

D.W. McNALLY.

Westmead
Teachers
College
Handbook 1970

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WESTMEAD TEACHERS COLLEGE

In October, 1968, the Minister for Education announced that the Westmead Boys' Junior High School would close in December that year and the buildings it was occupying would be utilized as emergency accommodation for teacher education. The college to occupy the buildings would be the first tertiary institution to be established in the rapidly developing western and southwestern suburbs of Sydney. On 3rd January, 1969, the Director-General of Education announced the establishment of "The Teachers College, Westmead".

The inaugural staff meeting was held at the college on 28th January, 1969, at which the staff met the Principal, Dr H. Campbell and the Registrar, Mr G. Boyd, who had commenced duty at the college shortly after the Director-General's announcement. Staff present at that meeting were:

Miss K. Wall (Warden of Women), Miss R. Grieve, Miss J. Smith, Messrs M. Dyer, N. Hunt, D. Mahony, W. Martin, L. McGuinness, A. Orr, A. Roberts, D. Tosh, and Dr D. McNally. The Vice-Principal, Dr G. Smith, was appointed to the college on 3rd February, 1969.

By the week commencing 24th February, 1969, when the first session of the college of 150 students undertaking a General Primary course enrolled, building alterations and renovation were well under way. The college faced grave problems in the use of buildings, especially with regard to library facilities and student amenities. These difficulties were accentuated by the destruction (by fire on 30th March, 1969) of a building containing two lecture rooms, Warden of Women's suite, nine staff studies and two storerooms. A brick-veneer building of two floors with an assembly hall in the basement is being erected to replace the accommodation destroyed by the fire and to provide increased facilities.

WESTMEAD TEACHERS COLLEGE

STAFF 1969

Principal:

Hugh CAMPBELL, B.A., B.Ec., M.Ed. (Syd.), Ph.D. (Lond.),
F.A.C.E.

Vice-Principal:

Géorge T. SMITH, B.A. (Syd.), Ph.D. (Lond.), M.A.C.E.

Warden of Women:

Kathleen WALL, B.Sc., Dip.Ed.

Registrar:

Graham D. BOYD (Jan. to Dec.)
Arnold W. FOOTE (Dec. to Present)

Librarian:

Margaret A. CLINCH, B.A., Dip.Lib.

Art and Craft:

- ✓ Neil N. Hunt, A.S.T.C.
- ✓ Janice E. Smith.

Education:

- ✓ Douglas W. McNally, B.A., Ph.D. (Syd.).
- ✓ William J. Martin, B.A., M.Ed.
- George T. Smith, B.A. (Syd.), Ph.D. (Lond.), M.A.C.E.

English:

- ✓ Rosemary J. Grieve, B.A.
- Allen S. Roberts, B.A., Litt.B., M.A.C.E.

Health Education:

Margaret Dawkins, M.B., B.S., B.Sc.

Library:

Margaret Brierley, B.A., Dip.Lib. (Library Assistant).
Margaret A. Clinch, B.A., Dip.Lib. (Librarian).
Kathleen E. Gloster (Office Assistant/Typiste).
Trudy N. Santos (Library Assistant).

Mathematics:

Leslie J. McGuinness, B.Sc.

Music:

Michael G. Dyer, D.S.C.M., A.R.C.O., C.R.A.M., A.R.C.M.
(Lond.).

Physical Education:

Darcy M. Tosh, B.A., Dip.P.E.
E. Allison Cory, Dip.P.E. (Visiting Lecturer).

Registry:

Graham D. Boyd (Registrar).
Christopher J. Bugden (Attendant).
Doris L. Campbell (Shorthandwriter/Typiste).
Arthur F. Long (Clerk).
Eric L. Milgate (Janitor).
Barbara D. Pedzik (Office Assistant/Typiste).
Vacant (Attendant).

Science:

Kathleen Wall, B.Sc., Dip.Ed.

Social Studies:

David L. Mahony, B.A., Litt.B.
Alan M. Orr, B.Com.

COLLEGE CALENDAR 1970

It is anticipated that most students will be enrolled in a 2-year course which will consist of four semesters, two in each year and that some students may be given the opportunity to undertake a third year of two extra semesters. At the end of each semester, of approximately 13 weeks duration, there will be a week during which the students progressive assessment throughout the semester will be evaluated.

In order to be in keeping with other departmental institutions the college will observe the normal three-term academic year. Thus each semester consists of approximately a term and a half.

CALENDAR

FIRST SEMESTER

January 27, Tuesday	..	..	Schools Resume
February 2-13	..	..	Unsupervised Practice.
February 23-July 24	..	..	Semesters 1 and 3
March 27-31	..	..	Easter Break
April 29	..	..	Captain Cook Bicentenary
May 8-18	..	..	School Vacation
May 11-29	..	..	College Vacation
June 2-26	..	..	Practice Teaching
June 15	..	..	Queen's Birthday
July 20-24	..	..	Assessment Week

NOTES

	Mon.	Tues.	Wed.	Thurs.	Fri.
January	26	27	28	29	30
	2	3	4	5	6
	9	10	11	12	13
February	16	17	18	19	20
	23	24	25	26	27
	2	3	4	5	6
March	9	10	11	12	13
	16	17	18	19	20
	23	24	25	26	27
April	30	31	1	2	3
	6	7	8	9	10
	13	14	15	16	17
May	20	21	22	23	24
	27	28	29	30	1
	4	5	6	7	8
June	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
July	1	2	3	4	5
	8	9	10	11	12
	15	16	17	18	19
August	22	23	24	25	26
	29	30	1	2	3
	6	7	8	9	10
September	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	1

FOR 1970

SECOND SEMESTER

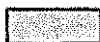
July 27--December 18 ..	..	Semesters 2 and 4
August 17--September 4 ..	..	College Vacation
August 20--September 7 ..	..	School Vacation
October 5--Monday ..	..	Six Hour Day
November 16--December 11 ..	..	Practice Teaching
December 17, Thursday ..	..	Schools Close
December 18, Friday ..	..	College Closes
December 7-18 ..	..	Assessment

NOTES

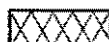
	Mon.	Tues.	Wed.	Thurs.	Fri.
July	27	28	29	30	31
	3	4	5	6	7
	10	11	12	13	14
August	17	18	19	20	21
	24	25	26	27	28
	31	1	2	3	4
September	7	8	9	10	11
	14	15	16	17	18
	21	22	23	24	25
October	28	29	30	1	2
	5	6	7	8	9
	12	13	14	15	16
November	19	20	21	22	23
	26	27	28	29	30
	2	3	4	5	6
December	9	10	11	12	13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



Vacations



Practice



Assessment

GENERAL INFORMATION FOR STUDENTS

GENERAL INFORMATION

A. ENROLMENT

1. Registration Procedure

Before N.S.W. Education Department Scholarship students can be formally enrolled, they are required to produce their Birth Certificates and the warrants for their admission to college as issued to them by the Teachers College Scholarships Section of the Department of Education.

Payment of allowance will depend upon these documents being received, and in no case can a student be paid an allowance for any period prior to such formal enrolment, notwithstanding that he may have been in attendance at lectures. Students who do not hand in these two documents at the opening assembly should lodge them at the Registrar's Office without delay.

To complete their enrolment, new students are requested to fill in admission cards which will be made available to them upon their arrival at college, and to pay their General Service Fees.

See note regarding Private Fee Paying Students.

2. Bonds

No student, until he has completed his bond, can be regarded as having properly enrolled; consequently, payment of scholarship allowance may be withheld.

3. Scholarship Allowance

For full details of scholarship allowances students should consult the current Teachers College Scholarship Handbook.

The rate of scholarship allowance is determined individually for students at the time of award of scholarship. Should a student feel that he is eligible for a higher rate of scholarship allowance, or that, because of changed circumstances, he has become eligible for such a higher rate during his course, he should in the first instance consult the Registrar. If the student then wishes to apply for an increase in

scholarship allowance he must make application in writing to the Principal. Allowances are paid by cheque each fortnight at the college. Should a student lose his allowance cheque he should advise the Registrar without delay.

The Department of Education gives each student on a scholarship allowance a grant of \$34 each year for the purchase of books and materials which will be of value in the student's training or teaching. This allowance is included in the first scholarship allowance cheque.

4. Students' Residences and Change of Address

Students, unless living at home or with relatives, are required to reside in premises approved by the Principal. Immediate notification should be given in writing to the Registrar whenever place of residence is changed.

B. LEAVE OF ABSENCE

Students absent from lectures for any reason must submit applications to the Registrar on the appropriate card available outside the Janitor's office. A doctor's certificate is compulsory with an application for leave for illness of more than 3 day's duration. A medical report may be required in support of an application for leave for any period when the absence arises from illness.

Cards returned to students granted leave must be kept, and the full record of previous absence during the term must be written on each new application. All sections of the card including the lower portion must be completed except the part marked OFFICE USE ONLY. Appointments with doctors, dentists and others should not be made between the hours of 9 a.m. and 5 p.m. on college lecture days. Where special circumstances exist representations can be made for special leave in advance.

Applications for leave must be made in advance in all instances where absences can be anticipated and should be made in sufficient time to ensure receipt of approval.

In all other cases of absence for any reason (including illness) students must inform the college by telephone early on the first morning of absence.

Before leaving the college during the day for reasons of illness, students should report first to Vice-Principal or Warden of Women Students, Medical Officer, or Section Adviser.

A record of unsatisfactory attendance at lectures and demonstrations could be a sufficient reason for withholding a recommendation for certification.

C. TRAVELLING EXPENSES

5. Refund of Fares

The Department of Education refunds to students their travelling expenses incurred in visiting Sydney for the purpose of interviews and enrolment. Claims should be made to the Registrar on the prescribed forms obtainable outside the Janitor's office, and should show all relevant details. Where first class travel is involved, ticket numbers are required. If these numbers are not available or known, a statutory declaration to the effect that the tickets were purchased should be attached to the claim. Refunds are made by the Department later in the year. In addition, a claim for refund of expenses incurred for medical examination prior to enrolment should be included on this claim.

6. Concession Fare Certificates—Daily Attendance at College

Students entitled to concession fares on trains, omnibuses, or ferries should obtain the correct certificate from the Janitor. Students should ensure that these forms are completed in full, special attention to be given to correct dates of terms. When completed, certificates are to be returned to the office for attestation by the Registrar.

7. Demonstration and Practice Teaching Expenses

Students are entitled to a refund of the difference between the cost of travel to Practice and Demonstration Schools, and the cost of travel to college. When attending these schools it should be remembered that the cheapest possible route should be used at all times. Claim forms for the refund of these expenses are available from the Janitor. Refunds are paid to students at the advertised times.

8. Concession Fare Certificates—Vacation

Concession fare certificates for rail travel during recognized college vacations are available from the Janitor. It is necessary that designations be inserted and that the forms be properly completed before lodging at the office for attestation by the Registrar. Certificates should be completed several weeks before the commencing date of vacations to enable sufficient time to reserve accommodation on country trains.

9. Concession Fare Certificates—Weekend

Country students may obtain concession fare certificates for weekend travel by rail providing they travel to the railway station nearest their home address. Student concession fare certificates must be endorsed "Travelling Home and Returning to College", and certificates must be handed in at the office for signature no later than the Wednesday preceding the weekend for which the concession is required.

Concession fare certificates are also available to groups of students proceeding on organized college activities. Students arranging such activities should make the necessary arrangements with the College Registrar at least one week in advance.

10. Travelling Allowance

Students in receipt of the living at home rate of allowance, and living beyond a radius of seven miles from the college are entitled to a special \$10 allowance annually to cover excess travelling expenses. Application must be made in writing on the appropriate form to the Registrar during the last week of first term.

D. COLLEGE HOURS

The college is closed at 5 p.m. No student may remain later without permission from the Principal.

The Registrar's Office will open for business from 9 a.m. to 5 p.m.

The College Library is open from 8.30 a.m. to 5 p.m. during term and from 9 a.m. to 5 p.m. during college vacations.

E. COMMON ROOMS

Gambling of any kind is strictly prohibited. Smoking is permitted only in Common Rooms and quadrangles. Smokers are requested to dispose of butts, matches, etc., into the various receptacles provided.

Students are requested to co-operate in the maintenance and improvement of buildings, furniture, grounds, and in the proper disposal of unwanted papers and materials. Damage to property must be reported to the Janitor immediately. Students should confine eating their meals to the Dining Room as much as possible.

Students may use lecture rooms for private study purposes, if they so desire but are strongly advised to use the Library for this purpose.

F. LECTURES

Lectures will be conducted each day between 9.10 a.m. and 4.50 p.m. and each lecture will be of 45 minutes duration (1969).

Students have the responsibility of ensuring punctuality for all lectures. No bells or other warning alarms are used.

If a lecturer is not present within five minutes after the time for commencement of a lecture the Registrar should be informed by the section representative and the section may then be dismissed for library study.

