The State College of Victoria Act 1972 provides for the admission, as constituent colleges of the State College of Victoria, of institutions 'offering or proposing to offer tertiary education in the arts, humanities, or sciences or in any other branch of learning of importance in the preparation of teachers'. With respect to the admission of the Melbourne College of Education, the consent of the Governor in Council was given on the thirty-first day of July, 1973 and the Council was formally constituted as a body corporate empowered to manage and control the College under the name State College of Victoria at Melbourne.

The Council exercises wide powers in matters affecting admission of students, appointment of staff, finance, buildings, planning, and in the holding of examinations and the award of diplomas and certificates. Other powers, with respect to new courses and the award of degrees, reside with the Senate, the governing body of the State College.

In some areas the Council is advised by the Board of Studies, particularly in policies governing studies in the College. Hence, the Board of Studies considers courses of study, examinations, course regulations, staffing requirements, accommodation standards, and faculty structure and responsibilities. Membership consists of representatives of academic staff and of students. The chairman is elected by the members.
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THE COUNCIL

MEMBERS OF COUNCIL

Appointed by the Governor in Council

Professor Albert Gordon Austin, M.C., B.A., M.Ed.
Phillipa May Hallenstein, B.A. (Hons.), LL.M.
Myra Ellen Roper, M.A. (Cantab. and Melbourne), T.D. (London)

An officer of the Education Department appointed by the Minister

Richard Lloyd Senior, B.A., B.Ed., M.A.C.E.

A member of the Board of Studies


A member of the academic staff elected by the academic staff

Donald James Harry Adams, B.A., B.Sc., T.Sp.T.C.

A student of the College elected annually by the students

Brian Patrick Fenaughty, 2nd Year Dip.T. (Prim.)

Persons appointed by co-option by the Council

Duncan Carmichael Barton, B. Arch., F.R.A.I.A.
Roy Uren, B.A., B.Ed., M.A.C.E.

Member Ex Officio

Alan Vivian Jones, B.A., B.Ed.
Acting Principal of the College

The Chairman elected by the Council is Professor Albert Gordon Austin,
M.C., B.A., M.Ed.
Dean of Education, University of Melbourne
STATE COLLEGE OF VICTORIA AT MELBOURNE

ACTING PRINCIPAL

ACTING DEPUTY PRINCIPAL

VICE PRINCIPAL

CO-ORDINATOR OF SECONDARY ADMINISTRATION Temporary Position
ISABEL O. HAINING, B.Com., B.Ed., T.P.T.C.

CO-ORDINATOR OF PRIMARY ADMINISTRATION Temporary Position
J.S. LEGGE, B.Sc., B.Ed., T.P.T.C.

DEAN OF STUDENTS

PLANNING AND ADMINISTRATION OFFICER
W. PYE, M.A., B.Ed.

HEAD OF EDUCATION RESOURCE CENTRE

ACCOUNTING MANAGER
P.F. GILSON

SECRETARY
G. MARTIN

Telephone: 347 5122
Postal Address: Cnr. Swanston and Grattan Streets, Carlton, 3053.
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<th>Month</th>
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<td>4</td>
<td>College reopens.</td>
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<td>T.T.L.C. and Dip.Lib. enrolments</td>
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<td>H.D.T. (Sec.) third year students return</td>
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<td>12</td>
<td>H.D.T. (Sec.) second, third, and fourth year lectures begin.</td>
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<td>13</td>
<td>B.Sc. (Ed.) second year students return, H.D.T. (Sec.) second year students return</td>
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<td>14</td>
<td>H.D.T. (Sec.) fourth year students return, T.S.T.C. students return, Dip. Ed. students' assembly</td>
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<td>Dip.T.(P) and H.D.T. (S.A.C.) first year students' enrolment</td>
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<td>18</td>
<td>H.D.T. (S.A.C.) first year lectures begin</td>
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<td>25</td>
<td>Dip.T.(P) first year lectures begin</td>
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<td>MARCH</td>
<td>4</td>
<td>Dip.T.(P) second and third year lectures begin</td>
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<tr>
<td>APRIL</td>
<td>12-16</td>
<td>Easter, No lectures</td>
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<td>Anzac Day, No lectures</td>
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<td>MAY</td>
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<td>T.Sp.T.C. first term ends</td>
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<td>College first term ends</td>
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<td>JUNE</td>
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<td>College second term begins</td>
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<td>Queen's Birthday, No lectures</td>
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<td>JULY</td>
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<td>T.T.L.C. and Dip.Lib. first semester ends</td>
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<td>AUGUST</td>
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<td>College second term ends</td>
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<td>T.Sp.T.C. second term ends</td>
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<td>SEPTEMBER</td>
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<td>College third term begins</td>
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<td>T.Sp.T.C. third term begins</td>
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<td>OCTOBER</td>
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<td>Examinations and testing begin for Dip.T.(P) second and third year students</td>
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<td>NOVEMBER</td>
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<td>Examinations and testing begin for Dip.T.(P) first year students</td>
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<td>H.D.T. (S.A.C.) first and second year examinations begin.</td>
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<td>T.T.L.C. and Dip.Lib. second semester ends</td>
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<tr>
<td>DECEMBER</td>
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<td>Dip.T.(P) first and second year re-enrolment and course selection</td>
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<td>College year ends.</td>
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</table>
ARTS AND CRAFTS

Note: The names of heads of the various teaching departments are printed at the start of each list.

Stuart A. Black, T.P.T.C., Dip. A.
Ronald L. Miller, T.P.T.C., A.R.M.I.T.
Raymond J. Stebbins, T.P.T.C., F.R.M.I.T.
Deryn Veitch, T.P.T.C., T.A.C.T.C. (Prim.)
David W. Williams, T.P.T.C., T.A.C.T.C. (Prim.), Dip. A.
Donald M. Wordsworth, T.P.T.C., Dip. A.

BIOLOGY

David G. Morgan, B.Sc., Dip.Ed.
John S. Allen, B.Ag.Sc., B.Ed.
Pamela F. Andrew, B.Sc., T.S.T.C.
Fred F. Fitridge, B.Sc., Dip.Ed.
Sheila M. Gillard, M.Sc., Dip Ed.
Geoffrey R. Hargreaves, B.Sc., Dip.Ed.
Terry F. Harrison, B.Sc. (Hons.), B.Ed.
Judith F. Kinney, M.Sc., Reg.T.C.
Marjory Dore Martin, M.Sc., B.Ed.
John C. Sampson, Ph.D., B.Sc. (Hons.), Dip.Ed.
Megan Short, B.Sc., Dip.Ed.
David M. Stokes, Ph.D., B.Sc. (Hons.), Dip.Ed.

CHEMISTRY

John J. Ryan, B.Sc., Ph.D., B.Ed.
John G. Ainley, B.Sc., M.Ed.
Margaret J. Clark, B.Sc. (Hons.), Dip.Ed. (on leave)
Arthur B. Crosby, B.Sc. (Hons.), Dip.Ed.
John G. Down, B.Sc. (Hons.), Ph.D.
Geoffrey J. Giddings, B.Sc., B.Ed.
Gary A. Kakos, B.Sc., Ph.D., Dip.Ed.
Robert J. Prosser, B.Sc. (Hons.), Ph.D., Dip.Ed.
Reginald F. Puddephatt, B.Sc., Dip.Ed.
Carole E. Scollary, M.Sc., B.Ed.
Gary H. Scott, B.Sc., Ph.D.

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Peter C. Joyce, B.Com., B.Ed.
Paula Christophersen, T.S.T.C.

DESIGN

Alan Wilson, A.R.M.I.T., L.I.D.I.A., T.P.T.C.
Kevin P. English, A.R.M.I.T., T.S.T.C.
George Johnson, Dip.A., T.T.T.C.
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James H. Strain, A.R.M.I.T., T.S.T.C.
Robert G. Treseder, A.R.M.I.T.
Val Valentine, A.I.A.P., M.I.P.T.
Wendy Watson, A.R.M.I.T., T.S.T.C.

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Camilla Blunden, T.C. (London), L.L.C.M.
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Claire E. Dobbin, T.S.T.C.
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Anita Sinclair, T.S.T.C. (A and C)
Paul B. Stevenson, T.S.T.C.
Daryl J. Wilkinson, N.I.D.A. (Dip.)

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J. Rodney D. Fraser, B.Com., Dip.Ed.
Rosemary L. Kelly, B.Com., Dip.Ed.
Kevin J. Sharman, B.Com., Dip.Ed.
Graeme A. Taylor, B.Com., Dip.Ed.

EDUCATION

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Peter G. Fleming, B.Sc., B.Ed. Educational Technology
Keith G. Frampton, B.Com., B.Ed., T.P.T.C. Art and Crafts
Desmond R. Fraser, B.A., B.Ed. Educational Sociology
Frank T. Hindley, B.Com., M.Ed., T.P.T.C. Curriculum Studies
Gerald W. Noble, B.A., M.Ed. Practical Studies
Robin Barke-Hall, B.A., B.Ed., T.P.T.C.
Karlis Bremanis, B.A., Dip.Ed.
Malcolm H. Campbell, B.A., B.Ed.
Maxine Cooper, B.A., B.Ed., T.P.T.C.
Richard M. Cotter, B.A., T.P.T.C.
Marcus C. Davey, B.A., B.Ed., T.P.T.C.
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Daryl F. Greaves, B.A., T.P.T.C.
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Geoffrey Hammond, B.Ed., T.S.T.C.
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Graeme T. Hoef, B.A., T.P.T.C.
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Timothy F. Kupsch, B.A. (Hons.), T.P.T.C.
Ruth L. Lees, B.A., T.I.T.C.
John P. McArdle, B.A., T.P.T.C.
Helen L. McGrath, B.A., B.Ed.
Trevor E. Manley, B.A., T.S.T.C.
Philip W. Matthews, M.A., Dip.T. (N.Z.), B.Ed. (equiv.)
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Susan M. Morrison, B.Sc. (Hons.), Dip.Ed., M.A.Ps.S. (on leave)
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Hugh N. Postma, B.A., B.Ed., T.S.T.C.
Mervyn L. Rees, B.Com., B.Ed., T.P.T.C.
Edvard Silkalns, B.A., B.Ed.
William N. Stringer, B.A., B.Ed.
Dennis R. Sullivan, B.A. (Hons.), B.Ed.
Peter W. Thorneycroft, B.Sc., Dip.Ed.
Judith N. Towler, B.A. (Hons.), B.Ed.
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Graeme L. Willcox, B.A., Dip.Ed.
Mary L. Womersley, B.A. (Hons.), T.P.T.C.

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Paul A. Hamilton, C.T. (Q'Id), L.T.C.L.
Patricia E.S. Wray-McCann, B.A., Dip.Ed. (equiv.), T.P.T.C.
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Peter J. Holloway, B.A., Dip.Ed.
Michael J. Quinn, B.A., B.Ed.
Brian E. J. Symes, B.A. (Hons.), Dip.Ed.
Helen K. Tippett, B.A. (Hons.), Dip.Ed.
W. James Young, B.A., Dip.Ed.

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Robin Laurie, B.A., T.S.T.C.
Peter Tammer, B.A.

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André Raynouard, L. es L., D.E.S., C.A.P.E.S.

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Norman L. Head, B.A., Dip.Ed.
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Kenneth G. Boston, M.A., T.S.T.C.
David J. Foster, B.A. (Hons.), Dip.Ed.
Douglas W. Fox, B.A. (Hons.), Dip.Ed.
Timothy G. Glanville, B.A. (Hons.), Dip.Ed.

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Wesley H. Blackmore, B.Com., B.Ed.
Margaret K. Browne, B.A. (Hons.), Dip.Ed.
Barry Collett, M.A., T.S.T.C.
Michael J. Elliot, B.A., Dip.Ed.
Robert D. Ewins, B.A. (Hons.), B.Ed.
Peter M. Grant, B.A. (Hons.), Dip.Ed.
Paul L. Nicholls, M.A., Dip.Ed.
June Senyard, B.A. (Hons.), Ph.D.
Lynette Yates, B.A. (Hons.), Dip.Ed.

LIBRARIANSHIP
Brian J. McKinlay, 2 Hon., T.P.T.C.
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LIBRARIANSHIP

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George T. Rolfe, T.T.L.C., T.P.T.C.
Stanley Watson, B.Com., T.T.L.C., T.P.T.C.

MATHEMATICS

Primary
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Betty J. Hardwick, T.P.T.C., 1 Hon.
John S. Murnane, T.P.T.C., Cert. A.
David I. Rasmussen, B. Econ., T.P.T.C. (Q’ld)
Michael W. Sorrell, B.Sc., T.S.T.C.
Ronald J. Welsh, B.A., B.Ed. (qual.), T.P.T.C.

Secondary
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William Pye, M.A., B.Ed. (Pure Mathematics)
Angelina H. Byrne, M.Sc., Dip.Ed.
Edward T. Conway, B.Sc., Dip.Ed.
Bruce H. Devlin, B.Sc., B.Ed.
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Graham J. Romanes, B.Sc., Dip.Ed.
Ian M. Smith, B.Sc. (Hons.), Dip.Ed.
Peter R. Swain, B.A., Dip.Ed.

MEDIA EDUCATION

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Primary
William E. Watkins, Mus. Bac., T.P.T.C.
Brian D. Brophy
Rita M. Burchill, B. Mus. (Wales)
Eric B.J. Earl, T.P.T.C., Cert. A.
Mary E. Sheen, Mus. Bac., A. Mus. A., T.P.T.C.
Alan W. Woods, B. Mus., B.Ed.
COLLEGE STAFF

MUSIC

Secondary
Geoffrey R. D'Ombrain, B. Mus., B.Ed.
Trevor J. Barnard, A.R.C.M.
William Desailly
Ian S. Ellis, B. Mus., A.C.T.T.
Edward L. Fischer, B.A. (U.S.A.), B.A. (Hons.), T.S.T.C.
Adrian A. Thomas, B. Mus., B.Ed.
Ken E. Whidburn, B. Mus., Dip.Ed.
Wendy Ziersch, B. Mus., T.P.T.C.

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William J. Ferguson, A.R.M.I.T., T.S.T.C.
Arthur W. Harding, F.R.M.I.T., 2 Hon., T.S.T.C.
John R. Neeson, F.R.M.I.T., T.S.T.C.
Hertha K. Pott, S.A.T.C., T.S.T.C.
Stephen Spurrier, F.R.M.I.T., T.S.T.C.
James H. Taylor, A.R.M.I.T., T.S.T.C.
Ronald W. Upton, S.A.T.C., T.S.T.C.
Douglas A. Wright, S.A.T.C., T.S.T.C.

PHYSICAL EDUCATION AND HEALTH


PHYSICS

Kevin E. Mauger, B.Sc., Dip.Ed.
Graham R. Doig, B.Sc., B.Ed.
Ian R. Harrowfield, M.Sc., Dip.Ed. (on leave)
Robin A. Hirst, B.Sc. (Hons.), Ph.D., Dip.Ed.
Clifford K. Malcolm, B.Sc. (Hons.), Ph.D., B.Ed.
John M. Owen, B.Sc. (Hons.), B.Ed.
Peter J. Rogers, B.Sc. (Hons.), Ph.D., Dip.Ed.
Geoffrey A. Ross, B.Sc. (Hons.), B.Ed.
Russell W. Tytler, M.Sc., B.Ed. (on leave)
David L. Watts, B.Sc. (Hons.), Dip.Ed.

POLITICS AND PHILOSOPHY

Warwick F. Du Vé, B.A. (Hons.), Dip.Ed.
Lindsay L. Jones, B.A. (Hons.)
David C. Littlewood, B.A. (Hons.), Dip.Ed.
David A. Park, B.A., Dip.Ed.
Alison M. Salzer, B.A. (Hons.)
PSYCHOLOGY
Mary D. Ainley, M.A., Dip.Ed., M.A.Ps.S.
Lachlan D. Arnott, B.Sc., T.S.T.C.
Anne C. Ballard, B.A., Dip.Ed.
Catherine E. Bramwell, B.A., Dip.Ed.
Adrian E. May, B.A., T.P.T.C., M.A.Ps.S.
Terence L. Werner, B.Sc. (Hons.), Dip.Ed.

READER SERVICES
Jean M. Blaikie, B.A., Dip.Ed.
Janene J. Dobson, A.L.A.A.
Lorraine J. Franklin, A.R.M.I.T.
Gabriele Hall, T.P.T.C., T.T.L.C.
Viviane L. Klein, A.L.A.A., A.C.T.T.
Laurice E. Malone, Dip. Mus., A. Mus. A.
Geoffrey L. Millman, A.R.M.I.T., T.P.T.C.,
Claire Nordman, B.A.
Susan E. Pitts, B.A., Dip.Ed.
Robert J. Ratcliffe, T.P.T.C., T.T.L.C.
Amy A.E. Sanders, A.C.M.M.
Christine L. Watts, B.A., A.R.M.I.T.
Aina R. Zalitis, B.A., A.R.M.I.T.

SCIENCE
Ian E. Hawkins, B.Sc., B.Ed. (qual.), T.P.T.C.
Donald Adams, B.A., B.Sc., T.Sp.T.C.
Ian J. Allan, B.Sc. (Hons.), T.P.T.C.
Margaret Friedel, B.Sc., Ph.D.
Heather Kaufmann, B.Sc. (Hons.), T.P.T.C.
Margaret Sawyer, B.Sc., T.P.T.C.

SCULPTURE AND CERAMICS
Reg A. Parker, F.R.M.I.T., T.T.C. (Man. Arts)
Bronwyn Blake, A.R.M.I.T., T.S.T.C.
P. Robyn Clayton, A.R.M.I.T.
Michael J. Dillon, Dip.A., T.T.T.C.
Noel J. Flood, A.R.M.I.T., T.T.T.C.
Clive Murray-White, Dip.A., T.T.T.C.
Ken Scarlett, A.R.M.I.T., T.S.T.C.
John G. Tescheidoff, A.R.M.I.T., T.P.T.C.

SOCIAL SCIENCE
Glenis E. Davey, B.A. (Hons.), T.P.T.C.
Michael Hamel-Green, B.A. (Hons.)
Keith J. Pigdon, B.A. (Hons.), T.P.T.C.
Geoffrey M. Poynter, B.Com., B.Ed., T.P.T.C.
COLLEGE STAFF

SOCIAL SCIENCE

David M. Schapper, B.A. (Hons.), T.P.T.C.
Rosemary D. Wentworth, B.Com., B.Ed.
Elizabeth A. Williams, B.A., Dip.Crim.

STUDY OF ART

George Spanos, Dip.Art and Design, T.P.T.C.
Ken E. Wach, F.R.M.I.T., T.T.T.C.

TECHNICAL SERVICES

Marie V. Corrigan, Dip. Hort.
Colleen M. Farrell, T.P.T.C., T.T.L.C.
Mavis E. Jonston
Raja Sarangapany, B.A., Dip.Ed.
Rita Steinhards, B.A.
Helen M. Wispelaere, B.A., T.S.T.C.
Janice L. Wright, T.P.T.C., 1 Hon., T.T.L.C.
Eve M. Young, A.L.A.A.

TEXTILE CRAFTS

Heather M. Hollows, N.D.D.
Margaret Hough, Dip. N'craft, S.A.T.C., T.P.T.C.
Joan L. Notman, S.A.T.C., T.S.T.C.
Bessie A. Ridgway, A.C.T.T.
Carolyn R. Roberts, A.R.M.I.T., T.S.T.C.

WOOD AND METALCRAFT

Norman A. Creighton, A.R.M.I.T., T.S.T.C. (A and C)
Rex N. Keogh, A.R.M.I.T., T.S.T.C. (A and C)
## PERSONNEL DIRECTORY

### ADMINISTRATION

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tr>
<td>Acting Principal</td>
<td>A.V. Jones</td>
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<tr>
<td>Acting Deputy Principal</td>
<td>R. Uren</td>
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<td>331</td>
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<tr>
<td>Vice Principal</td>
<td>H. White</td>
<td>AC203</td>
<td>265</td>
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<tr>
<td>Co-ordinator of Secondary Administration</td>
<td>Isabel O. Haining</td>
<td>SG29</td>
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<tr>
<td>Co-ordinator of Primary Administration</td>
<td>J.S. Legge</td>
<td>ER430</td>
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<tr>
<td>Dean of Students</td>
<td>A. Mary Kennedy</td>
<td>ER429</td>
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<tr>
<td>Planning and Administration Officer</td>
<td>W. Pye</td>
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<tr>
<td>Head of Education Resource Centre</td>
<td>G.P. Corr</td>
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<tr>
<td>Medical Officer</td>
<td>D.E. Marsden</td>
<td>PN169</td>
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<tr>
<td>Counsellor</td>
<td>N.G. White</td>
<td>PS10</td>
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### ADVISERS

| Higher Diploma of Teaching (Secondary)        | Art & Crafts       | H. White | AC203 | 265 |
|                                              | Arts               | N.L. Head | SF15  | 243 |
|                                              | Creative Arts      | A.A. Thomas | AC610 | 383 |
|                                              | Economics & Commerce | P.C. Joyce | SS17  | 256 |
|                                              | Physical Education | J.F.A. Inch | SS6   | 250 |
|                                              | Science            | M.D. Martin | SC602 | 180 |
|                                              | Teacher Librarianship | W.R. McVitty | ER518 | 349 |
| Bachelor of Science (Education)              | G.R. Hargreaves    | SC702  | 190       |
| Diploma of Teaching (Primary)                | N.J. Chirgwin      | ER507  | 338       |
| Trained Secondary Teacher’s Certificate      | D.R. Fraser        | SF1    | 237       |
| Diploma of Education                         | D.R. Fraser        | SF1    | 237       |
| Trained Homecrafts Teacher’s Certificate     | K.F. Runciman      | FT1    | 347-5466  |
| Trained Special Teacher’s Certificate        | K.F. Runciman      | FT1    | 347-5466  |
| Trained Teacher-Librarian’s Certificate      | W.R. McVitty       | ER518  | 349       |
| Approved Course of Teacher Training          | Mona B. Russell    | AC308  | 363       |
| (Arts & Crafts)                               |                    |        |           |
| Approved Fourth Year of Study                |                    |        |           |
| (Arts & Crafts)                               |                    |        |           |
| Course Selection                              | Primary            | R.F. Horne | ER533 | 374 |
|                                              | Secondary          | D. Fraser | SF1   | 237 |
|                                              |                    | G. Noble  | SG50  | 233 |
|                                              |                    | P. Power   | SG12  | 220 |
| Examinations                                  | Primary            | R. Welsh  | ER410 | 321 |
|                                              | Secondary          | R. O’Brien | SC402 | 165 |
| External Studies                              | Primary            | R. Welsh  | ER410 | 321 |
|                                              | Secondary          | K.J. Sharman | SS21 | 260 |
| School Experience                             | Primary            | K. Mongan  | ER510 | 341 |
|                                              | Secondary          | G. Noble  | SG50  | 233 |
|                                              | S.A.C.             | I. Moore   | AC111 | 119 |
| Timetables                                    | Primary            | M.C. Davey | ER509 | 340 |
|                                              | Secondary          | A.W. Harding | AC314 | 387 |
|                                              | S.A.C.             | B. Jacka   | SG18  | 270 |
## PERSONNEL DIRECTORY

### HEADS OF DEPARTMENTS

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<tr>
<th>Name</th>
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<th>Name</th>
<th>Room</th>
<th>Ext.</th>
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<td>W. McVitty</td>
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<td>A.I. Maloney</td>
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<td>R.J. Bisset</td>
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<td>D.J. Manning</td>
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<td>K.E. Mauger</td>
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<td>N.J. Chirgwin</td>
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<td>J.G. Mitchell</td>
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<td>A.N. Cocks</td>
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<td>228</td>
<td>D.G. Morgan</td>
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<tr>
<td>R.F. Danielson</td>
<td>AC208</td>
<td>362</td>
<td>D.A. Newbury</td>
<td>AC712</td>
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<tr>
<td>G.R. D’Ombrain</td>
<td>AC526</td>
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<td>G.W. Noble</td>
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<td>W.F. Du Vé</td>
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<td>R.A. Parker</td>
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<td>L.W. Evans</td>
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<td>P.G. Fleming</td>
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<td>246</td>
<td>W. Pye</td>
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<td>K.G. Frampton</td>
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<td>M.B. Russell</td>
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<td>D.R. Fraser</td>
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<td>J.J. Ryan</td>
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<td>M. Gelman</td>
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<td>B. Sheedy</td>
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<td>I.E. Hawkins</td>
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<td>G. Spanos</td>
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<td>N.L. Head</td>
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<td>J.C. Tindall</td>
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<tr>
<td>D.G. Hill</td>
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<td>W.H. Tozer</td>
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<td>F.T. Hindley</td>
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<td>W.E. Watkins</td>
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<td>P.C. Joyce</td>
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<td>258</td>
<td>A. Wilson</td>
<td>AC414</td>
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</table>

### LEGEND

For room identification a coding device has been used.

The initial prefix letter or letters identifies the building as shown on the site plan.

- **S**: Original Secondary College building followed by G, F, or S to indicate floor level
- **P**: Original Primary College buildings followed by N, E, or S to indicate the block
- **ER**: Education Resource Centre
- **AC**: Arts Centre
- **SC**: Science Education Building
PLAN OF COLLEGE SITE

PS  Original Primary College Building — South
PN  Original Primary College Building — North
ER  Education Resource Centre
SC  Science Education Building
S   Original Secondary College Building
PE  Original Primary College Building — East
AC  Arts Centre
COURSES

HIGHER DIPLOMA OF TEACHING (SECONDARY)

A four-year course incorporating studies in areas of specialization in arts, art and crafts, creative arts, economics and commerce, environmental science, physical science, physical education, and librarianship, together with studies in the foundations, principles, and practices of education.

Regulations governing all courses except art and crafts will be found on P. 23. Regulations governing art and crafts will be found on P. 26.

Note: The first two years of the Higher Diploma of Teaching (Secondary) in Physical Education are taken in the Department of Physical Education at the University of Melbourne, in the course leading to the award of the Diploma of Physical Education. In the third and fourth years, further studies in physical education, education, and academic subjects will be arranged.

BACHELOR OF SCIENCE (EDUCATION)

The B.Sc.Ed. course leads to a degree of the University of Melbourne. Much of the teaching in the course is done by College staff; however, the course comes under the authority of the Faculty of Science at the University of Melbourne, with the Faculty of Education responsible for certain sections of the course. Entry to the course is by selection through the Victorian Universities Admission Committee.

This four-year course covers similar ground to B.Sc., Dip.Ed., the main difference between the courses being one of structure. B.Sc.Ed. combines a study of one or more branches of mathematics and science with studies in education. The latter occupies approximately one quarter of the course, and is concurrent with the science and mathematics studies in all except the first year of the course.

Subject to the normal requirements, graduates of B.Sc.Ed. courses may proceed to B.Sc.(Hons.) courses and to higher degrees.

DIPLOMA OF TEACHING

A three-year general course of preparation for teaching in the primary school. It has both academic and professional components. Though non-specialist in character, it allows for the development of personal interests and, in the final year, provides opportunity for the student to concentrate on particular areas of school curricula and teaching procedures.

DIPLOMA OF EDUCATION

A course consisting of one year of study in the foundations, principles, and practices of education subsequent to graduation with an approved degree or four-year diploma, or equivalent qualification. Alternative courses are provided and details of these may be found on P. 40.

TRAINED SECONDARY TEACHER'S CERTIFICATE

One year of study in the foundations, principles, and practices of education, subsequent to at least two years of approved tertiary studies related to a field of specialization for teaching. These studies would normally have been taken at a university. Alternative courses are provided and details of these may be found on P. 40.
COURSES

TRAINED SPECIAL TEACHER’S CERTIFICATE
A one year specialization for students who have completed a teacher training qualification. Preferably, entrants should have had at least two years of teaching experience.

The course seeks to give students an understanding of the particular needs of slow-learning, handicapped, and migrant children in the special education setting. Considerable importance is attached to individual and group research, to wide reading, and visits to a variety of institutions.

TRAINED HOMECRAFTS TEACHER’S CERTIFICATE
A one year course open to those with an initial teacher-training qualification. It consists of the compulsory core studies of the Trained Special Teacher’s Certificate, together with specialization and elective work in homecrafts.

Students are equipped with basic skills in foods and nutrition, textile crafts, and associated activities, to cater for the needs of children in special schools.

DIPLOMA OF LIBRARIANSHIP
A one year program offered to qualified teachers who wish to specialize in school librarianship. A minimum three year teacher qualification is required for entry, and the course is open to primary and post-primary teachers, extension students from the Diploma of Teaching (Primary) course, and graduate teachers.

For graduates, the course is accredited by the Library Association of Australia as equivalent to Registration of the L.A.A.

TRAINED TEACHER LIBRARIAN’S CERTIFICATE
A one year program offered to qualified teachers who wish to specialize in school librarianship. Entry requirements for 1974 are H.S.C. (or equivalent) and a minimum two year teacher qualification. The course is suitable for teachers from the primary, secondary, and technical divisions, and is accredited by the Library Association of Australia as equivalent to five Registration subjects.

APPROVED FOURTH YEAR OF STUDY
Two courses are available on a half time basis for two years to teachers who have completed T.S.T.C. (Art and Crafts) or T.T.C. (Manual Arts). An entry qualification of the H.S.C. will lead to an award of the Higher Diploma of Teaching (Secondary) – Art and Crafts; with a lesser entry qualification, the entrant will be recorded as having passed an Approved Fourth Year of Study.

