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Miss Saunders

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1974-75



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Annual Report of the Director

Presented at the Annual Meeting of Council, 16 and 17 October, 1975*

INTRODUCTION

The activities set out in the following pages are varied, touch education at many different points, and should help teachers, administrators, present and future students, and parents in one way or another. Thus, to name but a few studies, the study of adolescents for the Poverty Commission should lead to better conditions in schools, helping both students and teachers; the materials prepared for parents to help them in caring for infants should help many parents and in the process benefit many children; the tests prepared for the Item Bank should help teachers and students to better evaluate their performance; the study of the purposes of schooling in Australia should raise fundamental questions about organization, curriculum, and outcomes of direct concern to all involved.

There is a growing tendency to see the main criterion for the success of research into an educational matter as that its results will influence a decision, change an approach, or alter an outlook, either by themselves or in association with what is already thought to be known. This criterion is sometimes pushed to the point where a project or a study is rejected because such outcomes are not clearly apparent. Education as we deal with it is a practical activity, and any well conducted research into any aspect of it ought to produce some knowledge to confirm, to challenge, to deny, or to enlarge previous knowledge and therefore to influence practice in one way or another.

Members of staff are naturally concerned that the outcomes of our projects should affect the education process, or the procedures for studying it, in an immediate and tangible way.

The challenge before us is therefore to have a program of work each part of which is clearly related to important aspects of Australian education or to the improvement of procedures for studying them. The questions our studies ask must for the most part have answers which will affect action by one or more of those responsible for or affected by education; tests, or other devices, or materials or aids, that we prepare, must be helpful to students in one way or another even if this is indirectly through the use teachers or others make of them.

There is a place for methodological studies, such as those reported under experimental and analytic studies, in such a program, provided that these throw light on matters where interpretation of results is crucial to the kind of action, or attitude, that may derive from the results.

* In its published form, the report has been abbreviated.

In the light of these criteria I think it reasonable to claim that the year's activities have made a number of contributions to knowledge and practice, and that what is in train is likely to produce more contributions. Nonetheless, we can, I believe, do better, by a reappraisal of our priorities, of our time schedules, and of our modes of dissemination of results and of what we see to be their significance.

SURVEYS

ACER Primary and Secondary Sampling Frames

M Rosier, K N Ross

The sample design that has been employed in most recent ACER survey research is a two-stage probability sample. Schools are selected at the first stage with a probability proportional to the number of their students in the target population, and at the second stage students are selected at random from these schools in clusters of constant size.

The method has many advantages at the sampling, data collection, and analysis stages of a survey, but requires a detailed sampling frame—a list of all schools with associated information on student enrolments.

Separate sampling frames for primary and secondary students have therefore recently been prepared. Each frame consists of a basic set of 48 strata:

- 8 state areas (6 states plus Northern Territory and ACT)
- 3 systems (government, catholic systemic, and independent including catholic non-systemic)
- 2 locations (metropolitan, non-metropolitan).

Within each stratum the schools were grouped into various sub-strata. For example, government primary schools were grouped according to their Education Department size classifications.

For each school the crucial information required was the number of 10-year-old students (for the primary frame) and the number of 14-year-old students (for the secondary frame). For some states we were also able to include data about grade enrolments and number of teachers. We are indebted to education departments and other centres for supplying the necessary information.

Since their completion, the frames have been used to draw several samples, notably the Australia-wide samples for the Australian Study of School Performance, and samples for the New South Wales Primary Evaluation Program and the Victorian Basic Skills Testing Program. The aim in drawing the samples has been to involve the minimum number of schools and students, and minimum disruption of school programs concomitant with the degree of accuracy appropriate to the project.

IEA Science Studies

Population II Follow-up

M Rosier, K N Ross

The aim of the Population II Follow-up Project is to investigate factors associated with career decisions of Australian 16-year-olds. The sample for the study is based on the IEA Population II (14-year-old) sample measured in 1970 as part of the IEA Science Project, and followed up in 1972.

Data from the 1970 and 1972 testing programs have now been organized on to a single file for computer analysis. The generation of composite variables has also been completed and the data entered on to the main longitudinal file, ready for further analyses.

The basic model is that the circumstantial factors of socio-educational level and sex have a direct influence on the career decision criteria, and also an indirect influence through intervening factors. These factors fall into five groups: family environment, school environment, peer environment, personal education and personal work.

The analyses are designed to determine which are the important *malleable* factors within each of these five groups, and to estimate the relative importance of these factors.

All the required frequency distributions and cross tabulations have been completed, although some supplementary analyses may be required later.

A number of multivariate analyses have been completed, including a study of characteristics of migrant students. Other multivariate analyses have been planned, but the final computer runs have been delayed pending the final draft of the review of relevant research and development of the theoretical framework.

It is expected that the report of this study will be completed by the end of 1975.

Population IV Follow-up

J P Keeves, C W Slee

In this study it is planned also to ascertain relationships between achievement, educational aspirations and career choices. Computer files have been built in preparation for analysis when time is available.

Specialization in Science at Secondary School (Population IV)

J P Keeves, A D Read, C W Slee

It was clearly a mistake to have assumed that the IEA (International) Data Processing Unit in Stockholm would have the time to undertake

the analysis of the IEA Population IV Science Specialist data. Towards the end of 1974 it became clear that the work would not be carried out in Stockholm and the team at ACER, with the limited funds available, embarked on the complex task of building, editing and cleaning files relating to the data. Before long the finance available was seen to be inadequate and a reapplication was made to the Australian Advisory Committee on Research and Development in Education (AACRDE) for the funds originally sought to carry out this work. In February 1975 notification was received that additional finance would be available, but by then the staff working on the project had taken on other commitments, and a request was made to the AACRDE for further work on the project to be deferred until July 1, 1975. Since that date the work of file building has been proceeding, but it will be some time before this project can be satisfactorily completed.

During the period of delay in 1974, it was decided to employ staff on the preparation of a paper which examined 'Sex Differences in Preparing for Scientific Occupations'. A version of this paper was read at the ANZAAS Congress at the Australian National University in Canberra—January 1975, and subsequently the report study was published in the IEA (Australia) Report series.

In this paper we have shown the greater participation by women in the workforce and the increased proportion of women over 15 years of age who are engaged in clerical, professional and sub-professional occupations which demand a higher level of education. This greater involvement in more highly skilled occupations has been associated, at least in recent years, with greater participation in education. Data are not available to show whether or not across Australia an increasing proportion of girls are undertaking scientific studies at school, but there is clear evidence that they are doing so at the university level. At the terminal secondary school stage a little less than half of the students in Australia are being educated in single sex schools. As a group, girls are given less opportunity to learn science and mathematics than their male counterparts. Consequently, the evidence of superior performance by male students in both mathematics and science and their expression of more favourable attitudes towards these subjects is consistent with both general experience and with their greater opportunity to study in these areas. Although there is evidence that women have in recent years entered scientific occupations in greater proportions than they did forty years ago, Australian women are not involved to the same extent proportionally in these occupations as they were in the period following the drive for suffrage and for higher education which took place at the end of last century and during the early years of this century.

It is evident that in Australia there are disparities between the sexes in participation and performance in education, particularly in the

areas of science and mathematics which, in many cases, lead to more lucrative occupations. While formal discrimination has largely been removed, a form of social discrimination still persists. Probably the lack of social acceptability of the study of science and mathematics by girls influences participation, interest and achievement in an interactive way and is the most important factor preventing women from becoming engaged in scientific pursuits.

Educational Achievement of Migrant Children

M de Lemos

This study was designed to obtain information on the educational achievement of English speaking and non-English speaking migrant children as compared with that of Australian children.

Random samples of Australian children, English speaking migrant children and non-English speaking migrant children attending Melbourne primary schools were tested on a series of school achievement, language development and general ability measures. In addition, information was collected, principally through interviews with parents, on the home background of the children tested so that a study might also be made of the factors related to school achievement.

The main findings of the study were reported briefly in the 1973-1974 report. The final report of the study is expected to be complete by the end of September. It will comprise two main sections. The first section will deal with the background to the study and the results of the testing program. The second section will describe the results of the parent questionnaires and the interviews.

The Language and Conceptual Abilities of Pre-school Children: follow-up study and survey of school readiness

M de Lemos, P Larsen

This is an ongoing longitudinal study investigating the relationship between language and conceptual abilities at the pre-school level, readiness for schooling, and school achievement at the end of the first and subsequent years of schooling.

It started in 1972 with the testing of a sample of 76 children attending pre-schools and day nurseries in the Camberwell and Fitzroy/Collingwood areas on a series of language, conceptual and general ability tests. These children were followed up in 1973 and 1974 with school readiness tests on entry to school and achievement tests at the end of their first and second years of schooling. In addition, the Piagetian tests administered at the pre-school level were readministered in 1973 and 1974 in their first and second years of schooling. The achievement of these children will be tested again at the end of 1975.

The data on this sample of children will therefore enable an analysis to be made of the relationship between language and conceptual abilities as assessed at pre-school and school entry levels and later school progress as assessed by school achievement measures. It will provide information on the reliability of early assessment of language and conceptual abilities as indicators of later school progress, particularly progress in the acquisition of basic skills in number and reading. This information will be of particular significance in view of the current emphasis on screening at pre-school and school entry levels in order to identify children who are likely to have learning difficulties. At the present time there is little objective evidence on the reliability of early screening measures as predictors of later learning difficulties, and longitudinal studies such as this are necessary to provide the objective data on which the validity of early screening programs can be based.

In addition to this sample, larger samples of children entering state primary schools in the Camberwell and Fitzroy/Collingwood areas were tested in 1973 on entry to school and at the end of their first and second years of schooling on the same tests (school readiness and school achievement) as those administered to the pre-school sample. These children will be tested again at the end of 1975 with school achievement tests. The data will be analysed to determine the relationship between performance on the school readiness and school achievement tests. It will supplement the data from the pre-school follow-up study, and will allow comparisons to be made between the school achievement of English speaking and non-English speaking children attending schools in high and low socio-economic areas. It will also enable some study to be made of other factors that might be related to school readiness and achievement, such as age of entry to school and attendance or non-attendance at a pre-school centre prior to entry to school.

The 1975 school achievement testing program is of particular importance to this study, since this is the level at which the basic skills of number and reading should be established. At the end of last year's testing program it was noted that while a number of children were already reading, there were also a number of children who appeared to be on the verge of acquiring basic reading skills. At the end of this year all children should be reading, and any children now identified as non-readers would clearly be in the category of children with learning difficulties. By the end of the Grade 2 level children should also have acquired basic concepts of number, and be able to handle the basic processes of addition and subtraction of small numbers. Children who have not yet acquired these skills would be identified as children with learning difficulties in the number area. Thus the results of the 1975 testing program will identify children with learning difficulties in the basic areas of number and reading,

and provide the criterion against which the reliability of the school readiness measures as predictors of later learning difficulties can be assessed.

Aboriginal Education Project

M de Lemos, P Di Leo

Funding for this project came to an end at the end of 1974. An outline of the main aims and design of the study was reported in the 1973-1974 report. Briefly, information has been collected by questionnaires on performance and attendance for the total primary and secondary Aboriginal school populations in Victoria. In addition, samples of students at both primary and secondary level were tested on a series of school achievement tests. Initial analyses of the data have been undertaken but the preparation of a final report has had to be delayed because of other projects.

Study of Educational Performance and Specific Learning Difficulties

S F Bourke, J P Keeves

This study, known more briefly as the Australian Study of School Performance (ASSP), commenced in February 1975 at the request of Mr Race Mathews, MP, Chairman of the House of Representatives Select Committee on Specific Learning Difficulties.

ACER has been commissioned by the AACRDE to undertake this research and the AACRDE has set up a Steering Committee to advise ACER on the overall policy guidelines for the study. The Steering Committee (Chairman, Profesor S S Dunn) met at ACER on 26 June 1975 and will meet again in November 1975.

Some difficulty was experienced in obtaining a Director for the project. The Project Director appointed is Lieutenant-Colonel S F Bourke who has been seconded to ACER by the Department of Defence (Army Office) until the end of 1976. He took up the appointment on 2 June 1975.

The Select Committee has been made aware that there is little Australian evidence to support claims that are made on the literacy and numeracy levels of Australians. The purpose of this study is to provide soundly based evidence of the performance on certain basic skills by Australian primary and secondary school children.

The ASSP Project will test the reading, writing and number skills of 10-year-old and 14-year-old children in all Australian states, Northern Territory and Australian Capital Territory. At each level approximately 7 000 children at 250 schools will do a Reading Test, a Writing Test, a Numeration Test, and a Word Knowledge Test, and

answer a short questionnaire. The questionnaire seeks the following information from children: name, address, date of birth, sex, family size, country of birth, country of parents' birth, how long have they lived in Australia, languages used in the home and with friends, number of schools attended and whether the family takes a newspaper in English. A letter is being sent to parents of the children selected asking for their cooperation in ensuring that their child knows the answers to the questions being asked.

A questionnaire for teachers also requests confidential information on the work, behaviour, acceptance by peers, physical defects (where present), and ethnic origin of each child included in the sample tested.

Testing will take place during the week 6-10 October 1975.

An interim report on the results of the testing program will be provided to the Select Committee at the end of March 1976. A final report will be produced for the AACRDE at the end of 1976.

