A submission for the award of an Associate Diploma in Health Education

Claremont Teachers College

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Edith Cowan University

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A SUBMISSION FOR

THE AWARD OF ASSOCIATE DIPLOMA in

HEALTH EDUCATION

CLAREMONTE TEACHERS’ COLLEGE
CLAREMONT TEACHERS COLLEGE

ASSOCIATE DIPLOMA IN HEALTH EDUCATION

A.C.A.A.E. CATEGORY UC3

MOUNT LAWLEY

A SUBMISSION FOR

THE AWARD OF AN ASSOCIATE DIPLOMA IN HEALTH EDUCATION

Claremont, Western Australia 6010

November 1974
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INTRODUCTION:

Health education is a process which effects changes in the health practices of people and in the knowledge and attitudes related to such changes. Education is an internal process for the individual concerned. He educates himself, even though his education is assisted by such means as contacts with health workers, appeals directed to him, information made available, clarification of issues, alternatives, and consequences as a basis for a rational choice. Education thus places responsibility on the individual and is essentially different from a compliance approach. It involves motivation, communication and decision-making. Planned education must take into account the relevant knowledge and attitudes of persons whose practices are to be affected, as well as their motives, needs, goals, values, their cultural milieu, and patterns of influence, communication and decision-making.

Increased understanding of human behaviour, of the education process, and of the nature of current and oncoming health problems which require personal or community action for their solution has made the educational approach essential to the attainment of modern public health goals. This approach, moreover, is consistent with democratic philosophy which does not "order" the individual.
DEMAND FOR HEALTH EDUCATION COURSES:

With the exception of component units and "major study" programmes in teacher education courses, there are no tertiary level courses in Health Education currently being offered in Australia.

One concomitant of affluence in developed economies is an increase of social/health problems followed closely by society-sponsored institutions to deal with the effects of the problems.

This fact has been recognised in the United States of America, where M.P.H. courses have been developed at U.C.L.A., Michigan, Minnesota, Berkeley, Harvard and North Carolina. In a survey of courses offered by these graduate schools, Yarrow found that the established trend in training and practice of health educators was to prepare personnel in catalysing behaviour change.

"The emphasis has swung to the behavioural sciences and the study of techniques of persuasion."

In his report to the Scottish Home and Health Department, Yarrow pointed to the need for a change in emphasis from the negative clinical approach to a positive education and communication based approach in the preparation of health workers with public contact.

In Britain the new community health service has recognised similar needs and there is evidence of a shift in emphasis towards "prevention" in health care. One manifestation of this shift in emphasis has been the emergence of a professional health educator who complements the efforts of his colleagues in medicine.

At Leeds University a course has been developed to prepare these workers. The director of the course, B. K. Tones, summarises the underlying philosophy of health education pre service training in a manner which may serve as an indicator of needs in the Australian context:

"The health educator cannot compete with the medical profession in depth and extent of medical knowledge - nor should he be expected to do so. It is our contention that the health education profession has its own inter-disciplinary


skills and knowledge and these consist of a judicious amalgam of preventive medicine and behavioural science. The health educator's role is to interpret community health needs in the light of medical and socio-medical data, to determine the priorities for action and to engineer changes in attitudes and behaviour to ensure the achievement of that celebrated state of 'mental, physical and social well being'.

To investigate the need for a tertiary level course in Health Education in Western Australia, a draft copy of the proposed course was circulated to a restricted sample of people currently working in Health Education. The course proposal was well received and to date twenty-four people have submitted tentative applications for enrolment, should the course be available in July 1975. They include:

- Child Health Sisters
- Child Health Services Nurses
- Health Surveyors
- A Midwife
- Workers in Community Welfare Authorities.

The Commissioner of Public Health, Dr. Carruthers, has agreed that a course of this nature will benefit the work of his Department. He has indicated acceptance of the principle of preferment in promotional opportunity for graduates when suitable and specific instances arise. Similar assurances have been received from Local Government Authorities employing health workers. Within the restrictions imposed by regulations and productivity, both of these major employing bodies have indicated a positive attitude with regard to limited working hours-release to facilitate efficient study programmes.
OBJECTIVES OF A HEALTH EDUCATION COURSE:

1. To establish professional standards in health education at all its levels.

2. To create an awareness and understanding of the health education aspects of health and educational work, and of the principles and procedures to be considered in achieving these purposes.

3. To foster an interest in health education in all education and health personnel.

4. To enable diplomates to incorporate more effectively health education in their daily work.

5. To increase the ability of health education personnel to communicate with individuals, families, community groups and the general public.

6. To enable health workers to make continuing evaluation of the educational aspects of health programmes.

7. To stress, as appropriate, the necessity of individual effort and teamwork for the realization of effective health education.

Objectives Specific to the Claremont Teachers College Associate Diploma in Health Education

The college will provide opportunities for the students to:

1. Develop skills of communication and inter-personal relationships.

2. Attain knowledge of the teaching-learning process.

3. Understand the dynamic nature of their community and recognise the forces contributing to effect change.

4. Develop competency in research methods and the interpretation of data relating to health education studies.

5. Improve their facility in initiating and maintaining attitudinal change towards health issues in their field of employment.

6. Study an aspect of health education in some depth.
PROPOSED LEVEL AND NOMENCLATURE OF THE AWARD:

Associate Diploma in Health Education

A two-year full-time or a part-time equivalent course requiring appropriate entry qualifications (A.C.A.E. 1972 8.4)\(^3\)

This UG3 Associate Diploma would be the first type of course described (A.C.A.A.E. 1972)\(^4\)

"16. Compared with UG2 diploma course, it is expected that courses in this category:

16.1. may treat a relatively restricted area of knowledge in some depth."

---

ENTRANCE REQUIREMENTS:

The normal entrance requirement for the Associate Diploma in Health Education would be the Leaving Certificate or equivalent qualification.

However, mature age applicants who successfully complete the College mature age entrance examination, or who have completed significant post-schooling courses at technical institutions, may be admitted to the course on the recommendation of the standing Academic Committee of the College Board.
COURSE PLANNING AND REVIEW:

Planning and review of courses will be conducted by a system of committees, appointed by the College Board as follows:

1. The standing Academic Committee of the College Board which comprises Heads of Departments, a Staff Association representative, a community member of the College Board, the Principal, Vice Principal and Deputy Vice Principal, and two representatives of the Student Council.

2. Subject Department committees which include all of the staff members in a particular subject area offering foundation studies and elective units to students in the Associate Diploma in Health Education course.

3. An Advisory Committee comprising two or three lecturing staff nominated by the standing Academic Committee of the College Board and an equal number of community members representing employing authorities.

It is anticipated that these committees, in conjunction with student co-operation in course evaluation, will be able to maintain an optimal level of flexibility in subject unit design and course organisation.
ORGANISATION OF THE COURSE:

The College operates for thirty teaching weeks. Course Units are normally offered in two fifteen-week semesters, one commencing in February and the other in July.

Units included in the Associate Diploma in Health Education will be as follows:

(a) Foundation Units. These will be basic studies common to all courses offered by the College.

(b) Professional Units. These studies will be specific to the vocational orientation of the course.

(c) Elective Units. Personal development studies will cover a wide range of disciplines. Some units may be taken consecutively to allow for significant depth of study in a "Major" area of academic or cultural interest. Included among the elective offerings of the College will be "block time" units which are suited by their nature to massed, rather than distributed, exposure. These units will operate during vacation periods and will include Outdoor Education, Drama, and Study Abroad Programmes offered by the Social Science department.

To emphasise the applied nature of units offered in the course, provision will be made for four half-units of individual study projects related to professional studies subject areas. These field study half-units will be allocated on the basis of relationship to the vocational needs of individual students.

In addition to the academic components of the course, there will be a considerable student commitment to practical applications which may or may not be in the area of his employment. This will involve the student for four academic weeks during the year. To facilitate this work, the Course Construction Committee has met with the heads of various governmental and voluntary organisations and has been offered assistance through observation and resource materials by the following:

Child Health Services
Nearby Local Government Authorities
Community Recreation Council
Health Education Council
Public Health Department Technical Information Service.

While the College has not as yet developed an external studies programme, it is anticipated that a restricted offering of this nature will be made to students in 1976 in some Foundation and Elective units.
ASSOCIATE DIPLOMA IN HEALTH EDUCATION

OUTLINE OF UNITS

Foundation Units:

<table>
<thead>
<tr>
<th>Human Development Ia/Ib</th>
<th>60 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iia/Iib</td>
<td>60 hours</td>
</tr>
<tr>
<td>Sociology 111</td>
<td>30 hours</td>
</tr>
<tr>
<td>Sociology 221</td>
<td>30 hours</td>
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<tr>
<td>Sociology 211</td>
<td>30 hours</td>
</tr>
<tr>
<td>Sociology 337</td>
<td></td>
</tr>
<tr>
<td>Managerial Process</td>
<td>30 hours</td>
</tr>
</tbody>
</table>

Professional Units:

| Foundations for Public Health Education Practice | 30 hours |
| Structure and Organisation of Services related to Health | 30 hours |
| Community Organisation and Community Development I | 30 hours |
| Community Organisation and Community Development II | 30 hours |
| Sociology 331 - Social Research Techniques | 30 hours |
| Communication in Health Education I | 30 hours |
| Communication in Health Education II | 30 hours |
| Health Education 112 | 30 hours |
| Personal Growth | 30 hours |

Elective Units:

To be selected from the range of Electives offered to Diploma of Teaching students with guidance from the Course Controller

7 x 30 hours 210 hours

Field Work:

Students will be required to engage in four half unit (15 hour) individual study projects related to professional study units.

120 hours

840 hours
Practicum:

The equivalent of four weeks' practical involvement in a suitable field would be expected of each student annually. The practicum would be arranged in blocks to suit the academic year of the college and the employment commitments of the student.

Some reduction may be considered for part-time students already working in the capacity of a health educator.
### ASSOCIATE DIPLOMA IN HEALTH EDUCATION

#### COURSE ORGANISATION

<table>
<thead>
<tr>
<th>SEMESTER I</th>
<th>SEMESTER II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours/Wk</td>
<td>Hours/Wk</td>
</tr>
<tr>
<td>Human Development Ia</td>
<td>2</td>
</tr>
<tr>
<td>Sociology III</td>
<td>2</td>
</tr>
<tr>
<td>Foundations for Public</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
</tr>
<tr>
<td>Community Organisation &amp;</td>
<td>2</td>
</tr>
<tr>
<td>Community Development</td>
<td></td>
</tr>
<tr>
<td>Health and the</td>
<td>2</td>
</tr>
<tr>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>12</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours/Wk</th>
<th>Hours/Wk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development IIa</td>
<td>2</td>
</tr>
<tr>
<td>Communication Theory I</td>
<td>2</td>
</tr>
<tr>
<td>Sociology 337 -</td>
<td>2</td>
</tr>
<tr>
<td>Managerial Process</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td>Personal Growth</td>
<td>2</td>
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<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

A total of one hundred and twenty (120) hours field work additional to the above schedule forms the total academic commitment for completion of the course.
RESOURCES:

1. Academic Staff

The college academic staff establishment for 1975 is as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Non-teaching academic staff</td>
<td>5</td>
</tr>
<tr>
<td>Senior Lecturers</td>
<td>10</td>
</tr>
<tr>
<td>Lecturers</td>
<td>48</td>
</tr>
<tr>
<td>Part-time etc.</td>
<td>3</td>
</tr>
</tbody>
</table>

While the majority of staff transferred from the Education Department to the college with the advent of autonomy in 1973, many outstanding appointments have since been made, through open advertisement. It is anticipated that the "experience-base" of the teaching staff will be further broadened with continued recruitment of overseas staff and West Australians currently studying elsewhere.

Staffing of the Associate Diploma in Health Education course will be effected as follows:

(a) The course will be co-ordinated by a senior lecturer of the college who will be the course controller.

