

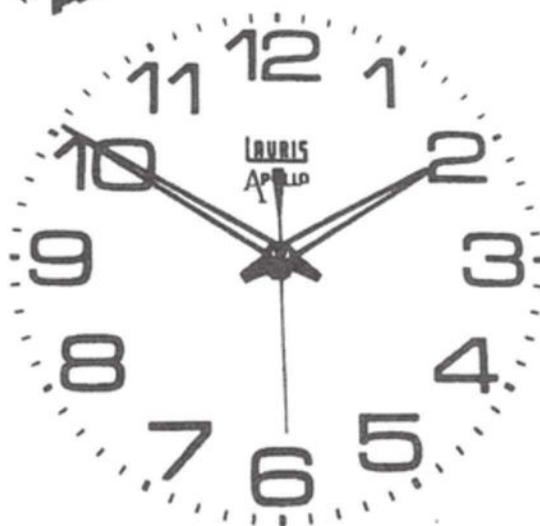
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*The Journal of the Qld. Manual Arts Teachers' Association*  
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VOL. 2 — MAY 1983

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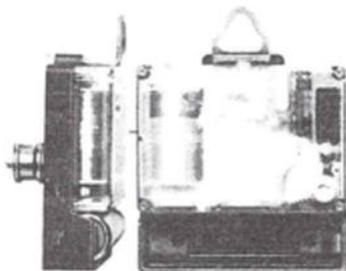
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****Views expressed in the Journal are those of the Author and not necessarily those of the Queensland Manual Arts Teachers Association.**

Any material sent for Publication should be addressed to the Editor. Permission to reproduce any articles are granted providing acknowledgement is stated.**

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	Mr John Henderson	Springwood High School
	Mr Bill Nason	Beenleigh High School
	Mr Alan Waltisbuhl	
	Mr Brian Wheeler	Springwood High School

EDITORIAL

Three members of QMATA Executive met with the Minister of Education earlier this year. It was pleasing to know that the Minister was prepared to make available some of his time to meet with members of our organisation. The reports obtained from that meeting indicate that Mr Powell has begun his responsibilities of Minister for Education willing to listen to submissions and opinions put by professional teacher organisations, like ours. Several of the issues that the Association is currently persuing with the Department were discussed and Mr Powell agreed in principle with many of our proposals. However this does not mean that these proposals will be implemented tomorrow, because there always appears to be funding difficulties. QMATA is keen to keep such communication lines open, so that the opinions of Manual Arts Teachers can be expressed to our decision makers.

For those teachers with Year 11 and 12 Manual Arts and more particularly those who are writing ROSBA work programs, there is available a very helpful document prepared by Ray Young, Dudley Haines, Fred Stoneham and Alan Waltisbuhl. The document includes a suggested syllabus and a sample ROSBA work program for Year 11 and 12 Manual Arts. The document is being posted to all State Secondary Schools from Secondary Transition Education. I have completed writing a Year 11 Manual Arts program in ROSBA terms hence I know how difficult it was to obtain the required information without such a document.

On behalf of all members I would like to thank the retiring president Geoff Arnett and his team for all their efforts on behalf of the Association during the past two years. Included in this issue is the President's Annual Report which sets out some of the achievements during the last year. There are many other parts of this journal that should interest you - some articles that are well worth reading and several projects for your perusal.

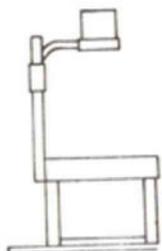
QMATA is again conducting the Graphics Competition and hoping to make the competition bigger and better - see the information in this magazine and then get those entries in.

Happy Reading

Denis Byrne



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CALENDAR OF EVENTS

DATE	EVENT	VENUE
MAY 28th	Country Meeting	Gold Coast
JUNE 9th - 7:00 pm	Executive Meeting	QTU Building
JULY 1st	Closing date for Graphics Competition	
JULY 14th - 7:00 pm	Executive Meeting	QTU Building
AUG 2nd & 3rd	Jasco display Evening	
AUG 11th - 7:00 pm	Executive meeting	QTU Building
AUG 26th	Dinner Meeting	
SEPT 8th - 7:00 pm	Executive Meeting	QTU Building
OCT 13th - 7:00 pm	Executive Meeting	QTU Building
NOV 10th - 7:00 pm	Executive Meeting	QTU Building

NOTE: All members are welcome to attend to Executive Meetings

PRESIDENT'S ANNUAL REPORT 1982

Each year the role of a manual arts teacher seems to change dramatically and with the introduction of the new syllabus plus ROSBA the work load is becoming increasingly heavy. It is pleasing to see that some dozen dedicated teachers can still find time to form committees and go to meetings in their own time to try to improve the work standards and conditions for the betterment of all manual arts teachers and students.

I am ever grateful for the support of these teachers and in the report will reflect on some of the projects of the last 12 months.

FORMING OF COUNTRY BRANCHES

This was a project started at the Manual Arts seminar held at Mount Gravatt CAE in December, 1981. I wish to congratulate Townsville, Rockhampton and the Gold Coast for their efforts in forming branches and supplying information to the Executive. To all others who attended the seminar I would remind them of their commitment in attempting to form branches in their areas and in notifying the executives of their efforts.

BACHELOR OF EDUCATION

A committee was formed to approach Dr Botsman, Director Brisbane CAE and discuss with him the feasibility of having Manual Arts subjects introduced into a degree course. The committee was more than impressed with the results of this meeting and as a result Dr Botsman was invited as our guest speaker to the Annual Dinner meeting. Here he spoke at length of the needs of practical people in our changing society and left us in no doubt that every effort would be made to introduce subjects relevant to Manual Arts into the 1984 syllabus.

Link courses with TAFE were also seen as an alternative in some subjects. My thanks go to Basil Slynko for his support in achieving these goals.

INTRODUCTION OF FIBREGLASS IN SCHOOLS

After much discussion and research a report was finally drafted by Brian Wheeler and sent to the Department for approval. At first it seemed that the effort was in vain but in pursuing the matter further a breakthrough was achieved late in 1982 with the view of having fibreglassing introduced into schools as soon as possible.

METRICATION OF TOOLS

Further to the final report on metrication of tools and supply of equipment suitable for Manual Arts centres, the Department seconded a member of that committee to follow up the recommendations and assist in the design of equipment for new schools. I see this as a great achievement and it is pleasing to see the department acknowledging the time and effort put into the report.

MANUAL ARTS ASSISTANTS

The ongoing saga of assistants is still being pursued but as this association is a non-union organization, we can do little other than advise both the POA and Queensland Teachers' Union on the feelings of members of this association. It is up to all Manual Arts teachers to take up the challenge and co-operate with the unions if we are to get any success in this matter.

COUNTRY MEETING

A very successful country meeting was held at Caloundra High School. It was gratifying to see the local participation on such a wet day.

The "job-of-the-day" competition was won by Alan Barchardt. It would be great to see more competition if this is to be held in the future.

Our thanks go to Ian Hass for his organization and assistance on that day.

DINNER MEETING

The annual dinner meeting was once again held at Mt Gravatt CAE. As has been previously stated. Dr Botsman was the Guest Speaker. All who attended had a great night both professionally and socially. It would be pleasing to see more members attend this evening, so this year watch the calendar of events for this date and make every effort to be there.

As with previous Annual dinners, the winners of the Graphic Competition were announced. Our thanks go to the students who entered this competition thereby helping to make it the success it has now become. Thanks must also go to the judges - *Chris Carswell, Ian Ferrier, Jennifer Wilson and Tom Leahy* for giving of their time to judge this year's competition.

To the donors of the major prizes in each category - *Faber - Castell*; and for consellation prizes (*ARQUE*) thank you once again for your continued support.

THE JOURNAL

As has been stated in the past the journal is our only communication with all members and the task of putting together a journal every quarter is no easy one. Although a committee was formed to compile the journal, I wish to congratulate Gary Jackson for his efforts in editing a journal of such a high standard.

Once again I would call on all Manual Arts teachers to send in letters and projects suitable for publication in the journal. Remember it is your journal.

MEMBERSHIP

At present the membership stands at 366 plus 5 life members. I would like to thank Bob Fletcher for his efforts in keeping track of all teachers and ensuring that the computer printout is current. I would also thank Bill Nason and wife for once again manning the computer for the past 12 months.

In conclusion I would like to extend my personal thanks to John Henderson for his support as Secretary, and also to Nev Warner as Treasurer.

As was stated at the beginning of this report, the hub of the association is approximately 12 members, and to each of these goes my thanks for freely giving your time and energy to work towards the betterment of Manual Arts teachers and students throughout the state.

To the new executive I offer my best wishes for a rewarding year ahead.

Thank you

Geoff Arnett

QUEENSLAND MANUAL ARTS TEACHERS ASSOCIATION

FINANCIAL STATEMENT 1982-1983

INCOME 1 March 1982 to 1 March 1983

Members Subscriptions
 Advertising
 Seminars
 Dinner Meeting
 Country Meeting
 Bank Interest
 Dinner Dance
 Cash at Bank (1 March 1982)

\$2 497.00
 1 132.75
 443.23
 345.25
 46.00
 64.55
 455.70
 2 141.46

EXPENDITURE 1 March 1982 to 1 March 1983

Petty Cash - Secretary
 President
 Affiliation Fees
 Postage
 Journal
 Audit
 Seminar
 Advertising Folio
 Dinner Dance
 Annual Dinner
 Circulars
 Sub-Branch Support
 Miscellaneous
 Balance c/f

\$ 20.00
 20.00
 214.50
 537.13
 1 721.96
 15.00
 1 150.40
 8.75
 465.70
 425.00
 25.00
 40.00
 14.40
 2 468.10

\$7 125.94

\$7 125.94

Total Receipts for the year \$4 984.48
 Total Expenditure for the year 4 657.84

Surplus for the year

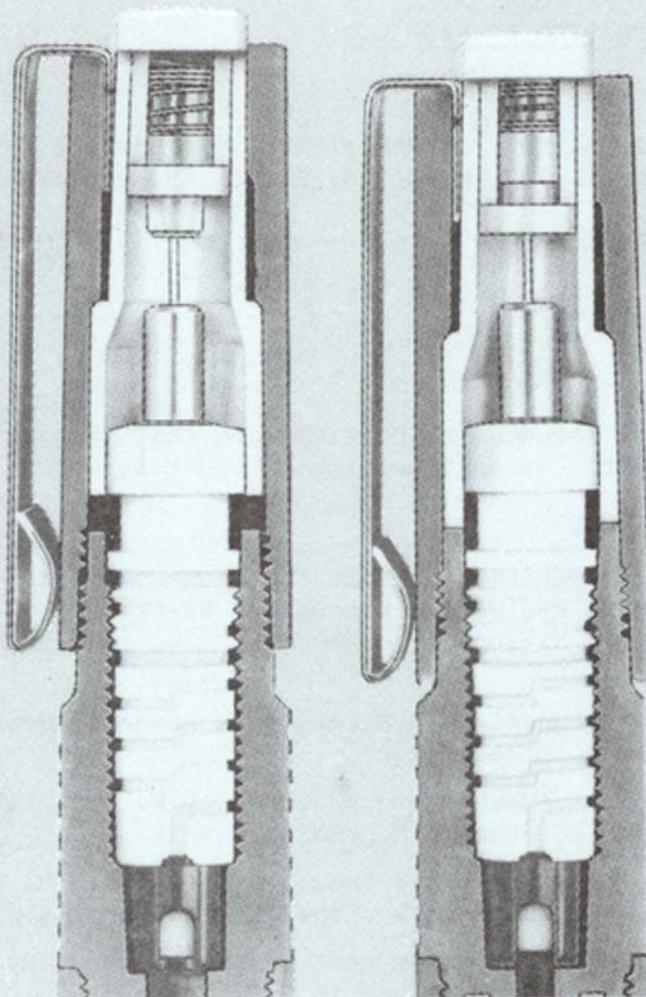
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 M. B. WARNER (Hon. Treasurer)

C. A. Ham
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MINUTES OF THE ANNUAL GENERAL MEETING

HELD ON THE

10TH OF MARCH, 1983,

STARTING AT 6:30 p.m.

ATTENDANCE

B. Wheeler, J. Henderson, K. Schaeffer, D. Peverill, N. Marsden, B. Fletcher, H. Pickering, D. Byrne, T. Connelly, B. Nason, N. Warner, R. Vanderwall, A. Waltisbuhl.

APOLOGIES

F. Barry, R. Young.

CORRESPONDENCE

It was moved by D. Peverill and seconded by H. Pickering that the inwards correspondence be received and the outward be carried and received.

BUSINESS ARISING

A letter from the Department of Education stating the scope soldering irons will be progressively replaced by the Weller tec series WTPCN.

