1975".

Commencement.

2. (1) This section and sections 1 and 3 shall commence on the date of assent to this Act.

(2) Except as provided in subsection (1), this Act shall commence on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette.

Interpretation.

3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—

“advanced education course” means a course of study approved under the Higher Education Act, 1969, as an advanced education course;

“appointed day” means the day appointed and notified under section 2 (2);

“Board” means the New South Wales Advanced Education Board constituted under the Higher Education Act, 1969;

“college” means—

(a) an institution declared under section 4 to be a college of advanced education; and

(b) a college of advanced education constituted under section 5;

“corporate college” means a college of advanced education constituted under section 5;

“regulations” means regulations made under this Act.

(2) A reference in this Act, express or implied, to by-laws in relation to a corporate college is a reference to by-laws made by that college.

College within a Department of the Government.

4. (1) The Minister may, by order published in the Gazette—

(a) declare any educational institution that forms part of a Department of the Government to be a college of advanced education with the name specified in the order; and

(b) specify the Department of which it forms part.

(2) Where the Minister wholly revokes an order published under subsection (1), he may constitute a corporate college to take the place of the college to which the revoked order related.

(3) The Minister shall not exercise his powers under this section in respect of an institution that forms part of a Department of the Government not administered by him except with the concurrence of the Minister administering that Department.

Incorporation as college of advanced education.

5. (1) The Minister may, by notification published in the Gazette—

(a) constitute a corporation that is a college of advanced education with the corporate name specified in the notification; and

(b) appoint the first council of that corporate college, being a council constituted as provided by section 6.

(2) The members of a corporation constituted under subsection (1) consist of the persons who are, for the time being—

(a) members of the council of the college;

(b) servants of the college;

(c) students at the college;

(d) graduates of the college; and

(e) within any other class of persons specified in the by-laws of the college as members of the corporation,

unless, in the case of a person referred to in paragraph (b), (c), (d), or (e), he is exempted by the council of the college, on grounds of conscience, from membership of the corporation.

(3) The governing body of a corporate college is its council which shall act in such manner as to it appears best calculated to promote the purposes and interests of the college.

(4) A decision supported by a majority of votes at a meeting of the council of a corporate college at which a quorum is present is a decision of the corporation of which it is the governing body.

(5) The Minister may, by notification published in the Gazette, change the corporate name of a corporate college.

(6) A change under subsection (5) in the name of a corporate college does not affect the identity of the corporation or any rights or obligations of the corporation or render defective any legal proceedings by or against the corporation, and any legal proceedings that might have been continued or commenced by or against it by its former name may be continued by or against it by its new name.

(7) Except as provided by subsection (8), a corporate college shall not alienate, mortgage, charge or demise any land or interest in land except with the consent in writing of the Minister.

(8) A corporate college may, without the consent in writing of the Minister, demise any land where—

(a) the term of the lease does not exceed 21 years; and

(b) subject to subsection (9) (b), there is reserved for the whole of the term the best rent that may reasonably be obtained without fine.

(9) A lease by a corporate college for the purposes of an affiliated residential college shall—

(a) be for a term not exceeding 99 years;

(b) be at a nominal rent;

(c) include a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned; and

(d) include such other conditions, and such covenants, as the college approves.

**First council of
corporate
college.**

6. (1) The first council of a corporate college appointed by a notification under section 5 (1) shall consist of not more than twenty-five persons.

(2) The members of the first council of a corporate college shall, subject to subsection (3), hold office for such period as the Minister specifies in the notification by which they are appointed.

(3) The Minister may, by notification published in the Gazette, from time to time extend the period for which the members of the first council of a corporate college specified in the notification hold office.

**Council (other
than first
council) of a
corporate
college.**

7. (1) After the expiration of the term of office of the members of the first council of a corporate college, the council of the college shall be reconstituted to consist of—

(a) not more than twenty-five members; or

(b) where the college is a college in respect of which the regulations specify a greater number of members—not more than that greater number of members,

as provided by this section.

- (2) The council of a college shall consist of—
- (a) official members, comprising—
 - (i) the principal officer of the college; and
 - (ii) a full-time servant of the college who is the holder of the office, or the full-time servants of the college who are the holders of the offices (not exceeding two), in the college prescribed by the by-laws for the purposes of this paragraph;
 - (b) Members elected in the manner and (except in the case of subparagraph (iii)) by the persons prescribed by the by-laws in respect of each class of member, comprising—
 - (i) a servant of the college classified by the by-laws as a full-time servant and having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, not more than a specified greater number (not exceeding three) of servants of the college (including at least one member of the non-academic staff) so classified and having the qualifications and experience prescribed by the by-laws for all of them or having the different qualifications and experience so prescribed for each or any of them;
 - (ii) a student of the college having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, two students of the college so qualified and experienced; and
 - (iii) where the by-laws provide for the election of an additional member, or two additional members, by the other members of the council—a person or, as the case may be, two persons so elected; and
 - (c) appointed members, being persons (other than servants or students of the college) appointed by the Minister as far as practicable from the following categories—
 - (i) persons experienced in the field of education;
 - (ii) persons experienced in industry or commerce;
 - (iii) persons who are practising, or have practised, a profession;
 - (iv) persons associated with trade unions;
 - (v) persons having such other qualifications and experience as the Minister thinks appropriate.
- (3) A person may not be elected or appointed under subsection (2) if he is of or above the age of seventy years.
- (4) Subject to this Act, a member (other than an official member) of a council holds office—
- (a) in the case of an elected member, until—
 - (i) the expiration of such period (not exceeding four years) after he takes office as is prescribed by the by-laws in respect of that member; or
 - (ii) the accession to office of his successor, whichever is the later; and
 - (b) in the case of an appointed member—for a period of four years, and any elected or appointed member is, if otherwise qualified, eligible for re-

election or re-appointment, as the case may be.

(5) Notwithstanding subsection (4) (b), where the number of appointed members of a council is less than the maximum number of those members permitted by subsection (1), any member subsequently appointed under subsection (2) (c) otherwise than to fill a casual vacancy holds office for the period specified in the instrument of his appointment.

(6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

**Vacation of
office of
member of a
council.**

8. (1) A member (other than an official member) of the council of a corporate college vacates his office, and there is a casual vacancy in his office, if—

- (a) he attains the age of seventy years;
- (b) he dies;
- (c) he becomes a temporary patient, a continued treatment patient, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, or a person under detention under Part VII of that Act;
- (d) he becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his creditors or makes an assignment of his estate for their benefit;
- (e) he is convicted in New South Wales of a felony or misdemeanour punishable by imprisonment for twelve months or longer, or if he is convicted outside New South Wales of an offence which, if committed in New South Wales, would be a felony or misdemeanour so punishable;
- (f) he resigns his office by writing under his hand addressed, in the case of an appointed member, to the Minister or, in the case of an elected member, to the principal officer of the college;
- (g) he is absent from three consecutive meetings of the council 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 council for his absence;
- (h) being a member elected under section 7 (2) (b) (i) he ceases to be a servant of the college classified by the by-laws as a full-time servant; or
- (i) being a member elected under section 7 (2) (b) (ii) he ceases to be a student of the college.

(2) Where a casual vacancy occurs in the office of a member of the council (including the first council) of a corporate college, the vacancy shall be filled by the appointment or election of a member—

- (a) in the manner provided by the by-laws; or
- (b) where no provision is made by the by-laws—in the same manner as his predecessor in office.

(3) A member elected or appointed to fill a casual vacancy holds office

for the balance of the term of office of his predecessor but is eligible for re-election or re-appointment, as the case may be.

Meetings of council of corporate college.

9. (1) The procedure for calling meetings of the council of a corporate college and the procedure at those meetings shall, subject to the by-laws, be such as is determined by the council.

(2) A quorum at a meeting of the council of a corporate college shall be the number prescribed by the by-laws or a number calculated in the manner prescribed by the by-laws.

Powers, etc., of corporate college.

10. (1) Subject to this Act and the regulations, a corporate college—

- (a) has, by its council, the control and management of any real or personal property vested in or acquired by the college and is, by its council, responsible for its maintenance;
- (b) shall, at such place as is, or such places as are, approved by the Minister in respect of the college, provide such advanced education courses as are so approved;
- (c) may confer academic awards and grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible under the by-laws;
- (d) may acquire any property for the purposes of this Act by gift, devise or bequest and may, by its council, agree to carry out the conditions of any such gift, devise or bequest;
- (e) may, within such limits, to such extent and upon such conditions (as to security or otherwise) as the Governor upon the recommendation of the Treasurer approves, borrow money for the purpose of carrying out and performing any of its powers, authorities, duties or functions, the renewal of loans or the discharge of any indebtedness to a bank;
- (f) may invest any funds belonging to or vested in the college in any manner—
 - (i) for the time being authorised for the investment of trust funds; or
 - (ii) approved by the Governor, upon the recommendation of the Treasurer, either generally or in a particular case, or in a particular class of cases;
- (g) may, under conditions acceptable to the Board, provide courses or programmes of study that are not advanced education courses;
- (h) shall, at such times as may be required by the Board, forward to the Board such estimates as are specified by the Board as to the financial and other needs of the college, and such other information as the Board requires in order to discharge its responsibilities.

(2) The rule of law against remoteness of vesting does not apply to or

in respect of any condition of a gift, devise or bequest to which a corporate college has agreed.

(3) Where a college is not a corporate college—

- (a) subsection (1) (c) applies to it as if it were a corporate college; and
- (b) the Minister or other person administering the college shall cause subsections (1) (f) and (1) (h) to be complied with as if the college were a corporate college.

**Delegation
of powers,
etc.**

11. (1) The council of a corporate college may, by resolution, delegate to—

- (a) a member of the college;
- (b) a servant of the college;
- (c) the holder for the time being of a specified office in the service of the college; or
- (d) a committee appointed by the council,

the exercise or performance, in any specified case or specified class of cases, of any power, authority, duty or function of the college other than this power of delegation and any power conferred on it under section 23.

(2) A delegation by the council of a corporate college pursuant to subsection (1)—

- (a) may be revoked by a resolution of the council; and
- (b) does not prevent the exercise or performance by the college of the power, authority, duty or function delegated.

**Servants of
corporate
college**

12. (1) Subject to subsection (2), a corporate college may not appoint a person as a member of its academic staff unless the position to which he is appointed is within the academic staff establishment of the college determined by the Board.

(2) To the extent to which a corporate college may, pursuant to a delegation under section 6 (1B) of the Higher Education Act, 1969, determine its own academic staff establishment, it may appoint a person as a member of its academic staff as if its determination were a determination of the Board.

(3) Subject to subsection (4), a corporate college may not employ a person as a member of the staff (other than academic staff) of the college unless the position in which he is to be employed is within the staff (other than academic staff) establishment of the college determined by the Public Service Board.

(4) To the extent to which a corporate college may, pursuant to a delegation under subsection (9), determine its own staff (other than academic staff) establishment, it may appoint a person as a member of its staff (other than academic staff) as if its determination were a determination of the Public Service Board.

(5) Subject to this Act, a corporate college may—

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

(6) Except in so far as provision is otherwise made by law, the conditions of employment (including salary, wages or remuneration) of servants of a corporate college shall be such as are from time to time determined by the council of the college after consultation with, and with the concurrence of, the Public Service Board.

(7) In any proceedings before a tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, the Public Service Board shall act for a corporate college in so far as the proceedings involve a matter in respect of which subsection (6) confers power on a college.

(8) A corporate college shall give effect to any order or determination made in respect of the college by a tribunal referred to in subsection (7).

(9) To the extent to which the Public Service Board may, under section 11A of the Public Service Act, 1902, delegate any power, authority, duty or function to an officer it may, under that section, delegate the power, authority, duty or function to a corporate college or to a servant of a corporate college.

**Transfer of
certain persons
to staff of
corporate
college.**

13. (1) In this section "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act.

(2) Where the Minister constitutes a corporate college he may, in the notification that constitutes the college or in another notification published in the Gazette with respect to the college, specify the names of members of the Public Service and of the Teaching Service who are to be transferred to the service of the college, but he shall not so specify the name of a person unless that person—

- (a) is a member of the Public Service or Teaching Service employed in connection with the provision of the courses or programmes of study provided or to be provided by the college; and
- (b) agrees in writing to the inclusion of his name in the notification.

(3) Where, immediately before the day on which a notification referred to in subsection (2) is published, a person whose name is specified in the notification was a member of the Public Service or the Teaching Service, that

person becomes on that day a servant of the college to which the notification relates.

(4) A person who, pursuant to subsection (3), becomes a servant of a college shall be paid salary or wages at a rate not less than the rate that was payable to him immediately before he became a servant of the college, 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, 1940, until his salary is, or his wages are, varied in accordance with law.

(5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of a college was, immediately before he became such a servant, regulated by an award or industrial agreement, or an agreement made under the Public Service Act, 1902, 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) Subject to subsection (7), a person who, pursuant to subsection (3), becomes a servant of a college—

- (a) retains any rights accrued or accruing to him as a member of the Public Service or the Teaching Service, as the case may be;
- (b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before becoming a servant of a corporate college; and
- (c) is entitled to receive annual, sick and long service leave and any payment, pension or gratuity,

as if he had continued to be a member of the Public Service or the Teaching Service, as the case may be, and—

- (d) his service as a servant of the college shall be deemed to be service as a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any law under which those rights accrued or were accruing, under which he continues to contribute or by which that entitlement is conferred; and
- (e) he shall be deemed to be a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any superannuation scheme to which, by the operation of this subsection, he is entitled to contribute.

(7) A person who, but for this subsection, would be entitled under subsection (6) to contribute to a superannuation scheme or to receive any payment, pension or gratuity under that scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subsection (6) (e) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.

(8) Subsection (7) does not prevent the payment to a servant of a college, upon his ceasing to be a contributor to a superannuation scheme, of such

amount as would have been payable to him if he had ceased, by reason of resignation, to be such a contributor.

(9) Where, pursuant to subsection (6) (b), a person continues to contribute to a superannuation scheme, the college shall contribute to the superannuation scheme the same amount as would have been payable by the Government of New South Wales if that person had remained a member of the Public Service or the Teaching Service, as the case may be, and been paid salary or wages at the rate paid to him by the college.

(10) A person who, pursuant to subsection (3), becomes a servant of a college is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.

(11) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

**Acquisition
of land**

14. (1) The Governor may, on the recommendation of the Minister, resume or appropriate any land under Division 1 of Part V of the Public Works Act, 1912, for the purposes of a corporate college.

(2) The Minister shall not make a recommendation for the purposes of subsection (1) unless he is satisfied that adequate provision has been or will be made for the payment, by the college for the purposes of which the resumption or appropriation is to be effected, of compensation for the resumption or appropriation and of all necessary charges and expenses incidental to the resumption or appropriation.

(3) A resumption or appropriation effected pursuant to subsection (1) shall be deemed to be for an authorised work within the meaning of the Public Works Act, 1912, and the Minister shall, in relation to that authorised work, be deemed to be the Constructing Authority within the meaning of that Act.

(4) Sections 34, 35, 36 and 37 of the Public Works Act, 1912, do not, but section 38 of that Act does, apply in relation to a resumption or appropriation under this section.

**Grant or
transfer of
certain land to
corporate
college.**

15. (1) Where land on which a corporate college is conducted is vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise) the land may—

- (a) where it is vested in the Crown—be granted to the college subject to such trusts, conditions, covenants, provisions, exemptions and reservations as the Governor thinks fit; or
- (b) where it is vested in a Minister of the Crown—be conveyed or transferred to the college for such estate, and subject to such trusts and rights of way or other easements, as the Minister thinks fit.

(2) A grant, conveyance, transfer or other instrument executed for the purposes of subsection (1)—

- (a) is not liable to be stamped with stamp duty under the Stamp Duties Act, 1920; and
- (b) may be registered under any Act without fee.

Control of academic awards.

16. A college shall not confer any academic award in respect of a course or programme of study conducted by it unless the award is of a nomenclature approved by the Board.

Fees.

17. (1) Subject to this section, the Minister may fix the fees to be charged by a college.

(2) Subsection (1) does not authorise or require the Minister to fix the fees to be charged—

- (a) in respect of residential facilities provided by a college; or
- (b) in respect of courses or programmes of study other than advanced education courses.

(3) Before he fixes fees under subsection (1) in respect of a college that forms part of a Department of the Government, the Minister shall take into consideration any representations with respect to those fees made by the Minister administering that Department or made by a person or body nominated by him for the purpose.

(4) Where any fees have been fixed under this section in respect of any matter, a college shall not make any charge, other than the fees so fixed, in respect of that matter.

Certificate of academic award.

18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.

Accounts.

19. (1) A corporate college shall cause to be kept proper books of account in relation to all of its operations and shall, as soon as practicable after the thirty-first day of December in each year, prepare and transmit to the Minister for presentation to Parliament a statement of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial position and transactions of the college.

(2) The Minister shall cause each statement of accounts transmitted to him under subsection (1) to be laid before Parliament within fourteen sitting days if Parliament is in session and, if not, within fourteen sitting days after the commencement of the next session.

Audit.

20. (1) The accounts of a corporate college shall be audited by the Auditor-General who shall have in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public accounts.

(2) The Audit Act, 1902, applies to the members of the council of a cor-

porate college, and to the servants of a corporate college, in the same way as it applies to accounting officers of a public department.

Annual report of college.

21. A college and any other institution that conducts an advanced education course shall, as soon as practicable and not later than the thirty-first day of March in each year cause a report on its work and activities in relation to advanced education courses during the year that ended on the last preceding thirty-first day of December to be prepared and shall—

- (a) cause a copy of the report to be forwarded to the Minister; and
- (b) where the college forms part of a Department of the Government not administered by the Minister—also cause a copy to be forwarded to the Minister administering that Department.

Political or religious discrimination prohibited.

22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student at a college, 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

23. (1) A corporate college may, by its council, make by-laws for or with respect to—

- (a) all matters that by this Act are required or permitted to be prescribed by by-laws or are necessary or convenient for the purpose of 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, the discipline of students at the college and the imposition of penalties for breaches of discipline by those students;
- (d) the use and custody of the common seal of the college;
- (e) the conduct of meetings of the council of the college;
- (f) the election of the elected members of the council of the college and their accession to office;
- (g) the person entitled to preside at a meeting of the council of the college and his voting powers at such a meeting;
- (h) the constitution of a quorum at a meeting of the council of the college;
- (i) the membership and method of appointment of committees and boards of the college and of the council of the college and the quorum, powers and duties of any such committee or board;
- (j) the manner of appointment, promotion and dismissal of servants of the college;

- (k) the qualifications for admission and continuation as a student of the college;
- (l) the examinations for, and the conferring of, awards and the attendance of candidates therefor;
- (m) the examinations for, and the granting of, fellowships, scholarships, bursaries and prizes;
- (n) the admission of students of other educational institutions to any status within the college;
- (o) the conferring on graduates of other educational institutions, or on other persons, of academic awards without examination;
- (p) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the college;
- (q) the affiliation with the college of an educational or research establishment;
- (r) the payment of out-of-pocket expenses to members of the council;
- (s) the powers, authorities, duties and functions of the principal officer of the college;
- (t) the establishment and membership of a convocation.

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

(3) A by-law made by the council of a college shall be sealed with the seal of the college and submitted for the consideration and approval of the Governor.

(4) A by-law made by a college may be proved 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 the by-law and to be printed by the Government Printer.

Regulations.

24. (1) The Governor may make regulations for or with respect to—
- (a) any matter with respect to which by-laws may be made by a corporate college;
 - (b) the keeping of records and accounts by corporate colleges and the supply to the Board of information relating to those colleges and to advanced education courses;
 - (c) the administration and functions of colleges;

(d) prescribing all matters that, 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 (1) may apply to all corporate colleges or to a corporate college specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college to which it applies, prevail over that by-law.

Savings and transitional provisions.

25. Schedule 1 has effect.

Amendment of Act No. 41, 1919. Sec. 132. (Definition of ratable land.)

26. The Local Government Act, 1919, is amended by omitting section 132 (1) (fiv) and by inserting instead the following paragraph—

(fiv) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the corporate college solely for the purposes thereof; and.

Amendment of Act No. 50, 1924. Sec. 88. (Lands exempted from rates.)

27. The Metropolitan Water, Sewerage, and Drainage Act, 1924, is amended by omitting section 88 (1) (f2) and by inserting instead the following paragraph—

(f2) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.

Amendment of Act No. 11, 1938. Sec. 91. (Lands exempted from rates.)

28. The Hunter District Water, Sewerage and Drainage Act, 1938, is amended by omitting section 91 (1) (m) and by inserting instead the following paragraph—

(m) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.

Amendment of Act No. 29, 1969.

29. A provision of the Higher Education Act, 1969, specified in the First Column of Schedule 2 is amended in the manner specified opposite that provision in the Second Column of that Schedule.

Sec. 24 Schedule 1.

Interpretation.

1. In this Schedule—

“established college” means a college of advanced education (including a corporate college of advanced education) established under the Higher Education Act, 1969, and in existence immediately before the appointed day;

“established corporate college” means a corporate college of advanced education established under the Higher Education Act, 1969, and in existence immediately before the appointed day.

Application of Act to certain colleges.

2. This Act applies to and in respect of an established college (other than an established corporate college) as if—

- (a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
- (b) that notification had been an order under section 4.

Reconstitution of certain corporate colleges.

3. On the appointed day, an established corporate college is hereby reconstituted as a corporation having as its members the persons referred to in section 5 (2).

Continuation of reconstituted colleges.

4. An established corporate college continues on and after the appointed day as reconstituted by clause 3 and its continuity as a corporation is not affected by that reconstitution or by any amendments effected by this Act.

Application of Act to established corporate colleges.

5. Subject to this Schedule, this Act applies to and in respect of an established corporate college as if—

- (a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
- (b) that notification had been a notification under section 5 (1).

Council of established corporate college.

6. (1) The members of a body corporate comprising an established corporate college constituted under section 16 (1), or reconstituted under section 16 (7), of the Higher Education Act, 1969, who held office immediately before the appointed day continue on and after that day as the council of that corporate college to the extent provided by this clause.

(2) Where a body corporate referred to in subclause (1) had not, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969—

- (a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the members of the first council of the college holding office pursuant to section 5 (1); and
- (b) any notification with respect to those members published under section

16 (6) of the Higher Education Act, 1969, shall be deemed to be a notification published under section 6 (2) of this Act.

(3) Where a body corporate referred to in subclause (1) had, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969—

- (a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be the council of the college as reconstituted under section 7;
- (b) the persons who, immediately before the appointed day, were official members of that body corporate hold office, subject to this Act, on and from the appointed day as official members of the council, as so reconstituted;
- (c) the persons who immediately before that day, were elected members of that body corporate hold office, subject to this Act, on and from the appointed day as elected members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate; and
- (d) the persons who, immediately before that day, were nominated members of that body corporate hold office, subject to this Act, on and from the appointed day as appointed members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate and so hold that office as if they had been appointed thereto by the Minister under section 7 (2) (c).

Certain determinations continue to have effect.

7. To the extent to which a determination made under section 18 of the Higher Education Act, 1969, was in force immediately before the appointed day, the determination—

- (a) shall, where it was made under section 18 (1) (a) of that Act, be deemed to have been made under section 12 (1);
- (b) shall, where it was made under section 18 (1) (b) of that Act, be deemed to have been made under section 12 (3); and
- (c) shall, where it was made under section 18 (3) of that Act, be deemed to have been made by the council of the college to which it relates under section 12 (6).

Saving of certain rights of servants.

8. Section 13 applies to and in respect of a servant of a college to whom section 19 of the Higher Education Act, 1969, applied immediately before the appointed day in the same way as it would apply to him if—

- (a) his employment as such a servant had been—
 - (i) where, before he became such a servant, he was a member of the Public Service—employment as a member of the Public Service; or
 - (ii) where, before he became such a servant, he was a member of the Teaching Service—employment as a member of the Teaching Service; and

(b) he had, pursuant to section 13 (3), been transferred to the service of the college on the appointed day.

Fees to continue.

9. Any fees that, immediately before the appointed day, were in force under section 22 of the Higher Education Act, 1969, shall be deemed to have been fixed on that day under section 17.

Saving of by-laws.

10. To the extent to which a by-law made under the Higher Education Act, 1969, would, but for this clause, have ceased on the appointed day to have any force or effect but could have taken effect on that day had it been made under this Act, the by-law shall be deemed to have been made under this Act and to have taken effect on that day.

Construction of cross-references.

11. A reference in any other Act, or in any by-law, regulation or statutory instrument, or in any other instrument, shall be construed—

- (a) where the reference is to a college of advanced education constituted under the Higher Education Act, 1969—as including a reference to a college;
- (b) where the reference is to a corporate college of advanced education constituted under the Higher Education Act, 1969—as including a reference to a corporate college;
- (c) where the reference is to a college of advanced education constituted under this Act—as including a reference to an established college; and
- (d) where the reference is to a corporate college of advanced education constituted under this Act—as including a reference to an established corporate college.

Delegations by council of corporate college.

12. To the extent to which a delegation by an established corporate college under section 21 of the Higher Education Act, 1969, was in force immediately before the appointed day, it shall be deemed to be a delegation under section 11 by resolution of the council of that college.

Interpretation Act, 1897.

13. Nothing in this Schedule affects any saving effected by the Interpretation Act, 1897.

College Regulations

Student Regulations
Traffic and Parking Regulations

STUDENT REGULATIONS

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

Admission Requirements

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.

From 1977, admission requirements for N.S.W. Higher School Certificate candidates shall be as follows:

- (i) A candidate may qualify for admission by attaining in recognised matriculation subjects at a New South Wales Higher School Certificate examination, a level of performance determined by the Council from time to time subject to that level of performance having been obtained at one Higher School Certificate examination, and the candidate having presented at least eleven units at that examination.

The following subjects shall be recognised matriculation subjects:

| | |
|-----------------|---------------------------------------|
| Agriculture | Indonesian |
| Ancient History | Industrial Arts (Engineering Science) |
| Art | Industrial Arts (Technology) |
| Chinese | Italian |
| Classical Greek | Japanese |
| Dutch | Latin |
| Economics | Mathematics |
| English | Modern Greek |
| Farm Mechanics | Modern History |
| French | Music |
| General Studies | Russian |
| Geography | Science |
| German | Sheep Husbandry and Wool Technology |
| Hebrew | Spanish |
| Home Science | Textiles and Design |

The candidate's performance shall be measured by the aggregate of the marks in the best ten units in recognised matriculation subjects, such marks being co-ordinated in a manner approved by the Council.

- (ii) an award in English, any course at grade 3 or better.
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.
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.

Accreditation and Advanced Standing

4. Subjects from other colleges of advanced education or universities may be accredited.
5. 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.
6. 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.
7. On petition to the appropriate Board of Studies, and with the written approval of the Head of Department concerned, a student may be exempted from some or all of the attendance requirements in a subject for which he is enrolled, and receive credit on the basis of successful performance in the assessment requirements.
8. On petition to the appropriate Board of Studies, and with the written approval of the Head of Department concerned, a student may be permitted to undertake the assessment requirements of a subject in which he is not enrolled and receive credit on the basis of a successful performance in the assessment requirements.

Status of Students

9. 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.
10. Students must enrol (or re-enrol) within a prescribed time as notified by the Secretary. This shall normally be by the end of the first week of the semester. Late enrolment will be permitted up to one week after the normal close of enrolment on the payment of the prescribed late fee of \$20.00.
11. A student shall be deemed to be enrolled in the subjects approved on his current enrolment form, subject to any variations later approved under Regulation 22, provided that all fees due have been paid.

Student Identity Card

12. 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 semester 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 the number on the card is their student number which should be quoted on all correspondence with the College.

- | | |
|--------------------------------------|---|
| Payment of Fees | 13. 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. |
| | 14. 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 | 15. Any student who is unable to pay a fee which is a condition of enrolment 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 | 16. 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 | 17. 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. |
| Course Requirements | 18. 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. |
| | 19. 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. |
| Attendance at Classes | 20. 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.

21. 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.

Change in Course Programmes

22. Students seeking approval to substitute one subject for another, add one or more subject to their programmes or discontinue one or more subjects, must complete the prescribed form for variation of initial enrolment 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.
23. 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

24. Where a student is permitted to change his programme of studies, pursuant to Regulations 22 and 23 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:
 - 24.1 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.
 - 24.2 In exceptional circumstances the Board of Studies on the recommendation of the Head of School may permit a student to discontinue all the subjects in his programme without penalty after the time prescribed in 24.1 above.
 - 24.3 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 a subject or subjects without penalty after the time prescribed in 24.1 above.
 - 24.4 Provided that if the student 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.
 - 24.5 The student shall be deemed to have withdrawn from the subject or programme if he discontinues after the end of the fourth week of the semester in which the subject or programme commenced. In such case he shall be deemed to have failed in the subject or subjects concerned.

- 24.6 A student re-enrolling in a subject from which he has previously withdrawn shall not receive credit for any work previously completed in that subject.
- 24.7 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**

- 25. 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. In special circumstances the Academic Board may extend this time on the recommendation of the Board of Studies of the School in which the student has been enrolled.
- 26. 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.
- 27. The total time allowed for completion of a course set out in 25 above shall not include periods of approved leave of absence (see 21) or periods of exclusion from courses (see 31).

**Exclusion
from Courses**

- 28. Double Failure in a Subject: A student shall show cause why he should not be debarred from repeating a subject in which he has failed more than once.
- 29. 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 25 above.
- 30. 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.
- 31.1 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.
- 31.2 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 re-admission to that course or subject for at least one semester.
- 32.1 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".

- 32.2 A student who has been excluded for one semester 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.

**General
Conduct**

33. 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.
34. 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.

**Correspon-
dence**

35. All correspondence should be directed to the Secretary and students should quote their student number.

**Change of
address**

36. 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.
37. 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.

**Assessment
Procedures**

38. Students shall normally be assessed on a progressive basis throughout their course, by assignments, tests, practical or other work. In some subjects, an examination at the end of the semester will contribute to the assessments. Except as in 41.1 and 41.2 there will be no deferred assessments. Students will be notified in writing of all course unit requirements and assessment procedures at the beginning of each unit. These may vary and will be related to the objectives of the unit.

**Final
Assessments**

- 39.1 A final assessment, incorporating all the means of assessment adopted for the course unit, will be made at the conclusion of each unit, i.e. normally at the end of the semester.
- 39.2 Final assessments generally will be made within the categories:
- Distinction
 - Credit
 - Pass
 - Fail

Where assessment is made within the Pass/Fail categories only, this will be stated on the student's academic record.

- Notification of Assessments** 40. Students will be notified of their final assessments by mail to their last recorded address.
- Special Assessments** 41.1 Provision of Special Assessment: In the case of illness or misadventure, the appropriate Board of Studies may recommend provision of special assessments.
- 41.2 Illness or Misadventure during the Semester: A student, who because of illness or other circumstances, experiences difficulty in meeting assessment requirements, or who believes that his performance in an examination will be affected, should bring the circumstances (supported by medical or other evidence) to the notice of the Head of School through the Secretary.
- Illness or Misadventure at the Time of an Examination** 42.1 During an 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.
- 42.2 Absence from an 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.
- Examination Timetables** 43. 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.
- Attendance at Examinations** 44. 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.
- Admission to Examination Rooms** 45. 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.
- Leaving an Examination Room** 46. 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.

Reading Time 47. Reading time of ten minutes prior to the commencement of the examination will be allowed.

Conduct of Candidates 48. 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.

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, the bringing and management of any vehicle, conveyance or animal onto, and 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.
- 2.5 Students' cars are to be parked only in the lower car park and the North West Car Park, whilst staff, S.R.C. executive, visitors, delivery vehicles and contractors to the College are to park in the upper car park.
- 2.6 After 5.15 p.m. students may park in the upper car park.

- 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 25 kilometres per hour.
 - 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 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 wherever denoted by painted lines 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**
- 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

Teacher Education Scholarships (Liaison Office)
Tertiary Education Assistance Scheme
The Resources Centre
Child Study Centre

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.

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 \$15.00 per week for a dependent spouse, and \$7.00 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 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.

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.

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

CHILD STUDY CENTRE

A Child Study Centre has been established in the College to provide both a service to families in the community and practical experience for students, especially those in Teacher Education programmes.

The service is offered to young children and their parents, where the child presents a developmental or behavioural problem. Play groups of preschool children will also be included. College students from a wide range of courses have the opportunity to use the Centre to develop observation and intervention skills.

Course Information

The School of Financial and
Administrative Studies

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 Kuringgai 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

Since 1975 the School has offered 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 in accordance with the admission regulations of the College.

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 elect to complete a sub-major in the other.

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 style="width: 100%; border: 0.5px solid black;"/> 114 |

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 of their necessity for a particular pattern or style of teaching. Some subjects, for example, may require no class contact.

The structure of the course is based on an assumed total work 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 Business Data Processing Systems).

Major Sequences and Fields of Specialization

Accounting:

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 Accounting specialization is approved by the *Public Accountants' Registration Board in New South Wales*; the *Australian Society of Accountants*; and the *Institute of Chartered Accountants in Australia*.

Administrative Studies:

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 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 (Community Politics).

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 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, and Saturday classes are being considered.

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 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.
- (iii) by students attaining Advanced Standing and Accreditation in particular subjects.
- (iv) by students undertaking during vacations or at other times subjects which are a reading/essay type and which have minimal class contact.

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 | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | 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 |
| | 11211 | 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 |
| | 37302 | Business Data Processing Systems | 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.

*Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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 | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | 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 |
| | 11211 | 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 |
| | 37302 | Business Data Processing Systems | 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

†Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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 | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | 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 |
| | 11211 | 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 |
| | 37302 | Business Data Processing Systems | 3 | 4 |
| | 36301 | Industrial Sociology | 3 | 4 |
| | 34202 | Administrative Law | 3 | 4 |
| IV | 31403 | Government Accounting | 3 | 4 |
| | 35301 | Community Politics | 3 | 4 |
| | 36401 | Management Theory | 3 | 4 |
| | | Electives* (at least two) | 6 | approx.8 |
| 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.

†Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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

| | Subject Semester Number | Subject† | Nominal Class Contact | Semester Hours |
|-----|------------------------------------|--|--------------------------------------|---------------------------|
| I | 31101 | Financial Accounting I | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | 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 | 4 | 3 |
| | 32201 | Economy and Society II | 3 | 3 |
| | 11211 | Communication II | 3 | 3 |
| | 34101 | Law and Society | 3 | 3 |
| | 36201 | Organisation Behaviour | 3 | 3 |
| | 37201 | Quantitative Methods II | 3 | 3 |
| III | 31301 | Managerial Decision Making | 3 | 4 |
| | 32301 | Economy and Society III | 3 | 4 |
| | 37302 | Business Data Processing Systems | 3 | 4 |
| | 36301 | Industrial Sociology | 3 | 4 |
| | 34202 | Administrative Law | 3 | 4 |
| IV | 31403 | Government Accounting | 3 | 4 |
| | 35301 | Community Politics | 3 | 4 |
| | 35201 | Sociology of Community | 3 | 4 |
| | 36401 | Management Theory | 3 | 4 |
| | 32401 | Regional and Urban Economies | 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 | Organisation Adaptation and Change | 3 | 5 |
| | 36602 | Organisation Design—Public Administration | 3 | 5 |
| | 35204 | Local and Regional Government | 3 | 4 |

**Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.*

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

| | Subject Semester Number | Subject* | Nominal Class Contact | Semester-Hours Weighting |
|------|--------------------------------|--|------------------------------|---------------------------------|
| I | 31101 | Financial Accounting I | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | Communication I | 3 | 3 |
| II | 31201 | Financial Accounting II | 3 | 3 |
| | 32201 | Economy and Society II | 3 | 3 |
| | 11211 | Communication li | 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 |
| | 37302 | Business Data Processing Systems | 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.

* Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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

| | Subject Semester | Subject Number | Subject* | Nominal Class Contact | Semester-Hours Weighting |
|------|-------------------------|-----------------------|---|------------------------------|---------------------------------|
| I | 31101 | 31101 | Financial Accounting I | 4 | 3 |
| | 32101 | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | 11111 | Communication I | 3 | 3 |
| II | 31201 | 31201 | Financial Accounting II | 3 | 3 |
| | 32201 | 32201 | Economy and Society II | 3 | 3 |
| | 11211 | 11211 | Communication II | 3 | 3 |
| III | 35102 | 35102 | Political Behaviour | 3 | 3 |
| | 35101 | 35101 | Society and Culture | 3 | 3 |
| | 37101 | 37101 | Quantitative Methods I | 3 | 3 |
| IV | 34101 | 34101 | Law and Society | 3 | 3 |
| | 36201 | 36201 | Organization Behaviour | 3 | 3 |
| | 37201 | 37201 | Quantitative Methods II | 3 | 3 |
| V | 32301 | 32301 | Economy and Society III | 3 | 4 |
| | 37302 | 37302 | Business Data Processing Systems | 3 | 4 |
| | 31301 | 31301 | Managerial Decision Making | 3 | 4 |
| VI | 31401 | 31401 | Managerial Accounting | 3 | 4 |
| | 32402 | 32402 | Financial Institutions & Markets | 3 | 4 |
| VII | 34201 | 34201 | Commercial Law | 3 | 4 |
| | 36301 | 36301 | Industrial Sociology | 3 | 4 |
| VIII | 36401 | 36401 | Management Theory | 3 | 4 |
| | 34402 | 34402 | Industrial Law | 3 | 4 |
| IX | 36501 | 36501 | Bureaucracy | 3 | 5 |
| X | 36601 | 36601 | Electives* (at least two) | 6 | approx.7 |
| | 36601 | 36601 | Organization Adaptation and Change | 3 | 5 |
| | 36601 | 36601 | Electives* (at least one) | 3 | approx.5 |
| XI | 36402 | 36402 | Corporate Strategy | 3 | 5 |
| | 36402 | 36402 | Electives* (at least one) | 3 | approx.5 |
| XII | 36602 | 36602 | Organization Design— Business Administration | 3 | 5 |
| | 36602 | 36602 | Electives* (at least one) | 3 | approx.5 |

*Normally about five electives would be taken.

* Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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

| | Subject Semester Number | Subject* | Nominal Class Contact | Semester-Hours Weighting |
|------|--------------------------------|---|------------------------------|---------------------------------|
| I | 31101 | Financial Accounting I | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | Communication I | 3 | 3 |
| II | 31201 | Financial Accounting II | 3 | 3 |
| | 32201 | Economy and Society II | 3 | 3 |
| | 11211 | 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 |
| | 37302 | Business Data Processing Systems | 3 | 4 |
| | 31301 | Managerial Decision Making | 3 | 4 |
| VI | 31403 | Government Accounting | 3 | 4 |
| | 35301 | Community Politics | 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.

*Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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

| | Subject Semester Number | Subject* | Nominal Class Contact | Semester-Hours Weighting |
|------|--------------------------------|---|------------------------------|---------------------------------|
| I | 31101 | Financial Accounting I | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | Communication I | 3 | 3 |
| II | 31201 | Financial Accounting II | 3 | 3 |
| | 32201 | Economy and Society II | 3 | 3 |
| | 11211 | 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 |
| | 37302 | Business Data Processing Systems | 3 | 4 |
| | 31301 | Managerial Decision Making | 3 | 4 |
| VI | 31403 | Government Accounting | 3 | 4 |
| | 35204 | Community Politics | 3 | 4 |
| VII | 36301 | Industrial Sociology | 3 | 4 |
| | 34202 | Administrative Law | 3 | 4 |
| VIII | 36401 | Management Theory | 3 | 4 |
| | 35201 | Sociology of Community | 3 | 4 |
| IX | 32403 | Public Policy | 3 | 5 |
| | 36501 | Bureaucracy | 3 | 5 |
| X | 36601 | Organization Adaptation and Change | 3 | 5 |
| | 35401 | 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 |

[†]Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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” is taken 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 |
| | 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 in accordance with the admission regulations of the College.

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 |
|-----------------|-----------------------|--|------------------------------|-----------------------|
| I | 31101 | Financial Accounting I | 4 | 3 |
| | 32101 | Economy and Society I | 3 | 3 |
| | 11111 | Communication I | 3 | 3 |
| * II | 31201 | Financial Accounting II | 4 | 3 |
| | 32201 | Economy and Society II | 3 | 3 |
| | 11211 | Communication II | 3 | 3 |
| * III | 35101 | Society and Culture | 3 | 3 |
| | 32301 | Economy and Society III | 3 | 4 |
| | 37101 | Quantitative Methods I | 2 | 3 |
| IV | 37302 | Business Data Processing Systems | 3 | 4 |
| | 34101 | Law and Society | 3 | 3 |
| | 37201 | Quantitative Methods 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 |
| | 37402 | Research Project— Securities Market | 3 | 4 |
| | | *Stock Exchange Procedures | — | 3 |

**Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.*

Course Information

Library and Information Studies

Diploma in Teacher Librarianship

This course may be completed by full-time study over two semesters or part-time study over a minimum of four semesters.

It is designed to develop an understanding of changes in learning theory and methods of teaching and the school library's response to such change; of the basic role of the teacher librarian as mediator between users, both students and staff, learning programmes and resources; of the nature and use of resources in learning; of the theory and principles of available information methods and services for the organisation and use of such resources.

Admission Requirements

A recognised teaching diploma or certificate and classroom experience are required. Training and experience together should total at least six years. Preference will be given to graduate teachers.

Subjects Studied

Audio-visual Resources I and II (11502, 11602), Educational Theory I and II (12507, 12607), Literary Resources I and II (13515, 13615), Library Administration I and II (20502, 20602), Library Organisation I and II (20505, 20605).

In 1976 the above requirements will be fully met by the subjects listed below. With the exception of Educational Theory I and II, taught within the Department of Education Studies, the following subjects will be taught within the Department of Library and Information Studies, which will have responsibility for the course.

Semester I

| Subject Numbers* | Subject Name** | Hours per week |
|------------------|--|----------------|
| 12507 | Educational Theory I | 4 |
| 41101 | Information Agencies | 3 |
| 41103 | Information Resources I | 3 |
| 41104 | Information Methods I | 2 |
| 41102 | Information Users I Sections 1 and 2 | 3 |
| 41404 | Information Resources IV A Children's Reading Resources | 2 |
| Total | | 17 |

Semester II

| Subject Numbers | Subject Name | Hours per week |
|-----------------|--|----------------|
| 12607 | Educational Theory II | 4 |
| 41203 | Information Resources II | 6 |
| 41204 | Information Methods II Sections 1 and 2 | 6 |
| Total | | 16 |

Further Qualifications

Proposals to institute undergraduate and postgraduate studies in Library and Information Studies in 1977 have been made to the appropriate authorities.

A number of subject units being offered in this course in 1976 will be included as units in the proposed courses to be offered by the Department of Library and Information Studies in the future. These courses have been designed to meet the standards of the Library Association of Australia whose accreditation will be sought.

Students who complete this course and who are qualified to enrol in one of the graduate diplomas or in the undergraduate programme leading to a degree in Library Science will be eligible to apply for advanced standing on the basis of their success.

**Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.*

Course Information

The School of Teacher Education

THE SCHOOL OF TEACHER EDUCATION

In 1976 the School of Teacher Education is offering three full-time programmes. They are:

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

Students awarded the Diploma of Teaching or the Graduate Diploma in Education are eligible if employed by the New South Wales Department of Education for the award of the Teacher's Certificate at the end of a satisfactory period of teaching.

Courses of study within the School of Teacher Education necessarily demand of the student the successful completion of set work to be undertaken wholly or partly outside lecture times. The nature of such set work varies according to the aims of each unit and may include class exercises, practical work, major assignments and seminar papers. Students are required to submit assignment work by the due date in order to satisfy the course requirements. In special circumstances, applications for extension of time may be granted. Students are to consult departments for special requirements in relation to assignment work.

DIPLOMA OF TEACHING

This is a full-time pre-service programme for students with no previous teacher training. It extends over six semesters, and provides the basic qualifications 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 was introduced for first year students. Students in third year will in 1976 continue their programme under the old rules. In the description which follows, therefore, both old and new programmes appear.

NEW PROGRAMME—1975 AND 1976 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:

Education Studies, in which children, schools, school systems, and the processes of teaching and learning are studied;

Curriculum Studies, in which students learn about the structure, organisation and practice of the curricular areas with which they will be concerned; and

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.

Secondary Science students begin their specialised studies in the first semester; all other students remain in the "General Primary" group until the fourth semester, when they elect their area of specialisation.

Diploma of Teaching

Course Requirements

GENERAL PRIMARY

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.

All students must take the Education Studies core units, and at least 8 semester-hours in electives, giving a total of at least 21 semester-hours.

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.

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.

All students must take the Practical Experience Strand.

All students must take units totalling at least 105 semester-hours in the whole programme.

No student must take units in any semester totalling more than 21 semester-hours.

SECONDARY SCIENCE

All students must take General Studies on the pattern set down in the table on next page.

All students must take the Education Studies core units, and at least 8 semester-hours in electives, giving a total of at least 21 semester-hours.

All students must include the following sequence in their Education Studies Strand:

- Adolescent Education I, II

All students must take the Curriculum Studies programme set down at end of Curriculum Studies (General Primary).

All students must take the Practical Experience Strand.

All students must take units totalling at least 103 semester-hours in the whole programme.

No student may take units in any semester totalling more than 21 semester-hours.

AWARD OF THE DIPLOMA OF TEACHING

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.

A student who fails in a core unit must repeat it in a later semester.

A student who fails in an elective unit may repeat it in a later semester, or take up another elective in its place.

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.

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 of the four science subjects</i> | } <i>Two of the three subjects previously taken</i> | } <i>One of the two subjects previously taken</i> |
| 18118 Physics I | 18218 Physics II | 18318 Physics III | | | |
| 18121 Earth Science I | 18235 Cells, Organisms and Populations | 18221 Earth Science II | | | |
| 18111 Science Mathematics | | 18335 Maintenance of Organisms | | | |

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.
- (iv) The Science subject available in the Biological Sciences area is the General Biology sequence.

*Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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 1976. The availability of all units is subject to a minimum number of students wishing to enrol, and to the availability of staff and resources.