(b) Foundation Units will be taken by lecturers currently working in foundation studies courses offered to students completing the Diploma of Teaching (UG2 Dip.T.). Contributing departments of the college will include Education/Psychology, Science, Health and Physical Education and Social Science.

(c) Professional Units will be taken by combinations of college full-time staff, part-time staff, and when specialisation and current field background are of importance, by visiting lecturers.

(d) Elective Units will normally be taken by the eleven departments within the college (see Appendix C) but provision will be made for students to complete individual study programmes after consultation with, and approval by, the course controller.

2. Support Staff

The college currently employs some twenty five secretarial, clerical and technical staff to support its activities and to assist in laboratories, media centres, etc. Forward projections of future needs and related financial provisions have been made to ensure that the support staffing requirements retain appropriate proportions.
3. Physical Facilities

Claremont College accommodates some 700 students from 9 a.m. to 4.30 p.m. each day in twenty-four lecture rooms, four tutorial rooms, and three laboratory areas. Construction has begun on an extensive building programme to overcome present problems relating to student and staff housing and from January 1975 all courses will operate on an expanded day running from 9 a.m. to 9 p.m. These innovations will ensure that students working towards the Associate Diploma in Health Education will have ample accommodation, will be able to attend classes not previously offered in the evening, and will have some guarantee of use of the modern library and resource centre described below.

Library Facilities

The college library at present has a bookstock of 29,000. For some selected areas particularly relevant to the Foundation and Professional Units, the number of titles held in this library are given below. This represents the number of books specifically related to the Associate Diploma in Health Education only, as many related titles will be classified elsewhere.

Broad subject areas:

Human growth and development; Personality Behaviour; Child Development etc. 300
Health; Sex Education etc. 250
Sociology; Culture; Group Dynamics Communication etc. 750
Group Counselling 8
Management 5
Social Services; Disadvantaged Children; Culturally Deprived etc. 20
Special Education; Handicapped and Retarded People 200
Film, Television, Radio. 20
Periodicals:

The College Library subscribes to 360 periodicals. The number of titles of particular relevance to the course are given below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aborigines</td>
<td>4</td>
</tr>
<tr>
<td>Health; Drugs, Safety</td>
<td>10</td>
</tr>
<tr>
<td>Psychology</td>
<td>10</td>
</tr>
<tr>
<td>Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
</tr>
<tr>
<td>Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

The construction of a new Library/Resources Centre has commenced and will be completed in November 1975. It is expected that the library will be operational in January 1976. The total floor area is: 1152 sq. metres. It will provide seating for 226 students in study carrels and at desks. In addition sixteen casual seats will be provided in the periodicals area. Two Seminar rooms will be available for group study.

The library will have a staff of fourteen in 1976, six professionally qualified personnel and eight support staff.
AUDIO VISUAL CENTRE:

Facilities in the Audio Visual Centre are being established:

1. to provide access to a wide range of curricula and non-book educational materials;
2. to accommodate instruction in the selection, production and utilization of educational media and communications systems;
3. to create opportunities for self-instruction;
4. to produce teaching and learning materials for use in the college programme, schools, and community education programmes;
5. to permit the design, construction and servicing of audio-visual equipment required in the college.

The centre is 1129 square metres in size. The functional areas include:

1. a television studio, control room, video distributing room and an audio studio;
2. two dark rooms, an editing room and a viewing room;
3. a bank of audio-visual carrels equipped with television monitors and audio facilities;
4. a graphic design and materials production area with photocopying and duplicating facilities adjoining;
5. open areas for shelving, display and use of curricula and non-book materials;
6. audio-visual equipment maintenance rooms, store rooms, offices, circulation desk, and staff studies.

The centre's production and distribution facilities will be linked with all the teaching areas. Television programmes will be reticulated to monitors in all teaching areas through a closed circuit system based on 1 inch tape format. Video recordings will be possible from any outlet point. An additional mobile system will permit video recording anywhere on the campus, in schools, or off-campus teaching venues.

The reticulation of 8 mm and 16 mm film, sound filmstrips, slide-tape sequences will give the college an extended capacity to develop an effective programme in educational media.
TEACHING METHODS:

The College policy relating to style and methods of teaching is designed for diversity through large group instruction, small group techniques and a component of individual work. Units are generally offered on a semester basis to reduce the number of subjects with which a student might be required to cope at any one time, but it is envisaged that some elective units will be offered on a 'block time' basis during vacation periods. Associate Diploma in Health Education students will be invited to participate in these if they can negotiate work release from their employment or if they wish to use part of their recreation leave for this purpose.

As all intending students are currently employed in part as Health Educators, a significant emphasis is placed on relating theoretical aspects of the course to practical application. For this reason, field work will be oriented, whenever possible, to the specific area of student employment.

ASSESSMENT:

As assessment varies between Subject Departments from full cumulative assessment to straight out examination, a work load schedule has been developed with the aim of spreading the work load as evenly as possible over the year.
APPENDIX A

FOUNDATION UNITS
OBJECTIVES

1. To study the basic processes involved in the development of children.

2. To illustrate the application of psychology to the more practical aspects of understanding and working with children.

3. To demonstrate the different methods of observation, and diagnosis in the field of child development.

COURSE

1. Physical, intellectual, emotional, moral and social development in children.

2. Informal observation, behavioural analysis, interviewing techniques, interaction procedures, formal diagnosis.

3. Foundations of developmental patterns; heredity, environment, individual differences.

4. The study of children: understanding the mental, emotional and social processes when interacting with children.

ASSESSMENT:

Tutorials
Examination
Case Study

TEXT:

OBJECTIVES

1. To focus on the development of the individual from adolescence through old age.

2. To become aware of the problems present at the various stages of life.

3. To increase understanding of, and ability to interact with adolescents and adults.

COURSE

1. The adolescent: biological maturing, activities and associates, cognition, emotions.


3. The adolescent: disturbances in development; personality changes, delinquency, exceptional children.

4. The Adult: biological maturation, social ecology, mental skills, personality development.

5. Personality and adjustment in adult life: ageing and personality, psychopathology, abnormal behaviour.


ASSESSMENT:

Tutorials
Assignment - case study
Examination.

TEXTS:


OBJECTIVES

1. To focus on the person as a whole - his emotions, attitudes, interests, values, motives.
2. To become aware of the different factors involved in personality development.
3. To increase knowledge of personality disorders and their treatments.

COURSE

1. The Nature of Personality
2. Theories of Personality
3. Factors affecting Personality Development
4. Measurement of Personality
5. Self-concept
6. Conflict, anxiety and adjustment
7. Defence Mechanisms

ASSESSMENT:

Students will be assessed mainly through tutorial participation. There will also be an examination at the end of the course.

TEXT:

OBJECTIVES

1. To introduce the theories of learning.
2. To examine the methods of behaviour control used with children and adults.
3. To give practical experience in utilizing the methods of Behaviour Management.

COURSE


3. Behaviour modification in the schools: token economics, social reinforcement, group contingencies with large groups of children.

4. Philosophical issues: Freedom and dignity, ethics of control, humanism and behaviourism.

ASSESSMENT:

Tutorial
Two tests
Behavioural Analysis study.

TEXT:

To be specified.
SOCIOPY 111 - SOCIETY IS PEOPLE

Prerequisite: Nil

OBJECTIVES

1. To present the basic concepts and descriptive materials of sociology.
2. To demonstrate the processes of scientific observation and analysis of social behaviour.
3. To cultivate in the student the habit of scientific analysis of social data.

COURSE

1. Fields and Methods of Sociology.
2. Culture.
3. Role and Status.
5. Social Class, Stratification and Mobility.

ASSESSMENT:

| Assignment | (2000 words) | 25% |
| Test       | (3/4 hours)  | 25% |
| Examination| (2 hours)    | 50% |

TEXT:

Prerequisite: Sociology 111

OBJECTIVES

1. To scientifically study the consequences of social relationships which are a result of repeated social interaction.

2. To demonstrate man's need for human group relationships.

3. To create an awareness of the great diversity among groups in contemporary society and of the variations in the effects of groups upon individuals.

4. To study the formal and informal means through which society establishes social control.

COURSE

1. Social problems defined.

2. Prejudice and discrimination, minority groups, poverty, slums, old age, work and automation.


ASSESSMENT:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>(2000 words)</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorials</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Examination</td>
<td>(2 hours)</td>
<td>50%</td>
</tr>
<tr>
<td>Field Work</td>
<td>(2 x 1/2 day)</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

TEXT:

SOCIOMETRY 211 - CONTEMPORARY AUSTRALIAN SOCIETY

Prerequisite: Nil

OBJECTIVES

1. To acquaint the student with selected research findings and authoritative statements on Australian society.

2. To give an awareness of social conditions prevailing in Australia.

3. To promote critical discussion on Australian social issues.

COURSE

A picture of what is happening in Australia today. Topics will include life styles; ethnic groups; views on religion, sex and aborigines, voting behaviour, poverty, women in the workforce, ethics among the professions, college drop-outs, deviance, protests, divorce, mass media.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Tutorials</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>20%</td>
</tr>
<tr>
<td>Examination (2 hours)</td>
<td>30%</td>
</tr>
</tbody>
</table>

TEXT:

SOCIOLOGY 337 - MANAGERIAL PROCESSES

Prerequisite: Sociology 111, 221, 331.

OBJECTIVES

1. To give an introduction to management study and practice.

2. To show how the social or behavioural sciences and quantitative methods can contribute to increased understanding of the work situation.

COURSE

1. Fundamental Concepts
   i) Evolution of Management Theory
   ii) Scientific Management
   iii) Authority, Power, and Influence.

2. The Management Process
   i) Processes and Principles
   ii) Decision Making
   iii) Organizational V's Personal Objectives
   iv) Planning and Control
   v) Division of Labour
   vi) Delegation
   vii) Line and Staff Relationships
   viii) Span of Control, Work - Group Size
   ix) Multiple Authority, Role Conflict
   x) Committees.

3. Organizational Behaviour
   i) Motivation and Work
   ii) Leadership
   iii) Communication Patterns
   iv) Group Dynamics

ASSESSMENT:

| Assignment | 20% |
| Tutorial   | 20% |
| Examination| 60% |

TEXTS:


Adult Education Association of U.S.A., Understanding How Groups Work, Leadership Pamphlet, No. 4, Washington D.C.
APPENDIX B

PROFESSIONAL UNITS
FOUNDATIONS FOR PUBLIC HEALTH

EDUCATION PRACTICE

OBJECTIVES

1. To trace the development of modern concepts of Health and Health Education as influenced by the changing nature of community health issues.

2. To identify the primary, secondary and tertiary levels of preventative practice.

3. To delineate the significance of education as a necessary component of health services.

COURSE

1. The nature of change in community health services.

2. Concepts and history:
   a. concepts of health
   b. concepts of health education
   c. changes in ethical emphasis
   d. concepts of prevention - primary, secondary and tertiary.

3. The function of a modern health service - legislation, services, education.

ASSESSMENT:

Continuous assessment based on written and practical exercises.

TEXTS:

Materials to be supplied by the college.
THE STRUCTURE AND ORGANISATION OF SERVICES RELATED TO HEALTH

OBJECTIVES

1. To recognise the individual contributions of the various community health agencies and the importance of their co-operative effort.

2. To examine the supporting role of community organisations related to health services.

3. To develop an understanding of the health workers' role in the community.

4. To successfully participate in a selected health workers' community program.

COURSE

1. Government agencies - local, state, national and international.

2. Voluntary agencies, e.g., Red Cross, A.A.

3. Community institutions and organisations, e.g., Community Welfare, Mental Health Services.

4. The health worker's involvement in the community.

ASSESSMENT:

- Tutorial submission and participation 30%
- Field Work Report assessment 20%
- Examination 50%

REFERENCES:


COMMUNITY ORGANISATION AND COMMUNITY DEVELOPMENT I

PRINCIPLES

OBJECTIVES

1. To promote an understanding of "the community", its integral workings and potential for development.

2. To examine the historical background and the present theory of Community Organisation and Community Development.

3. To provide an opportunity for participation in a community project.

COURSE

1. What is a community?
   a. concepts
   b. patterns of change
   c. recent community movements.

2. Historical perspectives of Community Organisation and Community Development.
   a. Theoretical considerations
   b. Beginnings of Community Organisation and Community Development.

