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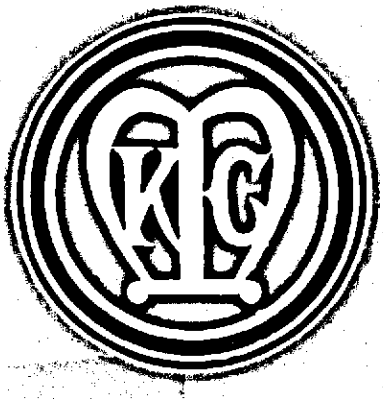

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MELBOURNE KINDERGARTEN TEACHERS' COLLEGE
4 MADDEN GROVE, KEW, VICTORIA — Tel. 86 9798
Postal Address: Box 210, Kew, 3101

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COLLEGE STAFF, 1973

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Vice-Principal:

Miss FLORENCE KENDALL, B.Sc.(Pitts.), Dip.K.T.C., M.A.C.E.

Registrar:

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Director of Admissions:

Miss H. JENKINS, Dip.K.T.C.

Director of Advanced Studies:

(Appointment pending)

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Mrs. H. BARNES, B.A.(Hons.), B.Ed.
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Mrs. R. BOREHAM, B.A., B.Ed.
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Miss S. WOODROFFE, Dip.Adv.Stud. in Ed.(M.K.T.C.), D.T.C.T.C., Dip.K.T.C.(Bris.), T.T.C.(Bris.)
Miss M. YULE, Dip.Child Dev.(Lond.) in Tchg.Malad.Children, Dip.K.T.C.

---

*Part-time member of staff.

Art:

*Miss L. GROVER, Nat.Gallery Art School and R.M.I.T. Training
*Mrs. I. KING, Post Dip.Art(Glasgow). Dip.Art
*Mrs. P. MURPHY, F.R.A.I.A.
Mr. H. RICE, Certificate of Art
*Miss J. ROBISON, Nat. Gallery Art School Certificate

Creative Movement:

Mrs. J. EXINER, Dip.Musc. and Dramatic Art(Vienna)
*Mrs. P. LLOYD, Dip. of Teaching(Liverpool)

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English:

Mrs. G. McKAY, B.A., Dip.Ed.(Tertiary), T.P.T.C.
Mrs. J. ROGERS, B.A., Dip.Ed.

Music:

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Visiting Lecturers:

Miss J. ADAMSON, B.A.(Marylands), M.A.(Stanford), Dip.K.T.C., M.A.C.E.
Mrs. E. EDWARDS, M.A.Psych.(Lond.), B.A.(Adel.), M.A.Ps.S.
Miss E. HANBY, B.A.(Lond.), A.I.M.A., A.P.S.W.A.

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Miss M. HAILE, A.L.A.A. — Librarian
Mrs. M. MARSHALL — Clerical Assistant
Miss M. BOVILL — Clerical Assistant

Office Staff:

*Mrs. P. ALSOP — Telephonist/Typiste
*Mrs. J. BRAZIER — Book Room
Mrs. B. CAMERON — Staff Secretary
*Mrs. B. DOWLING — Secretary to Vice-Principal
Mrs. R. HIGGS — Secretary to Principal
Miss E. JONES — Bookkeeper
Mrs. B. LILLEY — Secretary to the Director of Admissions
Miss M. MADDOCK — Assistant to the Registrar

Maintenance Staff (full-time only):

Mr. J. RICHARDSON
Mrs. R. SHULHA

PREFACE

Tha Free Kindergarten Union of Victoria initiated tha training of kindergartan teachers in this Stata in 1916 in order to prepare teachers for both the Union's kindergartens and the early grades of independent schools.

In 1922, the College was established on the present site, in the home of the lata Sir Frank Madden; it was called "Mooroolbeek", en Aboriginal word meaning 'great camp', derived from the tribe of Aboriginas which had camped nearby in the early days.

In 1925 the two-year course of training was extended to three years, thus making the Kindergarten Training College a pioneer of a three-year diploma course for teachers in Victoria.

The Free Kindergarten Union remained the controlling body of tha College until 1965, when the Union granted autonomy to the Council of tha College, now known as the Melbourne Kindergarten Teachers' College. The College is thus independent, with an autonomous Council; it relies for its maintenance on a grant from the Victorian Education Department and on the income derived from student fees.

Early in 1960 the College Council initiated a study to determine the number of kindergartens that would be required in the State of Victoria by 1975. This investigation forecast the very rapid development which has taken place in the pre-school field in this State, and led the College Council to embark on a major rebuilding programme in order to ensure a more adequate supply of kindergarten teachers in the future.

In March, 1965, the first section of the new Collega was completed and named the "Alice Creswick Building", after ona of the presidents of the Kindergarten Union. In November, 1969, the new wing was completed and named the "Ada Mary a'Beckett Building" to commemorate a former president of the Free Kindergarten Union who workad to establish the original College on this site.

A capital grant from the State Government of just over half a million dollars made the erection of tha new College possible, and a small grant from tha Commonwealth Government enabled the Collega to purchase furthar equipment. In addition, many Trusts and individuals have contributed money for the acquisition of specific items. Funds made available under the States Grants (Pre-School Teachers' Colleges) Act. 1968, will make possible the eraction of a hall and lecture theatre in 1973. Commonwealth funding for pre-school teacher education will lead to further davelopments in the next triennium.

The curriculum of tha Melbourne Kindergarten Teachers' College Diploma Course is designed to prepare teachers for children in the age group 3-8 years, and teaching practica is arranged in both pre-school kindergartens and grades 1 and 2 of State schools. Whilst a small number of graduatas teach in infant and primary classes, the main purpose of the Collega is to provide the teachers needed to staff the rapidly increasing number of pre-school kindargartens in Victoria.

In 1965 the College Council established a full-time one-year course of advanced studies in education to enable experienced kindergarten teachers to study in this country, instead of having to travel overseas for this purpose. Graduates of this course include teachers from all Australian States, and in 1969 the first overseas teacher graduated. The importance of higher educational qualifications is now generally acknowledged, and a growing number of teachers are taking advantage of this course.

There is also a special programme to enable infant and primary teachers currently teaching in pre-school centres to gain the Diploma of Teaching (M.K.T.C.); these teachers attend the College on a part-time basis over a period of two years. As well, a series of short in-service courses, lasting from eight to fifteen weeks, have attracted large numbers of infant and pre-school teachers, although no qualification is at present offered to the teachers participating.

The Melbourne Kindergarten Teachers' College is appreciative of the willing co-operation received from teachers in the kindergartens and schools selected for the practical training of students, and is grateful for the facilities offered by the Lady Gowrie Child Centre — a pre-school centre for research and child study — for special student observations. Within the college a child study room has been established, which enhances the observational work planned by the curriculum committee.

COURSES OF STUDY

1. Diploma of Teaching (see p. 7).
2. Diploma of Advanced Studies in Education (see p. 24).
3. Diploma of Teaching (special) (see p. 28).
4. In-service Courses (see p. 30).

DIPLOMA OF TEACHING

Qualifications for Admission

A student should have satisfied the V.U.S.E.B. requirements for University entrance or hold other approved qualification.

Personal qualities which indicate suitability for the teaching profession are also essential.

Both academic results and personal suitability are considered when the final selection of students is made in January.

Enrolment Procedure

Prospective students should observe the following procedure:—

1. Arrange through the College office to visit a subsidised kindergarten.
2. Obtain an application form from the College, complete and return it by 1st November, but preferably earlier in the year.

3. Arrange an interview at the College with the Director of Admissions by 30th November.
4. When requested, provide evidence of physical fitness.

Recognition

The Diploma is recognized throughout Australia as an appropriate qualification for pre-school teaching and also gives registration as a teacher in the Primary Division of the Victorian Education Department, K.T.C. graduates have qualified teacher status in the United Kingdom.

Financial Assistance

Special Commonwealth Pre-School Teacher Education Scholarships are now available for all students who meet V.U.S.E.B. university entrance requirements. These cover fees and provide a living allowance, free of means test, of $800 (living at home) and $1300 (living away from home).

In addition, the Victorian Department of Health offers a number of bursaries of equivalent value to Education Department studentships, plus fees.

Details of these and other available bursaries are set out in the College brochure which may be obtained by contacting the Director of Admissions at the College.

