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AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

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**ANNUAL REPORT
1962-1963**



FREDERICK STREET, HAWTHORN, E2. VICTORIA, AUSTRALIA

AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH

THIRTY - THIRD
ANNUAL REPORT
1962 - 1963



FREDERICK STREET, HAWTHORN, E2. VICTORIA, AUSTRALIA

Council Meeting, August 29th and 30th 1963



Present: (L to R) N. G. Traylen, W. Wood, A. H. Webster, A. McDonell (representing Directors of Education), C. Rooney, Sir Alan Ramsay (President), S. S. Dunn (Asst. Director), R. W. T. Cowan, A. P. Anderson (representing Commonwealth Office of Education), W. M. McKinty, P. W. Hughes. *Absent:* Professor Sir Fred Schonell, Professor C. R. McRae.

Inset: Dr. W. C. Radford (Director) — absent ill when photo taken.

SECTION I

MEMBERS OF COUNCIL FOR 1962-63

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

(President and Chairman of the Board)

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

(Vice-President and Member of the Board)

R. W. T. Cowan, B.A. (Adelaide), M.A., B.Litt. (Oxon.), M.A. (Melb.),
M.A.C.E.

(Vice-President and Member of the Board)

Professor C. R. McRae, M.A., Ph.D., M.A.C.E.

(Co-opted Member)

MEMBERS APPOINTED BY THE RESPECTIVE STATE INSTITUTES FOR EDUCATIONAL RESEARCH

A. H. Webster, B.A., B.Ec., M.A.C.E. (New South Wales)

*W. M. McKinty, B.A., Dip.Ed. (Victoria)

W. Wood, M.A., B.Ed., M.A.C.E. (Queensland)

C. Rooney, B.Sc., Dip.Ed., M.A.C.E. (South Australia)

*N. G. Traylen, M.A., Dip.Ed., A.B.Ps.S., F.A.C.E. (Western Australia)

R. McCulloch, B.A., B.Ed., A.B.Ps.S., M.A.C.E. (Tasmania)
[On Leave]

*P. W. Hughes, B.Sc. Research (Oxon.), B.Sc., Dip.Ed., M.A.C.E.
(Tasmania).

* Mr. McKinty was appointed by the Victorian Institute for Educational Research as a successor to Mr. W. C. Watson. Mr. Traylen by the Western Australian Institute as a successor to Dr. W. D. Neal, and Mr. Hughes as a stand-in for Mr. McCulloch.

SECTION II

STAFF AT COUNCIL HEADQUARTERS

Frederick Street, Hawthorn, Melbourne.

At 30th June, 1963.

Director:

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

Assistant Director:

(in charge of Test Development, Service and Sales)

S. S. Dunn, B.A., B.Ed., A.B.Ps.S., M.A.C.E.

Senior Research Assistants:

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

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

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

Research Assistants:

L. D. Blazely, B.Sc., Dip.Ed.

(from Sept. 1962)

(Miss) N. L. Buckman, B.A., Dip.Ed.

T. S. Duff, B.A. [Study Leave, May — Nov., 1963]

I. C. Fraser, M.A. (Aber.)

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

(Mrs.) M. J. Hudson, Mus. Bac.

J. P. Keeves, B.Sc., Dip.Ed., M.A.C.E.

(Miss) N. E. Morison, B.A., Dip.Ed.

(Miss) L. M. Re, B.A., Dip.Ed.

(Miss) J. L. Russell

Technical and Clerical Assistants to Research Staff:

(Mrs.) C. Bayley, (Miss) S. R. Davison, (Miss) J. I. Duncan,

(Miss) M. Kreuzer (from January, 1963), (Miss) J. E. Prior,

(Miss) M. G. Summers, (Miss) E. Watson.

Library:

(Mrs.) D. L. Wells, B.A. (Hons.) Librarian

(Mrs.) P. G. Pellegrini (nee Williamson)

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

(Mrs.) B. E. Hay, B.A. (Hons.) (Part-time)

Accounts:

(Miss) P. M. Staurengi, B.A., B.Com. Accountant
(Mrs.) F. A. Harvey.

Secretary to Director and Assistant Director:

(Miss) K. A. Saunders.

Office:

(Miss) D. M. O'Shea (in charge), (Miss) R. E. Allison,
(Mrs.) P. P. E. Burdan (from Feb., 1963), (Miss) E. M.
Morris, (Mrs.) H. M. Rignold, (Mrs.) P. I. M. Robin
(Part-time).

Advisory Services and Sales:

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

SERVICE AND ADMINISTRATIVE OFFICERS

(Mrs.) D. M. Bradshaw, (Part-time) B.A., Dip.Ed., A.B.Ps.S.,
E. P. McIlroy, (Miss) M. E. O'Donnell, T.P.T.C.
H. J. Williamson.

ASSISTANTS FOR ADVISORY SERVICES AND SALES

T. E. Coleman, (Miss) L. K. Dineen, G. J. Hawkesford,
(Mrs.) M. E. Lane, D. A. Liddell (from May, 1963),
(Miss) J. Lloyd-Smith (from May, 1963), (Mrs.) M. F.
Migalski, (Miss) B. D. Roberts, (Mrs.) F. M. Rumball,
C. R. Tiddy, R. M. Tucker (from December, 1962).

SECTION III

Annual Report presented by the Director at the Annual Meeting of the Council, August 29th and 30th, 1963.

INTRODUCTION

It is easy to say that the priorities in educational research are men and money, and that today's major needs are for more research workers, adequately financed, and in such a position that their findings can be translated immediately into practical use. There is some truth in that judgment, but there is a prior step which it is often assumed has already been taken: the delineation of the major problems, and their clarification into research projects likely to produce results. This first step has not yet been confidently taken. Research workers or research groups have selected problems and topics they felt to be significant, and often worked on them without considering their place in a total pattern. Without such a plan, Australian research in education, with a few exceptions, has tended to spread itself so widely that it has made few original contributions to improved practice, and scarcely any to improved theory. There have been few people who have devoted a lifetime to a particular field of educational study, and who have achieved eminence in it. They have rarely been able to keep sufficient trained workers, or sufficient workers in training, by them, to add rapidly to knowledge or to improve practice.

The exceptions I would make, in which a useful body of information is being acquired, are:

1. The study of university success and failure.
2. The study of the history of Australian education.
3. The study of Australian adolescents.
4. The study of ability and achievement by tests.
5. Appraisal of standards in primary schools over a period of time.
6. Aspects of retardation and backwardness in schools.

A great deal has still to be done in each of these, but there has, at least, been a considerable amount of study done of each of them, in different places, and in each place according to a particular plan. The plans have, regrettably, not been co-ordinated.

When resources are limited and problems numerous, it is tempting to recommend co-ordination and rationalization of resources. I have discussed this and some other issues relating to educational research in Australian in a special report^o.

^o This report was considered by the Council and will, with some additions and revisions, form the basis of a special conference of the Council early in 1964.

MOVE OF COUNCIL'S HEADQUARTERS

On 21st June, 1963 the staff moved to Frederick Street, Hawthorn, into premises built for the Council on its own site. We have room to accommodate more staff, space for further building if we should require it, adequate space for the storage of our increasing collection of records, and working papers, and for the first time for many years a storage and distribution centre for our tests and other materials which allows for a convenient and efficient layout. There will be minor adjustments and some additional partitioning necessary to provide quieter working conditions in some parts of the building, and some external shielding from the sunlight may be needed when warmer weather comes. These are minor matters, I consider, beside the greater convenience provided by the new premises.

GENERAL RESEARCH

*Choice Study (Mr. T. S. Duff)**

In our intensive study of the reasons underlying choice of school, course, and vocation in an outer suburban area in Melbourne, we have concentrated attention upon the characteristics which seemed likely to distinguish early from late school leavers. Detailed analyses have been made of relations between the stage of leaving and characteristics of pupil, school, and home.

The literature related to early leaving which we examined prior to and during this study gave some useful guidance — but not a programme supported by research — to help anyone wishing to take effective action well in advance of the time of leaving, to prevent able children leaving too early. It was our hope that by interviewing children and parents, by finding out all we could about the record and progress of the children in primary and secondary schools, and about their interests and abilities at the time of interview, we would be able to find some features common to early leavers which could form the basis of a programme of publicity, counselling, and school adjustment, likely to keep the potential early leaver longer at school.

We also have not found sufficiently close relationships between early leaving and any single characteristic, or group of characteristics of the children, their parents, their homes, or the schools they attend, to enable us to recommend the use of any particular action with confidence that it would be successful for all leavers.

A very full report of the whole project has been made for use as a permanent record in the office, for use by the Council's own

* The name of the member of staff carrying chief responsibility for the particular project is, where possible, given for each research project, or test, or test programme.

staff and others; a shorter report has been provided to the Percy Baxter Charitable Trust, which helped to pay for the study, and a much briefer research report is being prepared for publication.

Promotion and Non-Promotion (Mrs. M. J. Hudson)

Research studies dealing with the effects of promotion and non-promotion, and of homogeneous and the heterogeneous grouping, were carefully examined by Mrs. Hudson, and her review of a number of them entitled "Promotion in Schools" was circulated on a complimentary basis to centres likely to be interested in it. It clearly shows that the studies so far done have given no conclusive answer to questions such as whether promotion by age or by efficiency is the more effective, and that such questions can be answered only when a considerable number of conditions are specified within which promotion or grouping policies operate.

