



ACER
APR 1989
LIBRARY

Edited by John King

Centre of Philosophy for Children

The Centre was established as a self-supporting unit within ACER in July 1988. At that time, Dr Laurance Splitter, formerly senior lecturer in Philosophy at the University of Wollongong and President of the Australian Institute of Philosophy for Children (AIPC), joined the staff of ACER as a Chief Research Officer. The AIPC's role as a national coordinating and policy making body, as well as distributor of classroom materials associated with the Philosophy for Children program, has now been taken up by the Centre. The AIPC itself has become the NSW Association of Philosophy for Children, in line with similar developments in other states (the South Australian Association, etc.). In fact, Philosophy for Children is now represented in all states and the ACT. The most active regional centre over the past couple of years has been South Australia where, thanks to the untiring efforts of a small group of professional philosophers and teacher educators, well over 100 teachers have participated in workshops and the program has been introduced in more than 40 schools in the Adelaide region.

Through its affiliation with the International Council for Philosophical Inquiry with Children, the Centre will communicate with similar organisations in the many countries where Philosophy for Children is now established.

International Status

The growing status of Philosophy for Children may be measured by the fact that the United States National Diffusion Network has approved the program, which effectively means that all the schools in that country can receive financial support for inservice training and professional development. In addition, a resolution currently before the European Parliament requests that

the Parliament lend its support and encouragement to the development of primary school philosophy in all the member nations of the EEC.

Impact on Schooling

The primary rationale of Philosophy for Children is that through structured discussion of philosophical (or conceptual) issues and ideas, children of all ages will improve their thinking and learning skills. Evidence of the impact of the program across a wide range of competencies – including reasoning, reading and comprehension, and mathemat-



Laurance Splitter, a former Rhodes Scholar, is Director of the Centre of Philosophy for Children. He is an Executive Member of the International Council for Philosophical Inquiry with Children, and on the Faculty of the Institute for the Advancement of Philosophy for Children in New Jersey.

Prior to joining ACER in July 1988, Dr Splitter was Senior Lecturer in Philosophy and Education at the University of Wollongong. He founded the Australian Institute of Philosophy for Children, the activities of which ACER has taken over in establishing its Centre.

ics – is now well established. So far, most of the 'hard data' comes from the United States where Philosophy has become part of the school curriculum in more than 5000 school districts. The qualitative impact of the program on Australian schools can be inferred from the many enthusiastic comments by teachers and children.

Several regional branches, as well as the Centre itself, are in the process of conducting research projects which examine the impact of the program on a number of key areas concerning cognitive and metacognitive development, self esteem and other areas of the curriculum. Reports on these projects will be published from time to time through the ACER Newsletter. From early 1989, the Centre will also publish its own newsletter, which will be available to Associate Members of the Centre.

Community of Inquiry

Two aspects of the program deserve special mention. First, it belongs well and truly to the tradition of philosophical inquiry which extends back more than 2,500 years. In other words, children involved in the program *are doing philosophy*: they are exploring the same kinds of ideas that have excited thinking adults for generations. And they enjoy the opportunity to examine problems and puzzles which interest *them*. Secondly, Philosophy for Children (unlike most traditional philosophy courses) has an underlying pedagogy which addresses fundamental educational objectives. This pedagogy can best be summed up with the phrase 'community of inquiry', which describes the kind of classroom environment most conducive to shared dialogue and the building of thinking skills. In a community of inquiry, participants listen carefully to, and build upon, each other's ideas. They learn to respect ideas with which they disagree, and to modify their own views when necessary. They appreciate the importance of asking 'thinking' questions, and of searching for reasons and underlying assumptions rather than a quick solution to problems.



Personal Development and Self Esteem

A strong emphasis on interpersonal communication and cooperation makes Philosophy for Children an ideal syllabus for personal development (enhanced by the fact that the concept of a person has traditionally been of great concern to philosophers). And its implicit message that children's ideas are valuable and precious – albeit not necessarily true – means that those taking part gain in confidence and self esteem, as they discover ways to integrate their own thoughts with those of other children, as well as with 'adult' conceptions of the world.

The skills and dispositions fostered in Philosophy for Children are fundamental and foundational to the process of education. For this reason, the Centre emphasises the importance of doing philosophy in primary, as well as secondary, classes. It is a particular merit of the available classroom materials that they are structured sequentially to meet the needs and interests of different age groups.