The Student Loan Fund is another available source of financial assistance to enrolled students. Application forms may be obtained from the Registrar.

GENERAL REGULATIONS

Payment of Fees

Tuition fees for Victorian students are $126.50 a term for three terms a year. The compulsory student council fee of $10 a year is added to the first term's account each year on behalf of the Student Representative Council. Tuition fees for interstate and overseas students are $152 a term plus the compulsory student council fee.

Student accounts, which must be paid by personal or bank cheque or money order, are payable within two weeks of the commencement of the term. Failure to meet this obligation may result in exclusion from examinations or any other measure deemed necessary by the College Council.

Unless a reasonable explanation is offered, a late payment fine of $5 will be levied on accounts which are received within one week following the expiration of the period allowed for payment, and a $10 fine for accounts overdue by more than one week.

Withdrawal from the Course

A student wishing to withdraw from the course must notify the Principal in writing. One term's fees in lieu of one term's notice will be required.

References and Transcripts

The Melbourne Kindergarten Teachers' College does not undertake to act as a referee for any graduate from the Diploma of Teaching course. Student Record Forms for each year of the course should be regarded as official College documents and should be retained until a complete transcript is received.

ACADEMIC REGULATIONS

1. The Diploma of Teaching is awarded by the Council of the College on the recommendation of the Academic Board after completion of a three-year course of study. The course, if discontinued after the successful completion of one or two years of study, shall be concluded within six years except in special circumstances and with the permission of the Principal.
2. (a) A student shall pass in all subjects as set out in the Handbook and in each section of composite subjects as required.
   (b) A student shall complete teaching requirements at two levels, preschool kindergarten and grades 1 and 2, and demonstrate her professional competence, fitness and personal suitability to teach children.
   (c) To pass into the second or third year of the course a student shall comply with one of the following conditions:—
      (i) she shall pass in, and so obtain credit for, each subject of the year including teaching practice,
      (ii) she shall, if given a provisional pass on the year as a whole, be permitted to enter the next year but must successfully complete the outstanding section of work and all other requirements before being recommended for the award of the Diploma.
3. To complete a year a student, in addition to meeting requirements as set out in paragraph 2, shall attend lectures, excursions and tutorials and undertake to the satisfaction of the staff such field-work, teaching practice and other commitments as required.
4. A supplementary examination or assignment is granted only after consideration of a student's general standing in both academic work and teaching practice.
5. A student who successfully completes any year of the course shall receive credit for that year and may complete the remaining year(s) within the prescribed time as shown in paragraph 1.
6. The Academic Board, through its Final Assessment Committee, reserves the right to terminate the course of any student who proves unsatisfactory.
7. These regulations may be changed from time to time and a student shall comply with the regulations as changed.

DIPLOMA OF TEACHING

Curriculum

First Year

Education — Foundations of Education
Early Childhood Development and Education
Teaching Practice — Pre-school
Field Work
Art — 2- and 3-Dimensional, Woodwork
Creative Movemant
Current Issuas
English
Mathematics — Statistics
Music — Choral and Instrumental
Psychology
Science — Natural History and Physiology
Elective Subject

Second Year

Education — Comparative Education
Early Childhood Development and Education
Teaching Practice — Pre-school; Grades 1 and 2
Field Work
Art
Creative Movement
English
Mathematics — General
Music — Instrumental
Psychology
Science — Basic Phyaics
Elective Subject

Third Year

Education — Studies in Education
Early Childhood Development and Education
Teaching Practice — Pre-School
Field Work
English
Psychology
Elective Subject

The Melbourne Kindergarten Teachers' College subscribes to the belief that teachers, irrespective of the level of education at which they work, should themselves be well-educated persons highly skilled in the requirements of their profession. The curriculum of the Diploma course is therefore designed to ensure that the aims implicit in this belief are fulfilled for the student teacher in the field of early childhood education.

SUBJECT SUMMARIES

1 unit of work = 10 course hours

FIRST YEAR

Education — Foundations of Education 6 units

The many related disciplines which are important to the educator are studied. Special emphasis is given to history, philosophy, sociology and cultural anthropology as inter-related subjects contributing to the study of education.

Assignments, tutorial work and an objective examination determine the final assessment.

Early Childhood Development and Education 7 units

(i) Child Development: Physical Development and Child Study. Students observe, record and study the development of children from birth to five years. Field work is supplemented by lectures and seminar discussions. Assessment is based on examinations and seminar participation.

(ii) Curriculum A: Children's Literature and Play. Students study literature for children and the teaching of the language arts which extends into the second year of the course. Basic play activities in kindergarten are observed and discussed prior to teaching practice. Field work supplements lectures, workshops and seminar discussions. Assessment is based on assignments and an objective examination. A children's literature manual is required.

(iii) Curriculum B: The behaviour of kindergarten children is studied and developmental tasks considered in relation to the learning issues involved. Lectures, tutorial seminars, workshops and field observations provide a preparation for teaching practice. Assessment is based on assignments, examinations and tutorial work.
Thirty half-days of field work are scheduled for this subject.

Teaching Practice

In the second and third terms, time is allotted for teaching practice. Students are expected to plan, prepare for, and guide basic play activities. They will be responsible for up to three adjacent activities involving at least eight children. They will formulate plans for the teaching of individual children and will tell stories to small groups. Students are required to submit a programme book.

Art 6 units

A three-part art sequence is offered to first-year students. A student spends six two-hour sessions in each of the three sections outlined below and is then able to select an area, or areas, for study for the remainder of the year. No previous art training is required.

The three areas are:

(i) Two-Dimensional Art where emphasis is placed on personal exploration into the use of various basic media to achieve balanced arrangements of visual elements.

(ii) Thee-Dimensional Art which gives an introduction to the use, care and importance of clay in kindergarten. Students gradually work towards self-expression acquiring technical ability and some knowledge of three-dimensional art and design.

(iii) Woodwork, in which students gain the practical knowledge to organise carpentry activities for children and to make simple teaching aids. An understanding is gained of the nature and uses of wood and the care of tools.

Assessment is based on participation and the attainment of satisfactory standards in each of these areas.

Creative Movement 3 units

Students develop an understanding of the principles of Movement and master basic skills. This establishes a more sensitive and aesthetically satisfying use of the body in motion, and forms the foundation for expression and creative experience through movement.

Assessment is based on participation and the attainment of required standards.

Current Issues 2 units

Students initially study the development of Australian government then make independent studies on topics related to current issues. The discussion of current events continues in the second term.

English 3 units

Students are offered a choice of units in the following areas of study: the lore and language of children; writing for children; film and television in Australia; modern drama — naturalism.

Assessment is based on discussion, essays, book reviews and other written work.

Mathematics — Statistics 1 unit

Students examine the uses and limitations of statistical techniques, and learn the basic terminology. The general concepts of frequency, measures of location and measures of dispersion are covered.

Music 6 units

(i) Instrumental — Sections A and B.

These Instrumental sections provide the student with a repertoire of music suitable for children up to the age of eight.

In Section A group coaching is given for students who have reached approximately Grade 2-3 A.M.E.B. in piano or other suitable instrument, while in Section B students are taught to play a glockenspiel for melody, and either autoharp, guitar or other approved instrument for accompaniment. All students learn to use modern percussion instruments.

The development of skills is assessed periodically throughout the year and a theory examination is set. Regular attendance is one requirement for the achievement of a passing grade. Exemption from theory may be granted if the student has already reached the required standard.

(ii) Choral.

An extensive repertoire of children's graded songs is taught and students are helped to achieve correct breathing, tone and diction. Folk-songs, part-songs and extracts from the great choral works are studied at an adult level. Regular attendance is a basic requirement.

Psychology 4 units

Human behaviour and experience is studied with particular reference to development in the first eight years of life. Major areas of study are learning, cognition, language, socialization, affect, personality and play. Assessment is based on tutorial participation and examination.

Science 6 units

(i) Natural History

The major groups of the animal kingdom are considered in the order of their evolution, and emphasis is placed on behaviour, adaptation and life histories. A brief survey of the plant kingdom is given. Assessment will be determined by the grading of practical books and by objective examination.

(ii) Physiology

The organ systems of the human body are studied from anatomical and functional viewpoints. An understanding of the overall integration of the human organism is stressed and particular attention is given to the endocrine and nervous systems as agents of co-ordination.

