

**AUSTRALIAN COUNCIL
FOR
EDUCATIONAL RESEARCH**

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**THIRTY-SECOND
ANNUAL REPORT
1961-1962**



369 LONSDALE ST., MELBOURNE, C.I, VICTORIA, AUSTRALIA

AUSTRALIAN COUNCIL
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EDUCATIONAL RESEARCH

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ANNUAL REPORT
1961-1962



369 LONSDALE STREET
MELBOURNE, C.1

Sir John Medley

Sir John Medley, a member of the Council from 1939 and its President from 1949 to 1959, when he announced his retirement, died unexpectedly at his home at Harkaway on 27th September, 1962, at the age of 71. He had been the guest of the Council during the Annual Meeting just four weeks earlier.

As a member, and particularly as the third President of the Council, Sir John participated wholeheartedly in its activities. He was a firm advocate of its independence and supported its growth and increasing range of activities with acute administrative wisdom and a ready grasp of the implications of the growth. As President he chaired its Annual Meetings with a charm, a great verbal facility, a firmness and wit, and a readiness to consider all points of view, that endeared him to its members. The Council counts itself fortunate to have had his services for so long. It will miss his interest in its work.

SECTION I

MEMBERS OF COUNCIL FOR 1961-62

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. (Melbourne).
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. C. Watson, B.A., B.Ed., M.A.C.E. (Victoria).

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

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

W. Neal, B.A., B.Sc., B.Ed., Ed.D., 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).

SECTION II

STAFF AT COUNCIL HEADQUARTERS

At 30th June, 1962.

University Building, 369 Lonsdale Street, Melbourne, C.I,
Victoria, Australia

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.

Secretary to Director and Assistant Director:

(Miss) K. A. Saunders.

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.

Research Assistants:

(Miss) B. J. Boyes, D.C.P. (Birm.).

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

A. W. Davis, M.A., B.A. (Hons.), (from June, 1962)

T. S. Duff, B.A.

I. C. Fraser, M.A. (Aber.), (from May, 1962)

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

J. P. Keeves, B.Sc., Dip.Ed., M.A.C.E. (from Jan., 1962)

(Miss) N. Morison, B.A., Dip.Ed. (from March, 1962)

(Miss) L. Re, B.A., Dip.Ed. (from April, 1962)

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

H. L. Dodson, B.A., Dip.Ed.

(seconded from Tasmanian Education Department)

Service Officers:

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

(Miss) M. O'Donnell

Library:

(Mrs.) E. A. van Hulssen, B.A., Proficiency Certificate

(Victorian Public Library)

Librarian

(Miss) P. Williamson

Assistant

(Mrs.) F. E. McPherson, B.A. (Hons.), Dip.Ed., (Index)

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

Accountant:

(Miss) P. M. Staurengi, B.A., B.Com.

(Mrs.) F. Harvey (from Nov., 1961)

Assistant

Typist-in-Charge:

(Miss) D. M. O'Shea (from May, 1962)

Clerical Assistants:

General: (Miss) R. Allison, (Miss) J. Hambly (from Jan., 1962), (Miss) E. M. Morris (from March, 1962), (Mrs.) H. Rignold, (Miss) B. D. Roberts (from May, 1962), (Miss) M. G. Summers (from May, 1962), (Mrs.) C. Calcutt (Part-time), (Mrs.) I. Robin (Part-time).

Technical: (Mrs.) C. Bayley, B.A. (Hons.), Dip.Ed., (Mrs.) R. Craig, Mus.Bac., Dip.Ed., (Miss) S. Davison (from September, 1961), (Miss) J. Duncan (from January, 1962), (Miss) J. Lynch, (Miss) J. Prior, (Miss) F. Rowell.

Sales and Distribution:

F. Clayton (Part-time), T. Coleman (from October, 1961), (Miss) L. Dineen (from March, 1962), G. Hawkesford (from March, 1962), (Mrs.) M. Migalski, (Miss) B. D. Roberts (from May, 1962), (Mrs.) F. M. Rumball (from January, 1962), C. Tiddy, H. Williamson.

SECTION III

ANNUAL REPORT OF THE DIRECTOR For the Year 1961-1962

A condensed version of the Report presented at the Annual Meeting held in Melbourne on 30th and 31st August, 1962.

INTRODUCTION

The year 1961-62 has been a full one. Some of the projects in hand in 1961 have been completed, and others pushed further towards their conclusion. New tasks such as the exploration of programmed instruction have been taken up, services to an increasing number of enquirers and clients have been enlarged, some internal reorganisation has taken place to enable us to operate more smoothly, a site for a new headquarters has been purchased and plans prepared for it to be built on, and pending transfer to our own building we have taken over additional accommodation at our present site to provide our Sales Section with a more convenient and efficient layout.

THE NEED FOR RESEARCH

It has been just as evident this year as in past years that there is no limit to the amount of research, experiment, and development that could be done, given funds, staff, and a sympathetic climate of opinion in which to work. Funds and staff will be touched on later. The climate of opinion for research is generally favourable, although some of those not involved in such research are prone to take the view that it can provide *all* the answers to *all* the current problems, employing relatively unqualified researchers and with the expenditure of a little time and a little money.

There are still some who claim that educational problems are problems of values not susceptible of objective enquiry and experimental study, others who claim that the most pressing need is not to undertake more research but to use better what we know, and still others who claim that research in education is not likely to be at all fruitful until we know far more than we now do about the nature of learning in schools, have a far better grasp of the relation between society, curriculum, and the child growing up in society, and a staff of teachers who are so fully professional that they can be entrusted with experiments in learning, and in school and class organisation, without any fear that such trust will be misplaced.

The exponents of the massive "crash-programme" type of research effort are to be welcomed rather than discouraged. They are difficult to convince that effective research is not quite as easy as they imagine, but once convinced are likely to become

warm and steady supporters of research. To some of them it is often sufficient to point out that just as their own organisations and concerns, and members of their own staffs, are different one from another, so too are schools, teachers, classes and individual pupils, and that applications of new ideas on a massive scale which do not take account of such differences are likely to be frustrating, and failures.

Some of their confidence comes from the inadequate reporting in Australia of large-scale experiments elsewhere — as for example the reporting of the airborne television programme in U.S.A., and from the failure to place such experiments in their right context. Some of it comes from a knowledge of the rapid improvement of techniques, materials, and even fundamental processes in industry and agriculture which followed upon particular researches in those fields, and some of it from a close association with activities which are constantly undergoing radical change because of new developments based on research.

I have little doubt that were the Council alone or in association with others, to set out deliberately to convince more community leaders — leaders of industry and commerce, school councils, parents and citizens' association — of the value of providing funds for research into learning, curriculum and evaluation, and applied research into methods, organisation and materials — that much more financial support would be available for further research. Improving the learning and teaching of children might come to be seen as equally as important as improving the quality and quantity of wool, or wheat, or steel; exploring the capacity of the child become as important as exploring the belts of outer space.

Those others, to whom I referred earlier, who claim that the pressing problems are those of values, have often given too little thought to the complexity of the whole educational process and to its constancies and invariables. They are prone to believe that once we have decided, for example, that character training is our prime concern, and expressed the view that teaching is an art and not a science, then method and procedure, the attainment of objectives and the devising of effective artistry, are outside the realm of enquiry. We can, and do in many discussions, acknowledge the importance of values, and the difficulty of buttressing many value judgments with research, but try also to point out that defining a value in terms of desired behaviour on the part of the children concerned will in almost all situations take it out of the realms of opinionated controversy and into the realm of fact where opinion can be tested.

Those who claim that we should spend less time on finding out more, and more time in putting what we know into practice

— or into improving practice — are on more solid grounds. Where facilities are limited, and persons and pounds are not sufficient for both, there is a strong argument for the occasional or periodic diversion or allocation of all resources to the immediate application of what we know. The limits of such an approach are obvious, of course. It is important to have a steady flow of basic information, of material for application, at the same time as the applications are going on, and my own view is that the Council's work should contain always a mixture of both basic information and applied research.

Those who claim that we need more fundamental studies of children and learning, and a better qualified staff of teachers, before research in education can be fruitful, take I believe too extreme a view. Research in education includes such fundamental studies: whether they are done in university departments of psychology or of education, in state or commonwealth departments or in independent Institutes or Councils, matters little. What is more important, is that we are never likely to know all that there is to know about one or all of the trilogy child, curriculum, and communication between them, and to wait upon finality would be to neglect an obvious and urgent need for continuing use of what has already been discovered.

So far as teacher competence is concerned — deeply as we might hope the individual teacher to be committed to any research going on in his classroom, willing as we might hope him to be to interpret it to himself and others — to wait upon such hope for all teachers would be an equal neglect. There are already many such teachers (some, it may be remarked, very well qualified as researchers), and others with enthusiasms waiting and worthy to be used. There are topics and problems in which such teachers can be involved, into which enquiry is urgent, and in the illumination and solution of which they can play an active and essential part. It has been our own experience over the last few years that there is a large reservoir of goodwill, competence, and enthusiasm ready to be channelled into projects in research and development that promise to improve the teaching and learning process. It is abundantly clear that participation in such projects increases his efficiency in and satisfaction with his job that the good teacher at any level is seeking.

STAFF FOR RESEARCH

So far as staff is concerned, it is still not easy to obtain men and women qualified in the ways desired for the many and varied types of research needed. There is as yet no general course in Australian universities the graduates from which can be accepted, without further enquiry into their basic degree and thesis topic,

as sufficiently trained in the minimum requirements for research into education. Post-graduate studies are almost wholly undertaken by those anxious to obtain additional qualifications for advancement in supervision, teaching at tertiary levels, and administration. Few of those asked to undertake a thesis at these levels appear to consider that their thesis work might be followed up after the award of the qualification its successful presentation brings, or appear to develop sufficient interest in the particular research to pursue it beyond the award of a degree.

There are, relative to the need, few men or women in Australia with the ideal combination of a broad and deep knowledge of psychology of children (including their manner of learning), a scholarly mastery of subject areas, and an understanding of the process of enquiry and experiment in education. Most of us who are concerned with a steady flow of research — whether in State Departments, Commonwealth Office of Education, or A.C.E.R. — find it necessary to give some training, or to add to the training already received, before we allow a new staff member to undertake a research project with that desirable independence of action and procedure which a professional officer should be given.

NEW A.C.E.R. PREMISES

After a good deal of searching, a decision was finally reached to purchase a site at Glenferrie, and to erect upon it a building to suit our own requirements. The site is a cleared one, zoned for commercial use, four miles from the G.P.O. but adjacent to rail and tram transport. We plan to erect upon it a two-storeyed structure with adequate accommodation for present needs and space for expansion of both store and offices over at least the next five years after moving.

In order to have an "insurance policy" against further expansion we have purchased on long and reasonable terms two properties adjacent to the site.

The decision to build is an important one. The total cost of site purchase and building will be, judging from present estimates, within the present assets of the Council. Nonetheless, it is based on a faith both in the future of the Council and its work, and in the capacity of its Test Division and Sales Section to continue to act as successfully as they have over the last few years: successfully not only in financing their own current operations, and their own necessary development, but in providing funds to expand our test research and development, to meet some of the rising costs of general research and administration, and to contribute something towards our new work on educational materials. It has been necessary both in the initial and later purchases referred to, and in planning a building, to

give positive expression to that faith. I have no personal doubt that the faith is justified, and that the move will be a major step forward in our development. We will be independent of others for our accommodation, free to allocate space for our own best organisation, and able to plan our whole operations both now and in the foreseeable future within the one site.

THE COUNCIL'S ACTIVITIES

RESEARCH

I attempted in the last annual report to separate our total research programme from the service and developmental sides of our work, particularly in tests. Such a separation is at times an arbitrary one, and this should be borne in mind in reading the following.