G. MARRIAGE

A female student who intends to marry must notify the Principal in writing 2 weeks in advance. If she is prepared to continue training after marriage, and to accept employment on such terms as the Director-General of Education is able to offer, her scholarship will be continued. Before such continuation is approved, an undertaking to this effect must be signed by the student. This may be obtained from the Registrar's Office, and when signed, should be attached to the notification of intention to marry.

Any student who marries must present the marriage certificate at the Registrar's Office for notation and adjustment of the rate of allowance, if applicable.

H. MEDICAL BENEFITS AND ACCIDENT INSURANCE

Students who are not covered for medical benefits by a fund or society to which their parents belong are advised to join such an organization themselves. Many students join the New South Wales Teachers Federation Health Society which has a special rate of contribution for students.

Students should note that all expenses incurred by them in connection with any illness are personal ones which they must pay.

There is an accident insurance scheme for Teachers Collège scholarship holders, who enjoy the same protection as workers under the Workers' Compensation Act in respect of injuries sustained in the course of their training, while travelling between their homes and colleges and while engaged in activities regarded as an integral part of their training. Report of injury forms and statement of witness forms are available from the Registrar's Office.

I. MEDICAL EXAMINATION

The Department requires all persons entering the teaching service to be medically examined for both suitability for teaching and superannuation purposes. These examinations will normally be carried out by the Collège Medical Officer during the final year of student training.

Where it is considered necessary some students may be asked to report to the Medical Officer periodically for medical supervision of some known disability.

J. MEDICAL OFFICER

The Collège Medical Officer does not treat students, but is available for advice on health matters when in attendance at the college.

Appointments with the Medical Officer may be made at the Registrar's Office.

K. NATIONAL SERVICE

Male students who turn 20 years of age are reminded that they must register for National Service. Students are required to advise the Registrar of their National Service Registration Numbers. Out-going students are required to notify whether or not they will be called up for full-time National Service Training, the result of the medical examination when known, and other relevant information.

L. PART-TIME EMPLOYMENT

Students are not permitted to undertake employment during term time which could interfere with their college work. Any proposed employment should be discussed with the Staff Adviser.

M. STAFF ADVISER

Each section will have a Staff Adviser and students who seek information relating to their work or advice which they think a college lecturer may be able to give them, should apply in the first instance to the Staff Adviser.

Students may discuss matters with the Warden of Women Students, Vice-Principal or the Principal at any time if they consider it necessary or desirable.

N. STUDENT CORRESPONDENCE

Students who are obliged to communicate in writing with the Principal or Registrar or any college officer should indicate, immediately below their signature the section number or group to which they belong. Students wishing to communicate in writing with the Department of Education, the Minister for Education, and the Public Service Board, must send their letters through the REGISTRAR of the college. (The postal address of the college is: Hawkesbury Road, Westmead 2145.)

O. COLLEGE TELEPHONE NUMBERS

The official college telephone numbers are 635 3244 and 635 9248.

Students are requested to advise persons who may wish to contact them that messages will only be taken by the Registrar's staff in cases of emergency.

P. SPECIAL UNIFORMS

Students are required to wear approved uniforms for Physical Education lectures.

Q. PRIVATE FEE PAYING STUDENTS

Tuition fees are \$350 p.a. and should be paid either in a lump sum by Friday of the fourth week of Lent Term or by Term instalments to be paid by the Friday of the fourth week of each Term.

Term instalments are:

Lent Term—\$150.

Trinity Term—\$100.

Michaelmas Term—\$100.

Private students are required to pay the same general service fee and college dues as are payable by scholarship students.

Persons interested in attending Westmead Teachers College as private fee paying students should contact the Principal for information regarding admission.

STUDENT FEES

The completion of enrolment of all students is dependant upon the the payment of College Fees as follows:

- (1) All students on enrolment are required to pay a General Service Fee of \$20. This fee is used through the finance committee of the college to improve services and facilities and includes a contribution for art and craft materials as well as for some student council activities.
- (2) Students on suspended scholarship, e.g. repeating without allowance, are required to pay fees in accordance with this schedule.
- (3) Students on approved leave of absence are not required to pay college fees.
- (4) Private Students—see paragraph Q of General Information.

CLASSIFICATION AND ASSESSMENT

CLASSIFICATION AND ASSESSMENT

1. Each year will consist of two semesters.
2. One week at the end of each semester will be used to collate results, review practice teaching reports, and to discuss progress with individual students.
3. Each subject or field of study shall be graded according to the quality of each student's work during the semester.

- grades
changes*
- A Outstanding
 - B Merit
 - C Pass
 - I Work incomplete at this stage
 - F Fail

4. The staff will consider each student's progress at the end of each semester and recommend one of the following:

*More
detail
here*

(a) *Recommendations during the course*

Course complete—progress to the next semester. ✓

Course incomplete—

requirements for completion will be shown. This may require further work, a compensatory performance next semester, further practice teaching;

repeat the semester with/without allowance, in some cases leave may be granted without allowance so that a semester may be repeated later;

discontinue course.

*Incorporate
information from
D. of Ed. i.e.
Sect 2(a) & 2(b)*

(5) (b) *Recommendations at the end of the course*

Course complete—attainments satisfactory for a Teacher's Certificate. (Note: A Teacher's Certificate is awarded by the Department of Education as a result of satisfactory completion of a course at a Teachers College and a satisfactory teaching record during a period of probation as a teacher. The probation period is for 3 years for a 2-year trained teacher, for 2 years for a 3-year trained teacher, and for 1 year for a 4- or 5-year trained teacher.)

Course incomplete—

attainments satisfactory for a Conditional Teacher's Certificate. The conditions to complete attainments will be shown;

non-appointment, repeat semester, with or without allowance;

non-appointment.

5. Examinations may be held at the end of the year for those few students who are eligible because of their reasonably satisfactory performance during this year. ✓

6. The criteria for completion of a semester's work will be:

(a) Attempted all work and been awarded a grade of A, B, or C in each subject or field of study. ✓

(b) Work incomplete but there is valid evidence to excuse some relatively minor deficiencies. ✓ *what kind of evidence*

(c) Passed examinations if granted. ✓ *State in which time*

(d) A satisfactory record at practice teaching. ✓

7. Although a pass is required in each subject to complete a semester's work special circumstances may be taken into consideration to grant concessions to those students who have shown a satisfactory record in every subject, and a commendable attitude to teaching. Such students may be conceded a pass or granted some other concession. ✓ *Discipline*
not in
Edg.
as
in 2 (A)
Slip

8. Students will be notified individually on a report form of their results and the recommendations each semester. ✓

9. Students will be informed early each semester of the requirements during the semester. The student body will be represented on an Assessment Committee to consider plans submitted by the subject departments of the college. ✓

10. Departmental Classification Regulations

(A) Public Service Regulation 370:

"Persons before being appointed to any position in the Teaching Service must give satisfactory evidence of good character, of ability to teach, and of physical fitness, and must also have undergone a course of training in a Departmental Teachers' College, or such other course of training as may be approved by the Board".

Regulation 371 states, *inter alia*, that:

"In respect of a person trained in a Departmental Teachers' College, the Principal of the College shall recommend to the Director-General of Education whether such person satisfies the requirements of Regulation No. 370 and is eligible in educational attainments for a Teacher's Certificate or a Conditional Certificate.

"Any person trained in a Departmental Teachers' College not deemed eligible in educational attainments or teaching ability for a Teacher's Certificate or a Conditional Certificate may be granted an additional period of training at a Teachers College on such conditions as may be determined on the recommendation of the Director-General of Education."

- (B) All ex-students with the requisite academic qualifications will be eligible for the Teacher's Certificate on the successful completion of their probationary period.
- (C) (a) The period of probation for ex-students recommended for a Teacher's Certificate shall be:
 - (i) three years for an ex-student with two years' training;
 - (ii) two years for an ex-student with three years' training;
 - (iii) one year for an ex-student with four years' training;
 - (iv) one year for an ex-student with five years' training.
- (b) The period of probation for ex-students recommended for a Conditional Certificate shall be three years.
- (c) After the stipulated period of probation has been served, the Director-General of Education may recommend to the Public Service Board that:
 - (i) the award of a Teacher's Certificate be confirmed;
 - (ii) a Conditional Certificate be awarded with an endorsement to indicate the requirements to be met by the ex-student for a Teacher's Certificate; or
 - (iii) an additional period of probation be granted; or
 - (iv) the services of the ex-student be terminated.
- (d) Where the probationary period is extended, the Board, on the recommendation of the Director-General of Education, shall determine whether the teacher during such period is to be deemed to be a Certificated, or Conditionally Certificated, Teacher on probation.

- (e) A teacher whose employment on the expiry of the probationary period is authorized with paragraph (c) above with a status lower than that for which his attainments make him eligible, shall be required to satisfy the general provisions of these regulations for improvement in status.
 - (f) An ex-student shall be notified on his appointment of the nature of the recommendation concerning his certificate made by the Director-General of Education to the Public Service Board. (Regulation 393, subsections D-K.)
-

PRIZES

It is hoped that various local bodies and organizations and government departments will make available prizes for recognition of academic and other achievements during the college course and that these prizes will be presented at the students graduation.

PRACTICE TEACHING

PRACTICE TEACHING

Normally students will have two periods of one month in schools each year for the purpose of practice teaching. Principals and staffs of schools as well as college supervisors try to ensure that students have an opportunity of applying the principles they have learned in college courses to the varying levels of age and ability to be found in the typical school. This is considered to be a very important aspect of the student's education and one in which use of the professional knowledge and skills of practising teachers is absolutely essential.

At the conclusion of the summer vacation after the first year in college students have 2 weeks of unsupervised Practice at schools near their homes. This gives students an opportunity to experience new schools and to try themselves out in various ways without the constraints that supervision sometimes involves.

During practice teaching students are expected to teach, to observe, and to participate in the organization, administration, and supervision of the school so that at the end of the course at the college they will be expected to assume full responsibility for teaching a class and participating in the administration of the school.

DUTIES ASSOCIATED WITH TEACHING

1. Students are required to teach for approximately 6 hours a week.
2. Initially such teaching will be done in the presence of the class teacher, but it is desirable for the student to have a good deal of experience taking the class on her/his own. This would be a matter for decision by the teacher who will remain responsible for the class at all times. At no time will students be expected to take the place of absent teachers but they are expected to make a positive contribution to the work of the school wherever possible.
3. The student should consult the teacher with regard to the content and method of lessons but here again more and more responsibility will be given to the student as she/he develops as a teacher.
4. No lesson is to be taught without adequate preparation and lesson notes. This does not prevent students from supervising classes doing work set by a teacher.

5. Lesson notes shall be prepared for the day's lessons before the day's work begins. Generally students are required to prepare their notes in their own time but sometimes the school has special texts, facilities and equipment which would make it preferable to prepare them at the school on the days before the lesson.

6. The lesson notes shall be set out in a form required by the college.

7. If possible the notes should be read by the teacher each day and initialled to show his approval.

8. Students should be encouraged to experiment in a variety of techniques and to show initiative in teaching methods but at no time should the progress of the class be placed in jeopardy.

9. In the first practice, lessons should be restricted to English, Mathematics, and Social Studies.

10. In making arrangements with the Principals of the schools students should keep in mind the desirability of having experience over the 2 years on a wide range of classes and levels of ability throughout the Primary School. Women students are advised especially to be well acquainted with teaching in the earlier classes. Although details are not available yet it is likely that a number of women students will have some work on teaching in the Infants School as part of their course. Teaching earlier classes in the Primary School may give them some insight into their inclination in this regard.

DUTIES ASSOCIATED WITH OBSERVATION

1. In general, students should spend their time in a classroom whilst the school is in operation, unless they are performing duties assigned to them elsewhere.

2. Observation should supplement the content of the lectures at the college and may consist of investigations into some general principles of education, school organization, specific methods, teaching aids, specific projects requested by the college.

(a) *General principles of education*

- (i) Organization of the school into classes.
- (ii) A detailed study of the nature of individual differences and provision for them in the classroom.
- (iii) Remedial work within classes and in the school generally.
- (iv) Tests and examinations.
- (v) Age differences in play and social activities.

- (vi) Examples from pupils' speech and explanations to demonstrate the development of sophistication of concepts, of patterns of thought, of the emergence of a different emphasis in intellectual functions such as memory, reasoning, inference, and the like, with increasing age and experience.
- (vii) The impact of attitudes on progress in school and the origins of favourable and unfavourable attitudes.
- (viii) School discipline.
- (ix) Pupils with problems. The school counselling service.
- (x) Teacher characteristics and skills effective in teaching. This does not include the evaluation of teachers but rather the observation and deliberate practice of speech, manner, and deportment which the student considers effective.