3. How a Community works:
   a. Organisations
   b. Resources
   c. Personnel

ASSESSMENT:

To be specified by the unit lecturers when current studies by the Commonwealth Government sponsored "Social Education Materials Project" is completed.

TEXTS: To be specified. (As per assessment.)
COMMUNITY ORGANISATION AND COMMUNITY DEVELOPMENT II

STRATEGIES

OBJECTIVES

1. To examine the real issues of involvement in Community Organisation and Community Development.

2. To examine C.O. and C.D. models and to consider various roles a practitioner may assume.

COURSE

1. Social Planning
   a. fundamentals
   b. Committees - types and relationship to the professional
   c. Leadership and volunteers.

2. Involvement in C.O. and C.D.
   a. power - types, development, relationship to the professional
   b. social conflict - types, functions, cases studies
   c. citizen participation - history, types.

3. Models and roles for consideration:
   a. according to Jack Rothman
   b. the practitioner as instigator, enabler, catalyst, etc.

ASSESSMENT:

To be specified by the unit lecturers when current studies by the Commonwealth Government sponsored "Social Education Materials Project" is completed.

TEXTS:

To be specified (as per assessment).
SOCIOLOGY 331 - SOCIAL RESEARCH TECHNIQUES

Prerequisite: Sociology 111 and 221

OBJECTIVES

1. To develop essential skills in the application of research techniques.

2. To develop an awareness of the source, nature and relevance of social research to the society.

3. To develop an appreciation of the need for objective evaluation.

4. To give practice in research design, conceptual frameworks, and report writing.

COURSE


2. An individual research project into an aspect of society will be undertaken. Students are free to choose their own topic in consultation with the lecturer.

ASSESSMENT:

Test
Workshop
Research Report (3500 words)

25%
25%
50%

TEXT:

COMMUNICATION IN HEALTH EDUCATION I

THEORY

OBJECTIVES

1. To develop an understanding of the process by which information is diffused and ideas adopted.

2. To develop clear perspectives on the role of mass communication in public health.

COURSE

1. Health Education is Communication

Communication theory; perspectives - defining communication - the health educators' roles.

2. Communication Channels - The Media

a. Historical development, four theories of the Press, the Graphic revolution, relationship to public health movement, educational fallacies in mass communication.

b. Process within the media: Management structure - the daily newspaper, radio and television (news and features), editorial policy and news bias, attitudinal bias and the reporter, the reporter's needs, "public relations" function.

c. Process and effects of mass communication. The diffusion of innovation - the two-step flow of ideas, the adoption of new ideas, the opinion leader, the effects of fear-arousing communications, selective perceptions, relative effectiveness of different methods of mass communication, theory of cognitive dissonance, persuasion and methods of presentation of information, primacy and recency, television and children, multi-media methods in health education.

ASSESSMENT:

Assignment and Examination.

TEXT:

Selected compulsory readings to be supplied by the lecturer in charge of the course.
COMMUNICATION IN HEALTH EDUCATION II

PRACTICE

OBJECTIVES

1. To understand the dynamics of personal communication methods.

2. To develop skill in the utilization of a wide range of communication techniques.

COURSE

1. The Media - methods.
   a. Printed: pamphlets, booklets, leaflets, posters. Purposes, techniques, pre-testing, evaluation, frequency of change of content.
   b. Audio: records, tapes, radio. Purposes, techniques, pre-testing, evaluation, how to use them.
   c. Visual:
      i) Film: Information about processes involved in production, instruction in the choice and use of film as a discussion aid.
      ii) Video: Education in handling the equipment, the use of tapes as teaching aids and discussion stimulations.

2. Individual and Group Contacts.
   a. Ways of looking at groups.
   b. Group discussion: theory, design and use of stimulators, management, influences within the group.
   c. Interviews, meetings, lectures, correspondence, conference management, others.
   d. Leadership: characteristics of leaders, led and leaderless groups in problem solving, shifting leadership.
   e. Community knowledge: Value to the health worker, research.

ASSESSMENT:

Fieldwork Report Assessment 30%
Tutorial Submission and Participation 20%
Examination 50%

TEXT: Selected compulsory readings to be supplied by the lecturer in charge of the course.
HEALTH EDUCATION 112

HEALTH AND THE ENVIRONMENT

OBJECTIVES

1. To demonstrate man's need for balance in viewing problems resulting from the effects of industry on environment.

2. To study the forms of control applied to agencies of pollution by voluntary and governmental bodies in Australia and overseas.

3. To examine the role of the Health Educator in the promotion of environmental health.

COURSE

1. Environmental planning and management.

2. Historical perspectives in environmental health control.

3. Occupational environment.

4. Pollution versus Progress:
   - Air
   - Water
   - Noise
   - Radiation.

5. Agencies and organisations concerned with conservation in Australia and abroad.


ASSESSMENT:

Assignment and examination.

TEXTBOOKS:


Conservation Directory, Australian Conservation Foundation.
PERSONAL GROWTH

OBJECTIVES

1. To provide an experience base for evaluation of contemporary experiments in Mental Health maintenance.

2. To examine current trends in co-operative behaviour modification and the means of developing attitudinal change.

COURSE

1. Movement Drama Therapy, working with adults, adolescents, mentally retarded people.

2. Tee groups.

3. Encounter groups.

4. Sensitivity training.

5. Psycho-drama.

6. Psychological implications and evaluation of the above.

ASSESSMENT:

<table>
<thead>
<tr>
<th>Tutorials</th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
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</tr>
<tr>
<td>Examination</td>
<td>40%</td>
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</tbody>
</table>

REFERENCES:


ROGERS, C., Encounter Groups, Pelican.


A broad range of elective units is offered by the various departments within the college.

Students will select seven of these in consultation with the course controller, using the following frame of reference as a guide to levels, prerequisites and alternatives in choosing units:

a) The first figure indicates the level recommended i.e. Year of study.

b) The second figure indicates the order in a series of sequential units.

c) The third figure indicates whether alternatives are offered to that unit in the same order bracket.

e.g. Anthropology 111 and 112 are alternative units at the same level and with no prerequisites.

Anthropology 221 and 225 may be taken following successful completion of 111 and 112 with no restrictions regarding the order in which they are taken.

Departments of the College offering Elective Units

Art
Early Childhood
Education
Educational Psychology
Language Studies
Mathematics
Music
Physical and Health Education
Social Sciences
Speech and Drama
Science.

Students of the Associate Diploma in Health Education course will normally be restricted to units marked with an asterisk in the following lists of department offerings, but extension into other unit areas will be possible with approval by the course controller.
ELECTIVE UNITS

ART

Art Education          110  120  231  241  351
*Aesthetics            111  121  231  341
*Applied Art           111  121
*Design                111
*Drawing               111  221
Painting               111  221  231  341
Pottery                111  221  231  341
Print Making           111  221  231  341
Sculpture              111  221  231
Weaving                111  221

EARLY CHILDHOOD

Junior Primary Education  111
    Early Reading

Junior Primary Education  112
    The acquisition of language in young children

Junior Primary Education  113
    Early Mathematics

Junior Primary Education  221
    Cognitive Development

Junior Primary Education  222
    Social and Language Interaction in Early Childhood

Junior Primary Education  223
    The Development of Modern Mathematics

Junior Primary Education  331
    Integration of Language in the Junior Primary School

Junior Primary Education  332
    Social Science

Junior Primary Education  333
    Mathematics in the Classroom.
### EDUCATION

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<thead>
<tr>
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<th>Course Title</th>
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<tbody>
<tr>
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<td>Open Education</td>
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<td>212</td>
<td>Educational Research</td>
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<td>213</td>
<td>Games and Simulations in the Primary School</td>
</tr>
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<td>214</td>
<td>Religious and Moral Education</td>
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<td>215</td>
<td>Secondary Education in Western Australia</td>
</tr>
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<td>311</td>
<td>Educational Administration</td>
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<td>313</td>
<td>Education Media</td>
</tr>
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<td>314</td>
<td>History of Australian Education</td>
</tr>
<tr>
<td>315</td>
<td>Curriculum Theory and Practice</td>
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<td>316</td>
<td>Compensatory Education</td>
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<td>317</td>
<td>Education in a Democracy</td>
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<td>318</td>
<td>Aboriginal Education</td>
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<td>319</td>
<td>Community Involvement in Education</td>
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### EDUCATIONAL PSYCHOLOGY

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<td>Social Psychology of Education</td>
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<td>214</td>
<td>Creativity and Gifted Children</td>
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<td>311</td>
<td>Human Relationships and Encounter Groups</td>
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<td>313</td>
<td>Sexism in Education and Society</td>
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<td>314</td>
<td>Mental Abilities</td>
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<td>Experimental Psychology</td>
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<td>316</td>
<td>Delinquency, Drugs and Adolescent Problems</td>
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<td>322</td>
<td>Child Study (2).</td>
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<td>Psychology of Reading</td>
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### SPECIAL EDUCATION

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<td>Learning Disabilities - Theory and Remediation</td>
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<td>222</td>
<td>The Handicapped in the Community</td>
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<td>223</td>
<td>Current Issues in Special Education</td>
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<td>224</td>
<td>Clinical Study of Remedial Reading (1)</td>
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<td>331</td>
<td>Advanced Remedial Techniques</td>
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<td>332</td>
<td>Curriculum Development for Exceptional Children</td>
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<td>333</td>
<td>Individualised Study Programme</td>
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<td>334</td>
<td>Clinical Study of Remedial Reading (2).</td>
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</table>
LANGUAGE STUDIES

*Advanced Language Arts Strategies  231  341  351
*Australian Literature  111  221  321
*British and European Literature  111  221  222  331  332
  Children's Literature  221
*Film and Fiction  111
  Introductory French  111  121  131  141  251  261
  Introductory Indonesian  111  121  131  141  251  261
*Linguistics and the Teaching of
  English as a Second Language  211  221  222
*Literature and Contemporary Media  111  121  221
*Poetry  111  221
*Religious Literature  111  112
*Shakespearian Drama  111
*Techniques of Writing  111

MATHEMATICS

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  Mathematics  111
  Mathematics  112
  Mathematics  221
  Mathematics  331
  Mathematics Education  231
  Mathematics Education  332
  Mathematics Education  333
*Statistics  111
*Statistics  221
*Statistics  331

MUSIC

Choral Ensemble  111  221
Composition of Music  111  221  331
Ensemble Music  111  112  222  223
History of Music  111  221
Instrumental Music  111  221  331
  112  222  332
  113  223  333
  114  224  334
Music Drama  111  221
Music Education  111  211  212  311  312
### PHYSICAL AND HEALTH EDUCATION

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<th>Code</th>
<th>Course Title</th>
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<td>Health Education</td>
<td>111</td>
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<td>Community Health</td>
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<td>Health Sciences</td>
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<td>Anatomy and Biomechanics</td>
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<td>Physiology of Exercise</td>
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<td>Acquisition of Motor Skills</td>
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<td>Movement Education</td>
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<td>Sports Instruction</td>
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<td>Dance</td>
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<td>Organization and Administration in Physical Education</td>
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<td>Recreation</td>
<td>111</td>
<td>Fitness Measurement and Evaluation</td>
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<td>113</td>
<td>Gymnastics - Men</td>
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<td>Gymnastics - Women</td>
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<td>221</td>
<td>Outdoor Education</td>
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<td>222</td>
<td>Recreation</td>
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<td>332</td>
<td>Recreation</td>
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### SOCIAL SCIENCES

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<tr>
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<th>Code</th>
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<tbody>
<tr>
<td>Anthropology</td>
<td>111</td>
<td>Man in a Cultural Perspective</td>
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<tr>
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<td>112</td>
<td>Australian Aborigines - Contact and Clash</td>
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<td>221</td>
<td>Education and Anthropology</td>
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<td>225</td>
<td>Cultural Diversity - South East Asia/Australia</td>
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<td>331</td>
<td>Being an Anthropologist</td>
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<tr>
<td>Comparative Religion</td>
<td>111</td>
<td>Judaism, Christianity, Islam and Baha'i</td>
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<td>115</td>
<td>Indian and Chinese Religions</td>
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<td>221</td>
<td>Psychology and Religion</td>
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<td>Religion and Modern Thought</td>
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<td>Economics</td>
<td>111</td>
<td>General Principles of Economics</td>
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<td>221</td>
<td>The Australian Government in the Economy</td>
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<td>Problems of Economic Growth - Asia</td>
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<td>Geography</td>
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<td>Man, Location and Behaviour</td>
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<td>Practical Meteorology and Climatology</td>
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<td>Geomorphology - Study of Landforms</td>
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<td>221</td>
<td>Man's Impact on the Environment</td>
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<td>Australia in the Seventies</td>
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<td>South-East Asia - Human and Economic</td>
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<td>312</td>
<td>Cartography - Map Production and Interpretation</td>
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<td>324</td>
<td>Perth - A Study in Urban Geography</td>
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### SOCIAL SCIENCES (contd.)