GROUP A

| | |
|---|---|
| 12110, 12210, 12310 12410, 12510 | Psychology I*, II*, III*, IV, V |
| 16102, 16202 | Introduction to Guitar I*, II* |
| 16103, 16203, 16403 | Introduction to Piano I*, II*, III* |
| 16104, 16204 | Music Listening I*, II* |
| 16111, 16211, 16311, 16411, 16511, 16611 | Instrumental Studies I*, II*, III*, IV*, V, VI |
| 16310, 16410, 16510, 16610 | Creative Music Workshop I*, II*, III, IV |
| 16312, 16412, 16512, 16612 | Instrumental Workshop I*, II*, III, IV |
| 16118, 16218, 16318, 16418 | Choral Music I*, II*, III, IV |
| 18118, 18218, 18318, 18418, 18518, 18618 | Physics I*, II*, III*, IV*, V, VI |

19113, 19213, 19313,
19413, 19513, 19613

History I A*, II A*, III A*,
IV A*, V A, VI

19114, 19214, 19314,
19414, 19514, 19614

History I B*, II B*, III B*,
IV B*, V B, VI

GROUP B

13119, 13219, 13319,
13419, 13519, 13619,
13603

English Language I*, II*, III*
IV*, V, VIA,
VIB

11111, 11211, 11311,
11412

Communication I*, II*, IIIA,
IVB

13122, 13222, 13322,
13422, 13423, 13424,
13425, 13522, 13523,
13524, 13622, 13623

Drama and the Theatre Arts I*, II*, III*,
IVA*, IVB*, IVC*,
IVD*, VA, VB,
VC, VIA, VIB

13126, 13226, 13227,
13228, 13326, 13327,
13328, 13329, 13426,
13427, 13428, 13429,
13526, 13527, 13626,
13627, 13628

Literature I*, IIA*, IIB,
IIC, IIIA*, IIIB,
IIIC, IIID*, IVA*,
IVB, IVC*, IVD*,
VA, VB, VIA,
VIB, VIC

18114

Elementary Astronomy*

18120

Breakthrough in Biology*

18117, 18217, 18317,
18417, 18517, 18617,

Chemistry I*, II*, III*,
IV*, V, VI,

19115, 19215, 19315,
19415, 19409, 19515,
19615, 19609

Geography I*, II*, III*,
IVA*, IVB, V,
VIA, VIB

GROUP C

10102

Art I

10112, 10212, 10312,
10412, 10512, 10612

Art IA*, IIA*, IIIA*,
IVA*, VA, VIA

10113, 10213, 10313,
10413, 10513, 10613

Art IB*, IIB*, IIIB*,
IVB*, VB, VIB

10114, 10214, 10314,
10414, 10514

Art IC, IIC, IIIC*,
IVC*, VC

| | |
|---|---|
| 10115, 10215, 10315, 10415, 10515, 10615 | Art ID*, IID*, IIID*, IVD*, VD, VID |
| 10116, 10216, 10316, 10416, 10516, 10616 | Art IE*, IIE*, IIIE, IVE, VE, VIE |
| 10117, 10217, 10317, 10417, 10517, 10617 | Art IF*, IIF*, IIIF, IVF, VF, VIF |
| 14108, 14208, 14308, 14408, 14508 | Health Education I, II, III, IV, V |
| 17108, 17208, 17308 17408, 17508, 17608 | Physical Education I*, II*, III*, IV*, V, VI |
| 18113 | Meteorology* |
| 18210 | Music, Sound and Hi-Fi* |
| 18121, 18221, 18321, 18421, 18521, 18522 | Earth Science I*, II*, III*, IV, VA, VB |
| GROUP D | |
| 13320, 13420, 13520, 13620 | Teacher Librarianship III*, IV*, V, VI |
| 15102 | General Mathematics* |
| 15103, 15203 | Computing I*, II* |
| 15104, 15204 | Calculus I*, II* |
| 15202 | Statistics* |
| 15507, 15607 | Algebra I, II |
| | Australian Natural History: |
| 18134 | Local Natural Communities* |
| 18234 | National Park Field Study* |
| 18334 | Regional Natural Communities |
| | Environment: |
| 18333 | Terrestrial Ecosystems |
| 18433 | Aquatic Ecosystems |
| 18533 | The Urban Environment |
| 18633 | Environmental Pollution |
| 18620 | Environmental Research Projects |

| | |
|---|--|
| | General Biology: |
| 18235 | Cells, Populations and Organisms* |
| 18335 | Maintenance of Organisms* |
| 18435 | General Genetics* |
| 18535 | Human Biochemistry |
| 18635 | Distribution of Organisms |
| 18634 | Biological Projects |
| | Horticulture: |
| 18232 | Plants and Landscapes* |
| 18332 | Plant Propagation and Growth* |
| 18432 | Problems of Landscaping and Gardens* |
| 18323, 18423, 18523, 18623 | Environmental Science III*, IV*, V VI |
| 19421, 19422, 19521, 19522, 19621, 19622 | Social Science IA*, IB*, IIA, IIB, IIIA, IIIB |
| 19421, 19521, 19621 | Social Science IA, IIA, IIIA |
| 19422, 19522, 19622 | Social Science IB, IIB, IIIB |
| 35102 | Political Behaviour |
| 35202 | An Introduction to American Politics |
| 35301 | Community Politics |
| 35302 | Politics and Education |

NOTE:

- (1) Individual units and sequences may also be chosen from those offered by the School of Financial and Administrative Studies if approved by the Board of Studies in Teacher Education.
- (2) The sequence in Teacher Librarianship has been discontinued, though students already embarked on it will be able to complete it. In its place, the Department of Library and Information Studies will offer Information Resources I-VI. This may be taken by Teacher Education students with the approval of the Board of Studies in Teacher Education.
- (3) *Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.*

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 minimum of four elective units in the total programme. All electives are two semester hours. (For the purpose of this rule, units in Early Childhood, Middle Childhood, Adolescent and Special Education count as electives.)

Semester I 12106 Educational Psychology I (3 hours)

Semester II 12207 Child Development (4 hours)

Semester III 12311 Education and Society I (3 hours)

ONE ELECTIVE, IF DESIRED, FROM:

- 11306 Television in Education I
- 11308 Transmitted Television and Radio in Education
- 11310 Educational Games and Simulations I
- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12206 Educational Psychology IIA

Semester IV 12413 Curriculum Theory and Practice (3 hours)

ONE UNIT FROM:

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

ONE ELECTIVE, IF DESIRED, FROM:

- 11309 Audio Techniques for Teaching
- 12209 Comparative Education II
- 12205 Educational Psychology IIB
- 12411 Education and Society II

ONE ELECTIVE, IF DESIRED, FROM:

- 11406 Television in Education II
- 11410 Educational Games and Simulations II
- 12208 The History of Australian Education II
- 12414 Research Methods I

Semester V

ONE UNIT FROM:

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

ONE ELECTIVE, IF DESIRED, FROM:

- 11306 Television in Education I
- 11310 Educational Games and Simulations I
- 12108 The History of Australian Education I
- 12109 Comparative Education I
- 12206 Educational Psychology IIA

ONE ELECTIVE, IF DESIRED, FROM:

- 11305 Educational Graphics I
- 11304 Programmed Instructional Systems
- 12511 Education and Society III
- 12412 Critical Issues in Education I
- 12514 Research Methods II

Semester VI

ONE UNIT FROM:

- 12615 Early Childhood Education III
- 12618 Introduction to Special Education III

ONE ELECTIVE, IF DESIRED, FROM:

- 11405 Educational Graphics II
- 11407 Production of Educational Motion Pictures
- 12209 Comparative Education II
- 12205 Educational Psychology IIB
- 12411 Education and Society II
- 12614 Research Methods III

ONE ELECTIVE, IF DESIRED, FROM:

- 11406 Television in Education II
- 11410 Educational Games and Simulations II
- 12208 The History of Australian Education II
- 12414 Research Methods I
- 12512 Critical Issues in Education II

ONE ELECTIVE, IF DESIRED, FROM:

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

Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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
10202, 10219 Art II

ONE ELECTIVE, IF DESIRED, FROM:

18424, 18527 Science II, IIID
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

15406, 15407, 15408 Mathematics IIA or IIB or IIC

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 has a 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 (2 semester-hours)

18630 Science VIB — Physics

In Semester II, students will also be required to take 17205 Sport in the Secondary School (2 semester-hours).

Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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 1976 is as follows:

- 09101 Semester I. Introduction to Teaching. This includes lectures, seminars, workshops, visits to schools and a three week period of continuous teaching in schools.
- 09201 Semester II. Introduction to Teaching. This includes demonstration lessons and a three week period of continuous teaching in schools.
- 09301 Semester III. This includes demonstration lessons, lectures and workshops, 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.

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.

11101 EDUCATIONAL TECHNOLOGY

All students are required to take this unit as part of the Practical Experience strand. The unit is in two sections, one of which deals with the development of basic audio-visual skills, whilst the other deals with the application of technology to the educational situation.

ASSESSMENT

Students will be assessed as satisfactory upon a demonstration of competency in the skills section of the subject, and by either written examination or assignment, in the remaining section of the unit.

Diploma in Teaching (Primary Education)

OLD PROGRAMME

With specialization in Primary, Early Childhood and Special Education (1974 or earlier entrants only)

THIRD YEAR

Students entering Third Year may elect to continue with Studies in Primary Education or may elect to specialize 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 specialize in Special Education discontinue one of their Special Studies subjects taken in Second Year in order to study the subjects 12521 Introduction to Special Education I and 12621 Introduction to Special Education II.

PRIMARY EDUCATION SPECIALIZATION

Semester I

| Subject Number | Subject Name | Hours per week |
|----------------|------------------------------|----------------|
| 10501 | Art/Craft Method I | 2 |
| 12601 | Curriculum Theory | 3 |
| 13501 | English III | 3 |
| 14503 | Health Education | 2 |
| 18504 | Science Method | 2 |
| 19501 | Society—A Curricular Study | 3 |
| | 2 Special Studies Subjects * | 4 |
| | Elective Subject(s) ** | |

* Two subjects to be chosen from List A

** Subject(s) to be chosen from List B

Semester 2

| Subject Number | Subject Name | Hours per week |
|----------------|--------------------------------------|----------------|
| 10601 | Art/Craft Method II | 2 |
| 12501 | Educational Issues | 3 |
| 13601 | English IV | 3 |
| 15501 | Mathematics Education III | 2 |
| 16503 | Music Method | 2 |
| 17502 | New Approaches in Physical Education | 2 |
| | 2 Special Studies Subjects * | 4 |
| | Elective Subject(s) ** | |

* Two subjects to be chosen from List A

** Subject(s) to be chosen from List B

EARLY CHILDHOOD EDUCATION SPECIALIZATION

Semester I

| Subject Number | Subject Name | Hours per week |
|----------------|--------------------------------------|----------------|
| 10502 | Art/Craft Method I | 2 |
| 12601 | Curriculum Theory | 3 |
| 12508 | Early Childhood Study | 2 |
| 15502 | Mathematics Education III | 2 |
| 17503 | New Approaches in Physical Education | 2 |
| 19501 | Society—A Curricular Study | 3 |
| | 2 Special Studies Subjects * | 4 |
| | Elective Subject(s) ** | |

* Two subjects to be chosen from List A

** Subject(s) to be chosen from List B

Semester II

| Subject Number | Subject Name | Hours per week |
|----------------|------------------------------|----------------|
| 10602 | Art/Craft Method II | 2 |
| 12501 | Educational Issues | 3 |
| 13503 | English Expression | 2 |
| 13504 | English III | 3 |
| 14504 | Health Education | 2 |
| 16504 | Music Method | 2 |
| 18505 | Science Method | 2 |
| | 2 Special Studies Subjects * | 4 |
| | Elective Subject(s) ** | |

*1 Two subjects to be chosen from List A

** Subject(s) to be chosen from List B

SPECIAL EDUCATION SPECIALIZATION

Semester I

| Subject Number | Subject Name | Hours per week |
|----------------|--------------------------------------|----------------|
| 10503 | Art/Craft Method I | 2 |
| 12601 | Curriculum Theory | 3 |
| 12521 | Introduction to Special Education I | 2 |
| 13502 | English III | 3 |
| 15503 | Mathematics Education III | 2 |
| 17504 | Physical Education for slow learners | 2 |
| 19501 | Society—A Curricular Study | 3 |
| | Special Studies Subject* | 2 |
| | Elective Subject(s)** | 2 |

* One subject to be chosen from List A

** Subject(s) to be chosen from List B

Semester II

| Subject Number | Subject Name | Hours per week |
|----------------|---------------------------------------|----------------|
| 10603 | Art/Craft Method II | 2 |
| 12501 | Educational Issues | 3 |
| 12621 | Introduction to Specific Education II | 2 |
| 13602 | English IV | 3 |
| 14505 | Health Education | 2 |
| 16505 | Music Method | 2 |
| 18506 | Science Method | 2 |
| | Special Studies Subject* | 2 |
| | Elective Subject(s)** | |

* One subject to be chosen from List A

** Subject(s) to be chosen from List B

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 I, and must elect three areas of Science for study in Semester I and two areas in Semester II.

Semester I

| Subject Number | Subject Name | Hours per week |
|----------------|-------------------------------|----------------|
| 12601 | Curriculum Theory | 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 II

| Subject Number | Subject Name | Hours per week |
|----------------|--------------------------|----------------|
| 12501 | Educational Issues | 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

Third Year Special Studies Subjects (two to be selected)

Semester I

| Subject Number | Subject Name | Hours per week |
|----------------|--|----------------|
| 10504 | Special Craft III | 2 |
| 10505 | Textile Craft III | 2 |
| 10506 | Art Expression III | 2 |
| 10508 | Weaving III | 2 |
| 10509 | Ceramics III | 2 |
| 10511 | General Crafts III | 2 |
| 11501 | Television Production III | 2 |
| 12502 | Comparative Education III | 2 |
| 13505 | Children's Literature III | 2 |
| 13506 | Modern Literature III | 2 |
| 13509 | Drama III | 2 |
| 13510 | Children's Writing III | 2 |
| 13513 | Remedial Reading III | 2 |
| 13516 | Australian Literature III | 2 |
| 13518 | Writing III | 2 |
| 15504 | Mathematics III | 2 |
| 16501 | Instrumental Music III | 2 |
| 16502 | Music Workshop III | 2 |
| 16509 | Choral Singing III | 2 |
| 17501 | Physical Education III (women) | 2 |
| 17506 | Physical Education III (men) | 2 |
| 17507 | Physical Education III (men and women) | 2 |
| 18516 | Pollution Studies III | 2 |
| 19505 | Comparative Politics III | 2 |
| 19506 | Geography III | 2 |
| 19507 | Culture Contact III | 2 |
| 19518 | Physical Geography III | 2 |
| 19519 | Asian Studies 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 |
| 10608 | Weaving IV | 2 |
| 10609 | Ceramics IV | 2 |
| 10611 | General Crafts IV | 2 |
| 11601 | Television Production IV | 2 |
| 12602 | Comparative Education IV | 2 |
| 13605 | Children's Literature IV | 2 |
| 13606 | Modern Literature IV | 2 |
| 13609 | Drama IV | 2 |
| 13610 | Children's Writing IV | 2 |
| 13613 | Remedial Reading IV | 2 |
| 13616 | Australian Literature IV | 2 |
| 13618 | Writing IV | 2 |
| 15604 | Mathematics IV | 2 |
| 16601 | Instrumental Music IV | 2 |
| 16602 | Music Workshop IV | 2 |
| 16609 | Choral Singing IV | 2 |
| 17601 | Physical Education IV (women) | 2 |
| 17606 | Physical Education IV (men) | 2 |
| 17607 | Physical Education IV (men and women) | 2 |
| 18616 | Pollution Studies IV | 2 |
| 19605 | Comparative Politics IV | 2 |
| 19606 | Geography IV | 2 |
| 19607 | Culture Contact IV | 2 |
| 19618 | Physical Geography IV | 2 |
| 19619 | Asian Studies IV | 2 |

List B

Elective Subjects (three to be selected over 2nd and 3rd Years)

Semester I

| Subject Number | Subject Name | Hours per week |
|----------------|--------------------------------|----------------|
| 11302 | Educational Technology | 1 |
| 13302 | Speech | 1 |
| 13303 | Written Expression | 1 |
| 15301 | Mathematics Elective | 1 |
| 16306 | Introduction to Guitar Playing | 1 |
| 17304 | Gymnastics | 1 |
| 17305 | Sports and Games | 1 |

Semester II

| Subject Number | Subject Name | Hours per week |
|----------------|-----------------------------------|----------------|
| 11302 | Educational Technology | 1 |
| 13302 | Speech | 1 |
| 13303 | Written Expression | 1 |
| 15301 | Mathematics Elective | 1 |
| 16306 | Introduction to Guitar Playing | 1 |
| 17304 | Gymnastics | 1 |
| 17305 | Sports and Games | 1 |
| 18311 | Science for the Beginning Teacher | 1 |
| 19308 | History | 1 |
| 19311 | Local History | 1 |

Graduate Diploma in Education

This is a two-semester, full-time programme for graduates of Universities or Colleges of Advanced Education, or persons with equivalent qualifications who have had no previous teacher training, but who wish to prepare for secondary school teaching. The essential aim of the programme is to provide a sound theoretical basis for effective decision making in any learning situation, and to focus on the practice of teaching and classroom management.

The programme begins in August of each year and concludes in July of the following year. The period August to December covers Part I of the programme, and the period March to July covers Part II.

Students need to satisfy requirements in three strands:

Education Studies

The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, for example, learning theories, child growth and development and curriculum construction, will be examined in depth.

Curriculum Studies

Elective Curriculum Studies are available in these secondary school subject groupings: Science; Mathematics; English and History; Teacher Librarianship and English; Teacher Librarianship and History; Teacher Librarianship and Science.

Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent pre-requisites), e.g. a student will be admitted to the Science major course only if he has a Science degree or an equivalent qualification.

Practical Experience

All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete periods of practice teaching, both *block* and *day release* as required.

It should be noted that the programme outline is for students in the 1975-1976 group; there will be modifications for the 1976-1977 group.

Graduate Diploma in Education

Part I

All students undertake the Education Studies listed below:

| Subject Number [†] | Subject Name | Semester Hours |
|-----------------------------|-----------------------|----------------|
| 12701 | Education Psychology | 3 |
| 12706 | Education and Society | 3 |
| 11701 | Communication IA | 2 |
| 14701 | Health Education | 1 |
| Total | | 9 |

In addition, students undertake subjects in Curriculum areas which they have elected.

| Subject Number | Subject Name | Semester Hours |
|----------------|------------------------------------|----------------|
| 18702 | Science Method I | 6 |
| 18706 | Advanced Science Method IA | 3 |
| 18707 | Advanced Science Method IB | 3 |
| 15703 | Mathematics IA | 4 |
| 15704 | Mathematics IB | 6 |
| 13704 | English Method I | 5 |
| 20701 | Teacher Librarianship I | 6 |
| 19702 | Social Science Method IB (History) | 5 |

[†]Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

Graduate Diploma in Education

Part II

All students undertake the Education Studies listed below:

| Subject Number* | Subject Name | Semester Hours |
|-----------------|------------------------------|----------------|
| 12801 | Adolescent Development | 4 |
| 12806 | Critical Issues in Education | 2 |
| 11801 | Communication IIA | 2 |
| 17701 | Physical Education | 2 |
| Total | | 10 |

In addition, students undertake subjects in Curriculum areas which they have elected.

| Subject Number | Subject Name | Semester Hours |
|----------------|---|----------------|
| 18802 | Science Method II | 6 |
| 18708 | Advanced Science Method IC | 3 |
| 18709 | Advanced Science Method ID | 3 |
| 15803 | Mathematics IIA | 4 |
| 15804 | Mathematics IIB | 6 |
| 13804 | English Method II | 5 |
| 20801 | Teacher Librarianship II | 6 |
| 19801 | Social Science Method II (History only) | 5 |

*Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

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 I

| 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 |
| 17512 | Physical Education | 2 |
| Total | | 21 |

Semester II

| 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.

*Subject outlines: see section at rear of calendar where subject details are shown in numerical order within teaching departments.

Subject Outlines

Outline of subjects are presented in subject number order within the Department which offers the subject.

Subject numbers are compiled on the following basis:

- The first two numerals refer to the Department which is offering the subject.
- The third numeral refers to the semester in which the subject is normally offered within a programme of study.
- The last two numerals distinguish the subject from those offered within the Department in the same semester, e.g. Number 12345, the numerals 1 and 2 refer to the Education Studies Department, the numeral 3 to the third semester of a programme of study and the numerals 4 and 5 distinguish this subject from those offered by the Department in the same semester.

The following is a list of teaching departments:

Accounting and Quantitative Studies

Administrative, Political and Social Studies

Art/Craft

Communication Studies

Economic Studies

Education Studies

English

Health Education

Legal Studies

Library and Information Studies

Mathematics

Music

Physical Education

Science

Social Science

Accounting and Quantitative Studies

31101 FINANCIAL ACCOUNTING I

Semester: I

3 semester-hours

Pre-requisites:

None.

Objectives:

To introduce students to the social context, to the functions and to specific uses of accounting information, and to ways of thinking about accounting phenomena, and of evaluating the accounting literature; to examine and practise students in applying the concepts and asset measures of traditional accounting practice; to practice students in conventional accounting recording procedures and controls, and in designing systems of accounting record; to develop an appreciation of the minimal modifications necessary to convert traditional accounting practice to a system of continuously contemporary accounting.

To examine, compare and evaluate the formal and substantive content of theories descriptive of traditional accounting practice and a system of continuously contemporary accounting; to examine (certain) contemporary anomalies in, or issues relevant to accounting practice; to describe briefly the evolution of attempts to describe or explain certain accounting phenomena.

Content:

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.

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.

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.

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.

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.

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. Accounting Reports: function; classification in accounting reports; introduction to analysis and interpretation of accounting reports — in relation to uses of accounting reports.

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 trial.

Evolution of the idea of "double-entry" book-keeping.

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.

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.

Texts:

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

R. J. Chambers, *Accounting for Inflation*, University of Sydney, 1975.

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

The Australian Financial Review.

31102 STOCK EXCHANGE PROCEDURES

Semester: I

3 semester hours

Pre-Requisites:

None.

Objectives:

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

Content:

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.

The broker's 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; broker's 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. Broker's accounts: books of record — day book, trust accounts, general ledger accounts; account categories; audit requirements; client ledger supervision; account and scrip unison; credit control — account classification. Broker accounting — local, interstate and overseas brokers.

Trading: Description of transaction from contract to completion; oral trading floor contracts; significance of contract note; delivery — buying in, sellers certification.

Legal Context: Relevant bodies of law — contracts, agency, taxation, negligence and liability for advice given. Legal relationships involved. Broker/client legal relationship. The Broker's Indemnity. Remedies on default of client. The Broker's Lien. Lumping, crossing, interstate dealings. Short selling. Principal selling — and possible conflict of interest.

Texts:

Materials to be supplied by lecturers.

31201 FINANCIAL ACCOUNTING II

Semester: II

3 semester hours

Pre-requisite:

Financial Accounting I

Objectives:

To introduce students to the functions and to specific uses of accounting information in a corporate context; to reinforce, extend and further apply the skills developed during Financial Accounting I in thinking about accounting phenomena and evaluating the accounting literature; to examine and practise students in applying the concepts, and equity and income measures of traditional accounting practice; to further practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record; to further develop in students an appreciation of the minimal modifications necessary to convert traditional accounting practice to a system of continuously contemporary accounting; 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; to examine (certain) contemporary anomalies in, or issues relevant to, accounting practice or extant modes of financing; to examine the question: "what's wrong with traditional Accounting Reports?", and assess the advantages of continuously contemporary Accounting Reports as an alternative.

Content:

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' — capitalising 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'.

Equities and liabilities: types of equities; 'liabilities' and 'residual equity' as classes; problems of differentiation. Liabilities: types described; accounting record; measurement — on incurrance 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.

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.

Company finance and accounting: types of 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.

Measuring the 'residual equity' of companies: traditional accounting — procedures and problems; reserves and provisions; current anomalies. Continuously contemporary accounting.

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.

Accounting Reports: forms — Balance Sheets, Income Statements, Fund 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 con-

tinuously contemporary Accounting Reports. Interpretability: rules; the non-interpretability of traditional Accounting Reports. What's wrong with traditional Accounting Reports?

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:

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

R. J. Chambers, *Accounting for Inflation*, University of Sydney, 1975.

R. J. Chambers, *Accounting for Inflation — Methods and Problems: A Work Book*, University of Sydney, 1975.

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

The Australian Financial Review, Association of Australian Stock Exchanges, *Listing Requirements* (latest ed.).

31301 MANAGERIAL DECISION-MAKING

Semester: III

4 semester hours

Pre-requisites:

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

Objectives:

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

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

Content:

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.

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.

Managerial choice: The organizational context; participation, inducements and contributions, bargaining, organizational equilibrium. Management; functions; effectiveness; 'balance' as a constraint on choice.

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.

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 — profitability 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.

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.

Budgeting. Financial modelling and the budget as an analytic tool; flexible budgeting.

Dynamics of managerial choice; a financial model. The process. The relevant financial variables. The relevant financial measures.

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.

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.

31302 CONTEMPORARY PROFESSIONAL ISSUES IN ACCOUNTING**Semester: V**

5 semester hours

Pre-Requisite:

Financial Accounting II

Objectives:

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; 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.

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; 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; to examine the 'conventional wisdom' which has constrained both the accounting profession's view of, and response to, its problems.

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; to distinguish the political processes through which professions adapt from the social and other processes through which knowledge is developed.

Content:

Issues and controversies in accounting — a revision: assets and asset measures; liabilities and liability measures; measuring residual equity; income determina-

tion; classification rules; communication and interpretability; uniformity and comparability. The theoretical rationale of traditional accounting practice.

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.

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

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; to examine the problem of corroboration of theories in social science generally, and of theories in accounting particularly; 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:

Accounting thought and the accounting literature. Evaluating the literature — quality in argument and evidential support. Models — their use and evaluation; models and 'theories'.

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.

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.

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*.

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*.

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.

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.

31304 DEVELOPMENT OF ACCOUNTING THOUGHT

Semester: VI

5 semester hours

Co-Requisite:

Contemporary Theoretical Issues in Accounting.

Objectives:

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

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.

Individual researchers: attempts both by academics (e.g. Chambers, Paton, Littleton, Mattesich, 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.

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?

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.

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 emphasis or for different directions to be taken, texts cannot be prescribed in advance.

31401 MANAGERIAL ACCOUNTING (ORGANIZATION, MANAGEMENT AND ACCOUNTING)

Semester: IV

4 semester hours

Pre-Requisites:

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

Objectives:

To practise students in certain techniques of organization analysis; to familiarize students with the body of theory and empirical evidence about the dynamics of organization adaptation and managerial control; to practise students in techniques of anticipatory and retrospective financial calculation; to consider systems of financial analysis and calculation within the broader organizational and social context of managerial choice and action; to demonstrate the futility of traditional cost accounting systems, and the utility of an alternative system; 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:

Description and explanation of phenomena: the use of models; 'cybernetic system' models; 'information system' models.

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.

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".

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".

Managerial decision-making: formal models and financial models. Allocative and integrative decisions. Planning — of objectives, policies, organization structure. Evolution of standards — technical, political, economic.

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.

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.

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.

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.

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.

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'.

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.

31402 AUDITING

Semester: VI

5 semester hours

Pre-Requisite:

Contemporary Professional Issues in Accounting.

Objectives:

To demonstrate the necessary relation between audit and systems of accountability, both historically and for different types of organization; to trace the concurrent development of the corporate form of organization and independent professional audit; to trace the development and codification of professional auditing standards in Australia and abroad; to examine present anomalies and leading issues in modern auditing practice, in relation to avenues and possibilities of their resolution; to introduce students to modern audit procedures and techniques, and develop in them some limited expertise in conducting an audit; 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:

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.

Elements of an audit. Accounts. Verification, evidence and criteria (or standards) of verification. The auditor; independence and competence as qualities.

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.

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.

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.

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.

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.

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.

31403 GOVERNMENT BUDGETING AND ACCOUNTING**Semester: IV**

4 semester hours

Pre-Requisites:

Managerial Decision-Making; Political Behaviour.

Objectives:

To describe the systems of government budgeting and accounting in Australia at different levels, making comparisons with overseas procedures and institutions where appropriate; 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; to practise students in fund accounting procedures; 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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-fund 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.

Preliminary Reading:

S. Brittan, *Steering the Economy*, Pelican, 1971.

J. Burkhead, *Budgeting and Planning*, General Learning Press, 1971.

V. M. Levy, *Public Financial Administration*, Law Book Co., 1972.

Texts:

A. V. V. Hercock and N. G. Maloy, *Fund Accounting*, Butterworths, 1974.

E. L. Normanton, *The Accountability and Audit of Governments*, Praeger, 1966.

G. Reid, *The Politics of Financial Control*, Hutchinson, 1966.

31501 SECURITIES MARKET REGULATION

Semester: V

5 semester hours

Pre-Requisites:

Managerial Decision-making; Company Law; Financial Institutions and Markets.

Objectives:

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; 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 cor-

porate ventures; 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:

"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?

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.

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*.

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? Functions of official investigations — U.K., Australia, U.S.A., Canada.

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

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:

Types of securities; distinctive features of the trade in securities; distinctive features of the trade in securities *vis a vis* the trade in commodities.

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.

'Technical' analysis: history, types of charts, configuration in price movements of individual stocks. Evidence available from empirical tests of efficacy of chart-

ing: serial dependency (the random walk hypothesis); filter tests. Tests of volatility.

'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).

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.

37101 QUANTITATIVE METHODS I and

37201 QUANTITATIVE METHODS II

Semesters: I and II

3 semester hours

Pre-Requisites:

Quantitative Methods I — none; Quantitative Methods II — Quantitative Methods I.

Objectives:

To develop an understanding of methods of quantitative analysis essential in the social, political and economic environment in general and the administrative environment in particular.

In conjunction with communication courses, to develop: an awareness of how numerical data can be used to convey an impression that is either untrue or less than the whole truth; a realisation that individual occurrences cannot be viewed in isolation, since they are part of a probabilistic world; an ability to convey numerical information in a meaningful way.

To develop a positive attitude to the use of quantitative methods and an appreciation of their increasingly important contribution to administration and research; to provide a basic service sequence in quantitative techniques for other disciplines in the School; to provide a basis for advanced elective courses in quantitative methods.

Content:

Sections numbered one to three form the basis of study in Quantitative Methods I, while the remaining topics are covered in Quantitative Methods II.

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. Statistics for Administrators: Introduction to administrative statistics; mathematics review; basic probability theory; basic probability distributions; an examination of common distributions, with emphasis on the *shape* of distribution often encountered and *not* on their mathematical properties; tabular and graphic presentation of empirical data; numerical description of empirical data; measures of location and dispersion with an emphasis on the principles behind choice of such measures; the normal curve and statistical estimates; use of normal tables.

4. Further Statistics for Administrators: Distribution of averages; the central limit property, sampling distributions; basic principles of statistical inference, demonstrated by inference based on averages; hypothesis testing; common types of statistical test — an awareness of the purposes served by t, Chi-square, and F tests; a simple discussion of analysis of variance procedures; statistical prediction, elements of regression and correlation, with emphasis on the statistical nature of any such study and on the risks of misuse; construction and use of index numbers in the economic and social environment; non-parametric statistics: Wilcoxon test, Spearman rank order correlation, Wilcoxon matched pairs signed ranks test.

5. An Introduction to Social Research Methodology: Levels of research; the use of quantitative techniques in historical, descriptive and experimental research; research models sampling techniques; questionnaire design and sur-

vey methods; the role of electronic data processing in social research; an overall view of research design; criteria for evaluating research; research studies selected for detailed analysis will be drawn from major disciplinary areas within the School of Financial and Administrative Studies Programmes.

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

Texts:

F. Ayres, *Mathematics of Finance*, Schaum Outline Series, McGraw-Hill, 1963.

S. Huck et al., *Reading Statistics and Research*, Harper & Row, 1974.

B. Newton, *Statistics for Business*, Science Research Associates, 1973.

B. Newton, *Solutions Manual and Test Bank: Statistics for Business*, Science Research Associates, 1973.

37301 ADVANCED QUANTITATIVE METHODS

Semester: IV

4 semester hours

Pre-Requisites:

Quantitative Methods II; Economy and Society II; Financial Accounting II; or permission of Head of Department.

Objectives:

To provide further quantitative methods necessary for effective interpretation of the financial and economic environment; to consider basic techniques of econometrics and their application; to develop further the mathematical skills required for advanced financial analysis; to enable students to comprehend the strengths and limitations of quantitative economic analysis.

Content:

Advanced Mathematics of Finance: a continuation of studies in compound interest.

Simple Functions and Economic Relationships: algebraic functions and economic relationships, representation of simple functions, models based on linear functions, nonlinear economic relationships.

The Application of Calculus to Economics: the derivative of a function, the economic significance of derivatives, maximisation and minimisation, the use

of simple derivatives in economic optimisation.

Functions of Several Variables in Economic Analysis: functions of several variables, partial derivatives, homogenous functions and Euler's theorem, optimisation of functions of several variables.

Linear Economic Models and Matrix Algebra: linear models in matrix form, matrix multiplication, economic equilibrium and the matrix inverse, multiplier analysis, input-output analysis, linear programming.

Elementary Econometric Method: econometric method and simple regression, assumptions and significance of the simple regression model.

Texts:

F. Ayres, *Mathematics of Finance*, Schaum Outline Series, McGraw-Hill, 1963.

D. James and C. Throsby, *Quantitative Methods in Economics*, John Wiley and Sons, 1973.

37302 BUSINESS DATA PROCESSING SYSTEMS

Semester: III

4 semester hours

Pre-Requisites:

Quantitative Methods II; or permission of Head of Department.

Objectives:

To develop an awareness of the diverse applications of data processing systems in the social, political and economic environment in general and the administrative environment in particular; and a positive attitude to the use of computer-based data processing methods and an appreciation of their increasingly important contribution to administrative decision-making procedures.

To provide a basic service course in data processing techniques for other disciplines within the School's programs; and an elementary knowledge of the FORTRAN programming language.

To allow students, via a major assignment, to study in depth one particular aspect of data processing application appropriate to their own interests and requirements; to provide a basis for advanced elective courses in quantitative methods and management applications of computers.

Content:

Fundamentals of Computers and Data Processing: Introduction to Data Processing, Computer Fundamentals, Fundamentals of Electronic Data Processing.

Computer Hardware, Software, Overview of Programming: Types of computers, components of a computer system — basic input/output devices, magnetic tape input/output, mass storage devices, special purpose input/output devices, minicomputers, small medium and large installations.

Business Information Systems: Development, systems analysis and design.

Applying the Computer to Business Management: Management information systems, computer applications in business:— sales order processing, inventory control, billing and sales analysis, accounts receivable, accounts payable, payroll and labour analysis, general accounting, marketing, production/operations, finance, personnel.

Managing the Computer: Acquiring and managing computer resources; computers, management and society.

Fundamentals of Computer Programming: A brief overview of the essential features of FORTRAN, COBOL, BASIC, PL/1 and RPG.

Graded Sequence of Programming Exercises: Students will complete a graded sequence of programming languages designed to illustrate the essential features of the FORTRAN language.

Text:

J. A. O'Brien, *Computers in Business Management*, Richard Irwin, Inc., 1975.

37401 MANAGEMENT APPLICATIONS OF COMPUTERS**Semesters: IV or V**

4 semester hours

Pre-Requisites:

Business Data Processing Systems, Managerial Decision-Making or permission of Head of Department.

Objectives:

To provide an opportunity for students to undertake in-depth study of selected application of computer-based data processing systems.

To provide students with experience in the use of computer software packages designed for managerial application.

To acquire a deeper understanding of the managerial implications of computer usage.

To provide students with *either* further experience in the FORTRAN programming language *or* an introduction to the COBOL programming language.

To enable students to share their learning experiences in their selected in-depth application area with fellow students in a regular seminar environment.

Content:

In-Depth Study of a Computer Application: Students will elect to undertake directed study in an area of management application of computers either singly or as a member of a small team. It is intended that this intensive study would involve *either* the development of a set of programs *or* the application of software packages *or both* in order to meaningfully examine *one* of the following areas of application outlined in 37302 Business Data Processing Systems: sales order processing, inventory control, billing and sale analysis, accounts receivable, accounts payable, payroll and labour analysis, general accounting, marketing, production/operations, finance, personnel.

Management and Computers: Management information systems, the information processing revolution, management functions, planning a computer installation:— the feasibility study, organisation of a computer installation, staffing a computer installation, computer control and security issues, future developments.

Further FORTRAN programming exercises *or* introductory COBOL exercises (students may choose either one of these options).

Text:

D. Sanders, *Computers and Management*, McGraw-Hill, 1970.

37402 RESEARCH PROJECT

Semesters: IV, V or VI

4 semester hours

Pre-Requisites:

Quantitative Methods II *and* permission of Head of School of Financial and Administrative Studies.

Objectives:

To provide an opportunity for students to undertake a research project individually or as a member of a small group; to identify, analyze and evaluate

the research literature in the student's chosen project area; to study further the research methodologies appropriate to the project interests of the individual student and of the total group; to develop an understanding of selected advanced statistical procedures necessary for analysis of empirical data; and a positive attitude to the use of research in the administrative and social environments; to provide a forum in which students may share their research experiences.

Content:

Selected students with suitable background in earlier courses in quantitative methods or equivalent professional background will be given the opportunity in this project-based course to undertake an approved research study in an area of interest to them. The topic for the project will be drawn from any major disciplinary area within the school.

The supervision of an individual student's research project would be the responsibility of two appropriate members of staff. For example, a student whose research project centred in an aspect of political science would be jointly supervised by a member of the political science staff and a member of the quantitative methods staff. Where appropriate several students may be given approval to research different aspects of a single problem and to present a joint research report or to work jointly on a single research problem.

The research project may be computer-based and may be developmental in nature. There is no requirement that the project be experimental. In certain disciplinary areas the research project will commonly be descriptive and/or historical in nature. Students will be given ample opportunity to refine their project topic in consultation with their supervisors.

Further studies in research methodologies will be undertaken in the following content areas: (a) Non-parametric techniques for the social scientist; (b) Data analysis by computer — including an examination of appropriate software packages; (c) Research procedures: literature review, overall research design, methods of investigation, including observation, questionnaire, interview, survey, and sampling techniques; bibliographic methods; preparation of research report; (d) Selected techniques appropriate to the research interests of the class and its members.

Texts and References:

There is no text as such for this course. Students will be expected to read widely in their chosen area and to prepare seminar papers which demonstrate their use of extensive library resources.

Students will however require access to the following text for the treatment of non-parametric statistics.

S. Siegel, *Non-parametric Statistics*, McGraw-Hill, 1956.

37501 ADVANCED RESEARCH PROJECT

Semester: V or VI

5 semester hours

Pre-Requisites:

Research Project *and* permission of Head of School of Financial and Administrative Studies.

Objective:

To provide an opportunity for students to extend the research begun in 37402 Research Project.

Comment:

Students who consider their performance in the Research Project course warrants this opportunity to further their research should consult with relevant staff. It is emphasised that admission to this course is only granted by the Head of the School on the recommendation of the relevant Head of Department. Details of assessment and learning experiences are as for the Research Project course. Acceptability for publication is an additional criterion of performance in this *advanced* research project course.

37502 OPERATIONS RESEARCH FOR MANAGERS

Semester: V

5 semester hours

Pre-Requisites:

Advanced Quantitative Methods *or* Management Applications of Computers, *or* permission of Head of Department.

Objectives:

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

Content:

The following major representative areas will be surveyed in order to illustrate the range of application of Operations Research techniques. Individual students will, in conjunction with the lecturing staff, select two areas for more intensive

study. One of these areas will normally be linear programming. Use will be made of relevant computer software packages.

Introductory: the nature of Operations Research — sample problems; problem formulation and patterns.

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.

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.

Scheduling: network description of projects; CPM; time charts; β distribution for job times; PERT; cost-duration relationships and resource allocation.

Routing: transportation algorithm (Simplex); Ford-Fulkerson trans-shipment algorithm.

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.

Sequencing and assignment: tractable machine sequencing problems and their solution; the assignment problem; travelling salesman problem.

Replacement: replacement schedules; reliability and maintenance; leasing or buying; optimal financing.

Texts:

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

R. Levin and C. Kirkpatrick, *Quantitative Approaches to Management*, McGraw-Hill, 1971.

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

37601 ADVANCED OPERATIONS RESEARCH

Semester: VI

5 semester hours

Pre-Requisites:

Operations Research for Managers *and* permission of Head of Department.

Objective:

To provide an opportunity for students to extend the study begun in 37502 Operations Research for Managers.

Comment:

Students who consider their performance in the Operations Research for Managers course warrants this opportunity to further their individual study and research should consult with relevant staff. It is emphasised that admission to this course is only granted by the Head of Department to students who have shown the necessary ability in earlier courses in quantitative studies.

Administrative, Political and Social Studies

35101 SOCIETY AND CULTURE

Semester II

3 semester hours

Objectives:

To introduce students to the basic terminology of sociology and to simple ethnographic research.

To consider contemporary social problems as manifestations of the structural arrangements of Australian society; provide insights into the patterning of Australian society, the structural bases of persistence and change in these patterns, and their varying cultural elements; and some knowledge of the historical development of sociology and general theories of society.

Content:

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.

Cultures and sub-cultures:

(a) the concept of culture; (b) the relationships between society and culture; (c) the concept of sub-culture; (d) 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.

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.

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.

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 cliques and conformity.

Deviance:

(a) the concepts of deviance; (b) labelling theory; (c) varieties of deviant behaviour.

Professionalisation:

(a) the concept of professionalisation; (b) the attributes of professions; (c) behavioural patterns of professional groups.

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:

S. Cotgrove, *Sociology. The Science of Society*. London, Allen and Unwin, 1972.

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

J. P. Spradly, D. W. McCurdy, *The Cultural Experience. Ethnography in a Complex Society*, Science Research Associates, 1972.

35102 POLITICAL BEHAVIOUR

Semester I and II

3 semester hours

Pre-Requisites:

None

Objectives:

To develop in students an interest in political behaviour as a social phenomenon, in contemporary political issues, and in the application of ideas about political

behaviour to the Australian context; an understanding of the structure and functioning of the Australian system of government within Australian society; and an ability to analyse the political dimensions of situations so as to ensure an effective response.

Content:

The concept of political behaviour: a basic type of human behaviour; its pervasiveness in social life. The politics of small groups and of large aggregations; micro- and macro-politics. Thinking about political behaviour; the game analogy. Political analysis as a recognition of real and potential players, power sources, strategies and tactics.

Concepts used in the analysis of political behaviour: power, authority, influence. Further concepts used in analysing the politics and government of societies: support, compliance, legitimation, representation, state, policy. Other important concepts: class, elite, capitalism, socialism, communism.

Government in Australia: its framework and machinery. Constitutions, federalism, levels of government. Elections and representation; electoral behaviour; the bureaucracy. The policy making process. The political roles of courts and tribunals, especially the arbitration system.

Political parties — their basis of support, their changing structure, policies and ideologies. The organisations of capital and the organisations of labour. Major pressure groups and minor parties.

The role of the media in Australian politics: its biases and how to read between the lines.

The dynamics of Australian political processes illustrated by a series of case studies from such areas as environmental politics, community politics, industrial politics, politics and education, politics and welfare.

Texts:

Eric Rowe, *Modern Politics*, RKP, 1969.

Richard Lucy (ed.), *Pieces of Politics*, MacMillan, 1975.

Ross M. Martin, *Trade Unions in Australia*, Penguin, 1975.

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

35201 THE SOCIOLOGY OF COMMUNITY

Semester II

4 semester hours

Pre-Requisite:

Society and Culture.

Objectives:

To introduce students to the variety of social groups and cultural norms at the community level in Australia and overseas; examine in detail the processes of social interaction and the dynamics of social change in different communities in Australia; develop in students an ability to interpret empirical data in the light of current concepts and ideas; give some appreciation of the sociologist at work, by examining disputes over theories and methods and the processes through which they may be resolved.

Content:

Small town studies: Mallee Town, Kandos and Rylestone, Bradstow; Housing estate studies: Newtown, Green Valley; Inner-city and suburban studies: Australia and U.S.A.; The rural-urban continuum: its disputed validity; Immigrant communities: assimilation, integration, or the development of sub-cultures?

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?

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 INTRODUCTION TO AMERICAN POLITICS

Semester II

3 semester hours

Pre-Requisite:

Political Behaviour

Objectives:

To develop in students an understanding of the American system of government and the role that various organisations 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:

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.

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.

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.

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.

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.

35301 COMMUNITY POLITICS

Semester II

4 semester hours

Pre-Requisites:

Political Behaviour.

Objectives:

To provide tools for analysing political behaviour among relatively small aggregations of people; to develop an awareness of political processes, both formal and informal in Australian communities; to study the interrelationship in Australia of community politics with state and national politics; to examine theories of representation, devolution and accountability in context of community decision making; to develop skills in systematic and rigorous empirical analysis by examining recent manifestations of community political organisation and the impact of government programs designed to encourage community politics.

Content:

Various concepts of community: sociological, geographical, ecological; the usefulness of community as a focus for studying political processes; introduction to British and American literature on community politics; the "community power" debate (elitists vs. pluralists): an analysis of methods and assumptions; recent perspectives in the debate: decisions and non-decisions on poverty, pollution, land use; participation and community control in theory and practice; the political dimensions of community development in industrialised countries.

The study of community politics in Australia: studies of communities (e.g. Bowral), of electorates (e.g. Manly, Eden-Monaro), of local government or urban politics (e.g. land use planning in City of Sydney), of community protest (residents, environmentalists); an analysis of their methods, assumptions and findings.

The importance for community politics of different concepts and perceptions of community among its members; the issues that engender community conflict; community politics and Australian political culture; reason for regional differences and for the relatively low level of community political activity in Australia.

The formal relations of Australian communities to levels of government; the legal framework of community politics (Local Government Act, when planning our environmental legislation); types of politics in local government elections: changing political styles of elected representatives; politics within local government.

The distribution of power in Australian communities; who makes, influences or benefits from discussion affecting the community: government, firms, voluntary organisations, individuals? Variables affecting community politics: area,

population density, income or status; community identification, degree of heterogeneity.

Decentralisation, regionalism and community development in recent Australian history; recent attempts to secure greater participation by community in planning: Australian Assistance Plan, Community Health Centres, City of Sydney Strategic Plan, etc.; assumptions underlying these particularly those concerning distribution of power in communities, devolution, representation and accountability; investigation to test their reactions to this.

Texts:

To be announced.

35302 POLITICS AND EDUCATION

Semester: III

3 semester hours

Pre-Requisite:

Political Behaviour.

Objectives:

To alert students to the political dimensions of the education system; to introduce students to some of the empirical techniques of political science through a close study of political socialisation; to investigate various approaches to the study of policy formation by a study of educational policy making in Australia; to familiarise students with some recent innovations in educational policy in Australia.

Content:

The political dimensions of the educational system; the internal politics of the system and component sub-systems (e.g. schools as political sub-systems); the relation of the education system to the wider political system; a broad outline of the distribution of responsibilities for education in the Australian political system; the political economy of education.

Education and social change; the role of education in some theories of social change (e.g. Marx, Weber, Pareto, Giddens); reasons for growth of public expenditure and control of education.

Theories of political socialisation: how children acquire political attitudes; the role of schools in this process; the importance of class in forming political outlook.

Views of major parties on education; relation of these views to their overall philosophy and class base; origin and tactics of major educational pressure groups.

Different approaches to the study of policy formation; major determinants of educational policy making in Australia — sources of restraint and sources of innovation; case studies of recent policy innovations in Australian education — Schools Commission, Children's Commission, Decentralisation and Community School.

Texts:

To be announced.

35401 LOCAL AND REGIONAL GOVERNMENT

Semester: II

5 semester hours

Pre-Requisite:

Political Behaviour.

Objectives:

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

Content:

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.

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?

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.

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.

The planner: notions of strategic choice and their relevance for the local government policy-maker. Physical planning, social planning, and the local community.

Local government reform: boundaries, functions, and administrative forms in 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.

35501 AUSTRALIAN POLITICAL ISSUES

Semester: I

5 semester hours

Pre-Requisites:

Political Behaviour, and one other politics unit.

Content:

This will involve detailed historical, political and organizational studies of a current political issue — e.g. women in politics, regionalism, federalism, industrial democracy, local government reform, government assistance to manufacturing industry.

36201 ORGANIZATION BEHAVIOUR

Semester: II

3 semester hours

Pre-Requisite:

Society and Culture.

Objectives:

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

Content:

Description and explanation of phenomena: Analysis and analytic techniques. The use of models in describing, analyzing and explaining phenomena. Modes of explanation. Functional explanation.

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.

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”.

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, *People and Organizations*, McGraw-Hill, 1973.

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

36301 INDUSTRIAL SOCIOLOGY

Semester: III

4 semester hours

Pre-Requisite:

Organization Behaviour.

Objectives:

To develop understanding of the behaviour of people in organizations and the psychological, social and organizational determinants of that behaviour; analyze the causal relationships between organizational and behavioural variables; develop models of the major variables influencing organizational behaviour and their interaction; give students experiential insight into inter-personal relationships in organizational situations; further develop skills in organization analysis and introduce notions of organization design; and to examine contemporary issues in industrial sociology.