An objective examination is set.

First Aid

Students must hold a current first aid certificate, obtain one during the first two years of the course, or attend lectures given by the Medical Officer and pass the examination in this subject.

ELECTIVE SUBJECTS

14 units

ONE subject must be selected, at the end of second term, first year, from the following list. Work in the selected discipline will be continued through successive years of the course. The time allocation and the subject summaries given below refer to the complete period of study extending over two years and one term. Students are assessed at the end of first and second year and present a written thesis or the equivalent in third year.

Applied Design

Students study the fundamental concepts and tha history of design. Practical assignments of the student's own choice may be selected from the following, or other approved areas of design: furniture, graphics, theatre, jewellery, ceramics or gardens.

Students must carry out the basic research and analyse tha functional requirements in terms of tha materiais selected. Working drawings, execution of plans, method of manufacture and type of finish contribute to tha final assessment.

Australian Social History

Australian Social History is the critical study of our historical background. Tha chief topics are: early sattlements and the convict systam; the aborigines and the impact of Europeans on their culture; free settlers, gold rushes, aconomic development and nationalism; Federation and the early years of the century; the Great War; the depression of the '30s; the Second World War; post-war Australia and the effects of immigration.

Two-Dimensional Art

Practical instruction is given in the organization of media and picture making becomes an area of personal expression. Students raad, visit art galleries and attend outside lectures, classes and films. The history of Western Art is studied and regular visits to the National Gallery are required.

Three-Dimensional Art

Three-dimensional form is studied through the use of various techniques and matarials, such as Plaster of Paris, Mount Gambier stone, polystyrene, plastics and wax. Instruction in the use of steel and in welding techniques is available. Studies in clay culminate in modelling a portrait from lifa. An understanding of the history of sculpture as part of the history of civilization is developed through raading and discussion. Students visit the National Gallery, axhibitions, sculptors' studios and a bronza foundry.

Biology

In the introductory section in first year, and during second year, the following biological topics are studied: cell structure and differentiation, evolution and population genetics, human genetics, fertilization and comparative embryology, and bacteriology. Relevant practical work is undertaken. In the third year the content of the subject may vary according to the interests of the group, and has frequently included work on the nervous system, theories of memory, animal behaviour and the biological effects of radiation.

Creative Dance.

Creative Dance offers students the opportunity to develop their creative ability as dancers and to increase their understanding of the art of Movement. The subject includes the development of dance

technique, dance improvisations, choreography and a survey of the history of dance. An individual approach to dance is emphasized and students follow up their own areas of interest.

English

The content of the subject varies according to the particular interests of the students. Frequently two broad areas are considered, creative writing and the study of literature. Students may choose to work in one area only, or take some units from each section. The first section deals with aspects of writing for children. Students have the opportunity to write stories, poems, puppet plays and scripts. In the literature section students study the history of drama and the development of the English novel from Defoe to modern writers. A short section in practical criticism of poetry is offered in the third year.

Music

According to student interest, various areas of study are offered within the music elective.

In the general study of music in the first year, students learn the techniques of listening, the following aspects being stressed: time, tonality, tempo, form and style. A special study is made of binary and ternary form, rondo, theme and variations, and the dances of the suite. In the two years following, a general survey of the development of European music is given with particular emphasis on music of the 18th, 19th and 20th centuries.

Students who already have a high standard of performance or some knowledge of composition may choose to prepare a recital or compose music according to their special abilities and, after consultation with the lecturer, may be finally assessed on this basis rather than by written study.

Those who are interested in group performance may enter the chamber music group where students learn the art of ensemble playing and gain an appreciation of musical style. They also acquire the knowledge necessary for informed listening to records, broadcasts and concerts with special emphasis on chamber music. The ability to play a suitable instrument such as flute, piano or violin, or a willingness to learn to play one or more of the recorder consort, are pre-requisites for the subject.

Students are assessed in chamber music performance, but, in special circumstances, assessment in third year may be by written study rather than performance.

Social Psychology

This subject has a learner-centred, self-motivated approach and, from the beginning, emphasizes students' own exploration of current research in the areas under study. After an introductory section dealing with the field of Social Psychology, students select areas to be studied in depth and work on their own research.

SECOND YEAR

Education — Comparative Education 6 units

Education at all levels of schooling is considered from a comparative viewpoint. The methodology of comparative research into education is studied. The education systems in a number of countries are surveyed. Attention is given to the historical, political, social and economic factors which affect schooling. Studies are made of particular problems or issues, in our own and other systems. Students are assessed by an objective examination, assignments, a seminar paper and tutorial participation.

Early Childhood Development and Education 9 units

(i) Child Development, 5-8 years. Special emphasis is placed on development and learning as these relate to 5-8 year-old children. Child study in this year is closely integrated with previous work in child development and with current psychology lectures. School age children are visited in their own homes.

(ii) Curriculum A — Language Arts. The significance of modern thinking and trends, and appraisals of current methods and techniques in the early education of children are studied. The teaching of the language arts, in relation to children's first years at school, is discussed.

(iii) Curriculum B — Environmental Studies. This section includes a study of mathematics and the natural, physical and social sciences as part of early childhood education.

(iv) Curriculum C — Music for Children and Creative Movement for Children. In these two units students learn to apply the skills and knowledge already gained to planning and providing experiences for children both at kindergarten and sub-primary levels.

Assessment is based on written assignments, tutorial preparation, and the study of a child over a period of one year.

Teaching Practice

Three periods of time are set aside for teaching practice. The first practice is spent in Kindergarten to consolidate work begun in the first year. In the second and third practices, a student teaches children from 5-8 years in a departmental school. In addition eight days are spent in observation and participation in independent schools.

Art 4 units

This subject is based upon a study of the wide range of materials and methods suitable for kindergarten and primary school groups. Students gain experience in areas of simple lettering, descriptive line drawing, puppetry, mask making, finger painting, and group work in a variety of media. Art education films are used and students visit schools to watch art and craft activities in progress.

Assessment is based on participation and the achievement of satisfactory atandards.

Creative Movement 3 units

Students continue to develop their own skills and creative ability. Lectures, discussions and practice classes also relate to curriculum studies (p. 16) and are concerned with Creative Movement for children.

Assessment is based on class tests, participation and attainment of required standards.

English 3 units

Students are offered a choice of units in the following areas of study: script writing; aspects of the modern novel; a study of negro writing; aspects of modern poetry; modern drama — absurd drama.

Assessment is based on discussion, essays, book reviews and other written work.

Mathematics — General 1 unit

Concepts and the discovery of relationships, rather than rote learning, are stressed. Topics discussed include: the nature of number and numerals; the fundamental laws that govern mathematical operations; sets; systems with different bases; modular arithmetic and the graphing of relationships on the Cartesian plane. No previous mathematical study is assumed.

Assessment is by examination.

Music — Instrumental 3 units

Instrumental work commenced in the first year is continued and students build up a collection of music for use in teaching.

Periodical assessments are made and a theory examination is set. Exemption from theory may be granted as for first year.

Psychology 3 units

The topics of learning, cognition, language and motivation are expanded. The development of concepts of space, time, number, causality, morality and religion is examined in detail. A study of social influences on behaviour focusses on attitude learning and attitude change and on the affects of the school and peer groups.

Assessment is based on assignments and an examination.

Science — Basic Physics 4 units

The main content of this subject consists of a theoretical study of matter, the various forms of energy and the practical applications of theory to everyday living. Students gain the knowledge needed to develop basic science concepts in children. Workshop sessions are included to promote familiarity with matarials and with the methods of various primary science curricula.

An objective examination is set.

THIRD YEAR

Education — Studies in Education 6 units

This subject continues the studies of First and Second Year Education, but allows students to work in greater depth on topics of their own choice. Nine topics are offered, and each student chooses three of these for intensive work in small group and seminar situations. The topics offered are relevant to the disciplines studied in earlier years of the course, for example, "Mass Media and Education" arising from the sociology section, or "Purposes of Schooling" from both philosophy and sociology. In addition, all students take 2 units on Migrant Education, consisting of lectures and tutorials.

Assessment is determined by a major assignment, group work, and several exercises and tests.

Early Childhood Development and Education 8 units

(i) Administration. Students study the organization of pre-school education in Victoria and Australia. Administration of a pre-school centre and the required standards for buildings and equipment are considered.

