

AUSTRALIAN COUNCIL FOR
EDUCATIONAL RESEARCH

THIRTY-SIXTH
ANNUAL REPORT
1965-1966

A·C·E·R



Frederick Street, Hawthorn, E.2, Victoria

LIBRARY

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

FREDERICK STREET, HAWTHORN, E. 2,
VICTORIA.

78994

65/66 a

370.78994
Aus 65/66 a

**THIRTY-SIXTH
ANNUAL REPORT
1965-1966**

6 DEC 1966

**LIBRARY
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH
FREDERICK STREET, HAWTHORN, E. 2,
VICTORIA.**

Contents

1	MEMBERS OF COUNCIL FOR 1965-1966	1
2	PART 1: SOME POSSIBLE EFFECTS OF RECENT INCREASE IN RESEARCH ACTIVITY IN AUSTRALIAN EDUCATION	2
	PART 2: ACTIVITIES 1965-1966	5
	Research and Development	5
	Educational Services and Administration	25
3	STAFF AT COUNCIL HEADQUARTERS	42
4	CONTRIBUTORS TO COUNCIL FUNDS	45
5	STATE INSTITUTES FOR EDUCATIONAL RESEARCH	46
	Nature and Function	46
	Membership on Council of ACER	46
	Annual Reports of the States	46

Members of Council for 1965-1966

Including Annual Meeting, August 1966

CO-OPTED MEMBERS

Major-General Sir Alan Ramsay, C.B., C.B.E., D.S.O., E.D., B.Sc.,
Dip.Ed., F.A.C.E.

President

Professor Sir Fred Schonell, M.A., Ph.D., D.Lit., F.B.Ps.S.,
F.A.C.E.

Vice-President

Mr W. Wood, M.A., B.Ed., A.B.Ps.S., F.A.C.E.

Vice-President

Dr J. A. L. Matheson, M.B.E., M.Sc., M.C.E., Ph.D., M.I.C.E.,
M.I.Struct.E., M.I.E., F.A.C.E.

Co-opted member

Professor G. W. Bassett, M.A., Dip.Ed., Ph.D., F.A.C.E.

Co-opted member

MEMBERS APPOINTED BY STATE INSTITUTES FOR EDUCATIONAL RESEARCH

Associate-Professor D. Spearritt, M.A., M.Ed., Ed.D. (on leave)

R. W. Stanhope, M.Sc., Dip. Ed., M.A.C.E.

New South Wales (alternate for 1966)

W. M. McKinty, B.A., Dip. Ed., M.A.C.E.

Victoria

S. A. Rayner, M.A., M.Ed., Ed.D., M.A.C.E.

Queensland

K. L. Berndt, B.Sc., B.A., M.A.C.E.

South Australia

N.G. Traylen, M.A., Dip.Ed., A.B.Ps.S., F.A.C.E.

Western Australia

H. L. Dodson, B.A., B.Ed., M.A.C.E.

Tasmania

Footnote: At the annual meeting of the Council, Mr F. H. Brooks represented as an observer the state directors of education, and Mr A. P. Anderson was present as an observer for the Commonwealth Office of Education.

Part 1: Some Possible Effects of Recent Increase in Research Activity in Australian Education

The world at present appears to alternate between the belief that education is the golden key to national development and international amity, and the belief that either something more than education, or a different kind of education, is required if the development and the amity are to be realized. Problems of increasing complexity face educators at all levels. Few of them—or at least few of any importance—can be solved within or by reference to a closed system insulated from outside influences. Teacher and taught, school and educational system, method and materials, exist within a social framework. Policies are largely determined by social forces usually translated into political decisions. In implementing them, new problems arise, and their solutions are often determined by trial and error because we have often no basic principles to guide us.

In this situation research has become almost a magic word. It is still wrongly seen by many as offering, for comparatively little effort, a panacea for all our educational ills—and seen in this role often by professional educators as well as the laity. One of the most hopeful signs that I can see in Australian education today is the growing realization that the range of matters recognized as susceptible to research is enormous, that research in education cannot be expected to provide irrevocable answers and immutable bases for educational practice, but that it can provide data to help make decisions about most matters of concern to educators—even those where values rather than the facts themselves will determine policies.

In the few years since I gathered the data upon which I reported in *A Field for Many Tillings*, the staff of one state department of education engaged in research and curriculum studies has been increased in three years from approximately five to approximately fifty; in another, a staff already large by Australian standards has increased by nearly 30 per cent. In university schools of education, students are turning more and more to higher degrees, and post-graduate scholarships in education are being taken up

by increasing numbers. The number of staff members in those schools who are doing and publishing research is also rapidly increasing. As this happens and traditions begin to be established, more students are attracted to work with particular people on particular topics or particular themes.

As I see it, this movement will have in the very near future a number of effects.

The operation of the research branches of state departments will make teachers in the schools more aware of the possibilities and desirabilities of evaluating practices.

Procedures, methods and materials will be regarded as means to an end, and subject to continual improvement. More questioning of practices and more innovation will develop.

The increase in post-graduate research and in staff research in universities will make more well-qualified teachers and more administrators both aware of the complexity of many problems in education, and more cautious in their belief in the rapid potential of research, but also even more aware that time, trained minds, and adequate supporting staff and facilities are needed if significant and helpful research is to be done.

Both groups, if they report what they do, and there is an increasing readiness to do so, will add to the 'know-how' of educational practice and the theoretical foundations on which it rests; the work will probably lead both to more certainties, and to more uncertainties, because it will almost certainly be true that the attack on each particular problem, whatever the result of the attack in arriving at a solution to that problem, will raise more problems than it solves.

Communication between groups will increase, but will need to be planned if it is to be prompt and effective. The groups will need more channels of information from Australian and overseas sources. Retrieval of information and its analysis will be more difficult than now because of the increased quantity of information. Specialization will develop rapidly in Australia as it has done elsewhere, and it will help to make research more thorough and more searching. But there will therefore be a need at the same time for first-class people with synoptic views of many fields, and their preparation will require as much if not more care and judgment than that of the specialists. In this, I believe the ACER can play a considerable part. The constant flow of information into ACER



about many things and the presence on staff of persons with many special competences provide a valuable training ground for all of us, and one that I think we could make more of.

And lastly, paradoxically, I believe that the effect of more work at a local level, whether this be class or school, or state department, will further emphasize the general nature of many of the needs, and the ubiquity of many of the problems. In the process it will undoubtedly open up wider fields of research and service for the Council, but the effect has, I think, general interest for all educators.

It is clear that the traditional approach to education as a state controlled matter has led to differences in organization and curriculum which have little justification other than tradition, and which need to be brought under critical review. Most of them do not reflect any differences in culture or need. I believe that awareness is rapidly growing that it is now almost an anachronism that courses of study and curricula should be devised separately by state bodies without the regular sharing of expertise and experience. If the idea is accepted that a common curriculum is appropriate to a state's schools, then it is not illogical to believe that a common curriculum could also be appropriate to Australia as a whole. To adopt such a view does not necessarily mean that a common curriculum would be *required* and *adopted* for all Australian schools, but it could mean that in the preparation of curricula, or courses, state boundaries should be ignored, and the best available brains and experience should be used for the task.

The ready acceptance by Australians in the past of a state-centred approach makes it likely that equally ready acceptance would be given to an Australian-centred approach, and to uniformity across state boundaries. Some uniformities would be to everyone's advantage, I believe, but greater autonomy at school and regional level could go hand in hand with advice about such matters as organization, school procedures, and curriculum, given by bodies which brought together the best experience and the best thinking in Australia, wherever it was found. It is, for example, inefficient to have each state separately, and in isolation, considering what it should do in junior secondary education and making its own decisions, often without the benefit of the full discussion that could be possible. It is surely desirable that the matter be seen as a common national problem.

Part 2: Activities 1965-1966

RESEARCH AND DEVELOPMENT

Mr M. L. Turner

GENERAL RESEARCH

Acting Head of Dept: Mr J. P. Keeves

COMPARATIVE-HISTORICAL

Senior Research Officer: Mr R. T. Fitzgerald

Research Assistant: Mrs P. Segall

Secondary Education in Australia

Mr Fitzgerald completed his visits to all states with his visit to Queensland in September 1965, and has since then been preparing his monograph on developments in secondary education in Australia. Apart from a description of the present scene and of developments since 1962 which have prepared that scene, the monograph will consider such questions as costs of secondary education, changes in qualifications of secondary teachers, and teacher-pupil ratios. Educators in each state have been asked to comment on draft sections of the monograph.

The information compiled about recent enrolments in secondary schools of all types in all Australian states, some of which has been published in *Staying Longer at School*, has been used in various ways by Mr Fitzgerald.

Uniterm Co-ordinate Referencing

Interest continued to be shown by many outside the Council's staff in the uniterm method of classifying and collating references. In order both to save our time in answering inquiries and to make the method more widely known, Mr Fitzgerald prepared and we distributed, as a Memorandum, a brief statement on it under the title *A System of Handling Information on Australian Education*.

Abstracts

As a result of the Council's decision not to continue to distribute abstracts on important Australian developments, no further such abstracts have been prepared during the last year. However, as a result of a UNESCO decision to continue with the scheme of abstracting which was begun on an experimental basis some years ago, the Council has been asked to act as the Australian centre to supply such abstracts (some ten to twelve each year) to UNESCO.

Despite our growing doubts about the value of the abstracts of unpublished research, we have again this year asked all centres likely to have such research to provide us with such abstracts. Because the time and resources of the clerical staff are fully committed now and we cannot handle the duplication required, we have asked all such centres to provide us with sufficient copies for distribution rather than single copies which would need to be multiplied for distribution.

Agricultural Education in Australia

Dr R. N. Farquhar returned to CSIRO, after his secondment to ACER, on 20th December last. His report, which will appear in book form in July 1966 with the title *Agricultural Education in Australia*, deals with present facilities in secondary schools; technical, agricultural and horticultural colleges; universities; and extension services. He sets these against estimates of needs supplied by responsible bodies in each state and against reasonable views about the future of Australian agriculture, and derives, all told, some thirty-three recommendations about possible improvements and desirable action, both short-term and long-term. Several bodies engaged in compiling reports on general or specific aspects of Australian education on a national, regional, or local basis have asked for and been given access to the report while it was progressing through its publication stages.

Music Education in Primary and Secondary Schools

Mr Horner's survey of the literature relating to music education has been published with the title *Music Education: The Background of Research and Opinion*. The second part of this survey of music education in Australia, dealing with practices in primary and secondary schools, began late in 1965 with the distribution of questionnaires to a sample of schools in each state.

Mr Bartle began his full-time attachment to ACER in mid-January of 1966, and in early July took up an appointment as a lecturer in music at the Melbourne University Conservatorium of Music. Between those times, he examined and analyzed the replies to the questionnaires, drafted and had distributed a follow-up questionnaire on a number of matters of interest which the first one had revealed, and visited all states. He was cordially received everywhere, and every possible help appears to have been given to him with information, arrangements for visits to schools, and critical and free discussion of his survey. A preliminary version

of the major portion of his report has been prepared, and Mr Bartle expects that he will have a penultimate form of the report ready in a few months' time for critical reading. I expect the report to be available in published form possibly late in 1966, but more probably early in 1967.

Interstate Differences in Aspects of Education

This report on differences between the educational systems in the several Australian states, likely to cause difficulties to transferees from one state to another, was submitted to the Australian College of Education in February 1966. The College is publishing it, with acknowledgments, and it should be available on general sale by the College before the end of 1966. It deals almost entirely with primary and secondary education.

Bibliography of Australian Education

Mr R. McSweeney, after correspondence with me and after discussion with Queensland members of the Council, has begun his compilation of a bibliography of Australian education.