Impact of the Australian Science Education Project (ASEP) Materials on Australian Schools

J Owen

ASEP materials were produced in the years 1969 to 1974 by a team of Australian educators, and during the last fifteen months the materials have become available for use in schools. The project was the first major undertaking in the field of curriculum development which operated on an Australia-wide basis, and was supported in full by funds made available by the Australian and all State Governments. The total expenditure on the production and trialling of the ASEP materials was about \$1.5 million. The ASEP team produced 41 major units and six subsidiary units as well as charts, films and apparatus. The materials were designed to be suitable for use in science classes in the first three or four years of secondary schools.

Although the first units were made available in March 1974, it was not until the early part of 1975 that they all became available. Nevertheless, it was estimated that by June 1975, approximately \$1 000 000 had been spent by Australian schools in purchasing the materials. In addition, there has been some interest shown by education authorities in other countries, and the possibility now exists that ASEP materials might soon be adapted for use elsewhere.

This research study which commenced in February 1975 has been seen from the outset as a study of the spread of a large scale innovation, and the effects it is having on schools throughout the country.

Some of the questions the project hopes to answer are:

- (a) To what extent are the ASEP materials used by Australian schools and how does the extent of their use vary over time?

- (b) To what extent are the ASEP materials accepted by Australian teachers, and what are their reasons for the acceptance or rejection of these materials?
- (c) How do Australian teachers use the ASEP materials and to what extent are the materials used in a manner which is in accord with the ASEP approach to teaching and learning?
- (d) How does the use of the materials vary from system to system and relate to existing programs and to locally developed materials?
- (e) What are the reactions of Australian students at different year levels to the ASEP materials and on what basis do they make their personal judgments?

In addition, the project will attempt to document the ways in which information regarding curriculum materials of this nature is diffused through an educational system, and to determine whether the methods used by the developers and the materials they have produced have led in any way to a new approach to the teaching of science in Australian secondary schools.

The project, funded with a grant of \$40 000 from the (Australian) Curriculum Development Centre, is to continue for a period of two years. The first task of the Project Officer was to become familiar with the form of the ASEP materials, and to examine the large body of literature such as position documents, newsletters and summaries which were produced during the life of the ASEP project. Also, some time was given to examining the files on the formative evaluation of the materials which were held by the CDC Cell in Melbourne, and to discussing aspects of the investigation with former members of the ASEP staff.

The second task was to survey the nature and extent of the research which had been undertaken or was currently in progress to investigate the various aspects of science education involving the use of the ASEP materials. A report of this work was presented at the Australian Science Education Research Association Conference at Flinders University of South Australia in May 1975.

Thirdly, it was necessary to make arrangements with various persons and organizations who might, in the future, be able to assist in some way. Liaison officers in each state have been appointed, and Science Teachers' Associations in each state contacted.

Fourthly, an extensive review of the literature on the diffusion and utilization of knowledge, with an emphasis on curriculum innovation, was undertaken in order to set the study within a theoretical framework.

An overall plan has been developed which includes as a first step the collection of data from teachers of science in Australian schools. To achieve a representative picture, a sample of schools has been drawn using the ACER sampling frame, and a letter sent to the

principals of the 293 schools involved asks for their cooperation. Two questionnaires have been designed to gather information about the spread and use of ASEP materials. Both questionnaires are being trialled at present, and data collection from the sample schools is scheduled for the end of October.

It is expected that the remainder of 1975 will be spent editing and analysing the data, so that schools can be selected for case study investigation in 1976.

Science Facilities Program

J Ainley

From 1 July 1964 until 30 June 1975 the Australian Government made available under the Science Facilities Program (sometimes known as the Commonwealth Science Scheme) some \$123 million for the improvement of science facilities in secondary schools. This money was spent on both laboratories and on apparatus and was applied in government and non-government schools.

The Science Facilities Program was the first major capital spending program by the Australian Government on Australian secondary schools. An evaluation of the educational effects and impact of the program on secondary schools is important both to account for this spending and hopefully to chart the course for future developments.

This study has been undertaken at the request of the Committee responsible for advising the Australian Government on the program for providing science facilities in non-government schools and is being supported by a grant from the Australian Schools Commission.

The project is concentrating on the following issues:

- The manner in which the funds provided have been spent.
- The effect of the Program on the organization and practice of science education in secondary schools.
- The effect of the Program on student achievement in science and student attitudes to science.
- The effect of improved science facilities on the supply of qualified science teachers in schools.
- The remaining and continuing needs for improved science facilities in Australian schools.
- The effect of the Program on the relationship of science to other subjects of the curriculum.

It is intended to make use of information already on file in the State Education Departments and the Australian Department of Education regarding the provision of facilities for teaching science. A preliminary visit to the Australian Department of Education, Science Facilities Section, has been made.

Information about student achievement and attitudes was collected in the IEA study in 1970. Some additional information about the

provision of science facilities in the schools participating in that study may be sought depending on the extent of official records.

New information is being sought by means of a questionnaire to be sent to a sample of secondary schools in late 1975. This questionnaire is designed to gather information about the adequacy of science facilities and the way in which science is taught in those schools. It can be completed by the school science coordinator. The questionnaire is currently being prepared with trials conducted in Victorian secondary schools.

Visits to some of the schools in this sample are planned for the first half of 1976, to discuss the results of the survey and to probe in detail aspects of science facilities and science teaching. Schools which will be invited to take part in follow-up visits will be selected after the survey data has been analysed.

A final report will be sent to the Australian Schools Commission. Interim reports will be sent to that body and presented to meetings of Science Teachers' Associations.

Language of Primary School Children

W T Renehan

The purpose of this study is first: to describe what children in the primary school are doing with language (what functions they call on language to serve and how effectively, what routes they take to discovering the functions their language might serve) in a small number of classroom situations; and second: to suggest by means of the description a way in which teachers might listen to and read children's language as a pre-condition to fostering its growth.

The description has been completed for grade 2. Description of the grade 6 and grade 4 language should be completed by December 1975.

Poverty, Education and Adolescents

R T Fitzgerald, F Headlam, A Wright, U Ozolins

The background to and methods used in this study were dealt with in the 1973-74 Annual Report.

Dr Fitzgerald left us at the end of 1974 to take up an appointment at the State College of Victoria at Burwood. The project staff were then at the stage of examining their interview data and planning their report. Dr Keeves has given them a great deal of help in the last six months in addition to his heavy commitment to other projects. As a result a final first draft of a report was completed in late August, and copies provided to the Poverty Commission's office and to Dr Fitzgerald. What kind of publication will eventually result is uncertain at present.

The staff concerned in this study have found it difficult to organize their case study material into a brief compass. The impression that comes through overwhelmingly in their report, based on two hour interviews with some one hundred and fifty 18-year-olds from widely different backgrounds, is the dissatisfaction of most of the respondents with their education, with the integration of schooling and the society of which it is supposedly a part, and, when they are working, with the all too frequently reported lack of a sense of achievement by adolescents in their work. There is no doubt that the parents of most of the one hundred and fifty, whatever their income levels, were deeply interested in the well being of their children and wanted them to have a good education. Many of them felt powerless to ensure that their children got such an education—they could not, in their view, influence what happened to their children.

The schools, despite their concern to do the best they can for the children, seem unable to deal with the effects of the dissatisfaction, or with its underlying causes. Positive action and practical solutions are not easy to define.

Because there is much more to be derived from the study than has been written in to the first draft referred to, the Victorian Government has made a grant of \$18 000 for five months to enable Mr Wright and Ms Headlam to prepare a report for its Department of Youth, Sport and Recreation. The report required is one that will embody recommendations that are practical, and can be immediately put into effect.

Victorian In-service Teacher Education Evaluation

M Batten, B Hay, P Thomson, R Wines

This project continued in collaboration with staff from Monash University.

A review of the literature on in-service education has been printed and distributed to teachers and administrators in Victoria and other states. The questionnaire on in-service education, sent to 1 000 teachers, elicited an 86 per cent response. Data has been analysed, and a report is being written. Structured interviews have been conducted with school principals, district inspectors, consultants, subject association representatives, and regional officers.

Twenty detailed studies of in-service education courses will be completed by September, and a survey is being undertaken of evaluation procedures used by course organizers.

Interim reports on questionnaires, interviews and case studies will be available by the end of the year, and a final report is expected by the end of March 1976.

School Leavers in Australia 1971-72

W C Radford, R E Wilkes

The report on this survey was published during the year. It provides information about age, grade level, sex, occupation entered, month of leaving, father's occupation, and geographical destination of non-metropolitan leavers, for some 110 000 school leavers from government, Catholic, and other schools throughout Australia. Some of the more interesting results follow.

Of these 110 000 leavers, about 54 000 were girls, and about 60 500 came from metropolitan schools. About 37 per cent left before they turned 16. On the other hand, about 36 per cent were 17 or more when they left: 39 per cent of the boys, and 33 per cent of the girls.

About 52 per cent left at the end or before the end of the third last year of schooling, i.e. grade 10 if the terminal year is called grade 12. But 29 per cent left from the terminal year. Again, boys tended to stay longer at school than girls: 31 per cent of boys as against 28 per cent of girls leaving from the terminal year.

Almost 80 per cent of the leavers stayed on until the end of the working school year, although this was not always December. About 30 per cent leave in October or November.

There were naturally enough differences between girls and boys in the occupations entered. The most marked, and the most expected perhaps are that 3 per cent of the girls as against 10 per cent of the boys entered the skilled manual trades. For the unskilled and semi-skilled trades the figures were 5 per cent girls and 8 per cent boys. Other occupations of interest are—university (including theological college and service colleges): girls 6 per cent, boys 8 per cent; teachers' colleges: girls 6 per cent, boys 2 per cent.

The relation between father's occupation and the student's destination on leaving school aroused a good deal of interest in the 1959-60 study, particularly amongst those interested in tertiary education. Of the 95 000 leavers in the 1971-72 study whose father's occupation was known, 10 per cent came from homes that we classified as professional or professional-technical; 20 per cent from homes where the father was classified as a semi-skilled or skilled manual tradesman; 12 per cent from homes where the father was in a clerical-administrative-type occupation; and 29 per cent from homes where the father was in a slightly skilled or unskilled occupation.

Slightly more than 50 per cent of the children of fathers in professional occupations (48 per cent of boys and 55 per cent of girls) went into jobs, or took up further studies, which could be regarded as professional or leading to professional occupations. For the skilled manual trades the figure for such 'occupation stability' was 37 per cent for boys and 5 per cent for girls, and for the unskilled and semi-skilled occupations 28 per cent of boys and 14 per cent of girls.

Of the 989 boys and 2 753 girls reported as entering teachers' colleges whose father's occupations were reported, 10 per cent of the boys and 12 per cent of the girls came from the 8 per cent of homes where the father's occupation was classified as professional, and 18 per cent of the boys and 15 per cent of the girls came from the 28 per cent of homes where it was classified as unskilled or slightly skilled. Of the 4 202 boys and 3 115 girls reported as entering universities for whom father's occupation was given, the two sets of figures were 29 per cent boys and 21 per cent girls from the homes where the father was classified as professional, and 3 per cent boys and 2 per cent girls from homes where he was classified as unskilled or slightly skilled.

It is worth noting that in the 1959-60 survey, 54 per cent of the fathers were in skilled, semi-skilled and unskilled occupations and their children were 37 per cent of those going to teachers' colleges and 21 per cent of those going to universities. In the 1971-72 survey there were 49 per cent of fathers in these categories; they contributed 34 per cent of the entrants to teachers' colleges and 24 per cent of the entrants to universities. This may be a real difference. It may, however, be due to the bias introduced by the low percentage of leavers about whom we have data, and its unrepresentative nature.

EXPERIMENTAL AND ANALYTICAL STUDIES

A Study of Sampling Errors

K N Ross

In this study an empirical sampling approach was used to assess the magnitude of the sampling errors of commonly used statistics when both simple and complex sample designs are employed in survey research. The influence of the complex sample designs on sampling errors was shown to offer strong support for the arguments presented by Peaker and Kish that in educational and social science research the use of simple random sample formulae on data from complex samples is the most frequent source of gross mistakes in the construction of confidence intervals and tests of hypotheses.

The study also showed that when applied to single samples of data gathered in educational survey research, the jackknife and balanced half-sample error estimation techniques were useful methods for calculating the average design effects for means, correlation coefficients, standardized regression coefficients and multiple correlation coefficients, when the deductive theory for calculating sampling errors was not available. The accuracy of these estimating techniques was not high. However, there was a noticeable convergence of the average design effects towards an empirically established value when the

number of estimates was increased. These results suggested that a rounded average design effect should be used to adjust sampling errors rather than using an individual estimate of the design effect which could be wildly inaccurate.

The influence of the complex sample designs used in this study on the sampling errors of standardized regression coefficients and correlation coefficients was equally strong although it was shown to be considerably less than for means. Consequently warnings were given for the designing of samples used in a great deal of current educational research because correlation matrices are the cornerstone of many commonly used techniques of multivariate analysis, including those of analysis of covariance, factor analysis and regression analysis.