It is worth noting here that this is one reason why rationalization of research is difficult: what might be ineffective or effective grouping or promotion policy in one school system may have different effects in another system because of a change in some aspect of the setting — method of teacher training, materials available to the teacher, parental attitude, and so on.

General Ability Survey — Victoria (Mr. M. L. Turner)

At the request of a Victorian Committee chaired by the Director of Education in Victoria which is considering problems of transition from school to university, the Council's staff prepared and carried out a survey of the general ability of pupils in the upper three forms of Victorian secondary schools by testing a representative sample of them with A.C.E.R. tests WL and WQ. Out-of-pocket expenses have been met by the Victorian Government (costs of tests, and of marking), and the University of Melbourne has made available its I.C.T. equipment to deal with much of the sorting, counting and classification. The opportunity was taken to collect, at the time of testing about 10,000 pupils in October, 1962, information about the subjects they were taking, whether they were repeating a year, and so on. Similar information has certainly not been available in Victoria before, and I doubt if, at these levels, a similar survey has been done elsewhere in Australia.

The analysis of this material is well advanced, and the first report will be presented in a few weeks time. One of our difficulties in studies like this, is that if we are to limit costs we must fit in to the schedules of those whose equipment is generously made available to us without charge. At the moment

we do not have enough work to occupy such equipment constantly. For our own studies, we must for the time being, in the interests of speed, use commercial facilities and pay for them, as we did in the School Leavers' study in 1960-62.

TEST RESEARCH

Prediction of Law School Success (Mr. G. W. H. Gosling)

In April 1963 discussions were held with senior officers of the Law School and with the Research Officer of the University of Melbourne and plans were made for a follow-up of earlier testing of Law School students. Agreement was reached on the criteria of success. The A.C.E.R. is following up the prediction obtained by our Scholastic Aptitude and other tests in the Law School battery, while the Research Officer of the University will study the predictions obtained from matriculation results.

Follow-up of Students Tested in Victoria with Pre-matriculation Physics and Chemistry Tests and the Inter-relationship of these Tests, Matriculation results and Teachers' Estimates.

(Mr. L. D. Blazely)

Interim Report No. 3 on this project has been prepared. It deals with the difficulties of the test items and with their validity, and with differences between types of students, e.g. boys, girls, 1st year matriculation students, 2nd year matriculation students, etc., on various test items. Differences between groups on the various sub-test scores — Knowledge, Application, Understanding — and on the various content scores e.g. mechanics, heat, electricity, etc., have also been examined.

We have obtained the later university results of students who took these tests, and studies of the predictive validity of the tests will be carried out and reported shortly.

Diagnostic Elementary Mathematics Test (Mr. L. D. Blazely)

This test was used as part of the battery given to first year students intending to study Politics and Economics in Monash University. A detailed study was made of the difficulty of each item in this test and of scores on the various sub-tests — fractions, decimals, percentages, etc. A full report on this study was published as Special Distribution Report No. 3, and was circulated on a restricted basis only, because it gives the actual items used in the test. An abridged edition of the report will be circulated on a wider basis.

The report revealed that many students were ill-prepared in mathematics to undertake the compulsory course in Economics Statistics which is part of their degree course.

Diagnostic Computational Skills Test (Mr. L. D. Blazely)

This test was used as part of the battery given to applicants for admission to the Engineering School of the University of Melbourne, to find out whether the students had achieved suitable levels of skill in computational work, and in particular if they were able to use appropriate methods. A report on the results will be issued as Special Distribution Report No. 4., the material for which has been prepared and is being checked before duplication.

Despite the fact that virtually every student taking this test had passed both Pure Mathematics and Calculus and Applied Mathematics at the matriculation level, the following statements are supported by the data:

1. Many students are far too dependent on mathematical tables and use them far too frequently.
2. Many students do not fully appreciate the degree of accuracy of the tables they use.
3. Logarithmic notation is poorly understood by many students.
4. Tedious and involved methods of solution are often used when straight forward and more appropriate methods exist.
5. Many students do not make a quick and intelligent review of solutions obtained.

The effect of reading the two reports just referred to is to leave one very dissatisfied with the mathematical competence of the students concerned, all of whom had completed a full course of secondary education.

Matriculation English Expression—Victoria (Mr. G. W. H. Gosling)

As a result of discussion with a Victorian committee concerned with examining English Expression at matriculation level, the marks awarded to a sample of students in each question in the 1961 Matriculation English Expression paper were analysed. Copies of the report of the analysis were supplied to the Standing Committee on English Expression, but it has not been possible to obtain its public release.

INFORMATION SERVICES

Review of Education 1954-62 (Miss N. L. Buckman)

The next number of the *Review of Education in Australia* (1954-62) will be lodged with the printer about the end of August. It will take much the same form as earlier numbers. There will be chapters prepared by Council staff on the Federal role in education, on developments in the State systems of education, in administration, in primary, secondary and technical

education, and in special fields, on universities, and on costs of education, and two contributed articles — one on Pre-School Education, and one on Catholic education in Australia.

In order to save time and ensure that up to date and co-ordinated information is readily available in the Council's office, it is essential that this be made the function of one member of staff. It seems to me, too, that a very useful service would be given were the Council to publish, each year, a Review of Selected Aspects of Australian Education, ensuring that over a period of 3, 4 or 5 years this kind of review covered all the main fields that we at present cover in our periodic review.

Brief Guide to Australian Universities (Mrs. M. Hudson)

We are bringing up to date the *Brief Guide to Australian Universities*. Neither the reports of the Australian Universities Commission nor the introduction to the Australian section of the *Commonwealth Universities Yearbook* appears quite to serve the purpose that the *Brief Guide* had — to give overseas students a brief but informative account of the structure and organization of the Australian universities. Previous editions had a considerable sale overseas, and some of the overseas posts of the Commonwealth Government made use of a number of copies. I expect that this edition will bring information up to 1963, and be available by the end of this year.

EVALUATION OF EDUCATIONAL MATERIALS*

PROGRAMMED INSTRUCTION (Mr. J. P. Keeves)

(i) *Temac Programmes in Algebra and Trigonometry*

These programmes were distributed, mainly through Council Members, to teachers likely to provide a critical comment on their potential value in Australia and to have them used by selected pupils.

From the comments received from teachers and pupils, a brief report has been compiled and forwarded to the agents in Australia for Encyclopaedia Britannica. It is now being prepared for more general distribution. Although the reports suggest that the content of the courses is different in some ways from similar Australian courses, and most teachers are cautious about their use, most teachers and pupils see value in the approach to learning illustrated by the programmes. We have therefore welcomed a request from a High School in Melbourne to try out both programmes on a more comprehensive scale.

* Some of the work discussed in this section has been assisted by a grant from the Myer Foundation.

(ii) *Calculus*

Before he took up a Fellowship in Mathematics at A.N.U., Mr. W. Davis had completed the first draft of a programme in calculus at matriculation level, based on the Victorian Syllabus but concentrating on general theory and applications so that it should have a wide use.* This was tried out with two students during the long vacation of 1962-63, and is receiving further try out this year. It should be available for general use in 1964. The cost of reproduction in quantity of an experimental programme of this kind is considerable, and yet if progress is to be made the cost must be faced. It may be possible to handle this particular programme through a commercial publisher in order to save ourselves the capital expense, using royalties to pay for analysis of errors and revision of the programme. It may, on the other hand, be possible to obtain a special grant from an outside source to handle the reproduction costs.

(iii) *Chemistry*

There has been considerable interest shown both in Victoria and other States in the programmes in Chemistry which a group of Victorian teachers worked on in 1962. The teacher-programmers themselves are revising their earlier work, and giving their own and colleagues' work further trials in their own schools. Further co-operative work has deliberately not been undertaken by the Council's staff until several new textbooks appear. These are expected to help define course objectives more clearly.

(iv) *Directed Numbers*

Further trials of the programme prepared by Mr. Keeves in Directed Numbers have been undertaken by interested teachers, in Victoria, New South Wales and South Australia, and some of the material has been revised as a result.

(v) *Spelling*

Preparation has begun of a Spelling Programme, using the Skinner techniques of prompting, and a wheel technique of presentation. The words selected for initial programming are those which are common to the A.C.E.R. *Word List for Australian Schools*, and the New South Wales list for Grade 4. The material is almost ready for trial.

(vi) *Latin*

Professor H. A. K. Hunt, of the University of Melbourne, prepared for us a programme entitled Intermediate Latin 1963—

* The work of preparing this programme was made possible by a grant from the Percy Baxter Charitable Trust.

Practice Lessons on Dependent Clauses. This is being tried out in a number of schools in Victoria and in one South Australian school at the present time. It will be revised if necessary as a result of the comments received, and will, I expect, be generally available in 1964. The topic is one common to all Latin courses, and the programmes should suit any school which has Latin studies in its programme.

(vii) *A General Survey*

During the last twelve months a great deal of work has been done in programmed instruction, many more programmes have become available, and interest has grown rapidly in its possible uses in Australia. When we distributed, in 1962, our 'Review of Programmed Instruction' we asked interested readers who wished to be kept informed about the field to let us know. Nearly 300 did so. To keep faith with them, and also to inform others of recent developments, we are preparing a report on recent developments in Australia and elsewhere, which will, we hope, include information about all work currently under way in Australia, and about programmes now available.