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<tr>
<th>Subject</th>
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<tbody>
<tr>
<td>*History</td>
<td>111</td>
<td>Western Australia - Facts and Fallacies</td>
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<td>115</td>
<td>Power Struggle - South-East Asia</td>
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<td>211</td>
<td>Australia in Conflict</td>
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<td>*</td>
<td>213</td>
<td>Focus on the Middle-East</td>
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<td>215</td>
<td>East-Asia - China, Japan</td>
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<td>*</td>
<td>321</td>
<td>Roots of Racialism. (To be offered 1976.)</td>
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<td>*</td>
<td>323</td>
<td>The Quest for Dominance - U.S.A., U.S.S.R.</td>
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<td>*Politics</td>
<td>111</td>
<td>Australian Politics and Government</td>
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<td>211</td>
<td>Western Democracies</td>
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<td>215</td>
<td>Government in Asia</td>
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<tr>
<td>*</td>
<td>321</td>
<td>Competing Ideologies - Communism, Fascism, Democracy.</td>
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#### Sociology

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<tbody>
<tr>
<td>111</td>
<td>Society is People</td>
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<tr>
<td>211</td>
<td>Contemporary Australian Society</td>
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<td>221</td>
<td>Deviant Behaviour, Social Problems</td>
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<td>321</td>
<td>Social Research Techniques</td>
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#### Social Science

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<td>118</td>
<td>Group project/field research</td>
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<td>369</td>
<td>Independent study</td>
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### SPEECH AND DRAMA

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<tr>
<td>Children's Theatre</td>
<td>111</td>
<td>221 231 341</td>
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<tr>
<td>*Film and Television</td>
<td>231</td>
<td>241 351</td>
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<td>*Oral Communications</td>
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<td>221 231 341</td>
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<td>*Theatre</td>
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<td>221 231 341</td>
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### SCIENCE

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<tr>
<td>*Astronomy</td>
<td>111</td>
<td>The universe and space travel</td>
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<tr>
<td>Behavioural Biology</td>
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<td>Evolutionary and comparative anatomy and physiology A.</td>
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<td>Comparative anatomy and physiology B and genetics</td>
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<td>Animal behaviour A.</td>
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<td>Bacteriology</td>
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<tr>
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<td>Animal behaviour B.</td>
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<td>Research project</td>
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### SCIENCE (contd.)

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<tr>
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<th>Unit</th>
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<tbody>
<tr>
<td><strong>Entomology</strong></td>
<td>111</td>
<td>Arthropods and their identification, collection and preservation</td>
</tr>
<tr>
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<td>221</td>
<td>Insect anatomy and physiology</td>
</tr>
<tr>
<td></td>
<td>331</td>
<td>Insect reproduction and embryology</td>
</tr>
<tr>
<td></td>
<td>341</td>
<td>Insect behaviour and ecology</td>
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</tbody>
</table>

**Note:** In units 331 and 341 there will be an on-going research project.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit</th>
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<tbody>
<tr>
<td><strong>Environmental Biology</strong></td>
<td>111</td>
<td>Cells and cellular reproduction</td>
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<tr>
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<td>221</td>
<td>Sexual reproduction of cells</td>
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<tr>
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<td>331</td>
<td>Plant reproduction and identification</td>
</tr>
<tr>
<td></td>
<td>341</td>
<td>Evolution, identification and behaviour of animals</td>
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<tr>
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<td>351</td>
<td>Ecology</td>
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**Note:** In units 341 and 351 there will be an on-going research project.

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<tr>
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<td><strong>Practical Electronics</strong></td>
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<tr>
<td><strong>Science Education</strong></td>
<td>331</td>
<td>Research in Science Education</td>
</tr>
</tbody>
</table>
APPENDIX D

ACADEMIC STAFF
ADMINISTRATION

PRINCIPAL


Professional Associations:
The Western Australian Institute of Educational Research.
The Australian Psychological Society.

Publications and/or Research Details:
The Prediction of Academic Success in the University of Western Australia. (Unpublished thesis for the Master of Arts Degree.)
A Statement on the Mental Abilities and Learning of the School Child. Education Department of W.A.
A Vocabulary Analysis of Three Reading Series. Education, 1956.

Teaching Experience:
1936-41 Master and Headmaster, W.A. Primary Schools.
1942-46 War Service.
1947-51 Guidance Officer, W.A. Education Department.
1952-58 Lecturer, Psychology, Claremont Teachers College.
1959-67 Senior Lecturer, Claremont Teachers College.
1968-71 Vice Principal, Claremont Teachers College.
1971-74 Principal, Claremont Teachers College.

VICE PRINCIPAL

Thomas J. Ryan, B.A.(W.A.), M.A.(Columbia)

Professional Associations and Committees:
Member of the Council of the W.A. Teacher Education Authority.
Member of the Catholic Education Commission.
Member of the Board of the Claremont Teachers College.
Phi Delta Kappa.
Trustee of the W.A. Teacher Education Authority Superannuation Committee.
Publications and/or Research Details:
Co-author of fourteen Primary Mathematics text books.

Teaching Experience:
1948-57 Teacher and Headmaster of Primary Schools, W.A.
1958-62 Lecturer in English and Teaching Practice, Claremont Teachers College and Graylands Teachers College.
1963-67 Lecturer in Mathematics, Claremont Teachers College and Graylands Teachers College.
1968-71 Senior Lecturer in Teaching Practice, Claremont Teachers College and Graylands Teachers College.
1972-74 Vice Principal, Claremont Teachers College.

DEPUTY VICE PRINCIPAL
Lorraine Beatrice Hale, B.Ed., B.A.

Professional Associations and Committees:
Member of the Australian College of Education.
Member of the University Women's Association.
Committee Member: Western Australian History Association.

1956-58 Lecturer B, English/Social Sciences, Graylands Teachers College.
1959-61 Lecturer B, Social Sciences, Graylands Teachers College.
1962-64 Seconded to Commonwealth Government of Australia (Colombo Plan), Lecturer, English Methodology/English, Malayan Teachers College, Kuala Lumpur.
1965-69 Lecturer A and Acting Senior Lecturer, Social Sciences, Graylands Teachers College.
1970-71 Senior Lecturer, Social Sciences, Graylands Teachers College.
1972-74 Deputy Vice Principal, Claremont Teachers College.

Other Experience:
Examiner in Junior Certificate History (W.A.), Examiner in Leaving Certificate History (W.A.), Lecturer in English Methodology at In-Service Courses for Primary and Secondary Teachers (Malaysia).
ASSISTANT VICE PRINCIPAL (PROFESSIONAL STUDIES)


Present Studies:  
Associateship in Information Processing.

Professional Associations and Committees:
Committee Member, W.A. Chapter, Australian College of Education.
Committee Member, W.A. Institute of Educational Research.
Member, W.A. Institute of Educational Administration.
Member, Media Association of W.A.

Publications and/or Research Details:
Articles in Graylands Education News and W.A. Education Magazine on Teacher Education.
Unpublished Master's Thesis on Non-Academic Secondary Education in W.A.
Research on Priorities in Australian Education for Australian College of Education Sub-Committees.

Teaching Experience:
1953-64 Master and Senior Master in W.A. Secondary Schools.
1965-66 Lecturer A, Teacher Education Section of Technical Extension Service.
1967-68 Lecturer A and Acting Senior Lecturer, Further Education Centre.
1969 Acting Senior Lecturer in Education and Psychology, Secondary Teachers College.
1970-73 Senior Lecturer in Education, Claremont Teachers College.
1974 Assistant Vice Principal, Claremont Teachers College.

Other Experience:
Member of Board of Examiners, W.A. State Centre Surf Life Saving Association of Australia.
Executive Member, Examiner, Hon. State Chief Demonstration, W.A. Branch, Royal Life Saving Society.
Part-time Lecturer and Examiner in Education Administration (W.A. Institute of Technology).
Part-time Lecturer in Education Administration, Further Education Centre.
ASSISTANT VICE PRINCIPAL (GENERAL STUDIES)


Prizes, Scholarships, Fellowships, etc.:

W.A. Education Department's Overseas Study Fellowship.
Canada Council Pre-Doctoral Fellowship.
Dissertation of the Year Award of the International Reading Association.

Professional Associations:

Member of the Canadian Association of University Teachers.
Member of the Australian College of Education.
Member of the W.A. Institute of Educational Research.

Publications and/or Research Details:

Research Investigations, Relationship between S.E.S. and Strategies of Information processing.
(Funded by Queen's University Research Fund.)
Research project relating to Design and compilation of Materials suitable for Remediation at the Secondary Level.
(Funded by Guelph School Boards.)

Teaching Experience:

1950-56 Master and Deputy Headmaster, W.A. Primary Schools.
1957-60 Headmaster, W.A. Primary and Junior High Schools.
1961 Research Officer.
1962-70 Junior High School Headmaster.
1970-71 Ph.D. Student, Teaching Assistant and Research Associate, University of Alberta.
1972-74 Associate Professor of Education, Queen's University, Kingston, Ontario, Canada.

Other Experience:

Part-time Tutor in the Reading Clinic at the Ontario Institute for Studies in Education.
External Assessor for Canada Council re Research Proposals submitted in the area of Language and Reading.
Co-ordinator of the M.Ed. programme (Curriculum), Queen's University.
ACADEMIC REGISTRAR


Prizes, Scholarships, Fellowships, etc.:

Commonwealth 2-year Scholarship in Physical Education. Awarded by the University of Western Australia.

Professional Associations and Committees:

Australian Public Health Association (W.A. Branch):
Vice President,
Chairman, Convenor Programme Planning Committee
Member, Editorial Committee

Public Examination Board:
Chairman, Leaving Physical and Health Syllabus Committee.

Publications:

Article in 'New Zealand Journal of Physical Education.'
Co-author, Health Education Text Book: 'Round About Nine.'

Teaching Experience:

1945 In charge of Physical Education Advisory Staff - Education Department of W.A.
1946-48 Physical and Health Education Advisory Lecturer to Practising Schools, W.A. Education Department.
Part-time Lecturer, Physical and Health Education, Claremont Teachers College.
1949-69 Lecturer, Grade I, in charge of Physical and Health Education Courses, Claremont Teachers College.
1970-73 Senior Lecturer, General Administration, Claremont Teachers College.
1974 Academic Registrar, Claremont Teachers College.

Other Experience:

Curriculum Committees of Education Department of W.A.:
Secondary Physical Education Curriculum Committee.
Secondary Health Education Curriculum Committee.
Achievement Certificate Curriculum Committee - Health.
Primary Health Education Curriculum Committee (Acting Chairman, 2 years).
Sex Education Curriculum Committee.
Other Experience:
(continued)

University of Western Australia:
Part-time Lecturer and Examiner, Faculty of Education (11 years).

University of Melbourne:
Part-time Lecturer and Examiner, Faculty of Education (11 years).