Basic Bibliography on Public Examinations

As preliminary work to an intensive study of aspects of public examinations in Australia, in which the Council is collaborating with Professor S. S. Dunn of Monash University, Mrs J. Bourke has been preparing on a part-time basis a bibliography both of the acts and regulations under which the various public examinations in Australia are initiated and controlled, and of some recent articles and reports on examinations in Australia.

ORGANIZATION, CURRICULUM AND METHODS
Senior Research Officer: Mr J. P. Keeves

Mathematics in the Primary School

The plan for the preparation of a guidebook to mathematics for primary schools, sketched in my last report, was realized as a result of a great deal of hard work by contributing authors and by Mr Keeves himself, who undertook the exacting task of preparing the guidebook for publication. Arrangements have been made after consultation with all state directors of education for the guide, with the title *Background in Mathematics*, to be printed by the departments of education in New South Wales and Victoria. The requirements of other states and of non-government schools will be met through the distribution facilities of the government

printers or government stores in each state. It is expected that the book will be available in schools for the beginning of 1967.

Programmed Instruction

Calculus. At the end of 1965 a number of reports were received from those who had used during 1965 the experimental version of the programme in matriculation-level calculus. These contained many helpful criticisms and comments. Some users wished to continue their trial use in 1966, and in view of other ACER commitments and of the need to add test questions to the several sections of the programme, we decided to plan to modify the programme during 1966, in order to present it for more widespread use in 1967. The trials have not generally been tightly controlled ones, but teachers and students have found the programme useful in a variety of situations. In a more carefully appraised trial in Queensland (a report on which will appear in Bulletin No. 30 of the Research and Guidance Branch of the education department of that state) it is reported that students in a class using the programme learnt calculus effectively with the programme, and made significantly greater gains in knowledge than students taught in a conventional manner by an experienced teacher. The report also stresses that its effectiveness depends on the way in which it is used.

Mr L. P. Stebbing, who is using the programme with some of his students in a Victorian high school, is preparing test questions for the programme. Valuable comment on the programme has been received from the department of mathematics at Monash University, and Dr Davis, who has now moved to the CSIRO in Adelaide, is revising certain sections of the programme.

Programmed Instruction in Australia

As forecast in last year's report, a report on the general state of programmed instruction in Australia in 1965 was prepared as an Information Bulletin and widely distributed. Many requests for it have been received from overseas.

MEASUREMENT AND EVALUATION

International Study of Educational Achievement (IEA Project), Mr J. P. Keeves

This particular study, in which pupils in 166 government schools in five states answered tests on mathematics and questionnaires on their attitudes to and opinions on various aspects of the study and

teaching of mathematics, is now nearly completed. The international report is expected to be printed by early in 1967, and an Australian report is at present being prepared. Proofs of the international report, to which Mr Keeves contributed, have been received, and knowledge of their contents has helped us to determine the contents of the Australian report. We propose to include in that report a summary of the international report, and a good deal more detail about Australian performance and the interrelations between different aspects of the data we have. Some special analyses have been done for us by the computer centre in Chicago. Meanwhile a short memorandum is about to be published setting out some of the statistics of difficulty, etc., in Australia of questions used in the several tests.

We have agreed to participate in the preliminary stages of the proposed next stages in the project, in which science, civics, English and French as a foreign language, literature and reading comprehension, will be the subjects of study. Participation will involve assistance in planning and in preparing questionnaires and tests, but not at this stage in testing programmes or in analysis of data.

General Ability Survey: Victoria

A second report on this survey was prepared and distributed, early in 1966, to all schools involved and to a limited number of interested centres. The survey has not revealed much that is new or startling. It has confirmed that the average intelligence varies between those taking different subjects, between different school systems, and between metropolitan and non-metropolitan schools. It has shown again that, despite the marked increase in the percentages of an age group staying on at school, there are still many children of high ability who leave school at lower levels than their ability warrants, and that children from homes at the lower levels of socio-economic or occupational scale are more likely to leave school early than are those from the higher levels.

Reliability of Essay Marking

Mr Gosling was able to incorporate in this study, reported for the first time last year, data derived from both 1964 and 1965 testings for Commonwealth Secondary Scholarships. We expect to publish the report as one of the ACER Research Series, and to have it available before the end of 1966. It has shown *inter alia* that, with proper preparation of markers, essays can be marked with a high degree of reliability, that this reliability is no less at the

end of a three-hour marking session than at the beginning, that there is no significant difference between the men and women markers in the group, and that there is no significant interaction between sex of marker and sex of writer. The general results indicate also that the method of briefing has resulted in a high degree of reliability of individual markers as well as of the system as a whole.

The report will include a brief critical survey of some of the significant literature in the field of essay marking, and include examples of essays selected to represent various points on the scale from poor to very good (E to A+).

Inter-item Correlations and Phi Coefficients

Mr Gosling is examining inter-item relationships with the aim of devising a method which will yield a more accurate estimate of correlations between items. In general, figures yielded by calculating such statistics as ϕ are serious underestimates, and correction formulae are effective in giving an approximation to Pearson r only when the dichotomies on the two variables are made at approximately the same point and for certain ranges of values of obtained coefficients. When, for example, two items differ considerably in difficulty (e.g. 60 per cent and 30 per cent) both ϕ and $r\phi$ are serious underestimates of r . It is considered that a more accurate index would be valuable in throwing light upon relationships between items and for purposes of factor analysis. It may also be of some value in examining relationships between items and tests.

Intra-class Correlation and Probable Errors

Mr Keeves has undertaken some exploratory work to estimate the value of the intra-class correlation coefficient for pupils within schools and pupils within classes in two-stage random sampling as commonly used in educational investigation. The work was linked with estimates of the standard errors associated with complex samples of students, classes and schools.

International Study of the Characteristics of Students Preparing to Be Teachers

Mr Dunn (now Professor of Education at Monash University) attended a meeting in London in November 1965 to consider plans proposed by a research group at the University of Toledo for an international study of characteristics of teachers about to take up their first full-time appointment. We are at present waiting

for information about whether the group has obtained adequate funds for the study.* If Australia participates fully, we will be involved in helping to prepare tests and other survey instruments, in arranging for testing in teachers' colleges and in the schools of education in universities, and in preparing a general report on training for teaching in Australia. Little direct cost will be involved, unless, as is probable, we test all students at the appropriate levels. Co-operation has already been promised, in principle, by those with responsibility for training teachers in Australia. Final arrangements for co-operation will depend upon the quality of the tests and data-collecting instruments used in the survey, and upon the extent to which our limited funds will be called on in the participation. Present planning suggests that all normal outgoings other than some existing staff salaries will be met by the project funds.

Professor Dunn was chosen at the London meeting to join the expert Advisory Committee exercising special direction of the 'instrumentation' and design of the study. It is intended by the project direction that national representatives attend conferences and working parties concerned with preparing tests and other instruments to be used in the study.

The latest information we have is that the project is being assessed by the US Office of Education in its grant programme.

Commonwealth Secondary Scholarships: Intercorrelations

In the three states—Victoria, Western Australia and Tasmania—for which the ACER had in 1965 full responsibility for the marking of all the CSSE papers, comprehensive tables of inter-correlation were compiled for each state separately. These showed satisfactorily low correlations between the several parts of the Written Expression paper, and between that paper and its parts, and the remaining three papers (Science, Quantitative Thinking, Humanities), but correlations which were thought to be generally too high between these last three papers. In the 1966 papers, account has been taken of this, and we expect that the Humanities paper, for example, will show lower correlations in 1966 with the Science and Quantitative papers. The tables and some comments on them will be circulated to bodies concerned with or interested in examinations. Mr W. T. Renehan is carrying out this study.

* Recent advice is that funds have not yet been obtained, and that the proposed project must be reorganized.

Commonwealth Secondary Scholarships: Predictions

As students who took the one-year CSSE tests in 1964 took the final-year secondary school examinations at the end of 1965, studies were possible of the predictive value of the CSSE for this final examination. These are continuing. They require the analysis of specific groupings of subjects and some attempt at devising possible weights for various subjects. Because success at later levels than the end of secondary schooling is also involved in the predictions, we will at the end of this year examine performance at the end of first-year university studies. Preliminary work done in Victoria has given us intercorrelations between related papers at CSSE and matriculation, and between the CSSE 'three best' papers and 'three best' matriculation papers. The latter correlations are not between strictly comparable groupings of subjects, and this may account for their relative smallness. At the same time as we undertake more detailed analyses of the data from the CSS and the matriculation examinations, we will be seeking information about school marks and their relation to both CSS and matriculation. Mr Renehan is also undertaking this study.

LEARNING IN SCHOOL SITUATIONS
Senior Research Officer: Miss M. Nixon

Language and Classification

The first part of this study is now complete. Five classification and seriation tasks were administered individually to children at a single large primary school, thirty boys and thirty girls being tested at each of the ages five, seven and nine years. Older children are superior to younger ones in both classifying and in describing correct classifications. Responses to items can be categorized to show three stages of development which are correlated with ages. However, this correlation is not perfect, children of every age appearing at each stage. This is further evidence that children need opportunities to learn through individual experience and training. Girls tended to be superior to boys at ages five and seven years, though the difference was not so apparent at nine years. Generally, a great improvement appeared between five and seven years, as though this period may be optimal for the learning of logical processes.

The kinds of tasks used varied in difficulty, the most difficult for all ages being one dealing with class inclusion, the easiest being those requiring substitution of one class for another, and abstraction and matching by a common property.

We hope that it will be possible to study the five-year-olds in this project for the remainder of their primary schooling, to obtain longitudinal data to compare with that obtained from this cross-sectional study. By measuring these children's progress in school, we will be able to assess how important classification indices and the value of classifying tasks are as media for school instruction. By including a group of southern European migrant children of the same age in the longitudinal study, we hope to discover in what ways classification skills and language learning are related.

PUBLICATIONS

BOOKS AND PAMPHLETS

Music Education: The Background of Research and Opinion, V. Horner

In November 1965, an edition of one thousand copies was published of this collation of research studies and authoritative opinion on most aspects of music in schools; 320 complimentary copies were distributed, and 160 have since been sold. Retail price was fixed at \$5 per copy. Several Australian reviews have been noted.

Agricultural Education in Australia, R. N. Farquhar

An edition of 1,500 copies has been printed. It will be sold at \$6 per copy. There will be a larger list of complimentary copies than usual, because so many have helped in this study in so many ways. A special attempt has been made to draw the book to the notice of newspapers serving country readers.

Books for the Retarded Reader, J. A. Hart

A completely revised edition of this book, found by many teachers to be an essential reference text, was issued during the year. A general edition of 1,500 was published, of which six hundred have already been sold. Special editions totalling four thousand were also printed for departments of education in Australia and New Zealand.

BULLETINS

During the year four Information Bulletins, two Bulletins for Psychologists, and three Memoranda, were prepared and distributed.

Information Bulletins

Programmed Instruction in Australia 1965, compiled by Mr J. P. Keeves (IB 02/65/44), was produced for relatively limited distribution.

Evaluation and the New American Science Curricula (IB 03/65/45) was prepared by Mr M. L. Turner on the basis of his preliminary experiences in examining USA approaches to new science curricula.

The Regional System of Educational Administration in the Wide Bay Region in Queensland (IB 01/66/46) is a report by the present regional director of education in that region, Mr Borchardt. It describes the organization and gives some information about teachers' opinions.

Staying Longer at School (IB 02/66/47) is an examination of the tendency for children to stay longer at school, based on the percentages of children from the last year of primary school who stay on at school until the end of secondary schooling.

