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**AUSTRALIAN COUNCIL
FOR
EDUCATIONAL RESEARCH**

22 OCT 1971

**THIRTY-FIRST
ANNUAL REPORT
1960-1961**



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

AUSTRALIAN COUNCIL
FOR
EDUCATIONAL RESEARCH

THIRTY-FIRST
ANNUAL REPORT
1960-1961



369 LONSDALE STREET
MELBOURNE, C.1

SECTION I

MEMBERS OF COUNCIL FOR 1960-61

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 F. J. 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. (Mel-
bourne), 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 Aus.)

°R. McCulloch, B.A., B.Ed., A.B.Ps.S., M.A.C.E. (Tasmania)

° Mr. Rooney was appointed by the South Australian Institute for Educational Research as a successor to Mr. J. O. Glastonbury, and Mr. McCulloch by the Tasmanian Institute as a successor to Dr. R. L. Whitford.

SECTION II

STAFF AT COUNCIL HEADQUARTERS

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.

Senior Research Assistants:

M. L. Clark, B.A., B.Ed., M.A.C.E.

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

Research Assistants:

(Miss) H. Besemeres, B.A. (Hons) (from Oct., 1960)

(Miss) B. J. Boyes, D.C.P. (Birm.) (from Oct., 1960)

(Mrs.) D. Bradshaw, B.A., Dip.Ed.

(from May, 1961—Part-time)

(Miss) N. L. Buckman, B.A., Dip.Ed. (from July, 1960)

(Miss) L. E. Cunningham, B.A., Dip.Ed. (to Dec., 1960)

T. S. Duff, B.A.

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

(from Jan., 1961)

(Mrs.) G. Lloyd, B.A., Dip.Ed. M.A.C.E.

(from March, 1961—Part-time)

(Miss) E. R. Stephens, B.A., Dip.Ed. (to Dec., 1960)

(Mrs.) H. Wedd, B.Sc., B.Ed. (from March, 1961—Part-time)

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

S. C. Lowe, B.A., Dip.Ed.

(seconded from Victorian Education Department)

C. K. McDonald, B.Sc., B.Ed., M.A.C.E.

(seconded from Victorian Education Department)

Library:

(Mrs.) E. A. van Hulssen, B.A., Proficiency Certificate
(Victorian Public Library) Librarian

(Mrs.) P. McDonald (to April, 1961) Assistant

(Miss) P. Williamson (from April, 1961) Assistant

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

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

Accountant:

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

Office Secretary:

(Miss) K. A. Saunders

Clerical Assistants:

General: (Miss) R. Allison (from Aug., 1961), (Miss) J. Barlow (to Dec., 1960), (Mrs.) P. Burns (to Oct., 1960), (Miss) C. Calcraft (to May, 1961), (Miss) R. Godfrey, (Mrs.) G. Hobs (from May, 1961), (Mrs.) E. Mennell (March to May, 1961), (Mrs.) M. Migalski, (Miss) G. Morrow (from Jan., 1961), (Mrs.) H. Rignold (from August, 1961), (Mrs.) F. Stevens (March to Aug., 1961), (Miss) G. Villiers (Nov. to March, 1961). (Mrs.) C. Calcutt (Part-time), (Mrs.) M. Meacham (from March, 1961—Part-time), (Mrs.) I. Robin (Part-time), (Mrs.) L. Quick (to Oct., 1960—Part-time), (Mrs.) S. Milne (to Dec., 1960, Part-time), (Mrs.) E. Wilkie (to Dec., 1960, Part-time).

Technical: (Mrs.) C. Bayley, B.A. (Hons), Dip.Ed. (from May, 1961), (Mrs.) R. Craig, Mus.Bac., Dip.Ed. (from Feb., 1961), (Miss) J. Lynch (from May, 1961), (Miss) E. Metcalf (from Jan., 1961), (Miss) J. Prior, (Miss) F. Rowell, (Miss) M. Taylor (from Jan., 1961), (Mrs.) M. Williams (to Nov., 1960).