Content:

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.

Social Psychology and Group Dynamics: Effects of social factors on human behaviour; inter-personal 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.

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.

The Organization as a Behavioural System: Open systems and organizations; organizational environment; analysis of organization structure and sub-systems; characteristics of formal structure; 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.

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.

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

4 semester hours

Pre-Requisites:

Industrial Sociology; Managerial Decision-Making.

Objectives:

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

Content:

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.).

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.

Management control: Decision-making and planning — of objectives, policies, organization structure. Budgeting. Programming and standard setting. Communication. Feedback and adaptation.

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.'

The dynamics of management: myths and realities. Adaptive search and disjointed incrementalism. Empirical studies.

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

5 semester hours

Pre-Requisites:

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

Objectives:

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.

To understand the market structure of important segments of Australian industry and draw implications for individual firms.

To study in some depth the legal and regulatory environment influencing major policy decisions in Australian firms.

To develop an ability to consider environmental change and assess its likely impact on the firm.

To gain some insight into the process of policy-making by simulating typical practical situations.

Content:

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.

The Environment: 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.

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.

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.

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

5 semester hours

Pre-Requisite:

Management Theory.

Objectives:

To analyze the major theories of bureaucracy, their historical and cultural backgrounds, and the main disputes surrounding them; examine in detail major empirical studies of bureaucracy in different settings as one basis for assessing the merits of disputed theories; 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; examine the effect of increasing bureaucracy on the social, occupational and organizational structures of modern society, examine modifications of, and suggested alternatives to, the bureaucratic model as desirable organizational patterns.

Content:

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.

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.

The centralization and decentralization of authority: e.g. international bureaucracies, regional decentralization and national goals.

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.

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.

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).

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.

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36502 PUBLIC ADMINISTRATION

Semester: V

5 semester hours

Pre-Requisites:

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

Co-Requisites:

Public Policy; Bureaucracy.

Objectives:

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

Content:

Public administration as a special field; its relationship with other specialized areas of administration; the growth of public administration; the study of public administration.

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.

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.

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.

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.

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.

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

5 semester hours

Pre-Requisite:

Bureaucracy.

Objectives:

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

Content:

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.

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.

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

5 semester hours

Pre-Requisite:

Bureaucracy.

Co-Requisite:

Organization Adaptation and Change.

Objectives:

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

Content:

Classical Design Theory: traditional principles of organization. Span of control, authority, chains of command, etc.; contributions of Taylor, Fayol, Mooney, Reiley.

Bureaucracy: traditional Weberian theory—formalization, hierarchy and documentation. Reactions of modern theorists—Blau, Crozier and Downs.

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.

Participative Model: The Michigan School. Likert's four systems; implications for design—autonomous work groups, job enrichment and the linking pin hierarchy.

Lawrence and 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.

The relationship between structure, job satisfaction and conflict.

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.

Art/Craft

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:

Make a platter and glaze it; make a Raku pot and fire it; experience industrial techniques in slipcasing a rice bowl; make an enclosed shell form, i.e. a piggy bank.

TEXTILE CRAFT

Content:

The student will be taught to spin, and convert the yarn into fabric using a technique self-chosen from the following: Knitting, Weaving, Crocheting, Macrame.

WOODCRAFT

Content:

Overview of the ideals of Industrial Design and associated woodcraft courses available in the College; 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.

PAPER

Content:

Paper surfaces, finishes and colours; techniques which may be used with paper to change its surface or transform it to a sculptural form; introduction to origami.

GRAPHIC ARTS

Content:

Investigate and practice the following basic printmaking techniques — Silk screen (stencil); Linocut (relief); Etching (intaglio). For each area, the methods of production and materials will be demonstrated and used experimentally.

WEAVING

Content:

History of weaving processes, looms and fibres; weaving without a loom: paper; scrim; string; reed; wool and similar fibres; weaving processes: plain weave, finger weave, frame loom and card looms; associated techniques: weft faced (tapestry), warp faced and balances weaves; use of colour for pattern.

10103 CURRICULUM ART I

Semesters: I or II or III

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:

Academic Studies:

The place and value of Art and Craft in Education.

Development of an understanding of the elements and principles of design.

The development stages of child art.

Art and Craft syllabuses in primary schools.

Planning learning experiences, materials and activities.

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.

10112 ART IA – CERAMICS AND MAN I

Semester: I

3 semester hours

Objectives:

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:

Four main categories according to their structure and method of fabrication: Solid — compact; Planar; Hollow — shell forms, refer largely to structure; Machine forms — the techniques of mass production.

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

10113 ART IB – TEXTILE CRAFT I

Semester: I

3 semester hours

Objectives:

An introductory unit designed to show inter-relationships, and to give practical and theoretical experience.

Content:

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, with examples taken from the Ancient and Pre-Historic Periods; practical learning and application of the more elementary techniques such as Spinning, Weaving, Knitting, Knotting.

10114 ART IC – WOODCRAFT I

Semester: I

3 semester hours

Pre-Requisite:

None.

Objectives:

To make students aware of factors influencing industrial design; to develop ability to communicate through drawing; and apply design principles through practical experiences.

Content:

Overview of modern production methods and the factors influencing the changes in industrial design; freehand drawing as a means of showing design features and constructional details; practical experiences; applied design. Free form work using a variety of media such as copper, timber and plastics.

10115 ART ID – FINE ARTS I**Semester: I**

3 semester hours

Pre-Requisite:

Art Pass H.S.C. or equivalent. Evidence of ability required from students without qualifications.

Objectives:

To further the general objective of Art, encouraging individual development through intuitive response coupled with analytical research. It is anticipated that leisure time art activities will develop.

Content:

Art History: Aspects of 19th and 20th Century Art forms; Design and Composition in 2D directly relating to sculptured forms in 3D with unity of elements and principles.

10116 ART IE – WEAVING I**Semester: I**

3 semester hours

Pre-Requisite:

None.

Objectives:

To further the general objectives of Art by providing the student with a background of the origins of the weaving craft; understanding of the materials and techniques used; experience in some of the basic weaving processes.

Content:

History of Weaving Craft — Development of weaving craft from earliest times to the middle ages and its relationship to the cultural environment of the period.

Weaving Materials — Classification of fibres, measurement details, construction of yarns and processes involved, the spinning process — the wheel and its use, suitability of various fibres for weaving processes.

Practical Expression — Simple weaving processes involving elementary looms: Plain, Tapestry, Inkle loom, Tablet loom, Gauze and Leno, Macrame knotting. Students will be required to complete a reasonable proportion of practical work in their own time.

10117 ART IF — GRAPHIC ARTS I**Semester: 1**

3 semester hours

Pre-Requisite:

None

Objective:

A basic foundation in Graphic Arts.

Content:

Two-dimensional and 3-dimensional design work using a variety of printing techniques including silkscreen, etching, block printing; drawing and painting of ideas to be used in printmaking of fabric and pictorial illustration; history and significance of Graphic Arts in Eastern and Western cultures.

10202 CURRICULUM ART IIA — TEXTILE CRAFT**Semesters: IV, V and VI**

3 semester hours

Pre-Requisite:

Curriculum Art I.

Objective:

To understand the possibilities of Textile Craft in the education of the child.

Content:

The learning of basic skills and techniques involved in Textile Craft through a variety of media. The practical work will be at tertiary level so that students can make analytical task analyses in relation to methods, procedures, techniques and the child, and present these in "log" form for assessment.

Basic Text:

None.

10203 CURRICULUM ART IIB**Semesters: IV, V and VI**

3 semester hours

Objective:

To develop further the objectives of Curriculum Art — through specialist study of woodcraft.

Content:

The purpose and range of woodcraft suitable for the different stages of a child's development; suggested methods of adapting modified equipment for use in general classrooms; classroom management for practical activities involving the use of cutting tools.

Practical Experiences: Students will construct models of their own choice and design — using thin timber (plywood); modelling with thick timber; laminating or veneer sculpture; toy making; symmography.

Basic Text:

None.

10204 CURRICULUM ART IIC — CHILDREN AND CERAMICS**Semesters: IV, V and VI**

3 semester hours

Objectives:

To show how clay can be used to aid the development of children.

Content:

Using four categories of ceramic objects, solid, planar, hollow shell, and machine forms, the unit will deal with the development of children's expression and creativity in a social setting.

In each category using low-fire techniques, examination in detail of the objects made by children, at their various developmental levels, together with the appropriate teaching methods.

Analysis of the logistics involved in such a programme in the infants and primary school.

10205 CURRICULUM ART IID – RELIEF MODELLING**Semesters: IV, V and VI**

3 semester hours

Objectives:

To develop skills and to work creatively with a number of media in using the techniques of relief modelling. The unit will provide opportunity for practical experience and teaching methods.

Content:

Relief, in modelling in plaster; in wood carving; in copper tooling; decoration in leather working.

Basic Text:

Mattil, E. L. *Meaning in Crafts*. New York. Prentice-Hall, 1965.

10206 CURRICULUM ART IIE – GENERAL CRAFT**Semesters: IV, V and VI**

3 semester hours

Objectives:

To develop and consolidate the objectives of Curriculum Art I, with emphasis

on meeting the creative needs and educational requirements of children in the Primary School.

Content:

Academic Study — developments in contemporary art and craft education, role of the teacher; classroom practices; co-ordinate areas; correlation aspects developing a programme of activities for the primary school.

Workshop Study — creative, expressive art/craft activities as in mask making puppetry and dioramas; creative and manipulative activities at a personal level and related to the classroom; activities as leathercraft, copper modelling bookcraft, and weaving with cane and textiles

Basic Texts:

None.

10207 CURRICULUM ART IIF — WEAVING

Semesters: IV, V and VI

3 semester hours

Objectives:

To extend skills and creativity with a variety of media and techniques of weaving and examine the means by which these may be used effectively in school situations.

Content:

Weaving without a loom — during this section plain weaving processes will be treated using the following materials: paper, scrim, burlap, drinking straws, reed and wire, etc. Techniques of weaving on a pencil, finger weaving, Indian braiding and plaiting cording will also be dealt with.

Weaving with simple looms — this section will involve various cardboard looms, rigid heddle looms, Hungarian looms and the Inkle loom.

Basic text:

Rainey, S. R. *Weaving without a Loom*, Boston: Davis, 1967.

10208 CURRICULUM ART IIG – PRINTMAKING AND DYEING

Semesters: IV, V and VI

3 semester hours

Objective:

This is a practical classroom course in printmaking and dyeing.

Content:

History of printmaking; creative printmaking and dyeing; printing and dyeing processes: tie dyeing and batik, offset, silkscreen, relief, intaglio; classroom organisation and display.

Basic Text:

None.

10209 CURRICULUM ART IIH – DRAWING AND PAINTING

Semesters: IV, V and VI

3 semester hours

Objective:

To study drawing and painting as a classroom tool which may be used to provide inspiration and active interest. The student will be constantly made aware of the necessity of considering child growth and development in fostering artistic skill and the ability to appreciate art works.

Content:

Practical approach to introduce: figure drawing; drawing of the face; the figure in a picture; the three above in chalkboard skills; an extension of the use of tone to colour; moods in design as background for space filling; painting – colour mixing and application; multi-media for drawing and painting.

Picture appreciation – from realism to abstraction.

Basic Text:

None.

10210 CURRICULUM ART IJ – DESIGN EXTENSION

Semesters: IV, V and VI

3 semester hours

Objectives:

To develop powers of communication and the ability to think creatively through encouraging imaginative use of media and techniques; to investigate design concepts and their application to various craft areas so that students will gain confidence in ability to teach.

Content:

A study of the areas and objectives of the Art and Craft Curriculum; an examination of teaching procedures and classroom organization.

Basic texts:

None.

10211 CURRICULUM ART IJK – ENRICHMENT THROUGH CRAFT

Semesters: IV, V and VI

3 semester hours

Objectives:

To further the objectives of Curriculum Art I through an appreciation for the value of craft as a means of enriching learning experiences, with an emphasis on Special Education.

Content:

Shadow Puppetry – presented as a means of developing artistic expression, elementary mechanical and oral expression.

Glove Puppetry – students to construct puppets featuring characteristics developed through their own written script.

Diorama – group activities, designed to show how social science may be given a more practical basis.

Workshop – a period where students construct teaching aids with full use of the workshop and machinery.

Basic Texts:

None.

10212 ART IIA – CERAMICS AND MAN II

Semester: II

3 semester hours

Pre-Requisite:

Art IA

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

10213 ART IIB – TEXTILE CRAFT II

Semester: II

3 semester hours

Pre-Requisite:

Art IB

Objectives:

A continuation and development of those in Semester I, with additional emphasis on the problems involved in the successful use of colour.

Content:

A continuation from Semester I with examples taken from Medieval and Early Modern History; practical learning and application, to continue development of those from Semester I, and to introduce Dyeing, Printing, Functional Stitching, Embroidery (Decorative Stitching).

10214 ART IIC — WOODCRAFT II

Semester: II

3 semester hours

Pre-Requisite:

Art I

Objectives:

To further develop the objectives of Art IC with an introductory treatment of modern furniture.

Content:

Features of furniture design and its changing nature due to modern production methods; Plan drawing and the use of pictorial for detailed sections; Practical experiences: individual choice for minor and major Wood Craft practical assignments.

10215 ART IID — FINE ARTS II

Semester: II

3 semester hours

Pre-Requisites:

Art ID or Art I

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 in-depth study of Australian Art.

Content:

Art History — Australia: The Arts 1770-1975.

Design and Composition — further investigation of design concepts and the application to still life in watercolour.

10216 ART IIE — WEAVING II

Semester: II

3 semester hours

Pre-Requisite:

Art IF

Objectives:

To continue the extension of the general objectives of Weaving I by furthering the background in the origin of the weaving craft; deepening understanding of the materials and techniques used; developing experience in the weaving process and an aesthetic attitude to appreciation in weaving design.

Content:

History of Weaving — Emphasis will be placed on the emergence of the rigid heddle loom and the social and technological implications for craft workers and their culture. Topics to be considered are the ancient Middle East, the classical world, early weaving in the Far East (Pre-Buddhist China), the Christian World — Alexandria and Byzantium, the Moslem conquest.

Materials, Tools and Equipment — Source characteristics and application of natural fibres; the loom; other equipment.

The rigid heddle weaving process — Loom construction, principles of operation, variety of looms which may use this process, associated weaving equipment, setting up the loom, warping and threading, calculations involved, weft and weaving — techniques, pattern design, based on plain weave, colour and texture, finishing process.

Application of design elements to weaving. The elements and principles of design for weavers.

10217 ART IIF — GRAPHIC ARTS II

Semester: II

3 semester hours

Pre-Requisite:

Art IF or Art I

Objective:

To develop the processes and skills involved in Graphic Arts.

Content:

Methods of Intaglio and Relief Printing: Lino cuts, Woodcuts, Dry point, Collage, Silk Screen and Etching; drawing from life models to understand structure and form, necessary in illustration work; study of development of book illustration and the publishing and printing industries.

10218 ART IIL — INFANTS' GENERAL CRAFT

Semesters: IV, V and VI

3 semester hours

Objectives:

To develop and consolidate the objectives of Curriculum Art I, with emphasis on meeting the creative needs and educational requirements of children in the Infant School.

Content:

Academic Study — Developments in Contemporary Art and Craft Education; role of the teacher, classroom practices, co-ordinated areas; developing a programme of activities in art and craft education for the Infant School.

Workshop Study — a range of activities including papercraft, printmaking, modelling with various materials, puppetry and masks, mobiles and dioramas, simple weaving techniques.

Basic text:

None.

10219 CURRICULUM ART IIM — PAPER CRAFT

Semesters: IV, V and VI

3 semester hours

Objective:

To employ paper creatively as a medium in a range of paper crafts that can be adapted to various levels of ability in the classroom for most subject areas.

Content:

Paper — its endless variety and versatility, its properties that make it suitable for a particular craft area, finishes, surfaces, colours, strengths.

Paper — its imaginative use; methods of altering textures; manual skills development through paper; construction; artistic skill development; supports and balance for paper work (wire/wood/balloons).

Basic text:

None.

10312 ART IIIA — CERAMICS AND MAN III**Semester: III**

3 semester hours

Pre-Requisite:

Art IIA

Objectives:

To consolidate the work on clays, glazes and firing covered briefly in the first two semesters and to provide a scientific understanding for the work in the following semesters.

Content:

The unit will deal specifically with the data associated with four areas: Clays — their origins and properties. Glazes — formulation, application, firing cycles and atmosphere. Kilns — design, construction, fuels, insulation, materials and heat measurement. Testing — the composition of clay bodies, related glazes and firing techniques.

10313 ART IIIB — TEXTILE CRAFT III**Semester: III**

3 semester hours

Pre-Requisite:

Art IIB

Objectives:

An interdisciplinary emphasis as a superstructure on those of Semesters I and II.

Content:

A continuation with examples from Modern History in 18th Century and 19th Century; practical learning and application, to develop creative expertise with techniques already mastered, and to introduce Netting, Braiding and Plaiting, Bobbin/Pillow Lace making, Needlepoint Lacemaking, Tatting.

10314 ART IIIC – WOODCRAFT III**Semester: III**

3 semester hours

Pre-Requisites:

Art II

Objectives:

To further develop the objectives of Art IIC and Art IIIC with the addition of extensions in advertising techniques and furniture upholstery.

Content:

Extension of plan and detail drawing with an emphasis on constructional design; objectives of pictorial advertising, its techniques and presentation; properties and potentials of textiles and other forms of furniture upholstery; Practical Experiences: Major timber assignment which would also include the use of allied materials.

10315 ART IIID – FINE ARTS III**Semester: III**

3 semester hours

Pre-Requisite:

Art IID

Objective:

Furthering the general objective by developing awareness of the subtleties in shape and colour. Emphasis on critical (visual, emotional) analysis in subjects leading to interpreting mood and emotion.

Content:

Art History: Aspects of Pre-Christian Art in Europe; Expression Area: Development of creativity in design and composition; Painting — still life, Oils; Drawing — still life with fabric; Modelling — clay head or figure.

10316 ART IIIE – WEAVING III

Semester: III

3 semester hours

Pre-Requisite:

Art IIE

Objectives:

Developing understanding of the compound weaving process in the use of 2 and 4 shaft looms, and appreciation of design — its relation to pattern drafting. Continuing in-depth study of the historical background to weaving; its relationship to the cultural climate; understanding modern materials.

Content:

Historical — The development of the weaving process from the middle ages to the present day. Mechanisation will be considered although the emphasis will be on hand weaving; Material — The source, characteristics and value of synthetic fibres; Practical Expression — Use of the 2 and 4 shaft looms, pattern drafting, warping, tie up and operation.

10317 ART IIIF – GRAPHIC ARTS III

Semester: III

3 semester hours

Pre-Requisite:

Art IIF

Objectives:

To extend the student's personal expression in fine art printmaking and to introduce lithography and other graphic design areas.

Content:

History of modern art styles and their influence on the graphic arts including advertising media; graphics (typography) as used in advertising, sign and poster work; illustrated books; screen projections and films; preparation of type and blocks for the platen press; preparation of a lithographic plate for the press.

10412 ART IVA — CERAMICS AND MAN IV

Semester: IV

4 semester hours

Pre-Requisite:

Art IIIA

Objective:

To give the student the opportunity to study one aspect of ceramics.

Content:

Students will make their selection from a given number of topics, or plan their own topic subject to the lecturer's approval. To avoid duplication, only one student will be able to study a particular topic.

Either horizontal or vertical studies can be carried out in the following areas:

Children and Ceramics; Ceramics and Industry; The Artist Potter; Ceramics and Archeology; Ceramics and History; Ceramics and Primitive Societies; Ceramic techniques — The Wheel; Ceramics and Leisure; Ceramics for Therapy.

10413 ART IVB — TEXTILE CRAFT IV

Semester: IV

4 semester hours

Pre-Requisite:

Art IIIB

Objectives:

To develop those of the previous semesters in greater depth, with an emphasis on commitment to all aspects, but especially to the perfection of techniques. Students will realise: "First of all be a good craftsman. This will not keep you from being a genius." (Renoir.)

Content:

Historical continuation to the present day.

Selection of practical area for: Major in-depth study which may extend to Semester VI; minor study or studies — all-encompassing project.

10414 ART IVC – WOODCRAFT IV

Semester: IV

4 semester hours

Pre-Requisite:

Art III

Objectives:

To develop further the objectives of Art IIIC with the extension of an individual approach to: the principles of interior design; the principles of design of boat building and canoe construction.

Content:

Extension of drawing through the introduction of perspective and axonometric projection; principles of interior design and their practical application to a specific situation; Practical Experience: further development in furniture design and construction.

Introduction to canoeing and sailing techniques by resources person from Physical Education Department; a study of design features, construction methods and materials and processes used to make small craft; Practical Experience: selection of design and commencement of construction of either a Canadian canoe or small sailing boat.

10415 ART IVD – FINE ARTS IV

Semester IV

4 semester hours

Pre-Requisite:

Art IIID

Objectives:

To encourage specialisation towards one of the three areas of painting, drawing or design through analysis of form/plane in face/figure, consolidatory work on sensitivity in colour, utilising human figure in composition.

Content:

Art History: Aspects of Christian Art; Expression: Composition and design — the human figure as a basis for expression; painting — portraiture; drawing — life studies.

10416 ART IVE — WEAVING IV

Semester: IV

4 semester hours

Pre-Requisite:

Art III E

Objective:

Development of objectives as for Weaving III with emphasis on intimate knowledge of weaving by using more complicated looms, hand and mechanical. Design interpretation will be extended through specialised weaving processes such as tapestry, rya rug weaving.

Content:

History — The socio-cultural implications and technological bases of change in relation to the development of weaving techniques; Weaving Materials — A study of the manufacture of synthetic fibres and the necessity for composite fibres; natural dyeing techniques; the process of spinning; practical work involving use of multi-shaft looms and the implication of their use on design.

10417 ART IVF — GRAPHIC ARTS IV

Semester: IV

4 semester hours

Pre-Requisite:

Art III F

Objectives:

To further extend the areas of graphic arts by introducing photographic techniques to apply in personal expression.

Content:

The history of Graphic Arts in Eastern and Western cultures; (personal research by the student into one specific area of graphic design in one of these cultures); introduction of photographic printing process — e.g. photo silkscreen printing; design and preparation of art work for printing on an offset press.

10512 ART VA — CERAMICS AND MAN V

Semester: V

4 semester hours

Pre-Requisite:

Art IVA

Objectives:

To synthesize, in a practical, demanding and stimulating manner, the work of the previous four semesters, enriching students' concept of design and providing opportunity for co-operation and completion of group projects.

Content:

Groups will be formed to carry out a variety of projects, each developing its own. The following areas are suggested as starting or focal points:

Industrial process, e.g., students might explore the problems of designing, producing and marketing a coffee set.

Workshops in history, e.g., design, set up and produce the items of a Greek pottery.

Ethnic pottery, e.g., reproduce the style of work from, for example, Nigeria or New Guinea.

The Artist Potter, e.g., how artist potters operate, what they produce, how they produce, and how they distribute and/or exhibit their work.

Glazes, e.g., attempt to reproduce a variety of glazes used by man from earliest times.

Ceramics and children, e.g., develop a programme for children.

10513 ART VB — TEXTILE CRAFT V

Semester: V

4 semester hours

Pre-Requisite:

Art IVB

Objectives:

Some students will be able to show that "Line art is that in which the hand, the head, and the heart of man go together". (Ruskin.) For others, help and encouragement will result in competent work.

Content:

Students will select an area of specific individual interest for expression through practical application of Textile Arts and Crafts. This project will be supported by in-depth research which should show the relationship between the expression and Man's ethos, in an essay of about 3,000 words.

It is anticipated that this project will extend into Semester VI for many students. Others may continue that commenced in Semester IV. Those concluding Textile Craft at Semester V level will complete the project and essay and report findings in Semester V.

10514 ART VC – WOODCRAFT V**Semester: V**

4 semester hours

Pre-Requisite:

Art IVC

Objectives:

To further the objectives of Art IVC with emphasis on individual development of skills and knowledge and the profitable use of leisure time.

Content:

Continuing an in-depth study of the boat and its place in society; sailing and canoeing techniques; Practical Experience: completion of the craft commenced in Semester IV. As an extra curricular activity students will be required to have achieved a degree of skill in handling a craft of the type they are constructing.

10515 ART VD – FINE ARTS V**Semester: V**

4 semester hours

Pre-Requisite:

Art IVD

Objective:

To provide for specialisation in one of the forms of art expression previously encountered and to extend the artistic background of the student by a detailed study of non-Christian, non-European art.

Content:

Art History. A study: Japan/China/Mexico/South America, etc. Specialisation in either Painting — costume portrait (period) from life. Drawing — life, or design and composition — work in chosen field of expression.

10516 ART VE — WEAVING V**Semester: V**

4 semester hours

Pre-Requisite:

Art IVE

Objectives:

Development of objectives as for Weaving III with emphasis on intimate knowledge of weaving by using more complicated looms, hand and mechanical. Design interpretation will be extended through specialized weaving processes such as tapestry, rya rug weaving.

Background knowledge will integrate relationships between weaving techniques, technological change and the socio-cultural situation.

Content:

History — a study of Tapestry and Pile weaving in different cultures.

Weaving Materials — Tapestry and Pile weaving techniques — associated looms; natural and synthetic dyeing techniques, mechanisation of spinning methods, practical work using Tapestry or Pile techniques.

10517 ART VF — GRAPHIC ARTS V**Semester: V**

4 semester hours

Pre-Requisite:

Art IVF

Objectives:

To specialize in one area of printmaking and its application to either Fine Art or Commercial Art, including fabric printing and poster design; to introduce book design skills.

Content:

Specialization in one of either silk screen printing, etching, lithography or letterpress. (Personal research by students into Principles of Applied Design as it relates to their specialization); design and production methods (including binding involved in the printing of a simple picture book).

10518 ART/CRAFT**Semester: II**

2 semester hours

Objectives:

To encourage the student to discover further educational possibilities of Art/Craft in special education; integrate and reinforce learning situations in other areas; act as a stimulus where such an area is suitable; provide an outlet for expression at their own level; have the ability to achieve success and satisfaction; give experience in Art/Craft areas which would be suitable for atypical children; 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; extend the students' general education through an appreciation of good design and by providing the opportunity to practice Art/Craft skills.

Content:

Outline of course and details of its aim; paper and paint: colour application; mask making and link with oral expression; the use of environmental material coupled with expression in material, oral and written matter; puppetry in various forms, i.e. shadow, glove, sock, etc., showing by play presentation the further extension of oral expression; extension of the design principles into the area of weaving, tie dyeing, batik and model making; design and construction of suitable aids for use in the schools to which the student will be appointed; 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); 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.

10612 ART VIA – CERAMICS AND MAN VI

Semester: VI

4 semester hours

Pre-Requisite:

Art VA

Objectives:

To enable students to apply their knowledge and experience to the design and completion of a major piece of practical work; to develop, explicitly, the skills of criticism implicit in the previous five semesters.

Content:

The nature of the practical work will depend on the students' preference.

Lecturers will act in an advisory capacity.

The development of critical skills will be aided by formal lectures and tutorials on aesthetics and criticism in particular — plus visits to current exhibitions and informal discussions with lecturers, artists and critics.

10613 ART VIB –TEXTILE CRAFT VI

Semester: VI

4 semester hours

Pre-Requisite:

Art VB

Objectives:

To provide the climate for a culmination of all previous objectives — but realising that "Genius does what it must, and talent does what it can". (Earl of Lytton.)

Content:

As for Semester V.

An open ended and free system will operate to incorporate practical and theoretical work.

Each student will be expected to mount an exhibition of work completed during the six semesters. The exhibits can comprise work completed for unit requirements and/or extension and/or experimental work which was the outcome of the unit.

10615 ART VID – FINE ARTS VI

Semester: VI

4 semester hours

Pre-Requisite:

Art VD

Objectives:

An in-depth study in style to extend students' specialisation and personal development of expression in their selected area; to develop students' aesthetics by understanding criticism and review.

Content:

Art History — Planned visits to galleries and exhibitions will be made to encourage the growth in aesthetics; reviews and criticism studied and presented, in relation; noted authorities invited to speak; student discussion generally based on evaluation of work completed and partially completed.

Expression — Continuation of specialisation in painting — life; drawing — life; design/composition — continuation of work in chosen field.

Allowance has been made for the major work in the area to be completed over two semesters.

10616 ART VIE –WEAVING VI

Semester: VI

4 semester hours

Pre-Requisite:

Art VE

Objective:

To extend the general objectives of the Weaving sequence by allowing the student to apply his knowledge and experience of weaving to the design and completion of a major piece of practical work.

Content:

History — The craft revival; the contemporary fibre craftsman.

Practical Expression — Work of an advanced nature from any area of the sequence, based on student preference.

Basic Text:

Held, Shirley, *Weaving — A Handbook for Fibre Craftsmen*. New York: Holt, Rinehart and Winston, 1973.

10617 ART VIF — GRAPHIC ARTS VI

Semester: VI

4 semester hours

Pre-Requisite:

Art VF

Objective:

To provide an opportunity to continue specialisation in either Fine Art printing or Commercial Art printing — including fabric, poster or picture book design.

Content:

Specific requirements should be met by the students in their specialised field of expression. This will include the student's original art work and graphic design — the necessary graphics for advertising and presenting an exhibition of work — e.g., posters, advertisements, exhibition catalogue.

Communication Studies

11111 COMMUNICATION I – MAKING SENSE

Semester: I

3 semester hours

Pre-Requisites:

None.

Objectives:

To develop skills in: inter-personal communication; analysis; construction of arguments; written and oral communication.

Content:

Inter-personal communication — gaining greater understanding of self and others; the personal barrier to communication.

Factors affecting communication — The importance of judgements in communication; effects of experimental factors upon judgement; influence of perception, observation, inference, and the “image” upon judgements; observation, perception, inference; influence of personal experience, cultural experience, context upon an individual's observation and perception; relationship to judgements; visual and auditory cues and consequent inferences.

The notion of the “image”; cognitive and affective dimensions of each person's image; relationship of the image to behaviour; prejudice, dogmatism, rigidity; the self-concept as part of the “image”; oneself; others; communication as an event taking place between two “images”.

Non-verbal communication — Non-verbal communication; extent and effectiveness of body language or paralinguistics; awareness of the ambiguity of non-verbal messages.

The use of language in communication — The uses of language; preliminary study of the selection of different forms of language to meet particular purposes; relationship between form and function; persuasive and informative uses of language.

Persuasion in communication; recognition of persuasive forms of communication (prose, poetry, cartoon, film, song, music); use of the media for persuasion; techniques of persuasion; selection; substitution of names and emotive language; repetition; assertion; appeal to authority; prejudice; special pleading; rationalization; diversions; factors affecting persuasion; credibility of communicator; organization of persuasive arguments; group membership; personality; prior attitudes and knowledge.

N.B. The study of the use of language in communication will be pursued in Communication II.

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

Learning about behaviour of groups and how groups function is regarded as important so that the course will be based on small group tutorial units. These groups will be further divided into sub-groups of approximately four students for the purpose of class exercises.

Activities will include written and oral exercises based on the interpretation of prose, poetry, music and film. Students will engage in debate and role playing, and will play a variety of communication games.

Specific competency learning modules will be used to assist in the development of communication skills. These modules will individualize instruction.

Preliminary Reading:

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

Texts:

Barzun, J. and Graff, H., *The Modern Researcher*, Harcourt, Brace and World Inc. 1962.

Ruby, L. and Yarber, R., *The Art of Making Sense*, Lippincott Company, 1974.

Stewart, J. (ed.), *Bridges Not Walls*, Addison-Wesley Publishing Co. 1973.

11211 COMMUNICATION II – MAKING MORE SENSE

Semester: II

3 semester hours

Pre-Requisites:

Communication I.

Objectives:

To reinforce, extend, and practise the communication skills introduced and developed in Communication I, with particular reference to informative uses of language, fallacies of argument, and assessment of the truth of statements.

Content:

The Use of Language in Communication (continued) – informative uses of language; using language to inform; style in informative writing; techniques used in informative presentation.

Argument — material fallacies of argument; the problem of stating the facts correctly and of correctly representing the known situation; vagueness; ambiguity; faulty generalization; faulty causal generalization; post hoc reasoning; faulty analogy; reification; composition and division; equivocation; faulty classification.

Logical fallacies in argument; notions of logical truth and validity; the undistributed middle term; suppressed quantification; non sequitur; circular definition; construction of arguments in logical form; conversion of arguments from logical to literary form. Style.

Evidence and Truth — assessing the truth of statements written in persuasive and informative forms; verbal issues and factual issues; evidence, testability, falsifiability, corroboration, tentative "truths"; facts distinguished from opinions; resolving conflicts about facts; resolving conflicts of opinion.

Variety in Human Communication — the variety of modes of contemporary written and oral communication; an introduction and an overview.

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

Where possible, the groups established in Communication I will be maintained to assist continuity. Again, considerable emphasis will be placed upon group work.

Workshop and take-home activities will include oral and written exercises based on a wide variety of media. Students will engage in debate and role playing, and will participate in communication games.

Specific competency learning modules will be used to assist in the development of communication skills. These modules will individualize instruction.

Texts:

Barzun, J. and Graff, H., *The Modern Researcher*, New York, Harcourt Brace and World Inc., 1962.

Ruby, L. and Yarber, R., *The Art of Making Sense*, Philadelphia, Leppincott Company, 1974.

11306 TELEVISION IN EDUCATION I

Semesters: III and V

2 semester hours

Pre-Requisites:

None.

Objectives:

To develop an understanding of the nature, value and limitations of television (other than broadcast television) in the classroom; to familiarize teachers with the basic tools of television.

Content:

Students will be introduced to television equipment suitable for use within the school situation as follows:

Cameras, the video tape recorder, the vision mixer and sync. pulse generator, lighting, microphones and sound mixers, auxiliary sound inputs, production aids generally, with special attention given to improvisation.

The following production techniques will be considered:

Use of cameras, singly and in two and three camera chains, use of the zoom lens, selective focus, inlay and superimposition, reflected image, camera placement, use of supplementary lenses, camera movement — panning, tilting, dollying and tracking, construction and use of graphics, use of projected images.

The equipment and techniques above will be applied to the recording of the following:

The closed circuit observation of detail and demonstration, interviews and discussions, the observation of skills, role-playing.

Basic Texts:

Gibson, Tony, *The Use of ETC, a Handbook for Students and Teachers*, London: Hutchinson Education Ltd., 1970.

11308 TRANSMITTED TELEVISION AND RADIO IN EDUCATION**Semester: III**

2 semester hours

Pre-Requisites:

None.

Objectives:

To develop an understanding of the nature of broadcast programmes, and the possibilities and limitations in their use within the schoolroom; to enable students to assess criteria and procedures for evaluating and using the media of broadcast radio and television in terms of current understandings of communication and curricula; to study effective methods, techniques and practices in the use of broadcast radio and television for learning.

Content:

The scope of school broadcasts and telecasts: the range of subjects covered, age/grade distribution, programming limitations; programmes designed for direct teaching and for resource material; specialized broadcast sources other than A.B.C. Schools Broadcasts: School of the Air, Radio University.

Specialized techniques of using broadcasts in the classroom in study situations, in explanation, for motivation, review and revision; editing recorded broadcast material for teaching purposes; the incorporation of radio and/or video material into multi-media programming; using broadcast material to plan the school teaching programme; the scripting and production of material for broadcasting; advanced recording techniques.

Basic Texts:

None.

11309 AUDIO TECHNIQUES FOR TEACHING**Semesters: IV and VI**

2 semester hours

Pre-Requisite:

11101 Educational Technology

Objectives:

To survey audio equipment and its possibilities and limitations. By practical experience gain an understanding of the use of audio aids and applications within the school system.

Content:

Audio equipment, the production of audio materials, and their application to both individual and group learning situations — Audio active and passive systems; Preparing audio learning environments; Recordings and broadcasts as a source; Recording of speech and music; Transition, dubbing, superimposition, transposition; Audio-tutorials as a teaching method; Preparation of material for audio teaching methods; Public address systems and techniques; Language laboratory techniques; Multi-listening devices; Audio-reading accelerators — voice mirror languagemaster.

Basic Texts:

None.

11310 EDUCATIONAL GAMES AND SIMULATIONS I

Semesters: III and V

2 semester hours

Pre-Requisites:

None.

Objectives:

To alert students to the potential of educational games and simulations; give experience in playing educational games and simulations; develop criteria for evaluation of educational games and simulations.

Content:

Students will gain experience participating in board and role play simulation games. Attention will be given to sources of games (commercial and teacher made), the claimed advantages of educational simulation, the use of games for motivating, for teaching facts and skills and for developing attitudes, and with students of varying ability. The role of the teacher during game playing will be examined and students will be encouraged to develop criteria for evaluating games.

Basic Texts:

Adams, D., *Simulation Games: An Approach to Learning*, Worthington, Ohio: Charles A. Jones, 1973.

Gordon, A., *Games for Growth*, Palo Alto, California, 1970.,

Livingston, S. & Stoll, C., *Simulation Games*, New York: Free Press, 1973.

11311 COMMUNICATION IIIA — MODES OF COMMUNICATION

Semesters: I, III, and V

3 semester hours

Pre-Requisites:

None.

Objectives:

To develop an awareness and understanding of differing modes of communication in the arts and in society.

Content:

Attitudes to 20th Century man in various art forms; communication of a theme through patterning as in mime, fashion, dress, manner, etc.; the use of language to reveal attitude – its relation to social conventions; the ways in which the writer and film-maker reveal atmosphere; the role of conflict and choice in society seen through various media; the differences between oral and written description.

Similarities in techniques and by poets and advertisers; form and meaning in poetry, drama and the media; sentimentality and sincerity; atmosphere without words; words reveal more than they say; the use of scripts to raise controversial issues; levels of meaning; point of view and the problem of perspective; the differing functions of laughter.

Learning Experiences: discussions; exercises in writing with constraints; improvisation; building a play; visits to theatre; reading stage and radio scripts; viewing and listening experiences, individually and in groups; mime, creative dance and role play.

Assessment: written and performance assignments will be required of all students; the nature of the assignments will be integrated with the learning experience programme and be submitted progressively by the students.

This course may be attempted by students who wish to work independently, presenting written work for assessment. The nature of the written work will be determined in consultation with the lecturer. Emphasis may be given to original writing such as a collection of short stories or poems, or a full-length play, or two critical works on major twentieth century writers.

References:

The books studied will be determined in consultation with students. Emphasis will be placed on short stories, novels and plays.

11406 TELEVISION IN EDUCATION II**Semesters: IV and VI**

2 semester hours

Pre-Requisite:

Television in Education I.

Objectives and Content:

The objectives and content of this unit are identical with those of Television in Education I. However, the activities will deal with situations of greater complexity and difficulty than in the initial units.

11410 EDUCATIONAL GAMES AND SIMULATIONS II

Semesters: IV and VI

2 semester hours

Pre-Requisite:

Educational Games and Simulations I.

Objectives:

To provide practical experiences in the planning, production and presentation of educational games and simulation.

Content:

Students will explore the use of teacher made games as an alternative to commercially produced games. They will select topics for game development, establish objectives, make decisions about game scope, structure, materials and rules, and develop games through to the stage where they are suitable for classroom use.

Basic Texts:

Maidment, R. & Bronstein, R., *Simulation Games: Design and Implementation*, Columbus, Ohio, Charles E. Merrill, 1973.

Taylor, J. and Walford, R., *Simulation in the Classroom*, London, Penguin, 1972.

11411 COMMUNICATION IVA — TELEVISION I

Semesters: IV and VI

4 semester hours

Pre-Requisites:

Communication IIIA or Communication IIIB.

Objectives:

To examine conjecture and evidence about the effect of television upon individuals in particular societies, and on societies generally; and to examine the use of specific television production techniques to inform or influence opinion.

Content:

A. Historical Survey of the public use of television in the United States of America, Europe and Australia; the current situation in the industry in Australia — the relationship between governments and broadcasters; the business corporation as a controller in broadcasting; the development of the network system; legal constraints and obligations; self-imposed industry restraints.

B. Types of broadcasting — drama; documentary; news and current affairs; audience participation.

C. The established pattern of production techniques peculiar to each of the above types of broadcast television; the rationale behind their use; the validity of assumptions about production techniques; the ethics of production; limitation inherent in the medium.

D. Consideration of the following techniques — lighting, sound, camera movement, camera angle, use of graphics, use of the cut-away, use of film, visual continuity, special effects, subjective and objective viewpoints, audience involvement, reality recording, using talent, editing, visual selectivity.

Learning Experiences — Topics in (A) will be covered by a series of lectures, discussions and directed readings.

Topics in (B), (C) and (D) will be dealt with collaterally by a series of seminars, demonstrations, and experimental workshops, with subsequent discussions.

Assessment — Students will be required to submit, on specified dates, five short analytical reports on selected current public television programmes. Each report will be evaluated upon an eight point scale.

There will be a final examination at the conclusion of the course.

Relative weighting given to the assessment instruments will be:

| | |
|-------------------|-----|
| Reports | 40% |
| Final Examination | 60% |

Basic Texts:

None.

References:

Blizard, John, *Individual Differences and Television Viewing Behaviour*, Sydney: Business Consultants and Finance, 1972.

McLuhan, Marshall, *Understanding Media*, London: Routledge and Kegan Paul, 1964. *The Medium is the Message* (any edition).

Windlesham, Lord, *Television and Public Opinion*, London: Cape, 1966.

Trenaman, J. and McQuail, D., *Television and the Political Image*, London: Methuen, 1961.

Blumber, J. G. and McQuail, D., *Television in Politics: Its Uses and Influence*, London: Faber and Faber, 1968.

Halloran, J. D. (ed.), *The Effects of Television*, London: Panther, 1970.

Skornia, Harry J., *Television and Society: An Inquest and Agenda for Improvement*, Sydney: McGraw-Hill, 1965.

Packard, Vance, *The Hidden Persuaders*, Ringwood, Victoria: Penguin, 1970.

11412 COMMUNICATION IVB – THE MASS MEDIA

Semesters: IV and VI

4 semester hours

Pre-Requisites:

Communication II and III.

Objectives:

To develop an awareness and understanding of the mass media, and its role in society.

Content:

An analysis of the mass media as a social phenomenon, using models of communication processes and social behaviour; the distinctive social roles of the various types of media, e.g. newspapers, magazines, radio, television, in historical perspective.

The press as an example of the mass media – its forms, methods and ambit – newspaper lay-out, sections, content; magazine lay-out, sections, content; differences between content of newspapers and magazines; production methods: copy handling, wire services, editorial, advertising; news from source to evaluation, placing, sub-editing, mark-up, setting, mould, flong, press, publication, distribution; photographic processes, computer setting.

Finding a market and producing for it – comparative study of competitors in a field; public relations: its nature, methods, connection with the press; foreign news, the correspondent, methods, deciding what is newsworthy for a foreign market; local press and ethnic press, religious press: news sources, aims, controls, funding, independence.

The psychological processes involved in mass communication; public criticism of the mass media. Is it justified? Developing criteria for assessing the effectiveness of newspapers, radio, etc., as instruments of communication.

The factors limiting effectiveness of the mass media — corporate control, technological requirements, legal constraints, quality and power of the journalist, public credibility.

The question of censorship and application of specific controls — censorship as a reflection of social mores, the restrictions imposed in various countries, self-censorship, questions of ethics; the substance of issues denoted by terms such as "freedom of the press", "the public interest", and "press neutrality".

Learning Experiences — The course will be covered by lectures, group discussions, seminars, talks and question sessions by experts from the field, visits, readings and reports on case studies. Drawing from social and other literature.

Assessment — Assessment will be by assignments, directly related to the topics covered, and a final examination. The relative weighting will be:

| | |
|-------------------|-----|
| Assignments | 50% |
| Final Examination | 50% |

Basic Texts:

None.

References:

Dodge, J. and Viner, G., *The Practice of Journalism*, London: Heinemann, 1963.

Hohenberg, J., *The Professional Journalist*, New York: Holt, Rinehart and Winston, 1969.

Holden, W. S., *Australia Goes to Press*, Melbourne: Melbourne University Press, 1962.

Mayer, H., *The Press in Australia*, Melbourne: Lansdowne Press, 1964.

Read, D., *Press and People, 1790-1850*, London: Edward Arnold, 1961.

UNESCO, *World Press, Newspapers and News Agencies*, Paris: UNESCO, 1964.

Morris, Charles W., *Foundations of the Theory of Signs*, Chicago: University of Chicago Press, 1960.

Hovland, Carl, I., Janis, Irving L. and Kelley, Harold H., *Communication and Persuasion*, London: Yale University Press, 1963.

Schramm, Wilbur (ed.), *The Science of Human Communication*, London: Basic Books, 1963.

Berlo, David K., *The Process of Communication*, New York: Holt, Rinehart and Winston, 1960.

Emery, Edwin, Ault, Phillip H. and Agee, Warren K., *Introduction to Mass Communication*, New York: Dodd Mead and Co., 1965.

11504 EDUCATIONAL TECHNOLOGY

Semester: I

1 semester hour

Objectives:

To develop an understanding of the value of media resources in the classroom and personal skills involved in the production and use of media resources; to establish criteria for the evaluation of teaching resources.

Content:

Students will practise the use of cassette audio recorders, slide/filmstrip projectors, movie projectors, the visualmaker, the overhead projector and video tape equipment. Attention will also be paid to educational games and simulations. Experience will be gained in the production of audio-visual software associated with the equipment studied.

Basic Texts:

Foster, G., Cochrane, G. and Sloane, T., *Plugs and Bugs on Audio Visual Resources*, Sydney, Ashton, 1975.

Tindall, K., Collins, B. and Reid, D., *The Electric Classroom*, Sydney, McGraw-Hill, 1973.

11511 COMMUNICATION V – TELEVISION II

Semester: V

4 semester hours

Pre-Requisites:

Communication IVB.

Objectives:

To examine the concept of participatory television; to assess the effects of attempts at public participatory programming as a means of communicating minority opinion; to develop an understanding of the effective use of specific production techniques in communication through television.

Content:

1. What is participatory television?

2. Historical survey of participatory television as a means of public communication — early experiments in consumer participation in Britain and the U.S.A.; subsequent developments in public access television — U.S.A., Britain and France, Sweden and West Germany.

3. Current developments — subscriber access systems; current proposals for community participation in Australia and problems of censorship, bias, misrepresentation and libel.

4. Consideration of television production technique — in establishing mental set; to state visual truth; to state opinions; to establish implications; to direct inferences; to persuade; to mislead and falsify.

Learning Experiences — Topics in areas 1, 2 and 3 will be covered by lectures, demonstrations and discussions and the presentation of prepared papers.

Topics in area 4 will run concurrently with those in 1, 2 and 3 and will be covered by a series of workshop exercises in scripting and production.

Assessment — Students will be allocated to a production group consisting of six people. Each group will be required to plan and produce three programmes upon a given topic. Satisfactory participation and performance in planning and production of these programmes is a pre-requisite to admission to a final examination.

Basic Text:

Groombridge, Brian, *Television and the People: A Programme for Democratic Participation*, Ringwood, Victoria: Penguin, 1972.

References:

As for Television I.

11701 COMMUNICATION IA

Part I

2 semester hours

Objectives:

The general aim of this unit is to increase the participants' skill in communicating with children and colleagues and in facilitating communication between members of the classroom and other groups.

More specifically this unit aims to — extend knowledge and utilisation of personal and technical resources; develop skills which increase self-awareness,

particularly awareness of personal characteristics which influence classroom interaction; develop the ability to listen with understanding to verbal and non-verbal communications; develop the concept of the class as a group of interesting individuals; increase knowledge of group processes especially with respect to the qualities of facilitative leadership and accepting responsibility for learning.

