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INTRODUCTION

The shape of postcompulsory schooling in Australia continues to change dramatically. Participation rates in Years 11 and 12 in secondary schools are increasing in all systems. Alternative offerings in technical and further education are growing and increasingly serving general educational rather than specifically vocational purposes. The reasons why growing numbers of students are choosing to continue in a phase of education that is not compulsory are complex. Their choices are not simply a response to high levels of youth unemployment, though that factor is clearly influential. The study by Ainley, Batten, and Miller (see p.7) has shown that the nature of the education offered in the postcompulsory years is an important consideration for many students.

This changing demography of postcompulsory schooling has stimulated curriculum reform in all the Australian educational systems. Years 11 and 12 are no longer providing narrowly for the needs of a restricted group of students to enter higher education directly from school. The varying reforms in the different systems have been documented by McGaw and Hannan (see p.12). In some systems, the initial reform was to create new streams of study in Years 11 and 12, providing 'alternative' courses for those not preparing for higher education. The new purposes and new courses produced new assessment procedures, too, in many cases. Now the designers of these alternative courses are seeking to move them into a broadened mainstream—to give the courses an enhanced legitimacy and the students who take them a wider range of options at the end, including higher education. Batten (see p.8) is studying the operation of these alternative Year 12 courses in Victoria and South Australia.

Concerns about the years of postcompulsory schooling relate not only to their content but also to the transition to the years beyond. McGaw and Hannan's review (see p.12) documents the changing purposes and content of the certificates with which the transition from schooling is marked. At a more personal level, Williams and his colleagues (see p.6) have been following individuals through their transition from school to further education, work, and unemployment. Their major project, *Youth in Transition*, continues to provide a rich set of perspectives on the processes of transition. They have followed two national samples of individuals for seven years, those in the older sample now being 24 years and those in the younger, 19 years. A new national sample of 16-year-olds will be contacted in 1986.

The Commonwealth Government's Quality of Education Review Committee, which reported in April 1985, was charged in part to consider the adequacy with which schooling prepares people for adult life. The Committee drew on data from the *Youth in Transition* project. It also com-

missioned sets of papers on assessment of basic skills by Bourke and on the education of special groups by Sturman (see p.15).

As analyses of the relationship between schooling and employment continue to be offered and new policies for dealing with youth unemployment are canvassed, there is a risk that the current situation will be seen to be entirely novel with no lessons of relevance from the past. Holbrook's study of the 1930s depression (see p.32) offers a valuable historical perspective through its analysis of Victorian policies and practices for dealing with the high levels of youth unemployment experienced at that time.

These examples demonstrate ways in which the 1984-85 research program at ACER addressed key concerns in education throughout Australia. This Annual Report of the full activities of ACER for that year reveals a wide range of projects of relevance to an equally wide range of educational issues.

An important dilemma for ACER has always been how to balance the need for responsiveness in its research program with the need to achieve some overall cohesiveness. The recently retired Director, Dr John Keeves, took a significant step towards resolving this dilemma in his first year as Director in 1977, when he organized the research and development staff into three broad divisions—Social Context of Education, Learning and Teaching, and Measurement and Evaluation. Research projects were not organized strictly by these divisions, as successive Annual Reports reveal, but the divisions have provided staff groupings which facilitated interaction in the development of project proposals.

That the structure did not impose rigidity on the program is evident, from this Annual Report, in the involvement of ACER staff in short-term commissioned tasks for major educational inquiries—the submissions for the Quality of Education Review Committee, the National Advisory and Co-ordinating Committee on Multicultural Education, and the Committee of Review of the Adult Migrant Education Program.

In the period from January to June 1985, the specific comments of the Review into the Operations of the ACER have been addressed in some detail. A proposal for administrative reorganization was developed for consideration by the ACER Executive in July 1985. The intention of this proposal is to devolve more responsibility for aspects of the ACER program to the heads of units which undertake the work.

More significantly, the preparation of a statement on the purposes of ACER and its program development procedures has been commenced. The intention is to develop mechanisms by which the constituencies that ACER serves may influence the ACER program and have opportunities to negotiate collaborative activities within it. At its October 1985 meeting, the ACER Council will consider this general statement on the purposes and procedures of ACER as well as specific steps with which proposed changes might be implemented.

SOCIAL CONTEXT OF EDUCATION RESEARCH DIVISION

Advisory Committee

Associate Professor M. Poole (Chair), Mr N. Alford, Mr C. Beltz, Mr G. Berkeley, Professor D. Beswick, Ms L. Connors, Ms H. Hocking, Professor P. Karmel, Professor P. Musgrave, Mr J. Ramsay. (The Committee met twice during the year.)

Overview

Since the administrative and program structures of ACER as a whole have been reviewed in 1984-85, it is appropriate to review the Division's past activities and to suggest something about the direction of its research activities in the future.

The Division was established in 1978 to bring into focus and to develop an emerging emphasis on policy research within ACER. The Division's initial orientations, both substantive and methodological, were defined in a statement that appears in the 1978-79 Annual Report.

In the seven years since the Division's inception, two main programmatic thrusts have emerged. One subsumes studies which have focused either on the characteristics of educational institutions in their own right, or on the way in which these characteristics affect students. The other emphasis centres on studies of the transitions that individuals make within and between education and the labour market. These two broad streams of research coincide with two of the three substantive emphases proposed for the program as a whole in the 1978 statement: namely, 'educational systems' and 'the enduring effects of education'.

At the procedural level, experience with longer-term, team projects suggested that there is much to be gained from the co-ordination of both research and researchers. Effort can be rationalized if data collections for several projects can use the same samples. Additional questions can be addressed with the richer data sets. Staff development follows from exposure to the advice, criticism, and intellectual resources of colleagues in collaborative ventures.

While coherence and continuity are important, it is also important that the research program maintain the flexibility to address a wide range of research questions and the capability to respond to requests for policy research which sometimes will appear at short notice and which may carry short time-lines.

Co-ordination of projects can be achieved and flexibility maintained by adopting an explicit but fairly broad substantive focus for the program.

The so-called life-span perspective might be appropriate. The basic notions entailed are that individuals' lives are patterned by significant social transitions—school, work, marriage, parenthood, among others—involving the co-ordination and adjustment of multiple roles within constraints imposed by normative expectations regarding timing and sequence. In all of this, the individual person, group, organization, or institution is seen as an actor negotiating these various changes under the influence of internal states and external constraints.

In this way the three substantive emphases of the program proposed in 1978 are subsumed within one perspective. Educational systems are studied as the context in which these transitions take place, and as phenomena in their own right; questions to do with the socialization of students as preparation for these transitions, and for the multiple role behaviours that must be fulfilled, are subsumed within this whole; and the enduring effects of education are seen as the consequences of schooling for post-school transitions.

It is proposed that the Division maintain a program centred on longitudinal surveys of several national samples. The longitudinal aspect bears on the life-span focus of the program, while the national sample component allows the research to address policy questions framed at state, regional, and national levels. Such a design caters for continuity and coherence within the program as well. The potential for continuity is provided in the longitudinal nature of the surveys, and the coherence of projects derives from the possibility of a common substantive perspective.

Obviously this design will not accommodate every piece of research the Division may undertake. Thus a secondary but equally significant element of the Division's program is the maintenance of a capability to undertake research whose substance, method, and data may be independent of these core surveys. In addition to the more quantitative studies one might expect, this category may include non-empirical research in the 'review-synthesis-analysis' mode—a type of research undertaken only occasionally but one seen as an important complement to the more empirical work—and research which reflects the Division's developing strengths in case-study investigations. Projects of this kind would be unlikely to be divorced completely from the core interests and, thus, a good deal of reciprocity between the qualitative and quantitative work would be encouraged.

Patterns of School Organization

Phillip A. McKenzie

(This project was funded from the ACER Core Grant.)

Relationships between enrolment numbers, curriculum structures, and resource usage, particularly as they apply in the upper secondary school level, are being investigated. A general model of these relationships has been developed and is being tested on an extensive body of data derived

from 250 Victorian secondary schools. Although the data are Victorian, it is hoped that the results of the analyses will be generalizable to other school systems, particularly those considering alternative forms of secondary school provision.

In connection with the project, Mr McKenzie was commissioned (along with Dr Gerald Burke from Monash University) to prepare a paper on educational expenditure and school costs for the Victorian Ministerial Review of Postcompulsory Schooling. He has also been involved with Mr Ross Harrold from the University of New England in the development of a workbook to be used in the analysis of financial and curriculum issues in non-government schools.

Publications

McKenzie, P. and Burke, G. Postcompulsory schooling: Some issues affecting educational expenditure in Victoria. Ministerial Review of Postcompulsory Schooling, *Report, Volume 2*. Melbourne: Government Printer, 1985, 126-40.

McKenzie, P. The Economics of secondary colleges. *Youth Studies Bulletin*, 1985, 2, 105-11.

Structural Relations in Secondary Education

John Ainley, Hilary Miller, Rodney Reed (Education Department of Victoria)

(This project was funded from the ACER Core Grant and by the Victorian Education Department.)

Aspects of the organization and curriculum of government secondary schools in Victoria are being examined. The study has involved a survey of organizational features of all secondary schools in Victoria, a correlational study of a sample of 50 schools, and qualitative field work in seven selected schools. It is partly a descriptive study and partly a study which examines associations between the social background of students, characteristics of schools, and the quality of school life.

The project is nearing completion and the report will discuss such relations as the effect of school size and social environment on patterns of linkage and co-ordination. It will also report on links between curriculum and organizational features, teacher job satisfaction, and student quality of school life.

Paper

Ainley, J., Miller, M., and Reed, R. Some Curriculum and Organizational Features of Postprimary Schools in Victoria. Hawthorn, Vic.: ACER, 1984. (mimeo.)

Youth in Transition

Trevor H. Williams, Jeffery J. Clancy, Hilary Miller, Jenny Slater (to October 1984)

(This project entered its seventh year during 1984–85 supported by special grants from the Commonwealth Department of Education, the Commonwealth Schools Commission, and the Commonwealth Tertiary Education Commission, and by the ACER Core Grant.)

Members of the older of the two samples received their seventh annual questionnaire, while those in the younger sample received their fourth. In this year Optical Mark Read questionnaires were used for the first time. Response rates for the two samples were 89 per cent and 83 per cent respectively. In the next round of surveys contact with the older of the two current samples will cease, that with the younger sample will continue, and contacts with a new sample aged 15 to 16 years will be initiated.

Analyses undertaken during the year refined the weighting system used, generated tabular material for the Commonwealth Tertiary Education Commission and the Quality of Education Review Committee, and were reported in two working papers. A document describing the seven years of the project to date was prepared and distributed. Material published for respondents in the surveys included a document describing the surveys and a sample of responses to the open-ended questionnaire.

Papers

- Williams, T. and Clancy, J. Correlates of Years of Schooling Completed. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Williams, T. and Clancy, J. The Full Twelve Years: Influences of Post-compulsory Schooling. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Williams, T., Clancy, J. and Slater, J. Surveying Youth in Transition. Hawthorn, Vic.: 1984. (mimeo.)

Secondary School Mathematics and Technological Careers

Warren Jones

(This project was funded from the ACER Core Grant and from grants received through the Institution of Engineers, Australia (Victoria Branch).)