Commonwealth Secondary Scholarship Examination (CSSE) Research

J P Kezves, J D Thomson, C W Slee

Two reports were published in the latter months of 1974, concerned with the construct validity of the CSSE. The aim of the investigation was to increase knowledge of the processes measured by the CSSE papers. This was tackled in two ways. Firstly, information was sought by an examination of the relationships between the CSSE papers and achievement and ability measures administered at approximately the same time, and secondly by attempting to determine the internal structure of the CSSE tests. Many interesting relationships emerged from the first part, but the findings from the second part were more limited. The lack of tightly structured specifications for the papers may in itself be as revealing as the inability of the techniques applied to discover structure within the papers. However, more work needs to be done on the validity of the use of exploratory factor analytic techniques in the search for structure underlying items in a test.

More recently a third report on *The Predictive Validity of the CSSE Tests* has been prepared and published. This report reviews briefly the research conducted, and previously reported, into the predictive validity of the CSSE and then examines the predictive power of the 1968 CSSE tests for performance in science at the matriculation examinations of 1970 in each of the Australian states. In addition the study examined the relative contributions of generalized achievement tests such as the IEA science tests of 1970, and the CSSE tests taken two years earlier, to predicting achievement in specific science subjects. While the IEA science tests had greater predictive power than the CSSE, a considerable proportion (0.8 to 0.9) of the unique variance of the criterion measures remained unexplained by either. The correlations between a number of student background and motivational variables and the residuals obtained

after predicting matriculation examination results from CSSE Science, Quantitative Thinking and Humanities scores were examined. It was found that three variables—hours of homework, liking for school, and school motivation—had consistently positive correlations with the residual variables for all matriculation science subjects in all states; while word knowledge, interest in science, and school behaviour, also had generally positive relationships with the residual variables. However, the other variables concerned with student background including father's occupation and education, had trivial and inconsistent relationships with the residual variables.

Following the visit of Dr Jeremy D Finn to Australia in 1974, and the workshop he conducted at the ACER, further analyses were carried out on the data collected by Mr J Lumbers in the course of the Coaching Study in 1972. Early in 1975 a report on this latter project was issued. The one significant result arising from the different treatment conditions applied was that working through the same CSSE Mathematics test a second time produced a statistically significant gain in test scores. The estimated size of the gain was three score points. If an opportunity were provided for a student to work through a similar test prior to taking a CSSE Mathematics test, the gains to be made were not statistically significant, but were of some practical significance, since it was estimated that the increment in score was about two score points. Moreover, if a student were required to undergo sustained coaching and practice over a period of about ten weeks, with hourly sessions each week, he did not gain in performance by a statistically significant amount. The size in gain over and above that made by having had the practice of working through the test once was approximately one score point, whether it was the same test or a similar test which was administered shortly after coaching and practice had been completed. When the long term residual effects of such coaching and practice were examined little residual effect could be detected. Further analysis of the data indicated that the rapport established by the coach and by the supervisors of the practice sessions with the students was related to the level of gains made by the students. Furthermore, the relationship between the coach and the students appeared to be associated with the motivation of the students which seemed in turn to be linked, at least in part, with the nature of the community served by the school and the general ability of the students in the school.

The Home Environment and School Study

J P Keeves, C W Slee

Work has continued on the preparation of reports arising from the Home Environment and School Study which was conducted in Can-

berra several years ago. Data previously examined using regression analysis procedures have been reanalysed using canonical correlation analysis, in such a manner as to partition the contributions to variance accounted for into unique and joint effects. In addition, the use of path analysis techniques has been further explored in order to portray more clearly the results of the analyses carried out. Two reports of this work have been prepared and published.

The striking finding of the first report *The Home, the School and Achievement in Mathematics and Science* was the marked overlap between the antecedent conditions and the environmental factors of the home, classroom and peer group. The evidence indicated that students who have a higher level of initial performance live in more educative homes, work in classrooms served by better teachers, and form friendships which are more beneficial to their education. The path analytical techniques employed assisted in the identification and estimation of the magnitudes of the direct effects of the various factors considered, and also revealed the presence of indirect effects at work which acted through components which were shown to be influential.

In the second report *The Performance Cycle: Motivation and Attention as Mediating Variables in School Performance*, the use of canonical analyses gave a clear picture of relationships between the criterion variables themselves and between the criteria and their predictors. Two latent criterion variables were derived from the analysis: one was concerned primarily with achievement, but also involved attitudes, in so far as they were related to achievement; the other solely with attitudes. The mediators comprised two independent constructs of Motivation and Attention. The former had an influence on attitudes, the latter had a small effect on achievement.

Further reports from this study will be prepared and published as time permits.

Psychometric Study of the Australian Scholastic Aptitude Test (ASAT)

R Bell, M L Clark

Mr Bell has forwarded from Western Australia analyses completed from data involving 418 students at grade 12 level in 21 Queensland schools, who took the ASAT-B in 1973. Three draft reports were prepared and discussed at a Tertiary Education Entrance Conference convened by the Australian Department of Education in Melbourne during April 1975. One report presented data on test performance relative to sex of students (in respect of which no real bias on the majority of items was found), and social class. No significant relationship was demonstrated between social class and score on ASAT-B, but the findings were not regarded as conclusive. A second report looked at the construct validity of ASAT-B. Correlational, factor and

'smallest space' analyses were undertaken for ASAT items and a series of reference tests. From these it was concluded that ASAT-B was a successful test in achieving its aim of being a broad measure of ability with some justification for splitting the test into verbal and quantitative sections. The third report presented data on reliability, item analysis and total test characteristics. It is proposed to collate data from these reports together with further analyses undertaken by Mr Bell, to form a composite report to the Department of Education.

REVIEWS AND COMPARATIVE STUDIES

The Purposes of Schooling in Australia

H P Schoenheimer

This study is an attempt to chart the emerging role of the school in a time of unprecedented social, political and economic change at the national and global levels.

We will be concerned not only with the historical forces that make up the context in which both formal and informal education take place, but also with the reality of what occurs in the nation's classrooms and in the in-school learning experiences of the individual student. Linking the macrocosm and the microcosm are numerous documents embodying both explicit statements and implicit assumptions of purposes. These emerge in many forms and at many levels, from the Schools Commission and the state departments to teacher organizations, subject associations and individual schools. The influences bearing on such perceptions of purposes, and their present and potential impact in and through the schools, mark the boundaries of the study.

Federal-State Relations in Education

D Tomlinson

This project is a follow-up to the study 'Finance for Education in Australia', part of which was published in the *Quarterly Review of Australian Education*, vol. 6 no. 4. The topic for study has been broadened to include particular aspects of the Australian Schools Commission programs which impinge upon Federal-State responsibility sharing.

Funding is the major issue—general recurrent expenditure, capital grants, recurrent grants to non-government schools, financing arrangements, and so on—but some aspects of programs recommended by the Schools Commission may create special problems for Federal-State cooperation. Among those which will be monitored and reviewed are programs for disadvantaged schools, special education, and innova-

tions. Of particular significance is the development of regions and regional committees of the Schools Commission.

Statistics of expenditure in each of the States and the Commonwealth will be updated as they become available. Trends in expenditure and budget proposals will be reviewed.

Finance for Education in Australia

P Segall

Ms Segall undertook for the Schools Commission a number of analyses of recent expenditure by the Australian and State governments; some have been published in the Commission's recent report. The basic data for the analyses were provided by the Bureau of Census and Statistics after discussion between Ms Segall, the Schools Commission and officers of the Bureau. The data provide an essential base for continuing studies, and will be used in both the study of Federal-State relations referred to above, and other studies as needed.

Education Policies of the Australian Government and The Liberal Party

D Tomlinson

The purpose of this study is to investigate the roles of the parliamentary Liberal Party and its extra-parliamentary organization in the emergence of the Australian Government's involvement in primary and secondary education. The major question to be considered is the significance of the political philosophy and the political organization in policy formulation. To what extent does the political philosophy influence decisions for particular programs? Who participate in the decision-making process? What are the major sources of power in education policy-making? What pressures and constraints are there on policy makers? To what extent do information and research count in policy making?

In the first instance this project involves a historical study of the Commonwealth Government in education between 1949 and 1972. It will embrace the financial role of the Commonwealth, particular programs of assistance for science laboratories, secondary school libraries, and teacher training, assistance to students in the form of taxation concessions and Commonwealth scholarships, and financial grants to independent schools.

The broader purpose of the study is to investigate the process of education policy formulation at the level of government. Follow-up comparative studies of the policy machinery of the Liberal Party and the Labor Party both in government and in opposition are planned.

Community and School

R T Fitzgerald, P W Musgrave (Monash University), D W Pettit

A monograph dealing with the first sample school, an inner city high school, was published as 'School and Neighbourhood' in the *Australian Education Review* vol. 7 nos. 1 & 2. The theoretical framework used in that study has been adapted and expanded to incorporate the findings in the second and third sample schools. The element of change which featured so strongly in the third school—which was sampled for that very characteristic, was the major reason for altering the final research framework. The study of the third metropolitan sample school was completed in December 1974 and the preliminary writing up of the findings for this school has been completed. In addition to the three metropolitan schools, the report will include data collected from two sample country schools. The final report is at draft stage and it is anticipated that it will be published before the end of 1975.

The research work led to the accumulation of a monumental amount of information that reflects the complexity of the relationships that exist between the schools and their neighbourhoods, which differ from one another in human and environmental resources. A major objective of the report will be to suggest models of school organization that may most effectively incorporate the range of possibilities for participation of parents, teachers, citizens and students in the school and the implications of this in terms of the value positions of those responsible for policy and practice.

Australian Education—Information and Review

J Matthews

A fourth edition of the statement on the salary and career structures of teachers in the six Australian states has been distributed to a small number of centres throughout Australia. We have received a number of requests for copies of earlier editions from other centres. We hope to include, in the next edition, information about the ACT and the Northern Territory.

The monthly chronicle of Australian education produced mainly for use by staff continued until May, when Ms Matthews was asked to undertake other work. It was not possible during the year, to prepare the planned review of continuing education, but Ms Matthews' knowledge of the Australian educational scene enabled her to do the major work in the preparation of 'Educational Policy and Political Platform: The Australian Labor Government' vol. 7 no. 4 of *Australian Education Review*—the new title given to the former *Quarterly Review of Australian Education*.

UNESCO Abstracts

J Matthews

Abstracts of important Australian reports on education continue to be provided to UNESCO-IBE. During the twelve months from June 1974 abstracts have been provided of the following reports:

- Care and Education of Young Children (the report of the Australian Pre-schools Committee).
- Expansion of Medical Education (a report of the Australian Universities Commission).
- Open Tertiary Education (a report of the Australian Universities Commission).
- Report of the Consultative Council on Pre-school Child Development (Victoria).
- TAFE in Australia—report on needs in Technical and Further Education by the Australian Committee on Technical and Further Education.
- Children's Commission Act 1975 (Australian Government).
- Report of Schools Commission for the Triennium 1976-78.
- Report of Committee on Religious Education in State Schools in Victoria.

This is a fairly costly service, only parts of the costs being met, but one that we consider worth continuing.

Australian Education Review

Ed. H P Schoenheimer

Topics already being developed for publication include Teacher Education, Continuing Education, International Education, Moral Education, and Federal-State Relations in Financing Australian Education.

Assessment for Australian Capital Territory Secondary Schools

(formerly under heading: Examinations and Their Alternatives in Transition to Tertiary Education)

P Thomson

The report on alternative assessment procedures for secondary schools was commissioned by the ACT Interim Schools Authority mid-way through 1974. Its preparation involved a review of the various assessment and moderation procedures that were being conducted in the different Australian states. The final report was published in October 1974 and its conclusion took the form of a series of suggested strategies and essential considerations to guide the Authority when making their decisions.

Initially 550 copies of the report were published mainly for distribution within the ACT. Two further production runs have been made since initial publication as interest in the problems dealt with were seen to have relevance to an Australia-wide context.

Swinburne Community School: A Case Study

P Thomson

The report of this case study has been accepted as a basis for a thesis for a Master of Education degree. The first draft of the report was completed in March and in the light of the various suggestions and comments that have been made a final form is now in preparation.

CURRICULUM INNOVATION AND EVALUATION

Mathematics for Primary Schools—Conference

Following a suggestion from the Queensland Department of Education in 1974 that the time was ripe for a review of primary school mathematics, a conference was convened by ACER in Melbourne from August 18 to August 22 last, to discuss developments since the last conference in 1964, and to consider future developments in content, approach, evaluation, materials and aids, and the preparation of teachers.

The Australian-American Education Foundation supported the visit of Dr Ann McAloon from Educational Testing Services for the conference, which was attended by representatives from the six State Departments of Education, the Australian Department of Education, the Education Authority in ACT, the Department of Education in the Northern Territory, the Curriculum Development Centre, and the New Zealand Department of Education.

A number of background papers was solicited from professional mathematicians, teachers in secondary schools, lecturers in CAE's, and others, and papers for discussion at the conference or direct use by the participants were prepared on the following topics by the persons shown:

Recent Changes in Curriculum, Content and Organization of Primary Mathematics and their Effects and Implications. E J King (NSW).

Changes in Emphases and in Methods of Approach for Primary Mathematics in the Last Decade and their Effects and Implications. N Hoffman (WA).

American Experiences in Primary Mathematics over the Last Decade and Current Trends on the subject in USA; and Creative Teaching and its Effective Assessment. A McAloon (USA).