Bulletins for Psychologists

Bulletins 3 and 4 have been produced. The present circulation of about six hundred indicates that this is serving an important need.

Memoranda

A statement on a number of aspects of the *Commonwealth Secondary Scholarships Examination in Victoria 1964* (M 02/65/2) was distributed to most secondary schools in Victoria, and a limited number of non-Victorian centres.

A System of Handling Information on Australian Education (M 01/66/3) presents a description by Mr R. T. Fitzgerald of the Uniterm Co-ordinate system of referencing which he uses to classify and collate information on Australian education.

Report No. 2 of Survey of General Ability of Pupils in Forms 4, 5 and 6 of Victorian Secondary Schools in 1962 (M 02/66/4). The substance of this report has already been dealt with on page 9.

REPRINTS

Assumptions Underlying Australian Education, R. F. Butts

This book continues to have a steady sale, and regular re-printing is still necessary.

Foundations of Secondary Education, W. F. Connell

This, like Butts' book above, is one of the basic reference books on Australian education. Although it is to be revised (see later reference), a reprinting was necessary to handle normal demand in 1966.

BOOKS AND PAMPHLETS IN THE PRESS

An Australian School at Work is an account of the approach to the education of adolescents made by Miss Dorothy Ross and her staff at Melbourne Church of England Girls' Grammar School between 1939 and 1955. Dr Cunningham has prepared the monograph, which will be the second in the Secondary Education Monograph series. An edition of 1,250 is planned, in paperback format, retailing at \$3.50.

Education in the Inquiring Society is a short, readable and, I believe, significant contribution to educational philosophy. It was offered to the Council for publication by Miss Margaret Mackie of Armidale Teachers' College, and we plan to have it available for students and others in time for the beginning of the 1967 educational year.

Evaluation Report: SRA Writing Skills Laboratory—Part 1. Mr Bennett arranged for the trial use in several schools of the SRA Writing Skills Laboratory, and this bulletin is his summary and evaluation of the reports received on this use. It will be Information Bulletin IB 03/66/48.

Marking English Compositions is Mr Gosling's report on the analysis of the procedures used (and the experiments built into those procedures) in marking the written expression (essay-type) papers used in the Commonwealth Secondary Scholarships Examination. It will be available by the end of 1966 as number 81 in the ACER Research Series. An edition of one thousand is being printed in paperback format, at a retail cost of \$2.50.

Two Memoranda are also at present in the press:

Report on the 1964 Victorian Primary School Testing Programme has been prepared by the staff of Testing Services, and will be issued as M 03/66/5.

Evaluation of Achievement in Mathematics (M 04/66/6) will be a preliminary report by Mr Keeves on statistical data related to the tests applied in Australia in connection with the IEA project.

PERIODICALS

The *Australian Journal of Education* now has a circulation of over 3,500. The October number in 1966 will be a special issue celebrating the end of the tenth year of publication. It will be devoted to aspects of recent change and development in Australian

education, and without any increase in cost to the subscriber will be about one-third larger than the normal volume of ninety-six pages. There is a back-log of about twelve months' articles at present available for publication, and I believe that we can envisage an even greater pressure on the space available, because the number of persons professionally concerned with adding to knowledge in education is increasing at a greater rate than is publication space available.

The *Australian Education Index* has a circulation of 157. Mrs McPherson and Mrs Hay continue to handle an extraordinary amount of work in producing each number, and with the increasing amount of publication in Australia it will be necessary either to add to the staff concerned or to be more and more selective in the choice of matter to be indexed. It is not possible to increase ACER staff at present, and it seems unlikely that we can add in any significant way to the great amount of help we receive from the voluntary indexers. Selection of material appears to be the only feasible alternative.

Of the 157 copies of each quarterly number at present distributed, two are copyright copies, sixty-one copies go overseas to fifty-two different centres and individuals. The ninety-four remaining copies are distributed in Australia to eighty-two institutions, organizations or individuals. Since 1964-65 there has been an increase of ten in the number of copies distributed, three to overseas centres and seven within Australia. The difference in 1965-1966 between income and expenditure was \$3,500. In 1964-65 it was \$3,000.

Three *Library Bulletins* have been distributed during the year. In order to save time for the library staff to handle the increasing flow of other work, the bulletin will in future be altered to a library accession list, accompanied by occasional reviews.

BOOKS AND PAMPHLETS IN PREPARATION

Secondary Education Monograph No. 3

Professor S. S. Dunn's monograph on measurement and evaluation in the secondary school is not yet available for printing, but is expected to be available to us before the end of the year.

New Methods and Materials in Spelling

Mr D. M. Bennett is putting the finishing touches to his examination of current approaches to teaching spelling and of some

of the current spelling lists and spelling materials. Final decisions have not yet been taken about the mode of presentation of the study, which casts considerable doubt upon many current practices, and in particular upon the approach to spelling through special 'lists' of words. It will probably be best presented as a paperback in the ACER Research Series.

Foundations of Secondary Education

Professor W. Connell has undertaken a major revision of his 1961 monograph. We have assisted by bringing some of the statistics up to date. It is planned to have the reprint available for the beginning of 1967.

MISCELLANEOUS PAPERS

Members of staff have, as is customary, prepared papers for publication elsewhere than through Council channels. Others have given addresses, some of which have been printed or reported in various journals.

An address I gave on *Testing in the Primary School* to a vacation seminar at Launceston in September 1965 was published in a bulletin of that title by the Tasmanian Education Department.

Mr Keeves' address in the 1965 lecture series of the Queensland Institute for Educational Research was published in that institute's recent bulletin *Modern Mathematics for the Primary School*; and an article on *Recent Developments in Primary School Mathematics* was published in *Education News*, June 1966.

Miss Nixon had published in *Australian University* (1965, 3, 130-139) a paper on *Personnel Work in Residential Colleges and Halls of Residence*.

Mr Gosling had published in August 1966 in the Bulletin of the Victorian Association of Teachers of English an article on *The Marking of Compositions in the Secondary School*.

Mr N. Wilson has had published by Angus and Robertson a programmed course in Leaving physics.

DIRECTORY OF PHILANTHROPIC TRUSTS

Final arrangements are being made about the Directory of Philanthropic Trusts which we will be preparing in association with the Myer Foundation. It is expected that this will require about twelve months' work and that it will cover all states.

TEST DEVELOPMENT

Head of Department: Mr T. M. Whitford

During the year the perceived needs for increased activity in maintenance of existing tests and in development of new tests and accompanying materials led to the separation of test development and materials development. Materials development is at present being dealt with on a project basis because of the nature of present activities.

In test development there are three main classes of work done. Some tests are developed on a contract basis with some outside body, generally to a specification either required by that body or worked out in collaboration. Others are developed to suit a particular testing programme, generally devised by the ACER, and a particular user working in close collaboration, but sometimes offered by the ACER as a service to a group of users. Others again are developed for general use by any qualified user desiring to test for some particular purpose. The initiative in preparation (or for modifying an overseas test) comes either from ACER staff or from suggestions made by visitors, or from ideas suggested during visits by staff to schools or to education departments. During recent years the contract and service tests have loomed largest on the ACER horizons, and drawn attention away, as I have indicated elsewhere, from the maintenance or modification of existing general tests, or from the development of more general tests.

CONTRACT TESTS

Commonwealth Secondary Scholarship Examinations, Messrs T. Whitford, L. Blazely, G. Gosling, K. Piper, N. Wilson, and panel members from ACER staff and outside organizations.

In February ACER convened a meeting of representatives from all states to discuss and make recommendations on the nature of the papers and the objectives to be used as a basis for their construction.

Discussion, which proved valuable to all participants, ranged over all aspects of the examination, but was primarily concentrated on the form and content of the four papers. Useful suggestions were put forward and where possible have been incorporated in the 1966 papers. There was substantial agreement with the underlying rationale of the examination and the objectives being tested, although some state representatives considered that students with particular talents in fields such as languages and the arts were not being given adequate opportunity to display these talents.

A statement of the educational objectives being tested by the four papers has been prepared by ACER, and copies sent to all state education departments for use as they deem fit. It is hoped that consideration of this statement by the various departments will lead to further clarification of objectives and continuing improvement of the tests. The four papers prepared this year will be used in all states.

Commonwealth Public Service Board: Advanced Level General Ability Test, Mrs J. Barnes

The final form of this test has been prepared and delivered to the board.

Commonwealth Public Service Board: Graduate Allocation Battery, Mrs J. Barnes

Some item types have been tried out and a progress report will shortly be submitted to the Public Service Board. It is expected that, after consideration of this report, discussions will be held on the scheduling and most appropriate direction for future developmental work on this battery.

WA Leaving English, Mr G. Gosling, Miss J. Maling

The usual comprehension test has been prepared for use in the Leaving Certificate examination conducted by the WA Public Examinations Board.

Commonwealth Public Service Board: Commonwealth Selection Tests—Third Division, Mr G. Gosling, Miss E. Watson

Currency replacement items for the published Part II tests have been prepared.

NSW Attitudes and Habits Survey, Mrs J. Barnes

(Development costs of this survey have so far been met by ACER.)

NSW teachers participated in briefing sessions and item-writing workshops leading to the development of a trial form of an Attitudes and Habits Scale which was administered to pupils in twenty-one NSW primary schools. Teachers had previously rated the pupils on various criteria which were then used in a validation study of the five sub-sections of the scale.

This pilot investigation was regarded as a feasibility study, and in a report to the NSW Education Department it will be suggested



that evaluation of achievement of the attitudes and habits specified in the curriculum will be very difficult, though feasible, and will require at least a further pilot trial based on findings of the original investigation, before development of a final scale for wider use.

NSW Public Service Board, Miss J. Russell

The usual general ability test was prepared.

AMP Society Selection Test

Following submission by ACER of a report on feasibility and cost of adapting an American questionnaire for use in screening applicants for appointment as life assurance representatives, the AMP Society has requested ACER to undertake the project on a co-operative basis.

SERVICE TESTS

Co-operative Scholarship Testing Programme, Miss J. Russell

A new general ability test has been prepared for use in this programme.

Victorian Primary Schools Testing Programme, Miss J. Maling

Final form of Test E2, Punctuation and Capitalization, has been prepared, as also have trial forms of Test E3 (Grammar and Sentence Structure) and Test E4 (Vocabulary).

Victorian Leaving Physics Programme (diagnostic and survey tests), Mr L. Blazely, Mr N. Wilson

Final forms of these tests have been prepared and are currently in use in most Leaving forms in Victoria. Samples of 1966 students' worked papers have been analyzed and score distributions drawn up for use by teachers. Diagnostic aid material has been prepared for all tests.

Victorian Matriculation Physics Programme, Mr L. Blazely, Mr N. Wilson and panel members

In view of the very favourable teacher response to the Victorian Leaving Physics Diagnostic and Survey tests, it has been decided, following consultation with the Victorian Education Department, to develop a similar series of tests for use at matriculation level. Trial forms of eight tests have been developed for distribution to schools.

Decimal Currency Revision, Miss J. Russell

All ACER tests in this category containing currency items have now been revised.

General Ability Tests: Department of Labour & National Service, Mrs J. Barnes, Miss J. Russell

Developmental work has now been completed on five tests, viz. Number Series Correction, Arithmetic Problems, Verbal Classification, Verbal Analogies, and Non-Verbal Matrices. These tests are currently being used by the department for intake testing of National Service trainees.

Higher Tests RL and RQ (Revision), Miss J. Russell

Following an examination of data supplied by the Vocational Guidance Bureau of the NSW Department of Labour and Industry, and following discussions with officers of the bureau, work has commenced on preparation of slightly lower-level versions of these two tests, better suited to use with fourteen and fifteen year olds. Revised editions of the original RL and RQ tests will continue in use with older vocational guidance cases.