REPORTS

1. President's report read by B. Wheeler in G. Arnett's absence, moved by D. Peverill and seconded by K. Schaeffer.
2. Treasurer's report. Moved by N. Warner and seconded by H. Pickering, a close of books. The association made a profit of \$326.
3. Journal - Most advertisers had paid their fees for the year. H. Pickering congratulated G. Jackson and N. Marsden for the production of the Journal.
4. B.Ed Course - D. Peverill and D. Byrne to meet with P. Mead at Brisbane CAE Kelvin Grove to help promote MA subject in B.Ed Course.
5. Membership - 366 financial members at the end of 1982, 5 life members.

MINUTES

The minutes from the 1982 AGM were read and confirmed by a motion moved by N. Marsden and seconded by T. Connelly.

BUSINESS ARISING FROM MINUTES - Nil

ELECTION OF OFFICERS

President	Denis Byrne	nominated	J. Henderson
Secretary	Don Peverill	nominated	B. Wheeler
Treasurer	Ken Schaeffer	nominated	B. Nason
Vice President	Ted Connelly	nominated	B. Wheeler

Committee of Management - A. Waltisbuhl, H. Pickering, B. Fletcher, B. Nason, B. Wheeler, J. Henderson.

GENERAL BUSINESS

T. Connelly nominated J. Henderson to the Subject Advisory Committee of the BOSSS. Ted was congratulated for the past four years untiring service on the board. The new executive to look into an Advisory Committee to help colate information to go to the Board.

Report by D. Byrne re QINSEC funding unavailable for statewide seminars in 1983. B. Wheeler suggested the Executive be funded to a meeting in Country Branches to help promote QMATA. B. Nason reported on welding course letter to be written to the Director suggesting a similar course for MA teachers.

Report by H. Pickering on meeting with Minister of Education. Subjects covered include - Grants, MA Assistants, class sizes, advisory teachers, welding courses, Liaison person in Education Department to deal with MA matters, G.R.P.

New Executive to look into progress by Director General on - Grants, Tool metrication, casting, resins, maintenance and inspection of LPG and welding equipment.

A vote of thanks to all the outgoing committee.

Meeting closed at 9:27 p.m.

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4 March 1983

Mr J. Henderson
Secretary
Q.M.A.T.A.
Springwood State High School
SPRINGWOOD Q 4127

Dear Mr Henderson

I refer to your letter of recent date to the Director-General of Education concerning the types of soldering irons supplied for student use in Shop B classes.

I thank you and your association for the interest displayed in this matter.

Officers of this Department were aware, also, of the limitations of the Scope unit which was provided for student use at a time when the teaching of electronics in Years 9-10 was at a level less sophisticated than is now encountered.

You are advised that the State Stores contract has been renewed and that the Weller Tech soldering iron, series WICPN, has been substituted for the Scope iron. This model operates through a transformer and should prove to be most satisfactory in operation.

Weller Tech soldering irons will be issued to new Manual Arts centres, and will be supplied progressively to existing centres as replacements for Scope units.

Yours sincerely

L. WINKLE
Director
Division of Secondary Education.

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REPORT ON THE PROCEEDINGS
OF THE
MANUAL ARTS SUBJECT ADVISORY COMMITTEE - 1982

The year 1982 was a relatively active year for the committee, which met eight times throughout the year. The main item of business for the committee was the Syllabus in Graphics - years 11 and 12.

At the first meeting the chairman asked Mr G Miller to present and discuss The Final Report on the Evaluation of the Trial of the Syllabus in Graphic's, Years 11-12. From this initial discussion it was apparent that in almost every instance the problems encountered in the evaluation were mainly interpretation of the syllabus.

During the following meetings the S.A.C.'s response to the fifty one (51) recommendations of the evaluation was discussed and formulated. This response, along with recommendations for some minor changes in the Syllabus was sent to the Board for approval. However, the Board was not satisfied with the response and directed that the syllabus be recast, with a view to eliminating the following problems.

- teachers had difficulty in coping with the new areas of study.
- teachers appear to interpret the syllabus as requiring a deal of new equipment.
- teachers appear to feel that there is not enough flexibility in the syllabus.
- teachers appear to feel that the syllabus requires them to cover too much in the time available.

At this point in time it was felt by the S.A.C. that a breakdown in communication between the Board and the S.A.C. with regards to the committees response to the evaluation had occurred and that a meeting of all parties concerned

- representative of the S.A.C.
- representative of each of the trial schools.
- the evaluator of the trial in Graphics - Years 11 and 12 (Mr G Miller)
- the syllabus officer (Mr R Dudley).
- representative of the Curriculum Committee

be convened at the earliest opportunity to sort the matter out. I have no information on that meeting at this time.

Although a great number of hours were spent on the Graphic's Syllabus the committee did attend to a number of other matters throughout the year.

- I. Samples of subject matter and practical activities that satisfy the core requirements of the Syllabus in Manual Arts Years 8 - 10.
- II. Amendments to the Syllabus in G.D. & P.
- III. Information to University of Queensland. re: Extent to which syllabuses reflect preparation for tertiary courses.
- IV. Changes to external syllabuses in Technical Drawing and G.D. & P.
- V. Recommendation to the Board that an external syllabus in Graphics be drafted.

These are some of the other matters touched on by the S.A.C. in 1982.

Ted Connelly

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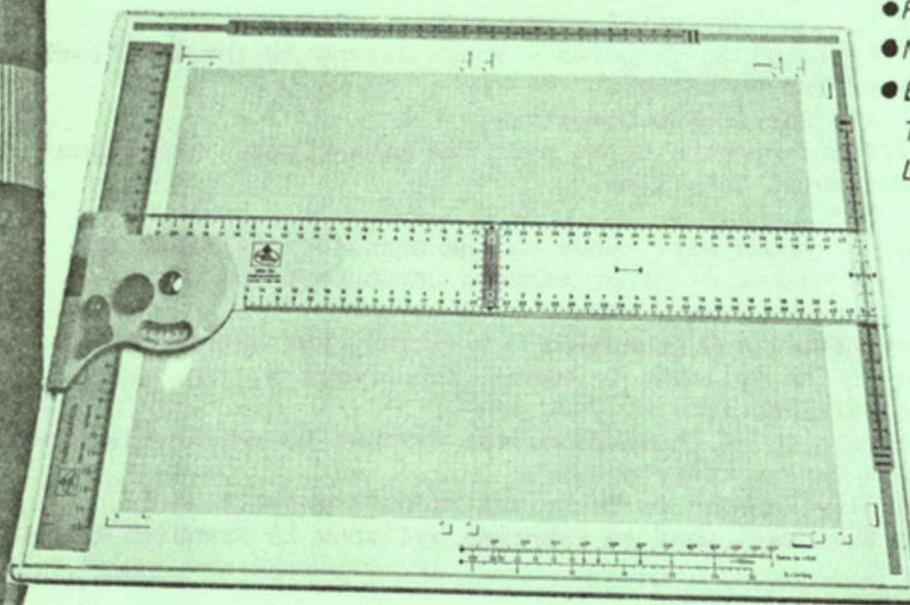
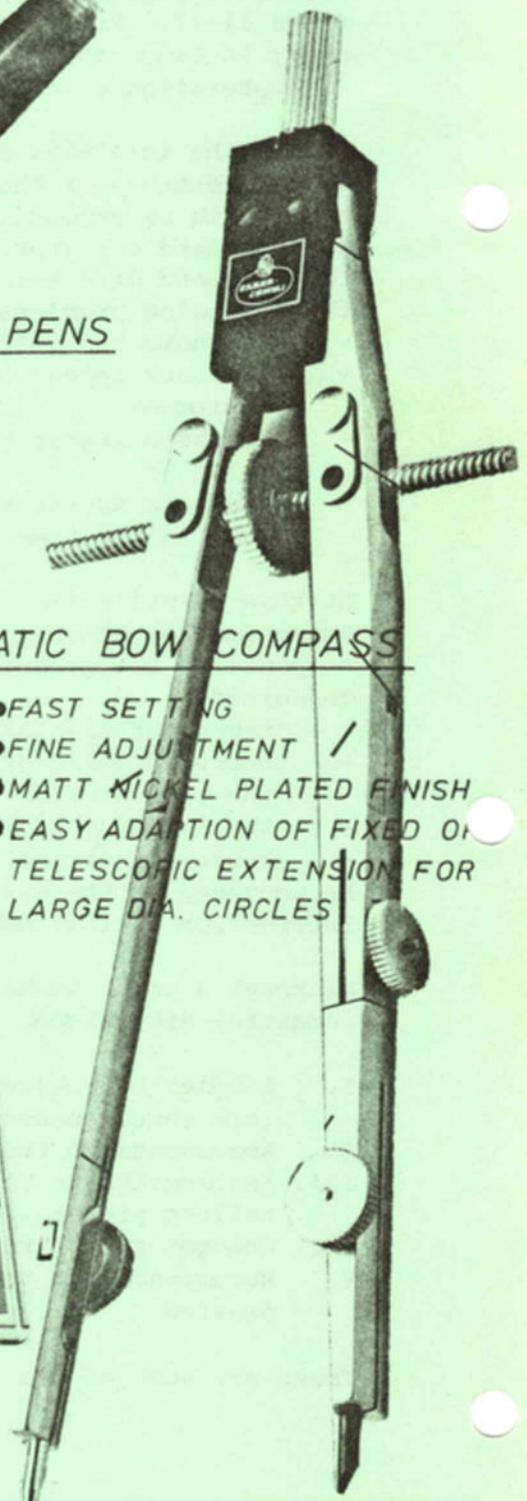
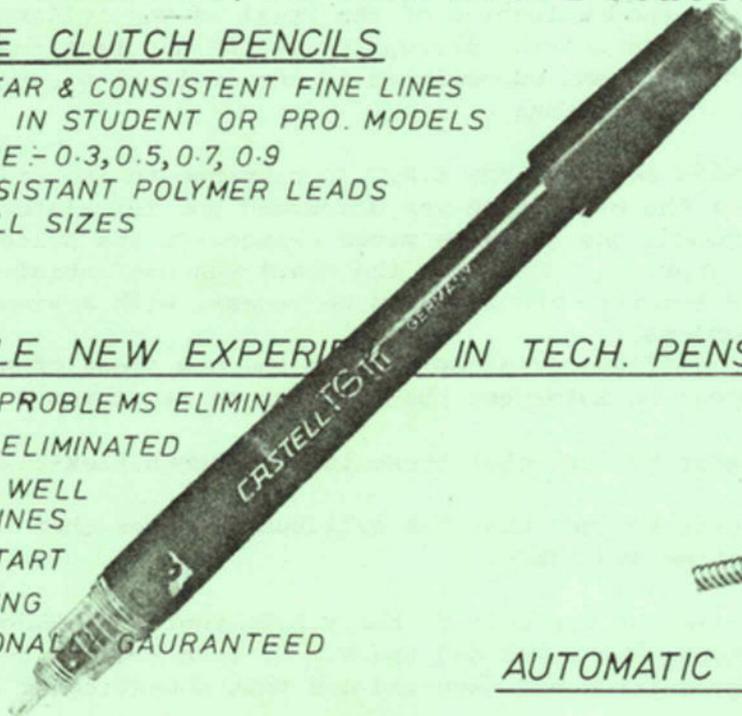
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Q.M.A.T.A.

GRAPHICS COMPETITION, 1983

The State Executive and Management Committee of the Queensland Manual Arts Teachers' Association on behalf of its members will conduct its 1983 Graphics Competition in six categories. Categories one to five for students in Secondary Schools and category six for students in C.A.E.'s.

The competition will close on the 1st July, 1983.

The winning entries will be announced at the Association's Mid-Year Dinner Meeting.

Faber Castell of Australia will again donate First, Second and Third prizes in each category.

Aarque Systems Pty. Ltd. will again donate prizes for Highly Commended entries in each category.

The six categories and competition briefs are as follows :

CATEGORY 1

Eligibility of Entry : Year 8 students only.

Graphics Brief : Design and draw in pencil a Pictorial Drawing of a Kitchen Spice Rack constructed of any material readily available to the home handyman. Subtitle your drawing but DON'T show dimensions.

NOTE : The drawing must be submitted on A3 (approximately) drawing paper with border lines, completed title block (except for students name) and material list. The students name must appear ONLY on the entry form which is to be stapled to the top of the entry.

CATEGORY 2

Eligibility of Entry : Year 9 students only.

Graphics Brief : Design and draw in pencil a two view Orthographic Drawing and Pictorial Drawing of a Book End constructed of any material readily available to the home handyman. Subtitle your drawings but dimension your Orthographic Drawing only.

NOTE : The drawings must be submitted on A3 (approximately) drawing paper with border lines, completed title block (except for students name) and material list. The students name must appear ONLY on the entry form which is to be stapled to the top of the entry.

CATEGORY 3

Eligibility of Entry : Year 10 students only.

Graphics Brief : Design and draw in pencil a three view Orthographic Drawing of a Letter Box constructed of any material readily available to the home handyman. Subtitle and dimension your drawing.