APPROVED COURSE OF TEACHER TRAINING
A two year, half-time course available to teachers of art and crafts who are seeking a basic professional qualification for secondary teaching. Thus, temporary teachers who have technical training and trade experience may qualify for permanency in the teaching service.
COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY)

1. A candidate for the Higher Diploma of Teaching (Secondary) shall pursue his studies for at least four years.

2. The subjects of the course for the Higher Diploma and the conditions on which such subjects may be taken shall be as prescribed from time to time by the Board of Studies on the recommendation of the faculties.

3. The regulations for the course for the Higher Diploma of Teaching (Secondary), together with the details of subjects and the pre-requisite and special entry conditions, shall be published from time to time.

4. No candidate may pursue a course of study or receive credit for subjects taken unless his proposed selection of subjects and the years of his course in which they are to be taken have been approved by the appropriate faculty or faculties. It is the responsibility of each student to obtain this approval before embarking on subjects.

5. (i) A candidate's progress in his course of study shall be expressed in terms of years.

Such years shall be defined by a cumulative total of points to be scored as a credit for subjects passed. The points to be scored for each subject shall be as prescribed from time to time by the Board of Studies on the recommendation of the appropriate faculty and published together with the details of subjects.

(ii) A candidate shall be

(a) in the first year of his course until such time as his cumulative points score shall equal or exceed twenty-seven points

(b) in the second year of his course until such time as his cumulative points score shall equal or exceed fifty-seven points

(c) in the third year of his course until such time as his cumulative points score shall equal or exceed ninety-three points

(d) in the fourth year of his course until such time as his cumulative points score shall equal or exceed one hundred and thirty-eight points.

6. Except where special permission is granted by the Board of Studies for this to be exceeded, the maximum total number of points that may be attempted in one year is as follows:

A candidate in the first year of his course 36 points
A candidate in the second year of his course 45 points
A candidate in the third year of his course 40 points

except that a candidate in the third year of his course who has scored at least 57 points in a maximum of two years of full time study may enrol in studies of a maximum value of 45 points.

A candidate in the fourth year of his course 45 points

7. A candidate who, having completed part or all of another course of study at the tertiary level at another institution, enrols in the course for Higher Diploma may, with the approval of the Board of Studies on the recommendation of the appropriate subject departments, be given credit for subjects the equivalent of which have been passed in the other course. Where there is no equivalent subject or subjects he may be credited with an appropriate points score to be determined by the Board of Studies on the recommendation of the appropriate faculty. Such points shall be allotted to appropriate groups when credited.


COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY)

8. The Board of Studies may, on the recommendation of the appropriate faculty, allow a candidate to include in his course subjects offered by another institution which are, in its opinion, of an appropriate standard and relevant to the candidate's course of study. The points to be scored for passing in any such subject shall be prescribed by the Board of Studies on the recommendation of the appropriate faculty. Such points shall be allotted to appropriate groups when credited.

9. The total number of points which may be credited to a candidate under Regulations 7 and 8 shall not exceed 84, including a maximum total of 75 points in groups 1, 2 and 3, and a maximum total of 18 points in group 4.

10. Subjects with common content shall be as determined from time to time by the Board of Studies on the recommendation of the appropriate subject departments. No candidate may receive credit for more than one subject of a group of subjects so determined.

11. A candidate who does not pass in a subject may be credited by the Board of Studies with the points to be scored for that subject, having regard to his performance in all subjects taken by him (whether taken in one year or more), in accordance with principles determined by the Board of Studies in consultation with the faculties.

12. The Higher Diploma of Teaching (Secondary) will be granted to a candidate who has complied with the prescribed conditions and
   (a) has gained a cumulative score that equals or exceeds 138 points
   (b) has in groups 1, 2 and 3 gained a cumulative score that equals or exceed 102 points including
      (i) at least 57 points in groups 2 and 3, of which at least 12 points are in group 3
      or
      (ii) at least 48 points in groups 2 and 3, of which at least 24 points are in group 3
   (c) has in group 4 gained at least 36 points, including a pass in Practice Teaching.

Group 1 comprises first year studies in Arts, Creative Arts, Economics and Commerce, Librarianship, and Science.

Group 2 comprises studies for which the prerequisite conditions have been met as a result of studies in group 1.

Group 3 comprises studies for which the prerequisite conditions have been met as a result of studies in group 2, or other studies in group 3.

Group 4 comprises studies in education.
COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY)

The allocation of points scores is as follows:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Group 1</th>
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<th>Group 3</th>
<th>Group 4</th>
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<tr>
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<td>B1 12</td>
<td>C 12</td>
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<tr>
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<td>B 12</td>
<td>C 12</td>
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<td>Biology</td>
<td>A 9</td>
<td>B1 18</td>
<td>C 18</td>
<td></td>
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<tr>
<td>Chemistry</td>
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<td>Drama</td>
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<td>C 12</td>
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<td>B1 12</td>
<td>C1 4</td>
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<td>C 27</td>
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<td>C 12</td>
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<td>B (Early 12 19C)</td>
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<td>C 12</td>
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COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY) — ART AND CRAFTS

GENERAL REQUIREMENTS

DESCRIPTION OF COURSE

The course consists of four years of full-time, post-matriculation studies, and upon its successful completion candidates will be awarded the Higher Diploma of Teaching (Secondary) — Art and Crafts. There is provision for termination at the end of three years; in which event the successful candidate will be awarded the Diploma of Teaching (Secondary) — Art and Crafts.

AREAS OF STUDY

The course covers seven areas of study and school experience.

PRACTICAL STUDIES

(i) Interpretation 2D
   - Life Drawing, Painting, and Printmaking

(ii) Interpretation 3D
    - Sculpture and Ceramics

(iii) Design
    - Design, Experimental Studies, Graphic Communication

(iv) Craft
    - Textile crafts, wood-metal crafts

ACADEMIC STUDIES

(v) Study of Art
(vi) Arts faculty subjects
(vii) Education

YEARLY STUDY PROGRAM

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Subjects</th>
<th>Number of areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>14 + Teaching Practice</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>9 + Teaching Practice</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>5 or 6 + Teaching Practice</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3 + Professional Studies</td>
<td>3 or 4</td>
</tr>
</tbody>
</table>

(i) A subject is a study which is time-tabled and assessed independently.
(ii) An area of study may be generally defined as a grouping of interdependent subjects.
(iii) Year 1 is a single course of study taken by all students, and is designed to give the widest possible range of experience prior to specialization.

See diagrammatic representation of course plan on page 30.

(iv) The elective academic studies in the first three years will be selected from subjects offered by the Department of Study of Art, the Faculty of Arts, and professional studies offered by the Department of Education.

In the third year of the course students may select a minor practical study area from the program of related faculties within the Arts Centre.
COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY) — ART AND CRAFTS

GENERAL REQUIREMENTS

EXAMINATION AND ASSESSMENT

(i) (a) Progress through the course from year to year will be determined by progressive assessment. Tests, exercises, assignments, and final examination may be used by the head of the department to provide the required assessment.

(b) To pass in an area when it consists of a grouping of subjects, or to pass in a subject when it consists of a number of sections, it is necessary to gain at least 50% of the total marks and to have reached an acceptable standard in all sections and/or subjects. The determination of what constitutes "an acceptable standard" will be made by the head of department in consultation with the assessment panel concerned.

(c) Students who are required by the course committee to take a supplementary examination will generally be expected to present for examination during the first full week of the commencement of the academic year. A student who fails in a section of an area or a subject may be required to pass only in that section or area of a subject. Ill health or other serious hardship may be grounds for admission to supplementary examinations in all units of failure and non-assessed units if the course committee so recommends it.

(ii) (a) In all areas results will be assessed on a numerical basis, but results will be posted half yearly and yearly as ‘satisfactory’ or ‘unsatisfactory’ in each subject area.

(b) The results at the end of the year will be determined on the aggregate of the marks given in the related subjects (in the case of an area) or on the aggregate of marks for single subjects.

(c) The fail level having been determined, the pass results in each subject shall be classified according to the following formula by the departments concerned.

Distinction may be awarded by a subject department for performance at a particularly high level, but the number of distinctions shall not exceed fifteen percent of the students presenting for assessment.

Credit may be awarded by a subject department for performance at a superior level but the number of credits shall not exceed twenty five percent of those presented for assessment.

Pass shall be awarded to students who otherwise satisfy the requirements of the particular subject department. In the numerically small groups in the third and fourth years, the distribution of distinctions and credits will be determined by the head of department in consultation with the chairman of the course committee or his deputy.

(d) Practical teaching in each year of the course shall be assessed as satisfactory or unsatisfactory.

(e) In the presentation of results as set out above, all areas of study shall be regarded as of equal value, and no weighting shall be applied to any of the results.

(iii) The courses are participation courses. Students who place their courses in jeopardy by absence from lectures may be called before the course committee to explain such absence. The course committee may recommend suspension or termination of course.
COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY) – ART AND CRAFTS

(iv) At appropriate intervals the course committee at a meeting convened and chaired by the course committee chairman or, in his absence, the deputy chairman shall determine admission to the succeeding year of the course on the basis of results, and hear submissions regarding any special circumstance adversely affecting the satisfactory completion of the course or year.

DETAILED REQUIREMENTS AND PROCEDURES

ADMISSION TO SECOND, THIRD, AND FOURTH YEARS

(i) In the first, second, or third years, failure in three areas (or in two areas plus teaching practice) may lead to suspension or termination of the course.

(ii) In the event of failure in one or two areas, the head of the department concerned will advise the course committee what is required to make good the failed area.

(iii) In the third year Drawing may be linked with a major study for purposes of assessment.

(iv) For admission to the fourth year, students must be able to complete their major study in a practical area in one further year. A major study is one approved by the course committee and taken within one department in each of the four years of the course. Any student who wishes to adopt a course plan at variance with the course regulations, or who wishes to vary subjects within the course structure, must submit the proposed variation to the course committee for approval.

(v) The course committee will determine the admission of a student to the fourth year from evidence supporting his capacity to meet fourth year standards, after an examination of all aspects of his course and record, and after consideration of recommendations made by the heads of the departments concerned.

COMPENSATORY PASS

(i) In a given year a student who reaches a satisfactory level in all subjects except one may be considered for a compensatory pass in this subject.

(ii) A student granted a compensatory pass in a unit which is an elective study may not proceed to a later year of the subject without the approval of the course committee.

(iii) Not more than one compensatory pass may be granted to a student in any subject, nor more than two in the course as a whole.

(iv) The course committee may require a supplementary examination before granting a compensatory pass.

RECOVERY OF FAILURE

Failure may be made good during the following year of the course by progressive study and assessment or by repeating the subject or part thereof.
COURSE REGULATIONS

HIGHER DIPLOMA OF TEACHING (SECONDARY) – ART AND CRAFTS

COURSE FAILURE

(i) A student whose failure is such that it may be remedied by further study or practice teaching and re-assessment (e.g. at special or deferred examinations) may have his course re-assessed before the following first day of May.

(ii) A student whose degree of failure is very serious will be required to repeat the subjects of failure over a complete year, or to undertake approved equivalent studies.

Note: At the end of the third year, students may terminate their course for personal reasons, or may be advised not to continue on the grounds that they are not recommended for fourth year studies at this stage. In this event successful candidates will be awarded the Diploma of Teaching (Secondary) – Art and Crafts.
<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>1st YEAR</th>
<th>Hrs.</th>
<th>2nd YEAR</th>
<th>Hrs.</th>
<th>3rd YEAR</th>
<th>Hrs.</th>
<th>4th YEAR</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRACTICAL STUDIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td>Painting</td>
<td>Drawing</td>
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<td>3</td>
<td>Drawing</td>
<td>Section A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Drawing</td>
<td></td>
<td></td>
<td>or Printmaking</td>
<td>1½</td>
<td>or Printmaking</td>
<td></td>
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<td></td>
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<td>Printmaking</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Sculpture</td>
<td>Sculpture</td>
<td>1½</td>
<td>Sculpture</td>
<td>3</td>
<td>or Textilecraft</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Ceramics</td>
<td>or Ceramics</td>
<td>1½</td>
<td>or Ceramics</td>
<td>3</td>
<td>or Needlecraft</td>
<td>Graphic Comm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>6</td>
<td>Total</td>
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<td></td>
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</tr>
<tr>
<td>Woodcraft</td>
<td>Woodcraft</td>
<td>1½</td>
<td>Woodcraft</td>
<td>3</td>
<td>Drama</td>
<td>Section B</td>
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<tr>
<td>Woodcraft</td>
<td></td>
<td></td>
<td>or Metalcraft</td>
<td>1½</td>
<td>Film &amp; T.V. Music</td>
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<tr>
<td>Metalcraft</td>
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<td></td>
<td>or Textilecraft</td>
<td>1½</td>
<td>Stagecraft</td>
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<tr>
<td>Fabric Craft</td>
<td>Textilecraft</td>
<td>1½</td>
<td>Any Two areas</td>
<td>3</td>
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<td>Needlecraft</td>
<td>Needlescraft</td>
<td>1½</td>
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<td>3</td>
<td>Any one to be taken as a major study</td>
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<tr>
<td></td>
<td>Total</td>
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<td>Total</td>
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<tr>
<td>Experimental</td>
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<td>1½</td>
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<td>3</td>
<td></td>
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<tr>
<td>Studies</td>
<td>Studies or</td>
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<td>3</td>
<td></td>
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<tr>
<td>Graphic</td>
<td>Graphic</td>
<td>1½</td>
<td>Graphic</td>
<td>3</td>
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<tr>
<td>Communication</td>
<td>Communication</td>
<td>1½</td>
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<td>3</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>4½</td>
<td>Total</td>
<td>6</td>
<td></td>
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<tr>
<td><strong>ACADEMIC STUDIES AND TEACHING</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>Education</td>
<td>3</td>
<td>Education</td>
<td>4½</td>
<td>Education</td>
<td></td>
<td>5</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3 hours Method + 2 hours</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15 days Teaching - 45 days</td>
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<td></td>
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</tr>
<tr>
<td>General</td>
<td>One subject area taken each year from English or Humanities subject, Study of Art 1, Study of Art 2, Study of Art 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 1st Year. Practical areas in semesters of six months.
COURSE REGULATIONS

APPROVED FOURTH YEAR OF STUDY

Applications for selection on this course should be made in the first instance to the Director of Teacher Education. An appropriate application for study leave should also be made.

COURSE 1

This course is for teachers who have completed T.S.T.C. (Art and Crafts) or the T.T.C. (Manual Arts).

COURSE DESCRIPTION

(i) A major practical study which will be a continuation of the major study in the previous certificate 15 hours
(ii) Life Drawing 2 hours
(iii) Design 2 hours
(iv) One academic study selected from the following:
   (a) Education Measurement
   (b) Philosophy of Education
   (c) Study of Art
   (d) Philosophy of Art 3 hours

COURSE 2

An optional course for teachers who hold T.T.C. (Manual Arts), or for teachers who
(a) have a trade background
(b) have already completed a course of teacher training
(c) have qualifications acceptable for promotion to the senior assistant class.

COURSE DESCRIPTION

(i) A practical study of craft other than the teacher's apprenticeship craft, or related practical art study 15 hours
(ii) Graphic Communication 2 hours
(iii) Design 2 hours
(iv) An academic study selected from the following:
   (a) Education Measurement
   (b) Philosophy of Education
   (c) Study of Art
   (d) Philosophy of Art 3 hours
COURSE REGULATIONS

APPROVED COURSE OF TEACHER TRAINING

This course is available to

(i) Temporary teachers of boys' craft who hold
   (a) a Trade Proficiency Certificate (or equivalent) in an approved craft
   (b) a minimum of five years' approved trade experience
   (c) a period of satisfactory experience as a teacher of boys' craft subjects in a Victorian State Secondary School

or

(ii) Temporary teachers of art who hold
   (a) Diploma of Art
   (b) a period of satisfactory experience as a teacher of Art in a Victorian State Secondary School.

COURSE DESCRIPTION

FIRST YEAR

- English or Study of Art
- Education Human Development
- Current Developments in Education
- Special methods of art or craft
- Design and Graphic Communication
- Elective practical study in art or craft

Total 10 hours

SECOND YEAR

- Education: Any two of
  - Comparative Education, Educational Psychology
  - Educational Sociology, Philosophy
- Methods and Organization
- Design and Graphic Communication
- Elective practical study in art or craft

Total 9 hours

Note ELECTIVE PRACTICAL STUDIES

(i) Craft teachers with trade qualifications will be required to do a special course in wood and metal crafts.

(ii) Teachers with Diploma of Art will be required to extend their background and experiences in studies complementary to those undertaken in their Diploma.
COURSE REGULATIONS

DIPLOMA OF TEACHING (PRIMARY)

COURSE STRUCTURE

SECTION A

1. The course will normally be completed in three years and will consist of

(a) fourteen academic units:

- Compulsory major — Education: 3 units
- Elected major: 3 unit
- Compulsory sub-major — English: 2 units
- Elected sub-major: 2 units
- Single units: 4 units

14 units

to be taken as follows: 5 units in first year, 5 in second year, 4 in third year.

(b) School experience: at least 100 days and not more than 125 in the three years.

2. The academic subject areas are:

Art, Education, English, Health and Physical Education, Mathematics, Music, Science, Social Sciences. (And see Note 1.)

3. A unit is a year of study in one of the above areas.

A single unit is a study in an area taken for one year only.

A sub-major consists of two units in the same subject area taken over two years.

A major consists of three units in the same subject area taken over three years.

4. Any subject area may be elected as a major or sub-major study, except, of course,

that Education may not be taken as a sub-major.

5. All subject areas shall be studied for at least one year.

6. Mathematics shall be studied in first year.

7. Before a student commences any year of study he shall have his course approved by the departments concerned and by the Principal.

(Here and hereinafter, where reference is made to ‘the Principal’, see Note 2.)

EXAMINATION AND ASSESSMENT

SECTION B

Progress through the course from year to year shall be determined by progressive assessment and/or annual examinations.

SUPPLEMENTARY EXAMINATIONS

SECTION C

1. Permission to present for supplementary examinations may be granted by the Principal to a student who has not more than two units of failure or who is unassessed in not more than two units in any year of the course. These examinations shall be held in the following year not later than the first full week of Term 1.

2. The two units of failure may not include the final units of both major studies, or the final unit of a major study and the final unit of a sub-major study (See Section H).

3. A student who fails in a section or sections of a unit may be required to pass at supplementary examination only in such section or sections, if the department concerned so recommends.

4. Notwithstanding clauses 1, 2, and 3 above, ill-health or other serious hardship may be grounds for admission to supplementary examinations in all units of failure and non-assessed units. (See Notes 4 and 6.)
COURSE REGULATIONS

DIPLOMA OF TEACHING (PRIMARY)

SPECIAL EXAMINATIONS

SECTION D

1. A student who, owing to ill-health or other circumstance, is unable to present for annual or supplementary examination, or otherwise to complete the requirements of the course, may be granted a special examination.

2. It shall be at the Principal’s discretion to permit such a student to present for an examination supplementary to the special examination.

COMPENSATORY PASS

SECTION E

1. A student who in a given year reaches a satisfactory level in all units except one, in which the result is close to a pass standard, may be granted a compensatory pass in this unit, but no further study in the area concerned may be undertaken. (This entails that a compensatory pass will NOT be granted in either of the first or second units of a major study, or the first unit of a sub-major study.) (See Note 3.)

2. Not more than two compensatory passes may be credited in the fourteen units required.

3. The Principal will consider submissions on compensatory passes only after the relevant supplementary examinations.

FAILURE TO COMPLETE SATISFACTORILY THE FIRST OR SECOND YEAR OF THE COURSE

SECTION F

1. Except as provided in 2 and 3 in this section, a student shall not be permitted to undertake more than the number of units prescribed for each year of the course. (See A 1.)

2. A student who can complete the course in minimum time by attempting five units in the third year may be permitted to attempt those units if the Principal so approves.

3. Ill-health and/or other serious hardship may be grounds for granting a student permission to attempt five units in the third year of his or her course if the Principal so approves. (See Notes 5 and 6.)

REPETITION OF SUBJECTS OR TERMINATION OF COURSE

SECTION G

A student with failures in three units at the end of any year of his course will either
(i) with the permission of the course committee repeat the subjects of failure before proceeding to the next year of the course, or in the case of the third year, before completing his course

or

(ii) have his course terminated forthwith.

(Studentship holders nominated by the Education Department of Victoria will have to fulfil requirements of that Department in terms of progress through the course and subsequent employment. It is the student’s personal responsibility to acquaint himself with such conditions by consultation with the Teacher Education Division of the Education Department).
COURSE REGULATIONS

DIPLOMA OF TEACHING (PRIMARY)

REPETITION OF FAILED UNITS AND COURSE REVIEW

SECTION H

1. Major Study — Education
A student who fails in any unit of Education must repeat that unit in the following year.

2. Other Major Studies
A student who fails in any unit of a major other than Education must, except as provided in 5 below, repeat that unit in the following year.

3. Sub-Major Study — English
A student who fails in either unit of English undertaken as a sub-major must repeat that unit in the following or subsequent years.

4. Other Sub-Major Studies
A student who fails in either unit of a sub-major other than English must, except as provided in 5 below, repeat that unit in the following or subsequent years.

5. Review of Major or Sub-Major Elections
It may be possible in areas other than the major in Education and the sub-major in English to review at the end of first or second years elections of major or sub-major areas, i.e. to relinquish a proposed major or sub-major in a fail area and to substitute a major or sub-major in a pass area originally elected as a single unit, or to convert a sub-major to a major.
Such review of major or sub-major elections at the end of first or second years must be approved by the Principal.

A student who fails or is granted a compensatory pass in the first or second unit of a subject elected as a major, or the first unit of a subject elected as a sub-major, may seek permission, despite the failure, to retain the subject as originally elected.

In such a case, subject to advice from and permission of the department concerned, and with the Principal’s approval, the student may be permitted to relinquish the compensatory pass and repeat the failed units. (See Note 7.)

6. Single Units
A student who in first or second year fails in one single unit may be granted permission to repeat this unit in third year. (See A3, F2, and F3.)

NOTES
1. Subject Areas: The Report and Recommendations of the Advisory Committee on the Three Years’ Course of Training for Primary Teachers (April 1967) includes the following:
‘Any other subject areas approved by the appropriate authority.’

No such subject areas have yet been included in the course prescribed for this college.

2. Where, in this document, reference is made to the Principal, the following should be noted:
Decisions concerning a student’s progress through the course will be made by the Diploma of Teaching (Primary) Course Committee.

3. The necessity to repeat a failed unit of Education or English, or of a major or sub-major which the student elects to retain as such, arises from the continuous character of Diploma studies, i.e. a second or third year study may not be undertaken until the work of the previous year has reached a satisfactory standard.

4. A student who wishes to request special consideration on the grounds of ill-health or other serious hardship should do so before or immediately after the examination concerned, or before the date set for final assessment in the subject.
DIPLOMA OF TEACHING (PRIMARY)

5. A student who requires permission to attempt five subjects in third year under provision F3 above must make the request not later than the third full week of Term 1.

6. Requests for special consideration (C4, F3, and Notes 4 and 5 above) must be submitted to the Principal, in writing, and must be accompanied by confirmatory evidence where available and medical certificate(s) where applicable.

7. Except as provided in F2, and F3, a student who fails in a unit may not be able to complete the course in minimum time (three years). Moreover, despite provisions F2, and F3, a student who needs to repeat a failed unit, e.g. in Education or in a major which he elects to retain as such (see H5), cannot in three years meet the provision that he 'should include some studies in every subject of the primary school curriculum'. (Report and Recommendations of the Advisory Committee, P. 32.)
The State College of Victoria at Melbourne offers facilities for external study through its External Studies Department.

In 1974, subject to availability of staff and adequate enrolments, instruction for external students will be provided in the following areas:

ACADEMIC SUBJECTS

1st Year
- Accountancy A
- English A
- History A (British)
- Pure Mathematics A

2nd Year
- English B
- French B
- Geography B

3rd Year
- French C
- History C (Australian)

4th Year
- French D

Applications for enrolment are considered from teachers who, having previously undertaken a course for the Trained Secondary Teacher's Certificate or the Higher Diploma of Teaching (Secondary) or the Trained Secondary Teacher's Certificate (Physical Education) as students of the Secondary Teachers' College or Monash Teachers' College, wish to complete subjects in which they are pending, or pursue further studies to enable them to qualify for an Approved Fourth Year of Study.

Applications are also considered from teachers who have previously undertaken courses at other institutions, and who can satisfy the college that they possess the necessary entrance requirements.

EDUCATION SUBJECTS

Curriculum Studies
- Educational Psychology
- Educational Sociology
- Educational Technology
- Methods of Teaching

Applications for enrolment are considered from teachers who have previously studied these subjects in courses for the Trained Secondary Teacher's Certificate or the Higher Diploma of Teaching (Secondary) or the Trained Secondary Teacher's Certificate (Physical Education) as students of the Secondary Teachers' College or Monash Teachers' College.

Past students of Melbourne Teachers' College who are pending in subjects towards the Diploma of Teaching (Primary)
- Trained Primary Teacher's Certificate
- Trained Infant Teacher's Certificate
- Trained Art and Crafts Teacher's Certificate (Primary)
- Trained Secondary Teacher's Certificate (Art and Crafts)
- Trained Physical Education Teacher's Certificate (Primary)
- Trained Special Teacher's Certificate
- Trained Teacher Librarian's Certificate

may make application for enrolment in the subjects in which they are pending.

Students in this scheme will be required to attend meetings, seminars, and laboratory classes that may be arranged after school hours and during vacations, or will be required to undertake an approved course in their school situation.

Applications for enrolment will be received by the college between 19 November and 14 December, 1974. All applications should be made on the official application form available from the State College of Victoria at Melbourne. The amount of fees to be paid will be assessed at the time of enrolment.
The content and administration of the Education components of courses vary, and are affected by the decisions of Course Committees and the Education Faculty.

(a) Course Committees
   (i) Diploma of Teaching
   (ii) Trained Special Teacher's Certificate

(b) Education Faculty
   The faculty makes policy decisions which affect the conduct of courses for Diploma of Education, Higher Diploma of Teaching, Trained Secondary Teacher's Certificate, and Trained Secondary Teacher's Certificate (Physical Education).

   These decisions include:
   (i) The concept of teams
   (ii) Alternative programs - Subject based or traditional program
        Core elective program
        Non-prestructured program
        Combined Diploma of Education program
   (iii) Faculty days.

THE CONCEPT OF TEAMS

In 1971, the Education Faculty determined that staff and students from Diploma of Education, Higher Diploma of Teaching, Trained Secondary Teacher's Certificate and Trained Secondary Teacher's Certificate (Physical Education) courses should operate within the framework of a team. Two alternative models were approved.

MODEL A

In this model the team consists of five or six lecturers drawn from the various subject departments and method areas. It is responsible for a group of approximately sixty students, and is expected to fulfill the following functions:

(a) integrate as far as possible the education content of courses as determined by subject departments and the faculty
(b) arrange regular meetings with the group of students allotted to it
(c) provide pastoral care for the student group
(d) ensure observance of college, department and faculty regulations and decisions
(e) negotiate with subject departments minor changes to the program in terms of student interests
(f) offer suggestions to the faculty for change, after discussions with students.

MODEL B

In this model the team consists of five or six lecturers drawn from the various subject departments and method areas, together with a group of approximately sixty students. It is expected to fulfill the following functions:

(a) plan the total course
(b) organize and assess the course
(c) establish a team executive
(d) arrange regular meetings of staff and students
(e) provide pastoral help
(f) ensure observance of college and faculty regulations and decisions.

Further decisions about teams will be made prior to the beginning of the 1974 academic year. Any person seeking further information should contact the course advisers at the college. An indication of the 1973 program is contained in the chart below.
EDUCATION

THE CONCEPT OF TEAMS

<table>
<thead>
<tr>
<th>Team No.</th>
<th>Course Origin</th>
<th>Students</th>
<th>Education (except Subject Methods)</th>
</tr>
</thead>
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<td>1</td>
<td>H.D.T.</td>
<td>83</td>
<td>Subject Based</td>
</tr>
<tr>
<td>2</td>
<td>T.S.T.C.</td>
<td>55</td>
<td>Subject Based</td>
</tr>
<tr>
<td></td>
<td>Dip.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T.S.T.C.(P.E.)</td>
<td>60</td>
<td>Core-Elective</td>
</tr>
<tr>
<td>4</td>
<td>H.D.T.</td>
<td>83</td>
<td>Core-Elective</td>
</tr>
<tr>
<td>5</td>
<td>T.S.T.C.</td>
<td>55</td>
<td>Core-Elective</td>
</tr>
<tr>
<td></td>
<td>Dip.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T.S.T.C.</td>
<td>55</td>
<td>Non-prestructured</td>
</tr>
<tr>
<td></td>
<td>Dip.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T.S.T.C.</td>
<td>55</td>
<td>Non-prestructured</td>
</tr>
<tr>
<td></td>
<td>Dip.Ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Dip.Ed.</td>
<td>60</td>
<td>Elective Studies</td>
</tr>
</tbody>
</table>

Teams 1, 2, 3, 4, 5, and 8 operated under the conditions of Model A.
Teams 6 and 7 operated under the conditions of Model B.

ALTERNATIVE' PROGRAMS

PROGRAM 1 A SUBJECT BASED PROGRAM

In this program students took studies in the following subjects:

- Education Psychology: 3 hours each week
- Education Sociology: 3 hours
- Curriculum Studies: 2 hours
- Educational Technology: 2 hours
- Communication: 1 hour
- Methods of Teaching: 4 hours
- Practice Teaching: 9 weeks for the year

Each of these subjects had a fixed time allotment as indicated above, and a student continued his studies through the year. The responsibility for the content and assessment of the subjects in the program, and for the co-ordination of the course, rested with the subject departments and the staff team.

The subject based program was taken by teams 1 and 2 listed in the chart above.

The program was available to: Higher Diploma of Teaching students, Diploma of Education students, Trained Secondary Teacher's Certificate students.