(ii) Curriculum. A theoretical study of curriculum planning is carried out. Emphasis is placed on objectives, methods, evaluation, programme planning and recording at the pre-school level.

(iii) Parent-Teacher Relationships. The importance of co-operation between teachers and parents is discussed and some methods and skills of communication are studied.

Assessment is based on written or oral assignments, examinations, attendance and participation.

Teaching Practice

At the beginning of the year, students work in close conjunction with directors, taking particular responsibility for planning and teaching toward objectives for individual children. Students take small groups for movement, music, discussion and stories. Responsibility for planning and teaching gradually increases over the year as students progress from one session of full control in first term to a fortnight of full control in third term. During these times of control, students assuming the role of director are responsible for planning the content of the programme and the duties and teaching responsibilities for all staff members.

English 3 units

Students are offered a choice of units in the following areas of study: creative writing; a study of the short story; modern drama — epic theatre; literary and critical journals; poetry — practical criticism.

Assessment is based on discussion, essays, book reviews and other written work.

Psychology 4 units

The subject has four sections:

(i) Learning and instruction. This continues the analysis of learning and instruction but emphasizes the setting of behavioural objectives and the evaluation of entering behaviour and outcomes.

(ii) Exceptional children. This includes a study of diagnostic methods and the special planning required for exceptional children.

(iii) Human abilities. Concepts of creativity and intelligence are studied.

(iv) Research Methods. Students study the major forms of research and the interpretation of research reports.

Assessment is based on assignments and an examination.

ACADEMIC STANDARDS AND PROCEDURES

1.. Tutorial System

Each student is assigned to a tutor who acts not only as a lecturer in Early Childhood Development and Education and as a general advisor, but who also supervises the student's Teaching Practice in both kindergartens and schools.

Interview time is made available to each student several times a term and students are urged to use this allottad time for furthering their progress in College studies.

2. Course Requirements

A satisfactory standard is dependant on meeting all course raquirements. Students are expected to give evidence of their understanding and mastery of subject material; of their ability to express themselves lucidly both orally and in writing; and of their capacity to analyse and develop the material presented.

3. Grading

Grading may be based on either a four-point or a two-point scale.

(i) Four-point scale:

Distinction	85% - 100%
Credit	70% - 84%
Pass	50% - 69%
Not passed	Under 50%. No credit is received for the subject.

(ii) Two-point scale.

In some subjects a Satisfactory/Not Passed grading system based on some, or all of the following is used: written or practical work, tutorial preparation and participation, attendance, progress, the attainment of required standards.

Incomplete: No credit is received until all sections of a subject are completed.

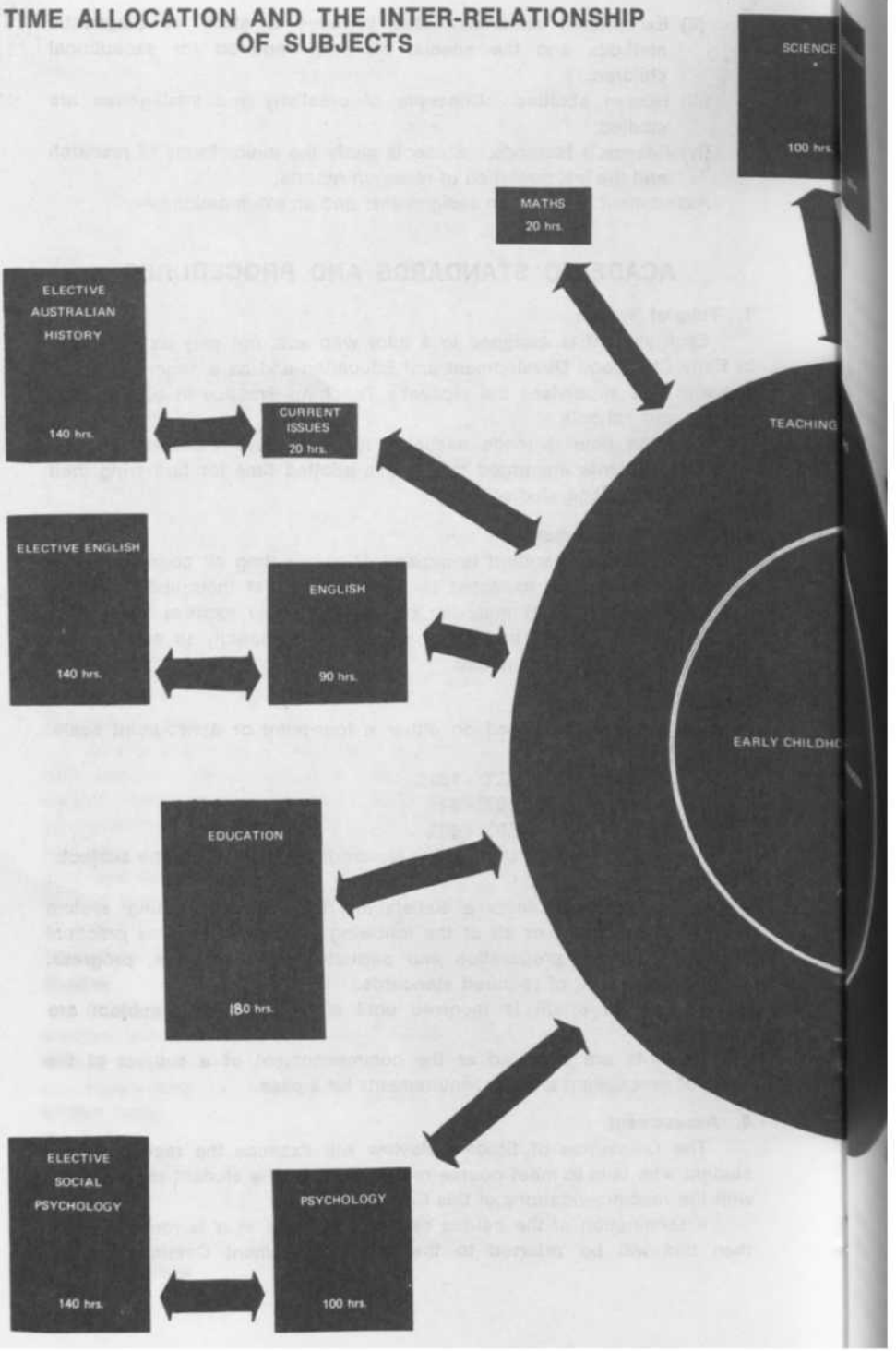
Students are informed at the commencament of a subject of the basis of assessment and the requirements for a pass.