School Leavers 1959-1960

The most significant of the possible analyses of the wealth of data obtained from this survey were compressed into a relatively small publication called *School Leavers in Australia 1959-1960*, in which the following material was included about those who left school in Australia between 1st April, 1959 and 31st March, 1960:

Month of leaving, Age of leaving, Form on leaving, Occupation entered by all children and by those from matriculation levels, Relation between Father's occupation and occupation entered by child, Occupation entered by children from government schools in metropolitan and other areas, Numbers of children leaving at various levels, who were regarded by their teachers as being in the top third of ability at that form or grade level.

Some large schools did not send in returns, and as some of these had large classes at the matriculation levels, our data suffered particularly at those levels. Nonetheless, this is the first time we have had, in Australia, anything like comprehensive data on a whole year's output of leavers from our schools.

It has given us further insight into the differences between boys and girls in the vocations they enter even from the same kind of school, and further strengthened the need to enquire into the demands such vocations make on education and the schools. It has provided fact instead of opinion about differences between schools of various kinds on such matters as time of leaving, types of vocation favoured, occupations of parents, and times at which able children leave. It has told us where our ex-students go to when they leave school, shown that only about one in seven of them reaches matriculation level, shown the occupations of the fathers of those who entered various occupa-

tions. It has made clear the marked disproportion in the percentages of leavers entering any of a number of particular occupations who come from homes where the father has that or a similar occupation, and who come from schools in various localities or of various kinds. The study needs supplementing by data about ability levels related to occupations of parents, before we can conclude that the apparent failure to use higher education by those from the homes of farmers, semi-skilled and unskilled workers is fully substantiated.

When the survey was first mooted, it was considered that it might be made a periodic one, at intervals of five or ten years. I believe the information is as important nationally as many of the economic and industrial surveys at present made, and therefore hope it may be possible for the Commonwealth Bureau of Census and Statistics to undertake such a periodic survey.

Choice of Schools, Courses and Vocations

Work has continued on the detailed analysis of the protocols collected from the interviews of parents and children conducted in 1959 and 1960. These interviews, conducted in a carefully chosen locality in outer Melbourne, which gave us as comprehensive a cross-section of types of home as it was possible to obtain in *one* locality, were intended to examine the reasons given by parents and children for choice of course, choice of school, and choice of vocation, and to relate these both to a set of objective facts about parents and children and to a number of expressed, implied and observed attitudes and opinions of parents and children about education, schools, and vocations. For each of the nearly 200 children in the study, all of whom were at the time of interview in Form 3 in secondary schools in Victoria (i.e. about age $14\frac{1}{2}$ - $15\frac{1}{2}$), there are available for study, apart from interviewers' assessments of aspects of the homes involved, the following data.

On Children: Age, sex, scholastic history (including schools attended and examination results), results on special tests, answers to a questionnaire regarding chosen vocation, and answers to questions asked in an interview covering reasons for choice of school and course, knowledge of vocations, factors affecting interest in vocations and subjects, and much related information.

From Parents: Occupation, education, income level, expressed attitudes to education, schools, subjects and vocations, views about leaving school at particular ages, reasons for choosing a school and preferring a vocation, and related data.

The material available for examination is impressively comprehensive, and its analysis will take time. The coding of the

interviews, in order to put the data into manageable form, was a difficult task and took much longer than we planned for, but satisfactory categories were determined so that we were able to put all data, with minor exceptions, on two Hollerith cards. Many elaborate and complex inter-relationships can be explored quickly as a result, although the small total numbers make it difficult to establish significant conclusions from a many-celled table, and broad classifications will often be needed to point up differences between say children's choices of occupation and type of course undertaken at school.

A detailed statement of procedures followed in the study has been prepared, and a preliminary review of published research on *Early Leaving* compiled to delineate some of the hypotheses to be tested by our own data. Both the statement and the review will provide a basis for chapters of a final report.

A preliminary examination of the data looked at from the point of view of early leaving showed that we had to distinguish between the groups attending high¹ and technical² schools. For the former group, early leaving meant leaving at or before Form 4. For the latter group, it meant leaving at or before Form 3. Using these criteria to separate early from late leavers, we have examined a number of possible relationships. Our data make us confident that at least in the area we studied the following statements are true:

1. Fathers and mothers of late leavers have on the average reached a higher standard of education than fathers and mothers of early leavers.
2. Fathers of late leavers tend to have occupations of higher level (i.e. requiring a higher standard of education, or carrying greater social status) than fathers of early leavers.
3. Children whose mothers were in higher level occupations prior to marriage tend to be late leavers, while children whose mothers were in lower level occupations prior to marriage tend to be early leavers.
4. Although children from families expressing at the Form 3 stage a preference for extended schooling tend to be late leavers, such preferences are frequently not realised in practice. Similarly, although children from families preferring less extended schooling tend to be early leavers some are late leavers despite the preference expressed at the Form 3 stage.
5. Children at the high school whose parents are satisfied with the type of school their children attend tend to be

(1) Schools giving 6 years of secondary education.

(2) Schools giving four years of education in their junior technical sections.

late leavers. If the school preferred is another type they tend to be early leavers. This relation between parental satisfaction, or dissatisfaction with the type of school and early or late leaving does not hold for technical school pupils.

6. High school pupils, taking in Form 3 courses which lead on to entry to professional or semi-professional occupations, tend to leave later than high school pupils taking other courses such as commercial.
7. Technical school girls taking commercial courses in Form 3 tend to leave later than technical school girls taking more general courses.
8. Late leavers do not live in better type homes than early leavers.
9. Early leavers do not tend to come from homes where popular newspapers are read and commercial stations provide most radio listening, and late leavers do not tend to come from homes where conservative newspapers are read and/or the national stations provide most radio listening. (Television was relatively little used at the time the interviews were undertaken.)
10. Children from families where the father has ascended the occupational scale do not tend to be late leavers. Nor are they early leavers if they come from families where the father has descended the occupational scale.
11. Children who liked primary school do not tend to be late leavers, and those who disliked primary school do not tend to be early leavers.
12. Children who reported having no close friends at primary school do not tend to be early leavers, and those reporting such friends do not tend to be late leavers.
13. There is no difference in the number of dependent children in the families of early leavers and of late leavers.
14. The older brothers of boy late leavers had not reached a higher level than had those of early leavers, nor had the older sisters of girl late leavers reached a higher educational level than had those of early girl leavers.
15. (a) Children from homes where the mother is not always at home do not tend to be early leavers.
(b) Children from homes where both parents work do not tend to be early leavers.
(c) Children from homes where one parent is missing do not tend to be early leavers.

16. Early leavers do not as a group come from homes where the income level is lower than in the homes of late leavers.
17. Children who perceive at Form 3 level the educational benefits of doing well at school do not tend to be late leavers, and those who do not express this perception do not tend to be early leavers.

[Note: Statements 8 to 17 are at variance with views expressed in some of the literature on the subject of early leaving.]

Review of Education, 1954-1960.

Preparation of the text of the Review has been slower than anticipated.

The underlying difficulties are in the amount of detail to be reported, the amount of background data to be presented along with reports of changes, so that the changes will be understood, and the amount of interpretation and comment that should accompany the reporting of change and development. The Review has hitherto been an essentially factual presentation for both the overseas and local reader, and comment and interpretation has generally been limited to an introduction. I can see no reason to change this approach, tempting as it is on occasions to comment favourably or adversely, or to introduce an opinion into a stream of events.

The magnitude of compilation has been borne in upon me with this number of the Review, and I propose in future to allot to one of the Research Assistants continuing responsibility for the collection and co-ordination of the type of material we present in the Review. The final presentation of later numbers should therefore be a good deal easier than it has been on this occasion.

Promotion by Age and by Efficiency.

The literature and reported research relating to promotion by age and by efficiency is being reviewed. A request for such a review of research related to this topic was made by the Australian Teachers' Federation last year. Other continuing staff commitments have prevented earlier work on the subject, but already it is evident that such a review could embrace much of the whole field of organisation and curriculum of primary and secondary education unless it is made selective, and selection will be at the best arbitrary.

Some preliminary work was done before the Conference-Seminar on Individual Differences (see p. 37) as the topic of promotion is related fundamentally to such differences. The material prepared will, I expect, be used in association with other material from that Conference in any final statement prepared.

Education and Training for Administration in Australia

Dr. K. S. Cunningham agreed to undertake for the Council the collection and analysis of information about the courses of training available in Australia to administrators and executives at different levels. This survey is intended to include not only those courses intended for educators, but all others of any significance which have relevance for educators because they deal with practices, procedures and policies which are as much a part of the educator's life as they are of those of other executives. Dr. Cunningham visited all states, interviewed officers of universities, technical colleges and institutes, education departments, other state and Commonwealth departments, public service boards, and private and independent training centres such as Institutes of Management and The Australian Administrative Staff College. He was well received everywhere and obtained from his interviews, his questionnaires, and printed materials a wealth of information. He has, as expected, formed some firm views about the relevance and importance of much that is undertaken in the study of administration, and about the duplication of facilities. He is writing on the survey a report which will include a description and some evaluation of existing practices, but which looks at them in particular from his assessment of the contribution they (or improvements on them) may make to the practice of administration at various levels within our educational systems.

A second 'leg' to this enquiry is to be an assessment of some of the courses available in educational administration in centres in Canada and U.S.A. Information about some of the more highly regarded of such courses has been obtained.

Programmed Learning

The Educational Materials Unit, established in February 1962, made a critical survey and evaluation of the widely publicized development of teaching machines and programmed instruction. We are at present inclined to the view that the machine as such is relatively unimportant, but that the thinking behind the programming of instruction is very important and could produce educational materials of lasting value in learning and instruction. Properly prepared, such materials appear to provide for the individual learner a carefully prepared presentation of the matter to be learned or the skill to be developed graded so well that he learns gradually, but successfully, at his own rate.

A comprehensive review was made of present knowledge and thinking on the subject, evaluations were prepared of some of the existing programs, and arrangements made for trials of an S.R.A. program in Modern Mathematics, of portions of a pro-

gram in directed numbers, and of several of the TEMAC (Encyclopaedia Britannica) programs which we think likely to be acceptable and useful in Australia. Rather than attempt at this stage what might well be an inadequate and inconclusive controlled experiment with existing programs, we are planning to have those we think likely to be most useful evaluated and criticized in practice by experienced teachers working with them with students of different levels of ability. We believe such 'clinical' examination is more likely to produce useful information and conviction than controlled experiments which would at present of necessity be small because of cost of materials.

Meanwhile work has also begun on the preparation of parts of a program in Calculus and Applied Mathematics, which we hope may be tried out with post-matriculation students during the next long vacation. The course of study forming the basis of this program is the Victorian course, but much of it will be of general use in senior secondary, technical, and perhaps first-year university work. We hope to evaluate at least part of it in the trials referred to.

In order to go outside Mathematics, we have also undertaken, as a co-operative venture with some Victorian teachers, to program all or a major portion of the present course in Leaving Chemistry in that State. This course seemed to command more general assent than the present courses in Physics or Biology, and selected teachers have undertaken to prepare programs on particular parts of it in which they felt most keenly interested. Again, although the particular course chosen is a Victorian one, the topics in Chemistry are not particular to Victoria, and any work done will, I feel sure, be of general use throughout Australia.

New Developments in Mathematics in the Primary School

We have examined a number of the new approaches to Mathematics in the Primary School, as well as different procedures in use for the introduction of decimal currency. The great amount of interest aroused by the new mathematics courses at secondary level (Illinois, College Board, S.M.S.G., etc.) has obscured the significant work at primary level that has been strongly launched by people like Dienes, Page, Gattegno, the Greater Cleveland Group, Suppes, and the S.M.S.G. Notes have been prepared on many matters associated with these developments, including details of some of the educational materials which are at present used in some of the new approaches, and these have been circulated to a small number of people likely to be interviewed in furthering the work reported.