(b) *School organization*

- (i) Playground supervision.
- (ii) Attendance and punctuality.
- (iii) Liaison with individual parents; parent/teacher co-operation. The P. & C. Association. Attendance at a meeting if possible.
- (iv) The staff meeting.
- (v) Organizing excursions and the like.
- (vi) Time-tables.
- (vii) Proceeding to class and leaving the classroom.
- (viii) School sport.
- (ix) School health services.
- (x) Official forms. (Students should be required to fill these in wherever possible.)
- (xi) Examination results.

(c) *Specific methods*

- (i) Programmes of work.
- (ii) Effective methods of teaching specific subjects.
- (iii) Lesson progression to constitute a series of lessons.
- (iv) Activity methods and pupil participation.
- (v) Lesson evaluation.
- (vi) Specific techniques in teaching particular aspects of subjects.

- (vii) Follow-up work and remedial work.
- (viii) The fundamentals of reading, writing, and number.
- (ix) Marking pupils' books and assignments.
(All students should participate actively as well as observe in (viii) and (ix) above.)
- (d) *Teaching aids.* Students should observe the nature of and the use of teaching aids throughout the school.
 - (i) Classroom "decoration".
 - (ii) The storage of aids.
 - (iii) Special aids such as pictures, diagrams, maps, etc.
 - (iv) Models.
 - (v) The use of radio, films, TV, etc., in teaching.
- (e) *Specific projects requested by the college.* From time to time students will be requested to carry out projects in connection with their professional development. This may require them to collect data for college research; to investigate some aspect of education themselves, etc. It would be appreciated if the schools would co-operate in this but at no time does the college intend to infringe upon the organization of the school, the privacy of the pupil or the business of the teacher. There are many problems of research techniques and problems of education and teaching the students could know about and this would be the aim of this work.

Students are required to discuss these matters with the Principal in the first instance and the Principal is invited to take up any aspect which might concern them with the Principal or Vice-Principal of the college. In turn, the college would welcome suggestions for research from the schools.

Duties associated with the organization, administration and supervision of the school

Students are expected to participate in all activities of the school and to be of assistance generally as required by the Principal as though they are teachers. However, responsibility will always remain with the teachers because the student has not the legal status of an employee. Therefore students should not be required to undertake responsibilities on their own which may involve them in legal responsibility. Students may be regarded as useful, able and willing assistants to the teachers in these matters. This should not diminish their professional integrity in any way and yet it affords them the legal protection they need.

MICRO-TEACHING

During the practice teaching period in a student's first semester some micro-teaching practice is encouraged.

A. The concept of micro-teaching

It is recommended that in their first practice, students should have as their basic aim, the development of some first hand knowledge of children. It is important that right at the outset, first year students should learn all they can about methods of communication and influence with children, of child reaction to adult behaviour, of misunderstanding by children, etc., these things to be discovered in work with small groups preferably of not more than six. In this more intimate teaching situation, the student is not hampered too early by the more complex task of whole class management.

This experience is to form the basis of a more perceptive approach to class teaching, which, if attempted too early, can produce the appearance of teaching without learning occurring; it can be a glib performance on the part of the student.

B. The role of the student

In order to understand and develop the important personal relationships upon which effective teaching is ultimately based, the following opportunities might be provided:

- (1) The student may assist the teacher with a lesson given by the teacher.
- (2) He may undertake the supervision of children in one block, doing this at the same time as the teacher is supervising the rest of the class.
- (3) He may be asked by the teacher to participate in the lesson, presenting part of it to the children, e.g., correcting dictation, revising certain mathematical concept, etc. Such activities will help in the development of confidence and give real purpose to the student's observations.
- (4) The student may be given a small group to take separately from the class, giving these children the lesson the teacher is giving to the rest of the class.

C. The role of the class teacher

The class teacher acts as tutor to the first year student and the teacher will decide on the nature of the different experiences that can be given to the student in this initial gradual approach to teaching.

Differential treatment of students will occur as students will progress at different rates. A member of the college staff will give counselling to the student which will be complementary to the work of the teacher when he has a chance of visiting the school.

It is *not* suggested that the student will not teach the whole class in the practice school; but it *is* stressed that no particular virtue lies in speeding the student to this experience. It would be folly to regard full class teaching in such a way that students sense some kind of contest as to who shall be first allowed to try it. The virtue lies rather in seizing and making opportunities for the beginner to develop knowledge of child behaviour in the school setting, child reaction to adult behaviour, and an attitude towards teaching and learning. Excessive eagerness to take the whole class should not be ruthlessly damped, but it should not be unduly encouraged. It is hoped, however that, by the final week of the practice, the majority of first year students would be attempting some lessons on the whole class.

UNSUPERVISED PRACTICE

During the summer vacation students are required to undertake a period of unsupervised practice teaching. This will normally be for a period of 13 school days and will commence on the Monday of the 2nd week of the school term.

This practice is arranged so that students may gain added familiarity with class management and teaching procedures, particularly in those areas where they feel their weaknesses lie, and may widen their experience of school situations generally, without having the feeling that their progress is continually being judged.

During third term students will nominate the school of their choice for this practice, and subject to college and school approval students will receive confirmation of arrangements. Wherever it is convenient for the school, it is anticipated that students will ask to be appointed to classes they have not previously taught. Lesson notes should be prepared and students will be expected to fulfil all the teaching requirements of a normal practice. No mark will be awarded, but the Principal of the school will report to the college on each student with regard to attendance and deportment.

As no travelling or other expenses incurred by the student will be refunded, students are advised to nominate schools close to their homes.

DEMONSTRATIONS

DEMONSTRATIONS

WESTMEAD DEMONSTRATION SCHOOL

Staff 1969

Principal: Mr. R. BRILL, L.Th.

Deputy Principal: Miss A. JACOMBS

Mistress of Infants' Department: Mrs G. DALTON

The Demonstration School is situated in Hawkesbury Road, Westmead, adjacent to the college. This school, classified as a 1st class school, is staffed with experienced teachers who have been specially chosen by the Department of Education to demonstrate methods of teaching to college students. The importance of this school, which all students visit weekly for the purpose of observing lesson techniques, cannot be overestimated, for it is here that the students become familiar with the practical application of the methods which have previously been considered in college lectures. Thus the school plays an integral role in teacher training and works replace the liaison with the college.

Demonstrations will be held to illustrate techniques of teaching. In many instances they will be confined to a specific topic but attempts will be made to include also demonstration of techniques to cover a sequence of lessons or to follow up a theme. The lessons will be given by class teachers at the Primary and Infants Departments of the Westmead Public School although demonstrations will be arranged in other schools from time to time.

The teachers will prepare notes for each lesson and these will be supplied to the students before the lessons are given. Generally there will be a discussion of the notes and of the problems involved in the lessons before they are given. This is intended to provide a guide for the students' observations. After the lessons there will be an opportunity to discuss the lessons with the teachers. Hence it should be possible for students to link their observations with their method lectures at college both in Education and specific subjects. Students will be required to prepare reports on the lessons observed as part of their college work. It is anticipated that such directed observation will enable the students to gain insight into teaching techniques, the approach and demeanour of skilled teachers, and the reactions of pupils at different age levels to apply to their own work style at practice teaching.

Other important services rendered by the demonstration school are:

- (1) It affords the necessary link with college theory and allows that theory to be demonstrated in practice, at the same time providing the opportunity for students to "keep in touch" with children in the 5 to 12 age group.
- (2) It allows students to observe at first hand modern teaching methods, modern equipment and experimentation in classroom dynamics.
- (3) Opportunities may occur for students to participate in some of the demonstration lessons.

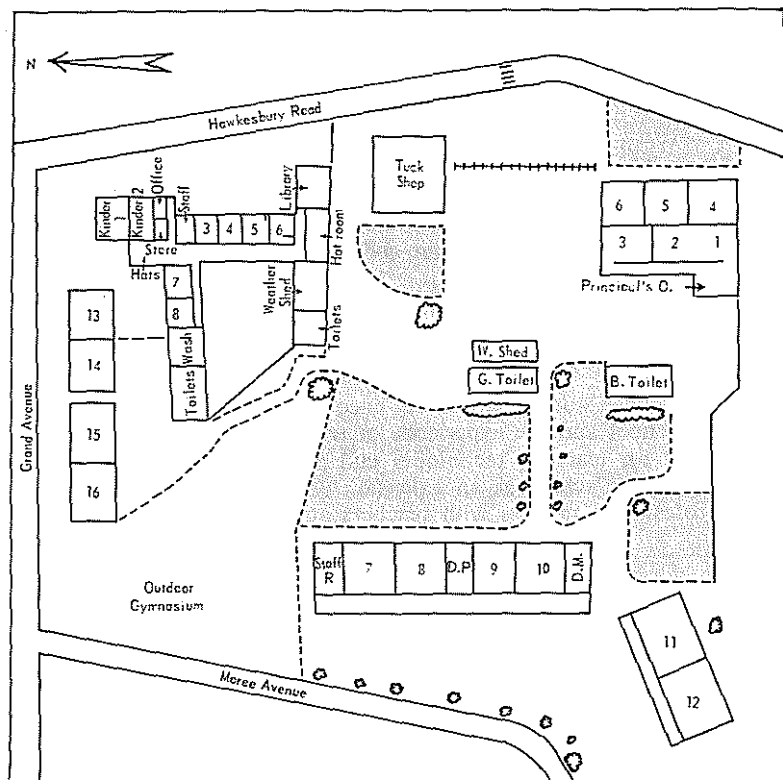
The Principal of Westmead Demonstration School has stated:

"Westmead Demonstration School is probably unique in the State because of its close physical association with a Teachers College. This has led quite naturally to a functional integration wherein primary goals are more effectively achieved while meeting new service needs of the college.

"The school lays stress on the natural conduct of its affairs, preserving a picture of a normal school working in a completely normal way. Every effort is made to avoid showy display and artificiality.

"College students are freely encouraged to use the resources of the school and the experience of teachers to assist them in their quest for teaching techniques and practices. They may care to regard the school as an extension of the college, and to discuss professional matters with teachers at convenient times."

WESTMEAD DEMONSTRATION SCHOOL



LIBRARY

The College Library is an organized collection of material selected to serve the college students and lecturing staff in the completion and preparation of courses provided by the college.

At the present there is a relatively small collection of books and non-book material which is growing rapidly. Students who use the library frequently while at college will find that this will not only benefit them in their studies here, but will provide them with experience of great value in their years of teaching.

HOURS

8.30 a.m.—5.00 p.m. Monday to Friday during term.

9.00 a.m.—5.00 p.m. Monday to Friday during vacation.

BORROWING

All students may become borrowing members of the library by filling in a simple form in the library at the beginning of each college year. Each student may have four books on loan to him at any particular time. If a student thinks he has lost a book he must inform the Librarian. If the book is not subsequently found, it must be replaced or paid for.

The normal period of loan is 2 weeks, but this may need to be reduced if a book is particularly in demand, so that the maximum number of students may use it. Students must co-operate in returning books on time, in order that they may be used by other students. Books not in demand may be renewed. Reservations may be made for the use of books which are currently on loan to other students or members of staff.

ARRANGEMENT OF THE COLLECTION

The books in the library are arranged according to the Dewey Decimal System of Classification. This system, which is the one used in most Australian Libraries, places material on related subjects close

together on the shelves so that it may be easily referred to. The general grouping of this system is as follows:

SUBJECT FIELDS	DEWEY NUMBERS
General Works, e.g., encyclopaedias and dictionaries	000-099
Philosophy and Psychology	100-199
Religion	200-299
Social Sciences	300-399
Language	400-499
Science	500-599
Technology	600-699
The Arts	700-799
Literature	800-899
Geography, Biography, History	900-999

Students who use the library will soon become familiar with the Dewey numbers for the general subjects which they refer to frequently, e.g., EDUCATIONAL PSYCHOLOGY—370.15. An outline of the arrangement of material in the various library rooms is posted in the library.

The catalogue is an alphabetical index on cards to material held by the library, and indicates by a shelf number the location of such material. There are author, subject and title entries arranged in one alphabetical order. However, title entries are made only for books which have distinctive titles, such as *From Zero to Infinity*, and for works of literature, e.g., *The Burnt Ones*.

Other books can be found by looking under the author's name, if this is known, or otherwise through reference to a subject entry such as TEACHING MACHINES. Students who are unfamiliar with library catalogues, or are experiencing difficulty in finding particular books or information should ask the library staff for assistance.

There are also collections of non-book material arranged in various ways. The library staff will help students where necessary in locating this material.

USE OF THE LIBRARY

Bags should be left outside the library. Any books brought into the library, for use inside must be shown to the librarian on duty at the loan desk. As well as being a source of material for borrowing, the library is a centre for quiet individual study. Students using the library must respect the needs of other students by not disturbing

them with undue noise. It should be remembered that the library staff wish to help students to locate particular books and information if they are having difficulty in the library. In this way, students who are unfamiliar with individual library use may learn the techniques for making fuller use of the libraries' resources.