NOTE : The drawings must be submitted on A2 (approximately) drawing paper with border lines, completed title block (except for students name) and material list. The students name must appear ONLY on the entry form which is to be stapled to the top of the entry.

CATEGORY 4

Eligibility of Entry : Year 11 students only.

Graphics Brief : Draw in pencil a perspective drawing of a Single Storey Domestic Building.

NOTE : The drawing must be submitted on A2 (approximately) drawing paper with border lines and completed title block (except for students name). The students name must appear ONLY on the entry form which is to be stapled to the top of the entry.

CATEGORY 5

Eligibility of Entry : Year 12 students only.

Graphics Brief : Draw in pencil a perspective drawing of an Outdoor Entertainment Area.

NOTE : The drawing must be submitted on A2 (approximately) drawing paper with border lines and completed title block (except for students name). The students name must appear ONLY on the entry form which is to be stapled to the top of the entry.

CATEGORY 6

Eligibility of Entry : C.A.E. students only.

Graphics Brief : Design and draw in ink the floor plan of a Manual Arts Workshop to be used for instruction of Manual Arts Subjects suitable for Year 11 and 12 students. Position of all furniture, equipment, etc., shall be shown. Dimension your drawing.

NOTE : The drawing must be submitted on suitable drawing paper with border lines and completed title block (except for students name). The students name must appear ONLY on the entry form which is to be stapled to the top of the entry.

SPECIAL NOTE : All drawings in all categories may be, at the students discretion, enhanced by any rendering medium.

COMPETITION RULES

CLOSING DATE : All entries must reach the Secretary, Q.M.A.T.A. no later than 4:00pm on Friday 1st July, 1983.

ELIGIBILITY : Any student studying graphics in 1983 in the appropriate categories, at a place of Secondary Education is eligible to enter Categories 1 - 5 or at a C.A.E., Category 6.

- (a) Drawings are to be completed on one side of the paper only.
- (b) The name of the student must not appear on the completed work. Entry form is to be completed and stapled to the top of the entry.
- (c) Winning entries ONLY will be returned postage paid by Q.M.A.T.A.
- (d) Only one entry per student will be accepted.

JUDGES DECISION : The decision of the Judges is final and no correspondence will be entered into.

PLEASE NOTE : Non compliance with Briefs or rules will result in disqualification.

ADDRESS FOR ENTRIES:

*Q.M.A.T.A. GRAPHICS COMPETITION
BRISBANE EDUCATION CENTRE
PO BOX 84
SPRING HILL. Q. 4000*

Q.M.A.T.A. GRAPHICS COMPETITION, 1983

OFFICIAL ENTRY FORM

STUDENTS NAME

SCHOOL.....

YEAR..... CATEGORY.....

Declaration : I hereby certify that the attached drawing is the sole work of the above named student.

STUDENTS TEACHER.....

Postage address for return of prizewinning entries ONLY.

NAME.....

ADDRESS.....

POSTCODE.....

This article was supplied by Doug Eldridge at Sandgate High School, who is interested to receive any comment about these concepts.

Dear Colleagues,

Recently I was introduced to the concept of using Orthographic Processes in order to project a perspective type front view. This work is suggested as part of the teaching of Plan Method Perspective during stage 3 in the new syllabus for Graphics.

There are mixed feelings about the significance or relevance of this phase in the instruction of Perspective principles. Some of the people to whom I have spoken about it say:

"It's a waste of time" or

"There is not enough time to cover the work."

In its favour one person said:

"It has the advantage to provide an understanding of what is likely to happen and condition the students so that they will recognize the terminology used in Perspective work."

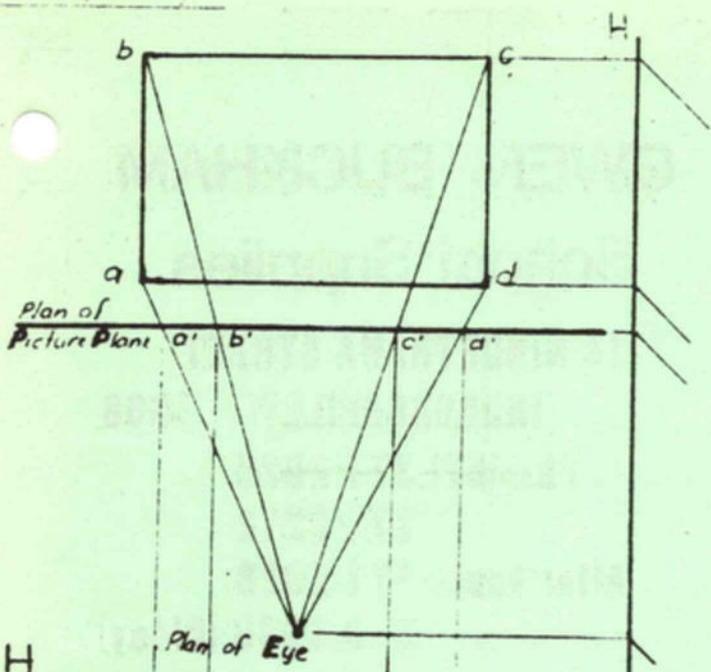
Although only one diagram is shown I do have others. The exercises are easy to follow and are sequential. Copies can be made available to interested persons.

As teachers of this subject, I would ask you to identify any points of interest or problem areas which you have found with this concept and make this information available to all others through your next Q.M.A.T.A. magazine.

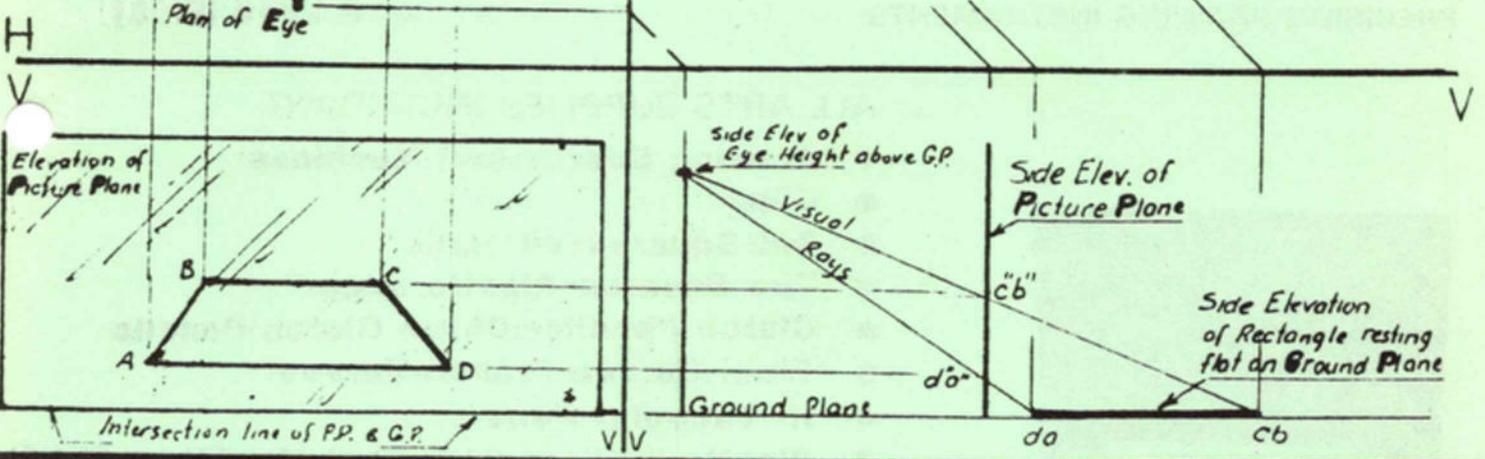
I remain,

Yours sincerely,

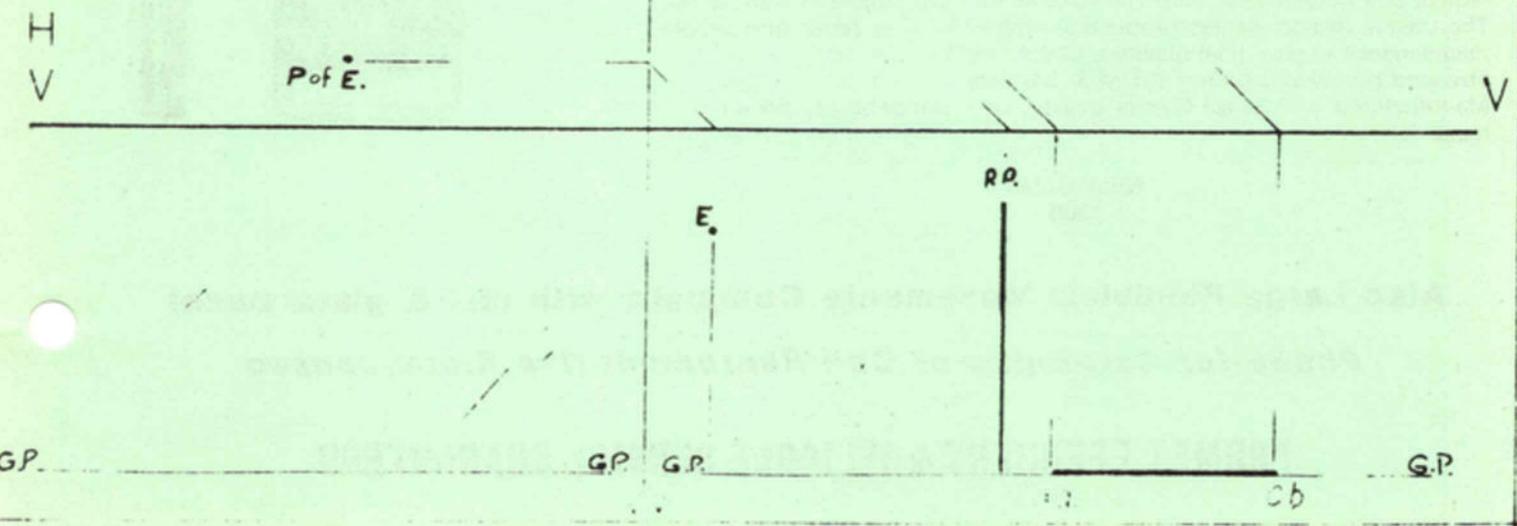
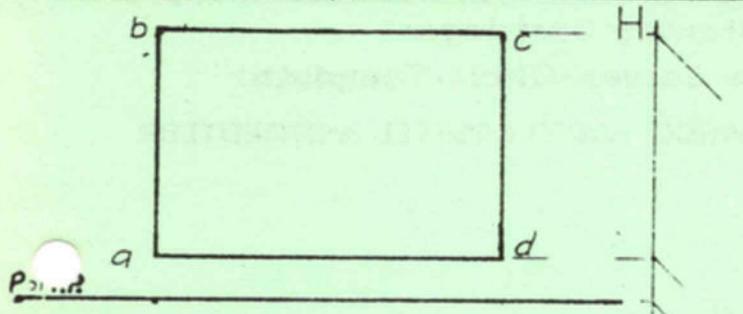
.....,
D.J. Eldridge,
Sandgate District
State High School,
P.O. Box 195,
SANDGATE. Q. 4017



Ex.1-Teacher explanation
 in conjunction with OHP & model.
 -Searching questions by teacher.
 -followed by Students' questions.



Ex.2-Use Visual Rays to
 join Eye projections in Plan & Side Elev.
 to both sets of corner points a.b.c.d.
 -From where Visual Rays intersect
 both the Plan & Side Elev. of the P.P.,
 project both ways to intersect on
 the Transparent P.P.



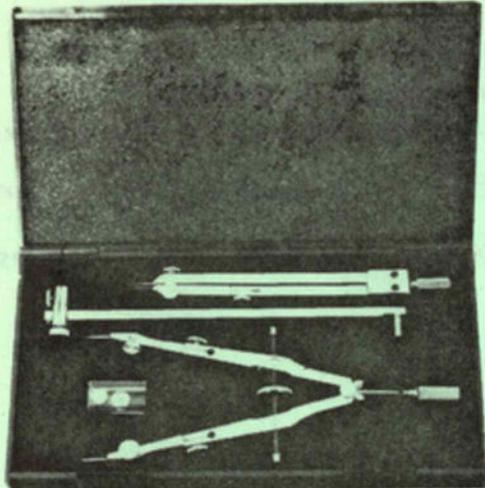
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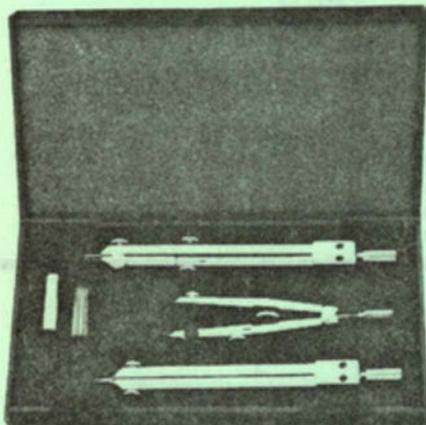


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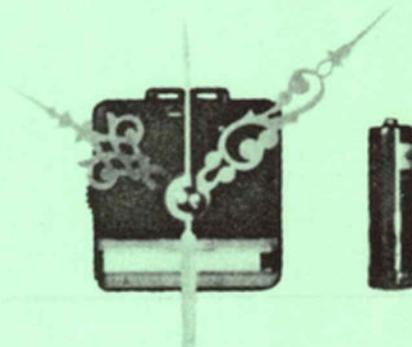
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Title: Surveying

Author: W.E. Gross

Publisher: MacMillan Education Ltd.