Factors which might influence a young person to take mathematics or not in Year 12 are being investigated. Particular attention has been given to the low participation rate of females in mathematics courses. Data were obtained from a mail survey in 1983–84 of 18-year-olds for whom ACER had already gathered information in 1978 on mathematics achievements and attitudes. Sixty-two per cent of the sample selected in 1978 responded to the 1983–84

mail survey. A further 17 per cent of the sample had questionnaires returned as address unknown.

During 1984–85 data from the 1978 and 1983 studies were merged and appropriately weighted to take into account the original sample design and non-response to the mail survey. Those students who had expressed a strong liking for mathematics and who had higher levels of mathematics achievement in the early school years were more likely to continue with the subject to Year 12 than those who had not. Other strong effects on the decision to persist with mathematics were confidence and perceived ability in mathematics in the middle school years, the influence and encouragement of teachers in Years 11 and 12 and parents, enjoyment of mathematics, and the perceived importance of mathematics in getting a good job and undertaking a postsecondary course.

Substantial differences were found between States and between males and females in participation in Year 12 mathematics courses in general and in advanced mathematics courses in particular. Additional analyses have explored participation in postsecondary studies and technological careers. Some attention has been given to those who left school before Year 12, and their reasons for doing so.

The final report is in preparation.

Participation in Postcompulsory Secondary Education

John Ainley, Margaret Batten, Hilary Miller

(This project was funded in part by a grant from the Commonwealth Department of Education, the Commonwealth Schools Commission, and the Commonwealth Tertiary Education Commission and in part from the ACER Core Grant.)

Between 1972 and 1982, government school retention rates grew only slowly from 44 per cent to 52 per cent at Year 11 and from 28 to 30 per cent at Year 12. During the 1970s, retention rates to the end of school for females overtook those for males. In 1983 the Year 11 retention rate jumped to 58 per cent and that for Year 12 increased to 34 per cent. A similar increase in the Year 12 rate occurred in 1984.

Marked differences remain between States in overall retention to Year 11. These differences partly reflect the way in which Year 11 is seen in relation to further academic study. Another important feature of the late 1970s and early 1980s was the growth of full-time courses in TAFE. As part of the study, methods were developed for estimating the contribution of TAFE enrolments in courses equivalent to Year 11 and Year 12. Overall these enrolments add about five or six percentage points to Year 11 and 12 retention rates.

Students who stayed on to Year 11 in 1983 said that they were most influenced by being able to do useful subjects, by the belief that more schooling would help in getting a job, and by the requirements of a future career.

They said they were also influenced, but to a lesser extent, by an interest in school work, enjoyment of school, and a sense of doing well. These considerations were more important to females than to males.

It is inappropriate to focus on just one factor as a cause of changes in retention rates. Changes were the result of more complex factors than employment difficulties alone. They resulted from a combination of factors, including the accessibility and attractiveness of courses at school.

Publications

Ainley, J. Retentivity in Victorian government high schools. *Curriculum and Research Bulletin*, 1985, **20**, 27-37.

Ainley, J., Batten, M., and Miller, H. *Patterns of Retention in Australian Government Schools*. Hawthorn, Vic.: ACER, 1984.

Ainley, J., Batten, M., and Miller, H. School influences on retention in Victorian government high schools. *Youth Studies Bulletin*, 1984, **3**, 211-19.

Ainley, J., Batten, M., and Miller, H. *Patterns of Retention in Australian Government Schools: Summary Report*. Canberra: Commonwealth Department of Education, 1985.

Alternative Year 12 Curricula

Margaret Batten

(This program was funded from the ACER Core Grant.)

The study follows a cohort of students in fourteen Victorian schools from the end of Year 11 through Year 12 (in the traditional HSC Group 1 course or the alternative STC course) and into their first post-school year. Questionnaires administered to students in Year 11 in October 1984 covered areas such as the quality of school life, expectations of a Year 12 course, self-rating of ability, and educational and occupational aspirations. Another questionnaire, focusing on self-esteem and locus of control, was administered at the beginning of 1985. These measures will be repeated at the end of 1985.

In Term 2 1985, interviews were conducted with STC co-ordinators and other Year 12 teachers in eight of the schools in the study sample, and group discussions with STC and HSC Group 1 students were held in six of the schools. The purpose of the interviews and discussion groups was to explore teacher and student perceptions and experiences of the two Year 12 courses, with a particular focus on the three major emphases of the STC course: student participation in course design and organization; co-operative, non-competitive assessment; and work experience.

Paper

Batten, M. *Postcompulsory Schooling and Alternative Curricula*. Hawthorn, Vic.: ACER, 1984. (mimeo.)

LEARNING AND TEACHING RESEARCH DIVISION

Advisory Committee

Dr Gregor Ramsey (Chairman), Professor John Biggs, Dr Norm Bowman, Dr Toni Cross, Dr Jeanette Lawrence, Dr Tony Ryan, Sr Kathryn Try, Dr Graham Whitehead. (The Committee met twice during the year.)

Overview

The program of the Division reflects three main concerns—the outcomes of schooling, the processes of teaching, and the cognitive processes of learners.

The first of these concerns has been the dominant one in recent years and is reflected in the current program in the IEA Second International Science Study. The Language Education and Community Expectations project offers an analysis of the outcomes expected by key groups but translates that into a framework for English language curriculum. The project, Devolution of Curriculum Decision Making, similarly is concerned with curriculum choices. It is analysing the processes by which schools make curriculum decisions and the part played in those processes by parents and the community.

The classroom practices of teachers in primary school mathematics classes, investigated in the Classroom Environment Study, have provided some valuable insights into teachers' strategies, the student learning which appears to flow from them, and the ways in which they appear to be influenced by various classroom constraints. This project will be followed up with an investigation of children's problem-solving processes in mathematics and will thus shift to the third broad concern of the Division.

The one study in the Division which has so far addressed this third concern is Models of School Learning, though its focus is less on students' learning processes than on an explication of the structure of the knowledge that results. It has close links to measurement research within the ACER as well. The project, Cognitive Processes and Intelligence, in the Measurement Division also connects the concerns of the two Divisions and investigates directly the learners' cognitive processes.

Second International Science Study

Malcolm J. Rosier, John P. Keeves (ACER to December 1984, University of Melbourne from January 1985), Joan Richardson (to August 1984), Heather A. Payne (from December 1984)

(This project was funded from the ACER Core Grant. The costs associated with printing and postage for documents sent to other countries, for data processing and for international travel of the International Co-ordinator (Dr Rosier) and members of the International Steering Committee for the study have been covered by a grant from the Japanese Shipbuilding Industry Foundation, Tokyo, Japan.)

The Second International Science Study is being conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA). The study has two parts, the Australian national study and the international co-ordination, under Dr Rosier as International Co-ordinator, of the studies in 26 countries.

Most of the data for the Australian study were collected in 1983. A supplementary sample of Year 12 science students was tested in July 1984. At the end of 1984 and the beginning of 1985, further data were collected from the participating schools on the content and process dimensions of their science curricula. During 1984, scores on the science tests of the students in the sample were reported to participating schools for their use in assisting their students.

A report on the curriculum analysis for the national study will be completed by the end of 1985. An initial report on results on the science tests will also be released in 1985.

For the international study, detailed codebooks were prepared so that all countries will be able to submit data in a common format. Countries have submitted details of the planning and testing of the samples of students used in national testing programs. Submission of data to the International Centre has been delayed until IEA has obtained resources for the management and analysis of the international data and the preparation of the international data archives.

Meetings of the National Research Co-ordinators for the study were held in September 1984. Most of the Co-ordinators attended a meeting in Manila, hosted by the Institute for Science and Mathematics Education Development. The other Co-ordinators attended a meeting in Budapest, hosted by Orszagos Pedagogiai Intezet. The meetings concentrated on details of data management, and on detailed plans for the national and international reports. There will be three main international reports: *The International Analysis of Science Curricula*, to be published in 1986; *The International Study of Science Education*, to be published in 1988; and *Changes in Science Education 1970-1983*, to be published in 1988. There will also be technical reports, small reports on key issues in science education, and a series of pamphlets (similar to the *set* format) summarizing the results of the study for science teachers.

Language Education and Community Expectations

Kevin J. Piper and Hilary Miller

(This project was funded from the ACER Core Grant.)

This study is concerned with community perceptions of priorities in language education, both English language and languages other than English, in the junior secondary school. The investigation was carried out by means of a national questionnaire survey, and was conducted in two stages. The first stage, involving a survey of the views of school community groups—teachers, parents, and students, was conducted during the latter part of 1983, and was the subject of an interim report published in 1984. The second stage, a survey of wider community views—employers and professional linguists, was conducted during the second half of 1984. A major report of the study incorporating both school community and wider community perspectives is currently in press.

The Senate Standing Committee on Education and the Arts submitted a Report on a National Language Policy. At the request of the National Advisory and Co-ordinating Committee for Multicultural Education a commentary on this Report was prepared in the light of the data from the ACER study. Work on the project was suspended during June 1985 to allow the preparation of a background paper in program evaluation for the Committee of Review of the Adult Migrant Education Program. A second report of the study incorporating a framework for English language evaluation in the junior secondary school, and aimed at a school community audience, is in preparation.

Papers

Piper, K. Priorities in Language Education: Some Observations on the Senate Standing Committee's Report on a National Language Policy. Paper prepared for the National Advisory and Co-ordinating Committee on Multicultural Education, March 1985.

Piper, K. Program Evaluation: Models and Methods. Background paper prepared for the Committee of Review of the Adult Migrant Education Program, June 1985.

Devolution of Curriculum Decision Making

Andrew Sturman

(This program was funded from the ACER Core Grant.)

This project is concerned with the nature and extent of community participation, and to a lesser extent regional office participation, in curriculum decision making. The study, which is in its formative stage, is likely to involve case-study research in schools in three different States. The States will be selected

to reflect different system policies in relationship to the devolution of curriculum decision making. Work on the project until now has involved the preparation of seven working papers and two additional related papers prepared with publication in mind. These papers cover the following issues: terminology; State policies and action with respect to the devolution of curriculum decision making; Commonwealth policies and action with respect to devolution; theoretical issues related to the curriculum and community; the relationship between ideology and structures in connection with curriculum decision making; school councils as political bodies; decentralization; case-study methodology; and the school as an organization. On the basis of these papers, a detailed and final research proposal is being prepared prior to an approach to the different States.

Publication

Sturman, A. *Case Study and the Processes of Scientific Inquiry*. (Educational Administration and Policy Papers No.1). Melbourne: University of Melbourne, 1985.

Certification in Upper Secondary Education

Barry McGaw and Bill Hannan (Victorian Ministerial Unit on Post-compulsory Education)

(This project was funded from the ACER Core Grant and from a grant from the Curriculum Development Centre.)

As enrolments in upper secondary education have grown, there has been substantial curriculum reform in all Australian education systems. New forms of certification have been developed and various changes to methods of selection for higher education have been proposed and, in some cases, implemented. A detailed review of current practices and considerations for reform in each of the education systems has been prepared, together with a general analysis of the nature of the current debate and the options for reform which might usefully be considered. The review will be published by the Curriculum Development Centre of the Commonwealth Schools Commission.

IEA Classroom Environment Study

Sidney F. Bourke

(This project was funded from the ACER Core Grant.)

The major national report of this study was published in December 1984. The international report is not yet complete. Several papers intended for teacher audiences have been prepared and circulated for possible publication in *set*, and in Education Department and teachers journals. Personal dissemination of the results of this study has been undertaken where possible through the Professional Liaison Project.