Content:

The content of this unit is centred around the classroom situation. Examples of some of the topics to be discussed are teaching styles, discipline and classroom control, use of audio-visual aids, "problem" children.

Basic Texts:

None.

11801 COMMUNICATION IIA

Part II

2 semester hours

Objectives:

The aims of this unit are -- to develop further the communication skills outlined in Communication I; study group dynamics and its application to the school; examine the implications for communication of interdisciplinary work; develop skill in producing AV software.

Content:

The development of skills for effective communication.

Examination of concepts of leadership.

Types of groups.

Diagnosing and solving group problems which prevent learning.

Production of AV software.

Basic Texts:

None.

Economic Studies

32101 ECONOMY AND SOCIETY I

Semester: I

3 semester hours

Pre-Requisites:

None.

Objectives:

To confront students with economic phenomena, and the ways in which they may be patterned; to introduce students to basic concepts used by economists to describe and analyze patterns of economic behaviour; to develop an appreciation of the effect of particular social and political structures on the patterning of economic behaviour; to describe the structural characteristics of the Australian economy and its social and cultural determinants; to examine certain contemporary social problems as consequences of the structure and functioning of the Australian economy; 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:

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?

Economics and economies; relation of economics to other disciplines, e.g. sociology, political science.

Economic concepts and their use: economic behaviour, economic systems, economic policy; consumption, production, exchange, distribution; investment, technology, institutions.

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.

The Australian economy described: structural features and economic institutions; international relations.

Cultural and political determinants of the Australian economic system; cultural origins, social stratification, derivative institutional structures, social and political philosophies.

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.

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

Texts:

There are no texts which sufficiently cover this course, however, it will be necessary to purchase the following books:

Paul T. Heyne, *The Economic Way of Thinking*, S.R.A., 1973.

Paul A. Samuelson, Keith Hancock and Robert Wallace, *Economics*, Second Australian Edition, McGraw-Hill, 1975.

32201 ECONOMY AND SOCIETY II – THE MODERN CORPORATION

Semester: II

3 semester hours

Pre-Requisite:

Economy and Society I.

Objectives:

To describe the dominant roles of, and the interrelations between, corporations and organized labour in modern western societies; 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; to examine in some detail the economic dimensions of corporate activity, using the analytic tools and models of micro-economics; 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; 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:

Corporate and non-corporate business; their relative social importance in terms of their command over resources.

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.

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.

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.

Labour — economic dimensions; determinants of labour supply; determinants of the demand for labour; wage determination; economic theory; the Australian institutional framework.

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

4 semester hours

Pre-Requisite:

Economy and Society II.

Objectives:

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

Content:

Functions and responsibilities of government in the modern economy: considered in the context of their historical evolution.

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) its powers over taxation and money.

The management function of government. (a) management of the system as a whole: elementary macro-methods 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.

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:

R. I. Downing, *The Australian Economy: A Manual of Applied Economics*, Weidenfeld and Nicolson, 1973.
J. Robinson and J. Eatwell, *An Introduction to Modern Economics*, McGraw-Hill, 1974.
Michael Stewart, *Keynes and After*, Pelican, Second Edition, 1972.

32401 REGIONAL AND URBAN ECONOMIES

Semester: IV

4 semester hours

Pre-Requisite:

Economy and Society III.

Objectives:

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

Content:

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.

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.

Urban structure: analysis of the internal form of urban areas, in terms of both physical and social structure.

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.

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.

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. Stilwell, *Australian Urban and Regional Development*, Aust. & N.Z. Book Co. 1974.

32402 FINANCIAL INSTITUTIONS AND MARKETS

Semester: IV

4 semester hours

Pre-Requisite:

Economy and Society III.

Objectives:

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; to describe sources of finance within the Australian institutional setting and internationally; and the economic relations that hold between domestic and international sources of finance; to examine the role and functioning of government monetary policy; 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.

Contents:

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.

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.

Financial markets — domestic. The securities market — government and corporate; short term money market — official and unofficial; the long term capital market.

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.

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

5 semester hours

Pre-Requisites:

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

Objectives:

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

Content:

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.

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.

Implementation of public policies; the problem of co-ordination; hierarchial 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.

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.

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

4 semester hours

Pre-Requisite:

Economy and Society III.

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to different economic systems in the process of development; develop an understanding of the characteristics and problems of developing countries as a major part of the world economy; to increase proficiency in applied economic analysis.

Content:

The phenomenon of underdevelopment; reasons for concern — moral questions and economic interdependence; the magnitude of the problem and its manifestation in living standards.

Structural characteristics of 'underdeveloped' economies (including their social and political systems).

Behavioural relationships in the development process.

The development experience; performance indicators; success or failures.

Population growth and unemployment.

Industrialization.

Development of agriculture; the Green Revolution; land tenure systems and land reform.

Foreign trade, investment and aid.

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

4 semester hours

Pre-Requisites:

Economy and Society III.

Objectives:

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

Content:

The ideological basis of socialism; theoretical principles of socialist economics; introduction to Marxist economics; types of socialist systems in practice — historical development and current trends; the 'convergence thesis'; 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.

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:

Introduction — Psychology, a systematic study of human behaviour — its contribution to classroom learning.

Learning Theories — Classical conditioning — operant conditioning (Skinner) — imitation learning (Bandura and Walters) — Gestalt and field theories — discovery learning (Piaget, Bruner) — meaningful reception learning (Ausubel).

Learning Variables — Motivation — theories of motivation, intrinsic and extrinsic, needs and drives, rewards and punishment — individual differences — intelligence.

Changing Learner Behaviour — Retention and transfer — skills learning — verbal and meaningful learning — problem solving — attitudes and values.

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.

12108 THE HISTORY OF AUSTRALIAN EDUCATION I

Semesters: III and V

2 semester hours

Pre-Requisites:

None.

Objectives:

Students are required to: understand the evaluation of the New South Wales educational system; develop skills in selection and use of primary and secondary sources of information; evaluate the contribution of developing trends to the contemporary education situation.

Content:

English Backgrounds; Australia — The Early Years 1789-1800; New South Wales 1800-1833; Political and Economic Changes 1833-1848; The Acceleration of Centralism 1848-1866; The Era of the Council of Education 1866-1880.

Secondary Education in New South Wales 1850-1900; Early 20th Century Developments; The Contribution of Peter Board 1905-1923; Developments in the 1930's; The Impact of World War II on Education in N.S.W.; Changing Concepts in the 1950's and 1960's.

Basic Texts:

Barcan, A., *A Short History of Education in New South Wales*, Sydney: Martin-dale, 1965.

Cleverley, J. and Lawry, J. (eds.), *Australian Education in the Twentieth Century*, Melbourne: Longmans, 1972.

Hyams, B. K. and Bessant, B., *Schools for the People? An Introduction to the History of State Education in Australia*, Melbourne: Longmans, 1972.

12109 COMPARATIVE EDUCATION I

Semesters: III and V

2 semester hours

Pre-Requisites:

None.

Objectives:

Students will be required to apply simulation techniques in analysing the

problems associated with education in developing South-East Asian countries; examine and compare the education systems of selected South-East Asian countries.

Content:

Simulation techniques; countries for study — as determined by students.

Basic Text:

Miller, T. W. G. (ed.), *Education in South-East Asia*, Sydney: Ian Novak, 1968.

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; and 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:

Introduction to the Science of Psychology — What is psychology? Why study psychology? What are the methods used in psychology? Origins and historical development of scientific psychology; An overview of the uses and abuses of psychology.

The Biological Background of Behaviour — The basic structures and functions of the nervous system — neurons — nervous impulses — synaptic connections — reflexes — the brain; The peripheral nervous system — the central nervous system; Metabolic activity — hormones, enzymes, vitamins and genes; Effects of injury to the nervous system.

The Nature versus Nurture Controversy — How does the genetic blueprint develop into an individual? To what extent is behaviour dependent on heredity and maturation alone? Individual differences in rate of maturation — maturation and practice — maturation and culture; To what extent is behaviour dependent on heredity? Hereditary differences in organisms — hereditary variations in human beings — racial differences — sex differences.

Man's Perception of his World. Distinction between perception, sensation and attention; Modes of perception — visual — auditory — olfactory — tactile — gustatory — kinaesthetic; Principles of perception; e.g. intensity, size, expectancy, contrast, repetition; Illusion and distortion — Mueller-Lyer illusion — extra-sensory perception; Attention shifts — determiners of attention — motivation and attention; The Role of language in classifying experience.

Major Human Motives — Why do people act as they do? What are the major human motives — motives related to physiological needs — motives related to interactions with other people — motives related to competence and self; 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*, 2nd ed., New York: Appleton-Century-Crofts, 1968.

McKeachie, W. B. and Doyle, C. L., *Psychology*, 2nd ed., Reading, Massachusetts: Addison-Wesley, 1970.

Munn, N. L. et. al., *Introduction to Psychology*, 2nd ed., New York: Houghton Mifflin, 1969.

12205 EDUCATIONAL PSYCHOLOGY IIB

Semesters: IV and VI

2 semester hours

Pre-Requisites:

Educational Psychology I and Child Development.

Objectives:

Students will be expected to demonstrate their understanding of the effects of teacher characteristics and approach to teaching on classroom behaviour and learning; social factors in the classroom; factors influencing attitude development and deviant behaviour.

Content:

The teacher in the classroom — teaching styles; research on authoritarian, laissez faire and democratic approaches; teacher personality as it affects the classroom; teacher expectations and their effect on pupil learning and behaviour.

The pupil in the classroom — the classroom as a social situation; group atmosphere; nature and use of sociometric techniques; development of attitudes; reinforcement and behaviour modification.

Deviant behaviour and sources of conflict — cultural differences; socio-economic factors; parental pressures and pupil anxiety; effects of success and failure; non-conforming behaviour.

Basic Texts:

None.

12206 EDUCATIONAL PSYCHOLOGY IIA

Semesters: III and V

2 semester hours

Pre-Requisite:

Educational Psychology I.

Objectives:

Students are required to describe the major cognitive variables classified as abilities and aptitudes; indicate some common methods of assessment of abilities and aptitudes; relate abilities to achievement and discuss the problems associated with handling discrepancies; describe the contributions of the home environment in the determining of individual differences and relate them to classroom situations; relate personality factors to mental health and stability of behaviour in the classroom.

Content:

The Psychology of Individual Differences.

Ability, Aptitude and Achievement — Intelligence: Multi-factor theories of intelligence — measures of intelligence — stability and change in IQ — uses and abuses of test scores; Creativity: convergent and divergent thinkers — creativity and intelligence; Specific aptitudes: aptitude testing; Under and over-achievers.

Environmental Influences — the home — social class; attitudes and values; motivational needs — Maslow; environmental stimulation.

Stability of Behaviour — mental health — personality factors — personality assessment.

Basic Texts:

Tyler, L. E. *The Psychology of Human Differences*, 3rd ed. New York: Appleton-Century Crofts, 1969.

12207 CHILD DEVELOPMENT

Semester: II

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.

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.

Pre-natal Development and the Birth Process — Nature, nurture controversy. Genetic and environmental factors: heredity, normal and premature birth, drugs, disease, social environment.

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.

Perceptual Development — Visual, auditory, tactile perception and sense of smell and taste defined and development described from infancy to late childhood.

Cognitive Development

Overview of theories of intelligence. Specific study of Piaget's Theory of Cognitive structure and stages, and Bruner's Modes of Representation.

Language development. Pre-speech communication; language acquisition; language and thinking.

Development of Concepts. Factors influencing concept function; characteristics of children's concepts; style of concepts.

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.

Stages of development in Art.

Stages of development in Music.

Social Development and Social Adjustment.

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.

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.

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: pre-conventional, conventional, post-conventional. Kohlberg's six stages of moral judgement. Behavioural approach, social-learning influences. Bandura's theory, imitative learning.

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. Ericson's Theory. Emotional catharsis.

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.

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.

12208 THE HISTORY OF AUSTRALIAN EDUCATION II – THE DEVELOPMENT OF SYSTEMS OF PUBLIC EDUCATION IN VICTORIA, TASMANIA, SOUTH AUSTRALIA, QUEENSLAND AND WESTERN AUSTRALIA.

Semesters: IV and VI

2 semester hours

Pre-Requisite:

The History of Australian Education I.

Objectives:

The main objective in this unit is to extend students' knowledge of the evolution of state education in Australia through a study of developments in the Australian states other than New South Wales. Again, the use of primary as well as secondary sources is stressed, as is the student's responsibility in the development of his own learning experiences through the research of documents and the presentation of findings and discussion. Students should give evidence of their knowledge and skills in the use of sources and discussion in seminars, essays and general class participation.

Content:

The Early Period to 1848; The Period to 1866; The Period to 1900; Twentieth Century Developments in the States; Tertiary Educational Development in Australia.

Basic Text:

As for The History of Australian Education I.

12209 COMPARATIVE EDUCATION II**Semesters: IV and VI**

2 semester hours

Pre-Requisite:

Comparative Education I.

Objectives:

Students will be required to examine critically the education systems; the educational policies; and associated problems of selected South-East Asian and European countries.

Compare the problems related to education systems of South-East Asian and European countries with those problems already studied in Comparative Education I; evolve alternative educational policies and decisions designed to assist in the solution of current problems in the education system of various countries.

Content:

Structure and organization of relevant education systems, including nature of administration, professional and administrative hierarchies, financing, curricular practices and developments at primary, secondary and tertiary levels.

Associated problems: poverty, financial, literacy, language, tradition vs. change, technological needs, inter-racial conflicts, centralisation vs. decentralisation, isolation from other countries.

Countries for study to be selected by students.

Basic Text:

Jones, P. E., *Comparative Education: Purpose and Method*, Brisbane: University of Queensland Press, 1971.

King, E. J., *Other Schools and Ours: A Comparative Study for Today*, 3rd ed., London: Holt, Rinehart and Winston, 1969.

Miller, T. W. G. (ed.), *Education in South-East Asia*, Sydney: Ian Novak, 1968.

12210 PSYCHOLOGY II – PSYCHOLOGY OF PERSONALITY AND ADJUSTMENT

Semesters: III and V

3 semester hours

Pre-Requisite:

Psychology I.

Objectives:

To enable the student — to distinguish between lay and scientific concepts of personality; describe various theories of personality and to identify their main differences and similarities; evaluate various theories of personality; understand methods of measuring personality and to identify the numerous problems in such measurement; understand the problems of conflict and to describe conflict situations and their consequences; describe various behaviour disorders; examine adjustment mechanisms that lead to satisfactory personal adjustment.

Content:

What is Personality? — Lay versus scientific concepts. Normal versus abnormal personality syndromes. Determinants of personality; Theories of Personality — Type theories — body types — physiology — psychological — evaluation of the type theory; Trait theories — Allport's theory — Cattell's theory — multifactor theories — evaluation of trait theories; Developmental theories — psychoanalytic theory — Freud.

Personality Appraisal — Problems of measuring personality; Use of personality inventories — questionnaires — tests — projective tests — rating scales; Validity of personality appraisal.

Conflict, Adjustment and Mental Health — Conflict and adjustment — classification of conflict situations — frustration — consequences of frustration — aggression — apathy — fantasy — stereotypy — regression; defence mechanisms — rationalisation — projection — dissociation — repression — substitution.

Adjustment — mechanisms that contribute to satisfactory adjustments.

Mental health and the behaviour disorders. (To be inter-related to elective units in Health); well adjusted person; behaviour disorders — neuroses — psychoses — organic and functional illness; mental disease.

Basic Texts:

Cattell, R. B., *The Scientific Analysis of Personality*, Middlesex: Penguin, 1965.

Lazarus, R. S., *Personality and Adjustment*, New Jersey: Prentice-Hall, 1963.

12310 PSYCHOLOGY III — THE PSYCHOLOGY OF HUMAN RELATIONSHIPS

Semester: IV

4 semester hours

Pre-Requisite:

Psychology II

Objectives:

To enable the student to gain an understanding of basic psychological principles of social perception and communication; and of various methods of measuring human interaction processes; to apply the principles in both real-life situations and College workshop situations.

Content:

Social perception and judgment — features of social perception — accuracy of social perception — man's social self and the problem of communication; Psycholinguistics in verbal communication — a study of the Whorf-Sapir hypothesis — perceptual experience as determined by language structure; Methods of describing and measuring human interaction processes; e.g. verbal interaction category systems — transactional analysis — functional member role systems sociometric techniques; Non-verbal communication systems — C. M. Galloway's classification model — facial — gestural — postural.

Basic Texts:

Students should obtain *one* of the following:

Deese, J. *Psycholinguistics*, Boston: Allyn and Bacon, 1970.

Eisenson, J. *et al.*, *The Psychology of Communication*, New York: Meredith, 1963.

Oldfield, R. C. and Marshall, J. C. (Eds.), *Language*, Middlesex: Penguin, 1968.

12311 EDUCATION AND SOCIETY I

Semester: III

3 semester hours

Pre-Requisites:

Educational Psychology I and Child Development.

Objectives:

The objectives of this unit are to enable students to evaluate the place of the school in the social structure; 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:

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

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

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

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.

12410 PSYCHOLOGY IV — PSYCHOLOGY AND PERSUASION TECHNIQUES IN DAILY LIFE

Semester: V

4 semester hours

Pre-Requisite:

Psychology III.

Objectives:

To enable the student to gain an understanding of some of the ways in which psychological principles influence everyday experience; to examine critically the application of psychological principles to selected areas of daily life, such as advertising, politics, religion and crime.

Content:

Psychology and Advertising

A study of various persuasion techniques — moulding attitudes and opinions — stereotypes — caricature — Gallup polls — propaganda — hero models — brainwashing techniques.

Psychology and Prejudice

National character — racial prejudice — minority groups — anti-semitism — fascism — communism — "authoritarian" personality — prejudice as a dimension of personality.

Psychology and Politics

Political ideology versus scientific fact — personality studies of World leaders; e.g. Hitler, Mussolini, Kennedy, Menzies, Evatt, Whitlam, Nixon, etc. — social status and political beliefs — radicalism — conservatism continuum.

Psychology and Religion

Religion and psychological concepts; e.g. instincts, the unconscious, libido, etc., Jung and religion. Psychology and religious practices; e.g. prayer, sacrifice, mystical experiences, psychology of Belief and Unbelief.

Psychology and Crime

Factors in delinquency and crime — cultural differences in crime; e.g. "payback" killings in New Guinea — theories related to the physical characteristics of criminals; e.g. Lombroso, Ferri, Galet, Hooton — Social and psychological characteristics of criminals; e.g. Healy and Bronner, Shaw, etc. Multi-causal approach to criminal behaviour.

Basic Texts:

Eysenck, H. J., *Sense and Nonsense in Psychology*, Middlesex: Penguin, 1958.

Klineberg, O., *Social Psychology*, rev. ed., New York: Holt, Rinehart and Winston, 1966.

12411 EDUCATION AND SOCIETY II**Semesters: IV and VI**

2 semester hours

Pre-Requisite:

Education and Society I.

Objectives:

To enable the student to evaluate the place of the school in the Australian social context; the social role of educational organizations and the teaching profession.

Content:

The social context of the education system; The sociology of educational organizations; The sociology of the teaching profession.

Basic Texts:

Campbell, W. J. (ed.), *Scholars in Context*, Sydney: Wiley, 1970.

Davies, A. and Encel, S., *Australian Society*, Sydney: Cheshire, 1970.

12413 CURRICULUM THEORY AND PRACTICE

Semester: IV

3 semester hours

Pre-Requisites:

Educational Psychology I, Child Development, and Education and Society I.

Objectives:

To enable students to develop an understanding of contemporary school curricula, i.e. what is happening in schools today; trace the origin of existing curricular forms; identify their underlying assumptions and test their validity for then and now.

Determine justifiable educational aims and objectives for the present generation of school pupils and assess the adequacy of existing curricular forms or their implementation to attain these aims and objectives; discuss problems of curriculum construction, implementation and development and ways to overcome such difficulties.

Undertake a curriculum development project designed to attain the educational aims and objectives deemed justifiable for a school in a selected area and using advantageously community resources.

Content:

The content is presented as four units each centred around one or more critical questions to which possible solutions will be sought.

Unit 1: What is going on in schools today?

A programme of films, visiting speakers, directed reading and visits planned to illustrate curricula and curriculum practices being used in schools today.

Unit 2: What curriculum forms, practices and materials are available?

From the activities of Unit 1, students will be expected to identify the major Curricular Forms such as:

Subject centred curricula — traditional, general education core plus electives, broad fields, correlated, spiral.

The Activity Curriculum.

Core Curricula — unified subject courses, social functions & problems, individual needs and interests, community needs and interests; Organization Practices such as open classroom plans, team teaching, continuous vs. levels of schooling, i.e. infants primary and secondary schools, pupil groups — streamed, graded, ungraded, individual study programmes; Study Courses and materials such as Macos, Aborigines of the Western Desert, S.R.A. Kits.

Through small group research and seminar discussion the origin, essential features, advantages and disadvantages of subject, activity, curricula, organization practices, courses and materials, will be examined.

Unit 3: What should be taught? Identifying, justifying and stating aims and objectives; Organization of content: logical vs. psychological; disciplines of knowledge vs. themes; Relative emphasis between content and learning experiences in relation to educational objectives.

Unit 4: When is curriculum change advisable? Since, in essence, curriculum change means changing people, how should it be managed if it is to be effective?

Basic Texts:

To be determined.

12414 RESEARCH METHODS IN EDUCATION I

Semesters: IV and VI

2 semester hours

Pre-Requisites:

Satisfactory completion of Core Education Courses in Semesters I, II and III.

Objectives:

To introduce students to the concepts of research action, the connection between research and teaching and the opportunities afforded by research to improve the education processes; to develop library reference skills, familiarity with and use of research literature in education and to apply these to a defined problem.

Content:

The Nature of Educational Research; Theory Building and Educational Research; Planning a Study using printed resources for problem solving; Research Methods.

Basic Text:

Van Dalen, D. B., *Understanding Educational Research: An Introduction*, 3rd ed., New York: McGraw Hill, 1973.

12415 EARLY CHILDHOOD EDUCATION I

Semesters: IV and VI

2 semester hours

Pre-Requisites:

Educational Psychology I, Child Development, Education and Society I.

Objectives:

To study the development of children from three to eight years with reference to teaching methods and approaches suitable to early childhood education; to relate the study of child development and teaching methods to curriculum construction and planning in early childhood education.

Content:

Teaching and learning approaches in early education — activity and play, movement, perception, oral language; expression, appreciation and creativity; pre-formal learning; behaviour problems.

Planning the classroom environment

Curriculum planning — Students will be involved in observing children, using evaluation measures, and planning teaching and learning activities across curriculum areas.

Basic Text:

Spodek, B., *Teaching in the Early Years*, New Jersey: Prentice-Hall, 1972.

12416 MIDDLE CHILDHOOD EDUCATION I

Semesters: IV and VI

2 semester hours

Pre-Requisites:

Educational Psychology I, Child Development, and Education and Society I.

Objectives:

To enable the student to gain a deeper knowledge of the developments in middle childhood; acquire the concepts and skills of analysis of curricula and cur-

riculum construction; develop the student's capability to originate and use variety and depth in teaching approaches.

Content:

Child growth and development in middle childhood, ages eight to twelve years — Cognitive development, Personality and social development, Physical development; Curriculum Construction; Current Practices in Primary Schools.

Basic text:

Mussen, P. H., Conger, J. J. and Kagan J., *Child Development and Personality*, 3rd ed., New York: Harper, 1969.

12417 ADOLESCENT EDUCATION I

Semesters: IV and VI

2 semester hours

Pre-Requisites:

Core studies in Education in Semesters I, II and III.

Objectives:

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

Content:

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

Unit 1. Adolescence — What is meant by adolescence; is there a need for a psychology of adolescence? Through discussion and reading related to these questions, students will consider the problem of definition and attempt to evolve one which applies in the Australian context.

Unit 2. Adolescent Development and Adjustment — The physical and psycho-sexual development of adolescents, their social and emotional adjustment and the influence of environmental factors; the cognitive development of pre-adolescents and adolescents by placing them in the continuum of intellectual development and extending the core study of Piaget's concepts into the stage of formal operation; variations in the pattern of adolescent development and their implications for teaching and learning of individual and group differences, late and early maturation, values and attitudes, interests and aspirations, activism and apathy in contemporary adolescents.

Unit 3. Adolescent Expectations and Response to Secondary Education — conformity and conflict, sources of conflict, coping with conflict and its consequences.

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.

**12418 INTRODUCTION TO SPECIAL EDUCATION I —
THE ATYPICAL CHILD IN THE GENERAL STREAM**

Semesters IV and VI

2 semester hours

Pre-Requisite:

Educational Psychology II.

Objectives:

To introduce students to: correlates, causes and forms of learning disabilities; the resources, educational, medical and social, which are available to the teacher for the effective education and management of the atypical child.

Content:

Unit A: Correlates of Learning Disability — Signs, symptoms and incidence of disability; Causes of learning failure.

Unit B: Resources available for the education and management of the atypical child — services provided by N.S.W. Department of Education; N.S.W. Health Commission; N.S.W. Department of Youth and Community Services; Private organisations.

For the following broad areas of atypicality: multiple handicaps; cerebral palsy; learning disabilities; sensory handicaps.

Basic Texts:

Engelmann, Seigfried, *Preventing Failure in the Primary Grades*, Illinois: S.R.A., 1969

Telford, Charles W. and Sawrey, James M., *The Exceptional Individual*, New Jersey: Prentice-Hall, 1972.

12507 EDUCATIONAL THEORY I

Semester: I

4 semester hours

Objectives:

To consolidate and extend the student's knowledge of educational theory and practice.

Content:

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.

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.

Learning: "Cognitive" and "Behavioural" approaches; Skinner; Piaget; Ausubel; Bruner; Suchman.

12510 PSYCHOLOGY V – MEN AND WOMEN IN CONTEMPORARY SOCIETY

Semester: VI

4 semester hours

Pre-Requisites:

Psychology IV. Although not a pre-requisite, the Research Methods unit is strongly recommended for students undertaking a major investigation in the Psychology V unit.

Objectives:

To enable the student to understand current views on the place and status of men and women in contemporary Western Societies; to investigate recent research into sexual behaviour patterns of male and female children, adolescents, and adults in contemporary Western Societies; to study patterns of drug use and abuse and their effects in contemporary Western Societies; to consider the psychological implications of these factors in relation to interracial tensions and resultant problems during the past two decades; to undertake a substantial critical investigation into one currently significant problem of their own choice.

Content:

Developmental tasks and changing roles of men and of women in present-day urban, industrialised Western Societies — redefinition of sex-typed roles — influence of Women's Liberation Movement, Women's Electoral Lobby, etc.

Psychosexual patterns of behaviour — mores, folkways and taboos — sexual behaviour of males and females in Western and Non-Western Societies — the Kinsey Report, Masters' research — contemporary attitudes to sex — problems of birth control — contraception, vasectomy, abortion — sex codes among teenagers — parental attitudes to sex — censorship and pornography.

The Drug Scene and the Dropout Society — alcoholism, marihuana, amphetamines, barbiturates.

Interracial relationships — interracial marriages and resultant problems — psychological implications — hereditary implications for American Negroes, Australian Aborigines, etc. — "Black Power" movement.

Basic Texts:

To be recommended during the unit.

12519 EDUCATION STUDIES I**Semester: I**

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:

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.

The family and the atypical child; the retarded child; the institutionalized child.

Theories of Development; Luria and Society Theory; Piaget, and Western theories; Montessori and current interest in her theory.

II. Psychoeducational Criteria:

Theory of Special Education; historical perspectives; current methodologies; the integrative/multi-dimensional approach.

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:

Identification and use of test material; intellectual assessment — individual and group; differential diagnosis and specialised tests; attainment tests.

Interpretation of Test Results.

Evaluation of Test Results.

V. The School:

Classroom climate and methods of organization; physical space; social context; innovative schemes.

Role and function of Resource Teachers.

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:

Child Health services.

Institutions and their function.

Supportive community based services.

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:

Research Methods: elementary statistics; sampling; texts of significance; elements of research design.

Curriculum Theory: sources of authority; validation of educational objectives; subject-matter selection; emerging trends in subject curricula; patterns of curriculum organization.

Modern Approaches to Teaching: individualisation of instruction; group teaching; the "integrated day"; the open classroom; team teaching; programmed instruction.

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.

12619 EDUCATION STUDIES II**Semester: II**

4 semester hours

Content:

I. Community Resources:

A study of the resources — educational, medical and paramedical — which are provided for the atypical child; 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 opportunities to:

Observe, interact and teach children through intervention programmes in the setting of the child study centre.

Study and be involved, through teaching; in special schools and units with which they have had little or no contact.

Consolidate their skills for implementing intervention programmes through the role of resource teacher to main stream schools.

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.

Engelman, 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.

12701 EDUCATIONAL PSYCHOLOGY

Part I

3 semester hours

Objectives:

As the anticipated major concern of students in the first part of this course is preparation for the experience of practice teaching, the objectives of this unit may be classified under two headings.

A. Short-term objectives:

Concerned essentially with planning and preparation for the first practice teaching period. Thus students will be required to — (i) state appropriate objectives for specific lessons likely to be taught during the first practice teaching period; (ii) plan a teaching strategy of either a *discovery* or *expository* kind, according to the nature of the specific learning task; (iii) articulate the planning procedures for developing effectiveness in the following basic teaching skills: (a) reinforcement and classroom management; (b) questioning; (c) explanation.

These short-term objectives collectively represent a "survival kit" for beginning teachers.

B. Long-term objectives:

By the end of this unit, students should be able to — (i) indicate how a study of psychology can help the teacher make effective decisions in classroom practice; (ii) identify situational and process variables which account for individual differences in learner performance; (iii) apply methods of evaluating teacher and learner performance.

Content:

A. (i) The nature and scope of Educational Psychology; (ii) Elements in the teaching-learning process; (iii) Planning and preparing for the act of teaching; (iv) Operant conditioning and reinforcement theory; (v) Cognitive vantage points – Discovery vs. Reception Learning.

B. (i) Retention and Transfer; (ii) Motivation; (iii) Individual differences – intelligence and creativity; (iv) Classroom interaction – verbal and non-verbal; (v) Evaluation of learning.

Basic Texts:

1. Lefrancois, G. R. *Psychology for teaching: a bear usually faces the front*. 2nd ed., Belmont: California: Wadsworth, 1975.

2. Clarizio, H. F. *et al* (eds) *Contemporary Issues in Educational Psychology*, 2nd ed., Boston: Allyn and Bacon, 1974.

12706 EDUCATION AND SOCIETY

Part I

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:

Consideration of the relevant conceptual language of discipline – e.g. role, elite, socialization, conflict, class, status, power.

Examination of the inter-relationship between empirical studies and theoretical formulations.

Examination of sociological theories with relevance to education, e.g. Marx, Durkheim, Mannheim and Fromm.

B. The School in the Social Structure:

Social class and education – Stratification in Australian Society; class sub-cultures; effects of social class on teachers, pupils and schools.

Value systems – religious, state, family, individual, school class, etc.

The teacher and the classroom – problems of value divergence.

Education and social mobility — education as an avenue for improvement in occupation, wealth, status.

C. The Socialization Process:

Social Role Theory — Social roles in Australia — Parent, child, sibling, teacher.

The school as a socializing agent — roles, expectations, relationships.

Other socializing agents such as the family, peer group and mass media.

Relationship between school and other agents.

Socialization and subcultural patterns — social class, ethnic groups, suburbia.

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

Part II

4 semester hours

Objectives:

At the completion of the semester students will be expected to be able to:

Trace the course of adolescent development and demonstrate understanding of the range of individual differences therein.

State and describe the nature of problems which may attend physical, sexual, emotional, social and intellectual development.

Discuss the implications of developmental changes, individual differences, and associated problems for teaching and learning in secondary schools.

Content:

What is meant by Adolescence? — The need for a study of the psychology of adolescence by teachers.

Adolescent Development and Adjustments — Through a series of seminar / discussion sessions, a variety of views of the above will be considered.

Adolescent Expectations and Response to Secondary Education — Conformity and conflict; sources of conflict; coping with conflict.

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

Part 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:

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

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

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

The Concept "Society" — The concepts of society encountered in the 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.

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.

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

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

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.

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:

English language origins; Linguistic systems; Language and Thought; Language in Society; Phonological, morphological, syntactic systems; Language change, genetic relationship; The universality of language design; Language acquisition and the teaching of English — a brief overview of the problem.

Basic Texts:

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

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

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:

Primitive Drama: Cherokee Indians: Australian Aborigines.

Classical Drama: Greece: Rome.

Eastern Drama: Indian Dance: Chinese Opera: Noh: Kabuki: Bunraku.

Religious Drama of the Middle Ages.

Popular European Drama: The Proscenium Stage from Court Theatre to Nineteenth Century Theatre — Italy, France, England.

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.

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:

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.

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.

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.

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.

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.

13219 ENGLISH LANGUAGE II

Semester: II

3 semester hours

Pre-Requisites:

None, although English language I would be an advantage.

Content:

Some assumptions and misconceptions about English.

Sounds and Spelling.

The backgrounds of English.

The Old English, Middle English and Modern English periods.

Contemporary British and American English.

New words, foreign elements, coinages and adaptations, words and meaning.

Basic Text:

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

13130 CURRICULUM ENGLISH I

Semester: I

3 semester hours

Objectives:

To prepare students for the teaching of primary school English.

Content:

Issues in English Literature.

Reading.

Children's Literature.

Listening and Speaking.

Drama.

Poetry.

Children's Writing.

Planning and Production.

Basic Text:

Rosen, C. and Rosen, H. *The Language of Primary School Children*. Harmondsworth: Penguin, 1973.

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, and understanding relationships between movement, language and location.

Content:

The following styles of acting will be considered:

Classical — as used in the plays of Aeschylus, Sophocles, Molière, Racine.

Folk and Epic — Acting and the Theatre of the Middle Ages.

Eighteenth and Nineteenth Century — Variations in France and England, Diderot, Garrick, Irving, Sarah Bernhardt, Kean, Duse, The Method, and the work of Stanislavski on concentration.

Consideration of the work of some leading actors today — Brando, Thorndike, Evans, Olivier, Burton, Anderson.

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.

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:

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.

Poetry — T. S. Eliot (with special emphasis on "*The Waste Land*"), W. B. Yeats.

Novel — Scott Fitzgerald: *The Great Gatsby*; J. Joyce: *A Portrait of the Artist as a Young Man*; D. H. Lawrence: *The Rainbow*; Forster: *A Passage to India*; T. Keneally: *Bring Larks and Heroes*; Patrick White: *The Tree of Man*.

Drama — T. S. Eliot: *Murder in the Cathedral*; John Osborne: *Look Back in Anger*; Samuel Beckett: *Waiting for Godot*.

Short Story — James B. Hall: *The Realm of Fiction*; Katharine Mansfield: *Collected Stories*.

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 – WORLD LITERATURE I**Semester: II**

3 semester hours

Pre-Requisites:

None.

Objectives:

To introduce students to some of the seminal works of the literature of western civilization and to examine those works to show how they have contributed to the development of our culture.

Content:

The following works will be studied. Each writer will be introduced by a lecture, or lectures, on the social and intellectual background of his time; and in the course of examining his work the concepts, themes and symbols which have entered into the consciousness of western culture will be considered.

Homer. *The Iliad* and *The Odyssey*.

The hero, the role of war in the heroic society, the wandering hero and the quest story in later literature, and the later symbolic force of Achilles, Helen, the Sirens, etc., will be considered.

Sophocles. *The Theban Plays*.

Greek drama and the nature of Greek tragedy compared to later concepts of tragedy, the symbolic force of the Oedipus myth and the idea of the "Oedipus Complex" will be discussed.

Plato. *The Symposium*.

The Socratic method, the Platonic forms, the nature of "Platonic love" and its role in later ideas of love will be considered.

Virgil. *The Aeneid*.

The link with Homer, and the Roman virtues of loyalty, patriotism and endurance will be considered.

Dante. *The Divine Comedy*.

The link with Virgil, the symbolic technique, the Christian cosmology, the idea of the soul's free will, and the notion of human love as a means of ascent to, and a symbol of, divine love will be considered.

Malory. *Le Morte d'Arthur*.

The tradition of courtly love, chivalric ideals, the Arthurian knight compared with the Homeric hero, and symbols such as the Grail, Excalibur, Merlin, etc., will be considered.

Basic Texts:

The following translations are recommended:

Homer, *The Iliad*, translated by E. V. Rieu. Harmondsworth, Middlesex: Penguin Classics, 1950.

Homer, *The Odyssey*, translated by E. V. Rieu. Harmondsworth, Middlesex: Penguin Classics, 1946.

Sophocles, *The Theban Plays*, translated by E. F. Watling. Harmondsworth, Middlesex: Penguin Classics, 1947.

Plato, *The Symposium*, translated by W. Hamilton. Harmondsworth, Middlesex: Penguin Classics, 1951.

Virgil, *The Aeneid*, translated by W. F. Jackson Knight. Harmondsworth, Middlesex: Penguin Classics, 1956.

Dante, *The Divine Comedy*, 3 vols., translated by Dorothy L. Sayers. Harmondsworth, Middlesex: Penguin Classics, 1972.

The Everyman Library edition of *Le Morte d'Arthur* is recommended: Malory, *Le Morte d'Arthur*. (Everyman's Library) London: J. M. Dent, 1956.

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:

The following topics will be discussed —

The historical development of the short story as a literary genre; how plot

reveals; point of view; what character reveals; what theme reveals; control of pace, suspense; handling of atmosphere, setting; selection of detail; irony; satire; humour; symbolism; the form — its strengths and weaknesses.

Basic Text:

The collection *Comparisons*.

13319 ENGLISH LANGUAGE III — PHONOLOGY, MORPHOLOGY AND SYNTAX OF ENGLISH

Semester: III

3 semester hours

Pre-Requisites:

English Language I.

Objectives:

To provide the opportunity to study aspects of English phonology, morphology and syntax in some depth.

Content:

Australian English, Articulatory phonetics, distinctive features, grammars of English: traditional, structural transformational/generative. The Semantic component.

Basic Texts:

None.

13322 DRAMA AND THE THEATRE ARTS III — THEATRE CRAFTS

Semester: III

3 semester hours

Pre-Requisites:

Drama and the Theatre Arts II.

General Objective:

To study briefly some key aspects of costume, scenery and lighting design. The work in these areas will be co-ordinated in the production of designs for

two plays. One play will be designed as a group project under the guidance of the three lecturers. A second play will be specified so that individual students can co-ordinate the costume, scenery and lighting designs according to their own interpretation. Scale models will be produced. Designs will be produced on a scale of 1 inch to 1 foot and presented on a model stage of the same scale. It is expected that students who enrol in this course will take part in the activities of the College Drama Society and put their skills to use on full scale productions.

A – Scenery and Stage Setting

Specific Objective:

To give students of drama some idea of setting a stage in a way that will complement both play and players.

Content:

A restatement of main characteristics of stage and stage settings (with emphasis on stage illusions and the use of colour) in the following periods: (i) Primitive, (ii) Greek, (iii) Roman, (iv) Restoration and Eighteenth Century, (v) Nineteenth Century England, (vi) Twentieth Century World-wide.

Exploring Stage Space: entrances, exits, windows; flats and backdrops; wings and curtains; stage props in setting; stage levels and variations.

Best use of stage space for actors. Storage space and margins for movement.

B – Lighting.

Specific Objective:

To give students of drama some idea of stage lighting; the properties of light, how light is controlled and how it contributes to the total conception of the play.

Content:

Using the model stage and lighting set-up, the courses will deal with light properties — intensity, colour, distribution; light control — basic electricity, lamp types and instruments, dimmers and patching; light use — composition, mood, revelation of form, selective visibility.

C – Costume

Specific Objective:

To discover how stage costumes are designed and to practise the art and craft.

Content:

Designs will be prepared for characters in selected plays. Details will be given on course.

13326 LITERATURE IIIA – EIGHTEENTH AND NINETEENTH CENTURY VERSE

Semester: III

3 semester hours

Pre-Requisites:

None; but literature IIA is recommended.

Objectives:

To enable in-depth study of the works of eighteenth and nineteenth century English poets as representatives of their period and so derive some sense of their contribution to the development of verse.

Content:

The following topics will be considered. Individual poets will be selected and treated in depth.

The Augustan Age (1700-1744): Alexander Pope (1711-1744).

The Approach to Romanticism: Thomas Gray (1716-1771), Robert Burns (1759-1796), William Blake (1757-1827).

The Triumph of Romanticism (1798-1832): William Wordsworth (1770-1850), Samuel Taylor Coleridge (1772-1834), George Gordon Byron (1788-1824), Percy Bysshe Shelley (1792-1822), John Keats (1795-1821).

The Victorian Age (1832-1885): Alfred Tennyson (1809-1892), Robert Browning (1812-1889), Matthew Arnold (1822-1888), Christina Georgina Rossetti (1830-1894), Gerard Manley Hopkins (1844-1889), Thomas Hardy (1840-1928).

13327 LITERATURE IIIB – WORLD LITERATURE II

Semester: III

3 semester hours

Pre-Requisite:

Literature IIB.

Objectives:

As for Literature IIB.

Content:

The following works will be studied. Each writer will be introduced by a lecture, or lectures, on the social and intellectual background of his time; and in the course of examining his work the concepts, themes and symbols which have entered into the consciousness of western culture will be considered.

Shakespeare. *Hamlet, King Lear, The Tempest*. The nature of Shakespearian tragedy, the conflict of Renaissance humanism and the Mediaeval tradition will be amongst the topics considered.

Goethe. *Faust*. The Faust legend and theme of the danger of the desire for absolute knowledge will be considered.

Flaubert. *Madame Bovary*. Flaubert's concept of the bourgeois and its influence in later thinking will be discussed.

Tolstoy. *War and Peace*. Tolstoy's view of the significance of war, and the theme of a search for a purpose in life will be considered.

Dostoevsky. *Crime and Punishment*. The theme of evil as an inherent part of human nature, and the questions of suffering and redemption will be considered.

Melville. *Moby Dick*. The ambiguous symbolism of Ahab's struggle, the questions raised about the nature of evil, and the quest theme in modern literature will be discussed.

T. S. Eliot. *The Waste Land*. Eliot's use of Dante and *The Tempest*, and the widespread tendency to view contemporary civilization as sick or sterile will be discussed.

Basic Texts:

Dostoevsky. *Crime and Punishment*. Translated by David Magarshack. Harmondsworth, Middlesex: Penguin, 1954.

Flaubert. *Madame Bovary*. Translated by Alan Russell. Harmondsworth, Middlesex: Penguin, 1952.

Goethe. *Faust*. 2 Vols. Translated by Philip Wayne. Harmondsworth, Middlesex: Penguin, 1972.

Tolstoy. *War and Peace*. Translated by Louise and Aylmer Maude. London: Oxford University Press, 1951.

The new Arden editions of *King Lear* and *The Tempest* and the Penguin Shakespeare edition of *Hamlet* are recommended, but the plays may be read in any complete edition.

Moby Dick and *The Waste Land* may be read in any complete editions.

13328 LITERATURE IIIC — AMERICAN LITERATURE: PROSE AND POETRY

Semester: III

3 semester hours

Pre-Requisites:

None.

Objectives:

To introduce students to some of the major novelists and poets in Modern American Literature.

Content:

Nineteenth century American literature: Hawthorne, Melville, Poe and Thoreau.

Henry James: *Turn of the Screw, The Ambassadors*. Theodore Dreiser: *Sister Carrie, The American Tragedy*. Ernest Hemingway: *A Farewell to Arms, For Whom the Bell Tolls*. John Steinbeck: *In Dubious Battle, East of Eden*. William Faulkner: *Go Down Moses, Intruder in the Dust, The Sound and the Fury, The Unvanquished*. Saul Bellow: *Adventures of Augie March*. John Barth: *Giles Goat Boy*. James Baldwin: *Another Country*. Kurt Vonnegut: *Slaughterhouse Five*. Vladimir Nobokov: *Pale Fire, Lolita*.

Poems will be selected from works by Robert Frost, Wallace Stevens, Vachel Lindsay, Carl Sandburg, Robinson Jeffers, E. E. Cummings, Robert Lowell, Karl Shapiro, Theodore Roethke, Denise Levertov, Anne Sexton, John Chiardi, Lawrence Ferlinghetti.

Basic Text:

Spiller, Robert E., *The Cycle of American Literature*, New York; MacMillan, 1960.

13329 LITERATURE IIID — AUSTRALIAN LITERATURE I

Semester: III

3 semester hours

Pre-Requisites:

None.

Objectives:

To discover the qualities of Modern Australian verse and prose from a generous sampling and study of some of its best examples.

Content:

Twentieth-Century Poets. Selections from Kenneth Slessor, R. D. Fitzgerald, Douglas Stewart, Flexmore Hudson, R. G. Howarth, Rosemary Dobson, Judith Wright and A. D. Hope.

Twentieth-Century Novelists. Selection from: Miles Franklin, Katherine Susannah Prichard, Brent of Bin Bin, Christina Stead, Xavier Herbert, Patrick White, Ernestine Hill, Ruth Park, Thomas Keneally.

13419 ENGLISH LANGUAGE IV – LANGUAGE AND STYLISTICS**Semester: IV**

4 semester hours

Pre-Requisites:

At least one unit either of English Language or of Literature.

Objectives:

To establish a link between linguistic and literary studies, examining the works of writers from different historical periods to discover the variety of language features used and the combination of these in individual styles of writing.

Content:

Several approaches will be used and studies will be made in each of the following areas:

Studies of language and stylistic developments in Old English, Middle English and Modern English.

Selections from: Beowulf, The Anglo-Saxon Chronicle, Chaucer, Shakespeare, Elizabethan prose writers, Milton, Dryden, Pope, Swift, Addison, Steele, Goldsmith, Lamb, Johnson, Richardson, Smollett, Sterne, Gibbon, Macaulay, Wordsworth, Shelley, Keats, Byron, Tennyson, Browning, Dickens, Pater, Wilde, Lawrence, Joyce, Mark Twain, Henry James, William Faulkner, J. D. Salinger.

Literary criticism and the problems of style in historical perspective: Plato, Aristotle, Cicero, Horace, Quintilian, Puttenham, Jonson, Johnson, I. A. Richards, Wilson Knight, F. L. Lucas, G. Saintsbury, Cleanth Brooks.

Modern linguistic approaches to stylistics and language: A. McIntosh, M. A. Halliday, H. B. Allen, T. A. Sebeok, W. H. Youngren, D. P. Costello, A. A. Hill, R. Ohmann, C. W. Hayes, S. B. Chatman, S. R. Levin.

13422 DRAMA AND THE THEATRE ARTS IVA — THEMES IN DRAMA

Semester: IV

4 semester hours

Pre-Requisite:

Drama and the Theatre Arts III.

Objective:

To examine the source and interpretation of themes in drama so that understanding of their implications in performance is increased.

Content:

Themes will be selected from —

Myth and legend in drama in East and West. Sources and interpretation; e.g. Norse mythology in Wagnerian Opera Legend and theatricality in Japanese Drama. Colour and symbolism in ballet; e.g. Swan Lake.

Religious Drama. Mysteries, Moralities, and Miracles. Costume significance.

Folk heroes. Robin Hood, William Tell, Ned Kelly, the Western; in Playscripts, Musical Comedy, Opera.

Commedia dell 'Arte.

Institutions and Establishments — Gilbert and Sullivan.

Culture Conflicts. Oppressor and oppressed, black vs. white, rich vs. poor. The Angry Young Man — modern examples of these.