STRUCTURED AIDS IN MATHEMATICS (Mr. J. P. Keeves)

(i) *Dienes Multibase Arithmetic Blocks and Algebraic Experience Materials* —

A limited quantity of material has been made available for use in a demonstration rural school with all grades, in an independent boys' school with small classes at Grades 2 and 3, and for remedial work in a Grade 5 of a normal school. The exploratory use of the material in a variety of situations is being undertaken to try to determine how the different parts of the material can best be used without involving the complete re-organization of classroom practice, that Dienes would recommend. Under these conditions the equipment can be co-ordinated with Cuisenaire material, and with other structural aids in primary school mathematics.

(ii) *The Greater Cleveland Mathematics Program*

This very attractive system of pupil worksheets, with carefully prepared Teachers' Guides, incorporates some of the ideas and principles that are influencing modern American Mathematics courses. It has been introduced into two schools in Grades 1, 2, and 3, and is being used there in conjunction with concrete aids including Cuisenaire, and with the activity tasks, suggested by Sealey of Leicestershire, England, in the development and application of mathematical concepts and principles.

(iii) *Other Structured Aids*

Stairway and Unifix materials are being tried out with remedial classes in a special school and a high school and appear to be proving valuable.

OTHER MATERIALS

(i) *S.R.A. Organizing and Reporting Skills Laboratory*

This laboratory has aroused some interest among Primary School teachers, and to reduce the American content of the material and to make it more effective in a classroom trial a revised Pupil Booklet has been prepared using material with an Australian bias. This Laboratory is now being given a trial in three schools with students in Grades 5 and 6.

(ii) *S.R.A. Graph and Picture Study Skills Laboratory*

This Laboratory attempts to teach skills that are not at present taught in Australian schools, but would be of considerable value in Geography and Social Studies courses in both primary and secondary schools. It is now being given a trial in one school with students at Grades 5 and 6.

(iii) *S.R.A. Spelling Laboratory*

This Laboratory has been given a classroom trial in all States. A detailed evaluation report has been prepared listing the American spellings, usages and phonetic units, summarizing teachers' comments, and giving details of one controlled classroom trial. The material, although attractive to children, is not as easy to operate as the other laboratories, and no evidence has yet been found that increased effectiveness in teaching spelling is achieved by using this laboratory.

(iv) *Programmed Reading Kit* by D. H. Stott

This system of cards designed for group work to teach phonic skills in reading is being tried out with children in Grades 1 and 2 and also with students at different levels in a special school. The material has had extensive trials for remedial purposes in England and Scotland, and it remains to be seen whether it is equally useful in the normal classroom.

TEST DEVELOPMENT

Lower Grades General Ability Tests (Mr. M. L. Clark and Mr. M. L. Turner)

For the purposes of developing norms children have been tested in New South Wales, Victoria, Queensland and Western Australia. The data has been punched on to cards and the

analysis of results has been carried out. Norms should be available shortly.

Lower Grades Achievement Tests

(i) A.C.E.R. INVENTORY OF ARITHMETICAL CONCEPTS —

PART IA PRE-MEASUREMENT; PART IB NUMBER (Mr. M. L. Clark)

Work on the revision of these two tests has been completed. Part Ib, the Number Test, has been published and used in the N.S.W. Lower Grades Testing Programme with the title *A.C.E.R. Lower Grades Number Concepts Test — Level I*. Further reference will be made to this when referring to Testing Programmes. It is anticipated that the Pre-Measurement material will be used in conjunction with the Readiness Test [see (ii) below] as the basis for another Programme.

(ii) READINESS FOR READING TEST — N.S.W. (Mr. M. L. Clark)

In late 1962 a printed version of this test was given a trial run in selected N.S.W. schools and an analysis of this data has been completed.

Staff will not be available to do further work on this test until other more urgent projects are completed.

(iii) A.C.E.R. LOWER GRADES READING TEST, LEVEL I

(Miss N. E. Morison and Miss J. L. Russell)

This test was used in 1962 in the N.S.W. Lower Grades Testing Programme (see later). It has since been revised and the revised version used in the 1963 testing programme.

With slight modifications we believe this test could be useful in other States.

N.S.W. Basic Skills Tests (Mr. M. L. Clark and Mr. I. C. Fraser)

The use of the tests in the testing programme is referred to elsewhere in this report (see p.00).

(i) STUDY SKILLS TESTS (S.1 — Map Reading, S.2 — Graphs and Tables, S.3 — Reference Materials)

Work on the development of these three tests has been completed, and they will be used in the 1963 testing programme.

(ii) LISTENING TEST

Work has been proceeding on the development of the preliminary forms of this test, which will be given trial runs later this year.

(iii) ENGLISH TEST

Item analysis of Test E.2, Punctuation and Capitalization is complete. Major work on other tests has however been postponed

because of probable changes in the curriculum. New item types are being tried out as occasion offers.

Reading Form D (Mr. G. W. H. Gosling)

This form has been normed against Form C and the norms incorporated in the Reading manual.

W.A.L. English Comprehension (Mr. G. W. H. Gosling)

This test, first prepared for use as part of the Western Australian Leaving English Examination, was published in a slightly modified version and widely used in Western Australia in August 1962. Western Australian norms for mid-year and end of the year are included in a manual. It is now available for general use but additional State norms are desirable.

Advanced Scholastic Aptitude Test – Forms B and C
(Mr. G. W. H. Gosling)

Because some copies of the existing Advanced Scholastic Aptitude Test (Form A) were taken from an examination room and not recovered for several days it was decided that a potential breach of security had occurred. In consequence two new forms were prepared and one of these used in the Law School Testing Programme in 1963.

Co-operative Reading Test – Lower Level
(Mr. G. W. H. Gosling)

Developmental work is completed and the tests are in the process of being published.

Co-operative Scholarship English and Mathematics Tests
(Mr. G. W. H. Gosling and Mr. L. D. Blazely)

An English and Mathematics test, both in objective form, were constructed for use in the Co-operative Scholarship Testing Programme (see p.20). Each test was constructed at two levels (Victorian Grade 6 and Form II). For each test we were assisted by a panel of teachers from the non-government schools.

N.S.W. Pre-Leaving Physics and Pre-Leaving Chemistry
(Mr. L. D. Blazely)

Trial forms of these tests, prepared with the help of the New South Wales teachers, were administered in nine New South Wales schools in 1962. On the basis of these trials the tests were revised and are now ready for use. An interim report is being prepared on the results of the trial run.

Diagnostic Elementary Mathematics Test (Mr. L. D. Blazely)

This test was prepared specifically for use in the Monash University Politics and Economics Testing Programme. It

contains 11 sub-tests each of four items for use in diagnosing weakness in elementary mathematics.

Diagnostic Computation Skills Tests (Mr. L. D. Blazely)

This test was prepared by Mr. J. Ryan of the Engineering School, Melbourne University, with some assistance from Mr. Blazely. It was used in the Melbourne University Engineering Testing Programme.

Science Testing Workshop (South Australia)

In January 1964 Mr. Blazely will be assisting in the running of a workshop session in South Australia with the object of developing tests suitable for use with the new course in General Science. Inspector D. Anders is the organizer. Preliminary plans have been made for the workshop.

Rothwell-Miller Interest Blank (Mr. T. M. Whitford)

Norms based on the use of this test in the N.S.W. Guidance Programme have been developed and are available for inclusion in the next edition of the manual.

Test W.N.V. (Mr. T. M. Whitford)

A manual was prepared for this test and published.

Tests R.L. and R.Q. (Mr. T. M. Whitford)

Both these tests have been completed and norming studies carried out in New South Wales and Queensland. The results of the testing are being processed and a manual will be prepared shortly.

Department of Labour and National Service General Ability Test
(Mr. T. M. Whitford)

Item preparation is proceeding for this test in which six different item types will be used.

CONTRACT TEST DEVELOPMENT

Commonwealth Selection Tests 3: Forms C and D

(Mr. G. H. Gosling and Mr. T. M. Whitford)

We have undertaken to provide two new forms of the tests used at the Third Division level. Preparation is well advanced and Form C will be provided by September of this year.

Commonwealth Selection Tests 4: Forms A and B

(Mr. G. W. H. Gosling and Mr. T. M. Whitford)

The particular tests were mentioned in the last Annual Report. For some of the item types trial runs were carried out in New

Zealand. The final forms of the tests have been made available to the Commonwealth Public Service Board.

Commonwealth Public Service General Ability Test

(Mr. T. M. Whitford)

A general ability test has been prepared for use by the Commonwealth Public Service Board.

N.S.W. Public Service Board General Ability Test

(Mr. T. M. Whitford)

A new form was prepared and normed for use in 1962.

Victorian Scholarship General Ability Test (Mr. T. M. Whitford)

The usual test was prepared.

TESTING PROGRAMMES AND TESTING SERVICES

(Mr. M. L. Clark)

N.S.W. Basic Skills Testing Programme

In September 1962 approximately 100,000 pupils in Grades 3-6 in New South Wales were tested in Reading, Arithmetic and Spelling using Form X of the programme. Interim norms were distributed to schools in November. Selected schools also did Form Y to establish lines of equivalents.