- Teaching Mathematics in New Zealand Primary Schools 1965-75. J Cox (NZ).
- Changes in the Relation between Primary and Early Secondary Mathematics in the Last Decade. K Hamann (SA).
- A Review of Teaching Materials and Other Resources used in Primary Mathematics. R Boxall (Q'ld).
- Changes in Assessment Procedures in the Last Decade and their Effects and Influences. J Kelly (Tas.).
- Changes in the Preparation of Teachers—Pre-service and In-service, in the Last Decade. R Cowban (Vic.).
- A Comparison of Primary Mathematics Courses used in the Australian States and New Zealand in 1975. K Kee (ACER).

The outcomes of the conference are much less well defined than those of the 1964 Conference, from which there originated both a framework of a course of study, which was a basis for all the states' courses in the years that followed, and a source book—*Background in Mathematics*—which was widely distributed.

The 1975 Conference agreed that there was need for a comprehensive range of resource booklets which would help teachers to adopt what was thought to be an improved approach to the child's learning of mathematics in the primary school. This idea is being further pursued.

Some revision of the content of the 1964 course was generally approved. It was also generally agreed that specific content was less important than that the teacher should be aware of each child's needs, familiar with ideas about how and why children learn, able to use varied resource material to encourage effective learning, and willing and able to use the child's experiences and activities, in his environment, as sources for the development both of competence in dealing with mathematical ideas, and of an interest in them.

A report of the conference, which includes background papers, main papers, a summary of the conference activities, a consolidation of the discussions of working parties on content, approaches, and methodology and edited copies of papers prepared by other working parties on pre-service education, in-service education, and evaluation, has been provided to those participating.

Home Start

R Combes

The grant from the Child Care Research Committee enabled Ms Combes to have two films, a number of slides, and several pamphlets prepared, all dealing with the development of children in the first year of their life. She was able to try these out with groups of parents, and as a result to improve the slide collections and the pamphlets.

Ms Combes returned to full time work at the (Victorian) Institute for Early Childhood Development in 1975, but has continued to improve the materials.

We expect that the IECD will act as a centre from which the materials will be disseminated.

Junior Secondary Science Project

As reported last year, the materials for this Project were completely revised. Since I last reported, all the remaining units have been published—seventeen in all—by Cheshire's Pty Ltd.

They have had a good reception, and our views have already been sought about revisions prior to another reprinting. Small sales have been made to both USA and UK.

Social Change

M Ayres, K Piper

The first part of the second set of materials related to Social Change, *The Desert Aborigines*, was prepared and trialled in three Victorian metropolitan and country secondary schools. The trials which took place early in the 1975 school year incorporated an evaluation of the material as part of the Social Science Evaluation Project.

Work is currently underway on the second segment of the project—*Jigalong*. This part looks at the effects of the move from the desert to Jigalong, a government reserve in Western Australia, on the Western Desert Aborigines.

Trials for this second part of the project, the material for which includes slides and a cassette sound tape, will take place towards the end of 1975.

Educating for Leisure (Phase I)

J P Keeves, R Davey, U Ozolins

A grant was received from the Department of Tourism and Recreation of the Australian Government to undertake preliminary analyses and to prepare an introductory report to a major study which would start later in the year. The preparatory study undertook two sets of analyses:

- (a) An analysis of the data stored in the IEA (Australia) Data Bank pertaining to the correlates of the leisure time activities of 14-year-old students in 1970, and 16-year-old students and post-school youth in 1972.

- (b) An analysis of the interview records for a subsample of 110 from the total sample of 900 Victorian students in the IEA study of 1970, for whom in-depth interviews were conducted in 1974.

A report is in the course of preparation. The former set of analyses have helped to identify the relative contribution of selected student factors to participation in recreational reading. In addition they have provided information on the location of selected leisure time activities within either the school, the home or the peer group as well as to determine the variation in the location of such activities according to educational status, sex, type of school attended, language background of home, and occupational status of the father of the person responding.

The interview records have thrown light on school, work and leisure time activities in relation to school programs and work experiences.

Educating for Leisure (Phase II)

D W Fox

In the second phase of the study, also funded by the Australian Department of Tourism and Recreation, an initial task will involve reviewing recent Australian Reports and research studies into the recreational interests and activities of Australian adolescents, including the report prepared in the first phase and subsequently to prepare a detailed research proposal for a study to be undertaken into how schools are educating for leisure.

Essential Learning about Society

K Piper, J Kimpton

The project on Essential Learning about Society, funded by the AACRDE, seeks to investigate the following questions:

- Is there a body of learning about society, and about living in society, which children leaving the school system to enter the wider society *need* to possess if they are to participate fully and equally in Australian society? If so, can this *essential* learning be specified?
- To what extent is there agreement, or lack of it, among various groups in Australian society as to what constitutes this *essential* learning?

The research will be carried out in three stages. In the first stage we will be seeking, by means of reading and small workshop groups, to establish a working list of items of essential learning about society. The second stage will consist of an Australia-wide survey to sample the views of academics, educators, parents, pupils, and a number of

community groups. In the third stage we will be looking at the extent of agreement, or lack of it, between teachers of social science subjects and teachers of other areas of the curriculum as to what constitutes this essential learning about society.

Communications Media

R Smith

Discussions with teachers, lecturers from institutes of technology and curriculum research officers, indicate the need for classroom materials which will provide a basic study of communications media for students in secondary schools.

As part of an integrated course, a pilot unit 'Aesthetics—a basis for communications media' has been developed. This unit provides clear instructions, procedures, factual materials, background information and suggestions for extension activities. A feasibility study which involves a mini-trial of the core of the unit is now being undertaken.

The aims of the course are to equip students to use, compare, judge and criticize 'media' and their effect, and to give students an awareness of an extended and integrated range of media.

If the trials of the unit are successful it is planned to develop further units in the basic areas of writing, voice and sound, and graphics.

TEST RESEARCH AND DEVELOPMENT

Migrant Education (Testing) Project

W Renehan, G Withers, R Dabke, J Emmins, E Hoare, O Lademann

Work continued into the second year of this three year project, funded now by the Australian Department of Education, to prepare tests and other devices for use by teachers of migrant children, relating to English and other school subjects.

Following school visits early in 1974, a survey of teacher activity and opinion, and interstate consultations, a program of test writing began in July 1974. We began with one of the four accepted areas of language competence, listening, and have completed some forty tests in this area, to be trial tested from September 1975. These tests cover auditory perception, comprehension of grammatical meaning, comprehension of lexical meaning, integrated comprehension and communicative competence. In addition work has been started on the other three areas and some twenty tests are already prepared for inclusion in the trial testing program. Tests will be tried out in all states.

As reported last year, we have concentrated on upper primary and junior secondary grades, but pilot testing already carried out on samples of native speakers and migrant children suggests that many tests will be applicable to children older or younger than our target group.

Australian Test of Advanced Music Studies (ATAMS)

D Bridges, B Rechter, J Bryce, J P Keeves

After the provisional final version had been tried out in 1974, and modifications made as a result, it was agreed with the AACRDE that the test should be published and distributed by ACER.

It was made available in final form late in 1974, the material including: 3 Test Booklets, 3 Tapes, an Information and Answer Booklet, Score Keys, and an Interim Handbook.

Those who purchased the test were asked to provide information about the later performance of students who took the test, as well as performance on the tests, and several institutions did so.

It was hoped that the information obtained from testing in 1974 would yield valuable validation data and a grant was received from the AACRDE to enable a validation study to be undertaken and written up in the first part of 1975. Unfortunately the variations in the data obtained made it extremely difficult to place institutions on any common scale. It has not yet been possible to complete the study and incorporate all necessary material in the report. It is hoped, however, that it can be completed before the end of the year by Dr Bridges (now at the Nursery School Teachers' College in New South Wales) and Mr Rechter (now at Lincoln College in Victoria), with assistance from Dr Keeves.

Australian Item Bank Project

J Foyster and seconded staff

Since the last report mathematics item-writing workshops have been held in Launceston, Cairns, Katherine and Melbourne, science item-writing workshops in Canberra, Melbourne, Katherine and Adelaide, and social science workshops in Canberra and Hobart.

The first trial-testing program was held in September/October 1974 and the data acquired has been collated. Approximately 3 500 questions in mathematics and science were tested in this period.

The 1975 trial-testing program was modified so that schools could nominate topics in which they wished to use tests. Some 425 schools are being supplied with copies of one or more of the 84 trial forms prepared earlier in the year.

The meeting of liaison officers in November 1974 requested the preparation of books of items for publication in 1975. Two books of multiple-choice items will be made available to secondary schools throughout Australia before the end of the year. One book will contain 300 mathematics questions, while the second will contain 200 science questions suitable for use at grade 10. Explanatory material is to be bound with each book. This will introduce teachers to the system of retrieval proposed for the bank in terms of item classification.

It had been hoped that it would be possible to devote some considerable attention to the development of a computerized item-banking system in 1974-75. Lack of finance has, however, hampered progress so that while the advantages of some aspects of computerization have been demonstrated, little genuine progress can be reported. This situation may be partly rectified by a special grant of \$10 000 which has been offered by the Schools Commission. Conditions of this grant are still the subject of negotiation.

Physics Diagnostic Tests

P Thomson, K Kee

Work has begun on the revision of our existing Physics Test Program. The tests currently available are based on a course which has been greatly revised in recent years. An investigation of Australian physics courses at grades 11 and 12 has led to the identification of twenty-five topics with common content. By adding some new questions and revising questions in the existing tests it is planned to produce a diagnostic test on each of these topics. The first four of these tests will be used experimentally in schools in October 1975.

Biology Diagnostic and Achievement Tests

P Thomson, P Allanson

Work has been completed on the grade 11 program with the writing of two new diagnostic tests and the preparation of explanatory aids for the achievement tests. In 1976 the grade 11 battery will consist of ten diagnostic and five achievement tests.

The preparation of explanatory aids for the grade 12 achievement tests is a current activity. An additional achievement test is being written for this battery making a total of nine diagnostic and six achievement tests.

Chemistry Diagnostic and Achievement Tests

P Thomson, M Cropley

This program has now been completed with the publication in May this year of two achievement tests to go with the eighteen diagnostic tests already available for use at grade 11.

Junior Secondary Mathematics Topic Tests

R M Wines

Contact has been established with item writers through conferences and workshops and over 500 items have been written covering most of the topic areas. Some trial testing has been undertaken, to assess the possibilities of the Rasch measurement scale for test interpretation in terms of relative mastery and diagnostic use. Further editing and item writing to cover gaps in content and process objectives will continue during 1975 and trial testing is envisaged for 1976, with production of final forms by the end of that year.

Australian Scholastic Aptitude Test (ASAT)

P Thomson, M Ryan, J Foyster, B Hay

The development of the Australian Scholastic Aptitude Test Series D has been completed for 1975. Testing will take place in September and November this year. The Australian Capital Territory and the Northern Territory have joined the program for the first time. Other states using the tests are Queensland and Western Australia.

Work has begun on the production of a new version of the test for 1976.

Primary Evaluation Program (PEP) Reading Test R

B Johnson, M L Clark, W T Renehan

During 1974-75 the development of a new reading test has been completed, trial testing having been carried out in first and second terms 1975. The test items have been written to a model devised by Dr Clark and Ms Johnson as a result of their research into the structure of reading abilities. Norms based on both age and grade groupings will be calculated from norming programs to be conducted in October 1975 and in April 1976.

Screening Tests in Reading

M Ryan, M L Clark

Work has commenced on items for a reading screening test proposed for use at upper primary and lower secondary levels. Short paragraphs

will be employed with one or two questions on each. A study of question placement pre- or post-paragraph is being made. Items will be edited with a view to trial testing in October 1975.

Social Science Evaluation Project

K Piper

The two-year project on evaluation in the social sciences, funded by the National Committee on Social Science Teaching, was completed in June 1975. The project has concentrated on production of evaluation materials designed to meet the needs of the classroom teacher.

The materials produced by the project consist of:

- (a) Forty-nine criterion referenced tests, comprising sixteen tests of Understanding Concepts and Generalizations and thirty-three tests of Inquiry Skills. The tests are designed for use at three levels, corresponding to the junior, middle, and senior years of secondary school.
- (b) Fourteen attitude scales, designed as models of scale types suitable for classroom use.
- (c) A teachers' handbook on evaluation in the social sciences. The handbook includes a general model for evaluation in the social sciences, a model for evaluating instructional materials, descriptions of the tests and scales, the classification of criteria in Knowledge and Inquiry Skills on which the criterion referenced tests are based, test data, a practical section on the construction of classroom evaluation instruments, as well as a general discussion of evaluation problems, practices, and procedures.

The materials are being published by the Australian Government Publishing Service, and sets will be distributed by the National Committee on Social Science Teaching to all secondary schools in Australia.

AM Series (Primary) Mathematics Tests

J Foyster

Mr Foyster has continued the revision of the teachers' handbook and technical supplement referred to in last year's handbook, in collaboration with Advisory Service staff, whenever time has permitted. Format of normative data presentation has involved considerable discussion, but a satisfactory method of presenting raw score—stanine conversions which highlight the effect of standard errors in graphical form, has been evolved. It is planned to make revised manuals available at the beginning of the 1976 school year.

Class Achievement Test in Mathematics

J Foyster

The survey test briefly mentioned in the previous report is to be a test of about 50 items, suitable for use in year 6 or 7; it is to be accompanied by a chart designed to assist teachers analyse the performance of the whole class, as well as individuals.