PROGRAM 2 A CORE-ELECTIVE PROGRAM

This program is a variant of the subject based program. In 1973 it consisted of:

- Core Studies
- Elective Studies
- Method Studies
- Practice Teaching
ALTERNATIVE PROGRAMS

In the Core-Studies sector students undertook

Educational Psychology
Educational Sociology
Curriculum Studies
Educational Technology
Communication

The responsibility for the content and assessment of the core sector rested with the appropriate subject departments. The responsibility for the co-ordination of the core material rested with the team.

In the Elective Studies students chose from a range of electives approved by the faculty. The basic module for an elective was eight hours, and each such module carried a weighting of one point. Some electives were offered as multiples of the basic module (eight hours, sixteen hours, twenty-four hours) with each multiple carrying an additional point. Diploma of Education and T.S.T.C. students were required to complete the equivalent of fourteen basic modules. T.S.T.C. (P.E.) students were required to complete the equivalent of ten basic modules. Higher Diploma students were required to complete the equivalent of eight basic modules.

Method Studies involved either three or four hours class time a week.

Practice Teaching involved nine weeks of school experience, arranged in three blocks of three weeks.

For students involved in program two, the time commitment for the year was as follows:

<table>
<thead>
<tr>
<th>Course Origin</th>
<th>Core</th>
<th>Elective</th>
<th>Method</th>
<th>Div. &amp; Subject</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>H.Dip.T.</td>
<td>111</td>
<td>64</td>
<td>84</td>
<td>84</td>
<td>343 hours</td>
</tr>
<tr>
<td>T.S.T.C. (P.E.)</td>
<td>111</td>
<td>80</td>
<td>42</td>
<td>84</td>
<td>317 hours</td>
</tr>
<tr>
<td>T.S.T.C.</td>
<td>141</td>
<td>112</td>
<td>92</td>
<td>—</td>
<td>345 hours</td>
</tr>
<tr>
<td>Dip. Ed.</td>
<td>141</td>
<td>112</td>
<td>92</td>
<td>—</td>
<td>345 hours</td>
</tr>
</tbody>
</table>

This program was available to

Trained Secondary Teacher’s Certificate students
Diploma of Education students
Higher Diploma of Teaching students
Trained Secondary Teacher’s Certificate (Physical Education) students.

PROGRAM 3 A NON-PRESTRUCTURED PROGRAM

The non-prestructured program provided the possibility for combined decision making by staff and students on the content of the course, and the manner in which the course was to be conducted. The organization of time commitment was flexible to allow the pursuit of various individual and group activities, and to accommodate opportunities which arose in the study of education.

In 1973, the program was an integrated study of problems, issues, and principles associated with education, and not a subject-oriented program in the traditional sense. This course demanded from each student a sense of responsibility, flexibility and self-directed learning. Details of assessment requirements varied according to individuals, but were comparable with those required in other courses in the program.

This program was available to

Trained Secondary Teacher’s Certificate students
Diploma of Education students.
EDUCATION

ALTERNATIVE PROGRAMS

PROGRAM 4  A COMBINED DIPLOMA OF EDUCATION PROGRAM

In this program graduates who intended to teach in secondary schools, or in primary
schools, and Secondary Art and Crafts diplomates, were combined into one team.
The course included:

(a) Method Studies in the area of specialization chosen by the student
(b) Practice Teaching
(c) Elective Studies

Educational Philosophy, Psychology, Sociology, Technology,
Curriculum Studies, Current Issues and Problems.

This program was available to
Diploma of Education students
Secondary Art and Crafts diplomates.

FACULTY DAYS

One day each week throughout the year is devoted to activities organized on a faculty
basis, by a committee of the Education Faculty. The following table indicates the
use made of these days.

<table>
<thead>
<tr>
<th>A.M.</th>
<th>P.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Activities</td>
<td>Education Faculty Meeting</td>
</tr>
<tr>
<td>Excursions</td>
<td>Staff and Student Representatives</td>
</tr>
<tr>
<td>Visiting Speakers</td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
</tr>
<tr>
<td>Team Meetings</td>
<td></td>
</tr>
<tr>
<td>Team Activities</td>
<td></td>
</tr>
<tr>
<td>Team Administration</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td></td>
</tr>
</tbody>
</table>
ACCOUNTANCY

ACCOUNTANCY A

A course of four one-hour classes a week throughout the year
No prerequisites are required.

SYLLABUS
An introduction to the theory and practice of financial accounting including:
(i) accounting for the formation and operation of sole traders, partnerships and companies; operations of non-trading enterprises
(ii) the techniques of preparation, presentation, analysis and interpretation of accounting reports for each of the mentioned forms of organization.

BOOKS
Preliminary Reading
Goldberg, L. and Hill, V.R.

Prescribed
Goldberg, L. (ed.)
Goldberg, L. and Hill, V.R.
Burns, T.V. and Hendrickson, H.S.

Reference
Book lists to be distributed throughout the year.

EXAMINATION
(i) Students are required to submit assignments regularly throughout the year, and this work, together with tests held, will be taken into consideration in determining the final result.
(ii) Final examination: two three-hour papers.

ACCOUNTANCY B1

A course of four one-hour classes a week throughout the year
Accountancy A must have been passed before this subject is taken.

SYLLABUS
The theory and practice of financial accounting including topics selected from the following:
(i) legal background for the accountant, with special reference to topics such as partnerships, companies, hire purchase, bankruptcy and taxation
(ii) historical background to accounting and company accounting, and the development of accounting concepts
SUBJECT DESCRIPTIONS

ACCOUNTANCY

(iii) analysis and interpretation of accounting reports for various types of enterprises; formation, operation and dissolution of partnerships; formation, operation and liquidation of companies; consolidated company reports; bankruptcy of sole traders and partnerships; financial management; taxation; executorship; hire purchase; auditing.

BOOKS

Prescribed
Goldberg, L. (ed.)
Yorston, R.K., Smyth, E.B. and Brown, S.R.

Fitzgerald's Accounting Butterworth
Advanced Accounting
Law Book Co., revised 6th ed.

Accounting Exercises — First Year
Melbourne University Press
Advanced Accounting Exercises
Melbourne University Press
Victorian Companies Act

Reference
Book lists to be distributed throughout the year.

EXAMINATION

(i) Students are required to submit assignments regularly throughout the year, and this work, together with tests held, will be taken into consideration in determining the final result

(ii) Students are required to complete Practice Set 2 (Wholesalers Ltd.) from Accountancy Exercises — First Year by the end of term 1

(iii) Final examination: Two three-hour papers.

Note: It is not expected that this subject will be offered in 1975

ACCOUNTANCY B2

This subject will not be offered in 1974. It is expected that it will be offered in 1975, and that it will comprise topics in management accounting.

ACCOUNTANCY D

This subject will not be offered in 1974.

METHOD OF COMMERCIAL SUBJECTS

A course of two one-hour classes a week throughout the year

Students are expected to have successfully completed satisfactory tertiary studies in a significant proportion of commercial subjects before this course is undertaken.
METHOD OF COMMERCIAL SUBJECTS

SYLLABUS

The course consists of five units:

a, b, c. **The Teaching of Commerce**  The development of commercial education as vocational preparation; commerce and general education in the modern secondary school; subjects and courses in the secondary school, the teaching and evaluation of accounting, consumer education, general business education, and commercial and legal studies.

d. **The Teaching of Typewriting**  Typewriting and the development of psychomotor skills; keyboard introduction; the learning process, the development of technique; production typewriting, typewriting and communication skills, personal typewriting; evaluation in each of these areas.

e. **The Teaching of Shorthand**  The teaching of shorthand as a language skill; alternative approaches to the teaching of shorthand in the secondary school; the speed class in shorthand; the teaching of stenography; evaluation of performance.

BOOKS

Suggested References


Canning, B.W.  *Shorthand Teaching Technique* London, 1964


West, L.J.  *Acquisition of Typewriting Skills* Pitman, 1969

EXAMINATION

Assessment will be based on the year's work including:

(i) participation in seminars
(ii) submission of one assignment
(iii) submission of one major project
(iv) completion of materials for method sessions.

ART

ART 1

All students must undertake this course which is designed to provide them with art concepts and an understanding of the art work of children.

The course is concerned with materials and techniques, children's expression, and the study of creative aspects of art.
SUBJECT DESCRIPTIONS

ART

**Primary**

Unit studies are offered in the practical areas of

a. Drawing
b. Painting
c. Printmaking
d. Clay Activities
e. Constructional Activities
f. Thread and Textile Activities

**ART 2**

A more detailed study of one unit introduced in Art 1, or a related unit from the following:

a. Art Education (Child Art and Material Study)
b. Fine Arts
c. Painting
d. Graphic Arts (Printmaking)
e. Ceramics (Pottery)
f. Spinning and Weaving
g. Fabric Printing
h. Dressmaking
i. Gold and Silver Smithing (including Jewellery)
j. Sculpture
k. Puppetry

The adaptation and application of the selected unit to the primary school situation will also be investigated.

**ART 3**

Students will have the opportunity to consolidate and extend the studies undertaken in Art 2.

**ART EDUCATION STUDIES  Secondary Art and Crafts**

A seminar-discussion program equivalent in time to one and a half hours a week for two years, taken during part of the second and third years of the S.A.C. course, with the greater time allocation in the third year.

**SYLLABUS**

The course is concerned with the theory and practice of teaching art and crafts in secondary schools. Special consideration will be given to an examination of the theoretical basis of art education, art curriculum studies, special methods of teaching art and crafts, and educational technology in art.

**BOOKS**

A detailed list of reference material will be issued at the commencement of the course.

**ASSESSMENT**

Presentation of assignments, seminar papers, and individual projects.

Satisfactory performance in these may exempt students from the final examination.
BIOLOGY

BIOLOGY A

A course of 168 hours duration, in which theoretical and practical work are integrated.

In addition, all students will be required to attend at least one excursion.

Classes include practical-discussion groups which enable each student to contribute personally to the course.

Throughout the course emphasis is placed on the development and understanding of concepts.

SYLLABUS

Introduction to the diversity of living things, the cell, energy transformations, the multicellular organism, diversity of living organisms, interrelationships and adaptations, genetics, evolution.

BOOKS

Prescribed


PRACTICAL WORK

This is an integral part of the course and students are expected to submit written reports of laboratory exercises. A satisfactory standard of practical work must be attained before a student is eligible to pass the subject.

All students will be required to obtain certain items of equipment. Details of these requirements will be given at the beginning of the year.

EXAMINATION

Examinations on both theoretical and practical aspects of the subject will be held during the year.

BIOLOGY B

A course of approximately 240 hours, in which lectures and practical work are integrated throughout the year.

It is available to students who have successfully completed Biology A or an approved equivalent.

SYLLABUS

An integrated approach to the study of structure and function of plants and animals including mechanisms and methods of classification; diagnostic features of the major groups and a survey of their evolutionary interrelationships. The course includes units in plant and animal physiology and plant and animal structure and function.

PRACTICAL WORK

Laboratory work throughout the year. Students may also be required to attend field excursions from time to time.

BOOKS

A list of prescribed books and additional references will be provided at the beginning of the course.
SUBJECT DESCRIPTIONS

BIOLOGY

EXAMINATION
Examinations will be held throughout the year. Details will be made available during the year.

BIOLOGY B2

A course of approximately 230 hours of theoretical and practical work. Students will also be required to attend excursions. The course is available to students who have successfully completed Biology A or an approved equivalent.

SYLLABUS
The course will include units as follows:
(i) Ecology
(ii) Environmental Physiology
(iii) Evolution
(iv) Biological Techniques
(v) Microbiology

BOOKS
A list of prescribed books and additional references will be provided at the beginning of each unit.

EXAMINATION
Examinations will be held at the end of each term.

BIOLOGY B3

A course of approximately 230 hours of theoretical and practical work. In addition, students will be required to attend excursions. The course will be available to students who have successfully completed Biology A or an approved equivalent.

SYLLABUS
Units of work will include
(i) Plant structure and function
(ii) Animal structure and function
(iii) Ecology

BOOKS
A list of prescribed books and additional references will be provided at the beginning of each unit.

EXAMINATION
Examinations will be held at the end of each term.

BIOLOGY B4

A course of approximately 118 hours of theoretical and practical work. Students will also be required to attend field excursions. The course will be available to students who have successfully completed Biology A or an approved equivalent.
SUBJECT DESCRIPTIONS

**BIOLOGY**

**SYLLABUS**
Units of work will include
(i) Ecology
(ii) Microbiology
(iii) Environmental Physiology

**BOOKS**
A list of prescribed books and additional references will be provided at the beginning of each unit.

**EXAMINATION**
Examinations will be held at the end of each term.

**BIOLOGY C**

A course of approximately 240 hours of theoretical and practical work throughout the year.

It is available to students who have successfully completed Biology B1, or an approved equivalent.

**SYLLABUS**
Units of work will include
(i) Genetics
(ii) Biochemistry
(iii) Developments in Biology
(iv) A research investigation on a selected topic, including a review of relevant scientific literature.

**BOOKS**
A list of prescribed books and additional references will be provided at the beginning of each unit.

**EXAMINATION**
Examinations will be held at the end of each term.

**BIOLOGY CF**

A course of approximately 120 hours of theoretical and practical work. (It is designed to be taken with Practical Teaching, in the fourth year of the Higher Diploma course.)

This course is available to students who have completed Biology B1, or an approved equivalent.

**SYLLABUS**
Units of work will include
(i) Genetics
(ii) Biochemistry
(iii) A research investigation on a selected topic, including a review of relevant scientific literature.
SUBJECT DESCRIPTIONS

BIOLOGY

BOOKS
A list of prescribed books and additional references will be provided at the beginning of each unit.

EXAMINATION
Examinations will be held at the end of each term.

BIOLOGY D

A course of approximately 120 hours designed to be taken with Practice Teaching in the fourth year of the Higher Diploma course. This course is available to students who have successfully completed Biology C or an approved equivalent.

SYLLABUS
Units of work may include
(i) Advanced Biology
(ii) Conservation and Wildlife Management
(iii) Ethology

BOOKS
Textbooks and other requirements will be indicated during the year.

EXAMINATION
Examinations will be conducted at intervals during the course. Details will be made available during the year.

METHOD OF BIOLOGY

See Method of Science-Mathematics, P. 110.

CERAMICS

CERAMICS A

Three periods a week for half a year
The subject is seen as a broad practical study in which the students will be exposed to as many experiences as possible.

SYLLABUS
The program will be strongly student-centred, and the individual will be encouraged to develop his ideas and freely express them.

PRACTICAL WORK
Practical work will be carried out in the appropriate area.

EXAMINATION
Assessment will be continuous throughout the year without emphasis on any particular piece. Students will be encouraged to engage in self-assessment.
ERAMICS

Two periods a week throughout the year

This subject continues the broad practical study of the first year. Students will again be encouraged to gain a wide experience in ceramic expression.

SYLLABUS

The program will be strongly student-centred, and the individual will be encouraged to develop his ideas and express them in sculptural terms.

PRACTICAL WORK

Practical work will be carried out in the appropriate work areas.

EXAMINATION

Assessment will be continuous throughout the year, without emphasis on any particular piece. Students will be encouraged to engage in self-assessment.

ERAMICS C

The course may be 3 or 6 hours a week, depending on the students' election of areas of study. Students will be expected to develop a personal manner of expression and explore a variety of ceramic techniques combined with other media where appropriate.

SYLLABUS

Students at this stage will be expected to be largely self-actualizing and autonomous in their work. They will find opportunity to question traditional and experimental forms of expression as well as to consider the suitability of materials and techniques.

PRACTICAL WORK

As part of their involvement all students are expected to participate in the organization and maintenance of the ceramics area.

EXAMINATION

Assessment will be continuous throughout the year without emphasis on any particular piece. Students will be encouraged to engage in self-assessment.

ERAMICS D

The course occupies fifteen hours per week; six hours are face to face.

SYLLABUS

Students at this level will be expected to be self-actualizing and autonomous in every way. They will be given absolute freedom of approach, assistance and advice being given only when requested.

PRACTICAL WORK

Practical work will be carried out in the appropriate work areas. Facilities of the sculpture area will be made freely available to ceramics students. They are expected to participate in the organization and maintenance of the ceramics area.
SUBJECT DESCRIPTIONS

CERAMICS

EXAMINATION

As for the previous years, assessment will be continuous throughout the year without emphasis on any particular work. A capacity for self-assessment will be a prerequisite for the subject at this level. No final examination.

CHEMISTRY

CHEMISTRY A

SYLLABUS

The chief topics are as follows:

- Chemical kinetics and reaction mechanisms
- Chemical equilibrium
- Electrochemistry
- Atomic structure and chemical bonding
- Thermodynamics
- Phase equilibria
- Elementary organic chemistry
- Inorganic chemistry and the periodic classification.

A detailed syllabus for each topic will be provided for students.

LABORATORY WORK

Three hours per week throughout the year.

BOOKS

A reading guide will be distributed to students early in the course.

EXAMINATION

Assignment work will be continually assessed and, together with short tests during the year, will be taken into account in the final assessment.

Candidates must have completed a satisfactory practical course before being permitted to sit for the final examination which will consist of one three-hour and two two-hour papers.

CHEMISTRY B

SYLLABUS

- Molecular spectroscopy and quantum mechanics
- Coordination chemistry
- Organic chemistry
- Thermodynamics
- Kinetics and electrochemistry.

LABORATORY WORK

One hundred and sixty hours in all, including forty-eight hours of seminars.

BOOKS

A reading guide will be distributed to students early in the course.
CHEMISTRY C

EXAMINATION
Seminar, laboratory and assignment work during the year will be taken into account in the final assessment. Some units will be examined each term, some in the examination term at the end of the year.

SYLLABUS
A course of six units (approximately seventy-two lectures), with laboratory work and seminars/tutorials

Subject to certain restrictions, the units will be chosen from the following:
Spectroscopic methods
elements of statistical thermodynamics
valence theory
chemistry of the main group elements and transition metals
advanced organic reaction mechanisms
industrial chemistry and literature appreciation
electrochemistry
surface chemistry
polymer chemistry
kinetics of gas phase reactions
solution chemistry
solid state chemistry
chemical processes in natural waters.

LABORATORY WORK
Two hundred and forty hours throughout the year, including seminars/tutorials (forty hours)

BOOKS
A reading guide will be distributed to students early in the course.

CHEMISTRY D

Chemistry B is a prerequisite for this course.

SYLLABUS
A course of approximately thirty-six lectures, with eighty hours of laboratory work, together with seminars and tutorials. About one-third of the course will be devoted to each of organic, inorganic and physical chemistry.

BOOKS
A reading guide will be distributed to students early in the course.
SUBJECT DESCRIPTIONS

CHEMISTRY

EXAMINATION
Seminar, laboratory and assignment work, together with tests during the year, will be taken into account in a final assessment. Some units will be examined each term, some in the examination term at the end of the year.

METHOD OF CHEMISTRY
See Method of Science-Mathematics, P. 110.

DESIGN

DESIGN A
Four and a half hours per week incorporating Design, Experimental Studies and Graphic Communication.

SYLLABUS
The content of the courses will be available from the Design Department early in 1974.

BOOKS
A list of books will be provided at the beginning of the course.

EXAMINATION
Progressive assessment as units of work are presented during the year.

DESIGN B
Three hours per week Design 2, and three hours per week of either Graphic Communication 2 or Experimental Studies 2.

SYLLABUS
The content of the courses will be available from the Design Department early in 1974.

BOOKS
A list of books will be provided at the beginning of the year.

EXAMINATION
Progressive assessment as units of work are presented during the year. No final examination.

DESIGN C
a  Design 3  Six hours per week or three hours per week
b  Graphic Communication 3  Six hours per week or three hours per week.

The prerequisite for a Design D study is a six hour study in that subject, or three hours of Design, plus three hours of Graphic Communication. Alternative prerequisites may be accepted by the Head of Department.
DESIGN

SYLLABUS
The content of the courses will be available from the Design Department early in 1974.

BOOKS
A list of books will be provided at the beginning of the year.

ASSESSMENT
Progressive assessment of nominated units of work which are to be presented during the year, and a presentation of selected projects during November.

DESIGN D

Design 4 or Graphic Communication 4 Fifty hours per week. See prerequisites under Design C.

SYLLABUS
The content of the courses will be available from the Design Department early in 1974.

BOOKS
A list of books will be provided at the beginning of the year.

EXAMINATION
Progressive assessment of nominated units of work which are to be presented during the year, and a presentation of selected projects during November.

PHOTOGRAPHY
Three hours per week as a third year elective study

SYLLABUS
The course will further the experience of students in the use of photography as a means of communication and expression, and will provide assistance in the preparation of communicative materials, and initiate a basis for the application of photographic design and experimentation.

BOOKS
Prescribed
Horder, A. The Manual of Photography Focal Press
Croy, O.R. Design by Photography Focal Press

ASSESSMENT
Progressive assessment of units of work presented throughout the year.

DRAMA

The Drama Department provides:
major and sub-major course programs within the specific discipline of drama
SUBJECT DESCRIPTIONS

DRAMA

single studies for students other than those taking major or sub-major sequences in drama
method courses for students specializing in drama
a tutorial program for all students requiring assistance in voice and speech
a communication program for all students
facilities and assistance in the development of extra-curricular activities in theatre.

DRAMA A, B, C, D

A major study in drama is available for three or four years of the course. It consists of core studies and special elective units. Facilities include theatre, educational drama, rehearsal, movement and sound recording studios; music, electronic, wardrobe and theatre workshops. The student who successfully completes the course qualifies in Drama Methods. The embracing term, Developmental Drama, is most descriptive of the course. Briefly it is concerned with the following major interdependent areas of interest:

practical exploration of dramatic imagination,
awareness, and interaction by the student, both individually and in groups
communication on verbal and non-verbal levels
Dramatic interpretation of space
Creation of original dramatic material
Theatre practice in a wide range of contexts
Critical and historical perspectives of the drama
Drama in education.

A minor study in film making is available in the drama course for students who do not wish to take a major course in Film and Television.

A handbook giving details of all drama courses is available from the Drama Department.

ASSESSMENT

No formal examinations. Students must accept the demand for regular practical work and attendance. The progress of each student will be considered at the end of the year, and recommendation to continue on course given if all work has been satisfactorily completed. Stress is placed upon the student's ability to conceive, plan, carry out and evaluate any project undertaken.

VOICE AND SPEECH TUTORIALS

To be arranged with the Head of the Drama Department.

METHOD OF DRAMA

The course comprises a seminar-discussion workshop for two class hours a week, supplemented by observation of experienced teachers in the classroom, and community centred activities.

SYLLABUS

The course deals with the methods and materials of drama education in relation to the needs of children in a modern secondary school situation.

BOOKS

Reading guides will be provided from time to time during the course.
ASSESSMENT
Assessment will be based upon assignment work, attendance, and participation in discussion.

Note: In 1973 two approaches to Method of Drama were made.
1. Conventional classes
2. A co-operative scheme in which methods of Drama, English, History, Librarianship, and Social Studies were joined around common issues.

COMMUNICATION

In addition to offering four-year specialist courses for prospective teachers of the creative arts in schools, the college drama department conducts a number of relatively short-term elective units for education students. These electives are designed so that the participant may further develop communicative skills which will be of value in teaching. The emphasis is upon active participation rather than theoretical learning.

A student must satisfactorily complete one of these electives to obtain credit for the subject Communication. The minimum duration of any elective is sixteen class hours; however, there is opportunity for extension of this program.

ELECTIVES
1. Performance
2. Stage Management
3. Film Making
4. Voice and Speech
5. Interpersonal Communication
6. Role Playing and Attitude Change
7. Role Playing and Improvisation
8. Sociodrama
9. Creative Drama Workshop
10. Creative Movement and Child Development
11. Public Speaking
12. Puppetry and Masks

REQUIREMENTS
Each student undertaking an elective (regardless of its size) is required to participate fully in order to be credited with any of the work done.

The requirements of each unit together with lists of prescribed books and references are set out in a circular available from the drama department, and each student must enter into a contract with the lecturer concerned to complete the work as specified.

ASSESSMENT
Final assessment is on a satisfactory/unsatisfactory basis.

Note: It is not possible to obtain credit for a partially completed elective unit.
SUBJECT DESCRIPTIONS

ECONOMICS

ECONOMICS A1

INTRODUCTION TO MACROECONOMICS
A course of two lectures a week together with practical classes
It will be conducted during the second half of the year.
No prerequisites are required.

SYLLABUS
An introductory course in macroeconomics incorporating two main aims:
(i) an understanding of basic macroeconomic theory and its applications to the Australian environment and institutions
(ii) the provision of a foundation for more advanced studies of macroeconomic theory in second year.
It is specifically concerned with the major determinants of the level of employment of productive resources in a mixed economy, and will include topics such as unemployment, demography, inflation, banking and monetary policy, budgetary policy, and incomes policy.

BOOKS
Prescribed
Harris, C.P. The Economics of the Financial Sector Cheshire, 1972

Reference
Book lists to be distributed throughout the year.

PRACTICAL WORK
This is an integral part of the course and attendance at practical classes is compulsory.
A satisfactory standard of practical work must be attained for a pass in this subject.

EXAMINATION
(i) One two-hour paper at the end of the course comprising eighty percent of the assessment
(ii) Performance in practical classes and submissions associated with those practical classes comprising twenty percent of the assessment.

ECONOMICS A2

INTRODUCTION TO MICROECONOMICS
A course of two lectures a week together with practical classes
It will be conducted during the first half of the year.
No prerequisites are required.
SUBJECT DESCRIPTIONS

ONOMICS

SYLLABUS

An introductory course in microeconomics incorporating two main aims:

(i) an understanding of basic microeconomic theory and its application to the Australian economy
(ii) the provision of a foundation for more advanced studies of microeconomics in second year.

The course will examine the actions of individual consumers and firms in a predominantly market economy, with special attention given to the pricing, product and output decisions of firms and industries, their implications for public welfare and for government policies aimed at controlling the environment within which such decisions are made. Supply and demand analysis, industrial market structures (perfect competition, monopoly, etc); the structure of the Australian economy and the importance within it of restrictive trade practices legislation; tariff and exchange rate policy; international trade, and the arbitration system will be studied.

BOOKS

Recommended for Preliminary Reading
                                    1972

Prescribed
Samuelson, P.A., Hancock, K. and  Economics Australian Edition McGraw Hill,
Wallace, R.                       1970

Reference
Book lists to be distributed throughout the year

PRACTICAL WORK

This is an integral part of the course and attendance at practical classes is compulsory. A satisfactory standard of practical work must be attained for a pass in this subject.

EXAMINATION

(i) One two-hour paper at the end of the course comprising eighty percent of the assessment
(ii) Performance in practical classes and submissions associated with those practical classes comprising twenty percent of the assessment.

MACROECONOMICS

A course of two lectures a week, with practical classes throughout the year
Economics A1 must have been passed before this subject is taken.

SYLLABUS

A course in advanced macroeconomic theory practice and policy, embracing income determination, wages, employment, prices, economic fluctuations, external influences, governmental influences, financial influences, incomes policies, and the measurement of macroeconomic data.
SUBJECT DESCRIPTIONS

ECONOMICS

BOOKS
For Preliminary Reading
Pen, J.  
Modern Economics  Pelican, 1965

Prescribed
Arndt, H.W. and Stammer, D.W.  
The Australian Trading Banks 4th edition  
Cheshire, 1972
Perkins, J.O.N.  
Macroeconomic Policy in Australia  Melbourne University Press, 1971
Shapiro, E.  
Macroeconomic Analysis 2nd edition  
Harcourt Brace and World, 1970
Australian National Accounts, Income and Expenditure 1972-73  
Government Printing Office, Canberra

Reference
Book lists to be distributed throughout the year.

PRACTICAL WORK
This is an integral part of the course and attendance at practical classes is compulsory.  
A satisfactory standard of practical work must be attained for a pass in this subject.

EXAMINATION
(i) One two-hour paper in mid-year comprising thirty percent of the assessment  
(ii) one two-hour paper at the end of the year comprising thirty percent of the assessment  
(iii) one essay in the first half of the year comprising fifteen percent of the assessment  
(iv) one essay in the second half of the year comprising fifteen percent of the assessment  
(v) prescribed class work comprising ten percent of the assessment.

ECONOMICS B2

MICROECONOMICS
A course of two lectures a week, with practical classes throughout the year.  
Economics A2 must have been passed before this subject is taken.

SYLLABUS
A course in advanced microeconomic theory, practice and policy, embracing  
methodology of economics; theories of perfect competition, monopoly, monopolist  
competition, oligopoly; the structure of Australian industry; the growth of the firm  
government policy in regard to market structure, conduct and performance; theories  
of consumer behaviour; consumer and household behaviour; influences on consume  
behaviour; attitudes and expectations; consumerism and government consumer  
policy.
ECONOMICS

BOOKS
Prescribed
Cole, C.L.  
*Microeconomics: A Contemporary Approach*  
Harcourt Brace Johonovich, 1973

Reference
Book lists to be distributed throughout the year.

PRACTICAL WORK
This is an integral part of the course and attendance at practical classes is compulsory. A satisfactory standard of practical work must be attained for a pass in this subject.

EXAMINATION
(i) One two-hour paper in mid-year comprising thirty percent of the assessment
(ii) one two-hour paper at the end of the year comprising thirty percent of the assessment
(iii) one essay in the first half of the year comprising fifteen percent of the assessment
(iv) one essay in the second half of the year comprising fifteen percent of the assessment
(v) prescribed class work comprising ten percent of the assessment.

PUBLIC FINANCE
A course of one one-hour seminar a week throughout the year
Classes are not held during periods of Practice Teaching.
Economics B1 must have been passed before this subject is taken.

