fifty-seventh
ANNUAL REPORT
1986-87

CONTENTS

INTRODUCTION

ACER's Purposes

The Australian Council for Educational Research was founded in 1930 and for 57 years has pursued its general purpose of serving Australian education. ACER's Memorandum and Articles define four specific purposes through which this general purpose is to be fulfilled. They are to undertake, promote, foster training in, and disseminate the results of research and development in education. This annual report sets out the details of the program through which ACER sought to fulfil these purposes in 1986-87.

ACER's Research and Development Program

The project reports in this volume reflect a variety of research traditions and a variety of dissemination strategies. Some of the work, such as the *Cognitive Processes and Intelligence* project, can be characterised as relatively basic research. Other work is more clearly applied, much of it best described as policy research. The *Youth in Transition* and the *Devolution of Curriculum Decision Making* projects are clearly in the policy research category, the former being largely a quantitative study and the latter largely a qualitative one. Each seeks to reveal relationships between educational outcomes and variables over which decision makers at system and school level can exercise control.

Through *set: research information for teachers*, a joint publication of the New Zealand and Australian Councils for Educational Research, researchers are encouraged to describe their research and its findings in ways which draw out explicitly the implications for teachers. That is one dissemination strategy in which the researcher addresses the practitioner. Another involves rather more direct collaboration between researcher and practitioner, in which these roles are less clearly divided and in which critical reflection on practice is the source of theoretical insights. The *Senior Secondary Curriculum Design* project stands in this tradition. A joint project with the Curriculum Development Council, this project has involved intimately those developing new

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curricula for upper secondary schooling and will be extended in 1987-88 to involve some schools in a more intensive way through case studies.

From July 1987, ACER's research and development program will become thematic and triennial. Planning for this change began in 1985-86 and was reported in the *56th Annual Report* of ACER. After the adoption of five themes by the ACER Council in April 1986 detailed planning was undertaken with extensive collaboration. All those who had contributed suggestions prior to the April 1986 Council meeting were advised of the outcome and invited to contribute to the further development of the themes. A full-day workshop on each theme was convened on Saturday 22 November 1986, the day after the annual conference of the Australian Association for Research in Education concluded in Melbourne. More than 150 people participated in these workshops, some coming to Melbourne specifically for the day. From the various contributions and ACER's own staff planning, a specific program for the triennium was presented to the ACER Council in April 1987. This program defined the purpose and scope of each theme and identified specific projects that could be undertaken in the first year of the triennium from July 1987 to June 1988. Full details are published in ACER's *Current Projects: 1987-88*.

ACER's Commercial Activities

The annual financial report in this volume reveals the extent of ACER's income from the four sources on which it depends, viz., the core grant provided by the Commonwealth, the six States and the Northern Territory governments, funds for research and development contracts, sale of professional testing services, and sale of educational and psychological tests and other materials.

A considerable effort has been made to attract more research and development contracts. The thematic structure of the program from July 1987 has helped in this effort and will be evident in the Annual Report for 1987-88. The testing services program is being expanded through the development of the Personnel Selection Testing Program. Sales of educational and psychological tests and other materials are being increased by a number of strategies, some of which have borne fruit in 1986-87 and others of which are expected to have a greater impact in the following few years.

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The establishment of the Consultant Services Division in 1985-86 through an expansion and restructuring of the former Advisory Services Unit has enhanced ACER's capacity to provide a professional advisory service to its clients and to develop a comprehensive marketing strategy. Staff of this division have established a regular presence in Sydney, operating one day a month from an office provided by the New South Wales Department of Education. At the division's initiative, ACER has appointed Wooldridge-Dominie as an agent in Western Australia through which schools in that State may obtain ACER materials.

ACER's Future

Through its research and development activities, those core grant supported and contract, and through its commercial activities, both the sale of services and the sale of materials, ACER seeks to serve education in Australia. Expansion of the program and its impact will depend on the value of the service. This 1986-87 Annual Report documents some significant points of growth and provides evidence of more to come.

SOCIAL CONTEXT OF EDUCATION
RESEARCH DIVISION

Advisory Committee

Professor Millicent Poole (Chair), Mr George Berkeley, Professor David Beswick, Mr Peter Bowler, Dr Peter Carpenter, Ms Lyndsay Connors, Dr Leo Foster, Ms Helen Hocking, Professor Peter Karmel, Professor Peter Musgrave, Ms Isabelle Proctor, Mr James Ramsay, Mr Richard Warry. (The Committee met twice during the year.)

Overview

In 1986-87 three projects were brought to completion, two new projects were initiated, and three continued as planned from the previous year. Warren Jones and John Ainley completed their study of research undertaken within Colleges of Advanced Education. Dr Jones completed a separate project which documented changes in participation in Year 12 mathematics and science courses. Additionally, the publication of the report *Structural Relations in Victorian Government Secondary Schools* brought to a conclusion work undertaken in 1985-86 by Dr Ainley.

The two new initiatives for 1986-87 were commissioned by the Departments of Education in New South Wales and Victoria. The intent of these commissions is that, over the next few years, Dr Ainley will undertake extended studies of senior secondary schooling in each state.

Three projects continued with work begun in previous years. Margaret Batten's work on alternative Year 12 curricula entered its third year with a further round of data collected from the young people in her sample, and from teachers conducting these alternative courses in Victorian schools. Phillip McKenzie's work on the economics of curriculum structures continued with the analysis of data from Victorian government secondary schools along with further refinement of the model that guides this piece of research. During the year Mr McKenzie continued with his work as editor of the Australian

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Education Review. The *Youth in Transition* project entered its ninth year, continuing data collections from the three samples in the program. A report *Participation in Education* was published in April.

In addition to project work, members of staff devoted time to general administration and especially to activities associated with the development of the five research themes which will characterise the 1987-1990 program.

Patterns of School Organisation

Phillip A. McKenzie

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

This project is concerned with the inter-relationships between enrolment size, curriculum range and resource usage in government secondary schools. A general model of school resource usage has been developed and is being tested with an extensive body of data from Victorian government secondary schools.

Linked to this project is the development of a model to assist school administrators in analysing resource allocation policies in their school. The project officer has been closely involved with Mr Ross Harrold of the University of New England in the preparation of a workbook to apply such a model to non-government schools.

Structural Relations in Victorian Government Secondary Schools

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

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

During the course of this year the final report of this study was published. The research report documents the results of a study of what happens in government secondary schools. It discusses aspects of the organisation and curriculum of those schools, teachers' reports of linkages and coordination in those schools, teachers' job satisfaction, and students' views of the quality of school life.

The study was conducted jointly by ACER and the Policy and Planning Unit of the Victorian Ministry of Education and served two functions. The first was to describe patterns of organisation in government secondary schools throughout Victoria. The second was to explore relationships between aspects of school organisation, teachers' job satisfaction, and the quality of school life. Although the first of these purposes was of mainly local interest to those involved in that school system, the second raised issues of more wide ranging interest in the general field of school organisation and its effects. The framework which guided the exploration of these relationships was derived from that field of inquiry and the results of the study are intended to contribute to its development.

The report of the study has been published as ACER Research Monograph No. 29, *School Organisation and the Quality of Schooling*.

Senior Secondary Schooling in New South Wales

John Ainley

The New South Wales Department of Education commissioned ACER to undertake the first year of what has been planned as a four-year study of senior secondary schooling in New South Wales. The study will involve students in Years 9 to 12 in a sample of government secondary schools. It will focus on the quality of education experienced by young people in those years and how school factors influence a range of outcomes of schooling.

The study will investigate school organisational issues by relating school factors (in particular, curriculum policies and programs) to information about student responses to school and their attainments at and beyond school in a panel of 20 to 30 schools selected for the study. Both qualitative and quantitative data will be used to illuminate ways in which school factors influence the attitudes, learning, and participation of young people.

The first year of the study will be cross-sectional with information being obtained from surveys and through interviews and observation. After the first year the project is intended to be longitudinal in two senses. Firstly, it will involve longitudinal surveys of samples of young people in the selected schools, following them for four years. Secondly, the study will examine changes in school practice and policy

during the four years focusing on organisational and curriculum structures.

Research in Colleges of Advanced Education

Warren Jones and John Ainley

Colleges of Advanced Education have grown to fill an increasingly diverse role with research and development activities now occupying a significant place in many institutions. As a result of a study commissioned by the Commonwealth Tertiary Education Commission, ACER has completed a report on research and development in Colleges of Advanced Education.

The report indicates the current level, role, and purpose of research in Colleges of Advanced Education. It also provides information about sources of funding, the ways in which research and development are managed, supported, and encouraged, and the perceived role of research and development in both the teaching process and the growth of institutions. There is a description of the wide range of research and development activities in Colleges of Advanced Education. In addition the report discusses the arguments which have been advanced in support of research and development in Colleges of Advanced Education, suggesting that they can be grouped in two interlinked categories: those in which research is seen as necessary for the provision of high quality tertiary education, and those in which research is seen as utilising the intellectual and material resources in Colleges of Advanced Education for direct community and industry benefit.

Research undertaken in Colleges of Advanced Education was predominantly 'applied research' and 'experimental development' and in that respect differed from the research reported by universities. Research activity was greatest in the science and engineering fields and, other things being equal, appeared to be greater for the large metropolitan institutes of technology than for other types of institutions.

The published report of the study entitled *Research and Development in Colleges of Advanced Education in Australia* will be released shortly.

Publications:

Ainley, J., Reed, R., & Miller, H. (1986). *School organisation and the quality of schooling: A study of Victorian government secondary schools* (ACER Research Monograph No. 29). Hawthorn, Vic.: ACER.

Ainley, J., Sheehan, B., Wallace, M., & Wittman, R. (1986). *Report of the working group on a four year general Bachelor of Education degree*. Hawthorn, Vic.: Victorian Post-Secondary Education Commission.

Papers:

Ainley, J. (1986). *Influences on student views of the quality of school life*. Paper presented at the Annual Conference of the Australian Association for Research in Education, Melbourne. (mimeo.)

Ainley, J. (1987). *Some structural issues related to preservice teacher education*. Paper presented to the National Conference entitled 'Improving Teacher Education' held at the Melbourne College of Advanced Education. (mimeo.)

Entry to Engineering, Technology, and Science in Higher Education

Warren Jones

Part of the Federal government's education strategies has been to increase participation in engineering, technology, science, and commerce courses, and reduce participation in teacher education courses in higher education. Changes in both participation in mathematics and science in Year 12 and entry requirements to higher education can be seen as important aspects of those strategies.

This investigation used both published and unpublished data to provide information on the changes in participation in Year 12 subjects for the last decade. It also described the patterns of changes in Year 12 mathematics and science subject combinations, and enrolment in higher education courses in Victoria. Some information was obtained on the role of prerequisite subjects and bridging and supplementary courses for entry to higher education institutions in Victoria.

The report of the study will be published shortly. An evaluation of bridging and supplementary courses in higher education institutions in Australia has been commissioned by Commonwealth Tertiary Education Commission as a result of the study.

Alternative Year 12 Curricula

Margaret Batten

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

The final round of data collection was undertaken at the end of 1986 for this study, which has followed a group of students in 14 Victorian government schools from the end of Year 11, through Year 12, and into their first post-school year. The students, who had completed either a Group 1 or STC course in 1985, reported one year later on their subsequent work and study activities and the usefulness of their Year 12 course.

Working papers were produced during the year which discussed the changes in student perceptions during Year 12 and their retrospective evaluations of their Year 12 courses.

Papers:

Batten, M. (1987). *One year later: Retrospective views of Year 12.* Hawthorn, Vic.: ACER. (mimeo.)
Batten, M. (1987). *Year 12 courses and their effects on students.* Hawthorn, Vic.: ACER. (mimeo.)

Youth in Transition

Trevor Williams, Jeffrey Clancy, Hilary Miller

Longitudinal mail surveys to persons representative of national age cohorts are the foundation of the program, and the data obtained in this way are used to document transitions within and between education and the labour force. At the present time the program involves samples from three age cohorts: persons born in 1961, 1965 and 1970. Data are available for ages 17 to 25 years in the case of the older sample, for ages 16 to 21 years for the group born in 1965, and for ages 15 to 16 years for the youngest group.

