State College of Victoria
TOORAK

Calendar 1977

A CONSTITUENT COLLEGE OF
THE STATE COLLEGE OF VICTORIA
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ADDRESSES

College:
"Stonnington", 336 Glenferrie Road, MALVERN, 3144.

Postal Address:
State College of Victoria at Toorak
P.O. Box 224, MALVERN, 3144.

Hall of Residence:
"Cowabee", 470 St. Kilda Road, MELBOURNE, 3004.

TELEPHONES

College Office: 20 2501, 20 1296.
S.R.C.: 20 5601.
"Cowabee" Office: 26 2549.
"Cowabee" Students: 26 2547, 26 2548.
(See also SCHOOLS).
Toorak Teachers' College commenced in 1951. It was the first of the several new teachers' colleges established in that decade by the Victorian Education Department. The nineteen-fifties marked a period of rapidly expanding demand for teachers in the primary field. Inheriting its traditions and its general expectations of students from the old Melbourne Teachers' College, and undoubtedly influenced by the post-war interest emanating from the re-opened colleges at Ballarat and Bendigo, this College readily accepted the challenge to respond to the changing perspective of what education is and needs.

It took some time for the College to overcome the early difficulties of temporary and scattered buildings. The first central home which was soon outgrown by the expanding enrolment was the large house known as Glenbervie in Glenbervie Road, Toorak. Eventually, in 1957, the College moved to its present site in Glenferrie Road—a location especially notable for having been State Government House from 1901 to 1930. Stonnington and the main Art block remain interesting both architecturally and historically. As part of a new master plan which will permit Stonnington to remain the major feature in a group of low buildings surrounded by gardens and courtyards, new structures are being erected. These will cope with the growing needs of an institution committed to the education of educators.

Significant extensions to buildings were completed in 1968 and again in 1969. A further major building programme including the Resource Centre, auditories, extended facilities for Music and Science, and the entire Union facilities has been completed in 1975.

Over the first two decades, administration was entirely the responsibility of the Education Department of Victoria. During that period very significant changes evolved. Courses developed from one-year and two-year training programmes to the three-year Diploma course. The latter was introduced for matriculants in 1968, and since its inception has undergone several internal modifications.

In December 1972, the State Parliament of Victoria passed the Act for the Inception of the State College of Victoria. Under this legislation the State Teachers' Colleges ceased to be administered by the Education Department and became autonomous institutions in the tertiary field. The State College of Victoria at Toorak has taken its place among these.

In 1976 the College introduced a new course for the Degree of Bachelor of Education. The first three years of this course lead to a Diploma of Teaching which qualifies the holder for registration in Victoria as a primary teacher. To obtain the Degree it is necessary to undertake a further year of full-time study or a longer period of part-time study, but entry to this fourth-year requires a pre-requisite of one year of full-time teaching in an approved position.

Other courses currently available are a one-year media specialists' course for a Diploma of Educational Technology, open to qualified practising teachers, and a conversion course for certificated teachers to up-grade their qualification to a Diploma of Teaching. The College is preparing a course at graduate diploma level in music education and has plans for several other graduate diploma courses.

The College conducts Continuation Studies for external students and has prepared for a significant extension of this facility to meet the needs of teachers in the field who are seeking to extend their qualifications. The College is also planning to extend its work into the area of higher post-graduate studies and research in education.
### PRINCIPAL DATES FOR 1977

#### Enrolment

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>7-11, 18 February</td>
</tr>
<tr>
<td>Conversion course</td>
<td>25-28 January</td>
</tr>
<tr>
<td>External</td>
<td>1-4 February</td>
</tr>
<tr>
<td>Evening</td>
<td>7-11 February</td>
</tr>
<tr>
<td>Graduate Diploma in Education (Music Education)</td>
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#### Lectures Commence

<table>
<thead>
<tr>
<th>Program</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Bachelor of Education/Diploma of Teaching (Primary))</td>
<td></td>
</tr>
<tr>
<td>Third year (School Practice)</td>
<td>1 February</td>
</tr>
<tr>
<td>Second year</td>
<td>14 February</td>
</tr>
<tr>
<td>First year</td>
<td>7 March</td>
</tr>
<tr>
<td>Conversion Course</td>
<td>14 February</td>
</tr>
<tr>
<td>Evening</td>
<td>28 February</td>
</tr>
<tr>
<td>External</td>
<td>14 February</td>
</tr>
<tr>
<td>Diploma of Educational Technology</td>
<td>14 February</td>
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<tr>
<td>Graduate Diploma in Education (Music Education)</td>
<td>14 February</td>
</tr>
<tr>
<td>Ethnic Teachers Retraining Course</td>
<td>7 February</td>
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</tbody>
</table>

#### College Terms

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
</tr>
</thead>
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<tr>
<td>College suspend</td>
<td>6 May*</td>
</tr>
<tr>
<td>Classes resume</td>
<td>23 May</td>
</tr>
<tr>
<td>Classes suspend</td>
<td>19 August*</td>
</tr>
<tr>
<td>Classes resume</td>
<td>5 September</td>
</tr>
<tr>
<td>College graduation</td>
<td>6 December</td>
</tr>
<tr>
<td>(*vacation school, Conversion Course, external students 9-13 May, 22-29 August)</td>
<td></td>
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</tbody>
</table>

#### College Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>1st year students*</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>1st year students*</td>
<td>7 March-6 May</td>
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<tr>
<td>Term 2</td>
<td>1st year students*</td>
<td>23 May-19 August</td>
</tr>
<tr>
<td>Term 3</td>
<td>1st year students*</td>
<td>5 September-16 December</td>
</tr>
<tr>
<td>Graduation</td>
<td></td>
<td>6 December</td>
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*other students refer to Lecture Commencement Schedule.

#### College Holidays

<table>
<thead>
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<th>Holiday</th>
<th>Dates</th>
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<tr>
<td>Australia Day</td>
<td>31 January</td>
</tr>
<tr>
<td>Labour Day</td>
<td>14 March</td>
</tr>
<tr>
<td>Easter</td>
<td>8-12 April (inclusive)</td>
</tr>
<tr>
<td>Anzac Day</td>
<td>25 April</td>
</tr>
<tr>
<td>Queen's Birthday</td>
<td>13 June</td>
</tr>
<tr>
<td>Show Day</td>
<td>22 September</td>
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<tr>
<td>Cup Day</td>
<td>1 November</td>
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#### Meetings of Council

- Council normally meets on the third Monday in the month, public holidays excepted. Actual dates of the meetings are: 21 February, 21 March, 18 April, 16 May, 20 June, 18 July, 15 August, 19 September, 17 October, 21 November, 12 December.

#### Meetings of the Board of Studies

- The Board of Studies will meet on the first Wednesday of every month, except when this coincides with a College holiday.

The State College of Victoria has determined its meetings as follows for 1977:

- Senate: Fourth Tuesday in each month commencing 22 February.
- Academic Board: Second Thursday in each month commencing 10 February.
<table>
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<th>BACHELOR OF EDUCATION</th>
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<tbody>
<tr>
<td></td>
<td>DIPLOMA OF TEACHING (PRIMARY)</td>
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<tr>
<td>1ST YEAR</td>
<td>2ND YEAR</td>
</tr>
<tr>
<td>1 Jan</td>
<td>25-29</td>
</tr>
<tr>
<td>2 Jan</td>
<td>7-11</td>
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<tr>
<td>3 Jan</td>
<td>21-25</td>
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<tr>
<td>4 Jan</td>
<td>11-15</td>
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<td>5 Jan</td>
<td>25-29</td>
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<td>6 Jan</td>
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<td>7 Jan</td>
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<td>16-19</td>
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<td>12 Jan</td>
<td>19-23</td>
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<td>13 Jan</td>
<td>9-13</td>
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<tr>
<td>14 Jan</td>
<td>12-16</td>
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<td>15 Jan</td>
<td>26-30</td>
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<td>16 Jan</td>
<td>10-14</td>
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<tr>
<td>17 Jan</td>
<td>24-28</td>
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<tr>
<td>18 Jan</td>
<td>Nov. 7-11</td>
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<tr>
<td>19 Jan</td>
<td>21-25</td>
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<td>20 Jan</td>
<td>5-9</td>
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<td>21 Jan</td>
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<td>24-28</td>
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<td>27 Jan</td>
<td>Nov. 7-11</td>
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<td>28 Jan</td>
<td>21-25</td>
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<td>29 Jan</td>
<td>5-9</td>
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<td>30 Jan</td>
<td>19-23</td>
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<tr>
<td>31 Jan</td>
<td>9-13</td>
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**TERM DATES:** 1977
- Term 1: 6-9-77 - 6-9-77
- Term 2: 23-6-77 - 6-9-77
- Term 3: 5-9-77 - 16-12-77

**SCHOOL EXPERIENCE**
- 1 DAY
- 2 X DAY
COUNCIL AND STAFF OF
THE COLLEGE

9
COUNCIL

The Hon. Mr. Justice M. V. McInerney, M.A., LL.M. (Chairman).
Dr. N. G. Curry, B.A.(Hons.), M.Ed., Ph.D.
Mr. V. J. Faukner, B.Sc., B.Ed., M.A.C.E.
†Mr. L. J. Knight, B.Mus., B.Ed., S.T.P.C., T.P.T.C.
Miss J. M. Montgomery, B.A., B.Ed., M.A.C.E.
Mr. J. O. Parker, M.B.E., B.C.E.
Mr. R. L. Senior, B.A., B.Ed., T.P.T.C., M.A.C.E.
*Mrs. Vivienne A. Atkinson.
Mr. H. G. Stevens, F.C.A.
‡Mrs. F. M. Oxley, B.A., Dip.Lid.
Mr. V. R. Wilkinson.
Secretary G. N. Easton.

†Board of Studies Representative.
*Student Representative.
‡Academic Staff Representative.
STATE COLLEGE OF VICTORIA, TOORAK

PRINCIPAL

VICE-PRINCIPAL
Laurence M. Bell, B.Com., B.Ed.(Melb.), T.P.T.C., A.F.A.I.M., M.A.C.E.

HEAD OF SCHOOL
H. Ronald McWilliam, M.A.(Syd.), Ed.Cert.(Cantab.), M.A.C.E.

DEAN OF STUDENTS

ACADEMIC REGISTRAR
Paul M. Inman, B.A.(N.E.), B.Ed.(Qual.) (Monash), T.C., M.A.C.E.

BURSAR
Geoffrey N. Easton, A.C.A.

CO-ORDINATORS OF STUDIES
Bachelor of Education/Diploma of Teaching (Primary)
First Year
Peter J. Reggars, B.A., B.Ed.(La Trobe), T.P.T.C.

Second Year:
Geoffrey A. Wigg, B.A.(Hons.)(Monash), T.P.T.C.
Maureen F. Ryan, B.A.(Melb.), B.Ed.(Monash), T.P.T.C.

Third Year:
John V. Brown, B.Sc., B.Ed.(Melb.), T.P.T.C.

Fourth Year:
Lindsay J. Knight, B.Mus., B.Ed.(Melb.), S.T.P.C., T.P.T.C.

Continuation Studies:
Ernest Byrne, B.Sc., Dip.Ed.(Melb.), T.P.T.C.

Ethnic Teachers Retraining Course:
Keith W. Harbour, B.A.(Monash), T.P.T.C.

BOARD OF STUDIES — 1977

Norman G. Curry (Chairman).
Christopher A. Awcock.
Ellie J. Barnes.
Laurence M. Bell.
Max W. Boyce.
*Trevor G. Bransgrove.
John V. Brown.
Ernest Byrne.
Mavis I. Edwards.
Patrick F. Fitzpatrick.
Harold V. Ford.
Hugh Gilbert.
†Robert Jamieson.
Lindsay J. Knight.
Roy A. Duncan

H. Ronald McWilliam
†Kathleen Maltzahn.
Alex C. Millar.
Robert H. Phillips.
John A. Poletti.
*Angela Ridsdale.
Donald Russell.
Brian J. C. Taylor.
Alan R. Trethewey.
*Geoffrey A. Wigg.
Richard E. Wittman.
†Student Representatives (elected annually).

†Staff Representatives (elected annually).
STANDING COMMITTEES OF COUNCIL

Finance: Justice M. V. McInerney (Chairman).
F. H. Brooks.
N. G. Curry.
H. G. Stevens.

Building: J. Parker (Chairman).
N. G. Curry.
L. Jackman.
H. R. McWilliam.
D. M. Taubert.

STANDING COMMITTEES OF BOARD OF STUDIES

Accreditation: Patrick F. Fitzpatrick (Convener).
Roy A. Duncan.
H. Ronald McWilliam.

Assessment: Ernest Byrne (Convener).
Ellie J. Barnes.
Robert H. Phillips.

College Time Table: Harold V. Ford (Convener).
Representatives from each teaching department.

Planning and Development: Laurence M. Bell (Convener).
Patrick F. Fitzpatrick.
Marjorie-Dore Martin.
Alan R. Trethewey.
Richard E. Wittman.

Research: Max W. Boyce (Convener).
Marjorie-Dore Martin.
David J. Symington.

School Experience: Donald Russell (Convener).
Margaret A. Crowley.
Peter Donlan.
Robert H. Phillips.
Marie T. Saunders.
Peter G. Whitworth.
Geoffrey A. Wigg.

SCHOOL OF PROFESSIONAL STUDIES

Head of School:
Alan R. Trethewey, B.A., M.Ed.(Melb.), T.P.T.C., M.A.C.E.

Secretary:
Eleise Tamir.

DEPARTMENTS
CHILD STUDIES

Principal Lecturer:

Senior Lecturer:

Lecturers:
Shirley A. Ellams, B.A.(Hons.),(LaTrobe), T.I.T.C.
Alan W. Mapp, B.Sc.(Hons.)(Monash), T.P.T.C., M.A.Ps.S.
Toni Noble, B.A., Dip.Ed.(N.S.W.), B.Ed.(Qual.),(Monash), A.A.Ps.S.
Peter J. Reggans, B.A., B.Ed.(LaTrobe), T.P.T.C.
Maureen F. Ryan, B.A.(Melb.), B.Ed.(Monash), T.P.T.C., A.A.Ps.S.
Richard W. Sealey, B.A.(Hons.), B.Ed.(Monash), T.P.T.C.
Geoffrey N. Tolsher, B.A.(Hons.)(Melb.), D.D.A., T.P.T.C.

Senior Tutors:
Helen Mor, B.A.(Melb.), Dip.Ed.(Tel Aviv) (Part-time).

Seconded Assistant:
Pamela Wallace, B.A.(Monash), T.I.T.C.
EDUCATIONAL TECHNOLOGY

Principal Lecturer:

Lecturers:
Dennis L. James, B.Ed.(LaTrobe), T.S.T.C.
Lee Wright, T.T.r.I.C., M.I.P.T.

Senior Tutor:

Seconded Assistant:
George E. Beavan, T.P.T.C., T.T.L.C.

Technical Officer:
Jeffrey McDonald, C.E.T.T.C., T.V.O.C.P.

Administrative Assistant:
Carol L. Cunningham.

PHILOSOPHICAL AND CULTURAL BASES OF EDUCATION

Senior Lecturer:
Brian J. C. Taylor, M.A.(Cantab.), B.Ed. (Melb.) (Head of Department).

Lecturers:

Senior Tutor:

PROCESSES OF LEARNING AND TEACHING

Principal Lecturer:

Senior Lecturers:
Murray C. Anderson, B.Com., M.Ed.(Melb.), T.P.T.C., M.A.C.E.

Lecturers:
Margaret A. Crowley, B.A.(Qld.), Dip.Ed.Psych.(Qld.), T.P.T.C.
Ellen Diggins, T.P.T.C., T.J.T.C.
Allan Dunbar, B.Sc., M.Ed.(Melb.).
Sally D. Fairley, B.A.(Melb.), Cert.Ed.(Monash), T.I.T.C.
Kay L. Graham, B.A.(Wash.), B.A.(Hons.) (Monash), T.I.T.C.
Patricia Henry, B.A.(Berk.), M.A.(Mich.).

Senior Tutors:
Annette E. Comte, B.A.(Swin.), T.P.T.C.
Diamee Mulcahy, B.A., Dip.Ed.(Melb.).
Celeste Sowden, F.T.C.L., L.S.D.A., T.P.T.C., T.I.T.C.
SCHOOL OF GENERAL STUDIES

Head of School:
Richard E. Wittman, M.A., R.Ed.(Melb.), T.P.T.C., M.A.C.E.

Secretary:
Carmel T. Morrow.

DEPARTMENTS

ART
Principal Lecturer:

Senior Lecturers:
Joy W. Bridgstock, T.T.C.(Man. Arts), M.A.C.E.
Shane M. Merry, Dip.Art, F.R.M.I.T., S.A.T.C., T.P.T.C.

Senior Tutor:
Craig Harrison, Dip.Art, T.P.T.C.

Tutor:
Robert W. Hayson, Dip.Art, T.P.T.C.

ENGLISH
Principal Lecturer:
(Acting Head of Department).

Senior Lecturers:
Alan M. Hodges, B.A., B.Ed.(Melb.), T.P.T.C.
Elizabeth M. Finlay, B.A.(Hons.) (Monash), T.P.T.C.
Keith G. Laing, B.A.(Monash), T.P.T.C.
Ralph E. Norris, B.A., B.Ed.(Melb.), T.P.T.C.
Elaine M. Pescoe, B.A.(Massey), Dip.Teach.(N.Z.), T.P.T.C., M.A.C.E.

Senior Tutor:
Annette M. Bloaski, B.A.(Monash).

Tutor:

HEALTH & PHYSICAL EDUCATION
Principal Lecturer:

Senior Lecturer:

Medical Counsellor and Lecturer:

Lecturers:

Senior Tutor:

Tutors:

MATHEMATICS
Principal Lecturer:

Senior Lecturer:
John V. Brown, B.Sc., B.Ed.(Melb.), T.P.T.C.
Lecturers:
Roger J. Dedman, B.Sc., B.Ed.(Melb.).
Robert P. Hunting, B.A.(N.E.), T.P.T.C.
Brian A. Foster, B.Sc.(Melb.), B.Ed.(Qual.)(Monash).

MUSIC
Principal Lecturer:
Senior Lecturers:
Lindsay J. Knight, B.Mus., B.Ed.(Melb.), S.T.P.C., T.P.T.C.
Lecturers:
John Symons, B.Mus., B.Ed.(Melb.).
Barbara van Ernst, B.A.(Monash), T.P.T.C.

Seconded and Assistant Lecturer:
J. Loris Graham, B.Mus.(Melb.), S.T.P.C., T.P.T.C.

SCIENCE
Principal Lecturer:
Senior Lecturers:
Keith A. Boundy, B.Sc.(Monash), D.D.A.(Hons.), T.P.T.C.
Lecturers:
G. Allan Dunbar, B.Sc., M.Ed.(Melb.).
George R. Heys, B.Sc.(Syd.), T.C.
Thomas G. Radford, B.Sc., B.Ed.(Melb.), T.P.T.C.
Senior Tutor:
David D. Hanson, B.S.(Minot.), M.S.(Nth. Ariz.).
Tutor:
Kenneth J. Wallace, B.Sc.(Hons.)(W.A.).

Laboratory Supervisor:
Josephine B. W. Kenrick, B.Sc., P.G.C.E.(Wales), M.Sc.(Birm.).
Laboratory Assistants:
Linda E. Brown.
Stuart P. Lloyd.

SOCIAL SCIENCES
Principal Lecturer:
Senior Lecturers:
Gordon A. Wilson, B.A., B.Ed.(Melb.), T.P.T.C., M.A.C.E.
Lecturers:
Keith W. Harbour, B.A.(Monash), T.P.T.C.
Geoffrey A. Wigg, B.A.(Hons.)(Monash), T.P.T.C.

Seconded and Assistant Lecturer:
Geoffrey Treloar, B.A.(Qual.)(Monash), T.S.T.C.
Senior Tutor:
Pamela Rehak, B.A.(Hons.)(Monash), T.P.T.C.
RESOURCE CENTRE

Head of Resource Centre:

Service Heads:

Section Heads:
Bonnie Foster, B.S.Ed/Library Science, Kutztown State College, Penna (Curriculum Materials Librarian).

Centre Staff:
Greg Freeland (Attendant).
Barbara Miller (Clerical Assistant).
Theresa Moulton (Clerical Assistant).
Allan Scofield (Technical Certificates Attendant).
Harold Scott, C.M.E.(equiv.) (Attendant).
Pam Spencer (Library Technician).
Ellen Taft (Serials Assistant).
Coral Thomas, M.A.(Edin.), (Circulations Officer).
Pamela Voss (Typist).

DEPARTMENT OF CONTINUATION STUDIES

Co-ordinator: Administrative Officer: Secretary:
Ernest Byrne, B.Sc., Jill Millar Helen R. Byrne
Dip.Ed.(Melb.), T.P.T.C.
ADMINISTRATIVE STAFF

Buildings Officer:  
David M. Taubert,  
A.A.I.B.

Administrative Officers:  
(Academic Registrar's Dept.)  
Peter D'Abbs T.C.  
(Admissions/Examinations)  
Lee C. McDonald  
B.A. (Monash)  
(Publications)  
Lois G. Shuttleworth  
(Student Records)  
Joan Tyson  
(Office Manager)

Assistant:  
Jack Lund

Administrative Officers:  
(Finance):  
Dorothy M. Bines  
Maxwell W. Hunter  
Marjorie Wood  
John A. Simpson

Secretaries:  
Glennis J. Parish  
(Academic Registrar)  
Wendy E. Ratcliffe  
(Vice-Principal)

Receptionists, Typists/Clerks:  
Noelle Harron  
Jacqueline Henderson  
Peg Sprake

Meredith A. Lyons  
(Principal)

Catherine Nelson

S.C.V. TOORAK UNION

Director:  
Beau Reed.

Catering Officer:  
Fred Sforcina.

Community Services Co-ordinator:  
Barbara Henry.

Secretary to Director:  
Julie Walker.
COURSES OFFERED BY
THE COLLEGE
COURSES OFFERED BY THE COLLEGE

The following courses will be offered by the College in 1977.

Bachelor of Education/Diploma of Teaching (Primary)

The Bachelor of Education is a four year course. After three years, students are eligible for the award, Diploma of Teaching (Primary), qualifying them for registration in Victoria as teachers in primary schools.

After teaching for at least one year, graduates of the Diploma of Teaching course are eligible to enrol in the fourth year to complete the Bachelor of Education course.

Conversion Course—a course for certificated teachers wishing to up-grade their qualifications.

A Retraining Course for Ethnic Teachers—an 18 month course, for teachers qualified in their country of origin.

Diploma of Educational Technology—a one year specialist course for experienced teachers.

Graduate Diploma in Education (Music Education)—a one year course aimed to produce graduates who will be able to improve the quality of Music Education in primary schools.

Regulations

The regulations governing courses are set out at the back of the Calendar.

Bachelor of Education/Diploma of Teaching (Primary): pp. 223.
Conversion Course: pp. 225.

BACHELOR OF EDUCATION/DIPLOMA OF TEACHING (PRIMARY)

This course is designed to lay the foundations for effective teaching in primary schools. It should enable students:
(1) to develop knowledge and understanding of the development, characteristics and needs of children as individuals and in groups;
(2) to develop knowledge, skills and attitudes appropriate to the effective accomplishment of their roles as teachers in early teaching situations;
(3) to be competent in general teaching skills, and to be able to relate those skills effectively to the various areas of the school curriculum;
(4) to develop interests and understandings which will assist in their continuing growth as persons and as teachers.

COURSE STRUCTURE 1977

The structure of the four year Bachelor of Education Course is set out below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Studies</th>
<th>Curriculum Studies</th>
<th>General Studies (Elective Subjects)</th>
<th>School Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Child Studies I</td>
<td>Art</td>
<td>Two subjects</td>
<td>7 weeks</td>
</tr>
<tr>
<td></td>
<td>Processes of Learning and Teaching I</td>
<td>Children's Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Child Studies II</td>
<td>Music</td>
<td>One subject</td>
<td>9 weeks</td>
</tr>
<tr>
<td></td>
<td>Processes of Learning and Teaching II</td>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Philosophical and Cultural Bases of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Child Studies III</td>
<td>Health, Physical Education and Recreation Science Social Science</td>
<td>One subject</td>
<td>12 weeks</td>
</tr>
<tr>
<td></td>
<td>Processes of Learning and Teaching III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health, Physical Education and Recreation Science Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Health, Physical Education and Recreation Science Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Processes of Learning and Teaching IV</td>
<td>Special Study</td>
<td>Two subjects</td>
<td>45 days (equivalent)</td>
</tr>
<tr>
<td></td>
<td>Philosophical and Cultural Bases of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophical and Cultural Bases of Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. All subjects in the areas of Professional Studies and Curriculum Studies are compulsory.

2. In the area of General Studies students choose subjects from the courses offered by the following departments: Art, English, Health and Physical Education, Mathematics, Music, Science, and Social Sciences. It is possible to combine these to allow a major study over three years, sub-major studies for two years or single units.

3. School experience is required each year of the course. (See under School Experience Programme).

Admission Requirements
Applicants for admission have completed:
1. Higher School Certificate;
2. or its approved equivalent.

CONVERSION COURSE
T.P.T.C. (2 YEAR) TO DIPLOMA OF TEACHING (PRIMARY)

This course will be conducted on a part-time evening basis in 1977 and as external studies. The subjects offered in the course are specifically related to the current classroom teaching situation. To complete the requirements of the course, eight semester units must be studied successfully, four of which must be curriculum studies, and four professional studies. The subjects in these groups are listed on page 124. Under the present regulations the course must be completed in not less than two years part-time. Deferment of course may be granted, but the course must be completed in six years.

It must be pointed out that the College is concerned with upgrading the initial qualification and that courses completed at the Education Department Teachers Centre may not be accredited towards the Diploma of Teaching. Points gained for these courses are additional to the completed qualification.

Admission Requirements
Applicants for admission to the course must have completed T.P.T.C. (two-year) or approved equivalent, and who have completed a minimum of two years' approved teaching experience.

Acceptance for the course is not affected by lack of Matriculation or Higher School Certificate. Upon satisfactory completion of the course the Diploma of Teaching (Primary) is awarded.

ETHNIC TEACHERS RETRAINING PROGRAMME—A CONVERSION COURSE TO THE DIPLOMA OF TEACHING (PRIMARY)

This eighteen month course is open to migrants who have trained as primary teachers in their own countries and wish to gain the Diploma of Teaching (Primary) as a means of gaining employment as a teacher in Victorian schools.

The course aims:
1. to improve English as a Second Language;
2. to develop skills in communicating with children;
3. to familiarize these teachers with the philosophy of teaching, curriculum and processes of learning and teaching in Victorian schools through course work and school experience.
Course Structure

First Semester
- English as a Second Language
- Art: A Curriculum Study
- Australian Studies
- School Orientation
- School visits

Second Semester
- Processes of Learning and Teaching
- Child Studies
- Language Arts
- Children's Literature
- English as a Second Language
- Mathematics—a Curriculum Study
- Physical Education—a Curriculum Study
- School experience

Third Semester
- Processes of Learning and Teaching
- Child Studies
- Language Arts
- Children's Literature
- English as a Second Language
- School experience
- School visits

Admission Requirements
Applicants for admission must have:
1. completed an equivalent to H.S.C.;
2. completed an equivalent to two years primary teacher training;
3. satisfied other selection criteria which may be imposed by the College from time to time.

DIPLOMA OF EDUCATIONAL TECHNOLOGY
(proposed for accreditation as a Graduate Diploma in 1977)

This course was introduced in 1973 at the invitation of the Victorian Education Department. The course objective is to train selected teachers as educational technology specialists, whose role it is to manage communication processes in education with respect to designing programmes, in co-operation with teachers, and producing teaching and learning materials.

It is envisaged that educational technology specialists will fulfil a need that exists in primary, secondary, technical and independent school resource centres, as well as similar specialist positions in tertiary institutions, the Special Services Division of the Education Department and in industry.

Pre-requisite qualifications for this course are teacher training and a minimum of four years’ teaching experience. Preference is given to applicants who have a background of experience or interest in educational technology.

The Diploma of Educational Technology consists of course work and related field experience. The twelve course units are compulsory and are as follows:

Theoretical Foundations of Educational Technology
- Curriculum Studies
- Educational Psychology
- Theory of Educational Technology

Educational Media Studies
- Audio Visual Techniques
- Educational Television
- Film
- Graphic Design
- Media Workshops
- Photography
Principles of Resource Centre Management

Educational Administration.
Educational Resources.
Library Studies.

Admission Requirements (subject to review under the Graduate Diploma regulations)

Applicants for admission must have completed:
1. A U.G.1 Degree or a U.G.2 Diploma or in special cases, other equivalent qualifications and/or experience.
2. A teacher or educator training course approved by the Board of Studies, which course may or may not be included in 1 above.
3. Four years approved teaching experience or other equivalent experience as approved by the Board of Studies.

GRADUATE DIPLOMA IN EDUCATION (MUSIC EDUCATION)

This course is designed to produce graduates who will be able to improve the quality of music education provided in primary schools either by taking up positions as specialized music teachers within a school or as co-ordinators of music programme within a school or section of a school.

The course aims to further the personal musical development of individuals, and enable students:
1. To develop sufficient knowledge, skills and attitudes to enable them to operate effectively in their work as music specialists, responsible for the planning of a well graded music programme to be implemented throughout the school.
2. To gain through practical experience, a breadth of competence in the basic skills of creating, performing and listening.
3. To gain an understanding of and the ability to use elements common to music of all times and places.
4. To study a variety of music systems and particularly their graded development, as a background for curriculum planning in the school.
5. To demonstrate an understanding of the significance of recent and current trends and developments in Australian education generally.

Admission Requirements

Applicants for admission to the course must have:
1. Successfully completed the course for the three year Diploma of Teaching (Primary) with a three year sequence in music or that which is deemed equivalent by the College Board of Studies.
2. Taught for a minimum of two years subsequent to completion of the initial course.
3. Demonstrated a sufficient level of practical competence.
4. Shown a satisfactory level of competence in basic music concepts before entry to the course.

The Selection Committee shall have power to admit applicants who do not satisfy the above admission requirements, provided that such students do not exceed fifteen per cent of the total intake.

Entrants in this category must have:
1. A minimum of two years teacher training.
2. Subsequent to that training at least four years experience of teaching in schools.
3. Demonstrated a marked aptitude and interest in practical music making and class music.

Selection will be carried out through interview and tests of musicianship, both practical and theoretical.
GENERAL INFORMATION
DIRECTORY OF GENERAL INFORMATION

An attempt is made every year to convey general information to incoming students as personally as possible through the tutor system. This process is assisted by the weekly 'Bulletin' which is an official means of providing person-to-person contact.

The following directory deals with matters of general importance not discussed in other sections of the Calendar.

**Attendance**

All College courses are participatory. They demand the regular presence and involvement of students. Attendance records are kept. Significant breaches of the participation requirement may incur termination of candidature in a subject at any stage during the year.

**Cafe**

A College Cafe has been established within the College Union. It is administered through a committee representative of staff, students and management. It seeks to provide a service on campus at a cost as reasonable as high overhead expenses will allow. It can also cater for special needs and functions.

**Film Society**

Open to staff and students of the College, upon an annual subscription of $8.00.

Belonging to the Society offers the following advantages:
- First priority is offered to members to obtain tickets for the annual Melbourne Film Festival.
- Many films not commercially released can be obtained through the various foreign embassies.

**Accommodation**

No accommodation is available on campus at the College. Accommodation for both male and female students is available at halls of residence controlled by the Education Department.

Most of these are easily accessible by public transport from the College. Both single-sex and co-educational accommodation will be offered.

Preference for such accommodation is given to first year students from the country.

**Marriage (Notification of)**

A student marrying whilst enrolled in the College is required to notify the College of any change in surname and change of address after marriage.

Holders of Education Department studentships and scholarships are also required to advise the Teacher Education Officer.

Women students are requested to especially note the following:
(a) that marriage will not generally alter the obligations under the Studentship Agreement;
(b) that as married women they may not be eligible under present regulations to contribute to the State Superannuation Fund. Superannuation provisions are changing; enquiries on this matter should be taken up with the State Superannuation Board.

**Parking**

This College is well serviced by public transport. Car parking is difficult. Students may use the very limited space behind the east lecture block. There is limited provision for staff parking under that block and in a restricted area to the front of Stonnington.
**Teacher Education Officer**

The Teacher Education Officer, Lesley Hawkins, is normally in attendance at the College on Thursday.

It is important that any queries regarding Education Department studentships and scholarships are referred to her.

She is also available to discuss with all students possible future employment.

When not at the College, she may be contacted at—

Education Department of Victoria,  
Central Region (Prahran)  
475 Chapel Street, South Yarra.  
Telephone: 24 0644.

**Community Services Council**

This Council is one of the three constituent bodies of the College Union. Its activities are centralised through the office of the Community Services Co-ordinator.

The Council provides information and advice relating to employment, housing, legal aid, child care, student loans etc.

Further details are given in the 1977 Diary.

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**STATE COLLEGE OF VICTORIA**

The State College of Victoria is a Body Corporate defined by the **State College of Victoria Act 1972**. In terms of this Act it is given "such powers as are necessary or expedient to advocate the Provision of Tertiary Education in Branches of Learning of Importance in the Preparation of Teachers and especially in the Arts, Humanities and Sciences . . .".

The State College of Victoria is governed by the Senate, whose powers and duties are largely defined in the direction of taking initiatives towards fulfilling the above objective. Specifically, one of the functions of the Senate is that it "shall co-ordinate the activities of the constituent Colleges". To assist it in this function the Senate has created an **Interim Academic Board**. The Act describes the function of this Board as making "such recommendations to the Senate as it thinks proper with respect to instruction, studies, examination, research, admission to degrees and diplomas and other related academic matters in the constituent Colleges".

As at December 1976 the constituent Colleges of the State College of Victoria are the following:

- State College of Victoria at Burwood, 221 Burwood Road, Burwood, 3125.
- State College of Victoria at Coburg, Bell Street, Coburg, 3058.
- State College of Victoria at Frankston, Cnr. McMahons and Hastings Roads, Frankston, 3199.
- State College of Victoria at Geelong, Vines Road, North Geelong, 3215.
- State College of Victoria at Hawthorn, 442 Auburn Road, Hawthorn, 3122.
- Institute of Early Childhood Development, 4 Madden Grove, Kew, 3101.
- State College of Victoria at Melbourne, Grattan Street, Parkville, 3052.
- State College of Victoria—Ruden, Blackburn Road, Clayton, 3168.
- State College of Victoria—Toorak, "Stonnington", 336 Glenferrie Road, Malvern, 3144.
- State College of Victoria—Institute of Catholic Education.

The central office of the State College of Victoria is located at "Invergowrie", 21 Coppin Grove, Hawthorn, 3122.
AWARDS

The State College of Victoria Act 1972 authorises the College to award degrees and diplomas. An award may be conferred on a graduate when a course leading to such an award has been accredited by the interim Senate of the State College of Victoria acting on the advice of its Standing Committees responsible for making recommendations on awards. When a course has been accredited by the State College of Victoria it is referred to the Australian Council on Awards in Advanced Education. The A.C.A.A.E. which promotes consistency throughout the Australian states and territories in the nomenclature and standards of awards in Colleges of Advanced Education, decides whether the award will be registered in the National Register of Awards in Advanced Education. At the time of publication of the Calendar the following awards had been accredited by the State College of Victoria:

- Bachelor of Education (four years).
- Diploma of Teaching (Primary) (three years).

The following awards are being considered for accreditation by the State College of Victoria:

- Diploma of Educational Technology (one year).
- Graduate Diploma in Education (Music Education) (one year).

The awards are recognised by the tertiary institutions and graduates are eligible for registration with the Victorian Teachers Registration Board (Primary).

ACCREDITATION FOR QUALIFICATIONS FROM OTHER INSTITUTIONS

Students eligible to apply for a place in the College course and who have satisfactorily completed requirements of courses in other tertiary institutions may apply for credits to be granted in the relevant subject areas.

While College departments are the decision-makers regarding the granting of credits, the Board of Studies reserves the right to reject an application or to limit the degree of accreditation in all areas of the course.

The policy of the Board is that credits only be granted to the extent that a student's remaining requirements involve him minimally in one year's full-time study towards the qualification sought, whether Diploma of Teaching or Bachelor of Education.

An applicant for credit in any subject must furnish from the other institution:

- the syllabus—content and aims pursued;
- a statement of methods of assessment;
- a statement of results obtained in the subject and in all other subjects taken at the institution.

Only in exceptional circumstances will any consideration be given to an application for credits made after the commencement of the course at the college.
THE RESOURCE CENTRE
THE RESOURCE CENTRE

INTRODUCTION

The sections of the Resource Centre include the main library, school library, curriculum materials library and audio visual library, which will all be separately described below. The total Centre is designed to support all College courses by the provision of educational resources, both human and material. Each area is a self-sufficient unit providing a study area adjacent to ordered sequences of information and materials. In addition, it is possible for all materials to circulate from one central point. A feature of the Centre is its encouragement of formal and informal teaching and learning activities through provision of both the appropriate atmosphere and the facilities necessary for the attainment of this end.

At present, students and staff of the College are considered to have prior rights to the Centre’s service, but it is hoped to extend some services to training schools of the College, to teachers in general, and eventually to the community at large.

Main Library

The largest component of the Resource Centre is the main library. It can accommodate 300 users referring to monographs and serials in atmospheres ranging from that of complete quiet to active discussion. Seating style ranges from comfortable study chairs to lounge chairs. Features of the main library are a special area set aside for the exploitation of standard reference material, such as encyclopaedias and indexes, with reference staff available for consultation at all times; a seminar room able to serve as a film preview room, a library education area and meeting room; and photocopying room. The total collection of current and retrospective serials will be on open access.

The main library is to be thought of as a central information centre which College personnel, teachers in schools and the wider geographical community are welcome to use to an increasing extent.

School Library

A model school library functions as an autonomous unit within the Resource Centre. It provides the materials and facilities normally expected in a primary school library.

Its use in the College relates to both the School Experience programme, where it provides a back-up service for student use of resources in the schools, and to Processes of Learning and Teaching programme, where the active consideration, evaluation and production of teaching materials are made possible for staff and students in the meeting of the requirements of this part of the College course. Students are better able to consider and evaluate the impact of the library in the primary school by means of formal and informal use of this library during their training.

Curriculum Materials Library

This library is a new development, aimed at complementing curriculum laboratories in the subject areas, and providing access to all types of primary level curriculum materials, ranging from courses of study to classroom materials, models and other items. The library performs a consultative role for staff, students and teachers, in the use of this material. In addition, there is the possibility for actual teaching programmes, related to school resources, to take place in the area where the material has been collected and organised, and for activities associated with the production, by individuals, of teaching resources required for use in school or College programmes.

Audio Visual Library

This area, like the others in the Resource Centre, has been designed to serve several related ends. It is the central access point in the College for A-V hardware and software. These materials may be used on the premises or borrowed by

30
students or staff for use in, and away from, the College. It is also an activity area for the production by individuals of simple teaching materials and familiarization with simple techniques required to operate standard equipment. Assistance from A-V library staff, by way of consultation on A-V resources, and in the production of materials is available.

General

Such an expanded vision of the traditional library's role aims to meet the specific requirements of the Teacher Education programme. Space, facilities and an encouraging atmosphere for the carrying out of separate, but related functions concerning resources, should meet the increasing demands for such provision in the immediate future.

A separate handbook, "Guide to The Resource Centre", will be available to new students and staff.

The reader education programme assists staff and students in their use of Resource Centre Services. It also aims to enable students to evaluate and use school library services.
SCHOOL OF PROFESSIONAL STUDIES
SUBJECT CODES

Each subject offered has a four character code, the key to the code is as follows:

1st letter — Department offering the subject
2nd letter — Subject name
1st digit — Year of the course in which the student is enrolled
2nd digit — Length of the subject, in half terms.

For example: English I — Code EB16
  E = Department of English
  B = English I
  1/2/3 = Year of course in which student is enrolled
  6 = Subject duration, 1 year
SCHOOL OF PROFESSIONAL STUDIES

School of Professional Studies comprises four Departments which represent related areas of knowledge, understanding and skill that are considered basic to the preparation and continuing education of teachers. They are the Departments of:

Child Studies which draws principally on psychology and sociology in studies of the child in society.

Processes of Learning and Teaching which is concerned with the teacher and the child in relationship, particularly in formal learning situations. This Department is responsible for the College's offerings in Language Education and for the extensive School Experience Programme.

Philosophical and Cultural Bases of Education which draws on history, philosophy and comparative education in examining the ideas and assumptions which underlie present educational systems and practices.

Educational Technology which provides pre-service students with information and experience in the effective use of a wide range of educational media and offers a Diploma course for media consultants.

The Child Studies and Processes of Learning and Teaching Departments contribute compulsory major studies, and the Department of Philosophical and Cultural Bases of Education a sub-major study, to the College's Bachelor of Education course. Details of subjects offered are listed by Department in the following pages.

In addition, each Department contributes to other College courses. Details may be found under:

- Conversion Course: pp. 138-152.
- Ethnic Teachers' Retraining Course: pp. 154-156.
CHILD STUDIES I

Objectives
Students will be introduced to the major dimensions of child development, and to significant factors operating to shape this development. A basic model of the influences and determinants of behaviour will be initiated and an understanding of the elements involved in this model will be acquired.

Content
1. Factors in child development
   Heredity and environment.
   Genetic transmission.
   The social context.

2. Socialization as a determinant of behaviour
   Man in society.
   Society in man.
   Mechanisms of socialization.
   Psychological interpretations of socialization.

3. Self-concept: its role in child development and behaviour
   The social self.
   Factors in the formation of self-concept.
   Self-concept and personality.

4. Family influences on personality
   The family as a social variable.
   Mother-child interaction.
   Father-child interaction.
   Child-sibling interaction.
   Social dimensions of the family.

5. The family and cognitive development
   Language acquisition.
   Language and class.
   Social class and cognitive style.
   Development of logical thinking.
   Experiential deprivation and perception.

References

Assessment
Students will be able to elect an assessment format appropriate to them from among a series of alternative procedures. These will include assessment by:
1. Examination.
2. A long-term participant observation report.
3. A long-term group project.
4. A series of essay assignments.
5. Presentation of a number of seminars.

DEPARTMENT OF CHILD STUDIES

CHILD STUDIES II

Objectives
1. To acquire knowledge, understanding and appreciation of children's intellectual and affective development.
2. To understand the relevance and implications of this development for the role of the primary teacher and the curriculum.
Content
1. Intelligence and Education
   Theories and measurement of intelligence.
   Intelligence scholastic achievement and social class.

2. Concept Formation, Problem Solving and Creativity
   Theories and strategies of concept learning and problem solving.
   The concept of creativity, its development and assessment.

3. Perceptual and Memory Processes
   Visual perceptual development and reading.
   Short and long term memory.

4. Development of Logical Thinking and the Relationship to Language
   Language and thinking development at school entry.
   Development of logical thinking through the primary school.

5. Motivation and Affective Behaviour
   Motivation and children's learning.
   Personality, learning and adjustment.

6. Development of Children's Self Concept
   Theoretical formulations of self.
   The antecedents of self-esteem.
   Self-concept, academic achievement: implications for teaching.

References

Assessment
An assessment task will be required each term—an essay on a selected topic (1500-2000 words), or a project report (group or individual).

CHILD STUDIES III
ASPECTS OF CHILDREN'S LANGUAGE

Objectives
To assist students to:
1. be familiar with common theories on the child's development of rules for the language he interprets and produces;
2. be able to compare the system the child gradually evolves with models describing English language (with particular reference to syntax);
3. consider how children begin to deal with variation in language, and the varieties of language possible within one classroom. (Special attention will be paid to the problem variation causes for the migrant child);
4. form teaching strategies for oracy and literacy development that consider notions of syntax and variation.