A paper on the relationships between class size, teaching practices, and mathematics achievement was prepared using the data gathered in this study. It was found that the teachers of 63 Year 5 classes in government primary schools used some different teaching practices when they had classes of different size, and that these practices were related to class achievement. Practices which were important in this way included class grouping, the number and type of interactions between the teacher and students, teacher questioning behaviour, and the emphasis on homework.

Publications and Papers

- Bourke, S.F. Responsibility for Teaching: Some International Comparisons. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Bourke, S.F. *The Teaching and Learning of Mathematics*. (Research Monograph No.25). Hawthorn, Vic.: ACER, 1984.
- Bourke, S.F. Achievement and Attitudes in Mathematics. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. Class Size, Teaching Practices and Student Achievement. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. Classroom Questioning. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. Comparing High and Low Performing Classes. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. The Context of Teacher Made Tests for Year 5 Classes. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. Student Input to Lessons. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. The study of classroom contexts and practices. *Teaching and Teacher Education*, 1985, 1, 35-50.
- Bourke, S.F. Teaching Contexts in Mathematics Lessons. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Bourke, S.F. Teaching primary mathematics. *set*, 1985, No.2, in press.

Models of School Learning

Mark R. Wilson

(This project was funded from the ACER Core Grant.)

A latent trait measurement model has been adapted to make it more appropriate for application to data from hierarchical theories of learning. The basic approach to measurement adopted is that of Rasch, but his model has been augmented to facilitate the testing of hierarchical theories, resulting in a model with an extra parameter, Saltus. The first three hierarchical theories of learning which were considered were those of Piaget, Gagné, and the van Hiele (a geometry-learning hierarchy). Analyses of data sets arising from these theories had already been completed before this project began. The work of the project to date has been centred on the interpretation and reporting of these analyses.

This dissemination phase has led to interest being shown in Saltus by Professor Kevin Collis (University of Tasmania) and Professor John Biggs (University of Newcastle). They have used their SOLO (Structure of Observed Learning Outcome) taxonomy for the classification and interpretation of patterns of learning behaviour in a variety of rating and testing situations. Currently Collis is investigating mathematics and science applications, to which Saltus could be directly applied.

Publication and Papers

Wilson, M. *Measuring Stages of Growth*. (ACER Occasional Paper No.19). Hawthorn, Vic.: ACER, 1985.

Wilson, M. Saltus: A Psychometric Model of Stage-like Development. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1985.

Wilson, M. Scaling Mathematical Learning Hierarchies. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1985.

Immigrant Australians and Education

Andrew Sturman

(This project was funded by the National Advisory and Co-ordinating Committee on Multicultural Education.)

This project involved a review of Australian research into the educational experiences of immigrant Australians. The review covered primary, secondary, and tertiary education, and it sought to answer three questions: (a) How do immigrant Australians approach education? (b) How do educational institutions respond to immigrant Australians? (c) How well do immigrant Australians perform in education, and how well do they translate their educational achievements into vocational attainments? By comparing immigrant groups with other groups in Australian society, and by developing an extended concept of educational disadvantage, the review has contributed towards the debate on equity in education in Australia.

The review was originally commissioned by the National Advisory and Co-ordinating Committee on Multicultural Education, and reports were submitted to that body in September 1984 and March 1985. Following additional work on the review, a further report was written and it will be published in the *Australian Education Review* series.

Publications

Sturman, A. School, further education and work: The experience of ethnic groups in Australia. *Youth Studies Bulletin*, 1985, 4, 35-9.

Sturman, A. *Immigrant Australians, Education and the Transition to Work*. Canberra: Commonwealth Department of Education, 1985.

Quality of Education Review Committee

Sidney F. Bourke and Andrew Sturman

(This project was funded by a grant from the Quality of Education Review Committee.)

Two sets of background papers were commissioned by the Quality of Education Review Committee. The papers were prepared over the period October 1984 to March 1985, and were progressively sent to the Committee as they were completed.

One set of papers was concerned with the identification, assessment, and development of basic skills. Some suggestions were made for improving the quality of education in these areas. The other set of papers, in addressing specific purpose programs for groups who may be in need of specific forms of assistance, raised ideological issues, reviewed research in several areas, and described existing policies.

Papers

- Bourke, S.F. *The Achievement of Higher and Other Basic Skills*. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Bourke, S.F. *Assessments of Student Performance in Literacy and Numeracy*. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Bourke, S.F. *Basic Skills Identification and Assessment*. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Bourke, S.F. *Minimal Competency Testing in Australia*. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Bourke, S.F. *The Relationship between Primary and Secondary Education*. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Bourke, S.F. *Some Curriculum and Teaching Strategies for Improving the Quality of Education*. Hawthorn, Vic.: ACER, 1984. (mimeo.)
- Sturman, A. *Aboriginals and the Transfer from School to Work*. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Sturman, A. *Education for the Gifted*. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Sturman, A. *Education of the Rural and the Isolated*. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Sturman, A. *Educational Needs and Student Groups: Some Ideological Issues*. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Sturman, A. *Educational Provisions for the Disabled*. Hawthorn, Vic.: ACER, 1985. (mimeo.)
- Sturman, A. *Ethnic Groups and Educational Need*. Hawthorn, Vic.: ACER, 1985. (mimeo.)

MEASUREMENT AND EVALUATION RESEARCH DIVISION

Advisory Committee

Professor D. Spearritt (Chairman), Associate Professor N. Baumgart, Mr L. Blazely, Dr G. Rowley, Dr J. Russell, Dr T. Sandercock, Dr F. Sharpe, Mr G. Spring. (The Committee met twice during the year.)

Overview

The Measurement Division program of research, development and service has evolved from a range of project proposals developed by staff and outside agencies. The Advisory Committee has contributed significantly to the refinement of proposals and to determining those projects which should have priority access to scarce resources. The Committee has considered its role in refining proposals and has amended its procedures to provide greater opportunity for input from committee members. There was support for expansion of the research and development effort in the areas of computer adapted and adaptive testing, and for providing teachers and psychologists with more extensive professional advice on the wise use of instruments. A programmer was appointed to support the expansion of Optical Mark Reading, Test Scoring Services, both for ACER projects and for outside agencies.

The 1984-85 program included a number of significant features. The program of test maintenance has continued with the help of many teachers and children throughout Australia. Without this help, ACER could not provide up-to-date information on the performance of appropriate reference groups. In the latter part of 1984, the *Progressive Achievement Tests in Reading* (Comprehension and Vocabulary) were normed with representative samples of children from government, Catholic, and independent schools. By using the Optical Mark Reading equipment, results were returned to schools promptly, and the work was carried out economically.

The regular program of testing services was maintained with test results for many thousands of students being processed and forwarded to the appropriate authorities. These projects use a variety of test formats including essays and open-ended and multiple-choice questions. Two collections of test items were published during the year to assist biology teachers at the Year 11 and 12 levels. The project officers were secondees from the Education Department of Victoria and ACER also had assistance from other biology teachers in several States in the preparation of test items, the provision of constructive comments on draft items, and in the trial of tests.

ACER appreciates the opportunity to develop instruments in conjunction with those who will use them and is grateful for the work done by seconded

staff in extending the range of relevant assessment materials available to schools. Such activities need not be restricted to test development for school use. There are opportunities, for example, for agencies that use tests for vocational guidance and selection to work with ACER to develop and validate more up-to-date instruments for general or restricted use.

Career Planning and Guidance

Jan Lokan, Anja Areskog (from April 1985)

(This project was funded from the ACER Core Grant.)

The most important aspect of the project was the commencement of an adaptation for Australian conditions of the Canadian *Work and Employability Skills Program*. Other tasks accomplished included analyses of *Vocational Preference Inventory* data from the Department of Aviation recruitment program, and the preparation of a preliminary report; basic item and factor analyses of Work Importance Study data and the submission of a report on these to a workshop meeting in Lisbon; and the evaluation of a wide range of computer-assisted career guidance packages.

Computerized Adaptive Testing

George Morgan, Mark Wilson

(This project was funded from ACER's income from sales and from the ACER Core Grant.)

This is a new project begun in June 1985. Its main purposes are to produce computerized versions of existing ACER paper-and-pencil tests and to develop a comprehensive adaptive testing scheme for use by teachers and students on microcomputers.

The initial task will be to computerize two ACER mathematics tests, the Profile series and the AM series. The Profile series of tests were previously calibrated using Rasch measurement principles and consequently are also suitable for the adaptive testing work underway. The AM series of tests range over a number of mathematically diverse topics and include different item formats, conditions that are useful for pinpointing practical problems associated with item and test computerization on microcomputers.

During June, a literature survey was carried out to identify practical issues in the construction of computerized tests, and a number of research questions were formulated.

Non-verbal Tests of General Ability

Helga A.H. Rowe

(This project was funded from the ACER Core Grant and from ACER's income from sales.)

Developmental work for this project was completed in August 1984. Its product consists of a domain-referenced battery of non-verbal paper and pencil tests which can be administered to individuals and groups from the age of eight years to adult. The battery measures general ability of the 'g' type as well as perceptual, conceptual, attention/concentration, and memory skills. The tests and the manual will be published late in 1985.

Publications

Rowe, H.A.H. Non-verbal measures of ability within the context of ability assessment. *Australian Educational and Developmental Psychologist*, 1985, 1, 53-9.

Studies of Cognitive Processes and Intelligence

Helga A.H. Rowe

(This project was funded from the ACER Core Grant.)

Dr Rowe spent six months of this year on Special Studies Program in the United States and Europe where she investigated current thought and research in this project area. In addition to this, she conducted seminars on 'Tests and testing' during the 1984 fall semester for graduate students in the Department of Psychology at Yale University and, during the 1984-85 winter semester, conducted a course of nine lectures and nine seminars on 'Problem solving and intelligence' in the Psychology Department at the University of Hamburg, West Germany. During her absence from the ACER, she completed the first draft of a book *Intelligence Research: Present and Future Perspectives* to be published in German.

Publications

Rowe, H.A.H. *Problem Solving and Intelligence*. Hillsdale, NJ: Lawrence Erlbaum Associates, 1985.

Rowe, H.A.H. Ability testing in the 1980s. In New South Wales Department of Education, *Test Advisory Committee Conference 1984*. Sydney: The Department, 1984, chap. 1, pp.3-28

Australian Scholastic Aptitude Test

Graeme Withers, Allyson Holbrook, George Morgan

(This project was funded from income from users.)

The *ASAT Series N* was prepared for administration to the Year 12 populations in the Australian Capital Territory, Western Australia and Queensland. No changes occurred to the format and structure of the test and it conformed with the specifications agreed to in 1976.

The meeting of users was convened in March 1985 in Canberra, to discuss the final report on *ASAT Series M* and to consider the implications of several research papers for future development of the project. New items for *ASAT Series O* (late 1985) were developed and again trial tested in New Zealand in March, with assistance from the New Zealand Department of Education and the New Zealand Council for Educational Research.

Test, Publications, and Papers

Australian Scholastic Aptitude Test: Series N. Hawthorn, Vic.: ACER, 1985.

Morgan, G. and Holbrook, A.P. Report on the 1984 Australian Scholastic Aptitude Test (*ASAT Series M*). Hawthorn, Vic.: ACER, 1985. (mimeo.)

Pattison, P.E., Bell, R.C., and Withers, G.P. Conditional Independence of Items within Units in the ASAT. Paper presented to the ASAT Users Meeting, Canberra, 1985.

Withers, G.P. What is a single subject structure? In P. Cole, *Curriculum Issues*. Melbourne: Victorian Institute of Secondary Education, 1984.