13423 DRAMA AND THE THEATRE ARTS IVB — DANCE DRAMA

Semester: IV

4 semester hours

Pre-Requisite:

Drama and the Theatre Arts III.

Objectives:

To consider the development of dance drama from early times to the present day with emphasis on the Twentieth Century; provide opportunities for experience in dramatic dance and choreographic studies; to finally produce a simple dance drama.

Content:

The theoretical content includes a brief synopsis of the history of dance, related to the unit on World Theatre, including primitive cultures, pre-Christian civilizations, ritual, The Middle Ages, Dances of the East and History of the Ballet; Innovation in the Ballet; The Pioneers of Modern Dance; Modern Dance Today; Mass media and the Dance; Movement analysis; Movement stimuli and accompaniment; Choreography.

The practical content will include dance techniques, choreography and production of a dance drama.

13424 DRAMA AND THE THEATRE ARTS IVC – MUSIC OF THE THEATRE**Semester: IV**

4 semester hours

Pre-Requisite:

Some background in Music and Drama.

Objectives:

To provide the opportunity to increase knowledge and enjoyment of Music of the Theatre; study origins, social history, traditions and conventions of performance; participate in selected musical productions; critically observe professional productions.

Content:

A study of the impact of music on Drama and the changing styles of music of the Theatre — e.g. Music and Drama before 1750; Classical Opera; 19th Century — Wagner and Music Drama; 20th Century — Traditional styles; New concepts; The place for Music of the Theatre in modern society; organization of music workshops for preparation and presentation of selected works; e.g. Choosing an opera; Casting; Chorus and orchestra; Rehearsing an opera/musical.

13425 DRAMA AND THE THEATRE ARTS IVD – AMERICAN DRAMA

Semester: IV

4 semester hours

Pre-Requisites:

Drama and the Theatre Arts III or Literature III.

This unit is identical with Literatures IVC: American Drama.

13426 LITERATURE IVA – EIGHTEENTH AND NINETEENTH CENTURY PROSE

Semester: IV

4 semester hours

Pre-Requisites:

None; but Literature IIA or IIIA are recommended as supplementaries.

Objectives:

To study the works of a selection of eighteenth and nineteenth century English prose writers and to observe the development of the English novel.

Content:

Students will study the following works –

The Augustan Age (1700-1744): Jonathan Swift (1667-1745) *Gulliver's Travels*; Daniel Defoe (1659-1731) *Moll Flanders*; Henry Fielding (1707-1754) *Joseph Andrews*; Jane Austen (1775-1817) *Persuasion*.

The Victorian Age (1812-1870): Charles Dickens (1812-1870) *Great Expectations*; George Eliot (1819-1880) *Middlemarch*; Thomas Hardy (1840-1928) *Jude the Obscure*.

13427 LITERATURE IVB – FILM APPRECIATION

Semesters: IV and VI

4 semester hours

Pre-Requisite:

None.

Objective:

To develop among students an understanding of the language of film and its formal conventions, so that they may make useful, film-based (rather than literature-based) judgements about specific films.

Content:

Reality and film: a visual medium aided by sound, a two-dimensional medium showing images of 'unreal' size, often in black-and-white, a one-way medium showing the world in a fixed frame.

Editing: the sequence, editing for continuity, for dramatic effect, to promote ideas (montage). Patterns of meaning.

Shooting: Types of shots and associated conventions: long-shot, close-up, tracking shot, camera placement. Unconventional uses.

Film time: Parallelism, flash forward and back, condensation, extension, thoughts, dreams, ideas and concept 'free' of time.

Dialogue and commentary: Prepared script, unprepared script, 'voice over', 'subjective' dialogue, Film music: within the film, as cues, themes. Sound-effects: objective and subjective, as comment.

Lighting, sets and costumes, conventions of costume.

Composition, 'Screen meanings' of particular actors.

Genres: Documentary, drama, historical, western, musical, science fiction, horror, gangster. Reality and unreality. Fantasy.

Basic Texts:

None

13428 LITERATURE IVC – AMERICAN DRAMA**Semester: IV**

4 semester hours

Pre-Requisites:

None.

Objective:

To introduce students to some of the major plays in modern American literature.

Content:

Beginnings of American Drama up to 1916. Work of John Peirce Baker, visits of Irish National Theatre, formation of Dramatic Groups and Little Theatre, influence of University Theatres.

Eugene O'Neill: *The Hairy Ape, Ah Wilderness, Long Day's Journey into Night.*

Maxwell Anderson: *What Price Glory, High Tor, Winterset.*

Tennessee Williams: *The Glass Menagerie, Camino Real, Night of the Iguana.*

Clifford Odets: *Till the Day I Die.*

William Saroyan: *The Time Of Your Life, Sam Ego's House.*

Basic Text:

Gassner, John, *Form and Idea in Modern Theatre*, New York: Dryden Press, 1956.

13429 LITERATURE IVD – AUSTRALIAN LITERATURE II**Semester: IV**

3 semester hours

Pre-Requisites:

Literature IIID

Objectives:

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

Content:

Novelists of the Colonial Period. Selection from: Henry Kingsley, Marcus Clarke, Rolf Boldrewood and Mrs. Campbell Praed.

Poets Contemporary with the Balladists. Selection from: C. J. Brennan, A. G. Stephens, William Baylebridge, Hugh McCrae, Mary Gilmore and John Shaw Neilson.

The Balladists. Selection from: J. F. Archibold, Mary Hannay Foott, Henry Lawson, A. B. Paterson, C. J. Dennis and Will H. Ogilvie.

Poets of Nineteenth Century to 1866. Selection from: Harpur, Kendall, Adam Lindsay Gordon and George Gordon McCrae.

13430 CURRICULUM ENGLISH IIA – DEVELOPMENTAL READING

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum English I

Objectives:

To provide students with an understanding of the reading process and to familiarise them with various methods and techniques for the teaching of reading; to develop some understanding of the problems of children who experience reading difficulties; and to gain experience in techniques of identification, diagnosis and remediation of such reading difficulties.

Content:

An understanding of the reading process and the learning strategies used by children in learning to read.

The developmental reading programme as applied to word recognition skills, comprehension skills, fluency and appreciation.

Methods of teaching reading — conventional and innovative approaches.

Assessment of reading — purposes of testing — types of testing (group assessment, individual diagnostic assessment).

Organizational options in setting up a reading programme in the classroom.

13431 CURRICULUM ENGLISH IIB – CHILDREN'S LITERATURE

Semester: IV

3 semester hours

Pre-Requisite:

Curriculum English I

Objectives:

To encourage familiarity with and enjoyment of children's literature; develop an understanding of children's reading interests from early childhood to adoles-

cence; consider the place of children's literature in early childhood and primary school education.

Content:

Learning about children and books – Children's needs, Criteria for evaluating children's fiction, Changing types of literature for children.

Knowing children's literature – Picture books, early readers; Animal stories, fantasy; Folk tales, Fables, Myths, Epics; Adventure stories, Science fiction; Humorous books; Special areas: Poetry, biography, informational books.

Developing a literature programme – Creating the reading environment; Use of central and class libraries; Sharing literature with children; Reading aloud; Story telling; Displays; Creative activities; Visual arts; Drama.

13519 ENGLISH LANGUAGE V – THE ACQUISITION OF LANGUAGE

Semester: V

4 semester hours

Pre-Requisites:

English Language I or English Language II.

Objectives:

To make a study of the language development of children, to illustrate the psycholinguistic and sociolinguistic factors involved in this development, and to analyse the research in the area of the spoken and written discourse of the child to 11 + .

Content:

Principles of language acquisition and examples of development in the child to 11 + . A linguistic description of growth: phonological, morphological, lexical, syntactic development; The effect of environment: social class, code, position in the family, sex, the deprived child, twin studies; Available research in the area of spoken and written language; research design, analyses, conclusions; Language acquisition and its relation to teaching the way ahead.

Basic Texts:

None.

13522 DRAMA AND THE THEATRE ARTS VA – DRAMATIC FORM

Semester: V

4 semester hours

Pre-Requisites:

Drama and the Theatre Arts IV.

Objectives:

To understand the nature of drama as a literary genre, and particularly to come to some understanding of the nature of comedy and tragedy through critical analysis and reading of plays from medieval times to the twentieth century.

Content:

The nature of drama particularly problems facing the dramatist; the nature of dramatic art; how to read a play.

Comedy — its nature, function, themes, dialogue, characters. The relation of comedy to society at particular times. Farce, Comedy of humours, Comedy of manners, Satire, Parody.

Tragedy — its nature, function effect, themes, dialogue, language, characters. The relation of tragedy to society. Melodrama, Irony. Problems of classification into genre in the twentieth century. Realism. Tragi-comedy.

Basic Texts:

A list will be provided at the beginning of the unit.

13523 DRAMA AND THE THEATRE ARTS VB – ELIZABETHAN AND JACOBAN DRAMA

Semester: V

4 semester hours

Pre-Requisite:

Drama and the Theatre Arts IV or Literature IV.

This unit is identical with Literature VA: Elizabethan and Jacobean Drama.

13524 DRAMA AND THE THEATRE ARTS VC – MODERN EUROPEAN DRAMA

Semester: V

4 semester hours

Pre-Requisite:

Drama and the Theatre Arts IV or Literature IV.

This unit is identical with Literature VB: Modern European Drama.

13526 LITERATURE VA – ELIZABETHAN AND JACOBAN DRAMA

Semester: V

4 semester hours

Pre-Requisites:

At least two units in Literature, or at least two units in Drama and the Theatre Arts.

Objectives:

To enable students to study in depth several of the major works of Shakespeare, and works by other selected dramatists of the period. The plays will be examined both as exploration of, or comments upon, the human condition, and as examples of dramatic art.

Content:

There will be two introductory topics: The philosophical and social background of the age; and the Elizabethan and Jacobean Theatre.

The following plays will be studied — Shakespeare, *Hamlet*, *Othello*, *King Lear*, *The Tempest*; Marlowe, *Doctor Faustus*; Tourneur, *The Revenger's Tragedy*; Webster, *The Duchess of Malfi*.

Basic Texts:

The plays may be read in any unabridged, unexpurgated editions. However, the new Arden editions of *Othello*, *King Lear* and *The Tempest* are recommended. For *Hamlet*, the Penguin text is recommended. For *The Revenger's Tragedy* and *The Duchess of Malfi* the Mermaid series; Webster and Tourneur edited by J. A. Symonds are recommended.

The text of *Doctor Faustus* included in E. Cloudman Dunn (ed.) *Eight Famous Elizabethan Plays*, New York: Modern Library, 1950, is recommended.

13527 LITERATURE VB — MODERN EUROPEAN DRAMA

Semester: V

4 semester hours

Pre-Requisites:

None.

Objectives:

To introduce students to some important European dramatists and to read some of their plays.

Content:

Development of realism in European drama from 1850 on.

Henrik Ibsen: *A Doll's House*, *Ghosts*, *The Wild Duck*.

August Strindberg: *The Father*, *Miss Julie*.

Gerhard Hauptmann: *The Weavers*.

Anton Chekov: *The Seagull*, *The Cherry Orchard*, *Uncle Vanya*.

Maurice Maeterlinck: *The Blue Bird*, *Pelléas and Mélisande*.

Theories of Adolphe Appia and Gordon Craig.

Karel Capek: *The Insect Play*, *The Macropulos Secret*.

Bertolt Brecht: *Mother Courage*, *The Good Woman of Setzuan*, *The Caucasian Chalk Circle*.

Constructivism and Theatricalism — Mayakovsky and Meierhold.

The Angry Young Men — Osborne, Delaney, Pinter and Behan.

Cocteau: *Orphée*

Basic Texts:

A list will be supplied at the beginning of the unit.

13530 CURRICULUM ENGLISH IIIA — SPECIAL EDUCATION: ENGLISH

Semesters: V and VI

3 semester hours

Pre-Requisite:

None.

Objectives:

To prepare students for the teaching of mentally retarded children, specifically for OA and OF classes.

Content:

Philosophies of special education.

Semester V — Language Theory: Language development in early childhood — normal, exceptional. The social aspects of language. Physiology and language: specific disabilities, reflex retention. Articulation, phonetics. Evaluation of language development programmes. Tests and techniques of testing.

Semester VI — Language Practice: Oral language — Introduction to the whole area. Listening. Stories, poems, oral literature. Social aspects of oral language. Reading; teaching reading, remedial reading. Writing; Spelling.

Basic Texts:

None.

**13531 CURRICULUM ENGLISH IIIB —
SPECIAL EDUCATION: LANGUAGE****Semesters: V and VI**

3 semester hours

Pre-Requisite:

None.

Objectives:

To provide teachers with an understanding of the significance of language in Special Education through a study of language and society, language and thought, language and learning.

Content:

Language Theory — the nature of language; language as a social phenomenon; language and thought: Vygotsky, Bruner, Chomsky, Neill; Language and learning: "Regulation" — Luria; language acquisition: the Behaviourist/Structuralist controversy; standards: the psychologist vs. the linguist: Berester.

Application — Examination of language laboratories, evaluation of aids; Listening: hearing and speech, stories and drills; Speaking: The Physiology of Speech,

Vocabulary development, Speech defects and drills, Speech therapy, Socio-drama; Reading: Attack on reading problems: Frostig, Kephart, S.S.E.S.T., Initial Teaching Alphabet, Remedial reading techniques; Writing: The physical aspects of writing — cursive and script; Kinds of writing — transactional, expressive, poetic; Other forms of expression, e.g., film-making.

Basic Texts:

None.

13532 CURRICULUM ENGLISH IIIC — CHILD DRAMA

Semester: V

3 semester hours

Pre-Requisite:

None.

Objectives:

To create an awareness of the significance of children's play, free and structured, and a critical awareness of the rich variety of material available for use in children's drama.

Content:

Value and aims of work in drama as an educational medium. Differences between child drama and adult theatre; An analysis of the elements of drama; Drama in the classroom — speech and movement through emotional and imaginative involvement; Music and drama; Exploration of situations through improvisation; Building scenes and plays through improvisation.

Development of improvisation skills; Film-making for children; Dance drama — the language of movement; Improvisation as an approach to scripted plays; Critical evaluation of children's plays (5-14 yrs.) including puppet, pantomime, musical and radio plays; Variety of source material suitable for dramatic use — including literature and mass media; Translation from narrative to dramatic form.

Basic Texts:

None.

13533 CURRICULUM ENGLISH IIID – ENGLISH STUDIES IN EARLY CHILDHOOD

Semester: V

3 semester hours

Pre-Requisites:

None.

Objectives:

To examine methods of teaching basic skills in English studies with reference to young children; seek ways of developing expression through language and drama; select and use literature suitable for young children.

Content:

Oral Expression — the various procedures adopted to enlarge a child's vocabulary and develop fluent, oral expression. This will include reference to object and picture talks, experiential approaches, use of classroom discussion and social interaction; Ways and means will be studied of improving children's speech in aspects such as the enunciation of vowels and consonants, the articulation of words and word endings, the quality of tone.

Formal and informal approaches will be considered covering such topics as the importance of modelling, training in listening skills, presentation of rhymes, jingles, etc.

Written Expression — coverage of a large number of topics concerned with practical implementation, and such topics as the normal pattern of development, suitable content, styles of recording, training in reference skills, display of work and evaluation.

Reading — approaches to beginning reading: language experience, Breakthrough to Literacy, Words in Colour, basic readers, sequential reading schemes; skills of word recognition: study of whole word patterns, context clues, phonics, structural analysis.

Children's Literature — knowledge of stories, nursery rhymes and poetry suitable for young children; the use of literature as a stimulant for oral and written language and drama.

Drama — Infant Drama will be studied as having unique objectives compared to 'traditional' adult drama. Topics will include spontaneous dramatic play, skill training techniques, the creative approach under direction, suitability of materials and "performance" items.

Basic Texts:

Smith, J. A., *Adventures in Communication: Language Arts Methods*, Boston: Allyn and Bacon, 1972.

Spache, E. B., *Reading Activities for Child Involvement*, Boston: Allyn and Bacon, 1972.

13534 CURRICULUM ENGLISH IIIE – CHILDREN’S WRITING

Semester: VI

3 semester hours

Pre-Requisites:

None.

Objective:

To study children’s writing as part of the language development of children, from early childhood to adolescence.

Content:

Theory — The process of writing. Ways in which writing is different from talking, listening and reading; How children begin to write; Current theories on teaching children to write; Evaluation of children’s writing; Value of literature in relation to writing.

Practice — Study of selected children’s writing; Conducting writing sessions with small groups of children; Evaluation of the examples collected; Development of follow-up exercises.

Basic Texts:

None.

13535 LANGUAGE I

Semester: I

6 semester hours

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:

Theoretical Background: developmental stages in language acquisition; information processing and intersensory integration of information; task analysis, with special reference to the reading process.

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.

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.

Written Expression: disorders of written expression and techniques of remediation.

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.

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.

13603 ENGLISH LANGUAGE VIB — RESEARCH TOPICS IN APPLIED LINGUISTICS**Semester: VI**

4 semester hours

Pre-Requisites:

Two units in English Language: one from English Language I and II and one from English.

Objectives:

To give the student a perspective on research in the teaching of English and language acquisition by making him familiar with the types of research in Aus-

tralia, the U.K. and the U.S.A.; to engage in simple research design, the collection of data and analysis of findings; to engage in a project of some magnitude operating under the aegis of the College.

Content:

Types of research: action research to empirical statistical research; strengths and weaknesses.

Research in the U.K., the U.S.A., Australia. The work of The Schools Council, NCTE and ERIC, the journal *Research in the Teaching of English*, the UNESCO seminar on the teaching of English (Sydney, 1972).

Setting up a simple piece of research in the classroom or school, controls, collecting of data, analysing results, reading research papers.

A close look at a major project.

On-going possibilities in a particular field: Reading, TESL, language acquisition, Children's writing.

Basic Texts:

None.

13619 ENGLISH LANGUAGE VIA – TEACHING ENGLISH AS A SECOND LANGUAGE

Semester: VI

4 semester hours

Pre-Requisites:

English Language I to V.

Objectives:

By application of linguistic principles to understand the problem and difficulties in teaching English as a second language.

To gain practical experience in teaching English as a second language.

Content:

Language learning capabilities . . . an assessment of the second language situation for children and adults.

A summary of language differences. Contrastive analysis of phonology, structure and meaning. Concept domination.

Approaches to the teaching of English as a second (and/or foreign) language. Methods and theories. Direct, situational, recent theories. Classroom application of these methods.

Organisation of language materials in the teaching programme. Achieving goals in oracy and literacy.

Language laboratory techniques; operational skills and the preparation of materials.

Basic Text:

Allen, H. B., *The Teaching of English as a Second Language*, Minn: McGraw-Hill, 1965.

13622 DRAMA AND THE THEATRE ARTS VIA – DIRECTION, PRODUCTION AND ACTING

Semester: VI

4 semester hours

Pre-Requisite:

Drama and the Theatre Arts V.

Objective:

To provide opportunity for exploration in direction, production and acting.

Content:

Analysis of theatre techniques for the performance of works by some modern playwrights; e.g. Ibsen, Strindberg, Chekhov, Pirandello, Beckett, Ionesco, Pinter, Wesker, Albee, Arden.

Analysis of recent direction methods. Consideration of the work of; e.g. Joan Littlewood, Blakemore, Guthrie, Brook, Grotowski, Pinter.

Organising productions; e.g. role of Stage Manager, House Manager.

Basic Texts:

Bentley, Eric, *The Theory of the Modern Stage*, London: Penguin, 1965.

Roose-Evans, James, *Directing a Play*, London: Studio Vista, 1968.

13623 DRAMA AND THE THEATRE VIB – PUPPET THEATRE

Semester: VI

4 semester hours

Pre-Requisites:

Drama and the Theatre Arts V.

Objective:

To give students of Drama and the Theatre Arts the opportunity to combine the many facets of drama, themes, directions, stage-management, scenery, lighting, costume music and performance in an economical and fascinating way.

Content:

To make a practical study of the following forms: Shadow Puppets, Stick and Glove Puppets, String Puppets.

To use these forms on a variety of stages; produce scenes from short plays in a workshop situation; present at least one play to an audience of children.

Basic Texts:

Baird, B., *The Art of the Puppet*, New York: MacMillan, 1965. Binyon, H., *Puppetry Today*, New York: Studio Vista, 1966. Reineger, L., *Shadow Theatre and Shadow Films*, London: Batsford, 1970.

13626 LITERATURE VIA – ELIZABETHAN AND JACOBAN POETRY

Semester: VI

4 semester hours

Pre-Requisites:

None.

Objective:

To provide a thorough knowledge of the range, methods and main concerns of Elizabethan and Jacobean poetry.

Content:

The work of the following poets may be studied, the selection of poets and the poems treated to be decided at the commencement of each unit.

Surrey, Sidney, Nashe, Spenser, Wyatt, Raleigh, Peele, Shakespeare, Lodge, Lyly, Jonson, Greene, Gascoigne, Fletcher, Drayton, Campion, Daniel, Drummond, Ford, Webster, Herbert, Crashaw, Vaughan, Traherne, Herrick, Marvell, Donne, Carew, Suckling, Lovelace.

Basic Texts:

None.

13627 LITERATURE VIB — THE LITERATURE OF OLD ENGLISH AND THE POETRY OF CHAUCER**Semester: VI**

4 semester hours

Pre-Requisites:

Two units in Literature and two units in English Language.

Objectives:

To appreciate *The Canterbury Tales* and the verse and prose of Old English. To this end students will be required to understand the rudiments of the language in both areas without submitting this aspect to the exigency of examination.

Content:

The life of Chaucer, fourteenth century society, characteristics of language, a study of *Canterbury Tales* in selection, the history of the Anglo-Saxon period, characteristics of language.

A study of Anglo-Saxon verse and prose in selection, e.g. verse: The Wanderer, The Seafarer, Beowulf (selections), The Dream of the Rood, The Battle of Maldon.

Prose: Alfred on the state of learning in England. Wulfstan's Address to the English. Bede's account of the Poet Caedmon.

Basic Text:

Robinson, F. N. (ed.), *The Works of Geoffrey Chaucer*, London: O.U.P., 1970.

13628 LITERATURE VIC – RESEARCH IN LITERATURE

Semester: VI

4 semester hours

Pre-Requisites:

At least four units in Literature, Drama or English Language.

Objectives:

Students will undertake individual research work dealing with an individual writer, a movement, a period or a particular genre to develop competence in some area of literary criticism and appreciation. An area will be chosen from English, Australian, American or European Literatures.

Content:

The area of research will be determined after student consultation with the Head of Department and a Lecturer directly involved in the area of research.

A student will be required to submit a topic, an outline of the proposed research programme and an initial reading list for preliminary discussions with the lecturers concerned. After approval has been given, the programme will begin. Regular meetings with the tutor will be organised to report progress, to discuss issues that have arisen, and to receive further advice as required.

Basic Texts:

None.

13635 LANGUAGE II

Refer to 13535.

13704 ENGLISH METHOD I

Parts 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; examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; give the students the competency of skill to translate the syllabus

into reality by developing imaginative, creative and sound class-room procedures.

Content:

The nature of English teaching and the teaching environment.

The English programme-sequential; unit; thematic approaches. Utilization of staff strengths in block and team approaches. Integration and open-planning.

Listening Skills — the need for accurate, critical and appreciative listening; methods of achieving this.

Oral expression — Speech Standards; informal and formal speech situations. Speech faults and defects. Accent and speech differences.

Drama — creative drama — movement; mime; improvisation; role playing. Place of the scripted play — production of a play.

Written expression — creative writing; factual (report writing); skills of written expression — handwriting; spelling; vocabulary; sentence structure.

Language and linguistics — examination of modern linguistic theory. Structural and transformational grammars. Application of this to secondary teaching.

Reading skills — promotion of skill and fluency in reading. Comprehension or responsive reading. Reading machines and laboratories; backwardness and remediation.

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.

The Media — Television — Movies — Radio. Influence of mass communication on society and the individual. Discrimination and use.

Assessment and Evaluation — Student profiles; grading and non-grading. Place and form of assessment and examination.

Basic Texts:

None.

13804 ENGLISH METHOD II

Refer to 13704.

Health Education

14101 CURRICULUM HEALTH EDUCATION I – PERSONAL HEALTH AND DEVELOPMENT

Semesters: I or II

3 semester hours

Objectives:

To become acquainted with health concepts which may enhance wise decision making, effective enjoyable living, personal development, and to appreciate good health as a positive quality of life; and 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:

The broadened spectrum of health and morbidity, the areas of Health Education, group interaction. Historical perspectives in health. Environmental health: the threat to environment, population dynamics, safety in our time. Emotional health: the structure of personality, emotional problems. Drugs, Alcohol and Tobacco: drugs — their use and abuse, the drug problem, alcohol and its effects, alcoholism as an illness, tobacco and its effects.

Consumer Health: 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; sense organs. Human sexuality and reproduction: human sexual behaviour, a personal and social institution; heredity and health; marriage and parenthood. Advances in medicine and patient care. Disease: the communicable diseases and the non-communicable diseases. The problem of teaching in health education. The health school.

Basic Texts:

Bartley, S. H., *et al.* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Sinacore, J. S. & Sinacore, A. C., *Introductory Health*, New York, Macmillan, 1975.

Jones, K. L., Shainberg, L. W. and Byer, C. O., *Dimensions: A Changing Concept of Health*, San Francisco: Canfield (Harper and Row), 1972.

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.

14108 HEALTH EDUCATION I – HUMAN ANATOMY AND PHYSIOLOGY

14208 HEALTH EDUCATION II – HUMAN ANATOMY AND PHYSIOLOGY

Semesters: I and II

Each unit 3 semester hours

Pre-Requisites:

None.

Objectives:

To give a broad sound knowledge of the structure and function of the human body in health and diseases, so students may better develop and maintain their own health and that of the children they teach.

Content:

A detailed study of the anatomy and physiology of man, with reference to associated diseases and disorders, will be made as follows:

Semester I:

General plan of body structure; the cellular basis of life; the skin and its derivatives; the skeletal system; the muscular system; the body fluids; the circulatory system; the physiology of circulation; the urinary system; the respiratory system.

Semester II:

The digestive system; the physiology of digestion; the nervous system; the central peripheral and autonomic nervous system; sensations and sense

organs; the endocrine system; the reproductive system; reproduction and embryology; the life cycle of man; the effect of recent scientific discoveries on man.

Basic Text: (both semesters)

Steer, E. B. & Montaga, A. (1959), *Anatomy and Physiology*, Vols. 1 and 2, Harper and Row; or any other equivalent text on the anatomy and physiology of man.

14308 HEALTH EDUCATION III – MICRO-BIOLOGY: BACTERIOLOGY

Semester: III

3 semester hours

Pre-Requisites:

Science Level 2 (including Chemistry and Biology strands) at H.S.C. or Web of Life or Health Education I and II.

Objectives:

To give students some knowledge of the science of micro-biology and bacteriology, sufficient to enable them to understand the importance of micro-organisms in medicine, public health, agriculture and industry.

Content:

Introduction to the science of bacteriology; the general characteristics and classification of bacteria; the cultivation of bacteria; a systematic study of the main groups of bacteria and other micro-organisms; infection and immunity; applied bacteriology.

Basic Text:

Bryan, A. H., Bryan, C. A., Bryan, C. G., *Bacteriology – Principles and Practice*, New York: Barnes and Noble, 1962.

14402 CURRICULUM HEALTH EDUCATION IIA – HEALTH AND PERSONAL DEVELOPMENT FOR THE PRIMARY SCHOOL

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Health Education I.

Objective:

To provide primary teachers with an adequate health information background which may serve to develop the attitudes, practices and knowledge in the field of health which are needed by youth, so that they may more fully understand problems of children; to promote methods and techniques which will help teachers in health instruction for the primary school.

To help the teacher promote healthful school living conditions, to understand and utilize the health services available to the school. To help the teacher understand the child's physical and emotional needs so that communication with parents may be facilitated and skill in health appraisal may be gained. To help the teacher to develop and maintain personal health, both physical and mental.

Content:

Health education: meeting basic personal needs in today's changing society; school health, its nature and purpose; the teacher's role in school health.

Methods and materials: scope and sequence in curriculum design, conceptual approach, learning processes in health education, health teaching techniques, material aids in health teaching, microteaching techniques for health; specific aspects will be dealt with in each topic as the course proceeds; sources of health information.

The human body in health and disease: rest and exercise, nutrition, structure and function, sense organs, infectious disease. Understanding the child: the well child, departures from normal health, including defects of vision and hearing. Community responsibility for health: local government, state and commonwealth. Improving school, home and community relationships. Environmental health and safety education.

Family life education: sex education in primary school. Emotional health: personal development in the primary school; role play and self-understanding. Mood modifying substances. Consumer health education: historical figures in health education. Health in the school: a total healthful school environment. Appraising the school health programme, techniques of health education evaluation.

Texts:

Bartley, S. H., *et al* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Cornacchia, H. J., Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St. Louis: Mosby, 1970.

Gardner, A. W., Roylance, P. J., *New Safety & First Aid*, London: Pan Books, 1970.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health, Science*, Addison-Wesley Publishing Company, Mass., 1975.

Turner, C. E., Randall, H. B. & Smith, S. L., *School Health and Health Education*, Saint Louis: The C.V. Mosby Company, 1970.

14403 CURRICULUM HEALTH EDUCATION IIB – HEALTH AND PERSONAL DEVELOPMENT FOR THE INFANTS SCHOOL

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Health Education I.

Objectives:

To provide teachers of infants classes with an adequate health information background which may serve to develop the attitudes, practices and knowledge in the field of health which are needed by youth, so that they may more fully understand problems of children.

To promote methods and techniques which will help teachers in health instruction for the infants school. To help the teacher to promote healthful school living conditions, to understand and utilize the health services available to the school.

To help the teacher to understand the child's physical and emotional needs so that communication with parents may be facilitated and skill in health appraisal may be gained. To help the teacher to develop and maintain personal health, both physical and mental.

Content:

Health Education, meeting basic personal needs in today's changing society, school health — its nature and purpose, the teacher's role in school health.

Methods and materials, scope and sequence in curriculum design, conceptual approach, learning processes in health education, health teaching techniques, microteaching for health. Emphasis will be placed on meeting the needs of infant children.

Understanding the child, the well child, children's diseases, departures from normal health including defects of hearing and vision. Human body in health and disease, rest and exercise, nutrition, structure and function, sense organs, disease. Food: its digestion, assimilation, excretion of wastes, including dental health, toilet training; dental health, a positive programme.

Nutrition: dietary intake, deficiency diseases; dietary needs of the young child. Respiration and circulation: structure and function. Sense organs: the nervous system; eye, ear, skin. Infectious disease: aetiology, causative agent, reservoir, vehicle, vector, host susceptibility, diseases of early childhood period, care with the young child. Historical figures in medicine. Heredity and genetics: genetic potential, genetic variation.

Community responsibility for health: local government, state, commonwealth. Improving school, home and community relationships.

Environmental health: air, water, noise pollution, garbage disposal. Family life, education: the reproductive system, prenatal development postpartum period, screening for disease, sex education in the infants school. Emotional health: personal development in the infants school; mental health and the teacher, positive mental health in the infants classroom, starting school. Mood modifying substances: pills and potions. Consumer health education. Health services and guidance. Health in the school: the healthful school environment. Appraising the Infants School Health Programme.

Texts:

Bartley, S. H. *et al.* (eds.) (1974), *Life and Health*, Del Mar: C.R.M. Books.

Cornacchia, H. J., Staton, W. M., Irwin, L. W. (1970), *Health in Elementary Schools*, St. Louis: Mosby.

Gardner, A. W., Roylance, P. J. (1970), *New Safety & First Aid*, London: Pan Books.

Sorochan, Walter D. & Bender, Stephen J. (1975), *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass.

Richmond, J. B. *et al.* (1971), *Health & Growth*, Nos. I, II, III, Scott Foresman & Company, Glenview.

Turner, C. E., Randall, H. B., & Smith, S. L. (1970), *School Health and Health Education*, Saint Louis: The C. V. Mosby Company.

14404 CURRICULUM HEALTH EDUCATION IIC – HEALTH AND PERSONAL DEVELOPMENT FOR SPECIAL EDUCATION

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Health Education I.

Objectives:

To provide teachers with an adequate health information background so that they may more fully understand problems of the retarded child. In this context the course may be a service course for the broad spectrum of other courses.

To help the teacher understand the retarded child's physical and emotional needs, to be able to communicate with the parents and become skilled in health appraisal of retarded children.

To help the teacher promote healthful school living conditions to understand and utilize the health services available to the school; to promote methods and techniques which will help teachers in health instruction for the primary school; to help the teacher develop and maintain personal health, both physical and mental.

Content:

Health education: an introduction, the meaning of health, school health, its nature and purpose, the teacher's role in school health. Nature and cause of disabilities. Methods and materials: scope and sequence in curriculum design, conceptual approach, learning processes in health education, health teaching techniques, microteaching techniques for health.

Emphasis will be placed on meeting the needs of the special school child.

Safety education: home, school, community; safety factors for the special education setting.

The human body in health and disease: rest and exercise, weight control, fitness, relaxation, musculo-skeletal system, movement in the retarded malformations. Food: its digestion, assimilation, excretion of wastes, including dental health. Nutrition: dietary intake, deficiency diseases, metabolic disorders, e.g. Phenylketonuria. Respiration and circulation. Sense organs: the nervous system; eye, ear, skin; the brain injured child. Infectious disease: aetiology, causative agent, reservoir, vehicle, vector, host susceptibility. Historical figures in medicine. Heredity and genetics – genetic defects.

Community responsibility for health: local government, state and commonwealth. Environmental health: air, water, noise pollution, garbage disposal. Family life education: pregnancy and prenatal development, factors affecting the foetus, labour – birth processes and consequences, postpartum period

— screening for disease; sex education in the primary school — special needs of the special education child.

Emotional health: personal development in the special school; the disturbances of mental health; mental health in the classroom; pressures on the retarded child's home. Mood modifying substances: pharmacological use of drugs, drug problems. Consumer Health Education. Health in the school: a healthful school environment. Appraising the School Health Programme.

Texts:

Bartley, S. H. *et al* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Cornacchia, H. J. Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St Louis: The C. V. Mosby Company, 1974.

Gardner, A. W., Roylance, P. J., *New Safety & First Aid*, London: Pan Books, 1970.

Griffiths, M. I. (ed.), *The Young Retarded Child*, Edinburgh: Churchill Livingstone, 1973.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass., 1975.

Turner, C. E., Randall, H. B., & Smith, S.L., *School Health and Health Education*, Saint Louis: The C. V. Mosby Company, 1970.

14408 HEALTH EDUCATION IV – DISEASE: CHILDREN'S ILLNESSES AND DISABILITIES

3 semester hours

Objectives:

To give some knowledge of the causes of many of the illnesses and disabilities which can affect children and adolescents; help recognise the symptoms of the more common childhood illnesses, to show how to cope with them should the need arise, and to give some confidence in handling emergency situations at school; increase understanding of the ways of preventing illnesses and how this may be implemented by parents and teachers; and make students aware of the health services available in the community.

Content:

Abnormalities of the new-born; pre-natal and neo-natal causes. Hereditary and familial conditions; congenital malformations. The physically handicapped child;

The mentally handicapped child. Disorders of sight, hearing and speech; Disorders of emotion and behaviour; Nutritional disorders. Infectious diseases and immunity; The parasitic diseases — worm and insect infestations. Disorders of the skin; The allergies and hypersensitivity. Accidents and emergencies — First Aid.

Basic Texts:

None.

14508 HEALTH EDUCATION V — MENTAL AND EMOTIONAL HEALTH AND THE CLASSROOM

4 semester hours

Objectives:

To investigate:

Aspects of the mental health of children; of personality development and self-concept; the effect of varying classroom environments on the health of children; some means of evaluating classroom environment and interaction; agencies available to assist children with emotional problems.

Content:

Introduction; Neurological health; Emotions and emotional health; Emotional illness; Personality; Personality determinants; Some theories of development of personality; Aspects of anxiety; Emotional health and the child.

How schools are concerned with mental health and human relations; Human relations in the classroom; Group processes in the classroom; Diagnosing classroom learning environments; Interaction analysis; Assessment — teacher appraisal of children, reporting, referral; Conclusion.

Basic Texts:

Jones, K. L., Shainberg, L. W., Byer, C. O., *Emotional and Neurological Health*, San Francisco: Canfield Press, 1970.

Fox, R., Luszki, M. B., Schmuck, R., *Diagnosing Classroom Learning Environments*, Dubuque: William C. Brown, 1963.

Lazarus, R. S., *Personality*, New Jersey: Prentice-Hall, 1971.

14509 CURRICULUM HEALTH EDUCATION III

Semester: V

3 semester hours

Pre-Requisite:

Curriculum Health Education I and II.

Objectives:

To extend the health education background of primary school teachers so that they may become Health Education Co-ordinators within the school.

To promote methods and techniques which may help the teacher act as a resource teacher and co-ordinator of health education in the primary school, and to further help the teacher to promote a healthful school living environment and liaise with community agencies in the promotion of health education within the school and community.

Content:

The primary school health education programme, purpose and organization, orientation in health education, co-ordination of school and community efforts. Healthful school living: the physical and emotional environment, planning school environments, school safety. A requisite of this course will be a recognised First Aid Certificate, e.g. St. John Ambulance.

Health services: health appraisal of primary school children, health guidance, documentation, counselling children and parents. Using health agencies in the community: referral of the primary school child.

Administration of school health education: the school health co-ordinator and his task; the advisement role; planning and organizing for health teaching, curriculum planning, units of work and integrated teaching approaches to health, critical incident approach, conceptual approach, cyclic approach to planning.

Comprehensive family life programme for the primary school. Emotional needs of the primary school child: child growth and development factors, positive mental health programme. Matter and method in primary school health: additional teaching topics in primary school health, selecting primary school health films.

Comparative health education programme: health education in other countries, health education needs of varying communities; varieties in background — the migrant family area, the Aboriginal family. History of health in Australia: patterns of the past. Health education beyond the classroom. Evaluation in health education in the primary school.

Texts:

Cornacchia, H. J. Staton, W. M., Irwin, L. W., *Health in Elementary Schools*, St. Louis: The C. V. Mosby Company, 1974.

Scott, G. D. and Carlo, M. W., *On Becoming a Health Educator*, Iowa: Wm. C. Brown Company, 1974.

Sorochan, Walter D. & Bender, Stephen J., *Teaching Elementary Health Science*, Addison-Wesley Publishing Company, Mass., 1975.

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:

The Human Body in Health and Disease — The systems of the body; the nature and cause of illnesses and disabilities; heredity and genetics, genetic defects, heredity disorders, genetic counselling; pregnancy and childbirth: factors affecting the pre-natal, peri-natal and postpartum periods, screening of the newborn, congenital defects.

The Nervous System: the Sense Organs — disorders of the eye and ear, damage of the central nervous system, disturbance of brain function.

The Endocrine System: abnormalities of the endocrine glands.

The Skeletal and Muscular Systems: malformations of muscles and bones.

The Digestive System: malnutrition and deficiency diseases.

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.

14701 HEALTH EDUCATION – HEALTH AND PERSONAL DEVELOPMENT IN THE SECONDARY SCHOOL

Part I

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.

To examine the contribution all teachers may make to the personal health and development of students in the secondary school.

Content:

The broad spectrum of health and morbidity; the bases of personal development; personal health care; food and nutrition; chemical alteration of behaviour; communicable and non-communicable disease; consumer health education; the school and physical health; the school and mental health; environmental health and safety.

Basic Texts:

Bartley, S. H. *et al* (eds.), *Life and Health*, Del Mar: C.R.M. Books, 1974.

Anderson, C. L., *Community Health*, St. Louis, C. V. Mosby, 1969.

Ehrlich, P. R., *The Population Bomb*, New York: Ballantine Books, 1968.

DeBell, G. *et al*, *The Environmental Handbook*, New York: Ballantine Books, 1970.

Legal Studies

34101 LAW AND SOCIETY

Semester: I and II

3 semester hours

Pre-Requisites:

None.

Objectives:

To familiarise students with the Australian legal framework, the sources of law in Australia and the techniques of legal research and reasoning; 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; serve as an introduction to subsequent legal courses.

Content:

Finding the law: use of primary and secondary sources. Using the law: legal research and legal reasoning.

The Australian Constitutional Framework; the nature of a Federal System; Federations and Constitutions; Australia's Federal Constitutional Framework — Law and Politics; Sovereignty — Power in the Legal Framework; The Organs of Government — (a) the Legislature — Australian and New South Wales; composition; powers; limitations on power (express or implied). (b) The Executive — Australia and New South Wales; composition; powers; limitations on powers; Local Government — powers and functions. Police — enforcement and discretion. Administrative Tribunals — public policy; natural justice. (c) The Judiciary — High Court; State Supreme Court; District Court; Petty Sessions; the Legal Profession; role of the Judiciary; General Law; Common Law; methods of the Judiciary; Precedent; Judicial Law making.

The Law and Interpersonal Conduct — (a) Criminal Law: crime at common law; criminal law and social regulation. (b) The Law of Torts: the nature of tort; loss compensation; insurance; fault; social functions of the law of torts; Universal No-fault Insurance. (c) The Law of Contract: private law making; courts, contracts and public policy; is there a place for contracts? "Adhesion" contracts; ex-contractual regulation of relationships.

The Law and Property — (a) The meaning of property; (b) creation, possession and assignment of interests in land, objects and ideas; (c) The National Estate; competing public and private interests in the use and enjoyment of land.

The Law and Interpersonal Relationships — (a) Family: marriage; divorce; adoption. (b) Employment: Master/Servant; conditions of employment; termination of employment.

The Law and Business Enterprise — (a) business entities; persons; unincorporated bodies; companies; (b) Business Behaviour; Unfair practices; defective goods and services; monopolisation and mergers.

Law, Society and Social Change — (a) law, politics and economics; (b) assigning a province or function for law in the social system; law and morality; (c) changing law and changing society; the law as a tool of social change; (d) assessing law and the legal system; morality and expediency.

Issues to be considered: the legalism engendered by the Australian Federal Constitution and its effects on government; the legal relationships between the States and the Australian Government and the political consequences thereof; the significance of the function of the High Court in Constitutional interpretation; 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; 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.

Introductory Reading:

Chisholm, R. and Nettheim, G., *Understanding Law*, Butterworth, 1974.

Texts:

Cases and materials as issued. The materials would include relevant excerpts from statutes, regulations and judgments.

34201 COMMERCIAL LAW

Semester: III

4 semester hours

Pre-Requisite:

Law and Society.

Objectives:

To familiarize students with the more important legal concepts and rules governing the conduct of business; familiarize students with legal techniques; serve as an introduction to subsequent legal courses.

Content:

1. Relationship of persons to property.

Persons: (i) Natural persons: limitations on their legal capacity by reference

to minority and infancy, lunacy, duress, etc.; the extension of their capacity to act by reference to agency, unincorporated associations, partnership, joint ventures.

(ii) Legally created personality: the corporation and its attributes; types of corporations; the formation of corporations.

Property: the meanings given this word by the law considered by reference to title, possession and ownership; real property distinguished from personal property, estates in real property, legal and equitable interests, joint tenancy and tenancy in common, torrens and strata titles; industrial property.

Dealings with property: Sales and agreements to sell; their significance in conveyancing and sales of goods; The formalities required in some transactions; Bailment; Hire purchase; The trust.

2. The commencement of business.

The choice of business organization: the advantages and disadvantages associated with the sole trader, the partnership and company; the business name and registration thereof.

Market entry: the significance of the Australian Constitution, Licensing laws, restrictive trading agreements and practices and legislation thereon.

Financing the business: Secured and unsecured advances; the mortgage, lease, sale and lease-back, hire purchase, bill of sale and credit sale; Company funding by reference to the floating charge and the issue of shares and debentures; The regulations of the securities industry: by the stock exchanges and governmental agencies; Trading credit, including credit cards, bills and letters of credit.

3. The firms relations with others: with employees and independent contractors; purchasers and consumers, by reference to tortious, contractual and statutory obligations; invitees, licencees and trespassers; the Government and interest groups by reference to (a) the prerogative writs, (b) administrative law, (c) trade associations; Insurance and its effect on these relations.

4. The cessation of business: Bankruptcy — its effect on the bankrupt and his creditors; the creditors' rights among themselves; 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:

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.

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.

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.

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: III

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: 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.); the obligations cast upon him in the exercise of his role; the remedies available to persons (and to him in appropriate circumstances) in the case of a breach, or non-exercise, of power.

Content:

The background — including a brief revision of the Australian constitutional framework or the framework of government.

Delegated legislation, the concept and how it operates.

Natural justice.

Remedies — the prerogative writs.

The ombudsman.

The role of statutory corporations and administrative tribunals.

Conflict of duty and interest in the administrator.

A case study of an administrative agency implementing government policy. The Environment Protection Authority.

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

4 semester hours

Pre-Requisite:

Law and Society.

Objectives:

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; familiarize students with the legal provisions, statutory and otherwise relating to the nature and functioning of Councils in New South Wales; 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:

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.

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.

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.

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.

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. Councils. Loans by Councils. Various council funds.

(c) Planning, Development, Buildings and Subdivisions: Introduction to Parts XI and XII (a) of Local Government Act, 1919,—

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.

Building Codes, Subdivision Codes and Council Policies: Purpose and content of codes and policies. Legal Status.

Other Legislation Affecting Development: Reference to other legislation, e.g. Regulation of Flats Act, 1955.

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. Police, Heights of Building Committee. Conditions of Council's approval. Appeals. Enforcement of conditions of development approval.

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.

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.

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

4 semester hours

Pre-Requisites:

Commercial Law; Economy and Society II.

Objectives:

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

Contents:

Evolution of the modern company; Australian source material.

Basic principles of modern company law — (a) the corporate entity; (b) limited liability; (c) powers of companies; (d) companies dealing with outsiders.

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.

Takeovers, liquidation, etc.

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

5 semester hours

Pre-Requisites:

Economy and Society III, Company Law.

Objectives:

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

Content:

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.

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

4 semester hours

Pre-Requisites:

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

Objectives:

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

Content:

(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.

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.

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.

The trade union movement in the 1970's: (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).

Library and Information Studies

20701 TEACHER LIBRARIANSHIP I

20801 TEACHER LIBRARIANSHIP II

Parts I and II

6 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; 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; 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:

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.

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.

Audio-Visual Resources: Projectors, tape recorders, video-tape recorders and their accompanying software.

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.

The Library and Reading: Literary evaluation; reading and education, literature for children, young people and adults, the reluctant and backward reader.

The Library Schedule: The pupil in the library; place of direct/indirect instruction. Fostering library and research skills.

Basic Texts:

None.

41101 INFORMATION AGENCIES

Semester: I

3 semester hours

Pre-Requisites:

None.

Objective:

To introduce students to the variety of information agencies; identify the role and tasks of the librarian/information worker; examine the requirements for his/her education and training; identify the agencies' role, characteristics and organization against a background of historical development; indicate types and levels of personnel required against a background of the development of education for information studies; familiarize students with the development of the profession of librarianship and information science.

Content:

Information agencies today; libraries, museums, archival institutions, information centres, citizens advice bureaux, learning exchanges, data banks; acquisitions, indication, classification, service, administration. Problems in providing information service.

Role and tasks of the librarian, information worker, archivist.

Education and training for these roles and tasks: scholar, bibliographer, documentalist, special librarian, information scientist, archivist, school librarian, community librarian.

Specialised literature of librarianship.

Historical development of information agencies/libraries from classical to modern times, including types. Particular reference to Great Britain, the United States and Australia.

Historical development of education for librarianship and information work: types of courses, graduate and undergraduate, parallel and integrated; patterns of accreditation. Particular reference to Great Britain, the United States and Australia.