SYLLABUS
An analysis of the function and impact of a government budget; the sources of government income, including the income and equity effects of the sale of government produced goods and taxation receipts; the theory of taxation and taxation systems; an analysis of the effects of government expenditure upon resource allocation and welfare; Federal-State financial relations.

BOOKS
Recommended for Preliminary Reading
Eckstein, O.  
*Public Finance*  
Prentice-Hall, 2nd edition

Reference
Book lists to be distributed throughout the year.

EXAMINATION
Not more than eight assignments set during the year will comprise the assessment.
SUBJECT DESCRIPTIONS

ECONOMICS

INTERNATIONAL ECONOMICS
A course of one one-hour seminar a week throughout the year
Classes are not held during periods of Practice Teaching.
Either Economics B1 or Economics B2 must have been passed before this subject is taken.

SYLLABUS
A study of the Australian balance of payments; theories of free trade and protection; methods and their impacts of increasing exports and capital inflow; exchange rate control and the international effects of trade policy; the theory of internal and external economic equilibrium; the theory of capital movements and international liquidity.

BOOKS
Recommended for Preliminary Reading

Reference
Book lists to be distributed throughout the year.

EXAMINATION
Not more than eight assignments set during the year will comprise the assessment.

ECONOMICS C3

INDUSTRIAL RELATIONS
A course of one one-hour seminar a week throughout the year
Classes are not held during periods of Practice Teaching.
Either Economics B1 or Economics B2 must have been passed before this subject is taken.

SYLLABUS
The nature of an industrial relations system; industrial conflict — its nature and significance; trade unions and employer associations, their function, structure, and legal status; settlement of industrial disputes — including collective bargaining, conciliation and arbitration; government intervention in industrial relations.

BOOKS
Prescribed
Walker, K.F. *Australian Industrial Relations Systems* Harvard University Press, 1970
ECONOMICS

Refrence
Book lists to be distributed throughout the year.

EXAMINATION
Not more than eight assignments set during the year will comprise the assessment.

ECONOMICS C4

ECONOMIC GROWTH AND DEVELOPMENT
This subject will not be offered in 1974.

ECONOMICS C5

COMPARATIVE ECONOMIC SYSTEMS
A course of one one-hour seminar a week throughout the year
Classes are not held during periods of Practice Teaching.
Either Economics B1 or Economics B2 must have been passed before this subject is taken.

SYLLABUS
A comparative study of different economic systems in terms of their goals, methods of allocating resources, organization and institutions. Particular emphasis will be given to the following systems: competitive capitalism, competitive socialism, market capitalism, market socialism and non-market socialism.

BOOKS
Recommended for Preliminary Reading

Prescribed

EXAMINATION
Not more than eight assignments set during the year will comprise the assessment.

ECONOMICS C6

HISTORY OF ECONOMIC THOUGHT
A course of one one-hour seminar a week throughout the year
Classes are not held during periods of Practice Teaching.
Economics B1 must have been passed before this subject is taken.

SYLLABUS
A study of the development of economic ideas, philosophy and theory, in order that the current theory and practice of economics may be seen in historical perspective
Economic theories of money, welfare, demand and supply, and the role of government will be traced from the fifteenth century to the present day.
SUBJECT DESCRIPTIONS

ECONOMICS

Schools and individuals to be studied include the Mercantilists, the Physiocrats, Adam Smith, Karl Marx and John Maynard Keynes.

BOOKS
Recommended for Preliminary Reading
Barber, W.J. *A History of Economic Thought* Penguin, 1967

Reference
Book lists to be distributed throughout the year.

EXAMINATION
Not more than eight assignments set during the year will comprise the assessment.

ECONOMICS C7

CURRENT ISSUE
A course of two one-hour seminars a week for four weeks of third term
Classes are not held during periods of Teaching Practice.
Either Economics B1 or Economics B2 must have been passed before this subject is taken.

SYLLABUS
An analysis of a current economic problem.

BOOKS
A detailed reading list will be issued at the beginning of the course.

EXAMINATION
One essay to be completed within four weeks of the completion of the course.

METHOD OF ECONOMICS

A course of two one-hour lecture-discussion sessions a week
Economics B1 must be passed before this subject is taken.

SYLLABUS
The course is particularly related to the teaching of economics in Victorian secondary schools. It includes:
the place of economics in the secondary school curriculum; methods of teaching economics; evaluation and assessment of economic understanding; detailed study of Leaving and Higher School Certificate Economics — syllabus construction, textbooks, references, aids and sources of assistance for teachers and students.

BOOKS
Reference
Book lists will be distributed throughout the year.
SUBJECT DESCRIPTIONS

ECONOMICS

EXAMINATION

Assessment will be based upon

(i) attendance and participation at lecture-discussion sessions.
(ii) exercises and assignments set during the year.

Note: Some students may be required to sit for a two-hour examination paper at the end of the year.

EDUCATION

EDUCATION A

Secondary Art and Crafts

A course of three hours a week throughout the year, comprising lectures, seminars, and tutorial sessions

There are two units running parallel throughout the year:

a. Human Behaviour  An introductory study which aims to develop an awareness and an understanding of behaviour as a response to one's environment
b. An introductory study in Educational Ideas.

BOOKS

A detailed list of reference material will be issued at the commencement of the year.

ASSESSMENT

Class tests, presentation of assignments, and seminar papers
Satisfactory performance in these may exempt students from the final examination.

EDUCATION B

A course of four hours a week throughout the year, comprising lectures, seminars, and tutorial sessions

SYLLABUS

The course comprises four units, each of which is studied for six months of the year. Students will take two units in each half of the year.

a. Comparative Education  A study of education in selected countries
b. Educational Psychology  A study of selected psychological concepts and procedures relevant to the theory and practice of secondary education
c. Educational Sociology  A study of the school in a social context
d. Philosophy  An introductory study.

BOOKS

A detailed list of reference material will be issued at the commencement of the year.

ASSESSMENT

Unit tests, presentation of assignments, and seminar papers
Satisfactory performance in these may exempt students from the final examination.
SUBJECT DESCRIPTIONS

EDUCATION

EDUCATION C

A course of three hours per week throughout the year, comprising lectures, seminars, and tutorial sessions.

SYLLABUS

The course comprises two units, chosen from any of those units studied in Education B, but it should be noted that:

(i) lack of numbers may preclude the formation of classes in one or more units.
(ii) several units are prerequisites for Education D studies.

The work undertaken in each unit is an extension and development, in both scope and depth, of that studied in Education B.

UNITS

a  Comparative Education
b  Educational Psychology
c  Educational Sociology
d  Philosophy and Education

BOOKS

A detailed list of reference material will be issued at the commencement of the year.

ASSESSMENT

Unit tests, presentation of assignments and seminar papers, and individual projects. Satisfactory performance in these may exempt students from the final examination.

EDUCATION D

A lecture-seminar-discussion session of three hours a week throughout the year.

Students will elect one of the following subjects:

A  PHILOSOPHY OF EDUCATION

The course will cover three distinct areas:

1. An introduction to logic
2. Selected problems of philosophy
3. Examination of diverse philosophies of education as exemplified by practising schools and teachers.

The first two areas will be interwoven during the first and second terms. The third term will largely be devoted to area 3.

Students will be expected to undertake an extensive program of reading and discussion during the year.

B  SOCIOLOGY OF EDUCATION

Pass in the Educational Sociology unit of Education C is a prerequisite.

A study of contemporary Australian society with particular emphasis on current issues and developments in Victorian schools.
The course will cover topics such as:

mass society and mass culture, alternative ways of living, the Karmel Report — issues and implications; alternative education, influence of the mass media, drugs, crime and society.

Student involvement in an extensive program of reading and discussion, together with the initiation and conduct of an individual research project, is required.

C MEASUREMENT IN EDUCATION

There is no prerequisite for this subject.

A study of the problems and practical application of various measurement techniques to the assessment and evaluation of learners and the learning situation. Demonstrated competence with some basic statistical techniques is required. Frequent practical assignments, and a major research project in the third term form the basis for assessment.

D ART IN SCHOOLS — THEORY AND PRACTICE

There is no prerequisite for this subject.

The course will investigate past and present thinking regarding the nature and value of art in schools. There will be a concentration on recent developments and practices in secondary education.

Students will be expected to undertake a program of reading, and participate in discussion and research projects.

EDUCATIONAL SOCIOLOGY

Education Sociology involves three one-hour lecture discussion seminars a week. The course is divided into three major sections:

a The School System as a Social Institution This section examines the school system as a social institution, and the relationship of the school system to other social systems such as the familial, political, and economic systems.

b The School System in Australia, with Particular Emphasis on Victoria

(i) Demographic trends relevant to State systems, the Independent system, and Catholic system
(ii) Organization of primary, secondary, and tertiary education, and some current problems
(iii) Administration and finance of education.

c Social Factors and School Performance

(i) The relationship between socio-cultural and personality development
(ii) Research findings on the relationship between school achievement and factors such as sex, social class, religion, geographical location
(iii) The implications of this research for the schools.

BOOKS

Preliminary Reading

McGregor, C. Profile of Australia Penguin, 1968
Berger, P. An Invitation to Sociology Pelican
Inkeles, A. What is Sociology? Prentice-Hall
SUBJECT DESCRIPTIONS

EDUCATION

Prescribed
Musgrave, P. The Sociology of Education Methuen, 1965
Morrison, A. and McIntyre, D. Schools and Socialization Penguin, 1970
Shipman, M.D. The Sociology of the School Longmans, 1968
Cotgrove, S. The Science of Society Allen & Unwin
Worsley, P. Introducing Sociology Penguin, 1970

Students should not purchase any of the prescribed texts until advised by their lecturer.

ASSESSMENT
Assessment will be based on assignment work, unit tests, and seminar participation.

EDUCATION A1

Primary

EDUCATIONAL PHILOSOPHY
This course will be concerned with what philosophy is; we shall do this partly by looking at the difference between philosophy and science.

Varieties of explanation will be examined, in particular scientific and psychological. This means that we shall compare the way a scientist, a psychologist, or the man in the street might give the cause of some happening.

The course will be concerned with some theories in the philosophy of mind. We shall examine different types of explanation in psychological theories. As an example from this section of the work, we shall be interested in the relationship between the body and the mind. We shall also look at the notion of the identity of a person. Philosophy has a vital interest in behaviour at a very general level. For example, we shall investigate some of the consequences of the distinction between the reasons for and the causes of behaviour.

It should be pointed out that educational philosophy has a vital concern with psychological theories in particular, and philosophy of mind in general.

EDUCATION A2

POLITICAL AND SOCIAL PHILOSOPHY
This study will examine some of the fundamental problems of political and social philosophy — the nature, extent and legitimacy of political authority; human rights; the relationship between morality and the law; civil disobedience and violence; man in a post industrial society.

or

ETHICS
Based on questions of human values and behaviour, this study looks at particular ethical theories such as hedonism, intuitionism, and utilitarianism in order to encourage broader discussion of the issues involved in the making of moral judgements, considering, for example, the logic and validity of such judgements.
CONCEPTS such as intention, motive, responsibility, choice, freedom, and causation will be examined, as well as the central moral concepts of good and bad, right and wrong, pleasure, pain and happiness.

PHILOSOPHY IN EDUCATION
This course has two aims:

(i) to introduce the student to a selection of classical educational theories from Plato to Dewey

(ii) to develop a critical appreciation of some of the recent issues in philosophy in education.

Issues to be examined in the latter area will include the concept of education and of the educated man; values in education; aims and purposes; roles of the teacher; equality; authority; moral and religious education; education and society; indoctrination and freedom in education.

or

PROGRESSIVE AND RADICAL EDUCATIONAL THOUGHT
This course will examine historical and contemporary statements of three aspects of progressive educational thought — the child-centred, the anarchist-libertarian and the social reconstructionist positions. Then, drawing on existential, Marxist, Christian, and contemporary counter cultural writings, we shall attempt to develop a theory and practice of education within the context of personal liberation and cultural revolution.

A course designed to offer opportunities for an extensive study of individual and social psychology. In the third year educational psychology will be the main theme.

INTRODUCTORY COURSE
A general introduction to psychology, and the uses of the scientific method in psychological research. The areas to be studied are as follows:

Psychology as a science
Developmental psychology
Psychological basis of behaviour
Perception
Learning
Individual differences.

Laboratory work will be concerned with the application of scientific methodology in these fields.

PERSONALITY AND SOCIAL PSYCHOLOGY
The course consists of two units:

a The social bases of behaviour
b Personality theory
SUBJECT DESCRIPTIONS

EDUCATION

a  The social bases of behaviour
This unit, an introductory unit to the field of social psychology, focuses on specific social factors which influence the behaviour, aspirations, and achievements of individuals. To this end, the following topics will be studied: prejudice, attitudes, aggression, anxiety, affiliation, and groups.

b  Personality Theory
The aim in this unit is to present an overview of major personality theories with the student giving particular attention to any one. The following theorists will be studied: Freud, Neo-Freudians, Allport, Learning Theorists, Behaviourists, and Carl Rogers.

The course involves lectures, seminars and laboratory work, details of which will be given at the beginning of the year.

EDUCATION B3

EDUCATIONAL PSYCHOLOGY
The emphasis in the third year will be on applying the basic psychological notions discussed in the first and second years to the classroom situation.

The approach will be through studies in the following areas:

The teacher in the classroom
Home influences
Problem areas in education

Opportunity will be given for individual students or groups of students to study particular areas in depth.

EDUCATION C

The theme of this study is the historical development of educational thought, and its application in teaching situations.

The first year of this course investigates historical traditions and developments from which our present systems of education have evolved. In the second and third years of the course, students will select either History of Education or Comparative Studies in Education, and will specialize in the chosen subject over the two years.

EDUCATION C1

THE DEVELOPMENT OF EDUCATIONAL THOUGHT
A study of the evolution of our present systems of education
Traditions and developments in educational thought will be examined within these periods:

The foundations of western civilization — Greek, Roman, Jewish, Christian
The Middle Ages, the Renaissance, and the Reformation
The development of 'The New Education' and 'Progressive Education'

Basic problems in education which are of personal interest to students will be investigated.
EDUCATION C2

COMPARATIVE STUDIES
An introduction to Comparative Studies:
The nature of comparative studies and its claims as a worthwhile discipline
Differing methodological approaches and their validity
Area studies and problem studies with reference to England and Wales, Australia, U.S.S.R., Indonesia, and France.

HISTORY
History of English and Australian Education in the nineteenth and twentieth centuries
Areas to be investigated include:
Historical determinants of contemporary English and Australian education
The foundation of Australian education in the nineteenth century
Expansion of both systems in relation to changing conditions
State involvement and church involvement.

EDUCATION C3

COMPARATIVE STUDIES
Continuation of area and problem studies in Australia, Canada, India, Scandinavia, China, Japan, Papua and New Guinea:
Equality of opportunity in education
Open education
Administration of education
Independent schools
The role of the church and state in education
The status of teaching
Moral and religious education
The preparation of teachers.

HISTORY
A consideration of the relevance of the study of history to the understanding and illumination of present day issues, innovations, and concepts in the field of education.
South-east Asian history in education
Chinese education in the twentieth century.

EDUCATION D

SOCIOLOGY AND EDUCATION
A course which explores the social nature of man and learning through the theoretical approaches and research techniques of sociology.

EDUCATION D1

An introduction to a number of perspectives on society, and a study of the socialization process
The study will include:
(i) sociological concepts
(ii) influences of social class on life possibilities
SUBJECT DESCRIPTIONS

EDUCATION

(iii) socialization particularly concerned with the family, school, peer group, mass media, and the professional socialization of teachers
(iv) the nature of freedom and authority.

EDUCATION D2

It is expected that students on the course will

(i) undertake selected studies in the history and sociology of Australian immigration, together with an exploration of some problems associated with migrant integration
(ii) explore some approaches to the teaching of minority group children
(iii) demonstrate competence in using selected sociological research techniques
(iv) develop some understanding of the nature and importance of flexibility in learning situations.

Toward that end students will be encouraged to take personal responsibility for all aspects of their own learning, and to read and consider the ideas of people such as Fromm, Maslow, Rogers and Carkhuff.

EDUCATION D3

This course will consist of an analysis of the teaching-learning process. It is expected that students will increasingly be able to take responsibility for their own learning, and to extend their understanding of alternative ways of teaching.

Various other areas which may be explored include

(i) educational organizations as social systems
(ii) the organization of curriculum knowledge
(iii) a critical analysis of the social functions of education
(iv) parent, school, and community involvement in the learning situation.

SPECIAL EDUCATION

PHILOSOPHY AND PSYCHOLOGY OF SPECIAL EDUCATION

Four hours a week

SYLLABUS

Introduction to special education, child development factors, intellectual abilities and Piaget, humanistic education, behaviour modification, motivation and learning, deafness as handicap, speech factors in communication, social factors in child development, post school experience, parent counselling.

SPECIALIZATION STUDIES

Two areas will be selected by each student.

Two hours a week are allotted to each area.

Bicultural Education Physical Handicap Mental Handicap
Emotional Handicap Homecrafts Social Handicap

ELECTIVES

Each student will select two electives
Ducation

Two hours are allotted to each one.


Other elective studies will be offered by staff members in their own field of expertise. As well, students who wish to pursue an elective study other than those listed should submit details to the Special Education staff for consideration.

Laboratory: Perceptual Motor and Mathematical Skills

These sessions will be concerned with the study and observation of human characteristics in the areas of experimental psychology, perceptual motor skills, and mathematical skills.

Curriculum Studies

A course of two hours a week, supplemented by excursions to schools

Syllabus

This course involves a critical examination of the general methods, organization and curriculum, and testing practices of the secondary school, with particular reference to recent developments in Victorian schools.

Books

Detailed guides to books and periodical articles will be issued during the year.

Assessment

Satisfactory performance in class work and assignments during the year.

Ducation for Physical Education Students

Three one-hour lecture-discussion sessions per week throughout the year

Syllabus

This course aims to give the student a knowledge of curriculum structure and to provide a basis for critical analysis and evaluation of both existing curricula and the new curricula revisions in the secondary schools.

There are four units in the course.

a. Classroom Procedures and Management

This is an introductory unit which has as its major purpose the preparation of students for classroom teaching in humanities and science subject-matter areas prior to the first teaching practice round. It involves lecture-discussion sessions on unit and lesson planning, questioning and class discussion, classroom management and discipline.

b. The Secondary School Curriculum

This unit examines the school as a social institution committed to the transmission of culture. Three major aspects will be considered:
SUBJECT DESCRIPTIONS

EDUCATION

(i) What elements of culture should constitute curricula?
(ii) How should curricula be organized?
(iii) Recent experiments in curriculum re-organization, with special reference to some Victorian secondary schools.

c Social Factors in Education
(i) Social factors and school performance
(ii) The school as a social institution
(iii) The teaching profession.

d Measurement and Evaluation
A practical consideration of current ideas and practices.

BOOKS
Prescribed
Gronlund, N.E. Constructing Achievement Tests Prentice-Hall, 1968
Morrison, A. and McIntyre, D. Schools & Socialisation Penguin 1971

Reference
Detailed reading guides will be issued throughout the course.
Students should consult the reference lists of the education subjects Curriculum Studies and Educational Sociology shown elsewhere in this handbook.

EXAMINATION
Assessment will be based on assignment work, unit tests, and seminar participation.

EDUCATION PSYCHOLOGY

SYLLABUS
The object of studies in educational psychology is to assist students to become acquainted with psychological concepts and procedures relevant to the theory and practice of secondary education.
The treatment of educational psychology varies according to the program developed within each team. Generally, however, the following major topics will be treated.
1. The intellectual development of the adolescent
2. The social and emotional development of the adolescent

BOOKS
Hamachek, Don E. Human Dynamics in Psychology and Education Allyn & Bacon, 1972
Le Francois, Guy R. Psychology for Teaching: A Bear Always Faces Front Wadsworth, 1972

ASSESSMENT
Assessment will be through assignments and other negotiated options.
SUBJECT DESCRIPTIONS

EDUCATION

EDUCATION TECHNOLOGY

The study of how to improve the teaching-learning process by a more effective use of the resources — human, material, environmental, mechanical, and systematic — currently available to the teacher.

Two hours a week

SYLLABUS

Each student will pursue an individual study program selected from the following units of work:

(i) Closed circuit television, cine photography, communication and language, computers and education, educational broadcasting, educational resource centres, efficient reading, ergonomics, graphics, individualized instruction, Marshall McLuhan, programmed learning, reprography, still photography, visual communication

(ii) The systematic design, production, and operation of learning experiences involving an integration of media, techniques, and resources

(iii) The development of skills in the use of various media through a self instructional, carrel system; knowledge of the appropriate ways of using these media in education

(iv) An investigation or research into an aspect of educational technology.

BOOKS

A detailed list will be issued at the commencement of the year.

ASSESSMENT

The method of assessment will be available at the commencement of the year.

OMEWORKS

OMEWORKS STUDIES

SYLLABUS

a Textile Craft Studies
   (i) creative crafts
   (ii) textile crafts
   (iii) dressmaking skills

b Foods, Nutrition and Management
   (i) Foods
   (ii) Basic Nutrition
   (iii) Management
   (iv) Consumer Education
   (v) Basic Cookery

BOOKS

Prescribed

a

b Carpenter, Emily
   Hedley, Patricia (ed.)
   Home Economics Teachers' Guild

McCalls Sewing Book Hamlyn, 1973
Home Management and Housecraft Whitcombe & Tombs, 1971
Overcoming Handicap Mills and Boon, 1972
Cookery The Australian Way McMillan Aust. 1973
SUBJECT DESCRIPTIONS

HOMECRAFTS

Students must be prepared to increase the range of their professional reference library with selected purchases throughout the year.

PRACTICAL STUDIES

Work will be undertaken in each of the major areas of Foods and Textile Crafts. There will be two hours of lectures a week for each area, followed by associated assignment activities.

In addition to personal expenditure for assignment work, a semester fee will be charged for materials used in practical sessions.

ENGLISH

ENGLISH A

Secondary

A course of two discussion classes and one or two lectures per week.

Although there are no prerequisites for this subject, intending students should have a background of some success in English, and a preparedness to work at post-Higher School Certificate level.

A LITERATURE

SYLLABUS

This constitutes approximately two-thirds of the year’s work. It is essentially an introductory course in the concentrated study and critical evaluation of literary works taken from the seventeenth century to the present.

BOOKS

Recommended for Preliminary Reading

Coombes, H. Literature and Criticism Penguin
Drew, E. Poetry Dell paperback
Macleish, A. Poetry and Experience Penguin

Prescribed

a Poetry

Auden, W.H. and Pearson, N.H. Poets of the English Language Viking
Vol. 2 — Elizabethan and Jacobean Poets
Vol. 3 — Restoration and Augustan Poets
Vol. 4 — Romantic Poets

Donne, J. Poems ed. Hayward Penguin
Hopkins, G.M. Poems and Prose Penguin

b Fiction

Students should read at least four of the novels listed below, including those works marked with an asterisk. It is probable that the fiction course will include:

Austen, Jane * Emma Penguin
Hawthorne, N. The Scarlet Letter Signet
Tolstoy, L.N. * Anna Karenina Penguin
James, H. Washington Square Signet
ENGLISH

Lawrence, D.H.
Forster, E.M.
Woolf, Virginia
Milligan, S.

- The Rainbow Penguin
  A Passage to India Penguin
  To the Lighthouse Penguin
  Puckoon Penguin

Drama

Shakespeare, W.
Chekhov, A.
Beckett, S.

- King Lear Signet
  Macbeth Signet
  Three Sisters Penguin
  Waiting for Godot Faber

EXAMINATION

Assessment will be based upon tests, written assignments, class papers, and one three-hour paper at the end of the year.

B LANGUAGE STUDIES

SYLLABUS

An introduction to some aspects of language studies

Details of this section of the course will be supplied at the beginning of the year.

EXAMINATION

Class papers, unit tests and written assignments, to be completed and assessed by the end of term two.

ENGLISH B

A course of two lectures and one tutorial per week

Students must have completed, successfully, one year of English studies at tertiary level.

A LITERATURE

SYLLABUS

A study of nineteenth and twentieth century English poetry, fiction, and drama, as listed below

Four Quartets will be a compulsory topic on the course.

BOOKS

Recommended for Preliminary Reading

Leavis, F.R. Revaluation

Prescribed

- Poetry in the late eighteenth and nineteenth centuries

Blake W.
Wordsworth, W.
Coleridge, S.T.
Keats, J.

- Songs of Innocence and Experience
  Selected Poetry Modern Library
  Selected Poetry and Prose Modern Library
  Complete Poetry and Selected Prose Modern Library
SUBJECT DESCRIPTIONS

ENGLISH

b  Poetry in the twentieth century
Yeats, W.B.  Selected Poetry  Papermac
Eliot, T.S.  Four Quartets  Faber
Auden, W.H.  Collected Shorter Poems 1927-1957  Faber

c  Fiction — The nineteenth and twentieth century novel
Austen, J.  Persuasion  Penguin
Bronte, E.  Wuthering Heights  Penguin
Dickens, C.  Our Mutual Friend  Penguin
Eliot, G.  Middlemarch  Penguin
Hardy, T.  Tess of the D'Urbervilles  Papermac
Conrad, J.  Nostromo  Penguin
Joyce, J.  A Portrait of the Artist as a Young Man  Penguin
Lawrence, D.H.  The Rainbow  Penguin

d  Drama — a brief selection from the period
Shaw, G.B.  Heartbreak House  Penguin
Eliot, T.S.  The Cocktail Party  Faber
Osborne, J.  Look Back in Anger  Faber
Pinter, H.  The Caretaker  Methuen

B  LANGUAGE STUDIES

SYLLABUS
Further work on the basic concepts of linguistics and on the historical study of the English language.

BOOKS
Recommended for Preliminary Reading
Barfield, O.  History in English Words  Faber

Prescribed
A list of prescribed books will be issued at the beginning of the course.

EXAMINATION
Assessment will be based upon tests, essays, class papers and two three-hour examinations at the end of the year.

ENGLISH C

A course of two lectures and two tutorials per week
Students must have passed English B, or two years of English at tertiary level.

SYLLABUS
A study of selected poetry, prose and drama from Chaucer to the eighteenth century; nineteenth and twentieth century fiction and poetry (mainly Australian and American); and experience in writing.
ENGLISH

BOOKS

Preliminary Reading
Holbrook, D. English for Maturity C.U.P.
Leavis, F.R. The Common Pursuit
Thompson, D. Discrimination and Popular Culture Penguin

Texts for Study

a Poetry, prose and drama from Chaucer to the eighteenth century
Chaucer, G. The Canterbury Tales Everyman
Johnson, S. A selection will be supplied in class.
Kenner, H. (ed.) The Schools of Donne and Jonson Holt,
Middleton, T. The Changeling in Three Jacobean Tragedies Penguin
Milton, J. Paradise Lost (any edition)
Pope, A. Any full edition
Shakespeare, W. Antony and Cleopatra, Measure for Measure,
Swift, J. Gulliver's Travels (any full edition)

b Nineteenth and twentieth century fiction and poetry

(i) Modern Australian Literature
Johnston, G. My Brother Jack Fontana
Keneally, T. Bring Larks and Heroes Sun
Lawson, H. The Bush Undertaker ed. Colin Roderick
Stead, C. The Man Who Loved Children Penguin
Stow, R. To the Islands, The Merry-go-round in the Sea Penguin
White, P. The Tree of Man Penguin
Campbell, D. (ed.) The Vivisector Penguin
Modern Australian Poetry Sun

(ii) American and English Literature
Faulkner, W. As I Lay Dying Penguin
James, H. What Maisie Knew Penguin
Melville, H. Moby Dick Penguin
Scott Fitzgerald The Great Gatsby Penguin
Twain, M. Huckleberry Finn Penguin
Ford, F.M. The Good Soldier Penguin
Lawrence, D.H. Women in Love Penguin

ASSESSMENT

Assessment will include consideration of students' essays, papers, and contributions to tutorial discussion.

This course consists of selected topics from the syllabus for English C, with an emphasis on Section a, and is designed for fourth year students who are not eligible to take English D.
SUBJECT DESCRIPTIONS

ENGLISH

ENGLISH D

A course of two hours per week
Students must have completed, successfully, three years of English at tertiary level.

SYLLABUS

The course will look at both literature and literary criticism, in four principal areas
(i) an introduction to some of the basic issues and problems of literary studies
(ii) a unit based on contemporary Australian literature
(iii) a unit, or units, to be decided on the formation of the class
(iv) a unit of the student’s own choice.

Assessment will be by essays on the various units.

BOOKS

Prescribed reading will include:
Wellek, R. and Warren, A. Theory of Literature Peregrine
Craig, A. (ed.) Twelve Poets Jacaranda
Brisenden, R.F. (ed.) Australian Poetry 1972 Angus & Robertson
Williamson, D. The Removalists Currency Methuen Drama
Hewett, D. The Chapel Perilous Currency Methuen Drama
Buzo, Romeril, Hibberd Plays Penguin
White, P. Voss Penguin
Mathers, P. The Wort Papers Penguin

Further details concerning this subject will be issued at the beginning of the course.

METHOD OF ENGLISH

This course helps to prepare people interested in the teaching and learning processes which occur in English in secondary schools. As well as academic qualifications in English, some reading background or experience in areas such as sociology, psychology, politics, scientific method, or any other field of enquiry is advantageous.

Traditional topics incorporated in the year’s activities include skills in reading and writing, and approaches to literature (including poetry, drama, the novel, the short story, and other literary forms). These are investigated in such a way as to indicate that the relevant skills and approaches depend on the person (especially the adolescent person) with whom the teacher deals, and on the context in which the meeting for learning takes place.