Service Officers:

D. M. Bennett, B.A. (Hons), T.Dip. (London) (from Jan., 1961),
(Miss) M. O'Donnell (from Aug., 1961).

Sales and Distribution:

F. Clayton, L. R. Johnson (to March, 1961), (Mrs.) M. E. Lane, R. Pierce (from March, 1961), (Mrs.) N. J. Taylor, C. Tiddy (from March, 1961), H. Williamson.

SECTION III
ANNUAL REPORT OF THE DIRECTOR
For the Year 1960-61

*To be presented at the Annual Meeting to be held in Melbourne
on 31st August—1st September, 1961.*

INTRODUCTION BY THE PRESIDENT

In the Director's report to the Council, which follows this brief introduction, readers will find a record of sustained and effective work. This work is contributing to our knowledge of the effects and effectiveness of teaching in Australia at many levels. It is providing useful tools of measurement, which are being found valuable from primary to tertiary levels. It is providing specialized services in a variety of ways to teachers and administrators wishing to obtain the information and advice on important issues.

Those whose daily work brings them into touch with matters similar to those on which, of necessity, only brief reports can be given by the Director, will know how often these reports do not disclose the weeks and months of careful and painstaking work that has gone into planning and carrying out the projects reported on. The Director and his staff carry full responsibility for these, and the Council appreciates both the quality of the work done and the personal commitment to it shown by all concerned.

What the report does not reveal is the full extent to which the Council's staff, and particularly the Director, are called on to participate in general educational matters, apart from research and measurement. It is good, both for the Council and the staff, that the staff should participate in this way. For some years the Director has been Chairman of the Australian Education Committee for UNESCO, and a member of the Australian National Advisory Committee for UNESCO. As Honorary Treasurer of the Australian College of Education since its foundation in 1959 he has shared very fully in one of the significant professional developments of recent years, and given much of his private time to it. More recently, he has been called on to serve on a special Committee appointed to advise on the development of tertiary education in Victoria.

In these, as well as in the day to day consultations, and the many local commitments in which he and the staff must become involved because of the recognition the Council's work has earned, intangible but real contributions are being made to the solution of educational problems ranging well beyond the normal work of the Council. The Council is delighted that this should be so.

A. H. Ramsay,
President

The record of activity presented in the following pages tells, I believe, a tale not only of steady work on continuing projects, but also of increasing need for many of the services which the Council provides. There are no signs that the expansion and growth of the last decade are likely to slacken in the next, and planning for the future must take account of this probability. Our present accommodation is already overtaxed, and there is no foreseeable limit to the work we could do, given staff and finance. Both of these are limiting factors of considerable importance.

The kind of person we want for much of our work is also of very great value in schools, in universities and teachers' colleges, and in general or special branches of administration, and the process of building up and retaining a qualified staff is not a short or simple one.

The amount of money we can use is limited only by the number and importance of the unsolved problems at every stage and in every aspect of education, by the feasibility of meeting the requests made to us for advice and assistance, and by the operation of the other centres in Australia where research and educational service is given—state departments of education, universities, and the Commonwealth Office of Education. The tendency to ask for facts rather than opinions, and to wish to base policies upon firm foundations of proof, is, I believe, growing steadily in both professionals and laymen interested in education. Suggested changes in organization, new approaches to old problems, new materials for accelerating, or consolidating, or simplifying, or improving learning and understanding, all need evaluation before uncritical acceptance, and there seems to me to be an increasing tendency on the part of teachers to ask for evidence before accepting advice. This is all to the good and greatly to be encouraged: but it is often a costly process to obtain such evidence and funds at our disposal are not nearly large enough as yet.

RESEARCH STUDIES

GENERAL RESEARCH

1. *School Leavers*

Interim Reports on certain aspects of the School Leavers' study have been prepared and distributed. Particular attention has so far been paid to the age at which the pupil left school, the form from which he or she left, the month of leaving, and the occupation or destination entered. The Interim Reports have separated the data into those for Government, Roman Catholic, and Other schools.