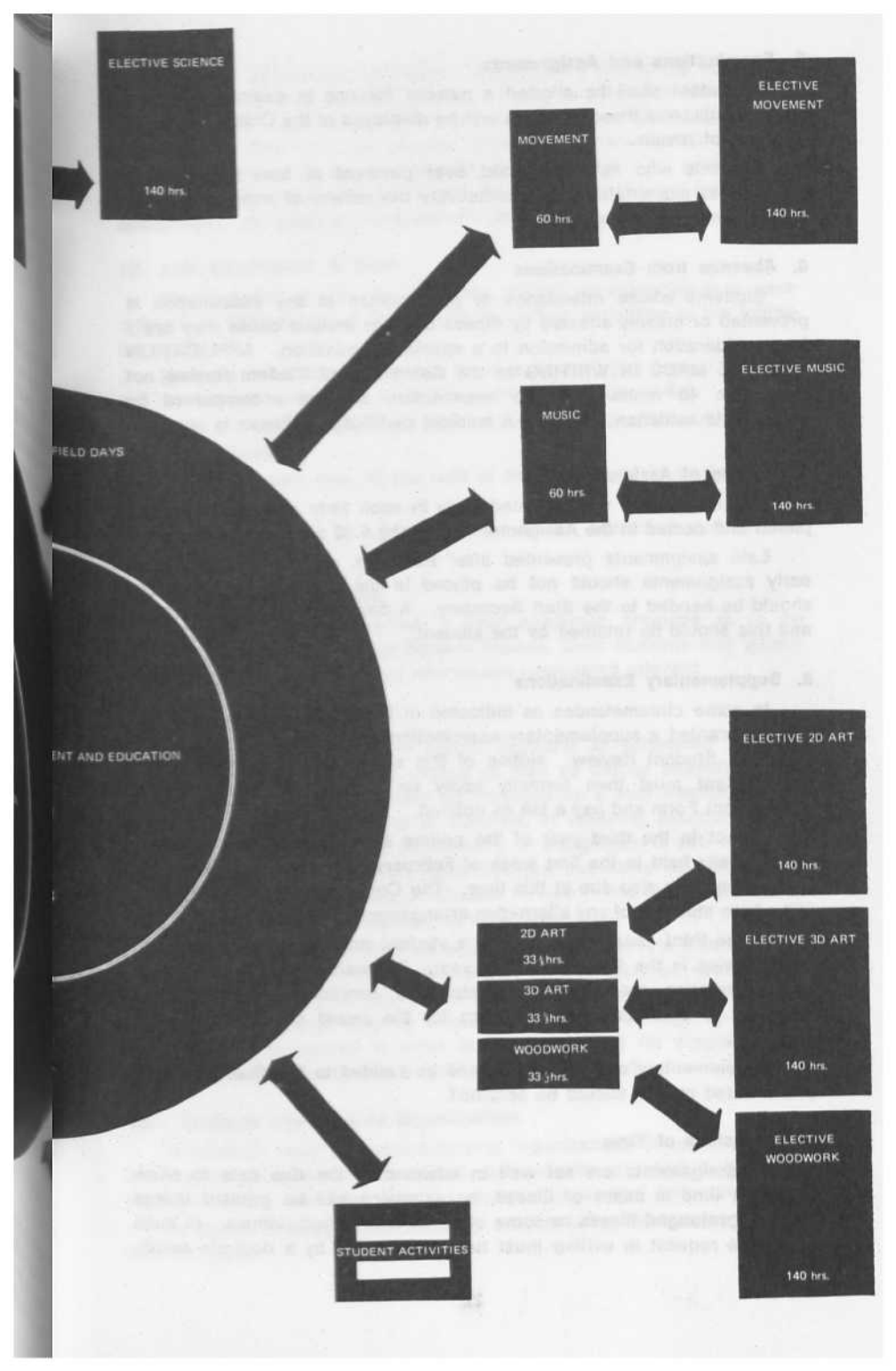
4. Assessment

The Committee of Student Review will examine the record of any student who fails to meet course requirements. Tha student shall comply with the recommendations of this Committee.

If termination of the course or rapetition of a year is recommended then this will be referred to the Final Assessment Committee.

TIME ALLOCATION AND THE INTER-RELATIONSHIP OF SUBJECTS




ELECTIVE SCIENCE
140 hrs.
MOVEMENT
60 hrs.
ELECTIVE MOVEMENT
140 hrs.
MUSIC
60 hrs.
ELECTIVE MUSIC
140 hrs.
FIELD DAYS
ENT AND EDUCATION
ELECTIVE 2D ART
140 hrs.
2D ART
33 1/3 hrs.
3D ART
33 1/3 hrs.
WOODWORK
33 1/3 hrs.
ELECTIVE 3D ART
140 hrs.
ELECTIVE WOODWORK
140 hrs.
STUDENT ACTIVITIES

5. Examinations and Assignments

A student shall be allotted a number for use in examinations and assignments, and these numbers will be displayed at the College to notify students of results.

Students who have defaulted over payment of fees may not be admitted to examinations or alternatively the results of examinations or assignments may be withheld.

6. Absence from Examinations

Students whose attendance or performance at any examination is prevented or gravely affected by illness or other serious cause may apply for consideration for admission to a special examination. APPLICATION MUST BE MADE **IN WRITING** to the Committee of Student Review not later than 48 hours after the examination and be accompanied by appropriate evidence including a medical certificate if illness is involved.

7. Posting of Assignments

All assignments will be listed early in each term and must be completed and posted in the Assignment Boxes by 9.10 a.m. on the due date.

Late assignments presented after 9.10 a.m. on the due date and early assignments should not be placed in the Assignment Boxes but should be handed to the Staff Secretary. A dated receipt will be issued and this should be retained by the student.

8. Supplementary Examinations

In some circumstances as indicated in the Regulations a candidate may be granted a supplementary examination or assignment by the Committee of Student Review. Notice of this will be given to the student. The student must then formally apply on the official Supplementary Assessment Form and pay a fee as notified.

Except in the third year of the course supplementary examinations are normally held in the first week of February and major supplementary assignments are also due at this time. The Committee of Student Review will advise students of any alternative arrangements.

In the third year of the course a student may be granted two supplementaries in the first half of the year. Thereafter, before any further supplementaries are granted, a student's overall progress will be reviewed to determine her readiness for the award of the Diploma in that year.

Supplementary assignments should be handed to the Staff Secretary and a dated receipt should be obtained.

9. Extensions of Time

As assignments are set well in advance of the due date to allow adequate time in cases of illness, no extension will be granted unless there is prolonged illness or some other serious circumstances. In such cases the request in writing must be accompanied by a doctor's certifi-

cate or other satisfactory evidence. All requests are to be addressed to the Committee of Student Review. Students who are absent from Collega should send requests in the mail. Students attending College may obtain a form from the enquiry counter. The form should be completed and posted in the student slot at the counter. All requests, by mail or otherwise, must be sent within 48 hours after the due date of the assignment. No telephone requests will be receivd.

10. Late Submission of Work

Work handed in after the due date without an extension (see paragraph 9 on "Extensions of Time") will be marked according to the following scale:

(a) If up to 24 hours later than the due time, 10 per cent of the total possible marks will be deducted from the grade mark;

(b) If 2-7 days late, 25 per cent of the total possible marks will be deducted;

(c) If 8-14 days late, 50 per cent of the total possible marks will be deducted;

(d) Work handed in after 14 days will be corrected and marked "Fail".

11. Unsatisfactory Progress

Students will be informed if their academic progress is to ba reviewed by the Committee of Student Review. Such students may submit to the Committee in writing any information considered relevant.

12. Attendance

Students are expected to attend regularly at scheduled lectures, tutorials, field days, teaching rounds as well as official assemblies and year meetings. Attendance may be recorded by a staff member in any course, but shall be recorded in tutorials, in teaching practica and in all subjects where no formal examination or assignment is set. If a staff member considers a student's absences are excessive the mattar will be referred to the Committee of Student Review. The staff reserves the right to refuse latecomers admittance to classes.

It should be noted that although the third term is listed in the calendar as terminating on 3rd December students must be available for contact until all assessment proceduras have been completed by the College. Any student may be requested to attend College up to, and including 20th December in order that arrangements for supplamentary examinations and personal interviews may be concluded.

13. Contacts with Outside Organizations

If students need to contact outside organizations in order to obtan information or material relevant to assignments or studies then the matter must be discussed with the lecturer concerned beforehand.

In some circumstancas requests may need to be referred to the Vice-Principal.

DIPLOMA OF ADVANCED STUDIES IN EDUCATION
GENERAL REGULATIONS

1. The Diploma of Advanced Studies in Education is awarded by the Council of the College on the recommendation of the Academic Board, on the successful completion of this course.

2. The Melbourne Kindergarten Teachers' College undertakes to act as a referee for any graduate from the Course. Where a graduate who is applying for a position wishes to avail herself of this offer she should nominate the Principal of the College as referee and at the same time notify the Principal of the fact that such nomination has been mada, together with the details of the position applied for. The College does NOT issue any general references.
   Graduates proceeding to further study, etiher in Australia or overseas, who require evidence of study completed, should request the institution concerned to apply to the Principal of the Melbourne Kindergarten Teachers' College for a transcript of these records.

3. Details of the general College regulations and procedures will be found in other sections of this Handbook. It should be noted that ell library reguletions apply to this course.

4. Fees

Tuition fees for Victorian students are $149.50 per term end for interstate and overseas students $172.50 per term. The compulsory student council fee of $10 a year is added to the first term's account each year on behalf of the Student Representative Council.

Students' accounts, which must be paid by personal or bank cheque or money order, ere payable within two weeks of the commencement of the term.

Failure to meet this obligation may result in exclusion from examinations or any other measure deemed necessary by the College Council.

Unless a reasonable explanation is offered, a late payment fine of $5 will be levied on accounts which are received within one week following the expiration of the period ellowed for payment and a $10 fine for accounts overdue by more than one week.