Lovibond Object Sorting Scales

Dr Lovibond has extended his objective scoring procedure for the object sorting test, to provide assessment of possible brain damage in addition to his existing schizotypy scale.

G. J. Allen Social Studies Tests

ACER provided technical and professional assistance to the author in the development of primary social studies tests, and these will shortly be available through ACER for general use.

MATERIALS DEVELOPMENT

Individual Mathematics Programme, Kit B, Mr J. Izard, assisted by Messrs D. Goodger, B. Haig, F. Smith and D. Drummond

The development of satisfactory materials to the production stage took longer with this programme than anticipated, despite long hours of private time spent by the participants in preparing the materials. This project has benefited from discussions Mr Izard has had with curriculum officers in all states. Great interest has

been shown in the kit by teachers, and already over one thousand kits have been distributed by the publishers (Rigby Limited) and ourselves. The kit was 'launched' at a public demonstration in Melbourne on 19th April, and Mr Izard has visited both New South Wales and Western Australia since then to explain the rationale, organization and use of the kit. Small review sets have been prepared to explain the kit to teachers. Small defects in packing have occurred but were rectified promptly by the printer. It is already evident that the manual for teachers must be supplemented, and we are proceeding with the planning of a special bulletin which will cover various points raised by teachers using the scheme.

Kit C

The Victorian Education Department has generously renewed Mr Izard's secondment for 1966, and he has almost completed initial plans for the development of Kit C, which will cover the higher grades of primary school. The group at present directly involved consists for Kit C of Miss Blackall and Messrs Izard, Goodger, Smith and Whitehead.

The group will not begin with the considerable quantity of material—and the experience in its use—that it had for Kit B. In order both to accelerate the production, therefore, and to ensure from the beginning that the kit will meet the needs of all states, each state education department was invited to send an officer to a two-day conference in Melbourne on 11th and 12th July to discuss content, development, and tryout of Kit C. This has helped in clarifying objectives in mathematics for the upper primary grades, and in spelling out in greater detail the areas considered in the 1964 Conference Report on Mathematics in the Primary School.

Reading Materials

Arrangements have been made for the ACER to print and distribute the Western Australian Reading Development Scheme (WARDS). The first printing will be done to meet demands for the beginning of the school year in 1967. It will embody a number of minor modifications and, we think, improvements in the WA scheme (now being undertaken by Miss O'Donnell), but the cost of the amendments to both the scheme and the record books are not expected to affect significantly the costs of production. Our agreement with Western Australia provides that we will supply that state's needs at printing cost plus freight.

Study Skills Kit

The Western Australian Department has seconded Mr John Newby to ACER for the development of a kit of materials which will help to develop better the major skills involved in independent study. It will deal with such matters as the proper use of elements of a book, such as table of contents, index, paragraph heads, and so on; with the interpretation of non-verbal materials in, say, pictorial or diagrammatic form; with the development of note-taking skills; and with related matters. Mr Newby has considerable experience in the preparation of material for the Western Australian Reading Development Scheme. He brought with him a considerable amount of study skills material prepared by members of the Western Australian Education Department, but we have thought it worth while to spend considerable time considering plans for the final form of the kit, and developing a satisfactory rationale for it.

Mr D. M. Bennett is acting as a consultant-critic-adviser for this kit.

Spelling Materials

A direct consequence of Mr Bennett's examination of materials for teaching spelling was that we decided that as a matter of priority the number of words in *A Word List for Australian Schools* should be increased, and that greater help should be given to teachers in regard to its use. Specific help should also be available to help children spell a small number of the words in common use found most difficult. These 'demons' we think should be programmed. Spelling 'rules' are not, it appears, of much use to children, but there are a number of generalizations about spelling that can be assimilated by children if they are given adequate experience. These, too, may be programmed. Mr Bennett is therefore preparing his report for publication, adding to the number of words in the *Word List*, and preparing for programming a list of words still to be selected.

Junior Secondary Science Project

Late in 1965 arrangements were made for the ACER to act as host, and to provide professional direction, technical and clerical assistance, administrative facilities, and accommodation, to a group established by the Standing Committee for Science of the Victorian Universities and Schools Examinations Board. The

group's function was to be to prepare materials for children and their teachers to help attain the objectives of a new four-year course in science in Victorian secondary schools.

Limited funds were obtained by the Standing Committee from two Victorian charitable trusts—the Ian Potter Foundation and the Percy Baxter Trust; two qualified science teachers were seconded on full salary by the education department—Mr L. Dale as full-time project director, and Mr M. Robinson as a part-time writer; and Presbyterian Ladies' College has made available one of its science teachers—Mrs G. Wilkinson—as a part-time writer. The group assembled at ACER early in February, and has been hard at work since. Additional part-time professional assistance has been given in writing some of the materials, in preparing tests for use at the end of assignment units, and in visiting shops, factories, etc., to ascertain what kinds of simple materials and equipment suitable to the assignments can be readily obtained.

It is already evident that the writing team is too small to do the job it has (it is a little less than half the size originally planned), and the Standing Committee is now seeking more funds for 1966 and later years.

The materials have been enthusiastically received by teachers in the twenty-seven Victorian schools in which they are being tried out, as well as by others not using them but seeing in them a new approach to learning in science.

I believe what is being developed could be used with little modification anywhere in Australia, and I have therefore sent a set of the material to each state department of education and to the Standing Committee on Science of each of the Public Examining Boards in South and Western Australia.

Writing Skills and Social Studies

As a result of his experience in evaluating the SRA Writing Skills Laboratory, Mr Bennett has given considerable thought to the nature of the aids which could be developed to help children develop skills in writing.

He has also considered what materials could be produced to help teachers of social studies in the secondary school.

In both these fields he has thought sufficiently about the possibilities and has a sufficient critical awareness of existing materials for valuable work to be undertaken immediately, if we had the resources. I am exploring possibilities of obtaining support for such projects.

EDUCATIONAL SERVICES AND ADMINISTRATION

Mr M. L. Clark

TESTING AND ADVISORY SERVICES

Mr W. T. Renehan

TESTING SERVICES

Mrs N. McBean

One new major programme has been introduced this year, and there has been a general expansion of activity. Perhaps the most striking increase has been in the *Commonwealth Secondary Scholarships Programme*. The actual tests are prepared under Mr Whitford's direction, but once they are in their final form they are passed to Testing Services, which then takes over all arrangements connected with the scholarships until the final results are supplied to the responsible authorities in each state.

In 1965 the examination using the ACER tests was held in four states: New South Wales, Tasmania, Victoria, and Western Australia. The education department in Sydney was responsible for the processing of candidates' papers in that state, and the exact number involved is not known. In Victoria 19,626 candidates were tested; in Western Australia 5,791 candidates presented; and in Tasmania 1,789.

The 1966 programme of tests will be administered in all six states. *Candidates' Information Bulletins* covering the four two-hour papers (Written Expression, Quantitative Thinking, Comprehension and Interpretation—Sciences and Humanities, separately) have been distributed from the government printers in Perth, Canberra and Melbourne. New South Wales candidates' objective test papers will again be processed by the education department, but arrangements have been made for ACER to mark the essay papers. In Queensland, where the ACER tests will be taken for the first time in 1966, the same procedures will be followed as in New South Wales. These, together with those of nearly 22,000 Victorian candidates' papers, as well as those of the other states (1,687 for Tasmania and 8,450 for South Australia are known at the time of writing this report), will mean a very full programme at the ACER. All told, over seventy thousand essay papers will be marked at ACER.

In Victoria, as well as South Australia, the rank order of candidates based on the four examination papers will be modified to account for the schools' estimates of their pupils' likely success at matriculation, two years later.

The use of the estimate by the school of performance during normal schooling as one component of the total score on which scholarships are awarded was introduced for the first time in Victoria in 1965. The actual weighting—equivalent to an additional paper—was agreed upon between the Commonwealth and state governments. The procedure appears to have gone some way towards rewarding the hard-working and consistently good student whose actual examination marks would otherwise have placed him just below the cut-off mark for an award.

Victorian Leaving Physics Testing Programme

1966 is the inaugural year for this programme. The nature of the tests is described earlier in this report. They have been produced in reusable format, and the booklets will be retained in the participating schools and used for a number of years. This year 7,107 students in 282 schools will be given the six diagnostic tests and one achievement test during second and third terms. They will be used in conjunction with the diagnostic aids prepared in conformity with the new Form 5 syllabus.

In 1967 a similar programme will be available at Form 6 (matriculation) level.

As a result of changes in the syllabus for 1966, the Pre-matriculation Physics and Chemistry Testing Programme was administered for the last time in 1965.

Basic Skills Testing Programmes

As a result of a study designed to assess the effect of early testing on pupil performance, differences between early and late testings were not found to be significant. It was decided, however, that the programme should continue to be held in September as in previous years. No changes have been made in the tests available again this year, but it is planned to revise the arithmetic tests (which have been in abeyance because of changes in the curriculum), and to extend the coverage of the English tests after the 1966 programme.

One hundred and eighty-two schools will participate in the NSW programme for the first time this year.

The Education Department of Tasmania has also asked the Council to investigate the question of having a similar project in that state. As a preliminary step, the BSTP tests and VPSTP mathematics tests have been administered in two Launceston schools.

Victorian Primary Schools Testing Programme

A report has been presented to the Education Department of Victoria on the 1964 programme, which surveyed attainment in computational and problem mathematics. Trends were commented on in the last Annual Report.

Late in 1965 the survey of attainment in listening skills and in the development of mathematical ideas was carried out in Grades 3 to 6 and Grades 4 to 6 respectively. Test results of 10,761 pupils in 126 schools have been analyzed. Results seem to confirm findings of other researchers that boys tend to be superior to girls in listening skills. The differences are significant at Grades 3, 5 and 6, but not at Grade 4 in this survey. In their attainment on the test of mathematical ideas the boys were found to be significantly better than girls at Grade 5, but not at Grades 4 or 6. Other comparisons relating to age of school and region were made and the results passed to the Curriculum and Research Branch.

In 1966 the survey will be in the area of English usage and grammar. To set base-lines for future surveys a new test of punctuation and grammar has been prepared, and trial forms of sentence structure and vocabulary usage will be tried out. For comparison with the 1946 Curriculum Survey data, the ACER Word Usage and Sentences tests will also be employed. Eighty-seven schools have been selected and approximately 1,600 pupils in Grades 3 to 6 will be tested between the 8th and 12th November.

Co-operative Scholarship Testing Programme

This programme for independent schools has continued to meet a need. During the year participating schools have been asked for their comments on the programme, and the replies indicated general satisfaction that the tests used were selecting able pupils.

Testing Services

A number of minor testing services were again offered in 1965-1966.

ADVISORY SERVICES
Miss M. O'Donnell

A steady stream of inquiries by letter and of callers seek advice and information about educational problems of all kinds. Some find what they seek by reference to the library, others by consultation with or reference to staff engaged in particular research or development. Most of them, however, are helped by the staff of two

full-time officers and one part-time officer whose designated duty such advice is. Most of the inquiries concern the use of tests and reading materials, but their scope is widening steadily. Competence and speed in answering them is essential. Teaching practices may be altered for the better by sound advice tactfully given.

In 1965-1966 there was no marked change in the activities of the division, but the volume of inquiries and correspondence handled almost doubled.

Many of the letters sent out this year dealt with SRA laboratory materials. Since these items will not be serviced by ACER in 1967, there should be a sharp decline in this particular activity. However, there has been a considerable number of inquiries about the Individual Mathematics Programme; these are expected to continue at an increasing rate. Many of the letters sent out about this programme have been accompanied by a review set. There has been a heavy demand for this type of service instead of complete sets being available 'on approval'. Review sets have also been provided for other materials such as the WA Reading Development Scheme.