Altogether, data has been gathered on about 80 per cent (about 115,000) of the children who left school between 1st April, 1959, and 31st March, 1960. Although we cannot be quite sure of the bias in the results caused by the abstention of the schools which did not provide information, we believe that they probably understate slightly the numbers, and the percentages, of those leaving from higher forms and with higher educational qualifications and therefore of those entering destinations requiring these levels of preparation.

A consolidation of the Interim Reports is at present being made, which will present this basic data by states without separation into types of school, and offer some commentary and interpretation. It is intended that this should be printed.

Further reports are being prepared dealing with such matters as father's occupation and pupil's occupation or post-school destination, destination and form of leaving, age and destination, teachers' estimates of ability, and similar matters.

Considerable interest has already been shown in the Interim Reports. Many requests have been received for copies of these Reports and use has been made of them by governments and other organizations. A special tabulation of destination by type of school in the state concerned has been given to each State Department of Education.

This is the second major study in which we have used punched cards, and the flexibility in analysis which they offer amply justifies their use. Their use is, of course, costly, but in terms of time saved, and prompt analysis, this cost is, I believe, also amply justified.

2. *Study of Choice of Schools and Courses*

The final analysis of the interview schedules has been completed, and the last steps in the coding are now being taken. The first reports from this study will be available before the end of the year, and will, I expect, give a far more complex picture than is usually portrayed of the many factors related to and responsible for choices of schools and courses by children and their parents.

3. *Destination of Matriculants*

This study of the destination of all those students in Australia who matriculated in 1957, which we undertook in conjunction with the Commonwealth Office of Education, was completed and published during the year in duplicated form. By arrangement with the Office the Council undertook the physical production and distribution of the report after agreement was reached on its content. In general, some three out of every four students who matriculate go on for full-time study at the University, and

fewer than 10 per cent are either untraced or do not undertake, after matriculation, some further study requiring considerable effort and ability.

LISTENING COMPREHENSION

Dr. Spearritt's thesis on Listening Comprehension, begun while he was a member of the A.C.E.R. staff, was completed during the year and accepted by Harvard University. It won for him one of the four prizes awarded by Harvard for the work of male students submitting theses. It is a research study of considerable importance, which demonstrates that the skills involved in listening comprehension are not the same as those used for reading comprehension. As listening occupies a large part of Class-room time, careful attention to the nature and development of these skills should help pupils to use this time as efficiently as possible. Dr. Spearritt's work opens the way for further studies of ways of developing listening skills, and it is to be hoped that he will be able to develop his interests further.

REVIEW OF EDUCATION

Unfortunately, Mr. Lowe's illness has delayed work on the Review at the stage when we were preparing to distribute portions of it, in draft form, to State Departments of Education, so that we could have these sections examined and revised. The original deadline of December, 1961, for completion of the material in draft form, is not now likely to be met.

EXAMINING AND TESTING

1. *Prediction of Law School Success*

The follow-up studies showed that the Law School Aptitude Test could be used to predict success to the same extent as Matriculation results, but that a better result could be obtained by combining the aptitude test with Matriculation. Using this information, the 1960 applicants were tested and a list in rank order was supplied to the University Law School to help select its quota. The best single test was the Scholastic Aptitude Test (Verbal).

A copy of the brief interim report prepared for the Law School will be made available to Council members on a confidential basis.

2. *Pre-Matriculation Physics and Chemistry*

Mr. McDonald is carrying out a detailed follow-up study of the predictive value of these tests, the stability of candidates' scores from one year to the next, the effects of repeating a matriculation year, the relationship of the results to teachers' estimates, etc. (A brief report on some of the findings will be available at the Council meeting.)

3. *Diagnostic Testing*

A report on the use of Seville's Diagnostic Fractions test, similar to the one on Basic Algebra, is in the drafting stage. The Algebra report has received favourable comment and has been used in teacher-training courses.