METROPOLITAN WEST AREA OFFICE OF EDUCATION

The college has an administrative affiliation with the Metropolitan West Area Office of Education which is located in the A.M.P. Building, Macquarie Street, Parramatta. In accordance with the Department of Education's policy of decentralization of educational administration the Area Office administers Primary and Secondary Schools in the area bounded by Lidcombe, Guildford, Katoomba and Wiseman's Ferry. The college uses many schools in this area for practice teaching purposes. The Director, Secretary and staff of the Area Office as well as teachers' organizations in the area were instrumental in having this college established in the heart of a rapidly growing district.

Senior Area Office Staff 1969:

Director: James A. THOMSON, B.Ec., Dip.P.E.

Secretary: Edward E. McHUGH.

LIVERPOOL AREA OFFICE OF EDUCATION

The Liverpool Area Office of Education located at the corner of Bigge and Elizabeth Streets, Liverpool, administers Primary and Secondary Schools in the area from Yennora south to Picton. The college uses many schools in this area for practice teaching purposes.

Senior Area Office Staff 1969:

Director: Arthur J. BUCHAN, B.Sc., Dip.Ed.

Secretary: James A. PRIOR.

GUIDE TO PRESENTATION OF ASSIGNMENTS

These requirements are mainly a matter of usage and common sense. When they are complied with, you will find your assignments will look well on paper and be more readily understood.

Assignments vary in form but many of them involve the presentation by the student of a piece of written work, and in the nature of an essay or of a report on an excursion of scientific experiment. The material is designed to help you in the presentation of written assignments.

Unless otherwise directed, the following pattern of presentation should be observed.

PRESENTATION

1. All assignments should be presented on foolscap size paper and be enclosed in a foolscap manilla folder.

TITLE PAGE

2. Title page and cover of the manilla folder should show the following information.

Student's Name and Section

Topic (stated correctly)

Length (in words)

Date due

Name of Lecturer

Name of subject.

SYNOPSIS

3. Synopsis. When a synopsis (a brief summary of the essay) or table of contents is required, this should be placed on the second page. A synopsis serves two purposes. It enables the reader to see at a glance the main outline of the student's assignment, and it enables the student to see whether his information and ideas are presented logically and effectively.

LAYOUT

- (a) Write clearly. Writing is a means of communication.
- (b) If assignment is typed, lines should be double spaced.
- (c) Write or type on one side of the paper only.
- (d) Pages should be numbered consecutively and firmly attached to the top left-hand corner, or the left-hand side of the page.
- (e) A 1½-in margin should be left on each page, to allow for lecturer's comments.

TITLES

(a) Where reference is made to a book, whether in the body of the assignment, or bibliography, the title should be underlined, e.g. "Leishman, J. B., in The Monarch of Wit gives a critical analysis of Donne's poetry".

(b) Titles of novels or plays should also be underlined, this often to avoid obscurity, e.g.:

"In Macbeth, Macbeth and his wife are the dominant characters."

(c) Where the work referred to does not have a volume to itself (i.e. a poem, essay, or article) give the title in quotation marks and underline the volume from which it is taken, e.g.:

Cohen, S. W. "Starting a University"—The Forum of Education
Vol. xxiv, No. 2, September, 1965.

QUOTATIONS

(a) All quotations must appear in quotation marks.

(b) Prose quotations of no more than two or three lines may be introduced into the body of the paragraph. Where a longer quotation is used it should be indented and set out as a separate paragraph within the paragraph you have been writing.

(c) Quotations of verse passages of a line or more should be begun on a new line indented and set out as verse. A phrase from a poem need not be set out separately.

(d) An omission from a quotation should be shown by three or four dots.

(e) When the quotation itself involves a quotation, the whole quotation should be enclosed in inverted double commas, and the quote within the quotation enclosed in single inverted commas, e.g.:

There was much disagreement with British policy concerning immigration to Australia in 1841. Many men "were inclined to agree with Charles Buller . . . when he wrote 'I utterly despair of ever getting an honest and wise management of lands in this country' ". Nor was Buller alone in stating his dissatisfaction, as reference to other contemporary documents can show.

(f) Make sure all quotations are grammatically linked with the words that precede them.

(g) All quotations should be acknowledged by footnotes to show author, title, etc., page.

FOOTNOTES

(a) Footnotes should be used to acknowledge all quotations, and all information and ideas which the student has gained solely from his reading.

(b) Footnotes may be numbered throughout the body of the work, and acknowledgements made in a list at the end of an assignment, but it is more usual to number the footnotes by starting afresh on each page.

(c) Each footnote should give author, title of article (if necessary), title of volume, (number of volume if there is more than one), and page number on which quotation or information can be found, e.g.:

1. Lewis, C. D. *The Poetic Image*, p. 27.
2. Baker, E. A. *History of the Novel*, Vol. 3, pp. 104-5.
3. Blackman, R. P. "The Later Poetry of W. B. Yeats", "The Permanence of Yeats", p. 38.

(d) *Abbreviations*. The following abbreviations can be used to simplify footnotes:

- (i) *et al*: When a volume is the work of a number of editors or authors, e.g.:

Smith Stanley and Shore, Fundamentals of Curriculum Development

it can be abbreviated in the following way:

Smith *et al*, Fundamentals of Curriculum Development.

- (ii) *ibid*: This term may be used when references to the same work follow each other without any intervening reference, even when separated by several pages.
- (iii) *Op cit*: This term may be used when referring to the name of a book previously mentioned in footnotes, when references to other works have intervened.

N.B.: *Op cit* refers only to the name of the book; it is still necessary to give the author's name, e.g.:

1. Baker, E. A. History of the Novel, Vol. 4, p. 76.
2. *Ibid.*, pp. 93-4.
3. Allan, W. The English Novel, p. 349.
4. Baker, E. A. Op cit, p. 23.

There are some conventional abbreviations when referring to journals, e.g., J. Psychol., Sociol., Ed., Pol. Sci., Rev., Soc., Abs., Ann.

BIBLIOGRAPHY

(a) Each assignment should show a list of all books and articles used in research. Unless otherwise directed this should be placed at the end of the assignment.

(b) In the case of books the following information should be given:

Author's surname and initials, title of book (underlined), publisher's name, place and date of publication.

(c) In the case of articles from journals or magazines or volumes where many writers have contributed give the following:

Author's surname and initials, title of article or essay (in inverted commas), name of journal, magazine, or book (underlined), volume, number, date, pages.

Where the article is from a book give detail as previously stated. Where it is from a magazine or journal give the following additional information: volume, number, month (either by number or name) and year of publication, e.g.:

Brook, C. "Yeats the Mythmaker" The Permanence of Yeats—
McMillan & Co., New York, 1950.

Ransom, J. C., "Yeats and His Symbols", The Kenyon Review,
Vol. I, No. 3, 1939. pp. 97-103.

In the last of the above references—

Vol. 1 refers year of publication.

No. 3 refers to month in which this issue of the journal was published.

pp. refers to the pages the article is printed on.

(d) Encyclopaedia references should show: name of encyclopaedia (underlined), place and year of publication, volume number, pages referred to, e.g.:

Encyclopaedia Britannica, London 1950, Vol. 3, pp. 365-71.

(e) The bibliography should be set out in the alphabetical order of the authors.

COURSES OF STUDY

SCHEDULE OF LECTURES

Subject	Year 1		Year 2		Year 3	
	Semester I	Semester II	Semester III	Semester IV	Semester V	Semester VI
Art	2	2	1	1	To be announced during 1970	To be announced during 1970
Craft	2	2	1	1		
Education	4	4	4	4		
English	4	3	4	4		
Health Education .. ..	..	..	1	1
Mathematics	2	2	2	2		
Music	2	2	1	1		
Physical Education	3	3	1	1		
Science	2	2	2	2		
Social Studies	4	3	3	3		
Special Study .. ..	..	2	4	4	
Hours per week ..	25	25	24	24		

SPECIAL STUDY SUBJECTS

ART

CRAFT

DRAMA

EDUCATION

GEOGRAPHY

HISTORY

LITERATURE

MATHEMATICS

MUSIC

PHYSICAL EDUCATION

SCIENCE

ART

The course is designed to stimulate creativity on the part of the individual student, to promulgate the aims of art education in the primary school and to find ways of achieving these aims.

SEMESTER I—2 hours per week.

A.

Introductory Study of Awareness, element exercises, pattern, model drawing, painting.

Expressive exercises suitable for Kindergarten and Infants level.

B.

Creative development of the student.

Painting (representational).

Model drawing.

Design (self contained).

SEMESTER II—2 hours per week.

A. *Infants*

Study of natural creative development of children.

Art programming at Infants level.

Painting development.

A. *Primary*

Study of natural creative development of children.

Art programming at Primary level.

B. Painting (representational).

Design.

SEMESTER III—1 hour.

A. *Infants*

Element exercises.

Expressive patterns.

Awareness—emphasis on environment, picture study.

A. *Primary*

Element exercises.

Expressive patterns, expressive drawing.

Art/Craft suitable for Primary School.

B. *Art/Craft*

Techniques and the teaching of these techniques by the students (teaching in small groups).

Art History.

Painting development with emphasis on modern painting.

SEMESTER IV—1 hour.

A. *Infants*

Further development of awareness, painting.

Picture study and element exercises.

Developing units and theories of work.

A. *Primary*

Experimental techniques with different materials, sculpture exercises suitable for Primary school.

Study of the development of theories and units of work.

Awareness, painting, picture study and element exercises.

B. *Sculpture*—techniques taught by students (in small groups).

Art History—development of painting (modern emphasized).

SPECIAL STUDY—ART

SEMESTER II—2 hours

Advanced design.

Design and modern painting.

Theories of design.

Application of design—poster commercial, stage design, fabric, advertising, fabric design.

SEMESTER III—4 hours

Study of Art development in this century.

Integration of the Arts.

Art and modern society.

Aesthetics.

Art influence on society.

Non-objective' painting and constructions.

SEMESTER IV—4 hours

History of sculpture development with emphasis on this century.

Aspects of environment.

Construction of an environment (group efforts).

CRAFT

The course in Craft is designed to foster an appreciation of the nature and scope of Craft activities as practised in the Infants and Primary Schools in N.S.W.

Emphasis will be given to the correlation and integration of these activities with other subject fields and its place in the total education of the child.

Opportunity will be provided to develop skills while gaining an awareness of the need for imagination, initiative, creativity, orderliness, and accuracy.

FIRST SEMESTER

The objectives of Craft Education.

The basic papercraft techniques in constructing friezes, montages, collages, etc.

Constructive work in modelling with paper and plastic materials: paper sculpture, dioramas, table models, sand tray scenes, mobiles, masks, etc.

Development of bookcraft techniques—folder construction, single leaf bindings, paper decoration.

SECOND SEMESTER

Puppetry as an educational medium—

Understanding of the varieties of puppets suitable for use in schools.

Construction of glove puppets.

Weaving on card looms.

THIRD SEMESTER

Infants Strand

Puppetry—use of simple and shadow puppets from everyday materials.

Soft toys—felt, windings pom poms, rope, etc.

Primary Strand

Spool and slot loom knitting.

Soft toys—felt, windings, pom poms, rope, etc.

Tubular plastic weaving.

Leathercraft.

FOURTH SEMESTER

Infants Strand

Simple toys and model making—matchboxes, rolled paper, wire frames, paper and paste, wool and cotton, fabrics, gaysticks, etc.

Masks and mobiles.

Spool and slot loom knitting.

Primary Strand

Tubular plastic weaving.

Toymaking with plywood.

Canebasketry.

SPECIAL STUDIES—DESIGN IN CRAFT

SECOND SEMESTER

The aspect of design as related to woodcraft, art metal and the graphic arts will be introduced and basic skills and techniques will be practiced in each of the three areas of craft.

Woodcraft—laminating, bending, sculpture, marquetry, turning, benchwork and finishing.

Art metal—piercing, chasing, punching, doming, beating, soldering, brazing, enamelling, jewellery and wire sculpture.

Graphic arts—letterpress, lithography, silkscreen printing, linocuts, duplicating machines, intaglio and thermography.

THIRD SEMESTER

A study in depth of one of the crafts introduced in the Second Semester with the emphasis on design, development of skills and associated technology.

FOURTH SEMESTER

A study in depth of a second craft area.

EDUCATION

Education consists of the integration of the major disciplines of psychology, philosophy, sociology, and cultural anthropology, but it also includes the study of comparative education the history of education and of educational thought.

While these aspects of education can be viewed as separate areas, it is nevertheless the intention to present the courses in such a way as to emphasize the interconnectedness between the various aspects.

It should be noted, that although the topics in this outline encompass a full academic year, the lectures will nevertheless be organized on a semester basis. The details of each semester will be handed to each student prior to its commencement together with reading lists appropriate for the topics listed.

FIRST YEAR

SEMESTERS I AND II

An introduction to the principles of classroom teaching

An introduction to basic teaching procedures, including planning of classroom activities teacher/pupil co-operation; teacher initiated learning; discovery and activity methods; motivation in the classroom; preparation of lesson notes; discipline; questioning; lesson evaluation.