It should be noted that a clear term's notice or the payment of a term's fees will be required in the event of a student withdrawing before completion of the course.

Financial Assistance

Applicants for the Advancad course are eligible to apply for Commonwealth Advanced Education (later year) Scholarships. Details of other available scholarships and bursaries may be obtained from the Director of Admissions at the College.

ACADEMIC REGULATIONS

Diploma of Advanced Studies in Education (M.K.T.C.)

1. All candidates for this Award must, before commencing the Course, have complied with the following conditions:
   (a) have satisfactorily completed a course of teacher education and qualified for the award of the Diploma of a Kindergarten Teachers' College or other recognized tertiary institution;
   (b) have satisfactorily completed a period of teaching in an approved pre-school (or equivalent institution(s)).

2. Admission is restricted to an absolute maximum of twelve students in any one year.

3. The course consists of one year of full-time study at the Melbourne Kindergarten Teachers' College. Under certain circumstances a candidate may be permitted to complete the course over a two-year period, but in such cases prior approval must be sought from the Principal who will determine the conditions under which study shall proceed.

4. The course of study shall consist of the particular subjects listed for any one year in the College Handbook. In general, these shall consist of such "Core" and "Supplementary" Subjects as are listed plus the completion of a Special Study (Thesis) on some topic of the candidate's own choice.

5. Examinations are held in November-December each year and these will consist of a written paper (three hours) in each of the "Core" subjects plus an oral examination in the area chosen for the "Special Study".

6. The award of the Diploma of Advanced Studies in Education of the Melbourne Kindergarten Teachers' College will be based on:
   (a) satisfactory work throughout the course of studies,
   (b) passes in the final examination in the "Core" Subjects,
   (c) acceptance of the Special Study.

   Note: A student whose work does not meet the required standard in any one of the above areas may be requested to appear before the Assessment Committee to determine whether she should be permitted to proceed with the course and/or receive the diploma.

7. In such cases where a student, through illness or some other reason, is unable to complete the course, consideration will be given to the question of deferments by the Assessment Committee.

8. The Academic Board, through its Assessment Committee, reserves the right to terminate the course of any student who proves unsatisfactory.

9. Fees and other charges are determined by the Council of the Melbourne Kindergarten Teachers' College.

COURSE OF STUDIES

In any one year this shall consist of:

(a) four papers offered by the College out of the range of "Core Subjects";

(b) at least two of the "Supplementary Subjects";

(c) a Special Study (Thesis).

Subjects (a) Core —

Paper A: Historical Foundations of Pre-School Education

Paper B: Theories and Problems of Education

Paper C: Educational Psychology

Paper D: Child Development

Paper E: Comparative Studies in Education

Paper F: Educational Sociology

(b) Supplementary —

Observation Methods

Introductory Statistics

Introductory Research Methods

*Special Topic

* Offered in lieu of any of the above group to a candidate producing evidence of having attained a satisfactory standard in that supplementary subject(s).

(c) Special Study (Thesis) — This may consist of either:

Type A Study: A report of an investigation into some topic involving field work and employing empirical techniques.

Type B Study: A report of a comprehensive analysis of literature in some area of educational significance.

ACADEMIC STANDARDS AND PROCEDURES

Attendance

Students enrolled in the course are required to attend all classes and other activities as scheduled on the timetable. In addition students are expected to attend all official College functions, and to take an active part in the life of the College.

The attention of students will be drawn from time to time to various public lectures and meetings, and it is desirable that students should attend these.

If a student is unable to attend a class or some other meeting she should notify the lecturer responsible.

Grades

The following grades are used:

A = 80% or better

B = 65% to 79%

C = 50% to 64%

F = less than 50%

All assignments, examinations and other work, including the thesis, are graded on this pattern.

Assignments

All assignments are set in class and the results of these contribute to the final grade given in the particular subject. The total of all assignments in any one subject will contribute no more than half of the marks for the final grade given in that subject.

Examinations

(a) Written examinations are held in each of the Core Subjects offered in any one year. Each examination will consist of one three-hour paper.
There are no examinations for any of the Supplementary Subjects although students will be expected to reach a satisfactory standard.

(b) Students are required to present themselves for sn oral examination of their thesis topics. These are normally held following the completion of the written examinations.

Report of Special Study. (The Thesis)

Each student is required to present three typed and bound copies (one original and two copies) of the report to the Director of Advanced Studies on or before the last day of October of the year of completion of the course. The report should embody the results of an original investigation carried out by the student under the guidance of a supervisor appointed for the purposes of assisting with the planning, the execution and the reporting of the study.

Two copies of the report will be retained by the College Library, and one copy will be returned to the student.

The costs of all typing and the binding of one copy must be paid by the student.

Graduation

Successful completion of all parts of the course entitles the student to a diploma known as "The Diploma of Advanced Studies in Education — Dip.Adv.Stud. in Ed.(M.K.T.C.). The ceremony for the conferring of diplomas will be held at the same time as the Graduation Ceremony for students of the three-year Diploma Course.

Inability to Complete the Course or to sit for an Examination

If a student is unable to complete the course or sit for an examination as a result of illness or any other reason, notification must be given to the Director of Advanced Studies, who will then approach the Assessment Committee which will advise the student about the deferment of studies or examinations and indicate what steps should be taken to complete the course should this be desired.

DIPLOMA OF TEACHING
SPECIAL COURSE FOR INFANT AND PRIMARY TEACHERS

This course is provided to enable selected infant and Primary teachers, holding an approved qualification and currently teaching in a kindergarten, to gain the Diploma of Teaching of the Melbourne Kindergarten Teachers' College. The course extends over two years on an In-service basis. Credit is given for relevant subjects included in the teachers' basic training. Classes ere held at the College on 30 evenings of each year.

The College offers this course only In certain years.

GENERAL REGULATIONS

Payment of Fees

Tuition fees are $46 a term for three terms a year.

Student accounts, which must be paid by personal or bank cheque or money order, are payable within two weeks of the commencement of the term. Failure to meet this obligation may result in exclusion from examinations or any other measure deemed necessary by the College Council.

Unless a reasonable explanation is offered, a late payment fine of $5 will be levied on accounts which are received within one week following the expiration of the period allowed for payment, and a $10 fine for accounts overdue by more than one week.

Withdrawal from the Course

A student wishing to withdraw from the course should give a term's notice in writing to the Pincipal. One term's fees in lieu of one term's notice may be required.

ACADEMIC REGULATIONS

1. The Diploma of the M.K.T.C. is awarded on completion of part time in-service study over a two year period. A student discontinuing the course after successful completion of one year may submit to the Principal for consideration, a request to complete the course, at a later date.

2. (a) A student shall pass in all subjects as set out in the Handbook and in each section of composite subjects as required.

   (b) A student shall complete teaching requirements at pre-school kindergarten level and demonstrate her professional competence, fitness and personal suitability to teach children.

   (c) To pass into the second year of the course a student shall comply with one of the following conditions:—

      (i) she shall pass in, and so obtain credit for, each subject of the year including teaching practice,

      (ii) she shall, if given a provisional pass on the year as a whole be permitted to enter the next year but must successfully complete the outstanding section of work and all other requirements before being eligible for the Diploma.

3. To complete a year a student, in addition to meeting requirements as set out in paragraph 2, shall attend classes and undertake to the satisfaction of the staff such practical work and other commitments as set down.

4. A supplementary examination or assignment is granted only after consideration of a student's general standing in both academic work and teaching practice.

5. The Academic Board, through its Final Assessment Committee, reserves the right to terminate the course of any student who proves unsatisfactory.

6. These regulations may be changed from time to time and a student shall comply with the regulations as changed.

COURSE OF STUDIES

Over the two years the following subjects are studied:

Early Childhood Development and Education (including Psychology).

Comparative Studies in Education.

Art.

Science.

Teaching — Pre-School (supervised by the college lecturer co-ordinating the course).

ACADEMIC STANDARDS AND PROCEDURES

Attendance

Students enrolled in the Course are required to attend all classes and other activities as scheduled.

If a student is unable to attend a class she should notify the lecturer responsible. Additional work may be required to establish that the work has been covered.

Course Requirements (see p. 19, Diploma of Teaching).

Grading (see p. 19, Diploma of Tsaching).