Contact with the older group, suspended in 1985-86, was re-established in 1986-87, those in the second oldest sample received their sixth questionnaire and those in the youngest sample received their second. Response rates of 81 per cent, 86 per cent and 81 per cent respectively were obtained.

Publications:

Clifton, R., Williams, T., & Clancy, J. (1987). Ethnic differences in the academic attainment process in Australia. *Ethnic and Racial Studies,* **10,** 224-244.

Williams, T. (1987). *Participation in education* (Research Monograph No. 30). Hawthorn, Vic.: ACER.

Williams, T. (1987). Social and economic influences on retention: Evidence from the ACER longitudinal studies. In Department of Education (Ed.), *Support for staying on at school: The role of student assistance in postcompulsory secondary education and TAFE* (pp. 35-55). Canberra: AGPS.

LEARNING AND TEACHING
RESEARCH DIVISION

Advisory Committee

Dr Gregor Ramsay (Chair), Mr Peter Bowler, Dr Gypsy Durling, Dr Tony Ryan, Dr Jean Russell, Ms Kathryn Try, Professor Richard White, Dr Graham Whitehead, (The Commitee met twice during the year.)

Overview

The program of the division continued to reflect concerns with curriculum, learning processes and learning outcomes. Concern about curriculum was addressed in two projects. Andrew Sturman's study of decision making in schools focuses substantially on curriculum decision making. It explores the impact of system policies as well as of teachers' own theories of the nature of knowledge, on the latter point revealing important differences by subject area. Graeme Withers and Margaret Batten have identified exemplary curriculum design practices at Year 11 and 12 level throughout the country and, having convened a national conference to examine the strategies used, will now seek ways to disseminate the details more broadly.

Helga Rowe's investigations of the development and use of metacognitive skills are providing important insights into learning processes. From this work, new techniques may emerge for enhancing students' study skills, particularly their capacity for independent learning.

The one study assessing levels of student achievement, the *Second International Science Study*, remained in some jeopardy throughout the year. Work continued on both the Australian study and also on the international aspects for which Australia has been responsible. Responsibility for raising the funds for the international work rests with the International Association for the Assessment of Educational Achievement (IEA) but the only support it had raised for work on the data by the end of 1986-87 was funding from the World Bank for ACER to check and clean the data sets from six developing countries.

Because maintaining the work without satisfactory external support imposes such demands on ACER's own resources, ACER has advised IEA that the International Centre at ACER will be closed on 30 September 1987.

Selection Measures for Higher Education

Barry McGaw

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

Following the review of gender bias in the Australian Capital Territory tertiary entrance scores in 1985-86, work on this project in 1986-87 involved a general monitoring of developments throughout Australia. Discussions of some specific follow-up work in the Australian Capital Territory proceeded and funding has been obtained for 1987-88. In addition, a study of interstate comparability of tertiary entrance scores was requested by the Australian Vice-Chancellor's Committee and a proposal was prepared. Funding has been provided for part of this study to proceed in 1987-88.

Publications:

McGaw, B. (1987). Selecting learners for higher education. In A.H. Miller & G. Sachse-Akerlind (Eds), *The learner in higher education: A forgotten species* (pp. 441-450). (Research and Development in Higher Education, Volume 9). Sydney: Higher Education Research and Development Society of Australasia.

McGaw, B. (1987). Selection of students for higher education. *Unicorn, 13*, 4-9.

Second International Science Study

Malcolm J. Rosier, Heather Payne, Alison Wilson (from September 1986), Diana Banks (from December 1986)

(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, for international travel of the

International Coordinator 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. Costs for analysis of the Australian data have been provided by a grant under the Australian Research Grants Scheme.)

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 coordination, under Dr Rosier as International Coordinator, of the studies in 25 educational systems.

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 has been completed. Initial national reports on results on the science tests will be released later in 1987.

For the international study, detailed code books have been prepared so that all countries will be able to submit data in a common format. Submission of data sets 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.

A meeting of the National Research Coordinators for the study was held in September 1986 in Tokyo. The meeting concentrated on details of data management and analysis and on detailed plans for the national and international reports. There will be three main international reports to be published in 1988: *The International Analysis of Science Curricula, The International Study of Science Education, and Changes in Science Education and Achievement 1970 -1983*. There will also be technical reports, small reports on key issues in science education, and a series of pamphlets (similar to the *set* format) summarising the results of the study for science teachers.

Papers:

Rosier, M.J. (1987). The second international science study. *Comparative Education Review,* **31,** 106-128.

Language Education and Community Expectations

Kevin J. Piper, Hilary Miller

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

This is a comparative study of community priorities in language education - both English and languages other than English - in the junior secondary school. A major report on the study has been published and a second report, focusing on the development of a framework for the English language curriculum in the junior secondary school, is in press.

Publications:

Piper, K., & Miller, H. (1986). *Priorities in language education: A survey of community views* (ACER Research Monograph No. 28). Hawthorn, Vic.: ACER.

Devolution of Curriculum Decision Making

Andrew Sturman

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

This project is concerned with the processes by which schools make decisions relating to the curriculum, in particular the part played in those processes by central and regional offices of education, statutory boards, parents and the community, and different members of the school staff. The study involves case study research in schools in three different states, which have been selected to reflect different system policies in relation to the devolution of curriculum decision making. The study has three components: an historical analysis of issues related to the decentralisation of curriculum decision making; a

descriptive and comparative analysis of policies in different states and different schools; and a theoretical analysis to test a number of different hypotheses. The states and schools have been visited and reports of these visits have been prepared. The questionnaires are now being analysed and a final report will be prepared before the end of the year.

Publications:

Sturman, A. (1986). The application of organisational models to the study of schools. *The Journal of Educational Administration,* **24,** 187-212.

Papers:

Sturman, A. (1986). *Curriculum responsibilities for Victorian secondary schools*. Hawthorn, Vic.: ACER. (mimeo.)
Sturman, A. (1987). *A review of research into curriculum decision making*. Hawthorn, Vic.: ACER. (mimeo.)

Senior Secondary Curriculum Design

Graeme Withers, Margaret Batten

(This project was funded jointly by the Curriculum Development Council and ACER.)

An invitational conference on senior secondary curriculum design in Australia was held in Canberra in October 1986, with 50 participants who came from all states and territories. The basis for discussion was a sample of 200 exemplary courses collected with the help of state committees.

The five working groups at the conference decided that as part of the report of proceedings, a national agenda ought to be published to inform discussions at state and school level about how to improve senior secondary curriculum provision. This publication contains an edited summary of the presentations by the group leaders at the final plenary session of the conference and brief descriptions of 40 of the exemplary courses.

Evaluation of Hervey Bay Senior College

Kevin J. Piper

This project involves cooperation with the Queensland Department of Education in the evaluation of the Hervey Bay Senior College, an innovative approach to post-compulsory education in Queensland which has national implications for the delivery of post-compulsory education services. The College offers on a single campus, full-time and part-time courses which lead either to tertiary studies, to vocations in industry and commerce, or to the fulfilment of personal educational interests. ACER has a consultancy and advisory role through membership of the Hervey Bay College Evaluation Management Committee, and is conducting a study of the effect of the evaluation for the Committee.

Cognitive Processes and Intelligence

Helga A.H. Rowe

Research and the 'products' of this project are expected to provide learners, teachers and educational administrators with information about important components of thinking, problem solving and learning. The project focuses on 'intelligence' and the acquisition of knowledge and skills at the process level. The aim is to facilitate improvements in problem solving and learning, and the monitoring of such improvements, in learners of all ages and levels of ability.

During the past year major progress was made in two areas: (1) in the empirical investigation of the use (and the implications of such use) of metacognitive skills in both school learning and intelligence test performance; a variety of methodologies are being developed for the identification and measurement of cognitive and metacognitive processes; and (2) in the preparation of a monograph on the development of independent learning. The term independent learning implies that learners take charge of their own cognitive efforts, and that

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they themselves manage their skills, knowledge, abilities, strategies and motivational states. Independent learning leads not only to highly active participation in the learning process, but also to effective, rewarding, and thus satisfying results for the learner.

Publications:

Rowe, H.A.H. (1986). Parental roles in developing metacognitive skills. In *Proceedings of the Second Australian Family Research Conference.* Melbourne: Institute of Family Studies.

ACER Seminar on Intelligence

Helga A.H. Rowe

At its 1983 Annual General Meeting, the ACER Council decided to mark the Australian Bicentenary Year in 1988 by conducting an International Seminar concerned with the concept of intelligence either as a pre-conference or post-conference event at the time of the International Union of Psychologists' International Congress of Psychology, which is to be held in Sydney, starting on 26 August 1988. A Melbourne based Advisory Committee to assist in the planning of the ACER Seminar was set up in August 1985 with Dr Helga Rowe as Chair.

The aim of the ACER Seminar on Intelligence is to analyse, integrate and disseminate some of the most promising recent findings and approaches resulting from research related to the concept of intelligence and its improvement.

The seminar will be held from Wednesday 24 August to Friday 26 August 1988 at the Southern Cross Hotel, Melbourne. The seminar will commence with a public lecture in the evening of Wednesday 24 August 1988. Symposia will be held on both mornings, and the afternoons will contain concurrent sessions. The seminar is intended for a wide and varied audience and participation will be arranged on a first come first served basis.

The symposia will be plenary sessions and will offer a number of persons who reflect current approaches which have significantly contributed to existing knowledge, an opportunity to discuss their work in relatively broad perspective, and to consider explicitly how their findings and the knowledge they have gained could be brought to bear

upon the development of more general theories, and upon approaches towards the solution of practical problems. Speakers will be asked to speculate about future developments. The theme for the Thursday Symposium will be 'Recent Theoretical Innovations', and for the Friday Symposium the theme will be 'The Improvement of Intelligence'. Papers for the Symposia will be invited.

The sessions will present a sample of short reports of current research and practice in the field. Papers will be up-to-date with regard to theoretical and technical developments, yet understandable for the non-specialist. Some sessions will be designed to foster debate between researchers and practitioners, others to establish connections between researchers and practitioners concerned with the concept of intelligence in different disciplines, yet others will contain specialist or technical debate. Session themes will be determined and an open call for papers will be made.

Western Samoan Curriculum Development Project

Kevin J. Piper

(This project was funded by the Australian Development Assistance Bureau.)

The Western Samoan Junior Secondary Curriculum Project was established in 1985 to review and re-develop the curriculum for the Junior High Schools (Years 9-11) to make it more genuinely suited to the needs of Western Samoan society and to expand the educational opportunities of Western Samoan children. ACER's role in the project is general curriculum consultancy with special responsibility for advice on assessment and evaluation.

In February 1987 three members of ACER staff conducted a workshop on examinations and assessment in Apia, and in March 1987 three members of the Examinations and Curriculum Units of the Western Samoan Education Department spent three weeks at ACER working on the analysis of trial testing data and the development of mathematics curriculum materials.

Program Evaluation Unit

Kevin J. Piper

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

ACER moved during the year towards the establishment of a Program Evaluation Unit in the belief that such a unit will provide a service to the educational community for which there is an increasing demand.

Among the activities in which the unit is expected to be engaged are:

(1)   conducting evaluations of educational programs;
(2)   designing evaluations for others to carry out;
(3)   consultancy services to those engaged in the design or conduct of program evaluations;
(4)   conducting workshops and courses on program evaluation;
(5)   theoretical and methodological studies;
(6)   development of materials for sale; e.g. guidelines for school-based curriculum evaluation and an introduction to evaluation models.

Some consultancy work is currently being undertaken, and negotiations are under way for further projects to be undertaken during 1987-88.

MEASUREMENT RESEARCH DIVISION

Advisory Committee

Professor Don Spearritt (Chair), Associate Professor Neil Baumgart, Mr Lloyd Blazely, Associate Professor Daphne Keats, Dr Jan Lokan, Dr Warren Louden, Dr Jillian Maling, Dr Geofferey Masters, Dr Glen Rowley, Dr Ted Sandercock, Dr Fenton Sharpe, Mr Richard Warry, Mr Graeme Withers. (The Committee met twice during the year.)