This is intended as an introduction to teaching procedures to prepare students for practice teaching. Teaching methods will be discussed in more detail at a later stage.

Learning

Aim: to enable students to gain an understanding of aspects of learning which have significance for the classroom and for the development of effective techniques of study.

Basic concepts: definition of learning; learning and perception; learning and maturation; acquisition and retention.

Factors affecting acquisition: within the learner; within the material; within the methods and conditions of learning.

Factors affecting retention: during original learning; within the material; in the interval after learning.

Transfer of learning: transfer and transfer effect; formal discipline; similarity paradox; stimulus generalisation.

Motivation

Human needs: a hierarchy of needs.

Other school related needs including need achievement.

Human interests, goals, and goal setting. Readiness. A model for assisting in the motivation of the student.

Child growth and development

Aim: To understand the educational significance of some of the developmental changes of childhood and adolescence.

The sources of development in heredity and environment.

Mechanisms of heredity; the nature of environment; learning and maturation; educational implications.

Developmental processes.

Characteristic patterns of development at various stages such as physical, motor, intellectual, social, and emotional characteristics of pre-school primary and secondary school children. Needs and developmental tasks of these levels.

The role of the school in child development.

Intelligence

Aim: To discuss the nature of intelligence and intelligence tests and the significance (for teaching) of the results of intelligence tests.

The meaning of intelligence: definition, characteristics, determinants, levels.

Theories on intelligence: general intelligence; two-factor theory (Spearman); primary mental abilities (Thurstone); general and group factors (Burt, Vernon).

Intelligence tests: characteristics, features of group-individual, verbal-performance tests. I.Q. and problems of measurement. The influence of unusual environments. The relative influence of heredity and environment. Intelligence and creativity.

The significance of the results of intelligence tests. Uses and limitations.

Note: Prior to the introduction of the course on intelligence a short course on introductory statistics will be given so that students will better understand the concepts of norm, deviation I.Q., etc.

Piaget's conception of intelligence.

Basic concepts such as adaptation, assimilation, accommodation, equilibrium, invariance, and organization.

Piaget's stages of development: Sensorimotor; preconceptual, intuitive, concrete, and the formal operations stage.

Significance of Piaget's work for education.

Personality

Definition: Theories of personality and factors influencing personality development, e.g. the interactional approach V's the psychoanalytic approach.

Methods of personality appraisal.

The atypical child

Lectures will be concerned with the school problems experienced by the intellectually handicapped, the physically handicapped, the emotionally handicapped, and children with specific learning difficulties such as dyslexia and aphasia.

An examination will be made of the facilities available in our schools for atypical children and how these children are diagnosed and referred to the authorities for special placement in classes where their needs can be met.

Consideration will be given to the different teaching methods and techniques seen as essential for the development of these children. Visits to special classes and schools will be arranged.

SECOND YEAR

SEMESTERS III AND IV

The teaching process

Establishing a classroom context favouring learning

Developing a pattern of relationships between teacher and pupils and the attitudes and work habits in the pupils that are conducive to achieving the desired learning goals.

- (a) Effects of dominative and integrative teacher behaviour.
- (b) Direct and indirect influence.
- (c) Teacher comments and pupil learning.

Introduction to the unit method of teaching

(a) Psychological principles of the method of enquiry and the discovery method.

(b) Small group behaviour; types of groups; group structure and sociometry; affective and task variables. Group size and patterns of communication; status and role. Morale and leadership.

(c) Organization of methods involving teacher/pupil co-operation and pupil co-operation.

Sociological aspects of education

Education and culture. The concept of culture.

Aspects of Australian culture as they affect the school. Relation of culture to the aims and organization of education. Culture and the school curriculum.

The process of socialization. Growing up in different cultures. Culture and personality. The school as a miniature society. The school and social change.

Agencies of socialization. Groups in society with special reference to the family, per groups, the community, the school.

Mass media and education: the press, cinema, radio, television.

Some special problems as they affect Australian schools.

Rural urban differences; migration—the New Nomadism prejudice; propaganda.

Modern provision of education

History of public education in New South Wales

Comparative education

The growth of national systems of Education.

The organization and administration of education in other countries and in Australia. Special educational problems; church-state, preparation of teachers, etc.

The Modern Primary School Curriculum

Principles of curriculum development in relation to the primary school in Australia. Some selected experiments in primary school education.

Assessment of pupils' progress. Principles and techniques of testing and diagnosis; the use of standardized tests; cumulative record cards.

Education as philosophy in action

An introduction to some philosophical problems which arise in any serious study of education and their bearing on such questions as the purposes of education and the nature of the educational process.

What is education?

What is man?

What is democracy?

What is freedom?

History of educational thought, e.g., the work and ideas of: Plato, Aristotle, Comenius, Rousseau, Herbart, Montessori, Dewey, Kilpatrick, etc.

SPECIAL STUDIES—EDUCATION

It is proposed to offer special studies in Education and full details of the courses may be obtained from the Head of the Department.

ENGLISH

SPELLING

To qualify for a Teacher's Certificate, it is necessary for every student to satisfy in spelling. To help students meet this requirement, the following programme has been devised.

All First Year students, in the first semester, will be required to sit for an initial College Spelling Examination. Those students who pass the examination shall be deemed to have satisfied departmental requirements in spelling. Those who do not, will be given the opportunity to prepare themselves to qualify in further tests to be given at various times during their college course.

Course A—1 hour per week during Semesters I-IV

Communication

This 2-year course has been designed to help the student develop, through practical experience, various aspects of communication relevant to teaching. These aspects are:

- (1) Speech communication.
- (2) Use of the chalkboard and associated skills.
- (3) The role and use of audio-visual aids in teaching.
- (4) Written communication.
- (5) Developing "the role of the teacher" and its application to the problems of class management.

Course B—1 hour per week

Method

The English Method Course is designed to develop an intelligent and personal approach to the teaching of English in all its aspects. To facilitate this, students will be encouraged through research and discussion, to consider the language needs of Primary School children and then to formulate approaches which might satisfy these needs. The following areas within the field of English will be treated.

FIRST YEAR

SEMESTERS I AND II

- The aims and qualifications of the teacher of English.
- The theory and practice of teaching spelling.
- The teaching of handwriting in Infants and Primary Grades.
- Teaching Reading in the Infants and Primary School.
- Poetry teaching.
- Spoken and written expression in Infants and Primary Grades.

SECOND YEAR

SEMESTERS III AND IV

- Further work in the teaching of reading.
- The school library.
- The teaching of language.
- Speech.
- Classroom drama.
- Catering for individual differences in the teaching of English.
- Approaches to programming.

LITERATURE

FIRST YEAR—(2 hours per week)

Course C

Modern Poetry and Poetic Drama

SEMESTER I: *Modern poetry—the growth of a tradition*

This course attempts to show the way in which the twentieth century poetic tradition has evolved, and considers some poets who have been responsible for shaping its development.

A study in depth of the poetry of W. B. Yeats shows his development from a poet of the late Romantic school to an accepted leader among modern poets. The significance of the Imagists, Pound and Eliot, in the shaping of the modern tradition, will be discussed. The poem "The Waste Land" will be studied in some detail to show the dominant influences in early twentieth century poetry.

Throughout the course as a whole, emphasis will be on understanding and enjoyment of poems rather than on technical analysis.

PRESCRIBED TEXTS

W. B. Yeats: *Selected Poetry of W. B. Yeats*: Ed. N. Jeffares.

T. S. Eliot: *The Waste Land*.

SEMESTER II: *Modern poetic drama*

This course aims at an appreciation of modern poetic drama and will begin with a brief consideration of the characteristics of poetic drama and some of the problems associated with it. The course will also show the richness and diversity of this form by drawing one example from each of the three fields in which poetic drama is most prominent, namely religious drama, traditional theatre and radio drama. The three plays studied will be:

T. S. Eliot: *Murder in the Cathedral* or *The Cocktail Party*.

Christopher Fry: *The Lady's Not For Burning*.

Dylan Thomas: *Under Milkwood*.

Course D

The development of the novel

As the novel still remains the dominant literary form in the twentieth century, two semesters in first year will be spent studying its development. Students are expected to provide themselves with copies of the novels to be studied, and details of these will be given at the commencement of Semester I.

SEMESTER I—*The eighteenth century: The foundations are laid*

This course the growth of the novel from its medieval and sixteenth century origins, to the established form which had been developed by the end of the eighteenth century. Two novels will be studied at depth from the work of the following authors: Defoe, Richardson, Fielding, Sterne.

SEMESTER II—*The nineteenth century: The house is built*

Studies in this semester will show the way in which the novel gradually became deeper, and more sophisticated and diverse. At the same time it will be seen how prevailing trends of society, including the relationship between writers and their readers, helped to determine the shape of the novel during the nineteenth century. Novels to be studied will be chosen from among the works of authors such as Austen, the Bronte sisters, Dickens, Thackeray, George Eliot, Herman Melville and Henry James.

LITERATURE

SECOND YEAR—1 hour per week

Literature of conflict

As conflict is so much an aspect of twentieth century life, it is proposed to consider some aspects of conflict as they have been reflected in the literature of the twentieth century. Students will be expected to provide themselves with the necessary texts, details of which will be given at the commencement of Semester III.

SEMESTER III

This course will examine areas of individual conflict, where the main theme of the novel or play centres around the result of conflict on the individual, or on a group of individuals. Depending on the availability of texts, the following works will be studied:

Family Conflict: J. Galsworthy, *The Forsyte Saga*.

Social Conflict: J. Carey, *The Horse's Mouth*.

Ideological Conflict: A. Huxley, *Brave New World*.

Sexual Conflict: E. O'Neill, *Mourning Becomes Electra*.

SEMESTER IV

In this semester, emphasis will be placed on literature which shows how conflict affects not only the individual, but the society of which he is a member. Again depending on the availability of texts the following works will be studied:

Social Conflict: J. Galsworthy, *Strife*.

Sexual Conflict: O. Wilde, *An Ideal Husband* or *Lady Windermere's Fan*.

Racial Conflict: W. Faulkner, *Light in August*.

Religious Conflict: A. Millér, *The Crucible*.

Political Conflict: G. B. Shaw, *St Joan*.

SPECIAL STUDIES—LITERATURE

SEMESTER II—2 hours per week

SEMESTERS III AND IV—4 hours per week.

This course is intended for students who already have an interest in literature, and would like to study one or more literary areas at some depth. The exact topics or areas to be studied will be determined through discussion with the students concerned. It is hoped that through the diversity of individual interests and enthusiasms, the horizons of the group as a whole will be considerably widened.

SPECIAL STUDIES—DRAMATIC ART

The Dramatic Art Course, although involving certain theoretical aspects of the drama medium, is essentially a practical course designed to develop the skills involved in effective dramatic performance.

FIRST YEAR

During the first semester, the programme will include:

The development of drama: A study involving readings, viewings and discussions of selected plays from the medieval to the modern period.

Role creation: The practical application, through unscripted work in the theatre workshop situation, of the principles of synthesising and expressing a dramatic role.

SECOND YEAR

The work already dealt with during the second semester will be continued and extended further in the third and four semesters culminating in the public presentation of a play.

HEALTH AND HEALTH EDUCATION

SECOND YEAR (only)

SEMESTERS III AND IV

As an integral part of a broad general cultural education Health Education has as its aims:

- (1) To help the teacher to develop and maintain his own physical and mental health.
- (2) To help the teacher to understand his contribution in developing and maintaining the health, physical and mental, of his students.

The course will consist of one lecture a week (i.e., approximately twenty-six in the year) followed by a multiple choice objective examination.

At the commencement of each semester an outline of the subjects to be covered will be distributed.

TEXT BOOK

V. Wallace, *Good Health* (Cheshire).

First-aid

A course of eight lectures and demonstrations will be given to each outgoing section in Semester III.

TEXT BOOK

Gardner, *New Essential First Aid* (Pan).

MATHEMATICS

FIRST YEAR

SEMESTERS I AND II—2 lectures per week

First year studies will be arranged on the basis of a two semester division of the academic year. In each semester two lecture hours per week will be devoted to the study of Mathematics. Studies will include:

A lecture course on background concepts to the subject matter of the Primary Syllabus.

A discussion of lesson procedures and techniques including the use of structured materials with special emphasis on Cuisenaire-Gattegno Arithmetic.

TEXT

Mathematics With a Difference, Arthur Trewin, MacMillan of Australia, 1968.

SECOND YEAR

SEMESTERS III AND IV—2 lectures per week

Second year studies will be arranged on the basis of a two semester division of the academic year. In the first semester two lecture hours per week will be devoted to the study of Mathematics while one lecture hour will be devoted to this study in the second semester. Studies will include:

An investigation of the philosophies which have influenced the formation of the new curriculum.

A treatment of the variety of approaches to the more important lessons in the Primary Syllabus.