A substantial number of the interviews provided by advisory service staff this year have been concerned primarily with the IMP. Mr Izard gave considerable assistance early in the year by helping to familiarize service staff with the general rationale and detailed application of the programme. In return, he has been getting considerable feed-back from teachers.

As in previous years, extensive displays have been set up at the annual meetings of the Australian College of Education and the Australian Psychological Society, as well as at the January post-college courses held at the Sydney Teachers' College. This year ACER was also represented in a display of educational materials organized by the South Australian Institute of Teachers during the May school vacation. Several other displays were provided but not personally attended by advisory staff. This form of service is appreciated by teachers and is a useful application of ACER resources. The activity will be continued, but in addition efforts are being made to establish permanent display centres in the capital cities. Approval has been given for such a centre to be set up at the Unley Primary School in Adelaide.

An increasing number of groups of teachers and students is now visiting ACER to inspect materials and to listen to talks provided by members of staff. Some groups of headmasters and

infants' mistresses have combined their visits with their usual monthly meetings. Staff have also addressed meetings of teachers at other centres in Victoria and in other states.

In addition to the regular *Bulletin for Psychologists*, this division is now producing an occasional series of *Advisory Service Bulletins*—two numbers having already been published. Two others are in preparation. The general object of these bulletins is to make information on new developments or materials more readily available. Descriptive test leaflets are also being produced along with various other brochures.

Keeping our test library up to date also continues to absorb a good deal of advisory staff time, but this would seem to be a necessary commitment in order to maintain an adequate service to teachers and psychologists. Like many of the other activities of the division, this may not produce any tangible results but obviously satisfies a need and is a valuable part of our advisory function.

PUBLISHING SERVICES

Mr I. Fraser

The information already given under publications has shown that this section of the Council's staff has been kept busy this year. In a typical month's activity within this division there were sixty items in process, ranging over varying stages of production from initial costing through editing, drafting of layouts, proofing, paging, etc., to inspecting and filing the publications themselves. This does not include the normal checking of copy submitted with stock orders for reprinting.

The volume of material dealt with makes the Council a substantial publisher. Printing expenses would account for the greater part of our test and publication purchases, which were of the order of \$300,000 this year.

Mr Fraser and his staff are constantly consulted by staff about layout and design, and favourable comment has been made on the format of recent publications. A major new publishing project during the last twelve months has been the trial versions and final forms of the materials used in the Victorian Leaving Physics Testing Programme. These have seen the division venture further into the preparation of printers' 'art work' for offset lithography—a task previously carried out by the Council's printers.

DISTRIBUTION SERVICES

Mr E. McIlroy

There has been a steady increase over the last three years in the various phases of processing stock orders, which now total 439 items. Next year will see some reduction of this number due to the withdrawal of our agency for SRA materials, but our tests and books will remain substantial in number. The individual stock units (i.e. separate test items such as scoring keys, answer sheets, etc.) clearly indicate a considerable amount of handling in making up each of the nineteen thousand or so invoices written this year. Of these, less than half of one per cent represent 'over the counter' sales; the bulk of our materials continue to be sent to customers by post, rail, taxi-truck, or air freight.

State primary schools continue to account for over 40 per cent of orders placed; about 6 per cent originate from state secondary schools and 20 per cent from the non-state schools. Universities and teachers' colleges account for about 4 per cent and 2 per cent of orders respectively, and the balance of orders come from Commonwealth and state departments or individual psychologists and consultants.

To service orders placed this year, an *average* stock valued at \$65,800 has been carried. This represents a further increase on the amount carried in previous years. However, as a percentage of sales, it is at about the same level as in 1963-64, and about 1½ per cent higher than in 1964-65. Most of this change would be a function of the movement in various editions of the SRA laboratories (other than elementary and secondary) and the need to import substantially more record books. The rate of stock turnover remains at a satisfactory level.

Mr McIlroy has been involved in considerably more customs work this year, largely as a result of changes in tariff classifications. For the most part, supplies from overseas have come in without appreciable delays, and deliveries from local suppliers have been on schedule.

Other matters of interest are the changes in our New Zealand agencies. NZCER has established its own distribution service and now acts as our test distributor. Educational Books Ltd retains the agency for ACER books. Apart from this, we have granted Psychological Research Association Inc. distribution rights for ACER tests and materials in the Philippines.

During the year we have provided complimentary copies of all Council publications still in print to the newly established libraries

at Macquarie and La Trobe Universities, to the new Department of Education at the University of New South Wales, to the new Flinders Teachers' College and Flinders University of South Australia at Adelaide, and to the new University of Papua-New Guinea.

LIBRARY

Mrs D. Wells

The library continues to be heavily used by outside borrowers and by staff. We have not the facilities to analyze the professional position of borrowers, but observation suggests that the steady increase in the number of better stocked libraries in Australia, and the improvement in journal and book holdings in university libraries, have resulted in fewer research workers using the library and more borrowings by teachers interested in a particular topic and pursuing a particular interest.

New journals, many pamphlets, and an increasing number of new and important books confirm that we, as elsewhere, are in the midst of an explosion of knowledge in education. This creates problems in library service and accommodation, as well as in separating the durable and valuable from the temporary and trivial. Without considerable increases in staff and accommodation, neither of which is at present possible, the procedures which have proved adequate in the past for processing incoming material and making it available to borrowers must be reviewed critically to save time and to increase efficiency.

It is evident, too, that the present extensive information given in our Library Bulletins, three of which have been issued this year, is not now warranted, and that a much simpler accession list will be adequate for the majority of borrowers and readers.

Borrowings have again increased this year. Both staff loans (2,350) and outside loans (3,450) are about two hundred more than in 1964-65. Loans of teaching programmes were, however, very much lower than in that year, although we added sixty-six new programmes to our library holdings. During the year we also added 315 new books, 302 new pamphlets, and sixty-eight new tests.

New and important journals are appearing, and many organizations, recently established or rejuvenated or enlarged in scope, are issuing bulletins and newsletters. These, and decisions to start subscriptions to some old and well-established journals that we now find greater use for (e.g. the *Merrill-Palmer Quarterly* of

Behaviour and Development), have added thirty journals to the numbers taken at the end of the 1964-65 year.

Distribution of journals to staff is a major task for the library staff, and ways of reducing it are being worked out.

STAFF

The Council now has on its staff, for the activities listed in the previous pages, 60 full-time staff, including four secondments, and 11 part-time staff, including two secondments.

RETURNS TO STAFF

Mr Clark returned in January from his twelve months' study leave at the University of Western Australia. That university has agreed that he should complete his Ph.D. by two years of part-time study, and has agreed also that this may be done under my supervision. During 1965 he completed the preparation of tests, and tested thirteen classes of Grade 7 children in Western Australia with a battery of sixty-four reading and listening tests. His thesis topic is a facet analysis of verbal comprehension based on the inter-correlations of the tests in the battery.

Mr M. L. Turner returned on 4th July after nearly two years at the University of California at Berkeley. He completed a heavy programme of course work, mostly in measurement, statistics, science curriculum and psychological foundations of education, with marked distinction, obtained his M.A. by examination, and is now preparing his dissertation. His topic is concerned with the reliability of learning over time, and will involve teaching and testing in a number of schools.

APPOINTMENTS AND SECONDMENTS

During the year, Messrs N. Wilson and K. Piper, and Miss J. Maling joined the test development staff as research officers (the latter on secondment), and Mrs P. Segall the general research staff.

Mr L. Dale (as Project Executive Officer), Mrs R. Wilkinson and Mr M. Robinson were the initial professional staff on the Junior Secondary Science Project, all being seconded, Mr Dale and Mr Robinson from the Victorian Education Department and Mrs Wilkinson from the Presbyterian Ladies' College, Melbourne.

Mr J. Newby was seconded from the Western Australian Department of Education to work on the study skills kit.

Mr G. Bartle was also seconded from the Victorian Education Department from 15th January to 30th June 1966 to undertake the inquiry into school music.

Mr D. Arney was appointed as a research assistant in Educational Services to assist with the administration of the Commonwealth Secondary Scholarships Examinations and the computer programme.

Miss S. Young joined the publishing staff as assistant to Mr Fraser.

On the technical, clerical, sales and distribution staff, new appointees during the year, now working on the staff, are: Miss G. Adams (21.2.1966), Mrs P. Arnold (25.5.1966; part-time), Mrs L. M. Botham (21.2.1966), Mrs M. Engellenner (21.5.1966; part-time), Miss G. Hall (14.6.1966), Miss L. Kent (21.2.1966), Mrs P. Nabbs (13.5.1966; part-time), Miss J. Peacock (9.3.1966; part-time), Mrs D. Pullen (25.4.1966), Mr L. Williams (27.4.1966), Mrs I. M. Wiseman (14.2.1966; part-time).

RESIGNATIONS

The Assistant Director of the Council, Mr S. S. Dunn, was during the year appointed as a Professor of Education at Monash University in Melbourne, and took up his appointment there in March. He joined the ACER staff as a permanent officer in 1947, as officer-in-charge of the Council's test division. In the succeeding nineteen years he built up that side of the Council's work and earned it high praise in both national and international circles.

He did not spare himself in his work for the Council. His helpfulness to staff and others, his quick grasp of the right course of action in fostering latent possibilities of good educational developments, and his commitment to the Council's purposes, were marked assets in the Council's work. I will miss his help, but I believe the Council has capable staff already filling the gap left by his resignation.

Mr T. S. Duff, as forecast last year, took up his appointment at the University of Auckland, New Zealand, in February 1966, after ten years of valuable service as a research officer in general research.

Mrs J. Barnes left after eighteen months' service as a research officer in test development. Her experience, her quick understanding of problems and her high level of work will be hard to replace.

Mr K. Moritz left his temporary appointment in Educational Services at the end of 1965 to proceed overseas.

From the distribution, sales, technical and clerical staffs, resignations have been probably too frequent. Of those on the staff at

this time last year, the following have resigned: Mrs B. J. Bradly, Miss T. M. A. Considine, Mrs C. Domini, Mrs L. Elliott, Mrs D. B. Jamieson, Mrs S. R. Larkin, Mrs L. Phillips, Miss S. J. Ross, Mrs F. M. Rumball, Mr. R. M. Tucker.

Mr L. Blazely will leave the staff early in September to take up an appointment as Superintendent of Research in the Tasmanian Education Department. His careful and scholarly work in developing tests in mathematics and science has been appreciated by all who have worked with him.

OTHER CHANGES

Dr R. N. Farquhar's secondment to the ACER staff ended on 18th December 1965, and he returned to duty with CSIRO. The Council owes a considerable debt to CSIRO for both the initial secondment and the extension from July to December 1965 to enable Dr Farquhar to complete writing his report.

I regret the sudden death during the year of Mr R. Norton, a member of the distribution staff, who had been with us only a short time but who had already, in that time, earned a place of respect with us all.

STAFF TRAVEL

Immediately after the last annual meeting I visited Tasmania for a week to complete gathering evidence and opinion for the report requested by the Minister for Education on proposals before him for reorganization of secondary curricula and examinations. The report was presented to him in October last, and I understand that a number of changes are now pending.

Apart from that visit, I have visited Brisbane once and Sydney on several occasions, including the occasion of the seventh annual conference of the Australian College of Education.

Mr Dunn visited Western Australia and South Australia and addressed the institute in the latter state on the CSSE. He also visited New South Wales on several occasions, once in company with Mr Renehan, Mr Clark and Mrs Barnes to discuss the Basic Skills Programme with the NSW Education Department, and participated as lead speaker in several television programmes in University of the Air.