An Integral Part of the Curriculum for All Children

It does perhaps need to be emphasised that Philosophy for Children is not just a program for 'gifted' children (although it works extremely well in their hands). It is surely undeniable that all children deserve the opportunity to learn to think to the best of their individual abilities. In fact, precisely because the program encourages children to articulate and build upon ideas, it is well suited to the special needs of disadvantaged and learning-disabled children.

While the Centre does not discourage use of the program in specialised areas such as enrichment programs, it encourages teachers to regard philosophy as an integral part of the curriculum, as important as mathematics, science, and the humanities. Primary and secondary teachers who have participated in workshops conducted by the Centre or its affiliated branches will testify that the methodology and subject matter of Philosophy for Children complement activities in other parts of the curriculum, and help to prepare children to deal with problems and dilemmas that will inevitably confront them in later life. In brief, Philosophy for Children teaches children to *think for themselves*.

Teaching the Teachers

The role of the teacher in establishing and conducting classes in Philosophy



A recent philosophy class at South Yarra Primary School, Melbourne, Victoria.

for Children is crucial to its success. In workshops offered by the Centre, opportunities are provided for teachers to:

- experience what it means to be part of a community of inquiry
- improve their own capacity for reflective thinking and divergent questioning, and so encourage children to move beyond their own experiences and reason objectively
- develop strategies for guiding philosophical inquiry and discussion.

Future Activities

The Centre and its affiliated branches offer a range of professional activities and services for teachers and other members of the education community (including parents). In addition to regular teacher workshops, the following events may be of particular interest:

- a series of self-contained monthly afternoon and evening 'awareness' sessions to introduce people to Philosophy for Children and the concept of a community of inquiry (first session: Tuesday, 14 March, 4.15-5.45 p.m. at ACER).
- an intensive workshop for professional philosophers and educators interested in becoming involved in the area of teacher education (23-29 July, at ACER).
- a conference on *The Teaching of Critical Thinking*, (Friday, 1 September, 3.00-9.30 p.m.).

For further information about these and other events, please contact Laurance Splitter at the Centre, or any of the coordinators whose names appear below. The forthcoming Philosophy for Children newsletter contains further details of activities planned for 1989.

Philosophy for Children, at Tertiary Level

A number of institutions (in Melbourne, Adelaide, Canberra, Sydney and Armidale) have plans to introduce courses in Philosophy for Children over the next couple of years. These courses will be open to teacher-trainees as well as graduates who are already working as teachers. (Previously Laurance Splitter had taught several such courses in the Education Department at Wollongong University.) It is hoped that they will be the forerunner of whole degree programs in Philosophy for Children (at Masters and Doctorate levels) such as already exist in the United States.

In the eastern mainland states, a majority of the teachers who have participated in inservice workshops and introduced philosophy into their classrooms have been from the private school sector. It is hoped that 1989 will see an expansion of activities in state schools. Already several state primary schools have written philosophy into their guidelines for future curriculum planning and have received government support for further inservice work.

Visits to individual schools (to conduct workshops or classroom demonstrations, address teachers and parents) may be arranged by contacting Laurance Splitter at ACER. The Centre will also provide price lists for materials and professional activities. Individuals or institutions opting for Associate Membership of the Centre will receive discounts on materials as well as the newsletter.

A major focus for 1989 will be to liaise with other ACER projects and research areas, including The Compulsory Years

(Kevin Piper), Cognitive Processes and Education (Helga Rowe) and The Sunrise School (Liddy Nevile).

Coordinators

Australian Capital Territory: Dr Frank Sofo, School of Education, Canberra CAE, P.O. Box, Belconnen, ACT 2616; phone (062) 522 265.

New South Wales: (Sydney) Ms Marjorie O'Loughlin, Department of Education and Behavioural Sciences, Sydney CAE, PO Box 63, Camperdown NSW 2050 (02) 660 2855. (Armidale) Dr Robert Elliot, Department of Philosophy, University of New England, Armidale, NSW 2351; phone (067) 73 3333).

Queensland: Dr Lyn English, Department of Mathematics, Science, Computing, Brisbane CAE, Carseldine Campus, Beams Road, Carseldine, Qld 4034; phone (07) 263 6222.

South Australia: Dr Susan Knight, South Australian CAE, Smith Street, Salisbury East, SA 5109; phone (08) 259 2153.