It is appropriate here to mention that arrangements were made in April last for Dr. Z. P. Dienes, who has been closely associated with much of the most exciting work in primary mathematics in recent years and who came in 1962 to join the staff of the Psychology Department of the University of Adelaide, to visit Victoria and talk to a group of teachers and others at primary, secondary and tertiary levels. Interest in the contribution of his ideas and practices was most marked.

It is appropriate to comment here, too, that the work just reported upon is only a small part of the vast field of development, and research that lies waiting for Australians to till. As this section of our work develops, I hope that we may be able to call for ideas from Australians who are using materials of their own devising likely to aid substantially in the educational process, so that we may foster the development of sturdy Australian growth rather than cultivate imported stock, good and valuable though this might be. We should be modifying and adapting to our own systems and methods many of the ideas and materials we at present import. There is at the moment a great shortage of indigenous creative ideas which reach the level of wide adoption by numbers of teachers and schools. Encouragement to advance these ideas is a first step towards their wider use—if they are there in the first place, as I believe they are. It is a little premature to do it yet, but I hope that in the next two or three years, if the Educational Materials Unit develops as it can, we will be able to call publicly for ideas which teachers and others would like further evaluated, and be able actively to foster any that appear to have merit. Perhaps at some future time overseas educators might come to Australia to learn because there was here a virile native growth, and unique contributions to practice!

Test Research:

Prediction of Law School Success

No further detailed follow-up has been undertaken at the University of Melbourne in the last year but plans have been made for such a study to be carried out during 1962-63.

Follow-up of University Students in Residential Colleges tested with Scholastic Aptitude Test (verbal) and Logical Reasoning Tests

Further material has been gathered about these students including information on honours awarded in various University Schools. The difficulties of a shifting criterion make prediction hazardous and the chance of retaining a scholarship if this depends upon being awarded at least a 2nd honour is something of a lottery. Analysis of the data so far gathered is

proceeding. One College, acting on the basis of recommendations made in the Interim Report, stated that its selection had been particularly satisfactory.

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.

Work began on this follow-up study but had not proceeded far before the staff members involved left the staff. Their successor has just been appointed and we expect to push on rapidly with the analyses required.

It is contemplated that the three studies mentioned above will, when completed, form the basis of a publication on the topic of "Some Studies in the Prediction of University Success".

Diagnostic Fractions Test Study

A report was completed based on the testing of children in Grade 6 and Form I in some Victorian schools. This has been duplicated and distributed as Special Distribution Report No. 2. The study shows the need for diagnostic testing and reveals what appears to be a surprising lack of growth from Grade 6 to Form I in knowledge of and ability to handle fractions. One can only say 'appears' since it was not the same children being tested.

A CONCLUDING NOTE ON RESEARCH

Balance between Professional and Other Staff

One of the matters not fully resolved by us yet is the proper relation between professional, technical and clerical staff. There are times in most projects when many more technical and clerical assistants are needed than professional staff: there are others where the professional staff alone can deal with the project. It is easy to be understaffed at times and overstaffed at others, and we have been fortunate to be able to engage temporary staff willing to work at our convenience on particular projects. A pool of technical and clerical assistants, not permanently allotted to particular research units, is economical and efficient, but still needs supplementing at times. Even at the best of times, professional staff need to be prepared to take on routine and even mechanical tasks for a short time in order to accelerate results. Use of electronic and other mechanical aids is of great value, but experience will be needed with them over a considerable period before their effect on numbers and quality of staffing can be ascertained.

Costs

I have attempted to estimate the total amount spent in salaries alone over the year July 1961-June 1962 on research of

the kind dealt with in the preceding pages. Allowing for one-third of my own time and one-half of Mr. Dunn's (and both these are probably under-estimates), and including *only the salaries* of professional staff and of technical assistants helping them explicitly on research projects, over £12,000 was spent.

~~A CONCLUDING NOTE ON RESEARCH~~

One needs to add only superannuation, payroll tax, and the cost of library services to this amount to bring the total beyond the present level of government grants. If we were to rely on these grants alone, therefore, to finance even our *research* much that we at present do would be left undone. I have more to say on this later in this report under Finance (see page 39). On the other hand, I have no doubt that we could, on the research projects we can ourselves see to be needed (consider for example, the pressing need to prepare such simple things as appropriate testing materials in the decimal currency field, or the more difficult assignment to develop and appraise programs to improve understanding in primary mathematics, or the value of a professional economist's critical appraisal of the nation's economy and education) employ tomorrow another dozen qualified research workers, and still have insufficient staff to undertake many important tasks.

TEST DEVELOPMENT

I referred earlier to the difficulty of drawing a line between research and some other activities. Test development is a case in point. Much of the work which goes into the preparation and development of a test involves research work—bibliographical, experimental (trying out items, fixing time limits, drawing samples of schools and pupils, etc.) and statistical. Because there is such long experience behind these day-to-day activities we are prone to overlook the fact that they are research activities: they produce a tool capable of doing a certain job under certain conditions, and we would be dishonest practitioners if we did not evaluate and assess that capability by trial beforehand.

The production of a manual to accompany a test is far more than the casual writing of a set of instructions for administering. There are careful and good standards set for reporting on the various facets of a test, and the status in this field which the A.C.E.R. has had, and jealously guarded, for many years, requires that we undertake careful study before we make a test public, or offer one to a special purchaser, or make one available according to special specifications.

During the past year, the following projects were undertaken or continued.

Lower Grades General Ability Tests

Following item analyses and correlation studies on tests given to children in the lower primary grades in Western Australia and South Australia, the number of separate tests offered was reduced to four. These four tests were later revised on the basis of data gathered from all States except Tasmania.

The tests have been printed and will be normed in various States late in 1962, starting with Queensland.

Lower Grades Achievement Tests

(a) A.C.E.R. Inventory of Arithmetical Concepts

(Part IA — Pre-measurement, Part IB — Number)

These two tests are based on tests originally prepared and published by the Board of Education of the City of New York, Bureau of Educational Research. They were modified by a workshop of infant mistresses in New South Wales. After item analyses based on data from New South Wales, Victoria, Queensland and South Australia were completed, the test was revised and a draft manual prepared. We have received approval from the original publishers to print the tests, and this contribution to our work is appreciated. The tests are now ready to print but the manual is still in preparation.

(b) Readiness for Reading Test (N.S.W.)

Trial forms of this test were produced at a workshop of infant mistresses held in New South Wales in 1960. The test was given a trial run in January, 1961, and some statistical analysis undertaken. A detailed item analysis is being carried out.

(c) A.C.E.R. Lower Grades Reading Test, Level 1

After trial runs in New South Wales this test was revised and printed. In June it was offered as a testing programme in a number of New South Wales schools having infant departments. (See page 32 for report on testing services for further details.)

The development of these tests has been an outstanding example of co-operation between classroom teachers and the A.C.E.R. The report on the programme will provide information of value to teachers and the Department.

New South Wales Basic Skills Testing Programme

The development of this programme is a major piece of action research. The tests are planned on an analysis of available testing practices and on the curriculum objectives for the primary schools of the New South Wales Education Department. Every item prepared by the A.C.E.R. is carefully scrutinised by

the officers of the Curriculum Branch of the New South Wales Department. The data from item analysis of the trial forms of tests is sent to the curriculum branch and this information has already proved of value for curriculum development.

The Arithmetic Tests (Test A.1 — Arithmetical Comprehension, Test A.2 — Mechanical Arithmetic, Test A.3 — Problem Arithmetic), the Reading Test (Test R — Scores for Vocabulary, Literal Meaning, Implied Meaning, Total Comprehension, Speed of Study Reading), and Spelling (Test E.1) are now being printed in two forms (Form X and Form Y). Form X will be used by approximately 100,000 pupils in Grades 3 to 6 in about 600 N.S.W. primary schools in September this year. Form Y will also be used in selected schools for norming. The Study Skills Tests (S.1 — Map Reading, S.2 — Graphs and Tables, and S.3 — Reference Materials) were given trial runs in November, 1961.

Arrangements have been made with Ferranti Ltd. for the complete scoring, item analysis and intercorrelation work to be carried out by electronic computer. At the conclusion of this we will own the particular programme which can be used for further work or hired to other workers. The sections are programmed in a generalized form and can be used in combination or separately. These programmes could well be of interest to public examination bodies in Australia.

The English Tests are in various stages of development, Test E.2 (Punctuation and Capitalization) was given a trial run in November, 1961, and analysis is progressing. Test E.3 (Sentence Structure and Grammar) and Test E.4 (Word Usage) are being prepared for trial runs in November of this year.

No work has yet been undertaken on a test of written expression except for a brief survey of the literature. A survey of the literature on listening tests has also been prepared as a basis for work on a listening test.

*Henshaw Diagnostic Geometry Test (Parts I-IV) —
Junior Secondary Level*

The manual for this test has now been published.

Reading D

This test, which will provide a parallel form for Form C is being printed and when printed will be normed against Form C. It has the following parts: Word Knowledge, Speed of Reading and Reading for Meaning.

Leaving English — Western Australia

The test prepared for use in the Western Australian Leaving English examination in 1957 is being published by A.C.E.R. in

a slightly revised form and will be on sale at the end of Term II to Western Australian secondary schools. It will be available for use in other States after a manual is prepared.

Pre-Matriculation Physics (Victoria)

This test was revised in September, 1961, with the aid of a committee of matriculation and university teachers, and used in November of the same year.

Advanced Scholastic Aptitude Test (Verbal) and Logical Reasoning Test (Upper secondary and tertiary levels)

Progress has been made in the preparation of a second form of each of these tests.

Co-operative Reading Tests (Australian Edition)

Forms A, B and C of the Co-operative Reading tests (Lower level) were tried out in Queensland and, together with additional items from the older version of these tests, in Victoria. Two forms have been prepared for printing and a third form is held in reserve. These tests will fill a long felt need for reading tests for the secondary school for pupils of ages 13 to 16+.

Pre-Leaving Physics (N.S.W.) and Pre-Leaving Chemistry (N.S.W.)

For each of these tests a number of New South Wales teachers wrote new items to replace items in the original Victorian tests which were unsuitable for use in New South Wales. The teachers met at Sydney Teachers' College in December, 1961, and reviewed both the Victorian tests and the new items. Trial forms of the tests have since been prepared. Proposals for the use of the tests in New South Wales have been discussed with the Director of Secondary Education.

Pre-Matriculation English Expression (Victoria)

As a preliminary to preparing questions for examinations in English Expression an analysis is being made of the marks awarded to several hundred matriculation students.

Matters relating to the examination have been discussed with a sub-committee of the Victorian Standing Committee on English, which has been provided with examples of item-types for consideration.

Co-operative Scholarship Testing Programme Tests (English and Mathematics)— about age 11+ and 13+.

A panel of teachers is helping to prepare an English test at each level and another to prepare Mathematics tests. Further details of the programme are given in the section on testing services (see page 31).

As these tests are to be used to select scholarship winners the item types used in the tests will not necessarily be of the conventional type. They will offer opportunities for exploring high level thinking of students.

New South Wales Education Department Guidance Battery

While vocational guidance in New South Wales departmental schools is now the responsibility of the N.S.W. Vocational Guidance Bureau, and the Guidance Battery in the special form prepared for the Department is no longer widely used, all the tests in the battery are still in general use. The results of its use in New South Wales are still being analysed and providing valuable data on the particular tests.