Mr Keeves was invited to join with Mr P. Hughes (of Tasmania) as a guest speaker at the Queensland Institute's 1965 lecture series. His address is included in the institute's recent publication *Modern Mathematics in the Primary School*. He participated in July 1966, by invitation, at a weekend workshop in

action research convened by the SA Education Department. In August 1965 he was invited to the penultimate conference of the IEA Project in Mathematics, held at Hamburg.

Mr Renehan has visited Queensland and South Australia in connection with administrative arrangements for the CSSE, and New South Wales and Tasmania in connection with testing projects.

Miss O'Donnell has visited Tasmania, New South Wales and South Australia to talk about ACER activities and to discuss materials, tests, etc., which she had on display.

Mr Whitford and Mr Blazely again went to New Zealand in order to be present during trials of new ACER tests. While in Sydney en route to New Zealand, Mr Whitford discussed with officers of the NSW government some aspects of test needs.

Mr Izard has visited both New South Wales and Western Australia in connection with the 'launching' of the IMP Kit, and has faced audiences of teachers, inspectors and superintendents in each state.

Mr Bartle, in the course of his survey of school practices in music, visited all states.

DIRECTOR'S OUTSIDE ACTIVITIES

My outside commitments have been with the Victorian Committee of the Winston Churchill Trust, with La Trobe University, with the Britannica Award scheme, with the UNESCO Committee for Education, with the Australian College of Education, and with the Australian Broadcasting Control Board. None of the commitments has involved a great deal of 'office-time', and each brings me into touch with important views on aspects of Australian life and education.

LEAVE AND SUPERANNUATION

During the year details of a scheme of long service leave for Council staff were drawn up. As the scheme differed in some respects from the statutory minimum requirements laid down by law in Victoria, it was submitted to and formally approved by the Industrial Appeals Court in that state. In broad terms, it provides for four and a half months' leave of absence after fifteen years' service with the Council.

Following the suggestions made and direction given by the Council in 1965, long service and recreation leave were completely separated from leave for study and professional refreshment. A

new statement on such leave was prepared and approved by the Executive and distributed to staff.

The Trust Deed for the Staff Superannuation Fund was completely revised during the year to incorporate all the amendments made since 1947, and to include a number of new statutory provisions required by government in order to prevent malpractice in such funds. The time spent in administering the superannuation scheme is increasing, and the commission returned by the AMP Company to the Council for its collection and transmittal of the premiums does not cover the time spent on aspects of the administration and handling of the scheme.

FINANCE

Accountant: Miss P. M. Staurenghi

INCREASED GRANTS

It is a pleasure to record that during the year all the states and the Commonwealth agreed to double their grants to the Council. Payment at the higher rates was not finally approved in most states until late in 1965: total government grants to the Council are now therefore \$60,000.

WITHDRAWAL OF SRA

One of the points made in the case submitted to governments in requesting an increase was that much of the Council's other income, some of which was supporting research, was precarious. Precarious indeed! How precarious was emphasized—we cannot say unexpectedly, but certainly uncomfortably—when we were advised in May of this year that SRA intended to establish in Australia its own distribution service, a service in which ACER would no longer share except in the limited field of test distribution. At a conservative figure this will reduce total income in a financial year by about \$300,000 and gross profit by \$110,000. The transfer will, by arrangement, not take place until 1st January 1967, so that we will have the benefits of trading in SRA materials for the first half of this financial year. This is the less 'lucrative' half of the SRA 'year', but nonetheless the deferred date of transfer gives us both a useful income for that period and a valuable period of adjustment. It is unlikely that any particular range of equipment or materials available to us for sale will make up the gap for a year or so.

The SRA agency has been a valuable one to ACER, and has, I think, benefited Australia both through our use of the income

from it for research, development, publications, and advisory services, and because the dissemination of valuable educational materials was probably more rapid and more accepted by teachers because the ACER's name was associated with it. It is probably not often that a principal (SRA in this case) takes over an agency which has placed some aspect of the principal's products into nearly 70 per cent of institutions likely to be the main purchasers. We have sold one or other of SRA's materials, such as its reading laboratories, pilot libraries, science kits, etc., to some seven thousand schools in Australia in the last five years.

It is to be hoped that the establishment of SRA's own distribution centre, backed by their much greater resources and without ACER as a 'middleman', will reduce costs to schools and be in many other ways of direct benefit to schools. Amongst other possibilities, the use on a far wider scope than ACER could undertake of qualified professional staff to visit schools and explain the materials should be to the general advantage of Australian education.

The impending loss of that agency will be partly offset by the income from the Western Australian Reading Development Scheme and from the Individual Mathematics Programme. With careful adjustments of expenditure, and provided that there is no unforeseen and inescapable commitment, we anticipate that income and expenditure will be about equal in the 1966-67 financial year. We will not be able to replace all staff who resign or to undertake projects requiring additional staff unless the full expenses of these are met by other funds. The following year, 1967-68, will probably be more difficult, because in that year we will have no income from SRA.

COLLECTIONS BY STUDENTS FOR RESEARCH IN EDUCATION

For their Commemoration Day collection in 1966, the students of the University of Sydney chose the ACER as the 'charity' concerned. We have not yet been formally advised of the amount that will be available to the ACER from the collection.

It is of interest that students at Western Teachers' College in Adelaide have made available to the South Australian Institute the proceeds of a special collection for research in education.

SOURCES OF INCOME

General grants from the Commonwealth and state governments were \$60,000 for 1965-1966. In addition we received a grant of \$200 from the Tasmanian Teachers' Federation.



During the year an amount of \$1,686 was paid to the Scientific Research Fund for general use, and \$5,500 for the Junior Secondary Science Project, (\$4,000 from the Percy Baxter Charitable Trust, and \$1,500 from the Ian Potter Foundation). This was additional to the \$4,045 in the fund at 30th June 1965, set aside to meet part of the costs of the Music Survey, which was received from the Calouste Gulbenkian Foundation.

The \$21,475 invested in shares brought in \$1,550. During the year, on the advice of our investment brokers, we sold some of the Council's holdings and invested the proceeds in others. Arrangements have been made for a regular six-monthly review of the shares to ensure that the Council derives the maximum benefit from them.

The total of these amounts of income for general use was \$63,436.

The rest of the Council's income comes from

- (a) its trading income, derived from sales of tests, materials, books, *The Australian Journal of Education*, and the *Australian Education Index*;
- (b) grants made for specific services, such as preparing tests for particular clients (e.g. the Western Australian English Test);
- (c) payments made by schools, school systems, or others making use of special testing programmes such as the Co-operative Scholarship Testing Programme for independent schools;
- (d) royalties received from Australian and overseas sources which use ACER tests and materials, or royalties received in recognition of ACER help in preparing materials such as the IMP Kit.

These four sources not only meet the expenses involved in making the income, but have in the past met a large part of the expenditure on general research, library, and advisory services.

BUILDINGS

During the year we completed the subdivision of the office area, which is now fully occupied, and we enclosed, with shutters, one of the expansion areas on the ground level in order to provide more storage space.

It will be necessary temporarily to rent outside accommodation for the Junior Secondary Science Project if this is to be expanded, as our Wakefield Street properties are tenanted by agreement on

a six-monthly basis. Arrangements have been made for one of them to be vacated by the end of 1966.

At 30th June 1966, the Council owed \$30,000 on its building at 9 Frederick Street, and \$15,930 on the two rented properties in Wakefield Street. If all goes as planned the debt on 9 Frederick Street will at 30th June 1967 be more than covered by the share assets of the Council.

RESULTS OF YEAR 1965-1966

After allowing \$19,000 as a provision for long service leave and study leave, the year's activities were financially very satisfactory, showing a balance of \$61,983 of income over expenditure. This is not a cash balance, and it is not all available for general use. It does, however, provide for the first time for many years, a reserve fund additional to appropriations, from which we may now plan to do some deferred work. (About \$20,000 is income properly brought into account for 1965-66, but not yet physically received.) \$6,600 of it is represented by stock. In view of the heavy publications programme \$5,000 has been appropriated for the Publications Fund. I have thought it wise, also, tentatively to appropriate \$10,000 as a Salary Reserve Fund, as there are growing indications that wages and salaries are likely to increase, and the Council's recent experience with retrospective awards has not been a happy one. Portion of it will also be required as capital for publishing the Western Australian Reading Development Scheme, and I have tentatively set aside \$16,000 for that purpose, as this is the estimate of printing cost. (We will, of course, recover this amount from sales.)

The balance of \$24,000 should, I think, be considered as the source of funds from which the Council can now, as it had planned to do, accelerate its work in revising existing tests, renorming where necessary, and in developing new tests and associated materials to meet new needs. This work, hitherto deferred, is important.

The apparently high amount is due to a number of factors. The increased grants to the Council were not finally approved by all those responsible until late in 1965, and we judged it wise not to anticipate them by increasing staff or undertaking new projects based on them. We had also some advance warning of the possible loss of much of the SRA income, and therefore have been cautious both in replacing staff and in incurring previously normal expenditures on such matters as advertising and publicity. Trading operations have been more successful: income has been slightly

higher and expenditure lower. Service operations (programmes) have also more nearly paid their way this year than last, and have therefore needed less financial support from trading.

Our research operations, which we costed last year to result in a deficit of \$46,000, have this year a deficit of only \$17,000, the difference being due to the increase of \$30,000 in grants.

SUBDIVISION OF INCOME AND EXPENDITURE

A special breakdown of the financial statements in the audited accounts for 1965-66 was made, in order to show the income and expenditure on the research, development, and service departments of the Council. Although some arbitrary allocations of expenditure must be made in effecting such a breakdown, there is value in continuing it over time, provided consistent proportioning is done of 'common' expenses. In making the allocation of income, we have for some years past required our Sales and Distribution Services to operate with an upper income limit of 25 per cent of the gross profit, and this year again adopted this procedure. Comparison of the 1964-65 and 1965-66 years follows:

Item	1964-1965			1965-1966		
	Income \$	Exp're \$	Balance \$	Income \$	Exp're \$	Balance \$
Research operations	35,142	81,172	-46,030	64,828	81,738	-16,910
Service operations	108,030	121,820	-13,790	149,586	153,582	-3,996
Trading operations	514,020	459,716	+54,304	534,332	451,444	+82,888
Result for year			-5,516			+61,982

CONCLUSION

I believe the need for the kind of services which the Council can give, and to some extent has been giving, can be seen more clearly now than in past years. Problems of a national character loom larger in public discussion than ever before. They require accurate fact-finding and informed judgment about the facts. Questions of curricula and of courses of study within them are under more frequent and intense discussion, and the need to evaluate alternatives or to evaluate the effects of a change made either upon informed opinion or preliminary trials has become a most important one. The classroom climate is changing rapidly

as the approach to teaching changes its route from direct instruction to more guided learning and individual assignment, and this change requires new instruments to assess growth. Teachers are more and more aware that well designed teaching aids can enhance their trained skills and greatly improve their effectiveness.

The considerable increase in the strength of research effort in state departments of education and in university departments, particularly of education and psychology, has made it possible for the Council to devote more attention to research problems common to large segments of Australian education, to take more note of innovation and development, and to undertake more work in applying the best current thinking to improving the aids to learning, in key subjects, available to the teacher.

The staff has, over the past few months, been giving thought to the directions in which, in test development, materials development, curriculum development, and research, the ACER might be able to make the most immediate impact on Australian education. The Council can do this, I believe, by drawing attention to needs, and also by providing information about their nature and effect, instruments to assess their scope and intensity, and materials where these are appropriate to aid the teachers and others to satisfy them.