Content
2. Syntactic development 3-5 years.
3. Later syntactic development.
5. Children developing awareness of variety in language appropriateness, register.
6. Language variety in a classroom.
7. Teaching strategies accommodating variety and considering the migrant child.
References

Assessment
1. Practical exercise.
2. Take home test.

BEHAVIOUR AND ADJUSTMENT PROBLEMS OF CHILDREN

Objectives
To assist students to:
1. recognize, understand and handle specific personality, behavioural and adjustment problems of children in the classroom;
2. be aware of the various sources of referral in the community for children who have emotional and other problems, and the procedures involved.

Content
Areas to be covered include:
1. Personality and adjustment of the child.
2. The exceptional child.
3. The culturally disadvantaged child.
4. The physically handicapped child.
5. The autistic child.
6. The hyperactive child.
7. The influence of television on children.
8. Learning difficulties.
9. The aggressive child.
10. The withdrawn child.
11. Habitual stealing/lying.

References

Assessment
1. Seminar paper.

CHILDREN'S COMMUNICATION DISORDERS

Objectives
1. To develop an awareness of the speech and language disorders that children may have, and their aetiology.
2. To enable the student to identify problems which they can effectively deal with themselves, and to have some idea of the procedures of treatment.
3. To know the referral procedures for children with problems requiring other professional assistance.
Content
The course will be a combination of lectures, tutorials and excursions. The students will study the normal anatomy neurological and physiological involvement in speech and language, and then various communication disorders such as hearing loss, deafness, cleft palate, stuttering, voice disorders, childhood aphasia, delayed language and various articulation disorders such as dyslalia, dyspraxia and dysarthria. The speech of handicapped children such as the child with cerebral palsy will also be studied.

References

Assessment
1. A major essay.
2. A class test.

COGNITIVE DEVELOPMENT

Objectives
Students will:
1. build upon knowledge gained in the second year of the course;
2. study the child to ascertain the influence on the development of his cognitive style;
3. study, in depth, at least two theoretical approaches to cognitive development, relating this to the child in the classroom situation.

Content
1. Understanding the underlying principles of cognitive development through studies relating to theories of cognition, e.g. Piaget, Bruner, Guilford, Ausubel.
2. Information processing -- perceptual processes, attentional processes, development of skills, memory.
3. Contributions of cognitive development research to the understanding of child development and teaching.
4. The influences which lead to the development of cognitive style — ways of thinking, concept development, etc.
5. Students will select an area of study from the above for in-depth investigation.

References

Assessment
1. Practical exercises.

DISADVANTAGED CHILDREN: THEIR EDUCATION AND WELFARE

Objectives
Students will:
1. gain an understanding of the situation of the disadvantaged child in the educational and social contexts;
2. develop a model of the teachers' operation as 'counsellors' within the school.
Content

The course will be developed through a series of themes. The emphasis will be on the following:
1. Helping.
2. Communication.
3. Problem areas.
4. Groups and networks as supportive agents.

References

Assessment
1. Seminar paper/project.
2. Essay (2500 words) on analysis and synthesis of the course.

MIGRANT LANGUAGE EDUCATION

Objectives
To assist students to:
1. gain an understanding of issues and particular migrant language problems;
2. gain an understanding of approaches to teaching English as a second language.

Content
1. Language and thought.
2. Language and culture.
3. Language variation.
6. Approaches to T.E.S.L.
7. T.E.S.L. in a multilingual classroom.

References

Assessment
1. Practical exercises.
2. Take home final test.

THE MIGRANT CHILD AND THE SCHOOL

Objectives
To assist students to:
1. gain first-hand experience of migrant children by being involved in a practical programme;
2. develop personal awareness of key elements to consider when developing courses and syllabuses for migrant children;
3. gain an understanding of the social and psychological implications of migration and membership of a minority ethnic group for the school child.
Content
1. The immigrant child.
2. Intercultural situations.
3. Cultural disadvantage in culture-bond schools.
4. Ethnic schools.
5. Effect of culture conflict on the child.
6. Migrant expectations, aspirations and successes in education.
7. Curriculum development and migrant children.
8. Teachers' values and roles in the multi-ethnic classroom.

References

Assessment
1. Case study.

THE PLAY AND DEVELOPMENT OF THE CHILD CD36.8

Objectives
To assist teachers in understanding the emotional, social, physical and moral relevance of play for the development of the child.

Content
The nature and scope of play activities.
Should the educator use play to stimulate learning? Observations of children's spontaneous play and their peer group configurations will be contrasted with classroom role play and simulation games. The place of toys and large equipment in the creative and emotional development of the child will be reviewed.

References

Assessment
1. One report on observations of children's play activities.
2. Seminar paper.

THE PRE-SCHOOL AND THE CHILD CD36.9

Objectives
To assist students to gain an understanding of the issues involved in pre-school education as a preparation for school and how this affects various groups within the society.

Content
The role of the Pre-school in the life of the child, and in preparation for school. An introduction to the work of the kindergarten teacher and the trends in Pre-school education in Victoria will be linked with the child's first year at school.
THINKING AND CREATIVITY

CD36.10

OBJECTIVES

Students will:
1. build upon knowledge gained in the second year of the course;
2. acquire an understanding and knowledge of the concepts of thinking and creativity, their relationship and their relevance to children’s learning and development.

CONTENT

1. Theoretical explanations
   — Gestalt, Cognitivist, Behaviourist viewpoints.

2. Development of thinking
   — stages of development;
   — differences between child and adult thinking.

3. Categories
   — types of thinking, drawing on the work of Bruner, DeBono and Bleuler;
   — distinction between absurdities and creative acts.

4. Assessment of creativity
   — creative children;
   — measures of creativity, psychometric and societal.

REFERENCES


ASSESSMENT

2. Practical tasks with young children.
DEPARTMENT OF PHILOSOPHICAL AND CULTURAL BASES OF EDUCATION

This Department attempts to introduce students to the contribution of Comparative Education, History and Philosophy to both an understanding of the assumptions underlying present educational theory and practice, and the processes by which students may develop and respond to their roles as teachers.

Courses are offered to all second year students, and to Continuation Studies students in College, and by external studies.

All courses are for one half year semester, and all second year students are required to study in two of the three courses in:

PHILOSOPHICAL AND CULTURAL BASES OF EDUCATION I  PB26

Comparative Education: Studies and critical evaluation of education systems in some developing nations, with a projected course in studies of developing countries.

History of Education: Studies in selected areas of nineteenth and twentieth century Australian education, and in the contribution of historical analysis to the interpretation of contemporary Australian education.

Philosophy and Education: An introduction to the philosophical analysis of some principles and practices in Australian education.

Each course will occupy two hours each week in College and will include lectures, tutorials, seminars, and some field work. The second year courses are extended in the projected fourth year of study which may be taken up after full-time teaching experience.

References

Comparative Education:

History of Education:

Philosophy and Education:
DEPARTMENT OF PROCESSES OF LEARNING AND TEACHING

The course in Processes of Learning and Teaching is designed to assist students to formulate a personal teaching model on which they will base their professional practice in the classroom. The studies in each year of the course will be directly related to the field work carried out in the school experience programme.

At various stages in the course emphasis will be placed on small group interaction and involvement with children.

PROCESSES OF LEARNING AND TEACHING I

Contact Hours
Two periods per week throughout the year.

In working with children, both in schools and in the college programme, students are introduced to some of the basic issues relating to teaching, learning and schooling.

In co-operative, learning experiences with teachers, children and lecturers, students will have the opportunities to take a new look at their own and children's learning and to begin to explore what it means to be a teacher.

The questions and issues which will be examined include such things as:

Children and Learning
- What is meant by learning?
- Developing learning experiences with children.
- How do different children learn?
- Children communicating.
- How do we know when children are learning?
- What are we really saying when we use such terms as interest, motivation, intelligence?

Schooling
- What is a school?
- The school as a community.
- The school within a community.
- Parents and schools.
- Teachers in classrooms.
- Coping in different classrooms.

Students' Perceptions of Themselves as Teachers
- Why be a teacher?
- Being a teacher.
- Teacher-child communication.
- Group planning for learning experiences.
- Developing a personal teaching model.

Assessment
Assessment is essentially seen as a personal learning experience. Wherever possible students will be encouraged to take the responsibility for the assessment of their own growth and development as teachers. However in order to fulfill the course requirements students will be expected to take on certain responsibilities.

These will include things such as:
- Care and supervision of children;
- Preparing material for learning experiences;
- Providing material for group discussion;
- Active participation in programme activities.
References

PROCESSES OF LEARNING AND TEACHING II

Contact Hours
Four periods per week throughout the year. Generally two periods per week will be devoted to Section A and two periods to Section B.

Objectives
Although this course has been divided into Sections A and B for convenience of presentation, it is intended that the two areas will be inter-related wherever possible. The order in which the various units are taken in each section may be changed to enable more bridging links to be established.

Section A—Classroom Organization and Teaching Strategies
The aims of this course are as follows:
1. To assist students identify their own individual teaching concerns.
2. To assist students in working upon their own individual teaching concerns.
3. To suggest study of those areas many teachers find important in aiding children’s learning.

This course integrates closely with students’ school experience. In the main it will draw its content from individual students’ school experiences believing that it is valuable to cater as far as possible for linking its subject offerings with real practice as it occurs.

A number of different study areas are available. The amount and extent of involvement in these areas will be dependent upon individual student commitment.

Content listed below is seen as secondary to the way in which students come to appreciate a need for study in areas of teaching technique, classroom organization and curriculum planning.

Section B—Language Education
(a) Students will investigate the nature of language, its relation to thought and its modes of development as a means for interpreting and recording experience.
(b) Students will examine the role of language in the process of education in order to be able to work with primary school children in the development of oracy and its translation to literacy.
(c) Students will gain some insight into the principles of language curriculum development using as a model the inter-relatedness of the language skills that underlies the Victorian Education Department’s new Language Education Curriculum.
(d) Students will be made aware of the need for modifying and adapting language curriculum to the needs of individual speakers particularly where intellectual, linguistic and ethnic differences exist.

Content
Section A—Classroom Organization and Teaching Strategies
1. Classroom management and discipline.
2. Self and others in the classroom.
3. Classroom communication (including questioning and discussion).
4. Concept formation.
5. Discovery learning.
Section B—Language Education

Unit 1: The Nature and Functions of Language
The structure of reality;
Communicative and non-communicative functions;
Introduction to linguistics;
Development of language;
The child as a creative user of language;
Functions of language in the classroom.

Unit 2: The Language Environment
Conditions of oracy;
Child-adult dialogue;
Teacher-child language;
Language strategies.

Unit 3: Literacy
The reading process;
Psycholinguistics and reading;
Perceptual bases to literacy;
The written code.

Unit 4: The Development of Literacy
Phases in the acquisition of literacy;
A range of approaches to develop reading;
A language experience approach;
Reading for learning;
Writing.

Unit 5: The Language Expansion Programme
Language across the curriculum;
Evaluation.

References

PROCESSES OF LEARNING AND TEACHING III

Contact Hours
2 hours per week in each semester.

This course is organized on a two-semester basis. In the first semester students will participate in the Age-Grade programme and in the second semester select some related areas of study from a range of alternatives to be offered.

The course is unified in three ways:
(a) by the general objectives for the year which have guided the course construction for both semesters.
(b) by the practical school based field work which is an integral part of the work of each semester. This takes place in the age/grade level of the student's own choice. An intimate understanding of individual children's needs within the context of the group should develop as should the student's competence in meeting them.

(c) by choice of study areas in the second semester being determined by the student's perception of his/her own professional needs stemming from insights gathered during the Age-Grade programme. They will thus be encouraged to develop personal teaching competence in an individualized programme.

Accordingly a rationale for the choice of study in the second semester will be required to be presented within the context of the assessable first semester report. This will take the form of a work proposal which the student will develop in consultation with his/her Age-Grade workshop tutor.

The Age-Grade Programme (First Semester only)

This programme is designed to provide the opportunity to work intensively with one specific group of primary school children. The specified area for 1977 is that of language skills especially related to reading.

The aims of the programme are:

- To enable the student to develop an awareness of the potential and actual range of abilities and performances within the one group of children, and to gain an understanding of the various factors affecting their learning.
- To focus in particular on one aspect of primary teaching, i.e. the development and refinement of communication skills as utilised in the skill of reading, both at a functional and recreational level.
- To give the student an opportunity to demonstrate that he/she can integrate the growth of communication skills in a way that caters for the total language growth of the child.
- To give the student experience in the handling and interpretation of diagnostic tests as an aid to identifying individual strengths and weaknesses in order to formulate a follow-up programme.
- To give the student experience in catering for the needs of a small group as part of normal teaching procedure. This group exists within the context of the whole class, so as to familiarise the student with a relatively realistic teaching situation. Thus it involves the whole class, small group and individualised teaching, according to special need.

Assessment

Satisfactory completion of a major report.

Options Programme (Second Semester)

This programme acknowledges that students will have individual needs and interests at this stage in their preparation for teaching. The proximity of entry into the profession tends to focus attention on those areas which individual students feel the need to master before taking up classroom duties, so by offering alternatives, this course aims to individualize and personalize the students own learning.

Four basic areas of study will be considered. They consist of:

(a) individualized learning;
(b) evaluation in the educational process;
(c) remedial teaching;
(d) techniques in catering for needs of migrant children.

There will be a wide variety of presentations through which students can combine a personalized learning approach. These are:

1. full semester options;
2. half semester options;
3. individual learning units;
4. contract courses.
All of these will contain certain common planning elements as well as school based activities.

Assessment
This will take various forms dependent on the content of the option and the teaching/learning strategy it employs.
SCHOOL EXPERIENCE PROGRAMME

In each year of the course students visit schools in order to observe child development and behaviour, to gain experience in aspects of primary school organization and classroom strategies and to put into practice the ideas and theories discussed in college. Most of the schools to which students are allotted are state primary schools, with a smaller number of independent schools, while other institutions, such as kindergartens and special schools, are visited in relation to certain courses; for example, Child Studies.

To broaden their experiences, students have opportunity to spend some time at a residential school camp, living, working and playing with children of primary school age. This environment allows students to study child behaviour in a natural setting and to communicate with children in a relaxed atmosphere.

In the third term of second year students may elect to spend three weeks in a small rural school staffed by one or two teachers.

This brief country experience provides students with a different model of school organization and learning programmes and also introduces them to the social environment of the rural school and the teachers role in it.

The school experience programme is planned and co-ordinated by staff members of the Department of Processes of Learning and Teaching, under the leadership of the Head of Department, who is in turn advised by the School Experience Committee. This committee has representatives from college staff, school staffs and college students.

The school experience programme is sequential in nature in order to cater for the progressive development of the students understanding of the educative process and his increasing competence in planning learning situations.

This sequential nature is reflected in:
(a) the specific objectives for each round which progressively extend the dimensions of the teaching experience;
(b) the nature of the teaching tasks designed to fulfil the objectives. These tasks become progressively more complex round by round;
(c) the increasing time spans for which the student accepts responsibility for the class's programme during the round.

Year 1—7 weeks in schools
The field work in this year encompasses mainly the practical components of the following first year studies:
Processes of Learning and Teaching I;
Child Studies;
Art—Curriculum Study;
Children's Literature—Curriculum Study.

The main objectives are:
1. To enable students to gain critical insights into the behaviour of children—both as individuals and as members of a group—through observation and participation.
2. To introduce students to the organization, curriculum, teaching methods and activities of the primary school.
3. To give students the opportunity to observe and talk to children who are engaged in "Art" and "Literature" activities and later to plan learning sessions in these and other subject areas.

Year 2—9 weeks in schools
The areas encountered in first year are developed and extended and work in other curriculum studies is added, namely, Music, Mathematics and Language.

The main objectives are:
1. To promote a more perceptive observation, recording and documentation of children's behaviour, with particular reference to such topics as concept development in the Child Studies course.
2. To give students the opportunity to work in classrooms organized in a variety of ways and to have them carry out in practice the different teaching strategies discussed in the second year of the Processes of Learning and Teaching course.

3. To enable students to carry out teaching programmes in Music, Mathematics and Language based on their curriculum studies in these areas.

**Year 3—12 weeks in schools**

The new emphases in this year are related to the curriculum studies in Science, Social Studies and Physical Education and to the individual learning unit in the Processes of Learning and Teaching course.

The main objectives are:

1. To give students experience in the use of standardized tests and the interpretation of results in planning individualized learning programmes for children who are underachieving in Reading.

2. To enable students to plan and carry out units of work in Science, Social Studies and Physical Education based on their curriculum studies courses in these areas.

**ASSOCIATED TRAINING SCHOOLS**

Sixty-eight state primary schools work co-operatively with the College in the organization of the school experience programme. During each term students spend some time in one of these associated schools. While in the school the student's role is temporarily that of a member of staff working under the direction of the school principal. The schools involved in the programme are set out below. Other schools may be added to the list during the year.

**Albert Park:** (68 3724). Bridport Street, Albert Park, 3206.

**Amatel:** (544 1313). Ferntree Gully Road, Mulgrave, 3170.

**Amadale:** (20 7003). Densham Road, Armadale, 3143.

**Auburn South:** (92 2140). 419 Tooronga Road, Hawthorn East, 3123.

**Bayswater:** (729 1532). Mountain Highway, P.O. Box 82, Bayswater, 3153.

**Bayview:** (277 1005). McLochlan Street, Mount Waverley, 3149.

**Bentleigh East:** (97 1029). 843 Centre Road, East Bentleigh, 3165.

**Bentleigh West:** (97 1223). 1 Brewer Road, Bentleigh, 3204.

**Boroondara North:** (857 5157). Ventnor Street, North Balwyn, 3104.

**Brighton:** (92 3370). Wilson Street, Brighton, 3166.

**Burnley:** (42 3990). Stawell Street, Burnley, 3121.

**Carnegie:** (211 2662). Truganini Road, Carnegie, 3163.

**Caulfield:** (53 3932). 724 Glenhuntly Road, Caulfield, 3162.

**Caulfield North:** (544 1522). 1714 Dandenong Road, Clayton, 3166.

**Caulfield South:** (58 3718). Bunderra Road, South Caulfield, 3162.

**Clayton North:** (544 1522). 1714 Dandenong Road, Clayton, 3166.

**Claytonville:** (57 1652). Mackie Road, East Bentleigh, 3165.

**Coombe:** (560 3528). Baroda Avenue, Glen Waverley, 3150.

**Coomoor:** (798 4764). Coomoor Road, Springvale South, 3172.

**Doncaster East:** (642 1165). Blackburn Road, Doncaster East, 3109.

**Doncaster Heights:** (548 3503). Hislop Street, Doncaster East, 3109.

**Eskernwick:** (96 1973). Murphy Street, Elsternwick, 3185.

**Elwood:** (91 2762). Scott Street, Elwood, 3184.

**Essex Heights:** (277 4664). Essex Road, Mount Waverley, 3143.

**Gardenia:** (56 3291). Landcox Street, East Brighton, 3187.

**Gardiner:** (25 6693). Osborne Avenue, Glen Iris, 3146.

**Glentor:** (81 4338). Manningtree Road, Hawthorn, 3122.

**Glenhuntly:** (211 2913). Grange Road, Glenhuntly, 3163.

**Glen Iris:** (25 3624). Glen Iris Road, Glen Iris, 3146.

**Glen Waverley:** (560 9321). Springvale Road, Glen Waverley, 3150.

**Hampton:** (595 1412). 526 Hampton Street, Hampton, 3186.

**Hawthorn West:** (81 2233). Burwood Road, Hawthorn, 3121.

**Hughesdale:** (57 4009). Brine Street, Hughesdale, 3166.

**Huntingdale:** (544 2318). Clarendon Avenue, Huntingdale, 3166.
Kew: (56 8325). Peel Street, Kew, 3101.
Kew East: (85 9203). Kitchener Street, East Kew, 3102.
Malvern: (20 3950). Spring Road, Malvern, 3144.
Malvern: (211 6281). 21 Tooronga Road, East Caulfield, 3145.
Malvern East: (211 0261). Lloyd Street, East Malvern, 3145.
Manchester: (728 6831). Monomeith Street, Mooroolbark, 3138.
Middle Park: (69 3336). Richardson Street, Middle Park, 3206.
Moorabbin West: (95 1706). Warrigal Road, Oakleigh, 3166.
Oakleigh South: (57 1016). Beryl Avenue, Oakleigh, 3166.
Ormond East: (58 1851). Tucker Road, Ormond East, 3204.
Port Melbourne: (64 1001). Graham Street, Port Melbourne, 3207.
Prahran: (51 4474). 67 High Street, Prahran, 3181.
Richmond: (42 1909). Brighton Street, Richmond, 3121.
St. Albans Heights: (396 3127). Cnr. Stradbroke Drive and Norwich Street, St. Albans, 3021.
St. Kilda: (94 3993). Brighton Road, St. Kilda, 3182.
St. Kilda Park: (84 5825). P.O. Box 8, St. Kilda West, 3182.
Selvey: (25 2421). Winton Road, Ashburton 3147.
South Melbourne: (69 3743). Dorcas Street, South Melbourne, 3205.
South Yarra: (28 3424). 503 Punt Road, South Yarra, 3141.
Spring Valley: (547 3222). Clarke Road, Springvale South, 3172.
Syndal: (232 8200). High Street, Glen Waverley, 3150.
Syndal North: (232 3168). Marcus Avenue, Syndal, 3149, P.O. Box 454, Mount Waverley, 3149.
Syndal South: (232 5277). Montgomerv Avenue, Mount Waverley, 3149.
Toorak: (24 2699). Canterbury Road, Toorak, 3142.
Valkstone: (57 3966). Valkstone Street, East Bentleigh, 3165.
Waverley North: (232 7623). Stephenson's Road, Mount Waverley, 3149.
Windsor: (61 7895). Hornby Street, Windsor, 3181.
Yarra Park: (42 3238). Wellington Parade, East Melbourne, 3002.

Some students are able to gain experience by undertaking school rounds in independent schools. The schools currently used in this programme are:

Camberwell Grammar: (836 6266). 55 Mont Albert Road, Camberwell, 3126.
Caulfield Grammar School Malvern House: (25 7177). Willowy Avenue, Glen Iris, 3146.
Caulfield Grammar School Shaw House: (53 0451). Mayfield Road, East St. Kilda, 3144.
Christchurch Grammar School: (26 3540). 677 Punt Road, South Yarra, 3141.
Currajong: (211 7869). 90 Darling Road, East Malvern, 3145.
Glamorgan: (24 1527). 20 Wallace Avenue, Toorak, 3142.
Lauriston Girls' School: (20 5153). 38 Huntingtower Road, Armadale, 3143.
Little St. Margaret's Pre-School: (20 7106). 395 Barkers Road, Kew, 3101.
Methodist Ladies' College: (81 1448). 207 Barkers Road, Kew, 3101.
Methodist Ladies' College: (81 1448). 207 Barkers Road, Kew, 3101.
Presbili: (80 4039). 395 Barkers Road, Kew, 3101.
Rossbourne House: (81 5627). 131 Power Avenue, Hawthorn, 3122.
Scotch College Junior School: (11 1263). 491 Glenferrie Road, Hawthorn, 3122.
Sherwood: (53 5101). 3 Hood Court, Caulfield, 3162.
St. Kevin's Junior School: (24 6869). "Glendalough", 75 Lansell Road, Toorak, 3142.
St. Michael's School: (25 3105). 268 High Street, Ashburton, 3147.
Strathcona: (836 1811). Prospect Hill Road and Scott Street, Canterbury, 3126.
Trinity: (96 6204). 60 Wellington Street, Kew, 3101.
Wesley College Junior School: (235 3995). High Street Road, Syndal, 3149.
SCHOOL OF GENERAL STUDIES

The School of General Studies offers a programme of studies which seeks to further the personal and professional development of students through the courses provided by the College. The School has seven teaching departments: Art, English, Health, Physical Education and Recreation, Mathematics, Music, Social Science and Science. In the courses for Diploma of Teaching (Primary) and Bachelor of Education (Primary) each of these departments offers a compulsory Curriculum Study which is designed to provide students with sufficient knowledge of curriculum theory and content to enable them to teach effectively in each area of the primary school curriculum. General Studies which, consistent with the requirements for the course, may be elected by the student, are offered as single subjects, sub-major and major sequences. Details of the syllabuses for each subject are given in the sections for each department on pp. 55 et seq.

Each of the departments also contributes subjects to other courses offered by the College. Details of these subjects are set out in the following sections:

- Ethnic Teachers' Retraining Course: pp. 156-165.
DEPARTMENT OF ART

CURRICULUM STUDY—ART (first-year students)  AA16

Time Allotment
One year.

Contact Hours
Lecture/tutorial/practical work. Two hours per week.
All first-year students.

Objectives
For the student—
1. To understand the capabilities and demands of children at various stages of their art development;
2. To gain a knowledge of the educational principles that are involved in the teaching of Art Education;
3. To examine a range of art activities suitable for fulfilling the requirements of the course of study—Art and Craft for primary schools and to explore their creative possibilities;
4. To develop a sympathetic understanding of children and their art which will foster sensitive programme planning.

Content
1. Lectures and Tutorials
   Art as a form of Communication.
   Child Art Expression
   Contribution of Art to the Total Growth of the Primary School Child.
   Creativity and its Place in Art Curricula.
   Experience and Environmental Factors inherent in Art Curricula.
   The Present Art Curricula in Victoria.
   Art and its Organisation in the Primary School.
   Stages of Child Art Development.
   The Art Curriculum for Children with Special Needs.
   Implementing and Evaluating the Art Programme.
   Teaching Considerations in Art Education.

2. Studio Work Activities
   Colour and Light.
   Painting.
   Fabric Making (Threads and Textiles).
   Clay Modelling.
   Experimental 3D Activities.

References
Course of Study for Primary Schools—Art and Craft, Ed. Dept. of Vic.

Assessment
1. Satisfactory attendance and participation in lecture/tutorial and practical work units.
2. Two written assignments of 500 words each based on:
   (a) The Nature of Child Art;
   (b) Planning and Evaluating Art Curricula.
3. Two class tests:
   (a) Mid year;
   (b) End of year—both to be taken within the structure of the tutorial system.

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GENERAL STUDIES—ART I

Time Allotment
Two semesters.

Contact Hours
Three hours per week.

Objectives
Students will—
1. Be introduced to the subject of art and its place in cultural development: their own and that of the community;
2. Develop an awareness of the visual environment, thus enabling them to encourage children toward a similar development;
3. Develop perception and increase cognition, especially in terms of visual images;
4. Be involved personally in experimental studio art activities.

Content
- Philosophy of Art and Perception.
- History of Art.
- Drawing as a Means of Expression.
- Definition of Terms and Media.
- Gallery Visiting.

Practical Studio Work Activities
Students will choose three studio areas from the following: Painting, Ceramics, Printmaking, Jewellery, Fabric Printing, Sculpture, Textile Arts.

Time Allotment Weekly
Will be based upon theory lectures for one hour per week for 24 weeks and two or three hours studio activities per week. Students are expected to spend up to three hours weekly on art reading, art assignments, gallery visiting and practical studio activities.

References

Assessment
1. Satisfactory attendance at all sessions (or to satisfaction of lecturer).
2. Satisfactory participation and completion of studio work.
3. Two written assignments of 500 words minimum each based on pass/fail.
4. Folio of drawings based on requirements of lecturer concerned.

ART II

Time Allotment
Two semesters.

Contact Hours
Three hours per week.

Objectives
For students to—
1. Continue the study of art commenced in Art I, but placing emphasis in this section on contemporary and modern movements;
2. Look at the relationship of each of the arts to each other and to the realms of ideas as shown in philosophy, religion, science, politics, and social history;
3. Participate in a chosen studio area at own level of achievement;
4. Develop an artistic sensitivity by participation in life and costume drawing.

Content
- Studio involvement.
- Student seminars.
- Gallery exhibition evaluation.
- Life and costume work.
- Drawing folio.

Practical Studio Work Activities
One studio study is chosen from the first-year practical activities of Painting, Ceramics, Printmaking, Fashion Design, Jewellery, Fabric Printing, Sculpture, Textile Arts.

Time Allotment Weekly
Will be based on theory for one hour per week, and two or three hours' studio activities per week. Students are expected to spend up to three hours weekly on reading, art assignments, gallery visiting and practical studio activities.

References

Assessment
1. Major essay of 2000 words.
2. Seminar paper (1 hour) based on student selected topic within the major essay framework.
3. Studio area folio to be presented in November (assessed at satisfactory/unsatisfactory).
4. Satisfactory attendance and participation.

PART II—SCULPTURE

The course involves art expression in three-dimensional form. It also enables an appreciation of learning situations through problem solving, work planning, material studies and manual skills.

Main Areas involve the techniques of carving, casting, modelling and assemblage, with materials of wood, plaster, polyester resin, clay, metal and stone.
- **Carving**—Wood carving activities include grain studies and natural forms, gouge chiselling, texturing, wood turning (lathe). Electric tools are permitted. Soft stone is also available.
- **Casting**—Moulds can be made in sand, clay or plaster, using wax, plaster, polyester resin, cement and metal as casting media.
- **Ceramics**—Involves the firing of modelled clay sculptures and the possible use of oxides and glazes for colour and texture.
- **Assemblage**—Students will be encouraged to learn welding/brazing or plastics jointing for construction.

Studies of the history of sculpture and contemporary sculptors are included at lecurette level.

Assessment and Assignments
See above.

References
PART II—PAINTING/PRINTMAKING AC26.2

No previous art, printmaking or painting experience is required. The course is structured to aid in the development of a more sensitive, perceptive and self-confident individual.

It is felt that the student involved in the demands and discipline of the creative act will be better equipped not only to teach imaginatively but provide the climate and understanding in the teaching situation whereby children can develop their creative capabilities.

Maximum opportunity is offered for the student to explore and achieve at his own level.

Greater understanding of the philosophy of art should be gained through relevant fine-art lectures and gallery visits.

Culmination of practical work will take the form of a catalogued exhibition at the end of the year.

Techniques
Students can participate in—
1. Relief Printing.
2. Intaglio.
3. Silk Screen Printing.
4. Oil/Acrylic on canvas.
5. Water Colour.

Historical Studies
Students will also be expected to familiarise themselves with the life, works and times of other painters and printmakers to assist them in the formulation of their own themes and techniques. This study is seen as a means of extending the student’s frame of reference.

Assignments and Assessment
See above.

PART II—CERAMICS AC26.3

This course has as its aim a practical experience designed to introduce the student to “Studio Ceramics”. The course is divided into four main areas:

1. Clay
   Geologic origin of clay; chemical composition; physical nature; kinds of clay; clay bodies; mining and preparation of clay.

2. Glaze and Decoration
   Types of glaze: their use and application; basic oxides, stains, and underglazes. Decorating methods, slips, stains, engobes.

3. Firing
   Clay drying and firing; stacking, types of kilns.

4. Understanding Ceramics
   The past and the present; study of one area of ceramic history, selected from student’s own interest; contemporary ceramics; visits to studios, galleries and exhibitions.

Assignments and Assignments
See above.

References
PART II—JEWELLERY

Although the emphasis is placed on creativity in design and individual solutions to practical problems, the introduction to jewellery making is based on a sound understanding of fundamental design principles, together with production and constructional techniques.

A variety of materials will be used, including such metals as copper, pewter and silver, gem stones of the student's own choice, and other materials, such as wood, leather, acrylic.

The broad considerations of the practical course are cutting, melting and fabricating metal, with an introduction of colour. More specifically, the practical area consists of six major areas for investigation. These are saw piercing, pewter casting in open and closed moulds, ring shank manufacture and decoration, stone setting, enamelling, where broad experimentation is carried out before finished pieces are considered, and jewellery from the found object which relies heavily on individual experimentation. Within this latter area the student makes a choice of materials and objects; consequently planning and production is on a personal level. Hence problems encountered will be of a unique nature. It is hoped that the individual investigation in this area will allow students to question their own value judgements and criteria for jewellery production and its value within the creative framework of the primary art-craft curriculum.

Within the six major areas there will be instruction in the basic skills of soft and hard soldering, heat treatment of metals, metal rolling, hammering, filing, polishing, oxidising and drilling by hand and machine.

Although there are specific history, theory and design lectures, related particularly to the major areas of investigation, the formal theory content of the course is limited and incidental to the progress of each individual group.

Several excursions are conducted each year to galleries, current exhibitions, workshops, foundries, etc. Apart from a general personal interest these are considered valuable in broadening student experiences outside the College environment. They may contribute towards assignments and theory development.

Regular investigation of the comprehensive jewellery section of the College Library is encouraged not only for assignment work, which plays an important role in the progressive assessment of the student, but for personal research, and added background to technique and design. Current monthly jewellery magazines readily available from the library enable all students to keep abreast of up-to-date international trends.

Assessment and Assignments

See above.

References

Periodicals
European Jewellery.
Gold & Silver.

PART II—FABRIC PRINTING

In the first year of Fabric Printing students will become familiar with techniques.

Each area will be treated on an individual and experimental basis. Experiments will include classroom activities and the place of fabric printing in the schools.

To the best of student ability the following areas will be covered:

1. **Screen Printing**
   (a) Experimental printing in the school situation; e.g. potato, leaf, roller and scrap material.
(b) Basic equipment necessary for screen printing.
(c) Screen preparation, table registration and printing.
(d) Experimental screens.
(e) Lacquer on stencil (profilm) screens.
(f) Glue drop-out and photographic screens.
(g) Repeat systems.
(h) Dyes—suitability of dyes for various cloths.

2. Tie-Dye
Similar to (1) above. Experimentation with this medium in these areas, techniques, equipment, dyes, history and suitability in the primary school.

3. Batik
A wax-resist form of textile dyeing whereby students create wall hanging, paintings, tablecloths, furnishings, etc.
Students will be required to submit completed articles in the above areas, presented to the best of their artistic ability.

Assessment and Assignments
See above.

References
Maile, A. Tie and Dye Made Easy, Mills and Boon, 1971.

PART II—TEXTILE ARTS

This course will consist largely of textile activities, decorative or practical, wholly designed and made by the students, who can choose to work in one or more of the following areas:
Weaving;
Spinning;
Embroidery;
Macrame;
Crochet and Knitting;
Rug making.

Students will be expected to read widely on their subject and present seminars to their group, on some aspect of historical and practical textile arts. Visits to galleries and exhibitions of topical subject interest are expected to be made.

Assessment and Assignments
See above.

References

ART III

Time Allotment
Two semesters.

Objectives
For students to:
1. Investigate art from the point of view of the practitioner—the artist;
2. Meet practising artists and discuss art, history of art, the creative process, art in society and art criticism;
3. Work in a studio area along lines of their own interest and choosing.

Content
1. Lectures given by: practising artists; gallery owners; Victorian Arts Centre personnel;
2. Visits to artists studios and galleries;
3. Life and costume drawing.

Practical Studio Activities
Elected from Painting, Printmaking, Ceramics, Jewellery, Fabric Printing, Sculpture, Textile Arts.

Practical studio work will include preparation of a journal, diary and folio to demonstrate measures the student has adopted over the year to broaden his own philosophy of art. Subjects offered as for Art II.

Time Allotment
Based on three hours of lecturer directed activities, but it is expected that an "open" studio situation will be available for developing work by students in "their own" time.

References

Assessment
1. Satisfactory attendance at all sessions (or to satisfaction of lecturer concerned);
2. Preparation and presentation of a paper based on an approved topic;
3. Journal—a diary and folio as above stated, to be satisfactory;
4. Folio of life and costume drawing as required by each studio lecturer;
5. A display of practical work.

PART III—JEWELLERY

Completion of Part II is necessary to allow a logical progression from fundamental processes, increasing personal capability and awareness of possibilities. Hence there is opportunity for student potential to be fully developed.

Although certain requirements and areas of investigation are set out for the student, an attempt is made to orientate the course towards individual development of interest and the skills acquired during Part II.

Emphasis is on individual creativity of design and practical work with more advanced techniques in the use of silver, casting, and current jewellery trends in Australia and overseas.

The practical course consists of two advanced levels of casting, which progress naturally from the students basic contact with pewter casting in Part II. The first casting technique involves "Enclosed Cuttle-Fish Casting" with shaped acrylic as a pressed pattern, and the second involves "Lost Wax Casting" within an investment mould. Silver is the most desirable metal for both techniques.

Students may then select between two alternatives. Either a task involving a set of three items of unified design, e.g. bracelet, ring and pendant; or three single pieces of jewellery concerned with: (a) texture, (b) two colours or more, and (c) segmented piece (assemblage), e.g. pendant with more than one part.

Although there will be obvious variations of approach, particularly in more specific areas of assignment work, general attitudes towards theory presentation, assignments, excursions and library usage is very similar to that in Part 2.

Assessment and Assignments
See above.
References

Periodicals
European Jewellery.
Gold & Silber.

PART III—CERAMICS

Successful completion of Part II is required. A practical experience is continued to greater proficiency. Wheel throwing in addition to the development of expertise in handbuilding and designs for ceramic murals. Main emphasis will be on stoneware and its production.

1. Clay
   Types of stoneware body; raw materials; blending and preparation.

2. Glaze and Decoration
   Glaze composition theory, glaze types, rock, ash, feldspatic; use of basic oxides and stains. slips, engobes, wax decoration.

3. Firing
   Clay drying; firing; slacking; building of outdoor kiln, oil or gas.

4. Understanding Ceramics
   Study of a studio potter, and his place in contemporary society; visits to studios, galleries, exhibitions; students exhibit works.

Assessment and Assignments
See above.

References

PART III—PAINTING/PRINTMAKING

The second year of this subject is continued as an extension of the previous year (see Part II).

See Introduction to Art III.

Assessment and Assignments
See above.

References
An extensive library list allows students to pursue chosen areas, periods and artists.

PART III—FABRIC PRINTING

Students who have completed Fabric Printing Part II will, with the help of the lecturer in charge evolve an individual course of study in any one of the areas of fabric printing.

The course is to be one of practical involvement whereby experimentation with all aspects of the particular area will be encouraged.
For example, a student may wish to study in depth the technique of "Batik" and include such areas as: History, styles, dyes, sources of inspiration, materials suitable for batik application, and the place of batik in the primary school.

Assessment and Assignments
See above.

References

PART III—SCULPTURE AC36.5
The course involves a development of ideas and manual skills with the techniques and materials used in Sculpture Part II. Students will be encouraged to develop an interest area around a material, a technique or an expression theme. Students who have studied other art areas at Part II level will be encouraged to incorporate these in their sculpture designs, e.g. painting, fabric design, pottery can be treated three-dimensionally.

Assessment and Assignments
See above.

References

PART III—TEXTILE ARTS AC36.6
An expansion of the work in Part II, continuing with chosen field in a more advanced way, or experimenting with other areas of textile arts. At least one major work of a decorative nature will be expected.

As in Part II, seminar presentations will be made, which may take the form of a student organised excursion.
Gallery and exhibition visits will be obligatory.

Assessment and Assignments
See above.

References
DEPARTMENT OF ENGLISH

English courses for Bachelor of Education and Diploma of Teaching (Primary) are grouped in two divisions, each having a different contribution to make in the total plan of the course. The first division provides Curriculum Studies in English and is taken by all first-year students. The second division provides General Studies for students who choose to extend their personal development in the English field. Several optional General courses are available at each year level. A course completed in one academic year qualifies the student in English I. A further course completed over a subsequent year qualifies for English II, and a third course completed over yet a further year qualifies for English III.

CURRICULUM STUDY—CHILDREN'S LITERATURE (first-year students)  EA16.

Contact Hours
Two lectures a week.

Objectives
To introduce students to a wide variety of literature for children, and to acquaint them with methods of presenting literature in the classroom.

Content
Novels: This is a suggested list only. The inclusion of any novel is finally dependent upon its availability in 1977.

John Christopher. The Lotus Caves.
C. S. Lewis. The Lion, The Witch and The Wardrobe.
Antoine de Saint Exupery. The Little Prince.
Phillipa Pearce. Tom's Midnight Garden.
A. A. Milne. The House at Pooh Corner.
Patricia Wrightson. The Nargun and the Stars.
Theodore Taylor. The Cay.
Ann Holm. I am David.
Ivan Southall. Hill's End.
Leon Garfield. Smith.
Colin Thiele. Sun on the Stubble.
Patricia Wrightson. I Own the Racecourse.
Kenneth Grahame. Wind in the Willows.
Ivan Southall. Let the Balloon Go.
Ted Hughes. The Iron Man.
Pearl Buck. The Big Wave.
Rosemary Sutcliff. The Chief's Daughter.

Short Stories: Stories for study in class will be selected from one or two of the following:

Leon Garfield (ed.). Baker's Dozen.
Colin Thiele. Rim of the Morning.
Joan Aiken. A Necklace of Raindrops.
Ted Hughes. How the Whale Segan and Other Stories.
Phillipa Pearce. What the Neighbours Did.

Opportunities for intensive study of further authors chosen by the students will be given. Students are also expected to become familiar with a wide range of general children's fiction.

Poetry: Extensive study of poetry suitable for primary school will be required. Anthologies will be recommended.

Mythology: This involves a study of myth and legend, folktale and fairy tale, ballad and nursery rhyme, appropriate for use with children. Students will be expected to study some area of their own choice in depth.
Prescribed Texts

However, students will be required to read more widely in this area.

**Picture Story Book:** These will be studied for literary merit and content, as well as for design and visual appeal. A variety will be made available to students. Students may be required to create picture story books themselves.

**Popular Fiction:** This includes such authors as Enid Blyton and Captain W. E. Johns, and comics. A study of the language and content will be made, in an attempt to establish some views on the value of such literature, and its use in schools.

**Drama:** This will involve a study of the use of drama to encourage and develop an appreciation of myth, story and poetry.

**Method**
The above studies will be related to the teaching of literature in the classroom. Students will be expected to carry out practical work on the method of teaching literature, both in class teaching and in small projects in the forms of observation and information collection.

Other method areas are:

**Integrated Curriculum:** A study will be made of the way literature can lead to or arise from activities in other subject areas.

**Creative Writing of Stories and Poetry:** This is the literature which children create for themselves. Discussion of the value of creative writing, including creative writing arising from literature and other methods of stimulating such writing, and the evaluation and correction of children's writing. Students will be expected to attempt some creative writing themselves, and to collect examples of writing by children for discussion.

**Reading Aloud and Telling Stories:** Students will be expected to develop skill in reading aloud in the following areas: story books, short stories and serialised novels, and poetry. Practical experience will be required during school visits.

**Assessment**
Assessment will be by assignments, class tests and other class tasks.

**References**
Students will be required to purchase at least one of the four texts marked with an asterisk. Apart from this it is not expected that students purchase the books listed here, although during the year they may find it of value to own certain reference texts.

**General:**
*Children’s Literature in Education.* A.P.S. Publication Inc. (Journal).
*English Curriculum Development in the Primary School.* C & R Branch, Education Department, Victoria, 1970.

**Method:**

**Integrated Curriculum:**
Creative Writing:

Drama:

Popular Fiction and Comics:

Poetry:
Sussams, T. W. *Poetry and the Teacher*.

GENERAL STUDIES
For 1977 four alternative courses are offered at each year level as indicated in the following diagram:

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>FILM STUDY</th>
<th>DRAMA</th>
<th>LITERATURE</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (available as Part I)</td>
<td>A</td>
<td></td>
<td>Childhood and Youth</td>
<td>Women and Fiction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 2</th>
<th>FILM STUDY</th>
<th>DRAMA</th>
<th>LITERATURE</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (available as Part I or II)</td>
<td>B</td>
<td></td>
<td>Contemporary Fiction for Children</td>
<td>Women and Fiction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR 3</th>
<th>FILM STUDY</th>
<th>DRAMA</th>
<th>LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (available as Part I, II or III in 1977)</td>
<td>A</td>
<td></td>
<td>Childhood and Youth</td>
</tr>
</tbody>
</table>

Any of these courses may be taken as a single subject in English. Students seeking combinations to make up sub-major or major studies over separate years of the course may choose flexibly in terms of the alternatives available to each particular year. Clearly it would be possible to construct a major sequence in a single area such as Film, Drama or Literature (fourth-year courses will eventually be available in C and D streams); or a major may be made up of different areas as in, say a progression from Literature to Film B to Drama C.
Students should note that the pattern of specific options tends to change from year to year according to numbers selecting English and to variations in staff and to the tastes of interested students. Courses can be mounted only when sufficient numbers elect them. The opportunity to make elections usually occurs at the end of second term in the previous year.