CSTP Tests of Scholastic Ability

P Thomson, J Baldwin

The last of the tests in humanities, mathematics, science and written expression developed over a four-year contract for use at two levels: level 1 (grade 6 & 7) and level 2 (grades 8 & 9) for schools participating in the program were completed this year. For the next three years tests will be assembled quickly from items prepared and trialled previously, thus involving only a small amount of Test Development staff time.

Test of Learning Ability (TOLA)

H Rowe

Newly designed answer sheets for both TOLA 4 and TOLA 6 were introduced this year and used in norming programs. The norming of TOLA 6 for NSW departmental schools has been completed with a sample of just under 8 000 pupils born between 1.1.1962 and 1.1.1965. Norming of TOLA 4 for NSW schools will be completed before the end of 1975. A new edition of the manual and interim technical supplement is being prepared.

The TOLA tests are being made available to other states on a restricted trial basis.

School Readiness Check Lists

H Rowe, R Davey

The School Readiness Check List for Teachers and the Check List for Parents prepared and used experimentally with 3 000 school beginners during 1973-74 has this year again been used with 1 500 school beginners by the Victorian Education Department and with some other samples. Validation studies are in progress and a handbook to accompany the Check Lists is planned for early in 1976.

Early Screening Tests

H Rowe

A trial edition of the following ACER Early Screening Tests has been printed for experimental use:

- Auditory Discrimination Test
- Recognition of Initial Consonant Sounds
- Figure Formation
- Number Test

A number of additional tests in the series is in preparation and it is expected that they will be available for experimental use during 1976.

The tests in the Early Screening series are specifically designed to be used by teachers. The aim of the tests is to establish levels of performance and so provide teachers with a set of tools which may assist in the identification of children who may be at risk with learning handicaps or other school problems. The tasks included in the Early Screening Tests are based on regular classroom activity and may be expected to provide minimal interruption to the teaching program.

While designed for use with school beginners the Early Screening tests, because of their diagnostic nature, may be expected to provide a useful tool for remedial teachers in the lower primary school.

Group Non Verbal Tests of General Ability

H Rowe, R Becker

A review of available group tests is nearing completion and a Test Bibliography and Bulletin is being prepared. Trials of previously used items and some new item types are expected to start in third term, 1975. It is planned to produce a revised version of an earlier test for standardization late in 1976.

General Ability Tests

H Rowe

Due to shortage of staff and other pressures this project has progressed little during the past twelve months. Considerations of a more theoretical nature should, during 1975-76, result in a number of papers related to the rationale underlying the assessment of general ability for various purposes. Special emphasis will be placed on ways of assessing critical thinking, problem solving ability, and giftedness.

Revision of a number of older ACER group intelligence tests has been started.

Wechsler Intelligence Scale for Children—Revised (WISC-R) (1974)

H Rowe

After consultation with the American publishers, a number of substitute items were prepared and incorporated into an Australian printing of the record form. A list of the suggested changes is enclosed with each Manual as *Notes for Australian Users of WISC-R*.

Australian psychologists and users of WISC-R are providing information to ACER concerning the use of the test with Australian children.

A small validity study and investigation of norms with Australian children will be conducted during term 3, 1975. A report should be available at the beginning of 1976.

Music Evaluation Project

J Bryce

This project has been funded by the AACRDE. Work commenced on it in January 1975. The aim is to produce a series of diagnostic music tests based on the Objectives of the Experimental Teaching Project, a research project directed by Professor Max Cooke at the Melbourne University Faculty of Music. Professor Cooke and Ms Bryce are joint Chief Investigators. To date a series of music teaching objectives has been written and draft forms of a music reading and a pitch discrimination test have been prepared. Trial testing has been arranged for September.

TESTING PROGRAMS AND SERVICES

NSW Primary Evaluation Program

B Johnson, E Watson, W T Renehan, M L Clark

The program, which began as the NSW Basic Skills Testing Program in 1962, continues as a cooperative venture between the Department of Education and ACER. Under this program tests in mathematics, reading, spelling, listening comprehension, and study skills are distributed annually to approximately 1 000 NSW government schools. As mentioned elsewhere in this report a revised reading test has been prepared and will be available in the 1976 program.

During April 1975 normative data were collected for the spelling, listening, and study skills (reference materials) tests. The same tests will be renormed, for third term, in October 1975. The program will thus be in a position to publish both first and third term norms for

all current tests at the beginning of 1976 (these are already available for the mathematics tests) and for the new reading test in August 1976. The provision of these norms should enable schools to use the tests more flexibly during the school year.

Victorian Primary Schools Testing Program

B Johnson

As a result of meetings held with members of the Victorian Education Department, a testing program using Basic Skills Test R (reading) and Test E1 (spelling) will be conducted early in October in a sample of government primary schools. The purpose is to compare results with those from the 1967 program and to ascertain trends in some aspects of reading and spelling performance.

Cooperative Scholarship Testing Program

E Watson

The program has again been conducted on behalf of a number of independent schools in all Australian states. In 1975, 108 schools took part. The program is controlled by an ad hoc committee of headmasters, headmistresses, and ACER staff under the chairmanship of Rev. H R Stevens. Tests were administered, on 26 July, to approximately 9 000 candidates registered for scholarships offered by these schools.

The examination is conducted at two levels: Level 1, for entrance next year to secondary school; and Level 2, for children advancing next year to third year of secondary school. It is administered at the participating schools and at centres set up by ACER in approximately 50 rural and 20 overseas cities or towns. Tests are marked at ACER, scores standardized for level and state, and results returned to schools which then use the test data to make their scholarship awards.

ASAT Special Testing Programs

P Thomson

In the past twelve months ACER has tested over 2 000 candidates applying for places in tertiary courses under some form of special entry provision. The majority of the candidates fell into the 'mature-age' category and had been away from formal schooling for a number of years. The test employed was the Australian Scholastic Aptitude Test (ASAT) and in most cases performance on the test was used to screen out a group of candidates for interviews before the final selection was made.

Some fourteen tertiary institutions were involved in last year's program and there are indications that the number could grow in future years.

Miscellaneous Testing Services

B Johnson, J Baldwin

ACER has again provided supervision for a number of Educational Testing Service (USA) examinations and advice to students requiring information about them. This seems to be a steadily growing commitment and poses some administrative problems, but we consider it desirable to maintain this link with ETS. A similar, but smaller, service has also continued on behalf of the Psychological Corporation of New York.

Test Publishing Services

Advisory and Publishing Staff

During the year arrangements were completed with the NSW Division of Vocational Guidance Services, Department of Labor and Industry, for the publication of the STIT (Sweet Technical Information Test) and this is now on sale. Copy for the WASP (Weber Advanced Spatial Perception) test is ready for printing.

Negotiations have been entered into with Dr Tyrer of the Queensland University, Medical Professorial Unit, for the publication of the Queensland Aphasia and Language Test (QALT).

ADVISORY SERVICES

Psychological Services

D M Bradshaw, J Jenkinson

This year has seen the continuation of the trend previously noted of a marked increase in the demands on psychological services created by the expansion of departments of psychology and special education courses in tertiary institutions. This is reflected in a sharp rise in the number of psychologists applying to be registered as test users, an increase of almost one hundred per cent in applications as compared with 1973-74. The associated rise in requests for information and advice has curtailed even further the amount of time available to staff for evaluative work. Effort in this direction has been confined to editorial work on tests in publication and comment on tests either in preparation or under consideration for publication.

The increase in demand has also led to considerable strain being placed on the part-time test librarian and consequently on professional staff who deal with loans in her absence.

Ways of reducing this strain have been considered and some are being implemented. These include closing the test library in the test librarian's absence, a move which, so far, has been only partially successful, and encouraging institutions to establish their own test libraries, for which detailed guidelines are provided. It is hoped that these measures will have the ultimate effect of reducing individual requests.

The reduction of individual consultation whether personally or by letter and telephone, on which approximately 66 per cent of available time is at present spent, will be more difficult to achieve although the prospects of undertaking test maintenance or adaptation are not encouraging without a substantial reduction in time involved in consultation. The major problem will be in directing enquiries to other channels and reducing expectations of the services that can be provided by ACER.

A direct consequence of increased pressure has been a lag in the publication of the *Bulletin for Psychologists*. Only one has been produced this year, although a second issue is almost completed. A new psychological catalogue has been produced, previously published annotated test bibliographies have been updated, and a lengthy bibliography on reading tests has been completed. Two displays of tests have been prepared, one for the annual conference of New South Wales School Counsellors, one for the 10th Annual Conference of the Australian Psychological Society.

The assessment of qualifications has become a very much more complex matter, mainly because of the increased number of professional workers with overseas qualifications which do not fit the normally accepted criteria in Australia. Predominantly, these are guidance counsellors and reading specialists. Special education courses developing in Australia present some of the same problems. Psychological Services staff have a growing conviction that test classifications need a fresh appraisal. It is now some years since this was done by a broad committee. Furthermore, a need is seen for some defined support from the Australian Psychological Society in approving courses of training in specific tests for certain occupational groups. These courses are few at present but are bound to increase in the near future.

Some preliminary discussions with psychologists in Victoria about the need for updating existing norms and for the provision of Australian norms for overseas tests, suggests that there are many untapped sources of data that could be utilized, given a systematic approach. It is proposed to give as much attention as possible to this activity in the coming year and wherever possible to organize it on a continuing basis.

Educational Services

P Jeffery, N McBean

The servicing of enquiries made about testing occupies a substantial proportion of the time of educational advisory staff. We receive also many requests for advice on educational matters involving the use of teaching aids, remedial techniques, and in general ways 'what research says to the teacher'.

In 1974 we wrote over 600 letters mainly to teachers in primary and lower secondary school classes, and a large volume of correspondence was dealt with simply by sending an *Educational Catalogue* or brochures with a compliments card.

Requests for loans from our test library have nearly doubled in the last three or four years. In accordance with general policy an increasing emphasis has been placed on advising and encouraging institutions to set up their own test libraries, with the result that a number have been established during the year.

The increased involvement of ACER in publication and distribution of materials in recent years has made it necessary to evaluate new materials. Our evaluation of educational materials consists mainly of studies of materials which have a definite research basis and which have included some form of empirical evaluation procedures in the development of the program and supporting aids. An evaluation of *Perceptual Skills Curriculum* by J Rosner has been mounted at a school in Colac but planned interstate trials have not yet been established due to supply difficulties. *Towards Affective Development* (AGS) is being evaluated by a lecturer at a Queensland College of Advanced Education. The NSW Test Advisory Committee is evaluating several tests on our behalf.

A steady flow of *Review Reports* on various materials has now begun as reviews set up in all states are being completed. These *Review Reports* are appreciated by teachers studying materials prior to purchase or in connection with further studies.

Advisory staff have assisted other sections of ACER in test development and with other projects by providing critical comment on ACER tests and handbooks or those of outside authors. Two of these involvements in 1974-75 were to prepare the manuals for the *Basic Skills Tests* battery for release for general sale, and evaluation of *Keymath* (AGS) prior to making it available for sale.

The *Advisory Services Bulletin No. 1* (General Information on ACER), *A Graded List of Tests and Materials Available from ACER*, and *ACER Publications* were updated and reprinted for distribution primarily to final year students at teacher education institutions throughout the country but also to teachers via displays, teacher centre distributions and other means. A number of service documents supplementing interim test manuals or providing information for local users of overseas tests have been prepared.

An important aspect of dissemination activities lies in the liaison established with Advisory Teachers, Resource Centres, Education and Teacher Centres, personnel at Colleges of Advanced Education, Special Education Units and the like. It has proven valuable to spend a fair amount of time with such personnel as lecturers in teacher education institutions who assist us in informing teachers of instruments available to them, by giving away our literature and relaying verbal advice from advisory officers.

LIBRARY

M A Findlay

A concerted effort has been made during the period under review to maintain and wherever possible improve the efficiency of the library and its service to ACER staff. Library usage by staff continued to be maintained at a high level. The demands for interlibrary loans, i.e. material obtained from other libraries, have not increased, showing that the collection has continued to meet staff requirements.

The library collection grew steadily during the year to 12 000 titles with an average monthly growth of 80 titles. Development of this nature entailed constant maintenance of the stock with the necessity to keep the material current. Titles which were no longer relevant to ACER purposes were discarded. Older material which had historical value to educational research was transferred from the general library area to a closed stack.

Much the same comment applied to the serials which now total 1 900 titles. Constant review of their usage and relevance is made to determine the length of time that they should be retained. The more important titles are retained indefinitely and bound for preservation.

Use was made as usual of external sources. Close contact was maintained with the National Library of Australia, Canberra, where the newly established Education Information Service carries out searches on the ERIC (Educational Resources Information Service) data base. The librarian attended a decentralized profile writing seminar in April 1975, where a group of twenty-five librarians were trained to a standard of profile writing which would be acceptable for direct processing into the ERIC data base. Use has been made of this service and several ACER profiles are being processed.

The library continues to prepare the *Australian Education Index*, which remains the major source of bibliographic information on Australian education.

DISTRIBUTION SERVICES

The Distribution Services Division* is responsible for all functions

* Mr E McIlroy is Officer in Charge of the Division.

involved in our trading operations including inventory control, procurement of stock, invoicing, despatch of sales orders and warehousing; and for the provision of service facilities to other sections of ACER to receive, store and distribute subscription journals, testing program materials, library and test library loans, trial testing items, etc. Over 23 000 invoices were issued during the year to supply the 21 541 separate orders received and both of these figures are the highest recorded in any one year.