Tasmania: (Hobart) Mr Brian Haslem, Philip Smith Education Centre, Edward Street, Glebe, Tas. 7000; phone (002) 307 249. (Launceston) Mr Peter Davson-Galle, Division of Education, TSIT, PO Box 1214, Launceston Tas. 7250; phone (003) 26 0201.

Victoria: Ms Sue Wilks, Department of Philosophy, Institute of Education, University of Melbourne, Parkville, Vic. 3022; phone (03) 341 8735.

Western Australia: Mr Gary Pears, PEAC, 2nd Avenue, Rossmoyne, WA 6155; phone (09) 457 0047.

Computer Interpretation Program for TORCH

From Brisbane comes news of the development of a Computer Interpretation Program for recording, analysing and reporting Tests of Reading Comprehension (TORCH) scores. The author developed the IBM compatible program in response to a need for an easily managed system for coping with large numbers of student scores.

The TORCH Computer Interpretation Program should suit the needs of most teachers, although some modifications may be required to meet individual specifications.

For further information on this program contact Judy Eppinger, Education Consultant at ACER (03) 819 1400.

Development and Training

ACER's new Development and Training Division provides opportunities for teachers, psychologists, researchers, and educational administrators to enhance their skills in educational and psychological measurement, educational research, program evaluation, and in using ACER publications and services. The program makes provision for audiences within Australia, and in Asia and the South Pacific, as well as for ACER staff. The program also serves to publicise test instruments and associated materials produced or distributed by ACER and to encourage the appropriate use of such instruments and materials. Workshops for teachers and psychologists are being presented at a number of venues together with short courses on the Australian Education Index, and on program evaluation, and a regular program of leadership courses for those presenting parent education programs.

A number of conferences have been arranged for 1989, including a Seminar on National Testing (in conjunction with the Australian Psychological Society), a conference on the Testing of Critical Thinking and Creative Thinking (see details provided elsewhere in this Newsletter), and a residential conference on educational programs for children and adolescents who manifest emotional or behavioural problems in regular or special schools (in conjunction with Faculty of Special Education and Paramedical Studies, Victoria College).

Details of the 1989 program of workshops and conferences are listed below. Those wishing to participate in any of these activities should complete the enclosed form and return it to the Development and Training Division, ACER.

ACER reserves the right to cancel workshops where the number of intending participants is too low.

Conferences

Seminar on National Testing (in conjunction with the Australian Psychological Society).

Two-day seminar for about 100 people. Venue: University of Queensland, St Lucia, Brisbane. Dates: 26-28 May 1989.

The seminar provides a forum for open discussion of all aspects of the issue of national testing programs, for the evaluation of standards across Australia's school systems. Several promi-

nent Australians will be invited to address the seminar. Participation will be invited from a wide range of educational, business and community organisations.

National Conference – Educational programs for children and adolescents who manifest emotional or behavioural problems in regular or special schools

(in conjunction with the Faculty of Special Education and Paramedical Studies, Victoria College, Burwood Campus).

Two- to three-day residential conference for about 100 teachers and related professionals. Venue: Marysville, Victoria. Dates: Friday, 4 August to Sunday, 6 August 1989.

This conference will provide an opportunity for teachers and related professionals to learn about contemporary Australian educational approaches to the teaching of students who manifest emotional or behavioural problems, and provide an opportunity for practitioners in existing programs to share experiences and insights with interstate and local colleagues. (Those who have registered interest in this conference already should not do so again.)

The Teaching of Critical Thinking and Creative Thinking

(Dr L. Splitter)

One-day non-residential conference for about 200 people. Venue: Melbourne. Date: Friday, 1 September 1989.

An opportunity for teachers, teacher educators, administrators, parents and others interested in this important topic, to learn about current strategies and programs, and to exchange ideas.

Workshops and Short Courses

Program Evaluation: Models and Methods

(Dr Kevin Piper)

Two-day workshop. Venues and dates to be arranged.

The workshop will explore a range of approaches to program evaluation, with an emphasis on the design and conduct of practical evaluations for particular purposes in particular contexts.

Introduction to 'Living in a Step-family'

Mrs Ruth Webber)

Morning, afternoon and evening sessions. Venues: Adelaide, Perth. Dates: April 1989.

Development and Training

(Continued from page 3)

The workshops will be designed to provide information to professionals wishing to implement this program.