Staff at Council Headquarters

*Frederick Street, Hawthorn, E.2, Victoria
at 26th August 1966*

Director:

W. C. Radford, M.B.E., M.A., M.Ed., Ph.D., M.A.Ps.S., F.A.C.E.

Assistants to Director:

ADMINISTRATION AND SERVICES

M. L. Clark, B.A., B.Ed. (Hons), M.A.Ps.S., M.A.C.E.

RESEARCH AND DEVELOPMENT

M. L. Turner, B.Sc., B.Ed., M.A., M.A.C.E.

General Research:

J. P. Keeves, B.Sc. (Hons), B.Ed., M.A.C.E.

R. T. Fitzgerald, M.A., Dip.Ed.

G. W. H. Gosling, M.A., B.Ed., A.I.L. (Fr.)

(Miss) M. Nixon, M.A. (Hons), M.A.Ps.S.

(Mrs) P. F. Segall, B.A. (from Jan. 1966)

Test Development:

T. M. Whitford, B.A., B.Ed. (Hons), M.A.Ps.S.

L. D. Blazely, B.Sc., B.Ed. (left Sept. 1966)

N. L. Wilson, B.Sc., B. Ed. (from Jan. 1966)

K. J. Piper, B.A. (Hons), Dip.Ed. (from Jan. 1966)

(Miss) J. M. Maling, B.A., Dip.Ed. (seconded by Vic. Ed. Dept,
from Feb. 1966)

(Miss) J. L. Russell

(Miss) E. Watson

Materials Development:

D. M. Bennett, B.A. (Hons), T.Dip. (London)

J. F. Izard, B.Sc., T.P.T.C. (seconded by Vic. Ed. Dept)

J. H. Newby (seconded by WA Ed. Dept, from April 1966)

L. G. Dale, B.Sc., B.Ed. (seconded by Vic. Ed. Dept, from
Feb. 1966)

M. E. Robinson, B.Sc., B.Ed. (seconded part-time by Vic. Ed.
Dept, from Feb. 1966)

(Mrs) M. B. Wilkinson (seconded part-time by Presbyterian
Ladies' College, Melbourne)

Educational Services:

W. T. Renehan, B.A., B.Ed.

ADVISORY

- (Miss) M. E. O'Donnell, T.P.T.C., M.A.C.E.
 (Mrs) D. M. Bradshaw, B.A., Dip.Ed., M.A.Ps.S. (part-time)
 (Miss) T. Sloss, T.P.T.C.

TESTING

- (Mrs) N. E. McBean, B.A., Dip.Ed.
 D. J. Arney, B.Sc. (from Jan. 1966)
 (Miss) J. E. Prior
 H. J. Williamson

DISTRIBUTION

- E. P. McIlroy
 (Mrs) M. E. Clarke
 T. E. Coleman
 (Mrs) M. Engellenner (from May 1966; part-time)
 T. M. George
 R. W. Jupp
 (Mrs) M. E. Lane
 (Mrs) J. Russell
 (Miss) H. Watts
 C. Welsby
 L. Williams (from April 1966)

Staff and General Services:

LIBRARY

- (Mrs) D. L. Wells, B.A.(Hons), Librarian
 (Mrs) J. Gregory, B.A.
 (Miss) L. Henderson

AUSTRALIAN EDUCATION INDEX

- (Mrs) F. E. McPherson, B.A.(Hons), Dip.Ed. (part-time)
 (Mrs) B. E. Hay, B.A. (Hons) (part-time)

PUBLISHING

- I. C. Fraser, M.A.
 (Miss) S. Young, B.A. (from Jan. 1966)
 (Mrs) L. Botham (from Feb. 1966)

ACCOUNTANCY

- (Miss) P. Staurengi, B.A., B.Com. Accountant
 (Mrs) F. A. Harvey (part-time)
 (Mrs) P. Arnold (from May 1966; part-time)
 (Miss) M. A. Sharp

SECRETARY TO DIRECTOR

(Miss) K. A. Saunders

OFFICE

(Mrs) S. J. Phillips

(Mrs) N. Allen (from Aug. 1966)

(Mrs) L. Car (from Aug. 1966)

(Miss) S. Caulfield (from Aug. 1966)

(Miss) D. B. Hayles

(Mrs) R. R. Jupp

(Mrs) J. V. King

(Mrs) J. Loye (from March 1966; part-time)

(Mrs) D. Pullen (from April 1966)

(Mrs) P. I. Robin

(Mrs) I. N. Wiseman (part-time)

CLERICAL AND TECHNICAL ASSISTANTS

(Mrs) C. Bayley

(Mrs) M. Corfe

(Miss) L. Kent (from Jan. 1966)

(Miss) M. G. Summers

Contributors to Council Funds

The Council wishes to acknowledge, with thanks, the following contributions received during the financial year ended 30th June, 1966:

Australian Governments:

Commonwealth	\$30,000	
New South Wales	11,440	
Victoria	8,280	
Queensland	4,400	
South Australia	2,680	
Western Australia	2,160	
Tasmania	1,040	
		\$60,000

Teachers' Associations:

Tasmanian State School Teachers' Federation ..		\$200
------------------------------------------------	--	-------

Trusts, Foundations, etc.:

Ian Potter Foundation*		\$1,500
Percy Baxter Charitable Trust*		4,000
Miscellaneous		1,687
		\$67,387

* Contributions specifically for Junior Secondary Science Project

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.

ANNUAL REPORTS OF THE STATES

NEW SOUTH WALES

Office-bearers

Patrons: Professor C. R. McRae, Dr G. E. Phillips, Mr H. J. Meldrum

President: Dr R. L. Debus,

Vice-Presidents: Dr V. J. Couch, Dr T. W. G. Miller, Mr R. W. Stanhope

Secretary: Mr J. C. Nield

Treasurer: Mr K. V. Mathews

Librarian-Research Officer: Dr M. R. Dunstan

Assistant Editor, *Australian Journal of Education*: Dr R. L. Debus

Additional Committee Members: Dr H. Campbell, Mr A. P. Anderson

Representative on ACER: Professor D. Spearritt (absent on leave in 1966), Mr Stanhope as alternate for 1966

Meetings

The following meetings were arranged:

November 5 1965: The Minister-in-Charge of Commonwealth Activities in Education (Senator J. G. Gorton), *Commonwealth Support for Education*

May 25 1966: The Director, Dept of Technical Education (Mr Dunbar), *The Prospects in Technical Education*

June 11 1966: Seminar on Research and Policy in New Guinea Education (several speakers)

Professor Miller of the University of Illinois was prevented by illness from addressing the Institute in July.

Membership

At present there are about eighty-five city members and fifteen country members and a further twenty prospective members who hope to form a Newcastle branch. The Institute congratulates Professor J. J. Pratt on his appointment to the Chair of Education in the University of NSW and Dr Campbell on his Travelling Fellowship.

It mourns the death of Mr H. J. Meldrum, one of the Institute's patrons, and Professor Morven Brown and Dr Doris Coutts, former presidents, as well as several other valued members.

Bulletin

The Institute is producing a bulletin. One number has been issued and a second number should appear late in 1966.

Seminar

A successful seminar on New Guinea education attracted considerable interest.

Newcastle Branch

Negotiations have been in train for some time to establish a Newcastle branch of the Institute.

Research Policy

Plans are being discussed for two projects in the corporate stimulation of educational research.

VICTORIA

Office-bearers

President: Dr L. W. Shears

Immediate Past President: Dr T. H. Coates

Vice-Presidents: Messrs G. D. Bradshaw, W. C. Watson

Honorary Secretary: Mr L. M. Bell

Honorary Treasurer: Mr G. J. Allen

Representative on ACER: Mr W. M. McKinty

Executive Members: Mrs B. Falk, Miss H. Cranley, Messrs G. McK. Brown, H. T. Message, A. H. Fry, L. L. Foster, Dr R. Rowlands

Assistant Editor, *Australian Journal of Education*: Dr L. W. Shears

Membership

At the end of 1965 there were 475 members, an increase of seventeen members over the previous year. During 1966 the membership has increased further, and in August 1966 was about six hundred.

General Meetings

August 1965: Mr G. D. Bradshaw on *Ability and the Secondary Teacher*

October 1965: Dr M. Balson on *Relation between Social Class Membership and Certain Aspects of School Performance*

November 1965: Mr J. Izard on *Experiences in Primary School Science*

March 1966: Annual Meeting, and Mr J. G. Radvansky on *Contemporary Philosophy and Philosophies of Education*

April 1966: Dr F. J. D. Syer on *Why the New Mathematics?*

June 1966: Frank Tate Memorial Lecture: Professor W. H. Frederick on *Secondary Schools and the Examination System*

July 1966: Mr G. McK. Brown on *The Curriculum and Research Branch of the Victorian Education Department*

August 1966: John Smyth Memorial Lecture: Dr R. S. Rodger on *Statistical Data Snooping*

G. S. Browne Prizes

The prize for educational practice was awarded to Mr G. C. Ros-siter for his work on *A Unit Advancement Scheme in Secondary School Mathematics*. The prize for educational research was awarded to Mr G. Whitehead for his work on *An Assessment of Hull's Attribute Blocks and Games to Teach Certain Aspects of Logic to Grade I Children in the Primary School*

VIER Bulletin

Bulletin No. 13 was issued in November 1965 and No. 14 in May 1966, both under the editorship of Mr H. P. Schoenheimer. Both contained summaries of a number of VIER general meetings and reports of group activities.

Groups of the Institute

The Primary Education and the Research Group have both had active programmes during the year. During the first part of 1966 the Primary Education Group conducted a series of meetings on primary school mathematics, and the Research Group had three meetings—Educational Research Overseas with Particular Reference to Teacher Education (Mr W. C. Watson), An Analysis of Problem Solving Styles (Mr G. Ashby), and Evaluation of Primary Science (Curriculum and Research Branch, Education Department).

The Colac group of members used both local and visiting speakers for a full programme of meetings.

QUEENSLAND

Office-bearers

Patron: The Hon. the Minister for Education

President: Mr W. J. Brown

Vice-Presidents: Mr G. F. Berkeley, Dr J. C. Greenhalgh, Mr R. P. Tisher

Executive: Miss E. M. Outridge, Sister Mary Teresina, Mr N. R. Anderson, Professor G. W. Bassett, Mr N. Hart, Mr R. Hoskins, Mr J. R. Lawry, Mr D. G. Tweedy, Mr W. Wood

Hon. Secretary: Miss B. H. Watts

Hon Treasurer: Mr N. D. Alford

Representative to ACER: Dr S. A. Rayner

Assistant Editor, *Australian Journal of Education*: Dr S. A. Rayner

Hon. Auditor: Mr C. J. Connell

Membership

The following table shows the state of membership at 31/5/66 and the movements during the year.

Active Members:

Total at 31/5/65	140
New members joined	79
Former members resumed membership ..	5
Transferred from associate status	1
	<hr/>
	225
Resigned or left the state	10
Did not continue membership in 1966 ..	27
	<hr/>
	37
	<hr/>
Total active membership at 31/5/66 ..	188

Associate Members:

Total at 31/5/65	10
Transferred from active status	1
	<hr/>
	11
Transferred to active status	1
Did not continue membership in 1966 ..	3
	<hr/>
	4
	<hr/>
Total associate membership at 31/5/66 ..	7

Meetings

During the year the following meetings were held: four general, including the annual meeting; seven executive. Proceedings at the general meetings are summarized below; the figures in brackets indicate the attendance of members and visitors in that order.