Form Y of the battery will be used in September 1963 with the addition of the Study Skills Tests: S.1 - Map Reading, S.2 - Graphs and Tables, and S.3 - Reference Material.

The number of pupils participating will be approximately 160,000, involving over 1,000 schools and over 4,000 teachers.

Some assessment of the reception of the programme can be gained from the fact that 578 out of 597 schools which participated in 1962 are using the tests again in 1963, together with more than 400 new schools. All participation is voluntary.

In addition, in 1963, 26 Roman Catholic Schools involving 4,800 children and 19 other non-government schools covering 2,670 will participate. It is expected that the number of Catholic Schools participating will increase substantially in 1964.

The task of distribution is considerable and involves receiving and distributing approximately 17 tons of material in a very short period.

Territory of Papua and New Guinea Testing Programme

Schools in the Territory following the New South Wales syllabus asked to participate in the Basic Skills Testing Programme. We have been able to arrange this and in 1963 33 schools with 1,419 pupils will undertake the tests. There seems

some likelihood that a similar programme might be planned for schools following the Territory syllabus.

University Admission Testing Programmes

- (a) Melbourne – Faculty of Law: 592 applicants were tested.
- (b) Melbourne – Faculty of Engineering and Surveying: 300 applicants were tested.
- (c) Monash – Faculty of Economics and Politics: 224 applicants were tested.

These are still fundamentally research programmes and we will be co-operating with universities in the analysis of the results.

The Dean of the Medical Faculty at Monash University has discussed with us a testing programme for students studying Medicine at that university.

Co-operative Scholarship Testing Programme

In October 1962 sixteen Victorian independent schools (13 boys, 3 girls) participated in the programme and 1,200 children were tested. In New South Wales four schools and 52 children were tested.

In 1963 twenty-two Victorian schools and approximately 1,700 children will be involved, while in New South Wales there will probably be 17 schools and about 500 children. Some interest has also been shown in South Australia.

N.S.W. Lower Grades Testing Programme

In November 1962 127 schools participated in the programme using the Lower Grades Reading Test (Level 1).

In 1963 we are offering both the Reading Test (Level 1) and the Number Test (Level 1). There will be 282 Departmental schools participating by using both tests, and an additional 19 using Reading only, and 7 using Number only. In addition 24 non-government schools will be participating using both tests.

Commercial Travellers Association of Victoria

We tested 16 scholarship applicants and helped select a student for the award.

Testing for Educational Testing Service

We have tested on four occasions for the College Entrance Examination Board, on two occasions with Graduate Record Examinations – National Program for Graduate School Selection Tests and on three occasions with Admission Test for Graduate Study in Business.

Miller Analogies Testing

Five candidates have been tested.

Australian Society of Accountants Testing

Thirteen candidates were tested in February.

Mt. Scopus College (Mr. M. L. Clark and Mr. T. M. Whitford)

A confidential report on the guidance facilities and needs of this college was prepared and presented to the headmaster.

* * *

Two matters of considerable potential importance may be mentioned here:

Physics Course – Victoria

It is intended to introduce into Victorian secondary schools in 1964 the first year of a Physics course based on that devised by the Physical Sciences Study Committee in U.S.A. We have been asked to assist the Committee concerned to prepare special tests to accompany the course, and may be consulted later about the form of the matriculation examination to be taken after two years of the course. Mr. Blazely is to attend in August a special course organized by the Standing Committee on Science at which teachers and others, affected by the introduction of the P.S.S.C. materials, will be made more familiar with it.

Victorian Education Department Survey

Discussions have been held with the Chief Inspector of Primary Schools about developing regular surveys of attainment in reading, arithmetic and spelling. Surveys of reading and spelling survey will be conducted late this year.

LIBRARY

General Library Services (Mrs. D. L. Wells)

The library continues to be used by borrowers in all States, although the majority of borrowers are Victorians. Members of the Council's own staff, as their numbers increase, naturally borrow more and more, and their needs occupy an increasing proportion of the time of the library staff. Of the 3,250 individual borrowings, 1,450 were by staff members.

During the year the cataloguing of the Test Library was completed, and the Library staff undertook the task of handling the borrowing of programmed texts and other educational materials. Opportunity was taken during the move to Hawthorn to discard a considerable amount of unused and unwanted materials – particularly old pamphlets and similar materials. A number of books which have had no borrowers over the last five years will be removed from our library stock over the next few months. In order to conserve space and make the library as useful as possible, it seems more important to concentrate on keeping abreast of the best current thinking in books and

journals than to regard the library as a repository for older materials which have only infrequent use and which are, in any event, generally readily available elsewhere if they are important.

Three new journals were added to the library between July 1962 and June 1963 inclusive, viz: *Mathematics Teaching*, *The Personnel and Guidance Journal* and *Public Administration*. Since January 1963 we have been receiving the monthly catalogue of U.S. Government Publications.

In the same period 161 new books and 207 new pamphlets were added to the library stock.

Three library bulletins were issued, each one including reviews by staff members of selected books. About 200 organizations and individuals receive these bulletins.

The Australian Education Index (Mrs. F. E. McPherson)

The index now has 64 Australian and 18 Overseas subscribers, an increase of four over the same time in 1962. The number of volunteer indexers, without whose help we could not handle the indexing problem, has remained steady this year at 21. The number of journals indexed has increased, and the Editress has found it necessary to work almost full-time on the Journal in order to produce it on time.

Research Abstracts

We collected and distributed to about 30 selected centres in Australia and elsewhere abstracts of unpublished research supplied to us by centres in Australia with such work to report.

Library Costs

The direct library costs for 1962-63 excluding those for the Index: for salaries, purchase of books and equipment, and subscriptions to journals was £4,459.

PUBLICATIONS

THE AUSTRALIAN JOURNAL OF EDUCATION

The Australian Journal of Education now has about 2,200 subscribers, of whom about half are members of the College of Education, and one third members of the Institutes of Educational Research. Professor Connell, as Editor, and his Assistant Editors, continue to maintain a high standard of presentation, and there seems at present to be no shortage of articles.

BOOKS PRINTED DURING 1962-63

Growing Up in Karrabee by W. J. Campbell was published during the year, and has had a mixed reception. The general reader apparently finds it disappointing, but several university

departments of education and teachers' colleges on the other hand are using it as a reference book and sources of ideas for a more thorough examination of rural life and education than the usual descriptive survey gives.

Training the Administrator. We used a different format for this report of the results of Dr. K. S. Cunningham's survey of the courses available in Australia to train those engaged in, or preparing for, administrative duties. Of the 750 copies produced, over 300 were distributed on a complimentary basis. The survey revealed a great diversity of courses and training in administration. There seems little doubt that training in administration would be extremely valuable for those likely to be engaged in it in schools and education departments, and Dr. Cunningham and I both hope that this survey will help those responsible for such training both to use existing facilities to the full, and to avoid, in education, the proliferation of courses which has marked, and in our opinion marred, the development of training in administration in other fields.

Testing in the Primary School. Mr. Dunn's short manual on Testing in the Primary School, based on a lecture-workshop course conducted with practising teachers, was published late in 1962. It has had an encouraging success, and has been found a most useful book to refer to the many teachers who seek advice from us.

Making the Classroom Test. This adapted reprint of a well known E.T.S. pamphlet has also had an encouraging beginning. Teachers using it intelligently should be able to improve the quality of their testing considerably.

SPECIAL REPORTS

A further Special Distribution Report has been prepared and distributed during the year: viz.

No. 3 Diagnostic Test in Elementary Mathematics.

Report on a Test given to Applicants for Admission to the Faculty of Economics and Politics at Monash University in January 1963. — L. D. Blazely.

BOOKS IN THE PRESS OR BEING PREPARED FOR PRINTING

Each Child is Different is the title selected for Professor G. W. Bassett's report on the Conference on Individual Differences held by the Council last year. It discusses the nature of the problems discussed at the conference, tells something of the course and results of the proceedings, and outlines briefly some of the necessary follow-up work and research needed. As appendices to the report, some of the more general papers given will

be printed in full, and a brief statement will be made about materials likely to be useful to the teacher who proposes to do something about individual differences in his school or class.

Review of Education in Australia 1955-1962 (see p. 10)

Brief Guide to Australian Universities (see p. 11)

MANUSCRIPTS IN PREPARATION

Measurement and Evaluation in the Secondary School

The major part of Mr. Dunn's monograph on this subject, the second monograph in the Council's series on secondary education, is in draft form, but will probably not be in final form until the end of the year.

Reading in the Primary School

The reviews of research have been completed, and are being reviewed by Dr. Neal and his colleagues in Western Australia for preparation of a chapter which will consider their implications for primary school practice.

REPRINTS AND REVISIONS

Growing Up in an Australian City

Partly because this is prescribed as essential reading in some university courses, partly because of its intrinsic merit, and partly because it provides information about Australian adolescents not found elsewhere, this book has been in steady demand. A reprint was required this year, and we were able to reproduce it, with a semi-stiff cover, for sale at less than the original price.

A Word List for Australian Schools

When the trial form of this list was made available to schools in 1961, they were asked for further suggestions for its use, and for comments and criticisms about the list. At the end of 1962 a request was made, to a number of schools which were using the book, to provide to the A.C.E.R. any suggestions for improvement. As a result, schools ordering the Word List for use by pupils receive, in addition to a free copy of the printed Teachers Edition and printed Suggestions for the Use of the Word List, several duplicated pages of further suggestions. These will, at a convenient time, be incorporated in the printed suggestions.