This book is an excellent reference text for the student and teacher alike in introducing the concepts of surveying. One of the strong points of this book is the ease with which the teacher or student can relate to specific areas of graphics from it. Diagrams and sketches are plentiful, clear and precise.

The author has divided the book into four main areas;
(a) chain surveying (b) triangulation and transverse
(c) plane table and levelling, heights and contours.

In the triangulation section areas covered include;
(a) surveying of sloping ground (b) around obstacles
(c) large area triangulation (d) line and angular measurement
(e) bearings, transverse, back bearings and more.

In the plane table section, he deals with; radiation, intersection, progression, use of theodolite, national survey, levelling, back sight and fore sight.

Heights and contours are also covered to a similar extent. In all an excellent compact document worthy of reference.

Quick Check list:

Recommendation; valuable teacher/student resource

County of Origin; England

Cost; \$5.95 (May, 1983)

Availability; Atlantic Books, Allenby Street, Spring Hill,
Brisbane. Phone 229 1333

Size; 135mm x 215mm

Readability; Grade 10 - Grade 12

Suitable For; Student/Teacher reference list

Illustration Usage; Clear and Precise

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Project Report no 1

December 1982



THE FORESTRY EDUCATION PROJECT

sponsored by
 Queensland
 Department
 of Forestry.
 Queensland
 Department
 of Education
 and the Timber
 Research
 and Development
 Advisory Council

Project Co-ordinator:
 Nancy Williamson
 c/- Curriculum Branch
 P.O. Box 33
 North Quay, 4000
 Ph. (07) 224 6018

**Developing
 resource
 materials
 about forests
 for primary
 and
 secondary
 schools**

BACKGROUND

The ForEd Project is jointly sponsored by the Queensland Department of Forestry, Queensland Department of Education and the Timber Research and Development Advisory Council. It is concerned with:

- establishing a rationale and organisational framework which will allow educational activities about forests to be incorporated within existing subject programs; and
- co-ordinating the development of supporting educational resources.

The project is managed by a committee comprising representatives of each of the sponsor groups. The members of the management committee are:

- Mr Neville Keating (Chairman)
 - Timber Research and Development Advisory Council
- Mr Richard Grimes
 - Organisational Services Branch, Department of Forestry
- Mr Lachlan Fullerton
 - Organisational Services Branch, Department of Forestry
- Mr Alan Clayton
 - Curriculum Branch, Department of Education
- Mr Jack Althaus
 - Agricultural Project Club Branch, Department of Education
- Mr Errol Wildman
 - Sawmiller and Chairman, Queensland Timber Board.

In May, 1982, Miss Nancy Williamson (Subject Mistress, Social Sciences Geography, Dakabin S.H.S.) was seconded as project co-ordinator.

The initial tasks for the project co-ordinator were:

- (a) to become familiar with Forestry/Industry activities through field visits (see Appendix 1).
- (b) to study syllabus documents and identify:
 - (i) main subject areas that could use materials, and
 - (ii) the content to include

Through interviews with teachers, further information was collected about the types of materials required. A survey was sent to all Education Centres and selected library centres to ascertain the possible format for the resources which would be of most use to teachers (see Appendix 2).

As a result of this preliminary work, the Management Committee recognised:-

- . the need for two separate resource packages to cater for primary and secondary requirements;
- . the subject areas most likely to use the materials to be:
 - Primary - Science and Social Studies but with extended activities in Language Arts, Mathematics, and Art
 - Secondary - All Social Science subjects
 - Science
 - Manual Arts
 - Home Economics
 - Career Education
 - Agriculture
 - Economics
- . the need to have teaching activities and clear concise teacher guidelines to accompany resource materials;
- . the need to retain flexibility in structure to cater for teachers who wish to use parts of the materials and develop their own programs but still have the materials contribute to a total forestry education program; and
- . the need for students to perceive that forestry education is worthwhile to them.

PROPOSED RESOURCE MATERIALS

It is envisaged that the materials will consist of:

- . a package of resources materials (e.g. A.V. written, pictorial information);
- . a Teachers Guide to support these materials which outlines teaching activities in a number of different subject areas. Guidelines on selecting and sequencing activities will also be included; and
- . a series of Subject Sourcebooks which will detail teaching activities showing specific objectives, lesson times and procedures. These will have subject specific units of work.

FOR ED WORKSHOP

An invitation was extended to a number of interested teachers to be participants in a workshop held at Gympie Forestry Training Complex on 16-17th April.

The purpose of the workshop was to form working parties of teachers from different subject areas to review the draft materials, relate them to existing syllabuses, and prepare teaching sequences to be collated into a subject source book which would accompany the resource materials.

These publications would be available to assist teachers in the preparation of lessons relating to the Forestry Industry. The For Ed. framework is shown below.

REVISED ORGANISATIONAL FRAMEWORK

The For Ed framework is based upon the concept of optimal management of the forest environment for a variety of purposes.

The main Organising Statements are:-

- . FORESTS ARE NATURAL SYSTEMS WHICH FORM AN INTEGRAL PART OF LIFE ON EARTH
- . FORESTS ARE RESOURCES FOR PEOPLE AND OTHER LIVING THINGS.
- . MANAGEMENT OF FORESTS IS ESSENTIAL TO ENSURE SUSTAINABLE USE AND TO BALANCE COMPETING DEMANDS.

These statements lead to three KEY QUESTIONS for investigation and research.

Organising Statement	Key Questions
. Forests are natural systems which form an integral part of life on earth.	(1) What is a forest and how does it function?
. Forests are resources for people and other living things.	(2) What benefits do forests provide?
. Management of forests is essential to ensure sustainable use and to balance competing demands.	(3) How can forests be managed to balance competing demands?

Each of these KEY QUESTIONS is divided into a number of FOCUS QUESTIONS which provide a Scope and Sequence Chart for Content Organisation. The purpose of these FOCUS QUESTIONS is:

- . to provide a structured approach for answering the key question;
- . to provide possible headings for teaching strategies; and
- . to allow flexibility for teachers in different subject areas to select those sections/resources relevant to their programs.

Representing Manual Arts were Alan Hubson (Transition Regional Teacher), Ron Powell (Balmoral SHS), Fred Stoneham (Aspley SHS), Graham Will (Camp Hill SHS) and Alan Waltisbuhl (Secondary Education Manual Arts).

The Manual Arts team saw the second Key Question - 'What benefits do forests provide?' as having major implications to our syllabuses in years 8-12 and the other two questions having minor implications only. An overview was prepared in a tabulated form listing (a) suggested subject matter (taken from syllabus document), (b) relevant resources (either available or to be produced) and (c) the recommended format of resources (e.g. slide set, charts, question sheets etc).

At a later stage the team is to look at preparing sample units of study for use in years 11 and 12 Manual Arts School subjects.

The weekend was most successful in achieving its aims and everybody enjoyed the facilities, the hospitality and the social atmosphere. However the motivating force behind the conscientious efforts of participants was the assurance given by the organizers, Nev Keating and Kiek Grimes, that not only would the project be completed in the near future, but also, that it would provide a valuable resource to all teachers.

REVISED RATIONALE STATEMENT

Forests are significant features of the world's surface comprising approximately one third of the world's land area. They are complex ecosystems necessary for the maintenance of essential ecological processes including soil and water protection, nutrient recycling and gaseous exchange. Forests protect a variety of plant and animal life and are vital in maintaining the diversity of life forms we presently know. Today, the area of forest is inequally distributed and diminishing. The world's forests are recognised as one of the most important and most threatened life support systems.

In the past, people relied directly on their local forest environment for fuel, shelter and food. Forests are still highly valued for these purposes and for many scientific, leisure and recreational pursuits.

In our society today, we still depend heavily upon a wide range of wood based products and their extraction and processing provides a considerable source of employment. The increasing demand for wood products has contributed to the widespread depletion of natural forests and has led to the establishment of plantations. Other demands for land including agriculture and urban development, have significantly reduced forested areas both nationally and globally. As world population grows, the impact on forested lands of all rests inexorably upon the maintenance of the essential functions of forests.

The management of forested lands is a key social issue. Each member of society must understand the significance of forests and our dependence on them and must develop a personal commitment to value and use forested areas responsibly.

Education about forests is a cumulative process by which the student can be assisted to:-

- . gain a realistic knowledge and understanding of: forest ecology, forest uses, forest history, forest economics, forest industries, forest management and forest future;
- . develop an awareness and appreciation of the differing human perceptions of forests;
- . develop skills in information researching and decision making as they relate to problems and issues involved in the management of forests; including ecological considerations, timber production, conservation and recreational use; and
- . adopt a value stance involving a personal commitment to appreciate and use forests and their resources responsibly.

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LOAN REPAYMENT CHART.

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	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90	96
	TERM OF LOAN IN FORTNIGHTS															
	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195	208
	FORTNIGHTLY REPAYMENTS															
\$100	8	5	3	3	2	2	2	2	2	2	1	1	1	1	1	1
\$200	17	9	6	5	4	4	3	3	3	3	3	2	2	2	2	2
\$300	25	13	9	7	6	5	5	4	4	4	4	4	3	3	3	3
\$400	33	17	12	10	8	7	6	6	5	5	5	5	4	4	4	4
\$500	41	21	15	12	10	9	8	7	7	6	6	6	5	5	5	5
\$600	49	26	18	14	12	10	9	8	8	7	7	7	6	6	6	6
\$700	57	30	21	16	14	12	11	10	9	8	8	8	7	7	7	7
\$800	65	34	24	19	16	14	12	11	10	10	9	9	8	8	8	8
\$900	73	38	27	21	18	15	14	12	12	11	10	10	9	9	9	8
\$1000	81	43	30	23	19	17	15	14	13	12	11	11	10	10	10	9
\$2000	162	85	59	46	39	33	30	27	25	24	22	21	20	19	19	18
\$3000	243	127	88	69	58	50	45	41	38	35	33	32	30	29	28	27
\$4000	324	169	118	92	77	67	59	54	50	47	44	42	40	39	37	36
\$5000	405	211	147	115	96	83	74	67	62	58	55	52	50	48	46	45
\$6000	486	253	176	138	115	100	89	81	75	70	66	63	60	58	56	54
\$7000	567	296	206	161	134	116	104	94	87	81	77	73	70	67	65	63
\$8000	647	338	235	184	153	133	118	108	99	93	88	83	80	77	74	72
\$9000	728	380	264	207	172	149	133	121	112	105	99	94	90	86	83	81
\$10,000	809	422	294	229	191	166	148	135	124	116	110	104	100	96	93	90

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THE CLOSING ADDRESS A.C.E.T. CONFERENCE

PERTH 1982

MR MAX LONGBOTTOM - SUPERINTENDENT,
CURRICULUM (ARTS) - EDUCATION DEPARTMENT SOUTH AUSTRALIA

The Australian Council for Education through Technology is one of very few organizations committed to achieving a place for technological literacy in every student's education. In addition, we also have many teachers, advisers and administrators who are at once seeking means and are, in fact, developing their subject areas in ways which will make them relevant to the future needs of society and the personal development of individuals.

The success of all these endeavours rests as it has in the past and will in the future, on the presence of catalysts within schools, upon teachers committed to diagnosing needs and developing all manner of technological ingenuity and skill in our children and to improving their capabilities to comprehend and handle aspects of some of the many problems brought about by technological change.

They function best, as many of you will know, by working in association with like minded enthusiasts in other schools and colleges, researching and developing their own educational objectives and responses to them and sharing experiences and insights with one another and with key people in the development, appreciation and take up of new technologies.

One of the main concerns of any associations or councils for technology education or education through technology, and of teachers and advisers, must be that of developing as many different kinds of creative and relevant talent as children possess, skill to design and invent, to make things work and work better, to programme, control and service systems and artefacts, to bring about certain effects and avoid others, to perceive new needs and possibilities and to develop their capability to respond.

Everyone is caught up in technological change. Everyone must readjust, understand what is happening to them and have some say in what is to be done.

Another concern for this group including ACET is to:-

Deliberately promote interactions with influential associations and bodies responsible for allocating resources, determining policy or in some other way, influencing the fortunes of technology education in schools.