Withers, G.P. A Typology of Profile Reports. Paper presented to the annual meeting of the International Association for Educational Assessment, Oxford, 1985.

Withers, G.P. and Bell, R.C. Information from Wrong Answers: An Optimal Scaling of ASAT. Hawthorn, Vic.: ACER, 1985. (mimeo.)

ASAT Mature Age

Noel McBean

(This program was funded from income from users.)

Three two-hour versions of the Australian Scholastic Aptitude Test are provided for universities and colleges to use in the selection of mature age students. Between July 1984 and June 1985 use of the tests was as follows:

<i>Form 1</i> (100% humanities)	2540 candidates	16 institutions
<i>Form 2</i> (65% humanities, 35% maths/ science)	496 candidates	7 institutions
<i>Form 3</i> (50% humanities, 50% maths/ science)	38 candidates	2 institutions

The use of OMR answer sheets has been implemented for all versions of the test. This allows speedier processing of results for large batches of test papers. The alternative of hand-marked answer sheets remains for small users. Another advantage from OMR processing is the possibility of supplying additional statistical data and standard scores as part of the service package, when requested.

The maintenance of test security by the tertiary institutions using the test remains a top priority in the administration of the program. ACER records its appreciation of the co-operation of the universities and colleges in this matter.

Co-operative Scholarship Testing Program

Helen Tootell, Evelyn Watson (on staff to January 1985 and consultant from March to June 1985)

(This program was funded from income from users.)

This program has been conducted since 1962 for a number of independent schools in all Australian States. The CSTP provides a battery of tests designed for selecting students of scholarship potential at two levels: Level 1 for entrance to secondary school; and Level 2 for continuation beyond either Year 8 or Year 9 (depending on the State).

The areas examined are written expression, humanities, and mathematics, with a science component included in the mathematics at Level 2. Program policy is established by a committee representing independent schools and ACER. The administration of the program, including development of tests, test mailing, score reporting and the development and trial testing of items for future use, is carried out by ACER. Test scores, standardized by level and State, are supplied to schools. The use made of these scores varies, but it provides an important element in assessing scholarship candidates.

In 1985, nearly 9400 candidates registered for CSTP in 106 schools. The candidates sat either at participating schools or at one of the 46 country centres or 45 overseas centres set up by ACER.

Australian Co-operative Entry Program

Helen Tootell, Evelyn Watson (on staff to January 1985 and consultant from March to June 1985)

(This program was funded from income from users.)

This annual program was conducted for the third time in 1985 for independent schools in South Australia. Two Victorian schools joined the program this year. ACEP provides a battery of tests at one level: entrance into secondary school.

The tests provide a measure of level of achievement and a measure of scholastic aptitude. The areas examined in the achievement tests are reading, mathematics (problems and computations), and language usage. The areas

examined in the scholastic aptitude tests are humanities, mathematics comprehension, and written expression. Program policy is established by a committee representing South Australian independent schools and ACER. The administration of the program, including development of tests, test marking, score reporting, and the development and trial testing of items for use in succeeding years, is carried out by ACER. Standardized test scores are reported to schools. The use made of the scores varies, but it provides an important element in assessing achievement prior to the point of entry to secondary schools, and in assessing scholarship candidates.

In 1985, over 1800 candidates registered for the thirteen South Australian schools and two Victorian schools participating in ACEP. The candidates sat either at the schools or in one of the six country and ten overseas centres set up by ACER.

Year Eleven Entry Test

Helen Tootell, Evelyn Watson (on staff to January 1985 and consultant from March to June 1985)

(This program was funded from income from users.)

This program is an extension of the CSTP and offers scholarship tests for entry into Year 11. In 1985, 30 independent schools throughout Australia participated with some 500 student registrations. Candidates sat at schools participating in CSTP or YEET or at one of the country or overseas centres set up by ACER.

Miscellaneous Testing Services

Noel McBean, John Izard, Jan Lokan, Graham Ward

(These services were funded from income from users, and income from sales.)

Test Administration

The most frequently provided service is for candidates who wish to take tests offered by the US Educational Testing Service. A team of competent supervisors who work as casual staff has been recruited to assist with test administration, most of which is undertaken on Saturdays. Test supervision facilities are also offered for Australian candidates taking tests from the Psychological Corporation, the American College Testing Program and, occasionally, other organizations.

Supply of Restricted Tests for Specific Purposes

ACER has some clients to whom it has supplied restricted, secure tests for a number of years. These include scholarship papers for the Republic of Nauru. The service has been maintained for long-standing clients but expansion has not been possible during the last year.

Data Processing and Test Marking

This is an expanding service activity. ACER is building a clientele among state government departments and statutory bodies.

Maintenance of Educational Tests

Graham Ward

(This project was funded by ACER's income from sales.)

Primary Reading Survey Tests and Paragraph Reading Test

The revised Teachers Handbooks incorporating 1983 norms (at Years 3, 4, 5 and 6 for the Primary Reading Survey Tests and at Year 7 for the Paragraph Reading Test) were completed and published.

Progressive Achievement Tests in Mathematics

The Teachers Handbook for this series was completed and published.

Class Achievement Test in Mathematics (CATIM) Years 4/5 and Years 6/7

The revised Teachers Handbooks for these tests with 1983 norms have been completed and are being reviewed for publication.

Progressive Achievement Tests of Reading

A standardization of the PAT Reading Vocabulary and Reading Comprehension tests at Years 3-9 was undertaken in November 1984. The program involved classes from a sample of 70 primary and 70 secondary schools, the processing of some 25000 OMR answer sheets, the return of results to schools and the preparation of 28 sets of year norms. A revised Teachers Handbook has been completed and is being reviewed for publication.

Publications

Paragraph Reading Test: Teachers Handbook. Hawthorn, Vic.: ACER, 1984.

Primary Reading Survey Tests, Levels A, B, C and D: Teachers Handbook. Hawthorn, Vic.: ACER, 1984.

Progressive Achievement Tests in Mathematics: Tests 1A, 1B, 2A, 2B, 3A, 3B. Hawthorn, Vic.: ACER, 1984.

Progressive Achievement Tests in Mathematics: Teachers Handbook. Hawthorn, Vic.: ACER, 1984.

Short Clerical Test: Manual. Hawthorn, Vic.: ACER, 1984.

Maintenance of Psychological Tests

Marion M. de Lemos

(This project was funded by ACER's income from sales.)

Australian manuals for the Australasian adaptation of the *Differential Aptitude Tests* and the Australian adaptation of the *Otis-Lennon School Ability Test: Advanced Form R* have been prepared for publication.

A proposal for the restandardization of the *Standard Progressive Matrices* in 1986 has been prepared and some preliminary work on the collection of data relating to the use of this test in Australia has been undertaken. A note on the relationship between the current Australian norms for the *Standard Progressive Matrices* and the more recent British norms for the test was prepared for the *ACER Bulletin for Psychologists*.

The publication of the new norms for the ACER Intermediate, Higher and Advanced level tests has raised questions relating to changes in performance standards over time and the effect of such changes on the interpretation of scores based on tests normed at different times, and has indicated the need for more information to be provided to test users to explain the apparent discrepancies in derived scores based on old versions and revised or renormed versions of the same test. To this end tables have been prepared indicating the comparability of derived scores based on the new *ACER Intermediate Tests F and G* and derived scores based on the old *ACER Intermediate Tests A and D*, and also the comparability of norms on the *Standard Progressive Matrices* based on the 1949/1952 Australian standardization and the 1979 British standardization. It is proposed that these tables be published in the form of Advisory Bulletins for test users.

Publication and Paper

de Lemos, M.M. A note on the Australian norms for the Standard Progressive Matrices. *Bulletin for Psychologists*, 1984, No.36, 9-12.

de Lemos, M.M. Issues in Testing and Test Norming. Paper presented to the 19th Annual Conference of the Australian Psychological Society, Perth, August 1984.

SURVEY AND PSYCHOMETRIC SERVICES

Survey Research Services

Malcolm J. Rosier

(The project was funded from the ACER Core Grant.)

The Survey Research Services project provides assistance on request to ACER staff, particularly with respect to sampling matters, including the drawing of samples of primary and secondary schools for research studies or norming programs.

During the year assistance was also provided for national studies conducted by outside agencies, particularly the Anti-Cancer Council and the Australian Council for Health, Physical Education, and Recreation.

Studies in Criterion-Referenced Measurement

George Morgan

(This project was funded from the ACER Core Grant.)

Formal work on this project was terminated at the end of June. Its main purposes were to keep ACER informed of developments in the fields of criterion-referenced testing and latent trait test theory.

Work on the project culminated in the development of theoretical and practical methods for analysis of test data modelled by Rasch and other types of latent trait test models using Bayesian statistical techniques. A major outcome of the project was the development of computational algorithms for computing approximate marginal posterior distributions of parameters in the Rasch and other models. These marginal posterior distributions should enable practical specification of accurate error (credible) intervals for small test data sets, arising from a few persons and/or items. Aspects of this work are being taken up in the new project on Computerized Adaptive Testing.

A major report on the work of this project is being prepared for publication.

Papers

Morgan, G. Computing Approximate Marginal Distributions in the Rasch Logistic Test Model Using Prior Information. Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1985.

Morgan, G. Bayesian Measures. Paper presented at the Third International Objective Measurement Workshop, Chicago, 1985.

Statistical Analysis and Psychometric Services

Mark Wilson

(This project was funded from the ACER Core Grant.)

The aim of the project is to provide statistical and psychometric support when requested by ACER projects. A survey of research staff identified needs for: informal advice, project advice, and staff development.

Informal and project advice has been given on the following topics: logit analysis of tertiary entrance data; survey of computer packages for log-linear analysis; use of LISREL for confirmatory factor analysis; design effect calculations; educational and psychological test norming; validity generalization; attitude scale analysis; sampling; path analysis; and Rasch scaling. Shorter consultations on other topics also took place.

For staff development, a guide for the use of design effect concept in ACER samples has been prepared. A two-day workshop on sampling problems, given by Professor Leslie Kish of the University of Michigan, was organized. Several workshops on the use of logit modelling in educational research were conducted.

A report to the Management Advisory Group on computerized and adaptive testing has been prepared. Preliminary work on the preparation of a Rasch test analysis package for microcomputers was carried out.

Publication and Papers

Wilson, M. Sex, Ethnicity and School Choice, Parts I, II and III. Hawthorn, Vic.: ACER, 1984. (mimeo.)

Wilson, M. Using the Design Effect Concept. Hawthorn, Vic.: ACER, 1985. (mimeo.)

Wilson, M. and Bock, R.D. Spellability: A linearly ordered content domain. *American Educational Research Journal*, 1985, **22**, 297-307.

ADVISORY SERVICES

Educational Advisory Services

Peter Jeffery, Judith Eppinger

(Advisory Services were funded from ACER's income from sales.)

With only two staff, the unit was under continued pressure because of the level of demand from outside for its services and because of the range of responsibilities it carries within ACER.

Considerable use was made of printed material as the most efficient means of reaching a large and diverse audience. Information Bulletins and various charts were prepared to give teachers information about tests and various curriculum materials. While these were effective in providing information, they also generated an additional flow of requests for further information. The Test Library was used heavily to provide clients with inspection sets of materials. Displays of materials were arranged for selected conferences and several workshops for teachers were conducted. Because of restrictions in travel funds, the latter were held mostly in Victoria.