Tests and Manuals

The following new and revised tests were made available in the year July 1962 – June 1963:

A.C.E.R. Higher Test Form R, Sections L & Q

A.C.E.R. Lower Grades General Ability Scale
A.C.E.R. Silent Reading Test, Form D, Parts 1-3
Record Form, Revised Stanford-Binet Intelligence Scale
3rd Revision, Form L-M, 1960
W.A.L. English Comprehension Test

Revised manuals were prepared for the A.C.E.R. Speed and Accuracy, and Mechanical Comprehension Tests.

SALES AND ADVISORY SERVICES

The volume of work dealt with by the Sales and Advisory Services staff increased rapidly during this year. The greatest single item handled by our Sales section is the series of Reading Laboratories and their associated record books, and a considerable amount of advice is given to schools seeking information about which Laboratories to use and how best to use them. There is, however, a steady stream of orders for the many other items (tests, books, etc.) handled by our Sales staff, and an increasing number of requests for advice on testing, evaluation, and remedial work in schools.

The rapid growth of testing programmes already referred to has involved the printing, storage, and despatch of considerable quantities of materials in accordance with carefully planned schedule.

STAFF

The Council has been loyally served by its staff. The support given to Mr. Dunn and to me by all, and to the heads of the various divisions and sections by their assistants, has made my part in the affairs of the Council a singularly pleasant and satisfying one.

We now have 45 full-time staff members, and seven regular part-time members of staff. Periodically it is necessary to employ additional help for particular projects such as the distribution of Basic Skills Tests.

As the staff has grown, our activities have of necessity tended to become departmentalized, and the separation between different aspects of the Council's work has become sharper because staff members have worked in more specialized fields than formerly. This is to me a matter of some regret, since it limits the fields of service of our staff. As our activities increase it is also more difficult for Mr. Dunn and for me to be participants in all these activities. The close involvement in a project with staff, which is the best way of getting to know the project, is still possible, but only so long as we limit our concern and avoid concentration upon details.

NEW APPOINTMENTS

The following new appointments were made during the year:
Research Staff: Mr. L. D. Blazely (September, 1962), Mrs. D. M. Bradshaw [Part-time] (April, 1963), Mrs. L. Freeman (July, 1963), Miss J. L. Russell (January, 1963).
Library: Mrs. I. M. Logan (November, 1962 – January, 1963), Mrs. D. L. Wells (January, 1963).
Technical, Clerical and Sales: Mrs. P. Burdan (February, 1963), Mrs. D. Jamieson (July, 1963), Miss S. Jones (July, 1963), Miss M. Kreuzer (January, 1963), Mr. D. A. Liddell (May, 1963), Miss J. Lloyd-Smith (May, 1963), Mr. R. M. Tucker (December, 1962), Miss E. Watson (January, 1963).

RESIGNATIONS

Members of staff who resigned during the year were:
Research Staff: Miss B. J. Boyes (October, 1962), Mr. A. W. Davis (February, 1963).
Library: Mrs. E. A. van Hulssen (November, 1962), Mrs. P. G. Pellegrini (July, 1963).
Technical, Clerical and Sales: Miss R. E. Allison (June, 1963), Mr. F. G. R. Clayton (November, 1962), Mrs. R. W. Craig (June, 1963), Miss J. L. Hambly (March, 1963), Miss J. L. Lynch (January, 1963), Miss E. M. Morris (July, 1963), Miss F. B. Rowell (November, 1962).

STUDY LEAVE

Mr. T. S. Duff was granted six months Study Leave in May and is undertaking the work for a Master's Degree in Education at the University of Auckland. His thesis topic is an extension of some of the work in Listening Skills opened up by D. Spearritt in his book on Listening Comprehension, and should advance our understanding of some aspects of the relation of speed of utterance and comprehension at primary school level.

TRAVEL

Overseas

In order to discuss a number of important business arrangements with certain overseas organizations Mr. Dunn left Australia on 21st July for a five weeks trip to U.S.A., Canada, and U.K. Amongst other matters, he hopes to examine some of the test marking machines which are now appearing at moderate prices.

Mr. Dunn spent a month in New Zealand late in 1962 on matters connected with testing, and had useful discussions with N.Z.C.E.R.

I have been invited by UNESCO to lead an Australian educational mission to Northern Rhodesia to assist in its educational planning.

Interstate

Since the last Annual Meeting of the Council I have visited Queensland, New South Wales, and Western Australia for general discussions and to find out more about the research being done, Mr. Dunn has spent some time in New South Wales on the Basic Skills test, and for talks to Catholic teachers and school administrators, and in the A.C.T. to discuss some customs arrangements, Mr. Keeves has enquired into some aspects of primary school mathematics in New South Wales and South Australia, Mr. Gosling has visited Queensland and while there undertaken some testing, and Messrs. Turner, Keeves, and Blazely have visited Tasmania primarily to participate in the Science Teachers' Annual Conference, but also to enquire into developments in other fields.

It is, I think, very desirable that as many as possible of the staff should be active participants in professional and other activities, so that apart from our reading and thinking we should have our fingers on the pulse of the thinking of others, and be as aware as possible of their problems and difficulties.

ACTIVITIES

Professional Activities

Members of staff are actively engaged in the affairs of a number of professional societies – The Australian College of Education, The British Psychological Society, The Victorian Institute of Educational Research, and The Australian Science Teachers' Association being the principal ones.

Mr. Turner has continued to act as Professional Secretary and Research Officer to the Victorian Committee on Tertiary Education, of which Sir Alan Ramsay is Chairman and I am a member. His analyses and projections of enrolment have been of great value to the Committee, which expects its report to be public in late August or early September.

I have attended several Unesco Committee meetings during the year, and as Chairman of the Committee for Education, been consulted on a number of matters. My term of office as Chairman ended at the last meeting.

Mr. Dunn has been immediate Past President of the Australian Branch of the British Psychological Society, and has been concerned with its Journal, its plan to establish itself as an independent society, and similar matters. Mr. Keeves has recently been elected as Federal Secretary of the Science Teachers' Association.

Other Activities

AUSTRALIAN BROADCASTING CONTROL BOARD

Because the Board has been hearing applications for commercial licences in the capital cities and in country areas, my part-time membership of the Board has been more onerous and time consuming than I or anyone else envisaged when I was appointed. The decisions to be made are, however, important ones. Recent activities in connection with educational television will, I hope, provide a considerable opportunity to bring an educator's point of view to the problems of allocation and control of channels.

COURSE IN MEASUREMENT IN EDUCATION

Mr. Dunn, Mr. Turner and I continued to teach the course in Measurement in Education to students in the 2nd year Bachelor of Education Course at the University of Melbourne. Although this is an activity conducted in our own time, the results in terms of an interest in and knowledge of the principles and problems of measurement by an increasing number of teachers are of considerable benefit to the Council in a number of ways, not least in providing us with a corps of informed specialists when we need to prepare examinations in particular subjects.

PARENT-TEACHER CO-OPERATION

Mr. Dunn and Mr. Duff in particular have been active in the affairs of school committees and councils, and both participated in a recent week-end residential seminar in which teachers and parents met to consider further ways of co-operation.

FINANCE

(Miss P. M. Staurenghi)

For General Activities

The amount available to us to pay for the general activities of the Council — general research, information, library, travel, secretarial and accounting, and all the inevitable miscellaneous expenses incurred, was, in round figures £19,884. This was received from the following sources.

Grants

£15,000 was received in 1962-63 from grants by the Commonwealth and the States.

Gifts

Gifts totalling £3,901 were received from many sources. Chief among these were The Myer Foundation (£1,000), and The Percy Baxter Charitable Trust (£1,750).

Income from Investments:

£983 was received from the Council's investments, reduced during the year to £10,785 by the sale of £9,900 of bonds in order to provide cash.

The actual amount expended on these activities was £28,090, the difference being met by income from the Council's trading activities.

Testing Services, Programmes and Trading Activities

The gross income from sales and services of all kinds was £198,723, an increase of £63,811 over 1961-62. Although such an increase would normally have required a substantial increase in stock, very tight control has been exercised over supplies and holdings. Wherever possible small but more frequent deliveries are arranged, rather than larger deliveries made less frequently. The value of stock held at 30th June, 1963 was £19,494 – £2,887 more than on the same date in 1962.

Allocation of Funds

After meeting all the expenses incurred in running the Council and its trading activities, provisions were made for a subsidy of £1,000 to the Publications Fund, £1,500 for staff replacement when members are on study leave, £2,000 for retrospective salary increases, and a further £10,000 was set off against our debt for land and buildings. There was a transfer to accumulated funds of the small amount of £795 from the net profit.

Publications Fund

At the beginning of the year this Fund had in it £1,659. Costs charged against it in the financial year ending 30th June, 1963 were £3,577, being principally the cost of printing "Listening Comprehension – A Factorial Analysis", "Growing Up in Karrabee", reprint of "Word List for Australian Schools", reprint of "Growing Up in an Australian City", and "Training the Administrator". Income from these and earlier publications was £2,438, leaving a credit balance in the Fund, apart from subsidy from general income, of £520. I have allocated to it, from the trading balance for the year, £1,000, so that it will begin the year 1963-64 with a credit balance of £1,520.