Each course is planned to span the academic year. Class contact involves three periods per week. The description of each course is set out below.

ENGLISH I

FILM STUDY A

The course provides a study of various aspects of cinema through study of particular films and through practical workshops in Super 8 mm film-making.

1st Term

Workshops on the use of Super 8 mm equipment including cameras and editing equipment. These workshops will also introduce concepts such as narration, the image, editing, the flow and condensation of time in film.

During the term a number of short films will be discussed. They include: Pas de Deux, Tamer of Wild Horses, Phoebe and Legault's Place.

2nd Term

The Private Detective Film and The Romantic Comedy.

Films will include:
The Long Goodbye directed by Robert Altman.
Chinatown directed by Roman Polanski.
The Maltese Falcon directed by John Huston.
Harold and Maude directed by Hal Ashby.
His Girl Friday directed by Howard Hawks.
My Man Godfrey directed by Gregory la Cava.

3rd Term

The Workshops in film-making will resume and students may work either individually or in small groups to produce a short film.

The concept of "authorship" or "auteur" in cinema: the study of particular directors.

Citizen Kane and Touch of Evil directed by Orson Welles.
The Unfaithful Wife and The Butcher directed by Claude Chabrol.
Frenzy and North by Northwest directed by Alfred Hitchcock.

Assessment

There will be no examination in this subject. Students will present one essay, one tutorial paper and a short film. At the end of the year, they will be asked to present a research paper on a particular area of interest either in film-making or a study of film styles, particular directors or the visual media.

Emphasis will also be placed on the participation and interest of students in the areas of study and activity in the course.

DRAMA A

The drama course detailed below is designed to assist students to analyse and explore writing for the theatre from a variety of standpoints. The discipline encompasses the development of literary critical skills and production skills, as well as allowing personal development through a series of 'drama workshops'.

The workshop, whilst not adopted exclusively, represents a significant factor when considering the overall teaching techniques adopted for this subject. Workshops involve a basic introduction to acting exercises; theatre 'games' are played which explore the expressive potential of body and voice; and scenes are improvised to allow an immediate encounter with the atmosphere and situations that are basic to all drama. These activities not only allow for personal growth but also relate directly to the development of teaching skills and techniques for use in the primary classroom.
It is envisaged that one of the plays for study will be performed in the College theatre. The courses are not, however, designed to train professional actors. What the courses do set out to do is encourage and assist in the maximum possible creative and expressive development of the person.

Prescribed Reading
Aristophanes. Lysistrata.
Anon. Everyman.
Shakespeare. W. Hamlet.
Ibsen. H. Hedda Gabler.
Strindberg. A. Miss Julie.
Lorca, G. House of Bernarda Alba.
Schauffler. P. Equus.
Stoppard. T. Rosencrantz and Guildenstern are Dead.
Theatre Workshop and Charles Chilton. Oh What a Lovely War.
Brook. P. The Empty Space.

CHILDHOOD AND YOUTH  

Objectives
This course aims to:
(a) extend student's sympathies and experience of children and adolescents through a direct and critical engagement with literature;
(b) develop an awareness of the unique insights into childhood and adolescence that may be found in literature and film.

Contents and Presentation: The course will be divided into core and elective areas. The core will include a study of poetry, drama, film and fiction. Prescribed texts are indicated by asterisks.

Elective Areas: In addition, lecturers will choose in consultation with their different groups eight further texts. These texts could be grouped to allow the discussion of a theme, (e.g. growing up in Australia, growing up in war-time, the child as symbol of human oppression and of innocence, etc.) period (e.g. nineteenth-century childhood or contemporary childhood), genre (e.g. a study of films which focus on the experiences of childhood and myth, drama, the short story, autobiography), setting (rural, urban etc.). This choice of texts should open up a number of areas for group and individual research.

Core
1. Poetry: No set text. A selection of poems will be distributed to students in class and could include selections from the following poets: Wordsworth, Blake, Frost, Roethke, Stevenson, Milne.
2. Drama: *Green, Cliff. Marion.
3. Film: Spirit of the Beehive.
4. Fiction:
   (a) Short Stories
       *Mansfield, Katherine. Bliss and Other Stories.
       A number of additional short stories may be distributed to students in class.
   (b) Novels
       *Bawden, Nina. Squib (for first-year students).
       *Fox, Paula. Blowfish Live in the Sea (for third-year students).

Elective Study: Selections from eight of the following:
Drama:
Shaffer. Equus.
Gray, Spoiled.
Picasso. The Four Little Girls.
Shakespeare. Romeo and Juliet.
Kenna. A Hard God.
Film:
Il. Amarcord.
The Go-Between.
The Effects of Gamma Rays on Man in the Moon Marigolds.
Kes.
Great Expectations.

Prose:
This list includes adults', adolescents' and children's novels, short stories and autobiographies.
Bronte. Wuthering Heights.
McCallers. Member of the Wedding.
Dickens. Hard Times.
Dickens. David Copperfield.
Steed. The Man who Loved Children.
Golding. Lord of the Flies.
Crane. The Red Badge of Courage.
Greene. A Sort of Life.
Greene. A Fallen Idol.
Delaney. A Taste of Honey.
Durrell. My Family and Other Animals.
Frank. The Diary of Anne Frank.
Zindel. The Pigman.
Martin. The Cabbie's Daughter.
Southall. Josh.
Donovan. I'll get there, it better be worth the trip.
Mayne. The Incline.
Greene. He Likes me I reckon, maybe.
Reed. Fifth Form at St. Dominics
Hautzig. The Endless Steppe.
Lindsay. Picnic at Hanging Rock.
Brimmsmead. Pastures of the Blue Crane.
Llewellyn. How Green was My Valley.
Hartley. The Go-Between.
Salinger. Catcher in the Rye
Austen. Mansfield Park.
Lawrence. Sons and Lovers.
Lessing. Martha Quest.
James. The Turn of the Screw.
Forster. A Room with a View.
Waterhouse. Billy Liar.
Hesse. Demian.
Bawden. Anna Apparent.
Horne. The Education of Young Donald.
McCarthy. Memories of a Catholic Girlhood.
Richardson. The Gettng of Wisdom.
Fox. Blowfish Live in the Sea (for third-year students).
Bawden. Squib (for first-year students).
Thiele. Rim of the Morning.
Weiss. The Loner.
Hinton. That was then, this is now.
Holm. I am David.
Neville. It's Like This, Cat.
Charlwood. All the Green Year.
Cormier. The Chocolate War.
Meredith. The Ordeal of Richard Feverel.
Twain. Huckleberry Finn.
This course is intended to open up a number of different perspectives on the way women have been presented or present themselves.

There is one starred text which is compulsory.

This text is Anna Karenina.

From the remaining fairly long and comprehensive list lecturers will choose, in consultation with their different groups, eight further books. These eight may be grouped in any number of ways (e.g. under theme, period, heroines. Australian Women's fiction, the woman as activist, the woman as artist; women and madness) and a discussion of them could lead to more wide ranging questions (e.g. the importance of historical, societal and cultural expectations; are there any "givens" in the human situation which are independent of time and place? To what extent is man's demeaning of women a demeaning of himself; etc.).

Selections from Poetry
Shakespeare. Sonnets.

Short Stories
Anais Nin. Short Stories.
G. Greene. May We Borrow Your Husband.

Drama
G. B. Shaw. Saint Joan.
Euripides. The Trojan Women.
Euripides. Medea.
Shakespeare. Antony and Cleopatra.
Shakespeare. Romeo and Juliet.
A. Strindberg. Miss Julie.
Aristophanes. Lysistrata.
Anouilh. Antigone.
J. Hopkins. Talking to a Stranger.

Prose
M. Spark. Prime of Miss Jean Brodie.
Flaubert. Madame Bovary.
James. Portrait Of A Lady.
James. The Bostonians.
Drabble. The Millstone.
Alcott. Little Women.
Defoe. Moll Flanders.
Richardson. Clarissa.
Richardson. Pamela.
K. Porter. Pale Horse, Pale Rider.
V. Woolfe. A Room Of One's Own.
Mitford. Zelda.
L. Strachy. Queen Victoria.
V. Packard. The Sexual Wilderness.
D. Lessing. The Grass is Singing.
Anais Nin. House of Love or The Diaries.
Rosalie Stevenson. Thinking About Women.
A. Trollope. Can You Forgive Her?
D. H. Lawrence. Lady Chatterley's Lover.
*Tolstoy. Anna Karenina.
C. Bronte. Jane Eyre.
Austen. Pride And Prejudice.
Austen. Emma.
H. Waddell. Peter Abelard.
Eliot. Middlemarch.
Plath. The Bell Jar.
Skinner. Our Hearts Were Young and Gay.
D. Cecil. Lord Melbourne.
ENGLISH II

FILM STUDY B

The course provides a study of particular areas of cinema, and includes practical film-making, exploring narrative, animation, and sound film. There will be a four-week workshop at the beginning of the year, followed by study of Hollywood cinema in the 1930s.

Term 1
Shanghai Express and Morocco by Josef von Sternberg.
American Madness by Frank Capra.
Mildred Pierce by Michael Curtiz.
My Reputation by Curtis Bernhart.

Term 2
This will continue with workshops in film-making for the first three weeks of the term. Films to be studied will deal with the theme of the outsider in society. Selection of the following films will be dealt with.

Sunday, Bloody Sunday by John Schlesinger.
The Hustler by Robert Rossen.
Juliet of the Spirits by Frederico Fellini.
Two or Three Things I Know About Her by Jean-Luc Godard.
The Loneliness of the Long-Distance Runner by Tony Richardson.
If by Lindsay Anderson.
Rachel, Rachel by Paul Newman.
The Outsider by Visconti.

Term 3
Students will complete the short films which they began in Term 2. The films studied will include those of two directors
Viridiana, Los Olvidados and Discreet Charm of the Bourgeoisie by Luis Bunuel.
Nashville and Brewster McCloud by Robert Altman.

Assessment
There will be no examination in this subject. Students will present one essay, one tutorial paper and a short film. At the end of the year, they will be asked to present a research paper on a particular area of interest either in film-making or a study of theory, ideas, particular directors or the visual media. Emphasis will also be placed on the participation and interest of students in the areas of study and activity in the course.

DRAMA B

As in Drama A this course is designed to assist students to analyse and explore writing for the theatre from a variety of standpoints. The discipline encompasses the development of literary critical skills and production skills, as well as allowing personal development through a series of 'drama workshops'.

The workshop, whilst not adopted exclusively, represents a significant factor when considering these overall teaching techniques adopted for this subject. Workshops involve a basic introduction to acting exercises; theatre 'games' are played which explore the expressive potential of body and voice; and scenes are improvised to allow an immediate encounter with the atmosphere and situations that are basic to all drama. These activities not only allow for personal growth but also relate directly to the development of teaching skills and techniques for use in the primary classroom.
It is envisaged that one of the plays for study will be performed in the College theatre. The courses are not, however, designed to train professional actors. What the courses do set out to do is encourage and assist in the maximum possible creative and expressive development of the person.

**Prescribed Reading**

Marlow, C. *Dr. Faustus.*
Tourneur, C. *The Revenger's Tragedy.*
Shakespeare, W. *A Midsummer Night's Dream.*
Ionesco, E. *The Bald Soprano.*
Weiss, Marsel-Sade.
Pinter, H. *The Birthday Party.*
Höber, J. *Dimboola.*
Ts poetic, P. *Ziger Zagger.*
Williamson, D. *The Removals.*
Stanislavski, C. *Building a Character.*

**Assessment**

There will be no examination in this subject. Students will, however, be expected to successfully complete one essay and one tutorial paper; to participate in the production mentioned in the introduction; and to keep a theatre log book recording the working processes involved in the selection, rehearsal, and performance of the performance project—and to record other ideas which arise during classes, such as games played during workshops—and to record any relevant criticism, and theatre reviews.

**CONTEMPORARY FICTION FOR CHILDREN EC26.3**

**Objective**

To extend students' knowledge of contemporary fiction for children through exploring and evaluating the literary qualities of selected novels written during the past twenty years.

**Content and Presentation**

The course will be divided into a core and a number of elective areas. The fiction to be studied in the core section is grouped to enable the discussion of a number of topics. Two novels from each group will form the basis of class discussion but students will be expected to read more widely. Prescribed texts are indicated by an asterisk and additional texts will be decided in consultation with the class.

**Core**

1. **Home, School and Family Stories**
   *Pearce, A. *Phillipa: A Dog So Small* and one of the following:
   - Bawden, Nina. *The Peppermint Pig.*
   - Neville, Emily. *It's Like This, Cat.*
   - Armstrong, W. *Sounder.*

2. **Historical**
   *Treece, Henry. *The Dream Time* and one of the following:
   - Aiken, Joan. *The Wolves of Willoughby Chase.*
   - Donkin, Nance. *House by the Water.*
   *Sutcliff, Rosemary. *Dawn Wind.*

3. **War**
   *Kerr, Judith. *When Hitler Stole Pink Rabbit* and one of the following:
   - Balderson, Margaret. *When Jays Fly to Barbomo.*
   - Kerr, Judith. *The Other Way Round.*

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Hautzig, Esther. The Endless Steppe.
Bawden, Nina. Carrie's War.
Paton-Walsh, Jill. Fireweed.
Lingard, Joan. The Twelfth Day of July.
Greene, Bette. Summer of My German Soldier.

4. Adventure
*O'Dell, Scot. Island of the Blue Dolphins and one of the following:
Bawden, Nina. A Handful of Thieves.
Fox, Paula. How Many Miles to Babylon?
Linas, David. Run for Your Life.
Southall, Ivan. To the Wild Sky.
Cresswell, Helen. The Nightwatchmen.
Phipson, Joan. The Boundary Riders.

5. Science Fiction
*Wrightson, Patricia. Down to Earth and one of the following:
Norton, Andre. Dark Piper.
Clarke, Arthur C. Islands to the Sky.
Christopher, John. The White Mountain.
Steele, Mary Q. Journey Outside.
Mayne, William. Skiffy.
Dickinson, Peter. Heartease.

6. Self and Society
*Zindel, Paul. The Pigman and one of the following:
Hentoff, Nat. Jazz Country.
Townsend, John Rowe. The Intruder.
Brimsmead, Hespa. Beat of the City.
Southall, Ivan. Let the Balloon Go.
Konigsburg, E. L. From the Mixed Up Files of Mrs. Basil E. Finkweier.

7. Animal Stories
*Adams, Richard. Watership Down and one of the following:
De Jong, Meindert. Along Came a Dog.
Burnford, Sheila. The Incredible Journey.
Boston, Lucy M. A Stranger at Greenknowe.
Hoban, Russell. The Mouse and his Child.
Kidder, Margaret. A Dog Called George.

Elective Areas

Students will be expected to read widely in areas of their choice and to undertake a project which involves them in research of a comprehensive and critical nature. Some of the possible elective areas that could be studied in group or individual projects are listed below.

1. A survey of contemporary picture-story books with particular attention given to the works of author illustrators — e.g. Charles Keeping, Maurice Sendak, Ted Greenwood, etc.
2. A critical and comprehensive survey of literature related to a particular topic, e.g. Violence, Sexism, Adventure, Isolation, etc.
3. Australians Children's Literature, e.g. (a) a survey of the history of Australian Children's Literature; (b) a comprehensive study of contemporary Australian Children's literature.
4. Contemporary Short Stories for Children — a critical study of selected short stories including stories by Colin Thiele, Philippa Pearce, etc.
5. Awards and Children's Literature, e.g. A study of award-winning novels for the last twenty years with a critical assessment of the implications of such awards.
6. Creative writing, e.g. write a novel or a series of short stories for children.
7. Special Author: Select a major contemporary author, e.g. Bawden, Mayne, Garfield, Southall, Wrightson, Thiele, etc. and prepare a critical study of his/her work assessed against a background of contemporary trends in children's literature.
The six texts in the undermentioned list which are asterisked are compulsory. In addition students will be required to read four further texts from the list—and these will be chosen at the beginning of the year in consultation with the lecturer concerned.

Selections From:

Poetry
Miroslav Holub. Selected Poems.
An Anthology of Modern American Poetry.
An Anthology of Modern Australian Poetry.
An Anthology of Modern British Poetry.

Drama
Tom Stoppard. Rosencrantz and Guildenstern are Dead.
Peter Weiss. Marat-Sade.
Jean-Paul Sartre. No Exit.
David Williamon. The Removalists.
*Bertold Brecht. Mother Courage.
Edward Albee. A Delicate Balance.
Harold Pinter. The Birthday Party.
Samuel Beckett. Waiting for Godot.
Arthur Miller. Death of a Salesman.

Short Stories
*James Moffett and Kenneth McElheny (eds.). Points of View.
James Joyce. Dubliners.
*Katherine Mansfield. Bliss and Other Stories.
Flannery O'Connor. Everything That Rises Must Converge.
Ursula LeGuin. Selected Short Stories.
Virginia Woolf. The Haunted House and Other Stories.
Frank O'Connor. My Father's House and Other Stories.
Hal Porter. Selected Short Stories.
George Orwell. The Decline of the English Murder and Other Essays.
Katherine Ann Porter. Flowering Judas and Other Stories.
Katherine Ann Porter. The Leaning Tower and Other Stories.
F. Scott-Fitzgerald. The Crack-Up and Other Stories.

Novels
Hermann Hesse. Narsiss and Goldmund.
Colette. My Mother's House.
Alan Garner. Red Shift.
Joseph Heller. Catch 22.
Ken Kesey. One Flew Over The Cuckoo's Nest.
Paul Zindel. The Pig Man.
James Dickey. Deliverance.
*Robert Penn Warren. All The King's Men.
Anthony Burgess. A Clockwork Orange.
Nathaniel West. The Day of the Locust.
F. Scott-Fitzgerald. The Great Gatsby.
Muriel Spark. The Prime of Miss Jean Brodie.
Kingsley Amis. Lucky Jim.
Saul Bellow. Henderson the Rain King.
Bernard Malamud. The Assistant.
Graham Greene. Travels With My Aunt.
Ernest Hemingway. Fiesta.
Patrick White. Voss.
Carson McCullers. The Heart is a Lonely Hunter.
Anthony Powell. Dance to the March of Time.
DEPARTMENT OF HEALTH, PHYSICAL EDUCATION AND RECREATION

CURRICULUM STUDY—HEALTH AND PHYSICAL EDUCATION (third-year students)

HA36

Objectives

Physical Education

Through lectures and practical laboratory classes, to enable the student to:

1. Develop an awareness of Physical Education as an integral part of the educational process using movement as its medium of learning and expression.
2. Appraise the view that human movement is an important source of meaning for the child.
3. Develop an understanding of the role of the teacher in relation to the need of the child for movement experiences.
4. Develop an understanding of those inter-related aspects of Health, Physical Education and Recreation within the broad scope of the Primary School curriculum.
5. Develop a basic knowledge of what to teach in practical activity areas and how to order what is taught.
6. Plan, develop and teach a continuous and progressive programme of Physical Education which reflects an awareness of the various stages of growth and development of children.

Health Education

1. Develop and increase knowledge in specialist fields of Health and specific contemporary health areas.
2. Plan, develop and teach a programme of Health Education.

Time Allotment

Two hours per week throughout the year or its equivalent.

Theoretical Section

It may be possible to undertake work in either a Health or Physical Education strand. However there will be a common theoretical content area examining Health and Physical Education from a teaching perspective. This arrangement will be available subject to constraints of facilities, staffing, timetabling and student demand.

Physical Education

1. Rationale for teaching of human movement
   Significance of movement; search for knowledge, exploration, desire for experience.
   Purpose, scope and trends in Physical Education in the Primary School.
2. Curriculum considerations
   A study of theories of movement which have influenced curriculum development in Physical Education, with specific reference to movement education.
   Examination of relevant Curriculum Guides.
3. Implementing the curriculum
   Organizing and planning the programme. Schemes of work and lesson planning.
   Factors affecting programme planning. Facilities, materials and equipment.
   The school situation — how it is now; how it can be improved.

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4. **Special Methods of teaching Physical Education**


Teaching for skill mastery. Skill progressions.

Creativity and innovation in games.

Accident prevention and safety precautions.

5. **Evaluating the curriculum**

Tests and measurements in Physical Education.

6. **The adapted Physical Education curriculum**

Perceptual-motor programmes.
Special physical education.

7. **Community Recreation in schools**

**Health Education**

1. The concept of health. Theories of health.
Factors operating in health and disease.

2. Insights into health related behaviour.


Overview of Health Education programmes in Primary Schools.

The relevance of the Health Curriculum to the needs of the Primary School child.

4. Choice of study in areas such as the following: dental health; safety education; family life-sex education; nutritional health; emotional and social health; consumer health; medical and non-medical use of drugs; the handicapped child.

5. Recognition and management of the sick child.

6. Emergencies in the classroom. Artificial resuscitation; resuscitation and external cardiac compression.

**Practical Work**

A study of the following activity areas undertaken in relation to the above theoretical aspects — gymnastics; dance; ball-handling skills and games; athletics; swimming; outdoor adventure activities.

Other activities may include — small apparatus work, tabloid sports, individual and partner activities, relays, 'new games'.

Stress will be placed on the acquisition of skill and teaching related to movement experiences in the Primary School programme. Experiences gained in these areas would provide a basis for planning and conducting Physical Education lessons during the School Experience programme.

A modified programme in the major activity areas may be available to students who have had previous experience in the General Studies programme in the Department of H.P.E.R.

**Assessment**

Satisfactory attendance and participation in lecture/seminar and practical work.

The following forms of assessment may be used: written assignments in teaching units; tests in practical work; collection of resource materials; class tests; examination.

**References**


The Department of Health and Physical Education is concerned with the study of human movement as an integral part of an individual's education.

As Health, Physical Education and Recreation can be considered from a number of perspectives, there exist identifiable areas of study which combine to produce a total field of knowledge. Health, Physical Education and Recreation is seen as an inter-disciplinary study.

Physical Education is viewed from the perspectives of physiology, motor learning, psychology, kinesiology, biomechanics and sociology.

Recreation is viewed from philosophical, sociological and psychological perspectives.

Health is viewed as an applied science drawing upon the physical, biological, medical, behavioural and social sciences for its body of knowledge.

Courses

A Part 1 subject, Foundations of Health and Physical Education examines the subject from the biological, social sciences and behavioural perspectives.

Two alternative subjects Physical Education and Recreation A and Health Education A are offered at Part 2 subjects. One of these is chosen as a study for one year.

Students proceeding to a third year of study will further their status in the subject area chosen as their Part 2 subject. Those who choose Physical Education and Recreation A will be permitted to take Physical Education and Recreation B consisting of two semester units; similarly Health Education A is a pre-requisite for Health Education B.
Practical laboratory classes are an integral part of all subjects and subject units in all years and are oriented towards health, fitness and recreational pursuits. The Part 2 subject, Physical Education and Recreation A includes a required programme of Outdoor Education at a four day camp encompassing activities such as abseiling, archery, canoeing, orienteering, bushwalking and environmental studies.

In all subjects, wherever possible, practical laboratory classes are related to concepts developed in the theory lectures.

PART 1, FOUNDATIONS OF HEALTH, PHYSICAL EDUCATION AND RECREATION

The course is identical for all students, consisting of one theory class (one hour) and practical laboratory classes (four hours), the latter including time for travelling to venues and changing into appropriate attire.

Biological Sciences Perspective
A basic study of the biological and health needs of the individual, including a consideration of the structure and function of man. Essential physiology associated with the cardio-respiratory system, nervous digestive and endocrine systems and the inter-relationships of systematic function as it relates to (1) performance of physical activity, (2) individual health.

Social Sciences Perspective
Basic sociological concepts; definitions of and relationships between play, games, physical activity, physical education and recreation; modifiers of performance and behaviour; areas of study and research in sociology of sport; education for leisure; behaviour in sport and physical education.

Behavioural Sciences Perspective
Introduction to the acquisition of movement skills. Motor skill, and factors affecting skill acquisition and stages of skill learning.

Practical Laboratory Classes
Personal development through participation in Swimming, Dance and Gymnastics.

Personal activities will include Volleyball, Badminton and Orienteering.

References
Hanson, D. Health Related Fitness. Wadsworth, 1970.
Robb, M. D. Dynamics of Motor Skill Acquisition. Prentice-Hall, 1972.

HEALTH, PHYSICAL EDUCATION AND RECREATION — PART 2

Theory units will be divided into two areas:

1. Physical Education and Recreation.
2. Health Education.

Students will select two course units in each year.

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The Units offered in H.P.E.R. Part 2 and Part 3 will be available subject to facilities, staffing and numbers of students enrolling in each unit. Preferences for these units will be nominated towards the end of the preceding year.

All course units are of one semester. Units in the Physical Education and Recreation stream consist of one-hour theory course and two hours of practical activity laboratory and physical recreation classes. Units in the Health Education stream consist of a two-hour theory course with one hour of practical activity laboratory and physical recreation or First Aid.

Theory Courses

PHYSICAL EDUCATION AND RECREATION A (PART 2)

THE PHYSIOLOGY OF MOVEMENT AND EXERCISE

A study of the human organism within the context of physical activity.

Introduction to concepts in human physiology and physiology of exercise, through lecture presentations and laboratory sessions in which content of lectures will be made more meaningful through an in-depth analysis of performance.

Topics to be studied in the lecture series include: Systematic physiology (e.g. cardiovascular system, respiratory system); adaptation to stress agents such as work, fatigue, temperature; muscular action and structure; different training regimens; oxygen transport to working muscles.

Laboratory sessions will include:
1. the effects of exercise on ventilation;
2. the effects of work load on heart rate, blood pressure and pulse pressure;
3. the effects of preliminary exercise on physical performance;
4. the effects of isotonic and isometric exercises on heart rate and blood pressure.

References

SOCIOLOGY OF SPORT, PHYSICAL EDUCATION AND RECREATION

A consideration of the relationship of Sport, Physical Education and Recreation to a variety of social processes and institutions.

Topics to be included: The place of social science in the analysis of physical activity; the structure and function of play, games and competitive sport; sport, physical education and recreation in Australia.

A consideration of following concepts: Stratification, mobility, racism, socialization, deviance, politics of sport, the sports hero, media, excitement and violence, the commercialization of sport.

References

HEALTH EDUCATION A (PART 2)

BIOLOGICAL AND HEALTH NEEDS OF THE HUMAN ORGANISM

Theory

Students will achieve an understanding of the factors operating in Health and Disease.
Practical Classes

Students will be given the opportunity to participate in activities related to both fitness and recreation selected from Practical 'A' and 'B' areas. (See Appendix for list.)

Content

1. Biological and Health Needs of the Human Organism
   - the physical basis of health; the genetic code; patterns of transmission of genes and traits; chromosome disorders; the interaction of heredity and environmental factors in health and disease;
   - prenatal factors that can influence subsequent growth and development;
   - family life education.

2. A selection from:
   - fitness oriented activity;
   - recreational activity (see appendix for lists).

References


HEALTH PROBLEMS IN AUSTRALIAN COMMUNITIES

Objectives

The student should achieve:

1. An understanding of health in a social context and the nature of present health problems and their control;
2. A recognition of the relationship between the health of an individual and the community.

Content

A study of current health problems and the changing pattern of disease with reference to Australian communities.

Health and the environment with consideration of health hazards in Australia.

Modern Australian epidemics related to the hazards of prosperity and self-induced diseases. Accidental deaths, coronary heart disease, alcoholism, lung cancer.

The Australian health care system. Health economics and its relationship to consumer and environmental health.

References

PHYSICAL EDUCATION AND RECREATION A (PART 3)

PRINCIPLES OF PHYSICAL CONDITIONING

An advanced study of the human organism within the context of physical exercise and stress.

Topics to be included are: Stress in human performance; an examination of the adaptations and physiological phenomena involved in response to exercise, both submaximal and maximal; muscular strength and muscular endurance characteristics; nutrition of the athlete; weight control and exercise.

Selected methods of assessing and attaining physical fitness will be used in a personalized approach to fitness and conditioning.

Laboratory sessions will include:
1. The Harvard Step Test;
2. The Physical Work Capacity at 170 beats per minute (PWC170);
3. Astrand's Submaximal Bicycle Ergometer Test;

References

RECREATION THEORY

A study of the recreational needs of groups in modern society.

Topics include the evaluation of active and passive recreation programmes for specific age-groups, the study of in-school and after-school programmes and the role of agencies and institutions providing recreation leadership.

Field work includes assisting in the conduct of an after-school programme.

References

PRINCIPLES OF HUMAN MOTOR PERFORMANCE

Objectives
To develop an understanding of the process of motor skill acquisition.
To relate learning theories and principles to the teaching of basic motor skills and improvement of advanced skills.
A consideration of practice variables, feedback, transfer of training, methods of practice, motivation, conditions for optimal learning.
Laboratory sessions to establish principles related to the acquisition of skill and for structuring motor skill learning situations.
References
Robb, M. D. Dynamics of Motor Skill Acquisition. Prentice-Hall, 1972.

CAMP LEADERSHIP AND OUTDOOR RECREATION

Objectives
Students will:
1. Develop an understanding of the philosophy and history of outdoors activities, the concept of leadership and the organization of activities, camps and a study of safety factors;
2. Be able to utilize biomechanical principles to develop greater personal skill in each area selected;
3. Be encouraged to pursue their own interests in personalized recreational programmes.

Content
Camp Leadership and Outdoor Education
Concepts of leadership, safety in the outdoors, organization and preparation of camps, legal liabilities and emergencies, search, rescue and lost procedures, problems on the track and in camp.
Practical sessions in the use of the compass, orienteering, map reading, packs and the carrying of packs, tents and pitching tents, fly and rope tying, types of sleeping bags, construction of shelters, stretcher, firelighting and distress signs using nature.

References
Victorian Education Department, Physical Education Branch. Camping and Outdoor Education.

HEALTH EDUCATION B (PART 3) H036.2

HEALTH OF MINORITY GROUPS

The student should achieve an understanding of the health problems and needs of special groups of people in the Australian community.

Content
A study of the health problems and needs of special groups—aboriginal health, migrants. Health beliefs, expectations and health patterns of behaviour, life style, adaptation to Australia society, and its affect on health. Health care and nutrition. Health care of the child in a two-culture environment.

References
CHILDREN WITH HANDICAPS

The student should achieve:
1. An understanding of the process of disease;
2. An ability to assist in the management of problems of the medically handicapped child;

Content
A consideration of the management of handicapped children in the normal classroom, the special needs of these children and a knowledge and understanding of the possible limitations that their particular handicaps may produce.
Chronic diseases of childhood, epilepsy, diabetes, asthma, obesity. Children with cardiac disorders, neurological disorders, hearing and visual disorders.
Educational and social aspects of children with a handicap in school.
Motor impairment and compensatory education.

Assessment

HB16 PART 1 — Theory: Class tests. Practical work — progressive testing; participation in practical 'A' and 'B' areas.

HC26.1 and HD36.1: Assessment will be based on essays, assignments, laboratory reports, practical work and participation. Tutorial/seminar presentations may be included in some units.

HC26.2 and HD36.2: Essays, seminar presentation, field work reports, preparation of a unit of work, class tests and examinations, practical work and participation.

Assessment will be based on combinations of procedures outlined above according to the nature and needs of the course units.

PRACTICAL ACTIVITY CLASSES

These consist of practical laboratory classes (Practical A) and physical recreation classes (Practical B).

PRACTICAL CLASSES A

Every student participates in a core of required activity content in Swimming, Gymnastics and Dance in HB16. In HC26.1 and HD36.1, students select one of Swimming, Gymnastics or Dance providing possibilities for development of depth and breadth of interests.
Swimming
In addition to the swimming, diving and life-saving (HB15, HC26.1) optional content in the aquatics area in HD36.1 may include skin and scuba diving, synchronized swimming, canoeing and sailing.

Gymnastics
Activity content in HB16 will introduce elementary gymnastic skills through both movement education and formal approaches, with further development through Olympic Gymnastics in HC26.1 and HD36.1.

Dance
Activity content in HB16 will include Creative Dance and areas of Folk Dance and Social Dance.
HC26.1 and HD36.1 will include Modern Jazz, Square Dance, and Modern Ballroom Dancing with further development in introductory dance areas.

PRACTICAL CLASSES B
Participation in a variety of physical recreation activities chosen over the three years from the following list.
Archery, abseiling, badminton, basketball, cricket, canoeing, campcraft skills, fencing, fitness (recreational), football, golf, hockey, judo, netball, orienteering, skiing, sailing, softball, soccer, squash, tennis, track and field, volleyball.

It is anticipated that underlined activities will be offered in 1977. However these will be available subject to facilities, staffing and student demand. Not all activities can be offered in any one year, and some will be placed on a cyclical basis.
DEPARTMENT OF MATHEMATICS

CURRICULUM STUDY—MATHEMATICS (second-year students)  MA26

Time Allotment
One year.

Contact Hours
Two hours per week.

Objectives
The student will:
1. Accept the challenge of teaching elementary mathematics;
2. Understand the basic ideas underlying the learning of elementary mathematics;
3. Become familiar with the aims, philosophy and content of the Victorian Course of Study;
4. Read a prescribed selection of the literature of elementary mathematics and its teaching;
5. Consider the implications of theories of learning for the organization and teaching of elementary mathematical ideas;
6. Administer suitable classroom and individual tests;
7. Interpret test data and plan appropriate action;
8. Demonstrate familiarity with instructional materials and concrete aids of elementary mathematics;
9. Consider the worth of mathematical games and puzzles in fostering a positive attitude towards mathematics; and
10. Plan, implement and evaluate an instructional sequence.

Content
1. The literature of elementary mathematics and its teaching.
2. Underlying ideas of teaching and learning elementary mathematics.
3. The materials of elementary mathematics.
4. Diagnosis, evaluation and organization.
5. Recreational mathematics in the primary school.

1. The literature of elementary mathematics and its teaching
Important contributions in the form of books, journal articles and selected readings will be set to read encompassing the psychology of mathematics learning, current issues, alternative approaches, problems, etc.

Class time would be spent in consideration of:
(a) Relations between learning theories and their implications for the teaching of elementary mathematics;
(b) Changing emphases and approaches in response to historical trends in psychological learning theory;
(c) The deductive and inductive approach in mathematics learning;
(d) Some recent studies in attitudes toward elementary mathematics and mathematics instruction;
(e) The Victorian Course of Study and Curriculum Guides compared with alternative approaches;
(f) Changing community needs and implications for mathematics teaching.

2. Underlying ideas of teaching and learning elementary mathematics
Counting including prerequisite and related ideas of classification, comparing and ordering, equality and inequality, discrete and continuous material, number as an attribute, conservation of number, one-one correspondence, complementary matchings, tallying, transitivity, cardinal and ordinal number.
Number Structure including pattern and order in the number-system principle of place value and alternatives, numbers in bases other than ten.

Arithmetic Operations—possible approaches to the operations, relations between the operations.

Basic Number Facts and automatic response.

Laws and Axioms.

Evolving algorithms in the four processes (approaches to the formal processes) including prerequisite ideas and understandings.

Approaches to the development of fraction ideas.

Metrication—Applied Mathematics.

Statistics and Graphs—data collection, representation and interpretation.

Spatial Relations.

The materials of elementary mathematics

A series of workshop sessions incorporating some of the major structured aids and concrete materials, e.g.:

1. Dienes M.A.B.
2. Attribute blocks.
3. Cuisenaire rods.
5. I.M.P.
7. The number line.

Diagnosis, Evaluation and Organization

1. Types of evaluation possible in mathematics.
2. Functions of testing in primary mathematics.
3. Recording pupils' achievement.
4. Differing modes of classroom organization.

Recreational mathematics in the primary school

This segment is introduced to allow students to explore a variety of mathematical games and puzzles suitable for the primary school for the purpose of stimulating interest in problem solving approaches, strategies and purposeful fun:

Games of random outcomes; card games; board games—chess, checkers, cram, etc.; games which reinforce number facts; spatial puzzles—tangrams, polyominoes.

Criteria for evaluating games and puzzles and the relation of the game/puzzle to the mathematics curriculum will be considered.

Assessment

Performance on this course will be evaluated on the basis of continuous assessment. Students must achieve a satisfactory standard on each assessment task.

1. Class Tests
   Short answer and objective questions directed towards:
   (a) The content of the curriculum guides;
   (b) Specified readings;
   (c) Lecture and workshop material.

2. Assignments
   (1) Written assignments based on your knowledge from the literature of modern development and theories in the teaching of elementary mathematics.
(2) Reports on, and notes of lessons of your practical teaching endeavours showing:
(a) Your capacity to explore the relations between theory and practice in teaching elementary mathematics;
(b) Your competence in planning and executing a series of lessons in mathematics based on a theme or unit of work which provides for differences in ability and rate of work of pupils, and makes use of concrete materials.

3. Final Examination.

Prescribed Texts
Prescribed readings will be announced from time to time during the course. There is no single prescribed text; however students will find it helpful to own one of:
and one of:

GENERAL STUDIES
Mathematics as a general study is offered in all years of the course to all students. And each of the three parts has been so planned that an initially modest level of previous attainment need be no barrier to success. This is partly because most topics are pitched at more than one level; the bottom level, whether it be the second of two or the third of three, is intended to cater for those who feel themselves to be disadvantaged. And it is partly because a somewhat different range of topics is provided at each level. Thus, difference among students in both attainment and confidence levels have been recognized to exist and have been duly provided for.

However, it must be stressed that the compulsory second-year curriculum study has been prepared on the assumption that students have a mastery of the basic computational skills and a satisfactory knowledge of the rudiments of algebra and geometry and in the expectation that, if this is not so, students will take their own measures to repair any deficiency.* Nevertheless, in presenting this subject priority will be given to the recognition of the differences referred to above; students will be allocated to a group for instructional purposes in such a way that the differences within any one group are minimal. And the instruction itself will be varied to accord to the needs of the group.

*However, the mathematics department will undertake to prepare students for this second year study, provided they enrol for Mathematics I in the first year and state that they do so for this specific purpose. Also provision is made in the third year for additional mathematics related to the curriculum area.

Details of the subjects and their availability in particular years now follow.

FIRST YEAR STUDENTS IN 1977
One subject is offered:

MATHEMATICS I

MB16

Prefatory Remarks
Students will be grouped, the membership of any group being predetermined by its particular level of previous attainment. Each group will then pursue a common course of study for three periods per week throughout the year, but this common course will vary from group to group. Each common course will contain its own unique selection of the listed topics and each such topic will be pitched at the appropriate level.
Time Allotment
Two semesters.

Contact Hours
Lectures—Two hours per week.
Tutorials, Workshops, Practice Classes—One hour per week.

Objectives
The student will:
1. Acquire a knowledge of various branches of mathematics.
2. Develop an appreciation and understanding of the relationship of mathematics to the modern world;
3. Appreciate the cultural significance of developments in mathematics.

Content
Selected topics according to the previous mathematical experience and interests of the student.

Descriptive Statistics:
An elementary presentation of statistical logic. Description of sample data by means of tables, graphs and simple arithmetic measures.

Sets:
Concept, definition, special sets, Venn diagrams, operations on sets.

An Historical Development of the Concept of Number:
Counting, numeral systems, arbitrary bases, early methods of computation.

A Logical Development of the Concept of Number:
The natural numbers, rational numbers, irrational numbers, real numbers, complex numbers, matrices, vectors.

Logic:
Symbolic logic, truth tables, methods of proof, validity of arguments.

Mathematical Systems:
Finite algebras.

Pattern in Number

Probability:
Elementary concepts, theory of games.

Finite Differences:
Numerical methods. Use of calculating devices and introduction to the computer.

References

Assessment
Class tests at regular intervals throughout the year. Submitted work will be taken into account in determining final assessment.
SECOND YEAR

(NOTE: Students who will be second year students in 1978 should, in preparing their course, be guided by what appears below.

Three subjects are offered, one of which is the compulsory curriculum study.

MATHEMATICS I

Please refer to the details under the first main heading, 'First Year Students in 1977'. There will be slight modifications due to this subject being in the same year as the curriculum study.

MATHEMATICS II

More comprehensive units now replace the shorter topics of Mathematics I.

These are:

Unit 1: Statistics
Unit 2: Mathematical Logic
Unit 3: Abstract Algebra
Unit 4: Topology
Unit 5: Calculating Devices and Computer Study
Unit 6: Principles of Mathematics

The method of assessment is described below for each unit. However, the mathematics department will reserve the right, as a general principle, to require students to submit extra work or undertake such further examination as is deemed necessary.

STATISTICS

Time Allotment
Two semesters.

Contact Hours
One hour per week.

Objectives

The students will—

1. Understand statistical material appearing in journal articles on education and psychological research;
2. Discriminate between the use of appropriate and inappropriate statistical tests for particular situations;
3. Design their own statistical analysis, based on a topic from the course, for a simple research experiment.

Content

Gathering and presentation of data; measures of dispersion and central tendency; probability standard scores; normal distribution; relations among statistics, parameters, samples and populations; sampling distribution of means; probable sampling error, confidence limits; hypothesis testing using the normal distribution; student's t-distribution; Pearson's product moment correlation; Spearman's rank order correlation; simple analysis of variance.

References


Assessment

There will be continuous assessment. This will include several small examinations, a written report on an experimental procedure (up to 1,500 words) and assigned work sheets for each topic.
**MATHEMATICAL LOGIC**

**Time Allotment**
Two semesters.

**Contact Hours**
One hour per week.

**Objectives**
Students will—
1. Be able to apply truth tables and symbolic logic to logical problems;
2. Be able to express logical arguments in symbolic form, and test their validity;
3. Be able to simplify and solve problems using Boolean algebra.

**Content**
Algebra of set theory; applications of set theory; truth tables; symbolic logic—
relations of propositions; applications to arguments; Boolean algebra—laws;
problem solving applications to switching circuits.

**References**

**Assessment**
One mid-semester test, and one final examination.

**ABSTRACT ALGEBRA**

**Time Allotment**
One semester.

**Contact Hours**
One hour per week.

**Objectives**
The student will:
1. Undertake a study of the Natural Numbers;
2. See how the various number systems developed;
3. Understand the structure of simple number systems such as groups and fields;
4. Relate the work in this area to the primary mathematics course.

**Content**
Natural numbers; historical development; properties, proofs and postulates;
Peano's axioms and mathematical induction. Number systems: integral, rational,
real and complex. Mathematical relations: binary operations. Cartesian products,
equivalence relations. Mathematical laws and structures: groups, rings and fields.

**References**
Hall, F. M. *An Introduction to Abstract Algebra*. Vol. I and Vol. II. Cambridge

**Assessment**
The assessment throughout the course will be continuous. There will be a
series of short tests and there will be assignment work on selected problems.
TOPOLOGY

Time Allotment
One semester.

Contact Hours
One hour per week.

Objectives
The student will:
1. Investigate the properties of the rubber sheet geometry;
2. Examine Euler's contribution to topology;
3. Study the properties of the Platonic solids;
4. Make himself familiar with simple matrix transformations;
5. Examine the simple aspects of vector algebra.

Content
Rubber sheet geometry; Moebius strip; networks; Euler's contribution; Platonic solids, making them, proving there are only five, symmetry of them; transformations; matrix transformations; vectors; addition; multiplication; eigen vectors and eigen values.

References

Assessment
There will be continuous assessment. This will include several small tests, assignment work which will include solutions to selected problems and practical work.