Work was continued on the Review Report Series in which written evaluations of ACER materials are obtained from current users and then made available to potential users. A new format for the *ACER Newsletter* was developed in 1985 in an effort to include news of ACER activities in addition to summaries of published research reports.

Mr Jeffery visited NZCER for discussions about *set: research information for teachers* and schools and other institutions to investigate the use that they made of *set*. He also visited American Guidance Service (AGS) in Minneapolis where he worked with staff for two weeks. The results have been a closer relationship between ACER and AGS, advance knowledge to ACER of the publishing plans of AGS, and more opportunity for Australian adaptation of AGS materials.

Psychological Advisory Services

Jo Jenkinson, Christine Martin (to September 1984), Sue Bell (from October 1984)

(Advisory Services were funded from ACER's income from sales.)

Efforts during 1984-85 were focused on improving contacts with guidance and special education branches in each State, and on alerting potential users to some of the more significant recent publications for assessment of intelligence and behaviour in a guidance or special education setting.

Workshops on the Kaufman Assessment Battery for Children were conducted for guidance staff in Adelaide and at some student services centres in Victoria. A display of recent Test Library acquisitions at the Annual Conference of the Australian Psychological Society at the University of Western Australia met with limited success. Some attention has been given to changing the format of advisory presentation at future conferences to provide a greater focus on areas of current interest.

Two issues of the *ACER Bulletin for Psychologists* were prepared and distributed. The volume of contacts with advisory and test library staff which follows distribution of each issue confirms the value of this publication for test users. Circulation has recently been increased through bulk distribution to guidance officers in each State. One new annotated test bibliography and three bulletins detailing software available for computerized test interpretation were published.

Some serious cases of misuse of psychological tests were brought to the attention of staff. A substantial amount of time was spent on discussion and correspondence both with those responsible for the misuse, and with office bearers of the Australian Psychological Society.

Publications

ACER Test Library. *Annotated Test Bibliography*, No.11, Family Relations, 1984.

ACER Bulletin for Psychologists, No.36, November 1984; No.37, May 1985.

Computerized Test Interpretation, Bulletin No.1: The MMPI; No.2: The Wechsler Tests; No.3: The 16PF Questionnaire.

LIBRARY AND INFORMATION SERVICES

Library

Elizabeth Oley, Julie Badger, Elspeth Miller, Lula Psiliakos, Betty Segar, Christopher Walker-Cook

(The Library was funded from the ACER Core Grant and from ACER's income from sales.)

A library and information service is provided to the ACER staff and, through the interlibrary loan system, to the Australian education community. Library usage by staff was at a high level during the year, and 3480 items were borrowed from the collection. Once again, requests from non-ACER staff through other institutional libraries continue to reflect the value of the collection. During the period, requests for interlibrary loans from other libraries totalled 1104.

Every endeavour is made to ensure that new additions to the collection are relevant to ACER's research and development activities. The library collection now totals 24 000 monograph titles and 2500 serial titles.

Computerized information searches are undertaken for research staff through Australian and overseas networks, such as AUSINET and DIALOG, by using a dial-up link and terminal. The Library uses the electronic mail system, ACIMAIL, for communication with other participants in the system and for interlibrary loans.

Australian Thesaurus of Education Descriptors

Elizabeth Oley

(This project was funded by the Australian Education Council and from the ACER Core Grant.)

The *Australian Thesaurus of Education Descriptors*, adapted for Australian usage from the ERIC Thesaurus, was launched in February 1985. Commencing in 1984, terms from the Australian Thesaurus were used in indexing for the Australian Education Index and the Bibliography of Education Theses in Australia. Prior to that, ERIC descriptors had been used. The Australian Thesaurus was developed by ACER to provide information services in Australia with appropriate terminology for subject analysis.

The ERIC Processing and Reference Facility in Bethesda, Md, USA is currently processing final corrections to the machine-readable copy of the Thesaurus. Once these are completed, the Thesaurus will be loaded into the Australian Education Index database to allow users to search the terminology during online searches.

Publication

Lavender, G.B. and Findlay, M.A. *Australian Thesaurus of Education Descriptors*. Hawthorn, Vic.: ACER, 1984.

Australian Education Index

Elizabeth Oley, Elspeth Miller, Julie Badger

(This project was funded from the ACER Core Program and from income from sales.)

The quarterly publication, the *Australian Education Index* and the AEI database which is available for online searching through the system, AUSINET, provide access to educational information. During 1984-85, nearly 4000 items were indexed and added to the file. Documents are selected from a wide range of sources in both published and unpublished forms. Comprehensiveness of coverage is essential. New journal titles are added to the list of journals for regular scanning and relevant new monographs and reports are acquired and considered for inclusion.

At the end of June 1985, the number of records in the computerized database totalled 23 000. Use of the online files has increased and totalled 500 hours for the year. During this period the data base has consistently ranked high in popularity of use. Monthly ranking reports indicate that twice it was the second most used database in a range of 40 available and it has most commonly ranked fourth.

Documents relating to TAFE and library and information science are identified, collected, and indexed by the two specialized clearinghouses, the National TAFE Clearinghouse (TAFE National Centre for Research and Development) and Australian Clearing House on Library and Information Service (South Australian College of Advanced Education). Both these bodies prepare records for the hard copy AEI and the database and, in addition, take responsibility for the dissemination of the information by means of specialist hard copy index.

Publication

Australian Education Index (E. Oley and E. Miller, Eds). Vol.27 (3 and annual cumulation); Vol.28 (1, 2). Hawthorn, Vic.: ACER, 1984-1985.

Bibliography of Education Theses in Australia

Elizabeth Oley, Penny Martin, Elspeth Miller

(This project was funded by the Australian Education Council, from the ACER Core Program and from income from sales.)

The bibliography of theses for 1983 was compiled and published. This fourth volume of the Bibliography contains details and abbreviated authors' abstracts of 398 theses. Details were collected with the assistance and full support of libraries and faculties of education of the universities and colleges. The project team appreciates this assistance and support.

Subject coverage is determined by topics which are relevant to education and not restricted to theses produced through education faculties and departments. The Bibliography can be used as a supplement to the *Australian Education Index*. All details published in the Bibliography are included in the *Australian Education Index* data base for online access through AUSINET.

Volumes for theses accepted during 1978 and 1979 are currently in process. Publication of these is anticipated late in 1985.

Publication

Oley, E. and Martin, P. *Bibliography of Education Theses in Australia: A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1983*. Hawthorn, Vic.: ACER, 1985.

Australian Education Review

Phillip A. McKenzie

(This project was funded from the ACER Core Program.)

There were no numbers in the series published between July 1984 and June 1985. Two promised manuscripts have not been submitted and three unsolicited contributions were rejected as unsuitable for the series. There were, however, some positive developments over the year. A statement on the nature of the AER and editorial policy to guide manuscript selection was published in the *ACER Newsletter*, July 1984. This led directly to several offers of manuscripts, two of which have been accepted and will be published in 1985-86. In addition, Andrew Sturman of the ACER staff revised his literature review on immigrant Australians and education that was commissioned by the National Advisory and Co-ordinating Committee on Multi-cultural Education. It will be published as Australian Education Review No.22 in October 1985.

set: research information for teachers

Peter L. Jeffery

(This project was funded from ACER's income from sales.)

set is jointly published by the Australian and New Zealand Councils for Educational Research. Evidence of its usefulness comes from statements from research colleagues in many parts of the world, from estimates of the amount of secondary use of the materials, and from specific information collected in several small studies in October 1984. These studies included a survey of the opinions of members of the Australian *set* advisory committee and some of their contacts, five case studies of New Zealand schools, discussions at five other educational institutions in New Zealand, an analysis of subscriber statistics in 1984, and an analysis of the source of items published from 1979 to 1984.

The survey revealed general satisfaction with the content and presentation of *set* but scepticism about the extent of application of the research in schools. Some suggested as a remedy focusing content more specifically on practical matters. Others suggested the involvement of teachers in research.

School personnel (including teachers centre staff and principals) generally agree that more promotion or effort is required by the research community to encourage and support teachers in taking up research. Few classroom teachers have had direct experience with *set* because the material seldom reaches them within the school. Even where they do receive the material, there remains a considerable problem in implementation of ideas and knowledge. Circulation in schools in all parts of Australia could be improved but is presently weakest in primary schools, especially in Queensland and Western Australia. The project needs much more active support from individuals and authorities to realize its information potential.

Academics who accept the research development and dissemination model are largely satisfied that the current use of *set* is satisfactory and that such productions are all that can be expected of the research industry in discharging its responsibilities towards possible users of its work. Others will have their worst fears confirmed by the generally low level and ineffectual application of the research results promulgated in *set*.

The content of *set* is dominated by reports of New Zealand work or by summaries of research written by New Zealanders because Australian academics are simply not providing enough material. Considering that the education industry in Australia is so much larger than the New Zealand equivalent, it is worrying that it is difficult to obtain Australian material.

Publications and Papers

Jeffery, P.L. The Utilization of *set: research information for teachers* in Selected Education Institutions. Hawthorn, Vic.: ACER, 1985. (mimeo.)
set: research information for teachers, 1984, Part 2; 1985, Part 1.

Youth Unemployment and Career Guidance

Allyson Holbrook

(This project was funded from the ACER Core Grant.)

Problems of youth unemployment became acute in the early 1930s and again in the late 1970s. Much of the current discussion about the problems and potential solutions takes little account of past experience. This project provides a historical perspective through an analysis of schemes implemented in the 1930s to assist unemployed young people, including programs of vocational training and methods for providing career guidance.

Professional Liaison Project

Sidney F. Bourke

(This project is funded from the ACER Core Grant.)

This project facilitates contact between ACER staff and individuals in other educational organizations. In particular, funding has been provided for staff to attend and address meetings of several State Institutes of Educational Research on aspects of ACER's program of research and development. The Education Departments in New South Wales, Tasmania, the ACT, and Northern Territory have been visited by the Liaison Officer who presented and discussed ACER's research and development program in general and, in some cases, presented the results of a recently completed major study. Other visits by ACER staff to educational institutions have also been funded. When requested, the Liaison Officer has provided advice to educators and guest speakers for meetings and conferences. It was decided in April 1985 that the project should run for another year before being evaluated.

PUBLISHING

Jeff Williams, Bronwyn Hay (to August 1984), Ev Beissbarth (from September 1984), Marcel Leman, Louise Coutts

The publishing unit consolidated its move towards greater self-sufficiency. A considerable number of publications were typeset using the ACER's phototypesetting facility and many reprints, traditionally printed externally, were printed in-house with considerable saving.

Three Research Monographs were produced and two Occasional Papers. New testing materials were published including the two-volume *Australian Biology Item Bank* and the *ACER Paragraph Reading Test*. Several new large testing projects were commenced and will be completed in the next year.

Again a great deal of promotional material was prepared to assist Sales and Advisory in their roles. These included the extensive catalogue range, price lists, and brochures. The *ACER Newsletter* was published in a changed format.

An important development in the activities of the Publishing Committee was the formalization of the external review process to assess both quality and viability for publications and its extension to include tests.