Overview

The Measurement Division has continued its program of research, development and service in 1986-87. The program has three broad areas, all reflecting the intention of providing valid and reliable instruments, technical advice on the measurement process, the choice of an appropriate instrument, and the interpretation of scores, and appropriate information for those who will use the results. Technical advice has been provided for the Committee on Overseas Professional Qualifications, the Institute of Education, Singapore, and the Department of Education, Western Samoa, and ACER has continued involvement in the Australian Cooperative Assessment Project.

The three areas are research and development, test maintenance, and testing services. In the research and development area, work has continued on the presentation of test material through the medium of a computer, and in the use of the computer to assist teachers to analyse the evidence of children's learning. This research work depends upon the development of theory and its application in practice.

In the test maintenance area Australian data for the *Vineland Adaptive Behaviour Scale* have been collected with the assistance of school counsellors in New South Wales, and the task of processing these data will continue into the next financial year. This project was additional to the current processing of data from the norming program conducted late in 1986.

The testing services area has been expanded to provide a greater number of personnel selection instruments, and work on development and validation is in progress.

The developments in Computing Services at ACER have required changes in testing service programs. The computing for the *Cooperative Scholarship Testing Program* and the *Australian Cooperative Entry Program* has been transferred from Monash University to the ACER MicroVax II system. The Longines optical mark reading equipment has been transferred from the Spectra-10 computer to the MicroVax II system and the Sentry 3000 optical mark reading equipment has been interfaced with an IBM-compatible personal computer. In each case the changes have required considerable effort in development of new procedures, checking that processing is efficient and accurate, and in retraining staff.

The appointment of an Administrative Officer-Testing Programs in January 1986 provided for an expansion of test scoring services for ACER projects and for outside clients. This provision of support allows ACER researchers to continue with their research activities while the data they have collected are prepared for the analyses they require. The Administrative Officer-Testing Programs works with the Clerical Services staff to ensure that data are processed efficiently whether provided on OMR answer sheets or in non-machine-readable form. Without such an appointment the transfer of programs and files from the obsolete Spectra-10 to the new system would have taken a considerable time and would have had serious implications for maintaining the testing service schedule. The additional services for outside clients include provision of a scoring service for the Strong-Campbell Interest Inventory by arrangement with Consulting Psychologists Press and Stanford University in California and for the 16PF Test by arrangement with the Institute for Personality and Ability Testing in Illinois.

These additional services will enable clients (who obtain these instruments through ACER) to have their answer sheets processed in Australia rather than mailing them to the USA. Our intention is to provide a processing service of one or two working days.

Career Planning and Guidance

Jan Lokan, Meredith Shears (until April 1987)

Final manuscripts for all components of the *Australian Self-Directed Search* and for the microcomputer *Work Aspect Preference Scale* are now with the Publishing Unit. Analyses of the Australian data for the *Work Importance Study* are mostly done, and three draft chapters for an international monograph on the study are in preparation.

Trials of the SIGI PLUS computer-assisted career guidance program in Australian institutions (currently a university, a statutory authority, a TAFE college, and a secondary school) continue to support the proposal that an Australian version is warranted. A licensing agreement with the Educational Testing Service for ACER to produce and publish such a version is about to be signed.

Publications:

Lokan, J.J., & Taylor, K.F. (Eds.). (1986). *Holland in Australia: A vocational choice theory in research and practice.* Hawthorn, Vic.: ACER.

Papers:

Lokan, J.J. (1986, July). *Values and role salience in Australian high school students.* Paper presented at the 21st International Association of Applied Psychology Conference, Jerusalem.

Lokan, J.J. (1986, December). *An overview of computer-assisted career guidance.* Invited address presented at the National Employers and Graduate Careers Advisers Conference, Brisbane.

Lokan, J.J., & Levy, B. (1986, July). *A longitudinal study of career development and role commitment.* Paper presented at the 21st International Association of Applied Psychology Conference, Jerusalem.

Shears, M.J., Lokan, J.J., & Taylor, K.F. (1986, July). *The structure of work orientations in an Australian adolescent sample.* Paper presented at the International Association of Cross-cultural Psychology Conference, Istanbul.

Computerised Adaptive Testing

George Morgan

The main purposes of this project are to produce computerised versions of existing ACER paper-and-pencil tests and to develop a comprehensive adaptive testing scheme for use by teachers and students on microcomputers.

Work is in progress on the computerisation of two ACER mathematics tests, the *Profile* series and the *AM* series. The *Profile* series of tests was previously calibrated by Rasch measurement principles and consequently is also suitable for the adaptive testing work. The *AM* series of tests ranges over a number of mathematically diverse topics and includes different item formats, conditions that are useful for pinpointing practical problems associated with item and test computerisation on microcomputers.

Charting Student Progress

George Morgan, Geofferey Masters (University of Melbourne), Mark Wilson (University of California, Berkeley)

This project is concerned with the production of a written guide and an accompanying set of computer programs for use on microcomputers that will enable teachers to analyse their own tests and produce checklists of students' achievement. The main output of the programs is a Progress Chart that relates the performances of students to test items, and it is designed to support criterion-referenced interpretation of the progress of individuals and groups of students.

The Progress Chart kit is composed of two parts: a guide which is a step-by-step description of the construction of a progress chart and a floppy disk that contains the necessary programs.

During the period of review, work continued on the guide and programs and empirical test data were collected to serve as examples of the use of the Progress Charts.

Quality of Student Life

Graham Ward

A manual for administration has been prepared for use with the secondary school level 40-item *Quality of School Life Questionnaire* which was prepared for use in two recent ACER Studies - Ainley, Batten, & Miller (1984), *Staying at High School in Victoria,* and Ainley, Reed, & Miller (1986), *School Organisation and the Quality of School Life.* Validation data from both of these studies were reported and normative tables were prepared from responses in the latter study. The manual is currently being reviewed.

Youth Unemployment and Career Guidance

Allyson Holbrook

To date relatively little detail is available about youth unemployment during the period 1920-40. The aim of this historical research was to provide a new perspective on responses to youth unemployment at the present time through an examination of the extent of, and responses to, youth unemployment in Victoria earlier this century. Particular emphasis was given to schemes of vocational guidance and programs of special training.

Papers:

Holbrook, A.P. (1986, August). Traineeships - History's bitter lesson. *ACE News,* p. 3.
Holbrook, A.P., & Bessant, B. (1987). Responses to youth unemployment in the 1930s and 1980s. *Unicorn,* **13**, 40-50.

Maintenance of Educational Tests

Graham Ward

The Tests of Reading Comprehension (TORCH) produced by the Education Department of Western Australia have been equated with the *Progressive Achievement Tests of Comprehension, Form A*, by a Rasch latent-trait equating procedure.

Indirect national reference group tables for the TORCH test were formed on the basis of the 1984 norms for the *PAT Comprehension Test Form A* and the results of the equating study. An examination is being made of scorer reliability for the TORCH test. At four different year levels a sample of answer sheets was marked by a panel of eight scorers; reliability indices are being collated.

A Rasch scaling of the items in the revised *Neale Analysis of Reading Ability* was completed and latent-trait scales for Reading Accuracy and Reading Comprehension were developed.

Maintenance of Psychological Tests

Marion M. de Lemos

Testing for the re-standardisation of the *Standard Progressive Matrices* was undertaken in October and November 1986. Other tests included in the test norming program were a revised form of the *Jenkins Intermediate Non-Verbal Test* (modified for use with an OMR answer sheet), the *ACER Test of Reasoning Ability* (a multiple-choice form of the *ACER Test of Cognitive Ability*, developed for use with an OMR answer sheet), and the *ACER Word Knowledge Test: Form E and Form F* (developed to replace the ACER *Word Knowledge Test: Adult Form B*).

A total of 145 schools participated in the testing program (69 primary schools and 76 secondary schools), providing a total sample of over 6000 students from Year 3 to Year 11. A few of the schools that were unable to undertake the testing in 1986 completed the testing in the first term of 1987. Data from the testing program are currently

being analysed, and work on the construction of norms and the preparation of manuals is proceeding.

Data for the check-norming of the *Vineland Adaptive Behaviour Scale (Survey Form)* have been collected in conjunction with the New South Wales Department of Education. The check-norming is based on a representative sample of New South Wales children from Kindergarten to Year 4 level (aged 5 to 9 years) drawn from 30 New South Wales primary schools. The parent interviewing for the check-norming was undertaken by school counsellors and guidance officers attached to the New South Wales Department of Education. Preliminary results indicate a consistent trend for the scores of Australian children to be lower than the United States norms, indicating the need to establish Australian norms for the use of this scale in an Australian context. Data from the study will be used to provide provisional Australian norms for the 5- to 9-year-old age level.

A multiple-choice form of the *ACER Higher Test WL-WQ* was developed for use by the West Australian Department of Education in their Talent Search program. Data from this testing program will be used for the construction of a final multiple-choice form of this test for more general use.

The Australian and New Zealand edition of the *Differential Aptitude Tests* will now be published jointly by The Psychological Corporation and the Australian Council for Educational Research. Publication is scheduled for September 1987.

Tests:

deLemos, M.M. (1986). *ACER Test of Reasoning Ability*. Hawthorn, Vic.: ACER.

deLemos, M.M. (1986). *ACER Word Knowledge Test: Form E and Form F*. Hawthorn, Vic.: ACER.

deLemos, M.M. (1986). *Jenkins Intermediate Non-Verbal Test (1986 Revision)*. Hawthorn, Vic.: ACER.

deLemos, M.M. (1986). *ACER Higher Test WL-WQ (Multiple Choice Form)*. Hawthorn, Vic.: ACER.

Australian Scholastic Aptitude Test

Graeme Withers, Allyson Holbrook, George Morgan

The *ASAT Series P* was prepared for administration to the Year 12 populations in the Australian Capital Territory, Western Australia and Queensland. In addition, the *ASAT Writing Test*, which was first administered in 1986, has been prepared to supplement the ASAT in the Australian Capital Territory.

The meeting of users was convened in March 1987, in Melbourne, to discuss the final report on *ASAT Series O* and to consider the implications of several research proposals for future development of the project. New items for *ASAT Series P* 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.

Papers:

Morgan G. (1987). *Some results concerning ASAT-O and the Writing Test in the Australian Capital Territory.* Hawthorn, Vic.: ACER. (mimeo.)

Morgan G., & Holbrook, A.P. (1987). *Report on the 1986 Australian Scholastic Aptitude Test (ASAT Series O).* Hawthorn, Vic.: ACER. (mimeo.)

Tests:

Wither, G.P., Holbrook, A.P., & Morgan, G. (1986). *ASAT Writing Test: Form O1.* Hawthorn, Vic.: ACER.

Wither, G.P., Holbrook, A.P., & Morgan, G. (1986). *Australian Scholastic Aptitude Test: Series P.* Hawthorn, Vic.: ACER.

Australian Scholastic Aptitude Test - Mature Age

Noel McBean

(This program was funded by income from users.)

Four two-hour versions of the *Australian Scholastic Aptitude Test* are provided for universities and colleges to use in the selection of mature age students.

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 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 cooperation of the universities and colleges in this matter.

Cooperative Scholarship Testing Program

Kevin Purcell

(This program was funded by income from users.)

This program has been conducted since 1962 for a number of independent schools in all Australian states. It provides a battery of tests designed for selecting students of scholarship potential at three levels: Level 1 for entrance to secondary school, Level 2 for continuation beyond either Year 8 or Year 9 (depending on the state), and, since 1982, Level 3 for entry to Year 11.

The areas examined are written expression, humanities, and mathematics, with a science component included in the mathematics at Levels 2 and 3. 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, standardised by level and state, are supplied

to schools. The use made of these scores varies, but it is an important element in assessing scholarship candidates.