CALCULATING DEVICES AND COMPUTER STUDY

Time Allotment
Two semesters.

Contact Hours
One hour per week.

Objectives
The student will:
1. Examine the historical development of calculators and computers;
2. Examine the use of modern calculators for assistance in calculations;
3. Make up his own programmes to be processed through a desk programmer;
4. Familiarize himself with computer language;
5. Present problems in machine-readable and -executable form for solution by a computer;
6. Investigate how primary school children can be given an understanding of the principles underlying the computer.

Content
Historical development of instruments for calculation; use of modern desk-top and hand calculators; programming a desk-top calculator to solve statistical and other numerical problems; introduction to computer work; programming the computer to solve simple numerical problems; examining the use of commercial programmes; necessary background in computing for a primary teacher.
References

Assessment
There will be continuous assessment, to include finding solutions to selected problems and a class test.

PRINCIPLES OF MATHEMATICS

Time Allotment
One semester.

Contact Hours
One hour per week.

Objectives
The student will:
(a) Become familiar with mathematical topics that are basic to both traditional and modern mathematics courses;
(b) Apply the principles of trigonometry and matrix algebra to practical situations.

Content
Relations and functions;
Trigonometric functions;
Matrix algebra;
Practical applications of trigonometry and matrix algebra;
Mathematical curves.

References

Assessment
Submitted problems from worksheets and a class test.

THIRD YEAR
(Students who will be third year students in 1978 or 1979 should note, in preparing their course, that much of what appears below will still apply in 1978 and 1979.)

Three subjects are offered:

MATHEMATICS I
Please refer to the details under the first main heading, 'First Year Students in 1977'. Any modifications of this subject due to its year of placement will be minimal.

MC22
MATHEMATICS II (MC26) OR MATHEMATICS II (MC36)
For details of the first alternative, refer to the second main heading, 'Second Year Students in 1977'.
Only the second of these needs to be described in detail:
This course will be available for the first time in 1977, to third year students. The course has been designed with strong emphasis on mathematics education especially that which applies to elementary mathematics.

The structure of the course will be such that students with varying levels of previous mathematical achievement will be catered for.

The pre-requisite for the course is a pass in Mathematics I (MB16) or Mathematics Curriculum Study (MA26).

Time Allotment
One year.

Contact Hours
Three hours per week.

Objectives
The student will:
1. Study the necessary background mathematics to understand the mathematical theory contained in mathematics courses.
2. Construct, trial and evaluate mathematical aids.
3. Survey, analyze and evaluate mathematical games, teaching kits and mathematical textbooks.
4. Become familiar with the techniques of testing, diagnosis and remediation in elementary mathematics.
5. Become familiar with current educational theories and practices in the learning of elementary mathematics.
6. Review current literature that deals with research in elementary mathematics education, classroom activities and remedial activities.
7. Investigate organizational procedures for primary mathematics.

Content
Background in Mathematics
A study of the mathematics necessary to understand the mathematical theory contained in mathematics courses. Content to include Sets, Probability, Modulo Arithmetic, Historical Methods of Computation and the development of current computational procedures.

Diagnostic and Remedial Procedures in Mathematics
Techniques of diagnosis and remediation in elementary mathematics. Test construction — techniques and resources available for the construction of diagnostic mathematics tests; analysis of test items; interpretation of test results. The low achieving child and the mathematically talented child. A course in statistics in order to understand the statistical concepts encountered in test construction, the analysis of test results, the interpretation of technical and normative data that accompanies standardized tests and the statistical tests and concepts applied in mathematics education research. The use of electronic calculators.

The Psychology of Learning Mathematics
A consideration of a selection of the writings of Piaget, Dienes, Bruner, Gagne, Skemp, Copeland, Lovell, Biggs as applied to the learning of elementary mathematics.

Mathematics Education Practicum
The mathematical analysis, trialing and evaluation of mathematics aids, mathematical games, teaching kits and related materials. Organizational procedures in elementary mathematics, thermatic and environmental mathematics, the place of the electronic hand calculator in elementary mathematics.
Mathematics Education Research Literature

A survey of current mathematics education research literature especially that which deals with classroom activities and/or remedial activities.

Assessment

Students are required to produce a resource/field book on topics studied during the year. A report on reading and current literature is required.

References


MATHEMATICS III

Time Allotment

One year.

Contact Hours

Three hours per week.

Objectives

The student will:
1. Understand statistical material appearing in educational research journals.
2. Become familiar with the requirements for suitable research methods in mathematics education.
3. Critically evaluate research studies in mathematics education.
4. Become familiar with techniques of diagnosis and remediation in elementary mathematics.
5. Construct, trial and evaluate a diagnostic mathematical test.

Content

Experimental Statistics

An extension of the preliminary study of statistics met in previous mathematics subjects, leading to the study of correlation and regression, hypothesis testing and simple analysis of variance.

Design of Experiments

A study of simple experimental designs appropriate to research questions in elementary mathematics education.

Measurement in Education

The nature and purposes of measurement in education, especially as related to elementary mathematics. The analysis of educational objectives, construction of test items, analysis of test results, scores and norms, standardized tests. The construction, administration and evaluation of a diagnostic mathematics test. Attitude and interest tests.

Research Literature Survey

A survey of current mathematics education research literature, especially that related to elementary mathematics. A critical analysis of the methods of answering the research questions posed, the suitability of the research design, the statistical analyses used and the validity of the reported findings.
Mathematics Curriculum Evaluation

A study of some of the various organizational procedures used in elementary mathematics and reported evaluation studies for mathematics curricula.

Calculating Devices

The use of electronic calculating devices, both programmable and non-programmable, as an aid to statistical computation.

Assessment

Students are required to produce a resource/book on the topics studied during the year. A report on reading and current literature is required. Assigned worksheets for specified topics will be required.

References


MATHEMATICS III

FOURTH YEAR STUDENTS

Two further subjects will be available:
- Mathematics III
- Advanced Curriculum Studies.

These need not be described in detail until 1978. It suffices to say here that they are extensions of the earlier studies and continue to reflect the philosophies and approaches that governed the preparation of the earlier ones.

Also, as a second general study students who are completing a major in some other department may choose from:
- Mathematics I
- Mathematics II.
DEPARTMENT OF MUSIC

CURRICULUM STUDIES—MUSIC (second-year students)

Time Allotment
One year.

Contact Hours
Two hours per week.

Objectives
For students:
1. To become acquainted with a variety of educational approaches and enjoyable activities relevant to the development of primary school children's musical growth;
2. To be better able to plan and implement programmes in music education;
3. To acquire techniques to enable them to implement a music course.

Content A—Acquiring Basic Musicianship
1. Practical Study
   (a) Singing—Unison songs, descant and part songs will be used as a basis for developing awareness of good vocal tone and repertoire of song material.
   (b) Playing instruments—Small group music making using non-melodic percussion instruments and simple melodic and harmony instruments.
2. Theoretical Study (related to practical music making)
   (a) Scales and keys—A thorough knowledge of the formation and pattern of keys. Comparison of major and minor scales and an ability to recognize minor keys. Primary triads.
   (b) Rhythmic Notation—Note and rest values from semibreve and semiquaver together with compound groups. Significance of time signatures. Awareness of pulse, pattern and accent.
   (c) Music terms in common use—Indications of style, speed and dynamics and their gradations as required for the correct interpretation of music.
3. Record Listening
   Expansion of students' knowledge of musical literature through a wide range of examples with reference to such areas as the composer's use of rhythm, melody, mood, instrumentation and form the emphasis will be on short examples which can become the basis of a suitable school listening programme.

B—Music Education
   Emphasis will be placed on creating a favourable attitude towards music in the classroom. The following aspects of music education will be studied by means of practical activities where possible.
   1. The aims of the primary teacher in relation to music education.
   2. Development of children's listening as a skill and as an aid to appreciation of music.
   3. Development of children's singing with emphasis on vocal tone, selection of songs, building a repertoire of song material and varied approaches to the teaching of songs.
   5. Development of children's movement to music. (Free, rhythmic, dance.)
   6. Development of children's creativity through musical activities.
   8. Basic lesson plans, units of lessons, individual and group activities, integrated approaches, music course planning and collection of resource materials.
9. Sources of assistance available to the primary teacher. Broadcasts, telecasts, films, books, magazines.

Organizations—Special Services Music Branch, A.S.M.E.

References
Music Volumes 1-6, Silver Burdett Co., N.J.

Assessment
The following forms of assessment may be used:
Tests in practical music making.
Written assignments (exercises, essays, teaching units).
Examination.
Collection of resource materials.

GENERAL STUDIES

Part I

Part II

JC26.1 Guitar for Beginners;
JC26.2 Advanced Guitar;
JC26.3 Recorder Consort;
JC26.4 Vocal Ensemble;
JC26.5 Instrumental Ensemble;
JC26.6 Workshop Creative Experience;
JC26.7 History of Western Music.

JC26.7 is a compulsory unit. In addition students will elect two other units. Included in the subject will be a common core of musicianship.

Part III

JD36.1 Folk and Classical Guitar;
JD36.2 Advanced Folk and Classical Guitar;
JD36.3 Recorder Consort;
JD36.4 Music Arranging;
JD36.5 History of Western Music.

Students will elect to study three of the above units.

Each unit in Part II and Part III is offered conditionally upon there being sufficient demand and sufficient staff available.

JC26.1, JC26.2, JC26.3 are pre-requisite for JD36.1, JD36.2, JD36.3 respectively.

MUSIC I

Time Allotment
Two semesters.

Contact Hours
History Lecture/Seminar: One hour per week;
Workshop Creative Experience: One hour per week;
Practical Music Making: One hour per week.

Objectives
Students will:
1. develop a positive attitude which will encourage further research into the subject;
2. develop a broad base of knowledge, satisfying in itself but which will provide a sound basis for further study in special areas of history, composition and practical music making;
3. develop an awareness of the diversity of music in western culture and its place amongst other arts and of the pleasure that may be experienced by involvement and understanding.

1. **History and Listening**
   (a) Programme music. Selected short pieces on a thematic approach. Awareness of mood and descriptive elements and how these are achieved.
   (b) Tone Poem. Literary influences in orchestral music.
   (c) The influence of the dance. The baroque dance suite. Form in musical structure.
   (d) Vocal music. A study of all vocal forms including opera.
   (e) Classical Form
   (f) Twentieth century approaches.
   Attendance at some performances and rehearsals will be encouraged. Music studied will be related to the social and political influences existing during the times in which it was composed.

2. **Workshop Creative Experiences**
   (a) Intensive sound exploration.
   (b) Building up a taped collection of individual sounds for reference.
   (c) Consideration and use of various stimuli to musical composition.
   (d) Practical selection and organization of sounds into musical structure.
   (e) Rehearsal, taping and evaluation of individual compositions.

3. **Practical Music Making**
   Recorder ensemble. In consultation with staff each student will select descant or treble recorder. Emphasis will be on accuracy and musical performance.

4. **Musicianship**
   Major Key and Scale systems.
   Knowledge of basic chords and rhythm.
   **Prescribed Tasks**
   (a) Individual and group studies of specific works to be presented by allotted groups. Discussions and seminars, such studies to be formally submitted in short essay form.
   (b) One essay during second half year.
   (c) Examination.
   (d) Submission of two creative music tapes.
   (e) Preparation and performance of two instrumental ensembles.

**References**

**MUSIC PART II**

**FOLK GUITAR FOR BEGINNERS**

**Time Allotment**
Two semesters.

**Contact Hours**
Practical Group Lesson—One hour per week.
Objectives
Students will acquire a general ability to play the guitar effectively as an accompaniment to singing.

Content
This unit is designed to introduce students to the basic elements of guitar playing and to enable them to accompany their own singing.
1. Basic strumming and finger techniques.
2. Primary Triads, Dominant 7th and some Secondary Chords in selected major and minor keys.
3. A history of the guitar.

Assessment
Four practical tests.

ADVANCED GUITAR

Time Allotment
Two semesters.

Contact Hours
Practical Group Lesson—One hour per week.

Objectives
For students who have had previous experience in folk-style guitar to extend their facility and to develop ability to make effective use of the guitar as a solo instrument and as an accompaniment.

Content
1. Consolidation of basic strums and finger techniques.
2. Chording procedures for more ambitious styles of playing.
3. Unusual guitar accompaniments.
4. The development of sound solo techniques.
5. Exploration of different types of guitar techniques, e.g. Flamenco, Spanish and Blues.

Assessment
Four practical tests.

RECORDER CONSORT

Time Allotment
One semester for each unit.

Contact Hours
One hour per week.

Objectives
Students will:
1. Gain pleasure through group music making;
2. Learn the principles of ensemble playing;
3. Advance music-making skills.

Content
1. Ensemble playing using soprano, alto, tenor and bass recorders.
2. A study of music of the Renaissance and Baroque periods.
3. The history of recorders and recorder playing.

Assessment
Preparation of ensemble music for two performances.
VOCAL ENSEMBLE

Time Allotment
One semester for each unit.

Contact Hours
One hour per week.

Objectives
For students:
1. To gain pleasure in ensemble singing;
2. To improve voice production;
3. To learn the elements of choir training;
4. To develop music reading.

Content
1. The solfa system for music reading and aural training.
2. Problems of voice production.
3. Musicianship and beat for choir conducting.
4. Ensemble singing.
Works selected to suit the composition of the group.

Assessment
Participation in set exercises both group and individual.

References
Adler, S. Choral Conducting. Holt, Rinehart & Winston.

INSTRUMENTAL ENSEMBLE (using pianoforte and glockenspiel, xylophone and non-melodic percussion)

Time Allotment
Two semesters.

Contact Hours
Practical session—One hour weekly.

Objectives
1. To strengthen practical rhythmic skills.
2. To develop the ability to add rhythmic and melodic material in a spontaneous way.
3. To experience the elements necessary for good ensemble playing.
4. To develop some skill in using keyboard instruments in sight reading and as an accompanying instrument.

Content
1. Rhythmic percussion involving arrangements around pulse, pattern, accent, ostinato.
   (a) Non-melodic percussion;
   (b) Melodic percussion;
   (c) Percussion accompaniment.
2. Piano keyboard study of harmonic chordal basis of major and minor tonalities.
3. Ostinato patterns on piano and keyboard percussion to illustrate variety of styles and rhythms.
4. Examination of works to study accompaniment techniques. Practical application.
5. Performance of student arrangements based on 1-4 above.
Assessment
Participation and submission of set exercises both group and individual.

References
Pace, R. Piano for Classroom Music. Prentice-Hall.

WORKSHOP, CREATIVE EXPERIENCES

Time Allotment
Two semesters.

Contact Hours
Practical group session—one hour per week.

Objectives
Students will:
1. be stimulated to create their own compositions;
2. gain satisfaction in developing their creative skills.

Content
1. The recording of a wide variety of sounds on tape for reference.
2. Intensive exploration into synthesizer sounds and its electronically changed sounds.
3. Production of a musical drama using sound and mime.
4. Production of an appropriate sound track to a film clip.
5. Experimental and discovery work in areas selected by students.

Assessment
Preparation, rehearsal and taping of three pieces of original work.
Submission of notated examples of each composition.
Active involvement in the workshop experiences.

References

HISTORY OF WESTERN MUSIC

Time Allotment
One semester for each unit.

Contact Hours
Lecture/Seminar—One hour per week.

Objectives
Students will:
1. Develop a knowledge of the musical styles of the major periods in the history of Western music;
2. Develop an understanding of the significance of major composers since early Baroque times;
3. Study the evolution of major musical forms since the early Baroque era.

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Throughout each semester, allied trends in painting and literature will be examined.

1. Music in the Baroque period.
   - Rise of opera and oratorio and instrumental forms, e.g. concerto, suite.
   - Specific examples from the works of J. S. Bach, Handel, Vivaldi, Purcell.

   - The development of the classical symphony, concerto and opera.
   - The influence of social conditions on the music of the time, e.g. patronage.
   - Examples will be from the works of Haydn, Mozart and Beethoven.

Assessment
   - For each semester:
     (a) A listening test.
     (b) A 1500 word essay.

References

MUSIC PART III

FOLK/CLASSICAL GUITAR

Time Allotment
   - Two semesters.

Contact Hours
   - Practical Group Lesson—One hour per week.

Objectives
   - To further the objectives listed for Guitar JC26.1.

Content
1. More advanced use of chords.
2. Experience in the selection of the most suitable chords and strums.
3. Experimentation with different guitar techniques, e.g. flamenco.
4. Elementary classical guitar.

Assessment
   - Four practical tests.

ADVANCED FOLK/CLASSICAL GUITAR

Time Allotment
   - Two semesters.

Contact Hours
   - Practical Group Lesson—One hour per week.

Objective
   - To further the objectives listed for Guitar JC26.2.
Content
1. Consolidation of full range of chords.
2. The development of skills to enable students to arrange effective, advanced styles to suit song material.
3. A study of different guitar techniques.
4. Classical guitar style.

Assessment
Four practical tests.

REcORDER CONSOrT (CONTEMPORARY)  JD36.3

Time Allotment
Two semesters.

Contact Hours
Practical music making—One hour per week.

Objective
To further the objectives listed under JC26.3.

Content
1. Experience in playing of contemporary compositions for recorder.
2. A study of the twentieth century revival of interest in the recorder.

Assessment
Preparation of ensemble music for two performances.

MUSIC ARRANGING  JD36.4

Time Allotment
Two semesters.

Contact Hours
Lecture/Workshop—One hour weekly.

Objective
For students:
1. to understand and use to their fullest potential, a variety of non-melodic instruments in providing accompaniments;
2. to discover the potential in arranging of instruments played by members of the group.

Content
1. Writing melodies, descants and additional parts.
2. Fundamental principles of melodic and harmonic progression.
3. Creating introductions and accompaniments to melodies, using melodic and non-melodic percussion instruments.
4. Arranging and performing music for instrumental combination in student group.

Assessment
Weekly exercises.
Half-hour individual arranging exercise.

HIStORY OF WESTERN MUSIC  JD36.5

Time Allotment
Two semesters.
Contact Hours
Lecture/Seminar—One hour per week.

Objectives
As for Unit JC26.7.

Content
Semester 1
2. The emergence of diversity of styles.
3. Nationalism in music.
4. Programme music and the symphonic poem.
5. Piano music and song in the nineteenth century.
   Reference will be made to the major political and social influences on music throughout the nineteenth century.

Semester 2
1. A survey of the major musical trends of twentieth century.
2. Impressionism.
3. Music for the stage and cinema.
4. Experimental and aleatoric music.

References
As for JC26.7 and in addition:

Assessment
Regular submission of work sheets.
2000 word essay.
Two-hour examination.
DEPARTMENT OF SCIENCE

CURRICULUM STUDY—SCIENCE (third-year students)  SA36

Contact Hours
Two hours per week throughout the year.

Objectives
That students will:
1. understand the basic processes of science;
2. understand broad concepts of science;
3. have themselves experienced science as a process;
4. understand the nature of scientific explanations;
5. be familiar with the range of curriculum materials available for use in primary school science and be able to evaluate their usefulness in various contexts;
6. be aware of a variety of teaching/learning methods appropriate to primary school science;
7. have developed an appreciation of methods of teaching science which he/she feels competent to handle;
8. have prepared materials for working a particular topic at one grade level.

Content
Students will complete a number of units. A unit is based on a particular topic, e.g. 'Movement' and each unit contains student activities in five areas as follows:

1. Science
The students will study the science of the topic at their own level.

2. Children
The student will observe children involved in scientific activities related to the topic.

3. Resources
The students will study the materials useful in the teaching of the topic.

4. Discussion and Thought
The students will consider the conceptual understandings that children can develop from activity within the topic.

5. Teaching
The students will consider various teaching/learning methods which could be used in dealing with the topic.

Prescribed Texts
There are no prescribed books for the course as a whole. Students will be required to purchase the books upon which each of the units of their choice are based.

References
Assessment
At the conclusion of each unit the record of the student's activities in the unit and any related teaching materials gathered will be assessed. The final assessment in the subject will be the sum of these unit assessments.

GENERAL STUDIES

SCIENCE I
Contemporary Aspects of Biology
AND
Evolution of Earth and Man.

SCIENCE II
Diversity in Living Organisms
OR
Earth Science
AND
Environmental Science
OR
Human Biology.

SCIENCE III
Applied Ecology
OR
Developmental Biology
AND
Animal Behaviour
OR
Advanced Earth Science.

General Note on Courses
In addition to the formal time-tabled hours which will be a requirement for each subject, students will be required to undertake activities which will include guided readings, use of laboratory displays and programmed laboratory activities. It is anticipated that students will be able to choose from a range of laboratory activities and to carry out these exercises during periods of free-access to the laboratory.

There is a specific assessment set down for each subject, however a satisfactory standard of attendance and participation in all classes for a particular subject must be attained before a student is eligible to pass the subject.

SCIENCE I

Objectives
For students—
1. To acquire a knowledge and scientific understanding of living organisms.
2. To acquire an understanding of the interdependence of the biotic and abiotic components of the biosphere.
3. To develop an objective application of scientific understanding to everyday problems.

Content
First Semester
Contemporary Aspects of Biology:
The living world: a broad view of the variety and nature of living things. Living things as members of communities and the interaction between living things and the physical environment. Man as a member of these communities, technological man's relationship with his living and physical environment, conservation of natural resources.
Animal behaviour: Animal societies and the social behaviour of animals. Can a study of animal societies contribute to our understanding of human societies?

Second Semester
Evolution of Earth and Man:
Human characteristics: genetic and environmental influences. Social and genetic transmission of human characteristics from one generation to another. Contemporary disputes relating to modern medicine and genetic engineering.


A number of field studies will be carried out including at least two that will be residential and extend over weekend periods. Each student must attend at least one of these residential studies.

Prescribed Texts
All students must purchase a laboratory manual which is available from the College.

Additional references will be given during the course.

Assessment
Field and laboratory reports.
Semester examinations.

DIVERSITY IN LIVING ORGANISMS

Objectives
For students to gain an appreciation of the diversity of living organisms and of their adaptations to the environments in which they are found.

Content
Plants: A study of the major plant groups and the particular structural and functional adaptations shown by each.
Animals: A study of selected examples of invertebrates and vertebrates with consideration of the structural and functional adaptations shown by each. Emphasis will be given to Australian flora and fauna, and a number of field studies will be carried out including at least one that will be residential and extend over a weekend period.

References

Assessment
Laboratory and field reports.
Examination.

EARTH SCIENCE

Objectives
For students to:

1. Understand earth science as an inter-disciplinary area overlapping with and making use of many other fields of study.
2. Appreciate the Earth as part of a dynamic system with a long history and future and thus see man in a realistic perspective.
3. Appreciate the nature of science as a whole by a consideration of the drastic changes which have occurred over the years in the theories held by earth scientists.

Content

Geology:
The Earth's crust, average chemical composition of major rock types, composition and structure of minerals and their relation to the bulk rock chemistry. Study of rocks in this section.
Deduction of environment of deposition of sedimentary facies.
Study of the evolution of selected fossil groups, particularly in relation to stratigraphy.
Metamorphic rocks and processes.
Economic geology introduced with a study of gold and coal.
A local area study undertaken by the student, who will work on it for the duration of the course.

Astronomy:
Observations taken at prescribed intervals of the position and appearance of the moon, planets and constellations.
Practice in operating telescopes of various types and sizes.
The solar system and space exploration.
Cosmology.

The Oceans, Atmosphere and Climate:
The Earth-Moon system and tides.
Climate on a global scale: Latitude, seasons, Earth's spin, land-sea distribution, ocean currents.
The upper atmosphere and associated phenomena.
Clouds, storms and air masses.
A number of field studies will be carried out including at least one that will be residential and extend over a weekend period.

References
Hills, E. S. Physiography of Victoria. Whitcombe & Tombs, 1951.
McAndrew, J. and Marsden, M. A. H. Regional Guide to Victorian Geology. Geology Department, University of Melbourne, 1972.

Assessment
Field study report (1500 words, maps and collection).
Astronomy observation report.
Laboratory and field reports.
Examination (including theoretical and practical aspects of the unit).

ENVIRONMENTAL SCIENCE SC26.3

Objectives
For students to acquire:
1. An understanding of ecological concepts on the interaction of man with other components of the environment.
2. An objective commitment to the principles of environmental conservation.

Content
Principles of ecology.
Ecosystems: Energy; food chains; biogeochemical cycles; geological and hydrologic cycles.
Populations and ecosystems: Population size and regulation; dynamics; age and genetics; community structure; distribution in space and time.
Application of ecological principles to the investigation of selected terrestrial and aquatic ecosystems.
A number of field studies including at least one that will be residential and extend over a weekend period.

References

Journals
Victorian Naturalist.
Australian Natural History.
Search.
Scientific American
Environmental Conservation.
Biological Conservation.

Assessment
Field study/laboratory reports.
Student seminar.
Examination.
HUMAN BIOLOGY

Objective
For the student to gain an understanding of man as a functioning and evolving organism.

Content
Introduction to microbiology, disease and immunity; physical evolution; variations; gene pools, environmental selection; race; balance polymorphisms, genetic defects and change in selection pressures; culture evolution.

References

Selected Journal references.

Assessment
Laboratory Reports.
Examination.

SCIENCE III

First Semester
Applied Ecology
OR
Developmental Biology

Second Semester
Ethology
OR
Advanced Earth Science

APPLIED ECOLOGY

Objective
The course is designed to provide students with the opportunity of applying the ecological concepts developed in Environmental Science to an investigation of the principles underlying resource management.

Content
1. Multiple Use Forestry: An investigation of the management concepts of multiple use of forest and urban parklands with particular reference to areas within the boundaries of the Land Conservation Council of Victoria, Melbourne study area.
2. Production Ecology: A study of selected agricultural pursuits in terms of their impact upon natural ecosystems.
4. Conservation of Native Species and Habitat: A study of the ecological basis of management policies of both national parks and specific reserves with regard to providing habitat for the long-term survival of species and meeting the recreational demands of urban populations.
References

Journals
In addition to those listed in Environmental Science:
Australian Forester.
Australian Journal of Zoology.
Australian Journal of Botany.
Australian Journal of Marine and Fresh Water Research.

Assessment
1. Reports on field study and student investigation of the ecological basis of resource management policies.
2. A written report on the student's survey and assessment of the effects of resource use and development with regard to:
   (a) a particular native species or habitat;
   (b) the distribution of an exotic or native pest species;
   (c) the environmental management on one of the educational areas designated by the Land Conservation Council Victoria within the boundaries of the Melbourne study area.

DEVELOPMENTAL BIOLOGY SD36.2

Objective
For students to gain an understanding of the process of differentiation and development in living organisms.

Content
Gametogenesis in multicellular animals: spermatogenesis and oogenesis; fertilization.
Embryology: cell differentiation; morphogenesis.
The pattern of reproduction in plants.
The nature and distribution of genetic information; totipotency and differentiation.
Enzymic changes during development.
Regulation of the genetic material.

References

Assessment
Laboratory reports.
Examination.

ETHOLOGY SD36.3

Objective
For students to gain an appreciation of the behavioural characteristics of a wide range of animals.
Content
Ethology: aims; history; methods.
The development of behaviour; external stimuli; motivation; conflict behaviour.
Primate evolution and the evolution of their behaviour.
Communication systems and social behaviour.
Children's behaviour.

References

Assessment
Reports of laboratory and field investigations.
Child study.
Examination.

ADVANCED EARTH SCIENCES

Objectives
For students to:
1. study selected topics in geology to greater depth;
2. choose a topic of geology in which they have a particular interest and carry out a major project in that area.

Content
Plate tectonics will be reconsidered in the light of new developments and will be referred to throughout the course.
Crystallography: crystal systems and symmetry; face indices; stereographic projection.
Mineralogy: rock-forming minerals; ore minerals.
Structural geology and mapping.
Igneous petrology: classification; differentiation.
Metamorphism: zones and facies case studies; phase diagrams.
Sedimentary rocks: classification; petrology.
Weathering and soil formation.
Paleontology and stratigraphy: fossil assemblages and correlation; evolution of selected groups; reconstruction of ancient environments; geological history of South Eastern Australia.
Extraterrestrial studies: geochemistry of the moon; meteors; interstellar material; occurrence of organic molecules.

References

Assessment
Major project report.
Laboratory and field work report.
Examination (including theoretical and practical aspects of the unit).
DEPARTMENT OF SOCIAL SCIENCES

CURRICULUM STUDY—SOCIAL STUDIES (third-year students) GA36

Objectives

Students will:

1. develop an understanding of the nature of a social study by examining the elements of curriculum in relation to social studies programmes—rationale, objectives, teaching strategies, activities, evolution;

2. examine and discuss key problems in the structure and the teaching of social studies;

3. develop a schema for evaluating different programmes in social studies as (a) a guide to making decisions about diverse programmes, or (b) establishing guidelines for a school based programme.

Contents

Unit 1: Rationales for Social Studies.

Unit 2: Objectives in Social Studies.

Unit 3: Teaching strategies.

Unit 4: Activities and Resources.

Unit 5: Evaluation.

Unit 6: Classroom organisation.

Unit 7: Developing guidelines for decisions and/or school based programmes.

Three periods a week will involve students in lectures and workshops and tryouts.

One period a week will involve students in seminars on key issues in Social Studies.

References


Teacher Handbooks associated with Tabu Programme Man: A Course of Study Programme, Senish Programme, Society in View Programme.


Assessment

1. Exercises associated with workshop sessions.

2. One seminar paper.

3. An evaluation of another curriculum programme.

GENERAL STUDIES

The subjects offered by this Department have been planned on the basis that General Studies not only contribute to the development of the student's interest in the social world and his/her ability to operate as a citizen, in and on that world, but also provide a background of knowledge and skills which will enable him/her to be a more effective teacher of Social Studies in schools.

Students commencing their studies in 1976 will take: Introduction to the Social Sciences. Those proceeding to further studies in this Department will select a study of a particular discipline—Sociology, History, Politics, Geography, to be followed by selection from studied involving a multi-disciplinary approach—Comparative Cultures, China and Japan, Urban Studies.

In the third year of the course Social Studies (as Curriculum Study) will be taken by all students.

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INTRODUCTION TO THE SOCIAL SCIENCES

Objectives
Students will:
1. Increase their individual awareness of the social world as a complex system of institutions.
2. Realize that social sciences provide means to analyse social systems.
3. Use the skills of social science to analyse selected aspects of social systems.

Content
1. Individuals in the Social System
   Drawing on collective experiences and through the use of vicarious materials, the individual will come to a realization of the complexity of social milieu, of the difficulty of defining ourselves as independent entities and of questions arising therefrom.
2. Understanding Human Action—Contributions of the Social Sciences
   A unit emphasising the importance of conceptual flexibility in analysing the social world. Studies organized under three major themes—Social Organization, Natural Environment and Change will be developed by examining relevant generalizations so as to draw out substantive interests and procedural values contributed by the various social sciences involved.
   Studies:
   - 'Non-conformity'
   - 'The Energy Crisis'
   - 'Work'
3. The Social Sciencing Processes
   Evaluation of the studies taken in Unit 2 in terms of the procedures, methods and perspectives of the various disciplines involved.
   1. The procedures of the various disciplines.
   2. The nature of scientific inquiry.
   3. The problem of values in Social Science.
   4. Application of the processes involved in social science to the investigation a personal interest of the student in the social world.

References
Senn, P. R. Social Science and Its Methods, Holdbrook Press, 1971.

SOCIAL SCIENCES II

SOCIAL SCIENCES III

SOCIOLOGY

Objectives
To provide an introduction to basic concepts in sociology and a better understanding of modern society, its associations and institutions.

Content
Unit 1: Sociology. Its subject matter; approaches to this subject matter. Is sociology a science?
Unit 2: Research Methodology. Scientific method and the social sciences. Research design and approaches to collecting and treating data. The link between theory and research.

Unit 3: Social Differentiation and Stratification
Forms of social differentiation.
Stratification—class and status.
Social classes—groups or categories?
Consequences of stratification.
Functions and dysfunctions of social inequality.
Class consciousness and social mobility.
Research methodology in stratification.

Unit 4: Organizations
Functions and goals of organizations; displacement of goals, expansion of goals.

Unit 5: The Sociology of Religion
What is religion? Functions of religion.
Institutionalization of religion.
Forms of religious organization—Church-Sect Theory.
The Protestant Ethic and the Spirit of Capitalism.
Religiosity in a modern society.

Unit 6: Urban Society
Approaches to urban sociology—ecological and organizational.
Concepts of the city. Why cities?
Rural/urban distinctions.
Is there an optimum size? Decentralization.
The future of the metropolis, megalopolis.
Urban renewal.
(Selection to be made from units 4, 5 and 6 in 1977 for second- and third-year students. Units 1, 2 and 3 will be taken by all students.)

Prescribed Texts

References

Assessment
One seminar paper.
One long essay.
One examination.
POLITICS

Contact Hours

Three hours per week.

Unit 1: What is Politics?
A detailed examination of political behaviour. Key concepts: Conflict and power and associated concepts of consent, agreement, obedience, legitimacy.

Unit 2: Democratic Theories
An examination of the major theoretical perspectives and concepts associated with the term "democracy": Representation, freedom, majority, equality.

Unit 3: Australian Politics
The nature and distribution of power in Australian society. Australian political traditions and political culture; Federation, parliament, bureaucracy, political parties, pressure groups. Contemporary issues in Australian politics.

Activities
Two sessions each week will be semi-formal in nature and will include use of films, visiting speakers, and lecture/discussions. The other period will be devoted to student-led discussions requiring a high degree of participation by all taking the subject.

Assessment
One discussion paper and
One long essay (3000 words).
A three-hour examination OR an examination option task. (Permission to take the latter will be granted to those whose written work during the year is of high quality.)

Preliminary Reading

Prescribed Texts

References
(This subject available to second-year students only in 1977.)

AUSTRALIAN STUDIES

Objectives
The course aims to increase students' awareness and understanding of their own society and its people, both today and in the past by examining the theme Australia and Australians: Past and Present.

Content
1. The course looks at both contemporary and past accounts and perspectives of society and national character through the media of film, literature and sociological and historical interpretation.

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2. Australian perceptions and character are explored through sub themes such as Racism, Egalitarianism, Anti-authoritarianism, Sexism, Nationalism and Social Change.

3. Various ethnic, sectarian and occupational groups such as the Aborigines, Convicts, Bushrangers, Anti-Conscriptionists and Immigrants and their impact on "The Australian Way of Life" are studied.

References

Assessment
One discussion paper.
One essay in which students are encouraged to pursue personal interests and approaches.
One examination or examination option.

SOUTH-EAST ASIAN HISTORY
Contact Hours
Three hours per week.

Objectives
1. To gain an understanding of some of the major themes in the history of South-east Asia.
2. To appreciate the relevance of these themes to an understanding of present day events in the region.
3. To become aware of some historiographical problems in the study of Asian history.

Content
- Characteristic features of the South-east Asian region—a brief review of topographical features and their effect on human development. Ethnic groups and early population movements.
- The pre-history of the region—earliest evidence of man—cultural beginnings—Dongson and Hoabinhian cultures.
- The classical period—Indian and Chinese influences. The Indianized kingdoms of the mainland and archipelago with special emphasis on Angkor, Srivijaya and Majapahit.
- The spread of Islam through South-east Asia.
- The European involvement—a comparative review of the colonial policies of the Portuguese, Dutch, Spanish, French and British. Special reference to Dutch activities in Java and French activities in Vietnam from the mid nineteenth century until World War II.
- The de-colonization process in South-east Asia.
- Indonesian political developments since independence—the decline of constitutional democracy. The Sukarno era with emphasis on the roles of the P.K.I. and the Army. The attempted coup and replacement of Sukarno.

Assessment
1. Essay (3000 words).
2. Seminar Paper (approx. 1000 words).
3. Class test on selected documents (one hour).
4. Final examination (two hours).
Prescribed Text

References
Soedjatmoko (ed.). An Introduction to Indonesian Historiography. Cornell.
Steinberg, D. J. (ed.). In Search of South-east Asia. Pall Mall, 1971.

URBAN STUDIES
A multi-disciplinary approach to the study of the process, urbanization, and to urbanism as a way of life.

Content
1. The urbanization of the human population—the origin and evolution of cities.
2. A pattern of city growth?
3. Factors affecting urbanization in Australia.
4. The city as an economic unit.
5. Collective life in the city—communication, solidarity, social cohesion.
6. Decision making in the urban context.
7. Responses to modern urban growth—urban renewal, decentralization; the city in the future.

References

Assessment
One discussion paper.
One essay.
Final examination (three hours.)

COMPARATIVE CULTURES
CHINA AND JAPAN

Objectives
Students will:
1. Gain an understanding of developments in modern Chinese culture; and also Japanese thought patterns and modern history insofar as they bring Japan into contact with China.
2. Experience the multi-disciplinary approach to the study of a society.
3. Thus be able to contribute to a better understanding in the community of two powerful neighbours and trading partners.

Content

An examination of the physical geography, history of ideas, political and economic development of China and Japan; and of elements in the contemporary cultures of these two societies. China receives emphasis and the intensive study begins with significant Western contact in the late eighteenth century. The Japanese study begins with the Tokugawa period.

The method of treatment will be by seminar or tutorial discussion on themes with minimum recourse to lectures. Relevant film and videotape will be regularly shown and discussed.

Representative themes are:

China:

- Confucianism and its place in Chinese culture.
- Buddhism in China.
- The Chinese Traditional Universal Order; mandate of heaven and dynastic cycle.
- Western Imperialism in China in the nineteenth century—an introduction to motivation and methods.
- Chinese and Western attitudes toward each other in the nineteenth century; the outcomes.
- Warlords—their origin and role in history—a case study Fen Yu-hsiang.

The C.C.P.:

- Introduction to social conditions in China at the beginning of the twentieth century; the significance of Russian influence to the mid 1920s.
- The Long March and Yenan—myths and facts. The Yenan way and modern China.
- The Kuomintang debacle of the late 1930s and 1940s. A surprise?
- The Communist Party in China; its structure and role in Chinese society.
- Propaganda—the use of literature, film, theatre, education to ensure the revolutionary succession.
- Women's Lib in Chinese society.
- Beginning to understand Maoism.

Japan:

- To Kugawa society and change in feudal Japan.
- The legacy of Bushido—the tradition in practice.
- The Meiji era; miracle, genius, myth?
- Japan in the twentieth century—democracy or authoritarianism; the choice and its outcome.

Assessment

- One seminar paper.
- One long essay (2,500-3,000 words).
- One two-hour examination.

References

China:

Japan:
CONTINUATION STUDIES
DEPARTMENT OF CONTINUATION STUDIES

This Department is concerned with the administrative procedures and special arrangements required, connected with studies undertaken by teachers who wish to upgrade their qualifications. While not a teaching department it is concerned with the educational procedures used and acts as a liaison department between students and lecturers in the various teaching departments.

The Department of Continuation Studies is located at the Mercer House extension of the College, situated at 11 Mercer Road, Armadale and is open for student inquiries and interviews from 9 a.m. to 5 p.m. during term. Special arrangements will be made for interviews on lecture evenings and during vacation-school periods for external students.

The Department is the central communication point within the College for all external students and distributes teaching material prepared by those lecturers concerned with external teaching. External students return completed exercises and assignments to the Department, which registers them, passes them to the lecturers for making and comment and then returns them to the students.

At present the concern of the Department is the Conversion Course which upgrades the initial qualification of two-year T.P.T.C. holders to the Diploma of Teaching (Primary). This course is conducted for 1977 on a part-time evening basis at Toorak and as external studies.

CONVERSION COURSE 1977

DETAILS OF SUBJECTS

Curriculum Studies
Art Education A.
Art Education B.
Children’s Drama.
Children’s Literature A: Background.
Children’s Literature C: Australian Children’s Literature.
Contemporary Concepts in Health, Physical Education and Recreation.
Health Studies.
Mathematics.
Music A: Music Education.
Science A: Science as Investigation.
Science B: Environmental Science I.
Science C: Environmental Science II.
Social Studies A: Social Science Concepts and Primary Social Studies Programmes.
Social Studies B: “Society in View”.

Professional Studies
Alternatives and Innovation A: Contemporary Educational Thought.
Alternatives and Innovation B: Implementation and Organization.
Aspects of Children’s Language.
Children’s Communication Disorders.
Cognitive Development and Education.
Comparative Education.
Educational Technology.
Educational Television.
History of Australian Education.
Individual Project in Education.
Language and Learning A: Language Development.
Language and Learning B: Language in the Classroom.
Measurement in Education.
Philosophy and Education.
Reading: The Reading Process and The Teaching of Reading.
Social Psychology and Education.
Sociology of Education.
The Play and Development of the Child.
Understanding Research Reports.
The Classroom: Perspectives on Teaching and Learning.

NOT ALL SUBJECTS ARE AVAILABLE IN ANY ONE YEAR.
ART EDUCATION A (One unit) AE13 3 hours x 15

Objectives
To assist in the improvement of practising teachers' work with children by—
(a) Looking at current philosophy, ideas and developments in art education; and
(b) Restating the importance of the contribution of art activities to the education and development of the primary school child.

Content
1. General Art Study
   —the aesthetic nature of our environment;
   —contemporary art movements;
   —the art of our culture.
2. Art Education
   —a short restatement of the contribution of art to child development, with emphasis on reporting back on work with the children in the teachers' own grades.
3. Practical Classroom Activities
   —a wide range of practical activities related to the classroom, both two and three-dimensional. Emphasis will be placed on the provision of activities that will challenge the child.
4. Art as a Personal Challenge
   —involvement at own level with a particular art medium elected from painting, drawing, fabric printing, pottery, jewellery, sculpture, dressmaking and printmaking.

References
Horn, G. F. Art for Today's Schools. Davis.

Assessment
Progressive evaluation of participation in seminars and discussion, and presentation of papers. Attendance at practical sessions is compulsory.

ART EDUCATION B (One unit) AF13 3 hours x 15

Objective
To provide teachers with the opportunity to engage in individualistic and imaginative activities and a study of art philosophy which will promote greater sensitivity and self development. The experience will enable the teacher to understand the needs of children involved in the creative act and to create a classroom climate conducive to creative growth.

Content
Art Education:
Lectures, tutorials and seminars.
Significance of major art movements and the attendant changes in thinking.
The motivational environment.
Awareness and sensitivity to the environment.
Future directions in art education.
Practical Art Involvement:
Up to two-thirds of the total time will be spent in studio work. One art area will be practised during the semester. Activities for studio work will include the following:
- Painting;
- Printmaking;
- Serigraphy;
- Fabric Printing (Silk Screen);
- Pottery;
- Ceramic Sculpture.

References
Linderman & Herberholz. Developing Artistic and Perceptual Awareness.
Lucie-Smith, E. Movements in Art Since 1945. Thames & Hudson.
Merritt, H. Guiding Free Expression in Children's Art.

Assessment
One major assignment to be presented during the semester.
Folio of studio work to be presented at end of semester.
Progressive assessment will be made of participation in seminars and discussions and incidental set exercises.
Assessment will be on a satisfactory or unsatisfactory basis.

CHILDREN'S DRAMA (One unit) EE13 3 hours x 15

Objectives
To assist teachers to develop:
1. Strategies for developing drama programmes in their classrooms.
2. The confidence and the practical skills necessary to implement those strategies.
3. The ability to appraise the available textual materials and develop criteria for the assessment of drama work in the classroom.

Content
1. Drama in Education
   - the importance of drama to children;
   - some of the characteristics of children's drama;
   - concepts in the determination of suitable literature and practice.
2. The practice of Drama in the classroom
   - implementing a drama programme in the classroom;
   - coping with problems peculiar to drama teaching;
   - developing a programme to encourage and extend the child's attempts at non-scripted and at creative writing for drama; and to encourage the realization of the child's work in single theatrical and non-theatrical terms.
3. The scope of Drama for children
   - creative writing/playmaking;
   - documentary drama;
   - characterisation and mime;
   - dance drama;
   - improvisation;
   - poor man's theatre/make-up, costumes, props;
   - use of child drama as stimulus material to encourage creative writing.