The data on the Rothwell-Miller Interest Blank has been coded, punched on cards, and intercorrelations computed.

Test-retest data on all the tests were obtained and reliability coefficients and practice effects computed.

Revised sets of norms have been developed for Test WNV and Mechanical Reasoning. Studies of sex differences on these tests are being made.

Tests RL and RQ

These general ability tests RL (linguistic) and RQ (quantitative) are being prepared for the exclusive use in New South Wales of the N.S.W. Vocational Guidance Bureau. The Queensland Education Department is also examining the tests for their suitability in their guidance programme.

Preparation of Test RL is completed, Test RW has been tried out in New South Wales and Queensland and analysis is proceeding.

Group Guidance

The literature on group techniques used for educational and pre-vocational guidance, with special reference to the use of work-books, is being examined to assess the potential relevance of the techniques in Australia.

A.C.E.R. Speed and Accuracy Tests (Forms A and B)

A new manual is nearing completion to cover both forms of this test.

A.C.E.R. Mechanical Reasoning Test

A revised manual has been prepared and is about to be printed.

Test W.K.A.

The A.C.E.R. Word Knowledge Test (Form A) is widely used in vocational guidance. A sample of papers supplied by the

Commonwealth Employment Service Vocational Guidance Section has been analysed to see if a short version could serve as effectively, and information has been forwarded to the Chief Vocational Guidance Officer of that service.

Department of Labour and National Service General Ability Battery

Negotiations have been taking place on the development of a general ability battery of six short tests—two verbal, two quantitative, and two non-verbal—for exclusive use by the vocational guidance section of this Department.

SERVICE ACTIVITIES

(a) GENERAL SERVICES

(Mostly Supplied Free of Cost to Enquirers, etc.)

Library

Our library has been more heavily used by staff this year than before: the increase in the number of our professional officers makes this inevitable. Borrowings by others than staff continued at a high level, and during the year there were about 1400 loans of books and journals to such borrowers. In addition there were about 200 test borrowings.

An examination of relatively unused books was completed and a number discarded after they, and others, had been offered to local libraries. Subscription to one Journal (Genetic Psychology Monographs) was not renewed, but the following new journals were added to the library's holdings—A.V. Communication Review, Australian Journal of Adult Education, Canadian Administrator, Mathematics Teaching, Phi Delta Kappan, South Pacific Journal, Theory into Practice, Toronto Education Quarterly.

Bibliographies, special references, and expert assistance have been provided to staff and others, while the continuing demands of keeping watch for new books and journals, processing additions to the library, routing and keeping track of journals, and the multifarious duties of running a specialized library, have been met at a satisfying level.

Australian Education Index

The Index now has 78 subscribers, 11 of these being outside Australia. During the year there were 3 new subscribers, but 18 former subscribers did not renew. The increased cost of the Index was the principal reason given for non-renewals. Minor changes in presentation of material have been made during the

year. The Index now regularly covers 83 Australian periodicals and includes occasional articles from a large number of others.

The Council subsidizes it to the extent of about £650 per year, the estimated cost in salaries and reproduction being £1,425, and the subscriptions received amounting to £770. It is a small amount to contribute to a tool which we understand saves other educational libraries much time and effort, and which will be the more valuable the longer it continues. Already it is proving valuable for our own reference work.

Research Abstracts

Abstracts of unpublished research studies were, for the third year in succession, obtained from a number of centres in Australia and distributed to 30 centres in Australia and elsewhere likely to be interested. Their number at times is disappointingly small. On the other hand, more material is now being published in one form or another, and we cannot expect to have both more published and more unpublished studies unless the total quantity of research done increases more than it has appeared to.

Australian Science Teachers' Survey

We have continued to give professional and technical assistance in coding and tabulating returns received from all over Australia by the Science Teachers' Association in its survey of the qualifications and duties of science teachers.

Victorian Enquiries

- (a) Mr. Turner continues to act as professional secretary for the Victorian Committee of Enquiry into Tertiary Education, of which I am a member.
- (b) At the request of a special committee set up by the Minister of Education in Victoria, we have prepared a sampling plan to give effect to a proposal for testing sufficient pupils in Forms 4, 5 and 6 of secondary schools to ascertain if there is an increase in the average assessed general ability from Form 4 to Form 5, and from Form 5 to Form 6. We have been asked to carry out the testing programme as agents for the committee; about 10,000 pupils will be tested, and almost all schools having pupils at these levels will be used.

V.I.E.R. Lecture Course — Measurement in the Secondary School

This lecture course was organised by the Secondary Education Today Group of the Victorian Institute of Educational Research. The course took the form of six weekly lectures given by Mr. S. Dunn, followed by group discussion.

Committee of Enquiry into the Future of Tertiary Education in Australia

At the request of the Chairman of the special committee set up to enquire into the future of tertiary education in Australia, I prepared and submitted to that Committee two papers, one the prediction of 12th year enrolments in Australian secondary schools and consequential predictions of university enrolments based on these enrolments, and the second some thoughts on what universities can and should be able to expect from matriculants and how the secondary schools can meet those expectations.

If trends of the past 6 to 10 years continue, and if there are no changes in the policies governing attendance at secondary schools, by the end of this decade something like 35 per cent. of the boys and 25 per cent. of the girls who enter secondary schools will continue to the last year of secondary schooling. I expressed my personal view that there is no cause for concern in this, and that at least 25 per cent. of an age group probably had the necessary general ability to pass matriculation and enter university.

Financial Review

Information on a number of aspects of education in Australia, some of which was later used, was provided to a representative of the Financial Review prior to the publication in that Journal of two successive articles dealing with what it termed *The Crisis in Education*.

Testing and Advisory Services

There is a steadily growing interest in testing and evaluation in schools of all kinds, and our Service Officers and sales staff have been constantly engaged in dealing with such enquiries, as well as with the far more numerous enquiries about Reading and Spelling Laboratories. Replies to enquiries of a more highly technical nature are generally prepared by the professional officer most familiar with the particular problem. Display material has been provided for a number of teachers' conferences and on several occasions talks have been given to meetings of Head Teachers.

(b) CONTRACT SERVICES

Commonwealth Selection Tests III

By far the most important single test development project undertaken on a contract basis by the A.C.E.R. since it developed tests for the Australian Army during the 1939-45 war, was the preparation of the Commonwealth Selection Tests for the Third

Division of the Commonwealth Public Service. Each form of the C.S.T.3 battery consists of 8 tests. These are—

Part I—Computations, Checking, Spelling, English Usage and Current Affairs;

Part II—Reading Comprehension and Vocabulary, Critical Thinking, Quantitative Thinking and Written Expression.

Part I can be considered as tests of basic skills, and Part II as measurement of "Developed abilities". The first form of the test is now in use in all States of Australia and has been favourably received.

The second form has been delivered to the Commonwealth Public Service Board and will be in use late in 1962.

Commonwealth Selection Tests IV

Work is already well advanced on the preparation of modified tests for use in the selection of applicants for the Fourth Division of the Commonwealth Public Service. Part I comprises Computation, Checking, Spelling and English Usage, and Part II Reading and Vocabulary, Quantitative Thinking and Directions.

Two forms of the test will be ready later this year after trial runs have been carried out in New Zealand.

Report on Public and Matriculation Examinations (Melbourne University)

The report of the Committee appointed to prepare this report was submitted in October, 1961. Mr. Dunn and I were both involved in the deliberations of the Committee, for which Mr. Dunn acted as Executive Officer. The report has been discussed by the Schools' Board of the University of Melbourne, but not yet by the full Professorial Board, although I understand that it has been circulated to members. The problem of implementing sections of the report will most likely be left to the new Joint Universities and Schools Board which appears certain to be established in the very near future.

Miscellaneous Tests

Tests were provided to:

1. *The Public Examinations Board of the University of Western Australia* for use as part of the examination in English for Leaving Certificate.
2. *The N.S.W. Public Service Board* for use in the assessment of the general ability of applicants for employment.
3. *The Victorian Education Department* for use in a scholarship examination.

(c) TESTING PROGRAMMES AND TESTING SERVICES

A significant feature in the Council's activities is the development of a number of testing programmes. Instead of selling a test and leaving everything else to the customer a testing programme is offered in which the A.C.E.R. co-operates with users both in supplying tests and analysing the information derived from the tests. Organised testing schemes of this kind provide advantages to the A.C.E.R. as well as to the test purchaser. It is expected that these activities will be steadily expanded and will make a valuable contribution both to research data and to financial stability.

Pre-Matriculation Physics and Pre-Matriculation Chemistry (Victoria)

These tests were again offered in November and taken by 1625 Physics students and 1468 Chemistry students. Reports were returned to participating schools. In addition to their value to teachers they are providing the A.C.E.R. with information on the stability of the quality of students at Matriculation level, a matter of considerable interest when the percentage of students staying on for Matriculation is rising. In addition we have obtained information on students who are sitting for the matriculation examination for a second time. This has a direct bearing on the application of quota systems and the award of Commonwealth Scholarships. If similar tests are used in New South Wales we will be able to make some comparisons of the standards of entry to university in the two States. We will also have a base-line against which to study some of the effects of implementing the Wyndham Report in New South Wales.

Co-operative Scholarship Testing Scheme

A number of Victorian non-government schools which were already using for scholarship purposes a general ability test supplied by the A.C.E.R., have agreed to operate a Co-operative Scholarship Testing Scheme in which the A.C.E.R. will supply, for use on a fixed day, a testing programme comprising English, Mathematics and General Ability Tests.

The A.C.E.R. is responsible for preparing the tests, marking them and drawing up an order of merit list for participating schools. A pupil may apply for a scholarship at more than one school, but only sits for one test.

Some New South Wales schools may also participate in 1962 on a date suitable to themselves.

Law School Aptitude Testing

In 1962 the L.S.A.T. was administered to 492 students, the tests marked and the Law School supplied with an order of

merit list based on these tests and matriculation results. For administrative convenience the regular administration of the programme has been separated from the further work in prediction.

N.S.W. Lower Grades Reading Test (Level 1)

This test was offered as a programme in New South Wales this year. Schools with infant departments were approached to participate. Over 10,000 children took the test. Schools were provided with a brief report on the results and with the norm section of the manual. The test will be offered again in November, and a revised version produced for use in 1963. The revised test will be offered to all schools in New South Wales. Copies of the test have been sent to other States to see if it is suitable and if the interest exists for such a programme. A copy of the report was also sent to the New South Wales Education Department and should be of interest to the Research Branch. The range of differences between individuals and classes, as early as the end of the first 6 months of formal reading, is clearly revealed in the interim report.

Commercial Travellers' Association of Victoria

The Commercial Travellers' Association of Victoria was helped as in previous years to select a candidate for the award of a scholarship.

Testing for Admission to Universities in U.S.A.

During the year, in order to assist students wishing to take tests for admission to United States universities, we established a centre for College Entrance Examination Board Tests (three times) and for Graduate School of Business Admission Tests (once), and four candidates were tested with Miller Analogies tests during the year.

Australian Society of Accountants Testing

Tests in English were prepared for the Society in June and November, 1961. Twenty-two candidates were tested and reports prepared on the individuals tested. The level is that of secondary students of age 15 to 16.

Ad Eundem Statum (University of Melbourne)

Six candidates were tested in January with Physics, Chemistry and Mathematics tests and reports on the candidates provided to the University.

PUBLICATIONS

Books

(a) New

Since the report of 1960-61, the following new books have been published:

Supervision and Inspection of Primary Schools; Psychological and Educational Bases of Academic Success; and School Leavers in Australia 1959-60.