Publications

Monographs

- Ainley, J., Batten, M., and Miller, H. *Patterns of Retention in Australian Government Schools*. (ACER Research Monograph No.27). Hawthorn, Vic.: ACER, 1984.
- Bourke, S.F. *The Teaching and Learning of Mathematics*. (ACER Research Monograph No.25). Hawthorn, Vic.: ACER, 1984.
- Farish, S. *Investigating Item Stability*. (Occasional Paper No.18). Hawthorn, Vic.: ACER, 1984.
- Larkin, A.J. and Keeves, J.P. *The Class Size Question*. (ACER Research Monograph No.26). Hawthorn, Vic.: ACER, 1984.
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- Australian Education Index* compiled and edited by E. Miller and E. Oley.
Vol.27 No.3 September 1984, Vol.27 Cumulation 1984, Vol.28 No.1 March 1985, Vol.28 No.2 June 1985.
- Australian Journal of Education* edited by Kevin Marjoribanks. Vol.28 No.2 August 1984, Vol.28 No.3 December 1984, Vol.29 No.1 April 1985.
- ACER Newsletter* No.51 July 1984, No.52 November 1984, No.53 April 1985.
- Bibliography of Australian Theses in Australia: A List of Theses in Education Accepted for Higher Degrees at Australian Universities and Colleges in 1983* compiled and edited by E. Oley and P. Martin.
- Bulletin for Psychologists* No.36 November 1984, No.37 May 1985.
- State Institute News* No.11 November 1984.
- IER Bulletin* (formerly *State Institute News*) No.12 June 1985.

Diagnostic and Achievement Tests

- ACER Paragraph Reading Test* (Revised).
- ACER Primary Reading Survey* (Revised).
- ACER Short Clerical Test: Manual* Forms C, D, E.
- Biology Item Bank* Volumes I and II.
- PATMATHS Teachers Handbook*.

Testing Services Publications

- Australian Scholastic Aptitude Test: Series N—Book I, Book II, and WA version.* (Photographic masters sent to Queensland and Western Australia for printing.)

FINANCIAL REPORT

Summary of Income and Expenditure: 1984-85

Phyllis Staurengi, Accountant

ACER obtains funding for its research and development program from four sources:

- a Core Grant provided by the Commonwealth, six State and the Northern Territory governments;
- funds for research and development contracts;
- income from clients of service projects; and
- income from sales of materials.

A summary of income and expenditure for 1984-85 is set out in Table 1. Of the surplus, \$50 000 has been added to a contingency fund of \$55 000 to establish a Building Fund with \$105 000. The remaining surplus funds were added to the general reserve.

Table 1 Summary of Income and Expenditure 1984-85

Income	\$
Core grant	983 651
Research and development contracts	210 079
Service projects	382 654
Trading (gross profit)	1 312 898
Interest	28 475
Total	2 917 757
Expenditure	2 822 445
Surplus	95 312

Research and Development Funds

Core Grants from Australian Governments

The Council gratefully acknowledges the following contributions to its Core grant for research and development.

	\$
Commonwealth	492 100
New South Wales	175 862
Victoria	134 426
Queensland	75 774
South Australia	45 268
Western Australia	41 968
Tasmania	14 612
Northern Territory	3 641

Table 2 ACER—Income, Expenditure, and Trading Turnover, 1975–76 to 1984–85

Year	Income						Research and development expenditure		Trading total turnover	
	Core grant		Contract research		Service projects		\$'000	Index ^a	\$'000	Index ^a
	\$'000	Index ^a	\$'000	Index ^a	\$'000	Index ^a				
1975–76	423	100	426	100	199	100	1222	100	1101	100
1976–77	432	90	286	59	163	72	1100	79	1263	101
1977–78	520	99	104	20	184	74	1059	70	1441	105
1978–79	550	97	280	49	200	74	1294	79	1403	95
1979–80	590	94	345	55	219	74	1452	80	1578	97
1980–81	638	93	315	46	247	77	1496	75	1658	93
1981–82	732	97	210	28	296	83	1584	72	1987	101
1982–83	840	99	228	27	341	86	1713	70	2095	95
1983–84	881	98	212	23	340	80	1796	69	2064	88
1984–85	984	104	210	22	383	86	1958	72	2349	96

a Index is calculated by adjusting for inflation and setting 1975–76 = 100

Funds for Research and Development Contracts

The following funds were received for specific research and development contracts.

Australian Education Council	13 100
Bureau of Labour Market Research	15 000
Commonwealth Department of Education	86 713
Commonwealth Tertiary Education Commission	15 000
Institution of Engineers: Australia	1 000
Japanese Ship Building Industry Foundation	56 644
Quality of Education Review Committee	20 000

Trading

Eugene Ivan (to April 1985), Alan Wilkins (from April 1985)

The gross profit from trading of \$1 312 898 shown in Table 1 resulted from a trading turnover of \$2 348 555 after payment of royalties and printing and purchase costs of \$1 035 657. The trading turnover of \$2 348 555 exceeded the budget level of \$2 220 000. The growth from the 1983-84 financial year was \$284 383 compared with the \$155 828 that had been anticipated in the budget.

The trading position was also helped by a containment of costs, particularly towards the end of the financial year. The operation of the Sales Section has become more efficient and, following some staff resignations, a reduction in establishment has been effected. The benefits of these improvements will be more marked in the 1985-86 financial year.

Financial Trends: 1975-76 to 1984-85

Trends over the decade from 1975-76 to 1984-85 are shown in Table 2 for income from the Core Grant, Research and Development Contracts, and Service Contracts; for expenditure on research and development; and for trading turnover. In each case, an index is provided to reveal the nature of the trends without the effects of inflation. These indexes show that the Core Grant in 1984-85 exceeded the level of 1975-76 for the first time in the decade; that trading turnover rose again after a depressed year in 1983-84; that service projects remain below the high level of 1975-76 but continue to exceed the levels of the late 1970s; and that levels of contract research remain low.

Trends in sources of income are presented in Figures 1 and 2. The four sources shown are the major ones reported for 1984-85 in Table 1. Trading gross profit represents trading turnover (total sales) minus royalties and printing and purchase costs (costs of goods sold). It is the gross profit which funds the salaries and other costs of the trading operations, supports institutional overheads, and contributes to the research and development program. It is thus gross profit, not trading turnover, which should be compared with the other three sources of income.

The trends shown in Figure 1 are in actual dollars. The trends shown in Figure 2 are expressed in 1984-85 dollars to remove the effects of inflation.

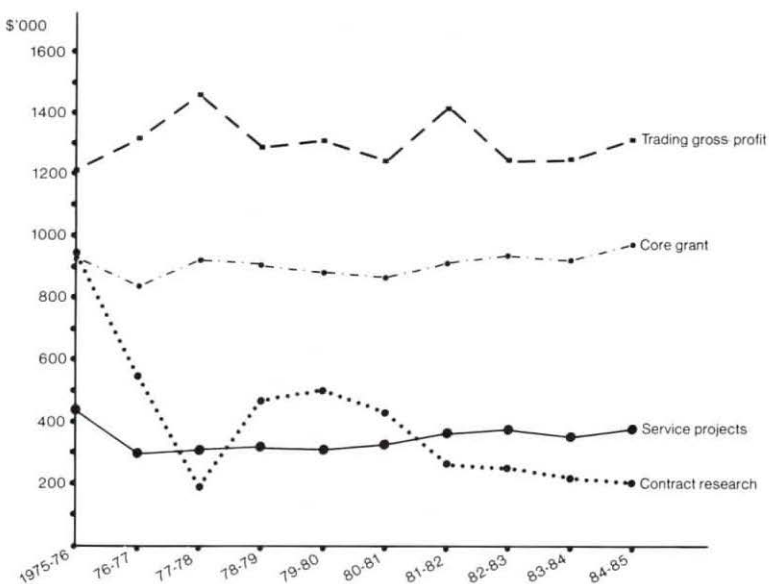


Figure 1 Sources of ACER Income, 1975-76 to 1984-85 (expressed in actual dollars)

Corrigendum

Australian Council for Educational Research.
Fifty-fifth Annual Report 1984-85.

pp. 38 and 39: The graphs for Figures 1 and 2 should be interchanged.

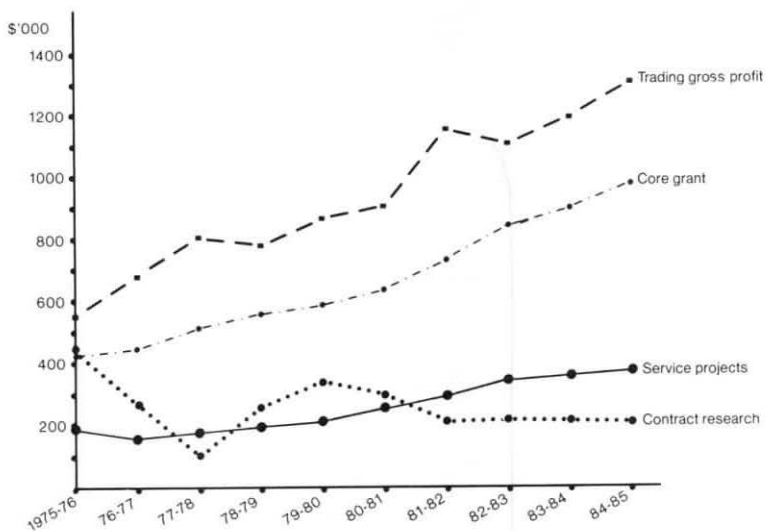


Figure 2 Sources of ACER Income, 1975-76 to 1984-85 (expressed in 1984-85 dollars)

MEMBERS OF COUNCIL

President

Emeritus Professor Peter Karmel, AC, CBE, BA *Melb.*, PhD *Cantab.*, PhD *Adel.*, Hon LLD *PNG*, Hon DLitt *Flin.*, Hon LLD *Melb.*, Hon DLit *Murd.*, DUniv *Newcastle, NSW*, Hon LLD *Qld*, FASSA, FACE
Vice-Chancellor, Australian National University, Canberra, Australian Capital Territory

Vice-Presidents

Professor Don Spearritt, MA, MEd *Qld*, EdD *Harv.*, FASSA
Professor of Education, Department of Education, University of Sydney, Sydney, New South Wales
Gregor Ramsey, BSc, DipEd *Adel.*, PhD *Ohio State*, FACE, FAIM
Chairman, Advanced Education Council, Commonwealth Tertiary Education Commission, Canberra, Australian Capital Territory

Other Co-opted Members

George Berkeley, BA, BEd, MEdAd *Qld*, AIE *Lond.*, FACE, FAIM
Director-General, Department of Education, Brisbane, Queensland
Lloyd Blazely, BSc *Tas.*, MEd *Melb.*
Senior Superintendent (Executive Support Services), Education Department, Hobart, Tasmania
Lyndsay Connors, BA *Syd.*, DipEd *Canberra CAE*
Full-time Commissioner, Commonwealth Schools Commission, Canberra, Australian Capital Territory (from 1 January 1985)
Associate Professor Daphne M. Keats, BA, DipEd *Syd.*, MEd, PhD *Qld*, FAPsS
Associate Professor of Psychology, Department of Psychology, University of Newcastle, Newcastle, New South Wales
Dr Jillian Maling, BA, DipEd, BEd *Melb.*, PhD *Stanford*, FACE
Acting Principal, South Australian College of Advanced Education, Adelaide, South Australia (from 1 January 1985)
Associate Professor Millicent E. Poole, CE, BA, BEd *Qld*, MA *UNE*, PhD *LaT*, MACE, MAPsS
Associate Professor of Education, School of Education, Macquarie University, North Ryde, New South Wales

James Ramsay, DipEd, GradDipEdAdmin *SACAE*

Assistant General Manager (Operations), Aboriginal Hostels Ltd, Canberra, Australian Capital Territory (from 1 January 1985)