4. *Follow-up of Scholastic Aptitude Test (Verbal) and Logical Reasoning Tests used to test applicants for Scholarships to University Colleges at Melbourne.*

The S.A.T. (Verbal) was shown to have predictive validity higher than achievement tests for Arts and Law, with the exception of foreign language courses in Arts. It was not so useful for prediction in Science courses.

The success of the S.A.T. (Verbal) test in this study and in Law suggests that such a test could be more widely used to predict success in those courses requiring high verbal ability and in which the content is not merely a continuation of secondary school courses.

OTHER RESEARCH ACTIVITIES

1. *Abstracts*

The scheme for the distribution by the A.C.E.R. of abstracts of unpublished research work conducted in Education Departments, Schools of Education, and Departments of Psychology, has been continued during the year. Although some of the recipients of the abstracts do not themselves have many abstracts to contribute, the general opinion is that their distribution is serving a useful purpose.

2. *Review of Published Research*

The American Educational Research Association is preparing to publish another special number of the Review of Educational Research, dealing with research in a number of countries, and I have been asked to prepare the section dealing with published research in Australia over the last five years. There is a good deal more of this than might at first appear, and although in coverage and depth it still leaves much to be desired, there is ground for encouragement and confidence in the increasing extent to which accounts of research work are now being published in Australia.

3. *Research on Reading*

The work done in compiling material for the A.E.R.A. review will make it considerably easier to survey the research on aspects of primary school reading which has been done in Australia. Such a survey is to form part of the book which the Council agreed should be prepared on Reading in the Primary School. Arrange-

ments have been made for the more general survey of research into reading, which is to open the book, to be undertaken by five contributors, and it is hoped that their penultimate drafts will be available by November next.

4. *Educational Administration in Australia*

As part of contribution by the A.C.E.R. to the development of training in Educational Administration in Australia, the sub-committee appointed by the Council in August last decided that a critical survey should be undertaken of:

- (i) the present courses in Educational Administration,
- (ii) courses available for executives, administrators, etc., elsewhere in Australia.
- (iii) courses offering in Educational Administration in Canada and U.S.A.

A suitable person to undertake such a survey has not yet been found, but a number of centres in U.S.A. have been written to with requests for information and copies of course outlines, etc.: Promises of material have been made already by several of the centres concerned.

5. *Science Teachers' Survey of Conditions, etc.*

The Australian Science Teachers' Association is conducting a survey, by questionnaire, of qualifications of teachers, teaching conditions, and other facets of the teaching of science. I have made available some of the time of technical assistants to assist in coding and tabulating replies, and later to transfer data to cards for analysis. Mr. Turner is supervising this work, the final report on which will be produced by the Association.

DEVELOPMENTAL WORK

Special Project in Public Examining

Mr. Dunn has completed his assignment to the University of Melbourne as Executive Officer to a small committee appointed to consider ways of improving the methods of examining students and correcting their papers, at Public and Matriculation Examinations. He has prepared a report which includes a number of positive recommendations which should, if put into practice, improve the present system. During the assignment, Mr. Dunn worked closely with many of the Chief Examiners of the subjects concerned, and many new ideas were tried out at the end of 1960.

Follow-up work will be essential, but the considerable interest which blossomed at the end of 1960 is not likely to fade away. It is gratifying that a special committee, enquiring into examining at the University itself, has asked for Mr. Dunn's

services as a member. Even more important than these obvious developments, to the A.C.E.R., are the direct access it gave to many thoughtful and experienced examiners, and the insight into the many and varied problems of the public examination.

I hope that, after acceptance by the appropriate committees at the University of Melbourne, the report will be made generally available to university and other examining authorities.