References
Detailed reading lists will be made available to course participants.
Assessment

Assessment for this course will be based on four areas:

1. An essay.
2. A report undertaken in the primary classroom.
3. A composite assessment of practical skills on work undertaken during special workshop sessions.

CHILDREN'S LITERATURE A—BACKGROUND (One unit)  EF13  3 hours x 15

CHILDREN'S LITERATURE B—NEW TRENDS (One unit)  EG13  3 hours x 15

Objectives

To lead the participating teacher to a competent independence in the critical appraisal of material available to the child as literature, and to provide this teacher with an awareness of the range and abundance of literature available to accommodate children throughout the stages of their growth.

Current classroom practices with regard to the treatment of literature, including creative writing by the children, will be considered and possible alternatives discussed.

Note: Although both units may be chosen during the course they may not be studied concurrently.

Content

For both units the course will involve:

1. Some basic concepts in the approach to Children's Literature
   —importance of literature to children;
   —some characteristics of children's literature;
   —evaluative criteria of children's literature;
   —application of evaluation in classroom practice.

2. The scope of literature for children
   —prose fiction;
   —poetry and nursery rhymes;
   —mythology and folk/fairy tales;
   —picture story books;
   —method texts and material;
   —fantasy, realism and humour in literature;
   —biblio-therapeutic literature;
   —the social problem novel.

3. Introducing literature to children
   —the child's development and his corresponding literary taste;
   —implementing a literature programme in the classroom;
   —research into children's reactions to literature in the classroom.

4. Creating literature in the classroom
   —developing programmes to encourage and extend the child's attempts at various forms of creative writing;
   —the thematic approach in literature.

A. Background Considerations

Will be based on:
   Mythology, folk and fairy tales;
   Children's novels up to 1960;
   Children's poetry up to 1960;
   The picture story book up to 1960.

B. New Trends

Will be based on:
   Children's novels since 1960;
   Children's poetry since 1960;
   The picture story book since 1960;
   Current classroom theory and practice.
References
Detailed reading lists will be issued to each course participant.

Assessment
In each of these units, assessment will be based on:
1. Class papers and participation.
2. Essay work.
3. A research report of some substance.

CHILDREN'S LITERATURE C—AUSTRALIAN CHILDREN'S LITERATURE

RESOURCES FOR CLASSROOM PRACTICE (One unit) 3 hours x 15

Objective
To provide opportunities to examine areas of Australian Children's Literature in breadth and some special fields in depth, both in historical perspective and for current practice.

Content
There are six areas covered by the course, of which the first two will be studied in some detail. The asterisked works in the remaining four areas will be covered during the course, and the students are free to select areas or topics for special study from any one of the six areas.

Areas 4-6 are optional.

Areas
1. Early Australian Children's Literature to 1941.
3. The Australian Picture-Story Book.
5. Aboriginal Myths and Legends.
6. Aborigines and Relations through Children's Literature.

Method
Lecture material will be offered for Areas 1 and 2 of the course, together with selected reading lists. Lecture material will also be offered for the asterisked works in the other four areas. Students will be expected to undertake a piece of research in any one area of their own choice; present a tutorial paper or essay in an area of special study; and produce a Picture-Story Book suited to an Australian School audience.

Assessment
This will include all aspects of work done throughout the course, and class participation.

NOTE: Selections of texts for close study in areas 1 and 2 will be made by the lecturer concerned.

Content
Area 1: Early Australian Children's Literature to 1941
Ethel Pedley. Dot and the Kangaroo. 1899.
Dorothy Wall. Blinky Bill. 1933.
Mary Grant Bruce. The Billabong Series.
Ethel Turner. Seven Little Australians.
Mary and Elizabeth Durack. The Way of the Whirlwind. (1941).

Area 2: Towards a Literature for Children: Post 1941
Leslie Rees. The Digit Dick Series. 1942.
Mary Elwyn Patchett. The Ajax Series.
Nan Chauncy. They Found a Cave. 1945; Tiger in the Bush. 1957; Devil's Hill. 1959.
Ivan Souchall. Hill's End. 1952; Ash Road. 1965; To The Wild Sky. 1967; Let the Balloon Go. 1968.
Colin Thiele. February Dragon. 1965; Blue Fin. 1969; Storm Boy. 1963; The Fire in the Stone; Rim of the Morning; Sun on the Stubble.
Patricia Wrightson. Down to Earth. 1965.
Christobel Mattingley. Selected works.
Hesba Brinsmead. Selected works.

Area 3: The Australian Picture-story Book
Helen Alderson. Foamo Bubblo. 1942.
Anne Bracken. The Adventures of Flopsie-Flatfoot. 1944.
Leslie Rees. Gecko the Lizard Who Lost His Tail. 1944 (and other books).
Noella Young. Flip the Flying Postum. 1954.
Esta De Fossard. Puffing Billy. 1968.
B. Randell. John the Mouse Who Learned to Read. II. Noella Young.
Jenny Wagner. The Bunyip of Berkeley's Creek. II. Ron Brooks, 1974.

Area 4: Australian Short Stories (Selections)
(Suggestions only)
Henry Lawson.
A. B. Paterson.
Alan Marshall.
Katherine Susannah Prichard.
Vance Palmer.
Judah Waten.
Henry Hambel Richardson.

Area 5: Aboriginal Myths and Legends
Catherine Stow (Mrs. Kate Langloh Parker). A Study of Aboriginal Life in Australia. 1905.
Henrietta Drake-Brockman (ed.). Australian Legendary Tales. 1953.
Roland Robinson. Legend and Dreaming. 1952.
Roland Robinson. Wandjina.

Area 6: Aborigines and Race Relations through Children's Literature
Ivan Southall. The Great Trek. 1940.
CONTEMPORARY CONCEPTS IN HEALTH, PHYSICAL EDUCATION
AND RECREATION (One unit) HG13  3 hours x 15

Contact Hours
Three hours a week for one semester utilized through an integrated approach, comprising lectures, seminars, laboratory sessions, film/videotape presentations and some practical activity content. The practical activity laboratory sessions do not require expertise in motor skill.

Objectives
On completion of the course, teachers should be able to:
(a) Recognize the place of Physical Education in the Primary School Curriculum, and to identify their personal philosophy and role as teachers of the subject.
(b) Critically evaluate current curricula practice and content in Physical Education programmes. Desired outcomes, content, learning experiences and methods of teaching will be examined and related to theoretical concepts.
(c) Recognize the possible effects of planned Human Movement studies on selected aspects of an individual's health and identified in parameters of physical fitness.
(d) Evaluate current programmes in recreation and outdoor education, and identify these in the context of their own teaching.

Content
Area 1: Movement
Movement programmes in the Primary School with specific applications in Gymnastics and Dance.

Area 2: Recreation and Outdoor Education
An in-depth analysis of Outdoor Education and Recreation in the primary school and the surrounding community.

Area 3: Human Performance
The role of Physical Education in appraising Dynamic Health.

Area 4: Curriculum Development
Planning and implementing programmes of Health, Physical Education and Recreation.

References
Education Department of Victoria. Fixed Camps: Safety in Adventure Activities. Education Department of Victoria, Suggested Course of Study for Primary Schools 1972. 2. Gymnastics, 3. Dance.
Sweeney, R. T. Selected Readings in Movement Education. Addison-Wesley, 1970.
Assessment

Assessment will be continuous and cumulative throughout the semester. Participation in discussion and practical activity/laboratory sessions is an essential requirement.

Area 1: Presentation of a Unit of Work in Dance or Gymnastics.

Area 2: Unit of work in outdoor curriculum.

Area 3: Four two-hour laboratory sessions with mandatory questionnaire.

Area 4: A directed study or literature survey concerned with the planning and administration of a student programme in Physical Education.

HEALTH STUDIES (One unit) HH13 3 hours x 15

This course is offered to teachers who are interested in teaching Health Education in the Primary School curriculum.

Objectives

1. To increase knowledge about developments in Health Education in Victoria, interstate, and overseas.

2. To increase knowledge in specialised fields of Health, and specified contemporary health areas.

3. To examine issues and problems associated with the teaching of health.

4. To plan, develop and teach a programme of Health Education.

The course will be conducted in fifteen three-hour sessions consisting of six sessions of lectures, films and discussion, and nine sessions involving presentation of seminar papers on an area of study in which the student has some special interest.

Content

1. The concept of health. Theories of health, and factors operating in health and disease.

2. Overview of Health Education programmes in Primary Schools in Australia and overseas. The relevance of the Health Curriculum to the needs of the Primary School child.


4. Choice of study in areas such as the following—dental health; safety education, nutritional health; medical and non-medical use of drugs; consumer health; family life-sex education; the handicapped child.

References


Assessment

Satisfactory attendance and participation in lectures and seminar presentations.
The following forms of assessment may be used—written assignments, preparation of teaching-resource units of work, literature reviews, presentation of seminar paper, evaluation of curriculum materials.

MATHEMATICS (One unit) MF13 3 hours x 15

Objectives
To study some aspects of elementary mathematics beyond the level intensity possible in a basic college course and to consider the implications for a primary teacher.

Content
1. The simple logical operations and their relevance to mathematics.
2. The structure of our numbers.
3. The meanings of the basic operations derived from the manipulation of discrete objects.
4. The meanings of these derived from the manipulation of continuous material.
5. The principles governing the degree of freedom with which sequences of operations may be performed.
6. Base fractions in general and decimal fractions in particular.
7. Replacing multiplication and division with addition and subtraction; ancient procedures and modern ones.
8. Computer arithmetic and the rudiments of Boolean algebra, culminating in an appreciation of how a computer adds.
9. The rudiments of matrix algebra, including an introduction to motion geometry and mathematical groups.
10. An experiential introduction to topology.
11. An analysis of the principles underlying several mathematical games.

References
Contemporary School Mathematics Series: Computer Arithmetic, Sets and Logic, Matrices, plus others to be added during the course.

Assessment
By means of a series of tasks set during the currency of the course and executed between sessions; and by means of an assignment due at the end of the course.

MUSIC A (One unit) 3 hours x 15

Objectives
To assist teachers develop strategies for developing music education programmes in their classroom.

Content
A. Planning for music education in the classroom in the following areas of music, directly related to the musical growth of children in the primary school.
   1. A study of listening as a skill and for the appreciation of music. Planning experiences which will develop these two aspects of listening in primary school children.
   2. A study of basic factors which contribute to good vocal tone and of various problems encountered in this area in the classroom. Planning experiences which will improve children's singing both individually and in group work. Extension of the teacher's repertoire of songs.

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3. A study of musical instruments suitable for children in the primary school. Incorporating work on rhythm and melody.
Planning experiences which will enable all children in the classroom to participate in playing instruments, and further their musical understanding.
4. Planning experiences in movement. This will be integrated in the three areas previously mentioned.
5. Planning experiences in pre-reading, leading to experiences in reading and writing music when children are ready for notation.
6. Creative activities for children will be incorporated in all areas.

B. Workshop participation in the thematic unit of music incorporating all the areas in A.

C. Practical Teaching. Each student will be required to plan a thematic unit of music and implement it in his/her own classroom.

References
Newson, K. *Listening to Music*. Reed & Reed.

Assessment
1. An essay—Research into modern development of music education.
2. A detailed plan of thematic unit of music, and a written report of its implementation in the classroom.
3. A collection of resource materials.

MUSIC B—CONTEMPORARY MUSIC MAKING (One unit) JF13 3 hours x 15

Objectives
1. Self development of teachers in the areas of creating, performing and listening, through the awareness and appreciation of the individual sound and the organization of such sounds into music.
2. The application of the developed skills, concepts and knowledge in the classroom.

Content
1. Creative
   —creating musical compositions and also music intended to accompany other arts.
2. Performing
   —group performance of works created individually— involving conducting and rehearsing of works by the composer;
   —group performance of contemporary compositions;
   —combining body movements with the performance of some compositions.
3. Listening
   —studying music and analyzing scores of three styles of contemporary compositions:
   (a) Those using traditional means of sound production (instrumental-vocal) in a contemporary manner;
   (b) Those using contemporary means of sound production (basically electronic);
   (c) Those combining the two above.
4. Application in Schools
   Based on experiences and learning situations involved in creative performing and listening areas of instruction. Participants will be expected to carry out some experimental work in the classroom and submit a tape of children's work.
References
Dennis, B. Experimental Music in Schools. O.U.P.
Schafer, R. The New Soundscape.
Self, G. New Sounds in Class. Universal.

Assessment
1. Create, rehearse and tape an original composition written to be performed by members of the group. Submit tape and score.
2. Submit a detailed thematic unit of work for practical use in the classroom at a specific grade level based on contemporary approaches to music education.

SCIENCE A—SCIENCE AS INVESTIGATION (One unit) SF13 3 hours x 15

Objective
To get participants to appreciate that science as a mode of investigation is accessible to themselves and children, and to have the confidence to introduce science activities into their own classrooms.

Content
Details of the course will be planned in co-operation with the participants, but essentially the course will take the form of a series of workshop sessions. In these sessions participants will be making investigations using materials which are readily available to classroom teachers. It is intended that these activities will stimulate discussion and investigation of relevant issues such as the following:
1. The ways in which children at different developmental stages handle materials and related concepts.
2. The meaning of the term “process of science”.
3. The value of various prepared science curricula.
4. The organization of classrooms and materials to encourage children to investigate.

References

Journals
Australian Science Teachers Journal.
School Science and Mathematics.
School Science Review.
Science and Children.
Science Education.
Science Teacher.

Assessment
Assessment will be based on a series of tasks arising out of the workshop sessions.
SCIENCE B—ENVIRONMENTAL SCIENCE (One unit) SG13 3 hours x 15

Objectives
The course is designed to develop knowledge about the environment, provide experiences in using the environment as a source for planning integrated studies, and the development of greater confidence in incorporating these aspects of science into the primary classroom.

Content
2. School Ground Ecology. Application of the above concepts in relation to the biotic and abiotic resources found in a school playground.
3. Urban Ecology. Further application of these concepts to the study of the natural and man-made resources located within the community.
4. Environmental Science Resource Facilities. An investigation of the role of these resources, e.g. zoological gardens, museum, Gould League, etc., with regard to conservation, research and environmental education.

References
Collis, M. Sc. 5/13. Using the Environment:
1. Early Explorations
2. Investigations Part I
3. Tackling Problems Part I
4. Tackling Problems Part II
Macdonald Educational, 1974.

Journals
Science and Children.
Search.
Survival.
The Victorian Naturalist.
Victoria's Resources.

Assessment
1. Reports on field study of the ecology of selected life zones.
2. Preparation of a teaching unit and background notes related to schoolground and urban ecology.

SCIENCE C—ENVIRONMENTAL SCIENCE II (One unit) SH13 3 hours x 15

Objective
The course is designed to provide students with the opportunity of applying the ecological concepts developed in Environmental Science I to the development of environmental science programmes for the primary school children.

Content
1. Trailing. Development of science trails within the proposed metropolitan parkland areas.
2. National Parks/Forest Parks/Municipal Parks. Investigations into the use of these different facilities in terms of developing programmes for primary school excursions.
3. School camps.
   The development of science programmes for school camp or Educational areas located within the Land Conservation Council of Victoria Melbourne Study Area.

References
Department Youth, Sport and Recreation. Recreation Wilderness and the Public. 1975.
Macdonald Educational Sc. 5/13. With Objectives in Mind; Change Stages 1, 2, 3; Early Explorations; Tackling Problems; Ways and Means.

Journals
Australian National History.
Science and Children.
Victorian Naturalist.
Victoria's Resources.

Assessment
Students will be assessed on their contributions to the development of two major science activity programmes and teacher background reference material.

SOCIAL STUDIES EDUCATION A (One unit) GE13 3 hours x 15

SOCIAL SCIENCE CONCEPTS AND PRIMARY SOCIAL STUDIES PROGRAMME
Objectives
A course designed to assist teachers:
1. to understand the conceptual framework around the Social Sciences; and
2. to use this framework as a basis for organizing ideas for primary school curricula in Social Studies.

Content
A series of participation/workshop sessions dealing with:
2. An examination of conceptual scope and sequence in Social Studies programmes for the primary school.
3. Children's thinking about the social world and implications for teacher planning.
4. Planning content and teaching strategies.
Note: Some sessions in this course will take the form of field work in the school situation or with children away from the school situation.

References
A comprehensive reading guide will be given to participants.

Assessment
1. An essay related to Social Science concepts.
2. A data collection exercise involving interviewing children about social concepts.

SOCIAL STUDIES EDUCATION B (One unit) GF13 3 hours x 15

"SOCIETY IN VIEW"
Teacher training for the new Education Department Social Studies Programme. A pre-requisite for this course is Course A.

Objectives
To make the teacher competent and independent in achieving the objectives of "Society in View", through the development of the teacher's knowledge of the
programme and through the teacher's participation in many of the strategies and activities of the programme within the College and the school situation.

Content
A series of participation/workshop sessions dealing with:
1. The rationale and objectives of S.I.V.
2. Planning content.
3. Research skills.
4. Teaching strategies and activities.
5. Evaluation.
6. Classroom organisation.
7. Resources.
8. Planning a unit.

Note: Some sessions in this course will take the form of field work in the school situation.

References
A series of articles and the "Society in View" handbooks constitute the major reading requirements.

Assessment
1. Exercises involving:
   (a) Planning content;
   (b) Teaching strategies.
2. Planning a unit.
3. A class test.

ALTERNATIVES AND INNOVATION A—CONTEMPORARY EDUCATIONAL THOUGHT (One unit) 3 hours x 15

Objectives
To examine the philosophical and theoretical issues associated with recent publications advocating significant change in educational systems.

Content
Consideration will be given to the writings of people such as: Neill, Dewey, Silberman, Rathbone, Goodlad, Illich, Freire, Holt, Goodman, Glasser, Gross, etc. (However, the course can be adapted readily to the needs of the participants. For example, innovations in education are not restricted to the type usually associated with free schools. It would be equally possible to examine the philosophies and theories of those who advocate individualization of instruction, grouping for increased performance, accountability, performance contracting, etc.)

1. Identification of the factors which give rise to divergent philosophies of education.
2. The deficiencies of the main stream education as articulated by the exponents of change.
3. The degree of divergence and the implications in relation to society's expectations of educational products.
4. The assessment of the extent to which contemporary thought has influenced education in Victoria by an examination of alternative philosophies and theories currently observable in (i) state, church or mainstream establishments; (ii) the many privately initiated community, co-operative alternatives that have sprung up in the last three years.

References
Comprehensive reading lists will be made available to participants.
Assessment
1. Preparation and responsibility (either as an individual or as a member of a group) for conducting a seminar discussion.
2. Participation in the seminar discussions.
3. Submission of two written assignments.

ALTERNATIVES AND INNOVATION B—IMPLEMENTATION AND ORGANIZATION (One unit) TF13 3 hours x 15

Objectives
To assist those teachers who wish to innovate within the primary school; to implement and organize these innovations.

Note: The orientation is highly practical and field work will be involved.

Content
1. An examination of the main innovations found in state schools at present. A brief overview will be given of the main ideas embodied in, e.g. open education, family grouping, multi-grading, non-grading, community resource usage, individualization of instruction, team teaching, etc.
2. Problems faced in implementing an innovation.
3. Anticipation of the problems and essential components of an innovatory programme.
5. Specific procedures for implementing a chosen innovation. Participants to make a study of the literature of the particular innovation they are interested in attempting. They would also be involved in field work, spending time in observing, teaching and assessing the innovation in practice. Practising innovators will be invited to make contributions at selected points in the course.

References
Appropriate reading lists will be given according to selected innovations.

Assessment
1. Participation in discussions.
2. Reading survey undertaken in a chosen innovation area.
3. Report, drawn up as a result of reading and participation in the field work, to cover all aspects of the implementation, organization and effective continuing functioning of the chosen innovation.

ASPECTS OF CHILDREN'S LANGUAGE (One unit) CE13 3 hours x 15

Objectives
To assist students to:
1. Be familiar with common theories on the child's development of rules for the language he interprets and produces.
2. Be able to compare the system the child gradually evolves with models describing English language (with particular reference to syntax).
3. Consider how children begin to deal with variation in language, and the varieties of language possible within one classroom. (Special attention will be paid to the problem variation causes for the migrant child.)
4. Form teaching strategies for oracy and literacy development that consider notions of syntax and variation.

Content
1. Early stages in language development; children developing language rules.
2. Syntactic development 3-5 years.
3. Later syntactic development.
5. Children developing awareness of variety in language appropriateness, register.
6. Language variety in a classroom.
7. Teaching strategies accommodating variety and considering the migrant child.

References

Assessment
1. Practical exercise.
2. Take home test.

CHILDREN'S COMMUNICATION DISORDERS (One unit)  CF13  3 hours x 15

Objectives
To develop an awareness of the speech and language disorders that children may have, and their aetiology.
To enable the student to identify problems which they can effectively deal with themselves, and to have some idea of the procedures of treatment.
To know the referral procedures for children with problems requiring other professional assistance.

Content
The course will be a combination of lectures, tutorials and excursions. The students will study the normal anatomy, neurological and physiological involvement in speech and language, and then various communication disorders such as hearing loss, deafness, cleft palate, stuttering, voice disorders, childhood aphasia, delayed language and various articulation disorders such as dyslalia, dyspraxia and dysarthria. The speech of handicapped children such as the child with cerebral palsy will also be studied.

References

Assessment
1. Student presentations and participation.
2. A major essay.
3. A class test.

COGNITIVE DEVELOPMENT AND EDUCATION (One unit)  CG13  3 hours x 15

Objectives
1. To assist teachers in understanding theory and research findings concerning the development of children's cognitive processes.
2. To consider implications of children's cognitive processing for the primary school curriculum and for the role of the teacher.

Content
1. Concept formation and development.
2. Problem solving.
3. Perceptual processing.
4. Memory — storage and retrieval systems.
5. Creative development.
6. Logical thinking development.
7. Training in logical thinking.
8. The role of language in thinking.

References
Bryant, P. E. *Perception and Understanding in Young Children*. Methuen, 1974.
Klausmeier, H. J., Chatala, E. S. and Frayer, D. A. *Conceptual Learning and Development*.

Assessment
1. Seminar paper.
2. Essay on a selected topic.
3. An investigation into an area of cognitive development (group activity).
4. Participation in seminar discussion.

**COMPARATIVE EDUCATION—AREA STUDIES** (One unit)  **PC13**  3 hours x 15

Objectives
1. To acquaint teachers with systems of education in Australia, United Kingdom and the United States of America.
2. To give teachers a greater understanding of their own system through their own experiences and observations and through experience with the insights of others.
3. To acquaint teachers with some of the problems of education systems in developed countries.
4. To enable teachers to analyse educational problems comparatively in order to come to some individual assessment of the value and viability of certain solutions.

Content
1. General introduction to educational problems in the setting of rapid world development.
2. The Australian system.
3. The problems of the Australian system
   —pre-school, primary, secondary and tertiary.
4. The British system.
5. Problems of the British system.
6. The American system.
7. Problems in American Education.
8. General educational problems.
   —urbanization and its effects on education;
   —the education of minority groups;
   —the influence of tertiary education on the entire system;
   —decentralization versus centralization of administration.

References
  Comprehensive reading lists for each of the areas studied will be made available to participants.

Assessment
1. An essay on Problems in Australian Education.
2. A major essay involving a comparative analysis of some issue over the three areas.
3. An oral presentation involving a personal discussion with the lecturer on an area of personal interest.
EDUCATIONAL TECHNOLOGY (One unit) VN13 3 hours x 15

Objectives
1. To introduce teachers to the concept of educational technology.
2. To enable teachers to gain experience in developing, producing and evaluating a learning programme.
3. To give teachers an overview of the potential applications of the major audiovisual media in the classroom.
4. To develop a wider awareness of the range of resources available to teachers.

Content
1. An introduction to educational technology.
2. Designing learning programmes.
4. Workshop sessions in graphics, overhead projectuals, reprography, photography, film-making, audio and television.
5. Educational resources.

The course will consist of a series of lectures and workshop sessions.

Prescribed Texts
OR

References
Additional references will be recommended as appropriate for special interests of course participants.

Assessment
Assessment will be based on the following:
1. Development, production and testing of a learning programme. (60%)
2. Assigned essay on educational technology.

EDUCATIONAL TELEVISION (One unit) VO13 3 hours x 15

Objective
To give teachers a better understanding of the various roles television can play in the teaching/learning situation.

Content
This theoretical and practical study covers the instructional and creative uses of television and includes the following:
1. Television as an instructional and stimulus medium (including schools broadcast television).
2. Television as a creative medium.
3. The implications of the home viewing of television by children.
4. Basic television studio/control room operational and production procedures.
5. Portable television operational and production procedures.

References
Himmelweit, H. T. Television and The Child. (Copy of summary finding in photostat file.)

**Assessment**
1. Evaluation of a schools television broadcast (15%)
2. Essay on the home viewing of television by the child (15%)
3. Class test (30%)
4. Writing of a basic television script, production of appropriate television graphics and floor plan, and participation in a television production (40%)

**Note:** Students are required to attend a minimum of 80% of sessions.

**HISTORY OF EDUCATION: TRADITION AND CHANGE IN AUSTRALIAN EDUCATION** (One unit)  
**EDUCATION (One unit) **  
**PD13**  
3 hours x 15

**Objectives**
To enable teachers to study aspects of the development of Australian education and to realize how historical understanding assists them to interpret contemporary issues.

**Content**
Consideration will be given to nineteenth century influences on twentieth century ideals and practices in schooling and instruction. The development of traditions will include studies of:
1. Constitutional foundations of State Education in Victoria;
2. the developing role of the Commonwealth Government in education;
3. the role and status of teachers;
4. centralization, conformity and diversity;
5. quality, equality and inequality in education.
Changes in twentieth century education will be considered in studies of:
6. changing world and Australian communities;
7. concepts of the role and function of schools and teachers;
8. curriculum—innovation in content and methods;
9. the teaching profession;
10. alternatives in education.

**References**
Comprehensive reading lists will be given to participants.

**General References**

**Assessment**
1. Participation in class discussions.
2. Presentation of Tutorial Paper.
3. One major essay.

**INDIVIDUAL PROJECT IN EDUCATION** (One unit)  
**ZA13**  
3 hours x 15

**Objective**
To give students an opportunity to pursue in some depth some area of individual interest related to teacher and/or child behaviour.
1. Initially students would spend two sessions on discussing basic experimental design and general approaches to educational research.

2. Students would then be required to plan, execute and write up a minor educational investigation.

3. The investigation could either be a replication study, or a study of the student's own design.

References
Prescribed Reading:

Assessment
Students would be required to submit:
1. A plan of the investigation (by week 4).
2. A final report including a brief literature survey, experimental design used, results and conclusions.

LANGUAGE AND LEARNING A—LANGUAGE DEVELOPMENT (One unit) TG13
3 hours x 15

Objectives
A guide to the understanding of the nature of language, its relationship to thought, the manner and mode of its acquisition by humans, the factors affecting such a process and the structure of language. The science of linguistics and its relationship to psycholinguistics and philosophy.

Content
1. Language and Reality
   —language and thought; thought without words; concept formation; the Whorfian hypothesis; Piagetian stages; construction of reality; Vygotsky and Luria.

2. The Acquisition of Language
   —beginnings of language; language acquisition device; behaviour modification theory; expansion and expiration; syntax and accidence; speech for self; Piaget; speech as other communication; Chomsky and Miller; Menyuk; McNeill; Vygotsky.

3. The Language Environment
   —conditions for oracy; social class and language development; the second language; the sensorily handicapped learner; child-adult dialogue; language as conative, affective, cognitive.

4. The Elements of Language
   —dialect, sociolcet, idiolect; register and communication interference; verbal communication; lexis and grammar; redundancies; basic sentence patterns; transformational grammar; deep and surface structures, language and situation; a communication model.

5. Capabilities in Language Performance
   —measures of language production; language reception; use of constraints; semantics; organization of constraints; linguistic disadvantages; possibilities of language; models of language; the development of oracy.

References
Comprehensive reading lists will be provided to participants.

Assessment
1. Field work including taping and analysis of children's speech.
2. Annotated bibliography.
3. Major overview essay.
Prerequisite: Language & Learning A—Language Development

Objectives
To examine the role of language in the educative process in order to be able to work with primary school children in the development of oracy and its translation to literacy.

To gain some insight into the principles of language curriculum development using as a case study the Victorian Education Department's new Language Education Curriculum.

To alert teachers to the necessity for and provide them with the educational expertise to modify and adapt a language curriculum to the needs of particular ethnic and social groups.

Content
1. The Foundations of Language
   Language acquisition and development in early childhood.
   Factors affecting the development of oracy.
   The theoretical bases for language and linguistic studies.

2. From Oracy to Literacy
   The language environment of the primary school.
   The role of the school in the child's language development.
   Personal language.
   Introspection, verbalization, reflection and conceptualization.
   Teacher intervention and language strategies.
   Language activities—verbal and non-verbal.
   Speaking and listening—acuity and discrimination.
   Puppetry as creative self-expression.
   Child drama.
   English for the non-native speaker.

3. Reading
   Psycholinguistics and reading.
   The perceptual bases of reading.
   A range of approaches to initial literacy.
   Early stages of reading.
   Acquiring independence.
   Development of higher order skills.
   Comprehension and critical reading.
   Disability and disadvantage.

4. Writing
   Handwriting.
   Spelling as a code-cracking strategy.
   Written conventions.
   Functional expression.
   Personal writing.
   Specialized study skills.

5. Curriculum Construction
   The inter-relationship of the language areas.
   Setting specific objectives.
   A balanced programme.
   Pacing and grouped learning.
   Thematic studies as a core approach.
   The literature point of view.
   Assessing, evaluating and recording progress.
References
Barnes, Ed. Language, the Learner and the School. Penguin.
Barnes, Ed. Language, the Learner and the School. Penguin.

Assessment
(a) Participation in discussion seminars.
(b) Presentation of a seminar paper.
(c) The construction, use and presentation of rationale for material suitable for language activities.
(d) Guided reading and outline construction.

MEASUREMENT IN EDUCATION (One unit) ME13 3 hours x 15

Objectives
1. To widen and deepen understanding of:
   (a) The purpose of testing and evaluation instruments;
   (b) The meaning of scores and ratings;
   (c) The techniques available to improve tests.
2. To gain experience in the preparation and use of tests, including question writing, analysis of results and interpretation.
3. To illustrate, and give practice in the application of the statistical and mathematical procedures necessary for the analysis and use of tests.

Content
The nature and purposes of measurement in education.
The analysis of educational objectives.
Construction of test items.
Reliability and validity.
Scores and norms.
Standardized testing.
Attitude and interests tests.
Curriculum evaluation.

Note: In this course particular emphasis will be placed on its application to primary mathematics.

Advanced mathematical knowledge is not required to master the statistical procedures used in the course.

References

Assessment
Two major assignments.
Short exercises based on the lecture for that week.
Class test containing objective type questions.
PHILOSOPHY AND EDUCATION (One unit) PE13 3 hours x 15

Objectives
To explore and develop concepts and referent practices in students' collective professional experience and roles.
In particular, to explore and practise the resources that philosophy can bring to bear on staffroom table-talk.

Content
Themes and issues chosen by student, usually but not necessarily from the course texts, which themes and issues may or may not include some of the following:
1. "Educating" and "The Educated".
2. Some assumptions underlying curriculum design.
3. The concept of "Freedom".
4. The concept of "Authority": Law and Consensus; responsibility.
5. Discipline and Punishment.
6. Teaching models and the model self: the concept of "Effectiveness"; the teacher; the school staff.
7. Knowledge and belief.
8. Moral Education.
9. Education for "Desirable traits"; Passion; Being Critical; Emotions; Virtue; Creativity, etc.
10. "Behaviourism" and some of its philosophical critics; Chomsky and Peters.
11. Education and Ethics.
12. Education and the concept of "Culture": Schools and schooling.
13. Some criteria, their specification and application, for an evaluative report on a school.
14. Education Reports philosophically reviewed, e.g. the Plowden Report.
15. Studies in the history of ideas in Education, in the Western tradition, from Plato to the present.

This course will consist principally of student-led seminar meetings.

References
Elizabeth Lawrence The Origins and Growth of Modern Education. Pelican, 1972 which should be treated as a bedside book for browsing.
Brian Jacka Directions in Primary Education. M.U.P., 1974 which should be treated as preliminary reading and forms the basis of a first assignment.

Assessment
Two essays and one seminar paper, all worked, if students wish, in groups of two or three students.

READING: THE READING PROCESS AND THE TEACHING OF READING (One unit) TJ13 3 hours x 15

Objectives
To have students gain an understanding of the reading process and of the implications of such a process for the teaching of reading in the classroom.

Specific Goals
For the students to gain an understanding of:
1. the skills involved in reading and learning to read;
2. the importance of purpose in reading;

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3. the need for flexibility in strategies for reading;
4. how the reading process relates to children's reading;
5. strategies for teaching reading to children throughout the primary school;
6. how to organize a classroom for successful, efficient teaching of reading;
7. the criteria for selection and evaluation of reading materials;
8. the language experience approach to teaching reading.

Students who have done Language and Learning A will be given first preference.

Content
A. The Reading Process: Proficient Reading
1. What do you do when you read?
   Students will discover the nature and function of the reading process through practical exercises designed to demonstrate the skills and strategies used by the proficient reader.
   *A non-assessed piece of work will provide the opportunity for teacher-tutor feedback.
2. What is reading?
   Formal input on the reading process. Alternative definitions of reading and reading models particularly the psycholinguistic model. Emphasis on reading as part of total language development.
   *First Assessment: Written work based on theoretical discussions of the reading process.

B. Using Reading
   The Reader
   - the importance of purpose in choosing strategies and using skills of reading,
   - the contribution of the reader's experience of language, the environment and the conventions of print and of his physical, emotional and psychological capacities.
   - reading comprehension.
   Reading Materials
   - relevance.
   - format.
   - language.
   - relationship to the purpose and experience of the reader.

C. Practicum
1. Revision of the reading process and the strategies and skills of the proficient reader.
2. How do children read?
   - observation and recording of children's reading behaviour;
   - miscue analysis: What it tells about:
     (a) the reader;
     (b) the reading materials used.
3. Excursion—help for the teacher   } Demonstration units.
   —reading materials

D. Teaching Reading
   How do I help children to read?
1. The Beginner Reader
   - What does he know?
   - What traditional approach should I use?
   - What skills and strategies should be emphasized?
2. The Early Stages of Independent Reading
   - What does the child know?
   - How is he reading? (Miscue analysis);
     sensitive observation;
     "testing".
   - What skills and strategies should be emphasized?
   - The needs of the child who may be left behind.
3. The Independent Reader
   — How does he read?
   — How can I enrich his response to reading?
   * Assessed work: Choice of tape assignment (miscue analysis);
     OR Evaluation of published reading kit or scheme.

E. The Language—Experience Approach to Teaching Reading
1. Thematic, segmented approach
   — classroom organization;
   — selection of materials;
   — working through curriculum areas.
2. Thematic, integrated
   — classroom organization;
   — keeping records;
   — relationship with skill development in different areas of the curriculum.
   * Assessed work: Written practical application of the understanding developed in the last section. (To be decided).

Assessment
Three equally assessed pieces of work:
1. Written discussion of the reading process. (Topic and form to be decided).
2. Choice of: (a) Taping a child reading and isolating and assessing his reading behaviour (miscue analysis);
   OR (b) Evaluation of a published reading kit or scheme.
3. Written application of practical areas covered in the final sections of the course.

SOCIAL PSYCHOLOGY AND EDUCATION

Objectives
To apply the insights and findings of Social Psychology to an educational setting; to focus particularly on relationships, inter-actions and groups and the effect they have on individuals.

Content
An introduction to Social Psychology and Methodology.
   The concept of social man and social behaviour.
   Interpersonal communication and sensitivity.
   Helping behaviour.
   Social influence and pressure.
   Interpersonal attraction.
   Group dynamics.
   Anti-social behaviours.

Format
The course will be conducted externally and will involve reading course notes, extra reading material and text books. It will also involve some informal research by the student and attendance at a one-week vacation school.

Prescribed Texts

Assessment
One major assignment.
Several short practical reports and exercises.
This unit is offered in 1977 for external studies only.
SOCIOLGY OF EDUCATION (One unit)  CJ13  3 hours x 15

Objective
The purpose of the course is to show how a sociological approach to education is relevant to an understanding of classroom situations. The course is strongly oriented towards effective methods in all teaching situations.

Content
Lecture Course Topics:
1. Introduction to area and course.
2. Socialization.
3. Communication.
4. Agents of socialization—family, peer group, mass media, school.
5. Classroom structure.
6. Migrants and ethnic groups.

Seminar Topics (Run Parallel to Lecture Course):
1. The role of the primary teacher.
2. Social class in Australia.
3. Social class and educational opportunity/equality.
4. Social class, education—social and occupational mobility.
5. Who has the power in the school setting?
6. Are primary school teachers professional?
7. Educational content of the mass media.

References

Assessment
One seminar paper.
One essay—about 2,000 words.
One practical study of own school in an area of personal interest.

THE PLAY AND DEVELOPMENT OF THE CHILD (One unit)  CK13  3 hours x 15

Objective
To assist teachers in understanding the emotional, social, physical and moral relevance of play for the development of the child.

Content
The nature and scope of play activities.
Should the educator use play to stimulate learning?
Observations of children's spontaneous play and their peer group configurations will be contrasted with classroom role play and stimulation games. The place of toys and large equipment in the creative and emotional development of the child will be reviewed.

References
Materson, E. Play with a Purpose.
Assessment
1. One report on observations of children's play activities;
2. a reading diary;
3. seminar paper.

UNDERSTANDING RESEARCH REPORTS (One unit) SE13 3 hours x 15

Objectives
1. To assist students to understand educational research reports.
2. To assist students to evaluate the significance of research reports for classroom practice.
3. To stimulate student interest in educational research.

Content
The three hours available each week will take the form of tutorials or seminars.

1. Tutorials
   Discussion by the group of research reports
   —Each student will be required to read a report before each tutorial and to complete a small exercise based on the report.
   —The research reports discussed will be structured so that the important aspects of educational research are dealt with in an orderly manner.

2. Seminars
   Each member of the class will be required to present a seminar paper based on a research report.

References
Arvid, J. and Burke, M. A. Documentation in Education. Teachers College Press.

Assessment
1. Weekly exercises
2. Seminar paper (50%)
3. Students are required to attend a minimum of 80% of sessions.

THE CLASSROOM: PERSPECTIVES ON TEACHING AND LEARNING TK13

This course aims to create an awareness of the different forms of teaching and learning and the effect of these on children.

It will involve participants in investigations of different aspects of teaching and learning by actually working upon defined classroom situations. However, while access to a grade is highly desirable, an alternative approach will cater for those who cannot meet this condition.

The course will be personalised by the appointment of a 'home tutor' from the course team. The 'home tutor' will establish an ongoing dialogue with each member of his group. In this way the course will also be individualised to meet the needs and interests of each participant as they become apparent through the interaction of tutor, participant and course structure.

In addition to a short introductory unit which all students will complete, five other units will be offered from which three may be chosen. All units are designed to complement the central theme of awareness of the teaching/learning process.
The units are:
1. Introductory Unit.
2. Patterns of Classroom Interaction.
3. Alternative Forms of Classroom Organisation.
4. Teaching/Learning Styles and Pupil Progress.
5. Inspecting the Curriculum.

Assessment
Satisfactory completion of activities and reports arising from the units. This unit is offered in 1977 for external studies only.
ETHNIC TEACHERS RETRAINING PROGRAMME
ETHNIC TEACHERS RETRAINING PROGRAMME

A CONVERSION COURSE TO THE DIPLOMA OF TEACHING (PRIMARY)

Details of the course subjects in the areas of:

Professional Studies
General Studies
and Curriculum Studies

are as follows:

PROFESSIONAL STUDIES

CHILD STUDIES CH16

Objectives
The Child Studies component of the Ethnic Teachers Rertaining Course is structured around the attainment of three complementary aims:

1. To extend the students’ existing understandings of the factors influencing a child’s development and his participation in the operations of the school.
2. To acquaint the students particularly with peculiarities of the Australian social context relating to this development and participation.
3. To develop within students sufficient competence and confidence in relating to the Australian social environment to enable them to use these understandings effectively.

Content
The course will be structured around the following major study areas:

1. Socialization in the Australian context.
2. The Australian family.
3. Social class and education in Australia.
4. Peer group socialization in Australia.
5. The Australian School.
6. Teacher attitudes and expectations.
7. Children’s expectations of teachers and schools.
8. Children’s thinking.

Assessment
Students will be required to contribute and complete:

1. A series of practical tasks involving children.
2. Two written assignments of approximately 1500 words each.
3. Participation in tutorials and group exercises.

References

SCHOOL ORIENTATION TL13

Objective
To introduce those teachers to Australian schools through comparison to their own system.

1. Education in Australia
   The influence of the past on the present.
   Federal and State responsibilities.
   The State system in Victoria.
Non-State schools in Victoria.
The aims of education in Australia.

2. **Community involvement in Education**
   Community responsibilities in the early days of the colony.
   Current trends in growing community influence.

3. **Patterns of school organization**
   The traditional pattern.
   A brief review of alternative forms.
   Specialist teachers in the primary school.

4. **The role of the teacher**
   Community pressures and expectations.
   Teaching and non-teaching aspects of the teacher's role.

5. **Visits to schools**

**PROCESSES OF LEARNING AND TEACHING**

**SCHOOL AND CLASSROOM ORGANIZATION** (two hours per week in both semesters)

**Objectives**
1. To familiarize students with aspects of school organization in Victoria.
2. To acquaint students with the various ways in which teachers organize classroom learning situations.
3. To give students the opportunity to compare the aims and strategies of education in their home countries with those in Victoria.
4. To give students the necessary skills and understandings to carry out their practical teaching assignments in the school experience programme.

**Content**
As all the students have had teaching experience in their home countries the approach will be to draw on the students' own knowledge and experience and to apply it to the Victorian educational scene. Consequently topics will be examined which appear to be most appropriate in achieving the aims stated above. Relevant topics will probably be:
1. The organization and administration of education in Victoria.
2. The aims of education in Victoria.
3. The organization of the primary school and the roles of staff members.
4. Specialist teachers in the primary school.
5. Teaching strategies, organization of classroom groups and individualized instruction.
6. Alternative ways of organizing classroom learning experiences; namely, multi-grading, non-grading, family grouping, open education, community schools, team teaching.
7. The planning of units of work and other teaching programmes.
8. Evaluation in the educational process.

In all these areas there will be a direct link with the work to be done in schools in the school experience programme. Students will apply in schools aspects of the issues examined in College and will collect information in schools which will form the basis of further College studies.

**Assessment**
Assessment will be based on the planning, conduct and review of practical teaching tasks.

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LANGUAGE EDUCATION

Objectives
1. To give students an understanding of the principles of language curriculum development using as a model the Victorian Education Curriculum Department’s new Language Education Curriculum.
2. To give them the opportunity to compare the approach to language teaching and development in their home countries with the current approaches in Victoria.
3. To give the students basic skills in language teaching which can be applied on school rounds and in the classroom after graduation from College.

Content
Unit 1: The Development of Language
- Pre-verbal language.
- Language teaching and learning—inter-personal factors.

Unit 2: The Language Environment
- Conditions for oracy.
- Child-adult dialogue.
- The sensorily handicapped learner.
- The second language.

Unit 3: Capabilities in Language
- Language production and reception.
- The language of the school beginner.

Unit 4: Language in the Classroom
- Teacher and child language.
- Language strategies.
- Puppetry.
- Deviant language issues.

Unit 5: Literacy
- Psycholinguistics and reading.
- Phonology and writing.
- Perceptual bases for literacy.
- Independence performance evaluation.