Public Examinations Board, University of Western Australia:
Chief Examiner, Junior Physiology and Hygiene (4 years).
Chief Examiner, Leaving Physiology and Hygiene (3 years).
Chief Examiner, Leaving Physiology and Hygiene (4 years).
Member, Advisory Committee - Leaving Human Biology (2 years).

Australian Physical Education Association
(W.A. Branch):
President, Vice President, Member of Executive Committees.

Australian Physical Health Association
(W.A. Branch):
Council Member 1966-74
Chairman, Convenor, Programme Planning Committee 1967-74
Member, Editorial Committee 1970-74
Member, Venereal Disease Research Committee 1973

Royal Life Saving Society:
State Secretary (10 years).

Australian Federal Council Delegate (6 years).
Australian Judge (5 years).
Honorary Chief Examiner (3 years).

National Fitness Council of W.A.
Youth Leadership Courses, Organizer and Lecturer-in-Charge (4 years).
LECTURER A - ADMINISTRATION

Brian Lawrence, B.A., M.Ed.

**Professional Associations:**
Mathematical Association of W.A.
Institute of Educational Administration.

**Publications:**
Unpublished Master of Education Dissertation, University of W.A.

**Teaching Experience:**
1956-58 Master, Primary School
1959-62 Master, Senior High School
1963-65 Senior Master, Senior High School
1966-67 Curriculum Officer, Education Department of W.A.
1968 Senior Advisory Teacher, Education Department of W.A.
1969-73 Deputy Principal, Senior High Schools.
1974 Lecturer A, Claremont Teachers College.

**Other Experience:**
Part-time Lecturer in Educational Administration, Further Education Centre.
Chairman, School Boards.
DEPARTMENT OF ART EDUCATION

Name: NORMAN MADIGAN

Present Position: Senior Lecturer (Art Department)

Academic Qualifications: Associateship in Art Teaching (A.I.T.), A.S.E.A.

Teaching Experience:
1951 Headmaster, Rural School (Class 7)
1952-53 Master in Primary Schools
1954-61 Art Master, W.A. Secondary School
1962-63 Advisory Teacher in Art, Education Department, Art and Craft Branch
1964-67 Senior Master in Art, Senior High School
1968 Lecturer B in Art, Claremont Teachers College
1969 Lecturer B in Art, Secondary Teachers College
1970-73 Lecturer A in Charge Art, Claremont Teachers College
1974 Senior Lecturer in Art, Claremont Teachers College.

Name: JULIA CALCUTT

Present Position: Lecturer B (Art Department)


Present Studies: Diploma in Printmaking (Perth Technical College)

Professional Associations: Printmakers Association of W.A.

Teaching Experience:
1962-66 Mistress, W.A. Junior High Schools
1967-68 Mistress, Secondary Schools in U.K.
1969-72 Mistress, Secondary Schools in W.A.
1973 Advisory Teacher with Art Department of Education Department.
1974 Lecturer B, Claremont Teachers College.
Name: BARBARA HAWTHORN

Present Position: Lecturer B (Art Department)

Academic Qualifications: Diploma of Printmaking

Prizes, Scholarships, Fellowships, etc.: Exhibitions of Paintings and Prints, 1969-74 (individual and group shows), Albany Art Prize 1974.

Professional Associations and Committees: Member of Contemporary Art Society of Australia (W.A. Branch)
Member of Media Association
Member of Printmakers Association of W.A.

Teaching Experience: 1969-72 Secondary School Art Specialist
1973-74 Lecturer, Claremont Teachers College.

Name: RONALD A. HOLLETT

Present Position: Lecturer A (Art Education)

Academic Qualifications: Art Teachers Associateship (W.A. Institute of Technology), Teacher's Higher Certificate.

Present Studies: Post-Graduate Ceramics (W.A. Institute of Technology).

Professional Associations: Alumi, W.A. Institute of Technology.

Teaching Experience: 1955-59 Master, Senior High School, W.A.
1960-67 Lecturer B, Art Education, Claremont Teachers College
1968-74 Lecturer A, Art Education, Claremont Teachers College.

Other Experience: Member of Churches of Christ Aged Person Homes Board.
Chairman of the Christian Centre, Social Services Department.
Chairman of Carine Glades High School P. & C.
Name: BAYNARD GLYNDON WERNER

Present Position: Lecturer A (Art Department)


Prizes, Scholarships, Fellowships, etc.: Bunbury Art Prize 1960
Fremantle Exposition Art Prize 1962.

Professional Associations and Committees: Print Council of Australia, W.A. Printmakers Association (Committee member).

Teaching Experience: 1952-55 Master, W.A. Primary Schools
1955-69 Master and S/Master, W.A. Secondary Schools
1970 Acting Lecturer A, Claremont Teachers College
1971-72 Lecturer B, Claremont Teachers College
1973-74 Lecturer A, Claremont Teachers College.

Other Experience: Adult Education - Lectured in Painting.
DEPARTMENT OF EDUCATION

Name: RONALD HASELHURST

Present Position: Senior Lecturer (Education)

Academic Qualifications:
B.A. (Hons.), B.Sc., M.Ed.

Professional Associations:
Member of Australian Psychological Society,
Member, W.A. Institute, Educational Research.

Publications and/or Research Details:
Articles in Graylands Education News,

Teaching Experience:
1955-68 Master and Senior Master in Science, W.A. Senior High Schools.
1969-73 Lecturer A, Graylands Teachers College.
1974 Senior Lecturer in Education, Claremont Teachers College.

Other Experience:
Part-time External Tutor in Education 30 and 40 and Philosophy 10, at the University of W.A.
Part-time Lecturer, Further Education Centre.

Name: MICHAEL RICHARD CULLEN

Present Position: Lecturer A (Education)

Academic Qualifications:
B.Ed. (Hons.), B.A., M.Ed. (University of W.A.).

Professional Associations, and Committees:
Member, W.A. Institute of Educational Research.

Publications and/or Research Details:
Publications and/or Research Details: (Continued)

Unpublished Master's Thesis: "Programmes of Education for Adult Prisoners with Special Reference to Western Australia."

Teaching Experience:

1960-70 Master and Senior Master in W.A. Secondary Schools
1971-74 Lecturer A, Education, Claremont Teachers College.

Other Experience:

Member, Achievement Certificate Social Studies,
Curriculum Committee, Education Department of Western Australia,
Teacher, Adult Migrant English Classes.

Name: BRUCE HAYNES

Present Position: Lecturer A (Education)

Academic Qualifications: M.A., B.Ed.(Hons.).

Present Studies: Ph.D. (Illinois)

Professional Associations and Committees:

Member of Australian College of Education,
Member, Philosophy of Education Society of Australasia,
Editor, History Association of Western Australia.

Publications and/or Research Details:

Editor, Historicus, Journal of the History Association of W.A.

Teaching Experience:

1963-67 Master, W.A. Senior High School.
1968-69 Acting Senior Master, W.A. Senior High School.
1970 Acting Lecturer A, Education, Claremont Teachers College.
1971-73 Lecturer B, Social Science, Claremont Teachers College.
1974 Study Leave.
Other Experience: Part-time Tutor and External Tutor in Philosophy Department, University of W.A. Part-time Tutor and Lecturer in Faculty of Education, University of W.A. Part-time Lecturer in Education, Further Education Centre.

Name: IAN RICHARD HOOKER
Present Position: Lecturer A (Education)
Academic Qualifications: B.A., B.Ed.
Prizes, Scholarships, Fellowships, etc.: Bertha Houghton Prize in Education IV, 1953, University of Western Australia.

Professional Associations, and Committees: Member, World Education Fellowship, Member, Teacher Education Sub-Committee of the Council for Christian Education in Schools.

Teaching Experience:
1954-59 Master, W.A. Secondary Schools
1959-64 Research Officer, Research and Curriculum Branch, W.A. Education Department, preparing textbooks and a Teachers' Handbook in secondary Social Studies and helping with in-service conferences.
1965-67 Senior Master in Social Science.
1968-74 Lecturer A, Education, Claremont Teachers College.

Name: MURRAY LAKE

Present Position: Lecturer A, (Education)

Academic
Qualifications:
B.A., B.Ed.

Present Studies:
M.Ed.

Professional Associations:
Member, Western Australia Institute of Educational Research,
Member, Philosophy of Education Society of Australasia,
Member, Australian and New Zealand History of Education Society,
Member, Comparative Education Society of Australia,
Secretary, World Education Fellowship.

Teaching Experience:
1958-59 Headmaster, W.A. Primary School
1960-64 Master, W.A. Primary School
1965-69 Master, W.A. Demonstration School
1969-70 Master, W.A. Research School
1971-73 Lecturer B, Education, Claremont Teachers College
1974 Lecturer A, Education, Claremont Teachers College.

Other Experience:
Part-time Lecturer in History of Education, Teacher Further Education Centre.
<table>
<thead>
<tr>
<th>Name:</th>
<th>MICHAEL LEE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Position:</td>
<td>Senior Lecturer (Educational Psychology)</td>
</tr>
<tr>
<td>Academic Qualifications:</td>
<td>B.A., M.A. (Prelim.)</td>
</tr>
<tr>
<td>Present Studies:</td>
<td>Ph.D. (Pennsylvania State University)</td>
</tr>
<tr>
<td>Professional Associations:</td>
<td>Member, Australian Psychological Society</td>
</tr>
<tr>
<td>Publications and/or Research Details:</td>
<td>Research into specific learning difficulties in school children. Member of W.A. Group for the Scientific Study of Mental Deficiency.</td>
</tr>
</tbody>
</table>
| Teaching Experience: | 1958-64 Primary Teacher, Education Department of W.A.  
1965-67 Guidance Officer  
1968-69 Lecturer B, Psychology, Claremont Teachers College  
1970-72 Lecturer A, Psychology, Mt. Lawley Teachers College  
1973 Acting Head of Department, Education, Mt. Lawley Teachers College  
1974 Senior Lecturer, Psychology, Claremont Teachers College (Study Leave). |
| Other Experience:   | Part-time, Tutor-Demonstrator in Psychology, University of W.A.  
Part-time, Lecturer in Psychology, Further Education Centre. |

<table>
<thead>
<tr>
<th>Name:</th>
<th>KEVIN CASEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Position:</td>
<td>Lecturer B (Educational Psychology)</td>
</tr>
<tr>
<td>Academic Qualifications:</td>
<td>B.A.</td>
</tr>
<tr>
<td>Present Studies:</td>
<td>Dip.Ed.(W.A.)</td>
</tr>
<tr>
<td>Professional Associations:</td>
<td>Member of Steering Committee for the establishment of W.A. Remedial and Special Education Association.</td>
</tr>
</tbody>
</table>
JENNIFER JUNE COOPER

Lecturer B (Educational Psychology)


Master's Preliminary in Psychology

Article in Graylands Education News. Research on Readiness.

1959-68 Master and Deputy/Headmaster, W.A. Primary Schools.
1974 Lecturer B, Claremont Teachers College.

Examiner, R.L.S.S. of Australia, Research Assistant, University of Queensland.

JAN GRANT

Lecturer B (Educational Psychology)

B.A.(Honours), (Scripps College, California).

Chosen for foreign exchange program at University of Stirling, Scotland, one year.

M.A. Psychology.
Professional Associations, and Committees: Treasurer and member of Management Committee - Community Education Centre Association.


Other Experience: Administrative Assistant for a Health Management Firm.
DEPARTMENT OF JUNIOR PRIMARY EDUCATION

NAME:

THELMA LOUISE JONES

PRESENT POSITION:

Senior Lecturer (Junior Primary Education)

ACADEMIC QUALIFICATIONS:

B.A.(W.A.), B.Ed.(W.A.)

PROFESSIONAL ASSOCIATIONS AND COMMITTEES:

Member, W.A. Institute for Educational Research,
Member, Australian College of Education,
Member, W.A. Association of University Women,
Member, W.A. Royal Historical Society,
Member, Convocation,
Member, S.P.E.L.D. Association.
Committee, Pre-School Education Board,
Education Committee,
W.A.I.T. School of Education Advisory Committee,
W.A. Association of Early Childhood Educators.