Supervision and Inspection of Primary Schools is the report prepared by Mr. D. G. Ball, Dr. K. S. Cunningham, and me, following the enquiry in 1959 by questionnaire, interview, and examination of present practices in Australia and overseas. It was overlong in the press for reasons outside our control, but appeared in October, 1961. Readers who have commented on it have praised it; one or two journals have reviewed it, including the *Times Education Supplement*.

Psychological and Educational Bases of Academic Performance. Professor C. Sanders' careful and thorough analysis of the many factors involved in the academic performance of a whole year's entry group in the University of Western Australia seems to me to wring this particular approach to university success and failure quite dry, and to indicate that future similar studies will contribute little further to a solution of whatever problems there are in the progress of students through universities. It will, I am sure, be one of those reports referred to increasingly by writers and research workers in the future. The A.C.E.R. studies prepared by Hohne and Sanders' contribution, are outstanding published contributions to the now considerable body of work done on success and failure, and the A.C.E.R. has good reason to be proud of its solid contributions to this literature.

School Leavers in Australia 1959-60 is the report I prepared on the survey conducted in all States of those boys and girls who left school between 1st April, 1959, and 31st March, 1960. Data on about 114,000 of the 145,000 estimated leavers are reported on. Several favourable reviews have appeared.

(b) In Press

(i) Dr. D. Spearritt's *Factorial Study of Listening Comprehension*, simply written elsewhere than in its statistical sections which are necessarily tougher, is at page proof stage, and will be available in a few months time.

The study was undertaken in Victorian schools, and completed before Dr. Spearritt left the Council to take up a post as Senior Lecturer in the University of Sydney. It is the first such study to be undertaken in Australia, and in addition to its

uniqueness makes a notable contribution to the relatively scanty literature available on listening. Although listening calls on some of the same skills as does reading, there are specific abilities involved in listening which, if listening skills are to be improved, require close and careful training.

(ii) Dr. J. Campbell's *Growing Up in Karrabee*, also in the press at the moment, is a report on the many pressures operating on school children in a rural community in New South Wales, pressures which help to determine their opinions, attitudes, habits, attainments and beliefs.

It is a more simply written summary of a larger, more detailed and more complicated report of a carefully undertaken sociological study. Many original techniques and procedures were devised for collecting information, and many old ones were used with originality and insight. The study will give heart to those who believe that youth, at least in Australian rural areas, is growing up without undue stress and strain, upon sound traditional lines. It will make others wonder whether their upbringing is preparing them in the best way for a world where opportunity will be far wider than their parents, their teachers, or they yet realise.

(iii) Mr. S. S. Dunn's *Testing in the Primary School*, an edited version of lectures and discussions at a special series of meetings on this topic, arranged by the Victorian Institute of Educational Research, is being published by the Council rather than the V.I.E.R., but by arrangement with the latter. Although comparatively brief, it will, I am sure, arouse a great deal of interest and help primary teachers in their evaluation procedures.

It is hoped to follow this with more pamphlets on more specific subjects of the primary school — Evaluation in Arithmetic, Evaluation in Reading, etc. These will incorporate the thinking and experiences gained from the New South Wales Basic Skills Testing Programme.

(c) Reprints

(i) A second printing was made of Connell's *The Foundations of Secondary Education*, which was revised slightly for this printing. It is gratifying that this, the first of the Council's Monographs in Secondary Education, has been so well received.

(ii) Kandel's *Types of Administration*, long since out of print, has been in small but increasing demand in recent years. Because of the growing interest in educational administration, it was reprinted late in 1961. Since then 44 copies have been sold.

(iii) A reprint of *Making a Classroom Test* will be published in late July or early August. This pamphlet was originally prepared by Educational Testing Service. It has been adapted for Australia by the use of questions suitable for our educational

system. It also incorporates supplementary material supplied by E.T.S.

(iv) Professor R. W. B. Jackson's report on his observations in Australia, entitled *Emergent Needs in Australian Education*, appears likely to have some sale in Australia. Some 300 copies of the Canadian edition were sent to us by Professor Jackson, and distributed on a complimentary basis. In order to meet likely future demands, we have arranged with Professor Jackson to reprint it in Australia.

(d) *In Preparation*

(i) Material for *The Review of Education 1954-1961* is still being prepared.

(ii) Mr. S. S. Dunn reports steady progress on his monograph on *Evaluation in the Secondary School*, and Miss D. Ross on her monograph on *The Organisation of the Secondary School*. The Council can expect these to maintain the high standard of interest and discussion set in the first of the series.

(iii) The Council's book on *Reading in the Primary School* is slowly taking shape. The section dealing with general research is nearly complete, but the analysis of Australian research is still to be done. Summaries or copies of the reviews of research have been sent for examination by the group in Western Australia which will be preparing the section on practical implications of the research. It will be some time before we are ready to publish.

Duplicated Reports

(a) Further examination has been made of the diagnostic use of mathematics tests, and in Special Distribution Report No. 2, entitled *Errors in Arithmetical Processes Involving Fractions* a detailed analysis is given of the results obtained from Grade 6 and Form I pupils in Victoria, tested on the Seville Diagnostic Fractions Test. As with the earlier report on Algebra tests used in this way, this analysis reveals how shaky the foundation knowledge is of many children undertaking study at higher levels. Careful reading of these two reports points the way to the development of remedial work, and it is possible that one of the valuable contributions that programmed learning may make (see page 18) is in this remedial field.

(b) *A Review of Programmed Instruction* has been duplicated by the Council's own staff. The first edition of 500 is not intended for sale, but for distribution (apart from our normal complimentary copies) to those showing an interest in programmed instruction, and likely to be able to make a contribution to its development by preparing or using programmes. Recipients of the report are asked to return a special printed

card to the A.C.E.R. if they wish to continue to receive further materials as they are prepared. The report is being re-duplicated and a second edition of 500 will be offered for sale at 10/-.

(c) *Notes on Mathematics in the Primary School* runs to 39 pages. The first edition of this is also not intended for sale, but for distribution to those with a direct interest likely to be productive of further work. A reprint has been prepared and is being offered for sale at 5/-.

(d) Brother D. C. Morris, who had received a grant from the Council to assist his enquiries, completed and had accepted his M. Ed. thesis *Educational Objectives in Higher Secondary School Science*. By arrangement with him the Council duplicated 100 copies of the thesis, and of these itself distributed about 60 copies to selected centres in Australia thought likely to be interested in the work. Most of the remaining copies were made available to Brother Morris.

The Australian Journal of Education

The Journal now has over 2,000 subscribers, and maintains its high standard under the editorship of Professor W. F. Connell.

At a meeting of the editorial group held in September, 1961, it was agreed to bring out the Journal in March, June and October, instead of one month later in each case. The Burwood Teachers' College staff took over the section entitled "Report on Education" which Dr. S. A. Rayner had capably handled for five years.

It is gratifying that this venture has been so successful.

STAFF

(a) *Appointments and Resignations*

There have been a number of additions to the staff, and some losses, since the last report. On the professional side, Mr. S. C. Lowe and Mr. C. K. McDonald returned, at the end of their periods of secondment, to the Victorian Education Department, as did Mr. E. Rowlands after a brief stay as a permanent Research Assistant. Mrs. H. Wedd and Miss H. Besemeres left at the end of their temporary appointments at the end of 1961. Mrs. D. Bradshaw left in December, 1961, to accompany her husband to Nigeria.

New members who have joined the professional staff are: Mr. J. P. Keeves (February, 1962), Mr. H. L. Dodson (seconded from February-August, 1962, from the Tasmanian Education Department), Mrs. H. Jenkinson (February-August, 1962), Miss N. Morison (March, 1962), Miss L. Re (April, 1962), Mr. I. Fraser (May, 1962), Mrs. M. Hudson (July, 1962).

The technical, clerical and sales staff has also increased in total. The following members have joined it since the last

report: Mr. T. Coleman (October, 1961), Miss M. Davis (February-May, 1962), Miss S. Davison (September, 1961), Miss L. Dineen (March, 1962), Miss J. Duncan (January, 1962), Miss B. D. Roberts (May, 1962), Mrs. F. Rumball (January, 1962), Miss M. Summers (May, 1962), Mrs. R. V. Sutherland (October, 1961-January, 1962).

Those who have left are Miss R. Godfrey (March, 1962), Mrs. G. Hobbs (January, 1962), Miss E. Metcalf (November, 1961), Miss G. Morrow (January, 1962), Mr. R. Pierce (October, 1961), Miss M. Taylor (January, 1962), Mrs. N. J. Taylor (November, 1961).

Mr. E. McIlroy joined the staff on July 23rd as administrative officer in the Sales and Service Division. His principal duties will be a detailed oversight of sales activities. His appointment will give Mr. Bennett, as head of the Service and Sales Division, more time to devote to the preparation of information and advisory matter which will help users of our materials.

(b) Travel

During the year members of the staff have visited all States, either for discussions on specific issues with State Education Departments, to attend conferences and sometimes to address meetings, or for general liaison purposes.

(c) Participation in professional associations and special committees.

Members of the staff continue to play active parts in a number of professional associations and on special committees, and their advice is frequently sought officially or unofficially on a wide range of problems.

CONFERENCE-SEMINAR ON INDIVIDUAL DIFFERENCES

The residential Conference-Seminar on Individual Differences and their Implications for the Organisation of the Primary School, took place at Trinity College, University of Melbourne, from 12th-18th August. We had a good representation from all States, and the conference under the leadership of Professor Bassett, should lead to practical and positive results. Preliminary work was done in all States, both to report on the current position in the home State, and on a special topic on which a particular State Group was asked to lead discussion. Those attending from Queensland prepared an introductory statement on The Psychological Facts of Individual Differences.

GRANTS BY THE COUNCIL FOR RESEARCH

During the year, two grants have been made. Following further support from his sponsors, the Council agreed to grant

Mr. D. J. Drinkwater £100 towards his study of the effect on children of schooling under the different systems existing in Queensland and New South Wales for children in the 7th and 8th years of schooling.

In order to assist in the standardisation for Australia of the Wechsler Intelligence Scale for Children, a grant of £500 was made to the Australian Branch of the British Psychological Society. The work is being done under the aegis of the University of Sydney, but a Working Party of the B.P.S., which the New South Wales member of the Council has been asked to join, is giving the project general oversight.

The Council has also agreed to guarantee against loss, to the extent of £500, the Conference of the New Education Fellowship at present taking place in Australia.

FINANCE

Income and Expenditure

I propose, in this section of the report, to deal at some length with various aspects of the finances of the A.C.E.R.

(i) Grants, Gifts and Investment Income

During the year grants totalling £15,000 were received from Commonwealth and State Governments. The Commonwealth contribution was £7,500, and the remaining £7,500 was contributed by the six States proportionately to population.

Early in 1962 a request, supported by a statement of the current financial position, was made to the Commonwealth Government for a continuation for the next triennium of the present rate of grant, viz., on a £ for £ basis with State grants up to a maximum of £7,500. We have been formally notified that the Council can count upon such a grant for the next three years.

In addition to the grants from governments, we received small grants for general purposes totalling £115/5/-, from the Tasmanian Teachers' Federation, the Headmasters' Conference and other sources. For the Scientific Research Fund, for expenditure on research, we received assistance which I gratefully acknowledge here; from the Percy Baxter Charitable Trust £1,500, from the Myer Foundation £500, and from other sources £481, a total of £2,481/9/11, for the year ending 30th June.

The gift from the Percy Baxter Charitable Trust is the penultimate portion of the welcome assistance they have given to the Choice Study. It has been followed by a further grant of £1,000 to assist in the work being done to program the Calculus and Applied Mathematics course (see p. 19).

The grant from the Myer Foundation is portion of a generous

gift of £1,000 per year for three years, made also to assist in the work of the Educational Materials Division.

These donations and gifts are gratifying indicators of the possibilities of attracting support from interested men with control of funds available for such purposes.