References

Assessment
Assessment will be based on practical exercises, assignments and tests.

GENERAL STUDIES

ENGLISH AS A SECOND LANGUAGE

Objective
To familiarize the students with the structures of conversational and written Australian English and to develop the four language skills: listening, speaking, reading and writing.

First Semester
Contact Hours
Sixteen periods per week.
Content

1. Listening
   - aural comprehension;
   - aural discrimination — pronunciation drills;
   - note-taking from tape/lecture.

2. Speaking
   - pronunciation practice — phonemes and intonation;
   - conversation practice based on specific grammar structures;
   - talks to the other students;
   - class discussions either informally or on prepared relevant topics, e.g.,
     discipline in schools;
   - language games.

3. Reading
   - reading aloud after a model;
   - reading comprehension;
   - intensive and extensive reading.

4. Writing
   - exercises based on grammatical structures;
   - letter-writing;
   - note-taking, summarizing, precis;
   - compositions and short essays.

5. Grammatical Structures
   - oral and written work using specific patterns;
   - working through major tense sequences, two voices, direct and reported
     speech, relative pronouns, prepositions, verbs (prepositional, gerunds,
     participles), articles, modal verbs.

6. Vocabulary
   - vocabulary relevant to particular subject areas, “jargon”;
   - conversational Australian English.

Assessment

Regular short tests in all aspects throughout the course.

Second and Third Semester

Contact Hours

Four hours per week.

Content

1. Advanced language work based on structures already covered, particularly
   those causing major difficulties, e.g., conditionals, reported speech,
   prepositional verbs, articles.


3. Practical application of language in discussions on prepared topics, role-
   playing, short talks to the group.

4. Essays or composition based on discussion topics.

5. Working with child communications.

Assessment

Regular short tests of language structures.
Compositions and essays.
Participation in group and class discussions.

References/Texts

As there is no one suitable text covering course requirements, material is
selected from various English language courses and from set texts from curriculum
and other studies, e.g., "Under Five in Australia" (Child Studies); "The Foundations
of Language" (Language Education); "Winnie-the-Pooh" (Children's Literature);
Mathematics Curriculum Guides.
Contact Hours
Two hours per week.

Objectives
Through lectures, discussions, films, reading and excursions, students will:
1. become familiar with the characteristic features of Australian society today;
2. gain a knowledge and understanding of the major historical, geographical, economic and political factors which have been important in the growth and development of Australia;
3. practise oral and written expression in English.

Content
1. Some important events in Australian History

2. Life in Australia today
The distribution of the Australian population. The big cities. City life — the problems of the cities. City workers — workers in secondary and tertiary industries — the role of trade unions. Women in the work force. Rural workers — Australia’s primary industries. Life in various rural situations, e.g. a wheat farm, mining settlement. Leisure activities — holiday, sporting interests, etc. Different groups within the community.

3. Australian institutions
An introduction to Australian government, education, family life, religion, customs.

Note: Whilst it is hoped that the above topics will all be referred to, they will not necessarily be treated in the order shown, nor will the same amount of time be given to each. It is intended that the Course shall develop from the students’ interests and felt needs.

ART EDUCATION
1. Self Development Introductory Activities — First semester.

1. Introductory Course Aims
This course is to be taken in conjunction with the period of Intensive English Study Course to be taken during Semester 1. It is meant to act as a complementary course to this Intensive English study by providing scope in discussion and through direction in the practical art situation. It will provide the opportunity for English usage in an incidental manner while being directed in its practical activities towards a comprehension and usage of design and aesthetics.

The course will consist of 15 x 3 hour periods, comprising:
1 hour — Design and drawing activities;
2 hours — Practical art activities.

These practical activities will be in the areas of:
1. Pottery and ceramic sculpture;
2. Painting and printmaking;
3. Fabric design and threads and textiles.

Each of these three areas will be taken for five weeks.

This course will cater for groups of 10 students. It is considered that groups of approximately 10 students would be the ideal size for this art programme.

Topics for this art programme will be concerned with the local environment and the Australian society, while concentrating on the development of self.
CURRICULUM STUDY—ART EDUCATION

Objectives—Fresh Contacts
The student teacher will:
1. Contact and become involved with this adopted society, through its art forms and its aesthetic environment;
2. Contact and become involved with this school system;
3. Contact and become involved with the children in the schools.

Contact Hours
A lecture/tutorial every week—14 x 1 = 14 hours.
Practical activities or excursions—14 x 2 = 28 hours.

Assessment
1. Attendance and participation in practical units and tutorials to the satisfaction of lecturers concerned.
2. Each teacher-student will present a seminar paper orally to his tutor group.
3. Three written assignments of 500 words on topics assigned during course.
   In this course, students will gain only the mark of Honours, Pass or Fail.

Prescribed Text

References
Educational Department of Victoria. Course of Study—Art and Craft.
Education Department of Victoria. Curriculum Guide.

ART EDUCATION—CURRICULUM STUDIES

Lecture/tutorials: 14 x 2 hour practical activity periods.

Subject Matter of Lecture/Tutorial
1. Tutorial situation: “Art in the schools of my native land”. Setting of future assignments and seminars to be presented.
2. Excursion: To National Gallery and other galleries. Individual reporting of gallery visits.
3. Lecture: Contribution of art to the total growth of children. Lowenfeld's seven areas—physical, perceptual, intellectual, emotional, social, creative and aesthetic.
4. Lecture: Stages of development that can occur in children are—scribble, descriptive symbolism, descriptive realism, visual realism.
5. Lecture: Creativity and its place in child art. Definition, history, traits and indicators, tests, how to cater for it.
7. Tutorial: Help and interference. Discussions of methods to be used to cater for creativity and how to avoid adult impositions.

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13. Lecture: Evaluating an art programme. Observing the child before, during and after art activities.

14. Tutorial: Sequential planning. What might be included in a year's course, planning for individuals.

Practical activity periods.

PRACTICAL WORK UNITS IN ART CURRICULUM STUDIES


Students will work in each of these areas for three double periods. It is expected that each unit will give scope for material studies where experimentation and discovery will lead to expressive studies using these materials.

(Each student should endeavour to collect waste materials for the various units where applicable.)

A protective smock or coat is essential.

1. Painting and Printmaking

Material Studies will include the experimentation using various media upon different surfaces. In general acrylic based paints on newsprint, M.G. Litho and cartridge papers will be used. Colour making, merging and texture will be part of this unit. Printmaking will cover printing direct from a plate (mono-print), card, torn and cut paper. Gathered things like seeds, leaves and twigs can also be used.

Expressive Studies can include a group activity, painting a mural using both painting and printing techniques and the production of a painting on hardboard.

2. Fabric Studies

Material Studies will include the familiarization and classification of materials, discussion on textile characteristics. The recognition of woven fabrics through the destruction and reconstruction of an open weave piece of material. Introductory activities to study effects of dyes and paints on textiles. Applique, experimenting and inventing stitches using a variety of materials.

Expressive Studies will be the use of any of the textiles in a two- or three-dimensional manner; the choice of a rigid frame for weaving (circular, square, irregular or three-dimensional).

3. Clay Modelling

Material Studies involve discovery of the characteristics of clay by flattening, squeezing, pushing, poking and stretching. Also it will involve the creation of textural qualities by pressing objects into slabs, impressions of natural or found objects, built up or grooved out. Shaping processes from the block shape or made up from a series of parts.

Expressive Studies will consist of making simple pottery shapes based on each person's experimentation.

4. Constructional Activities

Material Studies will provide opportunities to discover the constructional possibilities of materials and to initiate activities that will involve a personal discovery of ideas concerned with strength, weight, balance, support, motion, shape, economy and rigidity.

Expressive Studies will be the fabrication from parts to a whole such as tower structures, supportive bridges and the production of machines that use light, write or produce effects by movement.
Contact Hours
One period per week for 26 weeks.

Objectives
1. To introduce the students to the range of material available to English-speaking children.
2. To have the students investigate the material available to them from their own cultures which could be used in Australian primary classrooms. (This applies particularly to various aspects of folklore.)
3. To revise briefly literary critical techniques and have the students apply them to the evaluation of material available to children.
4. To have the students share and discuss their understanding of the teaching of creative writing and to provide them with an awareness of some approaches to the teaching of poetry writing in English.
5. To have the students write some material suitable for reading by children.

Content
A. The Literature Available to Children
1. Traditional Literature:
   An investigation by the students of the folk and fairy tales, myth and epic and heroic literature from their own cultures and a sharing of this literature (in English) both in writing and orally.
   A brief perusal of Aborigine mythology.
   A consideration of the nature of traditional tales and of their value to modern man with the Victorian primary school child.
2. Poetry:
   A brief survey of poetry appropriate to the primary school curriculum and a familiarization with some of the anthologies available.
3. The Novel:
   Approximately ten novels, illustrating something of the range of modes available and covering the range of levels in the primary school, will be read by the students. Work by at least one Australian writer will be included.
   Of these ten novels, four will be selected for closer study to revise and develop the student's evaluative skills.
   Novels will be selected from:
   Bond, Michael. A Bear Called Paddington.
   Hughes, Ted. The Iron Man.
   Milne, A. A. The House at Pooh Corner.
   Mattlingly, Christobel. Tiger's Milk.
   Blyton, Enid. The Magic Faraway Tree.
   Thiele, Colin. Sun on the Stubble.
   Christopher, John. The Lotus Caves.
   Holm, Anne. I am David.
   Wrightson, Patricia. I Own the Racecourse.
   Because of the uncertainty of the availability of some of these books, some alterations may be made to this list at the commencement of the course.
4. The Picture Story Book:
   Picture story books will be studied for literary merit and content as well as for design and visual appeal. In addition, students may be required to create their own picture story books.

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B. Teaching Children's Literature

In general, studies in Section A will be related to the literature programme in the primary school. Provision will be made for practical work to be carried out in the classroom.

1. The Presentation of Written Literature:
   Various approaches, including those suggested by the students, will be discussed and evaluated.

2. The Oral Presentation of Literature:
   A consideration of the values of oral presentation of literature. Skill in reading both prose and poetry aloud and in telling stores will be developed through discussion and practice.

3. Stimulating Children's Creative Writing:
   A consideration of various means and methods of stimulating children's writing will be made. In particular, a simple approach to the teaching of poetry will be considered in relation to samples of children's writings collected by the students. Students will be expected to attempt some creative writing themselves.

Assessment
1. One tape (10 minutes) of prose and poetry reading.
2. One 500 word essay on a novel.
3. One 600 word essay related to classroom practice.
4. Class participation.

CURRICULUM STUDY—MATHEMATICS  MG13

Objectives
The students will:
1. From a variety of concrete situations become increasingly competent in verbalising about matters relevant to elementary mathematics.
2. Make some inroads into the relevant literature.
3. Comprehend a description of content of the present elementary maths course.

Content
1. Classifying and ordering.
2. Counting activities entailing the use of discrete objects. In particular:
   —Comparing two sets.
   —Increasing or decreasing the members of ONE set.
   —Grouping and regrouping SETS in various ways, especially with regard to their spatial arrangement.
   —Using models of our numbers to exemplify the basic operations and incidentally, to disclose the principles that govern these.
3. Measuring activities entailing the use of continuous material. In particular:
   —The comparing of SIZES in both the absolute and relative sense.
   —Increasing or decreasing SIZES in both the additive and multiplicative sense.
   —Studying the current curriculum guides and considering the implied strategies for the teacher.
   —Considering sample models of ideal classroom situations.
4. Giving some attention to minor aspects of current courses.
5. Servicing the school experience segment according to needs by defining the topics the students may undertake and interrupting the general course to ensure that these can be handled.

References
To be built up as course proceeds.

Assessment
The ability to comprehend the course of study.
CURRICULUM STUDY—MUSIC EDUCATION  JG13

No prerequisites necessary.

Objective
To assist teachers to develop music education in their own classrooms.

Contact Hours
Two hours per week for one semester.

Content
A. Planning for music education in the classroom in the following areas of music directly related to the musical growth of children in the primary school.
   1. A study of listening as a skill and for the appreciation of music. Planning experiences which will develop these two aspects of listening in primary school children.
   2. A study of basic factors which contribute to good vocal tone and of various problems encountered in this area in the classroom. Planning experiences which will improve children's singing both individually and in group work.
   3. A study of musical instruments suitable for children in the primary school, incorporating work on rhythm and melody. Planning experiences which will enable all children in the classroom to participate in playing instruments and further their musical understanding.
   4. Planning experiences in movement. This will be integrated in the three areas previously mentioned.
   5. Planning experiences in pre-reading, leading to experiences in reading and writing music when children are ready for notation.
   6. Creative activities for children will be incorporated in all areas.

B. Workshop participation in a thematic unit of music incorporating all the areas in A.

C. Practical Teaching. Each student will be required to plan a thematic unit of music and implement it in his/her own classroom.

References

Assessment
1. A one-year plan of music education for the children in the student's own classroom.
2. A detailed plan of a thematic unit of music and a written report on its implementation in the classroom.
3. A collection of resource materials.

CURRICULUM STUDY—SCIENCE  SK13

Objectives
1. To give students some additional understanding of the Australian environment.
2. To acquaint students with current thought concerning the place of science in the elementary school.
Content
1. Australian fauna, flora, geology and astronomy.
2. Current understanding of pupil development in relation to science activities.
3. Current approaches to the teaching of science in the primary school:
   - processes of science;
   - central concepts in science;
   - integration of science with other areas of the curriculum;
   - environmental studies.
4. Science teaching in inner urban areas.

Tasks
Students would be required to:
(a) participate in some practical classes;
(b) participate in science activities with primary school children.

Assessment
Students would be assessed in terms of their performance on the tasks in which they were involved.

CURRICULUM STUDY—SOCIAL STUDIES EDUCATION

Objectives
1. For the student to develop an understanding of what is Social Studies—knowledge, skills and values.
2. For the student to develop a listing of suitable topics and skills for different age levels in the primary school.
3. For the student to develop an understanding of inquiry processes and their application to social studies.
4. For the student to be able to plan and develop a series of related lessons about other countries, linking objectives, teaching strategies and activities and resources.
5. For students to leave the course familiar with commercial programmes available for use and examples of units in Social Studies.

Content
1. What is Social Studies?
2. Topics and skills.
4. Teaching about other countries.
5. Examining programmes available in Social Studies.

Assessment
1. An oral test.
2. Topics and skills listing task.
3. Planned lessons about other countries.

References
As set during the course.
Commercial programmes in Social Studies.

CURRICULUM STUDY—PHYSICAL EDUCATION

Contact Hours
Three hours per week—One hour lecture.
One hour practical activity.
One hour tutorial fieldwork.
Objectives
To orient students with the Australian School situation and the various curriculum areas within the school.
To enable each student to improve his/her own level of competency in areas chosen.

Content
1. Theory areas will cover:
   — What is health? What is fitness?
   — Health of the individual.
   — Physical Education in the primary school.
   — Movement approach to physical education.
   — Facilities and conditions in the primary schools.
   — Levels of skill performance of the primary school child.
   — Curriculum planning.

2. Tutorials will cover:
   — Practical lesson planning and application of these in teaching rounds.
   — Micro teaching at College.
   — Examination of the school physical education and health programmes (information collected in teaching rounds).
   — Examination of Victorian curriculum guides.

3. Practical areas will be selected from:
   — dance, ball handling, swimming, minor games.

Assessment
Written class test.
Practical application and achievement.
Micro teaching tasks within College.
Unit of work to be carried out in schools.
DIPLOMA OF
EDUCATIONAL TECHNOLOGY
DEPARTMENT OF EDUCATIONAL TECHNOLOGY

Teaching Role

1. The Diploma of Educational Technology: see under Courses.
2. Conversion Course units—Educational Technology and Educational Television: see under Conversion Course.
3. Educational Technology topics and segments within Processes of Learning and Teaching I-III In Parts I and II, and especially in Part III of the above unit in the Bachelor of Education course, various Educational Technology concepts and techniques will be covered. In Part III, students will be trained in certain audio visual production techniques of value in the primary school.

Production Role

1. Facilities
   The Department possesses extensive production facilities and equipment including:
   (a) a television studio and reticulation system capable of producing high quality programmes in black and white or colour, recording broadcast programmes for replay purposes and distribution of video tape or film material to various lecture rooms within the college;
   (b) a fully integrated mobile video and sound unit capable of recording educational activities outside the campus;
   (c) a sound studio facility capable of producing audio programmes, recording radio broadcasts, transcription from existing materials and duplicating audio tapes;
   (d) a comprehensive printing and duplicating facility including typesetting, platemaking and offset printing capability;
   (e) a production capability for a wide range of overhead projection materials;
   (f) photographic and processing facilities for the production of slides and prints;
   (g) 16mm and 8mm film production facilities.

2. Professional Services
   Design and production services are available to College staff and, in some circumstances, to students.
   Specific services include:
   (a) recording on video tape or film of lectures, experiments, interviews, dramatizations, demonstration lessons, and other activities;
   (b) production of audio visual (usually video-taped) records of student teaching performance (i.e. micro teaching) and other skill performances;
   (c) consultation concerning scripting educational programmes, the graphic design and production of materials involving any of the media listed in 1 above;
   (d) the training of students and staff in the use of all types of equipment relevant to learning/teaching processes.
DIPLOMA OF EDUCATIONAL TECHNOLOGY

The programme is a one year full-time course (or equivalent part-time) and comprises course work and related field experience.

Details of the twelve course units are as follows:

AUDIO VISUAL TECHNIQUES

Objectives

—to train students to operate, maintain and understand the functions of the various types of audio-visual equipment likely to be of use in an educational institution but excluding film, photography and television equipment which are specifically covered in other units.

—to train students to produce audio-visual material likely to be required in an educational institution.

Content

The operation, maintenance and function of the following categories of equipment:

- spirit, stencil and offset duplicating equipment.
- electrostatic, thermal, photographic and diazo copying equipment.
- overhead projection and opaque projection equipment.
- microfilming and microform processing and replicating equipment.
- sound recording and sound reproducing equipment.

The production of the following categories of materials:

- hand and machine made spirit masters, ink stencils and offset plates.
- paper facsimile copies by electrostatic, thermal, diazo and photo-diffusion techniques.
- hand and machine made O.H.P. transparencies by drawing, typing, thermal, electrostatic, diazo, and photo-diffusion techniques.
- open reel and cassette tape recordings from all sources.
- synchronized sound/visual programmes.

Assignments

A number of practical assignments related to each area of the unit, some of which are assessable.

Major written assignment presenting an equipment specification for a Resource Centre.

Prescribed Text


References


CURRICULUM STUDIES

Objectives

—to define the concept of Curriculum and analyse the various approaches to curriculum development, including the philosophical and the sociological approach.
—to give students an awareness of non-behavioural approaches to the curriculum.
—to critically examine specific examples of curriculum development.
—to examine the relationship between the curriculum and educational technology.
Content

Defining the curriculum and approaches to curriculum development, including the philosophical and the sociological approaches.

Non-behavioural approaches to curriculum.

A survey of specific examples of curriculum.

The relationship between the curriculum and educational technology.

Assignments

A written assignment involving a critical examination of a specific sample curriculum chosen by the student.

References


EDUCATIONAL ADMINISTRATION

Objectives

—to give students experience in managing relationships with client staff.
—to give students an understanding of staff roles in schools (especially in Resource Centres) and in outside agencies.
—to give students some insights into the design of resource centre facilities.

The Term 3 Field Experience Placement is designed to complement this unit.

Content

Study of functional job analysis theory.
Relationships with client staff.
Staff roles in schools, Resource Centres and outside agencies.
Design of Resource Centre facilities.
Cost-effective planning of Resource Centre services.

Assignments

Preparation of a role specification using functional job analysis techniques on Field Experience Placement (Term 3).
Essay on administration theory.

References


EDUCATIONAL PSYCHOLOGY

This unit comprises the following two parts.
PERCEPTION

Objectives
— to make students familiar with current theories of perception and especially with information processing theories.
— to sensitize students to implications of information processing theories of human perception for educational practice and to relate these to educational technology.

Content
Current theories of perception, especially information processing theories. Implications of information processing theories of human perception for educational practice and their relationship to educational technology.

Assignments
A two part essay reviewing research in a chosen area relating to human perception, and examining the implications of an information processing model for educational practice.

Prescribed Text

References

LEARNING THEORIES

Objectives
— to develop in students an awareness of the range of learning theories that has evolved and is continuing to expand.
— to enable students to perceive the merits and limitations of the major learning theorists.
— to provide students with a theoretical framework to assist them in developing learning programmes, and in applying educational technology.

Content
Introduction to learning theories.
Bloom's taxonomy of educational objectives.
Gagne's taxonomy of types of learning.
Learning theorists including Pavlov, Skinner, Combs and Snygg, Bruner, Ausubel, Piaget, Rogers, Bandura and Walters.
Motivation theorists—Maslow, Herzberg, McGregor.
Intelligence.
Defence mechanisms.

Assignment
Preparation and presentation of a seminar paper on one of the unit topics.

Prescribed Text

References
Specific reference lists are available to assist students researching their seminar topics.
EDUCATIONAL RESOURCES

Objectives
- to make students aware of and familiar with sources of commercially available software.
- to acquaint students with the range and uses of community resources relevant to education.
- to inform students of research in materials design so that they are able to effectively select and evaluate software.
- to make students aware of the special characteristics of individual media and of the criteria used in the selection of media in relation to specified objectives.

Content
Commercial and other sources for obtaining the following categories of software:
1. Overhead projection materials.
2. Filmstrips.
4. Microforms.
5. Audio tapes/discs.
7. Models and specimens.
8. Charts, maps and study prints.

Sources of relevant community resources.
Research in material design and selection and evaluation of software.
Characteristics of the various audio visual media and criteria for selecting media in relation to specified objectives.

Assignment
A two part essay reviewing research related to a chosen software category and the determination of appropriate media techniques for specified educational purposes.

References

EDUCATIONAL TELEVISION

Objective
- to enable students to study and explore the basic principles of the medium of television as a means of facilitating the teaching and learning process.

Content
Basic television script writing.
Portable television operation and production techniques.
Production of simple television programmes.
Basic television script writing.
Evaluation of educational television programmes.
Television utilization in education.
Assignments
Television script.
Production work.
Evaluation of an E.T.V. programme.

References

FILM

Objectives
— to develop in the student competency in the production of film.
— to assist the student to acquire the ability to express in cinematic terminology a film script for shooting a three to five minute Super 8mm film.

Content
Basic film terminology.
Scripting.
Camera operation techniques.
Film editing.
Lighting.
Individual practical experience.

Assignments
Production by each student of two three minute films (including detailed storyboards).

References
Kennedy, K. Film in Teaching. Angus & Robertson, 1972.
Levy, W. Project Film. Methuen, 1976.
Wain, G. How to Film.

GRAPHIC DESIGN

Objectives
— to develop an appreciation of the nature and relevance of graphic presentation as a means of communicating concepts and information.
— to develop skills in the production and the use of visual representations.
— to develop ability to select the appropriate mode of graphic communication.
These respective objectives will be achieved as follows:
— by providing experiences in the design and manipulation of visual elements.
— by providing experiences in the application of typography, projective geometry, illustration, semiotics, graphs and charts.
— by providing experience in selection, presentation and evaluation of various methods of graphic communication.

Content
Introduction to Graphic Design.
Design elements and principles.
Typography.
Presentation of information.
Colour theory.
Enlarging and reducing visuals.
Photosketching and montage.
Mounting and laminating graphics.
Graphics for television.

Assignments
Practical assignments in each of the content areas above.

References

LIBRARY STUDIES

Objective
—to provide students with an introduction to the procedures and organization
of non-print library materials in schools and other educational institutions.

The Term 3 Field Experience placement is designed to provide practical
experience in connection with this unit.

Content
Library organization possibilities.
Classification, cataloguing and storage of non-print materials.
Library problems such as reader services, central cataloguing, inter library
loans, etc.

Assignments
Presentation of seminar paper.
Short practical exercises reviewing material of certain of the class sessions.

References
Shifrin, M. *Information in the School Library: An Introduction to the Organization
Weens, J. R. *Non-Book Materials*. *The Organization of Internal Collections*. Canada

MEDIA WORKSHOPS

Objective
—to give students the opportunity to develop communication concepts and
techniques in the audio visual media.

— to involve students in exploring more deeply the creative and expressive
potential of these media.

Students will choose an elective medium in each of Terms 2 and 3 from a
number of options offered by individual lecturers. In 1977, the options include:
tim
audio
graphics
photography
television.

Students are able to contract either individually or in groups with staff, to
follow through an agreed project in each of the terms. Assessment for these
projects will be made on the basis of the contract. It is expected that contracts
will be written in terms relating to one or more of the following objectives for
each of the options.
Audio
— to further develop skills in the design, production and use of sound programmes.
— to relate sound recording to other aspects of learning programme design.
— to provide a further opportunity for the development of skills relating to the operation of professional sound recording equipment.

Film
— to reinforce and extend the students' filmic expertise by exploring the camera itself and experimenting with camera speeds, movement, placement, filters, diffusing techniques, lighting and kinestasis.

Graphics
— to reinforce and develop the graphic design skills developed in the Term 1 Graphic Design unit.
— to develop an awareness of the creative, expressive and communicative potential of graphic media.
— to acquire an understanding of design methodology.

Photography
— to further develop skills in the basic photographic processes.
— to explore the creative and expressive potential of photography.

Television
— to explore further the communication potential of the medium by means of either portable or studio based equipment.

Content
For all options in this unit, the content is unspecified and is open for students to determine in conjunction with the lecturer concerned when arranging individual contracts. The only criterion that will apply, is that the topic and project must be compatible with one or more of the general objectives for the medium concerned. However, it is also anticipated that the topic and project will usually be set in an educational context.

References
References, as appropriate, will be indicated to individual students by the lecturer concerned when drawing up details of contract.

PHOTOGRAPHY VL12

Objective
— to train the students to be proficient in the production of colour transparencies and monochrome prints, using a single lens reflex camera and conventional monochrome developing procedures.

Content
Camera operation.
Lenses.
Picture composition.
Lighting techniques for still life photography.
Copying techniques for transparency making and duplication.
Developing and printing through sensitometric control.

Assignments
Production of a series of negatives showing understanding of studio lighting principles and competency in camera operation.
Printing a monochrome contact print of the above negatives, and one enlarged print to demonstrate printing skill.
Production of a set of colour transparencies.
THEORY OF EDUCATIONAL TECHNOLOGY

Objectives

— to provide an opportunity for students to develop an overview of educational technology, and to determine their respective philosophies regarding the application of educational technology.
— to teach students to effectively design and develop individual learning programmes.
— to consider specific topics such as message design, research in educational technology, the mass media in education, computers in education and simulation games.

The Term 2 Field Experience placement is organized in relation to this unit so that students can gain experience in designing a learning programme for a particular target group.

Content

The philosophy and principles underlying educational technology and its application in education.
The principles of designing individual learning programmes.
Message design.
Individualized learning.
Research in educational technology.
Mass media and education.
Diffusion and adoption of innovations.
Computers and their application in education.
Modern techniques in the teaching of foreign languages.
Simulation games.

Assignments

Brief essay on the philosophical basis of educational technology.
Research literature review on selected topic.
Production and validation of an individual learning programme during Term 2 Field Experience placement.
Individual project of any aspect of educational technology contracted with the lecturer.
Discussion in class of sample visual materials and the application of the principles of message design to these samples.

Prescribed Texts


References


Designing Effective Instruction. General Programmed Teaching, California, 1970.

A multi-media fifteen unit workshop.

The Field Experience programme involves placements in appropriate schools for one day a week in Terms 2 and 3. The objective for the student in the first placement is the developing and validating of an individual learning programme for a client teacher. The Term 3 placement is based on giving the student experience in the Resource Centre, particularly where activities in connection with the storage and retrieval of non-print materials are undertaken as directed by the Library Studies unit lecturer.
GRADUATE DIPLOMA
IN EDUCATION
(MUSIC EDUCATION)
PRACTICAL SKILLS—VOCAL

Time Allotment
One year.

Contact Hours
One hour per week—Practical Sessions.

Objectives
For students to:
1. learn to produce their voices correctly through choral and solo singing;
2. develop the skill of sight reading vocal music;
3. study and perform a body of choral music from all periods;
4. acquire the techniques of choral rehearsing and conducting.

Content
1. Breathing and voice production
   Problems and their solution.
2. Aural Training
   The application of reading techniques applicable to children's music
   e.g. solfe.
3. Rehearsing
   Conducting techniques.
   Preparing vocal scores.

References

Assessment
1. Vocal sight reading tests.
2. Rehearsal and conducting of a group.

PRACTICAL SKILLS—RECORDER

Time Allotment
One term.

Contact Hours
Twelve hours of intensive instruction over four weeks.

Objectives
For students to:
1. Develop or extend performance skill;
2. develop musicianship through ensemble playing;
3. develop basic skills of recorder teaching.

Content
Students will study both F and C instruments.

Level 1
1. Solo and ensemble playing with attention to technique, correct habits of
   fingering, tonguing, blowing, pitch, phrase and style.
2. Group rehearsals taken by students.
3. Observation of recorder groups, bands and consorts at schools and festivals.
4. Selection and transcription of music for school groups; displaying awareness
   of technical limitations of children, range of instruments and correct voicing.
5. Evaluation of available tutors.
Level 2
As for level I but with more advanced material or ensemble work.

References

Periodicals
Recorder and Music.
Music in Education.
The American Recorder.

Assessment
1. Solo and ensemble performance.
2. Transcription (for recorder band) of given piece of music.

PRACTICAL SKILLS—RECORDER

Time Allocation
Two terms.

Contact Hours
One hour per week—practical sessions.

Objectives
For students to:
1. Enjoy group music making at an advanced level.
2. Perform with competence on descant, treble and tenor bass recorders.
3. Develop an awareness of the extent of the recorder repertoire up to and including the twentieth century.
4. Develop an understanding of the steps of teaching the recorder and rehearsing a band.
5. Develop the ability to arrange music for recorder groups.

Content
1. Ensemble playing at an advanced level.
2. Preparation of consort work.
3. Arrangement of music for recorder groups, rehearsing and performing these works.
4. Performance of some twentieth century works.
5. Recognition of good style and tone through listening to selected works from the recorder repertoire.
6. Planning a recorder teaching programme for the Primary School.

References

Periodicals
Recorder and Music.
The American Recorder.

Assessment
1. Perform solos, duets and consort works.
2. Arrange, prepare and conduct a work with a group composed of school children.
PRACTICAL SKILLS—GUITAR

Time Allotment
One term.

Contact Hours
Twelve hours of intensive instruction over four weeks.

Objectives
For students to:
1. establish a feeling of confidence on the instrument.
2. have that confidence supported by a sound technique.
3. be prepared in as wide a variety of styles of playing as is possible, in order to enable versatility in the school situation.

Content
Students will be streamed during this unit. For students whose guitar technique is already sound in some aspects, a guided course of development in unknown or weak areas, will be developed. That is, a structured course to suit individuals in this category. These students will be designated Level 2. Students with little or no background will be Level 1.

Content is designed to establish
1. confident playing.
2. accuracy in primary triads and 7ths in the major keys of D, G, C, A and E and the minor keys of A and E.
3. accuracy of guitar tuning.
4. the ability to accompany representative school material accurately with the guitar.
5. the experience of as wide a variety of guitar material as is possible during the term.

Assessment
1. Constant 1 to 1 review of progress.
2. Use of the guitar in the class situation, reviewed by the guitar lecturer. N.B. This will form part of the assessment of JK12.
3. Performance in front of the group of a simple arrangement for two or three guitars, in streamed groups, at the conclusion of the course.

PRACTICAL SKILLS—GUITAR

Time Allotment
Two terms.

Contact Hours
One hour per week—practical session.

Objectives
As for JK12 and in addition, for students to feel able to inspire pupils and fellow teachers.

Content
As this skill area subject is an elective, the students will have a course structured for them that is both extensive and intensive. It includes:
1. Exploration of new styles, e.g. Flamenco and Calypso.
2. The arrangement and creation of personal styles of playing.
3. The acquisition of a high level of competence in standard strums. It is considered that this is an important area, as many guitarists have a flair in one or two styles and tend to use these to the exclusion of all others.
4. The formation of an approach to the teaching of guitar to others.
5. The ability to arrange guitar music for personal and school use.

Assessment
A continuing review of progress through performances within the College and with lecturer/student discussion.

PRACTICAL SKILLS—PERCUSSION

Time Allotment
One term.

Contact Hours
Twelve hours of intensive instruction over four weeks.

Objectives
For students to:
1. develop facility with the range of percussion instruments, pitched and non-pitched, likely to be used in the school situation.
2. learn correct techniques of playing instruments, and
3. learn the essential features of tuning, care and maintenance of these instruments.

Content
Theoretical and practical study of compositions using pitched and non-pitched percussion instruments and melody instruments. Rhythmic, melodic and harmonic ensemble experience using prepared scores, some of which may be arranged and critically evaluated after performance by the students in the group. Observation of orchestral rehearsal techniques.

References

Assessment
Participation and a final prepared ensemble performance for not more than ten players.

PRACTICAL SKILLS—PIANOFORTE FACILITY

Time Allotment
Terms 2 and 3.

Contact Hours
One hour per week—lectures/workshops using piano laboratory.

Objectives
For students to be given the opportunity to approach the pianoforte as a performing instrument, and develop skill in harmonization, transposition, accompanying and improvisation so that the piano will become an effective teaching aid.
Content
Preparation of a repertoire of representative works from the post-renaissance periods, chosen to suit the level of student ability: attention to pianoforte technique as required.

Using appropriate school songs, popular songs, traditional melodies and master melodies, students will be expected to develop the ability to harmonize, accompany and transpose.

Emphasis will be placed on the desirability of choosing and creating a suitable accompaniment after experience in using a wide variety of accompaniment patterns, for example: the strum, jump bass, or some Latin-American rhythms such as conga, bequie, bossa nova, cha-cha.

Free improvisation in a variety of styles. Ensemble experience.

References

Assessment
Participation in lectures and continuing performances to assess.

PRACTICAL SKILLS—MOVEMENT AND MUSIC

Time Allotment
One term.

Contact Hours
One hour per week—practical session.

Objectives
For students to:
1. Participate in an enjoyable and enriching experience using movement as a means of responding to music.
2. Develop an awareness of ways in which it is possible to move the body and explore these movements as a medium for personal expression and communication in response to a music stimulus.
3. Develop a repertoire of movements which will enable the student to respond meaningfully to music.
4. Develop response to rhythm through movement.
5. Develop creative response to music through movement.

Content
1. Exploration of movement (basic repertoire)
   Body awareness (shapes, supports, transfer of weight).
   Awareness of space (directions, levels).
   Movement qualities (time, weight, flow).

2. Response to rhythm
   Pulse.
   Accent.
   Pattern.
   Phrasing (repetition/contrast).
3. **Creative response to music**

   Stimuli to include stories, pictures, piano, percussion instruments and recorded music, to which students will respond individually and in groups.

**Assessment**

Active participation in the course.

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**COMPREHENSIVE MUSICIANSHIP**

**JP16**

**Time Allotment**

Three terms.

**Contact Hours**

Four hours per week.

**Objectives**

For students to develop a deeper understanding of music and to increase aesthetic sensitivity through improved technical knowledge and facility in areas of tonal structures, rhythm and form.

**Content**

It will be expected that students will have prior knowledge of diatonic scales, chords and cadences.

Following examination through listening and score-reading of significant features within a wide variety of tonal, rhythmic and formal structures, in music literature from ancient to modern times, students will use these characteristics in compositions to be performed in class.

Activities in tonality will include extensive practical, instrumental and vocal experiences, including composition and performance in the principles of established tonal systems. Further work will include the study of harmony through four part vocal, harmony for pianoforte and guitar accompaniments, harmonic modulation and the study of chromatic chords. Representative works by a variety of composers will be studied in relation to these characteristics as well as their significance in the development of, and their use in, musical history.

Compositions and performance in such idioms as the modes, pentatonic scale, whole tone scale, "blues" scale, and twelve tone system, will involve detailed study of reward in plainsong, through the works by Debussy, Bernstein, Schoenberg and Berg.

The study of electronic music will be undertaken with practical application in workshop and creative experiences as represented by Stockhausen, Schaeffer and Kotonsky.

Activities in rhythm and form will involve a series of graded rhythmic experiences drawn from advanced ensemble work as well as solo performance, as for example, in calypso and rock styles.

All of the above will be accompanied by advanced formal analysis through the study of works selected from all periods of history.

**References**


Lovelock, W. *Transposition at the Keyboard*. Allan & Co.


Pelling, D. *Harmonization of Melodies at the Keyboard* Bk. i, Forsythe Bros., 1970.


Assessment

Class tests and one major assignment.
Visiting lecturers as required for such specialized areas as the use of synthesizers, ethnomusicology, acoustics.

PRACTICAL SKILLS—WORKSHOP CREATIVE EXPERIENCES

Time Allotment
One year.

Contact Hours
One hour per week—practical sessions.

Objectives
For students to—
1. Develop a positive, enthusiastic attitude towards the creation of music.
2. Gain confidence in the development and use of skills involved in creating music.
3. Feel confident in developing the creative abilities of children in the classroom.

Content
1. Intensive exploration of sound.
2. Detailed consideration and use of various stimuli to musical composition.
3. Steps involved during the process of composition.
4. Rehearsing the composition.
5. Evaluation of (i) the performance and (ii) the music.
6. Selected comparisons with music from the literature.
7. Experimental creative work.
8. Creative music by children in schools.

References

Assessment
1. Submission of detailed verbal description of individual sounds recorded on tape.
2. Preparation, notation, rehearsal and taping of three individual compositions.
3. Preparation of notated charts and other visual materials for use with children's creative work in schools.
4. Active involvement in creative activities during the course work.
5. Submission of tape and notation of one experimental work.

MUSIC—CURRICULUM STUDIES

Time Allotment
Three terms.

Contact Hours
Two hours per week—lectures and workshop sessions.

Objectives
For students to:
1. Discuss and formulate aims and content of music education courses.
2. Consider and clarify the roles of classroom teachers and specialist music teachers with regard to music education.
3. become acquainted with a variety of approaches and activities relevant to the development of children's musical growth.
4. gain assistance in the planning of music education programmes.
5. have opportunities for implementing programmes/activities in schools.

Content

1. Philosophy behind the Primary School Course
   Case for music in Primary Schools.
   Aims and expectations of a seven year course.
   Roles of the classroom teacher and specialist.

2. Course Content
   Discussion of areas in which children can participate, e.g. Listening, Vocal, Instrumental, Movement, Creative Music Making, Notation. Analysis of each area, including experiences, methods of teaching and activities relevant to that area. Systems of music education such as Kodaly and Suzuki will be included in vocal and instrumental areas respectively. Orff, Yamaha, Silver Burdett, will be included in integration of areas.

3. Organization of School Music Education
   Discussion of various ways courses may be implemented in schools.
   Co-operation of school staff. Use of resources.
   Excursions to see different schemes working in schools, e.g. music facet systems, open plan schools, private schools. Discussion and evaluation of such schemes.

4. Teaching Practice
   Liaison with chosen school during Term 1. Planning a developmental programme in collaboration with staff at the school. Implementing the programme in lower grades Term 2, whole school Term 3.

5. Technology.
   How to use and maintain technical equipment.

References


Assessment

1. Essay—Research into one of the current systems of music education.
2. Written report and evaluation on student's own teaching programme in school.

RECENT DEVELOPMENTS IN AUSTRALIAN EDUCATION

ZB16

Each of the Departments of Child Studies, Processes of Learning and Teaching and Philosophical and Cultural Bases of Education will contribute.

Time Allocation

Three terms.

Contact Hours

Two hours per week.
Objectives

It is hoped that students will develop knowledge and understanding of some major changes and trends in the educational system within which they will work as specialist teachers.

Content

Term 1: The children we teach—growing up in Australian Society

e.g. characteristics of the primary school population; the changing pattern of socialisation and its implications for teachers and schools—including the roles of family, peer groups, the media, other community agencies.

Term 2: The educational system—changes in control and organisation

e.g. the increasing role of Federal agencies (the Karmel Report, the Australian School Commission and its programmes). Regionalization in Education Departments. New relationships between school and community. Increased decision-making at the school level.

Term 3: The primary school—some recent innovations considered

e.g. innovations in education: definitions of terms, problems associated with innovation, criteria for effective innovation. Consideration of open education, non-grading, multi-grading, team teaching, family grouping, new types of schools. Alternative education.

While the programme will be College based and conducted largely through lecture-discussions and seminars, supported by film and video-taped material, it will also include activities in schools. It will be related as closely as possible to the curriculum studies component of the course.

References


Assessment

One formal assignment (essay or up to 1500 words or equivalent) in each of the three parts of the course.
ADMINISTRATIVE LAWS, REGULATIONS & PROCEDURES
The contents of this section are referred to under four chapter headings as follows:

Chapter I: The State College of Victoria Act 1972. (A copy of this Act is available in the College Library, and may also be obtained from the Government Printer.)

Chapter II: Statutes of the Interim Senate of the State College of Victoria. (Information on these Statutes is available from the Academic Registrar's Office.)

Chapter III: The Constitution of the College Council, including the First Schedule of Rules for election of a member of the Academic Staff and for election of an Enrolled Student to the College Council.

Chapter IV: The College Council By-Laws. The several sets of regulations and procedures made pursuant to the College Council By-laws.

By-law No. 1: Interpretation of By-laws.

By-law No. 2: Constitution of the College Board of Studies. Procedures for election of Academic Staff and Student members to the College Board of Studies.

By-law No. 3: Charter for the Constitution of the College Union Board.


By-law No. 5: College Courses and Qualifications Awarded and Assessment Procedures. Regulations Governing Academic Assessment 1976.

By-law No. 6: Admissions and Enrolments.

By-law No. 7: Student Conduct and Discipline.

By-law No. 8: Staff Development Leave, Conference Leave, Special Leave and Approval for Private Practice and Outside Paid Employment.

Chapter III

CONSTITUTION OF COUNCIL TO MANAGE AND CONTROL THE STATE COLLEGE OF VICTORIA AT TOORAK

Whereas sub-section (1) of section 29a of the Education Act 1958 provides that, where the Governor in Council is of the opinion that it is necessary or expedient for the development of a State school as an institution for tertiary education to constitute a corporate body to manage and control the institution, he may by Order published in the Government Gazette constitute a council by such name as is specified in the Order as a body corporate to manage and control the school and exercise the several other powers set out in the said sub-section in relation to the council so constituted.

And whereas the State school formerly known as Toorak Teachers' College is now known as the State College of Victoria at Toorak:

And whereas the Governor in Council is of the opinion that it is expedient for the development of the State College of Victoria at Toorak as an institution for tertiary education to constitute a corporate body to manage and control the State College of Victoria at Toorak:

Now therefore His Excellency the Governor of the State of Victoria, by and with the advice of the Executive Council thereof, doth by this Order provide as follows:

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CONSTITUTION OF COUNCIL

1. There shall be a council to be known as the Council of the State College of Victoria at Toorak (hereinafter called "the Council") which shall be a body corporate to manage and control the State College of Victoria at Toorak (hereinafter called "the College").

2. (1) The Council shall consist of not more than fourteen members and shall be constituted as follows:
   (a) Not more than five shall be appointed by the Governor in Council.
   (b) One shall be an officer of the Education Department appointed by the Minister.
   (c) The Principal of the College shall be a member ex-officio.
   (d) Where there is a Board of Studies (whether called by that or any other name) of the College one shall be a member of the Board appointed by the Board in a manner determined by the Council.
   (e) One shall be a member of the academic staff of the College elected by the academic staff in a manner determined by the Council.
   (f) One shall be a student of the College elected annually by the students of the College in a manner determined by the Council.
   (g) Not more than four shall be persons having a special interest in education from time to time appointed by co-option by the Council.
   