July 1965 (Annual Meeting): Miss B. H. Watts: *The Education of Aboriginal Children* (28: 4)

October 1965: Panel Discussion: *Curriculum Development—Modern Practices for Primary and Secondary Schools*. Panel members: Messrs Berkeley, Gray, Lawry, Power and Tisher (42:8)

March 1966: Professor W. J. Campbell: *Striving to Excel: The Teacher's Role in the Motivation of Learners* (49: 22)

April 1966: Mr W. J. Brown: *Recent Overseas Developments in the Education of Exceptional Children* (41: 17)

Public Lecture Series, 1965

The lecture series for 1965 was held on September 27th, 28th and 29th at the Assembly Hall of the Brisbane State High School. The general title of the Series was *Mathematics for the Modern Primary School*. To open the series, Mr J. P. Keeves, Senior Research Officer, ACER, spoke on *Overseas Contributions to Australian Classroom Practices in Primary School Mathematics*. Mr P. W. Hughes, Deputy Director Elect of the Tasmanian Education Department, presented two lectures: *New Ideas in the Teaching of Number in the Primary School*, and *From Arithmetic to Mathematics: The Increased Emphasis on Shapes and Sizes*.

The final meeting was concluded by a panel discussion, with Mr G. Berkeley and Mr G. Hubbard joining the two visitors on the panel.

The three meetings were highly successful not only in terms of the attendance but also in terms of the excellent quality of the lectures and the extent to which the audience felt stimulated and informed.

Lecture Series, 1966

The Institute has been fortunate in securing the services of Mr A. Webster, Chief of the Division of Research and Planning, NSW Education Department, as visiting lecturer for the 1966 series. Mr Webster will take as his theme *Modern Developments in Evaluation*, and will discuss advances at both primary and secondary levels. This theme has been chosen because of the current high level of interest among the teaching body in examining techniques.

Library

The library is situated at present at the Faculty of Education, in the care of the secretary, who is also the librarian. Members continue to make some use of the library, mainly in pursuit of university studies. The library receives copies of all ACER publications, Commonwealth Office of Education reports, Research and Guidance bulletins, and UNESCO Educational Abstracts and Documents. Members may borrow books on application to the secretary.

The year 1965-66 has been a year of significant advances.

1. *Increased Membership*

Active membership has increased from 140 to 188. Part of the increase is due to the success of the lecture series which attracted sixty-six new members. Average attendance of members at meetings has risen slightly (from 36.5 in 1964/5 to forty in 1965/6). There is a need, however, for increased attendance at meetings. The maximum of forty-nine at one meeting represents less than 30 per cent of membership.

2. *Publication of Booklet: Lecture Series*

As the president has stated in his foreword to the booklet, 'This publication represents a milestone in the history of the Queensland Institute for Educational Research . . . The support accorded these series by teachers and, in particular, the popularity of the 1965 Series, *Mathematics for the Primary School*, has prompted the Institute to seek a wider audience and to give some permanence to the papers presented in September 1965.'

3. *QIER Prize*

During the last year, it was decided that inauguration of a prize for research would enable the Institute to promote the cause of research in education. The conditions for the prize have now been circulated, and the executive hopes for a vigorous response from the members. Closing date for entries is 31st March 1967.

4. *Newsletter*

A newsletter service has now been instituted and comments from members indicate that it serves a useful purpose. In particular the newsletter offers an opportunity for information on the activities of the parent body, the Australian Council for Educational Research, to be more widely disseminated than in the past.

5. *Representative to ACER*

Mr W. Wood served the Institute well as its representative to ACER from 1954 to 1965. At the last annual meeting, it was announced that he had been elected to the position of Vice-President of ACER and Dr S. A. Rayner was elected as our representative for the period 1966-68. The executive would like to take this opportunity to thank Mr Wood for his long and valued representation.

SOUTH AUSTRALIA

Office-bearers

Patron: The Director of Education, Mr E. Mander Jones

President: Mr E. D. Lasscock

Vice-Presidents: Messrs K. L. Berndt, B. R. Bunney

Executive Committee: The President, Vice-presidents, Secretary, Treasurer, Miss F. Nichterlein, Messrs R. J. Gilchrist, R. S. Coggins, C. Rooney

Hon. Secretary: Mr W. G. Boehm

Hon. Treasurer: Mr J. M. Cosh

Representative on Council, ACER: Mr K. L. Berndt

Assistant Editor, *Aust. Journal of Education*: Dr E. Roe

Hon. Auditor: Mr N. W. Edwards

Membership

The membership as at 30th June 1966 was 120, drawn from the sources and in the approximate proportions as follows:

Departmental schools	29%
Teachers colleges	29%
Education administration	22%
Independent schools	7%
University and Psychology Branch	7%
Others	6%

Meetings

Six general meetings, including the annual meeting and three executive committee meetings, were held. Speakers and topics at the general meetings were as follows, with approximate attendances shown in parentheses:

July 1965: Dr E. Roe, University of Adelaide Department of Education, made a critical assessment of *Teacher-Training Aspects of the Martin Report*. Mr M. H. Bone, Superintendent of Technical Schools, Education Department, also spoke on the implications of the report for technical education (35).

September 1965: Mr D. J. Anders, Inspector of High Schools, recently returned from Alberta, spoke on *Research in Education in Canada* (30).

October 1965: Mr S. S. Dunn, Assistant Director of ACER, described *The Commonwealth Secondary Scholarship Examination* (50).

April 1966: Annual general meeting and election of officers, followed by an address by Mr E. Mander Jones, Director of Education, on *Comprehensive Schools in England* (30).

May 1966: At this meeting members were guests of the Training Staffs Association, and heard Brother Ronald Fogarty of Sydney speak on *Teacher Education, Its Aims and Content*.

June 1966: Mr S. R. McCracken, Inspector of Primary Schools, spoke on *Primary School Promotion Practices and the Progress Certificate* (25).

At the annual general meeting two alterations to the constitution were approved. The first officially separates the offices of secretary and treasurer, and the second takes the power of determining the annual subscription from the executive committee and gives it to the annual general meeting.

On July 15th 1966 the president, Mr E. D. Lasscock, was pleased, on behalf of the Institute, to accept from representatives of Western Teachers' College a cheque for \$520. This sum was collected by students at the college during the recent 'workout' (by contribution of a day's allowance). A capital fund has been established by the Institute and applications will be called from persons desiring financial support for educational research. The executive committee has been empowered to disburse the funds appropriately.

WESTERN AUSTRALIA

Office-bearers

Patron: Dr T. L. Robertson

President: Mr N. G. Traylen

Vice-President: Dr R. Adam

Hon. Secretary/Treasurer: Mr A. J. Uhe

Hon. Auditor: Mr C. Cook

Committee: Dr D. Mossenson; Mr W. Halliday; Monsignor J. Bourke

Representative on ACER: Mr N. G. Traylen

Assistant Editor, *Australian Journal of Education*: Professor C. Sanders

Membership

The current membership of the Institute is seventy-three.

Meetings

The annual general meeting and eight general meetings have been held since July 1965. Topics at general meetings were as follows:

- July 1965: A panel of speakers addressed the meeting on *Transition from Primary to Secondary Education*.
- August 1965: Miss M. Pearse: *Too Much, Too Soon*, a discussion of pre-school education.
- September 1965: Mr N. G. Traylen: *The Martin Report as an Educational Document*.
- October 1965: A discussion led by Mr C. Makin and Mr R. McKeich on the problems facing part-aboriginal children in schools.
- November 1965: Dr R. Bovell: *Recent Developments in School Science Curricula*.
- April 1966: Professor Brunig: *The Programming of a Language Laboratory*.
- May 1966: Three teachers spoke on research undertaken by them:
 Mr J. Kurzeja: *The Role of Programmed Learning and Teaching Machines in WA Primary Schools*; Mr A. P. Shepherd: *A Remedial Programme in Spelling for Middle and Upper Grades in Primary Schools*; Mr J. G. Jones: *Cognition and Image Formation in Motor Learning with Implications for Teaching in the Skills*.
- June 1966: Dr B. R. Hammond: *The Public School Problem in England*.

TASMANIA

Office-bearers

- Patron: The Honourable the Minister for Education, Mr W. A. Neilson, M.H.A.
- President: Mr H. L. Dodson, B.A., B.Ed. (Melb.)
- Vice-Presidents: Mr V. R. Long, B.A., A.I.E. (Lond.) and Mr A. V. Gough, B.A., B.Ed. (Melb.)
- Representative on ACER: Mr R. W. McCulloch, B.A., B.Ed., A.B.Ps.S. resigned 30.9.65. Mr H. L. Dodson elected 30.9.65.
- Hon. Secretary: Mr M. T. Webberley, B.A., Dip.Ed., A.B.Ps.S.
- Hon. Treasurer: Mr R. Traill, B.A. (Hons), Dip.Ed.
- Auditor: Mr J. Besier
- Committee: Messrs R. G. Brett, B.Sc., P. W. Hughes, B.Sc., B.Sc. Research (Oxon), Dip.Ed., N. H. Campbell, M.A., Dip.Ed., G. L. Johnston, M.A., Dip.Ed., J. N. P. McEntee, B.A., B.Ed. (Melb.), A.B.Ps.S.
- Assistant Editor, *Australian Journal of Education*: Mr R. W. McCulloch.

Membership

The current financial membership of the Institute is sixty-two. Mr R. W. McCulloch transferred membership concurrent with his appointment as senior lecturer in the Education Faculty of Monash University. His work for the Tasmanian Institute is widely appreciated, as he has always been a most effective contributor to the Institute as a member and for a number of years as its president, assistant editor of *AJE*, and representative on ACER.

General Meetings

Meetings have been held at Burnie, Launceston and Hobart. Mr H. S. Payne, B.A., L.R.A.M., has been the representative of TIER and the convener of meetings in Launceston. Mr E. G. A. Morse, B.A., has been the convener and representative on the North West Coast. The following speakers, topics and films have been presented:

Hobart, Launceston and Burnie: Miss M. O'Donnell: *Individualizing Instruction: Materials and Organization*.

Hobart and Launceston: Mr W. T. Renehan: *Some Aspects of the Learning of Writing Skills*.

Launceston: Mr N. J. Holland: *Group Teaching: Some Practical and Theoretical Considerations and Limitations*. In association with NEF, Mr Tembo and Mr Honde: *Education in Zambia and Malawi*. Films: *Sense Perception*—(Moody Institute) *Perception, The God Within*.

Hobart: Mr B. J. Poulson: *Team Teaching English to Matriculation Classes*; Mr P. W. Hughes: *An Outline of the Needs of and Facilities for Tertiary Education in the SW Pacific*; Mr E. H. Cousins: *Some Aspects of Education in Jamaica*; Prof. R. Selby Smith: *Plans for the Education of Teachers at Monash University*.

Executive Meetings

The executive has held five meetings.

Prizes

The 1965 awards for outstanding scholarship at the teachers' colleges were made to: Miss Janelle Pacey, Hobart Teachers' College—The H. T. Parker Prize; Miss Gwendoline E. Dorey, Launceston Teachers' College—The G. V. Brooks Prize. Both prizes

were presented as part of the graduation ceremonies, and letters of appreciation were subsequently received.

Annual Institute Address

Professor R. Selby Smith, Dean of the Education Faculty of Monash University, delivered the 1965 annual address: on *Plans for the Education of Teachers at Monash University*. The address stimulated much informal and interesting discussion.

Programme for 1966-67

The general programme accepted for 1966-67 has been that of the identification of local research projects, and areas of research of interest to members. A general meeting completely devoted to the initiation of this programme was very well attended, and has led to the arrangement of a series of further meetings to receive local research reports and propositions.

Brown, Prior, Anderson Pty. Ltd., 5 Evans Street, Burwood, Victoria