Excluding subscriptions to journals, the gross sales income was \$954 051 after adjustments. This was 38 per cent above that for 1973-74. This is due to the three factors of increased number of orders, increase in 'quantity' of average order, and higher prices. It is estimated that half of the total increase is due to higher turnover and half due to price increases.

Increased income was derived from each of the four broad classifications of material sold: tests and associated components, educational materials, books, and the special import or printing of items not catalogued or normally held in stock. Whilst the increase in the test area was of the order of 25 per cent, the greatest absolute increase was in the sales of educational materials, with an increase of 68 per cent in income. In particular this reflected the higher sales of Peabody Language Development Kits and it is apparent that these were influenced by the grants to disadvantaged schools.

In aggregate, the income received from the sale of ACER publications was \$344 459 with \$609 592 from non ACER publications. The latter figure includes an estimated \$95 000 from items reprinted by ACER under licence from the original publishers.

On a geographic basis, sales income was approximately in the population ratio of the States. On an institutional basis sales to government primary schools amounted in round figures to \$194 000, to government secondary schools \$84 000, non-government schools \$83 000, universities \$76 000, teacher education centres \$37 000, education departments \$305 000, other state departments \$90 000, Australian (Commonwealth) departments \$17 000 and Other \$72 000.

The previous pattern where a limited number of items provided a relatively high percentage of our income has continued. The twenty most profitable items comprised thirteen tests and seven items of educational materials. The tests were: ACER Biology Tests Form 6 and Form 5, Illinois Test of Psycholinguistic Abilities, ACER AM Mathematics Tests, Neale Analysis of Reading Ability, ACER Diagnostic Chemistry Tests Form 5, Wechsler Intelligence Scale for Children, Progressive Achievement Tests Form A, ACER Primary Reading Survey Tests Form R, Standard Progressive Matrices, Wechsler Pre-school and Primary Scale of Intelligence, Wechsler Adult Intelligence Scale and the Revised Stanford Binet Intelligence Scale. It will be noted that seven of the tests are educational and

six psychological; five are ACER publications and eight are non-ACER but four of these are reprinted under licence.

The seven items of educational materials were: the four levels of the Peabody Language Development Kits, the Western Australian Reading Development Scheme, the Programmed Reading Kit, and the Individual Mathematics Programme Kit C. A total of 1 300 Peabody Language Development Kits and 1 000 Western Australian Reading Development Scheme Kits were distributed including the supply of 400 WARDS kits to the NSW Education Department and 200 to the Western Australian Education Department. The latter were subject to a special price in accordance with the original publishing agreement.

The major additions to stock during the year were the Bougainville Kit, Naylor Harwood Adult Intelligence Scale, Understanding in Science Test, and the Australian Test of Advanced Musical Studies following publication by ACER, and the Wechsler Intelligence Scale for Children (Revised Edition), and McCarthy Scales of Children's Abilities from the Psychological Corporation.

Only five books produced an income exceeding \$2 000 in the year, viz: Reading Aids Through the Grades, Listening Aids Through the Grades, Books for the Retarded Reader, Directory of Philanthropic Trusts, and School and Neighbourhood. The income from these five titles is more than fifty per cent of the total income of approximately \$40 000 derived from the sale of all books. Included in the total is an amount of \$15 000 credited to the Publications Fund as income resulting from the sale of titles published by the Fund. After allocation of all appropriate costs additional to the cost of printing there was a deficit for the year of \$9 653 in the Publications Fund. Basically this is the result of a high unit cost rate associated with a low production quantity and the impossibility of an appropriate mark up on cost unless the price is set at a prohibitive level. It is also relevant that the complimentary distribution of each new title of some 180 copies was a cost to the fund of books to a retail value of \$8 400 during the current year.

The value of stock rose from \$99 820 in 1974 to \$161 200 at June 30, 1975. This reflects the higher cost of stock, increased stock levels necessary to meet the higher demand rate, and the addition of new items to stock. The total stock available represents about four months' sales with a small margin only over the lead time for replacement. Despite the small margin a very high degree of ex stock availability was maintained during the year. The total amount of material handled including local production involved 4 000 000 Test and Answer Sheets, 200 000 Books, Manuals or single unit type items, 4 000 kits of materials and 2 200 'special' orders.

Following a general revision of pricing policy in April 1974 as detailed in last year's report, all costs were kept under constant review. There are three basic sources of supply of our stock range: items

published by ACER and printed in Australia, items imported direct from the overseas publisher, and items purchased from the Australian publisher or Australian agent of the overseas publisher. The prices of ACER published items are based on the Australian cost of production, for imported items prices are based on the landed cost and in the third category a retail price is recommended by the Australian publisher/agent. The operating cost of salaries, freight, overheads, etc. is a common element in each of the three categories. A major revision of the basis of pricing for ACER published items was implemented from April 1975 with an average increase of twenty-five per cent although individual items were amended by a greater or lesser extent. An amended basis for the pricing of imported items was also established including allowance for the devaluation of Australian currency in September, 1974. The price of certain imported items was changed from January 1975 and the balance from April 1975 in conjunction with the revised prices for ACER publications. With minor exceptions it is our practice to use the recommended retail price where this is established by the Australian publisher/agent. The numerous changes in this area have introduced practical problems with our Price Lists which have to be available because of the mail order nature of our operations. A considerable increase in the number of requests for price information or quotations prior to order has become apparent during the year.

A satisfactory rate of profit has been maintained. The operating and supply costs were \$721 000 providing a surplus of income over expenditure of \$233 000. Costs of the Advisory Services divisions of \$102 000 were met from this surplus: the balance did not quite meet the deficits on the ACER's other activities.

PUBLISHING

Australian Journal of Education

We continue to be indebted to Professor Debus and his colleagues at the University of Sydney who edit the Journal for ACER. Its high quality continues and its character as a journal for research articles becomes more noticeable as time goes on.

Subscribers number now only some 2 700 as against over 5 000 in 1974: the new Journal of the Australian College of Education has taken away most of the College members from the subscription lists.

Costs have increased also, and a reduction has been necessary in the size of the Journal. We will need to watch its costs carefully: rapidly increasing printing costs, and the higher postage costs, may

require a decision to end its publication. Certainly in 1976 we must increase the subscription charge by at least 20 per cent to cover even the increases already made in printing and postal charges.

Australian Education Review

In August last we produced the last issue of the Australian Education Review to be published under the annual subscription arrangements. Future issues will be sold as separate publications on a 'standing order' basis. It is hoped that this move will solve some of the production and distribution problems associated with the task of producing high quality issues in the Review series.

Publishing Division Activities

D Maguire, A Kumm

Publishing activity continued at a high level in all areas. Perhaps the year was notable for the editorial, artistic, and design effort required, not only on new tests such as the Early Screening Tests and Australian Study of School Performance, but also on the multi-media Social Science Kit, *Bougainville: A Case Study*, which was published in February 1975. Development and planning of the Kit was by B M Bullivant, direction and planning by R T Fitzgerald, research and development by Judith Crosher, editorial research by Anne Kumm, and design by G A Coleman.

Publishing's contribution towards the development of social science materials is continuing in the form of assistance in the production of trial materials for the *Aboriginal Case Study*.

During the year we finalized long-standing negotiations for the overseas publication of an ACER title. *Objective Tests and Mathematical Learning* by Noel Wilson was published by Oliver and Boyd in the UK. A publishing agreement covering the ACER AM Mathematics Series is imminent and should result in a much wider distribution of these tests outside Australia.

Books, Reports, Papers and Periodicals Published

(a) books and reports

A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint by K D Collis (ACER Research Series No. 95).

School Leavers in Australia 1971-1972 by W C Radford and R E Wilkes (ACER Research Series No. 96).

Testing for Student Selection at Tertiary Level by W McDonnell.

Career and Salary Structures of Teachers in Government Schools in the Australian States. Third edition August 1974, compiled by W C Radford and J Matthews; and fourth edition, August 1975, compiled by W C Radford and J Matthews. (Limited edition only.) In addition a Supplement to the third edition was produced for information on New Zealand structures. (Limited edition only.)

Home Environment and School Study Reports by J P Keeves.

- No. 1 'Can Teachers Make a Difference?' Reprinted from: Council of Teachers' College Staff Associations (Victoria) Teacher Education—The Way Ahead.
- No. 2 'Some Attitude Scales for Educational Research Purposes'.
- No. 3 'The Detection of Curvilinear and Configural Relationships'.
- No. 4 'The Home, the School, and Achievement in Mathematics and Science'.
- No. 5 'The Performance Cycle: Motivation and Attention as Mediating Variables in School Performance'.

Commonwealth Secondary Scholarship Examination Reports

- No. 1 'Some Studies in the Validity of the CSSE Tests' by J D Thomson and J P Keeves.
- No. 2 'Supplementary Analyses of the 1972 CSSE Tests Using Little Jiffy Mark IV and Smallest Space Analyses' by J D Thomson.
- No. 3 'The Effects of Coaching for the Commonwealth Secondary Scholarship Examination' (ACER).
- No. 4 'The Predictive Validity of the CSSE Tests' by J D Thomson and C W Slee.

Assessment for Australian Capital Territory Secondary Schools by Peter Thomson. A report for the Interim Schools Authority of the Australian Capital Territory.

IEA (Australia) Reports 1974:

- 1974:4* The IEA Science Project: science achievement in three countries—Australia, the Federal Republic of Germany and the United States. In *Implementation of curricula in science education*. Cologne: German Commission for UNESCO, 1974. (Pages 158-178.) John P Keeves.
- 1974:5* Factors associated with learning science in Australian secondary schools. *Comparative Education Review*, 1974, 18, 2, 180-187. (June 1974.) Malcolm J Rosier.
- 1974:6 *Sex differences in science and mathematics courses in Australia* by John P Keeves and Alison D Read.

(b) periodicals

Quarterly Review of Australian Education (From Vol. 7 new title: Australian Education Review).

* These Reports are reprints of articles from other publications.

- Vol. 6 No. 4 'Finance in Education in Australia: An Analysis' by P Segall and R T Fitzgerald.
- Vol. 7 Nos. 1 & 2 'School and Neighbourhood: A Case Study' by R T Fitzgerald, P W Musgrave and D W Pettit.
- Vol. 7 No. 3 'Religious Studies in Australian Public Schools: An Overview and Analysis' by Alan W Black.
- Vol. 7 No. 4 'Educational Policy and Political Platform: The Australian Labor Government' by J K Matthews and R T Fitzgerald.

Australian Education Index

- Vol. 17 No. 3 September 1974, compiled by Mary Carrick.
- Vol. 17 No. 4 November 1974, compiled by Mary Carrick.
- Vol. 17 cumulation compiled by Mary Carrick.
- Vol. 18 No. 1 compiled by Mary Carrick.
- Vol. 18 No. 2 July 1975, compiled by Margaret A Findlay.

IEA (Australia) Newsletter

- No. 3 August 1974.

ACER Newsletter

- No. 22 September 1974
- No. 23 December 1974
- No. 24 March 1975

(c) catalogue

Psychological catalogue

Tests and Kits Published

(a) scholarship

Cooperative Scholarship Testing Program.

(b) tertiary projects

Australian Scholastic Aptitude Test Series D, Books I and II and the Western Australian version.

Australian Test for Advanced Music Studies, Score Keys and Interim Manual.

(c) testing programs

NSW Primary Evaluation Program: Mathematics Test Norms.

Test of Learning Ability grades 4 and 6: new Answer Sheet and Score Key.

(d) diagnostic/achievement tests

ACER Chemistry: new Form V Series L: Diagnostic tests 6LA, 6LB, 7LA, 7LB, 8LA, 8LB, 9LB: Answer Sheet Booklet, Teachers' Manual; Achievement Tests 10L and 11L: Answer Sheet Booklet, Score Keys.

(e) early screening tests

Auditory Discrimination, Consonant Recognition, Number Test, Figure Formation, and Directions for Administration.

(f) experimental tests

Understanding in Science Test by R P Tisher and L G Dale: Test Booklet, Answer Sheet and Teachers' Manual.

Australian Study of School Performance Test.

(g) vocational test

Sweet Technical Information Test, published by arrangement with Department of Labor and Industry, NSW; Test, Answer Sheet, Score Key, and Manual.

(h) kits

Bougainville: A Case Study:

Book 1, Teachers' Guide; Book 2, The Study of Cultural Change: A Classroom Approach; Book 3, Data Book; Book 4, Student Activity Book; Book 5, Source Book; Cassette—'Missionaries Discuss Life on Bougainville', 'An Aropa Valley Land Dispute'; Colour slides; ABC Four Corners Film 'Bougainville—Scratching the Surface' by arrangement with the ABC.

(i) trial materials

Aboriginal Case Study Part 1 'Two Desert Families': Students' Book, Teachers' Guide.

Reprints

There were 243 separate reprints during the year including *School and Neighbourhood: A Case Study* by R T Fitzgerald, P W Musgrave and D W Pettit (Vol. 7 Nos. 1 and 2 of Australian Education Review); *Reading Aids Through the Grades* by D H and E F Russell, and *Listening Aids Through the Grades* by D H and E F Russell.

Publications in Production

At the end of August 1975 we had in production two books, two periodicals, one report, five tests, and three advisory service bulletins.

(a) books

Through a Rear Vision Mirror by R T Fitzgerald (ACER Research Series No. 97).