A special effort is planned for late 1963 to dispose of surplus stocks of publications, and to bring others to the notice of teachers, students, and others.

Property

The final cost of the Hawthorn building is not yet known, because minor adjustments will be needed, but will be in the region of £63,000, including architect's and other fees.

Progress payments were met from a loan by the Commonwealth Bank, under an arrangement which requires us to pay the bank our portion of the proceeds of the sale of the Lonsdale Street property, expected to be £30,000, before the end of December 1963, and the balance of the amount borrowed (the maximum loan being £60,000) within 5 years.

We have transferred £10,000 from the credit balance in our trading and other income earning activities, to the Building Reserve and Provision account of our Frederick Street property. We have provided a further £3,000 to meet the cost of some of the facilities and equipment in the Hawthorn building from our own resources and not from the bank loan, and a further £695 as an initial payment of interest to the bank.

STATE INSTITUTES OF EDUCATIONAL RESEARCH

The reports received of the activities of the State Institutes show that each has had during the year a fruitful programme of activities. The interchange of ideas that takes place each year at the Annual Meeting of the Council, and the interchange of reports and other materials, is reflected in the various activities taken up from time to time by different Institutes. Each has, it seems to me, been a meeting ground for an influential group of men and women active in promoting new and improved ideas, and each has contributed to the advancement both of education in general and of educational research in particular.

CONCLUSION

I will be presenting to members, before the Annual Meeting, some views on the nature and organization of the Council's present and future research programmes. We have been busy during the year, and we have undoubtedly helped many people, but I think our more important activities still have too little effect on the advance of Australian education. Our resources for research are small, taking into account all the services that the Council is expected in increasing measure to give from its relatively small income from grants. To be effective we must concentrate those resources upon problems of real significance. Perhaps my doubts about whether we are making as full a contribution as we can are in part due to my own difficulties, after a careful appraisal of Australian education, in deciding what those problems are and how research can help in their solution. I hope the Council may be able to give me some help in this, and in this way help to plan a programme which will make important contributions to knowledge and to practice and yet be within our capacity — both financial and professional.

It may be that the concentration and intensity with which we

should be examining Australian education, with a view to constructive criticism and constructive research, has been reduced too much over recent years by the calls upon our services in other ways, and by our concern that our trading activities should be successful in order to help finance not only the development of new tests and the maintenance of the old, but also our information and research services.

The time may perhaps have arrived for a reappraisal of organization and activities to ensure that the A.C.E.R. makes maximum use of its position as an independent national body engaged in research.*

* The Council, at the meeting to which this report was presented, agreed that the Director's Special Report to the Council entitled 'First Considerations on Educational Research in Australia' should form the basis of a document which, after revision, would be widely circulated. The Council plans to hold early in 1964 a Special Conference at which questions of priority and balance in research programmes, co-ordination of effort, maximum use of resources, and the nature of the Council's own programme, will be thoroughly discussed.

SECTION IV

CONTRIBUTORS TO COUNCIL FUNDS

The Council wishes to acknowledge, with thanks, the following contributions received during the financial year ended 30th June, 1963:

Australian Governments—

Commonwealth	£7,500		
New South Wales	2,860		
Victoria	2,070		
Queensland	1,100		
South Australia	670		
Western Australia	540		
Tasmania	260		
		£15,000	0 0

Teachers' Association—

Headmasters' Conference of Independent Schools of Australia		10	0 0
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Trusts, Foundations, etc.—

Percy Baxter Charitable Trust (through the Perpetual Executors and Trustees Association of Australia Ltd.)	1,750	0	0
Myer Foundation	1,000	0	0
Miscellaneous	1,140	19	10
		£18,900	19 10

SECTION V

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 co-operating closely with it when occasion requires. In 1956, at a meeting held in Melbourne, these representatives formulated the following statement of the nature and functions of an Institute. In general, as the reports printed later will show, they carry out the functions in different ways and with different emphases.

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

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

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

ANNUAL REPORTS

NEW SOUTH WALES (1962-63)

Office-Bearers

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

President: Dr. T. W. G. Miller.

Vice-Presidents: Mr. M. E. Thomas, Dr. V. J. Couch, Mr. W. E. Hart.

Secretary: Mr. Roy W. Stanhope.

Treasurer: Dr. E. Lund.

Research Officer: Mr. R. L. Debus.

Asst. Editor of the Australian Journal of Education (until January 1963): Mr. F. G. Coleman.

Representative on A.C.E.R.: Mr. A. H. Webster.

Additional Committee Members: Dr. H. Campbell, Dr. V. J. Couch.

Membership

With the election of 10 new members during the year and the loss of 3, the membership now stands at 92, including 13 resident outside the metropolitan area. Members were saddened at the news of the sudden passing in January, 1963 of Mr. F. G. Coleman, who had been an active member of the Executive and other committees of the Institute and the Sub-Editor for New South Wales of the *Australian Journal of Education* from the Journal's foundation in 1957.

Meetings

Three meetings were held during the year. The speakers and their topics were:—

July 1962 — *Dr. L. C. Gilbert — Some Contributions of Research to School Practice.*

November 1962 — *Mr. H. N. Baker — General Problems of Tertiary Education; Dr. H. Campbell — Teacher Education; Dr. V. J. Couch — Technical Education.*

These brief addresses preceded a lengthy discussion of the drafts of sections of the submission by the Institute to the Prime Minister's Committee on the Future of Tertiary Education.

June 1963 — *Dr. Z. P. Dienes — Experience and Imagination in the Learning of Mathematics.*

Submission on the Future of Higher Education

During most of the period under review activities of the Institute were concentrated upon the preparation of the submission to the Prime Minister's Committee. Under the able leadership of Mr. Baker, Dr. Campbell and Dr. Couch, Working Parties devoted many hours to the preparation of draft statements. Following upon discussion of these drafts, to which the whole of the meeting of November 21, 1962 was devoted, the parties and the original Steering Committee completed and co-ordinated the submission for the consideration, finally, of the Co-ordinator of the project, Dr. R. L. Debus, and the Executive Committee. Late in January 1963 copies of the submission, consisting of 43 pages and appendices totalling another 13 pages,

were despatched to the Universities' Commission, the Australian Council for Educational Research, the Institutes in the other states, and members. The submission attracted considerable interest as evidenced by many requests for copies, including one from the Commission for an additional 24, and by reference to some of the recommendations in a leading article on "Technical Education" in the Sydney Morning Herald of April 1, 1963.

Appreciations

The Institute appreciates the kindness of the Librarian of the Sydney Teachers College, Miss E. Leslie, in making available a very comfortable meeting room; of Mr. P. Buckman, the College Accountant, for auditing the books and the financial statement; and to Miss F. Randall and Miss H. Watson for secretarial services.

VICTORIA

(1962-63)

Office-Bearers

President: Dr. L. W. Shears.

Immediate Past President: Dr. T. H. Coates

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

Honorary Secretary: Mr. L. M. Bell.

Asst. Honorary Secretary: Mr. W. M. McKinty.

Honorary Treasurer: Mr. G. J. Allen.

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

Delegate to A.C.E.R.: Mr. W. M. McKinty.

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

Membership

The membership of 318 at the end of 1962 shows an increase of one only over the 1961 total.

General Meetings

September, 1962—Members were invited to attend the Theodore Fink Seminar given by Mr. C. M. Ebert on *The Decentralisation of Education in Australia*.

November, 1962—Mr. R. Row—*Report on National Seminar on Individual Differences in Children and their Implications for Primary School Organization*.

March, 1963—Annual Meeting—Symposium by Dr. W. C. Radford and Mr. S. S. Dunn, assisted by members of staff, on *The Work and Organization of A.C.E.R.*

May, 1963— Mr. G. D. Bradshaw—*Selection for Secondary Education in an Under-developed Country.*

August, 1963—Film *Gordonstoun* introduced by Professor W. A. Frederick followed by panel discussion including Mr. Arnold an ex-staff member and Mr. Little an ex-student.

Frank Tate Memorial Lecture

The tenth annual lecture of this series was presented in June 1963, by Major-General Sir Alan Ramsay on *Tertiary Education in Victoria.*

G. S. Browne Prize

The award for Educational Research was made to Dr. M. Balson for a report on *Personality and Teaching Success* and that for Educational Practice to Mr. D. Cohen for his report on *Multi-phasic Assessment in Science.*

V.I.E.R. Bulletin

It is with deep regret that the death of Mr. D. Price is recorded. Mr. Price acted as Editor of the V.I.E.R. Bulletin from its inception.

Mr. P. Schoenheimer has been appointed as the new Editor and Bulletin No. 9 was issued in May 1963.

Primary Education Today

The membership of this group stands at 84.

Several ordinary meetings have been held of P.E.T. participants.

A group night attended by members and friends was held in November 1962 when Mr. L. Bell spoke on *Ways and Means of Recording Children's Development.*

The group also conducted some open meetings:

Art Education in the Primary School

—presented by Mr. B. Croskell.

Aspects of American Primary Education

—presented by Mr. E. C. Anderson, a recently returned Fulbright Scholar.

In June and July a four night seminar on *Teachers' Records and Reports on Pupils* was led by Mr. L. Bell.