1. Adelaide workshop: 7 April 1989
Contact: CAFHS, 285 South Terrace, Adelaide 5000
Telephone: (08) 223 2477
2. Perth workshops: 10 and 11 April 1989
Contact: YWCA, Suite 2,
17 Ord Street, West Perth 6005
Telephone: (09) 322 6669

Leadership Skills Course

STEP (and the Next STEP) Systematic Training for Effective Parenting
(Ms Sandra Cutts)

Three-day course: (Melbourne only)
June and November.

This course is designed to acquaint participants with the STEP program and its underlying values and assumptions. The course also focuses on group dynamics and group leadership skills. Participants may use the course as a basis for undertaking the STEP and The Next STEP programs with parents.

Enquiries to ACER Parent Education on (03) 819 1400
or toll free 008 338 402.

Curriculum and Financial Performance

(Dr Ross Harrold)

One-day workshop. Venues and dates to be arranged.

The 'Curriculum and Financial Performance' package is a set of materials for self-analysis in non-government schools. The workshops are provided for school bursars and their senior staff.

Interpreting the TORCH Tests

(Ms Judy Eppinger)

Morning and/or afternoon sessions.
Venues: Sydney, Brisbane, Adelaide.
Dates: To be arranged.

The workshops will show teachers the depth of interpretation possible from the TORCH tests.

The Neale Analysis of Reading Ability - Revised

(Ms Judy Eppinger)

Three hours. Venues: Sydney, Brisbane, Adelaide. Dates: July/August 1989.

To introduce teachers and educational psychologists to the Revised Neale Analysis of Reading Ability.

Assessment and Special Education

(Ms Judy Eppinger)

Two days. Venues: Melbourne and country centres. Dates: October 1989.

These workshops will assist participants to become familiar with develop-

ments in the area and provide a practical base from which they can formulate their own programs.

Systematic Selection Procedures

(Dr Ken Miller, and others)

Four and a half hours. Venues: Melbourne, Sydney. Dates: August 1989.

The place of systematic selection procedures in personnel work with special reference to the use of tests of ability, aptitude and personal characteristics. The workshop is for Personnel and Managerial staff who wish to consider ways of improving or extending their knowledge of selection procedures for initial selection, reallocation or promotion of staff.

Assessment Centres Overview

(Dr Ken Miller, and others)

Six hours. Venues: Melbourne, Sydney. Dates: August 1989.

The overview will cover the development of assessment centres to identify potential among company staff, to pinpoint development/training needs of individuals, and to select new staff, the tasks which may be included in an assessment centre, the benefits and costs of introducing assessment centres. The workshop is for all staff involved in career development and promotion decisions.

Personnel/Occupational Testing

(Dr Ken Miller, Mrs Jenny Barnes)

Five days. Venue: Melbourne. Dates: August 1989.

Participants in the course are trained to administer, score and interpret tests of general ability, mechanical, spatial and clerical aptitude. Special tests for computer staff will also be covered. Participants who complete the course and post-course exercise successfully will be authorised to purchase tests covered in the course.

The course is for personnel and training staff and psychologists involved in recruitment and interested in introducing ability and aptitude tests into their procedures.

Differential Test Battery

(Dr Ken Miller, Mrs Jenny Barnes and Ms Barbara Tyler)

Six days. Venue: Sydney. Dates: 19-24 August 1989.

Contact: (063) 55 6290; (02) 387 3581.

The DTB is a twelve-part battery which has been designed to measure human abilities and aptitudes and also to provide an objective measure of certain personal characteristics such as temperament and drive. The battery has been extensively used in the selection of apprentices, technicians, graduates and other staff. There is increasing use of the

DTB in vocational and career guidance.

The course will include training in the administration and scoring of the DTB, and the interpretation of results.

Successful completion of this course, and the completion of the subsequent practice cases, are a requirement for registration as an approved user of the DTB.

The Rothwell-Miller Interest Blank (Revised)

(Dr Ken Miller)

One-day course. Venues: Melbourne, Sydney. Dates: August 1989.

The Rothwell-Miller Interest Blank was envisaged as an aid to a careers guidance interview; as such, it was kept short and presented in a format that made all the information available on a single sheet. The course is for psychologists, experienced counsellors and careers teachers and personnel staff who have experience and/or training in using aptitude tests and who wish to use the Revised edition of the Blank in their work.

Assessing Personality with the 16PF, and Motivation with the Gordon Surveys of Values

(Ms Barbara Tyler and Dr Ken Miller)

Basic course: Three days. Venues: Melbourne, Sydney. Dates: August 1989.