A detailed study of the N.S.W. Mathematics Syllabus with special emphasis on the techniques and considerations involved in programme preparation for the various grades.

TEXT

To be determined.

SPECIAL STUDIES

FIRST YEAR

SEMESTERS I AND II—2 lectures per week

A two lecture hour per week Special Study in Mathematics will be offered to First Year students. A pre-requisite for admission to this course will be the successful completion of the Level 1, 2F or 2S Mathematics courses for the H.S.C. or their equivalent, together with a particular interest in Mathematics.

Possible courses to be offered are outlined below.

SECOND YEAR

SEMESTERS III AND IV

A 4-hour per week Special Study in Mathematics will be offered to Second Year students. A pre-requisite for admission will be the successful completion of the First Year course.

Possible courses to be offered are outlined below.

Possible courses to be offered

The following list of courses is a tentative list from which the First and Second year Special Studies will be selected by mutual arrangement. Other courses may be offered according to the need.

- (1) Computer Programming.
- (2) Elementary Theory of Statistics.
- (3) Modern Algebra.
- (4) Matrices.
- (5) Theoretical Arithmetic.
- (6) Sampling Techniques.
- (7) Experimental Design.

Further details of courses will be available to students on request.

MUSIC

GENERAL COURSES

FIRST YEAR (General Primary)

Because it is recognized that students entering the college for the first time in 1970 will have widely dissimilar backgrounds and skills in music, it is proposed to encourage considerable flexibility in the Music Courses offered. In addition to the set course in basic musicianship which everybody must satisfy, all students will be expected to engage in the special study of some area in music which they choose for themselves, and are prepared to follow under supervision during the time they spend at college. This arrangement will be made with the Lecturer in Music early in the year.

The scope of these special studies will include the study of orchestral instruments, piano, more advanced recorder work, and conducting, solo singing, madrigal singing, creativity, non-western music, musical criticism, elementary piano, guitar, and musical history. By offering these alternatives it is hoped to cater for those students who will have taken Music for the Higher School Certificate and wish to continue a more ambitious course of study, as well as those students who have less aptitude for the subject but must still reach a certain standard in it.

Formal lecturing will be kept to a minimum and the aim will be to make the course fit the needs of the students rather than the other way around. As much tuition as possible will be given either individually or in small groups.

All students will be required to purchase the following before entering the course:

- (1) *The A.B.C. Schools Broadcast Book* (1970).
- (2) *Listening Together* (Teachers' Book)—Marjorie Eele (Novello).
- (3) The Hohner Descant Recorder.
- (4) *Play the Recorder*—Robert Salkeld Bk I (Chappell & Co.).
- (5) *Children Make Music* (Teachers' Book)—Addison (available at Alberts).
- (6) *Ahmet the Woodseller* (Crosse).

Assessment will be made through (7) assignments and progressive tests in theoretical and practical work.

REQUIREMENTS

I—*Practical*

Recorder: A sound knowledge of the material in Book I (Salkeld).

Singing: To submit a list of six songs from those studied and to sing any two on request.

Group Musical Activities: To gain practical experience in class with the Carl Orff and other percussion instruments.

Conducting: To be able to direct a group of singers and instrumentalists in several set works suitable for Primary Schools, as rehearsed in Lecture Time.

Listening: Knowledge of Music suitable for Listening Lessons.

II—*Written work*

Elementary theory of music to the standard required in the Recorder Tutor and the short Children's Opera to be studied. The use of the French Time Names.

Revision of the Instruments of the Orchestra and a discussion of the basic ingredients of conventional Music—rhythm, pitch, etc.

A brief discussion of some of the important composers and the forms used in Music, beginning with examples of the Music of our own time and ending with the eighteenth century. Composers discussed will be as follows:

Peter Sculthorpe, Stockhausen, Dave Brubeck, Leonard Bernstein, Schoenberg, Berg, Stravinsky, Shostakovitch, Bartok, Britten, Debussy, Faure Milhaud, Elgar, Wagner, Tchaikowsky, Moussorgsky, Schubert, Beethoven, Mozart, Haydn, Bach, Handel Telemann.

Some Musical Forms: Symphony, concerto, opera, oratorio, art song, symphonic poem, suite. The aim of this listening and discussion will be to stimulate a wider, adult interest in music among the students.

An excellent reference book is *What to Listen for in Music*, by Aaron Copland.

SECOND YEAR (General Primary)

All students must purchase the following material:

- (1) *Oxford School Music Book* (Teachers' Manual). Junior Part I. Roger Tiske, Boosey and Hawkes.

- (2) *The Midnight Thief* (operetta). Published Mills.
- (3) Vocal, Recorder and Percussion Music as requested by the lecturer (total value not to exceed \$3.00).

REQUIREMENTS

I *Practical*

Advanced class work with emphasis on:

- (1) Elementary treble recorder.
- (2) Reading of percussion scores.
- (3) Group extemporization.
- (4) Ensemble playing.
- (5) Carl Orff and George Self.
- (6) Singing in parts.
- (7) Methods of giving Listening Lessons.

II *Written Work*

A sufficient knowledge of music to direct the scores covered in class. More emphasis on pitch and keys than in First Year, plus a study of common terms used in Music. In addition, brief mention will be made of the experiments made by Music educationists like George Self in his book *New Sounds in Class*. How to plan a programme for Music in the Primary School.

Further study in selected areas of the work in Musical History begun in First Year, including some discussion of mediaeval, sixteenth and seventeenth century Music.

SPECIAL STUDY—4 hours

FIRST YEAR—3 courses offered

COURSE "A"

1. The serious study of an approved musical instrument with a view to laying a firm foundation in technique for later study at a music institution (e.g., flute, clarinet, oboe, trumpet, more advanced piano, treble recorder, violin, viola, cello, double bass, etc.).
2. Musical theory according to the current level of attainment of individual students at the time of starting the course.
3. General Musicianship—including ear training, choir training and conducting, school opera production, creativity.
4. Extension of Listening Repertoire and General Musical knowledge.

COURSE "B"

1. A study of early musical instruments used in mediaeval and Renaissance times, together with a more detailed survey of the composers and the music of the time of Shakespeare.

2. Practice in playing all types of Recorders (Sopranino, Descant, treble tenor, bass), and participation in Consort work.

Set works for study: "The Fitzwilliam Virginal Book", "The Triumphs of Oriana" and "The Play of Daniel".

COURSE "C"

1. A study of the following topics:

(a) Contemporary composition in America and Europe.

(b) Twentieth century music in Australia from 1920 to the present day.

(c) An introduction to non-western music (Africa, Indonesia, Japan and Korea).

2. Membership of and attendance at certain functions held by the International Society for Contemporary Music and the Musicalological Society.

3. Study of a musical instrument or musical theory.

SECOND YEAR

COURSE "A"

1. As for First Year, with a greater emphasis on musical theory, listening repertoire and general musicianship.

2. Ensemble playing.

COURSE "B"

Music in the Lower Primary School

1. Piano study with emphasis on accompaniment and the playing of music suitable for movement.

2. Singing and percussion repertoire.

3. Techniques of teaching.

4. Extension of listening repertoire and general musical knowledge.

5. Arrangements for percussion bands.

COURSE "C"

As for First Year, with the following changes in the areas of study:

- (1) Opera, oratorio and instrumental music in the eighteenth and nineteenth centuries.
- (2) Choral and instrumental music in the sixteenth and seventeenth centuries in England and France.

Each student will prepare a thesis on a specific topic selected from *one* of these areas of general study.

General note: All students doing music as a Special study will be expected to take an active part in music making activities within the college and occasionally combine with each other for special lectures.

PHYSICAL EDUCATION

FIRST YEAR

This is the basic course which all students in first year will follow. The aim of the course is to acquaint students with the content of method of teaching physical education in the primary school.

SEMESTER I—2 hours per week

SEMESTER II—1 hour per week

Lecture Programme

1. Aims, scope and nature of Physical Education in the Primary School.

2. Swimming:

- (a) Value of swimming.
- (b) Methods of teaching swimming.
- (c) Problems of organizing a swimming programme.
- (d) Theory and practice of crawl stroke.

3. Folk Dance:

- (a) Values of folk dance.
- (b) Basic steps and patterns.
- (c) Performance of graded dances.
- (d) Methods of teaching and associated learnings.

4. Physical Fitness:

- (a) Fitness appraisal.
- (b) Group fitness programmes.
- (c) Individual fitness programmes.
- (d) Immediate and long-term effects of exercise.

N.B. Provision will be made for continuing fitness programme during practical course work.

5. Gymnastics:

- (a) Gymnastics lesson.
- (b) Gymnastic skills—springing and landing, balancing, tumbling, vaulting.
- (c) Development of physical powers—strength, endurance, flexibility.
- (d) Range of gymnastic equipment.

SEMESTER I AND II—1 hour per week

Games Coaching

These sessions will take place at local sports venues and are designed to provide a general background course in skills, lead-up games, rules of two of the following major games:

<i>Women</i>	<i>Men</i>
Basketball—7 Aside	Rugby
Softball	Soccer
Hockey	Cricket
Tennis	Basketball

Swimming and Life-saving

An intensive swimming and life-saving school will be held at the beginning of the year. The aim of this course is to ensure every student learns to swim and becomes proficient in rescue and resuscitation techniques.

REFERENCES

- Claus, M., *A Teachers Guide to Gymnastics*.
Munro, A. D., *Pure and Applied Gymnastics*.
N.Z. Department of Education, *Folk Dance Instructions*.
Van Huss, W., *Physical Activity in Modern Living*.
Russo, P., Jordan, F., *Australian Swimming Methods*.
Bilborough, A., and Jones, P., *Physical Education in the Primary School*.

SECOND YEAR

SEMESTERS III AND IV—1 hour per week

General Primary Course

1. Child Growth and Development:

- (a) The pattern of physical growth from birth to adolescence.
- (b) The factors that influence physical growth.
- (c) Developmental activities appropriate to the various stages of physical growth.
- (d) Implications for the general education of the child.

2. Anatomy:
 - (a) Skeletal system.
 - (b) Muscular system.
3. Creative Dance:
 - (a) Methods of teaching creative dance.
 - (b) Student composition and performance of dance ideas.
4. Posture:
 - (a) Assessing posture.
 - (b) Factors influencing "good posture".
5. School Organization:
 - (a) Improvization and care of equipment.
 - (b) Sports period.
 - (c) School and vacation camps, play centres, swimming schools.
6. Programme and Lesson Planning:
 - (a) Dance.
 - (b) Gymnastics.
 - (c) Games.
7. Physical Fitness:
 - (a) Further development of practical fitness work undertaken in first year.
 - (b) Physiology of exercise.

REFERENCES

- Gesel, A. Ilg, *The Child from Five to Ten*.
 Tanner, J. M., *Education and Physical Growth*.
 Le Salle, D., *Rhythms and Dances for Elementary Schools*.
 Russel, J., *Creative Dance in the Primary School*.
 Cassady, D. R., and others, *Handbook of Physical Fitness Activities*.
 N.S.W. Department of Education, *Curriculum for Primary Schools—Physical Education*.

Infants Method Course

In the first year students will follow the General Primary Course. In second year the emphasis will be placed on the following courses.

1. Physical Education in the Infant School:
 - (a) Aims, scope and nature of physical education in the Infants School.

- (b) Play interests and behavioural patterns in the young child.
- (c) Physical abilities of the young child.

2. Child Growth and Development:

- (a) Pattern of physical growth from birth.
- (b) The factors that influence physical growth.
- (c) Developmental activities appropriate to the various stages of growth.
- (d) Implications for the general education of the child.

3. Method of Teaching Physical Education in the Infant School:

- (a) Lesson planning.
- (b) Programming.
- (c) Demonstrations, grouping of pupils, correction, formations, safety factors.
- (d) Playground markings, equipment storage and repair.

4. The Gymnastics Lesson:

- (a) Developmental activities.
- (b) Small apparatus.
- (c) Fixed outdoor equipment.

5. The Games Lesson:

- (a) Basic games skills.
- (b) Tag games and relays.
- (c) Simple games.

6. The Dance Lesson:

- (a) Basic steps.
- (b) Activities.
- (c) Interpretation of dance stimuli.
- (d) Folk Dance.

7. Physical Fitness:

- (a) Individual fitness programmes.
- (b) Diet and weight control.

REFERENCES

- Laing, M., *Physical Education in the Infants School*.
 Munden, I., *Physical Education for Infants*.
 Department of Education, N.S.W., *Games Book*.
 Laing, M., *Rhythmics and Simple Dances*.

SPECIAL STUDIES

The aims of this course are:

- (a) To develop within students an understanding of the scientific foundations of physical education.
- (b) To broaden students' knowledge in physical education and its related areas.

FIRST YEAR

SEMESTER II—2 hours per week

In the first year course the following areas will be included:

- (1) Tests and measurements.
- (2) History of Physical Education.
- (3) Physiology of exercise.
- (4) Athletics.
- (5) Recreational activities (archery, fencing, golf, squash).
- (6) Organization and implementation of Games Coaching Unit.