The year’s activities also include investigation of important procedures recently introduced into the English classroom. Such will include questionnaires, survey techniques, games, specific learning techniques, varieties of classroom organization, non-verbal communication, role playing, and objectives and assessment appropriate for individuals as well as for groups.

Much of the enquiry centres on the pragmatic context of the classroom, and those working in this method will constantly be asked to relate their insights and questions to the school situation.

In this method an individual program may be negotiated. There will be no formal examination unless such examination is negotiated with the teacher in training.

Note: In 1973 two approaches to method of English were made
1. Conventional classes
2. A co-operative scheme in which methods of Drama, English, History, Librarianship, and Social Studies were joined around common issues.
SUBJECT DESCRIPTIONS

**VGLISH**

*Primary*

All primary students entering college in 1974 will undertake a two-year course incorporating the following subject areas: literature, language, drama, communications, and classroom studies.

This is a fundamental approach to the subject. Its concerns are an awareness of the complexity of language and competence in self-expression; sound approaches to the study of literature; an introduction to the needs of the child in his growth towards literacy.

The course will be structured to allow for an increasingly wide choice by students in both content and treatment. There will be, throughout, considerable emphasis on oral work, including some assessment in most subject areas.

In the third, optional year, students may specialize in literature or drama or communications.

*Note:* Students at present on course will continue in the previous syllabus set out on pages 32-34 of the 1973 Handbook.

**VGLISH 1 and 2**

**LITERATURE**

A survey of twentieth century literature

*The search of the modern writer to find a form which expresses his response to society.*

a) **Fiction** representative authors, grouping by theme or style, with individual investigation into areas selected by students

b) **Poetry** either 1900-1940, or post-1950, with some evaluation of the changes in poetic form

c) **Functions of literature** the purpose, form, and attitude of literary artists; the patterns and currents of literature in a changing world

d) **Children's Literature** literary appreciation at adult level; children's tastes and criteria; evaluation and selection of books; recent award-winning books; integration with school-experience programs.

**LANGUAGE**

(i) the unique features of language — its components, structure, and purposes; modern theories of language

(ii) the growth of the English language

(iii) language acquisition by children — modern theory

(iv) practical work: speaking — a participation course with seminars, discussions, work in prose, poetry and drama

(v) practical work: writing — correlated with course studies, and related to special uses of prose composition.

**DRAMA**

The values and possibilities of creative drama, for personal development and as a means of self-expression; the adaptation of these activities to the primary school; dramatic literature
SUBJECT DESCRIPTIONS

ENGLISH

(i) distinction between theatre and creative drama
(ii) movement — functional and expressive; the language of movement — ideas and emotions
(iii) sound — vocal and non-vocal; language development through drama
(iv) visual resources — colour, lighting, masks, costumes
(v) plays from different periods; the study of adult theatre.

COMMUNICATION

A course to foster an awareness of communication media — press, film, and broadcasting, and to develop related skills and attitudes into primary school practice.

This will involve:

(i) Australian mass media; its effects on children
(ii) closed-circuit TV and audio tape
(iii) film appreciation, and film-making in schools
(iv) the press, printing, scripting and advertising.

Techniques developed in practical sessions will be applied on school-experience rounds.

CLASSROOM STUDIES

The present structure of primary English teaching, with new approaches offering; the relationship of college studies in English to the primary school; discussion of school activities in English, closely related to students' own teaching experiences.

ENGLISH A3

COMMUNICATIONS

This third year course will seek to extend the skills and awareness of the media as they affect school, college and the community. The work will incorporate: the processes and problems of the media; theories and aesthetics of film, with film-making; radio and television, with criteria for their evaluation; advanced script-writing; publishing and print, with typography and lay-out. As previously, practical activities will be reflected in primary school teaching experience.

Each student will be required to present a major practical project using one of the above media, and to complete a series of communication activities in the primary school. Assessment in the subject will be based upon these practical activities, a major research essay, and class exercises.

ENGLISH B3

DRAMA

a Practical Work in Performance and Aspects of Stagecraft
   (i) the presentation of selected plays from section b (i) below
   (ii) the presentation of plays for children.

b Theatre and Dramatic Literature
   (i) Seminars involving the reading, discussion and comparative study of plays selected from different periods from Greek to contemporary. Possible topics include Greek comedy, Commedia dell'Arte, Restoration drama and the modern theatre movement.
English

(ii) Independent study and written work on an aspect of theatre and dramatic literature to be decided upon by the student in consultation with the lecturer concerned. Possible topics include directors' theories, dramatic analysis, criticism, form, dramatic theory, theatre history.

c. Playwriting (optional)
An independent activity designed to involve the student in this area of self-expression.

d. Child Drama
An investigation into the theory and practice of child drama in the primary school. Various approaches to child drama will be demonstrated, discussed and evaluated. The implementation of a drama program based on this research will be undertaken by students during their final teaching round in Term 3.

English C3

Literature
In their third year, students will have the opportunity to consolidate and extend previous studies in English literature, reviewing the development of the novel and poetry up to the present day and making an original study in depth of one area. Extensive and consistent reading of both primary and secondary references will be necessary throughout the year. Each student will be required to study both the novel and poetry, nominating one for section A and the other for section B.

Section A
A chronological survey of either the novel or poetry. Students will be required to make an appropriate parallel study in an area in which they have a developed interest. This will be related to their studies in literature in an attempt to place literary development in its broader cultural perspective. Suggested parallel studies could include philosophy, music, the visual arts, theology, sociology, politics, social psychology. This section will be divided into a series of units, each of approximately two weeks. Each student will be assigned a specific reading and research topic related to the unit topic, the results of which will be presented at a seminar to be held at the conclusion of each unit. During these seminars discussion will endeavour to integrate literary characteristics and developments in various parallel studies, thereby building an awareness of the overall climate within which literature develops.

Section B
Students will make a depth study of any one area which has proved of interest in section A. This should be an original study, based upon individual reading and research. A specific area of investigation will be defined by each student under the guidance of the lecturer. Individual work will be carried out in close contact with the supervising lecturer and will result in a final submission of an essay of three to four thousand words.

Section C
Throughout the year students will be encouraged to examine critically their own attitudes towards literature and language and the process by which these attitudes were formed. On the basis of this, each student will focus attention upon a particular area of language study during school experience and evaluate the aims and methods used to develop children's language abilities. No formal assignments will be required in this section, although students should be able to provide evidence of intensive and developing experience in language study in the classroom.
ENGLISH

Secondary Art and Crafts

English in this course is designed specifically to open and extend areas of interest in literacy, language, and communication studies.

Four options are available. At the beginning of the year students wishing to do English will choose one of the following numbered areas for specialization. Along with this specialized study, approximately one third to one half of the course will be devoted to exploration of the other areas (below); and to some interesting language studies and/or film appreciation.

Individual involvement and responsibility are stressed.

a  Literature
The study of prose and poetry — ancient and modern; a look at a few writers in detail, and a more general look at the possibilities of written communication through the ages. Material studied will be chosen by the group in consultation with the lecturer.

b  Creative Writing
The exploration and practice of writing skills and techniques in effective self-expression and communication.

c  Drama
Oral expression, exploration of social situations; improvisation, body language; facility of expression in the presence of others.

d  Mass Media
Research into and discussion of the mass media and their influence on our lives; research into areas of individual interest. The emphasis is on individual and group research and presentation.

FILM AND TELEVISION

FILM AND TELEVISION A

A course of practical sessions and discussion groups occupying 6 hours per week in two three-hour sessions

The course will be presented in units each of 9 or 10 weeks' duration. Normally each unit will take up only one of the two weekly sessions. A total of six units is to be completed; of these four are core units to be taken by all students.

Prerequisites
This subject is offered only to holders of Higher Diploma of Teaching-Secondary (Drama and Film) studentships.

SYLLABUS

Core Units

INTRODUCTION TO FILM AND TELEVISION (double unit)

A series of workshop and discussion sessions designed to familiarize the student with the language and the skills appropriate to these media, with their limitations and advantages, and with the ways in which each can be used as a means of communication and self-expression.
FILM AND TELEVISION

FILM APPRECIATION PART 1
An introduction to film study and film criticism taking examples from contemporary and classic films.

PHOTOGRAPHY PART 1
A practical course in taking photographs, in developing and in printing. Copy techniques and the use of the camera in graphic art will also be explored.

Elective Units
Two to be chosen and undertaken in term II. A unit will be taught only where a sufficient number elects it.

FILM ANIMATION I
FILM APPRECIATION II
FILM MAKING II
TELEVISION AND SOCIETY
PHOTOGRAPHY II

ASSESSMENT
There will be no examination. Work will be assessed as either pass or fail. In order to pass overall, a pass must be obtained in each unit. Work for assessment may be in the form of either a submission (e.g. film, paper, tape) or a contribution to a group effort (e.g. as director or editor).

BOOKS
Appropriate reading guides will be distributed prior to classes.

FILM AND TELEVISION B

A course of practical sessions and discussion groups occupying two three-hour sessions per week.

The course will be presented in units each of 9 or 10 weeks' duration. Normally each unit will take up only one of the two weekly sessions. One half of the course will be taken by all students; the other half consists of elective units of which the equivalent of three units must be taken.

Certain conditions govern the choice of elective units. Students should consult with the Film and Television Department about these.

Prerequisites
A pass in Film and Television A will be sufficient for admission except where a student has been advised not to continue this study.

SYLLABUS
Core Units

ATTITUDES TO TELEVISION
A study of attitudes to television in Australia, especially among adolescents, and of viewing behaviour; of the role of television in social change, both in Australia and overseas.
SUBJECT DESCRIPTIONS

FILM AND TELEVISION

FILM MAKING PART II
Group and individual film making.

FILM APPRECIATION PART II
Current releases, classics, and special seasons or festivals will be used to increase the breadth of film knowledge.

Elective Units
Three are to be completed. Time-table difficulties may exclude some students from some units. A unit will be taught only where it has been elected by a number adequate for its efficient operation.

FILM ANIMATION PARTS I AND II
TELEVISION DRAMA WORKSHOP (Double Unit)
FILM APPRECIATION III
CHILDREN'S TELEVISION
PHOTOGRAPHY PARTS I AND II
FILM MAKING III
EXPERIMENTAL FILM

ASSESSMENT
There will be no examination. Work will be assessed as either pass or fail. In order to pass overall, a pass standard must be obtained in each unit.

FILM AND TELEVISION C

A course of practical sessions and discussion groups and individual projects occupying two three-hour sessions per week.

The course will be presented in units of 9 or 10 weeks' duration. Choice of units may be restricted in certain cases, and some may be made compulsory. A year's work will consist of six units.

Prerequisites
A pass in Film and Television B is sufficient, except where a student has been advised not to continue this study.

SYLLABUS
Six units from the following:

VIDEO
a  Current Affairs Series
Studio recordings about topics of concern to the college — recorded weekly and replayed in all student and staff centres

b  Television Drama
Studio production — written, directed, and performed by students

c  Closed Circuit and Cable Networks
Setting up and operating a closed circuit system
Potential for cable television and future development of video-communications in Australia
FILM AND TELEVISION

d Community Video Projects
Work with outside groups in community action and community awareness projects.

FILM MAKING

a Major Production
It is hoped that funds will be available for a joint student/staff film on a topic of relevance to this college and other tertiary institutions

b Experimental Film
Exploration of styles and techniques outside the main stream of film making

c Minor Projects
Group or individual films made under supervision.

APPRECIATION AND CRITICISM

a Genre Film
b Particular School or Director
c Media Socialization
d TV Criticism

ASSESSMENT

There will be no examination. Work will be assessed as either pass or fail. In order to pass overall, a pass standard must be attained in each unit.

FRENCH

FRENCH A

A course of seven classes each week, utilizing discussion and other class-participation techniques. Regular attendance at classes and submission of written exercises are essential requirements of this course which stresses development of language skills.

The course assumes that students have already passed French at the Higher School Certificate or equivalent standard.

SYLLABUS

a Language Study The linguistic aspect forms the basis of the course. In term 1 at least three hours per week will be devoted to the mastery of the language skills. An audio-lingual course will consolidate basic linguistic material encountered by students at the secondary level. An audio-visual course will allow students to practise these structures orally.

b Dictation and Reconstruction Exercises The aim of this class will be the improvement of students’ aural comprehension and practice in oral and written composition.

c Phonetics, Pronunciation and Reading There will be individual tuition with pronunciation exercises and reading practice.
SUBJECT DESCRIPTIONS

FRENCH

d. Literature  Selected novels, a play and poems from the twentieth century will provide a basis for literary discussion, further linguistic study, and for written exercises in French or English.

e. Civilisation  A study of the history and the regional geography of France.

BOOKS

Prescribed

Harris J. and Levêque, André  Intermediate Conversational French  Holt, Rinehart and Winston
Alain-Fournier  Le Grand Meaulnes  Livre de Poche
Pagnol, M.  Marius  Livre de Poche
Romains, J.  Knock  Longmans
Sagan, F.  La Chamade  Prentice-Hall

Selected poems will be provided by the department. Students are advised to consult the booklist on the noticeboard in room G35 at the college for details of sources where the above texts are available.

ASSESSMENT

All sections of the course are tested regularly throughout the year.

FRENCH B

A course of seven classes each week, utilizing discussion and other class-participation techniques

The course assumes that students have already passed French A, or the first year of a university French course.

Regular attendance at classes and submission of written exercises are essential requirements of this course which stresses development of language skills.

SYLLABUS

a. Literature  A broad study of the French theatre from the seventeenth century to modern times, based upon a study of five representative plays

b. Intensive study of French vocabulary, syntax and morphology  Regular exercises in translation from and into French are discussed in detail in class.

c. Civilisation  A study of French civilisation based on the text prescribed

d. Reconstitution  This exercise is used to assist aural comprehension and the detailed study of French grammar.

e. Oral-aural practice  Conversation in groups and individually, based on prepared topics

f. Dictation  at advanced level.

BOOKS

Prescribed

Literature

Racine, J.  Phèdre
Molière  Le Misanthrope
SUBJECT DESCRIPTIONS

FRENCH

Beaumarchais, P.  
Hugo, V.  
Anouilh, J.  

Le Barbier de Séville  
Ruy Blas  
Antigone  

Linguistic Study  
Conlon, D.J.  

Anthologie de contes et nouvelles modernes  
Methuen  

Civilisation  
Girot, R. and Grand-Clément, F.  

Comment vivent les Français  
Hachette  

Students are advised to consult the booklist on the noticeboard in room G35 at the college for details of sources where the above texts are available.

ASSESSMENT

Literature One three-hour paper at the end of the year and one long essay written in term 1
Oral-aural skills are tested throughout, and at the end of the year.
Other sections of the programme are tested regularly throughout the year.

FRENCH C

A course of seven classes per week, utilizing discussion and other class-participation techniques
The course assumes that students have already passed French B or the second year of a university French course.
Regular attendance at classes and submission of written exercises are essential requirements of this course which stresses development of language skills.

SYLLABUS

Literature

(i) Naturalism, with special reference to Zola and the Rougon-Macquart series and with intensive study of three representative novels
(ii) The "Parnasse", with special reference to Leconte de Lisle and Heredia and intensive study of some of their poems

b Prescribed texts  Intensive study of two twentieth century texts

c Intensive study of French vocabulary, syntax and morphology  Regular exercises in translation from English into French, discussed in detail in class

d Dictation at advanced level

e Civilisation  A study of educational, political, administrative and sociological aspects of France

f Aural-oral practice  Conversation in groups and individually, based on prepared topics.
SUBJECT DESCRIPTIONS

FRENCH

BOOKS
Prescribed
For intensive literary study
Zola, E.
La Fortune des Rougon
L'Assommoir
Germinal Livre de Poche, Gallimard

For linguistic study
Camus, A.
Sartre, J.P.
L'Exil et le Royaume Gallimard
Les Mains Sales Livre de Poche

ASSESSMENT
Literature: one three-hour paper at the end of the year and one long essay written in term 1
Oral-aural skills tested throughout and at the end of the year
Other sections of the programme are tested regularly throughout the year.

FRENCH D

A course of five classes per week utilizing discussion and other class-participation techniques
The course assumes that students have already passed French C or the third year of a university French course.

SYLLABUS
a Literature Three contemporary French plays
Ionesco, E. 'La Cantatrice Chauve' and 'La Leçon' in Three Plays Heineman
Anouilh, J. Pauvre Bitos Harrap

b Intensive study of French vocabulary, syntax and morphology Regular exercises in translation from English to French are discussed in detail in class.

c Dictation at advanced level
d Oral-aural practice
e Extensive reading Students must read at least three extra texts from a given list and discuss these.

ASSESSMENT
Literature is tested in oral examination at the end of the year. Other sections of the programme are tested regularly throughout the year.

METHOD OF FOREIGN LANGUAGES

A lecture-discussion course of two hours a week

SYLLABUS
This course involves a study of principles and practice in foreign language teaching with special emphasis on the teaching of the language skills by means of audio-oral techniques, materials, and equipment. The three methods thoroughly discussed are Modified Direct, Audio-Lingual and Audio-Visual.
SUBJECT DESCRIPTIONS

FRANÇAIS

Such topics as listening comprehension, conversation, reading comprehension, vocabulary, grammar, pattern practice, composition and testing are treated in context. Textbooks and other materials available are critically examined.

The course includes a consideration of the aims and objectives of foreign language teaching, the choice of foreign languages to be taught in Australian schools, and the place of cultural studies and activities.

GEOGRAPHY

A course of five class hours per week throughout the year, comprising lectures, tutorials and laboratory work. The course also includes field work.

There are no prerequisites.

SYLLABUS

The course is designed as an introduction to the work of the geographer. Emphasis is placed on the principles and techniques which characterize geography as a field of enquiry. The course looks at the way in which these principles and techniques are applied to the study of the physical world, and of man's activities within it. The course is organized around several important unifying concepts. These concepts arise essentially out of the geographer's prime interest in the location of phenomena, and in the resulting spatial organization of the earth's surface. Through the use of concepts such as location, spatial pattern, spatial relationship, interaction and diffusion, the course seeks to show that, although the geographer is concerned from time to time with studying many different types of phenomena (land form, plants, agriculture, climate, human populations, settlements, and so on), his various interests are closely related within a total geographical perspective.

BOOKS

Recommended for Preliminary Reading

Morrill, R.L.  The Spatial Organization of Society  Wadsworth, 1970

ASSESSMENT

Assessment is based on unit and final examinations, laboratory and field assignments, and other prescribed class work.

ENVIRONMENTAL SCIENCE

A course of six class hours per week throughout the year, comprising lectures, tutorials, and laboratory work. The course also includes field work.

There are no prerequisites.
SUBJECT DESCRIPTIONS

GEOGRAPHY

SYLLABUS

The course provides an introduction to geography, with emphasis on the principles and techniques which characterize the subject as a field of enquiry. In particular, the course is designed to develop attitudes and skills appropriate to the scientific study of environment. Some aspects of the course are similar to Geography A. However, greater stress is placed on the analysis of relations between man and his environment, and on the applied aspects of the subject, with particular reference to regional planning and environmental management. In addition, the course seeks to integrate within a general framework of human ecology work undertaken by environmental science students in biology, chemistry, physics and geology.

BOOKS

Recommended for Preliminary Reading

Morrill, R.L. The Spatial Organization of Society Wadsworth 1970

ASSESSMENT

Assessment is based on unit and final examination, laboratory and field assignments, and other prescribed class work.

GEOGRAPHY B

A course of six class hours per week throughout the year, comprising lectures, tutorials, and laboratory work. The course also includes field work.

The prerequisite is Geography A or an approved equivalent.

SYLLABUS

The development of modern geographical thought
Quantitative and cartographic skills
The regional concept: principles and methods of regionalization
The location of economic activities: principles and techniques of analysis, with emphasis on agricultural, manufacturing and retailing
Regional economic development and planning: selected case studies.

BOOKS

Recommended for Preliminary Reading

Abler, R., Adams, J.S. and Gould, P. Spatial Organization Prentice-Hall, 1971

Recommended for Reference

GEOGRAPHY

Gregory, S.
Lloyd, P.E. and Dicken, P.

Statistical Methods and the Geographer
Longmans, 1963

Location in Space: A Theoretical Approach to
Economic Geography Harper and Row, 1972

ASSESSMENT

Assessment is based on unit and final examinations, laboratory and field assignments, and other prescribed class work.

ENVIRONMENTAL SCIENCE

A course of seven class hours per week throughout the year, comprising lectures, tutorials, and laboratory work. The course also includes field work.

The prerequisite is Geography A Environmental Science.

SYLLABUS

The course develops certain themes fundamental to analysis of the reciprocal relations between man and his environment, and emphasises the contribution of geographic research to the formation of environmental policy. Particular attention is given to the identification of morphological and functional attributes necessary for the achievement and maintenance of stable man-environment systems, and to the necessity of planning human activities within an ecological context.

Topics will include:

1. Land systems analysis: modern techniques of integrated environmental survey and analysis; elements of land systems, their interaction and inter-relationships; application of land systems analysis in the formulation of land utilization and regional management policies; land systems research in Australia
2. Spatial organization of human activities viewed within an environmental context; economic and behavioural aspects of location decision-making, with special reference to agriculture and manufacturing; the ecological stability of selected socio-economic systems
3. Urban systems: formal and functional differentiation of urban space; movement and networks; urban social organization; environmental bases for town planning
4. Regional planning: environmental criteria for regional development; the integration of land and socio-economic systems analysis; objectives and strategies of environmental management.

BOOKS

Recommended for Preliminary Reading

Berry, B.J.L. and Horton, F.E. Geographic Perspectives on Urban Systems Prentice-Hall, 1970


Lloyd, P.E. and Dicken, P. Location in Space: A Theoretical Approach to Economic Geography Harper and Row, 1972

ASSESSMENT

Assessment is based on unit and final examinations, laboratory and field assignments, and other prescribed class work.
SUBJECT DESCRIPTIONS

GEOGRAPHY

GEOGRAPHY BF

A course of eight class hours per week, comprising lectures, tutorials, and laborator work. The course also includes field work.

Classes are not held during periods of practice teaching. This subject is available only to students who are in their practice teaching year.

The prerequisite is Geography A, or an approved equivalent.

SYLLABUS

As for Geography B

BOOKS

As for Geography B

ASSESSMENT

Assessment is based on unit and final examinations, laboratory and field assignments, and other prescribed class work.

GEOGRAPHY BS

A course of seven class hours per week throughout the year, comprising lectures, tutorials, and laboratory work. The course also includes field work.

The prerequisite is Geography A, or an approved equivalent.

SYLLABUS

In addition to the syllabus set down for Geography B, the course develops studies at an advanced level in selected topics.

BOOKS

As for Geography B

ASSESSMENT

Assessment is based on unit and final examinations, laboratory and field assignments, and other prescribed class work.

GEOGRAPHY C

A course of six class hours per week throughout the year. The course may include field work.

The prerequisite is Geography B or Geography BF or Geography BS, or an approved equivalent.

SYLLABUS

Systematic studies in three of the following fields:

- Historical geography
- Political geography
- Urban social geography
- Biogeography and climatology
- Conservation
- Coastal geomorphology

These studies may include supervised research.
GEOGRAPHY

BOOKS
To be arranged.

ASSESSMENT
Assessment is based on prescribed work.

GEOGRAPHY CF

A course of five class hours per week. The course may include field work. Classes are not held during periods of practice teaching.

The prerequisite is Geography B or Geography BF or Geography BS, or an approved equivalent.

SYLLABUS
Selected systematic topics at an advanced level, including supervised group research projects.

BOOKS
To be arranged.

ASSESSMENT
Assessment is based on prescribed work.

GEOGRAPHY D

A course of five class hours per week. The course may include field work. Classes are not held during periods of practice teaching.

The prerequisite is Geography C or Geography CF, or an approved equivalent.

SYLLABUS
Selected systematic topics at an advanced level, including supervised group research projects. In certain circumstances, students may be approved to qualify for Geography D by undertaking a single major individual research project as an alternative to class work involving group research.

BOOKS
To be arranged.

EXAMINATION
Assessment is based on prescribed work.

METHOD OF GEOGRAPHY

The course is a preparation for the teaching of geography in secondary schools, and comprises a seminar-discussion workshop program for two class hours a week.

The prerequisite is Geography B or BF or BS, or Geography A1 and A2, together with a concurrent enrolment in Geography BF, or an approved equivalent prerequisite.

SYLLABUS
The course may include the following elements:
SUBJECT DESCRIPTIONS

GEOGRAPHY

classroom management objectives course planning preparation of specific
lessons or units of work operational games the use of written and photographic
materials and multi-media equipment the H.S.C. course the role of field studies
and practical work the organization of a department assessment.

BOOKS

Recommended for Reference
Blachford, K. The Teaching of Geography. Unit 2. Inquiry the Field Education Department, 1971.

ASSESSMENT

Assessment will be based upon attendance and participation at seminars and other
prescribed work. There may be a final test.

HEALTH AND PHYSICAL EDUCATION

HEALTH AND PHYSICAL EDUCATION 1

a The Human Body
A survey of its structures, functions and its healthy maintenance, with emphasis on
(i) elementary body mechanics and exercise physiology
(ii) basic health concepts
(iii) common malfunctions, diseases and injuries and emergency procedures.

b Child Development and Principles of Health and Physical Education
An examination of characteristic stages in physical growth, perceptual-motor and
social development with emphasis on implications for learning-teaching situations.

c Practical Work and Procedures 1
The emphasis will be on the elements of skill acquisition and progressions in teach-
sing situations. It is expected that students will work towards improving personal
performance levels within the various practical areas.

HEALTH AND PHYSICAL EDUCATION 2

a Health Education
(i) Health and the child
An examination of factors influencing individual health and development; school
and community health problems
(ii) Health and the curriculum
An investigation of modern practices and procedures in health education.

b Kinesiology and Exercise Physiology
(i) Kinesiology
An analysis of movement in relation to physical laws and mechanical principles
(ii) Exercise Physiology
A study of the body systems and their inter-relations with respect to the effects of physical activity.

Practical Work and Procedures 2
Students will select two areas for detailed study. It is expected that the following units will be offered:

- Dance
- Major Games
- Gymnastics
- Swimming
- Athletics
- Outdoor Recreation

Health and Physical Education 3
Students must accrue five unit credits. No more than two units may be selected from Section B. Section C is compulsory. In 1974, depending on staff and facilities available, it is expected that the following semester-units will be offered:

SECTION A
- Advanced Kinesiology and Exercise Physiology
- Health Education 2
- History and Philosophy of Physical Education
- Psychology and Physical Education and Sport
- Sociology of Recreation and Sport
- Special Physical Education

SECTION B
- Athletics
- Dance
- Gymnastics
- Major Games
- Outdoor Recreation
- Swimming

Normally students will be required to undertake practical units different from those taken in the previous year.

SECTION C
All students are required to undertake the St. John’s Ambulance Association course in first aid, and to present for the Senior Resuscitation Certificate of the Royal Life Saving Society.

STORY
STORY A (EUROPEAN)
THE ERA OF THE FRENCH REVOLUTION
A course of three to four hours of class work per week throughout the year, consisting of lectures and tutorial work

SYLLABUS
The course involves a study of selected aspects of French history in the eighteenth and early nineteenth centuries set against a European background.
SUBJECT DESCRIPTIONS

HISTORY

The areas for detailed work will be:
(i) the structure of the Old Regime and elements of “dislocation and transition” within it
(ii) the European Enlightenment and its influence on the French Revolution
(iii) the origins and development of the French Revolution (1789-1799) and its effects on Europe
(iv) the age of Napoleon
(v) the revolutionary aftermath with particular reference to reaction and revolution in France after 1815.

Note: A reading knowledge of French is an advantage in this subject.

BOOKS
Prescribed
A list of books for purchase will be issued at the beginning of the academic year.

EXAMINATION
Assessment will be based on essay work, tutorial participation, and a final examination.

HISTORY A (MODERN BRITISH)

The course will be conducted by lectures, tutorials, group and individual research (involving four hours class contact per week).

1851-1951 A CENTURY OF CHANGE

SYLLABUS
The course will begin with an in-depth examination of the condition of Victorian England — its wealth, its poverty, and its social and political structure. This will be followed by a study of Britain’s world supremacy in the nineteenth century — her empire and relations with Europe.

Finally Britain will be viewed adapting to the changed conditions of the twentieth century, and the impact of war and depression on society.

BOOKS
Best, Geoffrey
Mid-Victorian Britain 1851-75 Weidenfeld & Nicolson

Harrison, J.F.C.
Early Victorian Britain 1832-51 Weidenfeld & Nicolson

This will be used for the first part of the course. Further recommendations for purchase will be made later in the year.

EXAMINATION
The form and weighting of assessment will be decided after consultation between staff and students.
SUBJECT DESCRIPTIONS

HISTORY

HISTORY B (EARLY EUROPEAN)

RENAISSANCE AND REFORMATION STUDIES

A detailed examination of certain cities and regions, especially in 15th century and 16th century in Italy and Germany. The course corresponds to appropriate sections of the H.S.C. syllabus and is designed to provide historical training specifically for prospective teachers. Close attention will be paid to economic and political analysis and upon this basis political, social, and religious questions of the period, and the writings of particular men, especially Machiavelli, Erasmus, More, Luther, and the reformers, are studied in detail. Students will be required to become familiar with philosophical issues and the latest research. Independent study programs are encouraged. Foreign languages are not necessary. Assessment will be made by three supervised research essays.

Reading before lectures begin

Burke, P.          Economy and Society in Early Modern Europe
                   Harper T.B. 1971, 1972
Dickens, A.G.       The Age of Humanism and Reformation
                   Prentice-Hall p.b., 1972
Aston, M.           The 15th Century: The Prospect of Change
                   Thames and Hudson, London, 1968

EXAMINATION

Assessment will involve written work, class papers and a final examination.