The present mood of the educational world is encouraging - eminent persons sign public manifestos expressing concern about the irrelevance to modern life of much of the traditional curriculum, about the pressing need for education for capability.

Various national and state reports and committees of enquiry refer in no uncertain terms to the need to include an awareness and understanding of technology (as an aim of schools' curriculum). They also suggest the means by which curriculum and teaching methods of schools should be changed or expanded to meet new technologies and changing employment patterns should be found. References are found in the terms of reference of the Keeves Committee of Inquiry in Education (SA), in Core Curriculum

for Australian Schools (CDC), in the Report of the National Inquiry into Teacher Education (Auchmuty), in the Williams Committee Report and in Technological Change in Australia (Myers).

It is widely accepted in principle in Australian education systems, that there is an immediate need to further develop and update technology education and related curriculum at all school levels.

Young people ought therefore, to be enabled to develop some of the techniques of issue based learning and capabilities to bring about change, to work out how to get from here to there, to work with others and to think on their feet and make decisions.

Since the last biennial conference in Hobart, Tasmania the matter of establishing a clear identity and a title for the fields of activity which circumscribe the existing state curriculum descriptors, industrial arts, manual arts, technical studies etc., has been discussed at some length. However, you will realize that this proposal does not embrace the broad field of 'technology education' across the curriculum which I think is the brief which ACET accepted in 1974.

Most states have considered changes to names of fields of study in technology education and have in some cases, made them. What's in a name? To some, a name change would provide a clear signal that the programme has evolved to the point where a new term is needed for accuracy and honesty of description, OR a new term should be established to provide direction and focus to bring about change and thus, improvement. A name change to many of our practitioners would prove to be a very threatening experience if their curriculum had to make the accommodations to an accurate and descriptive title.

The field of activity in which most of our members work still has an identity problem in Australia. If a national name were to be devised, some time would be required for it to be accepted. Each state could take a position that to change their name now would create a loss of identity in that state or perhaps lose an understanding of the programme and its objectives by others in education or by the public. This position assumes that people in education and the public understand our present programmes and their objectives. However, I would be less than honest if I were to claim that this is so in South Australia. Technical Studies is still being explained in a variety of ways and programmes are being implemented with a range of different approaches at the school level. I guess that each state could present a similar picture. If such is the case, to what do we change the names when each state has such a variety of definitions and activities?

If the Australian Council for Education through Technology believes as I think it does that there are very strong implications of technology for curriculum development in schools and if the teaching profession is to move forward and adopt programme activities and understandings that interpret technology, it is very difficult to recommend not changing the name.

A national change would not be harmful if the teaching profession were willing to join together nationally and define in general terms the programme and objectives to which the profession could subscribe. If the profession could agree to philosophically define the common elements of our varying approaches which now exist, extensive professional value could come from the process.

It will be unfortunate if an undue amount of energy were expended in discussing the need for a name change and the primary need for programme development and revision were overshadowed by semantic arguments over terminology.

I do not intend to argue for the inclusion of any of the concepts that have been included in the subject nomenclature already. There may be good reasons for retaining them. Many terms when considered for use in the description of a programme carry 'excess baggage' because of their association with the past e.g. technical education has an association mainly with preparation for the world of work and is not therefore, suitable as a general term.

It could be that the most acceptable general global term is 'technology education'. This is analagous to science education, ag 'cultural education or business education. Within the general field of technology education however, specific courses and programmes would focus appropriately upon materials technology, energy technology and information processing technology. This is consistent in part with the organizational framework of technology. There is still a place for specific courses for specific groups of students in particular settings which may focus on a specific aspect of technology not covered in other programmes. In fact, the wide ranging nature of technology has already required a complex organization of curriculum offerings by specialist teachers in Australian schools. Those specialists employed now will have difficulty in copying with broadly 'across the curriculum' approaches to technology which are of special relevance to Australia in the future (vide Myers' Report).

i.e. Micro-electronic Technology
 Information Processing Technology
 New Materials Technology
 Robots
 Energy Technologies

In terms of curriculum all children need the right kinds of opportunity for 'doing and making' in undertaking the design process as well as using the products of design (or technology). Children can and should have the opportunity to invent according to their own perceptions, to design and make artifacts and models which show that the invention can be put to practical use and then eventually produced either by themselves or cooperatively with a group. They can also maintain and use what exists already and they can follow plans and instructions and bring someone else's invention or design into being. This can occur at all levels in all schools.

So much for 'seeking an identity' for 'technology education' in the school curriculum.

In conclusion, I would like to direct ACET's attention to tasks which could be considered as requiring urgent attention and I am indebted to Edward Semper for identifying those which if resolved by ACET would meet the needs of all teachers committed to developing technological skills and understanding in schools.

To define responsibilities and roles of teachers in charge of technology education in schools.

To collect evidence about the state of technology in schools (possibly by developing a matrix to map happenings) and harness resources to ensure the continuance and 'take-up' of technology work in schools.

To further develop concepts and practices of technology education in schools by sharing and evaluating new ventures and experiences.

To examine and report on developments in technology education overseas.

To envisage the likely impact of new technologies upon technology education in schools and to offer guidelines for developing and supporting appropriate responses.

To study the impact of micro-computers and of micro processors on the teaching of technology in schools.

To prepare the ground for radical reform of the school curriculum.

Finally, you will remember that in January, 1979 the Curriculum Development Centre published the report "*Resources for Education through Technology*" - a joint programme of ACET and CDC which made certain recommendations and proposals for disseminating the information contained in the report and for activities which could be undertaken by CDC in furthering the interests of technology education in Australia. Although ACET officers in each of the states have undertaken a variety of activities following that report, it has been difficult to achieve support from national organizations.

I would like to take the opportunity of describing briefly action which was taken by the South Australian Education Department to sponsor an agenda item (15) for the Australian Education Council meeting in Hobart in February, last year. As a result of the papers prepared on the topic "*Implications of Technology for Curriculum Development in schools*" and the recommendation -

"That a National Study Group or Working Party with State Consultative Committees be established by the Australian Education Council on that the Curriculum Development Centre be requested to review current activities, developments and future possibilities for technology education with a view to establishing needs and recommending priorities for action in curriculum and teacher development in schools." (p 4) -,

the Standing Committee accepted the latter part of the recommendation and forwarded it to CDC. The Director of CDC commenced negotiations with the Director-General of Education (SA) and preliminary descriptions of the processes to be followed were prepared.

In the paper the roles of the proposed National Study Group or Working Party was described in two parts, a current activities review and future possibilities, and I quote now from the paper:

4.1 CURRENT ACTIVITIES REVIEW

- (a) As a first step it is proposed that each state could prepare a position paper on the state of its technology education as a basis for a review of the adequacy of their programmes in providing for the widest possible range of students (R-12).
- (b) It is proposed also that the adequacy of teachers to provide programmes which include recent developments in technology and which deal with the design process, (creative technology) should be reviewed and their needs assessed. This should be done in the belief that students are inspired by committed and qualified teachers, supported by adequate administrative systems.

4.2. FUTURE POSSIBILITIES

- (a) It is proposed that an assessment investigation be made of recent developments in technology (vide Myer) which have not been included in current programmes with a view to reporting on the likely effects of these changes on the school systems and the ways in which the curriculum might be expected to change in the next 5-10 years, and curriculum materials and support services developed.

However, as most of you will be aware, that with the demise of CDC the Commonwealth government did not continue to support any projects which had not commenced at the time of the decision and this proposal for a national project has now lapsed.

However, it is the intention in South Australia to continue with a state project of a similar and a more limited kind in 1982.

I suggest also that ACET might like to consider establishing its own network of key people from each of the States and Territories with a view to cooperating in conducting a current activities review and in investigating future possibilities in the manner suggested in the proposal described above.

In closing, let me say that with the assistance of administrators, advisers, teachers educators and teachers, technology education will come through the next 2 years or 20 years with a variety of practices, emphases and definitions and I hope will come to be seen as accepting a responsibility for a basic fundamental education - relevant to today. Everyone needs it because each of us lives and will live in a technological environment.

Comenius, the first of the great modern school teachers and author of the prime teacher training text "*The Great Didactic*" is supposed to have written over the door of his school:

"I will teach all things to all men"

Someone has suggested that after a short experience with his students he was moved to replace his sign with:

"I will teach all things to all men if they are willing"

In making this change he indicated that he had come to realise that the availability of knowledge does not necessarily engender its use.

Technology no matter how small or beautiful it may be is useless unless people know how to use it, why to use it and overall wish to use it.

Thank you for giving me the opportunity to close this conference. I wish the Western Australian Executive every success in handling the affairs of ACET over the next 2 years.

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Vol 14.3

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Man Society Technology
May/June '81 Vol 40 No 8
AIAA

'Should there be a name change for
Industrial Arts?'
Panel - Benson, Householder and Phillips

Education Department of
South Australia

Monograph:
"The Implications of Technology for
Curriculum Development in schools -
A case for a National Study Group or
Working Party." MEL

SHEET METAL BENDER

MIKE BARTON
Malvina High School

The main reasons for the design of this machine was to give students of a sheet metal lobe, a quicker, neater and more interesting method of producing long straight bends.

Most sheet metal jobs require a number of bends and with a large class, student soon become frustrated if they have to wait to use the usual bending equipment, i.e. folding bars, stakes or G. clamps and the edge of the bench. Although this equipment does have its place, especially with junior groups, the sheet metal bender comes into its own when working on large projects with senior students.

Because the variety of jobs varies greatly from school to school, it may be necessary to modify the design. The drawing and construction notes provide the basic details.

Construction Notes:

Three problems arose during the design and construction of this machine.

1. Rigidity of the long members
2. Getting the bending leaf to pivot in the correct position
3. Producing the splay on the edge of the clamping blade

The clamping blade, fixed blade and bending leaf are all longer than one metre and supported only at the ends. To introduce rigidity into the fixed blade and bending leaf, heavy section angle iron was used. To strengthen the clamping blade, a length of bright mild steel was screwed (on edge) to it. Two washers were placed beneath the centre screw to ensure that the centre of the clamping blade will put pressure on the sheet metal and hold it in position. Sheet metal thicker than stated can be bent however the sheet metal bender will distort and produce a rounded corner.

It is most important that the bending leaf pivots exactly about its outside 90° angle. The following procedure was used.

- a) The two blocks at the ends of the bending leaf are machined with the finished size hole for the handle and a $\phi 3$ mm through pilot hole for the pivot.
- b) The recess is cut out from the end of the bending leaf.
- c) Weld the steel blocks in position. The pilot hole allows for alignment of the pivot hole and the outside edge of the bending leaf. Maybe a jig could be used to aid alignment.
- d) Re-drill the pilot hole for the pivot.

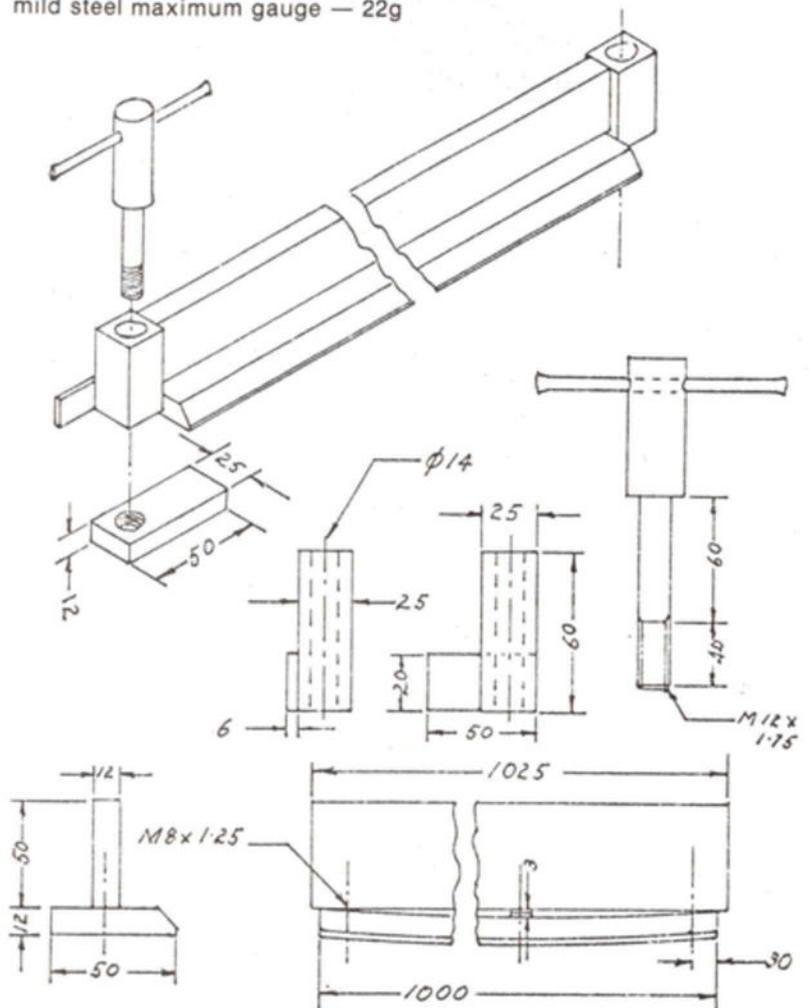
The bending leaf is fitted to the sides and the fixed blade is then welded to the sides according to the position of the bending leaf.