The course is for psychologists who wish to use the 16PF in occupational practice, and will address interpretation of profiles and the use of the results.

Advanced/Refresher Seminar: Two days. Venues: Melbourne, Sydney. Dates: August 1989.

The seminar to discuss problems of interpretation has been arranged for psychologists who have attended a basic course on Personality Testing and have used the 16PF for several years. Basic theory will be reviewed and the most recent developments in interpretation will be presented. The Gordon Surveys of Values will also be introduced as supplementary instruments as required.

Management Style Measures

(Ms Barbara Tyler and Dr Ken Miller)

One day course. Venues: Melbourne, Sydney. Date: August 1989.

The course covers two Management Style questionnaires, the Style and Attitude Scale (SAS) and the Leadership Opinion Questionnaire (LOQ), a subordinate style questionnaire, and Response Indicator (RI) designed to complement the SAS, and the Supervisory Behaviour Description (SBD) which is complementary to the LOQ.

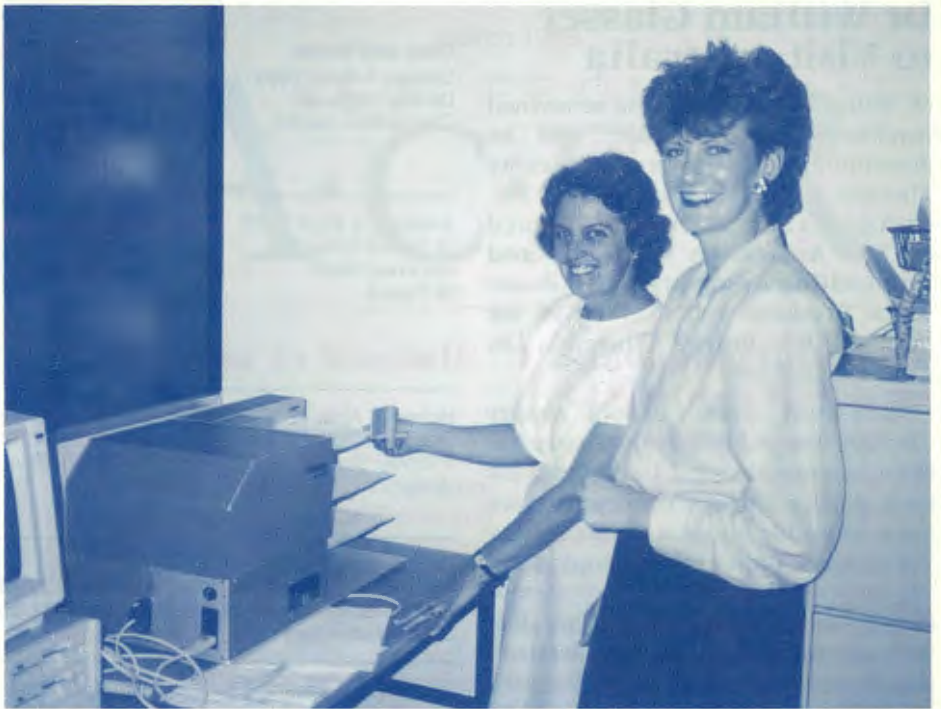
The course is for psychologists, personnel and training staff who have completed courses which qualify them to use tests in the Mb or P categories.

Myers-Briggs Type Indicator

(Ms Meredith Fuller, Mr Ian Kendall and Ms Frances Thorsen)

Three-part course (three days, plus practical tasks, plus two days). Venues: Melbourne with others to be arranged. Dates: to be arranged.

This course for psychologists and other professionals wishing to use the MBTI covers basic theory and study of the 16 types, design and construction of the instrument, related research, and ethical use in practical applications of the MBTI. Non-psychologists will require accredited tertiary training in such areas as education, vocational rehabilitation, careers counselling, social welfare, health sciences, and personnel management.



To obtain further information including pricing details about the ACER Scoring Service contact Testing Services Officer Jacqueline Barley (right) or Clerical Assistant, Gwen Hodder. Telephone: (03) 819 1400 Fax: (03) 819 5502.

Reports from the Institutes for Educational Research

Each of the Institutes for Educational Research sponsors programs of seminars, workshops, panel discussions on lectures and issues of current interest.