Income from investments was £1,133, making the total income from all the above sources, therefore, some £18,750.

Against this income it is reasonable to 'offset' the total costs of the work previously dealt with under Research. These involve not only the estimated salaries of £12,000 already referred to on page 22, but a host of additional costs:

library facilities and staff, office facilities and staff, including accounting and bookkeeping, superannuation, payroll tax, publicity, postage and telephones, insurance, Council meetings, travel by staff members, maintenance, cleaning, depreciation of building, audit fee, many small but inevitable expenses, and the net costs of publication of our own, and others' research.

A very conservative estimate of the costs of these over the last year is £14,000 — a total of £26,000 in all.

It is clear that it would be impossible to carry on the range of research, developmental and advisory work which we do (and these are quite apart from sales and contract activities which are, and must be, self supporting) unless we had some additional income. This we have drawn, in the last few years, from the favourable results of those services, sales and other, which are charged for.

There is a strong case to be made out on general grounds for more research into educational purpose, processes, and products. The Council's case for sharing in any funds made available for such an expansion would rest upon the importance attached to its independent status and confidence in the quality of its work. Upon both of these the Council's past record provides a basis for judgment. I believe that the Council has good standing and would be acceptable on both criteria.

Yet it is difficult for us to point to any particular kind of research, or particular piece of research, which is essential because results from it are likely to revolutionise practice, or to offer a dramatic increase in efficiency. Few particular pieces of research are likely ever to do this. It is the cumulative rather than the immediate effect of research that produces change in educational theory and practice. Results of research are of necessity slow to accumulate, are subject to many provisos, and need careful integration before they produce both a climate for change, and a guide to the direction of that change. It is therefore not easy, particularly in a time of financial tightness, to convince those who have to make decisions between

priorities in allotting funds that scarce money should be given to the A.C.E.R. by way of larger grants rather than to others. It seemed, late in 1961, a very unpropitious time to ask governments for an increase in grants, and after careful consideration no application was made for any increases. This decision was, I consider, an unpalatable but realistic one. The Council's best policy at the present time seems to me to be to pursue the best research that it can, to expand its activities by its own efforts in sales and contract work, to interest non-government resources in research into education, and by the quality and significance of its efforts, to convince those who can help it with funds, that these efforts should be expanded.

We have been helped in the past by secondment of staff from Education Departments, and it may be possible to obtain further support of this kind in lieu of increased monetary grants.

(ii) *Sales and Service Income*

From the sales of tests and educational materials such as Reading Laboratories and books, from royalties, from contracts, and from specific payments for particular services, we received in the last financial year something of the order of £133,000. Against this, however, there needs to be set the costs of printing tests and related materials, of purchasing overseas supplies of the Laboratories and other imported materials, of paying freight distribution costs and royalties, and of the multiple other expenses such as salaries that must be incurred in the process of giving service along with or independent of sales. These expenses totalled about £114,500 this year, leaving us in this field of activity with £18,500 to set against the £7,000 by which expenditure exceeded income in general research and developmental activities, and to provide for expansion.

The remaining £11,500 is not a "ready-cash" surplus, although it adds to our assets. Over £5,000 of it is represented by an increase in stock.

In the balance sheet of the Council £1,500 of it has been appropriated to the Publications Fund, as advance provision to meet known commitments, and £10,000 of it has been appropriated against the costs of the Glenferrie property.

SPECIAL FUNDS

The *Publications Fund* which stood at £159 before the supplement reported above of £1,500, has had a number of heavy commitments this year, as we expected, and the provision made in the two preceding years has therefore been amply justified. It is contributed to from the sales of those publications the printing of which have previously been charged against the Fund. Since the proceeds of sales do not come in immedi-

ately, and from the nature of the publications are not likely usually to provide a quick or complete reimbursement of printing costs, the Fund needs such periodic subsidy as it has been given in recent years. The availability of such funds to enable us to undertake publication without calling upon grants, gifts or investment income has meant not only that greater use has been made of the latter for research work, but that more material has been published.

The amount set aside in 1960-61 for *retrospective salary adjustments* was not all required, since the increases in university salaries, against which some of our own staff salaries are equated, were less than anticipated. The balance (£1,975) was added to the Basic Skills Printing Fund. This latter Fund now stands at £6,625, and we anticipate that it will be heavily called upon this year, as large quantities of tests will be printed. (See p. 23).

The only call made this year on the *A.C.E.R.—N.Z.C.E.R. Interchange Fund* (£41) arose from the visit in August and September 1961 of Mr. G. W. Parkyn, the Director of the New Zealand Council, who spent some time in both Melbourne and Sydney. The A.C.E.R.'s fund met the expenses of his accommodation and travel in Australia.

The *Staff Replacement Fund* was not used, but will have its first call in 1963, when Mr. T. S. Duff has been granted Study Leave on full pay for 6 months, to develop further some of Spearritt's work on listening comprehension. A temporary replacement will be found for him during his absence.

The *Conference Fund* has met minor costs of staff travel to conferences, but will be bearing a portion of the cost of the Conference on Individual Differences held in Melbourne from 12th to 18th August, 1962.

The *Development Fund* (£2,000) has not been added to in the past year, nor has it been used for the development of the tests of general educational development for which it was provisionally set aside several years ago. Portion of it has been used to further the work done in the Educational Materials Division.

ADDING TO PHYSICAL ASSETS

Commercial opinion, we know, is divided on the respective merits of rental and property ownership. We have decided upon property ownership (otherwise our rentals could approach £7,500 a year on present commitments alone!). In order to do this we have added to our physical assets. Purchase of the main Glenferrie site (see page 12) and purchase on terms of the other properties (see page 12), cost in this year £18,750 exclusive of fees, commissions, etc. In addition we have used prefabricated partitioning in the reorganisation of our office

space, and propose to transfer this to our new headquarters when we move. The cost of this asset, including installation, was £1,767.

*PROVIDING FOR GROWTH AND DEVELOPMENT,
AND SOME COROLLARIES*

Growth and development, inevitable and gratifying as they are, bring in their train new requirements. Some of these require a continuing appraisal, and it is possible that the Council should have a small consultative committee of experienced businessmen, or a single consultant, resident in Melbourne, to give advice and assistance to us on aspects such as those that follow:

1. As we grow we need more space. Past experience suggests that if we rented accommodation we would outgrow it quickly and frequent moves would probably be necessary. If we are to build to match our growth and provide for an immediate future, we need reserves. I consider that we should not use government grants either for physical expansion or for adding to assets in this way. Sufficient funds must come from other sources however, to enable us to plan ahead with confidence. The proper source for these seems to be our sales and contract activities.
2. In addition to reserves for physical expansion, it would be prudent for us to have substantial semi-liquid reserves, contributing to our income by their investment return, and providing a backstop against less favourable times. As our permanent staff grows, it is prudent and important to have solid and stable assets behind our activities.
3. As our sales increase in quantity, we need to carry more stock. A greater proportion of reserves is consequently represented by, and tied up in, stock, unless at the same time we add to the total reserves.
4. As we grow, we need, at particular stages in the year, large liquid reserves, to meet the costs of local printing and overseas purchases, costs which are incurred before the income is derived from the products.

All these things can I believe be done by having annual surpluses and therefore adding steadily to assets. Yet this obviously has dangers. It would be unfortunate, I think, if the Council's successful efforts to finance its growth in research and service by its own sales and service activities, were taken by donors, government or other, as a reason for considering that grants were no longer necessary or should be reduced. I cannot stress too strongly my view that the income from grants, investments, and gifts is a necessary base upon which a substantial and continuing portion of

the Council's research and development work should properly rest, and that reduction in these will inevitably mean a reduction in the total amount of fruitful work it can do. If the Council is able by its own efforts to supplement and complement this income, I hope that it will be encouraged by further assistance and not discouraged by a reduction in present levels and kinds of assistance.

5. More staff produce, or should produce, more research. Publication of this research will rarely pay for itself in Australia, but publication in some form is essential. The debit balance on publications may therefore increase, and provision must be made for this. The alternative, which is to publish only those books likely to be profit-making, would mean departing from what I consider a very important feature of past Council policy. The Council has made available through its published research reports, information and evidence that might otherwise have been less widely known than is now the case.

CONCLUSION

Although this report appears over my signature, it is clear that its substance has been contributed to by many minds. It is with no mere adherence to convention or precedent that I express my appreciation of the work done by all members of the staff, their willingness to accept additional tasks in an already heavy programme, and their contributions to our thinking and practice. Their loyalty to the Council's objects, their initiative and co-operation in its various projects, and their intelligent aid to those who visit us in search of information and assistance, has made and continues to make my position as Director a singularly satisfying one.

W. C. Radford.

Section IV

CONTRIBUTORS TO COUNCIL FUNDS

The Council wishes to acknowledge, with thanks, the following contributions received during the financial year ended 30th June, 1962:

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' Associations—

Tasmanian State Schools Teachers' Federation: Headmasters' Conference of Independent Schools of Australia		110	0 0
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Trusts, Foundations, etc.—

Percy Baxter Charitable Trust (Through the Perpetual Executors and Trustees Association of Australia Ltd.)	1,500	0	0
Myer Foundation	500	0	0
Bank of New South Wales	5	5	0
Miscellaneous	481	9	11
		<hr/>	
		£17,596	14 11
		<hr/>	

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 listed 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.

At its Annual Meeting in 1960, the Council of the A.C.E.R. agreed that the Institutes should be asked to extend the term of office of their representatives to four years instead of three, and to arrange the dates of appointment so that there was greater continuity of membership of the Council. As all Institutes agreed to this procedure, the necessary steps were taken, at the 1961 meeting of the Council, to effect changes in the Articles of Association.

ANNUAL REPORTS

New South Wales

(1961-62)

Office-Bearers

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

President: Mr. M. E. Thomas.

Vice-Presidents: Dr. H. Campbell, Dr. T. W. G. Miller and Mr. A. H. Webster.

Secretary: Mr. Roy W. Stanhope.

Treasurer: Dr. E. Lund.

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

Research Officer: Dr. R. L. Debus.

Asst. Editor of the A.J. Ed.: Mr. F. G. Coleman.

Additional Committee Members: Dr. H. Campbell, Dr. T. W. G. Miller.

Membership

There were eighty-four members at 30th June, 1962.

Meetings

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

August 3, 1961 *Mr. J. J. Little*—"The Experimental High School Mathematics Project".

August 3, 1961 *Mr. M. E. Thomas*—"Observations on the Education of Atypical Children in the United States of America and England".

November 17, 1961 *Dr. E. Lund* and *Mr. K. V. Mathews*—Comments on and the Screening of Three Teacher-Training Films Devised by these Members.

May 11, 1962 *Dr. Walter Wyatt*—"Mental Health in the Classroom".

Meetings of the Executive

The Executive met on a number of occasions to plan meetings, answer correspondence and interpret Institute policy generally.

Interests of Members

In keeping with the Institute's policy of confining its attention to the dissemination and discussion of research in education, emphasis was placed on these aspects in the year's work. To assist in planning the Institute's activities the Research Officer made a survey of the research interests of members.

Report on Examining

Arising from a paper read by Mr. H. W. Baker at the meeting in November, 1961, a sub-committee was appointed to prepare a report on Examining. This report was adopted and forwarded to the Australian Council for Educational Research for consideration and possible action.

Submission to the Committee on the Future of Tertiary Education

Following the invitation from the Australian Universities' Commission three working parties were established in May, 1962, to prepare for the consideration of members' interim statements in the following areas: 1. General Problems of Tertiary Education, 2. Teacher Education, 3. Technical Education. Early in the year 1962-63 it is planned to hold a special meeting for the consideration of these reports.