HISTORY B (LATER EUROPEAN)

EUROPE 1870-1950

Students will be required to attend three hours of class work each week. Each student must have completed successfully at least one year’s work in history or politics.

SYLLABUS

Chronologically, the subject matter of the course will be European history in the late 19th and 20th centuries. More emphasis will be placed on special studies of selected aspects of the period than on its general history.

Among the themes which may be selected for study will be:

(i) German and Russian society before World War I
(ii) European Socialism
(iii) the Russian Revolution and Stalin’s regime
(iv) Fascism
(v) Hitler and National Socialism
(vi) the Second World War

This list is not intended to be exhaustive, but simply to indicate the range of possible topics.

BOOKS

Book lists will be issued at the beginning of the year.
SUBJECT DESCRIPTIONS

HISTORY

EXAMINATION

Final assessment will be based on written work during the year and perhaps on a final examination.

HISTORY C (ASIAN)

The course in Asian History C will be based on a unit system for 1974.

The year will offer three half-year units of which students will choose two, each unit being worth 6 points. The units will be self-contained courses of 13 or 14 weeks' duration concentrating on South-East Asia, China or India. Each will be conducted on a seminar system with a few lectures outlining the scope of the course and the problems to be considered. Each unit will be assessed separately by essay, class-paper or unit-test.

Information about the timing of the units will be available in February 1974 from the faculty advisers. All units have as a prerequisite a pass in History A or the equivalent and students from the secondary division are required to take a unit on either South East Asia or India during the year.

SYLLABUS

Unit I    South-East Asian History

This unit will comprise a study of the South-East Asian region, paying particular attention to the influence of India, China, Japan, and the European powers in the development of the area in the 19th and early 20th centuries.

Unit II    Chinese History

This unit will comprise a study of China in the 19th and early 20th centuries, dealing with the traditional society, the period of European contact and the political developments of the 20th century.

Unit III   Indian History

This unit will be concerned with a study of India in the 19th and early 20th centuries, in particular the system and scope of British Rule and the growth of the nationalist movement.

BOOKS

Book lists will be available in the history department.

HISTORY C (AUSTRALIAN)

A course of two lectures per week and one two-hour tutorial per fortnight. Student must have successfully completed at least one college subject in history or political science.

SYLLABUS

The course consists of a study of selected aspects of Australian history with some emphasis on identifying and interpreting major areas of debate in Australian historical writing.
SUBJECT DESCRIPTIONS

HISTORY

BOOKS

Recommended for Preliminary Reading

Crawford, R.M.  
La Nauze, J.A.  
Ward, J.M.  
Clark, M.

Recommended for Preliminary Reading

‘An Australian Perspective’  
‘Historiography’ in Macleod, A. (ed.) The Pattern of Australian Culture.  
‘Rewriting Australian History’ in Hungerford, T.A.G. (ed.) Australian Signpost

Prescribed

Book lists will be issued at the beginning of the year.

EXAMINATION

Assessment will be based on

one class paper and leadership of class discussion
one short written exercise during term I (1,000 words)
one essay during term II (3,000 words)
a written examination at the end of the year.

HISTORY C1 (AUSTRALIAN)

This is a subject in the T.S.T.C. (Phys.Ed.) course. A course of two or three lectures per week and one two-hour tutorial per fortnight. Students must have successfully completed at least one college subject in history.

SYLLABUS

The course consists of a study of selected aspects of Australian history with some emphasis on identifying and interpreting major areas of debate in Australian historical writing.

BOOKS

Recommended for Preliminary Reading

As for History C (Australian).

Prescribed

As for History C (Australian).

EXAMINATION

As for History C (Australian).

HISTORY D (THEORY AND PRACTICE OF HISTORY)

A course of five hours per week in lectures and group discussions. Students must have completed successfully at least one Part A and one Part B or Part C subject in history and/or political science.

SYLLABUS

The primary objective of the course is to investigate, first, the historian’s tasks and methods, and, secondly, the problem and history of historical interpretation.
SUBJECT DESCRIPTIONS

HISTORY

It should be noted that there is now considerable literature on this basic objective but there are as yet no final conclusions. This statement also applies to a secondary objective of the course, namely, to consider the relationship of history to the social sciences.

BOOKS

Recommended for Preliminary Reading

Elton, G.R.  The Practice of History  Sydney University Press and Pelican
Carr, E.H.  What is History?  Pelican
Marwick, Arthur  The Nature of History  Papermac

Prescribed

A list of prescribed books is available at the history department.

EXAMINATION

Students will be assessed on class papers and on a research thesis.

METHOD OF HISTORY

This course is concerned with the aims of teaching history, the nature of history and historical method, the various methods and problems in the teaching of history, the organization of the teaching of history in the school and the translation of this knowledge into classroom practice.

It is desirable that students undertaking this method have completed at least a sub-major in history and have had access to the social sciences.

EXAMINATION

In this method individual programs may be negotiated. There will be no formal examination.

BOOKS

References

Subscription to Victorian Historical Association

Appropriate references and resources as referred to from time to time.

Note: In 1973 two approaches to method of History were made.

1. Conventional classes
2. A co-operative scheme in which Drama, English, History, Librarianship, and Social Studies were joined around common issues.

LIBRARIANSHIP

The four-year course in teacher-librarianship is recognized as equivalent to the Registration Examination of the Library Association of Australia. It includes one major study, or two sub-major studies in areas other than librarianship.
LIBRARIANSHIP

In 1974, those entering the first year of the course will undertake the subjects outlined below; those entering the second year will follow an amended course which includes bibliographic organization, reference work, and reading for young people, and those entering the third year should refer to the Handbook 1973 for a description of the course.

LIBRARIANSHIP A

An introduction to the role of the resource centre in education, the library's bibliographic organization and reference resources, and reading for young people.

In addition, three Part A subjects must be taken from the following:

Applied Mathematics  Biology  Economics  English  French  Geography  History  Music  Politics  Psychology  Pure Mathematics  Speech and Drama  Philosophy  Stenographic Studies

LIBRARIANSHIP B

An extension of the study of bibliographic organization, with emphasis on further studies in reference work, and an introduction to the development of books, printing, and libraries.

In addition, two part B subjects from the three chosen in year 1, and Communication and School Experience (Primary school) must be taken.

LIBRARIANSHIP C

Advanced bibliographic organization, selection of resources and adolescent literature. Opportunities will be given for elective studies during the year, with a concluding section on the state of the art.

One additional part B or C subject, from those chosen in year 1, and Education Sociology and School Experience (Post Primary) must be taken.

LIBRARIANSHIP D

School library administration, with special emphasis on the education resource centre concept in schools.

In addition, Educational Psychology  Educational Technology  Curriculum Studies  Organization  Methods of Teaching for teacher-librarians and Practice Teaching (9 weeks) must be taken.

Educational Technology involves the improvement of the teaching-learning process by a more effective use of the resources (human, material, environmental, mechanical, systematic) currently available to the teacher.

Field Work and Visiting Speaker Program

These will be closely related to the areas of study in the course, and an integral part of it. Activities may include visits to libraries, e.g. special libraries, university libraries, State Library, National Library; excursions to business firms of interest to libraries, e.g. binding and printing shops and a tour of the Melbourne College of Printing.

Visiting speakers will include authors, publishers, educational administrators, and librarians, both local and from overseas.
SUBJECT DESCRIPTIONS

LIBRARIANSHIP

METHOD OF LIBRARIANSHIP

A lecture-discussion course of two hours a week

PREREQUISITE

Studies in Librarianship

SYLLABUS

Studies are based on the work of the teacher-librarian in the resource centre, and time is also spent in considering the aims, philosophy, content, and methods of subjects taken in secondary schools.

ASSESSMENT

This will be based on attendance and participation in seminars and other prescribed work. There may be a final test.

Note: In 1973 two approaches to method of Librarianship were made.

1. Conventional classes
2. A co-operative scheme in which methods of Drama, English, History, Librarianship, and Social Studies, were joined around common issues.

LIBRARIANSHIP

One Year Course

A semester approach to librarianship programs offered in 1974

Students must obtain 36 points to complete the program.

(i) Professional Studies 30 points
(ii) Practical Studies 6 points

a First Semester

Five semester units including:

401 The Education Resource Centre
403 Reading Interests
404 Principles of Bibliographic Organization
402 Curriculum Materials

or

407 Introduction to Reference Services, and one optional unit.

5 units x 3 = 15 points

b Second Semester

Five semester units including:

411 Resource Centre Administration
402 Curriculum Materials

or

407 Introduction to Reference Services
412 Children’s Literature

or
LIBRARIANSHIP

415 Literature for Young Adults
and two optional units.

5 units x 3 = 15 points

c Practical Studies

400 School and/or Practical Experience

OPTIONAL COURSES

First Semester

418 History of Books and Printing
419 Comparative Librarianship
424 Curriculum Related Materials (Social Sciences)
425 Curriculum Related Materials (Science)
426 Curriculum Related Materials (Humanities)
427 Non-Print Materials Workshop
428 Research Methodology
429 Television and Film

Second Semester

413 Special Problems in Curriculum Development
414 Advanced Bibliographical Organization
416 Library Systems Design
417 Advanced Reference Services
418 History of Books and Printing
419 Comparative Librarianship
422 Contemporary Publishing
423 Diploma Research Paper
424 Curriculum Related Materials (Social Sciences)
425 Curriculum Related Materials (Science)
426 Curriculum Related Materials (Humanities)
427 Non-Print Materials Workshop.

MATHEMATICS

APPLIED MATHEMATICS A

A course of five class hours per week throughout the year. It will be assumed that students attending this course are concurrently studying Pure Mathematics A, or have previously passed that subject.

SYLLABUS

- Vectors, Mechanics, and Differential Equations: addition and subtraction of vectors, scalar and vector products, differentiation and integration; applications
- the principles of linear and angular momentum and work energy, with applications to the motion of particles and rigid bodies
- the application of certain types of first and second order ordinary differential equations to problems of mechanics and other selected areas of applied mathematics.
SUBJECT DESCRIPTIONS

MATHEMATICS

b  Statistics Probability theory
random variables; standard elementary distributions
sampling from finite and infinite populations; distributions of sample statistics
estimation of population parameters; confidence intervals; elementary notions of
hypothesis testing.

c  Computer Programming introduction to computers, flow-charting, program-
ing languages
basic FORTRAN programming: arithmetic assignment statements, control statements
free input/output, rounding errors
loops and arrays: the DO statement, singly- and doubly- subscripted variables,
input/output of arrays
formatted input/output: I, E, F, X, H and A field specifications.

BOOKS
References will be given in lectures.

EXAMINATION

Units will be examined each term. Assignment work, to be submitted regularly
throughout the course, will carry some weight in the final assessment. Full details will
be given at the commencement of each unit.

APPLIED MATHEMATICS B

A course of five class hours per week throughout the year
It will be assumed that students are concurrently studying Pure Mathematics B, or
have previously studied that subject.

SYLLABUS

a  Vector Analysis and Applications the differential and integral calculus of
scalar and vector functions of position with applications
an introduction to cartesian tensors

b  Statistics probability and distribution theory, estimation theory, hypothesis
testing
goodness of fit tests; contingency tables
regression, correlation, analysis of variance

c  Numerical Analysis advanced FORTRAN programming: other types of
variables, subprograms, tape handling
The remainder of this unit, and the corresponding unit in Applied Mathematics C,
will be devoted to a mathematical discussion (including error analysis) and program-
ing of selected numerical methods from the following general fields: interpolation
and approximation of functions, numerical integration, solution of non-linear
equations, with numerical linear algebra, systems of linear equations, ordinary
differential equations, partial differential equations.

BOOKS
References will be given in lectures.
**APPLIED MATHEMATICS C**

**SYLLABUS**

Topics selected from

a. **Mathematical Methods**  
   Fourier Series with application to boundary value problems  

   Partial differential equations: an introduction to methods of solution of hyperbolic,  
   elliptic and parabolic equations as typified by the wave equation, Laplace's equation,  
   and the diffusion of heat equation  

   Eigen-value problems, Laplace and Fourier transforms  

b. **Statistical Methods**  
   Introduction to Stochastic processes, simulation methods  

c. **Numerical Analysis**  
   See syllabus for Applied Mathematics B.  

*Note:* Some of the topics currently listed under Mathematics D may be included in  
the Applied Mathematics C course.

**BOOKS**

References will be given in lectures.

**EXAMINATION**

Units will be examined each term. Assignment work, to be submitted regularly  
throughout the course, will carry some weight in the examination.

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**APPLIED MATHEMATICS D**

A course requiring the equivalent of five class hours per week throughout the year  
(excluding practice teaching weeks)  

It will be assumed that students attending this course have passed a Part C  
Mathematics subject or equivalent.

**SYLLABUS**

A selection of topics from

a. **Curves, Calculations and Concepts**  
   An embedding of some secondary school mathematics topics in an integrated framework, for example, conics through the ages  

b. **Graph Theory**  

c. **Linear programming and applications, including the theory of games**  

d. **Operator techniques**  

e. **Basic special relativity**  

f. **Calculus of Variations including applications to general dynamics**  

g. **Propositional calculus**
SUBJECT DESCRIPTIONS

MATHEMATICS

h Computer programming

i Topics currently listed in Pure and Applied Mathematics C

Certain topics in Pure and Applied Mathematics C may also be available.

BOOKS

References will be given in lectures.

EXAMINATION

Units will be examined each term. Assignment work, to be submitted regularly throughout the course, will carry some weight in the final assessment.

PURE MATHEMATICS A

A course equivalent to three lectures, one tutorial, and one practice class per week throughout the year. Teaching may be through audio-visual equipment as well as by formal classwork. It will be assumed that students have passed a mathematics subject at Higher School Certificate level.

SYLLABUS

a Algebra and Geometry vector algebra, analytical geometry in space, elementary matrices, determinants, complex numbers, groups

b Calculus differentiation and integration with the usual applications, sketching graphs, the elementary functions including algebraic, circular, exponential, logarithmic and hyperbolic functions, functions of two variables, infinite series, differential equations.

c Reading Assignments

BOOKS

Prescribed

Combe, H.T. Mathematical Structures Ginn
Thomas, G.B. Calculus and Analytic Geometry Addison-Wesley

Recommended for Reference

Cohn, P.M. Solid Geometry Routledge and Kegan Paul

References to other texts will be made in lectures.

EXAMINATION

1. Assignment work will be assessed throughout the year and will contribute to the final result.

2. Some areas of the syllabus will be examined each term. There will be further examination at the end of the year.

PURE MATHEMATICS B

A course of three lectures, one tutorial, and one practice class per week throughout the year, together with essay assignments

Students must have passed Pure Mathematics A, or its equivalent.
MATHEMATICS

SYLLABUS

a. Complex functions: mappings, differentiability, exponential and related functions

b. Integration: infinite and improper integrals

c. Linear Algebra: vector spaces, Cayley-Hamilton Theorem, eigenvalues and eigenvectors, diagonalization and applications, partitioned matrices

d. Sequences and Series: convergence of sequences, convergence tests for series, power series, differential equations

e. Functions of Several Variables: analytical geometry in space, tangent planes, stationary points, Lagrange multipliers, mappings, Jacobians, multiple integrals, curvilinear integrals, surface integrals

f. Algebraic Structure: groups, quotient groups, fields

g. Reading Assignments

BOOKS

Prescribed

Combe, H.T. Mathematical Structures Ginn
Thomas, G.B. Calculus and Analytic Geometry Addison-Wesley

Recommended for Reference

Churchill, R.V. Complex Variables and Applications McGraw-Hill

References to other texts will be given in lectures.

EXAMINATION

1. Assignment work will be assessed throughout the year and will contribute to the final result.

2. Some areas of the syllabus will be examined each term. There will be further examination at the end of the year.

PURE MATHEMATICS C

A course of three lectures and two tutorial classes per week throughout the year, together with reading assignments

Students must have passed Pure Mathematics B or its equivalent.

SYLLABUS


b. Linear Algebra: vector spaces, linear transformations, groups of matrices; similar matrices; eigenvalues and eigenvectors; applications of matrix theory
SUBJECT DESCRIPTIONS

MATHEMATICS

c  Abstract Algebra  group theory, automorphisms and homomorphisms; rings and fields, including ideals

d  Geometry  axiomatic systems, Erlanger program, illustration through projective geometry

e  Number Theory  divisibility, prime numbers, linear diophantine equations, congruences, continued fractions

f  Reading Assignments  students will be required to submit book reviews and other reading assignments during the year.

BOOKS

Full information will be given in lectures. Students should not purchase books before consulting lecturers.

EXAMINATION

1. Assignment work will be assessed throughout the year and will contribute to the final result.

2. Topics will be examined each term. The final assessment will be made on the whole of the year's work.

PURE MATHEMATICS CF

This course is designed for those students who are concurrently taking Practice Teaching and would otherwise miss lectures in the Pure Mathematics C course.

The syllabus and examination prescriptions for Pure Mathematics CF are a modification of those for Pure Mathematics C.

METHODS OF SCIENCE—MATHEMATICS

The course in this area occupies approximately eighty contact hours during the year.

There are thirteen units from which each student chooses and approved combination designed to cater for his or her background and needs.

This combination of units will be the equivalent of the two method subjects required by the prescriptions laid down elsewhere in this handbook. Students who wish to take the equivalent of only one method subject should consult the appropriate mathematics or science method lecturer.

The thirteen units available are

Core Science/Mathematics

Science

Junior Mathematics

Senior Mathematics

Biology

Chemistry

Physics

Science Advanced Study

Junior Mathematics Advanced Study

Senior Mathematics Advanced Study

Biology Advanced Study

Chemistry Advanced Study

Physics Advanced Study
HODS OF SCIENCE—MATHEMATICS

A METHODS OF SCIENCE

CORE SCIENCE—MATHEMATICS UNIT  8 hours
This unit is compulsory for all science-mathematics students and will include:
introductions to lesson planning, measurement, legal responsibilities, and co-ordination of science-mathematics in schools.

SCIENCE  18 hours
This unit is compulsory for all science students.
At least two first-year tertiary subjects must be passed before the course is taken.

SYLLABUS
The course is designed as a basic preparation for the teaching of Science in Forms 1 to 5. It will include workshop examinations of the rationale and design of such course materials as A.S.E.P., J.S.S.P., Nuffield, S.C.I.S.P. and several textbook approaches.

ASSESSMENT
Assessment will be based on assignment work and attendance.

JUNIOR MATHEMATICS  18 hours
A series of lecture-discussions, seminars, and workshops for students requiring some background in the methods of teaching junior mathematics.
This unit is compulsory for all science students with a tertiary mathematics subject at the first-year level or its equivalent.
It is envisaged that those students taking the unit will either take the Senior Mathematics Unit or not do any other mathematics units. The minimum academic qualification is a tertiary mathematics subject at first-year level, or its equivalent.

SYLLABUS
The course will give an overview of some of the themes of the junior course and methods of teaching the more important topics in the Forms 1 to 4 course. Aids to teaching and materials currently used will be examined.

BOOKS
A reference list will be issued to students at the commencement of the course.

ASSESSMENT
The course will be assessed by means of a number of seminar papers and assignments set throughout the year.

B METHODS OF MATHEMATICS

CORE SCIENCE-MATHEMATICS UNIT  8 hours
This unit is compulsory for all science-mathematics students and will include introductions to lesson planning, measurement, legal responsibilities, and co-ordination of science-mathematics in schools. For details of the Science and Junior Mathematics courses see above.
SUBJECT DESCRIPTIONS

METHODS OF SCIENCE—MATHEMATICS

SENIOR MATHEMATICS

18 hours

Students will be required to have passed four mathematics subjects, or an equivalent (preferably including Pure Mathematics, Applied Mathematics, Probability and Statistics) at the tertiary level.

Those with a minimum of three mathematics subjects, or equivalent, at the tertiary level may be accepted after consultation with a member of staff.

SYLLABUS

The course will consist of a series of lectures, seminars, and workshops to examine the methods of teaching some of the more important topics in the current courses at the senior level.

ASSESSMENT

The course will be assessed by means of a number of assignments, projects, and seminar papers set throughout the year.

JUNIOR MATHEMATICS ADVANCED STUDY

18 hours

Students will be required to have passed, or currently be taking, two mathematics subjects, or an equivalent, (e.g. Pure Mathematics I and Applied Mathematics I, or Pure Mathematics II), at the tertiary level.

SYLLABUS

The course will consist of a series of lectures-discussions, tutorials, seminars, and workshops. It will extend those areas covered in the Junior Mathematics unit, but with greater emphasis on current trends in the curriculum, together with methods of teaching the Form I and II course, primary background and problems associated with transition to the secondary school, and the problem of the slow learner. Suggestions for catering for individual differences between students will also be considered.

ASSESSMENT

The course will be assessed by means of a number of assignments, projects, and seminar papers set throughout the year.

SENIOR MATHEMATICS ADVANCED STUDY UNIT

18 hours

Only those students who are unable to take the Junior Science unit, or have a special interest in mathematics education may, after consultation with a staff member, take this unit.

SYLLABUS

A program of individual work, tutorials, and seminars throughout the year will be arranged to explore in depth the methods of teaching some aspects of the contemporary mathematics curriculum. Areas for special study may include computer education, the development of teaching aids and materials, and the development and/or the evaluation of curriculum material.

Students will have the opportunity to investigate other areas.

ASSESSMENT

The course will be assessed by means of individual projects.
METHODS OF SCIENCE—MATHEMATICS

PHYSICS

Students will be required to have passed in physics at the second year level before taking this subject.

SYLLABUS

The course is concerned primarily with the teaching of physics in the Victorian senior secondary school. It is designed to acquaint students with the rationales, methodology, and materials associated with the P.S.S.C. course. Other areas of emphasis will include testing and examinations, other curriculum developments, and the general methodology of teaching. The course will be constructed on a lecture-discussion basis and will involve film and laboratory sessions, demonstration experiments, teaching aids, and student seminars.

BOOKS

A reading guide will be distributed to the students at the commencement of the course.

ASSESSMENT

Successful completion of the course will depend on attendance, participation in group discussion, and the quality of assignments and seminar papers presented throughout the year.

SCIENCE ADVANCED STUDY

SYLLABUS

The course is designed to provide expertise in the planning and teaching of an overall general science curriculum.

It will include seminars on Form 5 science, primary science and the role of the science teacher, as well as content-based workshops on basic astronomy, geology, and environmental studies.

ASSESSMENT

Assessment will be based on assignment work and attendance.

BIOLOGY

Students will be required to have passed in biological sciences at the third-year college level, or in an approved equivalent, before taking this method.

SYLLABUS

An introduction to the teaching methods and approaches appropriate to biology teaching at the senior secondary level, with emphasis on curricula and materials designed for Australian students.

ASSESSMENT

The course will be assessed by means of several assignments throughout the year.

CHEMISTRY

Students will be required to have passed on Chemistry at the second-year level before taking this subject.
METHODS OF SCIENCE—MATHEMATICS

SYLLABUS
The course will consider primarily the rationale and techniques appropriate for the teaching of chemistry at the senior school level. Considerable emphasis will be placed on the development of sound criteria to enable students to interpret and evaluate both current and future courses.

Development of practical skills, demonstration experiments, use of aids and models, and testing in chemistry will also be discussed.

BOOKS
A reading guide will be distributed to students at the commencement of the course.

ASSESSMENT
The course will be assessed by means of a number of assignments and seminar papers set throughout the year.

BIOLOGY ADVANCED STUDY

The Biology unit must be studied concurrently with this unit.

SYLLABUS
Further development of the Biology unit for students who have a deeper interest in biology teaching. A close examination of overseas curricula will be included.

ASSESSMENT
The course will be assessed by means of a number of assignments throughout the course.

CHEMISTRY ADVANCED STUDY

This unit is intended for those students with a definite interest in innovative chemistry curricula both in Australia and overseas. Other emphasis will be placed on the development of expertise in special teaching techniques and materials at the senior chemistry level.

The unit will involve some work on individual projects which will form part of the assessment of the unit.

PHYSICS ADVANCED STUDY

Acceptance into this unit will depend on an interview with the physics method lecturer.

SYLLABUS
This course is designed to extend the Physics unit. It will be essentially project-based, with several introductory lectures in term one and the presentation of project work on a seminar basis in term three. The areas that this unit could include are:

- curriculum developments,
- the development of media (film loops, films etc.),
- the development of experimental-demonstration equipment,
- and research in schools.

ASSESSMENT
The assessment of the unit will depend on attendance at lectures and seminars, participation in discussion and the presentation of a project.
MATHEMATICS

MATHEMATICS 1

Primary
All students undertake the four sections of this unit of work. Consideration will be given to students' past mathematical experience in the coverage of the various sections.

a  Background in Elementary Mathematics (includes Set Theory I, History of Mathematics I, Geometry I)
Sets and their use, the evolution and the structure of the number system, basic operations with numbers, an understanding of measurement and spatial relationships. The relevance of these topics to the development of mathematical concepts in the primary school.

b  Statistics 1
A brief introduction to basic statistics and statistical procedures, and their relevance to the work of teachers in the primary schools.

c  School Mathematics I
Aims and principles of method, structure of the course of study for primary schools.

d  Basic Computational Skills
An individual program to attain understanding and competence in basic computational skills.

MATHEMATICS 2

Section a and two other sections will be taken.

a  School Mathematics II
Development of the major topics in school mathematics with particular emphasis on a variety of contemporary methods of development of learning situations. Study of the growth of mathematical concepts in children.

b  Modern Algebra 1
Set theory, mathematical structures, determinants and matrices.

c  Statistics 11
An extension of Statistics 1 to include correlation and regression, sampling distribution, and tests of significance.

d  Geometry 11
An introduction into several intuitive aspects of topology, followed by a consideration of transformational geometry.

e  History of Mathematics 11
This section will cover aspects of the contribution of the Babylonians, Egyptians and Greeks to the development of mathematics, together with a brief introduction to some important mathematical results from the 17th century.

f  Set Theory 11
The use of set theory in the study of relations, functions, Boolean algebra and logic.
SUBJECT DESCRIPTIONS

MATHEMATICS
MATHEMATICS 3

Section a and two other sections to be taken

a  School Mathematics III
Curriculum studies involving the planning, preparation, and evaluation of mathematics programs
A comparative study of courses and methods
An investigation of some new approaches.

b  Modern Algebra 1
Set theory, mathematical structures, determinants and matrices.

c  Computers 1
Basic computer hardware, high and low level programming, mathematical and educational applications.

d  Statistics 111
An extension of Statistics 11 to include multiple linear regression analysis of variance, binomial distribution, Poisson distribution and linear programming.

e  Geometry 111
Elementary aspects of non-Euclidean geometry, an appreciation of some of the main contributions of projective geometry to mathematics.

METALCRAFT
METALCRAFT A

A course of three hours per week for one semester

SYLLABUS
An introductory course involving various techniques suitable for working with the different metals. The possibility of combining metal with other materials will also be explored. Within the limitations imposed, students will be able to develop their own interpretations.

Instruction in the correct and safe use of equipment will be given when required.

BOOKS
Text books and other reference material will be recommended on appropriate occasions.

ASSESSMENT
Students must present the prescribed work for assessment. There will be no final examinations.
METALCRAFT

METALCRAFT B

A course of three hours per week throughout the year

SYLLABUS
Logical development of work from Metalcraft A.

BOOKS
Text books and other reference material will be recommended when required.

ASSESSMENT
Students must present the prescribed work for assessment. There will be no final examination.

METALCRAFT C

A major study involving six hours of lecture and studio work throughout the year

SYLLABUS
Extension of the work done in Metalcraft B. Projects should be largely self-actualizing and extend the student to his capacity in both design and craftsmanship. Students will be required to show some proficiency in the correct and safe use of power tools and have a basic knowledge of maintenance procedures.

Appreciation of the crafts will include special emphasis on twentieth century development of materials and techniques, and a knowledge of industrial processes.

BOOKS
Students will be notified about text books and other requirements.

ASSESSMENT
Students must present the prescribed work for assessment. There will be no final examination.

METALCRAFT D

A major study involving fifteen hours of lecture and studio practice a week throughout the year. Students must have completed Metalcraft C.

SYLLABUS

a Practical
An intensive program where students will be able to develop one or more aspects of the subject as a major study. Projects developed by the students should extend them to their full capacity in both design and craftsmanship.

b Theoretical
Students will be required to submit evidence of research into a selected area of study basically related to metalcraft.
SUBJECT DESCRIPTIONS

METALCRAFT

REFERENCE
Information about text books and other reference material will be given at the appropriate time.

ASSESSMENT
Students must present their work for assessment. There will be no final examination.

MUSIC

Secondary
Students wishing to take music as a major study must furnish evidence of practical musical competence at least to Leaving, but preferably to Higher School Certificate level. For students wishing to take music as a minor study within the Faculty of Creative Arts, no prerequisite is necessary. A minor study in music is not intended to lead to music as a teaching method.

Two subjects, Music and Practical Music, are available to students. Practical Music may only be taken in conjunction with, or in addition to, Music A, B, or C, and by students who meet the prerequisite requirements for taking music as a major study.

Practical Music A will proceed in subsequent years to Practical Music B and C. A tagged studentship in music means that a student will take Practical Music A and Music A in the first year of the course.

MUSIC A

CORE UNITS

Music Workshop (MA1)
A workshop devoted to the exploration of sound as a creative medium.
Duration: Two hours a week for one academic year.

Systems of Part Writing (MA2)
A practical and analytical examination of various systems of linear and vertical combinations of pitch. This program is a core unit for students taking Music A in conjunction with Practical Music A.
Duration: One hour a week for one academic year.

Instrumental (MA3)
A core unit of instrumental instruction for students who are not taking Practical Music A, and who wish to proceed to Music B. Selection of this unit will be determined by consultation with the Music Department adviser.
Duration: Up to one hour a week (determined by class size) for one academic year.