In 1987 nearly 9300 candidates registered for the testing program in 98 schools. The candidates sat either at participating schools or at one of the 46 country centres or 39 overseas centres set up by ACER.

Australian Cooperative Entry Program

Kevin Purcell

(This program was funded by income from users.)

This annual program was conducted for the fifth time in 1987 for 13 independent schools in South Australia and two Victorian schools. It 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 mailing, score reporting, and the development and trial testing of items for use in succeeding years, is carried out by ACER. Standardised test scores are reported to schools. The use made of the scores varies, but it is an important element in assessing achievement prior to the point of entry to secondary schools, and in assessing scholarship candidates.

In 1987, 1270 candidates registered for the South Australian and Victorian schools participating in ACEP. The candidates sat either at the schools or in one of nine country and four overseas centres set up by ACER.

Miscellaneous Testing Services

Noel McBean, John Izard, Jan Lokan, Allyson Holbrook, Graham Ward, Carol Ford

(These services were funded by 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 Educational Testing Service from the United States of America. 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 and, occasionally, the American College Testing Program and other organisations.

Supply of Restricted Tests for Specific Purposes

ACER has some clients to whom it supplies restricted, secure tests. The service has been maintained for long-standing clients. Assistance has been given (on a contract basis) to the Australian Insurance Institute examiners in the development of new tests for their Diploma.

Test Scoring Service

Carol Ford

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

The test scoring service is a facility used by ACER projects and by other users. The Optical Mark Reader attached to one of ACER's computers, interprets responses on specially printed answer sheets and provides a computer record for each candidate which can be scored, analysed and reported. Test norming projects have made the greatest use of the test scoring service to date, with consequent reductions in costs of clerical time in marking tests. Other clients have made use of

the test scoring service. The jobs have varied from classroom test results for one school to state-wide surveys.

Personnel Selection Testing Program

John Izard, Ian Kendall, Helen Tootell, Janine van den Berg, Carol Ford

(This project is funded by income from users.)

The Personnel Selection Testing Program provides a battery of tests to be used by employers and educational institutions for selection testing for a wide range of occupations. The program avoids the repeated testing of applicants that occurs at present by making the results of a single testing available to prospective employers or educational institutions nominated by the candidate.

Initial data were collected for the first set of new and adapted tests in 1986. The current battery of tests consists of *Mathematics Test E*, *Mark Making*, *Three-dimensional Space*, and *Figure Matching*. Other ACER tests such as *Mechanical Reasoning* are included if required. Tests of technical reading, following instructions, and clerical aptitude are being developed in 1987. Arithmetic, arithmetic reasoning, name comparison, vocabulary, estimation, checking addition, checking computation with a calculator and computation tests are at the trial stage. Tests will be included in the battery when trial testing has been completed.

Tests:

van den Berg, J., & Tootell, H. (1986). *Figure Matching - Form A.* (1986). Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1987). *Figure Matching - Form B.* Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1987). *Mark Making.* Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1986). *Mathematics Test E.* Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1986). *PSTP OMR Answer Sheet - Version One.* Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1986). *PSTP OMR Answer Sheet - Version Two*. Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1986). *Three-Dimensional Space - Form A*. Hawthorn, Vic.: ACER.

van den Berg, J., & Tootell, H. (1987). *Three-Dimensional Space - Form B*. Hawthorn, Vic.: ACER.

CONSULTANT SERVICES DIVISION

Overview

Peter Jeffery (Head of Division)

Revision of operations of the Consultant Services Division has continued in 1986-87 with responsibility for restructured lists of products and services delineated for each of the consultants in the division. This has led to a greater sense of responsibility and authority for actions in each of the particular areas, including, for example, workshops and targeted advertising and mailing activities in each area.

Staff development has emphasised both the professional and the practical. For example, John King attended a direct marketing seminar in Sydney to study practical strategies for implementation in our direct marketing activities, whilst Joanna Goldsworthy attended several seminars for professional enrichment and knowledge. The Consultant Services Division staff establishment was increased by two part-time secretaries, Margaret Taylor and Carolyn Wilkins. The contribution of both of these persons to the smooth running of the division is very much appreciated.

During the year preparations continued for the establishment of an advisory committee for the division.

A major development in 1986-87 was the strenuous efforts of all sections of the division to spread activities to all states of Australia from our Melbourne base. In particular, operations in Perth and Sydney were expanded considerably. In Perth, where the vastly different time zone and long distance from the eastern States make purchasing and information servicing especially difficult, ACER established its first Australian distributor at the Wooldridge-Dominie School Centre. Wooldridge-Dominie carry a small stock of tests, resource materials and publications from ACER and are promoting and selling them in Perth and the surrounding districts. At the time of writing, the agreement has been in force for some six months and already the sales in the area have exceeded the previous year's figures. In addition, the Wooldridge-Dominie School Centre provides an excellent base for visiting staff to conduct workshops for teachers and psychologists. In

Sydney, the operations of the ACER and the division in particular have been assisted substantially by the provision of an office in the headquarters building of the New South Wales Education Department by courtesy of that department. Divisional staff have visited Sydney monthly as a result of the establishment of the office, and there is a vigorous program of workshops and contacts with teachers and government and non-government schools and other client groups. This is epitomised by the workshop recently conducted with Professor John Biggs for his *Learning Process Questionnaire* (LPQ) and *Study Process Questionnaire* (SPQ), both published by ACER. The new arrangements in Sydney have been operating since March 1987.

After some protracted negotiations, ACER was appointed the national and international distributor for the Queensland Education Department's *Education Abstract*. This periodical appears 10 times per annum and is now available on subscription. In the first six months of operation, over 500 subscribers have been recruited. Marketing for this periodical is by no means complete, so we hope that the subscriber list will increase for some time yet. Also subject to vigorous marketing have been *The Australian Journal of Education* (the prestige flag carrying journal of ACER) and *set* (the periodical for teachers which we jointly publish with The New Zealand Council for Educational Research).

ACER entered the public database arena in October 1986 when our database on VIATEL (Telecom's Videotex service) was opened. ACER has attracted some attention by having this service and communications are flowing through this medium. The facility has also proved useful in providing local telex facilities.

During the 12 months under review, the Head of Consultant Services Division travelled extensively within Australia and to New Zealand. Two trips were in conjunction with the responsibility of ACER towards the Australian Cooperative Assessment Project and, accordingly, travel to the Brisbane and Perth meetings was undertaken. In conjunction with the Perth meeting, arrangements were finalised for the Wooldridge-Dominie distributorship mentioned above. Peter Jeffery also visited New Zealand to work at the New Zealand Council for Educational Research on the joint publication, *set: research information for teachers*. Plans were finalised for a special issue of *set* on assessment and a further special issue on discipline is in preparation.

The Head of the division has continued his involvement with the Australian Association for Research in Education (Honorary

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Treasurer), the Victorian Institute for Educational Research (Member of the Executive Committee), the Australian College of Education (member of *ACE News* Editorial Committee). He is also a member of the Royal Melbourne Institute of Technology Centennial Commission Task Force No. 2.

Staff of the division have been singularly successful in identifying potential authors with manuscripts suitable for publishing by ACER. These include the identification of a potential author of the first Australian stepfamily parenting kit. Mrs Ruth Webber is now engaged part-time at ACER writing the material for this program. Also identified and encouraged was Dr Ray Lewis who has written two books on discipline strategies for schools and parents. There are also promising new manuscripts in the areas of integration and study skills.

A major revision of ACER's mailing lists was undertaken during the year, with material being removed from the Spectrum Computer operated by the Sales and Distribution Unit to the MicroVax which services the rest of ACER. This has meant considerable reformatting during which the opportunity has been taken to revise all the lists to permit more accurate mailings.

Resource Centre

Anne Lowry

The major development in the Consultant Services Division Resource Centre was the introduction of a subscription requirement for the Test Library in January 1987. At the time of writing there are 180 individual subscribers at $30 and nine institutional subscribers at $200 each. The introduction of the subscription service was generally accepted by the psychological and educational communities who have been using the library. Small problems with the classification of guidance centres operated by education departments have been solved. The subscription is returning a satisfactory income to pay for computerisation and to defray some of the other costs of operating the resource centre. With the proceeds of the subscriptions, a computer has been purchased and work has commenced on establishment of a computerised borrowing system. We are investigating the entry of ACER'S register of psychologists in Australia and library cataloguing software is being examined with a view to putting the resource centre catalogue into electronic form. During the year there were 1366 borrowings from the

resource centre and 250 items were added to the collection. Two hundred items are awaiting classification and cataloguing before being added to the library.

Educational Testing

Judith Eppinger, John F. King

Since the establishment of the ACER office in Sydney, consultants have visited Sydney at least one day a month. The opportunity to be in Sydney on a regular basis has been invaluable in establishing personal contacts with regional and specialist consultants in NSW. The reaction to those visits already made has resulted in confirmed activities for the remainder of the calendar year.

Staff have been involved in many in-service training activities arranged primarily by schools in the Melbourne metropolitan area and to a lesser degree by schools in regional Victoria, with particular interest being in the evaluation of social-emotional areas.

A new newsletter addressing evaluation issues has been published; *Evaluation Topics for Teachers* will be distributed to larger primary schools three times a year.

Since 1986, Ms Eppinger and Mr King have given workshops and information presentations to a large number of teachers. Places visited include: Mulam Primary School (Geelong), the Spastic Society (Chelsea, Victoria), Auburn Primary School (Adelaide), Victoria College (Burwood Campus, Victoria), Frankston Teachers Centre (Victoria), the Commission for the Future Conference, Mornington State School (Victoria), the Moorundah Education Centre (Sydney), Sale Education Centre (Victoria), Sydney Regional Directorate, Footscray Institute Third Year Students (Melbourne), Greensborough Primary School (Victoria), the Westernport Region Office (Victoria), Melbourne College of Advanced Education, King David School (Melbourne), Sydney Catholic Education Office, Pembroke Primary School (Sydney), Lilydale Special Education Unit (Victoria), Hope Park Primary School, Wonthaggi North Primary School (Victoria), and the Burwood Centre (Sydney).

Educational Materials

John F. King

Distribution of educational materials, mainly on social and emotional development, is meeting a need in schools that are planning pastoral care programs at both primary and secondary levels. Schools implementing integration programs have also found support from the range of available materials. To assist the dissemination process, comprehensive catalogues have been written and designed to complement existing reviews and brochures.

Professional advice was provided by workshops at the school level as well as through teacher centres supporting student services and special education units. Presentations on the range of educational tests and materials to final year student teachers have also been well received.

Additional materials have been reviewed with the view to adding to the existing range. Reviews and support of these materials have been forthcoming from many sectors of the education community. Suitable Australian manuscripts and a special edition of *set: research information for teachers* have been reviewed and developed with the intention of satisfying some of the requests from schools that are developing discipline policies and personnel development programs.

Psychological Services

Josephine Jenkinson, Sue Bell

An increased emphasis in this project on work with professional groups is reflected in the amount of interstate and local travel during the year. Visits were made to Western Australia, South Australia, and New South Wales. A highly successful display was presented at the annual conference of the Australian Psychological Society in Townsville, Queensland. Opportunity was taken during travel both interstate and in Victoria to introduce some major new developments in testing in educational and clinical areas, including the fourth edition of the Stanford-Binet. In addition, efforts are being made to review and introduce new materials to meet changing needs for assessment resulting from government policies on integration of disabled people in both educational and community services areas. This has been a major

source of requests for advice during the year, although requests in family, clinical, and research areas continue at a high level. Several papers on assessment were presented at in-service conferences for psychologists, and in a cooperative effort with the Australian Psychological Society a workshop was presented at ACER on the Child Behaviour Checklist.

Presentation of information on new tests, reviews of tests, and research data continued in the *Bulletin for Psychologists* (two issues), and a second issue of the *ACER Special Education Bulletin* was prepared and circulated. A catalogue of software for psychological tests was prepared to meet the increasing volume of inquiries in this area.

Publications:

Jenkinson, J. (Ed.) (1986, November). *Bulletin for Psychologists*, No. 40.
Jenkinson, J. (Ed.) (1986, September). *ACER Special Education Bulletin*, No. 2.