VICTORIA

(1961-62)

Office-Bearers

President: Dr. T. H. Coates.

Immediate Past-President: Professor W. H. Frederick.

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

Hon. Secretary: Dr. L. W. Shears.

Assistant Secretary: Mr. W. McKinty.

Hon. Treasurer: Mr. G. J. Allen.

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

Delegate to A.C.E.R.: Mr. W. C. Watson.

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

Membership

At the end of 1961 membership was 317; in June 1962 it was approximately 280. An increase is expected before the end of the year. Membership fee is £2, which includes the subscription for the Australian Journal of Education. From an income of £657 the Institute completed 1961 with a surplus of £87.

General Meetings

November *Mr. J. C. McLoughlin*—"The National System Comes of Age" 1879-1901.

November *Mr. J. M. Hill*—"Methods of Improving the Reading Efficiency of Teachers' College Students".

March—Annual Meeting *Dr. Olive Wykes*—"Trends in Secondary Education in France and the U.S.A. and their Implications for Victoria".

May *W. J. Baker*—"Education Problems and Attempted Solutions in Developing Nations". Contributions were made by visiting African educationalists.

August *Miss Phyllis Scott*—"Personality Development in Children of Working Mothers".

August *Dr. M. Balson*—"Experimental Studies into Certain Aspects of Teacher Training and Selection".

Frank Tate Memorial Lecture

The ninth annual lecture of this series was presented in June, 1962, by Professor Luther Gilbert on "Research in Education" to an audience of some 300.

G. S. Browne Prize

The award was made in 1961 for a report of classroom practice which embodied some experimental procedure.

As from 1962 two awards are being offered, each of twenty-five guineas:

1. The G. S. Browne Prize for Educational Research.

This will be for the best report of a research project in the field of education conducted within Victoria, in which the design, the conduct of the study, and the reporting are of high technical quality.

2. The G. S. Browne Prize for Educational Practice.

This will be for the best report of some aspects of school or classroom practice in which the candidate has participated.

V.I.E.R. Bulletin

The Bulletin was published twice in 1961 but owing to editorial difficulties no issue has yet been produced for 1962. It is anticipated that an issue will be published in November.

Primary Education Today Group

This group has some 80 V.I.E.R. member participants who have conducted most valuable activities.

In addition to business meetings two group nights have been arranged:

1. An explanation and demonstration of the application of the Cuisenaire method in mathematics to the secondary level by Mr. K. Evans.
2. Ideas night in which the group visited a primary classroom and heard the class-teacher, Mr. G. Pappas, explain his teaching materials and procedures. At a later meeting discussion was continued.

It is proposed to repeat this by visiting an infant room.

Workshop groups have investigated and prepared reports on—"The Value to Children's Learning of the Various Forms of Recorded Work in use in the Primary School", and "The Teaching of Written Expression".

The group has also conducted a number of open meetings:

1. "English Teaching in Primary Schools", presented by three secondary school teachers to an audience of 130.
2. "Class Management", presented by an Assistant Chief Inspector, a teacher, and a teacher in a special school for delinquent boys, to an audience of 240.
3. "The Gattegno Approach to Reading", by Gattegno was presented to an audience of 600.

In October a series of lectures and demonstrations on "Practical Science in the Primary School" was conducted over three evenings to an audience limited to 50.

The group organised a further lecture series for each evening of a week in October, 1962, with the following programme:

"What is a Good Primary School"—Mr. R. Selby Smith, Head Master, Scotch College.

"Family Problems and their Bearing on Educational Achievement"—Dr. A. Stoller, Mental Hygiene Dept.

"The Teaching of Poetry in the Primary School"—Mr. C. Thiele of South Australia.

"Concepts and Challenges in Children's Written Expression"—Mr. J. R. McLoughlin.

"The Character and Importance of a Good Classroom"—Mr. G. Pappas.

Secondary Education Today Group

This group was created to work with the various Subject Associations to cover more general topics relevant to secondary teaching.

In October, 1961, it conducted a lecture series:

"Preparation for the Professions in the Secondary School"—Professor C. E. Moorhouse.

"What Industry Expects of the Secondary School"—Mr. H. J. Rogers.

"Trends in Secondary Education in the United States"—Dr. L. W. Shears.

"Discipline and the Adolescent"—Dr. E. A. Morey.

"Group Work in the Secondary School"—Professor O. A. Oeser.

In November, 1961, the group arranged an address on "Teaching Machines in Secondary Schools", by Mr. N. Rosenthal.

In June, 1962, a lecture-workshop series in "Measurement in

the Secondary School" was conducted by Mr. S. Dunn. Enrolment was limited to 60. This proved a most intensive and valuable activity, and could be the pattern for the future activity of the group.

Research Group

This group was established recently to bring together those members directly concerned with research projects and interested in the more technical and specialised aspects of research. Twenty-two members attended.

QUEENSLAND (1961-62)

Office-Bearers

Patron: The Hon. the Minister for Education.

President: Dr. S. A. Rayner.

Vice-Presidents: Dr. J. C. Greenhalgh, Mr. W. J. Brown,
Professor G. W. Bassett.

Executive: Mrs. O. F. Howes, Miss B. H. Watts, Dr. N. K. Henderson, Mr. G. F. Berkeley, Mr. D. J. Drinkwater,
Mr. J. A. Golding, Mr. D. J. Munro.

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

Hon. Treasurer: Miss J. M. Knott.

Representative to A.C.E.R. (until 1964): Mr. W. Wood.

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

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

(Dr. N. K. Henderson resigned his position on the Executive in November, 1961, on taking up the appointment of Professor of Education in the University of Hong Kong.)

Membership

At the beginning of the financial year there were 171 Active members and 19 Associate members. Of these, 132 Active and 11 Associate members became financial under the new conditions of membership whereby a membership fee was charged. In addition, nine new Active members and one new Associate member joined, making a total of 141 Active and 12 Associate members at 31st May, 1962.

During the year nine members were transferred from Active to Associate status due to transfer from the metropolitan area, and one Associate member returned to Brisbane. Since these changes took place after the payment of fees for the financial year, they do not show in the figures quoted above, but are stated for information.

It is with deep regret that we record that two of our members died during the year. They were Mr. Murray Hine, of Kedron

Park Teachers' College, and Mr. S. H. Hosking, of Rockhampton Technical College. Regret must also be recorded at the death of Dr. F. E. Schonell, a former member and wife of a former President of the Institute.

Meetings

Since presentation of our last Annual Report there have been held six General Meetings, six lecture series meetings, six Executive meetings, and two Sub-Committee meetings in connection with the submission on Tertiary Education. Average attendance at the twelve meetings was 105 compared with 77 at seven meetings in 1960-61 and 37 in 1959-60.

The principal reason for the increased attendance in 1961-62 was the highly successful public lecture series "Primary Education Today and Tomorrow". This series of six lectures held over five weeks attracted considerable public interest and attendances ranging from 125 to 194. In addition to attendance by members, many subscription tickets to the series were sold.

A summary of activities at meetings is set out hereunder. The figures in brackets indicate the attendance of members and visitors in that order.

General Meetings

13th July, 1961 (Annual Meeting) — Address by Dr. R. A. Squire, Kelvin Grove Teachers' College: "Science Teaching Methods in Some American High Schools", with slide illustrations. (38:7)

27th July, 1961 — Address by Dr. W. C. Radford, Director, Australian Council for Educational Research: "Gadgets in Education". (38:20).

7th November, 1961:

1. Address by Dr. K. S. Cunningham, first Director of the A.C.E.R., on some experiences and impressions while acting as U.N.E.S.C.O. educational consultant in Indonesia.
2. Report by Mr. W. Wood of the Annual Meeting of the A.C.E.R.
3. Discussion of the use of S.R.A. Reading Laboratories in Brisbane Schools. Discussion was led by Mr. N. D. Alford, Mr. J. H. G. Smith, Mr. S. Smith and Mrs. M. E. Edwards, and accounts were given of work done at High school, Primary school, and Opportunity school levels. (47:20)

12th March, 1962 — An address was to have been given by Mme. N. Parfenova, Editor of the Russian Teachers' Gazette. Unfortunately, she was injured in a car accident earlier in the evening and was unable to attend. Her place

was taken by Mr. S. Mathers, Head Teacher of the Sandgate State School, and Mrs. Mathers, who gave their impressions of a recent visit to the Soviet Union, with particular reference to observations on education. (30:12)

7th June, 1962 — Discussion by members of the draft submission to the Prime Minister's Committee enquiring into Tertiary Education. This meeting revised the draft, which was then referred to a drafting committee for final re-writing before transmission to the Prime Minister's Committee. (24:0)

21st June, 1962 — Address by Dr. Z. S. Phimister, Director of Education, Toronto: "Aspects of Education in a Canadian City", illustrated by a film prepared for the Toronto Board of Education. (34:14)

Lecture Series — Primary Education — Today and Tomorrow

29th and 31st August, 1961 — Mr. E. J. King, Inspector of Schools in New South Wales: "Teaching Arithmetic with Understanding — Teaching an Understanding of Arithmetic". (Av. 190)

12th and 14th September, 1961 — Mr. D. C. Streader, Inspector of Schools in Victoria: "The Skills of Communication . . . New Goals and New Roads". (Av. 170)

26th and 28th September, 1961 — Mr. S. S. Dunn, Assistant Director, Australian Council for Educational Research: "Measurement in Primary Schools". (Av. 130)

Australian Journal of Education

Sixty-one members of the Institute have subscribed through the Secretary to the Journal for 1962, one less than for 1961. This does not include those members of the Institute who are also members of the Australian College of Education and receive the Journal as a right of membership.

Library

The Library is situated at Kedron Park Teachers' College, in the care of the Secretary, who is the Librarian. The Library receives the bulletins of the A.C.E.R., the Commonwealth Office of Education, the Research and Guidance Branch of the Department of Education, and U.N.E.S.C.O., and also all books published by the A.C.E.R. Some use is made of the Library by members, who may borrow books on application to the Secretary.

Acknowledgments

The Institute tenders the following grateful acknowledgments:
To the Queensland Teachers' Union and the Principals of

Kedron Park and Kelvin Grove Teachers' Colleges, for providing accommodation for General Meetings;
To the Research and Guidance Branch, for providing accommodation for Executive and Sub-Committee Meetings.

Future Activities

Using our Financial Resources to Best Advantage

Perusal of our financial statement for the past financial year shows that the Queensland Institute for Educational Research is now for the first time in a position to sponsor relatively expensive projects from its own resources. At the end of the financial year, the Institute had in hand £188; we can assume that in the next financial year we will receive not less than £150. As we have been operating on less than £40 per annum for postage and stationery for some years past, it seems reasonable to assume that we could expect to have available more than £300 above our requirements during the current year. In this we are assuming that our traditional economy in the expenditure of Institute funds will be followed.

Continuation of Existing Activities

A continuation of the Institute's existing activities is unlikely to result in any marked demand for additional funds.

In pursuing the six objects set out in our constitution, we are unlikely to require any abnormal expenditure for convening lectures on educational matters. Over the past three or four years we have secured speakers of the calibre of Dr. L. G. Derthick, the United States Commissioner of Education, Dr. James E. Allen, Commissioner for Education of the State of New York and Professor David Russell, from the United States; from Canada we have had Professor W. R. B. Jackson and Dr. Phimister; from Great Britain we have had Professor W. R. Niblett and Dr. C. Gattegno, and from our own ranks we have had addresses following the overseas visits of Dr. H. G. Watkin, Mr. G. J. Black and Professor G. W. Bassett.