As for the machining of the splay on the edge of the clamping blade, I suggest you see your local engineering works.

Mention must be given to Bernie Houley and Ian Hayes for their assistance and criticism during the construction of this machine.

Capacity

Maximum length of bend — 1 metre
copper and brass maximum gauge — 20g
mild steel maximum gauge — 22g



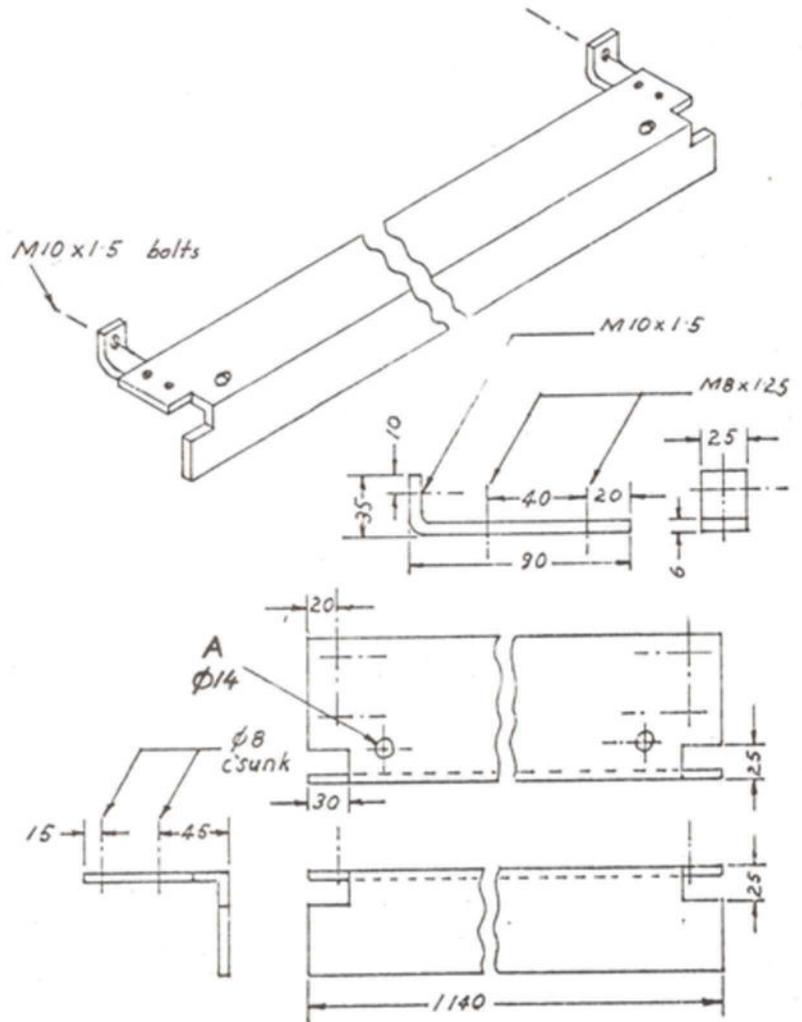
CLAMPING BLADE

Fabricated from 50 x 12 section B.M.S.

AN EASY-TO-MAKE SHEET METALWORKING AID



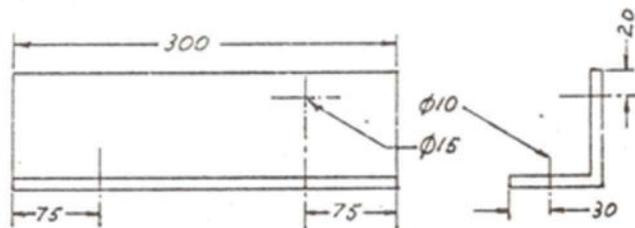
Finished sheet metal bender shown in operation.



FIXED BLADE

100 x 75 angle iron (x 10 thick)
welded to sides

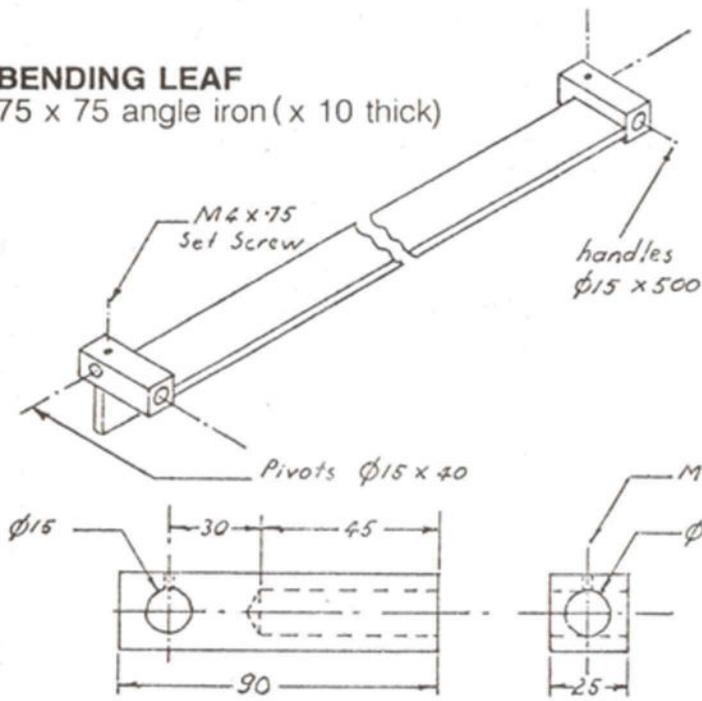
Position of hole (A) determined by clamping blade



SIDES

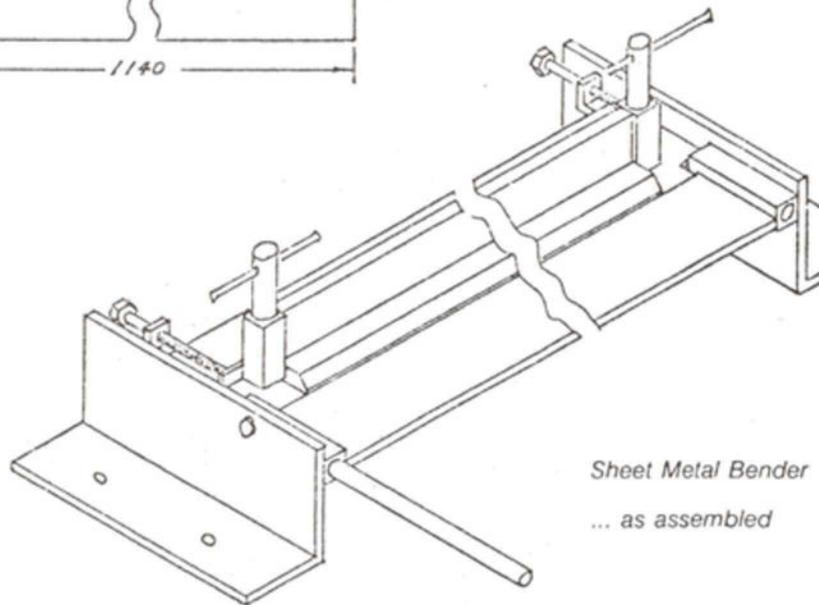
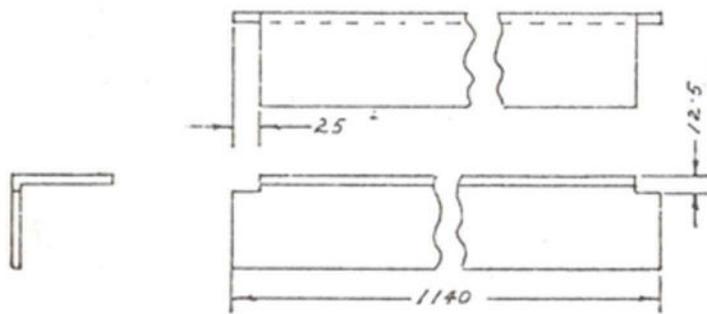
100 x 75 angle iron (x 10 thick)

BENDING LEAF
75 x 75 angle iron (x 10 thick)



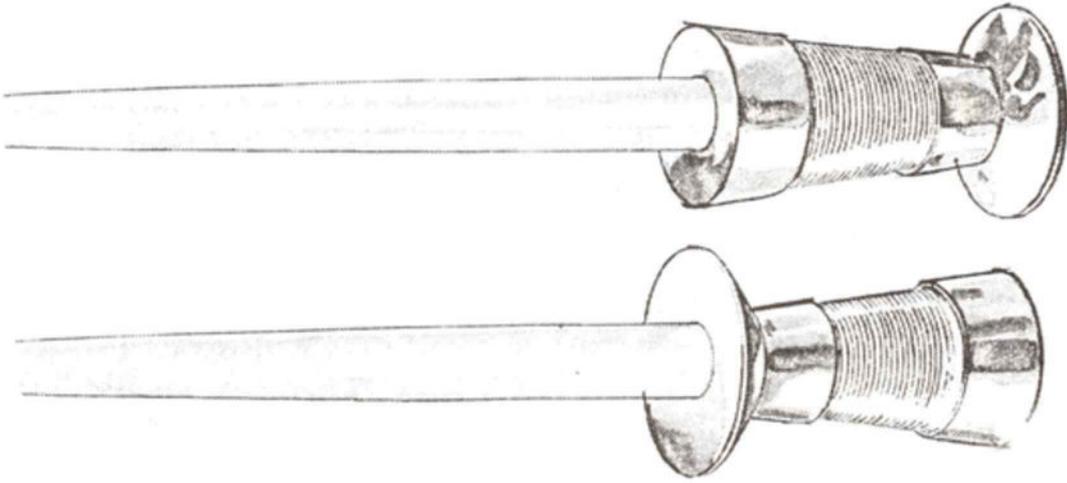
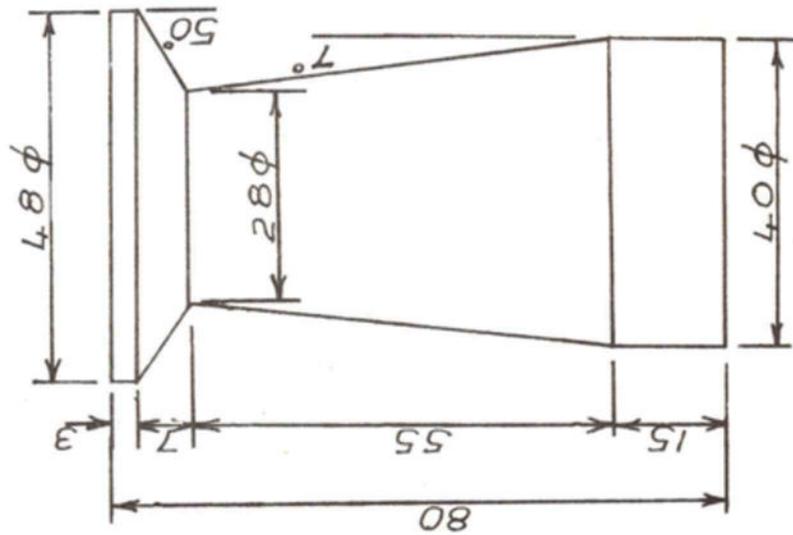
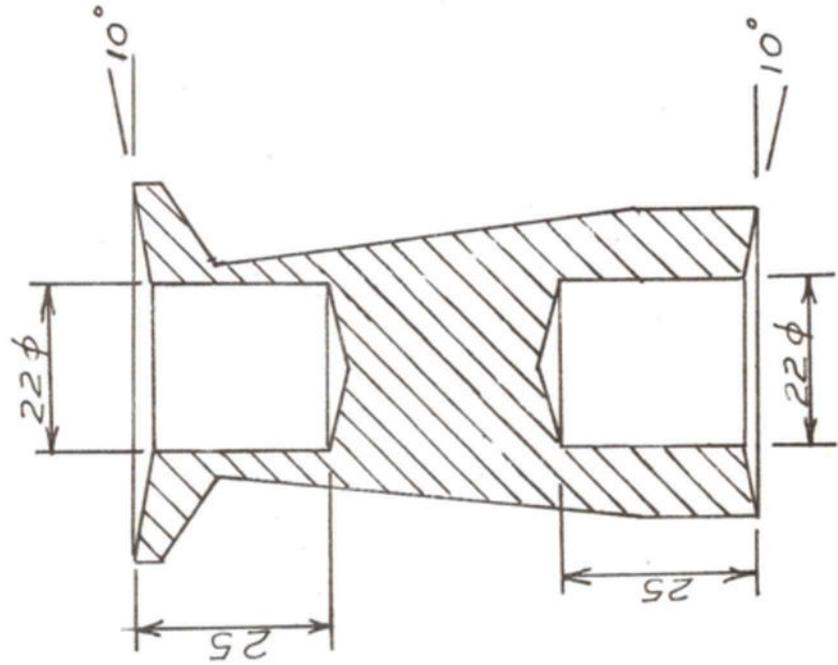
SHEET METAL BENDER