Papers:

Jenkinson, J. (Ed.). (1986). *Guide for test authors*. Hawthorn, Vic.: ACER. (mimeo.)
Jenkinson, J. (1986, July). *Assessment in intellectual handicap*. Paper presented to Psychologists Conference, Office of Intellectual Disability Services, Melbourne.
Jenkinson, J. (1986, July). *Commentary on use of testing by Victorian guidance officers*. An investigatory study by L. Davies, B. Murphy, and M. O'Sullivan. Presented at Victorian Guidance Officer Training Conference, Toorak, Victoria.
Jenkinson, J. (1986, July). *The Stanford-Binet: Fourth edition, background and changes*. Paper presented at NSW Department of Education Annual Guidance Conference, Leura, NSW.
Jenkinson, J. (1986, August). *Deficiencies in strategy use in mentally retarded children: An application to the study of word recognition in early reading*. Paper presented at 21st Annual Conference of Australian Psychological Society, James Cook University of North Queensland, Townsville.
Jenkinson, J. (1986, October). *Behavioural assessment: The Achenbach child behaviour checklist*. Workshop presented on

behalf of Australian Psychological Society Committees on Education and Training and Tests and Testing at ACER, Hawthorn, Victoria.

Jenkinson, J. (1987, February). *The Stanford-Binet: Fourth edition.* Paper presented at meeting of Barwon Branch of Australian Psychological Society, Geelong, Victoria.

Jenkinson, J. (1987, April). *Cognitive assessment of the young child.* Paper presented at Region 7, Regional Conference of Child and Family Psychologists, Broadmeadows, Victoria.

Jenkinson, J. (1987, May). *Psychometric assessment of children.* Paper presented at Region 6. Conference of Family, Educational, and Clinical Psychologists, Blackburn, Victoria.

de Lemos, M.M., & Jenkinson, J. (1986, July). *Is it worth the time?* Paper presented to meeting of Board of Educational and Developmental Psychologists, Victorian Section.

Parent Education Services

Joanna Goldsworthy

Parent education this year saw the introduction and development of Australian parenting materials. ACER negotiated with Family Care, Melbourne, for the distribution rights to Thelma Paull's *Parenting Skills Program*, originally designed for low-functioning families and subsequently adapted for use by all families. Work started on the development of an Australian stepfamily education program with Ruth Webber of the Institute of Catholic Education in Melbourne.

A national workshop of invited participants, all experts in stepfamily education, was hosted by ACER at Swinburne Short Course Centre on 21 May, 1987. Participants contributed content, format and materials for the proposed program. In addition, 500 questionnaires were mailed to relevant agencies in all states to determine interest levels and specific requests for such a program.

The Australian adaption of the STEP/Teen audio tapes was completed by Mike Lean of the Brisbane College of Advanced Education, and Australian tapes now replace the American tapes in the STEP/Teen Kits.

In 1986-87 we saw the development of the first ACER *Parent Education Catalogue* in place of individual brochures. The catalogue

became available in May 1987 and was mailed nationwide to a core group of relevant agencies and individuals.

Two leadership skills courses in the Responsive Parenting program were held at ACER to familiarise educators with the newest of the American Guidance Service programs at that time. Courses were led by Jan Manders of Eltham Community Health Centre for a total of 30 participants, some of whom have since implemented the course.

Review reports for new programs were added to the Resource Centre collection. *Strengthening Stepfamilies*, a new AGS program, is the first program specifically designed for remarried couples.

Participation in in-service workshops to provide information about parenting programs included visits to the NSW Department of Education Test Advisory Committee, and to Sale and Mornington Student Service Centres. Other conferences and workshops included the Second Australian Family Research Conference of the Australian Institute of Family Studies, two workshops on stepfamily education, a 'family clusters' seminar by Dr Margaret Sawin, and a parenting seminar at Nunawading Church of Christ.

Personnel and Careers Services

Ian Kendall

Inquiries were received from personnel officers and consultants concerning the availability and appropriate choice of aptitude tests, particularly for the purposes of apprentice selection and assessing applicants for clerical, managerial, technical and data processing positions. Many vocational counsellors and careers teachers were also assisted in the choice and use of career guidance materials, a major point of interest being in computer-administered programs. Considerable time went into identifying and evaluating tests and programs for future inclusion in ACER's product range: a comprehensive search of personnel and vocational guidance materials published in the English-speaking world was undertaken and correspondence was entered into with several publishers regarding distribution rights. Particular attention was paid to certain products which should meet the needs of a growing number of professionals in Australia, namely, resources for counselling the disadvantaged, the chronically unemployed, and persons contemplating a change of

career. ACER's existing range of personnel assessment materials was also critically reviewed in order to establish priorities for revision.

A three-day training course on personnel testing was presented in Brisbane in conjunction with the Queensland Institute of Technology. This was organised under the auspices of the Institute of Personnel Management Australia and is likely to become an annual event. Similar courses are being planned for test users in Melbourne, the intention being ultimately to extend this service to all the major cities. Four workshops on the Differential Aptitude Tests (DAT) were held for the benefit of officers of the various state and metropolitan fire services. An experimental workshop on the use of the DAT for vocational counselling was organised for teachers and house masters at a leading independent secondary school in Victoria. Regular DAT training courses are to be introduced once the Australian edition of the DAT is published later this year.

Travel included attendance at the Australian Psychological Society Conference in Townsville where an ACER display was presented; visits to personnel officers in Brisbane; and participation in Test Expo 1986 at the Graduate School of Management, University of New South Wales, both as exhibitor and as keynote speaker on the topic 'Personnel testing in Australia: Where are we headed?'

LIBRARY AND INFORMATION SERVICES UNIT

Library

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

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

The Library and Information Services Unit continues to provide for the information needs of the ACER staff as well as of the wider educational community through the interlibrary loan system.

The library collection reflects the breadth and diversity of ACER's current and past projects and its interest and involvement in all aspects of education. The general library policy has been to identify and collect material to support staff in current projects. To this end material is being acquired in the proposed new areas of interest to be introduced with the theme approach during the next financial year.

During the period under review 1635 new items were added to the collection which now totals approximately 25 000 monographs. The library holds 2500 serial titles of which 1043 are currently received gratis and a further 558 on subscription. In the last 12 months 136 new serial titles have been added and 224 have been cancelled.

Staff loans from the collection during this period totalled 3840. Through the interlibrary loan system a total of 484 items were borrowed from other collections while 846 requests were received from libraries in other institutions.

The major problems of the library during this period have been the increase in costs of overseas material as a result of the decline in the value of the Australian dollar and an acute problem with storage of material. Steps have been taken to cope with both these issues.

An initial step was a survey of staff regarding the continuation of the ERIC microfiche service. Given the problems of storage and high subscription cost and the relatively low use of the microfiche by staff, it was determined that the ready availability of microfiche copies from

other locally held collections would service staff requirements. The ERIC microfiche collection was sold to Deakin University Library.

During the past year there has been an ongoing review of journal subscriptions. This has been prompted by both space and financial restraints and a concern to ensure that current journal subscriptions remain relevant for staff requirements and current projects. Lists of proposed titles are circulated to staff for comment prior to subscription renewal. When there is no claim for renewal, subscriptions are cancelled.

A review of government publication holdings has taken place and a general culling of unwanted material is in progress. The library has been allocated a storage area in the cottage adjacent to the main ACER building for infrequently used material. It is hoped that this will alleviate some of the pressure in shelving serial publications especially.

Participation in the Australian Bibliographic Network, a national cataloguing system hosted by the National Library of Australia, has assisted in processing recent material as well as adding an important database to those previously available. On-line search facilities and electronic mail are available for ACER staff through local networks such as AUSINET and AUSTRALIS and overseas networks of Dialog, Orbit and BRS. The library has recently become a member of the Minerva network hosted by OTC. The main uses of this facility are for interlibrary loan requests and telexes.

The library has continued to support local library science courses by participating in course and field work visits as well as having library science students for one or two weeks of work experience.

Australian Education Index

Elizabeth Oley, Elspeth Miller, Julie Badger

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

The *Australian Education Index* (AEI) publication has been in continuous production by the ACER Library and Information Services Unit for 30 years. With the objective of being a comprehensive guide to Australian education literature, the AEI identifies, describes and indexes a wide range of material. It is published quarterly with an annual cumulation.

Documents are selected from a wide variety of sources in both published and unpublished forms and include journal articles, monographs, research and technical reports, evaluation studies, conference papers and proceedings, opinion papers, and bibliographies. All levels and areas of education are covered. including the subject category in the main entry section, the author and institution index, and the subject index.

A machine-readable database containing the records of the *Australian Education Index* from 1979 is made available publicly to libraries and institutions in Australia and overseas through the information system AUSINET. The database is updated quarterly and during the period under review 3836 records were included from the *Australian Education Index*. Thesis records are also added to the database and reflect the contents of the separate publication the *Bibliography of Education Theses in Australia.* In early 1987 the database contained over 30 000 entries. On-line usage of the AEI database during the past 12 months totalled 465 hours.

Production of the AEI was phased over from the Wang Word Processor to the word processing system on the in-house MicroVax. Measures have been taken to streamline data entry and processing and some automated checking of terms has been introduced.

One-day courses for AEI users were introduced in 1986 and based on a new database users' manual. The first course was given in Melbourne in July and further courses were given in Brisbane in September and Adelaide in October. Courses will continue to be given according to demand. The courses are intended to supplement the training received from AUSINET courses and concentrate on the content, structure and development of the database. These courses have been a useful forum for producers and users.

During the period under review the producers have aimed at promoting the AEI with the objective of increasing on-line usage and subscriptions to the publication. Promotion has included participation at conferences and associated exhibitions, production of a new publicity brochure and database guide, and visits to tertiary institutions to address both academic and library staff.

An arrangement was made with the Australian Association for Research in Education to index the unpublished papers from the November 1986 Annual Conference. A set of contributed papers (representing about 70 per cent of the papers delivered) was indexed in the June 1987 issue of the AEI. Photocopies of individual papers will

be available through the interlibrary loan system in response to AEI searches.

Publications:

Badger, J., Miller, E., & Oley, E. (Eds.) (1986). *Australian Education Index.*, Vol. 29 (3 and annual cumulation).

Badger, J., Miller, E., & Oley, E. (Eds.) (1987). *Australian Education Index.*, Vol. 30 (1, 2).

Bibliography of Education Theses in Australia

Elizabeth Oley, Julie Badger

The *Bibliography of Education Theses in Australia* is an annual listing of higher degree theses in education from Australian universities and colleges. Separate annual volumes cover theses from 1978 to 1984. During the period under review work proceeded on the indexing of 471 theses accepted during 1985.

Details for this project are collected through the assistance of the libraries and education faculties of the higher degree institutions. Theses for degrees at both masters and doctoral levels are included. Subject coverage is determined by topics relevant to education and not restricted to those theses produced through the faculties or departments of education.

Descriptions include details of title, higher degree, and awarding institution as well as author's abstracts up to a maximum of 300 words. Each entry includes a number of subject headings which generate a subject index in the publication and ensure consistent subject retrieval in on-line searching. As well as being of interest to educational researchers in general, the publication enables higher degree candidates to check on studies already completed when choosing their topics.

The bibliography can be used as a supplement to the *Australian Education Index.* The *Bibliography of Education Theses in Australia* is also available for on-line searching through the AEI database in AUSINET. In early 1987 the AEI database totalled 30 000 records which includes 2200 entries for theses.

Publications:

Findlay, M. (1986). *Bibliography of education theses in Australia: A list of theses in education accepted for higher degrees at Australian universities and colleges in 1978.* Hawthorn, Vic.: ACER.

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Australian Thesaurus of Education Descriptors

Elizabeth Oley

The *Australian Thesaurus of Education Descriptors* was adapted for Australian usage from the United States *Thesaurus of ERIC Descriptors.* Since 1984 descriptors from the Australian thesaurus have been 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 with a grant from the Australian Education Council, to provide information services in Australia with appropriate terminology for subject analysis.