Reading Aids Through the Grades 2nd Revised Edition.

(b) periodicals

Australian Education Index, Vol. 18 No. 3, September 1975.
ACER Newsletter, No. 25, June 1975.

(c) reports

Validity of Descriptions of Children's Behaviour. Final report by Richard C Bell and Isla M Stamp, with a contribution by Susan J Bell.

(d) tests

NSW Primary Evaluation Program: new Test R, Reading; Migrant Education Tests.
Test of Perception of Scientists and Self by Richard T White and Lindsay D Mackay.
Weber Advanced Spatial Perception Test: by arrangement with Department of Labor and Industry NSW.
Item Bank: Mathematics, Science and Social Science 1975 Trials.

(e) advisory services publications

Advisory Services Bulletin No. 1, 1974-1975 edition.
Graded list of tests and materials.
List of Publications available from ACER.

INTERNATIONAL ASSOCIATION FOR EDUCATIONAL ASSESSMENT (IAEA)

The IAEA has been established, and activities are being planned. Recent meetings held in Geneva have initiated some international activities, in which we expect to be involved.

STAFF MATTERS

Director's Activities

I have further curtailed during the current year my outside activities, partly because of ill-health, partly because of the pressure of our own program.

Scholarships and Fellowships

Scholarship to Survey Research Center, Michigan—Mr K Ross
Mr K Ross was awarded a research fellowship by the AACRDE, which has enabled him to spend six months at the Survey Research

Center at the University of Michigan. The fellowship covers some of his costs, but ACER is paying his salary and associated costs while he is away. We expect him to contribute considerably to the methodology of survey research on his return.

Spencer Fellowship—Mr M Rosier

Mr Rosier will spend his study leave in 1976 at Stockholm as the holder of one of the rare Spencer pre-doctoral fellowships. He will work at IEA headquarters there.

Secondment

Mr P Thomson is, by invitation, spending two months later this year as a consultant to the UNDP/UNESCO project—Promotion of Science and Technology—in Bangkok.

Appointments and Resignations

There has been rather less movement in our clerical and technical staff this year, although some retrenchments have been necessary. In our Sales and Distribution division we welcomed Mr Alan Wilkins as a second-in-charge to Mr McIlroy. Ms Cooke was welcomed as Officer Supervisor in place of Ms Turnbull when the latter resigned at the end of 1974.

On the administration side, Mr Drummond's five year appointment ended in August last, and his position was filled by Mr Gundry.

On the professional side we have welcomed Ms Ryan, Mr Davey and Ms Becker to the staff of our test research and development division, Ms Landeman, Ms Emmins and Ms Hoare to the Migrant Education project, and Ms J Kimpton to the Essential Learning About Society Project.

Mr Schoenheimer has accepted a three year appointment in charge of the Reviews and Comparative Education division, and Mr Tomlinson has joined the staff of this division as the senior assistant.

During the year we lost a number of professional members of staff. Dr Fitzgerald left us in late 1974 to take up a position as a Vice-Principal at the State College of Victoria at Burwood, and Ms Segall left shortly afterwards for overseas. Ms Carrick left us also in mid-1975 to take up a position in charge of the resources centre at Burwood. Mr P Di Leo's appointment in the project on aboriginal studies ended at the end of 1974, and Ms Read's for the study of the IEA Population IV's at about the same time. Mr Di Leo joined the Victorian State Education Department, and Ms Read CSIRO.

Mr Kings and Ms Grant left our test development group, the former going to the State College of Victoria, Rusden, and the latter to undertake a personal research study.

Ms O'Dea and Ms Tebble ended their appointments in the Migrant Testing Project and returned to the Victorian State Department; Ms Vine left that project for overseas, and Ms Cigler for an appointment in one of the Catholic teachers' colleges.

In May, Mr Pettit completed his assignment with the School and Community Study, and took up an appointment at Burwood.

Several of our seconded staff also returned to other duties in their home states: Mr Coleman to Victoria, Mr Schodde and Mr Connell to South Australia, Mr Herschell to Queensland, and Mr J Thomson to Western Australia.

Special Appointments

Special appointments as set out below have been made for the projects shown. We appreciate the cooperation of the various bodies concerned in making the officers available.

Australian Study of School Performance: Lt Col Bourke—Dept of Defence—Army.

Impact of Australian Science Education Project materials: Mr Owen—State College of Victoria—Melbourne.

Australian Science Facilities Program: Mr Ainley—State College of Victoria, Melbourne.

Study of Schools and Leisure: Mr Fox—State College of Victoria, Melbourne.

Special Secondments

Australian Study of School Performance

We would not have been able to undertake this study and to prepare the special tests necessary for it, without the assistance given by a number of institutions and persons. In particular, I would like to mention

Mercy College, Ascot Vale: for seconding Miss Betty Fraser.

Christ College, Oakleigh: for seconding Mr K Reed.

State College of Victoria at Burwood: for seconding Mr C Browne.

Education Department, Victoria: for seconding Mr M Hammerston from the Curriculum and Research Branch.

Secondments—Other

We have again been fortunate to have the services of a number of seconded teachers.

Mr J Thomson remained with us until the end of 1974 before returning to Western Australia, and Mr Coleman from Victoria for the same period.

The Victorian Department of Education continued the secondments of Ms Lee and Messrs Cropley and Smith, and in 1975 seconded Mr Kee.

From Western Australia in 1975 we have also had the help of Mr Clarke (for one term) and Mr Allanson (for the full year).

Lecturing and Other Commitments

A number of members of staff lecture in tertiary institutions.

Dr Keeves has continued his Master's seminar at the University of Melbourne on educational environment and achievement in school, and Dr de Lemos hers on Piaget's contributions to the study of cognitive development.

Mr Rechter and I continued responsibility for a half year's BEd course in Measurement at the same university.

Mr Rosier and Mr Ross have run a series of lectures on educational statistics in the BEd course at La Trobe University.

Mrs Rowe meets regularly with members of the Victorian Education Department's Committee on entry to school and the detection of children 'at risk', and lectures on child development at the Institute for Early Childhood Development.

Dr Fitzgerald, until he left us, continued his work as one of the Commissioners in the Australian Government's Study of Poverty. His particular concern was Education. He has continued that responsibility in his new appointment at the State College of Victoria at Burwood.

Dr Keeves continues as a member of the Council of the Institute for Early Childhood Development in Melbourne. He is also a member of the ACT Education Authority's Advisory Committee on Assessment, which is at present meeting monthly.

Mr Rosier has continued his involvement in the program of aid to disadvantaged schools in Victoria, and as a member of the Victorian Education Department's Supplementary Grants Committee for such schools.

Mr Withers remains a member of a Committee for the Victorian Universities and Schools Examinations Board to consider the place of English as a second language at the Higher School Certificate level in Victoria.

Mr Maguire is a member of the Australian Book Publishers Educational Promotion Committee, and Mr McIlroy represents ACER in the Booksellers Association.

Further Studies

As is customary, a number of members of staff are enrolled for higher degrees, principally by thesis.

Conferences and Seminars

Staff members have attended a number of conferences and seminars, some in their capacity as members of a professional association, others as representatives of ACER. I do not propose to list them in this report, but they continue to be an important source of professional information and refreshment, for the most part justifying the expense incurred.

Overseas Travel

There has been no overseas travel, since the last report, by current members of staff.

Staff Superannuation

We have not as yet been able to develop an improved superannuation scheme; the Managed Fund proposed by A.M.P. did not prove acceptable to staff members.

Visitors

We have been pleased to welcome, for a brief two month period, Mrs Jitsai Padoongratana, from the UNDP/UNESCO Project in Bangkok, who is participating in our test development and test editing work in order to help her in her duties in Thailand, where she is Supervisor in Educational Measurement and Evaluation, in the Department of General Education of Thailand, and also a specialist in the Evaluation and Testing Unit of the Institute for Promotion of Science Teaching, which is one of the United Nations Development programs in Thailand.

We have had as usual, a number of distinguished visitors during the year. I would particularly like to mention the pleasure we had in welcoming Mr J Watson, the Director of NZCER, on a recent visit.

BUILDINGS AND ACCOMMODATION

J M Drummond, C Noble, G Johnson

The premises occupied by ACER staff in the main Frederick Street offices (owned), the rented offices on the first floor at 672 Glenferrie Road, and the cottage No. 20 Wakefield Street (owned), continue to provide adequate accommodation for present purposes. The lease of the part of 672 Glenferrie Road formerly occupied by the Flight

Training Centre, the transfer of which to ACER was mentioned in last year's annual report, terminated on 17 June 1975. Under the terms of the lease, the owners were notified that ACER wished to renew the lease for a further term of three years: negotiations for the renewal have not been completed at the time of writing, but it is evident that a higher rent will apply. At present, there seems no likelihood of its becoming possible to develop the site of the main Frederick Street premises and car parks in order to provide accommodation for all the staff under one roof.

The arrangements for the sale of the cottage at No. 3 Frederick Street to Swinburne College were completed during the year and the sale price was received. As mentioned last year, it became apparent that ACER would not be able to use the cottage for any purpose such as offices, storages or car parking owing to zonal restrictions.

FINANCE

Accountant: P Staurengi

The financial year 1974-75 ended with a deficit of \$15 000, of which \$9 650 was attributed to the Publications Fund.

Costs of all kinds—salaries, wages, costs of services, travel, postage to name but a few—rose steadily during the year. Fortunately, many of the increases were covered by increases in project grants and service contracts, and our income from sales was greater than expected. Nonetheless, we face 1975-76 with considerable trepidation, and with the need to reduce our costs, and our number of support staff, very clear.

General

Total income from all sources was \$1 872 000 (in round terms) and expenditure \$1 887 000.

The income included grants from government of \$375 000, grants and service contracts for specific projects of \$363 000; and a sales income of \$934 000 excluding that from items in the Publications Fund—books, pamphlets, and the Australian Journal of Education.

The principal grants for specific projects included those for:

- validity studies of the CSSSE tests
- validity studies and other work on the Test of Advanced Music Studies
- study of school performance
- study of school and community
- evaluation in the social sciences
- preparations of materials relating to infant care

- the evaluation of the introduction of ASEP materials to schools
- the study of adolescents and their education, for the Poverty Commission
- preparation of tests for migrant children
- the evaluation of inservice education in Victoria
- the evaluation of the science facilities program.

CONCLUDING COMMENTS

The report shows a considerable volume of work completed and a steady volume of continuing work. I would like to thank all members of staff for their contributions to the year's activities.

In particular, I would like to thank the two Associate Directors, Dr Clark and Dr Keeves, for the heavy loads they have carried during the year, particularly during my absence on sick leave and since then. They would be the first to acknowledge the equal dedication and commitment by other members of staff in their particular roles and activities. The establishment of such new major projects as the Australian Study of School Performance, the ASEP and Science Facilities Evaluation Studies, and the Leisure Study, as well as alterations in staffing, have required a great deal of Dr Keeves' time and expertise as a participant or consultant in addition to his usual responsibilities; problems of finance, budgeting, and the changeover in the appointment of senior executive officer, have required much more of Dr Clark's direct involvement than in previous years—particularly in budgeting. I am grateful to them both for their competent acceptance of very heavy and exacting work loads.

ACER Staff

As at 30 September, 1975

DIRECTOR

W C Radford, MBE, MA, MEd, PhD, LLD(Hon), FACE

ASSOCIATE DIRECTORS

Measurement and Advisory

M L Clark, BA, BEd(Hons), PhD, MAPsS, MACE, AAIM

Research and Curriculum

J P Keeves, BSc, DipEd, PhD, fil dr (Stockholm), MACE

SENIOR ADMINISTRATIVE OFFICER

N J Gundry, AASA, AFAIM

GENERAL RESEARCH AND CURRICULUM

M M de Lemos, MSc, PhD

M J Rosier, BSc, MEd

H P Schoenheimer, BA, AEd, MEd, TPTC (part-time from 4.4.1975)

¹ J G Ainley, BSc, DipEd, BEd, MEd (from 1.7.1975)

M Ayres, BA, DipEd, STDip (part-time)

² S F Bourke, BSc, BA, BLitt

¹ D W Fox, BA(Hons), DipEd (from 18.8.1975)

¹ J M Owen, BSc(Hons), DipEd (from 3.2.1975)

F Headlam, BA, DipLib

P. Larsen, BA, TPTC, TITC (part-time)

J K Matthews, BA, DipEd

K N Ross, BSc, BEd

C Slee, BA(Hons), DipComSc (part-time)

D Tomlinson, BA, BEd (from 7.4.1975)

A Wright, BA, DipEd, LTh, MACE

TEST RESEARCH, DEVELOPMENT AND SERVICE

W Renchan, BA, BEd, MAPsS

P Thomson, BSc

³ P L Allanson, BEd (from 28.1.1975)