A. PRIMARY LEVEL

1. *Lower Grades General Ability Test*

The five trial tests were revised and the trial version has been given in four states to check its suitability. The final version of the test will be ready about the time of the Council meeting and will be available for norming late this year. A pattern of higher inter-correlations between the sub-tests in Queensland than in Victoria was revealed in the trial testing. The possibility that this is a reflection of teaching practices seems worthy of further investigation.

2. *Lower Grades Achievement Tests*

A final trial form of a mid-year Reading test for Grade 1 in N.S.W. has been prepared with the help of a group of N.S.W. Infant Mistresses and is being used in selected schools for the mid-year examination.

Work has also been carried out on Inventory of Arithmetical Concepts, IA: Pre-Measurement and IB: Number and the Growth in Reading Tests.

3. *Readiness Tests*

The W.A. 'Readiness for Formal Work' test has been used experimentally in Queensland.

A Reading Readiness Test prepared by N.S.W. Infant Mistresses with the help of the A.C.E.R. is with the artist and will be printed for trial use in 1962. Some new item types suggested by overseas research work are being tried out.

4. *Reading D.*

A parallel form to A.C.E.R. Reading C has been prepared and will be printed later this year. It is hoped to re-norm these two tests in 1962.

5. *A.C.E.R. Non-Verbal Test*

A final trial form has been prepared, but staff has not been able to be freed to try out the test and re-standardize it.

6. *N.S.W. Basic Skills Battery*

Four trial forms of the three Arithmetic tests—Arithmetic Comprehension, Mechanical Arithmetic and Problem Arith-

metic administered in N.S.W. in October. The correction, item analysis etc. has occupied a great deal of time.

The four forms of the Reading Tests have been prepared and the four trial forms will be administered in N.S.W. schools during August.

The Study Skills tests and the English Usage tests are at the stage of item criticism, and will be tried out later this year.

The close co-operation of the Curriculum Branch of the N.S.W. Department has been a feature of the development of these tests.

B. SECONDARY LEVEL

1. N.S.W. *Leaving Physics and Chemistry*

The Victorian Pre-Matriculation Physics test was administered to a class in N.S.W. in 1960 and the Pre-Matriculation Chemistry to a small group of students. The N.S.W. syllabus has been studied, and during this year we propose to develop, with the help of N.S.W. teachers, suitable tests, in trial form, for experimental use at the end of 1961, and for full use in 1962. These tests could provide a base line to help to evaluate the new six year secondary course.

2. *Victorian Pre-Matriculation Physics*

A new form of this test is being prepared for use this year.

3. *Ad Eundem Statum Matematics*

The Matriculation level Pure Mathematics Tests and the Calculus and Applied Mathematics Tests used for the Ad Eundem Statum testing at Melbourne University were tried out on Matriculation students, the items were analysed, and a one-hour version of each test prepared.

4. *Co-operative Reading Tests (Lower Level)*

Three forms of this test are being tried out to develop two tests for use in Australia.

5. *Pre-Matriculation English Expression*

A request was received from the Victorian Section of the Headmasters' Conference requesting the A.C.E.R. to try to develop tests in English Expression at Matriculation level along the lines of the Pre-Matriculation Physics tests. We are exploring the problem.

6. *Objectives of General Science*

A committee consisting of leading Victorian teachers, and including a secondary and a technical inspector, under the con-venership of Mr. Turner, has been trying to formulate the objectives of general science teaching and ways of teaching for and testing these objectives. The group is not far advanced as yet.

C. GUIDANCE

1. *Short Clerical Test*

A manual has been prepared incorporating data from several industrial users. Some work has been done to study the conditions of testing likely to contribute to maximum reliability of this type of test.

2. *Test WNV.*

An interim manual has been prepared for this test.

3. *Geist Picture Interest Inventory*

Some exploratory studies have been carried out to study the possible usefulness of this Inventory for Australian conditions.

4. *Spatial Testing*

The literature on spatial testing is being studied with a view to the development of new tests of this kind.