Role, functions and development of professional associations : LA, ALA, LAA; SLA, AASL, ASLA; ASLIB, SLA; ASIS, LASIE; IFLA, FID, COMLA, UNESCO. Professional performance: codes of ethics, freedom to read statements, bill of rights.

Basic Texts:

None.

41102 INFORMATION USERS I (SECTION I-II)

Semester: I

3 semester hours

Pre-Requisites:

None.

SECTION I

Objectives:

To determine the characteristics of users' categories in relation to age, physical environment, social, economic and cultural conditions, education and work; establish their information needs through a study of information surveys and user studies, with particular emphasis on the education environment; provide the student with first hand experience of an individual person's information needs; guide and assist the student to meet these.

Content:

The information user by age — child, pre-school, primary, young adult, adult, aged; physical environment — country, rural, urban-city: central business district, inner city dweller, suburban, neighbourhood, new town, growth centre; social, economic and cultural environment — the family (social, economic levels), ethnic groups, aborigines; institutionalized: hospitals, prisons, special groups eg. handicapped; recreation and cultural interest groups: clubs, sports, crafts, fine arts.

Education environment — the school: primary, secondary, students and staff; college: technical, trades, students and staff; the college/university, students and staff; work environment — business, commerce, industry; administration, public service; health, welfare, law/order; research.

SECTION 2

Objectives:

To identify and evaluate existing patterns and systems of meeting information needs for categories of users, and services which have evolved to meet them, with particular emphasis within the education system; provide first hand experience of the success of an existing library system in meeting an individual person's information needs; guide and assist the student to meet these from additional existing library systems.

Content:

General patterns and Systems — Public, State and National Libraries, citizen's advice centres, with special reference to Australia, Great Britain and the United States.

Education Patterns and Systems — school, college and university libraries, learning exchanges, resource centres.

Special Patterns and Systems — special, government and research libraries, information centres and services.

Co-operative Systems — local, regional, national, international, special subject, one type, multi-type.

Non-Traditional Systems — community, combined school/public, neighbourhood, multi-purpose agencies, outreach, by caseload.

Services — Reference: search, compilation of bibliographies; Advisory: reading guidance; Referral: transfer to other agencies, resources; Educational: instruction in use, reader education; Dissemination: routing resources, publishing bulletins, user profiling, selective dissemination of information, current awareness; Interpretation, Evaluation: state of the art reports, research data, abstracting; Translation.

User-librarian Interaction — role of the librarian as mediator, passive active roles; reference interview, user profile and search strategy.

Basic Texts:

None.

41103 INFORMATION RESOURCES I

Semester: I

3 semester hours

Pre-Requisites:

None.

Objectives:

To study the generation of information; examine the variety of formats, the types of resources, with special emphasis on basic reference; determine criteria for the selection of the variety of types of resources; identify general selection guides and reviewing aids for types; familiarize students with the formulation of policies for selecting resources for types of libraries/information services.

Content:

Generation of information — imagination, creativity; publication in novel, play, poetry; primary research; publication in journal; research report; patent.

Resources by format — monographs, fiction and non-fiction; periodicals; newspapers; maps; films; slides; records, cassettes; kits, realia; general guides to selection, reviewing journals; criteria for selection.

Basic reference resources — catalogues; encyclopedias, general and special; dictionaries; atlases; almanacs; yearbooks; directories; bibliographies and union lists; indexing and abstracting tools; tape services; guides to selection; reviewing journals; criteria for selection.

Selection policies with particular emphasis on the school library — formulation; purpose and objectives of library/information services, users and their needs; standard of materials; resources already available; administration of selection.

Basic Texts:

None.

41104 INFORMATION METHODS I

Semester: I

2 semester hours

Pre-Requisites:

None.

Objectives:

To understand the methods of organising information to ensure retrieval; analyse information materials according to content, subject and form; describe, evaluate and apply methods of classifying and indexing information materials; and of compiling subject heading lists, indexes and abstracts.

Content:

Analysis of information materials — content, subject, form..

Methods of analysis — classification, nature and relationship to indexing; theories of classification, theoretical and practical; historical development.

Characteristics of classification schemes — Traditional: compilation, structure, relationship, divisions, forms, hospitality, notations, index, devices; schemes: Decimal Classification, Library of Congress.

Characteristics of classification schemes — Non-Traditional: faceting, co-ordination, synthesis, notation; schemes: Universal Decimal Classification, Bliss, Colon.

Methods of analysis — indexing, nature and relationship to classification. Subject heading lists, Thesauri: compilation, structure, relationships, specificity.

Indexing — title catchword, keyword, free vocabulary, vocabulary control; schemes: British Technology Index, KWIC, KWOC, Precis Co-ordinate Indexing.

Basic Texts:

None.

41203 INFORMATION RESOURCES II

Semester: II

6 semester hours

Pre-Requisites:

Information Resources I.

SECTION I

Objectives:

To study specific aspects in the generation of information in the humanities, social sciences, sciences, and applied sciences; examine the variety of resources in these areas; determine criteria for the selection; identify specific selection guides and reviewing aids in these subject areas; identify and evaluate against the determined criteria and in relation to selection policies.

Content:

For each of the broad subject areas A, B, C, D, below —

Structure and scope of the subject, related fields; communication of research: formal and informal, invisible college; primary resource material: journal, report literature; current journal titles of first importance; most mentioned texts; secondary resource material: journal, monographs, reviews, review series, state of the art, current awareness, S.D.I.; basic reference materials: encyclopaedias, dictionaries, serials, bibliographies, tape services; guides to the literature, current and retrospective; periodical indexes and abstracting services; libraries, societies, organisations (national, international).

A. Humanities — Philosophy, Religion, Language, Literature, the Arts, History.

B. Social Sciences — Psychology, Sociology, Political Science, Economics, Law, Education, Anthropology, Geography.

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

D. Applied Science — Medicine, Agriculture, Business, Manufactures, Industries.

SECTION II

Objectives:

To examine the variety of non-print resources; determine criteria for the selection; identify and evaluate against the criteria and in relation to a selection policy; examine the variety of related equipment and establish criteria for the selection of any equipment required for the use of resources; identify, evaluate and operate; produce, adapt and supervise the production of materials when such resources are unavailable commercially.

Content:

For each of the materials A, B, C, D, below —

content and form analysis and analysis and operation of related equipment to establish criteria for selection; basic reference materials; selection guides and reviewing aids; libraries, societies and organisations (national, international); selection policy requirements, adaptation and production.

A. Projected materials — transparencies, slides, filmstrips, microforms, 16 mm films, 8 mm films.

B. Recorded materials — discs, tapes, video recordings.

C. Graphic materials — study and art prints, charts, pictures, maps.

D. Other materials — models, realia, kits, games, programmed instruction materials.

SECTION III

Objectives:

To enable students to work independently in ONE area of information resources; within the area, to identify the methods of generating these resources; determine the criteria for selection; identify, evaluate and select on the basis of this criteria and in relation to a selection policy for a school library.

Content:

Young Adult Reading Resources — periodicals, comics, paperbacks, adolescent novels, adult novels.

For this area the following will be studied — generation of information; reading interests, habits, surveys (where applicable); content analysis to establish criteria for selection; basic reference materials; selection guides and reviewing aids; libraries, societies and organisations — national, international. Selection policy requirements.

Basic Texts:

None.

41204 INFORMATION METHODS II (SECTIONS I and II)

Semester: II

6 semester hours

Pre-Requisites:

Information Methods I.

SECTION I

Objectives:

To understand the methods of organising and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems with particular reference to the school library.

Content:

Control of information materials — identification: author, title, imprint, collation; bibliography, analytical, descriptive, systematic, enumerative, retrospective, current.

Bibliographic Control — current, CBI, NUC, BNB, ANB; retrospective; historical development.

Codes — cataloguing: compilation, concept of main entry, added entries; codes: British Museum, Anglo-American (North American and British Texts), Prussian Instructions.

Codes — book numbers: compilation, utilisation; codes: ISBN International Standard Book Number, ISSN International Standard Serial Number.

Problems of retrieval — growth of publication, size of library collections, specialisation, interdisciplinary study.

Library's response — co-operation, nature and historical development; types of co-operation: union catalogues, card services, processing centres, acquisition programmes, bibliographical networks.

SECTION 2

Objectives:

To examine the library as a complex system and as an organisation, with particular reference to the school library; describe, evaluate and apply methods of organising libraries and information services (other organisations); allocate financial provision (preparation of estimates and budget control).

To describe and evaluate the utilisation of personnel within types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for designing facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying, and of organising, controlling and making available for use.

To consider methods of evaluating the effectiveness of the library as an information system, compile and maintain statistics and prepare and submit reports relevant to the development of library service; consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

Content:

With particular reference to the school library:

The library as an organisation and its place in relation to other organisations; structure, centralised, decentralised, co-ordinated; effectiveness of organisational structure; research evidence; as a complex dynamic open system; inputs to the system: objectives, finance/budget, staff, physical facilities, social pressures (e.g., population growth), education pressures; outputs from the system: reasonable levels of service, measurement, criteria of effectiveness, research evidence, surveys, reports.

Finance and budgeting — method of financial provision, allocation, budgeting, estimates, accountability.

Staffing and supervision — recruitment and selection of staff, job analysis, position classification, in-service training, supervision, communication channels.

Facilities, planning and utilisation — siting and planning of libraries, planning team, consultants, architect's brief; furniture, equipment, maintenance, alteration, adaptation.

Processes (including computer applications) — acquisition, ordering and receipt, monographs and serials; the book trade; new, secondhand, antiquarian; pricing and methods of purchase; approval, blanket; acquisition tools used for searching; files and records; gifts and exchange, deposit, out of print, reprint, micropublishing.

Cataloguing and shelf preparation — searching, sorting methods; process of cataloguing; limited, analytic; forms of catalogue, card, book; production of catalogues; shelf list physical preparation.

Circulation control and inter-library loan — registration of borrowers, identification, loan period, renewal, reservation, fines; inter-library loan, codes, bibliographic tools.

Conservation of materials — binding; preservation (special processes, special conditions), weeding, discarding.

Reproduction — photocopying, photographic production, copyright.

Evaluation of services — library standards, statistical techniques and measures, interpretation of research reports.

Decision making processes in an organisational framework — setting objectives, planning, implementation; promotion, innovation, political factors.

Basic Texts:

None.

**41404 INFORMATION RESOURCES IVA
(CHILDREN'S READING RESOURCES)**

Semester: I

2 semester hours

Objectives:

To identify the method of generating children's books; study their nature, potential and limitations against a background of history and development; determine the criteria for selecting different types; identify, evaluate and select on the basis of this and in relation to a selection policy for the school library.

Content:

The generation of children's books; writers; publishing; the role of the children's book editor; influence of adults.

Children's reading interests, habits, surveys.

Content analysis to establish criteria for selection for: picture books, fantasy, historical fiction, realistic stories, fairytales, fables, poetry; basic reference materials; selection guides and reviewing aids; libraries, societies and organisations involved with children's books (national and international); selection policy requirements.

Basic Texts:

None.

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:

Number Systems: Natural Number System, System of Integers, System of Rational and Real Numbers, The Complex Number System.

Theory of Numbers: Prime Numbers, Greatest Common Divisor, Least Common Multiple, Prime Product Theorem, Fundamental Theorem of Arithmetic, Divisibility Rules.

Mathematical Systems: Modular, Groups, Vectors.

Boolean Algebra: Basic definitions and properties.

Logic: Mathematical Sentences, Compound Statements, Implication and Logical Equivalence, Negation, Converse and Inverse, Contrapositive and Tautology, Laws of Logic, Deduction in Mathematics.

Topology: Connectivity. Networks. Necessary and sufficient conditions for a traversable network. Euler's formula. Map colouring. Metric spaces. Topological space.

Basic Texts:

None.

15103 COMPUTING I

Semesters: I 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 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:

Introduction to Data Processing: Basic concept of Input-Process-Output. The need for mechanization. Development of E.D.P.

Basic Machine Organization: Elements of a computing system. Stored programme concept.

Machine Language Programming: Operation codes and addresses. Elementary flowcharting ideas.

Basic Hardware Concepts: Core storage. Accumulators and registers. Internal representation, Binary and Floating Point. Integer and Real Arithmetic.

Assembly Language and Assemblers: Development of Assemblers.

Problem Oriented Languages: Development of Compilers. Development of high level languages, Fortran, Cobol.

The Fortran Language: Variables and Constants. Integers and Reals. Assignment Statements. Arithmetic Expression. Conditional and Unconditional Branches.

Input-Output: Peripheral equipment. Read-Write statements and Formats.

Dimensioned Arrays: Setting up arrays in Fortran. DO statements and nested loops.

Monitor System.

Systems Flowcharting.

Basic Texts:

None.

15104 CALCULUS I

Semesters: I, II and II

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:

Transcendental Functions: Trigonometric functions. Inverse trigonometric functions. Logarithmic functions. Exponential functions.

Differentiation: Functions, limits and continuity. The Derivative. Methods and rules of differentiation.

Applications of Differentiation: Curve sketching. Maxima and Minima.

Plane Analytic Geometry: The tangent and normal. The circle, parabola, ellipse and hyperbola.

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.

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.

15108 CURRICULUM MATHEMATICS I

Semester: I or 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:

Approaches to mathematics teaching and learning.

Foundations of Numeration: Sets, Conservation, Equivalence, Cardinal number, Ordinal number.

Numeration System: Historical development, Non-decimal systems, Decimal numeration.

Operations and Basic Facts: Meanings of operations, Discovery, organization and practice of facts, Laws of Numbers.

Algorithms for Counting Number Operations: Development and understanding of algorithms.

Rational Number System: Decimal numeration system; Development and understanding of algorithms.

Set Theory: Operations — binary, unary; Laws of Set Operations; Applications.

Relations: Properties, Types.

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.

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:

Methods of Representing Data.

Frequency Distributions and their Graphic Representation: Histogram. Frequency polygon. Frequency curve. Cumulative frequency curve.

Measures of Central Tendency: Arithmetic mean, median, mode. Quartile, decile, percentile. Calculation of these measures.

Measures of Variation: Standard deviation. Skewness. Quartile range, Mean deviation.

Probability.

Binominal Distribution and Probability.

The Normal Distribution and the Central Limit Theorem.

Sampling.

Hypotheses Testing: t test. chi square test.

Correlation: Product moment. Rank correlation methods.

Introduction to Analysis of Variance.

Basic Texts:

None.

15203 COMPUTING II

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.

Contents:

Elementary Boolean Algebra: Axioms and Theorems. Application to Set Theory. Application to Switching Networks. Design of a Full Binary Adder.

Magnetic Tape: Uses of magnetic tape. Physical and Logical records and IRG's. I/O Statements in Fortran. Edited and Binary Modes.

Disk and Drum Files: Modes of Access. I/O Statements in Fortran.

Advanced Fortran: Declaration Statements. Logical Variables. Data Statements. Further I/O Statements.

Functions and Subroutines: External Functions. Library routines. Common Areas.

Uses in Education: Programmed Instruction. Testing Procedures. Report Generation.

Basic Texts:

None.

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:

Multiple Integrals: Double integrals. Area by double integrals. Volume by triple integrals. Surface area.

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.

Differential Equations: First order — Variables separable; Homogeneous; linear; Exact. Second order.

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.

15407 CURRICULUM MATHEMATICS IIA — PRIMARY**Semesters: IV and VI**

3 semester hours

Pre-Requisite:

Curriculum Mathematics I.

Objectives:

Through detailed investigation of approaches to the treatment of topics not included in Curriculum Mathematics I, this unit will continue the preparation of students for teaching Mathematics in primary grades.

Content:

Algorithms for Counting Number Operations: Analysis of learning stages, Practice of algorithms, Diagnosis and treatment of common difficulties.

Rational Number System: Fractions, Development and understanding of algorithms.

Problem Solving: Investigation and discovery of patterns, Applications of mathematical operations.

Measurement: Historical, Metric, Concepts and skills.

Graphs: Data — collection, presentation, interpretation.

Shapes and Geometry: Topological and Euclidean concepts.

Planning and programming Mathematics.

15407 CURRICULUM MATHEMATICS IIB – EARLY CHILDHOOD

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Mathematics I.

Objectives:

Through more extensive analysis of topics commenced in Curriculum Mathematics I, and through detailed investigation of approaches to the treatment of other topics, this unit will prepare students for teaching mathematics in infants grades.

Content:

Pre-number concept development; Sets and the development of number concepts; Numeration; Basic Operations and Study of Numbers; Measurement; Historical, Metric, Concepts and skills.

Problem Solving: Investigation and discovery of patterns; Applications of number operations; Shapes; Graphs; Data — collection, presentation, interpretation; Planning and programming Mathematics.

In the treatment of the above topics the place of structured aids, environmental materials, learning kits and individualised programmes, in a variety of learning situations, will be considered. Students will be introduced to developments and research in the teaching and learning of Mathematics.

15408 CURRICULUM MATHEMATICS IIC – SPECIAL EDUCATION

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Mathematics I

Objectives:

To enable students to examine methods of isolating areas of inadequate concept formation in Mathematics and to develop a variety of techniques for repatterning the child's thought processes and Mathematical experiences.

Content:

General Principles: Causes underlying difficulties in Mathematics, Methods of Identifying and isolating different levels of Mathematical performance, Setting realistic behavioural objectives for the child who is a slow learner in Mathematics.

Study of Curriculum Areas: Development of number concept, Meaning of the operations, Algorithms for the operations, Measurement, Spatial relations, Graphs, Rational Numbers.

The study of these areas will include a detailed examination of the use of a variety of concrete and structured materials which may be used in providing appropriate experiences for the slow learning child.

Classroom techniques for individualising instruction in Mathematics: Grouping, Laboratory approaches, Appropriate mathematics kits, Programmed learning.

15507 ALGEBRA I

Semester: V

4 semester hours

Pre-Requisites:

Three units of Mathematics.

Objectives:

To provide an introductory examination of some important mathematical systems. The emphasis will be on the isolation of common underlying structures

and a study of some of the implications of these structures.

Content:

Number Systems:

The Natural Number System; The Real Number System; The System of Integers and Ordered Domains; The Systems of Rational and Real Numbers and Ordered Fields; Intuitive approach to Complex Numbers; Formal Development of Complex Numbers; Geometrical Representation of Complex Numbers; Complex Numbers and Polynomial Equations.

Sets and their Applications:

Basic Terminology; Set Algebra; Functions; Lattices; Boolean Algebra; Switching Networks; The Algebra of Logic.

Basic Texts:

None.

15508 CURRICULUM MATHEMATICS III

Semesters: V and VI

3 semester hours

Pre-Requisites:

One of the units Curriculum Mathematics IIA, IIB or IIC.

Objectives:

This unit is for students who have a special interest in teaching Mathematics. It is designed to explore topics which could be part of a normal or extension programme in Mathematics. It is hoped that students will develop confidence to teach these topics, and also to find an interest in the changing forms of mathematical expression.

Content:

Topics for Study: Number patterns and Theory of Number, Aspects of the History of Mathematics, Mappings and Functions, Sets and Logic, Transformation Geometry, Rotations and Groups, Topology, Curve Stitching, Probability, Flow charting.

Planning and programming in Mathematics: Programming a topic, Planning an individualised programme, Evaluation of programme.

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 to:

give students an introduction to the theoretical background to the study of mathematical learning and development in typical and atypical children;

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;

enable students to undertake task analysis of various mathematical activities;

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;

enable students to analyze and develop curricula which are appropriate to atypical children.

Content:

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.

The Diagnosis-Remediation Model: Diagnosis of Difficulties in Mathematics — Causes underlying difficulties in mathematics; 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.

Remediation Techniques — Setting realistic mathematical behaviour objectives for the atypical child; Development of teaching programmes and techniques.

The Behaviour-Modification Model:

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 Remediation Techniques above.

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. Development of instructional materials.

15607 ALGEBRA II

Semester: VI

4 semester hours

Pre-Requisites:

Algebra I.

Objectives:

To extend the study of mathematical systems commenced in Algebra I. It is designed to give further emphasis to the importance of algebraic structure and to examine some of the applications of particular mathematical systems.

Content:

Vectors and Matrices:

Vectors; Matrix notation — Addition and Scalar Multiplication; Matrix Multiplication and Linear Transformations; Row Equivalence of Matrices; Non-singular Matrices; Equivalence of Matrices; Simultaneous Linear Equations; Homogenous Linear Equations; Linearly Independent solutions of Systems of Linear Equations; Determinants; Minors and Cofactors; Adjoint and Inverse of a Matrix; Eigenvalues and Eigenvectors; Determinants and Vectors.

Groups:

Intuitive approach to Groups; Formal Definitions and Basic Properties; Concept of Subgroup and Generators; Isomorphism; Abstract Rings and Fields.

Basic Texts:

None.

15609 MATHEMATICS II

Semester: II

1 semester hour

Content:

Applications of Method and Theory in Mathematics Instruction.

Discussion of students' in-school experience in the light of the theories and techniques encountered in Unit 1.

Design and implementation of a diagnostic-remediation/behaviour-modification programme in mathematics with a selected group of children.

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.

15703 MATHEMATICS IA

Part I

6 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:

Planning: Lesson planning; topic analysis; unit planning; classroom organization; evaluation and assessment procedures.

Use of teaching aids: Textbooks; kits; audio-visual aids.

The Primary Mathematics Curriculum.

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.

15704 MATHEMATICS IB

Part I

4 semester hours

Co-Requisite:

Mathematics IA.

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.

Content:

Objectives of teaching mathematics.

Planning: lesson planning; course planning; evaluation.

Use of Aids: Textbooks; Models; Audio-Visual Aids.

The teaching of selected topics in Senior Secondary School Mathematics: Calculus and its application; analytical geometry; trigonometry and its applications; number systems; complex numbers; special functions; determinants and linear transformations.

15803 MATHEMATICS IIA

Part II

6 semester hours

Objectives:

See 15703.

Content:

Approaches to Learning Mathematics: Individualized work; use of the Library; relating Mathematics to the Environment.

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.

15804 MATHEMATICS IIB

Part II

4 semester hours

Co-Requisite:

Mathematics IIA.

Objectives:

See 15704.

Content:

Providing for individual differences: the gifted child; the unsuccessful child; individualized learning; laboratory techniques.

Aids and Equipment: calculators and computers; the library.

School Mathematics Curricula: examination of current curricula; recent developments in curricula construction; experimental projects.

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.

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Music

16102 INTRODUCTION TO GUITAR I

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

3 semester hours

Pre-Requisite:

Students must be beginners or near beginners at guitar.

Objectives:

To provide instruction in the basic chords of the guitar, so that students may accompany simple songs and a graded course of study in classic guitar techniques.

Content:

Fundamental guitar techniques will be taught to cover the material in Basic Text. In addition students will be taught basic chord progressions to be applied to simple songs.

Basic Texts:

Guitar I — Chearer, Aaron, *Classic Guitar Technique*, Vol. 1, Ricordi.

Guitar II — Carcassi, Matteo, *Guitar Method*, Part I, Schott & Co.

16103 INTRODUCTION TO PIANO I

Semesters: II, III & IV OR Semesters IV, V, VI

3 semester hours

Pre-Requisite:

Students must be beginners or near beginners at piano.

Objectives:

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

Content:

Basic piano techniques will allow students to play the required pieces from the books listed under "Basic Texts" plus elementary technical work. This includes some scales plus elementary theory and aural training essential to progress.

Basic Texts:

Kasschau, Howard, *Piano Course, Book One*, Sydney: Chappell and Co.

Thompson, John, *Modern Course for the Piano, Book One*, Melbourne: Allan and Co.

Eckstein, Maxwell, *Let's Have Music for Piano, Books One and Two*, Melbourne: Allan and Co.

Stainkaph, Eileen, *Essential Theory Papers, First, Second and Third Grades*, Melbourne: Allan and Co.

Johnstone, J. Alfred, *Rudiments of Music*, Melbourne: Allan and Co.

16104 MUSIC LISTENING I**Semesters: I and II OR III and IV OR V and VI**

3 semester hours

Pre-Requisite:

Basic music reading skills.

Objectives:

To give practice in music listening and score reading to gain a greater understanding and enjoyment of the musical works of the standard concert repertoire.

Content:

Compositions for study selected from the major works of the Polyphonic, Classical, Romantic and Modern periods; opportunities for score reading and attendance at concerts.

Basic Texts:

None.

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

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.

16118 CHORAL MUSIC I**Semester: I, II, III and IV**

3 semester hours

Pre-Requisite:

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.

16202 INTRODUCTION TO GUITAR II

Refer to 16102.

16203 INTRODUCTION TO PIANO II

Refer to 16103.

16204 MUSIC LISTENING II

Refer to 16104.

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.

16218 CHORAL MUSIC II

Refer to 16118

16310 CREATIVE MUSIC WORKSHOP I

Semesters: III, IV, V

3 semester hours

Semester: VI

4 semester hours

Pre-Requisites:

It is desirable that students possess a reading ability in both the treble and bass clefs, and some practical instrumental skill.

Objectives:

The Music Workshop provides for those students keenly attracted to the com-

position and arranging of music, the opportunity to develop in all aspects of the craft.

Content:

In composition and performance, students helped in their own interests and styles; special projects encouraged in the area of creative music; intense aural training, working at the individual's level; writing skills and conventions; practice in preparing for, and training of, various combinations.

Basic Texts:

None.

16311 INSTRUMENTAL STUDIES III

Semester: III

3 semester hours

Pre-Requisite:

Instrumental Studies II.

Objectives:

To provide the opportunity for the serious study of an instrument — Piano or Flute or Guitar — and to use this as a focus for the growth of musical perception and musicianship in general; give the student a basic knowledge of the history of music and development of musical form; provide the opportunity for students to be actively involved as performers and critical listeners as part of their musical development.

Content:

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

Basic Texts:

None.

16312 INSTRUMENTAL WORKSHOP I

Semesters: III, IV, V

3 semester hours

Semester: VI

4 semester hours

Pre-Requisites:

None, although some music background is preferred.

Objectives:

To provide the opportunity of developing some skills in the study of musical instruments, of developing a greater understanding of music and of gaining confidence and a sense of sharing enjoyment in the ensemble situation.

Content:

Practical work will involve individual and ensemble playing of instruments. Listening will include such aspects of music as history, form, and style.

Basic Texts:

Practical: Tutor books in the selected instruments.

Listening: Miller, H. M., *History of Music*, London: Harper and Row, 1973.

16318 CHORAL MUSIC III

Refer to 16118.

16403 INTRODUCTION TO PIANO III

Refer to 16103.

16410 CREATIVE MUSIC WORKSHOP II

Refer to 16310.

16411 INSTRUMENTAL STUDIES IV

Semester: IV

4 semester hours

Pre-Requisite:

Instrumental Studies III.

Objectives:

As for Instrumental Studies III.

Content:

As for Semester III except for: 3 (i) History – Listening (Romantic).

Basic Texts:

None.

16412 INSTRUMENTAL WORKSHOP II

Refer to 16312.

16413 CURRICULUM MUSIC II

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Music I.

Objectives:

To extend the work of Music I to develop further the skills which are basic to the teaching of school music and provide opportunities for gaining confidence and enjoyment from vocal and instrumental ensemble work.

Content:1. *Singing:*

Performance of unison and part songs together with associated teaching techniques and the fundamentals of good singing.

2. *Listening:*

This will include a repertoire of pieces suitable for classroom use, recognition of different voice types and pieces to illustrate approaches to the Listening Lesson.

3. *Instrumental Work:*

The use of tuned and untuned percussion instruments in various ensembles and as song accompaniments. Extension of work on recorder or other approved instrument.

4. *Formal Work:*

Development of general musicianship will be taught in association with 1, 2 and 3 above.

Basic Texts:

None.

16418 CHORAL MUSIC IV

Refer to 16118.

16510 CREATIVE MUSIC WORKSHOP III

Refer to 16310.

16511 INSTRUMENTAL STUDIES V

Semester: V

4 semester hours

Pre-Requisite:

Instrumental Studies IV.

Objectives:

As for Instrumental Studies IV.

Content:

As for Semester IV except for: 3. (i) History — Listening (Late Romantic); 4. Ensemble Work; 5. Performance with audience.

Basic Texts:

None.

16512 INSTRUMENTAL WORKSHOP III

Refer to 16312.

16513 CURRICULUM MUSIC IIIA

Semester: V

3 semester hours

Pre-Requisite:

Curriculum Music I.

Objectives:

To give opportunity for further experiences in aspects of music so that the student may extend background knowledge, increase skills and encourage creative music related to early childhood education.

Content:1. *Singing:*

Increase of repertoire, e.g., action and movement songs, singing games.

2. *Listening:*

Presentation of diverse types of music; various vocal and instrumental combinations, identification of musical direction, melodic range, dynamics.

3. *Instrumental:*

Use of tuned and untuned percussion for playing simple accompaniments. Extension of recorder playing.

4. *Creative Activities:*

The basic elements of rhythm and pitch as applied to the development of abilities in young children, through a variety of approaches and in conjunction with 1, 2 and 3.

Basic Texts:

None.

16514 CURRICULUM MUSIC IIIB**Semester: V**

3 semester hours

Pre-Requisite:

Curriculum Music I.

Objectives:

To further the student's development in the understanding of music by singing, by playing instruments and by listening to a variety of music so that confidence may be gained in guiding the musical education of Primary School children.

Content:1. *Singing:*

Repertoire of unison and part songs with appropriate percussion accompaniments.

2. *Instrumental:*

More advanced recorder playing, tuned and untuned percussion.

3. *Listening:*

Further development of skills in score reading, method work, integration with other subject areas.

4. *Creative Activities:*

Speech rhythms, melody-making, chord accompaniments, arrangements for percussion, improvised musical instruments.

5. *Method:*

As required in Content 1-4.

Basic Texts:

None.

16515 CURRICULUM MUSIC III

Semester: VI

3 semester hours

Pre-Requisite:

Curriculum Music IIIA.

Objectives:

To provide experiences for exploring further the singing, listening and instrumental repertoire, to develop more creative ideas, and to make students familiar with various lesson types and with major developments in music for early childhood education.

Content:

1. *Singing:*

Repertoire will include songs for choir, student's own compositions and children's opera.

2. *Listening:*

Repertoire extension with further developments in concepts of melody, rhythm, harmony, expression.

3. *Instrumental and Creative Activities:*

Skills of reading, melody writing and performance will be extended, with some emphasis on music and movement, integration with other fields of education, scores arrangements.

4. *Method:*

Basic procedures for lessons. Organisation of choirs and instrumental groups.

5. The Kodaly Approach.

Basic Texts:

None.

16516 CURRICULUM MUSIC IIID

Semester: VI

3 semester hours

Pre-Requisite:

Curriculum Music I.

Objectives:

To broaden the student's development in the understanding of music so that choral and music-dramatic activities may be approached with some degree of confidence.

Content:

1. *Choral Activities:*

A repertoire of part songs suitable for Primary School Choirs, conducting techniques, organization of school choirs and Music Dramatic works, visits to schools.

2. *Creative Activities:*

The composition of a musical dramatic work suitable for Primary School Children, and its performance.

Basic Texts:

None.

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 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.

16610 CREATIVE MUSIC WORKSHOP IV

Refer to 16310

16611 INSTRUMENTAL STUDIES VI

Semester: VI

4 semester hours

Pre-Requisite:

Instrumental Studies V.

Objectives:

As for Instrumental Studies V.

Content:

As for Semester V except for: 3. (i) History — Listening (to the present day).

Basic Texts:

None.

16612 INSTRUMENTAL WORKSHOP IV

Refer to 16312.

17109 CURRICULUM PHYSICAL EDUCATION I

Semesters: I, II and 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:

Dance and Gymnastics: Aims and objectives of Physical Education in Primary School; principles of organisation of the class, apparatus and safety precautions; explanation, practice and discovery methods in the teaching of gymnastics; programme and lesson planning; fundamental principles of physical fitness development; explanation, practice and expression methods in the teaching of dance; analysis of movement principles.

Games:

Children's play interests at Infants and Primary level; analysis of technique and methods or organisation for practice of the basic skills of games.

Basic Texts:

Cust, Janelle, *Creative Dance*, Sydney: Physical Education Publication Co-operative, 1974.

Schurr, Evelyn, *Movement Experiences for Children: Curriculum and Methods for Elementary School Physical Education*, New York: Appellon-Century-Crofts, 1967.

Stirrat, Margaret, H., *Introducing Educational Gymnastics in the Primary School*, Sydney: Physical Education Publications Co-operative Limited, 1972.

SWIMMING SCHOOL

In addition to the content outlined above, students must satisfy the requirements of the swimming school, held in the last week of Semester II for all first year students.

Aims of The Swimming School:

To teach those students who cannot swim, to swim with confidence a distance of 30 metres; to provide an opportunity for all students to learn lifesaving techniques suitable for Australian conditions and to qualify them for the organization and instruction of the swimming classes of the Department of Education.

17205 SPORT IN THE SECONDARY SCHOOL (for Secondary Science students only)

Semester: II

2 semester hours

Objectives:

To help students organise a secondary school sports group; teach varied skills and interesting practices, having regard to appropriate progression in degree of difficulty of activities; 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 with emphasis on warm up activities, Skills practices, Lead up Games, Rules and Tactics, Organisation.

Basic Text:

None.

SWIMMING SCHOOL

In addition to the content outlined above, students must satisfy the requirements of the Swimming School. (See 17109 Curriculum Physical Education I for details.)

17208 PHYSICAL EDUCATION II

Semester: II

3 semester hours plus 1 hour laboratory work

PART A — THE PHYSIOLOGICAL ASPECTS OF HUMAN MOVEMENT II

Pre-Requisites:

Physical Education I.

Objectives:

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

Content:

Two hours per week in the theoretical study of body systems, their function and adaptation resulting from training; supplementary laboratory experience.

Basic Text:

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

PART B – COACHING IN SPORTS**Objectives:**

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 development of skill, understanding of techniques, understanding of rules and tactics in selected sports.

To use teaching and coaching methods appropriate to the selected sports.

Content:

Two hours per week 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 exposed to a team sport such as basketball, netball or football, and an individual sport such as tennis, squash or golf.

Basic Text:

Dependent upon the selected sport.

17308 PHYSICAL EDUCATION III

Semester: III

3 semester hours plus 1 lab. hr.

PART A – THE BIOMECHANICS OF MOVEMENT

Pre-Requisite:

Physical Education II.

Objectives:

To analyse and understand selected physical activities in terms of the prime mover muscles involved; apply this knowledge to training programmes for specific activities; and analyse selected physical activities in terms of the mechanical principles associated with skilful performance.

Content:

Two hours per week in: the kinesiological analysis of movement, and the mechanical analysis of movement.

Basic Text:

Bunn, John W., *Scientific Principles of Coaching*, Englewood Cliffs, New Jersey: Prentice-Hall, 1965.

PART B – DANCE I

Objectives:

To study the development of dance, and its role in various societies in order to gain an appreciation of dance as an art form.

Content:

The following areas will be featured in practical sessions: Primitive dance-form and technique; social and folk dance – a selection of steps and patterns from several countries; modern dance and jazz dance – technique and themes for composition.

Basic Text:

Sorell, Walter, *The Dance Through the Ages*, London: Thames and Hudson, 1967.

17408 PHYSICAL EDUCATION IV

4 semester hours

PART A – RESEARCH PROCESSES IN HUMAN MOVEMENT

Pre-Requisites:

Physical Education III.

Objectives:

To introduce students to basic research processes applicable to the study of human movement; develop competence in the use of current methods of measuring human movement; conduct a simple research project.

Content:

The role of research, sections of research projects, locating and defining problems, literature search, formulation of hypotheses.

Sampling procedure, interpretation of results in reports, correlations, tests of significance and significance levels.

Historical, philosophical, questionnaire, design, psychological studies, attitude measurement.

Basic experimental designs and methods in physiology of exercise and motor learning, kinesiological, growth and development studies, methods of evaluating physical fitness.

Basic Text:

Clarke, D. H., and Clarke, H. H., *Research Processes in Health, Physical Education and Recreation*, Englewood Cliffs, New Jersey: Prentice-Hall, 1970.

PART B – ELECTION OF EITHER: GYMNASTICS II

Objectives:

To extend skill development in the range of gymnastic activities, and to acquire competence in organisation and judging of minor gymnastic competitions.

OR: COACHING IN SPORTS II

Objectives:

To further understanding of the relationship between physiological and bio-mechanical factors and sports performance.

Through practical work to provide an opportunity for development of skill, understanding of techniques, understanding of rules and tactics in selected sports.

To enable the students to use teaching and coaching methods appropriate to the selected sports.

OR: DANCE II

Objectives:

To enable the students to improve their own dance skills and to communicate ideas through the medium of dance.

17409 CURRICULUM PHYSICAL EDUCATION IIA — PHYSICAL EDUCATION IN EARLY CHILDHOOD

Semesters: IV and VI

3 semester hours

Pre-Requisites:

Curriculum Physical Education I.

Objectives:

To provide students with further understanding of movement suitable for Infant school children and to develop programmes in gymnastics, dance and games.

Content:

In this unit movement will be studied from the point of view of mechanical principles, physiological principles, and movement analysis.

The unit in movement will include gymnastics (including the use of large apparatus), dance (including the use of various stimuli), small apparatus skills and games (including singing games).

Basic Texts:

Schurr, E., *Movement Experiences for Children*, New York : Appleton-Century-Crofts, 1967.

17410 CURRICULUM PHYSICAL EDUCATION IIB – PHYSICAL EDUCATION IN THE PRIMARY SCHOOL

Semesters: IV and VI

3 semester hours

Pre-Requisites:

Curriculum Physical Education I.

Objectives:

To provide students with an enriched experience in the three areas of the Primary School Curriculum; dance, gymnastics and sports and to develop programmes suitable for primary school children in the three Syllabus areas.

Content:

Activities illustrated in the Core Unit will be extended in this unit.

Basic Texts:

Rule Books and Coaching Manuals for the respective elected sports.

Bunn, J. W., *Scientific Principles of Coaching*, Englewood Cliffs, Prentice-Hall, 1965.

Jensen, C. R. and Fisher, A. S., *Scientific Basis of Athletic Conditioning*, Philadelphia: Lea & Febiger, 1972.

17411 CURRICULUM PHYSICAL EDUCATION IIC – PHYSICAL EDUCATION FOR ATYPICAL CHILDREN

Semesters: IV and VI

3 semester hours

Pre-Requisites:

Curriculum Physical Education I.

Objectives:

To introduce students to research evidence concerning the place of physical activity in the lives of the handicapped; to study principles of skill development and of exercise to aid the functioning of children in perceptual-motor performance and in physical fitness; to introduce specific activities related to the principles of movement, which are suggested as of value to children of school age.

Content:

The problems manifested by mentally retarded children and perceptually and physically disabled children in respect of skill in gymnastics and dance, sport and physical fitness.

Basic Texts:

Cratty, B. J. *Motor Activity and the Education of Retardates*, Philadelphia: Lea and Febiger, 1969.

Kephart, N. C., *The Slow Learner in the Classroom*, Columbus, Ohio: Charles E. Merrill, 1960.

17508 PHYSICAL EDUCATION V – CURRENT ISSUES IN HUMAN MOVEMENT**Semester: V**

4 semester hours

Pre-Requisites:

Physical Education IV or Research Methods in Education I.

Objectives:

To introduce students to current issues in sport, recreation and leisure with particular reference to Australian society; develop an ability to analyse and evaluate issues from a sociological viewpoint; and collect and interpret data related to current issues in sport, leisure and recreation.

Content:

Basic sociological concepts — society, social control, power, socialisation, norms, roles, social class, groups and institutions; the Australian sporting tradition — sport socialisation, attitudes, leisure usage patterns, history of sport in Australia, rise of spectatorship; international competitions — race, politics, conflict in sporting events.

Effects of sport — children and competitive sport, women and competition, body contact sports, violence and injury in sport; commercial aspects — mass media, business in sport and recreation, professionalism, drugs and physical activity, health gimmicks; the leisure problem — theories of leisure, problems of high rise, urbanisation and recreation, life styles and heart disease.

Basic Texts:

Berger, P. L., *Invitation to Sociology*, Harmondsworth, Middlesex: Penguin, 1963.

Dunstan, K., *Sports*, Melbourne: Cassell, 1973.

Mandle, B., *Winners Can Laugh*, Melbourne: Penguin, 1974.

17509 CURRICULUM PHYSICAL EDUCATION IIIA – SPORT IN EDUCATION**Semesters: V and VI**

3 semester hours

Pre-Requisites:

Curriculum Physical Education I.

Objectives:

To provide students with knowledge and skill to enable them to coach sports suitable for senior primary and secondary school children; and to provide knowledge about various coaching and organizational approaches suitable for school sport.

Content:

The aims and objectives of sport in education; the study of rules, training procedures for skill and fitness development, and tactics of one individual or dual sport selected from squash (secondary only), tennis, athletics, golf (secondary only).

A similar study of *one* team sport selected from: soccer, cricket, netball, basketball, softball, volleyball.

The study of various methods of organization of school sport, e.g., staggered sport, competitive draw, round robin, progressive games tournament, carnival organization.

Basic Texts:

Rule books and Coaching Manuals issued by New South Wales and Australian Sports bodies.

17510 CURRICULUM PHYSICAL EDUCATION IIIB – DANCE IN EDUCATION

Semesters: V and VI

3 semester hours

Pre-Requisites:

Curriculum Physical Education I.

Objectives:

To further students' understanding of dance in the Infants and Primary School and to develop programmes for teaching dance to these grades.

Content:

This unit will include practical experience in the skills and techniques of dance which will be applied to dance and creative dance. The following topics will be covered by the lecturer:

Aims and objectives of teaching dance in Infants and Primary School; movement analysis; principles of simple composition; use of stimuli and accompaniment; choice of suitable material and presentation for different grades; integration with other curricular areas; lesson, unit and programme construction.

Basic Texts:

Students are very strongly recommended to obtain at least two of the following texts:

Bruce, V., *Dance and Dance Drama in Education*, Sydney: Pergamon, 1966.

Cust, J., *Creative Dance*, Sydney: Physical Education Co-operative, 1974.

Lawson, J., *Folk Dance in Europe*, London: Pitman, 1959.

17511 CURRICULUM PHYSICAL EDUCATION IIIC – GYMNASTICS IN EDUCATION

Semesters: V and VI

3 semester hours

Pre-Requisite:

Curriculum Physical Education I.

Objective:

To enrich the theoretical and practical experiences of students in the programming and teaching of gymnastics in the Infants and Primary schools.

Content:

Aims and objectives of gymnastics in the Infants and Primary Schools; Mechanical and Physiological principles related to gymnastics; content — organisation — planning of units and lessons; method of teaching discovery — explanation — practice; criteria and organisation of class, group, and micro-teaching. Individualized teaching; selection, organisation of and safety precautions with apparatus. The teachers', pupils' role in its use; gymnastic skills and composition of sequences, dance and gymnastics; the criteria of selection and use of musical accompaniment in gymnastics.

Basic Texts:

Each student is strongly advised to purchase some of the following texts:

Bilbrough, A. and Jones, P. *Physical Education in the Primary School*, London: University of London Press, 1966.

Drury, Blanche and Schmid, Andrea Bodo, *Gymnastics for Women*, California: National Press, 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 in Publication Co-operative, 1972.

17512 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 organisation and teaching.

Content:

The problems of mentally retarded and neurologically impaired children with respect to motor abilities and fitness.

The needs of the atypical child with respect to recreation and exercise.

The principles governing exercise and development of manipulation, locomotion and balance skills.

Methods of teaching atypical children in recreation and physical skills.

Suggested activities illustrated practically concerning fitness training, perceptual motor training and recreative skill development.

The design of appropriate facilities such as adventure playgrounds, suitable for handicapped children.

Basic Texts:

None.

17608 PHYSICAL EDUCATION VI**Semester: VI**

4 semester hours

A. COMMUNITY RECREATION**Pre-Requisite:**

None.

Objectives:

To extend general education in the physical and social environment of man, in his physical, mental and social development, and in the organisation and administration of recreation.

Content:

The history and philosophy of recreation; the needs of the individual for leisure; the sociology of leisure; recreational leadership; recreation programmes; the organisation and administration of recreation.

Basic Texts:

None.

B. COMMUNITY RECREATION (PRACTICAL)

Pre-Requisite:

Proficiency Certificate of the Royal Life Saving Society.

Objectives:

To develop skills in canoeing and sailing; bushcraft skills necessary for the safe pursuit of bushwalking and camping in the outdoors; the ability to carry out the essential tasks of group living.

Content:

Canoe strokes and safety considerations; sailing techniques, sail setting and positioning, rigging, race tactics and safety considerations; skills of bushcraft — planning the trip, techniques during the trip, at the campsite, after the trip.

Basic Texts:

None.

17701 SPORT IN THE SECONDARY SCHOOL

Part II

2 semester hours

Objectives:

To help students organize a secondary school sports group; to help students teach varied skills and interesting practices, having regard to appropriate progression in degree of difficulty of activities.

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.

Science

18111 SCIENCE MATHEMATICS — A SERVICE COURSE FOR SCIENCE STUDENTS

Semesters: I, II

3 semester hours

Pre-Requisites:

None.

Objectives:

To help students develop certain mathematical concepts and skills which are basic to many of the science courses in this college. There is some overlap with other mathematics units in the college but much of the content is concerned specifically with applications of mathematics to practical problems in science.

It is hoped that by the end of the unit students will feel confident reading science text-books where some understanding of mathematics is assumed.

Content:

Graphical treatment of data; determining empirical laws; basic ideas and applications of differential calculus; statistics — testing the significance of data; fundamentals and applications of integral calculus.

Basic Texts:

Davidson and Marion, *Mathematical Preparation for General Physics with Calculus*, London: Saunders, 1973.

Abbott, P., *Teach Yourself Calculus*, London: English U.P., 1957.

Pollard, A. H., *Introductory Statistics*, London: Pergamon, 1972.

18113 METEOROLOGY — THE MAKING OF THE WEATHER

Semester: I

3 semester hours

Pre-Requisites:

None.

Objectives:

To gain understanding of and interest in the factors controlling the weather and be capable of developing understanding and interest in others.

Content:

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.

18114 ELEMENTARY ASTRONOMY – DESCRIBING THE UNIVERSE**Semester: II**

3 semester hours

Objectives:

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

Content:

The following topics might find a place in the one-semester unit. Hopefully, all of them will 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, classifications; the evolution of stars; cosmology.

Basic Texts:

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

18117 CHEMISTRY I – INTRODUCTION TO CHEMISTRY

Semester: I

3 semester hours

Pre-Requisites:

None.

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: Atomic structure and Valency, Molecules, States of Matter, Bonding, Gas Laws, Mole Concept and Concentration, Energetics, Redox Reactions, Equilibrium, Acids and Bases, Solubility.

Basic Texts:

None.

18118 PHYSICS I – MATTER, ATOMS, ELECTRONS

Semester: I

3 semester hours

Pre-Requisites:

None.

Objectives:

To arouse interest in the study of physics; allow students to experience some of the methods of physics in its attempts to describe the real world; provide the first course in a sequence or as a single unit course.

Content:

Materials and structure — The variety of mechanical properties of materials, and their uses; 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; 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.

Electricity, electrons, and energy levels — Measurement of current and potential difference (puzzle boxes). Resistivity. Temperature effects. Insulators and semiconductors. The transport of electricity by charge carriers. 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. Circuits including capacitors. The conservation of charge. Charge measured in ampere seconds. Electrometer. Capacitance. Exponential decay of charge on a capacitor, numerical solution of $dQ/dt = kQ$.

Energy stored in a capacitor. Energy stored in a spring. Revision of work, kinetic energy, potential energy. Review of evidence for the existence of electrons. Electron-atom collisions; ionization. Evidence for energy levels from inelastic collisions. Photography. Use of photographic methods in analysis of motion.