J Baldwin

¹ Seconded from Melbourne State College

² Seconded from Department of Army

³ Seconded from Education Department of Western Australia

M Batten, BA, BEd (part-time)
R Becker, DipGenS (from 20.1.1975)
J Bryce, BA, BEd, DipEd
⁴ M Cropley, BSc, TSTC
R W Davey, BA (from 21.2.1975)
⁵ I Eiby, BA(Hons), AEd, MACE (from 22.9.1975)
J M Foyster, BSc(Hons), TSTC
B Hay, BA(Hons) (part-time)
B Johnson, BA, DipEd
⁴ K Kee, BSc, BEd (from 22.1.1975)
J Kimpton, BA(Hons) (from 3.3.1975)
⁴ M Lee, BA, BSc, TTC
K Piper, BA(Hons), DipEd
H A J Rowe, BA(Hons)
M J Ryan, BA (from 11.11.1974)
⁶ S Sjoberg, BSc (from 8.9.1975)
E Watson, BA
R Wines, BSc, DipEd
G P Withers, BA, ACCT
R E Dabke, Staatsexamen, Dr Phil
J Emmins, BA(Hons) (from 28.1.1975)
E Hoare, BA, TPTC (from 10.2.1975)
O C Lademann, BA, DipEd (from 28.1.1975)

ADVISORY SERVICES

Educational

P Jeffery, BA, TPTC, MACE
N McBean, BA, DipEd

Psychological

D M Bradshaw, BA, DipEd, MAPsS
J C Jenkinson, BA, MAPsS (part-time)

Test Library and Reference Materials

P Burns (part-time)

LIBRARY

M Findlay, ALAA
A Hylands (from 20.2.1975)
B J Segar (part-time)
D Whithear, BA, DipLib

⁴ Seconded from Education Department of Victoria

⁵ Seconded from Education Department of Queensland

⁶ Seconded from Education Department of Northern Territory

PUBLISHING

D Maguire, HNC

A Kumm

D Sewell, DipArt (part-time) (from 19.12.1974)

⁴ R F Smith, DipAdvtArt, TTCMA

E Scott (from 5.5.1975)

ACCOUNTANCY

P Staurengi, BA, BCom

P L Arnold (part-time)

M Crisp

T Wilson

ADMINISTRATION SERVICES

C R Noble

G Johnson

M Palmer

SALES AND DISTRIBUTION

E P McIlroy

M E Clarke

S Dymond

M Engellenner (part-time)

B Fulton

P Gale

J Grace (from 2.4.1975)

J Harding

I Miller

R M Muir

J E Prior

S Shepherdly

A Wilkins (from 1.7.1975)

J Wilson

SECRETARY TO DIRECTOR

K A Saunders

SECRETARIES TO ASSOCIATE DIRECTORS

M Balloch

G Dobell

⁴ Seconded from Education Department of Victoria

GENERAL SECRETARIAL AND OFFICE SERVICES

A D Cooke
J Abbott
Y Allen (part-time)
B Anderson
W Boyce (part-time) (from 28.7.1975)
J Clark
O Cowan (part-time)
C Graafmans
J V King (part-time)
E Krizos
D Parry
B Raiola (from 13.5.1975)
J Ramus
D Stephen (from 2.12.1974)
M D Webb (part-time)
I Wiseman (part-time)
J Wright

CLERICAL AND TECHNICAL ASSISTANTS

C Bayley
E D Cooper (part-time)
M Corfe
M Pawsey (part-time)
M Peel
M Young

Contributors to Council Funds

The Council acknowledges, with thanks, the following contributions received during the financial year ending 30th June, 1975:

Australian Governments: General Grants for Research

Australia	\$187 500
New South Wales	71 498
Victoria	51 750
Queensland	27 488
South Australia	16 759
Western Australia	13 500
Tasmania	6 502
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	\$374 997
	<hr/>

Special Grants:

Grants to specific projects made by:

The Australian Advisory Committee on Research and Development in Education

The Australian Departments of Education

Labour and Immigration

Social Security

Tourism and Recreation

The Curriculum Development Centre

The Australian Advisory Committee on Child Care Research

The National Committee on Social Science Teaching

The Ministry for Aboriginal Affairs—Victoria

The Inservice Education Committee Victoria

State Institutes for 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, emphasizing the scientific study of educational problems, by means of the following activities:

- A Disseminating
 - (i) research, either
 - (a) the results of specific pieces of research done by members; or
 - (b) reports on the collection of research information;
 - (ii) opinion and accounts of practice 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

New South Wales Institute

Office Bearers:

Patrons: Professor C R McRae, Sir Harold Wyndham

President: Dr J L Sheppard

Vice-Presidents: Mr D A Trathen, Mr L A Whiteman, Dr K E Sinclair

Hon. Secretary: Mr W R Johnston

Hon. Treasurer: Mr D R Thew

Librarian/Research Officer: Mr G D Hermann

Assistant Editor, Australian Journal of Education: Dr J L Sheppard
Delegate to ACER: Professor J A Keats
Alternative Delegate: Associate Professor R Debus
Additional Committee Members: Associate Professor R L Debus,
Professor J A Keats, Dr R W Rawlinson, Mr J Shellard, Professor
D Spearritt, Dr D Thew

Meetings

April 1975. Dr D S Anderson: 'The Uncertain Future of Tertiary Education'.

May 1975. Associate Professor P Adams: 'Tertiary Education in Two Worlds: Canada and Australia'.

June 1975. Dr H Campbell: 'The Emerging CAE'.

July 1975. Dr H Maddox and Associate Professor John Powell: 'The Role of Tertiary Education Research Centres'.

August 1975. Dr Ann McAloon: 'Evaluation in Elementary and Secondary School Mathematics'.

September 1975. Mr J J Pratt: 'The Development of Advanced Education in New South Wales'.

October 1975. Dr G R Meyer: 'Innovatory Teaching Programs at the Tertiary Level'; and Associate Professor E. Richardson: 'Implications of the Second TAFE Report—Technical and Further Education'; and Mr G D Hermann: 'Review of Recent Reports on Tertiary Education'.

November 1975. Dr R W Rawlinson: 'Perspectives on Tertiary Education in Australia: Past, Present and Future'. Annual General Meeting.

Alteration to Constitution

At the Annual General Meeting of the Institute held on the 1st November 1974, it was resolved that the annual membership fee would be increased from two to three dollars and that in addition members would be required to take a subscription to the Australian Journal of Education at the special rate applying at the time.

Membership

As at 25 September 1975 there were 173 financial members of the Institute compared with 193 last year. Membership of the Newcastle Branch is currently 51.

Newcastle Branch

Office Bearers:

Chairman: Dr D Keats

Vice-Chairmen: Mr J Bennett, Mr G H Duncan, Mr C G Elliott

Hon. Secretary: Mr J McIvor

Hon. Treasurer: Mr L Pennington
Librarian/Research Officer: Mr R Milne
Committee Members: Associate Professor K Collis, Mr J Foster,
Professor J Keats, Mr R Rowe

Meetings

September 1974. Dr G E Kearney: 'Current Educational Problems with Aboriginal Australians'.

October 1974. Mr M Koder: 'An Innovation in the Practical Training of Student Teachers'.

December 1974. Mr K Hepworth: 'School Evaluation'.

March 1975. Mr N Baker: 'M.A.C.O.S.—Man a Course of Study'.

April 1975. Mr E Braggett: 'Pre-school Education: Its Contribution to Cognitive Development and Later School Attainment'; Dr Keats, Professor J Keats, Professor Biggs, Associate Professor Collis, Dr Miles: A Full Day Symposium of Speakers and Workshops on Educational Research; Mr R Heading: 'The Kodaly Method of Teaching Music'.

June 1975. Professor W P Robinson: 'Critique of Bernstein's Theories of the Effects of Language Deprivation' (Combined meeting with APsS).

July 1975: Two day Conference on Cognitive Development. Conference speakers: Associate Professor J Goodnow, Dr A O'Keefe, Professor J Keats, Associate Professor K Collis, Dr Seggie, Miss Jurd.

August 1975. Dr W Taylor: 'Recent Developments in the Education of Teachers'. (Combined meeting with A.C.E.)

September 1975. Dr Arno Bellack: 'Language of the Classroom'.

October 1975. Dr D Keats: Chairman's Address.

VICTORIA

Office Bearers:

President: Dr L W Shears

Vice-Presidents: Mr G Bradshaw, Dr G Allen

Hon. Secretary: Mr A J Natrass

Hon. Assistant Secretary: Mr K Hall

Hon. Treasurer: Mr F Hindley

Executive Members: Mr G J Whitehead, Professor B Crittenden, Ms J Russell, Ms I Palmer, Dr R G Rowlands, Ms A Ridsdale, Mr H Hobbs

(*P.E.T. Group Representative:* Mr T Holland; Professor R Tisher invited to replace Professor Crittenden July 1975.)

Meetings

March 1975. Annual Meeting. Mr D M McDonell: 'The State College of Victoria—Present and Future'.

April 1975. Mr R Pitts and Ms R Hoadley: 'Parent Involvement in educational decision making—fact or fiction'.

June 1975. Frank Tate Memorial Lecture. Professor J I Goodlad: 'Curriculum Making—By whom and for what?'

October 1975. John Smyth Memorial Lecture. Professor P Robinson: 'Mastery of Language—Myths and Muddles'; Theodore Fink Memorial Seminar: 'Education for a Multi-racial Society'.

November 1975. Dr G Reid: 'Teachers and Bureaucracy'.

G. S. Browne Prizes

Educational Research Prize: 'Characteristics and Performance of Second Year Engineering Students in Victorian Colleges of Advanced Education—A Follow-up Study' by Mr B C Horne, Academic Registrar, Gordon Institute.

Educational Practice Prize: No award.

Entry conditions for the G S Browne Competition have recently been broadened to encourage applications and to reflect the increase in innovative work being undertaken in schools. Restrictions on reports prepared for examination purposes have also been deleted.

VIER Bulletin

Bulletin No. 34 was published in September, and No. 35 is expected before the end of the year.

Financial Membership

In October 1975 there were 403 members.

Groups of the Institute

With the exception of the Regional Groups these have continued to function effectively. Particularly effective programs have been conducted by both the Primary and Secondary Education Today Groups. Country (Regional) group activity is much reduced this year. To a large extent this seems to reflect the vastly increased resources now available for inservice type activity within the State.

QUEENSLAND

Office Bearers:

Patron: Mr W Wood

President: Professor B Watts

Vice-Presidents: Mr W L Hamilton, Mr A W Jackson, Ms D Richmond.

Hon. Secretary: Mr E Cassin

Executive: Mr N Alford, Mr N Anderson, Ms N Beer, Mr G Ivey, Sister Joan Mary, Mr I Smith, Mr R Warry

Representative to ACER: Dr S A Rayner

Assistant Editor, Australian Journal of Education: Dr B McGaw

Hon. Auditor: Mr C E Anstey

Meetings

April 1975. Dr N Hart (Head of the Division of Child Studies at Mount Gravatt College of Advanced Education, Brisbane): 'How do they rate? A Comparison of some current introductory readers and children's language'.

June 1975. Professor S Dunn (Chairman of AACRDE): 'The History and functions of AACRDE'.

September 1975. Mr Donald Moyle (Principal lecturer in Reading and Language Development, Edge Hill College of Education, England): 'Implications of the Bullock Report—A Language for Life'. [This meeting was co-sponsored with the Queensland Council of the International Reading Association.] Dr R D Strom (Professor and Chairman of the Department of Elementary Education, Arizona State University): 'Play Research in Early Childhood Education'.

Membership

At 1 September 1975 there were 184 members.

SOUTH AUSTRALIA and TASMANIA

The South Australian and Tasmanian Institutes held no public meetings and engaged in no other activities during 1975.

Their nominees to the Council were

South Australia: Mr R S Coggins

Tasmania: Mr N Behrens

WESTERN AUSTRALIA

Office Bearers:

Patron: Mr J Barton

President: Mr R G Peter

Vice-President: Mr J Liddelow

Hon. Secretary/Treasurer: Mr N Tuckwell

Hon. Auditor: Mr R Phillips

Committee Members: Mr M Angus, Mr C Cook, Dr A Stewart

Meetings

October 1974. Dr J Lake (Senior Lecturer, Department of Theory and Practice, Graylands Teachers' College): 'Some Variables Influencing the Development of Student Inquiry Behaviour'.

November 1974. Dr A S Ryan (Curriculum Branch, Education Department of Western Australia): 'Scoring for Partial Knowledge'.

March 1975. Annual General Meeting. Dr R Latham (Assistant Vice-Principal, Claremont Teachers' College): 'What You Know if You Can Read—Cognitive Synthesis and the Comprehension of Written Language'.

April 1975. Dr J Ingram (Claremont Teachers' College): 'Speech Perception and Language Disabilities in Young Children'.

June 1975. Dr J M Collins (Vice-Principal, Mount Lawley Teachers' College): 'Parental Attitudes to Co-education'.

July 1975. Mr M Woodworth (Lecturer in Psychology, Churchlands College): 'Simulations in Open Education Teaching Methods—An Aspect of Behaviour Based Learning; Professor S Dunn (Chairman of the Australian Advisory Committee on Research and Development in Education): 'The Work of the AACRDE and its Operation'.

September 1975. Dr M Lee (Senior Lecturer in Psychology, Claremont Teachers' College): 'Teacher Expectancy and Special Education'.

Prizes

The R G Cameron Prize for Educational Research, sponsored by the WAIER was awarded for 1974 to Messrs M Helm and B Vanderburg. The WAIER prizes for the best Students in Education and Psychology for 1974 were awarded to: Ms G Watts of Churchlands Teachers' College; Ms J Taylor of Secondary Teachers' College; Ms M France of Graylands Teachers' College; Ms Thayer of Claremont Teachers' College; Ms J Dawes of Mount Lawley Teachers' College.

Membership

The membership in September 1975 was 102.