Basic Notation (MA3T)
A core unit of music reading and basic notation designed for students who are taking Music A as a terminal study.
Duration: One hour a week for one academic year.

ELECTIVE UNITS (MA4, MA5, MA6, MA7)
One unit to be chosen from each of MA4, MA5 and MA6. MA7 may be substituted for any one of these three areas.
SUBJECT DESCRIPTIONS

MA4 (1) Electronic music
MA4 (2) Early music and its present revival
MA4 (3) Traditional and contemporary 'folk' style music
MA5 (1) Aspects of the symphonic concept
MA5 (2) Indian music
MA5 (3) Twentieth century aleatoric and serial music
MA6 (1) Australian music
MA6 (2) Spanish and Latin-American music
MA6 (3) Balinese and Javanese music
MA7 Alternative elective areas, which may take the form of musical productions, or other special projects, including inter-media activities.

Duration: Eighteen hours per unit.

CORE UNITS

Music Workshop (MB1)
A workshop concentrating upon creative expression at both the individual and group levels
Duration: Two hours a week for one academic year.

Systems of Part Writing (MB2)
An in depth development of the area MA2
Duration: One hour a week for one academic year.

Instrumental Class (MB3)
This unit is a continuation of MA3 and is designed for students who are not taking Practical Music as a subject.

ELECTIVE UNITS (MB4, MB5, MB6, MB7)
One unit to be chosen from each of MB4, MB5, MB6. MB7 may be substituted for any one of these three areas.

MB4 (1) Aspects of baroque music
MB4 (2) Poetry and music
MB5 (1) New sources of rhythmic organization — African poly-rhythms
MB5 (2) The climate of change — Stravinsky, Schoenberg, Debussy
MB6 (1) New directions in instrumental composition
MB6 (2) Music drama
MB7 Alternative elective areas, which may take the form of musical productions, or other special projects, including inter-media activities.

Duration: Eighteen hours per unit.

Basic Musicianship (MB8)
A program of activity designed to develop individual skills in such areas as aural perception, music reading, and harmonization. Students taking Practical Music are exempted from this unit.
Duration: One hour a week for one academic year.

Inter-media Workshop (MC1, MCF1)
An advanced creative music workshop
Duration: Two hours a week for one academic year.
SUBJECT DESCRIPTIONS

MUSIC

Systems of Part Writing (MB2)
See previous details.
Duration: One hour a week for one academic year.

Instrumental Class (MC3)
A continuation of MB3.

Music in Culture (MC45C)
A background study in world music, related to the elective field work
Duration: One hour a week for one academic year.

Music in Culture Electives (MC4, MC5)
Two studies based on individual field work in special areas of musical activity in
Melbourne. Music CF involves one study only.
Duration: One academic year.

Basic Musicianship (MC8)
A continuation of MB8.

MUSIC D

The details of this subject are arranged to suit the individual needs of students.

PRACTICAL MUSIC A

Performance Seminar (PMA1)
A seminar in which works are presented by students and others, and discussed from
the point of view of interpretation, style, and technical demands
Duration: Two hours a week for one academic year.

Instrumental and/or Vocal Instruction (PMA2)
Class or individual instruction in the area of a student's practical competence
Duration: One hour a week for one academic year.

Group Music (PMA3)
In this class students will be involved in music reading, arranging, conducting,
transposition, extemporization; and the practical application of these skills in
ensemble playing.
Duration: Two hours a week for one academic year.

PRACTICAL MUSIC B

Repertoire, Style and Interpretation Seminar (PMB1)
A continuation at an advanced level of PMA1.

Instrumental and/or Vocal Instruction (PMB2)
A continuation of PMA2.

Group Music (PMB3)
An in-depth development of the skills related to group music making.
Electives (PMB4)

Three electives are to be chosen from the following:
sound recording, electronic music studio techniques, building percussion instruments,
renaissance ensemble, chamber music ensemble, jazz/rock group, madrigal group,
music theatre ensemble, live electronic music ensemble.
Duration: Nine hours.

METHOD OF MUSIC

A lecture-discussion program combined with workshop sessions for two hours a week
As well as tertiary studies in music, students must have practical competence on a
musical instrument. A degree of competence in singing is also desirable.

SYLLABUS

The course deals with the methods and materials of music education in relation to
the needs of students in a modern secondary-school situation.

MUSIC

MUSIC 1

Primary

Practical Study
Students will choose their own instruments, and standards of performance for
individuals will be determined by their previous experience.

History, Literature, and Practice of Music
How music developed How to listen to music The elements of music.

Music Making and Literacy
A knowledge of the theory and grammar of music will be developed through activities
— both vocal and instrumental — using xylophones, recorders, percussion instruments,
autoharps, and Orff-type instruments.
Music fundamentals for the classroom teacher.

MUSIC 2

Practical Study
A continuation of the work of Music 1

History, Literature, and Practice of Music
In this year, the study will be concerned mainly with works of the nineteenth
century Romanticists.

Music Making
Vocal technique and application, sight singing and aural training
Instrumental accompanying technique, harmonization, improvisation and creativity
Vocal and instrumental ensemble and arrangement.
SUBJECT DESCRIPTIONS

MUSIC

MUSIC 3

Practical Study
A continuation of the work of Music 2

History, Literature, and Practice of Music
Extension of the topic of Music 2, concerned mainly with the music of the twentieth century.

Music Making
(i) Compulsory topic:
School music literature, materials, techniques.
(ii) Elective topic: One to be chosen from
Comparative music education and research
Advanced accompanying
Extension of work in harmony and composition
Music in the infant department.

PAINTING, PRINTMAKING, AND DRAWING

PAINTING & PRINTMAKING

Three hours a week for six months
This is a core subject taken by all first year students.

SYLLABUS
Initial experiences in composition and imaginative exercises
Emphasis on manipulative skills, expression, representation
Basic knowledge of sound materials and methods, i.e. a professional approach.

ASSESSMENT
Presentation of folio twice a year. One major essay, plus a folio of ideas.

PAINTING A

Three hours a week
This is an elective subject offered to all second year students.

SYLLABUS
Further exercises in composition and imagination
Development of skills and expression
Further understanding of materials and methods.

ASSESSMENT
Presentation of folio of paintings and folio of ideas twice a year.
PAINTING, PRINTMAKING, AND DRAWING

PAINTING B

Six hours per week
This is an elective subject offered to third year students who have passed Painting A or Printmaking A.

SYLLABUS
a Creative composition Approx. ½ day
b Painting from life figure, head, still life, landscape Approx. ½ day
c Folios of related drawings and sketches:
knowledge of art, materials and methods of production
d Study of Australian and overseas painters.

ASSESSMENT
Presentation of folio work, notes on methods, processes and appreciation, at the end of the academic year.
Final project — three complete days.

PAINTING C

Fifteen hours per week
This is an elective subject offered to fourth year students who have passed Painting B.

CONTENT
a Creative composition approx. ½ day
b Studies from life approx. ½ day
c Materials and Methods of Production
Study of Australian and overseas painters
d Mural painting approx. ½ day.

ASSESSMENT
Presentation of folio of work, notes on methods, processes and appreciation, at the end of the academic year.
Final unaided project — one whole week.

DRAWING

Fifteen hours per week
This is an elective subject offered to fourth year students.

SYLLABUS
a Intensive study and practice of drawing techniques and graphic processes
b Mounting and presentation
c Appreciation of work by past and present masters.

ASSESSMENT
Presentation of folio of work, notes on methods, processes and appreciation, at the end of the academic year.
Final unaided project — one whole week.
SUBJECT DESCRIPTIONS

PAINTING, PRINTMAKING, AND DRAWING

PRINTMAKING A

Three hours per week
This is an elective subject offered in the second year of the course.

SYLLABUS
a  A sequential, practical introduction to major printmaking technique.
   (i) single colour and multi-colour linocuts
   (ii) woodcuts and relief prints
   (iii) dry point line etching and aquatint
   (iv) screen printing
b  Theoretical studies of processes, materials and equipment.

ASSESSMENT
Presentation of folios and notes on processes, materials and equipment, twice a year.

PRINTMAKING B

Six hours per week
This is an elective subject offered in the third year of the course.

SYLLABUS
A study of the main relief, intaglio, and planographic processes:
   a  Intensive blockmaking for all processes
   b  Blockmaking related to other areas of study such as drawing from life and nature, painting and design
   c  (i) Representation
      (ii) editioning
      (iii) appreciation of contemporary graphics – Australian and overseas
      (iv) history of methods.

ASSESSMENT
Presentation of folio of work, notes on methods, processes, and appreciation at the end of the academic year.
Final unaided project — three complete days.

PRINTMAKING C

Fifteen hours per week
This is an elective subject offered to fourth year students.

SYLLABUS
a  Intensive study of relief, intaglio and planographic processes
   (i) Intensive "blockmaking" for relief, intaglio and planographic. Folio or cycle of prints
   (ii) "Blocks" related to other areas of study such as drawing folio life and nature, painting and design. Book, folio or cycle of prints.
"PAINTING, PRINTMAKING, AND DRAWING"

b Mounting and representation
Storing, collecting
Editioning
Appreciation of old and contemporary graphics — Australia and overseas
History of methods
e Letterpress — typewriting
Photomechanical processes in co-operation with Melbourne School of Printing and Graphic Arts.

ASSESSMENT
Presentation of folio of work, notes on methods, processes and appreciation at the end of the academic year
Final unaided project — one whole week.

DRAWING A

One and a half hours per week

SYLLABUS
Initial experience in imaginative experimental drawing and drawing from life
Drawing in mass, tone, line
Figure drawings in 2, 3, 5, 10, 20 minutes
Initial experience in control of three-dimensional illusion, rhythm, units
Exercises involving size and placement, contour.

ASSESSMENT
Students will submit folios twice during the year.

DRAWING B

Two hours per week

SYLLABUS
Figure and general drawing as for first year, with development of more sophisticated skills
Study of drawings of the masters.

ASSESSMENT
Students will submit folios twice during the year.

DRAWING C

Figure miscellaneous, studies and creative work in a selected variety of media
Occasional drawing related to longer periods of study
Drawing to a higher degree of finish.

ASSESSMENT
Students will submit folios at the end of the academic year and sit for a final two-hour project.
SUBJECT DESCRIPTIONS

PAINTING, PRINTMAKING, AND DRAWING

DRAWING D

Two hours per week

SYLLABUS

As for third year with an expected development of skill and sensitivity.

ASSESSMENT

Students will submit folios at the end of the academic year and sit for a final three-hour, unaided project.

PHILOSOPHY

PHILOSOPHY A

HUMANISM, RATIONALISM AND EMPIRICISM

SYLLABUS

The aim of this course is to examine, within a general historical perspective, several thinkers who are representative of certain key movements in European thought from the sixteenth to the eighteenth centuries. These thinkers will be studied in relation to two main organizing themes:

(i) The emergence of the modern state. Here, Machiavelli and Rousseau provide two contrasting approaches to such problems as the relation between power and morality, and the nature of authority and its legitimacy.

(ii) The rise of modern science and a scientific philosophy. Here, Descartes' rationalism and Locke's empiricism exemplify radically different philosophies in their treatment of such topics as scepticism and certainty, the foundations of human knowledge, and the relation of philosophy to science.

BOOKS

Prescribed

Machiavelli, N.
Montaigne, M.
Descartes, R.
Locke, J.
Rousseau, J.J.

The Prince, and The Discourses Penguin
Essays Penguin
The Meditations Penguin
An Essay Concerning Human Understanding Fontana
The Social Contract Penguin

PHILOSOPHY B

MARX, FREUD, AND EXISTENTIALISM

SYLLABUS

This course consists of a detailed study of Marx, Freud, and Nietzsche and their revolutionary contributions to the understanding of ourselves and the modern world. The problem of modernity — what distinguishes the modern world from that of the past — and its varied treatment in the writings of these authors provides the central linking theme of this study.
PHILOSOPHY

Prerequisites
Appropriate studies in previous years

BOOKS

Prescribed
Tucker, R. (ed.)
Freud, S.
Clive, G.
The Marx-Engels Reader Norton
Introductory Lectures on Psychoanalysis Hogarth
Nietzsche: Selected Writings Mentor

PHYSICS

PHYSICS A

A course of three lectures and one tutorial class per week together with three and a half hours laboratory work throughout the year

SYLLABUS

The course is presented in three units as follows:

a. Mechanics
Classical mechanics of translation and rotation of rigid bodies and systems of particles including work-energy relations, force, torque, centre of mass, moment of inertia, linear and angular momentum and their conservation.

b. Electromagnetism
Description of electric and magnetic fields leading to Maxwell's equations in integral form, applications in the fields of electrostatics and magnetostatics, electromagnetic waves, elementary circuit theory.

c. Waves and Modern Physics
Description of elastic and electromagnetic waves, bases of the quantum mechanical description of atomic systems, elementary description of the nucleus.

BOOKS

Prescribed
Halliday, D. and Resnick, R. Physics, Parts 1 and 11 Wiley

A list of reference books will be issued at the commencement of each unit.

EXAMINATION

One two-hour paper at the end of each unit. Two one-hour practical tests. Practical work will be continually assessed during the year and will be taken into account in the final assessment.

PHYSICS B

A course of about eighty five lectures and one hundred and twenty hours laboratory work, together with one tutorial/seminar class per week

Pure Mathematics B must be taken concurrently with Physics B unless it has been previously passed.
SUBJECT DESCRIPTIONS

PHYSICS

SYLLABUS
A selection from the following unit courses will be included:
Mathematical methods in physics, circuit theory, electronics, optics, astrophysics, quantum mechanics and thermal physics.

LABORATORY WORK
Six hours a week for twenty weeks

BOOKS
A list of books will be issued at the commencement of the year.

EXAMINATION
Examinations will be held at the end of each unit course during the year. Final assessment will be based on the results for these unit tests, and on assignment and practical work throughout the year.

PHYSICS C AND PHYSICS CF

PHYSICS C
A course of approximately ninety lectures or the equivalent in assignment work, and one hundred and twenty hours laboratory and seminar work.

PHYSICS CF
A course of approximately fifty lectures or the equivalent in assignment work and sixty hours laboratory and seminar work.

PREREQUISITES
Physics B; Pure Mathematics B or Applied Mathematics B.

SYLLABUS
Students taking Physics C or Physics CF will take an approved selection from the following unit courses:
Electromagnetism, relativity, quantum mechanics, electronics, nuclear physics, atomic and molecular physics, classical dynamics, diffraction, solid state physics, astronomy, astrophysics, thermal physics, infra-red physics.

LABORATORY WORK
Laboratory work will involve some project work. The laboratory work will be assessed continually throughout the year and will be taken into account in the final assessment for the subject.

BOOKS
A list of reference books will be issued at the commencement of the year.

EXAMINATION
Examinations will be held at the end of each unit course during the year.

METHOD OF PHYSICS

See Method of Science—Mathematics, P. 110.
POLITICS
POLITICS A

A course of two lectures and one tutorial class a week throughout the year

SYLLABUS

An introductory study of political behaviour, political institutions and political theory, based mainly upon study of Britain and Australia.

BOOKS

Recommended for Preliminary Reading

Miller, J.D.B. and Jinks, B. Australian Government and Politics Duckworth
Connell, R.W. The Child's Construction of Politics M.U.P.

Prescribed

Butler, D. and Stokes, D. Political Change in Britain Penguin
Stacey, F. The Government of Modern Britain O.U.P.
Crisp, L.F. Australian National Government Longmans
Mayer, H. (ed.) Australian Politics: A Third Reader Cheshire
Australian Institute of Political Science — Parliament, Bureaucracy, Citizens — Who Runs Australia? Angus & Robertson

POLITICS B, POLITICS C and POLITICS D

The courses in Politics B and C will be based on a unit system for 1974

In order to be credited with a pass in these subjects students must pass the following number of units:

Politics B Two units
Politics C Two units

Each unit will be a self-contained short course of 13 or 14 weeks duration, concentrating on a specialized area of political study. The units will be conducted on a seminar system with a few lectures outlining the scope of the course and the problems to be considered. Each unit will be assessed separately by essay, class-paper, and unit test.

Students may select units for study during 1974 but the selection must be approved by the Politics Department. They will not be permitted to present for examination in a unit which is based on material for which they have already gained credit in a previous year. Because some of the units offered will be running concurrently, students may find their choice limited.

Information about the units tentatively arranged for 1974 is provided below. Detailed information will be available from the Politics Department.

WIT B.1

AN INTRODUCTION TO U.S. GOVERNMENT AND POLITICS

SYLLABUS

This unit will comprise a comparative introduction to U.S. institutions of government and some examination of U.S. politics.
SUBJECT DESCRIPTIONS

POLITICS

Prerequisites
An appropriate introductory study.

BOOKS

Recommended for Preliminary Reading
Coyle, D.C. The U.S. Political System Mentor

Prescribed
Book lists will be available from the Politics Department.

UNIT B.2

PROBLEMS IN UNITED STATES POLITICS

SYLLABUS
This unit will be concerned with aspects of U.S. society such as mass society, social class, bureaucracy and the public interest, democracy and the consent of the governed, the black revolution, student unrest.

BOOKS

Prescribed
There are no prescribed books for this unit. Students should try to purchase books recommended during the course.

Recommended for Preliminary Reading
Kariel, H.S. The Promise of Politics Prentice-Hall
Whyte, W.H. The Organisation Man Penguin
Lewis, A. Portrait of a Decade Bantam
Brown, M. The Politics and Anti-Politics of the Young Glencoe
Schlesinger, A. Violence: America in the Sixties Signet

UNIT B.3

INDIAN POLITICS

SYLLABUS
An examination of political development and social change in the Indian context, with particular emphasis on the congress system, the development of political community, and the effectiveness of the Indian political system for induced development.

Prerequisites
An appropriate introductory study.

BOOKS

Prescribed
Kothari, R. Politics in India Little, Brown
AFRICAN POLITICS

SYLLABUS
The study of Africa offers the opportunity to ask basic questions about the nature of politics, and the relationship of the political system to society as a whole. In this unit, selected case studies of African countries below the Sahara will be considered in the light of recent theories of politics, in an effort to arrive at an understanding of the political process in Africa today.

Prerequisites
An appropriate introductory study.

BOOKS
Preliminary Reading
Oliver, Roland and Fage, J.D.  
A Short History of Africa  
Penguin
Lloyd, P.C.  
Africa in Social Change  
Penguin

Recommended
Further booklists will be available from the Politics Department.

INTERNATIONAL RELATIONS — AUSTRALIAN AND ASIA

SYLLABUS
A half-year unit at third year level
An examination of Australian foreign policy in the context of the world balance of power, with particular emphasis on the Asian and Indo-Pacific region.

Prerequisites
Appropriate studies in previous years.

BOOKS
Prescribed
Teichmann, M.  
Powers and Policies: Alignments and Realignments in the Indo-Pacific Region  
Cassell
Australia paperback, 1971
Wint, G. (ed.)  
Asia Handbook  
Penguin, revised edition, 1969

Recommended
Book lists will be available from the Politics Department.
UNIT C.2
POLITICAL DEVELOPMENT
SYLLABUS
This unit will consist of a study of selected theoretical models of political development and modernization, together with an examination of particular analytical concepts and problem areas in the study of political development.

Prerequisites
An appropriate introductory study.

BOOKS
Recommended for Preliminary Reading
Dodd, C.  
Political Development  Macmillan, 1972

Prescribed
Finkle, J. and Gable, R. (eds.)  
Political Development and Social Change  Wiley, 1971

Recommended
Book lists will be available from the Politics Department.

UNIT C.3
CHINESE POLITICS
SYLLABUS
This unit will examine the theory and practice of Chinese Marxism and particular problems in the development of political institutions and society since 1949.

Prerequisites
An appropriate introductory study.

BOOKS
Prescribed
Yung Wei (ed.)  
Communist China: A System-Functional Read  Charles E. Merrill
The Political Thought of Mao Tse-Tung Pengu
Leadership in Communist China  Cornell U.P.

Recommended
Book lists will be available from the Politics Department.

UNIT C.4
SOVIET POLITICS
SYLLABUS
A study of Soviet politics and society, with particular attention to the problems arising from change in the political and socio-economic systems. Comparison with the Chinese model will be made throughout the course.
POLITICS

Prerequisites
An appropriate introductory study.

BOOKS
Prescribed
Barghoorn, F.C. The U.S.S.R. Little, Brown
Churchward, L.G. Contemporary Soviet Government Routledge,
Kegan & Paul

Recommended
Book lists will be available from the Politics Department.

INTERNATIONAL RELATIONS – ADVANCED COURSE

SYLLABUS
A course of eighteen weeks’ duration comprising the study of theories of international politics (including an introduction to strategic thought) and approaches to the study of international organization and the resolution of conflict.

Prerequisites
Appropriate studies in previous years.

BOOKS
Prescribed
Puchala, D.J. International Politics Today Dodd, Mead &
Co. paperback, 1971
Garnett, J. (ed.) Theories of Peace and Security: A Reader in
Contemporary Strategic Thought Macmillan
paperback, 1970

Recommended
Book lists will be available from the Department.

PSYCHOLOGY

PSYCHOLOGY A

A course of two lectures, one tutorial, and two hours of laboratory work a week.

SYLLABUS
This is an introductory course in psychology designed to assist students to achieve the following objectives:

(i) to become acquainted with the fields of study and varied approaches that are collected together under the term ‘psychology’
(ii) to attain an understanding of some basic psychological concept
SUBJECT DESCRIPTIONS

PSYCHOLOGY

(iii) to use and evaluate scientific methodology; to understand the importance of measurement; to apply simple, relevant, statistical techniques
(iv) to stimulate an interest in reading psychological literature with understanding.

BOOKS
A detailed list of recommended text books and references will be issued to students enrolled for the course.

ASSESSMENT
Students' work will be assessed by means of practical work, essays and tests during the year, and one three-hour examination at the end of the year.

PSYCHOLOGY B

A course of lectures, laboratory work, seminars and tutorials for seven hours per week throughout the year, together with observation work and individual assignments.

A pass in Psychology A or its equivalent is a prerequisite for this subject.

SYLLABUS
The course will be largely concerned with theoretical and practical aspects of psychology which are appropriate to a teacher working within the school situation.
There will be a compulsory core of units which may include the following:
Developmental aspects of human intelligence, cognition, and abilities
Individual development in a social context
Personality theories, motivation, and attitudes
The psychology of vocational development
Methodological and statistical techniques in psychology.
Optional units may be offered in third term to allow students to specialize in one or more of the above areas.

BOOKS
A detailed list of recommended text books and references will be issued to students enrolled for the course.

ASSESSMENT
Assessment will be made progressively throughout the year and may be based on individual assignments, laboratory reports, and unit tests. A final examination of three hours' duration may be required.

PSYCHOLOGY C

A course of nine hours per week to include lectures, laboratory sessions, and practical work
A pass in Psychology B, or its equivalent, is a prerequisite for this subject.

SYLLABUS
The aim of this course is to give students some insight into abnormal and normal psychology, learning disabilities and personality theories.
SUBJECT DESCRIPTIONS

PSYCHOLOGY

BOOKS
A detailed list of recommended text books and references will be issued to students at the commencement of lectures.

ASSESSMENT
Assessment will be based on work completed during the year, and may include assignments, seminar papers, individual projects, unit tests, and a final examination.

Students who reach a sufficiently high standard in work submitted throughout the year may be exempted from the final examination.

PSYCHOLOGY D

A course of nine hours per week to include lectures, laboratory sessions, seminar-discussions and practical work. Classes are not held during periods of practice teaching.

A pass in Psychology C, or its equivalent, is a prerequisite for application for selection to undertake this subject.

SYLLABUS
The aims of this course are
(i) to synthesize the experience in psychology of the preceding years
(ii) to extend this particularly in applying the knowledge that has been acquired to research in psychology and education.

BOOKS
A detailed list of recommended text books and references will be issued to students at the commencement of classes.

ASSESSMENT
Assessment will be based on work completed during the year.

METHOD OF COUNSELLING

One two-hour seminar discussion a week throughout the year
Prerequisite is a major in psychology.

SYLLABUS
The course is intended, within the limits of time available, to provide some of the knowledge and skills appropriate for pastoral counselling, in combination with normal teaching duties in secondary schools. It is not intended to be a preparation for counselling as a full-time professional speciality.

Topics will include:
An introduction to theories relating to counselling; examination of educational and environmental factors underlying pupils' difficulties at secondary school, with special reference to educational under-achievement, migrants, rural pupils, 'issues' of adolescence; guidelines for appropriate action which teachers may take in supporting children in difficulty.
SUBJECT DESCRIPTIONS

PSYCHOLOGY

FIELD WORK
Students will spend one teaching round in the Psychology and Guidance Branch of the Education Department.
They will be required to undertake a practical assignment, working with underachieving children during one teaching round in the schools.

BOOKS
Recommended for Preliminary Reading
Cantwell, P.W. Counselling Today's Youth Spectrum, Croydon, 1973
Glasser, W. The Identity Society Harper & Row, 1972

Prescribed

ASSESSMENT
Assessment will be made progressively during the course, and will be based on reports of practical work carried out in the schools, of experience in the Psychology and Guidance Branch, and presentation of seminar papers. There will be no final examination, although in certain circumstances students may be required to take unit tests.

SCIENCE

SCIENCE 1

This course is designed to explore the scientific approach developing an understanding of the world around us. No prior knowledge of science will be assumed; the course will not present any particular scientific discipline such as biology, chemistry or physics. Rather, a range of scientific content will be used to assist students gain an appreciation of the scientific approach. Emphasis throughout the course will be on student participation in experimentation and seminar discussions.

An appreciation of the principles of scientific experimentation will be developed through scientific investigation of both a short term and a long term nature.

To provide a critical examination of scientific claims, discussion groups conducted by students will be organized around:
(1) areas which illustrate the nature of science, its relationship to society, and its relationship to science curriculum development.
(2) controversial ideas, articles and books which make scientific claims.

In addition to an exploration of current scientific practice, an examination of some historic and philosophic literature on science will assist in identifying the scientific approach to knowledge. The implications of this approach for primary school practice will be considered.
SCIENCE

ASSESSMENT
Assessment will be based on a continuous record of experiences in science, with prepared reports where appropriate. A final examination will be held, but students producing work of a high quality during the year will be exempted.

SCIENCE 11

Students will choose from one of the following courses:

AN INTRODUCTION TO A SCIENCE OF MAN
The course aims to provide:

a. a basic introduction to human function as understood from research into biological systems
b. an opportunity to investigate Man as a biological system in a social context.

The course will present information from such areas as human reproduction and early development, population control, the effects of drugs, nerve and muscle function, human genetics and social and environmental factors which produce changes in the human gene pool.

During the first half-year the course will consist of lectures and laboratory experiences to provide an introduction to several areas. In the second half-year students will choose to undertake further investigation within one of these areas.

INTRODUCTION EARTH SCIENCE
This course aims to provide a basic understanding of the landscape, geological history, and environmental aspects of earth science, with particular reference to Victoria.

Basic geological principles will be introduced through study of the major integrating ideas of plate tectonics, orogeny, and continental drift. Studies of Victorian fossils and mining geology will be undertaken. Excursions will form the major part of the course; at least three will be whole day excursions, possibly at weekends. It is hoped to conduct a voluntary excursion to Broken Hill and the Flinders Ranges, S.A.

INTRODUCTORY PHYSICAL SCIENCE
The course aims to introduce basic concepts in physical science, and to develop an appreciation of the interplay of experiment, imagination, and deductive reasoning that characterizes modern science. The concepts chosen (including systems, interaction and energy, reference frames and scientific models) have wide applicability in science and in understanding man's interaction with his environment. The course will be presented through laboratory and library projects, lectures and seminars.

ASSESSMENT
Assessment techniques for Science 11 courses will be finalised after discussion with students early in the courses.

SCIENCE 111

Students will undertake one of the following:

a. a study of one of the courses for Science 11, together with an additional project or assignment approved early in the year

or
SUBJECT DESCRIPTIONS

SCIENCE

b an approved major investigation supervised by a staff member into a topic chosen by the student.

Students electing this option must:

(i) satisfy the Science Department of their aptitude for undertaking individual research projects

(ii) clearly identify and indicate the integrating theme of their proposed investigation

(iii) submit for approval, prior to the commencement of the lecture program, a detailed approach to the issue(s) under investigation.

SCULPTURE

SCULPTURE A

Three periods a week for half a year

The subject is seen as a broad practical study, in which the students will be exposed to as many experiences as possible.

SYLLABUS

The program will be strongly student-centred, and the individual will be encouraged to develop his ideas and freely express them.

PRACTICAL WORK

Practical work will be carried out in the appropriate area.

EXAMINATION

Assessment will be continuous throughout the year without emphasis on any particular piece. Students will be encouraged to engage in self-assessment.

SCULPTURE B

Two periods a week throughout the year

This subject continues the broad practical study of the first year. Students will again be encouraged to gain a wide experience in sculptural expression.

SYLLABUS

The program will be strongly student-centred, and the individual will be encouraged to develop his ideas and express them in sculptural terms.

PRACTICAL WORK

Practical work will be carried out in the appropriate work areas.

EXAMINATION

Assessment will be continuous throughout the year, without emphasis on any particular piece. Students will be encouraged to engage in self-assessment.
The course occupies six hours a week if elected as a major study, and three hours a week as a minor study. Following the broad study taken during the first two years, students will be more able to pursue depth studies required at this level. It is expected that many students will be formulating a personal manner of expression.

SYLLABUS
Students will be expected to be largely self-actualizing and autonomous in their work. They will find opportunity to question traditional and experimental forms of expression as well as to consider the suitability of materials and techniques.

PRACTICAL WORK
Practical work will be carried out in the appropriate work areas.