During July the **Victorian Institute for Educational Research** will present the 1989 Frank Tate Lecture. The guest speaker will be Dr Joyce Vantassel-Baska, Professor of Education and Director, Center for Gifted Education, William and Mary College, Williamsburg, Virginia. She will be attending the 8th World Conference on the Education of Gifted and Talented Children to be held in Sydney from 3-7 July 1989.

Further information about the Victorian program is available from Keith Frampton, Victoria College, Burwood Campus (03) 285 3410.

Publications from Overseas

All books from the New Zealand Council for Educational Research (NZCER), the National Foundation for Educational Research in England and Wales (NFER) and the Scottish Council for Educational Research (SCER) are available from ACER. Ordering information and further details of publications are available from Consultant Services Division.

Scoring Services

ACER is pleased to be able to further extend the advantages of Optical Mark Reader (OMR) Scoring Services for our customers. The purchase of a new, more efficient double sided read head Kaiser OMR-80 will make test and survey questionnaire administration and scoring quick and accurate. The Optical Mark Reader detects pencil marks made on specially printed answer sheets and records this information in a computer file, ready for further processing. Any test or questionnaire designed in a multiple-choice format is suitable for optical mark reading or 'scanning'. Examples are achievement tests, aptitude tests, interest inventories, and survey questionnaires. Usually these are set up as reusable booklets with separate answer sheets. In some instances the test items or survey questions may be printed on the answer sheets themselves.

Advantages of Using ACER's Scoring Services

The advantages of a scoring service become increasingly apparent as larger numbers of students are tested, and more information about the students' results or test items is required. ACER's scoring service can save customers a great deal of time and tedious work by rapidly providing scoring of students' responses to tests or questionnaires.

The service can also provide much more detailed analysis by computer than could ever be obtained by the time consuming hand scoring method. The OMR scoring service is remarkably quick and accurate and has revolutionised the administration and scoring of tests for large numbers of candidates.

Services Provided

The basic service provides:

- an alphabetical list of students with test scores
- summary of statistics including means and standard deviations

Optional reports are also available to suit individual requirements. The turn-around time for this service is a maximum of five working days.

Special Quotation Options

Potential users who have a test or questionnaire program that they would like to administer and score are invited to discuss their requirements with ACER staff. ACER can offer advice about the standard options closest to those desired or provide specialised service and quotations. Standard answer sheets allowing for up to 60 or 100 multiple choice items with up to 5 response alternatives are readily available for purchase and scoring options may be discussed. Clients also have the option of retaining their results and original data files on floppy disks or magnetic tape.

Dr William Glasser to Visit Australia

Dr William Glasser, a world renowned psychiatrist and educator, will be presenting his latest ideas on Reality Therapy and Control Theory Psychology in a full day seminar sponsored by **The Australian Guidance and Counselling Association**. Dr Glasser is the President and Founder of the Institute for Reality Therapy, Los Angeles, California.

Since 1965, when his book *Reality Therapy* was published, Dr Glasser has been in great demand because of his basic Reality Therapy concept that we are responsible for what we do. Reality Therapy does not excuse people from any responsibility for how they choose to live their own life and how they deal with others. It helps them to understand that they are responsible for the ineffective things they do, think and feel and teaches them that there are better ways they can live their life. They must, however, decide whether or not they are satisfied with what they are doing now. He teaches that, miserable and unhappy as we may be, we choose all the important things we do. Through Reality Therapy we learn that these are choices, and that more effective choices are almost always available.

Dr Glasser believes that all of our behaviour stems from biologic and psychologic needs built into our genetic structure, and that everything we do, think, and feel is an attempt to satisfy these needs. This means that all of our behaviour is generated from within us, none of it is generated from what happens outside of us in the world. This is in sharp contrast to Stimulus-Response psychology, which teaches that we are often the victims of the world we live in. The fact that outside forces do not control us, and that we can choose what we do to control our own life, allows us to make the responsible choices that lead to effective living.

All of this material is incorporated into a stimulating, but easily understood lecture. Both professionals and lay people who have heard Dr Glasser, report that by using these ideas, they now see the world differently, and as a result, they are better able to help themselves and their clients to take more effective control of their life.