PUBLICATIONS AND/OR RESEARCH DETAILS:

W.A. Teachers Higher Certificate, Remedial Education Course.

TEACHING EXPERIENCE:

1944-45 Rural School
1946-48 Country
1948-56 Metropolitan Primary/Junior Primary
1957-59 Remedial Teaching
1960 Junior Primary
1961-74 Lecturer 1 and 2, Lecturer A and Senior Lecturer, Claremont Teachers College.

OTHER EXPERIENCE:

1967-70 Part-time Lecturer, Further Education Centre
1961-73 Lecturer, Kindergarten Teachers College.

SHIRLEY COLLACHER

LECTURER B (JUNIOR PRIMARY EDUCATION)

ACADEMIC QUALIFICATIONS:

A.S.D.A. (Speech)

PRESENT STUDIES:

B.A.(Hons.)
Professional Associations and Committees: Member of the Linguistic Circle of W.A.

Teaching Experience:

1957 Mistress, Junior High School
1958-67 Mistress, W.A. Junior Primary Schools
1968 Mistress, City Beach High School
1969-70 Mistress, W.A. Junior Primary Schools
1971-72 Acting Lecturer A, Graylands Teachers College
1973-74 Lecturer B, Claremont Teachers College.

Name: DOROTHY JOY JONES

Present Position: Lecturer A (Junior Primary Education)

Academic Qualifications: Dip.Ed.Admin. (W.A. Institute of Technology)

Present Studies: Bachelor, Business Management

Professional Associations and Committees: Committee member of Institute of Education Administration.

Teaching Experience:

1950-52 Swimming Staff and teaching in various Schools in Kalgoorlie and Boulder, both Primary and Junior Primary
1953 Mount Lawley
1954-59 Hamersley, Training Assistant
1960-65 East Claremont, Demonstrating Assistant
1964 Relieving Junior Primary Lecturer at Claremont Teachers College (6 months)
1966-67 Deputy Head, Doubleview Junior Primary School
1968-70 Lecturer 2, Graylands and Claremont Teachers Colleges
1971-74 Appointed Lecturer A, Claremont Teachers College.
<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
<th>MALCOLM HENRY MCKERcher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Present Position:</strong></td>
<td>Senior Lecturer (Health and Physical Education)</td>
</tr>
<tr>
<td><strong>Academic Qualifications:</strong></td>
<td>M.Ed., B.Ed.(Hons.), Diploma Physical Education</td>
</tr>
<tr>
<td><strong>Professional Associations and Committees:</strong></td>
<td>Member of Australian College of Education, Member of Australian Council for Health, Physical Education and Recreation, Member of W.A. Institute of Education Research.</td>
</tr>
</tbody>
</table>
Teaching Experience:
(Continued)

1969 Lecturer in Comparative Education and Philosophy of Education, Claremont Teachers College.
1971-74 Lecturer/Senior Lecturer, Health and Physical Education, Claremont Teachers College.

Other Experience:
Examiner of Royal Life Saving Society of Australia, 1957-74
Examiner of Royal Life Saving Society of Malaysia, 1967-68
Part-time Lecturer in Comparative Education, Further Education Centre, W.A. Education Department.

Name: Verna Klye

Present Position: Lecturer B (Health and Physical Education)

Academic Qualifications:
Dip.P.E. (Melb.)
Tas. T.C.
Teacher's Higher Certificate.

Present Studies: B.Ed.

Professional Associations: Australian Council for Health, Physical Education and Recreation.


Teaching Experience:
1957-60 Mistress, Tasmanian Secondary Schools.
1962 Lecturer, Wheaton College, Massachusetts, U.S.A.
1963 Lecturer, Vassar College, New York, U.S.A.
1966-71 Head of Department.
1972-74 Lecturer B, Claremont Teachers College, W.A.
Name: BRYAN ROURKE

Present Position: Lecturer B (Health and Physical Education)

Academic Qualifications: Diploma Physical Education.

Present Studies: B.Ed.

Professional Associations: Member, Australian Council for Health, Physical Education and Recreation.

Teaching Experience:
1967-69 Advisory Teacher, Physical Education Branch, W.A. Education Department.
1970 Acting Senior Education Officer, Physical Education Branch.
1971-74 Lecturer B, Physical Education, Claremont Teachers College.

Other Experience:
1966-73 Member, W.A. Hockey Team

Name: JENNIFER SHARPE

Present Position: Lecturer A (Health and Physical Education)


Prizes, Scholarships, Fellowships, etc.: Education Union Prize and Thomas Sten Prize (Education) 1965.

Present Studies: M.Ed. (Physical Education).

Professional Associations: Member, Australian Council for Health, Physical Education and Recreation.
Teaching Experience:

1968 Physical Education Advisory Teacher.
1969 Temporary Lecturer, Physical Education, Claremont Teachers College.
1971-72 Mistress, Inner London Education Authority.
1973-74 Lecturer, Physical and Health Education, Claremont Teachers College.

Name: TOM WALMSLEY

Present Position: Lecturer A (Health and Physical Education)

Academic Qualifications: B.Ed., Diploma Physical Education.

Present Studies: M.Ed.

Professional Associations:
Secretary, W.A. Branch, Australian Council for Health, Physical Education and Recreation.
Member, Australian Public Health Association.

Teaching Experience:

1964-69 Master and Acting Senior Master in W.A. Secondary Schools.
1972 Acting Lecturer B, Physical Education, Claremont and Mount Lawley Teachers Colleges.
1973 Lecturer B, Physical Education, Claremont Teachers College.
1974 Lecturer A, Physical Education, Claremont Teachers College.
Name: CON CORONEOS

Present Position: Senior Lecturer (Language Arts)

Academic Qualifications:
- B.A. (First Class Honours)
- M.A., Diploma in Education.

Prizes, Scholarships, Fellowships, etc.:
- Government Exhibition in Classics,
- Lady Hackett Prize in Latin.

Publications and/or Research Details:
- Unpublished Master’s Thesis on an aspect of Greek Drama.
- Edited two anthologies of short stories for school use.

Teaching Experience:
- 1940-58 Master in W.A. Secondary Schools.
- 1959-64 Senior Master in W.A. Secondary Schools.
- 1965-66 Senior Lecturer, English and Social Studies, Technical Extension Service.
- 1967 Officer-in-Charge, Technical Night School Centre.
- 1968-74 Senior Lecturer, Language Studies, Claremont Teachers College.

Other Experience:
- Part-time Lecturer in Classics, University of W.A.
- Chief Examiner in Junior English for five years.
- Chairman of the Junior English Syllabus Committee for five years.
- Part-time Lecturer in English in the W.A. Institute of Technology.
- Examiner in Leaving English, Leaving Latin and Leaving Greek.
Name: JOHN W. ALLASON

Present Position: Lecturer B (Language Arts)

Academic Qualifications:
- A.R.C.T. (University of Toronto),
- B.A. English (University of Western Ontario),
- B.Ed. (University of Toronto),
- M.Ed. (Ontario Institute for Studies in Education, University of Toronto).

Present Studies: Ph.D. University of W.A. Educational Faculty, on the Use of Poetry in Therapy.

Professional Associations:
- Association of Poetry Therapy, New York.
- Canadian English Teachers Association, Toronto.

Teaching Experience:
- 1962 California High Schools, English.
- 1963–66 Ontario High Schools, Counselling and English.
- 1967 Principal, Lucknow District High School, Lucknow, Ontario.
- 1968–70 Department of National Defence Schools, Sveibrucken and Baden-Baden, Germany.
- 1974 Permanent Lecturer B, English, Claremont Teachers College.

Other Experience:
- Night School Principal.
- Director, Regional English Teacher Association Conferences.
- Head of Department, Counselling, Ontario High Schools.
- Director, various school choirs, orchestras, in Ontario and Germany.

Name: LESLEY DERKSEN

Present Position: Lecturer A (Language Arts)

Academic Qualifications:

Present Studies: M.A. in English by course work.
Name: IAN EASTWOOD

Present Position: Lecturer A, (Language Arts)

Academic Qualifications: B.A., B.Ed.

Professional Associations: Member of W.A. English Teachers Association.

Teaching Experience:
- 1953-56 Master in W.A. Primary Schools.
- 1954 & 1959 Acting Headmaster
- 1957-62 Demonstration Master and Practice Teacher, Graylands Demonstration School.
- 1963 Deputy Headmaster, Class I, Primary School.
- 1964-66 Lecturer A, Practice Supervision, Claremont Teachers College.

Professional Associations: Member, W.A. Chapter, Australian College of Education.
Member, English Teachers Association of W.A.

Teaching Experience:
- 1959-61 Lecturer B, Graylands Teachers College.
- 1962-66 Principal Mistress, W.A. Senior High Schools, Narrogin, Northam and Mirrabooka.
- 1967-68 Mistress and Acting Principal Mistress, Mirrabooka Senior High School.
- 1969 Mistress, Tuart Hill Senior High School.
- 1970-74 Lecturer A, Claremont Teachers College.

Other Experience:

Adult Migrant Education Teacher, 4 years.
Executive Member to Council of W.A.
Teachers College Staff Associations.
President, Kapinara Primary School P. & C. Association, 1973-74.
Delegate to W.A. Council of State Schools Organisations.

Name: SUSAN KAY STATKUS

Present Position: Lecturer A (Language Arts)

Academic Qualifications: B.A. (Hons.)

Prizes, Scholarships, Fellowships, etc.
Amy Jane Best for English Literature (1967).

Present Studies: M.A.

Professional Associations: English Teachers Association.
Media Association of W.A.

Teaching Experience:
1966-69 Mistress in W.A. Primary Schools.
1970-71 Relief Teaching in W.A. Primary Schools.
1972 Temporary Lecturer B, English, Mt. Lawley Teachers College.
1973-74 Lecturer A, Language Studies, Claremont Teachers College.

Other Experience:
1973 Co-Examiner for Leaving English.

Name: EVAN TAPLIN

Present Position: Lecturer B (Language Arts)

Academic Qualifications: B.A.

Present Studies: Dip.Ed.

Professional Associations: Executive member, Actors and Announcers Equity (W.A.).
Teaching Experience:

1957-70  Master in W.A. Primary Schools
1971    Master in Speech and Drama at
        Melville High School (W.A.).
1972-73  Lecturer A (Temporary), Claremont
        Teachers College.
1974    Lecturer B, Language Studies, Claremont Teachers College.

Other Experience:

Part-time Tutor in Theatre Arts (W.A.
    Institute of Technology).
Part-time broadcaster for the Correspondence
    School of W.A.
Professional Actor - experience with all
    local professional and semi-professional
    theatre companies.
DEPARTMENT OF SPEECH AND DRAMA

Name: GEOFFREY GIBBS

Present Position: Lecturer-in-Charge (Speech and Drama)

Academic Qualifications: F.T.C.L., L.S.D.A.

Present Studies: Associateship in English (W.A. Institute of Technology)

Professional Associations: Associate Director of W.A. Theatre Company. Council Member, Speech Teachers Association.

Teaching Experience:
- 1960-63 Master, W.A. Primary Schools.
- 1972-74 Lecturer B and Lecturer A, Lecturer-in-Charge, Speech and Drama, Claremont Teachers College.

Other Experience:
- Examiner, University of W.A., Leaving English Literature.
- Guest Artist, National Theatre.
- Member and Tutor, Planning Committee, John Curtin's Specialist Drama School.
- Guest Lecturer in Creative Drama, W.A. Institute of Technology.
- Part-time Lecturer in English Literature, Technical Extension Service.
- Adjudicator of Drama Festivals.

Name: PETER JULIAN

Present Position: Lecturer B (Speech and Drama)

Academic Qualifications: B.A., A.S.D.A., Dip.Drama (Manchester)

Prizes, Scholarships, Fellowships, etc.: Churchill Fellowship 1972.