EXAMINATION
Assessment will be continuous throughout the year without emphasis on any particular piece. Students will be encouraged to engage in self-assessment.

The course occupies fifteen hours per week; six hours are face to face.

SYLLABUS
Students at this level will be expected to be self-actualizing and autonomous in every way. They will be given absolute freedom of approach, assistance and advice being given only when requested.

PRACTICAL WORK
Practical work will be carried out in the appropriate work areas. Facilities of the ceramics area will be made freely available to sculpture students.

EXAMINATION
Assessment will be continuous throughout the year without emphasis on any particular work. A capacity for self-assessment will be a prerequisite for the subject at this level. No final examination.

THE SOCIAL SCIENCE

The social science department has planned three major course streams commencing in 1974. They are described below with some details of course treatment. Students have the opportunity of doing a single year, a sub-major, or a major sequence.

SOCIAL SCIENCE A1, A2, A3 COMMUNITY STUDY

This course involves the investigation of social issues and problems raised by participating students and staff. It is a multi-disciplinary, problem centred course which has no detailed pre-arranged structure.

It will probably continue in this form for the three years.
SUBJECT DESCRIPTIONS

SOCIAL SCIENCE

REQUIREMENTS
Three hours of class work a week consisting of one lecture given by visiting speakers or staff, and one two-hour seminar.

This arrangement may be varied to facilitate the students' individual research projects.

ASSESSMENT
Requirements to be determined by staff and students according to the nature of the work undertaken.

BOOKS
Preliminary Reading:
Weinberg, S.K. Social Problems in Modern Urban Society
Prentice-Hall, 1970

SOCIAL SCIENCE B2 and B3

Social Science A1 is a prerequisite.

This course is based on a number of thirteen-week units which are multi-disciplinary and problem centred. Each unit will have detailed, pre-arranged structure, but there will be some opportunity for students to follow particular interests within the area.

REQUIREMENTS
There will be three hours of class work each week. Arrangement into lectures and other methods of presentation will depend on the content of the units and the needs of the students and staff.

ASSESSMENT
Before final determination, this will be discussed with students, but assessment is likely to be based on written papers and discussion following the traditional form.

UNITS
Units are divided into two series relating to each half year. At least one unit must be selected from each series for 1974.

SERIES 1
First half-year units for Social Science B2 and B3
Students may select any one if doing a sub-major, and any two if doing a major.

Australian Communities and Groups  An examination of the histories and roles of ethnic, religious and ideological groups in Australian society, and of various community studies which have been completed; involves sociology, history, politics and economics.

Australian Population and Settlement  Demographic characteristics, immigration, location and form of settlement, especially in urban areas; associated problems and prospects; involves human, economic and urban geography.
SOCIAL SCIENCE

**China's Modernization**  A study of traditional Chinese culture — religious, social and political.

The effect of European contact and the growth of modern nationalism with particular attention to Maoism. This unit involves history, politics and sociology.

**India's Modernization**  A study of traditional Indian culture — religious, social and political. The effect of European contact and the growth of modern Indian nationalism. This unit is mainly an historical survey although other social science disciplines are used.

**Women in Society**  The history and development of the women's liberation movement; the conditioning of women into their role in society through education, literature, economic and political structures. Some recent developments including family planning, abortion law, reform movements, women in the work force; Single Mothers' Society, and the Women's Electoral Lobby. The unit involves history, politics, economics and sociology.

**Criminology**  An introduction to criminology, including:

- concepts and theories of the causation and social functions of crime; incidence of crimes; juvenile crime; the role of schooling; female crime; crimes without victims; gaol and sentencing procedures. The unit will include prison visits and role-playing.
- It involves most social science disciplines.

**Social Studies in Schools**  (This unit cannot be done by students choosing it in Principles and Practices of Teaching) The development of various school programs for social study and their relationship to changing economic, social, and political phenomena; current thinking and programs for social studies in primary and post-primary schools.

Social Studies and "open education" as they relate to the child's understanding of society; production of ideas for trial in schools.

Many skills of the social scientist are used in this study.

**The Teacher in Society**  The historical, economic, and political background to the concept of "teacher professionalism"; the social growth of the term and an evaluation of contemporary attitudes to the teacher.

The role of educational authorities, and teacher/employer relationships; the rise of teacher unions in Victoria and an analysis of the current situation.

SERIES 2

Second half-year units for Social Science B2 and B3

Students may select any one if doing a sub-major, and any two if doing a major.

**Australian Resources and Developments**  An analysis of Australia's natural resources, and the economic and political forces creating and affecting the institutional structures which determine resources policies.

The unit involves economics, politics, economic geography and political and administrative theory.

**Papua and New Guinea**  Traditional society, the development of Papua New Guinea, modernizing traditional society in Papua New Guinea.
SUBJECT DESCRIPTIONS

SOCIAL SCIENCE

The impact of the administration and change, the indigenous response; nationalism and the emergent state, the problems of colonization.

The unit involves sociology, history, politics and economics.

Twentieth Century — China Changing institutions, new ideologies; nationalism, conflict and revolution. The aim is to achieve a better understanding of Chinese society and its problems.

The role of Australia as a European society in an Asian background.

The unit involves history, economics, sociology and politics.

Japan’s Modernization Japanese society from the Tokugawa period to the present.

The political changes and the role of democracy; the Japanese traditional outlook and the changes in institutions and culture.

The unit involves politics and economics, but specializes in history.

South East Asia’s Modernization A study of traditional South East Asia society and culture — religious, social and political. The effect of foreign contact, both Asian and European; and the growth of nationalism.

There is a stress placed on history in this unit, but it also involves sociology and politics.

Social Change Theory An examination of the factors inhibiting social change, and ways in which change might be initiated. Case studies drawn from areas of social reform, together with possible involvement in activities will be used for illustration purposes.

This is largely a sociology study.

Student Guidance and Welfare A discussion of guidance and welfare agencies available to both parents and teachers on such matters as child and adolescent behaviour, job selection, educational and social assistance; also an evaluation of research evidence on the above matters. The unit is basically a contemporary and comparative study not relying on any particular discipline.

Note All the units described above may be varied or withdrawn, depending on student interest, staff availability, and administrative problems.

Preliminary Reading

It is not possible to publish a list of texts because of the number and diversity of the units offered. However, students who are interested in preliminary reading should contact the head of the social science department.

SOCIAL SCIENCE C1, C2 and C3

A number of primary students may wish to concentrate on a single social science discipline such as history, politics, economics or geography. Students in this category should consult the appropriate section of the handbook, plan a course, and discuss the matter with the head of the social science department. Then arrangements will be made for these students to attend classes, carry out assigned work, and be granted credit for completing a course in social science.
SOCIAL SCIENCE

METHOD OF SOCIAL STUDIES

This course is a preparation for the teaching of social studies, general studies and aspects of history and geography in secondary and technical schools. It is desirable that persons undertaking this teaching method have completed at least a sub-major in one of the following areas of study as they are academic disciplines appropriate to the method.

- anthropology
- criminology
- economics
- geography
- history
- philosophy
- politics
- psychology
- sociology

Two hours a week will be spent in seminars, discussions, and field work.

SYLLABUS

The course will be concerned with the education of adolescents through social studies. Issues considered will include:

- Contemporary definitions of social studies in secondary education
- The educational objectives pursued through social studies
- The teacher-pupil relationship
- Group methods
- Subject content
- Evaluation techniques

REFERENCES

A teacher in training may be referred to appropriate resources from time to time.

EXAMINATION

The course will be examined in the light of Education Faculty policies.

Note: In 1973 two approaches to method of Social Studies were made

1. Conventional classes
2. A co-operative scheme in which methods of Drama, English, History, Librarianship, and Social Studies were joined around common issues.

STENOGRAPHIC STUDIES

STENOGRAPHIC STUDIES A

A course of six class hours a week throughout the year
No prerequisites are required.

SYLLABUS

(i) The reading and writing of Dacomb Shorthand including a detailed knowledge of the theory and structure of the shorthand system, the ability to read fluently and the ability to write shorthand at speeds up to eighty words per minute

(ii) Touch typewriting at speeds up to forty words per minute from printed matter.

Typewriting from handwritten notes, shorthand outlines, rough drafts and display copy.
SUBJECT DESCRIPTIONS

STENOGRAPHIC STUDIES

BOOKS
Prescribed
Joy, J.
Wenig, L.
Whatley, A.

Dacomb The Australian Shorthand
Dacomb College
The Modern Typist's Handbook Pitman
Expressive Typing Pitman

EXAMINATION
(i) Prescribed class work completed during the year
(ii) unit tests to be held during the year
(iii) a final examination of not more than two hours in shorthand at the end of the year.

STENOGRAPHIC STUDIES B

A course of six class hours a week throughout the year

Stenographic Studies A must have been passed before this subject is taken.

SYLLABUS
(i) A course involving advanced skills in reading and writing of Dacomb shorthand and an analytical knowledge of the structure and rationale of this shorthand system
(ii) a study of other shorthand systems, including machine shorthand
(iii) the development of a high level typewriting skill and the application of this skill in complex secretarial tasks; audio typewriting; composition of original and creative material at the typewriter
(iv) knowledge and evaluation of machines used in the office
(v) office management, including budgeting and costing for the office, indexing and filing, communications systems, and the duties of office personnel.

BOOKS
Prescribed
Joy, J.
Joy, J.
Fielding, J.

Dacomb The Australian Shorthand
Dacomb College
Speed Practice in Dacomb Shorthand
Dacomb College 1959 ed.
Australian Secretarial Practice McGraw-Hill

EXAMINATION
(i) Prescribed work completed throughout the year
(ii) unit tests to be held during the year
(iii) secretarial assignments involving sustained use of stenographic skills to be held during the year.

STUDY OF ART

All students undertaking the H.D.T. (Sec.) course in Art and Crafts may take, during the first three years of the course, Study of Art A, B and C; or alternatively Study of Art A, English (or another subject from Humanities area), and either Study of Art B, or Study of Art C.
STUDY OF ART

Students intending to take a study from this area at the fourth year level are advised to select the first alternative.

STUDY OF ART A

A course of one lecture and two tutorials a week

SYLLABUS
Studies in the evolution of western art.

REFERENCES
A list of specific and general reference books will be issued by the department.

ASSESSMENT
Assessment is progressive, and is based on two tutorial presentations — one research assignment, and one tutorial test. Some students may be required to present for a final three hour examination.

STUDY OF ART B

A course of one lecture and two tutorials a week

PREREQUISITE
Study of Art A

SYLLABUS
Studies in eastern art, contemporary art, and Australian art

REFERENCES
A list of specific and general reference books will be issued by the department.

ASSESSMENT
Assessment is progressive, and is based on two tutorial presentations — one research assignment and one tutorial test. Some students may be required to present for a final three hour examination.

STUDY OF ART C

A course of one lecture and two tutorials a week

PREREQUISITE
Study of Art A

SYLLABUS
Studies in art and ideas

REFERENCES
A list of specific and general reference books will be issued by the department.
SUBJECT DESCRIPTIONS

STUDY OF ART

ASSESSMENT
Assessment is progressive, and is based on two tutorial presentations — one research assignment, and one tutorial test.
Some students may be required to present for a final three hour examination.

STUDY OF ART PHILOSOPHIES

An elective course of one lecture and two tutorials a week

PREREQUISITES
Study of Art A and Study of Art B, or Study of Art C

SYLLABUS
An analysis of selected philosophers and philosophies of art embracing a wide variety of cultures and disciplines.

REFERENCES
A list of specific and general reference books will be issued by the department.

ASSESSMENT
Assessment is based on tutorial presentations, relevant research notes, and a documented thesis on an approved topic.

STUDIES IN ART AND CULTURE

An elective course of one lecture and two tutorials a week

PREREQUISITES
Study of Art A and Study of Art B or Study of Art C

SYLLABUS
Studies in a broad spectrum of the arts in Australia and their relationship to international culture patterns.

REFERENCES
A list of specific and general reference books will be issued by the department.

TEXTILE CRAFTS

TEXTILE CRAFTS A

Three class hours a week throughout the year are required.
Regular attendance at classes and submission of practical exercises are essential requirements of this course which deals with the acquisition of the basic textile skills.
SUBJECT DESCRIPTIONS

TEXTILE CRAFTS

SYLLABUS
This course is the first part of a major sequence in textile studies, as well as an introduction to the theory and practice of garment construction and other textile skills including embroidery, spinning, weaving, knotting (macramé) and pattern dyeing.

BOOKS
Textbooks and other requirements will be indicated during the year.

EXAMINATION
A folio of practical work together with assignments will determine the final assessment.

TEXTILE CRAFTS B

This subject is divided into two units, a fabric-craft unit and a garment construction unit. Three class hours a week are required for each unit.

SYLLABUS
This subject forms the second part of the textile studies sequence. The garment construction unit covers basic sewing techniques and elementary pattern cutting and drafting of patterns. The fabric craft unit includes work in spinning, weaving, and textile printing and dyeing.

BOOKS
Textbooks and other requirements will be indicated during the year.

EXAMINATION
A folio of practical work together with assignments will determine the final assessment.

TEXTILE CRAFTS C

This subject is divided into two units, a fabric-craft unit and a garment construction unit. Three class hours a week are required for each unit.

SYLLABUS
This course is the third part of a major sequence in textile studies. In the garment construction unit advanced studies in the theory and practice of dressmaking, tailoring, and pattern drafting are undertaken. In the fabric-craft unit, students select specific areas of the major crafts in which to undertake advanced technical studies.

BOOKS
Textbooks and other requirements will be indicated during the year.

EXAMINATION
A folio of practical work together with assignments will determine the final assessment.

TEXTILE CRAFTS D

Five class hours and ten hours studio practice a week are required.
SUBJECT DESCRIPTIONS

TEXTILE CRAFTS

SYLLABUS
Students must undertake work at an advanced level in one specific area of the textile crafts. Students will be required to undertake supervised research into some aspect of technique.

BOOKS
Lists related to the selected topics will be available.

EXAMINATION
Assessment will be based on a folio of work and a practical examination. Sixty hours working time will be allowed for the practical examination.

WOODCRAFT

WOODCRAFT A

A course of 3 hours a week for one semester

SYLLABUS
A basic course involving various techniques appropriate to working wood in its variety of forms.
The possibilities of the combination of wood and other materials will be explored.
Within the limitations imposed, students will be free to develop their own interpretations.
Instruction in the correct and safe use of equipment will be given when required.

BOOKS
Text book and other reference material will be prescribed on appropriate occasions.

ASSESSMENT
Students will be required to present the prescribed work for evaluation. There will be no final examinations.

WOODCRAFT B

A course of 3 hours a week through the year

SYLLABUS
Logical development and extension of experience achieved in Woodcraft A.

BOOKS
Text books and other reference material will be presented on appropriate occasions.

ASSESSMENT
Students will be required to present the prescribed work for evaluation. There will be no final examination.
WOODCRAFT C

A major study involving six hours of lecture and studio work throughout the year

SYLLABUS

A logical development and extension of experience gained in Woodcraft B.
Experiences should be largely self-motivated and extend the students' capacities in design and technical processes and standards.

Students will be required to show some proficiency in the correct and safe use of power tools, and to develop a basic knowledge of maintenance procedures.

Appreciation of the crafts will place special emphasis on twentieth century development of materials and forms and involve research into selected industrial processes.

REFERENCE

Text books and other reference material will be prescribed on appropriate occasions.

ASSESSMENT

Students will be required to present the prescribed work for evaluation. There will be no final examinations.

WOODCRAFT D

A major study involving fifteen hours of lecture and studio work a week, throughout the year

Students must have completed Woodcraft C.

SYLLABUS

An intensive study in which students will develop selected aspects of the area as a major study. Concepts developed by the students should extend fully their personal capacity in design and appropriate processes.

Students will be expected to submit evidence of research and investigation into a selected area of study basically related to woodcraft.

REFERENCE

Text books and other reference material will be prescribed on appropriate occasions.

ASSESSMENT

Students will be required to present prescribed work for evaluation. There will be no final examination.
SCHOOL EXPERIENCES

TEACHING PRACTICE

COURSES

Diploma of Education
Higher Diploma of Teaching
Trained Secondary Teacher's Certificate
Trained Secondary Teacher's Certificate (Physical Education)

Final arrangements for teaching practice in 1974 will be available at the beginning of the academic year.

Students are required, in their final year, to attend schools to teach under the supervision of experienced teachers. The basis for the arrangement of supervision is the two Methods of Teaching subjects selected by the students. This may be varied for students who select science, music, or counselling and for those trained to teach physical education. During the time spent in schools, students take part in a variety of school activities usually arranged by liaison officers from the college. They work with supervisors as observers and aides, and with small groups to experience teacher-pupil interaction. While a student is in the school, the management of his teaching practice is primarily the responsibility of his school supervisors.

Course Higher Diploma of Teaching (Art and Crafts)

Students will be required to attend schools to teach under the supervision of experienced teachers. A progressive program of school experience covering all four years of the course places a different emphasis at each year.

First Year
Ten days of school experience provide a general introduction to the teaching-learning situation.

Second Year
Fifteen days of school experience provide an initial experience in the teaching of art and crafts in the secondary school.

Third Year
Forty days of school experience spread over the second half of the year. Some students will be given the opportunity for a three-week round in a country high school.

In this year of the course the concentration on school experience is heavy, and it requires full involvement in teaching within the Art/Craft department of a secondary school, with the additional responsibility for the development of topics or units of work.

Fourth Year
Twenty-six days experience spread over first and second terms. This special program provides an opportunity for senior students to become involved in specialist teaching, both within and outside the State education system. The program aims to establish a meaningful teaching experience directly related to the needs, interests, and abilities of the individual student.
SCHOOL EXPERIENCES

TEACHING PRACTICE

**Course**  Diploma of Teaching

Experience in the schools is an integral part of a college course. Students spend approximately one hundred days in the classroom where they are brought into direct relationship with children in specific periods of observation and practice so that they may gain first-hand knowledge of working conditions in selected schools. There they see new developments and productive activities.

Class teachers direct and guide the students who, as their training advances, assume increasing responsibility in these situations. At all times there must be mutual co-operation between the teacher and the student so that the work pattern of the class will not be disturbed.

In the school the student should be alert to observe methods, absorb ideas, and experiment with educational theory and practice. He should attempt to evaluate his activities in the light of modern concepts, using the criteria which his course of lectures establishes. These activities will rise out of his own individual needs which will assume increasing significance as his knowledge of basic theories and concepts is developed through his program in the principles and practice of teaching.

**Course**  Trained Special Teacher's Certificate

In this field, school involvement provides direct experience of the educational needs of the exceptional child, and the development of particular programs necessary to cater for these needs.

It is anticipated that each student will be appointed one day each week to a school where he will be involved in applying his skills in the teaching of reading and mathematics to slow learning children, retarded children or children beginning to acquire these skills.

Students will have one week of observation in the first three weeks of the college year. There will be four teaching rounds each of three weeks. It may be possible for some students to spend one of their teaching experiences in a private special setting either in Victoria or interstate.

PROCEDURES AND PRACTICE OF TEACHING

**Course**  Diploma of Teaching

The subject known as Procedures and Practice of Teaching falls naturally within the subject area of education. It forms a bridge between theory and practice with its emphasis on the child, the school, and the curriculum. Various subject areas contribute to the course. It is designed as a developmental study, to be integrated with experience in the primary schools, and it aims to provide students with opportunities for preparing themselves for teaching.

In this development, they will be expected over the three years of the course to progress from the point of learning techniques of observation, and evaluating features of the behaviour of children, to that of managing the instructional program of heterogeneous groups.

Ultimately they should be able to devise and evaluate instructional procedures, and use the most effective methods and organization for teaching children.

The integrated nature of the course resides in the opportunities that will be given for the selection, investigation, and practice of those procedures suggested by the lecture program and observed in schools. Given these opportunities, students will gather some initial confidence and competence in organizing and constructing learning experiences for children.
TEACHING PRACTICE

CHILD DEVELOPMENT

The major aim of this course is to help students develop an awareness of the variables that determine the development and adjustment of children.

Theories which explain aspects of this development will be considered in conjunction with real situations, e.g., school and home.

Within this framework, techniques for maximizing the child's potential will be studied. These will include diagnostic and remediation measures.

Areas to be investigated will include:

- Self-concept psychology
- Classroom dynamics and methodology
- Psychoanalytic theory
- Some aspects of neo-Freudian and humanistic psychology
- Role Theory
- Troubled and disadvantaged children
- Personality variables in the educative process
- Mother-child relationships
- Child development programs in schools
- Cognition
- Physical and emotional development.

NUMERACY AND LITERACY

The course consists of two semesters— one in mathematics and one in literacy.

Students should be relating their knowledge of child development to the continuing process of acquiring communication skills. They are also concerned with the evaluation of methods and media.

Emphasis is placed on individual projects related to the school situation.

AREA SPECIALIZATION

Students are given an opportunity to specialize in a single subject area of the primary program. Courses are based upon mutual lecturer-student enthusiasms and special interests, and are made available during the latter part of the second year.

Particular faculties may require first and second year studies as prerequisites.
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**FIRST TERM VACATION**
|    | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 24 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 25 | 19 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 26 | August | 2 | SC |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 27 |    |    |    | 9 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 28 |    | 16 | SC |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 29 |    |    |    | 23 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 30 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 31 | September | 6 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 32 |    |    |    | 13 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 33 |    |    |    | 20 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 34 |    |    |    | 27 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 35 | October | 4 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 36 |    |    |    | 11 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 37 |    |    |    | 18 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 38 |    |    |    | 25 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 39 | November | 1 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 40 |    | 8 | Exams | SC |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 41 |    | 15 | Exams | SC |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 42 |    | 22 | On call | SC |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 43 |    | 29 | On call | SC |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 44 | December | 6 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 45 |    | 13 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 46 |    | 20 |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

**LEGEND**

S Time spent in schools
C Noojee Centre for selected groups
Obs Observation in schools
Blank areas indicate lecture programs

SC Scheme of Work: End of College Year
## TRAINING SCHOOLS

ASSOCIATED WITH DIPLOMA OF TEACHING COURSE

<table>
<thead>
<tr>
<th>School</th>
<th>Location</th>
<th>Tel.</th>
<th>Principal</th>
<th>Co-ordinator</th>
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<tr>
<td>Aberfeldie</td>
<td>Batman St.</td>
<td>337 8084</td>
<td>R. Taylor</td>
<td>G. Lawrence</td>
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<td>J.R. Lee</td>
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<td>E. Edmonds</td>
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EDUCATION RESOURCE CENTRE

The Education Resource Centre is organized into four departments:

Readers' Services and Education
Technical Services and Administration
Media Education
School of Librarianship.

The Resource Centre collections comprise 100,000 volumes, 700 continuing journal titles, and a growing collection of pictures, maps, charts, posters, filmstrips, filmslides, tapes, transparencies and records.

SHELF ARRANGEMENT AND LOCATION

The books and most of the media are arranged according to the Dewey Decimal Classification. Broadly speaking, the reference books and the books in the social sciences, sciences and history are on level three of the building; the current periodicals, media collections, and school level books are on level four; while the fifth level contains books on the fine arts and language and literature.

Public access to all levels is through the main entrance foyer on level three.

THE CATALOGUES

The Education Resource Centre maintains two basic catalogues — the main E.R.C. catalogue which is based on the former Melbourne Teachers College catalogue, and a materials catalogue which contains references to all non-book media based in the materials centre. A third catalogue — the former Secondary Teachers College library catalogue — is being gradually integrated into the main E.R.C. catalogue, but for the time being it is necessary to consult all three catalogues to obtain a comprehensive idea of the Resource Centre's holdings in any particular area.

LOANS

All staff and students of the State College of Victoria at Melbourne are entitled to borrow from the Resource Centre's collections.

The normal borrowing period is one week, but material in high demand may be restricted to overnight borrowing. Renewals of loans may be arranged and where material is already on loan, a reservation may be placed. The Readers Services Librarian may vary the general rules for borrowing to meet special circumstances.

The Education Resource Centre co-operates with other libraries to obtain inter-library loan material not held in the collections. Application for such material should be made to the reference librarian on duty. Students who fail to return books on time will be fined. Lost books will be charged for at cost plus a processing fee.

E.R.C. HOURS

The Education Resource Centre is open during the term from 8.30 a.m. to 9.00 p.m. Monday to Wednesday, and from 8.30 a.m. to 5.30 p.m. Thursday and Friday, and also at certain times during vacations.

For further information regarding services and facilities do not hesitate to ask the reference staff.

E.R.C. GUIDE

A printed guide to the E.R.C. and its facilities is available to all staff and students.
NOOJEE OUTDOOR EDUCATION CENTRE

The outdoor education centre of this college comprises twenty-three acres of State Forest held by occupational licence from the Forests Commission. It is located at Noojee, adjacent to White's Corner, at the junction of the Powelltown-Noojee and Nayook roads.

Following the suggestion from the student body, the Melbourne Teachers College acquired the site in 1968 for the purpose of establishing a rural camp.

The general principle behind this move was the provision of a wide range of activities for students. Accordingly, certain programs have been established.

(i)  physical education activities including hiking, canoeing, skiing, rock climbing
(ii)  science studies based on local flora and fauna
(iii)  pottery, drawing, painting and crafts activities.

The centre is permanently staffed and available to all students, and provides useful experience in community living.

Already there is on the site a variety of facilities, most of which have been made available by student funding and labour. In addition, the Commonwealth Government has given a substantial grant for future development.

It is envisaged that additional facilities and wider course opportunities will ultimately be established; these will include a field study centre which will permit the extension of science courses to incorporate field work in geography and biology.
The paintings, graphics, and pottery owned by the college constitute one of the most important collections of art outside the major galleries of Victoria. As well as being of historical significance it enriches the college environment, and has a function in the education of our students.

The first paintings were purchased in 1939 by A.J. Law, a former Principal of Melbourne Teachers’ College, and it was his inspiration which led to the acquisition of many important early Australian paintings. Succeeding principals supported the buying program he inaugurated.

Mr. D.M. McDonell, the Principal of the Secondary Teachers’ College, established an art collection in that college in 1959; it placed an emphasis on more recent works. And so, on the amalgamation of the two colleges in 1972, a representative collection of almost four hundred paintings and graphics came into existence. Recent acquisitions include a selection of ceramics, several pieces being by internationally famous potters.

The Gryphon Gallery and F.C. Mellow Print Room were established in 1972 by W.E. Eunson, the last principal of Melbourne Teachers’ College. He was well aware of the aesthetic needs of students, and also saw the opportunity to reach out to the general community. Available for public hire and private exhibitions within the college, these handsome galleries, formerly part of the old library, are unique and valuable assets, worthy of the artistic endeavours of this institution.
CONSULTANT SERVICES

DEAN OF STUDENTS

MISS M. KENNEDY Located at ER429

The dean of students acts in an advisory and an administrative capacity. She is concerned with student welfare in matters of a vocational or an academic nature related to performance in the courses and will assist students seeking special consideration and advice on accommodation needs.

She acts as liaison between
(i) students and the Education Department
(ii) students and college staff
(iii) student association and principal.

STUDENT COUNSELLOR

MR. N. G. WHITE Located at PS10

The services of the student counsellor are available to all students with educational, social, or personal problems.

No appointment is necessary, and the counsellor may be visited at any time during college hours.

He is located in the 1988 building fronting Grattan Street, on the first floor above the bank and opposite the Gryphon gallery.

MEDICAL OFFICER

DR. D. E. MARSDEN Located at PN169

The medical officer may be visited by appointment. He will discuss with students any problems or worries they may have about their general health and well-being.

Actual medical treatment is not given, but is arranged when circumstances warrant it.

The work of these consultants is confidential.
FEES

Every student pays a Student Association levy, and a charge for an identification card.

Private students who may be admitted to the various courses have previously been required to pay tuition fees.

Because of impending Federal legislation the fees situation is under review.

These moneys are payable only at the college sub-branch of the C.B.A.

BANK

The Commercial Bank of Australia conducts business in room PS2 and provides full banking facilities for account holders.

Times of operation: Monday to Friday 9.30 a.m. to 3 p.m.

Thursday pay day 9.30 a.m. to 5 p.m.

BOOK SALES

All books and materials required for college courses are available from the Melbourne University Press bookroom. At the beginning of the year a depot of M.U.P. is set up at the college.

Later purchases must be made at the main bookroom in the university grounds.

CAFETERIA

Light refreshments and lunches may be bought at reasonable prices in the college cafeteria which opens daily. Those who use the cafeteria should co-operate with the management so that the best service may be provided for the greatest numbers.

No parking facilities are available for students in the college grounds. In special circumstances, temporary permission may be granted to an individual by the principal.

There is restricted parking in Grattan Street and Swanston Street but, generally, it is difficult to obtain parking space in the vicinity of the college.

CLUBS

Students organize their own activities programs through a system of affiliated clubs. Each club functions under its own officials who act under the direction of the S.A. Finance is levied at the beginning of each year, and is payable with S.A. fees. Most club activities occur each Wednesday afternoon.

Subject to demand by students, and the availability of venues and equipment, the following clubs operate:

Sporting

Athletics, Badminton, Basketball (men, women), Bushwalking, Football, Hockey (women), Netball, Squash, Swimming, Tennis, Volleyball, Ski, Surf, Canoe.

Non-Sporting

Guitar, Camera, Drama, Foundry, Film, Goon, Literature, Chess, Science, Folk, French, Christian Fellowship.
GENERAL INFORMATION

IDENTIFICATION CARD

The Identification Card, issued at the start of each college year, should be carried at all times. Presentation of the card is required for:

- library borrowings
- distribution of allowance cheques
- payment of S.A. fees
- transaction of business with the college sub-branch of the Commercial Bank of Australia Limited
- receipt of discounts allowed to college students by commercial business houses
- identification at the S.A. office.
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