As a result of a meeting convened by ERIC in August 1986, representatives from the four English language education databases, viz. British Education Index, Canadian Education Index, ERIC, and the Australian Education Index, agreed to exchange work-in-progress on thesaurus development.

Australian Education Review

Phillip A. McKenzie (Editor)

The *Australian Education Review* is a series devoted to the discussion of major issues in Australian education. During the year an Editorial Board was established to broaden the sources of advice on the development of the series. The Editorial Board comprises: Neil Baumgart, Associate Professor of Education, Macquarie University; Philip Deschamp, Head, Research Branch, Education Department of Western Australia; Helen Hocking, Principal Education Officer, Evaluation and Research Unit, Education Department of Tasmania; and Phillip McKenzie (Editor), Senior Research Officer, ACER.

Publications:

Jones, P. (1986). *Australia's international relations in education.* Australian Education Review No. 23. Hawthorn, Vic.: ACER.

Spaull, A., Nash, K., White, R., & Vicary, A. (1986). *Teacher unionism in the 1980s: Four perspectives.* Australian Education Review No. 24. Hawthorn, Vic.: ACER.

PUBLISHING UNIT

Michael Schoo, Geraldine Morgan, Marcel Leman, Louise Coutts (until November 1986)

Publications

Monographs

Ainley, J., Reed, R., & Miller, H. (1986). *School organisation and the quality of schooling: A study of Victorian government secondary schools* (ACER Research Monograph No. 29). Hawthorn, Vic.: ACER.

Jones, P. (1986). *Australia's international relations in education.* Australian Education Review No. 23. Hawthorn, Vic.: ACER.

Lokan, J.J., & Taylor, K.F. (Eds) (1986). *Holland in Australia. A vocational choice theory in research and practice.* Hawthorn, Vic.: ACER.

Committee for the Review of Tertiary Entrance Score Calculations in the Australian Capital Territory. (1987). *Making admission to higher education fairer.* Canberra: Australian Capital Territory Schools Authority, The Australian National University, Canberra College of Advanced Education.

Piper, K., & Miller, H. (1986). *Priorities in language education: A survey of community views* (ACER Research Monograph No. 28). Hawthorn, Vic.: ACER.

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ACER Special Education Bulletin, No. 2, 1986.

Australian Education Index Vol. 29 No. 3, September 1986; Vol. 29 Cumulation, 1986; Vol. 30 No. 1, March 1987.

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Tests

ACER Mathematics Test E.
Australian Cooperative Entry Program Series S.
Australian Scholastic Aptitude Test.
Australian Scholastic Aptitude Test Writing Test.
Cooperative Scholarship Testing Program.
Nauru Scholarship Testing Program.
Learning Process Questionnaire.
Study Process Questionnaire.

Reprints

There were 243 reprints during the period 1 July 1986 to 30 June 1987.

Other Publications

ACER Psychological Catalogue
ACER Psychological Price List

ACER Special Education, Health, and Community Services Catalogue
Parent Education Catalogue
Various promotional leaflets and brochures.

STAFF PUBLICATIONS AND PAPERS

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Ainley, J., Reed, R., & Miller, H. (1986). *School organisation and the quality of schooling: A study of Victorian government secondary schools* (ACER Research Monograph No. 29). Hawthorn, Vic.: ACER.

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Oley, E., & Badger, J. (1986). *Bibliography of education theses in Australia: A list of theses in education accepted for higher degrees at Australian universities and colleges in 1984.*

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FINANCIAL REPORT

Summary of Income and Expenditure 1986-87

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 ACER services; and
- income from sales of materials.

A summary of income and expenditure for 1986-87 is set out in Table 1.

Table 1   Income and Expenditure 1986-87

	$	$
Income		
Core grant	1 090 805	
Research and development contracts	339 888	
Service projects	547 585	
Trading (gross profit)	1 407 466	
Interest	32 488	3 418 332
Expenditure		3 384 631
Surplus		33 701

Research and Development Funds

Core Grants from Australian Governments

The Council gratefully acknowledges the contributions to its Core Grant for research and development, shown in Table 2.

Table 2   Contributions to ACER Core Grant

Source	$
Commonwealth	544 300
New South Wales	193 135
Victoria	145 650
Queensland	89 384
South Australia	47 265
Western Australia	49 335
Tasmania	15 625
Northern Territory	6 111

Funds for Research and Development Contracts

The funds shown in Table 3 were received for specific research and development contracts.

Table 3 Research and Development Contract Funds

Source	$
Australian Education Council	20 500
Australian Research Grants Scheme	18 000
Commonwealth Department of Education	112 337
Commonwealth Schools Commission	40 000
Commonwealth Tertiary Education Commission	45 300
Department of Education NSW	150 000
World Bank	8 197

Trading

The gross profit from trading of $1 407 446, shown in Table 1, resulted from a trading turnover of $2 664 011 after payment of royalties and printing and purchase costs of $1 256 545.

Balance Sheet

The Balance Sheet at 30 June 1987 is shown in Table 4.

Financial Trends

Trends over the decade from 1977-78 to 1986-87 are shown in Table 5. In each case, an index is provided to reveal the nature of the trends without the effects of inflation.

The trends in the four major sources of income reported for the current financial year in Table 1 are presented in Figure 1 in actual dollars and in Figure 2 in constant dollars.

Table 4   Balance Sheet at 30 June 1987

	$	$	$
Accumulated Funds and Reserves			
Accumulated Fund		611 394	
Scientific Research Fund		38 303	
Other Funds		2 025	
Asset Revaluation Reserve		1 147 872	
Building Fund		148 000	1 947 594
Assets			
Fixed Assets			
Freehold Premises			
Land, Buildings (At Director's 1987 Valuation)	1 500 000		
Furniture and Equipment	134 233		
Library (at Director's 1978 Valuation)	20 000		
Motor Vehicle	13 617	1 667 850	
Current Assets			
Cash in Hand and at Bank	84 457		
Short Term Deposit	250 000		
Sundry Debtors	392 479		
Stocks	595 000	1 321 936	2 989 786
Current Liabilities			
Sundry Creditors	279 123		
Amounts Received in Advance	525 799		
Provision for Long Service Leave	227 270		
Provision for Supplementary Superannuation	10 000	1 042 192	
Net Assets			1 947 594

Table 5 Financial Trends - Income, 1977-78 to 1986-87

Year	Core Grant $'000	Index[a]	Contract research $'000	Index[a]	Service projects $'000	Index[a]	Trading turnover $'000	Index[a]	Gross Profit $'000	Index[a]
1977-78	520	100	104	100	184	100	1441	100	818	100
1978-79	550	98	280	249	200	100	1403	90	782	88
1989-80	590	95	345	279	219	100	1578	92	860	88
1980-81	638	94	315	233	247	103	1658	88	903	85
1981-82	732	98	210	140	296	112	1987	96	1145	97
1982-83	840	101	228	137	341	115	2095	91	1119	85
1983-84	881	100	212	119	340	108	2064	83	1194	85
1984-85	984	106	210	113	383	116	2349	91	1313	90
1985-86	1078	107	283	140	425	119	2351	83	1162	73
1986-87	1091	99	340	154	548	140	2649	87	1407	81

Index[a] is calculated by adjusting for inflation and setting 1977-78 = 100.

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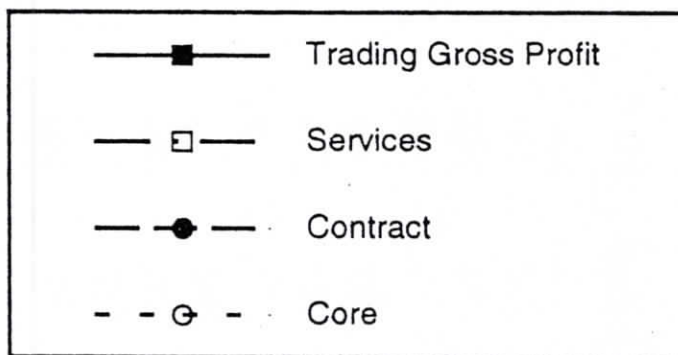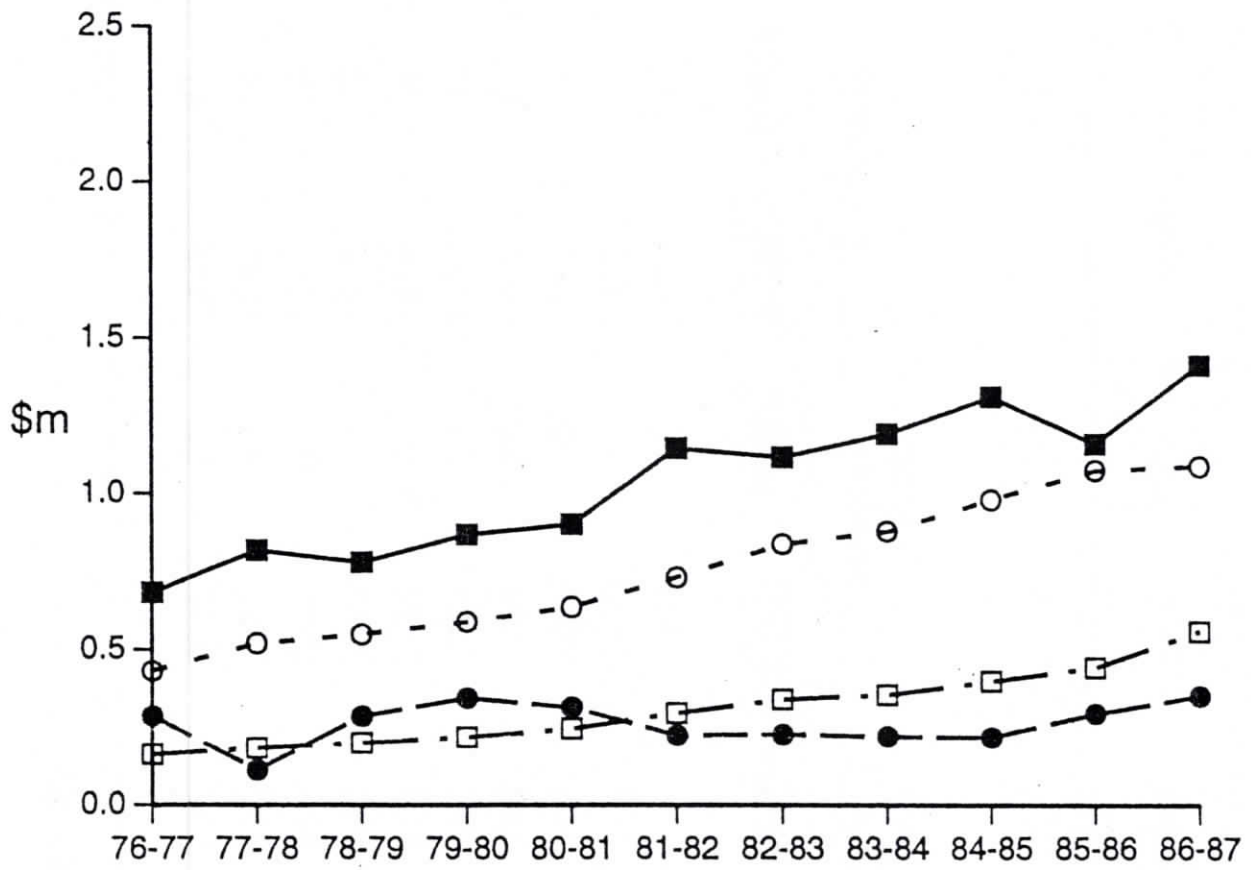
Figure 1   Sources of ACER Income, 1977-78 to 1986-87
(expressed in current dollars)
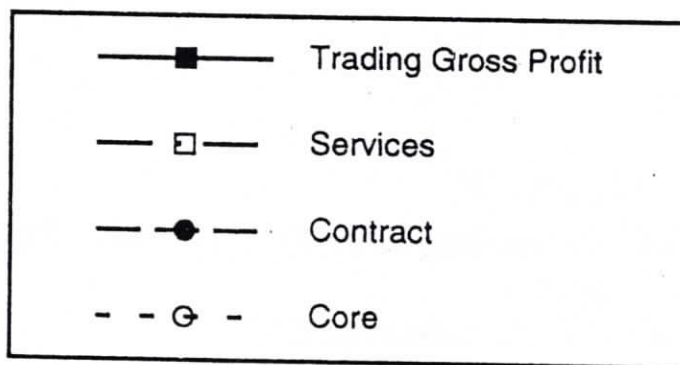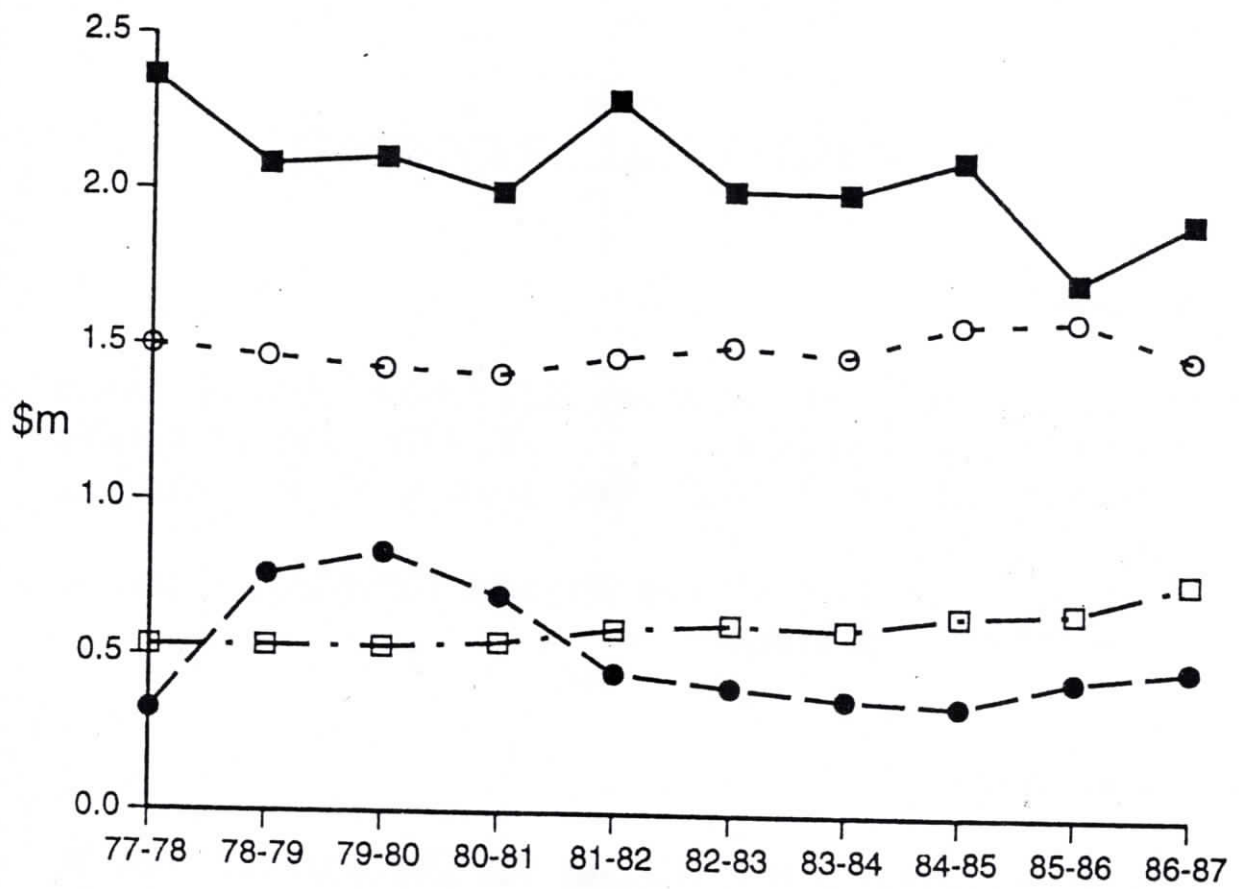
Figure 2 **Sources of ACER Income, 1977-78 to 1986-87**
(expressed in constant, i.e. 1986-87, dollars)