Our principal innovation during the past year, the introduction of subscription public lectures, was more successful than we had hoped. The 1962 series to be given by Dr. H. S. Wyndham, Director-General of Education in New South Wales, could establish this series as a worthwhile annual feature. The 1962 series seems more likely to return a profit than to involve the Institute in any loss. Although there will doubtless be occasions when the Institute will be justified in bringing speakers from a greater distance (and thereby at greater cost) or of sponsoring a series with a more limited appeal, interest in educational matters is sufficiently high in Brisbane to justify the belief that the receipts from future lecture series will meet the expenses

involved and will have the useful side effect of strengthening our membership.

The Institute has also been active in holding meetings to promote discussion of educational problems. Two years ago we made a substantial submission to the Queensland Committee of Enquiry on Secondary Education. During recent months we have completed the smaller submission to the Prime Minister's Committee on "The Future of Tertiary Education". The preparation of these submissions appears to have stimulated worthwhile discussions on problems of practical interest to members.

In the annual report for the year ended May, 1961, the Executive considered the nature of research projects appropriate to this Institute. As a result of discussion at the last Annual General Meeting we put forward to the representatives of all States the proposal that there should be a co-operative interstate project into some aspect of curriculum development. As a result of the interest expressed by several other States, we have set up a Committee to explore the question of Music in the Secondary School. Although very little has been done to date on this project, it does not appear that it will require any considerable expenditure of funds.

To issue, periodically, information of educational interest

It appears to the Executive that, during the coming year, the Institute might consider the practicability of devoting itself to Object (e), namely, to issue information of educational interest. It is some years since there was any sustained effort to draw attention to ways in which our educational system might be raised to national pre-eminence. As Havighurst and others have pointed out, the past 20 years or so have been a very conservative period in educational thought. School administrators all over the world have been so concerned with the problems of providing the teachers, the accommodation and the equipment to meet the needs created by the rapid increase in the number of students, that they have not been able to spare the energy for the development of, or experimentation with, new approaches to education. Havighurst suggests that this period of physical expansion and intellectual restriction may be expected to close about 1965 when the pressure of numbers will be generally eased and when school administrators and others interested in education will be freer to devote themselves to new experimentation.

It appears that the Institute might perform a useful task by undertaking to issue information of educational interest. One possibility is that the Institute might prepare and distribute information on a theme such as "Schools of Tomorrow". We

might attempt to draw attention to the ways in which school equipment and furniture might be modified to take account of technological advances. Dr. W. C. Radford, Director of the A.C.E.R., drew attention to possibilities of progress in a paper on the Schools of 1970. The Q.I.E.R. might do something on this theme.

Another productive use of funds might be the preparation of booklets designed to assist teachers. Some years ago the United States National Education Association prepared a series entitled "What Research says to the Teacher" on such topics as reading and spelling. These booklets brought together in concise form some of the principal findings over two or three decades and their implication for the classroom teacher. One possibility would be to bring out an introductory leaflet on such new systems for teaching as the Cuisenaire Method of teaching Arithmetic, of new methods of school organization, and so on.

Another possibility would be to attempt to repeat what the A.C.E.R. did nearly 20 years ago when it brought out its *Future of Education* series. That series dealt with wider aspects than teaching methods or classroom organization.

Concluding Note

The above are merely a few thoughts on ways in which the Institute could profitably use its funds for the advancement of education in this State. The response to our first lecture series shows that there is a thirst among practising teachers for up-to-date authoritative information on educational matters. These include the thousands of young teachers serving outside the metropolitan area who cannot be reached by our lecture series.

The Institute has the members to prepare such material, and the financial resources to print and to disseminate it. The Executive hopes that members will give some thought to the question of what new activities the Institute should undertake and will express their views at the Annual Meeting on Thursday next, the 26th of July.

SOUTH AUSTRALIA

(1961-62)

Office-Bearers

Patron: Mr. E. Mander Jones.

President: Mr. C. Rooney.

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

Secretary: Mr. E. D. Lasscock.

Treasurer: Mr. D. Anders.

Committee Members: Mr. K. L. Berndt, Miss F. Nichterlein,
Mr. A. J. Whitelaw.

Assistant Editor, Australian Journal of Education: Mr. D.
Prest.

Delegate to A.C.E.R.: Mr. C. Rooney.

Membership

As at the 30th June, 1962, membership exceeded one hundred.

Meetings

July — Mr. G. Sharman presented a paper on problems of transition between school stages.

August — Mr. C. Rooney — "Recent Development in Post Secondary Technical Education in the U.S.A., Canada and the United Kingdom".

October — Dr. W. C. Radford, Director of A.C.E.R. — "Teaching Machines". This has been printed in the S.A. Teachers' Journal.

November — Messrs. Lasscock, Lipert, Thompson, Chalklen and Golding presented a symposium on the use of Reading Laboratories at various levels.

March — Annual General Meeting followed by slides taken by the President, Mr. C. Rooney, on a recent visit to the United States of America.

April — Dr. Z. P. Dienes — "Some recent experiments in Mathematics in Primary Schools."

May — Mr. E. S. May — "Some Aspects of Remedial Reading."

June — The June meeting was postponed until 3rd July to enable a joint meeting to be held with the New Education Fellowship. The meeting was addressed by Dr. Z. Phimister, Director of Education of Toronto.

Submission to Commonwealth Committee enquiring into the future of Tertiary Education

The Institute presented to the Commonwealth Committee considering the future of tertiary education in Australia a submission which pointed to the need for more extensive training of research workers for education.

The Function of the Institute

(The following statement was presented by Mr. E. D. Lasscock, at the Annual Meeting.)

I am not sure whether the Secretary in presenting his report for the year is expected or even entitled to comment on aspects effecting the function of the Institute. It does seem to me,

however, that the time has come for members to have a very serious look at the functioning of the Institute. Many bodies are interested in various aspects of education. The Teachers Institute and its various sub-formations takes a very active interest in all aspects. The University has its own teaching—and, we hope, research—role. The Education Department not only provides roofs and teachers, but is constantly involved in changing curricula and methods—perhaps constantly is too strong a word. The New Education Fellowship and the College of Education overlap with this Institute to some degree, but do not need to do so. For the Institute to serve a really useful purpose I believe it must develop a philosophy and method of operation which separate it from all other organisations and institutions working and talking in the field of education.

I am not a member of either the N.E.F. or the College of Education but it seems to me that the N.E.F. has traditionally been interested in the wide field which might be called the philosophy of education. It has been concerned very little with day to day classroom problems. The College of Education, perhaps because of the nature of its membership, seems to be dealing largely with the nature of the educational system—services available and desirable and so on—and relationships between the parts—for example between secondary schools and Universities. No doubt all of this is a gross oversimplification but there seems to me no institution which deals primarily with development of new ways of dealing with the day to day problems of teachers and Head Masters.

Mr. Roe, in his talk to the Institute last year on experimental work in schools, pointed out that much could be classified as experiment which does not and cannot see the light of day in learned journals or University Departments of Education. But all the time teachers and Head Masters are trying new methods of carrying out old tasks. The symposium on Reading Laboratories held last year indicates the type of problems with which I feel this Institute can best deal and which, if we accepted them as our primary interest, would give us a philosophy and sphere of interest overlapping hardly at all other bodies of an educational kind. My suggestion in short, is that this Institute should look upon itself as a body which encourages experiments of this kind in schools and provides a sounding board for teachers to assess the usefulness of the work they are attempting. If we do this, we should spend very little time on discussing more general philosophic questions, very little time on the general educational structure, very little time on observation of other educational systems, but most of our time on hearing discussions, talks and symposia on things being attempted or about to be attempted in our schools.

WESTERN AUSTRALIA

(1961-62)

Office-Bearers (as at 30th June, 1962)

Patron: The Director-General of Education, Dr. T. L. Robertson.

President: Dr. W. D. Neal.

Vice-President: Professor C. Sanders.

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

Committee: Monseignor J. Bourke, Dr. R. Adam, Mr. N. G. Traylen.

Membership

As at February, 1962, the membership was 68 with 2 members on leave. The death of committee member, Mr. F. Goddard, is deeply regretted.

General Activities

The programme for the past twelve months has continued along similar lines to previous years. Addresses have been given on a mixture of general topics and research investigations. Three meetings have been held in conjunction with the College of Education — W. A. Chapter.

In addition, sub-committees of the Institute undertook a preliminary survey of some questions related to the use and impact of Television in the community. While general findings could not be assumed, some interesting observations were made and problems posed.

The Institute has become concerned about its future role in relation to other educational bodies and proposes a full discussion of this question prior to setting up its programme for 1963.

Meetings

September, 1961 — Mr. R. Kagi — Research Report on Treatment of Examination Marks.

October, 1961 — Dr. W. C. Radford — Current Developments in the Use of Teaching Machines.

November, 1961 — Mr. H. Dettman — Comments on Education in U.S.A.

February, 1962 — Annual Meeting — Mr. A. Hartley — Impression of Education in West Germany.

March, 1962 — Professor C. Sanders — Some Recent Developments in English Education.

April, 1962 — Mr. B. Baker — Guidance and Special Education in U.S.A.

May, 1962 — Reports of Sub-Committees on Television.

June, 1962 — Mr. J. Hunt — School and Community Relations in Western Australia (A Research Report).

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

August, 1962 — Panel led by Mr. J. Liddelow — Consideration and Evaluation of the "Jackson" Report.

Television Sub-Committees

Reports were prepared on:—

1. Some effects of Television on children — summarising a number of observations made by students and teachers on children's performance, etc.
2. Children's fears in relation to Television.
3. Summary of Research done by students of a Teachers' College as an optional study.
4. Criteria for the evaluation of educational Television programmes.
5. Evaluation of some of the series "University of the Air".

TASMANIA

Office-Bearers (as at 30th June, 1962)

Patron: The Honourable the Minister for Education.

President: Mr. R. W. McCulloch, B.A., B.Ed., A.B.Ps.S.

Vice-Presidents: Mr. V. R. Long, B.A., A.I.E., Mr. D. H. Tribolet, B.A.

Representative to A.C.E.R.: Mr. R. W. McCulloch.

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

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

Hon. Auditor: Mr. J. Besier.

Executive Committee: Mr. J. Cartledge, Miss K. Findlater, Mr. P. W. Hughes, Dr. A. Matz, Mr. A. Page, Mr. D. Page, Mr. J. Scott, Mr. M. Webberley, Dr. R. L. Whitford, Mr. M. Yaxley.

Membership

There are thirty-two financial members, and one school membership for the receipt of tapes.

General Meetings

May, 1961 — Dr. James E. Allen, Commissioner of Education for New York State, spoke on the subject of "Education in the U.S.A., U.S.S.R. and Europe". (Meeting held jointly with the New Education Fellowship.)

July, 1961 — Mr. C. W. Overton, B.A., spoke on "Problems in the Primary School Today".

August, 1961 — Mr. C. R. Paice, M.A., B.Ed., spoke on "Current Trends in U.S. Education".

October, 1961 — Mr. L. E. McKenzie spoke on "Modern Developments in Spelling".

November, 1961 — Mr. M. L. Yaxley, B.Sc., B.Ed., spoke on "Teaching Science to Talented Children".

December, 1961 — Discussion of proposed submission to the Committee on Tertiary Education of the Australian Universities Commission.

June, 1962 — Dr. Z. S. Phimister, Director of Education, Toronto, spoke on "Education in a Canadian City". (Meeting held jointly with the Australian College of Education and New Education Fellowship.)

Tapes of Talks at General and Public Meetings

All talks have been taped and the tapes are available to members. Borrowers include members of Institutes in other States.

Acknowledgments

All meetings have been held in the Social Room of the Teachers' Federation Building and the Institute wishes to place on record its appreciation of the kindness thus extended to it by the Executive of the Tasmanian State School Teachers' Federation.

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