Fenton Sharpe, BA, LittB, MEdAdmin *UNE*, PhD *Oregon*, FACE

Deputy Director-General, Department of Education, Sydney, New South Wales (from 1 January 1985)

Sister Kathryn Try, BA, BEd *Monash*, MEd *UNE*, MACE

Lecturer in Computers in Education, Catholic College of Education, Sydney, New South Wales (from 1 January 1985)

Graham Whitehead, BCom, MEd *Melb.*, PhD *LaT*

Principal Research and Development Officer, Education Department, Melbourne, Victoria

Members Appointed by the State Institutes of Educational Research

New South Wales

Associate Professor Neil Baumgart, BSc, MEd *Qld*, PhD *Macquarie*, FACE

Associate Professor of Education, School of Education, Macquarie University, North Ryde, New South Wales

New South Wales—Newcastle Branch

Professor John Biggs, BA *Tas.*, PhD *Lond.*

Professor of Education, Department of Education, University of Newcastle, Newcastle, New South Wales

Victoria

Leo Foster, BSc, BEd, MEd *Melb.*, PhD *Madison, Wisconsin*, FACE

Director, Philip Institute of Technology, Bundoora, Victoria

Queensland

Norm Alford, BA, MEd *Qld*, FACE

Assistant Director-General of Education (Post-School and Services), Department of Education, Brisbane, Queensland

South Australia

Ted Sandercock, BSc, PhD *Adel.*, GradDipManagement *Capricornia IAE*, FAIP, MIPMA

Principal Lecturer, Faculty of Health Science and Education, South Australian College of Advanced Education (Sturt), Bedford Park, South Australia

Western Australia

Anthony Ryan, BA, DipEd *W.Aust.* MS, PhD *Flor.*

Head, School of Foundation Studies, Faculty of Education, Western Australian Institute of Technology, Bentley, Western Australia

Tasmania

Helen Hocking, BSc *So'ton*, DipEd *Tas.*

Principal Education Officer, Research and Review Unit, Curriculum Development and Evaluation Section, Education Department, Hobart, Tasmania

Northern Territory

Norm Bowman, BA, MEd *Melb.*, PhD *Ill.*, MACE

Official Representatives

Directors-General of Education

Geoffrey Spring, BA, MEd *James Cook*, MACE, FAIM

Secretary, Northern Territory Department of Education, Darwin, Northern Territory

Commonwealth Department of Education

Charles Beltz, PolSocDrs *Nijmegen*, MACE

First Assistant Secretary, Programs and Development No.2 Division, Commonwealth Department of Education, Canberra, Australian Capital Territory

Staff Representatives

Jan Lokan, BA, DipEd *Adel.*, PhD *Ottawa*, MAPsS, MIAAP

Kevin Piper, BA, DipEd *Syd.*, MEd *Melb.*

Directors

John P. Keeves, BSc *Adel.*, DipEd *Oxon.*, MEd *Melb.*, PhD *ANU*, fil dr *Stockholm*, FACE, FASSA (to 31 December 1984)

Barry McGaw, BSc, BEd *Qld.*, MEd, PhD *Ill.*, FASSA, FACE, MAPsS (from 1 January 1985)

MEMBERS OF EXECUTIVE COMMITTEE

Professor Peter Karmel (President)
Professor Don Spearritt (Vice-President)
Dr Gregor Ramsey (Vice-President)
Associate Professor Millicent Poole
Dr Graham Whitehead
Mr Kevin Piper (Staff Representative)
Dr John Keeves (Director to 31 December 1984)
Dr Barry McGaw (Director from 1 January 1985)

MEMBERS OF ACER STAFF

Directors

- John P. Keeves, BSc *Adel.*, DipEd *Oxon*, MEd *Melb.*, PhD *ANU*, fil dr *Stockholm*, FACE, FASSA (to 31.12.84)
Barry McGaw, BSc, BEd(Hons) *Qld*, MEd, PhD *Ill.*, FACE, FASSA, MAPsS

Assistant Directors

- John Izard, BSc, BEd *Melb.*, MEd *Monash*, PhD *LaT*, MACE
Trevor Williams, BSc, DipEd, BA *UWA*, MA, PhD *Toronto*, MACE

Research and Development

- John Ainley, BSc, MEd, PhD *Melb.*, MACE, ARACI
Anja Areskog, BA, GradDipAppSocPsych *Swinburne* (from 1.7.85)
Margaret C. Batten, BA, BEd *Melb.*, MACE
Sidney F. Bourke, BSc, BA *UNSW*, LittB *UNE*, MEd *Monash*, PhD *LaT*, MACE
Jeffery J. Clancy, BA *LaT*
Marion M. de Lemos, BSc(Hons), MSc *Natal*, PhD *ANU*, MAPsS
Allyson Holbrook, BEc, DipEd *LaT*
Warren Jones, BSc(Hons), PhD *UNSW*, MAPsS
Janice J. Lokan, BA, DipEd *Adel.*, PhD *Ottawa*, MAPsS, MIAAP
Noel McBean, BA, DipEd *Syd.* (part-time)
Phillip A. McKenzie, BEc(Hons), DipEd, MEd *Monash*, MACE
Hilary Miller, BA *Monash*, GradDipAppSocPsych *Swinburne*
George Morgan, BSc(Hons) *UNSW*, DipEd *SCV*, MSc *LaT*, MEd *Melb.*
Neil Murray (from 29.4.85)
Heather Payne, BSc, BA *Melb.* (from 18.11.84)
Kevin J. Piper, BA(Hons), DipEd *Syd.*, MEd *Melb.*
Joan Richardson, BAppSc *CanberraCAE* (to 31.8.84)
Malcolm J. Rosier, BSc, MEd *UWA*, PhD *LaT*, fil dr *Stockholm*
Helga A.H. Rowe, BA(Hons) *Qld*, PhD *Melb.*, MAPsS, MIAAP
Robin G. Rowlands, BA, MEd *Melb.*, PhD *Lond*, FACE (honorary member of staff)
Jenny Slater, BA *Melb.*, GradDipSecStud *CIT* (part-time to 4.10.84)
Andrew Sturman, BSc(Hons) *Lond.*, MEd *Melb.*

Helen Tootell, BBSc, DipEd *LaTrobe*, GradDipEdCouns *RMIT* (from 15.10.84)

A. Graham Ward, MA *NZ*, MEd *Melb.*, MEd *Monash*

Evelyn Watson, BA *Melb.* (to 31.12.84)

Mark R. Wilson, BSc(Hons), DipEd, MEd *Melb.*, PhD *Chicago*

Graeme Withers, BA *Melb.*

Advisory Services Unit

Peter Jeffery, BA UPNG, MEd *Monash* (Head of Unit)

Sue Bell, BSc ApplPsych *UNSW*, MEd *LaT* (part-time from 2.10.84)

Pam Burns (part-time)

Judy Eppinger, TPTC (part-time)

Josephine Jenkinson, BA *Melb.*, DipEdPsych, MEd *Monash*, MAPsS

Christine Martin, MA, DipEd *Melb.*, MAPsS (part-time to 19.10.84)

Library and Information Services Unit

Margaret Findlay, BA *Swinburne*, ALAA (Head of Unit to 27.7.84)

Elizabeth Oley, BA, DipEd *Qld*, ALAA (Head of Unit from 6.8.84)

Julie C. Badger, BA, DipEd *Monash*, DipLib *Canberra CAE* (part-time)

Elsbeth Miller, BA(Hons) *LaT*, GradDipLib *RMIT*

Lula Psiliakos, ALAA (part-time)

Betty J. Segar (part-time)

Christopher J. Walker-Cook, BA(Hons) *Monash*, ALAA (part-time)

Publishing Unit

Jeff Williams, BA *UNSW*, BLitt *ANU* Head of Unit

Evelyn Beissbarth, BA(Hons) *LaT* (from 10.9.84)

Louise Coutts, DipArt & Design *CIT*

Bronwyn Hay, BA(Hons) *Melb.* (part-time to 2.8.84)

Marcel Leman

Accountancy

Phyllis M. Staurengi, BA, BCom *Melb.* (Accountant)

Ruth Ambrose

Fay Harvey (part-time)

May Young

Sales and Distribution

Eugene V. Ivan BSc *Monash* (Manager to 19.4.85)
Alan Wilkins (Acting Manager)
Timothy Cutts (from 2.1.85)
Peg Engellenner (part-time to 15.2.85)
Dilsie D. Evans
Bruce Fulton (to 10.8.84)
Stan Gale
Jan Gardiner
Judy Gilder
Peter Gilder
Geoffrey Howard (to 2.11.84)
Patricia MacClaren Low
Joan O'Brien (to 24.5.85)
Steve O'Neill
Ian Smith (from 29.1.85)
John Wilson
Kim Wong (from 1.10.84)

Secretaries to the Directors

Marjorie Balloch
Win Boyce
Margaret Taylor
Yvonne Allen (part-time)

General Secretarial and Office Services

Carolyn Bretherton
Tricia Burchell (from 13.5.85)
Judith Clark
Gwenneth Dobell (part-time)
Heather Hale
Gloria Locock
Lindsay Monsborough (part-time)
Barbara Olsen
Rhonda Redfern (part-time)
Beatrice Sciberras (to 11.6.85)
Carol Shackleton (part-time)

Clerical and Technical Assistants

Ruth Jeffery, TPTC
Anne Lowry
Robyn Sperling

Retirement of Dr John Keeves as Director

Dr Keeves retired as Director of ACER on 31 December 1984. He had worked at ACER for 19 years. He was a Senior Research Officer from 1962 to 1967 before leaving to undertake PhD studies at the Australian National University. He returned as Associate Director of ACER in 1972 and then served as Director from 1977 to 1984. His reorganization of the research and development program and staff of ACER in 1977 into its present three broad divisions, Social Context of Education, Learning and Teaching, and Measurement and Evaluation, consolidated and broadened the scope of the program.

These were productive years for Dr Keeves personally and for ACER. He played a major role in a series of international studies conducted by the International Association for the Evaluation of Educational Achievement (IEA) and in two national studies in Australia of levels of numeracy and literacy among 10- and 14-year-olds.

Through these studies and his PhD and related work on the effects of school, home, and peer group on students, he established an international research reputation. His editorship of the methodology section of *The International Encyclopedia of Education*, recently published by Pergamon, is clear testimony to his standing.

Dr Keeves is a Fellow of the Academy of Social Sciences in Australia and of the Australian College of Education. He was President of the Australian Association for Research in Education in 1981 and Chairman of a Committee of Enquiry into Education in South Australia in 1980-81. In his retirement from ACER, he has taken a Visiting Professorship in the Centre for the Study of Higher Education at the University of Melbourne.

REPORTS FROM INSTITUTES OF EDUCATIONAL RESEARCH

Nature and Function

The State Institutes are autonomous bodies, each nominating one representative to the governing body of The Australian Council for Educational Research, and co-operating closely with it when occasion requires. In 1956, at a meeting held in Melbourne, these representatives formulated the following statement of the nature and functions of an Institute. In general, as the reports printed later will show, they carry out the functions in different ways and with different emphases.

The object of the Institute is to act as a learned body devoted to the promotion of study and research in education, emphasizing the scientific study of educational problems, by means of the following activities:

A Disseminating

(i) research, either

(a) the results of specific pieces of research done by members; or

(b) reports on the collection of research information;

(ii) opinion and accounts of practices in education.

B Participating in

(i) the discussion, planning, and criticism of research projects;

(ii) the active carrying out of research projects.