Teaching Experience:
- 1959-61 Master, W.A. Primary Schools.
- 1962-64 Master, Primary Schools, U.K. and Canada.
- 1965-66 Master, W.A. Primary Schools.
- 1971-74 Lecturer B, Speech and Drama, Claremont Teachers College.
  (Leave 1974 - Full-time Professional theatre with National Theatre Co.)
Other Experience: National Theatre Co. (Playhouse), supervision of School Drama and Teachers Workshops. Acting and Directing in Professional Theatre Companies in U.K. and Australia.

Name: BRENDA MARIE PERICH

Present Position: Lecturer B (Speech and Drama)

Academic Qualifications: L.T.C.L.

Present Studies: F.T.C.L.

Professional Associations: Member of English Speaking Board. Assessor, English Speaking Board.

Teaching Experience:
1962 Mistress W.A. Primary Schools.
1963 Mistress, W.A. Secondary Schools.
1964 Advisory Teacher, W.A. Education Department.
1968-69 Advisory Teacher, W.A. Education Department.
1972-73 Temporary Lecturer B, Speech and Drama, Claremont Teachers College.
1974 Lecturer B, Speech and Drama, Claremont Teachers College.
DEPARTMENT OF MATHEMATICS

SHIRLEY BARBARA DE LA HUNTY
Lecturer A (Mathematics)

B.Sc. (Hons.)

Research Articles, University Science Publications.

1947-48 Lecturer and Course Controller, Department of Physics, Perth Technical College.
1949-50 Special Migrant Education.
1951-71 Teacher, Maths and General subjects, Metropolitan Senior High Schools (on supply).

Tutor, Physics, University of W.A., 1945-46.
Lecturer, Examiner, Athletics Coaching, W.A.

GEORGE A. MACRIDES
Lecturer A (Mathematics)

B.A., Dip. Social Sciences (W.A. Institute of Technology).

Mathematical Association of Western Australia.

1962-66 Master in W.A. Primary Schools.
1967-70 Advisory Teacher (Mathematics) in the Curriculum Branch of W.A. Education Department.
1971 Master, Mount Pleasant Research School.
1972 Acting Lecturer B (Mathematics), Claremont Teachers College.
1973-74 Lecturer A (Mathematics), Claremont Teachers College.
DEPARTMENT OF MUSIC

Name: MELVA WATT

Present Position: Lecturer B (Music)

Academic Qualifications: Teacher's Certificate (W.A.)
A.Mus.A. (Singing)

Prizes: W.A. - Mezzo Soprano 1959 (W.A. Music Teachers Association).

Present Studies: B.A.

Professional Associations and Committees: Member of the Royal School of Music. Member of the Australian Society for Music Education.

Teaching Experience: 1954-60 Mistress and Demonstrating Teacher/Practice Assistant in W.A. Primary Schools.
1969-71 Relief Teacher.
1972-74 Lecturer B, Music, Claremont Teachers College.

Other Experience: Radio Broadcasts to Schools (Singing).
Private Singing Teacher.
Church Organist, 1966-73.
<table>
<thead>
<tr>
<th>Name:</th>
<th>ROBERT PETER McMILLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Position:</td>
<td>Lecturer A (Science)</td>
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<thead>
<tr>
<th>Professional Associations and Committees:</th>
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<tbody>
<tr>
<td>Vice President, Science Teachers Association of W.A.</td>
</tr>
<tr>
<td>Editor, SCIOS - Journal of Science Teachers Association of W.A.</td>
</tr>
<tr>
<td>Committee, National Trust.</td>
</tr>
<tr>
<td>&quot; Conservation Foundation - Sand Dunes, W.A.</td>
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<tr>
<td>Committee, Conservation Foundation - Education Sect. - Australia.</td>
</tr>
<tr>
<td>North American &quot; &quot; &quot;</td>
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<tr>
<td>Anzacs</td>
</tr>
<tr>
<td>Royal Society of W.A.</td>
</tr>
<tr>
<td>Queensland Entomological Society</td>
</tr>
<tr>
<td>Australian &quot; &quot;</td>
</tr>
<tr>
<td>Associate of Western Australian Museum.</td>
</tr>
<tr>
<td>Life Member, Western Australian Naturalists Club.</td>
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<tr>
<th>Publications:</th>
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<tbody>
<tr>
<td>Articles in West Australian Naturalist &quot; &quot; W.A. University Publication, SCOPE &quot; &quot; W.A. University Publication, QUANTA &quot; &quot; W.A. Science Teachers Magazine &quot; &quot; Walkabout &quot; &quot; Wild Life in Australia &quot; &quot; British Columbian Science Teachers Journal.</td>
</tr>
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<th>Teaching Experience:</th>
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<tbody>
<tr>
<td>1959-73 Senior Biology Master at Guildford Grammar School.</td>
</tr>
<tr>
<td>1971 One year Faculty Education, Simon Fraser University, British Columbia.</td>
</tr>
<tr>
<td>1974 Lecturer, Science, Claremont Teachers College.</td>
</tr>
</tbody>
</table>
Other Experience:
Syllabus Committee Leaving Biology.
Leaving Examiner, Biology, 1960-70.
Committee responsible for introduction of Web of Life into W.A.

Name: IAN NAPPER

Present Position: Lecturer A (Science)

Academic Qualifications:

Scholarships:
Commonwealth Scholarship at University of Sydney.

Present Studies: M.Sc.Ed.

Professional Associations and Committees:
Member of Australian College of Education.
Member of Science Teachers Association of W.A.

Publications and/or Research Details:
Unpublished reports on insecticides for ICIANZ;
Three Cub Handbooks for the Australian Scout Association, viz: 'Now You are a Cub,' 'Fun in Cubbing,' 'Adventures in Cubbing.'
One Leader Handbook, 'The Australian Scout Association,' in the process of being published.

Teaching Experience:
1959-64 Graduate Assistant, Hurlstone Agricultural High School, Glenfield, New South Wales.
1965-69 Lecturer in Natural Science, Wollongong Teachers College, New South Wales.
1969 Part-time Lecturer, Wollongong University College, Diploma of Education Course.
1970-73 Senior Lecturer in Science, Goulburn Teachers College, New South Wales.
July 1973-January 1974 Lecturer A (Temporary), Science, Claremont Teachers College.
Teaching Experience: (Continued)
July 1973-74 Part-time Lecturer at W.A. Institute of Technology in School of Teacher Education.

Other Experience:
Research Entomologist for ICIANZ (1956-58), Adult Leader, Australian Scout Association (1954-74), Member of the Australian Training Team (1967-73), Representative of the New South Wales Director of Teacher Training on the State Advisory Committee to the Australian Science Education Project (1969-73), Organiser of In-Service Training Courses for A.S.E.P. in New South Wales, Leader of four Student Tours through Central Australia (1966-72).

Name: BARRETT EDWARD SHERIDAN
Present Position: Lecturer A (Science)
Academic Qualifications: B.Sc., B.Ed., M.Ed.(Prelim.).
Present Studies: M.Ed. - final stage, writing up and presentation of thesis.
Professional Associations: Member, Science Teachers Association of W.A.
Publications and/or Research Details: Research into Measurement of Curiosity. Research into Educational and Occupational Aspirations of Adolescent Students.
1974 Lecturer A, Science, Claremont Teachers College.
Other Experience: 1972 Tutor in Sociology and Survey Research in Education, W.A. University.
Name: DR. JOSEPH M. BRAYSICH

Present Position: Senior Lecturer (Social Science)

Academic Qualifications:
- Ph.D., M.S. (Wisconsin), A.I.T. (W.A.),
- Dip.Ed.Admin., T.H.C., T.C.

Prizes, Scholarships, Fellowships, etc.:
- University of Wisconsin, Alumni Research Fellowship.
- Graduate, Non-Resident Scholarship.
- Graduate, Teaching Assistantship.
- Graduate, Research Assistantship.
- Graduate, Project Assistantship.
- Graduate, Computing-time Research Grant.

Professional Associations and Committees:
- Member, Australian College of Education.
- Associate Fellow, Australian Institute of Management.
- President, Institute of Educational Administration.
- Executive Committee Member, W.A. Institute for Educational Research.

Publications and/or Research Details:
- "The Computer Application of Salary Schedule Analysis" (Co-author), University of Wisconsin.
- "The Computer Enrolment Projection Analysis" (Co-author), University of Wisconsin.
- "Priorities in Education," Group Leader of this research topic for A.C.E.
Teaching Experience:

1955-68 Primary: Master, Demonstrating Master, Deputy Headmaster.
1969-73 Teachers College: Lecturer, Social Science.
1974 Teachers College: Senior Lecturer.

Part-time:
1968-71 Western Australian Institute of Technology: Lecturer, Social Science and Administration.
1972 University of Western Australia: Tutor, Education.
1972-74 Further Education Centre: Lecturer, Sociology.
1969-70 University of Wisconsin: Teaching Assistant, Computer Applications.

Other Experience:

1955-56 Youth Education Officer.
1956-68 Migrant Education Officer.
1974 Consultant in Urban Sociology, State Housing Commission of Western Australia.

Name: GEORGE EDWARD BERNARD BARRETT

Present Position: Lecturer A (Social Science)

Academic Qualifications: B.A., B.Ed.

Present Studies: History research for publishing.

Professional Associations:
Member, Royal W.A. Historical Society.
Member, History Teachers Association of W.A.
Vice President, Speech and Hearing Centre of W.A.
Board Member, Claremont Teachers College.

Publications and/or Research Details:
Co-author and Consultant for "Jacaranda Junior World Atlas for Western Australia."
Co-author of a book of Historical Documents entitled "W.A. Education 1830-1974" (manuscript stage).

Teaching Experience:

1953-64 Master in W.A. Primary Schools.
1965 Exchange Teacher to Buckinghamshire Education Authority (U.K.).
1966-74 Lecturer B, then Lecturer A, Claremont Teachers College.
Other Experience:

One year of Migrant Education (Part time).
Part-time Lecturer and Tutor in History 100
and History 200 (W.A. Institute of Technology).
Co-examiner in History, Department of
General Studies, W.A. Institute of Technology.
Lecturer in National Fitness Leadership
Courses (Part-time).

Name: ANNE VESNA BUTORAC

Present Position: Lecturer B (Social Sciences)


Prizes, Scholarships, Fellowships, etc.: Commonwealth (Tertiary)

Present Studies: M.A. Prelim. (Anthropology)

Professional Associations:
Sociological Association of Australia and New Zealand.
The Anthropological Society of W.A.

Teaching Experience:
1967-70 Deputy Headmistress Junior Primary School, W.A.
1971-73 Practice Staff, Teachers College, Claremont.

Other Experience: Teaching English to migrants on a part-time basis for one year.

Name: CECIL GEORGE GARDINER

Present Position: Lecturer B (Social Science)

Academic Qualifications: B.A., Dip. of Social Science (W.A. Institute of Technology),
Teachers Higher Certificate.

Professional Associations: Geography Association of W.A.
<table>
<thead>
<tr>
<th>Teaching Experience:</th>
<th>1957-68</th>
<th>Master in W.A. Primary Schools.</th>
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<td>1969-73</td>
<td>Deputy Headmaster in W.A. Primary Schools.</td>
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<td>Other Experience:</td>
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<td>Part-time Tutor in Geography at W.A. Institute of Technology.</td>
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<thead>
<tr>
<th>Name:</th>
<th>EDWARD McGOWAN</th>
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<tbody>
<tr>
<td>Present Position:</td>
<td>Lecturer A (Social Science)</td>
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<tr>
<td>Academic Qualifications:</td>
<td>B.A., M.A., M.A.C.E.</td>
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<tr>
<td>Present Studies:</td>
<td>Ph.D., History of Mining in W.A.</td>
</tr>
<tr>
<td>Professional Associations:</td>
<td>Member, Australian College of Education</td>
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<td></td>
<td>&quot; Royal Historical Society</td>
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<td>&quot; Naturalist Club</td>
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<td>&quot; History Association.</td>
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<td></td>
<td>&quot;The Role of Gold Mining in 1930s,&quot; Australian Mining, (Pending).</td>
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<tr>
<td></td>
<td>Numerous articles in local Press over past six years.</td>
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<td></td>
<td>Currently writing book on Mining in W.A. for Department of Mines and Chamber of Mines.</td>
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<tr>
<td>Teaching Experience:</td>
<td>1959-61</td>
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<td>1961-63</td>
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<td>1963-70</td>
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<td>1970-71</td>
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<td>1971-73</td>
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<tr>
<td></td>
<td>1973</td>
</tr>
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<td></td>
<td>1971-73</td>
</tr>
</tbody>
</table>
Other Experience: Member, History Syllabus Committee.
8 years, Assistant/Examiner, Leaving History, University of W.A.
4 years, Examiner, History, Technical Education.