The lecture series in October 1962, organized by the Group (details of which were given in last Annual Report), was an outstanding series and the average attendance at the five lectures was 380-390.

The work of one Study Group has culminated in the publication of the pamphlet *Recorded Work in the Primary School*.

Another Study Group, under the leadership of Mr. J. McLoughlin, has met frequently in the course of studying the subject Composition in the Primary School.

Secondary Education Today Group

In June and July 1963 a lecture-workshop series on *The Teacher's Role in Counselling and Guidance in Secondary Schools* was held on one evening in each of four weeks. Speakers at the series were Mr. J. McLeod, Senior Guidance Officer, Education Department; Mr. R. Priestly, Guidance Office University of Melbourne; Mr. R. Greig, Senior Lecturer Psychology Department, University of Melbourne; Mr. R. Belshaw, Counselling and Guidance Officer, Royal Melbourne Institute of Technology.

A sub-group of S.E.T. investigated the desirability to convey to the secondary teacher some of the more significant findings from the educational research journals. A first draft was made and it is hoped that it can be arranged to supply a regular bulletin.

Research Group

This group has had a consistent attendance of about 20 of the 30 interested members at its monthly meetings. The group centred on the problem of programmed instruction in 1962 and on the problem of new teacher selection in 1963.

Three working parties are functioning—

- (1) To investigate further the place of the interview in teacher selection.
- (2) To investigate the preparation and place of data from Headmasters and teachers in the selection of teacher trainees.
- (3) To investigate the field of School Tests and Standardized Tests: their function in teacher selection.

QUEENSLAND

(1962-63)

Office-Bearers

Patron: The Hon. the Minister for Education.

President: Professor G. W. Bassett.

Vice-Presidents: Dr. J. C. Greenhalgh, Mr. W. J. Brown, Mr. A. E. Guymer.

Executive: Sister Mary Teresina, Miss B. H. Watts, Dr. S. A. Rayner, Mr. G. F. Berkeley, Mr. J. A. Golding, Mr. A. H. Whitmee.

Hon. Secretary: Mr. N. R. Anderson.

Hon. Treasurer: Miss J. M. Knott.

Representative to A.C.E.R. (until 1965 inclusive): Mr. W. Wood.

Associate Editor for Queensland, Australian Journal of Education: Dr. S. A. Rayner.

Hon. Auditor: Mr. C. J. Connell.

Membership

At the beginning of the financial year there were 141 active members and 12 associate members (those living outside the metropolitan area). At the close of the financial year on 31st May, 1963, there were 140 active and 13 associate members. Twelve members either resigned or failed to renew their membership; fourteen either joined or took up their membership after a break; and one member died during the year. In addition, one member transferred from the N.S.W. Institute and does not show in the figures; four members were transferred from active to associate status; and three were transferred from associate to active.

The Institute records with deep regret the death of Mr. A. W. Rudd during the year. Mr. Rudd, ex-headmaster of Brisbane Boys' College, was the last foundation member of the Institute to retain an active interest in its proceedings. At the age of nearly eighty he was still a frequent attender at meetings. At the time of his death he had been elected an honorary Life Associate Member.

Members overseas during the year include Dr. S. A. Rayner at a Commonwealth Universities Conference; Mr. D. J. Drinkwater on study leave; Mrs. G. V. Hughes on extended leave; and Mr. H. R. Hirst, seconded for duty in Sarawak. Miss B. H. Watts is absent in connection with aboriginal education in Northern Territory. Miss E. A. Gardner resigned to study overseas.

Meetings

Since the last Annual Report was compiled the following meetings have been held: four General, including the Annual Meeting; five Executive; and one Programme Sub-Committee. In addition, two public lecture series have been held. This was because the series for 1962 was held in August, while that for 1963 was held in June. Two lectures were given in 1962 and three in 1963. Average attendance at the nine meetings (General and Lecture Series) was 151, compared with 105 in 1961-62.

A summary of activities at meetings is set out hereunder.

July 1962 (Annual Meeting): Addresses by Messrs. L. G. Grulke General Secretary, Queensland Teachers' Union, and A. J. Nimmo, District Inspector, Department of Education, on observations made during their recent overseas tour. Mr. Grulke dealt with public relations in education, and Mr. Nimmo with pressures affecting teachers.

28th and 30th August, 1962: Public lecture series for 1962 by Dr. H. S. Wyndam, Director-General of Education, New South Wales, on *Secondary Education—Today and Tomorrow*. (Average attendance at lectures 300)

October, 1962: Symposium—*Education and Employment in the Sixties*—participants: Mr. W. J. Brown, Principal Officer, Research and Guidance Branch, Mr. C. Williams, Student Counsellor, University of Queensland, and Mr. M. A. Howe, Assistant Director, Commonwealth Department of Labour and National Service.

March, 1963: Address by Professor A. W. Reeves, Director of the Division of Educational Research in the University of Alberta—*Some Aspects of Educational Administration*.

April, 1963: Address by Mr. A. A. Krebs, Kelvin Grove Teachers' College—*Problems of Education in an Underdeveloped Country*. Mr. Krebs had recently returned from service at Batu Lintang Training College, Kuching, Sarawak, and described some of the problems arising in that area with a multi-racial population at widely differing levels of culture. The address was illustrated with slides taken by Mr. Krebs during his travel on supervision of teacher trainees.

4th, 5th and 6th June, 1963: Public lecture series for 1963 by Dr. Z. P. Dienes, Reader in Psychology in the University of Adelaide, on *A Rational Approach to Mathematics Learning*. (Average attendance at lectures 240).

Further meetings for which the Institute may claim some responsibility arose from this lecture series. Before Dr. Dienes came to Brisbane, the Institute approached the Director-General of Education with a view to having Dr. Dienes demonstrate some of the processes he had developed in mathematics learning, and two demonstrations were arranged to illustrate image manipulation through number stories. Each was attended by approximately seventy teachers. The Institute gratefully acknowledges the steps taken by the Director-General and his officers to make these demonstrations possible.

A further demonstration was arranged in response to a request from the Order of Mercy, and a seminar was held at the University for those interested in Dr. Dienes' work in psychology and the learning of mathematics.

Australian Journal of Education

Forty-one members of the Institute have subscribed through the Secretary to the Journal for 1963. This number does not include those members who receive the Journal as a right of membership of the Australian College of Education.

Library

The Library is in the care of the Secretary at Kedron Park Teachers' College. It receives the bulletins of the Australian Council for Educational Research, the Commonwealth Office of Education, the Research and Guidance Branch, and UNESCO, also copies of all books published by the A.C.E.R. Greater use is being made of the library, particularly by members who are studying or undertaking research. Books may be borrowed on application to the Secretary.

Review and Prospect

The Annual Report for 1961-2 discussed the roles the Institute had played and might play in advancing the cause of education in Queensland. Reference was made to the highly successful public lecture series of 1961. The two subsequent series have been even more successful numerically, and have aroused wider interest.

The Annual Meeting of 1962 considered the proposal made in the Annual Report then presented, that the Institute might consider disseminating educational information more widely by means of publications designed to bring to classroom teachers the practical value of research findings. That meeting expressed approval of the proposal. It should be possible to give early consideration to concrete proposals and to set up the necessary machinery if such proposals appear feasible.

Acknowledgments

In addition to the acknowledgment made above of the help given by the Director-General of Education and his officers, the Institute tenders the following grateful acknowledgments:

to the Principals of Kelvin Grove and Kedron Park Teachers' College and the General Secretary of the Teachers' Union for providing accommodation for meetings; to the Headmasters of the Church of England Grammar School and the Brisbane Grammar School for making their School Halls available to house our lecture series for 1962 and 1963; to the Principal Research and Guidance Officer for providing accommodation for Executive and Sub-committee meetings; to the Secretary and Treasurer for their conscientious attention to their duties during the year.

SOUTH AUSTRALIA

(1962-63)

Office-Bearers

Patron: Mr. E. Mander Jones.

President: Mr. K. L. Berndt.

Vice-Presidents: Dr. H. H. Penny, Mr. B. Bunney.

Secretary: Mr. W. G. Boehm.

Treasurer: Mr. L. Manser.

Committee Members: Miss P. Nichterlein, Mr. A. J. Whitlaw,
Mr. C. Rooney.

Assistant Editor, Australian Journal of Education: Mr. E. Roe

Representative on A.C.E.R.: Mr. C. Rooney.

Membership

At the time of the Annual General Meeting in March, 1963, the membership was 100. By 30th June it had arisen to 115, the majority of whom were financial members.

Meetings

July, 1962—*Messrs. A. Smith and R. James* presented papers on group methods in primary schools, with particular reference to the teaching of reading.

September, 1962—*Messrs. L. Dodd and D. Gunton* presented a symposium on recent A.C.E.R. conference on individual differences.

October, 1962—*Miss E. S. Gerny and Mr. A. L. Mitchell* presented a symposium on *Meeting Individual Differences in Secondary Schools*.

November, 1962—*Miss L. R. Wilksch and Mrs. G. C. Brookes* presented papers on *Infant School work seen as readiness programmes*.

February, 1963—*Professor A. W. Reeves* of the University of Alberta spoke on the work of his department (Division of Educational Administration of the Faculty of Education) and also gave some account of educational practices in Canada.