Basic Text:

Wenham, E. J., Dorling, G. W., Snell, J. A. N., Taylor, B., *Physics: concepts and models*, London: Addison-Wesley, 1972.

18120 BREAKTHROUGH IN BIOLOGY — AN HISTORICAL DEVELOPMENT OF MAJOR BIOLOGICAL CONCEPTS

Semester: I or II

3 semester hours

Pre-Requisites:

None.

Objectives:

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:

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. Operin, Urey and Miller; The origin of species — theories of adaptation and speciation. Lamarck, Darwin and Wallace.

The Fight against Disease — The germ theory of disease. Semmelweiss, Pasteur, Lister, Koch and Reed; Control and prevention: chemotherapy, biotherapy, immunity. Ehrlich, Domagk, Fleming, Florey, Jenner, Salk, Sabin.

The Unity of Life — Cell theory. Hooke, van Leeuwenhoek, Brown, Schleiden, Schwann; Transfer of traits. Mendel, Muller, Beadle, Tatum, Watson and Crick, Ingram, Kornberg.

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: II

3 semester hours

Pre-Requisites:

None.

Objectives:

Students should become aware of the processes acting at the Earth's surface and the product of these processes.

Recognise the continuity of such surface processes; the need to relate their products in time and in space; and the economic value of some sedimentary deposits; develop an appreciation of the need for a geological time scale.

They should recognise 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 their 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 a 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:

Branagan, D. F. X. and Packham, G. H., *Field Geology of N.S.W.*, Sydney: Science Press, 1970.

Hamblin, W. K., *The Earth's Dynamic Systems*. Minneapolis, Burgess, 1975.

Olier, C. D., *Earth History in Maps and Diagrams*, Melbourne: Longmans, 1973.

18124 CURRICULUM SCIENCE I (PRIMARY) — THE PROCESSES OF SCIENCE**Semesters: I, II and 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 includes 12 laboratory sessions of two hours each followed by a one-hour tutorial to discuss work carried out in the laboratory and possible applications to the primary classroom.

Making accurate observations; Solving problems by observation; Using measurement to aid observation; Using graphs to organize data and discover trends; Testing hypotheses; Designing experiments; Investigation of a problem (3 weeks); Using the local area in science lesson; Using everyday things in science lessons.

Basic Texts:

None.

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:

Developments in primary school curricula — Science, Music, Art, Mathematics, English, Social Science.

Science curriculum developments in the secondary school.

Basic skills — verbal communication, manipulation of apparatus, use of visual aids, questioning, laboratory safety.

Communication using multiple media.

Basic Text:

Collette, Alfred T. *Science Teaching in the Secondary School*, Boston: Allyn and Bacon, 1973.

18134 LOCAL NATURAL COMMUNITIES

3 semester hours

Content:

Observation and identification, and a knowledge of various environments in the Sydney region.

Studies will include wind-blown heathland; sclerophyll forest, its rocks, soil and diversity of plants and animals; a fresh-water creek; a mangrove swamp; a marine rock platform.

18210 MUSIC, SOUND AND HI-FI – INVESTIGATING THE NATURE OF SOUND AND MUSIC

Semesters: II, IV and VI

3 semester hours

Pre-Requisites:

None.

Objectives:

To further appreciation of musical sounds and understanding of sound phenomena by investigating these in the laboratory; allow instrumentalists to gain some understanding of the characteristics of their instrument and how it works; give students some skill in handling sound equipment in the classroom and for relaxation.

Content:

Response of the human ear; The nature of sounds – “fingerprints” of musical instruments; Measuring sounds; The structure of musical sounds – harmony.

The chromatic scale; Comparison of equally tempered and equal beating chromatic scales; Application to tuning of a piano.

Recording and reproducing sounds; Sound systems; Creating new sounds – electronic music.

Other investigations of interest to students in the course.

Basic Text:

Mackenzie, G. W., *Acoustics*, London: Focal Press, 1964.

18217 CHEMISTRY II – ORGANIC CHEMISTRY

Semester: II

3 semester hours

Pre-Requisite:

Chemistry I or its equivalent.

Objectives:

To study the content of organic chemistry, and develop general and particular experimental skills relevant to organic chemistry.

Content:

The main areas to be studied include alkanes, alkenes and alkynes, the structure of benzene and the chemistry of aromatic compounds, alcohols and phenols, ethers and epoxides, organic halides, aldehydes and ketones, carbohydrates, carboxylic acids and their derivatives, amines, and amino acids and proteins.

Basic Text:

Monson, R. S., *Fundamentals of Organic Chemistry*, New York: McGraw-Hill, 1974.

18218 PHYSICS II – FIELDS AND WAVES, AND ENERGY**Semester: II**

3 semester hours

Pre-Requisites:

Physics I or its equivalent.

Content:

Field and potential — 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. 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. 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. Energy of pairs of ions. Energy of an assembly of ions. Forces of repulsion as well as of attraction. Arguments for the variation with distance of the repulsion term. Compressibility of an ionic crystal.

Waves and oscillations — Superposition. Radio waves, microwaves, light, and sound, investigated empirically. The speed of light. The electromagnetic spectrum. Infra-red and ultra-violet radiation. 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. 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 $\Delta^2s/\Delta t^2 = -(k/m)s$. Uses of $f = 2\pi\sqrt{k/m}$. Resonance. Standing waves.

Atomic structure — Radiations from radioactive substances, their nature, and their energy. Preliminary study of Rutherford scattering, and of radioactive

decay, using reading from books and papers. Rutherford scattering. Test of the Rutherford model. Chance and decay. $dN = -kN dt$. The form $N/N_0 = e^{-kt}$, approached by a numerical integration. Logarithmic graphs. Atomic number and nuclear charge. The nucleus; the neutron; isotopes and their uses; transmutation. 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.

18221 EARTH SCIENCE II – THE RESTLESS EARTH

Semester: III

3 semester hours

Pre-Requisite:

Earth Science I.

Objectives:

To develop an understanding of the modern theories of earth structure and related concepts e.g. plate tectonics, continental drift and convection in the mantle; a capacity to apply these theories to an understanding of igneous and metamorphic processes and metalliferous ore formation; an appreciation of the need for an understanding of the nature of rock-forming minerals and igneous and metamorphic rocks.

Content:

Plate tectonics, sea-floor spreading, continental drift and orogenesis; Igneous phenomena and landforms, Bowen's reaction series; Earthquakes, earth structure and seismology; Igneous rocks and their classification.

Metamorphic rocks and their classification; Brief introduction to ore deposits; Rock-forming minerals and their structure and properties; The use of thin sections.

Basic Texts:

Verhoogen, J. *et al.*, *The Earth: An Introduction to Physical Geology*, New York: Holt, Rinehart and Winston, 1970.

Smith, H. G., *Minerals and the Microscope*, London: Thomas Murby, 1956.

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:

Aims and objectives of science teaching.
Choosing resource materials, sequencing.
Types of learning situation appropriate to secondary science.
Lesson planning — developing a model.
Class control and discipline — critical incidents.
Stages in child development and the implications for science teaching.
Use of groups and individual programmes.

Basic Text:

As for Curriculum Science I (Secondary).

18232 PLANTS AND LANDSCAPES

Semester: II

3 semester hours

Pre-Requisite:

None.

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. A special emphasis on native plants.

Content:

Introduction to soils and soil types; Plant propagation; Types of plants and their growth requirements — indoor plants, vegetables for homes and units, ornamental plants, native plants.

Basic Texts:

None.

18234 NATIONAL PARK FIELD STUDY

3 semester hours

Pre-Requisite:

Local Natural Communities.

Content:

A detailed study of Ku-ring-gai Chase National Park to include such topics as: The work of the Ranger, function of the Visitor Information Centre, flora of the sandstone ridges, the mangrove flats and the gullies, one or two walking trails in the Chase.

The Muogamarra Field Studies Centre, fauna of the Chase, Aboriginal relics such as engravings and kitchen middens, landforms of the area, problems of management.

18235 CELLS, ORGANISMS AND POPULATIONS

Semesters: I, II

3 semester hours

Pre-Requisites:

None.

Objectives:

To acquire a knowledge of some basic concepts in the study of living organisms;

develop skills in making biological investigations; apply knowledge and skills gained in a variety of areas related to students' own needs.

Content:

This introductory unit examines four areas of biology: Diversity and classification of living organisms; Cells — their structure and function; Micro-organisms as simple cellular organisms; Populations.

Basic Text:

Stephens, G. C. and North, B. B., *Biology*, New York: John Wiley, 1974.

18317 CHEMISTRY III — PERIODICITY AND INSTRUMENTAL TECHNIQUES

Semester: III

3 semester hours

Pre-Requisite:

Chemistry I or its equivalent.

Objectives:

To provide the minimum of knowledge, skills and attitudes required to teach inorganic chemistry in the Junior High School; and a basic course in inorganic and analytical chemistry on which to build in future semesters, for those interested to continue their studies in these areas.

Content:

The unit will be divided into two parts:

Periodicity — a study of the chemistry of selected groups and periods from the periodic table; Instrumental Techniques — a series of simple analyses using a pH meter, a colorimeter, and I.R. spectroscopy.

Basic Text:

Bell, C. F. and Lott, K. A. K., *Modern Approach to Inorganic Chemistry*, 3rd ed., London: Butterworths, 1972.

18318 PHYSICS III – ELECTRONICS AND MAGNETIC FIELDS

Semester: III

3 semester hours

Pre-Requisite:

Physics II or its equivalent.

Objectives:

This unit requires students to examine some of the engineering applications of electronics and electromagnetism. At this stage the student will be required to work with less guidance and structure than in semester II.

Content:

Electronics and reactive circuits — Investigation of a multi-purpose module (containing one transistor); its input-output properties, switching, amplification, other useful behaviour. Simple combinations of modules; astable and bistable circuits, gates for 'or' and 'and'. Amplifying and feedback. Response of RC circuits to pulses and to sinusoidal inputs. Power in an alternating current circuit. Circuits that differentiate and integrate. Investigation of inductors; mechanical analogy. Oscillations and resonance in a parallel LC circuit. Radio sets.

Magnetic fields — $F = BIL$, measuring a magnetic field. Force on moving charge, $F = Bqv$. Charge to mass ratio for electrons. Motion in a circle. Accelerators and mass spectrometers. Induced voltage in moving wires and in wires in changing fields. Effect of turns, area and rate of change. Energy arguments. The idea of magnetic flux. Transformers, inductors, power transmission. Measurement of fields near various current distributions. Field of a solenoid. Field of a long straight wire. Introduction of and the definition of the ampere. Eddy currents. Induction motors.

Basic Texts:

Brophy, J. J., *Semiconductor Devices*, London: Allen & Unwin, 1966.

Bennett, G. A. G., *Electricity and Modern Physics* (MKS version), London: Edward Arnold.

18321 EARTH SCIENCE III

Semester: IV

4 semester hours

Pre-Requisite:

Earth Science II.

Objectives:

Students should become acquainted with methods used in stratigraphic studies and should build up a general knowledge of the evolution of the Australian continent, with particular reference to the geology of New South Wales.

They should gain experience in identifying common and significant members of some groups of fossils important in correlation in Australia.

Content:

A study in increased depth of topics related to sedimentation, stratigraphy and palaeontology introduced earlier in Earth Science.

Emphasis will be given to the use of microfossils in correlation and the relevance of such investigations to the search for fossil fuels.

Attendance on a field trip of up to five days may be required.

Basic Texts:

Black, Rhona M., *The Elements of Palaeontology*, London: Cambridge University Press, 1970.

Brown, D. A., Campbell, K. S. W. and Crook, K. A. W., *The Geological Evolution of Australia and New Zealand*, Oxford: Pergamon Press, 1968.

18323 ENVIRONMENTAL SCIENCE III – THE URBAN ENVIRONMENT

Semester: III

3 semester hours

Pre-Requisites:

Environmental Science II or its equivalent.

Objectives:

To relate studies of a natural ecosystem to that of the city, and so be able to assess the impact of man on both local and remote environments; develop skills in the collection and interpretation of information.

Content:

Environmental change: natural and man-dominated. The city as an ecosystem — with Sydney as the prime example. Dominance of human population, division of labour. Energy flow and production; Food supplies: processing, effects on local and distant environments; External energy supplies: needs, production and its effects, distribution, consequences; Wastes: solid, liquid and gaseous. Waste management and mis-management. (Air and Water pollution are treated in detail in Unit V of the sequence); Water: collection, treatment, distribution, use; modification of hydrological cycle; Other resources: natural and manufactured; needs and consequences; Services: communication, transport; Environmental impact: consequences of interrupting natural cycles, natural and self-imposed controls.

Basic Texts:

Detwyler, T. R., *Man's Impact on Environment*, New York: McGraw-Hill, 1971.

Odum, E. P., *Fundamentals of Ecology*, 3rd ed., Philadelphia: Saunders, 1971.

18328 CURRICULUM SCIENCE III (SECONDARY)**Semester:** III

2 semester hours

Pre-Requisite:

Curriculum Science II (Secondary)

Objectives:

To study a variety of resource materials which can be used for teaching science in the secondary school; to develop and apply criteria for the selection of particular resources for use in the classroom; to use these resources in designing meaningful learning experiences for pupils.

Content:

This will involve a study of the N.S.W. junior science syllabus for grades 7 to 10 and a consideration of how various resource materials can be used to

implement the aims of the syllabus in particular teaching situations. Use will be made of both real and simulated school experiences.

Basic Texts:

None.

18332 PLANT PROPAGATION AND GROWTH

Semester: III

3 semester hours

Pre-Requisites:

Plants and Landscapes or Cells, Organisms and Populations.

Objectives:

To give a basic understanding of plant types and their management, to improve understanding and development of plant propagation techniques.

Content:

Soil composition and management; Plant growth requirements; Propagation; Plants and their workings; Plant-naming and groupings.

Basic Texts:

None.

18333 TERRESTRIAL ECOSYSTEMS

Semester: III

3 semester hours

Pre-Requisite:

Cells, Organisms and Populations

Objectives:

An understanding of the structure and functioning of terrestrial ecosystems;

development of certain scientific skills and techniques, e.g. use of sampling techniques, measurement of environmental factors, collection, analysis and interpretation of data; understanding of some of the factors which shaped the Australian continent.

Content:

A study of the major components of the bush ecosystem around the College e.g. geology and soils, microclimate, plant and animal communities. Dynamic aspects of the ecosystem i.e. the interactions of these components, the hydrological cycle, biogeochemical cycles, energy flow and productivity, the response to fire and invasion by weeds. A concurrent tutorial programme will take a broad view of aspects such as landforms, climate, plant and animal communities of the Australian continent and their evolution with geological and historical time.

Basic Text:

None.

18334 REGIONAL NATURAL COMMUNITIES

3 semester hours

Pre-Requisite:

National Park Field Study.

Content:

Aspects of the Australian environment not previously encountered. Where possible this will involve field trips, but extensive use will be made of films, Taronga Zoo, The Australian Museum, The Macleay Museum and visiting speakers. Topics will include: the distinctive mammalian fauna of Australia, Australia's most famous birds, Rainforest, The Great Barrier Reef, Life on Australia's high mountains, Life in the desert, Life of the Sea.

Basic Texts:

None.

18335 MAINTENANCE OF ORGANISMS

Semester: III

3 semester hours

Pre-Requisites:

Cells, Organisms and Populations

Objectives:

To develop a knowledge of the principles involved in the maintenance of organisms; relate the structure of particular organ systems to the function they perform; develop basic skills involved in studying organ systems; explore recent techniques of research on some organ systems.

Content:

A knowledge of the principles involved in the maintenance of organisms, through a study of gas exchange systems, transport mechanisms, digestion and absorption, enzyme activity, hormone regulation, homeostatic mechanisms and photosynthesis.

Basic Text:

Stephens, G. C. and North, B. B., *Biology*, New York: John Wiley, 1974.

18417 CHEMISTRY IV — ENVIRONMENTAL CHEMISTRY (WATER POLLUTION)

Semester: IV

4 semester hours

Pre-Requisite:

Chemistry I, II and III or their equivalent.

Objectives:

To consolidate and extend students' experience of chemistry by relating it to a study of water pollution and its control; and to encourage informed discussion of environmental problems in terms of their chemistry.

Content:

Sources of water: composition, consequences, buffer systems; Water in industry: treatment, purification, COD, BOD, wastewater treatment; Water pollution: causes, consequences, measurement and control.

Basic Text:

Stoker, H. S. and Seager, S. L. *Environmental Chemistry — Air and Water Pollution*, Glenview, Illinois: Scott Foresman & Co., 1972.

18418 PHYSICS IV — ELECTROMAGNETIC WAVES, CHANGE AND CHANCE**Semester: IV**

3 semester hours

Pre-Requisite:

Physics III.

Content:

Electromagnetic waves — Diffraction of light passing through apertures. Comparison with radio waves. Simple theory of diffraction. Resolution. Radiotelescopes. Diffraction grating $n\lambda = d \sin \theta$. Observation of spectra. Sharpness of maxima. Radio waves. Observation of the speed of a pulse on a LC line. Speed $c = (\mu_0 \epsilon_0)^{-1/2}$ for a pulse on a parallel plate wave guide. Possible description of a propagation of electromagnetic waves in space. Polarization. The constant speed c . Simple argument for time dilation. Possible connection between electric field and magnetic field.

Change and chance — Examples of processes having a definite direction such as mixing and burning, contrasted with those that (nearly) do not. Conservation of energy. The rate of use of fossil fuels. Growth in demand for fuel. The irreversibility of fuel-burning, despite energy conservation. Examples of calculations of the chances favouring random processes. Introduction to the idea of the number of ways in which a state of affairs can arise. Thermal equilibrium, the zero-th law, temperature. A model of thermal equilibrium in a solid based on a simulation game. Computer film of the specific heat capacity of a solid. The Boltzmann constant. Theoretical discussion leading to $T = \Delta Q / K \Delta \ln W$ and the Boltzmann factor. Kelvin temperature. Entropy change $\Delta S = k \Delta \ln W$. A selection of one or two uses of the ideas, drawn from: change of vapour pressure with temperature, behaviour of thermistor, rate of reaction, uses of entropy values, chemical equilibrium, inefficiency of engines, cells as energy, cells as energy sources.

Basic Texts:

Halliday, D. & Resnick, R. *Physics Vols. I & II*, New York: John Wiley & Sons, 1966.

18421 EARTH SCIENCE IV – RICHES OF THE EARTH**Semester: V**

4 semester hours

Pre-Requisite:

Earth Science III.

Objectives:

To give students a broad appreciation of the fields of mineralogy, igneous and metamorphic petrology; and an understanding of the formation of economic minerals and deposits in the Earth's crust.

Content:

The first part of the unit will cover detailed structure of the more important rock-forming minerals and their physical and chemical relationships and the origin, structure and field relationships of igneous and metamorphic rocks based, to some extent on physical and chemical principles.

Laboratory work will include petrographic investigation of mineral properties and igneous rocks using the petrological microscope. This work will relate directly to the lecture programme.

The second part of the unit will cover economic deposits, radiometric dating, environmental factors and conservation issues.

Basic Texts:

As for Earth Science II together with —

Park, C. F. and McDiarmid, R. A., *Ore Deposits*, San Francisco: W. A. Freeman, 1964.

18423 ENVIRONMENTAL SCIENCE IV – AQUATIC ECOSYSTEMS

Semester: IV

4 semester hours

Pre-Requisite:

Environmental Science III.

Objectives:

To develop skills in measuring aquatic environmental factors, sampling aquatic communities, analysing and interpreting data; compare the structure and functioning of fresh water and estuarine ecosystems; compare the physiological adaptations of organisms to fresh water and estuarine environments.

To study terrestrial ecosystems bordering fresh water and estuarine ecosystems; to assess the impact of man on the ecosystems studied; plan and implement a small research project.

Content:

This unit will be based primarily on a study of the Lane Cove River but with excursions to study other examples of aquatic ecosystems.

A comparison of the fresh water and estuarine parts of the river: Physical and biotic components of these two ecosystems will be sampled and measured. Examples include: Water temperature, turbidity, pH, Cl ion and other salts, dissolved oxygen, biological oxygen demand, coliform bacteria counts; Plankton and larger producers and consumers.

This will lead to a consideration of: Trophic levels, energy flow and biogeochemical chemicals. Physiological adaptations of organisms to estuarine and fresh water environments. Tolerance limits and environmental stress. A survey of the communities of the river banks. Problem of weed infestation of bush areas. Mangrove communities. Assessment of the impact of man on fresh water and estuarine ecosystems by comparison of fresh water ecosystems in Lane Cove River Park and Kangaroo Creek, Royal National Park; through individual research projects and through reading research.

Basic Texts:

Kaill, W. M. and Frey, J. K., *Environments in Profile – An Aquatic Perspective*, San Francisco: Canfield, 1973.

Odum, E. P., *Fundamentals of Ecology*, Philadelphia: Saunders, 1971.

18424 CURRICULUM SCIENCE II (PRIMARY) – SCIENCE CONCEPT DEVELOPMENT

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Science I (Primary).

Objectives:

To develop an awareness and an appreciation of the nature of science and the ways of scientists. Through the study of themes appropriate to a Primary syllabus – to develop a better understanding of selected concepts; gain further experience in using scientific processes; experience different approaches (which could be used in Primary and Infant Schools) to the study of themes, and to make comparisons between these approaches.

Content:

Science and Society – 3 weeks; The Nature of Science: a body of knowledge and a process or a method; cause and effect and probability; theories and hypotheses; The ways of scientists: brief biographical studies of several selected scientists; Science and mankind: a brief survey of the impact on man of certain scientific discoveries past and present and implications for the future; Approaches to concept and skill development through theme study – 9 weeks.

The themes for study will be selected one from each of the following areas: physical sciences, earth sciences, biological or environmental sciences.

A different approach will be adopted for each theme and students will be required to compare the three approaches and assess the achievement of the behavioural objectives for each theme study.

Basic Texts:

None.

18428 CURRICULUM SCIENCE IV (SECONDARY)

Semester: IV

2 semester hours

Pre-Requisite:

Curriculum Science III (Secondary)

Objectives:

To study the factors that affect pupil response in given teaching situations; to learn appropriate ways of responding to particular classroom incidents; to develop resources which can be used in a variety of contexts when teaching science.

Content:

This unit will take up particular classroom incidents which have occurred during the student's teaching experience. It will attempt to isolate the factors responsible for these incidents and assist students develop resources to expand their teaching skills in the science classroom.

Basic Texts:

None.

18432 PROBLEMS OF LANDSCAPING AND GARDENS

Semester: IV

3 semester hours

Pre-Requisites:

Plants and Landscapes or Cells, Organisms and Populations.

Objectives:

To develop skills of landscape design for both home and school gardens; to be able to deal with climatic and disease problems in designing and maintaining the landscape; and to obtain experience of landscapes of several climatic regions outside the Sydney Metropolitan region.

Content:

Designing school and/or home gardens for pleasurable living; and for teaching purposes.

Australian landscapes; Problems of landscape design; Problems of plant disease.

Basic Texts:

None.

18433 AQUATIC ECOSYSTEMS

Semester: IV

4 semester hours

Pre-Requisite:

Cells, Organisms and Populations.

Objectives:

To compare the structure and functioning of fresh water and estuarine ecosystems; develop skills in measuring aquatic environmental factors, sampling aquatic communities and interpreting data; assess the impact of man on the ecosystems studied.

Content:

A study of the Lane Cove River but with excursions to study other examples of aquatic ecosystems. Content will include a comparison of the physical and biotic components of freshwater and estuarine parts of the river; consideration of trophic levels, energy flow and biogeochemical cycles of these two ecosystems; a study of intertidal estuarine ecosystems selected from the following:— mangrove areas, sand and mud flats, rocky foreshores.

Basic Texts:

None.

18435 GENERAL GENETICS

Semester: IV

4 semester hours

Pre-Requisite:

Cells, Organisms and Populations.

Objectives:

To acquire a body of knowledge of the genetics of a range of common organisms, and to develop laboratory skills involved with genetic investigations of common organisms.

Content:

General principles of genetics at both organism and population level, with necessary reference to cytological studies.

General areas are Mendelism, Sex linkage, Probability, Cytology, Linkage — crossing over, chromosome mapping, Genes and their structure, Population genetics.

Basic Text:

Strickberger, M. W., *Genetics*, New York: Collier-Macmillan, 1968.

18517 CHEMISTRY V — INORGANIC, RADIATION AND NUCLEAR CHEMISTRY**Semester: V**

4 semester hours

Pre-Requisites:

Chemistry I, II and III or their equivalent.

Objectives:

To broaden and deepen the knowledge and skills of inorganic chemistry developed in Chemistry III and to introduce students to the techniques and theory of radiation and nuclear chemistry.

Content:**Part I**

Inorganic Chemistry — The distribution and extraction of the chemical elements, solvent extraction and ion exchange processes, co-ordination chemistry and the comparative chemistry of the transition elements.

Part II

Radiation and Nuclear Chemistry — Elements of Nuclear Chemistry; Properties of Radiations; Radioisotopes; Particle detectors, counting techniques; interac-

tion of radiation with matter and in particular with living tissue; health hazards; Radiation protection; Chemical and biological uses of radioisotopes and radiation.

Basic Texts:

Bell, C. F. and Lott, K. A. K., *Modern Approach to Inorganic Chemistry*, London: Butterworths, 1972.

Carswell, D. G. *Introduction to Nuclear Chemistry*, Amsterdam: Elsevier, 1967.

18518 PHYSICS V – WAVES AND PARTICLES

Semester: V

4 semester hours

Pre-Requisite:

Physics IV.

Objectives:

This unit will make a special attempt to prepare students for the major project they will attempt in semester VI.

Content:

Waves, particles and atoms – The dual description of light. Spectra and energy levels. The energy levels of hydrogen. The dual description of electrons. Electron diffraction $mv = h/\lambda$. Atoms as boxes confining a particle, described by a standing wave. Reasons for the existence and magnitude of energy levels. The Balmer rule ($1/n^2$) for the hydrogen levels. The Schrodinger equation in a simple form; numerical solution of the equation for the ground state of hydrogen. Computer film of other solutions. Selection of one or two uses of wave mechanical ideas from: the helium spectrum, X-ray spectra, comparison of He and Li, the Periodic Table, oscillating molecules, molecular bonding, the water molecule, alpha decay.

Metrology and Fundamental Physics – Josephson effect, the caesium clock, lasers and length measurements.

Relativity -- The Lorentz transformation, 4-space, energy considerations.

Quantum Mechanics – Basic rules, the uncertainty principle, interference of electron waves, probability amplitudes.

Cosmology – Applications of fundamental physics to such phenomena as stellar energy, neutron stars, black holes, models of the universe.

Basic Texts:

Feynman, R. P., Leighton, R. B., Sands, M., *The Feynman Lectures on Physics Vol. I*, Reading MA: Addison-Wesley.

Halliday, D., and Resnick, R., *Physics Vol. II*, New York: Wiley, 1966.

Churchman, C. West and Ratoosh, Philburn, *Measurement*, New York: John Wiley & Sons, 1959.

18521 EARTH SCIENCE VA

Semester: VI

4 semester hours

Pre-Requisites:

Earth Science IV.

Objectives:

Students should: Increase their ability to formulate and test hypotheses regarding palaeo environments; Recognise the importance of in-depth studies of present-day sedimentary processes in interpreting such environments; Become acquainted with techniques used to study the detailed morphology and relationships of selected macro and micro-fossils; Recognise the practical use of such investigations in stratigraphic studies.

Content:

Topics include the characteristics of shield, fold belts and continental basins, the geological history of selected areas of Australia and the identification and significance of some important index fossil organisms.

Practical exercises will include experience in modern mapping techniques and interpretation of geological maps as well as study of specimens of fossil organisms.

Attendance on a field trip of up to five days may be required.

Basic Texts:

Raup, D. M. and Stanley, S. M., *Principles of Paleontology*, San Francisco: W. H. Freeman, 1971.

18522 EARTH SCIENCE VB

Semester: VI

4 semester hours

Pre-Requisite:

Earth Science IV.

Objectives:

To give students an opportunity to apply their previous learning in a modest piece of research.

Content:

Students will select a problem under the guidance of the lecturer from one of the fields of study previously covered, and will be expected to carry out their own field, laboratory and library work under guidance.

At the end of the study they will be expected to present a comprehensive report covering all aspects of work.

Basic Text:

Joplin, G. A., *A Petrography of Australian Igneous Rocks*, Sydney: Angus & Robertson, 1964.

Development of Scientific Ideas: see Biological Projects.

18523 ENVIRONMENTAL SCIENCE V – AIR AND WATER POLLUTION

Semester: V

4 semester hours

Pre-Requisite:

Environmental Science IV or its equivalent.

Objectives:

To focus on the major areas of environmental deterioration to enable students to make informed, objective evaluations of the problems involved in pollution

control, conservation and planning; to supplement previously acquired skills in the measurement of environmental parameters, especially as they relate to pollution and its control.

Content:

Air Pollution: Sources, methods of analysis, effects, controls; Water Pollution: Sources, methods of analysis, effects, controls; Social, medical, economic and legislative aspects of pollution problems; Principles of planning in relation to environmental pollution: siting of industry, growth centres, natural areas, etc.

Basic Text:

Stoker, H. S. and Seager, S. L., *Environmental Chemistry (Air and Water Pollution)*, Glenview, Illinois: Scott, Foresman, 1971.

18524 CURRICULUM SCIENCE IIIA (PRIMARY) — SCIENCE FOR MIDDLE CHILDHOOD

Semester: V

3 semester hours

Pre-Requisites:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own science skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches at the primary school level.

Content:

Science — a process and a product; A survey of current curriculum programmes developed in the U.S.A. (e.g. SCIS, S-APA, ESS), and the Western Australian TPS; The British Nuffield Junior Science Project and Science 5/13. The Victorian Primary Science Curriculum; Planning excursions and field studies; Bush excursion: each student will conduct his excursion with a small group of primary children. A detailed report will be submitted; Environmental education for primary grades; Classroom organisation: science corner; techniques for keeping living things; aids and resource materials; Theme development in one selected content area from each of the 3 major strands in the N.S.W. Primary Science curriculum.

Basic Texts:

None.

18525 CURRICULUM SCIENCE IIIB (PRIMARY) — SCIENCE FOR EARLY CHILDHOOD**Semester: V**

3 semester hours

Pre-Requisite:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own science skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches suitable for the early childhood stage.

Content:

Science — a process and a product; A survey of current curriculum programmes developed in the U.S.A. (e.g. SCIS, S-APA, ESS), and the Western Australian TPS; The British Nuffield Junior Science Project and Science 5/13. The Victorian Practical Science Curriculum; Planning excursions and field studies; Bush excursion: Each student will conduct his excursion with a small group of second grade children. A detailed report will be submitted; Environmental education for infants grades; Classroom organisation: Science corner; techniques for keeping living things; aids and resource materials; Theme development in one selected content area from each of the 3 major strands in the N.S.W. Primary Science curriculum (Infants Section). This will involve sequential practical activities for concept and skill development; the use of everyday things and construction of apparatus; reference material; recording and evaluation.

Basic Texts:

None.

18526 CURRICULUM SCIENCE IIIC (PRIMARY) – SCIENCE FOR SPECIAL EDUCATION

Semester: V

3 semester hours

Pre-Requisite:

Curriculum Science I (Primary).

Objectives:

To enable students to develop further their own skills, and to develop their understanding and knowledge of techniques, resources and learning-teaching approaches suitable for slow learners in primary grades.

Content:

Science — a process and a product. General aims and principles in teaching science to atypical children in primary grades. Practical activities involving the process skills; A survey of current curriculum programmes developed in the U.S.A. (e.g. SCIS, S-APA, ESS), and the Western Australian TPS; The British Nuffield Junior Science Project and Science 5/13. The Victorian Primary Science Curriculum; Planning excursions and field studies; Bush excursion: Each student will conduct his excursion with a small group of atypical children. A detailed report will be submitted.

Environmental education for slow learners; Classroom organization: Science corner; techniques for keeping living things; aids and resource materials; Theme development in one selected content area suitable for atypical children from each of the 3 major strands in the N.S.W. Primary Science curriculum. This will involve sequential practical activities for concept and skill development; the use of everyday things and construction of apparatus; reference materials; recording and evaluation.

Basic Texts:

None.

18527 CURRICULUM SCIENCE IIID (PRIMARY) – ENVIRONMENTAL STUDIES

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Science I (Primary).

Objectives:

To develop an understanding of some aspects of man's interaction with and impact on his environment; an awareness of and active concern for the quality of the environment; to plan and develop an environmental studies programme for use in schools.

Content:

Two contrasting environmental investigations will be carried out to give students experience in participation in such investigations. These experiences will be analysed in terms of their objectives and their contribution to the broader aims of environmental education.

Studies will be made of resource materials for environmental education and of ways of using the school and local environment.

Students will work together to develop a proposal for an environmental studies programme from kindergarten to sixth grade. This will be followed by individual planning of selected units.

Basic Texts:

None.

**18528 CURRICULUM SCIENCE VA (SECONDARY) –
GROUP PROCESSES IN THE CLASSROOM****Semester: I**

2 semester hours

Pre-Requisite:

Curriculum Science IV (Secondary).

Objectives:

To apply communication skills to the practical classroom situation; study and experience group processes and their application to the science classroom, staff room and community; consider the role of a teacher during a class discussion of a controversial issue; devise learning strategies for the social implications of science and technology.

Content:

Communication skills; Concepts of leadership in groups; Types of groups; Diag-

nosing and solving problems in groups; Social issues of science and technology.

Basic Texts:

None.

**18529 CURRICULUM SCIENCE VB (SECONDARY) —
LEARNING EXPERIENCES IN CHEMISTRY**

Semester: V

2 semester hours

Pre-Requisites:

Chemistry III and Curriculum Science IV (Secondary).

Objectives:

To build on the basic concepts and skills gained from Science I to IV (Secondary) and in particular to examine the special science method techniques appropriate to teaching chemistry to the Higher School Certificate.

Content:

A close examination of the chemistry content and skills contained in the N.S.W. Science Syllabuses for School Certificate and Higher School Certificate.

An examination of the difficulties to be encountered and the special knowledge and skill required to teach the following topics:

Pure substances, elements, compounds, mixtures, separation of mixtures and isolation of elements and compounds; Chemical representation: Symbols, formulae, equations; Operational and conceptual definition in chemistry; Chemical reactions: Fast or slow; Exothermic or endothermic; Chemical equilibrium: Acid/base, electro-chemical, etc.; The use of models in chemistry.

Basic Texts:

None.

18530 CURRICULUM SCIENCE VC (SECONDARY) – LEARNING EXPERIENCES IN GEOLOGY

Semester: V

2 semester hours

Pre-Requisites:

Earth Science III and Curriculum Science IV (Secondary).

Objectives:

To prepare students for the teaching of geology so that they may develop an awareness of the needs of pupils, encourage the development of a spirit of inquiry in pupils, relate teaching approaches to their needs, select subject matter appropriate to pupils' needs, motivate their pupils towards a deepening interest in the discipline, delineate the contributions of geology to scientific achievement in general and the needs of man in particular.

Content:

The unit will cover possible teaching approaches to such topics as geological mapping and the use of air photos, geological time, mineralogy and crystallography, igneous activity, igneous rocks, metamorphism, sedimentation processes, stratigraphy, and correlation, palaeontology, Earth history, physical processes at the Earth's surface, structure of the Earth, modern ideas on surface and sub-surface processes, ores and natural resources. The unit will also provide experience and demonstrations in the preparation of teaching aids and will consider the effective planning and conduct of fieldwork.

Basic Text:

Heller, R. L. (ed.), *Geology and Earth Sciences Sourcebook*, New York: Holt, Rinehart and Winston, 1970.

18531 SCIENCE

Semester: II

2 semester hours

Objectives:

To work out effective ways of teaching science at the classroom level in order to provide interesting and meaningful experiences for the children; to increase teachers' own knowledge and interest in science; to enable teachers to realise the potentialities and values of science for the handicapped child.

Content:

Looking at ourselves or "me now"; The food we eat; Animal studies; Plant studies; Keeping living things at school & reference collections; Bush studies and excursions; Colour; Air & Water; Effects of heat; Magnetism & Electricity; Trends in Science teaching; Science kits, aids and resource materials.

Basic Texts:

None.

18533 THE URBAN ENVIRONMENT

4 semester hours

Pre-Requisites:

Terrestrial Ecosystems or Aquatic Ecosystems or Geography III.

Objectives:

To relate environmental studies to that of the city as an ecosystem; develop skills in the collection and interpretation of data; assess the impact of man on both local and remote environments.

Content:

Land usage related to geology: consequences for natural environment; Water: collection, treatment, distribution, use, modification of hydrological cycle; Food processing: effects on local and distant environments; Energy supplies: needs, production distribution, consequences; Wastes: production, management and mis-management; Environmental impact: dominance of human population, natural and self-imposed controls.

Basic Texts:

None.

18535 HUMAN BIOCHEMISTRY

Semester: V

4 semester hours

Pre-Requisites:

Maintenance of Organisms or General Genetics.

Objectives:

To develop an understanding of the basic biochemical processes in the human body; relate human diet and nutrition to biochemical processes; develop a knowledge of drug action through a study of a limited range of drugs used by man.

Content:

The biochemical processes by which the body handles introduced materials; the concepts of biochemical pathways, enzyme systems and energy production and utilization introduced through a consideration of the fate of various food types. This will lead to diet and nutrition.

Drugs will be discussed as examples of foreign chemicals which modify body functions. Topics include:

Detoxification through metabolic modification; Elements of pharmacokinetics — to explain variations in duration and intensity of drug action; Modifiers of perception and performance (sedatives, stimulants, hallucinogens, tranquilizers).

Basic Text:

Jevons, F. R., *The Biochemical Approach to Life*, London: George Allen and Unwin, 1968.

18617 CHEMISTRY VI

Semester: VI

Pre-Requisites:

Chemistry I, II, III, IV and V or their equivalent.

Chemistry VI will consist of two units, Chemistry VIA and VIB.

Chemistry VIA will be chosen from one of the following: Applied Chemistry; Biological Chemistry; Environmental Chemistry (Air Pollution); Mathematical Models in Chemistry.

Chemistry VIB will consist of two parts: an individual project of 4 hours per week; and a study of the development of science — one hour per week.

CHEMISTRY VIA — APPLIED CHEMISTRY

Semester: VI

4 semester hours

Objectives:

To study in depth some specific areas involving the application of a number of chemical principles.

Content:

Areas of study will be chosen from polymer chemistry, geochemistry, ore extraction, biochemistry, radiochemistry, pharmaceuticals, chemical standards, chemical analysis, food chemistry, agriculture, natural products, environmental studies, astro chemistry and industrial chemistry.

Basic Texts:

None.

CHEMISTRY VIA — BIOLOGICAL CHEMISTRY

Semester: VI

4 semester hours

Objectives

To develop a specialised knowledge of biological chemistry; provide an insight into biochemical processes; provide experience in more specialised experimental skills.

Content:

The following topics will be dealt with at varying depth — The chemistry and

occurrence of carbohydrates and carbohydrate metabolism; Chemistry of amino acids, peptides and proteins, introduction to steroids; Chemistry and occurrence of lipids. Heterocyclic compounds.

Basic Text:

Student Kit, Framework Molecular Models — Prentice-Hall.

CHEMISTRY VIA — ENVIRONMENTAL CHEMISTRY (AIR POLLUTION)

Semester: VI

4 semester hours

Objectives:

To enable students to apply chemical knowledge and methods to environmental problems, so that they might have a scientific basis for the assessment of such problems.

Content:

Composition and structure of atmosphere; Atmospheric pollutants: particulates, hydrocarbons and the oxides of carbon, sulphur and nitrogen; Sources, identification, effects and control of above pollutants.

Basic Text:

Stoker, H. S. and Seager, S. L., *Environmental Chemistry — Air and Water Pollution*, Glenview, Illinois: Scott, Foresman & Co., 1972.

CHEMISTRY VIA — MATHEMATICAL MODELS IN CHEMISTRY

Semester: VI

4 semester hours

Pre-Requisites:

Chemistry I, II, III, IV,V or their equivalent and successful completion of Science Mathematics unit.

Objectives:

An understanding of the use of mathematics as a tool in chemistry and the role played by mathematical models.

Content:

The areas to be studied with an emphasis on a mathematical viewpoint are: Atomic orbitals, wave-mechanical principles, comparison of molecular orbital and valence-bond theories, polyatomic molecules, hybridisation. Schrodinger equation: energy, statistical mechanics, the first law of thermodynamics, entropy, the second law of thermodynamics, free energy, closed and open systems — chemical potential, change of state — the Clausius Clapeyron equation, the law of mass action, equilibria systems, the perfect gas model, principles of simple programming for chemistry problems.

Basic Texts:

None.

CHEMISTRY VIB — CHEMISTRY PROJECT AND DEVELOPMENT OF SCIENTIFIC IDEAS

Semester: VI

4 semester hours

Objectives:

To follow a special interest at some depth; help develop skill in surveying journals and other scientific literature; give opportunity to exercise initiative and original thinking in following a project; experience some of the features of research work and to develop an appreciation of the research situation.

Content:

A laboratory based project to give experience in and greater understanding of a selected area of chemistry. The area will be chosen after consultation with a lecturer.

Development of Scientific Ideas:

See Biological Projects.

Basic Texts:

None.

18618 PHYSICS VIA AND VIB

Semester: VI

4 semester hours

Pre-Requisite:

Physics V.

Objectives:

To give students experience in aspects of the frontiers of physics; to treat aspects of physics in sufficient depth to give students confidence and competence in physics; to develop skills in the mathematical methods of physics; to consider the applications of physics to technology.

Content:

Electromagnetic Radiation — Models of radiation; Transmitters and absorbers; Technology of receiving and transmitting radio astronomy and spectroscopy; Maxwells equations and implications; Physical optics; polarised light, doppler effect, interference phenomena.

Chemical Physics — Models of the atom and bonding theories. Schrodinger's equation; Thermodynamics and equilibrium; Statistical mechanics, equations of state; Reaction rate theory and kinetics; Molecular structure determination using x-rays and other physical methods.

Physics and the Engineer — Modern electric motor technology; Microelectronics and LSI circuits; Nuclear reactors and thermonuclear fusion; Composite materials and applications; Problems of space travel.

Mathematical Models in Physics — Complex numbers and the harmonic oscillator; Quantum mechanics and wave models; Statistical mechanics and its relationships with classical thermodynamics; Vector methods in physics; General relativity — application of tensors; Computer methods in problem solving; basic programming.

18619 PHYSICS VIB

Semester: VI

4 semester hours

Objectives:

To allow students to follow a special interest at some depth; to help develop skill in surveying journals and other scientific literature; to exercise initiative

and original thinking in following a project; to experience some of the features of research work and to develop an appreciation of the research situation.

Content:

The unit consists of a laboratory based project to give experience in and greater understanding of a selected area of Physics. The area will be chosen after consultation with a lecturer.

Development of Scientific Ideas:

See Biological Projects.

18620 ENVIRONMENTAL RESEARCH PROJECT

4 semester hours

Pre-Requisite:

The Urban Environment.

Co-Requisite:

Environmental Pollution Control.

Objectives:

To apply the knowledge and skills developed in previous units to an in-depth study of an environmental problem of one's own choosing.

Content:

To be determined in consultation with the supervising lecturer.

Basic Texts:

None.

18623 ENVIRONMENTAL SCIENCE VI – RESEARCH PROJECT

Semester: VI

4 semester hours

Pre-Requisites:

Environmental Science V or its equivalent.

Objectives:

To apply the knowledge and skills developed in previous units to an in-depth study of an environmental problem of one's own choosing.

Content:

The project must be of a practical nature that requires full-time laboratory and/or field investigation for at least nine weeks of the unit. Each student is to keep a log book of all activities associated with the project.

Basic Texts:

None.

18628 CURRICULUM SCIENCE VIC (SECONDARY) – EVALUATION IN SCIENCE AND LABORATORY TECHNIQUES

Semester: VI

4 semester hours

Pre-Requisite:

None.

EVALUATION IN SCIENCE

Objectives:

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

Content:

Consideration of aspects of validity and reliability with application to practical examples; statistical analysis of evaluation items. Consideration of examiners' reports; discussion of criteria for validity and reliability of psychomotor items; evaluation and Piaget's stages of intellectual development; evaluation in the cognitive area; tests; peer evaluation; assessment in the affective area.

Basic Texts:

None.

LABORATORY TECHNIQUES**Objectives:**

To enable students to acquire some basic skills, knowledge, and avoidances of importance for successful working in a school laboratory.

Content:

Glass cutting and bending, cork boring, fitting, cleaning and maintenance of glass apparatus; stock maintenance and storing, including live materials; laboratory organization; duties of school laboratory attendants; safety — dangerous chemicals, wiring, use of fire extinguishers, safety equipment, disposal of wastes; repairing science equipment; model making; soldering, welding, brazing; tool sharpening; use of drill and attachments.

Use of skills in constructing a piece of equipment; making up common solutions; concentrations of stock chemicals; storage of limewater, sodium hydroxide solution, etc.; economical use of materials; purity standards; materials purchased locally, e.g., methylated spirit, calcium hypochlorite; techniques in using photographic films; care of gas cylinders, accumulators; uses of display boards, showcases; special purpose laboratories — Geology, Biology, Physics, Chemistry.

Basic Texts:

None.

18629 CURRICULUM SCIENCE VIA (SECONDARY) – LEARNING EXPERIENCES IN BIOLOGY

Semester: VI

2 semester hours

Pre-Requisites:

Biology II and Curriculum Science IV (Secondary).

Objectives:

To study biology in the whole context of science, education and its place in the school curriculum; to examine a variety of resource materials that can be used in teaching biology; to explore ways of introducing pupils to some of the major generalisations of biological science.

Content:

The laboratory in school biology, including care, maintenance and use of living organisms; field studies; resource materials for teaching biology; integration of biology with other sciences; major generalisations in biological science, e.g., cell theory, evolution, interrelationships of living things.

Basic Texts:

None.

18630 CURRICULUM SCIENCE VIB (SECONDARY) – LEARNING EXPERIENCES IN PHYSICS

Semester: VI

2 semester hours

Pre-Requisites:

Physics IV and Curriculum Science IV (Secondary).

Objectives:

To re-examine the aims of science teaching in the secondary school; examine the contribution which the learning of physics can make to the growth and development of adolescents; familiarise students with physics curriculum materials and the criteria by which they might be selected; provide an opportunity for the student to collect resource material which will be valuable in the design of worthwhile learning experiences; investigate some physics resources

outside the classroom; study how the growth of physics has been the product of human endeavour and how physics has interacted with society.

Content:

Based on the relevant portions of the Junior and Senior Science Syllabuses of the N.S.W. Department of Education and other physics curriculum materials relevant to the secondary school.

The function of lecture, discussion, seminar, demonstrations, invitations to inquiry, structured and unstructured laboratory investigations, case histories, films, simulation techniques, and problems will be studied.

Basic Texts:

None.

18633 ENVIRONMENTAL POLLUTION CONTROL

4 semester hours

Pre-requisite:

The Urban Environment.

Objectives:

To investigate the major areas of environmental deterioration, and to evaluate the problems involved in pollution control, conservation and planning.

Content:

Water pollution: sources, methods of analysis, effects, controls; Air pollution: sources, detection, effects, controls; Social, medical, economic and legislative aspects of pollution problems; Principles of planning in relation to environmental pollution: siting of industry, growth centres and natural areas.

Basic Texts:

None.

18634 BIOLOGICAL PROJECTS

Semester: VI

4 semester hours

Pre-Requisites:

Any four units in the General Biology sequence.