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Diana Banks, BEd *Canberra CAE*, MACE (from 16 December 1986)
Allyson Holbrook, BEc, DipEd *LaT*.
Hilary Miller, BA *Monash*, GradDipAppSocPsych *Swinburne*
Heather Payne, BSc, BA *Melb*.
Meredith Shears, BA(Hons), MA *Melb*., DipEd *Melb. State Col.*,
    MAPsS (to 1 May 1987)
Allison Wilson, BSc, *Melb*., MSc *Manchester*, MEd *Melb*. (from 7
    August 1986)

Testing Service Officers

Noel McBean, BA, DipEd *Syd*.
Kevin Purcell, MIE(Aust), MAPsS
Helen Tootell, BBSc, DipEd *LaT*., GradDipCouns *RMIT*
Janine van den Berg, BPsych *Murdoch* (seconded from Australian
    Army Psychology Corps) (from 27 January 1987)

Administrative Officer

Carol Ford

Secretary

Yvonne Allen

Consultant Services Division

Head of Division

Peter Jeffery, BA *UPNG*, MEd *Monash*

Education Consultants

Judy Eppinger, BEd *Vic. Coll.*
Joanna Goldsworthy, BA(Hons) *Oxon*.
John King, DipPE *Melb*., BEd *LaT*.

Senior Psychologists

Josephine Jenkinson, BA *Melb.*, DipEdPsych, MEd *Monash*, MAPsS
Ian Kendall, BA(Hons) *Wits*, MA *RAU*, MAPsS

Psychologist

Sue Bell, BSc Appl Psych *UNSW*, MEd *LaT*.

Library Officer

Anne Lowry

Library and Information Services Unit

Head of Unit

Elizabeth Oley, BA, DipEd *Qld*, ALAA

Librarians

Julie C. Badger, BA, DipEd *Monash*, DipLib *Canberra CAE*
Elspeth Miller, BA(Hons) *LaT.*, GradDipLib *RMIT*
Christopher J. Walker-Cook, BA(Hons) *Monash*, ALAA

Library Officer

Lula Psiliakos, ALAA

Clerical Assistant

Betty J. Segar

Secretary

Rhonda Redfern

Business Division

Business Manager

Phyllis M. Staurenghi, BA, BCom *Melb*.

Accounts Unit

Ruth Ambrose
Lyn Car
Faye Harvey
May Young

Clerical Services Unit

Ruth Jeffery, TPTC (Head of Unit)
Carol Buckley
Gwen Hodder (from 6 April 1987)
Gladys Perkins (from 6 April 1987)
Robyn Sperling (to 3 April 1987)

Distribution Services Unit

Manager
Alan Wilkins

Assistant Manager
Dilsie Evans

Sales Clerks
Wendy Birrell (from 5 January 1987)
Jan Gardiner
Judy Gilder
Judy Rayko
Mattie Smith

Stores Clerks
Timothy Cutts (to 28 July 1986)
Stan Gale
Peter Gilder
Steven O'Neill

Ian Smith
John Wilson (Senior Despatch Officer)

Office Services Unit

Carolyn Wilkins (Head of Unit)
Gwenyth Dobell
Leachelle Holland (to 1 July 1987)
Gloria Locock
Lindsay Monsborough
Margaret Taylor

Publishing Unit

Publishing Officer
Michael Schoo, BA *Melb*.

Assistant Publishing Officer
Marcel Leman

Editor
Geraldine Morgan, BA(Hons) *Adel*.

Artist
Louise Coutts, DipArt & Design *CIT* (to 7 November 1986)

Printer
Colin Lowry
Barbara Olson (to 9 December 1986)

Secretary
Judith Clark

Directorate

Administrative Officer

Fiona Pensabene, BJuris, LLB(Hons) *Monash*

Secretaries

Marjorie Balloch
Win Boyce
Carol Greenwood

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 cooperating 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, emphasising 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	Dr Alan Watson
Vice-Presidents	Dr David Boud, Dr Lyn Gow, Mr Ian Burnard
Secretary	Dr Alan Lindsay
Assistant Secretary	Mr John Orange
Treasurer	Dr Joe Relich
Assistant Treasurer	Dr Beth Southwell
Librarian	Mr Frank Navin
Research Officer	Dr Naomi Roseth
ACER Representative	Associate Professor Neil Baumgart
Alternative Delegate	Associate Professor Ray Debus
Editor, Bulletin of Proceedings	Mr John Shellard
Advisory Editor, AJE	Dr David Boud
Publicity Officer	Dr John Sweller
Committee Members	Ms Sue Cremer, Mrs Cecile Ferguson, Dr Ray King, Mrs Anne Murray-Smith, Ms Pauline Newport, Mrs Betty Schlesinger, Professor James Ward, Dr Don Williams

Meetings

Meetings during 1986 continued the theme *Research into Practice*:

18 July 1986
Teachers Investigating Mathematics.
Mrs Marcelle Holliday, Team Leader, Basic Learning in the Primary School (BLIPS), Numeracy Professional Development Team.
15 August 1986
Remedial Reading: Will the Coloured Lens Treatment Stand Close Scrutiny?
Dr Paul Whiting, Sydney Institute of Education.
3 October 1986
Annual Dinner and Annual General Meeting. Senator Susan Ryan, Commonwealth Minister for Education was the Guest Speaker.

24 October 1986
HSC Assessment.
Associate Professor Ken Eltis and Dr Brian Low (Macquarie University).

Meetings during 1987 have followed the theme *Teachers in Australian Society*:

20 March 1987
Conference on the theme *Education Towards 2000.*
Speakers included Professor Manning Clark; Dr Bill Anderson, University of Sydney; Professor Eric Willmot, James Cook University; Mr Philip Singleton, Business Council of Australia; Dr Fenton Sharpe, Deputy Director-General, Department of Education; Ms Betty Archdale, formerly Head, Abbotsleigh School.
8 April 1987
Cognitive Theory and Educational Practice. Professor John Biggs, University of Newcastle; Dr Sally Andrews, University of NSW; Dr John Kirby, University of Newcastle; Professor Martin Cooper, University of NSW.
13 May 1987
Pre-Service Education. Professor Cliff Turney, University of Sydney; Mr A.J. Elliott, Assistant Director, Personnel, Department of Education; Mrs Betty Schlesinger, Department of Education.
10 June 1987
Australian Research on Teachers and Teaching in Higher Education. Dr Michael Dunkin, University of Sydney.

Membership

Membership is approximately 150.

NEWCASTLE BRANCH

Office Bearers

President	Associate Professor John Kirby (until June, 1987)
President Elect	Mr Ian Shepherd (President from June, 1987)

Vice-Presidents	Associate Professor Daphne Keats, Dr Bob Conway
Secretary	Dr Sid Bourke
Treasurer	Mr Bill Howard
ACER Representative	Professor John Biggs (to July, 1987), Em. Professor John Keats (alternate to July, representative to December, 1987), Dr Sid Bourke (alternate from July, 1987)
Committee Members	Dr Norman Kafer, Mr Terry Palmer

Meetings

Meetings are normally held in conjunction with the Newcastle Branches of the Australian Psychological Society, the Association of Educational Administration, and the College of Education.

18 August 1986

Initiatives in Secondary Education: Future Directions and Present Realities. Dr Fenton Sharpe, Deputy Director-General, Department of Education.

15 October 1986

Problem Solving. Dr B. McGaw, Director, Australian Council for Educational Research.

3 December 1986

Regional Research Day: Reports by researchers to schools on educational research conducted in the region. Proceedings were published. It is planned to have an annual series of these research days.

22 December 1986

Annual General Meeting.

18 March 1987

Teaching Students to Learn More from What They Read. Professor Raymond Kulhavy (Arizona State University).

22 April 1987

Assessment of Individual Differences: Methods Arising from Experimental Psychology. Professor John Keats.

17 June 1987

Text Processing: A Decade of Reading and Writing Research at the University of Newcastle. Professor John Biggs and Associate Professor John Kirby.