C Establishing areas of contact with other educational groups.

Membership on Council of ACER

The term of office of an Institute representative on the Council of the ACER is four years, and the dates of appointment are arranged to provide a continuity of membership of the Council.

New South Wales

Office Bearers

Patron Sir Harold Wyndham

President Ms Susan Groundwater-Smith

Vice-Presidents Associate Professor Neil Baumgart, Dr Alan Watson, Dr David Boud

Secretary Ian Burnard

Treasurer Dr Beth Southwell
Assistant Treasurer Dr Joe Relich
Librarian-Research Officer Alan Craig
Advisory Editor, Australian Journal of Education Dr John Sheppard
ACER Representative Associate Professor Neil Baumgart
Alternate Delegate Associate Professor Ray Debus
Editor, Bulletin of Proceedings John Shellard
Institute Co-ordinator in Wollongong Dr Lyn Gow
Committee Members Dr Alan Lindsay, Dr Naomi Roseth, Professor James Ward

Meetings

Meetings during 1984 followed the general theme, 'Perspectives on participation and equity'.

10 August 1984. Conference on 'Intelligence—Testing and selection', University of Sydney. Dr Pat Doherty, NSW Department of Education, Dr Allan Kerr, Armidale College of Advanced Education, Ray Cavenagh, Education Commission of New South Wales, Emeritus Professor Bill O'Neil, University of Sydney, Professor James Ward, Macquarie University, Dr Graeme Halford, University of Queensland

27 September 1984. Annual Dinner, Macquarie University. Ms Monica Miland, New South Wales Department of Education, formerly of the Commonwealth Schools Commission

23 October 1984. David Smith, University of Sydney, John Freeland, University of Sydney and Commonwealth Government Committee of Enquiry into Labour Market Programs, 'Upper secondary education'

Meetings during 1985 followed the general theme, 'Attitude, change, and educational research'.

15 March 1985. Patricia Palmer, University of New South Wales, 'Attitudes of children towards television'

19 April 1985. Bob Carbines, Catholic College of Education, Sydney, 'Attitudes to the use of computers'

17 May 1985. Professor Ronald King, University of Wollongong, 'Attitudes to technological change and policy development'

Special Activities

A pleasing feature of the year was that initial steps were made in establishing a branch at Wollongong. Seven members from Sydney participated in a visit to the University of Wollongong on 21 June 1985 when a series of research reports was reported upon.

Research funding remains a major concern of the Institute, and the fact that much public money available for educational research was tied to particular evaluative projects, while important, seems to avoid the importance of promoting independent research. With this in mind, initial steps have been taken to use the limited financial resources of the Institute to review annually outstanding contributions to educational research and disseminate such a review.

Membership

Financial membership has remained at about 82, but there are some 30 members in arrears partly because they are on leave.

Towards the end of the financial year discussions began with the Newcastle Branch to clarify the qualifications for membership of those qualified to engage in research but whose primary interest is in the application of research.

Newcastle Branch

Office Bearers

President Mr R. Conway

Vice-President Professor J. Biggs

Secretary Mr P. Day (acting)

Treasurer Mr W. Howard

Membership Committee Professor J. Biggs, Mr P. Day

Committee Members Dr J. Kirby, Mrs G. Reeves

ACER Representative Professor J. Biggs

Alternate Representative Professor J. Keats

Meetings

20 March 1985. Annual General Meeting. Dr Eddie Braggett, University of Newcastle 'The issues in the education of gifted and talented children'

30 May 1985. Dr Sid Bourke, Australian Council for Educational Research, 'Roles of ACER and its links with the Institutes'

17 June 1985. Dr Scott Paris, University of Michigan, 'Children's awareness in learning to read'

Membership

For 1985, there are 27 members. It is hoped that new membership rules, followed by a membership drive, will encourage a revitalization of the branch and its work. In that regard 1985 should be seen as a start to that revitalization.

Victoria

Office Bearers

President Dr L.W. Shears

Vice-President Mr A.J. Nattrass, Dr G.J. Whitehead

Secretary Mr M.W. Boyce

Assistant Secretary and Membership Officer Mr K. Hall

Treasurer Mr F. Hindley

Committee Mrs M. Ainley, Dr E. Atkinson, Mr K. Frampton, Mrs C. Perry, Miss A. Ridsdale, Dr R. Rowlands, Mr P. Jeffery, Mr M. Williams

Delegate to ACER Dr G.J. Whitehead

Publications Committee Mrs M. Ainley, Mr M.W. Boyce (Editor)

Research Group Representative Mr I.L. Ball

Meetings

13 September 1984. Fifty-fourth John Smyth Memorial Lecture. Professor R. Goldman and Mrs J. Goldman, La Trobe University, 'Australian children's perceptions of their own sexuality: Implications for our educational system'

26 June 1985. Fifty-fifth John Smyth Memorial Lecture. Dr Don Edgar, Institute of Family Studies

Membership

In 1984 there were 177 financial members, and by June 1985 the number had fallen to 142. The Executive has been carefully monitoring the situation, and has produced a new information pamphlet for a recruiting drive.

G.S. Browne Prize

In recent years the G.S. Browne Prize for Educational Practice has been associated with the Age Teacher of the Year Award, and then with the School/Community Award. It became apparent, however, that when the philosophy of the School/Community award was developed the G.S. Browne Prize did not comfortably fit in. As a consequence the award was not made last year and the Executive is searching for ways in which it may be re-introduced in future years.

Financial Statement

The total equity on 31 December 1984 was \$3952.76.

Queensland

Office Bearers

President Dr J. Cotterell

Secretary Mr N. Cranston

Treasurer Mr P. Robinson

Vice-Presidents Dr E. Hobbs, Mr R. Worthington, Mrs D. Muir

Representative to ACER Mr N. Alford

Advisory Editor, Australian Journal of Education Mr R. Warry

Executive Ms J. Borthwick, Mr M. Byrne, Mr P. Varley, Mr N. Alford, Mr R. Warry, Dr M. McMeniman

Meetings

5 November 1984. Robinson Memorial Lecture. Professor C. Power, Flinders University, 'Decision theory and indecision'

12 February 1985. Annual General Meeting. Mr G. Gribble, Computer Co-ordinator, Catholic Education Office, 'Waiting for the information age: Cargo cultism in our schools'

12 March 1985. Dr J. Izard, Australian Council for Educational Research, 'Testing testing'

Membership

For 1985 membership stood at 73. This compares very favourably with membership of 54 in 1984. The increased membership probably reflects a vigorous drive by the Executive to inform the educational community of the Institute's activities—broad advertising of Institute meetings, etc. The Institute has seven members from outside the Brisbane area.

Financial Statement

As at 30 September, the Treasurer reported total available funds of \$759.15.

Publications

Numbers 25, 26, 27, and 28 of the Institute's Journal have been prepared and distributed. These marked the final issues produced under the direction of Mr R. Worthington as Editor.

The Executive took the decision in mid-year to form an Editorial Panel to take responsibility for future issues of the Journal. The Panel consists of: N. Cranston (Secretary); P. Robinson; J. Borthwick; and D. Muir. Under the overall direction of the Executive, the Editorial Panel has recommended considerable change in format and style. *Queensland Researcher* is proposed as the new title for the Journal.

South Australia

Office Bearers

President Dr D.K. Briggs

Vice-President Sister J. Redden, Dr J. Grosvenor

Secretary Dr E. Sandercock

Treasurer Mr D. Dent

Advisory Editor, Australian Journal of Education Dr A. Shinkfield

Committee Members Mr G. Billings, Mr B. Hannaford, Dr A. Shinkfield, Mr R. Slater, Mr P. Thomson

Meetings

2 October 1984. Mr G. Billings, Workshop, Salesian College, 'Selection of software'

15 November 1984. Mr David Hester, Chairman of the Joint Matriculation Committee of Adelaide and Flinders Universities, 'SSABSA and selection for tertiary study'

19 March 1985. Annual General Meeting. Dr Barry McGaw, Australian Council for Educational Research, 'Confronting learner's naive theories: Turning novices into experts'

Membership

Current membership of the Institute is 50.

Western Australia

Office Bearers

President Dr A.S. Ryan

Vice-President Dr P. Deschamp

Secretary/Treasurer Mr J. Williamson

Delegate to ACER Dr A.S. Ryan

Advisory Editor, Australian Journal of Education Dr P. Deschamp

Committee Dr L. Blount, Dr B. Haynes, Dr L. King, Dr C. Pratt

Meetings

28 August 1984. Professor M. Scriven, University of Western Australia and Professor B. McGaw, Murdoch University, 'Philosophy of education as education research'

29 November 1984. Professor T. Good, University of Missouri, 'Research and teacher education'

Membership

There are 77 financial members this year and the figure is slightly less than last year.

Prizes

Dr L. Rennie, University of Western Australia

Ms C. Campione, Mt Lawley Campus, WA College of Advanced Education

Mr K. Svendsen, Nedlands Campus, WA College of Advanced Education

Ms B. Lewings, Claremont Campus, WA College of Advanced Education

Ms A. Lane, Churchlands Campus, WA College of Advanced Education

Tasmania

Office Bearers

President Mrs H. Hocking

Vice-President Professor K. Collis

Secretary Mr M. Walsh

Treasurer Mr D. Phillips

Delegate to ACER Mrs H. Hocking

Committee Dr B. Wilson, Mr R. Cooper, Mrs H. Felton, Mr G. Southwell

Meetings

Term III 1984. Mr Sid Bourke, ACER, visited Hobart and Launceston, sponsored by the ACER Professional Liaison Project. He addressed meetings at both centres on his classroom environment study.

1985. A decision was made by the Executive to hold few formal meetings during the year because of the heavy commitment of members in other important educational activities. Most members were in some way involved in the organizing of three major conferences—South Pacific Association of Teacher Education (July); Education Department Centenary Conference (September) and the Australian Association for Research in Education Conference (November). It was therefore decided that TIER should play a role in informing members and schools of such activities. A short seminar series was planned, when members of the Education Department who had received travelling scholarships would talk about their research activities overseas. In the event, only one such meeting took place.

The Australian Association for Research in Education sponsored two research training workshops in Tasmania: Dr J. Smyth, 'Clinical supervision' (Hobart and Launceston) and Professor M. Scriven, 'Computers in education'.

Membership

Financial membership is 27.

Northern Territory

Office Bearers

Patron Dr J. Eedle

President Ms M. Moeckel

Vice-President Ms M. Galloway Monaghan, Dr J. Smith

Meeting Secretary Dr P. Buschenhofen

Treasurer Mr D. Moeckel

Delegate to ACER Dr F.C. (Gypsy) Durling

Committee Members Dr N. Bowman, Mr A. Musco, Mr G. McKeown,
Ms R. Munn, Mr T. Austin, Ms M. Zehntner

Meetings

31 July 1984. Annual General Meeting, The Hon. T. Harris, Minister for Education, 'Educational research in the Northern Territory'

3 October 1984. Professor S. Kemmis, Associate Professor, School of Education, Deakin University, 'Action research and school improvement'

15 May 1985. Mr Bob Collins, Leader of the Opposition, 'Recent changes in approaches to education in the NT'

31 May 1985. Dr Jack Smith, Northern Territory Department of Education, 'Manpower planning and educational administration'

Membership

The current paid membership is 25, but it is hoped to build the membership back to about 50.

Awards

On the 1 July 1984 the annual award (a wall plaque and certificate) for small scale educational research was presented at the Annual General Meeting.