   (2) A member appointed by the Governor in Council may be removed by the Governor in Council.
   (3) Members of the Council (other than the Principal and the person elected by the students of the College) shall be entitled to hold office for four years from the date of their respective appointments and elections: Provided that in the case only of the first appointments not more than three of the members appointed pursuant to paragraph (a) of sub-clause (1) and not more than two of the members appointed pursuant to paragraph (g) of sub-clause (1) may be appointed to hold office for two years.
   (4) A member of the Council shall be eligible to be re-appointed or re-elected (as the case may be), but a member shall not be elected or appointed for more than three successive terms unless he is appointed by co-option for a further term under paragraph (g) of sub-clause (1).
   
   (5) If a member of the Council (other than the Principal)—
   (a) resigns his office by writing under his hand directed to the Chairman of the Council;
   (b) becomes of unsound mind or becomes a person whose person or estate is liable to be dealt with in any way under the law relating to mental health;
   (c) becomes bankrupt;
   (d) is convicted of any indictable offence;
   (e) without special leave previously granted by the Council absents himself from four consecutive meetings of the Council;
   (f) ceases to hold any qualification required for his becoming or being a member of the Council;
   (g) being a member appointed by the Governor in Council is removed from office; or
   (h) dies—his office shall become vacant so as to create a casual vacancy.
   
   (6) A member appointed or elected to fill a casual vacancy shall be entitled to hold office for the unexpired portion of the original term of office only.
   (7) Where for any reason the Council appoints a person to be Acting Principal the person so appointed shall, while holding such office, be entitled to attend and vote at any meeting of the Council for that purpose shall have all the rights and privileges of the Principal.

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Notwithstanding anything to the contrary in sub-clause (1) of this clause, the said Council shall be properly constituted where there is a deficiency in the number of members or of members of any class whether originally or as the result of the occurrence of a vacancy.

No member of the Council shall be entitled to vote either in the Council or in a committee of the Council or in a joint committee of members of the Council and of officers of the College on any subject in which he has a direct pecuniary interest, and if any member does vote on any such subject his vote shall be disallowed.

**PROCEEDINGS OF COUNCIL**

3. The following provisions shall apply to the Council of the College.
   
   (a) Six members of the Council shall constitute a quorum at any meeting.
   
   (b) The Council shall each year, or where a vacancy occurs during any year, on the occurrence of the vacancy, elect a member to be Chairman of the Council and the Chairman or, in his absence, another member elected to preside, shall preside at any meeting of the Council.
   
   (c) The Council shall meet at least six times in each year.
   
   (d) The decision of the majority of those present at any meeting of the Council shall be the decision of the Council.
   
   (e) In the event of equality of votes on any question, the member presiding shall have a second or casting vote.
   
   (f) The Council shall provide for the safe custody of the Seal, which shall be used only by authority of the Council, and every instrument to which the seal is affixed shall be signed by a member of the Council and shall be countersigned by the Secretary (if any) to the Council or by some other person appointed by the Council for that purpose.

**POWERS OF COUNCIL**

4. The Council shall have power to—
   
   (a) From time to time determine the terms and conditions on which students of the College and any other persons may attend classes or make use of any premises or equipment of the College;
   
   (b) Employ members of the academic staff of the College on such terms and conditions as are for the time being fixed in respect of them by the Governor in Council on the recommendation of the Senate of the State College of Victoria;
   
   (c) Employ members of the administrative technical and other staff of the College on such terms and conditions as are for the time being fixed in respect of them by the Senate of the State College of Victoria;
   
   (d) From time to time define the duties of members of the academic administrative technical and other staff of the College;
   
   (e) Suspend or dismiss any member of the academic administrative technical or other staff of the College (but, in the case of dismissal of a member of the academic staff, only on a resolution of the Council passed by a majority consisting of not less than two-thirds of the total number of members of the Council);
   
   (f) Charge fees in connection with education provided, examinations held and any other services provided by the College;
   
   (g) From time to time hold examinations in the several subjects and courses offered by the College and award diplomas certificates and other awards (except degrees) to students who reach the required standard in any subject or course;
(h) Grant scholarships on such terms and conditions as it thinks fit;

(i) Purchase, take on lease or in exchange or hire, and sell mortgage lease or dispose of any real or personal property (which power to sell mortgage lease or dispose of property may in the case of any real property, be exercised only with the consent of the Senate of the State College of Victoria) and enter into agreements for the supply of services for the College;

(j) Engage architects and other professional advisers, and enter into contracts, for the erection of buildings, the making of improvements or alterations, or the carrying out of repairs, on any land or buildings vested in or occupied or used by the College;

(k) Borrow on overdraft of current account at any bank;

(l) Invest any moneys of the College not immediately required for its purposes in any securities which are authorised investments within the meaning of any law relating to trustees or, with the consent of the Senate of the State College of Victoria, in any other manner;

(m) Accept gifts of real or personal property to the College;

(n) Delegate, subject to such conditions as it thinks fit, any powers vested in the said Council to any member or committee of members of the Council, any officer or committee of officers of the College or any joint committee of members of the Council and officers of the College;

(o) Do all such things as advance the interest of the staff and students of the College;

(p) Do all such things as may be required to be done in order to render the College eligible to receive grants under any law of the Commonwealth of Australia or of the State of Victoria which provides for the making of grants to educational institutions; and

(q) Do all such other things as are necessarily incidental to the proper management and control of the College or the effective exercise of the powers conferred on the Council.

DUTIES OF COUNCIL

5. (1) It shall be the duty of the Council to invite tenders by publishing an advertisement in a newspaper circulating generally throughout the State for the supply of any goods or services or the carrying out of any work the cost of which is estimated by the Council to exceed $5,000.

(2) This clause shall not apply to the engagement of architects, consultants and professional advisers whose charges are normally made at rates fixed and published by statutory bodies or professional associates.

USE OF LAND, BUILDINGS AND EQUIPMENT BY COUNCIL

6. The Council may use the land, buildings and equipment vested in or under the management and control of the Minister of Education which when this Order takes effect constitute or are contained in the premises of the College, and any buildings or equipment subsequently erected or placed on or in the said land or buildings.

And the Honourable Lindsay Hamilton Simpson Thompson, Her Majesty's Minister of Education for the State of Victoria shall give the necessary directions herein accordingly.

T. J. FORRESTAL
Clerk of Executive Council.

(Excerpted with acknowledgment to Victoria Gazette, No. 78, August 1, 1973, Pp. 2824-2828.)
SCHEDULE No. 1: RULES FOR PROCEDURES FOR ELECTION OF A MEMBER OF THE ACADEMIC STAFF TO THE COLLEGE COUNCIL

On August 9, 1973 the Council resolved, "That any member of the academic staff shall be eligible to stand for election to Council, provided that he has been proposed and seconded in writing on an official nomination form obtained from the College Registrar and which has been signed by the nominee and his proposer and seconder. No person shall propose or second a nominee unless he is a member of the academic staff."

1. In these rules the words "academic staff" shall bear the same meaning as defined in Section 2 of the State College of Victoria Act 1972.

2. The College Registrar shall act as Returning Officer and shall be in control of all procedures specified in these Rules.

3. At least TEN days before the closing time for nominations the Registrar shall post FIRST NOTICE OF AN ELECTION on the staffroom noticeboard. This notice shall include the following information.
   3.1 The functions and structure of the Council and its meeting times and details of the term of office of the elected member.
   3.2 That ONE member of the academic staff shall be elected by all members of the academic staff.
   3.3 Directions on availability of the official nomination forms which shall provide for the signatures of the nominee and a proposer and seconder each of whom shall meet requirements of being a member of the academic staff.
   3.4 Closing date and time for submission of nominations to the Registrar.

4. As soon as practicable after the closing of nominations and at least TEN days before the closing time for the ballot the Registrar shall post SECOND NOTICE OF AN ELECTION including the following information.
   4.1 Names in alphabetical order of candidates for election as academic staff member to Council.
   4.2 Details of voting procedures and the location and days and times during which the ballot will be open.

5. The ballot will be conducted in the Students' Records Office between 10 a.m. and 3 p.m. on each of at least three consecutive College days.

6. Each voter will obtain his ballot paper at the Students' Record Office and his name will be marked off the voters' roll as he posts his voting paper in the Registrar's sealed ballot box.

7. A system of modified preferential voting will be used with provision for (a) reduced weightings for preferences after the first according to the number of candidates in the election, and (b) an option for non-preference for candidates.

8. Each candidate shall be entitled to nominate one scrutineer to represent him at the count by informing the Registrar of his proposed scrutineer's name prior to the opening date of the ballot.

9. Another two scrutineers shall be appointed by the Registrar prior to the opening date of the ballot by means of a random selection by lot from the College identification numbers of academic staff members.

10. The two scrutineers appointed by the Registrar will assist him to supervise the counting of the academic staff votes and will sign with the Registrar three copies of the THIRD NOTICE OF AN ELECTION (RESULTS).

11. The Registrar shall announce the results of the ballot by posting THIRD NOTICE OF AN ELECTION (RESULTS) and at the same time issuing a copy of this notice to the Secretary of the Council. This notice will show the name of the candidate elected and shall be posted not later than 4.30 p.m. on the next College day following the close of the ballot.

12. In the event of a casual vacancy, the above procedures for the election of a member of the academic staff to the College Council shall be applied.

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RULES AND PROCEDURES FOR ELECTION OF AN ENROLLED STUDENT TO THE COLLEGE COUNCIL

On 9 August, 1973 the Council resolved, "That any enrolled student shall be eligible to stand for election to Council, provided that he has been proposed and seconded in writing on an official nomination form obtained from the College Registrar and which has been signed by the nominee and his proposer and seconder. No person shall propose or second a nominee unless he is an enrolled student".

1. In these rules the words "enrolled student" shall bear the same meaning as defined in Section 2 of the State College of Victoria Act 1972.

2. The College Registrar shall act as Returning Officer and shall be in control of all procedures specified in these Rules.

3. At least TEN days before the closing time for nominations the Registrar shall post FIRST NOTICE OF AN ELECTION on the general noticeboard for students. This notice shall include the following information:
   3.1 The functions and structure of the Council and its meeting times and details of the term of office of elected members.
   3.2 That ONE enrolled student shall be elected by all enrolled students.
   3.3 Directions on availability of the official nomination forms which shall provide for the signatures of the nominee and a proposer and seconder each of whom shall meet requirements of being enrolled students.
   3.4 Closing date and time for submission of nominations to the Registrar.

4. As soon as practicable after the closing of nominations and at least TEN days before the closing time for the ballot the Registrar shall post SECOND NOTICE OF AN ELECTION including the following information:
   4.1 Names in alphabetical order of candidates for election as enrolled student member to Council.
   4.2 Details of voting procedures and the location and days and times during which the ballot will be open.

5. The ballot will be conducted in the Students’ Records Office between 10 a.m. and 3 p.m. on each of at least three consecutive College days.

6. Each voter will obtain his ballot paper at the Students’ Records Office and his name will be marked off the voters’ roll as he posts his voting paper in the Registrar’s sealed ballot box.

7. A system of modified preferential voting will be used with provision for (a) reduced weightings for preferences after the first according to the number of candidates in the election, and (b) an option for non-preference for candidates.

8. Each candidate shall be entitled to nominate one scrutineer to represent him at the count by informing the Registrar of his proposed scrutineer’s name prior to the opening date of the ballot.

9. Another two scrutineers shall be appointed by the Registrar prior to the opening date of the ballot by means of a random selection by lot from the College identification numbers of enrolled students.

10. The scrutineers appointed by the Registrar will assist him to supervise the counting of the student votes and will sign with the Registrar three copies of the THIRD NOTICE OF AN ELECTION (RESULTS).

11. The Registrar shall announce results of the ballot by posting THIRD NOTICE OF AN ELECTION (RESULTS) and at the same time issuing a copy of this notice to the Secretary of the Council. This notice will show the name of the candidate elected and shall be posted not later than 4.30 p.m. on the next College day following the close of the ballot.

12. In the event of a casual vacancy arising for an enrolled student member on the Council the above procedures shall be applied.
Chapter IV

THE COLLEGE COUNCIL BY-LAWS

BY-LAW No. 1: INTERPRETATION OF BY-LAWS

1. In the College Council By-Laws, unless the contrary intention is specified—

1.1 “the Act” means the State College of Victoria Act 1972 and as amended by subsequent Acts;

1.2 “a Statute” means a Statute as made and amended by the Interim Senate of the State College of Victoria;

1.3 “orders”, “procedures”, “regulations”, “rules” and “schedules” mean the orders, procedures, regulations, rules and schedules made in pursuance of the By-Law.

2. The headings of and within a By-Law, order, procedure, regulation, rule or schedule shall be deemed to be part of the By-Law, order, procedure, regulation, rule or schedule.

3. Every schedule to a By-Law, order, procedure, regulation, or rule shall be deemed to be part of the By-Law, order, procedure, regulation or rule, as the case may be.

4. No footnote to a By-Law, order, procedure, regulation, rule or schedule shall be deemed to be part of the By-Law, order, procedure, regulation or schedule, as the case may be.

5. Where in a By-Law, order, procedure, regulation, rule or schedule reference is made to any Act, Statute, By-Law, order, procedure, regulation, rule or schedule and that Act, Statute, By-Law, order, procedure, regulation, rule or schedule is subsequently amended then unless the contrary intention is specified the reference shall from the date of the amendment be deemed to be to that Act, Statute, By-Law, order, procedure, regulation, rule or schedule as so amended.

6. Where a By-Law, order, procedure, regulation, rule or schedule is repeated in whole or in part then unless the contrary intention is specified the repeal shall not—

6.1 Revive anything not in force or existing at the time at which the repeal takes effect;

6.2 Affect the previous operation of the By-Law, order, procedure, regulation, rule or schedule so repealed, or anything duly suffered, done or commenced to be done under the By-Law, order, procedure, regulation, rule or schedule; or

6.3 Affect any right, privilege, obligation or liability acquired, accrued or incurred under the By-Law, order, procedure, regulation, rule or schedule.

7. Where a By-Law provides for empowering an authority or officer of the College to make orders, procedures, regulations, rules or schedules then unless the contrary intention is specified expressions used in any such order, procedure, regulation, rule or schedule shall have the same meaning as in the By-Law.

8. In a By-Law, order, procedure, regulation, rule or schedule, unless the contrary intention is specified a reference to an authority, officer, or office shall be construed as a reference to that authority, officer or office in and of the College.

9. Where in a By-Law, order, procedure, regulation, rule or schedule a person holding an office is referred to in general terms that reference shall unless the contrary intention is specified be a reference to the person who holds that office for the time being.

10. Where a By-Law, order, procedure, regulation, rule or schedule confers a power or imposes a duty unless the contrary intention is specified the power may be exercised and the duty shall be performed from time to time as occasion requires.
11. Where a By-Law, order, procedure, regulation, rule or schedule confers a power or imposes a duty on the holder of an office as such unless the contrary intention is specified the power may be exercised and the duty shall be performed by the holder for the time being of the office or the person for the time being acting in the office.

12. Where a By-Law, order, procedure, regulation, rule or schedule provides for the appointment of a person to an office in the College by virtue of some other office held by him whether in the College or elsewhere that person shall unless the contrary intention is specified hold the appointment ex officio.

13. A person appointed for a term under a By-Law, order, procedure, regulation, rule or schedule to an office in the College shall unless the contrary intention is specified be eligible for re-appointment to that office.

14. A By-Law may be referred to by reference to its number or heading.

BY-LAW No. 2: THE CONSTITUTION OF THE COLLEGE BOARD OF STUDIES

1. MEMBERSHIP OF THE BOARD OF STUDIES
   The Principal (Chairman), Vice-Principal (Deputy Chairman), Heads of Schools, Heads of Departments, Dean of Students, Course Co-ordinators (one for each year of the Diploma of Teaching (Primary) Course and the Co-ordinator of Continuation Studies), three members elected annually by and from the academic staff of the College and two members elected annually by and from the enrolled students of the College. The Academic Registrar shall act as Secretary to the Board.

2. FUNCTIONS AND POWERS OF THE BOARD
   Subject to the authority of the Council of the College the Board of Studies is responsible for making the policies controlling studies within the College. The areas of responsibility include—
   2.1 Courses of study offered by the College.
   2.2 Pre-requisite for admission to courses.
   2.3 School experience programmes.
   2.4 Staffing of the courses and recommendations concerning qualifications of staff.
   2.5 Students admission to the graduate roll and decisions concerning the continuation, suspension or termination of students' enrolments in cases of unsatisfactory standards of work.
   2.6 Public relations.
   2.7 Establishment of sub-committees with power to co-opt non-members of the Board on to such committees.

3. GENERAL MEETINGS
   The Board of Studies meets on the first Wednesday of each month except when this day happens to be a College holiday, in which case the Board arranges an alternative date of meeting for that month.

4. SPECIAL MEETINGS
   Special meetings of the Board of Studies may be called by the Chairman or at the request of any six members of the Board.

5. QUORUM FOR A MEETING
   The quorum for a Board of Studies meeting is twelve.
6. **NOTICES OF MEETINGS**

For all meetings of the Board of Studies individual notices are issued to all members at least three College working days before the meeting.

7. **MEETING PROCEDURE**

Formal resolutions of the Board of Studies are decided by the majority of the members present and voting at the meeting, and in the case of an equality of votes the Chairman has a casting vote in addition to a deliberative vote.

8. **CONDUCT OF ELECTIONS OF MEMBERS**

The Academic Registrar acts as Returning Officer and conducts elections in accordance with the First Schedule to this Constitution, namely, "Procedures for Elections of Members to the Board of Studies".

9. **AMENDMENT OF THE CONSTITUTION**

An amendment to the Constitution requires a simple majority vote of the total membership of the Board of Studies after one month's notice of the proposed amendment.

**SCHEDULE No. 1 OF BY-LAW No. 2: PROCEDURES FOR ELECTION OF MEMBERS TO THE BOARD OF STUDIES**

1. Members of the Board elected by the teaching staff and the students shall be elected in accordance with the following provisions of this Schedule.

2. The College Registrar shall act as Returning Officer and shall be in control of all procedures specified in this Schedule.

3. At least TEN days before the closing time for nominations the Registrar shall post FIRST NOTICE OF AN ELECTION on the general noticeboard for students and on the staffroom noticeboard. This notice shall include the following information.

   3.1 The functions and structure of the Board of Studies and its meeting times and details of the yearly term of office of elected members. Incidental vacancies are filled by the procedures of this Schedule except that vacancies occurring after the first Wednesday in September in any year will remain unfilled until the annual elections in November for membership of the Board for the ensuing year.

   3.2 That THREE members of the teaching staff being full-time members and not ex-officio members of the Board of Studies, shall be elected by all members of the teaching staff except ex-officio members of the Board—the Principal, Vice-Principal, Dean of Students, Heads of Schools and Heads of Departments and Course Coordinators who shall not vote in an election of staff members to the Board.

   3.3 That TWO students being full-time students in any year of their course shall be elected by all full-time students of the College.

   3.4 Directions on availability of the official nomination forms which shall provide for the signatures of the nominee and a proposer and seconder each of whom shall meet requirements of eligibility for election or voting as specified in items 3.2 and 3.3 of this Schedule.

   3.5 Closing date and time for submission of nominations to the Registrar.

4. As soon as practicable after the closing of nominations at least TEN days before the closing time for the ballot the Registrar shall post SECOND NOTICE OF AN ELECTION including the following information.

   4.1 Names in alphabetical order of candidates for election as staff members and in a separate column the names in alphabetical order of candidates for election as student members on the Board.

   4.2 Details of voting procedures and the location and days and times during which the ballot will be open.

5. The separate ballots for staff and student members will be conducted concurrently in the Students' Records Office between 10 a.m. and 3 p.m. on each of at least three consecutive College days.
6. Each voter will obtain his ballot paper at the Students' Records Office and his name will be marked off the voters' roll as he posts his voting paper in the Registrar's sealed ballot box.

7. A system of optional preferential voting will be used with reduced weightings for preferences after the first according to the number of candidates in the election.

8. Each candidate will be entitled to nominate one scrutineer to represent him at the count by informing the Registrar of his proposed scrutineer's name prior to the opening date of the ballot. The staff and student votes will be sorted and counted at separate tables by the College Office Staff under direction of the Registrar with scrutineers entitled to observe only the details of the ballot in which their candidate is involved.

9. Another two scrutineers shall be appointed by the Registrar prior to the opening date of the ballot by means of a random selection by lot from the College identification numbers of one staff member and one student each of whom shall be eligible to vote but shall not be candidates in the election.

10. The two scrutineers appointed by the Registrar will assist him to supervise the counting of the staff and student votes respectively and they will sign with the Registrar three copies of the THIRD NOTICE OF AN ELECTION (RESULTS).

11. The Registrar shall announce results of the ballot by posting THIRD NOTICE OF AN ELECTION (RESULTS) and at the same time issuing a copy of this notice to the Principal of the College. These notices will show the names of only those candidates elected and shall be posted not later than 4.30 p.m. on the next College day following the close of the ballot.

BY-LAW No. 3: THE CHARTER FOR THE CONSTITUTION OF THE COLLEGE UNION BOARD

In exercise of the powers conferred by the State College of Victoria Act 1972 the Council of S.C.V. Toorak doth hereby make the following By-Law No. 3 entitled The Charter for the Constitution of the College Union Board.

1. There shall be an association called the State College of Victoria at Toorak Union comprising such members of the College and other persons as are specified in the Constitution made hereunder.

2. The objects of the Union shall be—
   (a) To create opportunities for participation in non-academic activities by and between the students and staff of the College.
   (b) To provide facilities for members of the Union.
   (c) To provide catering and commercial facilities including premises for such use as the Union Board shall approve.

3. (a) The Constitution of the College Union shall be contained in regulations of the Council made hereunder.
   (b) Any amendment to the Constitution may be recommended to the Council only upon an approving vote of two-thirds of the membership of the Union Board.

4. (a) There shall be a Union Board which, subject to the overriding authority of the Council and to the Act, Statutes, and Regulations, shall have general superintendence of the affairs and concerns of the Union and such powers and duties as are set out in this Statute and the Constitution made hereunder.
   (b) The membership of the Union and of the Union Board shall be as set out in the Constitution which may provide for the making of rules by the Union Board for the furtherance of the objects of the Union.
   (c) There shall be a Council of the Toorak Association of Students, a Clubs and Societies Council, a Sports Association, a Community Welfare Council, and other such groups as the Union Board shall from time to time approve.
5. The Union Board shall—
   (a) Advise the Council on—
       (i) the acquisition or disposal of property for the purpose of the Union;
       (ii) the employment of staff for the Union;
       (iii) contracts concerning the affairs of the Union;
       (iv) the expenditure or investment of Union moneys;
       (v) borrowings on the security of future revenue.
   (b) Subject to the Act, any Statute or Regulation, or any resolution of the Council, administer all financial affairs and property of the Union.
   (c) On behalf of the Council, approve the Constitutions of the Clubs and Societies Council, the Sports Association, the Community Welfare Council, and such other bodies as designated by the Council.

6. (a) Out of moneys made available by the Council for the purpose—
       (i) the Union Board shall make annual grants to the Toorak Association of Students, the Sports Association, the Clubs and Societies Council and the Community Welfare Council;
       (ii) the Union Board in its discretion may make a grant to any group of members of the College Union.
   (b) If any organization is aggrieved by the failure of the Union Board to make a grant or by the amount of the grant made, it may appeal to the Council who may, after enquiring from the Union Board as to the reasons for its decision, reverse or vary that decision by ordering the making of a grant in an amount the Council thinks appropriate.
   (c) Any College group, club or society, whether or not it obtains a grant from the Board, shall submit an annual account of its assets, liabilities, income and expenditure for audit by the College Accountant or a person appointed by him.

7. The Union Board and such officers as are designated from time to time by it shall have such powers and responsibilities as are set out in this or any other Statute or in the Constitution of the College Union and in particular such powers and responsibilities relating to the discipline of students as are set out in the Discipline Statute or any Regulations made thereunder.

8. The Council may appoint a Warden of the Union who shall be an Officer of the College, and chief executive officer of the Union Board.

9. (a) The Union Board shall, as soon as practicable after the ordinary meeting held in November, make an annual general report and an annual financial report to the Council and cause copies to be forwarded to the Council of the Toorak Association of Students and to such other organizations as may be specified in the rules of the Union Board.
   (b) The annual financial statements shall contain an account of the assets, liabilities, income and expenditure of the Union and shall be audited by an auditor appointed by the College Council.

10. (a) The Council may make regulations for or with respect to prescribing or providing for—
       (i) the Constitution of the College Union; and
       (ii) any other matter or thing for which it is necessary or expedient to prescribe or provide for the purposes of this Statute; and the Council may make regulations amending or revoking any such regulations.
   (b) Regulations made pursuant to this Statute shall be promulgated by being exhibited on the College noticeboard and after being so promulgated shall remain so exhibited for at least fourteen days not counting days on which the College is on vacation.

**BY-LAW No. 4: CHARTER FOR TOORAK ASSOCIATION OF STUDENTS**

1. There shall be a Toorak Association of Students (hereinafter referred to as "T.A.S.") and its constitution (hereinafter referred to as "The Constitution")
shall be contained in regulations made pursuant to this By-Law No. 4 of the Council of the S.C.V. Toorak.

2. In this By-Law and any regulations made pursuant to it, "student" unless the contrary intention appears, means an enrolled student of the State College of Victoria—Toorak.

3. The objects of the T.A.S. shall be:
   (a) To afford a recognized means of communication between students and the academic and administrative authorities of the College;
   (b) To make representation on behalf of the students to the community at large;
   (c) To publish such student newspapers, magazines and other publications as the T.A.S. from time to time may determine;
   (d) To administer funds of the T.A.S., whether received from fees levied on students by the College or otherwise;
   (e) Periodically, and not less than once in each semester, to prepare and make available to members of the College detailed statements of receipts and expenditure, with a balance sheet, of the funds of the T.A.S.;
   (f) To make recommendations to the Council, its delegate, or other appropriate bodies on the allocation of the T.A.S. portion of the Union budget;
   (g) To use the funds of the T.A.S. for payment of any authorised expenses incurred in the furtherance of the objects of the T.A.S.;
   (h) To join as a contributing member to the Australian Union of Students;
   (i) To co-operate with any bodies or organizations as approved by the T.A.S. in pursuance of its objects;
   (j) To protect and develop the interests and welfare of students.

4. Subject to the constitution, the T.A.S. may make rules for regulating its own proceedings and in particular for the organization of elections.

5. The T.A.S. may, on a matter affecting students, make representations to any member of the College or College body and in particular, without restricting the generality of the foregoing, to the Council, the Board of Studies, the Principal or the Academic Registrar.

6. No member of the Staff of the College shall stand as a candidate in any T.A.S. election.

7. An audited statement of the financial activities of the T.A.S. shall be presented every year to the Council of the College.

8. 8.1 Except in the case of expenditure on items specified in the annual budget of the T.A.S. as approved by the Council and published, no expenditure of funds of the T.A.S. shall be made or incurred until the expiration of a period of three days (excluding College holidays, Saturdays and Sundays) after notice thereof with all proper particulars has been given by delivering one copy of such notice to the Principal and posting another copy of a noticeboard installed for the purpose in a suitable place in the main Union building.

8.2 Within the period specified in sub-section 8.1, after the giving of notice required under that sub-section, an objection in writing to the proposed expenditure of which notice is given may be made, on the grounds that it is ultra vires, and delivered to the office of the T.A.S. by:
   8.2.1 The Principal; or
   8.2.2 The administrative executive of the T.A.S.; or
   8.2.3 In the case of a proposed expenditure authorised by a general meeting of students, not less than thirty students or, in any other case, not less than twenty students.

8.3 Where an objection is made and delivered pursuant to sub-section 8.2:
   8.3.1 The objection shall be referred to a barrister selected on the joint nomination of the Principal and the President of the T.A.S.
the barrister shall be asked for his opinion on whether the proposed expenditure would be *ultra vires*; and

8.3.2 The proposed expenditure shall be stayed until the receipts of the opinion sought pursuant to sub-section 8.3.1 and shall not be made if the opinion expressed is that the proposed expenditure is *ultra vires*.

9.1 The S.C.V. Toorak Council may make regulations for or with respect to:

9.1.1 The Constitution;

9.1.2 Prescribing or providing for the administration, accounting and auditing of funds of the T.A.S.; and

9.1.3 Prescribing or providing for any matter or thing for which it is necessary to prescribe or provide for the purpose of the By-law.

9.2 Subject to sub-section 9.3, the Council may make regulations amending or revoking any regulations pursuant to this By-Law.

9.3 After the coming into force of the regulations for the constitution, the Council shall not make any regulations by which the constitution is revoked or amended except either on the recommendation of the T.A.S. or, if the Council is satisfied that there are special reasons for its acting without such recommendation, after the Council has given the President or the Secretary of the T.A.S. notice in writing of the proposed amendment or revocation such notice to be given prior to such regulations by not less than sixty academic days being days on which undergraduate lectures are held.

9.4 Regulations made under this By-Law shall be promulgated by being exhibited on a noticeboard provided for the purpose in the College Offices building and after being so promulgated shall remain so exhibited for at least fourteen days not counting days on which the College is on vacation.

**CONSTITUTION OF THE S.C.V. TOORAK UNION**

1. Preliminary

1.1 There shall be a body called the State College of Victoria, Toorak Union.

1.2 Definitions. Unless the contrary intention appears:

1.2.1 The Act means the State College of Victoria Act 1972 and as amended by subsequent Acts;

1.2.2 The College means the State College of Victoria, Toorak;

1.2.3 The Council means the Council of the State College of Victoria, Toorak;

1.2.4 The Board means the Union Board formed under the terms of this constitution;

1.2.5 Constituent body means a body formed by a constitution approved by the Board;

1.2.6 Director means Director of the Union, appointed by the Board to administer the affairs of the Union;

1.2.7 The T.A.S. means the Toorak Association of Students;

1.2.8 The general student representative positions on the Board are those for which all students are entitled to vote;

1.2.9 A student member is a student of the College who is a subscribing member of the Union as in Clause 2.2.1;

1.2.10 A staff member is a member of staff employed by the College who is a subscribing member of the Union as in Clause 2.2.2.

1.3 No member of the Union shall be discriminated against on the basis of sex, racial origin, sexuality, appearance or age.

2. Membership of the Union

2.1 There shall be subscribing and honorary members of the Union.

2.2 Subscribing members, with such terms of membership as may be set out in the rules made by the Board, shall be:

2.2.1 Present students including students granted part-time status by the Board of Studies;
2.2.2 Present members of staff including part-time staff, on the basis of payment by the Council of a lump sum recommended by the Board, or by payment of a Union fee set by the Board;

2.2.3 Graduates of this College on the payment of a subscription determined by the Board;

2.2.4 Such persons as are offered such membership by the Board and have accepted.

2.3 Honorary members who shall not be required to pay any sum for rights of membership shall be:

2.3.1 Members of the Council who are not students or members of staff;

2.3.2 Such persons as are offered such membership by the Board and have accepted.

2.4 Subject to this section the subscriptions to be paid by a subscribing member shall be such, and may be collected in such manner as is from time to time determined by the Board and contained in rules made by the Board and approved by the Council.

3. Structure of the Union Board

3.1 The Union Board shall consist of:

3.1.1 The Principal or his nominee;

3.1.2 The Bursar or his nominee;

3.1.3 One representative of the Toorak Association of Students nominated by the executive of that body;

3.1.4 Six students elected by the general body of students;

3.1.5 The Director;

3.1.6 One representative of Council nominated by that body;

3.1.7 One representative of the Clubs and Societies Council other than a sporting club, nominated by the Clubs and Societies Council;

3.1.8 One representative of the Sports and Recreation Association such as per by the Sports and Recreation Council;

3.1.9 One representative of the Community Services Council nominated by the Community Services Council;

3.1.10 One representative of academic staff elected by the general body of the academic staff;

3.1.11 One representative of non-academic staff elected by the general body of non-academic staff;

3.1.12 One student representative elected by the students undertaking full-time conversion courses;

3.1.13 One student representative elected by students in the full-time educational technology course;

3.1.14 One representative from each of any other approved full-time courses;

3.1.15 One representative elected by an association of graduates recognized by the Board;

3.1.16 One elected student member of the Council.

3.2 There shall be three executive positions: Chairperson, Secretary and Treasurer. The Director shall be Secretary of the Union Board; the Treasurer shall be elected by the members of the Board and the Chairperson for a particular meeting shall be elected by the members of the Board at the previous meeting and in the event of this person being absent from that particular meeting, the Board will then elect another Chairperson in his or her place. The first meeting of the year shall be chaired by the Principal.

3.3 Ex-officio members are those specified in Clauses 3.1.1, 3.1.2, 3.1.5 and 3.1.16.

3.4 Ex-officio members shall be eligible for the positions of Chairperson and Treasurer.

3.5 No staff member other than those stated in Clauses 3.1.1, 3.1.2, 3.1.5, 3.1.6, 3.1.10 and 3.1.11 shall be eligible to vote on any constituent body, committee of the Board or the Board until they have paid the Union fee.
4. **Objects of the Union Board**

The objectives of the Board are:

4.1 To facilitate communication between members of the Union and other organizations and bodies, both inside and outside the College;

4.2 To plan and develop facilities and services for the welfare of members of the Union; and

4.3 To create opportunities for, and to foster, staff-student interaction in such a manner as to produce the best possible educational climate in the College.

5. **Powers and Duties of the Union Board**

The Union Board:

5.1 Shall allocate and administer space allocated or leased to it by the College Council;

5.2 Shall provide catering and commercial facilities, and have power to lease and sub-lease premises, for such use as the Board shall approve.

5.3 Shall advise the Council of:

5.3.1 The initiation of new facilities and services and the extension of present facilities and services for the general welfare of the College;

5.3.2 The acquisition or disposal of property for the purpose of the Union;

5.3.3 The employment of staff for the Union;

5.3.4 Contracts concerning the affairs of the Union in excess of $500 or such amount as the Council may determine;

5.3.5 The expenditure or investment of Union money;

5.3.6 Borrowing on the security of future revenue or Union assets.

5.4 Shall administer:

5.4.1 All financial affairs and property of the Union, with the power to generate income on behalf of the Union;

5.4.2 All money earned by and due to the Union, fees collected from members by the Council and money made available by Council.

5.5 Out of Union funds:

5.5.1 Shall make payments on behalf of the Sports and Recreation Association, the Clubs and Societies Council and the Community Services Council according to terms and conditions established by the Board from budgeted allowances of these constituent bodies;

5.5.2 In its discretion may make a grant to any group of members of the Union.

5.6 Except in the case of expenditure on items specified in the annual budget of the Union as approved by the Annual General Meeting and by the Council and published, no expenditure of funds of the Union shall be made or incurred until the expiration of a period of ten days (excluding College holidays, Saturdays and Sundays) after notice thereof with all proper particulars has been given by delivering one copy of such notice to the Principal or his nominee, one copy to the Director of the Union and posting another copy on a noticeboard installed for the purpose in the public area of the Cafeteria.

5.7 Within the period specified in sub-section 5.6 after giving of notice required under that sub-section, an objection in writing to the proposed expenditure of which notice is given may be made, on the grounds that it is ultra vires, and delivered to the office of the Union by either:

5.7.1 The Principal or his nominee;

5.7.2 The Director of the Union;

5.7.3 The Union Board;

5.7.4 In the case of a proposed expenditure authorised by a general meeting of members or a constituent council of the Union, not less than thirty members or, in any other case, not less than twenty members.
5.8 Where an objection is made and delivered pursuant to sub-section 5.7:
5.8.1 The objection shall be referred initially to a solicitor selected on
the joint nomination of the Principal, the Director of the Union
and the Union Board, and the solicitor shall be asked for his
opinion on whether the proposed expenditure would be ultra vires,
and on his advice the matter may be referred to a barrister, and
5.8.2 The proposed expenditure shall be stayed until receipt of the
opinion sought pursuant to sub-section 5.8.1 and shall not be
if the opinion expressed is that the proposed expenditure is
ultra vires.

5.9 Shall, on behalf of the Council, approve the constitutions of the Sports
and Recreation Association, the Clubs and Societies Council, the
Community Services Council, and such other bodies as designated by
Council.

5.10 Collect, on behalf of the T.A.S. the amount of annual fee as set by
that association.

5.11 May, by simple majority of its members, make rules for the carrying
into effect of this constitution.

6. Procedures
6.1 The Board shall hold an ordinary meeting once in each calendar month
from March to November each year.
6.2 A special meeting of the Board shall be convened by the Director on the
written request of any four members of the Union Board or on the
written request of any twenty members of the Union, and the Director
shall take immediate and adequate steps to notify Board members of the
meeting at least twenty-four hours before the time set for the meeting.
6.3 In meetings of the Board, its standing committees, and constituent
bodies the Chairperson shall have a casting vote only.
6.4 All meetings of the Board, of its committees and of its constituent
bodies shall be open to members who shall have the right to speak.
6.5 Agendas for meetings of the Board and its constituent bodies shall be
posted on the Union Notice-board at least three academic days before
meetings are to be held, except in the case of special meetings.
6.6 Minutes of meetings of the Board and its constituent bodies shall be
posted on the Union Notice-board no later than one week after the
meeting has been held.
6.7 No proceeding of the Board, or any constituent body or of any committee
thereof shall be invalidated by reason only of there being a vacancy in
the number of members at the time of such proceeding; and all
proceedings of the Board, of any constituent body or of any committee
thereof or of any person acting as a member of the Board shall,
notwithstanding that it may afterwards be discovered that there was
some defect in the appointment of the members of the Board, of any
constituent body or of the committee or of the person acting as
aforesaid or that they or any of them were incapable of being members
of the Board, of the constituent body or of the committee, be as valid
as if every such person had been duly appointed to the Board,
constituent body or committee and was capable of being a member.
6.8 A quorum of the Board shall be nine members of whom five must be
students. A quorum of any standing committee shall be not less than
one-half of its membership.

7. Conditions of Office
The conditions of office of the Union Board and its constituent bodies are:
7.1 Casual vacancy
7.1.1 If the office of any member becomes vacant for any reason other
than the expiration of term, the vacancy shall be a casual
vacancy.

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7.1.2 Any such casual vacancy shall be filled by the appointment of a member of like qualification and appointed in like manner to the member whose office has become vacant for the residue of the term of office of that member.

7.2 Should a vacancy not be filled for two consecutive ordinary meetings the Board shall enquire into the matter and take such action as is within its powers under the College Union By-Law and this constitution to ensure effective membership of the body in question.

7.3 Any nominated or elected member may at any time be removed from office by the person who or body which nominated or elected the member to office and in that case the office of the member so removed shall become vacant.

7.4 Any nominated or elected member who ceases to be qualified to hold the position to which that member has been nominated or elected according to the terms of the original appointment, shall be removed from office by the Board, and in that case the office of the person so removed shall become vacant.

7.5 The office of any member, other than a member ex officio, shall become vacant and a casual vacancy shall be deemed to have arisen if that member is absent without special leave from three consecutive ordinary meetings of the body in question.

7.6 Subject to this constitution, the Board or its constituent bodies may on application by the member, grant any member special leave of absence from all meetings of the body in question for a period not exceeding three months.

7.7 While any member has been granted special leave of absence an alternate nominated by the member and having the same qualifications as are required for his election or nomination to membership of the body may, in the absence of the member, attend and vote at meetings of the body.

8. Auditing of Accounts and Records

The accounts and records of the Union, which includes all constituent bodies, shall be audited monthly by a qualified auditor appointed by the Board, from a nomination by the Council.

9. Elections

Procedures for the conducting of elections for the Union Board and its constituent bodies.

9.1 Subject to this constitution and the constitutions of the Board’s constituent bodies, the Board shall conduct the elections under the supervision of an Electoral Officer appointed by the Board.

9.2 Elections to office for the period of one calendar year shall be conducted annually in the period between 1st September and 31st October of the preceding year except in respect of the positions of representatives of College courses of one year’s duration. Students in such courses will elect their representatives in the period between 1st February and 1st March and the period of office for these representatives will be from the 1st March until the end of February of the following year.

9.3 Subject to this constitution, all elected and nominated members of the Union Board shall be entitled to hold office for a term of one year from the date of their respective elections or nominations provided that if the Union Board so resolves a member who would otherwise cease to hold office may continue in office until the election or nomination of his successor and provided further that where an election or nomination is made to fill a forthcoming vacancy upon the expiration of a term of office the said term of one year shall begin on such election or nomination and the preceding term shall be deemed to have ended.

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9.4 The elections for membership of the Union Board as General Student Representatives shall follow all other elections to the constituent bodies and the T.A.S. by at least ten academic days.

9.5 Any person elected to an executive position of the T.A.S. or who is a member of a constituent body shall not be nominated or elected as a General Student Representative to the Union Board.

9.6 Nominations for elected positions:
   9.6.1 Shall remain open for fifteen academic days;
   9.6.2 Shall bear the signature of the nominee, proposer and seconder and shall be handed to the Director prior to or on the closing date for elections.

9.7 Elections shall be held four academic days after close of nominations.

9.8 Voting shall be by secret ballot and optional preferential voting. Students on teaching rounds shall be provided with facilities to vote by post.

9.9 Optional Preferential Voting.
   9.9.1 For a vote to be declared valid it must record at least the primary vote of the voter. It need not record the voter's secondary and other preferences.
   9.9.2 If the ballot paper contains candidates for more than one position, the paper is valid only if it contains at least the primary preference for each position.
   9.9.3 Preference must be numerically denoted.
   9.9.4 In the case of a primary preference only it must be denoted by the number one.
   9.9.5 The validity or otherwise of votes shall be decided by the Electoral Officer.
   9.9.6 If a candidate believes that misconduct of the election has occurred, that candidate has right of appeal to the Board, and if adversely affected by the decision of the Board, the candidate may appeal to the Council whose decision shall be final.
   9.9.7 Elections shall be conducted in accordance with a schedule of general rules and provisions for elections similar to that used for elections of enrolled students to the College Council and the College Board of Studies.

9.10 Current office-bearers are entitled to hold office until the election of a successor subject to any other clause in the constitution to the contrary.

10. Standing Committees
10.1 There shall be such standing committees of the Union Board with such membership, powers and duties as are set out in this constitution.

10.2 The Board may appoint such other committees as it thinks fit with such powers and duties as the Board shall decide and may delegate thereto or to any members of the Board all or any of its powers, authorities, duties or functions other than amendment or interpretation of this constitution or the making of rules thereunder.

The standing committees of the Union Board shall be:
10.3 The Union Finance Committee which shall advise the Board on matters concerning finance and shall consist of:
   10.3.1 The Treasurer of the Board as Chairperson;
   10.3.2 The Treasurer or nominee of the Clubs and Societies Council;
   10.3.3 The Treasurer or nominee of the Sports and Recreation Association;
   10.3.4 The Treasurer or nominee of the Community Services Council;
   10.3.5 One member of the Board who represents students in general;
   10.3.6 One other member of the Board;
   10.3.7 The Director of the Union;
   10.3.8 The Treasurer of the T.A.S.
   10.3.9 The Bursar, unless he is the Treasurer of the Board.

10.4 The Union Catering Committee which shall advise the Board on matters concerning Union catering and shall consist of:
   10.4.1 The Director of the Union as Chairperson;
10.4.2 One member of the Board who represents staff;
10.4.3 The Bursar or his nominee;
10.4.4 Two members of the Board who represent students in general;
10.4.5 Two student members of the Union;
10.4.6 The Catering Manager, or in his absence the deputy for the Catering Manager.

10.5 The Union House Committee which shall advise the Board on matters concerning the Union premises, shall advise the Director on matters of day-to-day interest and shall consist of:
10.5.1 The Director of the Union as Chairperson;
10.5.2 One member of the Board who represents students in general;
10.5.3 One staff member of the Union;
10.5.4 Two student members of the Union, one of whom should be the student member of the College Council Buildings Committee;
10.5.5 The Buildings Officer or in his absence the Assistant Buildings Officer.