(continued)



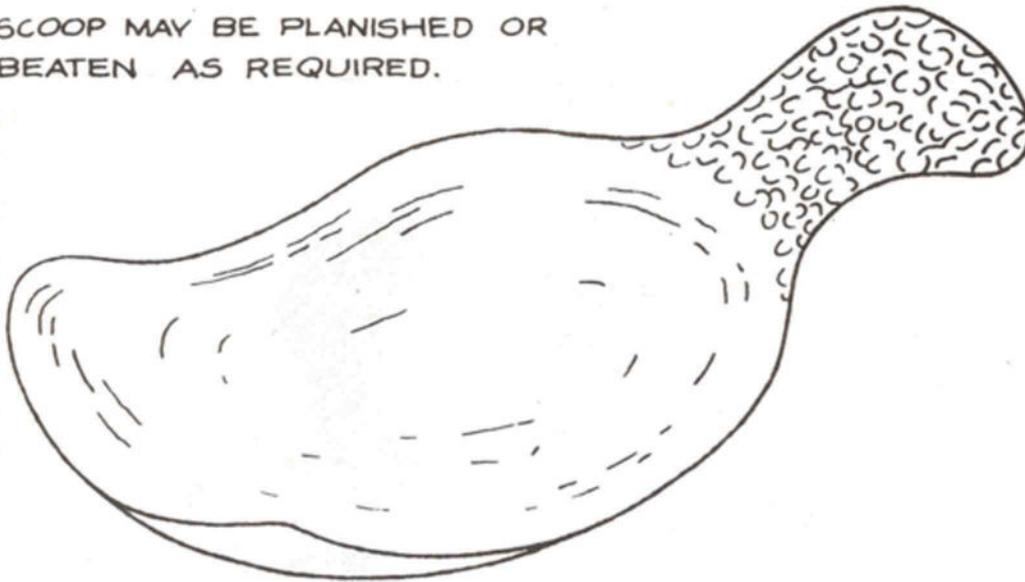
Sheet Metal Bender
... as assembled

CANDLE HOLDER



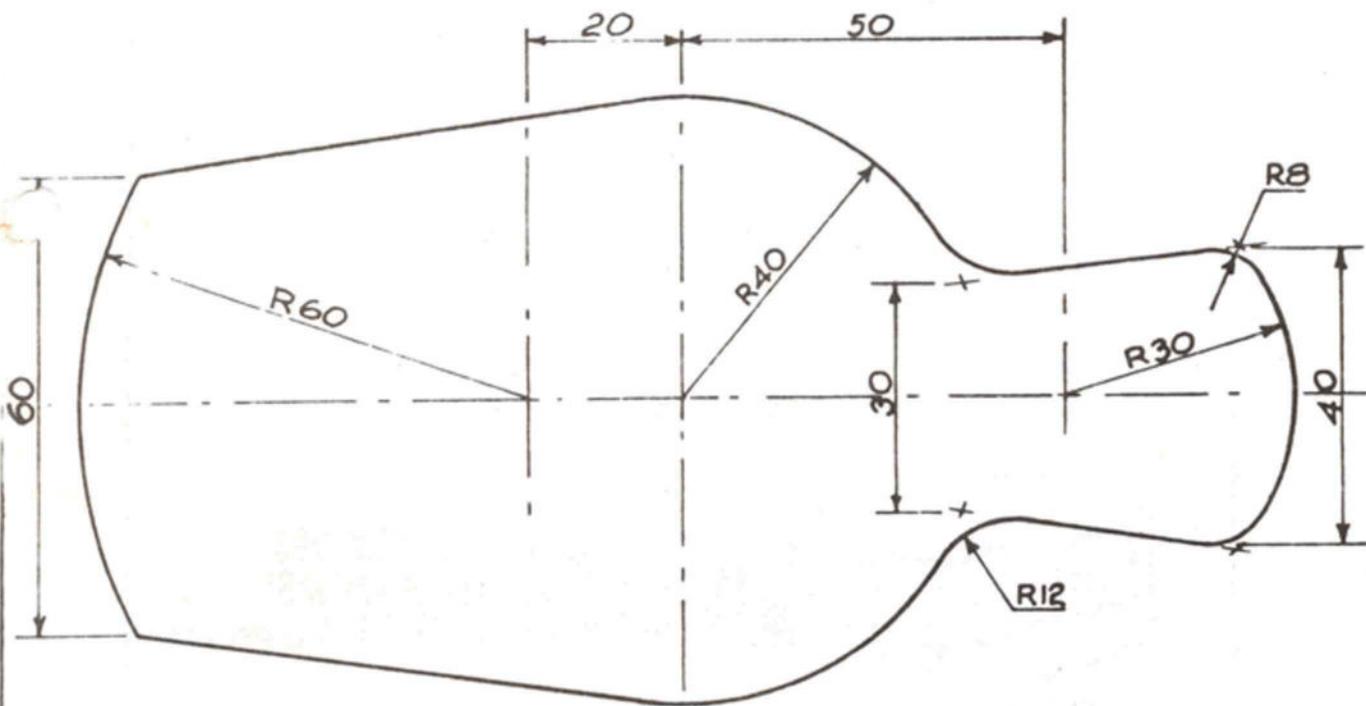
MATERIAL: 4.8ϕ , ALUMINIUM
82 LONG.

SCOOP MAY BE PLANISHED OR
BEATEN AS REQUIRED.

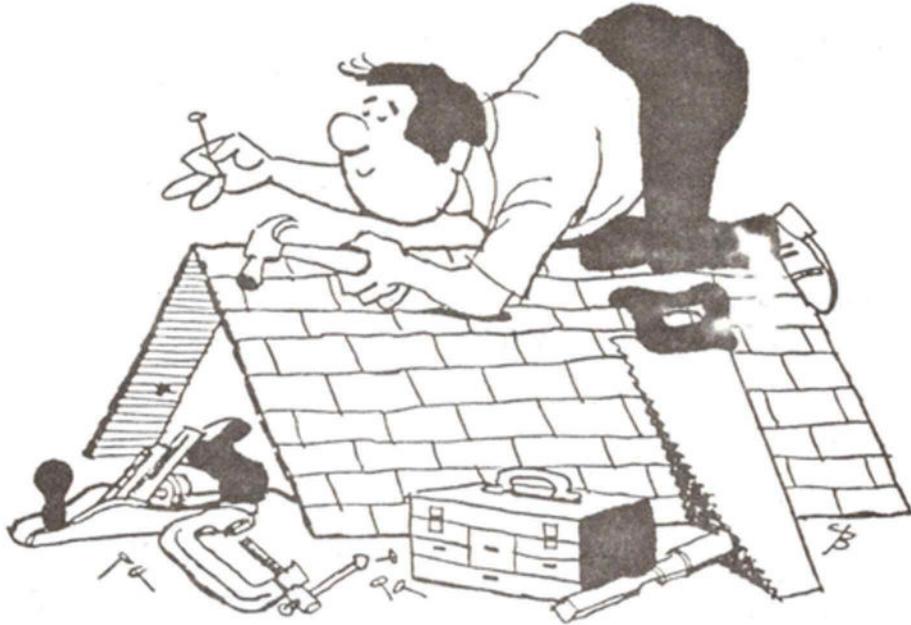


PICTORIAL SKETCH

MATERIAL REQUIRED : 1 PIECE ALUMINIUM SHEET 160x80



DEVELOPMENT



- FOR MANUAL TRAINING MATERIALS -

TELEPHONE

(07) 356 0631

CUSTOMER SERVICE SECTION

PETER ATLEY (or) IAN MURRAY

or post to

P.O. BOX 51, ALDERLEY. 4051.



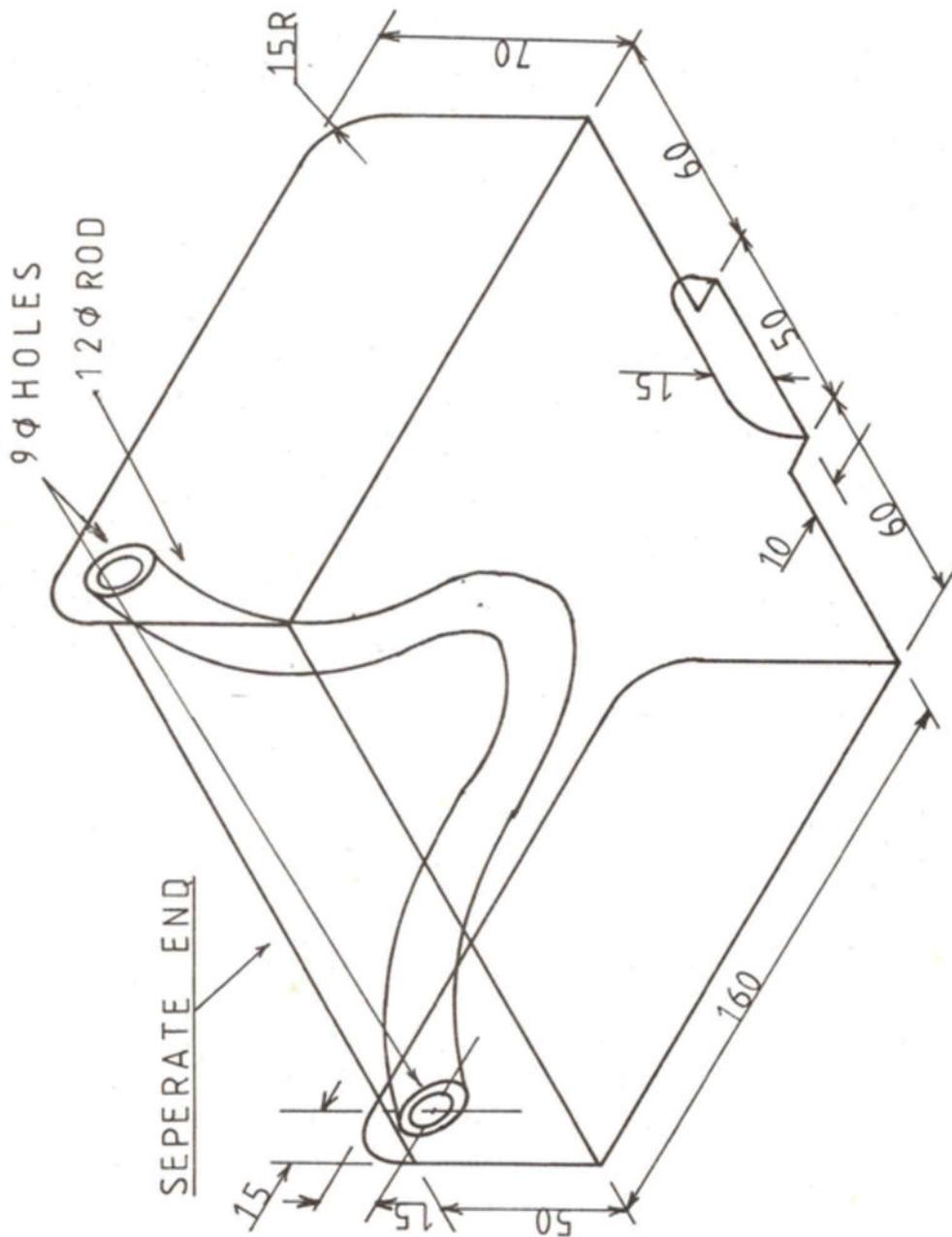
WBS WILSTON
BUILDERS'
SUPPLIES PTY. LTD.

Myer Chermside
Shopping Centre
Gympie Road,
Phone 59 3151.

271 Gympie Road,
KEDRON.
Phone 59 1126

2 Heather Street,
WILSTON.
Phone 356 0631

SERJETTE HOLDER



SEPERATE END

9 φ HOLES
12 φ ROD

END OF ROD

MATERIAL: 1 PIECE 310 X 185 X 3 ACRYLIC

1 " 170 X 50 X 3 "

1 " 300 X 12 φ "



INSTITUTE OF INDUSTRIAL ARTS

3rd International Conference

29 August - 2 September 1983

Suva, Fiji

Introduction

All interested people are invited to attend the Third International Conference on Industrial Arts which will be held at Suva, Fiji from 29 August to 2 September 1983.

For several years the International Conference Committee has worked towards a conference on Industrial Arts that would reflect on the current situation and the future developments of the subject and related topics in the South Pacific region.