Name: FRANCIS MICHAEL SHEEHY

Present Position: Lecturer B (Social Sciences)

Academic Qualifications:
- Teachers Certificate (W.A.)
- B.A. (Social Science)

Professional Associations:
- Member, Institute of Australian Geographers.
- Member, Australian Geography Teachers Association.
- Member, Geography Society of New South Wales.
- Council Member, Geography Association of Western Australia.

Teaching Experience:
- 1962-68 Master, W.A. Primary Schools.
- 1973 Acting Senior Master, Geography, W.A. Secondary Schools.
- 1974 Lecturer, Social Sciences, Claremont Teachers College.

Other Experience:
- Assistant Examiner, Leaving Geography.
- Part-time Tutor, Geography, W.A. Institute of Technology.
- Migrant Education, 1963-64.

Name: STEPHEN TILINGER

Present Position: Lecturer A (Social Science)

Academic Qualifications:

Present Studies:
- M.Ed. (W.A.).

Professional Associations:
- Member, Australian College of Education.
- Treasurer, History Association of W.A.
Professional Associations:
(Continued)
Member, Institute of Education Administration.
Member, A.N.Z.A.A.S.
Member, Econ. Teachers Association.

Teaching Experience:
1958-63 Master, Primary Division (W.A.).
1964-66 Master, Secondary Division (W.A.)
1967-68 Deputy Headmaster, Junior High
1969-70 Senior Master, Secondary Division (W.A.).
1971-73 Lecturer B, Social Sciences,
Claremont Teachers College.
1974 Lecturer A, Social Sciences,
Claremont Teachers College.

Other Experience:
Part-time Lecturer in History and Economics
W.A. Technical Education Division
Officer-in-Charge of Technical Centre
Examiner in Junior Social Studies and History
Part-time Lecturer in Sociology - Further Education Centre.
DEPARTMENT OF TEACHING PRACTICE

Name: WILLIAM LEON MARSH

Present Position: Senior Lecturer (Teaching Practice)

Academic Qualifications: M.Ed.(Alb.), B.A., B.Ed.

Professional Associations:
- Member, Australian College of Education
- Member, Institute of Educational Administrators
- Member, Institute of Educational Research.

Publications:

Teaching Experience:

1954 Master, Pingelly Junior High.
1955 Relieving Headmaster, Banksiadale, Class III.
1955 Master, Swanbourne Primary.
1956 Master, Wundowie Primary.
1956 Relieving Headmaster, Calingiri, Class III.
1957 Headmaster, Duranillin, Class IV.
1958 Headmaster, Nanga Brook, Class IV.
1959 Master, Governor Stirling Senior High.
1960 Headmaster, Carmel, Class IV.
1961 Headmaster, Frankland River, Class III.
1963 Exchange Teaching, Stockport, Cheshire, U.K.
1964 Headmaster, Miling, Class III.
1965 Headmaster, Miling.
1966-68 Headmaster, Kulin Junior High, Class II.
1969-70 Study Leave, Alberta, Canada.
1971 Deputy Headmaster, Onaway Primary School, Alberta.
1972-73 Headmaster, Wagin District High, Class I.
1974 Senior Lecturer, Practical Teaching, Claremont Teachers College.

Other Experience:
- Part-time Lecturer, Educational Administration, Further Education Centre, Subiaco.
Name: HENRY W. COURT

Present Position: Lecturer A (Teaching Practice)

Academic Qualifications: B.A., Teachers Higher Certificate (W.A. Education Department)

Professional Associations:
- Member, Australian College of Education
- Member of Geographical Society of America
- Member, Australian Society for Music Education.

Research Details: Research thesis (unpublished): Comparative Study of Schemes of Music Reading with a view to modifying the Syllabus as exists in W.A. Schools.

Teaching Experience:
- 1953-55 Master, W.A. Primary Schools.
- 1956 Music Advisory Teacher.
- 1957 Master, Music and Drama, W.A. High School.
- 1958-66 Master, Deputy Headmaster and Practice Assistant, W.A. Primary Schools.
- 1967-68 Headmaster, W.A. Primary Schools.
- 1969-71 Lecturer A, Practice.
- 1972 Headmaster, W.A. Primary Schools, Officer-in-Charge Technical Education Centre, Special child and adult aboriginal classes.
- 1973-74 Lecturer A, Teaching Practice, Claremont Teachers College.
EDCER OF EDUCATION RESOURCES

Name: EDGAR ALLAN

Present Position: Lecturer A (Education Resources)

Academic Qualifications: T.H.C.C.

Professional Association: Member of Media Association of W.A.

Teaching Experience:
- 1938-62 Master and Senior Master in W.A. Primary and Secondary Schools.
- 1963-74 Lecturer A, Claremont Teachers College.

Name: ERNEST JOHN GARRATT

Present Position: Lecturer A (Educational Resources)

Academic Qualifications: B.A., B.Ed.

Present Studies:
- Stage II, Master of Education Final Units, Certificate of Photography.

Professional Associations: Member of Australian College of Education.

Teaching Experience:
- 1954-57 Master, W.A. Primary Schools.
- 1958-64 Lecturer III, Social Studies, Technical Education Division.
- 1965-69 Lecturer B, Science, Claremont Teachers College.

Other Experience: Part-time Lecturer in History of Education, Further Education Centre.
### GAIDA NEGGO

**Name:**

**Present Position:** Principal Librarian

**Academic Qualifications:** B.A. (W.A.), A.L.A.A.

**Present Studies:** Multi-media Librarianship

**Professional Associations:**
- Library Association of Australia, Member
- Association of Librarians of Colleges of Advanced Education, Member
- W.A. Teachers Colleges Libraries Group, Member
- Children's Book Council (Vic.), Member

**Library Experience:**

- 1951-53 Library Assistant, Teachers Reference Library, Education Department of W.A.
- 1959-60 Library Assistant, Scarborough Public Library.
- 1961-63 Assistant-in-Charge, Tuart Hill Central Library.
- 1964-69 Branch Librarian, Mt. Lawley Public Library.
- 1970 Media Selections Librarian, Education Department, W.A.
- 1971-72 City Librarian, Subiaco City Council.
- 1972-74 Principal Librarian, Claremont Teachers College.

### JUDITH M. GARDNER

**Name:**

**Present Position:** Senior Library Assistant

**Academic Qualifications:** B.A., Dip.Lib.Studies (W.A. Institute of Technology)

**Professional Associations:** Library Association of Australia

**Library Experience:**

- 1970-73 Library Assistant and Senior Library Assistant in Media Selection Section of Library Services Branch, W.A. Education Department.
- 1973-74 Senior Library Assistant, Claremont Teachers College.
Name: ANTHEA WILLIAMSON

Present Position: Senior Librarian

Academic Qualifications: B.A. (W.A.), A.L.A.A.
A.L.A. (Gt. Britain)

Library Experience:
1950-61 Senior Library Assistant, University of W.A.
1962-66 Head Cataloguer, Mt. Allison University, Canada.
1967-71 Assistant Head Cataloguer, University of Massachusetts, U.S.A.
1972-73 Principal Librarian, Churchlands Teachers College.
1974 Senior Librarian, Claremont Teachers College.

Other Experience: Secretary of Salaried Officers Association of W.A. Teachers Colleges.
Appendix E

Part-Time Staff
DR. J. F. WOOLCOTT

Visiting Lecturer - Professional Studies


Academic Qualifications: M.B., Ch.B.(Aberd.), Member of the Institute of Health Education (U.K.)

Professional Associations and Committees:
- Board Member, Claremont Teachers College.
- Immediate Past President, Australian Public Health Association (W.A. Branch).
- Board of Management Member, National Safety Council of W.A.
- Member, Australian Medical Association, W.A. Branch.
- Member, Executive Committee, Family Planning Association of W.A.
- Vice-Chairman, Home Safety Division, National Safety Council of W.A.
- Honorary Life Member, W.A. Dietetics Association.

Publications:
- "Changing Concept of the Word Health" (University of W.A. Press).
- "The Importance of Nutrition" (Health Education of W.A.)
- Principal Author "Round About Nine: a Health Education Text for the Primary School."

Teach and Other Experiences:
- Member, Education Department Curriculum Committee's "Health Education in Secondary Schools," "Health Education in Primary Schools," "Sex Education in Schools."
- Lecturer, "Information Techniques," College of Nursing, Australia (W.A. Branch).
Name: P. IMESON
Present Position: Health Education Officer
Qualifications: S.R.N.; R.M.N.; STD(Lond)
Will complete R.A. at W.A. University, 1975 with Double Major in Anthropology and Psychology.
Teaching Experience: Assistant Tutor, De La Pole Hospital Group
Assistant Tutor, Royal Perth Hospital
Principal Tutor, Mental Health Services,
School of Nursing
Health Education Officer, Health Education Council.

Name: J. T. CARR
Present Position: Executive Officer
Academic Qualifications: Health Education Council of Western Australia
Nil
Professional Associations:
Publications: Medical Journal of Australia, Australian Nursing Journal, Mental Health in Australia.
Teaching Experience: University of W.A.; Medical School; Health Education in Preventive Medicine; University Extension Service; various Summer School Courses over 15 years; University of Sydney; School of Public Health; Schools of Nursing; all metropolitan teaching hospitals:
4 x 13-week courses in community health.
Consultant, Tasmanian Adult Education Board.
Perth Technical College.
APPENDIX F

STAFF APPOINTMENTS 1975
John Charles Leslie Ingram

Educational Psychology. Lecturer A.

B.A. (Hons. in Psych.), University of Tasmania.
M.Ed. (Educational Psych.), University of Alberta.
Ph.D. (Linguistics), University of Alberta.

Kerry Ann Laurence

Educational Psychology. Temporary Lecturer B.

B. Psych. (1st class Hons.), University of W.A.

Awards:
Lady Hackett Moulden Prize for Latin 10
British Psychological Society Prize in Psychology
Convocation Prize (Psychology)
Commonwealth Post-Graduate Award.

George M. Croker

Education. Temporary Lecturer A.

N.S.W. Teachers Certificate.
B.A. (Hons. in Education), Sydney University.
Certificate of Diagnostic Testing and Remedial Teaching, Queensland University.

Michael Dudman

Music. Senior Lecturer.

D.S.C.M. N.S.W. State Conservatorium of Music.
L.Mus.A.

Awards:
Most Distinguished Student of the Year. Sydney Conservatorium of Music.
Vasanta Scholarship.
Arthur Derek Moore Morgan

Music. Temporary Lecturer A.
L.R.A.M. (Pianoforte)
Mus.B. Durham University
A.R.C.M.
Mus.B. Trinity College, Dublin
Mus.D. Trinity College, Dublin.

Richard Hook

Art Education. Temporary Lecturer B.
B.A. University of W.A.
Graduate Certificate of Education, University of London.
Associateship in Fine Arts (W.A.I.T.).

Awards:
Jackson Scholarship (Best Second Year Results in Art and Design), W.A.I.T.
W.A. Guild of Undergraduates Prize - Painting.

Gregory Dick

Art Education. Temporary Lecturer B.
Teachers Certificate, Graylands Teachers College
Associateship in Fine Arts (W.A.I.T.).

Mavis Jean Latham

Remedial Education (Reading).
B.Ed. (Dist. Alberta), Dip.R.L.S.S.