SECOND YEAR

SEMESTERS III AND IV—4 hours per week

A selection from the following topics will be studied in detail.

- (1) Adapted Physical Education.
- (2) Camping.
- (3) Sports injuries and their treatment.
- (4) Gymnastics.
- (5) Dance (Ballroom).
- (6) Research methods in Physical Education.
- (7) Comparative Physical Education.
- (8) Swimming and life-saving.
- (9) Recreational activities.
- (10) Community recreation.

REFERENCES

Clarke, H. H., *Application and Measurement to Health and Physical Education*.

Fleishman, E. A., *The Structure and Measurement of Physical Fitness*.

Featherstone, D., *Sports Injuries*.

Van Dalen, W., *A World History of Physical Education*.

Mueller, G. W., and Christaldi, J., *A Practical Programme of Remedial Physical Education*.

Stewart, F., and Ferguson, J., *Track and Field*.

Morehouse, L., and Miller, A., *Physiology of Exercise*.

N.S.W. Department of Education, *Camping and Bushcraft*.

SCIENCE

SCIENCE I

FIRST YEAR

SEMESTERS I AND II—2 hours per week

The chief aim of the course to be studied in Semesters I and II is to extend students' knowledge of modern science as part of their own education.

Major themes will include:

Conservation.

Space Science.

Energy.

Methods and materials of modern science.

Assignments for progressive evaluation will cover both practical and theoretical work.

REQUIRED TEXTS for Science I and Science II are:

Sale, M. E., *Teacher's Guide to Practical Science in Primary Schools*. Shakespeare Head Press, 1965.

Schmidt and Rockcastle, *Teaching Science with Everyday Things*. McGraw-Hill, 1968.

SCIENCE II

SECOND YEAR

SEMESTERS III AND IV—2 hours per week

Major themes to be studied in Semesters III and IV will include:

Synthetics.

Animal behaviour.

Earth science.

Modern physics.

Throughout Science I and Science II courses methods of teaching science in primary schools will be integrated with subject matter.

Reference lists will be issued as the College Library develops.

SPECIAL STUDIES—SCIENCE II

The course or courses offered will depend on interests of students and qualifications of staff.

Suggested major fields of study may include:

Molecular biology.

Genetics.

Microscopy.

Australian fauna and flora.

Geology.

Oceanography.

Astronomy.

Rocketry.

Electronics.

Nuclear physics.

Organic chemistry.

Practical work will be the central feature of the course or courses.

SOCIAL STUDIES

AIMS

This course aims to provide students with:

- (i) An appreciation of the nature of Social Studies and the informal methods by which it can be taught.
- (ii) A wide background of knowledge to Primary School Social Studies.
- (iii) An introduction to new areas of knowledge in the Social Sciences and contemporary world problems.
- (iv) Opportunities to develop the skills appropriate to the Social Sciences.
- (v) Studies in depth of selected topics related to the individual student's background and interests.

ASSESSMENT

A student's work will be progressively evaluated throughout the year by means of exercises, major assignments, and periodic tests.

COURSE OUTLINE

Social Studies

FIRST YEAR

SEMESTERS I AND II

Social Studies in the School: The meaning of Social Studies. The Social Studies movement in Australia and overseas. A brief introduction to the goals of the subject, the structure of Social Studies courses and important teaching concepts.

Local Studies: The City of Parramatta and Environs—historical development, geography of the surrounding region, local industries, transport, settlement distribution, social life, and land use.

Australia: Studies of selected topics aimed at deepening students' understanding and appreciation of contemporary Australia.

- (a) The Land: Geography of the continent, climatic regions, population distribution, land use, problems imposed by the environment.
- (b) Formative Periods in Australian History: e.g., settlement, the convict era, the gold rushes, trends towards self-government, Australia at war, post-war Australia.
- (c) Contemporary Australia: The Australian "ethos", external influences, the Australian economy, industrialization and urbanization some current problems, political life in Australia.

Our Asian neighbours:

- (a) A general introduction to the lands and peoples of Asia, their origins, customs, religions and geographical environment.
- (b) The impact of the West.
- (c) Current problems: Self-government, development, relations with other countries.

Social Studies

SECOND YEAR

SEMESTERS III AND IV

Government citizenship and democracy:

- (a) A study of contrasting systems of government by reference to the political systems of selected countries in relation to their historical, geographical and social backgrounds.
- (b) The nature of political life in Australia.
- (c) The problems of educating for citizenship in a democracy.

Understanding America

- (a) Formative periods in American History, e.g., The Revolution, Civil War, settling the frontier, industrialization, depression, America internationally in the post World War II period.
- (b) The geography, climate, economic resources and population distribution of the North American continent.
- (c) Contemporary problems.

Current world problems

- (a) Inequalities in economic development and the population explosion.
- (b) Race relations.
- (c) Conflicting world power system and the arms' race.
- (d) World "trouble" spots: Vietnam, Biafra, the Middle East.
- (e) Urbanization.
- (f) "Student power".

Social Studies method: This unit seeks to reiterate, prior to graduation, some of the methods of approaches and principles of Social Studies which have been illustrated throughout the course:

- (a) The Unit Concept as an integrative, programming and teaching device in the Social Studies.
- (b) Using the local area and its resources.
- (c) Current affairs.
- (d) Instructional and enrichment materials and devices.
- (e) Social and Moral education.
- (f) Programming and evaluation.

SPECIAL STUDY—HISTORY

FIRST YEAR

SEMESTER II—2 lectures per week

A short introductory course in History which will concern itself with the nature of history, the historian's methods, the use of primary source material and the importance of historiography. These aspects of History as an academic discipline will be illustrated by means of reference to important eras in the History of the Western World.

Reading Lists for all courses in History will be distributed at the beginning of each Semester.

SECOND YEAR

SEMESTER III—4 lectures per week

The history of the United States of America: Studies in American History with particular reference to the Revolutionary period, the establishment of the new nation, territorial expansion and western

settlement, the Civil War and the Economic Revolution. Aspects of twentieth century American History to be studied will include the Progressive movement and its background, the Depression and changing emphasis in U.S. foreign policy. Selected studies may also be made of current American problems both at home and overseas.

SEMESTER IV

Modern Asian history (China, Japan and South-East Asia): During this course the following major themes will be studied, some of them in depth:

- (1) Before the Western Impact—Traditional society and culture in China and Japan.
- (2) The Western Impact upon China and Japan—A study in contrasts: The Opium War, the fall of the Manchu Dynasty and the Republican era in China. The Meiji Restoration in Japan and overseas imperialism.
- (3) Western colonization of South-East Asia.
- (4) The aftermath of World War II: The Communist victory in China, Reconstruction in Japan, Independent Nationhood in South-East Asia.
- (5) Contemporary Asia: Selected studies, e.g., China and the West, Modern Japan, Contrasts—Thailand and the Philippines, Communalism in Malaysia, Indonesia after Sukarno, Vietnam—the past, present and future.

SPECIAL STUDY—GEOGRAPHY

FIRST YEAR

SEMESTER II—2 lectures per week

This course is intended as an introductory course in physical geography—studies in climatology, bio-geography and geomorphology.

In addition to normal lectures, the course will involve practical work and individual investigations.

Field work excursions will be arranged to familiarize students with the source materials available within the local area.

Reading Lists for all courses in Geography will be distributed at the beginning of each Semester.

SECOND YEAR

SEMESTER III—4 lectures per week

The elements of geography, with emphasis on human geography, are treated. The structure and patterns of the main types of agricultural and manufacturing production are discussed. Relationships between selected primitive societies and their environments are studied. The character, origins, and functions of the main types of rural and urban settlements are reviewed.

SEMESTER IV

Principles and methods of regional geography.

A study of the problems of selected overseas countries and areas of interest to the people of Australia, e.g., New Guinea, Indonesia, New Zealand, U.S.S.R., U.S.A., the Pacific Islands, Philippines, Malaysia, Vietnam, China, India, Japan.

STUDENT ACTIVITIES

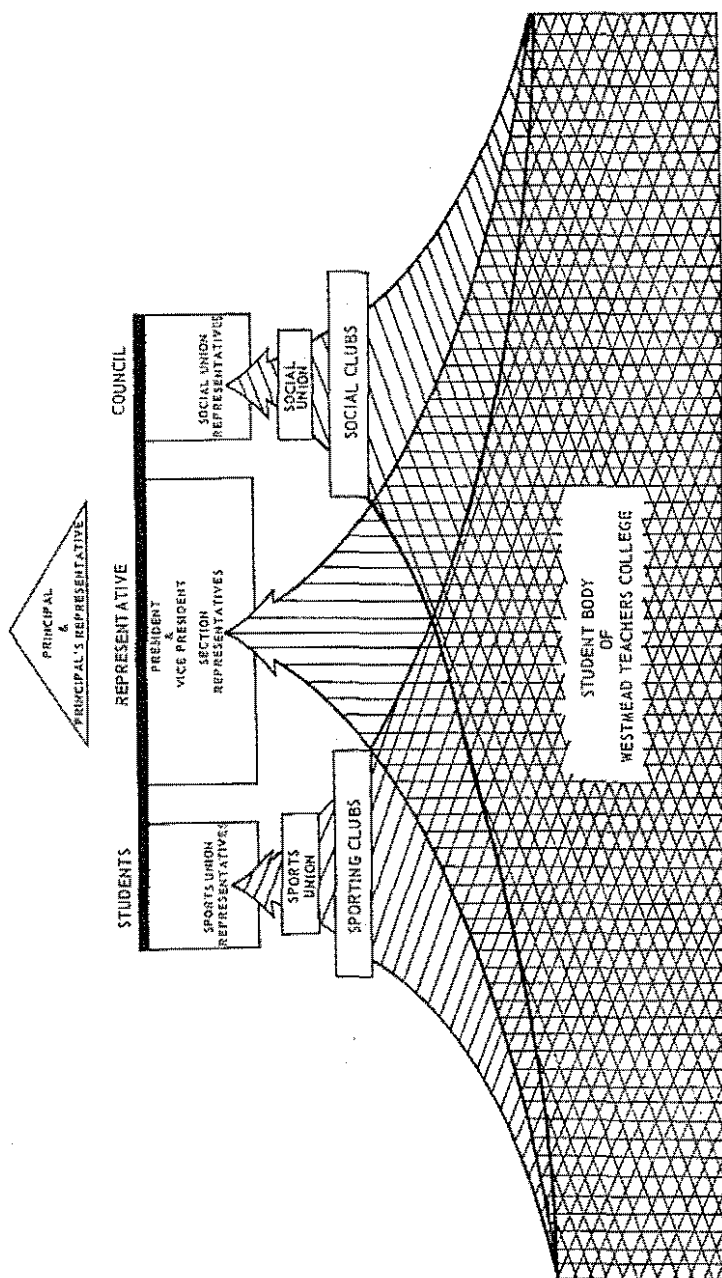
STUDENT ACTIVITIES

One of the most important sources of a student's development is to be found in the activities of the college outside the classroom. Indeed a college may be measured by the variety and intensity of its activities and by the proportion of the student body who participate in these activities. Student activities provide for a breadth of experience, organization skills, exercises in human relations and the development of interests characteristics of an educated person.

Among the important forms of student activity are student government, and social and sporting clubs. There are many forms of student government. The college has formed a Student Representative Council consisting of a President, Vice-President, and representatives of college sections, sports clubs, and the social clubs. The President and Vice-President are elected by a vote of the student body. The other representatives are elected by the various bodies concerned. The S.R.C. is concerned with all aspects of the college which they consider would make it a better place. First of all the S.R.C. controls the expenditure of a certain amount of money allocated from the students' fees. The money is spent generally on student amenities and activities. Likewise the many clubs in the college estimate their needs, and then a staff-student committee sets aside a certain amount for them to spend. The clubs do not handle any money because the Registrar keeps the accounts. This system assures an equitable distribution of expenditure among the students all of whom contribute to these funds and also guarantees an audited system of accounts.

The form, functions and responsibilities of the S.R.C. are still under discussion.

There are many clubs in the college and some time is set apart on the timetable for club activities. Among the clubs at present operating are sporting clubs such as squash, hockey, football, yoga, basketball, table tennis and social clubs such as drama, film, Indonesian studies, folk music, records, painting, etc. There is still ample scope for stimulating the clubs already in existence into a more vital role in college life and for initiative in establishing new clubs altogether.



CONSTITUTION OF THE STUDENTS REPRESENTATIVE COUNCIL

The Westmead Teachers College Students' Representative Council is preparing a constitution for submission to students in the latter part of 1969. The constitution, in its final approved form, will appear in future editions of the College Handbook.

CLUBS AND SOCIETIES

ART CLUB

The Art Club was formed with the aim of promoting the artistic and cultural interests of the students of this college.