March, 1963—Annual General Meeting and election of officers. An address was given by *Mr. J. O. G. Glastonbury*, recently appointed Curriculum Development officer in the S.A. Education Department, on the organization of similar branches and sections in W.A., N.S.W., and Victoria.

April, 1963—*Mr. J. P. Keeves* from the A.C.E.R. staff gave an address on *Recent Developments in the field of Programmed Instruction*.

June, 1963—Mr. E. Roe presented a paper on *Recent research on the use of school libraries*.

Meetings in general have been well attended. Discussion following the delivery of papers has invariably been lively and profitable.

Most meetings have been held in the hall of the S.A. Institute of Teachers Building in Pennington Terrace, North Adelaide and the S.A.I.E.R. is most grateful for the free use of this very suitable hall which is being used extensively by educational bodies.

The Function of the Institute

[The following statement was presented by the retiring Secretary, Mr. E. D. Lasscock, at the Annual General Meeting and is closely related to the much longer statement made by Mr. Lasscock a year before].

"It may be recalled that in the Secretary's report which I presented at the end of 1961, it was suggested that the Institute might serve a purpose not served by other bodies and organizations, if it acted as a sounding board for activities and experiments actually being carried out in schools. I believe that the Institute in 1962 did approach this aim. I do believe, personally, that for the Institute to continue to have a meaningful existence in the future, its programmes should relate fairly closely to practical problems of teachers in their classrooms without at the same time turning our backs on the valuable contributions which can be made to our thinking from interstate and overseas. 'Research' in the usual sense of carefully planned and controlled experiments will, I believe, always be beyond the resources of this Institute".

WESTERN AUSTRALIA

(1962-63)

Office-Bearers (1963)

Patron: Dr. T. L. Robertson.

President: Mr. N. G. Traylen.

Vice-President: Dr. R. Adam.

Hon. Secretary/Treasurer: Mr. J. Liddelow.

Hon. Auditor: Mr. C. Cook.

Committee: Dr. W. D. Neal, Dr. D. Mossenson, Mons. J. Bourke.

Representative on A.C.E.R.: Mr. N. G. Traylen.

Membership

The current membership of the Institute is seventy-four. This includes six new members who have been admitted since March, 1963. Four members are on leave overseas.

R. G. Cameron Prize

The Prize for 1962 was awarded by the Institute to Mr. N. Speed for a study entitled "Professor A. N. Whitehead's Concept of Rhythm and its Application in the Teaching of Science in the Secondary School."

Research Grant

At the General Meeting on 9th July, 1963 a sum of £50 was granted by the Institute to Miss J. Daw to conduct a study designed to investigate the effect of a special training programme on the general development of a group of mentally defective children. Subsequent reports are to be the property of the Institute and the research is being carried out under the supervision of an Institute member, Miss G. Drummond.

Meetings

Four Committee Meetings have been held since June, 1962. Topics at General Meetings were as follows:

July, 1962—*Dr. Z. Phimister—Some Aspects of Education in a Canadian City.*

August, 1962—*Mr. J. Liddelow* presented a summary of *The Jackson Report* and *Dr. W. Neal* and *Dr. R. Adam* acted as Discussion Leaders.

September, 1962—*Mr. L. Mears—Religion as a Correlate of the Vocational Aspirations of Male Adolescents.*

October, 1962—*Mr. R. Tweedie—Some Personality Traits of Teachers' College Students.*

November, 1962—*Mr. W. Halliday—Teacher Training in England.*

February, 1963—*Dr. W. D. Neal—Address as the retiring President.*

March, 1963—*Mr. R. Peter—Education in its Social Setting in Indonesia.*

April, 1963—A symposium of four speakers indicated lines of possible research in the following areas: *Dr. W. D. Neal—Aspects of the Proposed Review of the Primary Curriculum.* *Mr. A. Walker—Gifted Children.* *Mr. R. Kagi—Educational Agencies other than Schools.* *Mr. C. Makin—Principles Underlying Changes in the Secondary School Curriculum.*

May, 1963—Three visiting African educationists, *Mr. J. Atiasi* of Ghana, *Mr. M. Ejaije* of Nigeria, and *Fr. J. Adeneye* of Nigeria, gave talks on problems of education in their respective countries.

June, 1963—*Mr. A. W. Anderson—Wastage of Talent.*

July, 1963—*Miss G. Drummond—Some Personal Impressions of Soviet Education.*

Meetings in 1963 have been particularly well-attended and the addresses and other activities have provoked stimulating and informative discussions.

The Institute is indebted to the Director of Teacher Training, Mr. N. G. Traylen, for the use of the Claremont Teachers' College as a venue for meetings.

TASMANIA
(1962-63)

Office-Bearers

Patron: The Honourable the Minister for Education, Mr. W. A. Neilson.

President: Mr. R. W. McCulloch, B.A., B.Ed., A.B.Ps.S., until December, 1962, Mr. P. W. Hughes, B.Sc., B.Sc. Research (Oxon), Dip.Ed., from January, 1963.

Vice-Presidents: Mr. V. R. Long, B.A., A.I.E. (Lond.), Mr. A. V. Gough, B.A., B.Ed. (Melb.).

Representative to A.C.E.R.: Mr. R. W. McCulloch (Mr. R. G. Brett, B.Sc., to act in 1963 during Mr. McCulloch's absence overseas).

Hon. Secretary: Mr. H. L. Dodson, B.A., Dip.Ed.

Hon. Treasurer: Mr. H. Morgan, B.A.

Hon. Auditor: Mr. J. Besier.

Committee: Dr. A. W. Matz, Ph.D., Dip.Ed., Messrs. J. L. Cartledge, B.A., M. T. Webberley, B.A., M. L. Yaxley, B.Sc., B.Ed., R. G. Brett, P. W. Hughes, F. R. Chappell M.A., Dip.Ed., D. Page, G. Lewis, B.A., M.A. (Oxon), Dip.Ed. (Lond.).

Membership

At the end of 1962 there were 92 members.

General Meetings

July, 1962—*Mr. M. A. Poole, B.Sc.—Recent developments in the teaching of mathematics.*

November, 1962—*Mr. A. H. Webster, B.A., B.Ec.—Changes in secondary school organization in New South Wales.*

December, 1962—*Mr. H. L. Dodson, B.A., Dip.Ed.—The origin, organization and activities of the Australian Council for Educational Research.*

March, 1963—No address.

May, 1963—Dr. A. W. Matz, Ph.D.—*The position of foreign languages today.*

May, 1963—Mr. J. P. Keeves, B.Sc., Dip.Ed.—*Developments in Programmed Instruction.*

June, 1963—Science in the primary school: Mr. E. O. Phillips, B.A.—*Teaching Primary Science.* Mr. O. W. Reid, B.A.—*Developing a course in science.* Miss R. Mullen, B.Sc.—*Training Teachers of primary science.*

Combined Meetings

Two meetings were held in conjunction with the New Education Fellowship (Hobart Group) and the Tasmanian Chapter of the Australian College of Education. Professor A. W. Reeves, Professor and Chairman, Division of Educational Administration, University of Alberta, spoke on the subject *Recent developments in school administration and supervision with particular attention to preparatory programmes.* Professor Sam Black, Professor of Art at the University of British Columbia, Canada, spoke on *The need for creativeness in all education—an art educator's viewpoint.*

Tape Recording and Publication of Talks

All talks given during the year were recorded on tape and made available to members. During the year three addresses given at meetings of the Institute were published in *Tasmanian Education: Problems in the primary school today*—by Mr. C. W. Overton; *Modern developments in spelling*—by Mr. L. E. McKenzie; *Some facts of individual differences affecting education*—by Mr. P. W. Hughes. One was published in *Curriculum News: A review or research on ability grouping*—by Mr. R. W. McCulloch.

A.C.E.R. Conference on Individual Differences in the Primary School and their Implications for School Organization

Members of the Institute, Messrs. G. Lewis, R. W. McCulloch, F. R. Chappell and H. L. Dodson attended the Conference and subsequently they, with Mr. P. W. Hughes, spoke on aspects of individual differences brought up at the Conference to Conferences in Hobart, Launceston and Burnie. The subjects and speakers were:

1. The differences among pupils which are of educational significance. Mr. P. W. Hughes.
2. Methods of grouping pupils to take account of individual differences. Mr. R. W. McCulloch.
3. School organization and curriculum differentiation to take account of individual differences. Mr. Gollan Lewis.

4. Teaching aids and programmed instruction which foster individual learning. *Mr. H. L. Dodson.*
5. Training teachers to cater for individual differences. *Mr. F. R. Chappell.*

Launceston and Burnie Groups

As a result of the interest created in the North and North-West by the Conference on Individual Differences held in Launceston and Burnie, two Groups were organized in these centres, *Mr. A. W. Bolger* is Northern Representative, and *Mr. E. G. Morse* is North Western Representative of T.I.E.R., and both became members of the Executive Committee.

G. V. Brooks Prize

The prize for the best results in education subjects at the Launceston Teachers' College in 1962 was won this year by *Miss Jeannette R. Clements.*

Acknowledgments

The Institute is grateful to the Executive of the Tasmanian State School Teachers' Federation for its kindness in letting the Institute have the use of the Social Room of the Teachers' Federation Building for all meetings.

The thanks of the Institute were also extended to the Director of Education, *Mr. V. R. Long*, for the use of office facilities by officers of the Institute.