Membership

In the year 1986-87, the membership has increased from 35 to 43.

Institute of Educational Research Prize

The 1986 Prize was awarded jointly to Dr Phillip Moore and Dr Ruth Russell. This prize, for the best Master's or Doctoral thesis, has been increased in value from $80 to $100. One year's subscription to the *Australian Journal of Education* is also included in the prize.

Finance

The balance in the Institute's account was $467.30 at 24 September 1987.

VICTORIA

Office Bearers

President	Mr A.J.P. Nattrass
Vice-President	Dr G. Whitehead, Mr M.W. Boyce
Secretary	Ms C. Perry
Assistant Secretary and Membership Officer	Mr K. Hall
Treasurer	Mr F. Hindley
Committee	Dr M. Ainley, Dr E. Atkinson, Dr L. Foster, Mr K. Frampton, Mr P. Jeffery, Ms M. Ryan, Mr M. Williams
Delegate to ACER	Dr L. Foster
Publication Committee	Dr M. Ainley, Mr M.W. Boyce (Editor)
Research Group Representative	Mr I. Ball

Meetings

12 August 1986
Promoting Change in Education (Frank Tate Memorial Lecture). Hon. Ian Cathie, MLA, Minister for Education.

21 October 1986

Knowledge about Teacher Education: Does It Enliven or Dull the Senses of Teacher Education? Professor Richard Tisher, Professor of Education, Monash University.

20 March 1987

Annual General Meeting: Participation and Equity in Perspective. Dr Trevor Williams, Australian Council for Educational Research.

8 April 1987

Integrated Curriculum. Primary Initiatives Group Seminar led by Ms Barbara Matthews, Ministry of Education.

The VIER Dinner Club held regular meetings with guest speakers.

Membership

Membership for 1986-87 stands at 103.

Publications

There has been some delay in the publication of the *VIER Bulletin* because of printing problems and unavailability of papers. The VIER now also produce *VIERNEWS*, a bi-monthly newsletter.

Financial Statement

The financial statement for 1986 lists total equity at $5478.00.

QUEENSLAND

Office Bearers

Patron	Mr W. Wood
President	Mr R. Warry
Vice-Presidents	Ms J. Borthwick, Mrs D. Muir
Secretary	Mr N. Cranston
Treasurer	Dr L. Smith
ACER Representative	Mr R. Warry
Executive	Mrs J. Hewton, Mr P. Varley
Immediate Past President	Dr J. Cotterell

Editorial Panel for the Institute Journal: *Queensland Researcher*

Mr N. Cranston, Dr L. Smith, Ms J. Borthwick, Mrs D. Muir

Meetings

26 August 1986

A discussion chaired by Senator Warwick Parer, *Possibilities on Selection for Higher Education.*

The guest speaker was Mr Don Brewster, Commonwealth Department of Education, with a reaction panel consisting of Professor J. Biggs, Dean of Medicine, University of Queensland; Professor M. Darveniza, Professor of Electrical Engineering, University of Queensland; Ms M. Kelly, President, Queensland Teachers Union; Dr P. Meade, Principal, Mt Gravatt Campus of the Brisbane College of Advanced Education. About 40 people attended.

26 November 1986

The *Annual General Meeting*, held at the University of Queensland, was attended by 18 members. After the AGM, Larry Smith, Research Services Branch of the Queensland Department of Education, presented a short paper *Use of Structural Modelling to Investigate the Initiation of In-service Activities.*

11 March 1987

The 1987 J.A. Robinson Memorial Lecture, *Reflections on the Impact of Research on Educational Policy and Practice,.*

Presented by G. Berkeley, Director-General of Education, Queensland, 1984-86. The lecture was attended by about 50 people.

13 May 1987

A public lecture, *Ways of Responding - Educational Practitioners and the Current Crisis,.*

Presented by M. Middleton, Lecturer in Education, Brisbane College of Advanced Education. About 40 people attended.

Institute Journal

The first issue (Volume 3, 1987) of *Queensland Researcher* was distributed in March. The second issue is in preparation. Three issues are produced annually. The journal continues to attract positive responses from readers.

Membership

At 30 June, membership of the Institute was 67, including a number of institutions and colleges which hold membership solely to subscribe to the *Queensland Researcher*. The membership fee for 1987 is $15 per annum.

Financial Statement

At 30 June, the Treasurer reported total available funds of $930.

SOUTH AUSTRALIA

Office Bearers

President	Dr Ted Sandercock
Vice-Presidents	Mr Peter Thomson, Mr Rob Slater
Secretary	Mr Bill Griffiths
Treasurer	Mr Geoff Hayton
Advisory Editor to AJE	Dr Dora Briggs
Committee Members	Dr Peter Woolcock, Ms Ann Aherran, Ms Maxine Shephard, Mr Brian Hannaford, Mr David Dent

Meetings

9 July 1986
Cooperation between Secondary Schools and TAFE Colleges.
Mr Neil Jones and Ms Zofia Krzemionka from the TAFE National Centre for Research and Development presented a review of a national study on various aspects of cooperation between schools and TAFE colleges. Over 100 cooperative programs have been identified and case studies have been developed.
20 August 1986
Education Based Studies on Youth Unemployment in the Eighties - A Different Perspective.
Ms Allyson Holbrook, Research Officer, Australian Council for Educational Research presented some current issues related to youth unemployment and explored them from an historical perspective. The audience included youth officers and CES staff.

18 September 1986

ACER Themes.

Members and invited guests discussed the potential research themes for the Australian Council for Educational Research in its 1987-90 triennium. The themes were *'Beyond Compulsory Schooling'*, *'Cognitive Processes and Education'*, and *'Education and Technology'*.

6 November 1986

Primary Education Review.

The Coordinator of the *Primary Education Review,* Ms M. Gilbertson, outlined the processes used in the review and described some of the findings.

3 March 1987

Teachers' Rise and Inspectors' Fall.

The 1987 Annual General Meeting was followed by an address by Dr A.W. Jones. Dr Jones outlined this aspect of his research for his PhD thesis. The address reviewed the rise of the Inspectorate in South Australia and included a comparison of the professionalism and status of teachers and inspectors over recent decades.

9 April 1987

Career Paths for Teachers.

Mr Philip McKenzie, Senior Research Officer, Australian Council for Educational Research opened the meeting and outlined the ACER research theme related to the teaching profession. Ms Leena Sudano, Royal Australian Nursing Federation, discussed the development of the nursing career structure. Mr David Tonkin, South Australian Institute of Technology, responded and outlined issues related to attempts to develop a career structure for teachers.

4 June 1987

The Teacher's Role in Integrating Special Education Students into the Classroom.

Mr David Thomas, Flinders University of South Australia, discussed current research on issues arising from the integration of moderately handicapped children into ordinary classrooms.

Membership

The current membership is 40.

WESTERN AUSTRALIA

Office Bearers

President	Dr P. Deschamp
Vice-President	Dr L. King
Secretary/Treasurer	Dr P. Larsen
Delegate to ACER	Dr P. Deschamp
Committee Members	Professor B. Fraser, Professor J. Hattie, Dr M. Print, Mrs C. Tayler, Dr D. Tripp, Mrs J. Williams

Meetings

Meetings during 1987 included the following:
- the Research Forum;
- a debate on school councils and their likelihood of success;
- a debate on IQ tests and their place in today's schools;
- a debate on the changing role of the principal as a consequence of the Better Schools Report;
- a debate on computer games and their influence on student health.

Prizes

Mr Richard Lowe, Curtin University
Mrs Wendy Hillman, University of Western Australia
Ms Maree Zimbulis, WA College of Advanced Education
Ms Joanne Gill, WA College of Advanced Education
Ms Narelle Pendlebury, WA College of Advanced Education
Ms Carmela Musca, WA College of Advanced Education

Membership

Approximately 60 individuals are fully paid members of the Institute.

TASMANIA

Office Bearers

President	Ms Helen Hocking
Vice-President	Professor K. Collis

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Secretary/Treasurer	Ms Heather Felton
Delegate to ACER	Ms Helen Hocking
Committee Members	Mrs J. Connor, Mr M. Walsh,
	Mrs J. Wellock, Mrs F. Broadby

Meetings

Since the Annual General Meeting in October 1986, four meetings have been held.

April

Professor David Aspin, Professor of Education (Philosophy) at the University of London spoke on *'Renewing Secondary Education: Values Issues'*.

May

Hugo McCann, Assistant Dean, In-service Studies, Centre for Education, University of Tasmania spoke on *'Portraits, Policy and Artful Research'*.

July

John Ainley, Chief Research Officer, Australian Council for Educational Research, spoke on the ACER research theme *'Beyond Compulsory Schooling'*.

August

Professor Ted Glynn, Professor of Education, University of Otago spoke about *'Language Learning Through Shared Reading'*. Each of these has been organised as a dinner meeting and has been attended by between 25 and 32 people.

Membership

The membership stands at 74, and has increased markedly since April 1986 when it was 25. Most of the new members are from the Education Department. This may be a response to the fact that the program this year has been designed to cover issues of relevance to people in schools and service sections of the Education Department. Holding dinner meetings has also been a significant factor in increasing the attendance at meetings. Papers presented at meetings are being published. Both members and non-members have shown a great deal of interest in obtaining copies of each of the papers advertised to date. The activities of the Institute are at present restricted to the southern region of Tasmania, there being only one member outside this region.

Prizes

Funds have been set aside to establish a prize to be awarded at the university. An annual prize is already awarded by TIER at the Tasmanian State Institute of Technology.

NORTHERN TERRITORY

Off ice Bearers

Patron	Dr J. Eedle
President	Mrs M. Moeckel
Vice-Presidents	Mr C. Fowler, Dr A. Muscio
Treasurer	Mr D. Moeckel
Meeting Secretary	Mr G. McKeown
Delegate to ACER	Dr F.C. (Gypsy) Durling
Committee Members	Ms P. Coles, Ms M. Zehntner, Ms R. Munn, Ms A. Richards, Mr B.C. Devlin

Meetings

25 September 1986
What I learned about research by doing a higher degree, or *the Emperor may have clothes but they are not what the people say.*
Dr Allen Muscio, Northern Territory Department of Education.
25-26 October 1986
Weekend Seminar on how to do research, directed by Dr Ian Cook, Northern Territory University Planning Unit, aided by various members of NTIER.
20 November 1986
Teaching in Difficult Educational Contexts - South-East Asia and Pacific Perspective.
Brian Devlin, Northern Territory Department of Education.
4 December 1986
Comparative Analysis of Aboriginal English Discourse and English Discourse.
Ann Richards, Northern Territory Department of Education.
26 February 1987
Language, Social Class and Student Attainment.

Dr Richard Watkins, Northern Territory Department of Education.
31 March 1987
Where are the Women: The Trials and Triumphs of Researching the Contribution Women Have Made to the Northern Territory.
Barbara James, Northern Territory Branch of the National Trust.
30 April 1987
Literacy Development in a Difficult Education Context - Northern Territory Outstation Schools.
Pat Beattie, Northern Territory Department of Education.
21 May 1987
Schooling Out the Colour - Half-caste Education and the Kahlin Compound: Some Early Research Findings.
Tony Austin, Northern Territory Department of Education.
17 July 1987
Professionalism and the Teacher in the Classroom (Annual General Meeting).
John Kavanagh, Director, Catholic Education Office - Darwin.

Membership

The current paid membership is 44 ordinary and eight corporate members.

Awards

In September 1987 we expect to present our fourth annual award (wall plaque, certificate, and one year's membership to NTIER) for Small Scale Educational Research.

Honorary Vice-Presidents

Mr Geoff Spring, Secretary of the Northern Territory Department of Education; Dr Jim Cameron, Dean of the Education Faculty, Darwin Institute of Technology; and Mr John Cavenagh, Director of Catholic Education, hold the positions of Honorary Vice-Presidents on the Executive of NTIER.

Booklet

We are making a concerted effort to produce a booklet aimed primarily
at teachers on 'How to plan and execute small scale research'.