Now the opportunity is available for members, affiliated members and others interested in Industrial Arts and related curriculum topics to participate in an outstanding educational conference.

Theme

"Industrial Arts at the Cross-Roads in the South Pacific — which way now?"

This theme is intended to encompass both the broad and the specific implications inherent in the selection of directions for Industrial Arts and related technical education. While diverse in many aspects of our resources, populations, needs and technological development, every country in the South Pacific region will be aware of the relevance of the theme particularly when most are at critical stages in curriculum development in Industrial Arts and Technical education.

Venue

The formal opening will be held in the Civic Centre in the heart of Suva and the business sessions at the Fiji Institute of Technology which is about a mile from the city centre.

Registration

Included with this brochure is a conference registration form. The conference Registration Fee of \$28 is not included in the base tour cost and must be paid at time of payment of deposit for all Conference Delegates. Registration fee is not applicable for those people accompanying delegates but not taking part in the conference.

Registration fee includes morning and afternoon teas, cocktail party and opening function. It does not include other activities which are to be paid separately.

CONFERENCE PROGRAMME OUTLINE

GENERAL PROGRAMME

Alternative Activities for Ladies

Monday 29 August pm

2.00 onwards
5.30 - 7.00

Arrival and registration at Suva Travelodge Hotel.
Delegates hospitality hour and cocktail party at Civic Centre.

Tuesday 30 August

Morning

9.00
10.00
11.00

Fijian welcome ceremony at the Suva Civic Centre.
Official opening of the conference — Governor General of Fiji.
Keynote Speech by Vice-Chancellor of the University of South Pacific

11.00-
2.00

Womens home luncheons with local hostesses

Afternoon

1.30

Seminar on the current directions of Industrial Arts led by regional speakers.

Evening

6.00

Magiti (feast for delegates and wives)

Wednesday 31 August

Morning

9.00

Leading Australian educationalists to present various viewpoints from the land of contrast
International Labour Organisation
"Industrial Arts — its role and implications in developing countries in the South Pacific"

9.30

Pick-up from hotels

10.00

Food preparation and cooking demonstrations at the South Pacific Commission

12.00

Luncheon at the School of Catering and Hotel Services

Afternoon

1.30

Ministry of Education (Fiji)
"Fijian Education — present and future"

2.00

Conference women's golf tournament and social afternoon

3.30

Special interest seminars led by topic specialists

Thursday 1 September

Morning

9.00

Leading New Zealand educationalist to present various viewpoints from the New Zealand experience
Director Fiji National Training Council

9.30

Conducted visit to local food and craft markets.

11.00

Tour — glimpses of industrial and technological development in Fiji.

12.00-
1.30

Light luncheon with a fashion parade at a selected hotel.

Afternoon

Evening

6.30

Banquet with entertainment, etc., at President Hotel

Friday 2 September

Morning

9.00 -

2.00

Institute of Industrial Arts Council Meeting or Alternative educational tours
"Rural multi-craft in action"

HIDEAWAY HOLIDAYS OFFERS YOU A CHOICE OF 4 EXCITING ITINERARIES

TOUR A

SUVA

SYDNEY/SUVA

Depart Sydney on Air Pacific for Nadi where you will connect with your flight to Suva. On arrival transfer to your hotel. Accommodation: President Hotel

SUVA

Participate in the Conference program.

SUVA

At leisure for sightseeing or last minute duty-free shopping.

SUVA/CORAL COAST/SYDNEY

Departure by coach for Nadi via the Coral Coast. Frequent stops will be made en route. departure by Air Pacific for Sydney.

9 Days/8 Nights

Sun Aug 28

Mon 29 — Fri Sept 2

Sat 3, Sun 4

Mon 5

	Triple	Twin	Single		
Adult	\$721	\$752	\$845		
	1 Adult & 1 Child	1 Adult & 2 Child	2 Adults & 1 Child	2 Adults & 2 Child	
Adult	\$783	\$752	\$733	\$721	
Child	\$480	\$465	\$455	\$449	

TOUR B

SUVA AND CORAL COAST

SYDNEY/SUVA

Depart Sydney on Air Pacific for Nadi where you will connect with your flight to Suva. On arrival transfer to your hotel. Accommodation: President Hotel

SUVA

Participate in the Conference program.

SUVA/CORAL COAST

Departure by air-conditioned coach for Hide-a-way Resort on the Coral Coast. Accommodation is at Hide-a-way Resort for two nights.

HIDE-A-WAY RESORT

The Resort is situated midway along the Coral Coast on the main island of Fiji and hidden away among the gently swaying palms.

CORAL COAST/NADI/SYDNEY

Morning at leisure. Afternoon departure by coach for Nadi via the Coral Coast. Frequent stops will be made en route. Departure by Air Pacific for Sydney.

9 Days/8 Nights

Sun Aug 28

Mon 29 — Fri Sept 2

Sat 3

Sun 4

Mon 5

	Triple	Twin	Single		
Adult	\$724	\$763	\$883		
	1 Adult & 1 Child	1 Adult & 2 Child	2 Adults & 1 Child	2 Adults & 2 Child	
Adult	\$803	\$763	\$739	\$724	
Child	\$490	\$470	\$458	\$451	

Supplement for larger style bungalow: \$29

TOUR C

SUVA AND CORAL COAST

SYDNEY/SUVA

Depart Sydney on Air Pacific for Nadi where you will connect with your flight to Suva. On arrival transfer to your hotel. Accommodation: President Hotel

SUVA

Participate in the Conference program.

SUVA/CORAL COAST

Departure by air-conditioned coach for Hide-a-way Resort on the Coral Coast. Accommodation is at Hide-a-way for five nights.

HIDE-A-WAY RESORT

At leisure at Hide-a-way Resort. The Resort is situated midway along the Coral Coast on the main island of Fiji and hidden away among the gently swaying palms.

12 Days/11 Nights

Sun Aug 28

Mon 29 — Fri Sept 2

Sat 3

Sun 4 — Wed 7

CORAL COAST/NADI/SYDNEY

Thur 8

Morning at leisure. Afternoon departure by coach for Nadi via the Coral Coast. Frequent stops will be made en route. Departure by Air Pacific for Sydney.

	Triple	Twin	Single	
Adult	\$773	\$837	\$1031	
	1 Adult & 1 Child	1 Adult & 2 Child	2 Adults & 1 Child	2 Adults & 2 Child
Adult	\$902	\$837	\$799	\$773
Child	\$540	\$507	\$488	\$475

Supplement for larger style bungalow \$65

TOUR D

SUVA & SELF-DRIVE

SYDNEY/SUVA

Depart Sydney on Air Pacific for Nadi where you will connect with your flight to Suva. On arrival transfer to your hotel. Accommodation: President Hotel

SUVA

Participate in the Conference program.

FREEWHEELER SELF-DRIVE PACKAGE

Your Datsun 120Y or similar car is delivered to the Hotel. Your 5 days/5 nights freewheeler package comes complete with open-dated vouchers for participating hotels and a car with unlimited mileage and comprehensive vehicle insurance. Your standard hotels include:

Nadi: Hotel Tanoa, Dominion Hotel, Gateway Hotel
Coral Coast: Korolevu Beach Hotel, Paradise Point Beach Resort, Man Friday, Crows Nest, Naviti Resort
Suva: Tradewinds Hotel (Bay side), President Hotel (Isa Lei), Grand Pacific Hotel (Colonial wing) and Town House (one bedroom apartment)
Kings Road: Raki Raki Hotel
Lautoka: Cathay Hotel

NADI/SYDNEY

Drop off your vehicle at Nadi Airport. Departure by Air Pacific for Sydney.

TOUR COSTS:

	TRIPLE	TWIN	SINGLE
ADULT	\$862	\$962	\$1242

Costs are based on 1 room throughout and are based on Group A Car. Supplements for larger cars available on request.
Rates are based on standard hotels—list of participating hotels available on request.
Hotel pre-booking fee \$10 per person. Surcharges payable direct to hotels in local currency: Crows Nest: \$5 per single room. Naviti Resort (peak season): \$8.24 per room. Reef Resort: \$5 per room. Southern Cross Hotel: \$5 per room

OPTION 1

Take an extra three nights on your standard tour and include the fabulous Blue Lagoon Cruise.

	A DECK	B DECK
TRIPLE	\$273	\$251
TWIN	\$341	\$311
SINGLE	\$632	\$577

Child under 16 sharing with two parents pay for meals only directly on board.

Costs include Nadi/Lautoka/Nadi transfers.

OPTION 2

If you are taking any one of the tours outlined above you can extend for an extra 3 nights by taking our Freewheeler Self-Drive option.

Tour cost includes Group 4 car with unlimited mileage, accommodation at participating standard grade hotels, collision damage waiver insurance.

	TRIPLE	TWIN	SINGLE
3 NIGHTS	\$97	\$140	\$247

Child under 15 years sharing room with parents — FREE.

1 child in extra room: \$139

2 Child in extra room: \$86 ea

Supplement if returning on Sunday September 11: \$21 adult, \$15 child (under 12 years)

REGISTRATION FORM

(Photocopies acceptable)

Name/s

Address

Phone

School

I/We wish to reserve for _____ Adults, _____ Child, on Tour _____

Hideaway Holidays Deposit \$A75 per adult \$ _____

\$A35 per child \$ _____

Conference Registration Deposit \$28 per delegate \$ _____

TOTAL \$ _____

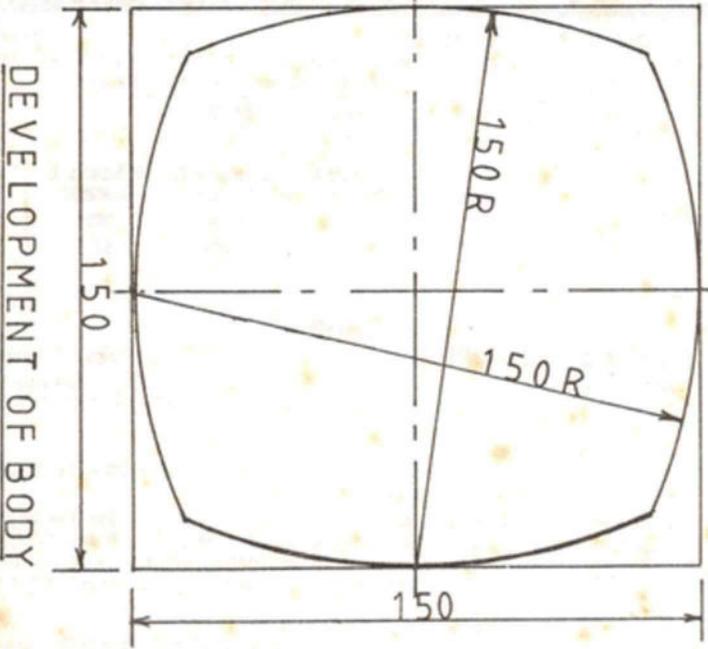
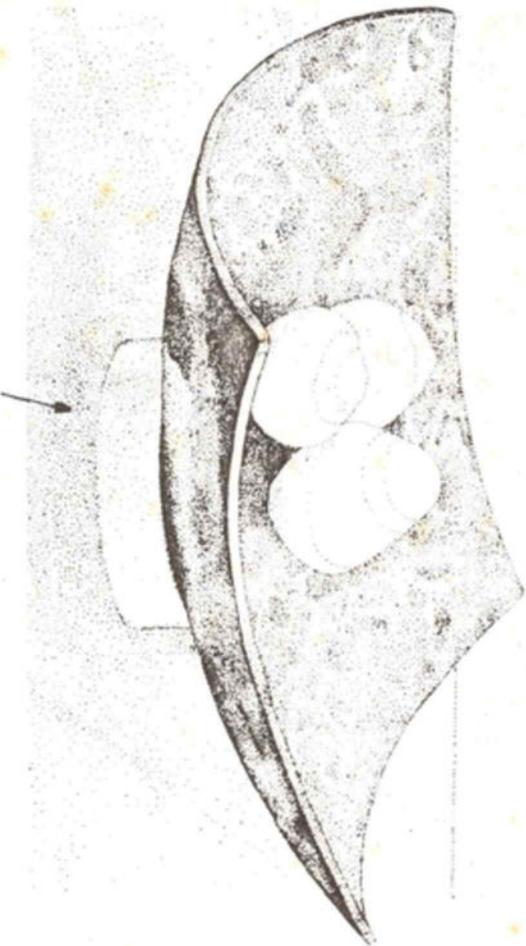
Deposits to be paid as soon as possible. _____

Balance to be paid by 28 June, 1983. _____

Post to: HIDEAWAY HOLIDAYS, 1037 Victoria Road, West Ryde, N.S.W. 2114

COPPER DISH

BODY SHAPED BY DOWNBEATING



BASE BENT TO CIRCULAR SHAPE & SOLDERED TO BODY