Dr Glasser will be lecturing in six cities. Dates, venues and contact people are included for your information. His presentation will be from 9.00 a.m. to

Dr W. Glasser Itinerary

Date and Venue	Contact Person	Registration
Sydney 1 April 1989 Darling Harbour Convention Centre	Judy Hatswell Kerrell Saines Ph: (02) 633 0400 (W) (02) 872 4231 (AH)	Glasser Lecture C/- Judy Hatswell Student Support Services PO Box 6000 Parramatta NSW 2150
Adelaide 4 April 1989 St Peters College Hackney Road St Peters	John Dryden Ph: (08) 354 6351 (W) (08) 344 7413 (AH)	Glasser Lecture C/- John Dryden Education Studies SA College of Advanced Education Holbrook Road Underdale SA 5032
Hobart 6 April 1989 Sheraton Hobart Hotel 1 Davey Street Hobart	Lorraine Murphy Ph: (002) 30 7183 (W) (002) 29 4550 (AH)	Glasser Lecture C/- Lorraine Murphy Student Services 71 Letitia Street Hobart Tas. 7002
Melbourne 8 April 1989 Albert Banquet Centre Aughtie Drive South Melbourne	Ailsa Drent Ph: (03) 735 1455 (W) (03) 877 5509 (AH)	Glasser Lecture C/- Ailsa Drent PO Box 238 Boronia Vic. 3155
Brisbane 12 April 1989 Sleeman Sports Complex Theatre Old Cleveland Road Chandler	Col McCowan or Ros Lim Ph: (07) 227 6540 (W) (07) 341 4612 (AH)	Glasser Lecture C/- Lorraine Wallis PO Box 120 Morningside Qld 4170
Canberra 15 April 1989 Lakeside Hotel Canberra	Chris Jenkins Ph: (062) 91 0122 (W) (062) 92 3002 (AH)	Glasser Lecture C/- Chris Jenkins Caroline Chisholm H.S. Hambridge Street Chisholm ACT 2905

4.00 p.m. The cost for the lecture is \$45.00 per person. Please include fee with registration.

The ACER will provide professional support with displays of materials at both Sydney and Melbourne venues.

ACER Seminar on Intelligence – High Success

This scientific meeting was held from 24 to 26 August 1988 at the Southern Cross Hotel, Melbourne. It began on the evening of 24 August 1988 with an opening address by Dr Barry McGaw, Director, ACER, and a public lecture entitled 'Beyond IQ' in which professor Robert J. Sternberg (Yale) shared some of his views on 'intelligence', assessment and tertiary selection.

The Seminar was attended by 225 people with special interests in differential psychology and education. The participants came from all Australian states and from 12 overseas countries. Among them were renowned scholars including John Carroll, Raymond Cattell, Robert Glaser, John Horn, Earl Hunt, James Pellegrino, Kjell Raaheim and Marc Richelle.

Themes addressed included the following:
Problems with the concept of 'intelligence',
Artificial intelligence,
Methods to accelerate cognitive devel-

opment and the acquisition of 'intelligence' behaviours,
Methods of assessment in primary, secondary and tertiary education,
Classroom practices aimed at the improvement of 'intelligence',
Creativity,
Mathematical thinking,
Raven's Progressive Matrices.

Publications

A number of participants have been invited to submit chapters based on their papers for publication in monograph form.

Proceedings of the Seminar will not be published. However, the Seminar *Handbook* contains all details of the program, addresses of all speakers and an abstract for each paper. The Seminar Handbook is still available and can be purchased from the ACER for the price of \$10.00 plus \$3 handling charge. Contact Customer Services at ACER (03) 819 1400.

Year 12: Students' Expectations and Experiences
(Research Monograph No. 33)

Margaret Batten

This book makes a contribution to the continuing debate on the nature and purpose of postcompulsory education. It reports on a study of the Schools Year 12 and Tertiary Entrance Certificate (STC) course, an alternative Year 12 course developed in Victoria, characterised by a school-based, negotiated curriculum and cooperative non-graded assessment. The participants in the study were Year 12 students from 14 schools who were enrolled in either the STC course or the traditional Group 1 course which had an externally prescribed syllabus and an external examination component. Students perceptions of themselves and their courses were monitored through questionnaires and interviews as they proceeded through the year, and again one year after they had left school.

This study and its outcomes should be of interest to any researchers, teachers, curriculum developers and policy makers who are concerned with postcompulsory education.
Code 277BK Price \$24.95

Bibliography of Education Theses in Australia:

A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1987

The Bibliography for theses accepted during 1987 lists 517 higher degree theses in education. This is the tenth in a series of annual volumes covering education theses accepted from 1978 through to 1987.