Objectives:

To follow a special interest at some depth; develop skill in surveying journals and other scientific literature; exercise initiative and original thinking in following a project; experience some of the features of research work and develop an appreciation of the research situation.

Content:

It is anticipated that students will be able to select topics related to some biology units already studied, as well as other areas of biology which may be of particular interest. The actual topics selected for study in any one semester will vary according to staff availability as well as students' interests.

Basic Texts:

None.

18635 DISTRIBUTION OF ORGANISMS

Semester: VI

4 semester hours

Pre-Requisite:

Maintenance of Organisms or General Genetics.

Objectives:

To study the distribution and abundance of organisms experimentally; explain and use ecological methods; build up a body of knowledge of ecological principles.

Content:

The distribution and abundance of Australian plant species, with some work on other organisms. The unit will centre on field and laboratory investigations in an attempt to gain insight into the methods of measuring distribution and

abundance of species; the physical, chemical and biological factors that are active in determining the distribution and abundance of Australian species.

Basic Texts:

None.

In addition to these projects, students will be required to complete a separate strand:

DEVELOPMENT OF SCIENTIFIC IDEAS

Objectives:

To make an overview of the development of science; discuss some of the philosophical bases of the sciences; understand the relationship between the sciences; develop an appreciation of the interrelationship between science and other areas of human endeavour.

Content:

The nature of science and of discovery in science. The meaning of Laws of Nature and Theory; ideas on uniformity in nature and determinism; a selected group of major achievements in science to illustrate the development of scientific ideas; a case history approach in at least one of these to illustrate what Conant calls the "Tactics and Strategy of Science", e.g., Copernican theory, Air Pressure, Geology between 1780-1850, Wave Theory of Light, Rise of Organic Chemistry, Evolutionary Thought, Atomic theory, The Structure of the Atom.

Basic Texts:

None.

18702 SCIENCE METHOD I

Part: I

6 semester hours

Pre-Requisites:

First degree level or its equivalent in at least one of the science subjects: biology, chemistry, geology, physics.

Objectives:

To provide experiences which will assist the student in developing the basic

skills of science teaching; and foster positive attitudes towards teaching children science.

Content:

Aims and objectives of school science; The techniques of teaching science: lesson planning, conducting a science lesson, managing a laboratory class, laboratory safety, discipline, discussion and questioning; Laboratory techniques and procedures; Science curriculum development; The N.S.W. School Certificate Science Syllabus; Principles of programming; Sequencing a unit of work; Evaluation in science: cognitive domain.

Basic Text:

Sund., R. B. and Trowbridge, L. W., *Teaching Science by Inquiry in the Secondary School*, 2nd ed., Columbus, Ohio: C. E. Merrill, 1973.

18706 ADVANCED SCIENCE METHOD IA – BIOLOGY

Part: I

3 semester hours

Pre-Requisites:

None.

This is a one semester unit which will examine the teaching of biology in schools. While the main emphasis of the unit will be on teaching biology 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 –

Justify the teaching of this subject in terms of the stated aims of teaching science in the senior years.

Evaluate and select resource materials which could be used in developing curricula.

Evaluate and apply different teaching methods suited in various aspects of the subject.

Formulate a teaching sequence for sections of the syllabus and plan suitable time allocations.

Work co-operatively in developing teaching aids and other resources that could

be used in teaching.

Integrate biology with other sciences and disciplines of the curriculum.

Content:

Laboratory work in biology-organisation, 'trouble-shooting' with particular experiments, laboratory techniques, obtaining biological supplies, maintaining living organisms.

Field studies in biology: use of local environment, special study areas such as field centres, wilderness areas, museums.

Resource materials for teaching biology: selection of materials based on certain criteria and their use in achieving aims.

Multimedia approaches in teaching biology: use of structured materials and self-instructional devices to individualize learning.

Evaluating learning in biology: evaluation as a continuous process, methods of assessing behavioural changes in pupils. Use of diagnostic tests, achievement tests, etc.

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 Texts:

None.

18707 ADVANCED SCIENCE METHOD IB – GEOLOGY

Part: I

3 semester hours

Pre-Requisites:

None.

Objectives:

The course is designed to prepare students for teaching Geology to senior high school classes.

During this course the students should develop the ability to justify the teaching of Geology in a Senior Science course; become aware of, able to evaluate and to apply a variety of teaching methods suitable for different approaches to each of the various aspects of this subject; formulate a teaching sequence

for any section of the syllabus and plan suitable time allocations; present content at a level appropriate to the aims of the Higher School Certificate Science Syllabus in suitable teaching sequence and in accordance with the ability level of pupils whom they will be teaching in senior school classes; prepare teaching aids relevant to senior school geology courses.

Content:

Building up the concept of Geological Time. Use of State Geological maps, air photographs and of examples of fossil common in N.S.W. The role of field studies and simulated field studies.

Inquiry methods of investigating surface processes.

Resource materials suitable for school use in the study of mineralogy and petrology and of earth materials of economic use.

One full day field trip will be required.

Basic Text:

Heller, Robert L., (ed.), *Geology and Earth Science Sourcebook for Elementary and Secondary Schools*, New York: Holt, Rinehart and Winston, 2nd ed., 1970.

18708 ADVANCED SCIENCE METHOD IC – CHEMISTRY

Part: II

3 semester hours

Pre-Requisites:

None.

Objectives:

This is a course to prepare students to teach Chemistry at the senior level in secondary schools. The design of the course is based upon the assumptions that at the end of this course students should have an appreciation of the aims of teaching senior chemistry; an understanding of various teaching methods suitable for senior chemistry and the psychological background of such methods; an appreciation of the major conceptual areas which might be studied in a senior chemistry course and how these concepts may be meaningfully developed in the school situation; the ability to organise and manage practical classes in senior chemistry; an overview of current resource materials and curricula appropriate to senior chemistry and the ability to develop their own resource materials.

Content:

The areas studied are aims of teaching senior chemistry; teaching methods in senior chemistry and the psychological and educational philosophies underlying these methods (Lecture, Case History Approach, Inquiry, Process, Heuristic, Inductive/Deductive Teaching); concept development; laboratory organisation and management for senior chemistry classes; evaluation of practical work; examination of resource materials (Especially C.H.E.M.S. Nuffield "A" level); development of resource materials.

Basic Texts:

None.

18709 ADVANCED SCIENCE METHOD ID – PHYSICS**Part: II**

3 semester hours

Pre-Requisites:

None.

Objectives:

This unit aims to –

Re-examine the aims of science teaching in the secondary school.

Examine the contribution which the learning of physics can make to the growth and development of adolescents.

Familiarise students with physics curriculum materials and the criteria by which they might be selected.

Provide an opportunity for the student to collect resource material which will be valuable in the design of worthwhile learning experiences.

Investigate some physics resources outside the classroom.

Study how the growth of physics has been the product of human endeavour and how physics has interacted with society.

Content:

The content of the unit includes; the nature of physics and philosophy of physics education in relation to the aims documents of the Board of Senior School Studies; types of learning experiences such as investigations, case histories,

invitations to enquiry, demonstrations, visits, reading of papers and peer evaluation; resource materials such as A-V materials, curriculum materials, apparatus; the hierarchy of physics concepts; the implications of interdisciplinary interaction, e.g., with biology or social science; evaluation.

Basic Texts:

None.

18802 SCIENCE METHOD II

Part: II

6 semester hours

Pre-Requisites:

Science Method I.

Objectives:

To assist students in the application of their educational studies to the teaching of science.

To help students explore and develop their abilities in the design, organization and evaluation of methods and materials in science teaching.

Content:

Learning theories and their implication for science teaching; expository-teaching/discovery-learning spectrum in science education; creativity and problem solving in the science classroom; teaching for individual differences: the slow learner; evaluation in the affective and psychomotor domains in science.

Use of educational technology in science education; treatment of ethical and social issues in science courses; laboratory management; development of laboratory skills; science excursions; professional growth of a science teacher; the N.S.W. Higher School Certificate 2 unit A Science Course.

Basic Text:

Sund, R. B. and Trowbridge, L. W., *Teaching Science by Inquiry in the Secondary School*, 2nd ed., Columbus Ohio: C. E. Merrill, 1973.

Social Science

19113 HISTORY IA – AUSTRALIAN HISTORY

Semesters: I and II

3 semester hours

Pre-Requisite:

None.

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:

The culture of Aboriginal Australia with some emphasis on social organization and spiritual beliefs.

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.

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.

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.

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

Pre-Requisite:

None.

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:

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.

Women in Australian Society — The social, economic and political role of women in Australian society from the foundation of the colony to the present.

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.

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.

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.

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.

Australia and the Outside World — The ways in which Australian external relationships have been patterned by both our history and international changes.

Basic Text:

Tutorial Papers in Australian History, K.C.A.E., 1975.

19115 GEOGRAPHY I — MAN AND HIS ENVIRONMENT

Semesters: I and II

3 semester hours

Pre-Requisite:

None.

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 on 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 commence with a consideration of the origin of man and the environment in which he developed. The inter-relationship between the human population, the physical-biotic environment, the nature of social organization and the level of technology and their 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:

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 centring on selected focus questions.

Content:

A general introduction to the objectives, structure and scope of elementary social studies, that is processes, concepts and generalizations and values; A consideration of areas of inquiry and focus questions as a frame of reference

for content selection and planning; Outlining the unit structure; Study of selected introductory strategies for classroom implementation (expository).

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 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 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.

The Great Transformations —

The French Revolution: origins, development; impact on Europe.

The Industrial Revolution: origins, in Britain; economic and social aspects, e.g. Chartism; some contemporary and present-day evaluations.

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.

The Wider Context of the New Politics: People and Ideas in the Nineteenth Century—

Social classes; urbanization and the industrial city; religion in the nineteenth century.

Imperialism: the Expansion of Europe Overseas —

Explanations of imperialist expansion; the British in India; the European powers in Africa.

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 "under-developed" countries — to come to conclusions about the reasons for under-development on the basis of the state of political dependency in colonial countries.

Content:

The South Pacific region — geography, population, ethnic movements and "racial" distribution; New Guinea — the indigenous people — New Guinea archaeology — ethnic movements related to South Pacific; New Guinea and European penetration — European navigators, European shipping routes — culture contact between Europeans and indigenes.

The entry of Christian missions in 19th Century — nature of contact European governments in New Guinea — German New Guinea, British New Guinea; Australian administration in Papua after 1914 and in New Guinea. Contrast in

administrations. The "colonial condition" in New Guinea and in Papua; Dr. Hahl in German New Guinea, Sir Hubert Murray in Papua — colonial policy.

World War II in New Guinea — effects — post-war reconstruction — the move towards self-governing; 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.

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:

The Physical Environment: a systematic approach.

The composition, nature and movements of the earth's atmosphere; The composition, nature, distribution and movements of the oceans; 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 interaction between atmosphere, hydrosphere and lithosphere; The nature, distribution and relationships of plant and animal life on the earth.

Basic Texts:

Strahler, A. N., *Physical Geography*, New York: John Wiley, 4th ed., 1975.

Kolenkow, R. J., *Physical Geography Today, A Portrait of a Planet*, California: C.R.M. Books, 1974.

19313 HISTORY IIIA – STUDIES IN EUROPEAN HISTORY B

Semester: III

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 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.

Content:

The study of the twentieth century and aspects of the following topics:

The New Leviathans —

Russia in revolution: nineteenth century forces; the collapse of the autocracy; the two revolutions of 1917; the implementation of communism in the Soviet Union to 1936.

The Growth of the Welfare State: antecedents in the nineteenth century; twentieth century development in Britain.

The Totalitarian Experience: Nazi Germany —

The problems and failure of the Weimar Republic; the origins and ideology of the Nazi party; the Nazi rise to power; Nazism in practice: internal and external policies.

The Eclipse of Europe: the Second World War —

Origins: the course of the war; post-war Europe; the effects on European empires.

War and Peace: the Development of International Organization —

Nineteenth century forerunners, e.g. the Concert of Europe; The League of Nations; the United Nations; regional arrangements, e.g., N.A.T.O. and the E.E.C.

Creativity and Chaos: European Civilization —

In this topic a selection will be made of significant scientific, philosophical and cultural developments of both the nineteenth and twentieth centuries. Their contribution to the vitality of European civilization and their disturbing influence upon that civilization will be examined.

19314 HISTORY IIIB – SOUTH-EAST ASIAN HISTORY

Semester: III

3 semester hours

Pre-Requisite:

History I.

Objectives:

To stimulate and develop interest in the countries of mainland South-East Asia and provide students with a knowledge and understanding of the historical, cultural and political developments in the region.

Content:

The physical and geographical environment and the importance of rivers with a special study of the Mekong. The racial origins and population movements of the indigenous inhabitants in early historical times. The influence of India and China. The early civilizations of Angkor, Burma, Thailand. The religious development of the area with particular emphasis on the influence of Hinduism, Theravada Buddhism and Islam.

The European impact with a general comparative treatment of the colonial policies of the Dutch, French, Spanish and British. The effects of the Japanese interregnum. The rise of nation states and the problems of economic underdevelopment political instability and establishment of national identities. A comparative study of leadership styles and the influence of ideologies through the areas.

Basic Text:

Hall, D. G. E., *A History of South-East Asia*, London: Macmillan, 1968.

19315 GEOGRAPHY III – HUMAN GEOGRAPHY

Semester: III

3 semester hours

Pre-Requisite:

Geography I.

Objectives:

To develop and build on ideas considered in Geography I and Geography II relating to human activity; to give students an understanding of the nature, cause, size and space time distribution of significant aspects of human activity.

Content:

The economic environment: spatial components involved in man's allocation of scarce resources among alternative uses; patterns in primary and secondary production and in the size, function and distribution of settlements; location in a simplified economic landscape; empirical evidence of spatial order; spatial variations in resource quality and availability and in transport and production costs; the scale of human activity; the processes of decision making; human activity in space and time.

Case studies: inter-relationships between the components of human activity; and social consequences of man's economic decision will be considered.

Basic Texts:

Lloyd, P. E. and Dickey, P., *Location in Space: A Theoretical Approach to Economic Geography*, New York: Harper and Row, 1973.

Spencer, S. E. and Thomas, W. L., *Cultural Geography*, New York: Wiley, 1968.

19409 GEOGRAPHY IVB — MANUFACTURING GEOGRAPHY**Semester:** IV

4 semester hours

Pre-Requisites:

Geography I, II and III.

Objectives:

To develop an understanding of the nature, patterns and processes of manufacturing industries and of the locational forces at work in the distribution of industries both at the national level and within cities.

Content:

Types of industries and the nature of processing (materials-oriented, market-oriented, labour-oriented industries).

The distribution of manufacturing in the Western world. Locational factors influencing distribution — raw materials, market influence, transport costs, power supplies, producing costs.

The role of the government in industrial location.

Manufacturing location within specific cities — the importance of both economic and non-economic factors. Consideration of the main factors causing relocation such as high land values and lack of space.

Aspects of Australia's industrial growth and manufacturing distribution. Main types of Australian industries, problems in decentralisation.

Relocation of industry — forces promoting changes in the patterns of location. Relevant case studies will be selected from Australia and from overseas.

Basic Text:

None.

19413 HISTORY IVA — THE RENAISSANCE

Semester: IV

4 semester hours

Pre-Requisites:

History I, II, III.

Objectives:

To enable students to examine in some depth the European renaissance of the 13th, 14th, 15th and 16th centuries, and to assess the influence on that movement of the civilizations of mediaeval Europe and the ancient world.

Content:

The renaissance debate: was there a renaissance? historiography; political, economic and social background; the course of the Italian renaissance: Florence, Milan, Rome, Venice; the diffusion of the renaissance; the renaissance as shown in literature, philosophy and political theory, education, painting, sculpture, architecture, music, science, medicine; recapitulation and conclusion.

Basic Texts:

Burke, P., *The Renaissance*, London: Longmans, 1964.

Mead, R. D., (ed.), *Europe Re-born*, New York: Mentor, 1975.

Plumb, J. H., *The Penguin Book of the Renaissance*, Harmondsworth: Penguin, 1964.

19414 HISTORY IVB – STUDIES IN CIVILIZATION A: THE ANCIENT WORLD

Semester: IV

4 semester hours

Pre-Requisites:

History I, II, III.

Objectives:

To study the concept of Western Civilization in some of its ancient aspects. Greece and Rome will be the major studies undertaken and the aim will be to consider not only the nature of their particular civilizations but also their enduring legacy to the tradition commonly called Western Civilization.

While the unit will be mainly of a survey nature, students will be required to pursue in depth particular topics largely of their own choosing. The periods will be surveyed for their great achievements and also for the more everyday life of the time.

Content:

The Concept of the West; Greece: The genesis of Greece, the life of the city-states, fifth century Athens, the cultural and intellectual achievements of Greece; Alexander and the Hellenistic Kingdoms: The extension of the Greek world to the east, the fusion of cultures; Rome: The republic and the empire, Roman political forms, life in the Roman empire, the cultural and intellectual achievements of Rome.

Basic Texts:

None.

19415 GEOGRAPHY IVA – URBAN GEOGRAPHY

Semester: IV

4 semester hours

Pre-Requisites:

Geography I, II and III.

Objectives:

To develop an understanding of the nature, focus and distribution of urban settlement, and to give students a basis for investigating the problems and opportunities of modern urban life.

Content:

The origins of urban settlement with reference to the forces (physical, cultural, technological, etc.) involved in its development; the nature, pattern and significance of urban settlement; the growth of the western city: the impact of industrialisation; urban forms and functions, and patterns within towns and cities; problems of 20th century urbanisation: planning for better communities, size, growth and decentralization, the role of the city in social change and development; cities and the human scale; the aesthetics of the urban environment.

Basic Texts:

None.

19420 CURRICULUM SOCIAL STUDIES IIA

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Social Studies I.

Objectives:

To examine the structure of contemporary social studies in the primary school through a study of its development and the theories of its leading researchers; and to produce complete social studies units containing a wide variety of teaching strategies and activities.

Content:

An examination of the development, aims and rationale of modern social studies curricula; the historical background to the growth of social studies courses; the theories of Jerome Bruner and Hilda Taba in the field of curriculum development.

A study of the role of social studies in the integration of primary education.

The design and construction of complete social studies units, involving the development of focus questions; the setting of detailed objectives in the areas of concept formation, learning processes and values development; investigation of available resources; the use of inquiry-centred teaching strategies such as

field studies, surveys, simulation and role play, individual and group research; the development of evaluation techniques.

Inter-cultural studies: rationale and strategies.

Basic Texts:

None.

**19421 SOCIAL SCIENCE (INTERDISCIPLINARY) IA –
STUDIES IN ASIAN SOCIETIES A**

Semester: IV

4 semester hours

Pre-Requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To bring students to an informed understanding of three Asian societies; to bring students to an understanding of the interrelationships between political, social and cultural systems of these societies; to provide some understanding of how these societies developed to their present stage through an overview which will elucidate the intercultural perspective.

Content:

Three Asian societies, China, Indonesia and India, and their historical and cultural heritage; an overview of Asia: ethnic movements in history, the peopling of Asia and their resultant cultural interaction; the influence of the geographical setting on man and his activities, with particular reference to the selected case studies; for each of the case studies, the significant links between social and cultural heritages will be examined.

Basic Texts:

Wilson, D., *Asia Awakes: a Continent in Transition*, London: Weidenfeld and Nicholson, 1970.

19422 SOCIAL SCIENCE (INTERDISCIPLINARY) IB — RACE RELATIONS IN AUSTRALIA

Semester: IV

4 semester hours

Pre-Requisite:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Content:

Race prejudice — its sociology and psychology and its application to contemporary Australian society; race relations as a political factor in international relations in the contemporary world; racial and ethnic groups in contemporary Australia — historical origins. In particular the position of the Aborigines as a minority group.

The indigeneous culture of the Aborigines; the Aboriginal concept of land; family and community; time; giving and taking; of the white man. The Aboriginal attitude to material things; work; employer; wages.

The legal status of the Aborigines under State and Australian government law; the economic situation of Aborigines; private charity and government welfare; Aborigines and the social order; education and job opportunity; the state of race relations in contemporary Australia related to the foregoing.

Basic Texts:

Rowley, C., *Aboriginal Policy and Practice*, Canberra: A.N.U. Press, 1970, 3 volumes.

Stevens, F. S., (ed.), *Racism: the Australian Experience. A Study of Race Prejudice in Australia*, 3 volumes, Sydney; Aust. and N.Z. Book Co., 1971-2.

19423 CURRICULUM SOCIAL STUDIES IIB

Semesters: IV and VI

3 semester hours

Pre-Requisite:

Curriculum Social Studies I.

Objectives:

To examine the teaching of Social Studies in Early Childhood education. The objectives of Social Studies will be re-examined in terms of their particular sig-

nificance to the teacher of young children, and students will be required to plan an appropriate learning environment and experiences to implement these objectives.

Content:

Social Studies and the Young Child: The significance of Social Studies with reference to the developmental stages; Social Studies objectives related to the intellectual, psycho-social and moral stages of development; teacher expectations and setting of objectives for the particular age group defined.

Indirect Methods: The teacher's role as an indirect agent for promoting the objectives of Social Studies; the provision of a secure environment and activities conducive to encouraging the socialization of children, thereby reducing egocentric patterns of behaviour and thinking, and developing appropriate attitudes and feelings.

Directed Lessons, Units of Instruction: Each objective analysed and formulated in terms of content and learning experiences. A variety of teaching techniques – discussion, role playing, open-ended stories, and correlation of work in other subject areas. Emphasis on activity and experience and full use of teaching aids and audio-visual equipment. Methods of assessment and evaluation.

Resource Material: Students will compile a resource book of ideas and aids relevant to their needs. Sources: Social Studies syllabuses, commercial projects and kits including pictures, and their personal contributions from workshops.

Basic Texts:

None.

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:

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.

Investigation of the integrating role of social studies in the special education course, with particular emphasis on social competency and social interaction.

Principles of structuring a social studies unit to the needs and capabilities of the learner in special education.

Students will design and partially develop units suitable for use with atypical children.

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.

19513 HISTORY VA – THE REFORMATION

Semester: V

4 semester hours

Pre-Requisites:

History I, II, III.

Objectives:

To enable students to examine in some depth the religious reformation in 16th century Europe and to assess the influence of the renaissance upon it.

Content:

The nature of the 16th century; Doctrinal, moral and social roots of the religious upheaval, Christian humanism, Erasmus; the crisis in Germany; the crisis in Switzerland; the radicals; extension to Scandinavia, Netherlands, France, Spain, Eastern Europe; the English reformation; the New World: Spanish, Portuguese, French, British and Dutch expansion; influence of the reformation; the legacy of the reformation; recapitulation and conclusion.

Basic Texts:

Bainton, R. H., *The Age of the Reformation*, New York: Van Nostrand, 1956.

Grimm, H. J., *The Reformation Era, 1500-1650*, New York: Macmillan, 1965.

19514 HISTORY VB – STUDIES IN CIVILIZATION B: THE MEDIEVAL WORLD

Semester: V

4 semester hours

Pre-Requisites:

History I, II, III.

Objectives:

As for History IVB, except that the emphasis will be on the concept of Western Civilization in some of its medieval aspects.

Content:

The Foundations of the Medieval World — The Roman inheritance; barbarian migrations and settlement; Christianity; feudalism.

The Medieval Community — The medieval manor; the medieval town; the medieval monastery.

The Universal Ideal — Church and Empire; the concepts of sacerdotium and regnum; relations between the two; the Investiture Dispute.

A Medieval Panorama — The Crusades; Chivalry; the Black Death, trade and travel; architecture and the arts.

The Emergence of Europe as an Idea — The transition from the concept of Christendom to that of Europe; images of Europe as a civilization.

Basic Texts:

None.

19515 GEOGRAPHY V – GEOMORPHOLOGY

Semester: V

4 semester hours

Pre-Requisites:

Geography I, II, III.

Objectives:

To familiarise the student with modern theories and research methods in geomorphology, shown in selected topics.

Content:

An examination of the formulation and application of modern theories of landform development, and modern research methods; the investigation of landform development and the processes associated with their formation in three specific areas: Coastal Geomorphology with special emphasis on depositional features; Fluvial Geomorphology with an emphasis on the quantitative studies of catchment hydrology and river channel processes.; Glacial Landforms and periglacialiation in the Australian Alps.

Basic Texts:

King, C. A. M., *Techniques in Geomorphology*, London: Edward Arnold, 1966.

Davies, J. L., *Geographical variation in Coastal Development*, Edinburgh: Oliver and Boyd, 1972.

Leopold, L. B. & Wolman, M. G., *Fluvial processes in Geomorphology*, London: W. H. Freeman, 1964.

Davies, J. L., *Landforms of Cold Climates*, Canberra: A.N.U. Press, 1972.

19520 CURRICULUM SOCIAL STUDIES IIIA**Semester: V**

3 semester hours

Pre-Requisite:

Curriculum Social Studies I and II.

Objectives:

To develop an understanding of the functions and purpose of Social Studies with particular reference to problems and opportunities in planning and implementing Social Studies in Special Education.

Content:

Examination of the rationale behind current thought in Social Studies curriculum development and the application of these principles in the field of Special Education.

Analysis of the role of Social Studies as an integrating factor in the Special Education course, with particular stress on social competency and social interaction.

Principles and practice of structuring a Social Studies unit to the capabilities and needs of the learner in Special Education, with particular reference to field trips, questioning and discussion, simulation games and role playing.

Basic Texts:

None.

**19521 SOCIAL SCIENCE (INTERDISCIPLINARY) IIA —
STUDIES IN ASIAN SOCIETIES B**

Semester: V

4 semester hours

Pre-Requisite:

Social Science IA.

Objective:

To develop the general concepts and issues raised in Asian Studies A by more detailed examination of their political, social and cultural interrelationships.

Content:

For the three countries India, China and Indonesia, detailed studies are to be made of the traditional societal organisation and the influence of change; the urban — rural dichotomy and its implications for modernisation and development; their specific regional influences and their emergence to prominence in world affairs.

Basic Texts:

None.

**19522 SOCIAL SCIENCE (INTERDISCIPLINARY) IIB —
RACE RELATIONS IN PAPUA NEW GUINEA**

Semester: V

4 semester hours

Pre-Requisite:

Social Science IB.

Content:

The indigenous culture of New Guinea; Pre-European government culture contact; the division of New Guinea between Dutch, Germans and British. Scope of European administration in German and British New Guinea to 1914; the Australian military administration of German New Guinea 1914 to 1921. Native policy. The question of corporal punishment; Australian Papua 1906 to 1942. Native policy of Sir Hubert Murray; Christian mission activity in Papua and New Guinea 1872-1942; the colonial legacy.

Basic Texts:

Stevens, F. S. (ed.), *Racism: The Australian Experience (Study of Race Prejudice in Australia)*, Vol. 3, "Colonialism", Sydney: Aust. and N.Z. Book Co., 1972.

Whittaker, *et al.*, *Documents and Readings in New Guinea History*, Brisbane: Jacaranda, 1975.

19523 CURRICULUM SOCIAL STUDIES IIIB

Semester: VI

3 semester hours

Pre-Requisite:

Curriculum Social Studies I and II.

Objectives:

To examine in detail the rationale and aims of Jerome S. Bruner's curriculum "Man: A Course Of Study"; and to enable students to become sufficiently familiar with the concepts, methods and materials of the Course to qualify them as accredited teachers of M.A.C.O.S.

Content:

Using the nine teachers' resource text books and the complete range of "Man: A Course of Study" and other supplementary materials, the course will examine the theory and developmental research involved in the evolution of M.A.C.O.S.; develop techniques of discussion; study methods of categorisation; study the life cycles of salmon, herring gulls and baboons to see how such concepts as life cycle, behaviour patterns, natural selection, territoriality, dominance and aggression may be transmitted to children; examine in detail the life style and culture of the Netsilik eskimos to establish, by comparison with our own society,

the essentials of human civilisation, including such concepts as adaptation to environment, tool-making, kinship systems, continuity of culture.

By the above, to seek answers to Bruner's broad questions:

"What is human about human beings?

How did they get that way?

How can they be made more so?"

Basic Texts:

Included in M.A.C.O.S. kit.

19609 GEOGRAPHY VIB – HISTORICAL GEOGRAPHY

Semesters: IV and VI

4 semester hours

Pre-Requisites:

Geography I, II and III.

Objectives:

To consider the nature and role of historical geography and to provide the student with approaches and techniques for the reconstruction of the geography of the past.

Content:

The concept and uses of historical geography; evidence for reconstructing the past; uses, limitations and problems of evidence and methods; the geographies of past periods will be looked at by selecting examples from Australia and overseas; changes in human occupation will be studied in relation to changes in the physical and human environments, with particular reference to changes in technology; the evolution of patterns of economic activity, including settlement in Australia will be considered in relation to the concept of the frontier, and the changing political ways of the continent.

Basic Texts:

Andrews, J. (ed.), *Frontiers and Men*, Melbourne: Cheshire, 1966.

Jeans, D. N., *An Historical Geography of N.S.W. to 1901*, Sydney: Reed Education, 1972.

Mitchell, J. B., *Historical Geography*, London: English Universities Press, 1960.

Thomas, W. L. (ed.), *Man's Role in Changing The Face of The Earth*, Chicago: University of Chicago Press, 1970.

19613 HISTORY VI – CULTURE CONTACT IN THE PACIFIC

Semester: VI

4 semester hours

Pre-Requisites:

History I, II, III.

Objectives:

To examine tradition and change in the Pacific Islands. Students will look first at pre-contact Pacific Island cultures. This will be followed by a detailed study of culture contact and culture change in the area brought about through contact with alien cultures.

Content:

An attempt to reconstruct the origins, development and segmentation of the Pacific Island communities from the time of first settlement; a comparison and contrast of the nature of indigenous societies at the time of their initial contact with European influence.

An attempt to trace their gradual transformation as acculturative pressures from without, and sometimes innovative pressures from within, brought new ideas, commodities, economic procedures and political systems; an attempt to compare the various reactions of the island communities to European domination.

Basic Texts:

Oliver, D. L., *The Pacific Islands*, New York; Doubleday, 1961.

19615 GEOGRAPHY VIA – AGRICULTURAL GEOGRAPHY

Semester: VI

4 semester hours

Pre-Requisites:

Geography I, II, III.

Objectives:

To consider the relative economic importance of agricultural production and the factors that influence the type, character and distribution of agricultural activities, especially in technically advanced countries.

Content:

This unit will examine the following aspects of agricultural geography in technically advanced western nations. Some comparison will be made with agricultural systems in underdeveloped countries.

The relationship of agriculture to the wider economic environment; relationship of systems of agriculture to the different levels of economic development; a real organisation of agricultural specialisation into types-of-farming regions; links between the farm, the region and the world; interacting factors influencing the physical production possibilities for farming; economic and social factors influencing farming; the structural attributes of agriculture and their change over time e.g., development of new agricultural products; new farming techniques; increasing importance of trade; Importance of the principles of comparative advantage in commercial farming systems; the problems and future of agricultural activities will be considered.

Basic Texts:

None.

**19621 SOCIAL SCIENCE (INTERDISCIPLINARY) IIIA —
CONTINUITY AND CHANGE IN JAPAN****Semester: VI**

4 semester hours

Pre-Requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To enable students to assess the extent to which social continuity may modify rapid but controlled social change, as in Japan since 1867.

Content:

The theme will be *Continuity and Change*, as manifested in the deliberate modernisation of Japan. This will be used as a way of looking at the process of change in this society and at its beneficial or detrimental effects.

The following areas will be investigated — Japan: the physical setting; Traditional Japanese society: the arts, language, education, government, religion, science, economy; the Meiji revolution.

Selective borrowing and controlled change: government, education, industry, science, economy; the rise of the military, and its effects; World War I, depression and World War II: the Japanese performance; occupation and further controlled change: government, economy, industry, agriculture, education.

Post-occupation adjustments and economic development; Japan today: government, education, science, religion, the arts.

Basic Texts:

None.

**19622 SOCIAL SCIENCE (INTERDISCIPLINARY) IIIB —
THE IDEA OF PROGRESS IN U.S.A.**

Semester: V

4 semester hours

Pre-Requisites:

A sequence of three units taken from the subject areas Economics, Geography, History or Political Science.

Objectives:

To enable students to assess the dichotomy between a particular social theory i.e., the idea of progress, and its application in a particular society, the United States of America.

Content:

The theme will be *The Idea of Progress*, in its application to the United States of America, the first society officially to adopt this concept. The theme will be used as a way of looking at the process of change in this society, at the assumptions concerning the nature of the change, and at its beneficial or detrimental effects.

The following areas will be investigated — the 18th century origins of the idea of progress; America: the physical setting; the special nature of 18th century American society; Independence and the Constitution; the expanding frontier; the impact of the Civil War.

The growth of industrialization, massive immigration and big business; the politics of progress; progress in American science, technology and medicine; the

urbanization of America; the social manifestations of the idea of progress; religion; progressive education in America; changing life styles; the assumption of world leadership; persistent problems; minorities; dissident groups; the tradition of violence; political pressures.

Basic Texts:

None.

19702 SOCIAL SCIENCE METHOD IB – HISTORY METHOD

Part: I

5 semester hours

Objectives:

This unit is designed for graduates who intend to specialize in the teaching of History. It will examine the unique claims of History as a discipline and its relationship to the interdisciplinary studies of man in society now being practised in the junior school.

In particular, the course aims at developing competence in and enthusiasm for the teaching of History through an understanding of the aims and organization of the syllabi; an awareness of specialized problems related to the nature of the History at the junior level of the secondary school; the development of the ability to organize a well sequenced programme of work suitable for students of differing interests and abilities; the development of a variety of strategies which make use of a wide range of teaching materials.

Content:

Introductory Concerns: The curriculum process; aims and objectives; content; organization; learning experiences. Social science in the primary school: inquiry approach; objectives, concepts and generalisations; resource development; the primary experience as a viable foundation for secondary schooling.

History in the Junior Secondary School: Its unique attributes as a discipline; outline of course; necessity for clear structure; philosophy behind the syllabus; diverse means of implementing the syllabus; the crucial problems of concept development in the junior school.

Techniques in History for low-ability pupils: the concrete approach; structured reading tasks; work-cards; non-verbal stimulus material as learning aids.

Social Sciences in the Junior Secondary School: The courses in outline; curriculum organization; disciplines and their interdisciplinary aims and objectives of the courses; integration; relevance.

Classroom Practice and History: (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.

Planning and Preparation: Programming; unit and theme preparation; lesson planning; timetable; kinds of lessons.

Activities: Role-play; socio-drama; debates; case studies; historical models; simulation game construction.

Development of Resources: Teaching kits; the mini-library; films; slides; pictures; videotapes; bibliographies; copying machines; projectors, overhead projectors and transparencies; the library period and how to use it; pupil developed resource cards; the local area and other excursions; developing a History room library.

Relevant teaching skills: the reading crisis and its effects on History; listening and speaking; skills development relating to location, recording and transmission of information; the need to develop note-making skills; alternatives to traditional note-making.

Basic Texts:

New South Wales Department of Education for the Board of Secondary School Studies: (1) *History Syllabus, Forms II—IV* (Advanced, Ordinary and Modified Levels); (2) *Notes on the Syllabus* (including Bibliography); (3) *Syllabus in Asian School Studies, Forms I—IV*; (4) *Social Science Syllabus, Forms I—IV*.

Barcan, A., *Social Science, History and the New Curriculum*, Sydney: Hicks Smith & Sons for the W.E.A. of New South Wales.

Burston, W. H., *Principles of History Teaching*, London: Methuen, 1971.

Walshe, R. D. and N. A. (eds.), *Ways We Teach History* (Articles on the teaching of History in secondary schools, based on selections from the publications of the History Teachers' Association of N.S.W.), Parramatta: History Teachers' Association of New South Wales, 1972.

19801 SOCIAL SCIENCE METHOD II

Part: 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. In 1975-76 only the History strand is available.

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.

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:

Analysis of the aims and structure of the senior Geography syllabus.

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.

Application of the general principles of programming to the specific sections of the Geography syllabus.

Planning a unit or topic — specific objectives, selection of content, lesson sequence, references, resources.

Development of appropriate teaching strategies which provide a variety of learning experiences suitable for senior students.

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.

Practice in the preparation of study guides, fieldwork sheets and base maps, etc.

Assessment and evaluation in senior Geography: Preparation, validity and reliability of text types.

Practice in preparation of essay questions, their evaluation and marking.

III History Method:

The following topics will be considered:

The aims and content of the Senior History Syllabi; content in relation to interpretation.

Unit courses and organization: Theme studies and particular countries; history programmes and the History Syllabi; special requirements for 3 Unit Course students.

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).

Using source materials: primary and secondary sources; the value of sources; using source materials in the classroom; collections of sources appropriate to senior studies.

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.

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.

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.

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.

Evaluation and assessment: types of tests; the objective test and senior work; marking scales; external examinations and the syllabus.

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, all courses, Dept. of Education, N.S.W.

II Geography Method:

Board of Senior School Studies, *Geography Syllabus*, Forms V and VI, all courses, Dept. of Education, N.S.W.

Board of Senior School Studies, *Notes on the Syllabus in Geography*, Forms V and VI, Dept. of Education, N.S.W.

Australian Geography Teachers' Association, *Geographical Education*. Relevant journals will be nominated during the course.

Ball, J. M. *et al.* (Edits.), *The Social Sciences and Geographic Education: A Reader*, New York: John Wiley & Sons, 1971.

Biddle, D. S. and Hortle (Edits.), *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: Longman's 1965.

III History Method:

Modern History Syllabus. Forms V and VI, all courses. 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, 3 Unit Course — Section VI.

Ancient History Syllabus, Forms V and VI.

Notes on the Syllabus in Ancient History.

Bibliography for the Syllabus in Ancient History.

Student Affairs

Students' Representative Council
Sports Association



Students' Representative Council

The Students' Representative Council (SRC) is elected by the students. Its functions: advising the Principal on matters affecting the student body, aiding and stimulating the development of the corporate life of the College through the Clubs affiliated with it, and 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 Level 5. The Executive of the Students' Representative Council for 1976 is as follows:

President:
M/s H. Johnston
Vice President:
Mr. B. Warburton
Secretary:
M/s K. Wheeler
Treasurer:
Mr. J. Salmon
Cultural Activities Officer:
Mr. M. Lynch

Affiliated Student Clubs

Sports Association:
Mr. G. W. H. Turnbull, President

Music Society:
Mr. G. Pushee

Christian Fellowship:
Mr. J. Weedon

Publications Committee:
Mr. E. Lewis

Dramatic Society:
Mr. R. Geoghegan

S.E.S.A. (Society for
Encouragement of Scientific
Activities)
Yani Film Society:
M/s L. Hodgson

Photographic Club:
Mr. J. Weedon

Folk Club

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 controls sporting clubs within the College. All College students are, upon payment of the College fees, automatic members. Staff and ex-students can join by paying an annual subscription fee. Team membership is open to all Association members.

Office Bearers for 1976:

President:
Mr. G. W. H. Turnbull

Secretary:
Miss M. Kotz

Treasurer:
Miss G. Neall

The following clubs are affiliated with the K.C.S.A. Contact with club officials can be arranged through the notices on the bulletin boards or through the Sports Association Executive.

Clubs in regular competition and intercollegiate matches: Men's and Women's Basketball, Netball, Volleyball, Men's and Women's Soccer, Rugby Union, Cricket, Softball, Hockey.

Clubs in social and intercollegiate matches: Squash, Golf, Tennis, Rugby League, Softball, Swimming, Table Tennis, Athletics.

Special Activities Clubs include Jogging and Orienteering, Rucksack, Fishing, Surfing, Skiing and Yoga.

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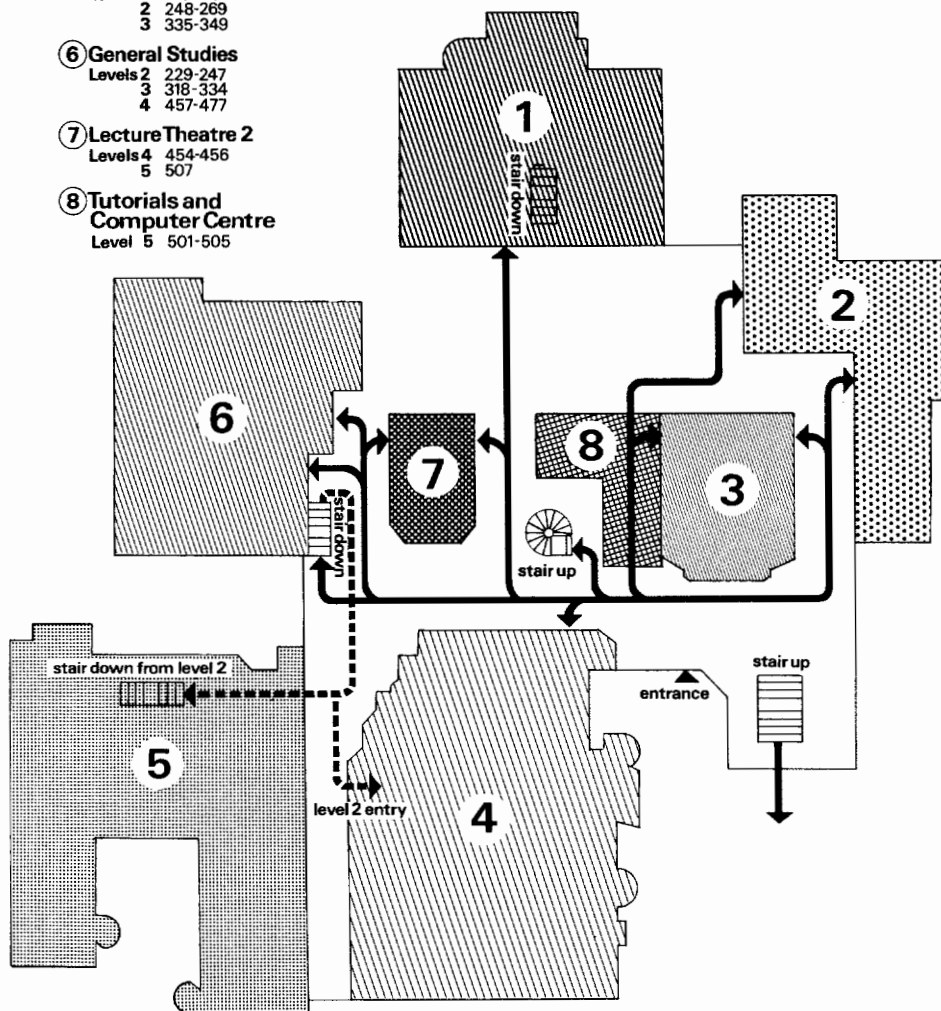
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Legend

- 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 Resources Centre
 - Levels 4 478-488
 - 5 508-524
 - Level 2 TV Studio
- ⑤ Arts & Crafts
 - Levels 1 108-115
 - 2 248-269
 - 3 335-349
- ⑥ General Studies
 - Levels 2 229-247
 - 3 318-334
 - 4 457-477
- ⑦ Lecture Theatre 2
 - Levels 4 454-456
 - 5 507
- ⑧ Tutorials and Computer Centre
 - Level 5 501-505

Directory

(located level 4)
resources centre
lecture theatres
teaching areas
etc.

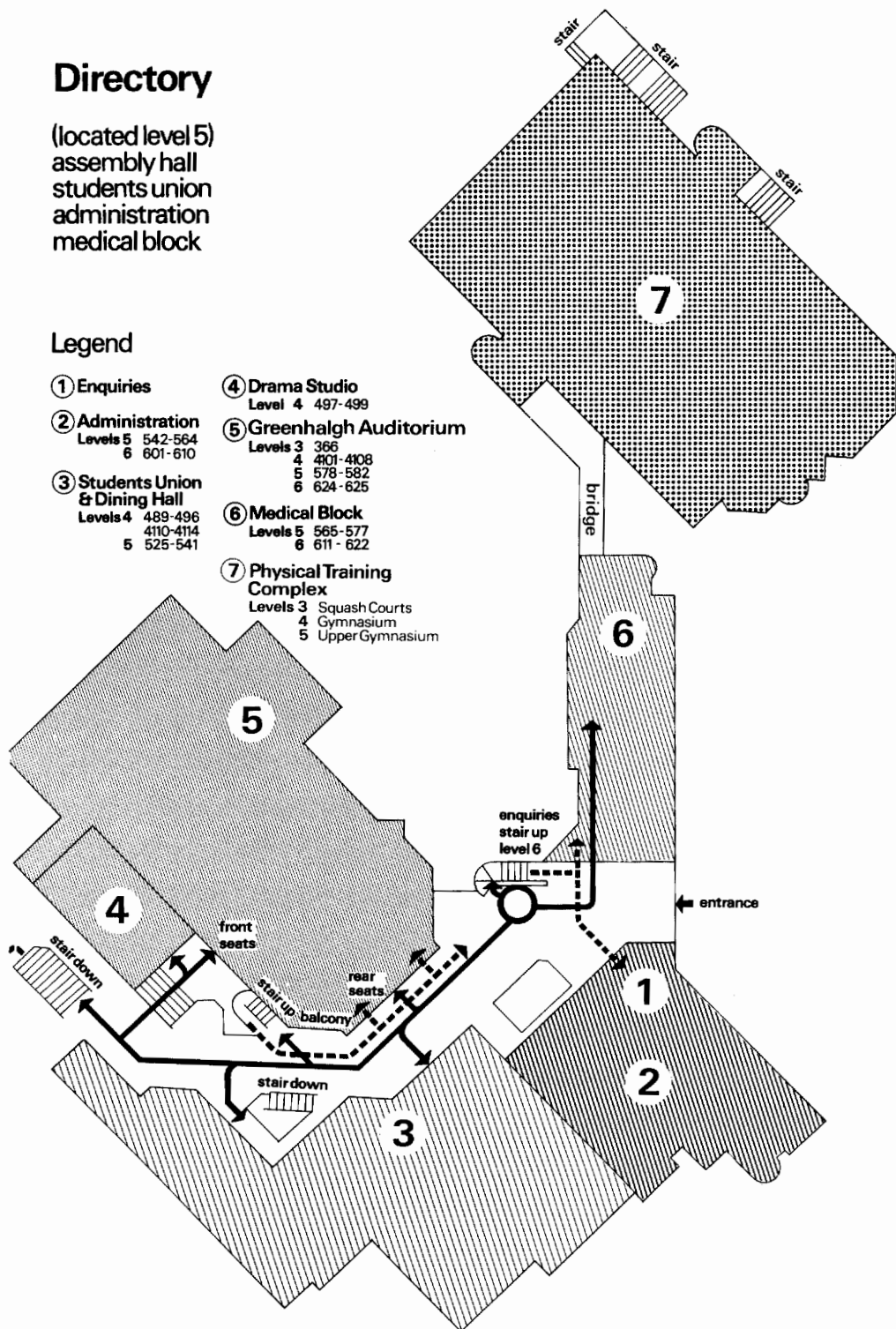


Directory

(located level 5)
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 Greenhalgh Auditorium
Levels 3 366
4 401-408
5 578-582
6 624-625
- ⑥ Medical Block
Levels 5 565-577
6 611-622
- ⑦ Physical Training
Complex
Levels 3 Squash Courts
4 Gymnasium
5 Upper Gymnasium



Campus Plan

Legend

- | | |
|------------------------------|----------------------------|
| 1 bus bay | 9 union and administration |
| 2 parking | 10 assembly hall |
| 3 house officer's residence | 11 resources centre |
| 4 oval | 12 arts and crafts |
| 5 change rooms | 13 teaching education |
| 6 basketball courts | 14 science block |
| 7 physical training complex | 15 greenhouse |
| 8 medical and teaching block | 16 proposed training pool |