Unsatisfactory Progress (see p. 23, Diploma of Teaching).

Assessment

This will be made by essignments, check tests, contribution to class discussion, participation in practical classes and by evidence shown of application of theory to practice.

Extensions of Time

These msy only be granted in special circumstances and at the discretion of the lecturer in cherge of the speciel Diploma course. A formal request in writing must be mede.

Documentation

The method as outlined on p. 32 must be used.

Library

Special arrangements with regard to the borrowing of library books should be discussed with the librarian.

IN-SERVICE COURSES

(No Qualification Givsn)

The In-Service Advisory Committee set up by the College Council in 1968 under the chairmanship of the Director of Advanced Studies, has among its members teachers representing every regional teacher group in Victoria, the Kindergarten Tsachers' Association and the Graduates' Association of the Melbourne Kindergarten Teachers' College. This committee advises the Principal on the courses needed by teachers, both to give them further professional skills and to keep them in touch with current trends in education.

The period of time given to the subjects offered varies from 8 to 15 weeks of part-time evening study. Some regional seminars are arranged to meet the needs of country teachers.

THE LIBRARY

The main library houses both reference and lending sections and includes some 12,000 volumes covering the professional and general subjects. There are also collections of children's books and music.

All books in the library are classified according to the Dewey Decimal Classification and the author-title catalogue indicates the location of books.

The library subscribes to 102 periodicals and has a large collection of pamphlets. A separate index to this material arranged under subject and author is filed in the main catalogue. Periodicals and newspapers are available for reading in the Periodical Room. The accession Register at the charge desk indicates the holdings.

The Aids Room houses a collection of audio-visual material and equipment. This is available for use by staff and students within the College.

Typing and photocopy facilities are provided in the library stacks on the ground floor, access by the library staircase.

During term time the library is open as follows:

Monday, Wednesday, Thursday and Friday — 8.30 a.m. to 5 p.m.
Tuesday — 9 a.m. to 9.30 p.m.

Hours during holidays are posted in the library.

Library Regulations

1. The facilities of the library are available to members of staff and students of the College, and to such other persons as may be approved by the librarian.
2. No book may be removed from the library unless the loan has been registered at the charge desk.
3. Reference books may not be borrowed at any time without special permission from the librarian.
4. References for essays and assignments are placed on Reserve. These may be borrowed at the charge desk for use in the library, for a period of two hours. Loan cards must be signed for all such reserves. Reserve books are available for overnight loan, but only between the times stated under Borrowing Rules. Metal signals on catalogue cards indicate books are on Reserve.
5. Pamphlets and periodicals may not be borrowed.
6. Bags and cases may not be brought into the library at any time.
7. Strict silence is to be observed in the library, and students are requested to move about quietly.
8. Smoking in the library is not permitted.
9. Library privileges may be withdrawn for any infringement of rules.
10. Details concerning the borrowing and returning of books are posted in the library.

DOCUMENTATION

The following type of **documentation** is required within the College for all written work:—

BIBLIOGRAPHY

The bibliography lists the sources used in the preparation of a peper; not necessarily every work examined, but those found relevant.

Such sources as personal interviews, lectures, etc., are generally included in a bibliography for sake of convenience. These may be entered under the heading, "Other Sources", and appear at the end of the bibliography.

A bibliography should be classified according to the types of publications and other sources used. This makes for quick and easy location of the references listed. Suitable headings for the classification of reference material are:

(1) Books.
(2) Periodicals and Articles.
(3) Pamphlets.
(4) Other Sources.

Arrangement within each of these headings is alphabetical according to author's name. A work for which the author is unknown, is entered under the title. Its place in the alphabetical sequance of authors is determined by the first word of the title other than an article, e.g., "The early years of childhood", would be filed under "early".

ENTRIES FOR BIBLIOGRAPHY

Form for individual entries included in the bibliography follows this order: Author — sumame first, followed by a comma, then christian name or initials, followed by a period, title of book (underlined), volume (if given), edition (if given), place of publication, publisher, date.

The punctuation for these entries must be as follows: Surname, followed by comma, Christian names, followed by period; title — this is underlined and followed by period. Edition (if given), followed by period; place of publication, followed by colon; publisher, followed by comma; date, followed by period.

e.g.,

Espenschade, Anna S. and Eckert, Helen M. **Motor Development.** Columbus, Ohio: Charles E. Merrill Publishing Co., 1967.

Ginsburg, Herbert and Opper, Sylvia. **Piaget's Theory of Intellectual Development.** New Jersey: Prentice Hall, 1969.

King, Edmund J. **World Perspectives In Education.** London: Methuen & Co. Ltd., 1965.

NOTE: For easy reference it is necessary that the author's name should stand out, therefore it is given prominence by indenting the following lines of the entry, as above.

Some variations of the examples listed will arise in the following cases:—

(i) When there is more than one author of a work:

(a) More than one and up to three authors; make entries in the usual way:—
e.g., Gesell, Arnold S., Ilg, Frances K., and Bott, J.

(b) When there are more than three authors:
e.g., Connell, W. F., and others.

(ii) When there is an editor for the work, but no author: Often in a case such as this the book includes a variety of papers by various authors. The author of the paper is stated, followed by the title of the paper in inverted commas, followed by the name of the editor and the title of the book (which is **underlined**), followed by the usual information:—

e.g., Schermann, Ada. "Cognitive Goals in the Nursery School", in Frost, Joe L. (Ed.). **Early Childhood Education Rediscovered.** New York: Holt, Rinehart and Winston, Inc., 1968.

(iii) When the reference is taken from a report, or from conference proceedings:
File under the body responsible:—
e.g., Australian Pre-School Association. Report of Proceedings of the 13th Conference, Perth, 1972.

(iv) Books which are mainly illustrations and where the text is of secondary importance: Entries for these are made under the name of the illustrator.

In the example of a bibliography set out below, note the following:—

(1) The classification of the bibliography — books listed first, followed by periodicals and articles, followed by pamphlets, with other sources being listed last.

(2) The alphabetical arrangement according to authors, **within each class.**

(3) Indentation of lines following the author's name in order to give prominence to the name.

FOR EXAMPLE:—

BIBLIOGRAPHY

BOOKS

Allen, Lady of Hurtwood. **Planning for Play.** London: Thames & Hudson, 1968.

Burgess, Tyrrell, ed. **Dear Lord James: A Critique of Teacher Education.** Ringwood, Victoria: Penguin Books Australia Ltd., 1971.

Connell, W. F., and others. **The Foundations of Education.** 2nd ed. Sydney: Ian Novak, 1969.

Elkind, David. **Children and Adolescents.** New York: Oxford University Press, 1970.

Martin, Elaine, and others. **High Living.** Carlton: Melbourne University Press, 1967.

Mumford, Lewis. **The Highway and the City.** London: Seckar and Warburg, Revisad 1964.

Opie, Iona and Opie, Peter. **The Puffin Book of Nursery Rhymes.** Ringwood, Victoria: Penguin Books Australia Ltd., 1970.

Rogers, Carl R. **Freedom To Learn.** Columbus, Ohio: Charlas E. Merril Publishing Co., 1969.

Schermann, Ada. "Cognitive Goals in the Nursery School", in Frost, Joe L. (Ed.). **Early Childhood Education Rediscevered.** New York: Holt, Rinehart and Winston, Inc., 1968.

PERIODICALS AND ARTICLES

Periodicals and articles vary slightly from books in the way they are listed in the bibliography, as the nama of the author is followed by the title of the article (which is in inverted commas) and the name of the Journal in which the article is contained is then underlined.

See examples below.

Periodicals and articles are listed alphabetically according to authors in the same way as books were listed in their section.

e.g., Lui, Wei-ping. "The creative spirit of Chinese painting", **In Art Bulletin of Victoria,** 1971-72.

Yarrow, Leon J. and Pedersen, Frank A. "Attachment: Its Origins and Course", in **Young Children,** Vol. XXVII, No. 5, June 1972.

PAMPHLETS

Baker, Katherine Read. **Let's Play Outdoors.** Washington: N.A.E.Y.C., 1966.

Kritchevsky, Sybil, Prescott, Elizabeth and Walling, Lee. **Planning Environment for Young Children: Physical Space.** Washington: N.A.E.Y.C., 1969.