11. General Meetings

11.1 A General Meeting of the Union shall be convened by the Director on receipt of:
11.1.1 A resolution of the Board to that effect; or
11.1.2 A written request signed by not less than twenty members of the Union.

11.2 A quorum shall be seventy-five members.

11.3 All questions shall be decided by a simple majority of members present.

11.4 Such a meeting may make a recommendation to the Board concerning any matter within the activities of the Union, as set out in the College Union By-Law or this constitution.

11.5 The Chairperson of such a meeting shall be a member of the Board elected by the group of members of the Union at whose instance the meeting was convened, or failing such election the Director.

12. Annual General Meeting

12.1 An Annual General Meeting shall be held during the third term of each year at a date when all student members can be in attendance at College.

12.2 The budget for the following year shall be presented to the members for their approval at this meeting.

12.3 Only members who pay a fee for individual membership shall be entitled to vote on the budget.

12.4 A quorum shall be seventy-five members, of whom two-thirds shall be student members.

12.5 The Chairperson of such a meeting shall be elected by members of the Union Board.

12.6 All questions shall be decided by a simple majority of members present.

13. Amendments to the Constitution

13.1 A meeting of the Board to be held to consider any amendment to the constitution shall not be held until ten days after the Director has sent to the last known address of each member a written notice setting out the proposed amendment.

13.2 Amendments to the constitution shall be decided at a General Meeting of members for which:
13.2.1 The Chairperson shall be elected by the Union Board;
13.2.2 A quorum shall be two hundred and fifty members of whom two-thirds shall be student members;
13.2.3 The question shall be decided by a simple majority of members present.
14. Interpretation of the Constitution

14.1 Any questions concerning the interpretation of this constitution shall at first instance be decided by the Board.

14.2 Any member of the Union adversely affected by the decision may appeal to the Council whose decision shall be final.

15. Two years from the date of its approval by the Council this constitution will become an interim constitution until such date as a new constitution determined by the members as in Clause 13.2 is approved by the Council.

16. 16.1 The Union Board may if it thinks fit and shall if so requested by a petition signed by not less than five per centum of the members of the Union conduct a referendum, which may be a postal referendum, on any question relating to the affairs, powers and responsibilities of the Union or the Union Board.

16.2 Subject to the over-riding authority of the Council and to the Act and Statutes of the Interim Senate of the State College of Victoria, the Union Board shall be bound by the results of any referendum conducted by it pursuant to the last preceding sub-section if the total number of voting papers received is not less than twenty per centum of the number of members of the Union.
CONSTITUTION OF THE TOORAK ASSOCIATION OF STUDENTS

(Regulations made pursuant to By-Law No. 4: The Toorak Association of Students)

1. **Title**

There shall be a body called the Toorak Association of Students, hereinafter referred to as T.A.S.

2. **Membership**

The membership of T.A.S. shall comprise all students currently enrolled at the S.C.V. Toorak.

3. **Structure**

3.1 There shall be a General Executive of the following elected officers:

3.1.1 Executive Chairperson.
3.1.2 Hon. Sec./Vice Chairperson.
3.1.3 Hon. Treasurer.
3.1.4 A.U.S. Secretary.
3.1.5 Chairperson Activities Committee.
3.1.6 Chairperson Amenities Committee.
3.1.7 Chairperson Publications and Publicity.
3.1.8 Chairperson Education and Domestic Affairs.

All of whom shall be elected by optional preferential ballot at which all currently enrolled students of S.C.V. Toorak shall be entitled to vote.

3.2 There shall be the following permanent standing committees:

3.2.1 Activities Committee.
3.2.2 Amenities Committee.
3.2.3 A.U.S. Committee.
3.2.4 Publications and Publicity Committee.
3.2.5 Education and Domestic Affairs Committee.
3.2.6 Liaison Committee.

3.3 There shall be the following sub-committees of the General Executive:

3.3.1 Constitutional Review.
3.3.2 Finance.

And any other committees as may from time to time be called for by the General Executive or by a General Meeting of students.

4. **General Executive**

4.1 Conducting all duly constituted student General Meetings.
4.2 Organizing T.A.S. elections.
4.3 Drawing up budgets for all committees in consultation with the respective chairpersons of each committee; copies of such budgets are to be published by T.A.S.
4.4 Implementing policy decided at duly constituted student General Meetings or referred to it by other committees.
4.5 Liaising with other bodies within and without the College.
4.6 Co-ordinating and evaluating the work of committees of the T.A.S.
4.7 The Chairperson General Executive shall chair all General Meetings, all Executive Meetings and shall participate in other activities as required. The General Executive Chairperson shall represent the S.A. on the Union Board.
4.8 The Secretary/Vice Chairman shall attend to all correspondence and minutes, and shall ensure that all relevant information is available to Executive members for meetings prior to those meetings. In periods of protracted absence of the Chairperson and with the approval of the General Executive the Secretary/Vice-Chairperson shall function as Chairperson.
4.9 The Honorary Treasurer shall prepare a regular audit of T.A.S. expenditure for submission to the Union Board and co-ordinate the financial activities of the various committees under T.A.S. The Treasurer shall be responsible for the overall expenditure of T.A.S. in consultation
with any committee regarding finance that may be convened. The Treasurer shall be signatory to all financial transactions of the T.A.S. together with the Chairperson or his legally appointed deputy.

4.10 All staff employed by T.A.S. shall be responsible to the Chairperson and Secretary/Vice Chairperson jointly.

4.11 Chairperson Activities Committee shall convene meetings of the Activities Committee and represent that Committee on the General Executive.

4.12 The Chairperson Amenities Committee shall convene the meetings of the Amenities Committee and represent that Committee on the General Executive.

4.13 The Chairperson Education and Domestic Committee shall convene the meetings of the Education and Domestic Affairs Committee and represent that Committee on the General Executive.

4.14 The Chairperson A.U.S. Committee shall be the elected A.U.S. Secretary. This person shall convene meetings of the A.U.S. Committee and represent A.U.S. on the General Executive. The A.U.S. Secretary shall be responsible for informing General Executive of any A.U.S. matters that should be brought before it, and extraordinary resolutions which are to be brought before a General Meeting of T.A.S.

5. Activities Committee

5.1 The Activities Committee shall organize balls, concerts, dances and other events as it sees fit.

5.2 The Committee shall consist of a Chairman elected as in 5.3.1 and at least three nominated members.

5.3 The Chairperson of the Committee shall:

5.3.1 Be elected by the student body at a general election.

5.3.2 Co-opt such members to the Committee as he considers desirable.

5.3.3 Co-operate with the Honorary Treasurer on budgetary matters.

5.3.4 Submit detailed project budgets and accounts to the Honorary Treasurer, together with written competitive quotations, for all items of major expenditure.

5.3.5 Submit detailed reports of all committee meetings to the Chairperson of the General Executive within one week following the occurrence of such a meeting.

6. Amenities Committee

6.1 The Amenities Committee shall consist of a Chairperson and at least two other nominated members.

6.2 The Amenities Committee shall:

6.2.1 Prepare reports regarding the operation of T.A.S. amenities and make recommendations regarding their augmentation.

6.2.2 Maintain all existing amenities of the T.A.S. and regulate their use.

6.2.3 When necessary and in consultation with any other official student body concerned, consider questions and proposals regarding student amenities as Student Association representative.

6.2.4 Prepare a regular account of expenditure and proposed expenditure.

6.3 The Chairman of the Committee shall:

6.3.1 Be elected by the General Student body.

6.3.2 Co-operate with the Honorary Treasurer on Budgetary matters.

6.3.3 Have the authority to co-opt such members to the Committee as are desirable.

6.3.4 Represent the Amenities Committee on the General Executive.

7. A.U.S. Committee

7.1 The A.U.S. Committee shall be chaired by the elected A.U.S. Secretary. The Committee shall also consist of two officers appointed by the A.U.S. Secretary (in accordance with 8.2.1) and such members nominated as in 8.2.2. The Chairperson of the Committee shall:
7.1.1 Appoint two students, one being a Research Officer and the other being a Promotions Officer, after consultation with other groups within the College and the General Executive.

7.1.2 Nominate such members to form the Committee as are required, after consultation with other groups within the College and the General Executive, and shall keep the General Executive informed of the names of all members.

7.1.3 Direct this Committee to maintain day-to-day operations of the Committee.

7.1.4 Direct this Committee to maintain an up-to-date information file on aspects of A.U.S.

7.1.5 Co-operate with the T.A.S. Chairperson on matters relating to A.U.S. Annual Council.

7.1.6 Co-operate with the Honorary Treasurer on budgetary matters.

7.1.7 Supply detailed reports of meetings to the T.A.S. Chairperson, after one week of such meeting.

7.1.8 Represent this Committee on the T.A.S. General Executive.

7.1.9 Consider recommendations from the Education and Domestic Affairs Committee on education policy for presentation to A.U.S. Councils.

8. Education and Domestic Affairs Committee

8.1 The Education and Domestic Affairs Committee shall consist of a Chairperson elected by the student body and at least three other persons nominated by the student body or co-opted by the Chairperson.

8.2 The functions of the Education and Domestic Affairs Committee shall be to:

8.2.1 Conduct research into educational and other issues of concern to students.

8.2.2 Form student policy on educational and other issues which must be ratified by a student general meeting before any action is undertaken.

8.2.3 Organize forums, guest speakers and debates on matters of interest to students.

8.2.4 Make recommendations to A.U.S. representatives to form educational policy for presentation to A.U.S. Councils.

8.2.5 Investigate College admissions policy and procedure.

8.2.6 Investigate the criteria upon which, and the procedure by which, a student’s academic progress is determined.

8.3 The Chairperson of the Education and Domestic Affairs Committee shall:

8.3.1 Co-operate with the Honorary Treasurer on budgetary matters.

8.3.2 Have the authority to co-opt such members to the Committee as are desirable.

8.3.3 Represent the Education and Domestic Affairs Committee on the General Executive.

9. Publications Committee

9.1 The Publications Committee shall:

9.1.1 Act as publishers of all S.A. publications and supervise their publication.

9.1.2 Publicize the activity of the S.A. and any other constitutionalized student organization within the College by arrangement.

9.2 The Committee shall consist of a Chairperson elected as in 9.3.1 and at least three nominated members.

9.3 The Chairperson of the Committee shall:

9.3.1 Be elected by the student body at a general election.

9.3.2 Co-operate with the Honorary Treasurer on budgetary matters.

9.3.3 Have the authority to co-opt such members to the Committee as are desirable.

9.3.4 Represent the Publications Committee on the General Executive.
10. **Student Liaison Committee**

10.1 The Student Liaison Committee shall be a Committee that shall meet to discuss common problems of representation. It shall promote close liaison between all legally constituted student bodies and elected student representatives.

10.2 The Student Liaison Committee shall consist of:

10.2.1 The Chairperson of the General Executive.
10.2.2 The Vice-Chairperson Honorary Secretary of the General Executive.
10.2.3 The Chairperson of the Clubs and Societies or his nominee.
10.2.4 The Chairperson of the Sports and Recreation or his nominee.
10.2.5 The Chairperson of the Community Services Committee, or his nominee.

10.3 The Chairperson of the Committee shall:

10.3.1 Be the Chairperson of the General Executive.
10.3.2 Have the authority to invite any student representative to meetings of this Committee as he considers necessary.

10.4 The Committee shall meet regularly at intervals to be decided by the Chairperson of the General Executive.

10.5 This Committee shall submit reports of each meeting to the General Executive.

11.1 All members of the General Executive shall be elected annually.

11.1.1 All elections prescribed by this constitution shall be conducted in accordance with the appropriate regulations in October of each year.

11.1.2 The election of Chairperson General Executive, Honorary Secretary/Vice-Chairperson and Honorary Treasurer shall precede by at least ten (10) academic days the election of other General Executive members.

11.1.3 Nominations for both General Executive and Executive Committee positions shall remain open for fifteen (15) academic days. The elections shall be held five academic days after close of nominations.

11.1.4 Nominations must bear the signature of the nominee, proposer and seconder and shall be handed to the Honorary Secretary/Vice Chairperson prior to the closing date for nomination.

11.1.5 Current office-bearers are entitled to hold office until the election of a successor subject to any other regulation to the contrary.

11.1.6 Unless standing for election as an office-bearer, the Honorary Secretary/Vice Chairperson shall automatically be Electoral Officer responsible for the proper conduct of elections according to these regulations.

11.1.7 Voting shall be by secret ballot and optional preferential voting. Students on teaching rounds shall be provided with facilities to vote by post.

11.2 **Postal Voting.** Details of postal voting arrangements shall be the province of the Electoral Officer; however ballot papers, policy statements (if any), return postage must be provided. In all cases papers are to be posted to the students at all the schools concerned.

11.3 **Optional Preferential Voting.**

11.3.1 For a vote to be declared valid it must record at least the primary vote of that voter. It may or may not record the voter's second and other preferences.

11.3.2 If the ballot paper contains candidates for more than one position, the paper is valid only if it contains at least the primary preference for each position.

11.3.3 Preference must be numerically denoted.

11.3.4 In the case of a primary preference only it must be denoted by the number one (1).
11.4.1 The validity or otherwise of votes shall be decided by the Electoral Officer.

11.4.2 If a candidate believes a "misconduct of election" has occurred he/she has right of appeal to the Union Board, whose decision shall be final.

11.4.3 If an elected member ceases to be a student he shall cease to be a member of the General Executive.

11.4.4 Only students of S.C.V. Toorak are eligible to stand as Executive Officers.

11.4.5 Persons in the employ of the Union Board, or College Council of the S.C.V. are ineligible to stand as members of the Executive or to vote for Executive members or to vote at T.A.S. general meetings despite any student status they may hold.

11.5 The term of office of the incoming Executive shall begin in the second last week of November.

Constitutional Amendments

This Constitution may be amended with the consent of two-thirds of the members present at a properly constituted General Meeting of students, provided that notice of the intended amendment(s) was included in the notice of the meeting.

Delegation

The General Executive of T.A.S. may, by absolute majority of its members enact regulations for the carrying into effect of this Constitution.

Interpretation

Any questions concerning the interpretation of this Constitution shall at first instance be decided by the General Executive of T.A.S.

Student General Meetings shall be held at least twice a term.

Student Extraordinary General Meetings shall be held under the following circumstances:

12.1 To consider amendment of this Constitution:

12.1.1 Requested by a petition of at least 30 student members of the student body or by the General Executive.

12.1.2 Quorum—100 student members.

12.1.3 Notice—At least five college days (to be given by announcement in the T.A.S. news sheet and on the T.A.S. noticeboard and/or notices distributed among students).

12.1.4 Any motion under this sub-section shall only take effect if approved by a two-thirds majority.

12.2 To consider the misperformance or non-performance of duty by any person elected or appointed under this Constitution:

12.2.1 Requested by a petition of at least 20 student members of the student body or by the General Executive.

12.2.2 Quorum—80 student members.

12.2.3 Notice—At least five college days (to be given as in 12.1.3).

12.3 To consider any other matter:

12.3.1 Requested by a petition of at least 20 student members of the student body or by any committee (as defined in Section 2).

12.3.2 Quorum—50 student members.

12.3.3 Notice—At least five college days (to be given as in 12.1.3).

12.4 Urgent student General Meetings:

12.4.1 Requested by a petition of at least 30 student members of the student body or by any Committee (as defined in Section 2).

12.4.2 Quorum—60 student members.

12.4.3 Notice—Less than five days (to be given as in 12.1.3).

12.4.4 Shall not consider amendment of the Constitution, or the mis­performance or non-performance of duty by any person elected or appointed under this Constitution.
12.5.1 The General Executive shall have absolute discretion in deciding the date and place of student general meetings.

12.6.1 At all student general meetings, other than urgent student general, a provisional agenda shall be posted on the T.A.S. noticeboard at least two days before the meeting. A final agenda shall be posted on the T.A.S. noticeboard at least one hour before any meeting and shall be distributed to students before the meeting. No substantive motions or amendments shall be accepted later than three hours before any meeting.

12.6.2 Urgent student general meetings may be called by the T.A.S. Chairperson at any time. In the absence of this person, the T.A.S. Honorary Secretary/Vice-Chairperson, after consultation with either the Chairperson or the General Executive may also call such meeting, in accordance with 12.6.3. In these circumstances this meeting shall only consider the matter on hand.

12.6.3 At any urgent student general meeting with more than 24 hours' notice a provisional agenda shall be posted on the T.A.S. noticeboard at least one day before the meeting. A final agenda shall be posted on the T.A.S. noticeboard at least one hour before any meeting and shall be distributed to students before the meeting. No substantive motions or amendments shall be accepted later than one hour before any meeting. However, if the urgent student general meeting is called with less than 24 hours' notice a provisional agenda shall be posted on the T.A.S. noticeboard at least one hour before the meeting and shall be distributed to students before the meeting. No substantive motions or amendments shall be accepted after the meeting has been in progress for 15 minutes.
BY-LAW No. 5: COLLEGE COURSES AND QUALIFICATIONS
AWARDED AND ASSESSMENT PROCEDURES

There shall be within the College such Schools, Departments, Institutes and other organizations for teaching and research as may be determined by the Council from time to time.

5.1 ORGANIZATION
The Council may from time to time make regulations as to the constitution and administration of any such School, Department, Institute or other organization.

The Council may award such diplomas and certificates as it may determine under authority of the Senate of the State College of Victoria.

5.2 AWARDS
The Council may make, amend or revoke regulations, and/or delegate its powers in this respect to the College Board of Studies, determining the requirements for the award of degrees, diplomas and certificates, and for procedures for approval of students' programmes of study and practice and the examination and other assessment of study and practice.

The provisions for assessment of students' work and review of individual students' progress are set out in regulations drawn up by the College Board of Studies.

5.3 REGULATIONS GOVERNING PART-TIME STUDY — DIPLOMA OF TEACHING (Primary)

1. Commencing in 1976, selected students may be admitted to part-time status for the Diploma of Teaching (Primary), and for such other courses as the Board of Studies may from time to time direct.

2. Notwithstanding the requirements of these regulations selected students admitted to part time status shall be subject to all by-laws and regulations pertaining to the Diploma of Teaching (Primary) course.

3. Up to 12½% of full-time first year places allotted for 1976 shall be set aside for part-time students.

4. For the time being, “Part-time” shall be taken to mean “Half-time”.

5. Selected students shall be granted part-time status as a result of an interview before a panel of staff nominated by the Admissions and Enrolments Committee, to be called the Part-Time Committee, and referred to hereafter as the P.T.C.

6. The P.T.C. shall, subject to other relevant regulations

6.1 Grant part-time status to persons from one or more of the following four categories:
   6.1.1 Students or intending students temporarily incapable of full-time study on medical grounds.
   6.1.2 Students or intending students not granted assistance applied for from standard Government or other support schemes.
   6.1.3 Students or intending students who are the parent of dependant children under sixteen years of age.
   6.1.4 Other persons deemed by the Committee to be special cases.

6.2 Define “Half-time for each successful applicant.

6.3 At any time, resolve an application by a part-time student to take up a full-time place, or by a full-time student to take up a part-time place; and shall, upon approving that request, define the parts of the course remaining to be completed.

6.4 Determine when called upon to do so, and subject to item 6.3 above, whether a selected student is conforming to the definitions and regulations of part-time status, and take such action as it deems appropriate.
6.5 Determine, in consultation with the Heads of Schools, the number of part-time students who may, in any one year or semester, enter for any one such unit of study.

7. Part-time students who have this status for the whole of the course for the Diploma of Teaching (Primary) shall complete the course in not less than six, and not more than eight, years. The periods of time in which other courses, or parts of courses, shall be completed by part-time students shall be determined by the P.T.C. and approved by the Board of Studies.

8. All categories of applicants for places at this College shall be informed on first making their application of the opportunity to apply to study part-time, together with a precise statement of the first three categories of persons in 6.1 above, whose applications may be considered, and together with the statement that part-time status may not be claimed as a right.

9. Selected students shall, over the whole period of their total course, complete at least the number of days of School Experience required of their full-time contemporaries over a normal entrant's three year period of training, as defined from time to time by the School Experience Committee. Such School Experience may, if the student wishes, and with the approval of the P.T.C., be conducted for periods which conform to the principle of half-time study, by arrangement with the School Experience Committee and selected Training School Principals.

10. Part-time students shall enjoy the full use of the College Union facilities on terms and conditions recommended by the College Union Board and approved by the Board of Studies.

11. Part-time students shall, without qualification, be subject to the principles and practices of assessment defined for the College from time to time by the Board of Studies.

12. The Admissions and Enrolments Committee shall be responsible to the Board of Studies
   12.1 to recommend the nature and manner of the keeping of records concerning part-time students;
   12.2 to recommend changes to the above regulations and definitions, and
   12.3 to report annually, and as required, on the phenomenon of part-time study in this place.

5.4 REGULATIONS GOVERNING ASSESSMENT—1977
(Made under provisions of By-Law No. 5.)

2. Assignments.
3. Practical work.
4. Examinations.
5. Publication of Results.
6. Consequences of Academic Failure or Withdrawal or Unsatisfactory Progress in Teaching.
7. Grading of Students.
8. Reports on Students.
9. Suspension or Termination of Course.

1. General Principles of Assessment

1.1 Assessment is a cumulative and continuous process during the College course. Progressively it will reveal, to the student and to the College staff, information on academic and teaching development. Final readiness to accept the responsibilities of a teaching position will be determined by a student's complete College record.
1.2 Assessment is designed to give credit for industry and to recognize knowledge, skill, understanding, originality and initiative. Specific assessment policy details for work submission in different subjects will be supplied by the Department concerned.

1.3 The method of assessment will vary according to the nature and needs of the various subjects. Examinations, period tests, assignments, practical work and other testing means may be used. In all years or semesters the cumulative result of all assessed work will be used to determine the final assessment for each subject.

1.4 In each year of the course a review of student progress in each subject will be made in mid-year. Students not making satisfactory progress will be informed and may be interviewed to discuss future action.

1.5 With the Principal's consent, alternatives for part or all of a final examination requirement in a subject may be approved on conditions laid down by the Department concerned.

1.6 All sections of the work in a subject must be completed and submitted not later than the examination date for that subject as published in the examination timetable.

1.7 No student shall be admitted to a final examination or receive assessment in a subject of the course unless he has satisfied the requirements of the subject Department concerned in regard to participation in that subject over the period of its duration. Further, on the grounds of lack of participation and after due warning by the Head of Department concerned, a student may be refused permission to continue with the study of a particular subject in any one year or semester. The recommendation in such cases will be made to the Head of School by the Head of Department concerned.

2. Assignments

2.1 Students will be set individual or group assignments which are not carried out under a lecturer's direct supervision. However a lecturer may call for an assignment to be submitted at any time before the due date, not to assess it, but to note progress and to give advice.

2.2 A question or questions on any assignment may be included in a subsequent period test or examination, or alternatively a student may be given an oral test on his assignment.

2.3 All sections of any individual assignment presented for assessment must be the work of the student submitting it. A lecturer may take any reasonable action to satisfy himself that an assignment is the student's own work. No marks will be allotted if plagiarism is detected.

2.4 Each student is provided, by the subject Department concerned, with a schedule of and details of assignments and the dates on which they are due. These lists will be issued as early as practicable and in any case not later than three weeks before the due date of the first assignment. No due date shall be set for less than three weeks before examinations. Assignments are to be handed to the subject lecturer or his deputy, at the appointed place and time on the date indicated on the assignment schedule.

2.5 A subject lecturer must make available to students the assessment given to an assignment no later than six weeks after the date of submission.

2.6 Extensions: The Course Co-ordinator is the only person authorised to grant extensions. If, on the grounds of special circumstance causing particular difficulty, a student applies to the Course Co-ordinator before the due date an extension of time may be granted.

2.7 Late assignments for which extensions have not been granted must be handed to the Course Co-ordinator who may, after consultation with the subject lecturer concerned, apply a penalty of up to 100%. In cases of certified illness there will be no penalty provided the student reports to the Course Co-ordinator on the day of return to College.
Course Co-ordinators 1977

Year 1 — Mr. R. H. Phillips and Mr. P. J. Reggars.
Year 2 — Mr. G. A. Wigg and Miss M. Ryan.
Year 3 — Mr. J. V. Brown and Mr. R. M. Boyd.
Year 4 — Mr. L. J. Knight and Mr. M. Campbell.

3. Practical Work
All practical work in any subject must be completed satisfactorily before final assessment can be made (see also Section 1.6).

4. Examinations

4.1 In each year a final examination programme shall be held on completion of the course for the semester or year.

4.2 Oral Examinations
Before publication of results an examiner may call upon a student to answer further questions in relation to his examination paper. Oral examinations will not be held during the timetable of written papers.

4.3 Special Examinations
4.3.1 Any student who is absent from any examination (including a class test) may, on presentation of a medical certificate, or other evidence of exceptional circumstances beyond the student's control, be given another opportunity to sit for examination in the subject concerned.
4.3.2 The student must take the initiative in this matter and immediately upon return to College report to the Examination Co-ordinator with the medical certificate or other evidence. In the case of class tests the medical certificate is to be presented to the Course Co-ordinator.
4.3.3 Final decision in such cases, including the nature and time for any examination given, will be made by the Principal.

5. Publication of Results
Results will be published in numerical order under the headings: High Distinction; Distinction; Credit; Pass. Students who fail will be omitted from the lists.

6. Consequences of Academic Failure or Withdrawal or Unsatisfactory Progress in Teaching
6.1 If at the end of the first year or second year of the course the student is pending through failure in more than one subject of the course, suspension or termination of course may follow.
6.2 Not more than one subject may be repeated in each subsequent year concurrently with the normal courses for these years. Permission to repeat a subject in any year is not a right but a concession granted to a student upon the recommendation of a special committee, provided that provision can be made for the student to meet the requirements of the subject concurrently with his course for the year.
6.3 Any student whose progress in teaching is unsatisfactory may have his course suspended or terminated.
6.4 In the absence of special circumstances, any student who fails a subject twice will not be permitted to present for the subject again.
6.5 A student who wishes to withdraw from a subject must, after consultation with the Course Co-ordinator give the Course Co-ordinator notification in writing. This notification should be made before the completion of two-thirds of the academic weeks of the semester or year. A student who withdraws after that date will be recorded as having failed the subject unless he presents, in writing, sound reasons why he should not be failed.
(b) completed the third year of the course not less than one academic year prior to admission;
(c) a minimum period equivalent to one year of full-time teaching in an appointment approved by the Board of Studies, or, in special circumstances as approved by the Board of Studies, a lesser period where admission as a part-time candidate is being sought, provided the candidate is to be engaged in a teaching appointment at least during the first year of taking the fourth year on a part-time basis.

5.5.9 A candidate who, having completed part or all of another course of study at the tertiary level, enrolls in the course may, with the approval of the Board of Studies, be given credit for subjects the equivalent of which have been passed in the other course, provided that the entry requirements for the other course satisfy the general entrance requirements for admission to the course for the Degree of Bachelor of Education. 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. Such points shall be allocated to appropriate groups when credited.

5.5.10 The Board of Studies may allow a candidate to include in his course subjects offered in another course of this institution or of another institution where such subjects are, in the Board’s opinion, of an appropriate standard and relevant to the candidate’s course of study. The points to be scored for passing any such subject shall be as prescribed by the Board of Studies. Such points shall be allocated to appropriate Groups when credited.

5.5.11 The total number of points which may be credited to a candidate under Regulations 6 and 9 shall not exceed 84, including a maximum of 32 points in Professional Studies, a maximum of 28 points in Curriculum Studies, and a maximum of 36 points in General Studies.

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

5.5.13 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.

5.5.14 The Diploma of Teaching (Primary) may be granted to a candidate who has pursued his studies for at least three years, complied with the prescribed conditions, and:
(a) has gained a cumulative score that equals or exceeds 84 points including:
32 points in Professional Studies of which no more than 12 points shall be from Group A, no more than 12 points shall be from Group B and no more than 8 points shall be from Group C,
28 points in Group A of Curriculum Studies; and 24 points in General Studies; and
(b) has satisfied the requirements of the School Experience Programmes.

5.5.15 The Degree of Bachelor of Education may be granted to a candidate who has complied with the prescribed conditions and:
(a) has gained a cumulative score that equals or exceeds 108 points including:
40 points in Professional Studies;
32 points in Curriculum Studies;
36 points in General Studies of which at least 6 points shall be gained from Group C in the fourth year;
(b) has satisfied the requirements of the School Experience Programmes.

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5.5.16 Group B comprises studies for which the prerequisite conditions have been met as a result of studies in Group A. Group C comprises studies for which the prerequisite conditions have been met as a result of studies in Group B. Group D comprises studies for which the prerequisite conditions have been met as a result of studies in Group C.

5.5.17 The allocation of points scores is as follows:

<table>
<thead>
<tr>
<th>Professional Studies</th>
<th>GROUP A</th>
<th>GROUP B</th>
<th>GROUP C</th>
<th>GROUP D</th>
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<tr>
<td>Child Studies</td>
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<td>4</td>
<td>II</td>
<td>4</td>
</tr>
<tr>
<td>Processes of Learning and Teaching</td>
<td>1</td>
<td>4</td>
<td>II</td>
<td>8</td>
</tr>
<tr>
<td>Philosophical and Cultural Bases of Education</td>
<td>1</td>
<td>4</td>
<td>II</td>
<td>4</td>
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<tr>
<td>Curriculum Studies</td>
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<tr>
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<tr>
<td>Music</td>
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<tr>
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<tr>
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<td>6</td>
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<tr>
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<td>II</td>
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<tr>
<td>Social Science</td>
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<td>6</td>
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<td>6</td>
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</table>

CONVERSION COURSE REGULATIONS—1977

5.6.1 To be eligible to enter the Conversion Course a candidate shall have qualified for the Trained Primary Teachers Certificate (two-year) or its approved equivalent and have a minimum of two years' approved teaching experience. Applicants with less than two years approved teaching experience may be considered providing places are available. Regulation 10 would automatically apply in such cases.

5.6.2 Candidates who satisfactorily complete the requirements of the course will be awarded the Diploma of Teaching (Primary).

5.6.3 The Conversion Course shall be offered as a part-time course, to be completed in not less than two years. Suspensions of course may be approved but unless special permission is granted by the Board of Studies the course must be completed not more than six years from the date of admission to candidature.

5.6.4 To meet the requirements of the Conversion Course the candidate must complete eight units, four of which shall be Curriculum Studies and four of which shall be Professional Studies.

5.6.5 The candidate must meet a minimum attendance requirement of 75% to be eligible for assessment except where the information as set out in the course details for any unit provides for a higher percentage requirement, and except in the case of a candidate admitted as an external student.

5.6.6 The Conversion Course shall be administered by the Conversion Course Committee (hereafter referred to as the Course Committee) which shall comprise the Co-ordinator of Continuation Studies, the College Academic Registrar, and two other persons elected by the College.
Board of Studies. The Course Committee shall make recommendations in respect of:

6.1 The organization of the course.
6.2 The selection of candidates.
6.3 Recommendations regarding the suspension or termination of a candidate's course.
6.4 Any other matters delegated by the Principal or the College Board of Studies.

5.6.7 The number of units to be offered in any one year shall be at the discretion of the Course Committee.

5.6.8 A candidate for the Conversion Course shall obtain the approval of the Course Committee for each unit intended for his course and for the order in which the subjects shall be attempted.

5.6.9 A candidate shall to the satisfaction of the Course Committee attend such lectures, classes, complete such studies, laboratory work, field work and other exercises, and pass such requirements as may be described by the College Board of Studies from time to time.

5.6.10 Notwithstanding the provisions of regulation Four any candidate who has not been engaged in regular teaching in a registered primary school at the time of enrolment shall at the discretion of the Course Committee be required to complete a unit of practical classroom teaching.

5.6.11 The Accreditation Committee of the Board of Studies shall make recommendations in respect of equivalence for T.P.T.C. (two-year) and exemptions sought for units within the course on the basis of studies undertaken in other institutions.

Further, a candidate for the Conversion Course who has completed a two-year course of initial training which it not approved as equivalent to the Trained Primary Teacher's Certificate (two-year) may, upon the recommendation of the Accreditation Committee, be admitted to a bridging course, which will, upon completion, qualify the candidate for admission to the Conversion Course. The content of the bridging course will be determined separately for each individual case by the Accreditation Committee.

5.6.12 A student who wishes to withdraw from a subject must notify the Co-ordinator of Continuation Studies in writing. The date of withdrawal will be the date on which the notification is received. The Friday of the tenth week of the semester is the final date by which a student may withdraw from a subject. A student who withdraws after that date will be regarded as having failed the subject unless he presents, in writing, sound reasons why he should not be failed.

5.6.13 A student who has failed a subject unit of the course twice may not re-enrol in that subject unit.

5.6.14 The regulations may from time to time be changed by amendment or remaking and a candidate shall, except in so far as the College Board of Studies determines otherwise, comply with the regulations as changed.

5.6.15 An external candidate entering the Conversion Course shall comply with the Conversion Course regulations and with the regulations governing external studies.

External Studies Regulations

The following regulations apply to those students enrolled in external studies in the Conversion Course in addition to the existing Conversion Course regulations.

5.6.16 Teachers and ex-teachers who are qualified to enrol in the Conversion Course are entitled to apply for enrolment in external studies as follows:

16.1 Students who have already commenced a course at the College and who transfer to another part of Australia.
16.2 Those who live in Victoria outside the metropolitan area and who are unable to attend an educational institution and complete a course to upgrade their qualifications.

16.3 Metropolitan students who because of acceptable difficulty are unable to attend the course at the College.

(Preference for places in the course will be in the order shown.)

5.6.17 An external student may enrol for not more than two subject units per semester.

5.6.18 To be eligible for assessment in a subject a student must:
   (i) Attend such tutorials, seminars, practical classes, vacation schools and field work as are prescribed by the subject department; and
   (ii) Complete and submit by the due date all written exercises, assignments and practical work required by the subject department. Applications for extensions of time due to special circumstances must be made in writing before the due date. Domestic and occupational responsibilities will not generally be accepted as adequate reasons for granting extensions of time.

A student who does not meet these requirements will be recorded as having failed the subject.

5.6.19 Attendance at prescribed vacation schools is obligatory. In cases of certificated illness, accident or some other unforeseen circumstances, alternative arrangements may be considered.

5.7 DIPLOMA OF EDUCATIONAL TECHNOLOGY REGULATIONS

For the purposes of entry to the course and the subsequent awarding of the Diploma in Educational Technology candidates shall:

1. Possess a trained teacher's qualification which meets the current requirements of Teacher Registration in Victoria;
2. Have a minimum of four years of teaching experience;
3. Have completed course work and a school experience programme to the satisfaction of the Head of the Department of Educational Technology and the Board of Studies.

BY-LAW No. 6: ADMISSIONS AND ENROLMENTS

6.1 Candidates shall be qualified for admission to a course study if:

6.1.1 They have, through the Higher School Certificate examination or through examinations, satisfied the university entrance requirements of the Victorian Universities and Schools Examinations Board.

6.1.2 They are qualified under the provisions of other entrance requirements specified by the College Council, such as the Special Entry Scheme; and

6.1.3 Their progress in studies at any time within the immediate past three years in another college or university, or during a previous enrolment at this College, has not been such as in the opinion of the College Board of Studies would have constituted grounds for exclusion from such course under the provision of By-Law No. 6, Item 6.3, Unsatisfactory Progress; and

6.1.4 They are not excluded under the provisions of By-Law No. 6, Item 6.4, Exclusion for Health Reasons; and

6.1.5 They have satisfied the requirements of regulations made pursuant to By-Law No. 5, Item 5.2.1.

6.2 Subject to provisions of By-Laws No. 5 and No. 6, the Board of Studies may admit a student from another college or university without examination to such status towards a qualification as the Board may see fit, having regard to current College regulations governing the accreditation of courses of study completed or examinations passed at other colleges and universities.
6.3 Unsatisfactory progress by a student in studies or practice, through failure in examination and/or other assessments, or through absence without sufficient excuse from examination or assessment, or through exclusion by regulation from examination or assessment, may result in recommendation by the course co-ordinator to the Board of Studies that a student's enrolment be cancelled, or that he be excluded from work in a particular Department, or that he be permitted in any year to enrol only for such courses as specified by the Board.

6.4 Exclusion for health reasons may be applied to any student enrolled or seeking admission where evidence exists or is determined by a special medical examination to the effect that the student is unsuitable on medical grounds or is suffering from a disease notifiable under the Health Act 1958 which in the opinion of the Council is likely to endanger the health of other students in the College or children in schools associated with the practice teaching programmes.

6.5 The number of available places in the various categories of enrolment in any year of a course be determined by Council based upon recommendations made by the Board of Studies. If the number of applicants exceeds this quota selection will be based on procedures used by the Victorian Tertiary Education Admissions Committee and, if deemed advisable, on a report from the applicant's secondary school principal, and/or interview with a selection committee established by the Board of Studies.

**BY-LAW No. 7: STUDENT CONDUCT AND DISCIPLINE**

1. For breach of discipline or misconduct any member of the teaching staff may suspend any student from attendance at that member's classes for a period not exceeding one week:

   1.1 Provided that the circumstances relating to the suspension shall be reported in writing by the member to the Principal forthwith, and a copy of this report shall be supplied to the student concerned.

   1.2 Provided further that the authority hereby concerned shall extend only to any breach of discipline or misconduct committed in or with respect to the classes of such member, or committed in his presence, on the College site, at an associated training school or during any College-sponsored activity away from the College site.

2. For breach of discipline (including non-compliance with the rules for the use of the library as determined by the Principal from time to time) or misconduct the Librarian may suspend any student from attendance at the library for a period not exceeding one week and from use of the facilities of the library, or may impose a fine not exceeding ten dollars on him, or may both so suspend and fine him:

   2.1 Provided that the circumstances relating to the suspension or fine or both shall be reported in writing by the Librarian to the Principal forthwith, and a copy of this report shall be supplied to the student concerned.

   2.2 Provided further that the authority hereby conferred shall extend only to any breach of discipline or misconduct committed in or with respect to the library or its precincts.

3. Any student in respect of whom a decision of a member of the teaching staff or of the Librarian has been made whereby such student has been suspended or fined or suspended and fined under By-Law No. 7 Sections 1 or 2, may appeal to the Principal.

3.1 The Principal, on appeal so made to him, may confirm, quash or vary any such decision or may refer the appeal to the Discipline Committee under By-Law No. 7 Section 8, for determination by it.

4. The Academic Registrar, or any person authorised by him in that behalf, may for breach of discipline or misconduct at a College examination, exclude a student or candidate from attendance or further attendance at that examination.
4.1 A person supervising the conduct of a College examination shall forthwith report to the Academic Registrar any instance coming to his notice of breach or suspected breach of discipline or misconduct or suspected misconduct at that examination.

4.2 The Academic Registrar shall forthwith report to the Principal any instance coming to his notice of breach or suspected breach of discipline or misconduct or suspected misconduct at the College examination, and a copy of this report shall be supplied to the student or candidate concerned.

5. The Academic Registrar, or any person authorised by him in writing in that behalf, may, for breach of discipline in relation to the bringing of any vehicle or thing onto or the management of any vehicle or thing upon the College site or premises or in relation to the use made of the College site or premises, impose on any student a fine not exceeding four dollars.

5.1 Provided that the circumstances relating to the fine shall in any such instance be reported in writing by the Academic Registrar to the Principal or by the authorised person to the Academic Registrar and by him to the Principal, as the case may require.

5.2 Any student in respect of whom a decision to impose a fine has been made under By-Law No. 7 Section 5, may appeal to the Principal within seven days of being served by post at his address last known to the Academic Registrar with notice of the imposition of the fine and on appeal being so made to him, the Principal may confirm, quash or vary the decision appealed from or may refer the appeal to the Discipline Committee under By-Law No. 7 Section 8, for determination by it.

6. For breach of discipline or misconduct whether or not already dealt with under any of the foregoing provisions of this By-Law, the Principal may impose a fine not exceeding fifty dollars on a student, or candidate at any College examination, or may exclude him from the College or from any part thereof for a period not exceeding four weeks or may both so fine him and exclude him.

7. A student indebted to the College by reason of the non-payment of any fine imposed pursuant to the foregoing provisions of this By-Law and who has failed to discharge his indebtedness after notice from the Bursar requiring payment by a date specified in the notice shall be excluded from the College forthwith after that date until that indebtedness is discharged in full.

7.1 Provided that in any case where it is made to appear to the Principal that the full application to a student of such exclusion would be inappropriate having regard to the circumstances, the Principal may direct that that exclusion or any specified incidence thereof shall not attach to the student concerned for such time as the Principal shall fix.

8. There shall be a Discipline Committee which shall consist of the Principal, two (2) Heads of Departments elected annually by the Board of Studies, one (1) of the elected staff members of the Board, the two (2) student members of the Board. Four (4) members of the Discipline Committee shall form a quorum. Where a member of the Discipline Committee is directly involved in any matter referred to it, he shall not sit as a member of the Committee and the Principal shall appoint another member of the Board of Studies who is a Head of a Department to take his place for the meetings concerned in the case.

8.1 The Principal may refer to the Discipline Committee any matter involving any question as to breach of discipline or misconduct of any kind by any student, or by a candidate at any College examination. The Principal, upon making such reference, may suspend the student from the use of all or any of the facilities of the College and from attendance within the College premises and grounds pending investigation of and decision on the matter by the Discipline Committee and pending any appeal to the Council by the student or candidate from that decision. Any such suspension may be varied during its currency by the Principal or may be waived by him.
8.2 On such reference the Discipline Committee shall investigate matters which involve any question as to breach of discipline or misconduct of any kind by any student, or by a candidate at any College examination, and may impose penalties of deprivation or exclusion in accordance with academic usage.

8.3 A report of the decision of the Discipline Committee in any matter shall be laid upon the table of the Council as soon as possible after the meeting of the Discipline Committee at which the decision is given.

9. Any person in respect of whom a decision of the Principal or the Discipline Committee has been made under By-Law No. 7 Sections 3, 4, 5, 6, 7, 10 and who is aggrieved by the decision may appeal to the Council. The Council, on appeal made to it, may confirm quash or vary any such decision.

9.1 An appeal to the Council shall be submitted in writing to the Secretary of the Council within fourteen days after the imposition of the penalty has been notified to the student, and if not exercised within that period such right of appeal shall lapse.

9.2 A student may, by giving previous notice in his written appeal, appear before Council to speak in support of his case and he may also, provided that he has given previous notice of such intention in the written submission of his appeal, employ professionally accredited legal counsel to accompany and advise him during the presentation of his case.

10. Where a student has withheld relevant information or has furnished false or misleading information; and any authority in the College has made a decision with reference to a student's admission, academic standing, or courses of study or otherwise concerning his academic programme or academic progress within the College; and the authority is satisfied that the withholding or furnishing of such information resulted in the making of the decision; the authority may reverse, vacate, annul or vary the decision.

10.1 A student in respect of whom a determination by any authority has, pursuant to By-Law No. 7, Section 10, been made reversing, vacating, annulling or varying such a decision may appeal to the Council. The Council, on appeal so made to it, may confirm quash or vary any such determination.
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Ishak, Kamal Ibrahim
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Salapura, Bogdan
Szachetko, Peter
Vargas, Gladys
Mcnerney, John Patrick

DIPLOMA OF EDUCATIONAL TECHNOLOGY

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Campbell, John Quinton
Carr, Barry Laurence
Corrin, Rodney
Cover, Harold John
Crow, Richard Allan
Cundy, Jennifer Elizabeth
Duff, Alistair James
Ellis, Julie
Forayth, John David
George, Geoffrey Allan
Greene, Jo-Ann (Sr.)
James, Harold Leslie
Johnson, Betty Elaine
Johnson, Marlene

Jones, Irma Dawn
McKay, John Young
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