As well as being available in printed form, the *Bibliography of Education Theses in Australia* is available for on-line searching through the Australian Education Index database on the Australian Information Network (AUSINET) system. The database of over 40,000 records includes 3799 thesis entries.
Code 324BK Price \$25.00

March 1989

NEW FROM A·C·E·R

Talk Sense to Yourself

Jeffrey Wragg

This important new book for teachers, school counsellors, guidance personnel, welfare teachers, psychologists and students of behaviour modification focuses on the development of self-control and self-management skills for children and adolescents.

The material is organised into three separate yet complementary programs and can be used within an educational or counselling setting.

The first unit *Talk Sense to Yourself*, focuses on a program for individuals or small groups using cognitive self-instruction and behaviour rehearsal approaches.

The following unit, *Monitoring and Cueing for Behaviour Change* is for use by all teachers who are working to assist individual students gain control of impulsive and disruptive behaviour.

The third unit, *On Task Training for Children with Attention Deficit Disorders and Hyperactivity*, is designed to improve attention span, self-control and academically engaged time of students. The target group can be individual students, groups or even whole classes.

The practical techniques and skills presented in this book have been developed over many years of research and practice. The focus on issues regarding school disruption and the development of skills such as on-task training or cognitive-behavioural retraining and restructuring makes this book an essential reference for any school.

The author lectures in psychology at the University of Wollongong. His experience includes secondary teaching, four years as director of a drug and alcohol treatment centre, and periods as district schools counsellor and educational psychologist at a child guidance clinic in New South Wales.

Code 295BK Price \$19.95

Managing Common Classroom Problems

Guidance Centre 1986

This practical resource book describes twenty-one classroom problems identified as common by teachers and counsellors. For each problem, the characteristic behaviour is defined, and possible reasons for the behaviour offered. Management techniques for each behaviour are suggested for use with the individual student, the whole class, and the parents of the child. The management strategies cover the academic, social, emotional and physical areas.

Code 265BK Price \$18.95

Reports and Records of Achievement for School Leavers

(Australian College of Education)
Edited by Neil Baumgart

The task for the editor of this book was to collate and synthesise materials and descriptions of developments in the areas of reporting and records of achievement, to then analyse issues and trends, to disseminate information on all of these, to seek reaction, and to draw implications for future policies and practices.

The final collection is presented in four parts with the Introduction posing a set of general questions as a starting point for discussion, followed by Certificates and the Work of Certifying Authorities covering all Australian authorities and the TAFE sector, then Records of Achievement and Case Study Examples, and finally Issues in Student Assessment.

This important Australian book makes essential reading for all schools. Other supporting references available from ACER include *Introducing Profiling: A Practical Manual* by Patricia Broadfoot (\$24.95) and *Profiling: A User's Manual* by David Garforth and Henry McIntosh (\$11.70).
Code 285BK Price \$20.00

Customer Services
ACER, PO Box 210
Hawthorn, Victoria, 3122

ORDER FORM

March 1989
Telephone Orders
8.40 a.m.-5.00 p.m. (03) 819 1400
Fax: (03) 819 5502

Item	Code	Price	Quantity	Total price

Prices subject to change without notice

Handling charge per order \$3.00

Total to pay \$

Please supply or charge items as indicated. Send invoice with goods

or we enclose a cheque for \$ _____ or charge to Bankcard or Mastercard or American Express

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Authorisation: _____ Card expiry date: _____

Signature: _____ Today's date: _____

Name (PRINT): _____ Customer Order No.: _____

School: _____

Address: _____

Postcode: _____ Telephone: _____

FREE 1989 CATALOGUES/INFORMATION

Enclose this list with your order form; tick box to indicate requirements.

- ACER Parent Education Catalogue 1989
- ACER Personnel Catalogue 1989
- ACER Catalogue of Psychological Tests 1988/1989
- ACER Special Education, Health and Community Services Catalogue
- ACER Evaluation Resources Catalogue for Schools
- ACER 1989 Price List (coded for all catalogues)
- ACER Current Projects 1988/1989
- Philosophy for Children – Newsletter

1989 SUBSCRIPTIONS AND DETAILS

- Set: research information for teachers
(2 issues per year – \$27.00, \$30.00 overseas)
- Education Abstract
(ten issues per year – \$30.00, \$43.00 overseas)
- Psychological Test Bulletin
(2 issues per year – \$27.00, \$38.00 overseas)
- Test Library/Resource Centre – Yearly rates and borrowing details
Individual – \$35.00, Institution \$200