Students have been pursuing their own artistic interests, but a major work for all is planned.

Creation takes place in many forms, painting being the most popular so far, but other activities can be tried, e.g., design, jewellery, screen painting, sculpture, linoleum printing, tie dying, sketching, pen and ink work, and perhaps pottery.

We hope to visit leading art galleries and have our own exhibition at the end of the year.

Contrary to popular opinion, you do not have to have any previous experience in art to become a member. It will be a beneficial experience for all.

DRAMA CLUB

The aims of the Drama Club are:

To develop character; especially confidence, co-operation and harmony in a social and working group.

To develop elocution, dramatic technique and production skills.

Our aims are high; the first-mentioned is complex. However, in the belief that they are relevant to the development of a trainee teacher, the club seeks to meet the challenge. In 1970 at least two plays, plus supporting acts will be produced. During these productions co-operation is especially important. Hard work at practice is essential. But through an honest effort, a willingness to contribute and a sense of humour appropriate to odd moments these activities are highly entertaining for the participants. During this experience our intangible aims may be partially or wholly fulfilled.

FILM SOCIETY

The overall aim of the Film Society is to promote cultural and educational interests of our members through "underground films".

Through the showing of films from various countries, like Sweden, France, and Britain, it is hoped that our members will gain a better knowledge of these countries' peoples, ways of life and geography. Educational films are also shown for those who are dedicated to preserving the academic standard of the college. Films on Mathematics, Natural Science and Craft are only a few of the subjects that are screened.

The Film Society in 1970 is hoping to take its first steps in the production of its own film and it has been suggested that the first one deal with the "silent" aspects of our college as we will only have silent film in the beginning.

It is hoped that with increased membership we will achieve this aim and that more of the student teachers will become better equipped for modern teaching methods seeing (through films) as well as listening (through lectures).

INDONESIAN CLUB

Aim

To cultivate a deeper interest and understanding of the country of Indonesia—its language and culture; and to affiliate ourselves with the teachers and the teaching situation in Indonesia today.

Programme

1. The singing of Indonesian songs—also their translation.
2. Discussion of "Borobudur".
3. Correspondence with the Teachers College in Bandung.
4. Instruction in traditional Indonesian dances.
5. Films from the Indonesian Embassy.
6. Instruction in the language of "Bahasa Indonesia" for students wishing to learn.
7. A lecture on some topic of Indonesia from an outside speaker.
8. A lecture and discussion on the religions of Indonesia.
9. Listening to modern "pop" songs from Indonesia today.
10. A study of Indonesian music—both traditional and modern.
11. Indonesian craft skills—batik, wayang.
12. Study of the population of Indonesia—the ethnic groups.
13. The studying and playing of Indonesian musical instruments.
14. Study of the ancient kingdoms of Indonesia.
15. Discussion of Indonesian food and to follow this up a visit by the club to an Indonesian restaurant in Sydney.
16. Study of the teaching conditions in Indonesia today—from correspondence with the Bandung Teachers College, Dr Smith and visitors to Indonesia.

RECORD CLUB

The Record Club in 1969 had a membership of twenty. The club is mainly concerned with trying to develop a broad appreciation and awareness of music, yet giving members the opportunity to decide and programme for each term. Like most of the clubs, we are still experimenting with best methods to achieve our aims. We follow a term programme determined by the members. Each week we select a theme for the types of records to play, e.g., Instrumentals, Folk, Female Vocalist. For half the club time, we follow the set theme. In the other half of club time, members are free to select records they wish to play.

Many activities are proposed for the club. We would like to begin a record library, obtain our own stereo, and experiment with making our own record. The club would like to encourage members to give talks on records they particularly like and invite visitors to discuss aspects of records (making, selling, musical trends). The important aspect of the Record Club is that we welcome members who are genuinely interested and tolerant of music and who will derive some pleasure and reward from the club.

WESTMEAD TEACHERS COLLEGE

Statement of Balances of Account as at 30th September, 1969

Ref.	Account	Dr. \$	Cr. \$
A1	Art and Craft		143.35
A2	Athletics Club		54.60
B1	Bank Interest		9.18
B2	Basketball Club		9.52
C1	Cash Control	2,147.91	
C2	College Dues		763.43
C3	Craft Club		21.87
D1	Drama Club		20.00
F1	Film Club		59.00
F2	Folk Singing Club		50.00
G1	General Service		514.02
H1	Hockey Club		71.71
J1	Jazz Ballet Club		80.00
L1	Library Fund		50.00
M1	Musicians Society		70.00
P1	Painting Club		7.65
R1	Rugby League Club		16.33
R2	Record Club		80.00
S1	Squash Club		66.00
S2	Social Committee		0.75
T1	Table Tennis Club		0.72
T2	T.C. Christian Fellowship		50.10
W1	Womens P.E. Uniform Committee		4.00
Y1	Yoga Club		5.68
		<u>\$ 2,147.91</u>	<u>2,147.91</u>

YOGA CLUB

Aim

The aim of the Yoga Club is to maintain health, figure and the capability of relaxation. To make these exercises an integrated part of our lives.

Exercises to satisfy this aim:

- (i) Relaxation exercises: relaxation of muscles and mind.
- (ii) Exercises for breathing:
- (iii) Exercise for physical health: neck, healthy, supple spine, leg flexibility, arm flexibility.
- (iv) Balance, good posture and poise exercises.
 - (a) Tree posture.
 - (b) The Corkscrew posture.
 - (c) Abdominal exercises.
 - (d) Spine stretching exercises and related mental exercise.

- (v) Sense control and sitting postures.
 - (a) Sitting exercises and poses: head to knee stretching.
 - (b) Exercises in the easy posture.
 - (c) The perfect posture—"Lotus" Stand (posture). Breathing and mental exercises in sitting poses.
- (vi) Inverted postures:
 - (a) The Rocking Chair.
 - (b) The Plough.
 - (c) Variations: The Half-Candle; The Candle; The Headstand.
- (vii) Bend backward for health.
 - (a) The Cobra posture; and variations of this and extensions.
- (viii) Exercise carried while on knees.
 - (a) Kneeling posture.
 - (b) Folded Leaf.
 - (c) Full Backward Bend.
 - (d) Camel Posture.
 - (e) The Grip.
 - (f) Lion Posture.

Diet, hygiene and sleep are essential for the success of Yoga.

OTHER COLLEGE CLUBS

Craft Club.

Folk Singing Club.

Jazz Ballet Club.

WESTMEAD MUSIC ASSOCIATION

This Association was formed in July, 1969, and has the following aims:

To promote the interest of music in the college and in the surrounding district and to provide opportunities for students and staff

to take part in musical activities. These activities will include the following:

- (1) Promotion and sponsoring of public performances.
- (2) Concert parties—opera etc., at reduced rates.
- (3) Choral and madrigal groups, folk singing.
- (4) Instrumental ensembles.
- (5) Arrangement of private tuition in individual instruments.
- (6) Recorded music recitals.
- (7) Sponsoring visiting Artists for special recitals.
- (8) Annual eisteddford within the college.

RELIGIOUS SOCIETIES

The Teachers' College Christian Fellowship

The Christian Fellowship exists to make known to students in the college, Jesus Christ and his Gospel, so that they may enter into a personal relationship with him. Also to foster among members of the Christian Fellowship a mature understanding and outworking of their faith and to stimulate an informed and active interest in the missionary task of the church at home and abroad. These aims are fulfilled by this Christian Fellowship through public meetings (usually addressed by a speaker); prayer meetings; and Bible Studies once a week at 12.45 Wednesdays, 8.30 a.m. Wednesdays, and 8.30 a.m. Mondays respectively in Room 20.

Thomas More Club

The "Thomas More Club" is basically a Catholic organization designed for the purpose of the Christian formation of its members. Nevertheless, all students of whatever denomination, are welcome to participate in the activities of the club and are encouraged to join in and contribute to the discussions which are a regular feature of the meetings. The "Thomas More Club" is for those who "think". It is essentially a religious club whose purpose is to discuss and evaluate those topical questions which arise in the minds of the responsible students of today. Be the problem moral or spiritual, through the forum of the Thomas More members, some light is thrown upon the issue. Controversy is the essence of the discussion and some of the topics treated in the past very successfully include: Capital Punishment, Morality of War, Christian Unity, The Problem of Suffering, and Drug Addiction.

CONSTITUTION OF SOCIAL UNION

The Westmead Teachers College Social Union is preparing a constitution for submission to students in the latter part of 1969. The constitution, in its final approved form, will appear in future editions of the College Handbook.

CONSTITUTION OF SPORTS UNION

The Westmead Teachers College Sports Union is preparing a constitution for submission to students in the latter part of 1969. The constitution, in its final approved form, will appear in future editions of the College Handbook.

INTERCOLLEGIATE

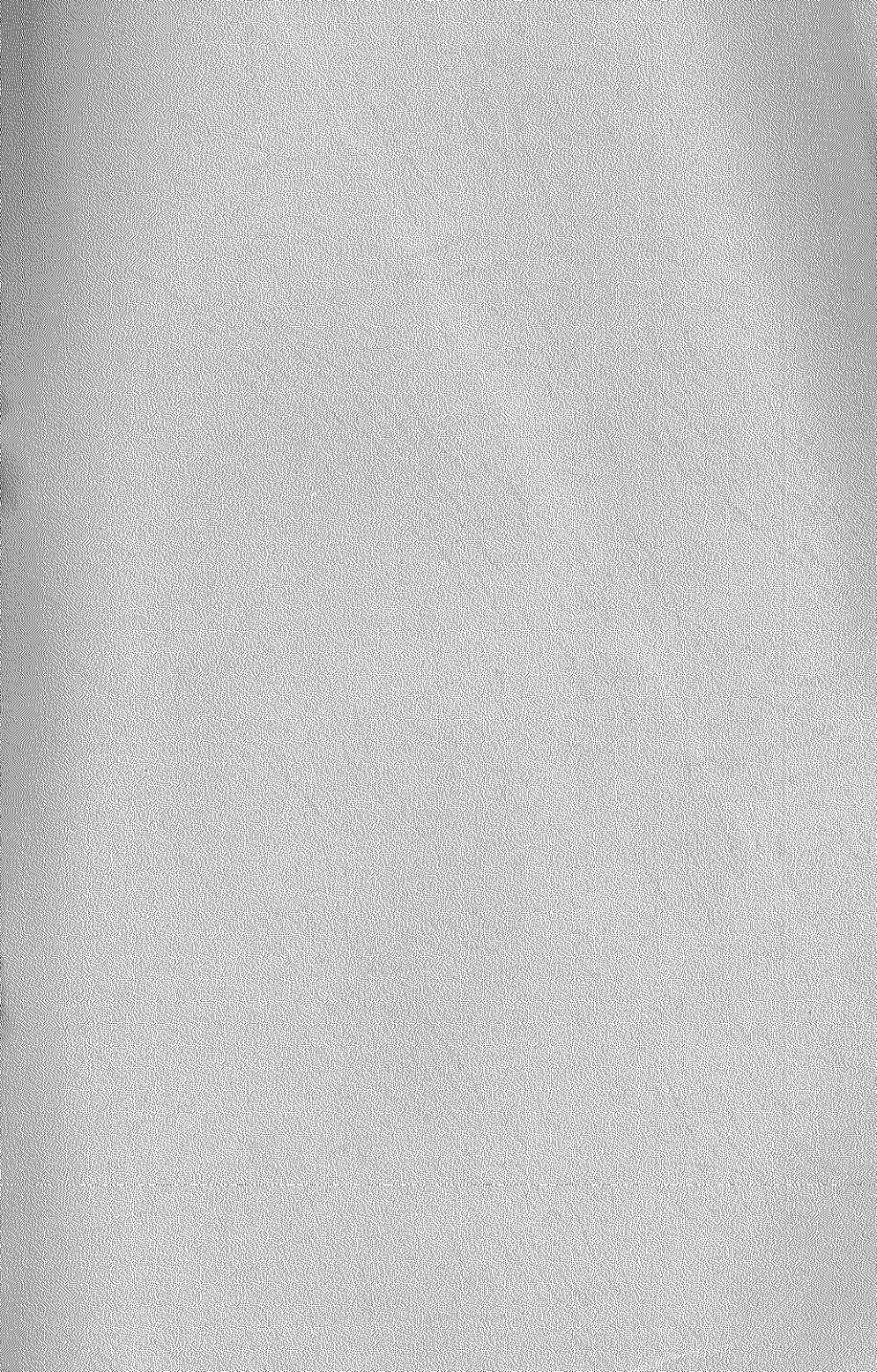
Each year the Teachers Colleges of New South Wales engage in various sporting contests. These Intercollegiate contests are held in all leading seasonal sporting activities. Westmead Teachers College participated in meetings with Wollongong and Newcastle Teachers Colleges in 1969.

Formalization of the College Intercollegiate organization is being undertaken and information will be published in future editions of the College Handbook.

TIMETABLE

Section

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