Moffit, Mary W. **Woodworking for Children.** New York: Early Childhood Education Council of New York, undated.

OTHER SOURCES

Focus on Art. Duplicated material. M.K.T.C. 1972.

Illingworth, L. S. Duplicated extract. M.K.T.C.

Milne, Rosemary. Lecture. 4/3/72.

Smith, Dr. Lecture. 8/6/73.

Tutorial Notes. M.K.T.C. 3/8/72.

WITHIN AN ESSAY

Sources of the following types of references must be acknowledged:

QUOTATIONS

(i) Short quotations should be incorporated into the text of the paper and enclosed in double quotation marks.

Here are some alternative ways of acknowledging direct quotes:—
Schermann (1968) says that "Without language the nursery school is incomplete". (p. 272).
OR
"The world is changing at an exponential rate". (Rogers, 1969, p. 303).
OR
The reader may ask, "What prevents an individual from learning all there is to know in one fell swoop?" Flavell (1963, p. 50) supplies the answer for us when he says that one "can assimilate only those things which past assimilations have prepared him to assimilate".

(ii) Longer quotations (of three or more lines) should be set off from the main text by a space, indented to give prominence and enclosed in double quotation marks.

e.g.,
Bruner (1967) discussed education thus:—

> "Our proper subject is, of course, how a culture is transmitted — its skills, values, style, technology, and wisdom — and how, in transmission, it produces more effective and zestful human beings". (p. 149).

(iii) An omission within a quotation may be indicated by three spaced periods:—

e.g., When discussing the Cultural Revolution in China, Robinson (1969, p. 21) says, "Throughout the movement, the influence of Chairman Mao . . . was strongly opposed to violence and disorder . . .".

(iv) Quotations taken from a secondary source and not from the original account must be acknowledged as follows:—

e.g., Espenschade and Eckert (1967) quote a study carried out by Van Alystne (1932) when they state that "Between the ages of 2 and 6 years the most frequently used indoor play materials are . . . blocks, clay, and doll-corner materials". (p. 131).
The author and title of the secondary source (in this case Espenschade and Eckert) should then be given in the bibliography.

Another way of doing this:—
At the end of the quote acknowledge the source as follows:—
(Inhelder, in Bruner, 1963, p. 82). Bruner is the author of the secondary source, therefore it is his name and the title of his book that is listed in the bibliography.

Facts, Figures, Ideas and Theories

Author's surname, year of publication and page number should be stated. These may be presented in different ways as seen in examples below, but year of publication should always directly follow author's name. If no date of publication is given (e.g., pamphlet), follow author's name by (undated). Page number may be omitted only where the reference is general rather than specific.

Facts:

e.g., Davis and Havighurst (1946, p. 698) found that lower class mothers tended to be more indulgent.

Figures:

e.g., Gutteridge (1939, p. 45) found that of those tested 50% could climb well at 3 years of age and 75% were proficient at 4 years of age.

Ideas and theories:

e.g., Froebel (1887, p. vi) aimed to educate the pupil through the pupil's own self activity.

This is an example of a specific theory where page number needs to be stated. Whereas this next statement is more general and therefore the page number need not be included:—

e.g., Dewey (1930) believed in the power of human reason to solve the problems of the human race.

(Full details of all references then appear in the bibliography. The bibliography always comes at the end of a paper.)

Note:—

Any copies of graphs, charts, or illustrations (whether they be reproductions or photostated copies) which are included in a paper, must be fully acknowledged in the same way as direct quotes are acknowledged. Acknowledgement must be made however illustrative material is presented; whether it is incorporated into the paper, or included as part of an appendix. Full details of these references would appear in the bibliography in their appropriate places. The bibliography would follow the paper, and the appendix would follow the bibliography.

STUDENT ORGANIZATION

All students are members of the Student Association, which annually elects the Students' Representative Council. On the Council are members representing first, second and third year students and post diploma students. The S.R.C. decides policy and the Executive and Finance Committees are responsible for the detailed planning and implementation of policy.

Various committees, elected by students, assume responsibility for different aspects of College organization. Their activities are publicized on the Bulletin Boards on the concourse.

There is opportunity for all students to participate in extra curricula activities. In social, cultural, sporting or service clubs, students can develop their own interests and gain experience as members of committee. The Sports Club gives students the opportunity to play basketball, softball, hockey, volleyball and other sports, and a trained staff member is available to assist the Sports Club in the organization of these activities.

STUDENT REPRESENTATIVE COUNCIL, 1972-73
MELBOURNE KINDERGARTEN TEACHERS' COLLEGE

President: JUINETA KIRBY.

Vice-President: KERRY-ANNE QUINN.

Secretary: DEBBIE JENKINS.

Treasurer: PAT JENNER.

Assistant Treasurer: SALLY HEWATT.

Club Liaison Officer: FERELISE SCHRIEVER.

Third Year Rep.: SUSAN HARRIS.

Second Years Reps.: ROSEMARY CALLAHAN, GAIL MORGAN.

S.C.S.T. Reps.: LOUISE BROOK, JUDY INCE.

Publicity and Advertising: JULIE CRACKNELL, REET KABI.

Student Studies: JEAN BRIGGS, JUDY O'CALLAGHAN, CHRISTINA RUMING.

Student Interests and Amenities: DIANNE BALSILLIE, JULIE REINSCH.

Social Service: CATRIONA McGREGOR, SUE PARKER.

Social: JO de GRAAFF, JENNY MARTELL.

GRADUATES' ASSOCIATION OF MELBOURNE KINDERGARTEN TEACHERS' COLLEGE

This is an Association of graduates of this College. The Association seeks to perpetuate the ideals and traditions of the College in all its activities. Year groups are formed to establish closer contact between contemporaries and to foster the special relationship existing between those who were at College together.

Functions of a social and educational nature are held each year, and the Association owns and is responsible for two emergency care kindergartens, Warrawong and Forest Hill.

Correspondence should be addressed to the Secretary, Graduates' Association, c/o the College. Graduates are requested to notify through this office changes of name and address. Only in this way can they be kept in touch with the Association and be informed of its activities.

KINDERGARTEN TEACHERS' ASSOCIATION OF VICTORIA

This is a professional organization open to all teachers in Victorian Kindergartens and in supervisory or lecturing positions.

Student membership is open to those students in their final year of teacher training at M.K.T.C.

K.T.A.V. brought into being the Kindergarten Teachers' Award in 1958 and acts for teachers in all matters concerning salary rates and industrial disputes.

It also, through its various activities, keeps the welfare of teachers to the fore, and plans ways to assist them to maintain sound standards of work and to keep abreast of changes and new developments in the teaching field.

It has formulated a code of ethics and has published leaflets to assist teachers in their professional work.

The permanent address of the K.T.A.V. is:

C/o. The Lady Gowrie Child Centre,
36 Newry Street,
North Carlton, 3054.

COLLEGE CALENDAR, 1973

TERM 1

13th February	Third year students resume
14th February	Second year students resume
21st February	First year students commence
21st February	*Opening Assembly conducted by the Principal
21st February	Luncheon and Clubs Afternoon — S.R.C.
12th March	Labour Day Holiday
24th March	Students' Progressive Dinner — S.R.C.
26th March	Students' Assembly — S.R.C.
20th-24th April	Easter
25th April	Anzac Day Holiday
2nd May	*Assembly conducted by the Principal
4th May	End of Term Dance — S.R.C.
11th May	Classes finish

TERM II

28th May	College resumes
4th June	Queen's Birthday Holiday
13th June	Students' Assembly — S.R.C.
17th July	Musical — S.R.C. Music Club
18th July	Musical — S.R.C. Music Club
23rd July	*Assembly conducted by the Principal
4th August	Barbecue and Car Rally — S.R.C.
24th August	Classes finish

TERM III

10th September	College resumes
12th September	*Assembly to discuss Open Day, conducted by the Principal
19th September	Election of S.R.C. President
21st September	*Open Day
26th September	General S.R.C. Elections
27th September	Show Day Holiday
10th October	Annual General Meeting of the Student Association
6th November	Cup Day Holiday
28th November	*Final Assembly conducted by the Principal
30th November	Classes finish
30th November	Carol Singing in the Community by staff, students and friends
3rd December	*Graduation Ceremony
4th December	Graduation Ball — S.R.C.

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* Official College functions.

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