5. *Tests RL and RQ*

These are two new tests at the Higher level for sole use in N.S.W. by the Vocational Guidance Section of the Department of Labour and Industry, and restricted use in other states. Both have reached the trial form stage.

6. *N.S.W. Guidance Battery*

Norms have been prepared for the aptitude tests on the results of the 1960 testing and data on reliability, inter-correlations, etc. computed. The data on the Rothwell Interest Inventory is being put on punched cards for analysis.

SPECIAL CONTRACTS

1. *W.A. Leaving English*

A new test is being prepared for use in 1961.

2. *N.S.W. Public Service Board*

The usual general ability test was prepared and normed.

3. *Victorian Scholarship*

The usual test was prepared.

4. *English Test for Australian Society of Accountants.*

The A.S.A. has asked us to prepare in objective or semi-objective form a test at the level of Intermediate English which can be used to test candidates whose native language is not English. When prepared the test will operate through our Testing Service Section (see later). Some preliminary work has been done on construction.

5. *Commonwealth Public Service Board Selection Tests*

The Board asked the A.C.E.R. to prepare selection tests along the lines recommended by the Boyer Committee with slight modification, mainly in overall time.

Part I consists of tests in Arithmetic, Clerical Checking, Spelling, English Usage and Contemporary Affairs. (Total 1 hour).

Part II comprises tests in Reading Comprehension, Written Expression, Quantitative Reasoning and Critical Thinking. ($\frac{1}{2}$ hour each.)

Two forms of each of these tests will be handed over to the Board before the end of September.

TESTING SERVICES

So that the Test Development staff could work on their projects uninterrupted by small special testing projects, Mrs. G. D. Bradshaw has been appointed on a part-time basis to look after such projects. This section will be responsible for the operation of the following testing activities:

- (1) Registered Schools Scholarship Scheme.
- (2) Royal Melbourne Technical College Entry Testing.
- (3) Law School Aptitude Testing Programme.
- (4) Ad Eundem Statum testing.
- (5) College Entrance Examination Board and Graduate Record Testing.
- (6) Miller Analogies Testing.
- (7) Accountancy English Testing.

CONFERENCE ON INDIVIDUAL DIFFERENCES

It was not possible to organize for 1961 the proposed seminar on individual differences and their implications for the organization of primary schools, and it is now proposed to hold this in 1962, during the second term vacation. Professor G. W. Bassett, of the University of Queensland, has agreed to be the Director of the seminar. An outline of suggested arrangements will be presented to members at the Annual Meeting.

LIBRARY

There has been no change in Library policy or practice. Extensive use continues to be made of the facilities we offer for borrowing advanced or specialized materials, but the natural growth in such use has been diverted to some extent by the steady growth in the resources of the libraries of the Schools of Education and Departments of Psychology in the universities. Including staff loans, the library lent out this year 1370 books, 1340 pamphlets and journals, and 243 tests. Staff loans accounted for about 35 per cent of all loans, and Victorian borrowers (mostly metropolitan) for 80 per cent of the remainder. Borrow-

ing by readers in other States is usually related to a very specific interest, and the value of our availability to help them is evident from their letters. Reading lists are in constant demand, and requests for them often give us an index of the effect of particular inservice or university short courses.

Two-thirds of the Test Library has been recatalogued during the last twelve months, and its value considerably increased as a result.

We have added 464 new books and pamphlets (other than annual reports, handbooks, calendars and other recurring serials) and subscribed to or received as gifts twelve new journals.

We have contributed entries relating to A.C.E.R. publications to the Union Catalogue of the National Library.

A brief visit of inspection was paid to the library by Professor Tauber, a scholar attached to the National Library at Canberra, and undertaking under the auspices of the Australian Advisory Council on Bibliographical Services, a survey of special libraries in Australia. We were able to provide him with information about the nature and purpose of the library.

THE AUSTRALIAN EDUCATION INDEX

Commencing with Volume 4, No. 1, the Index has been charged for at the higher rate of £10 per annum. As was anticipated, some of the early subscribers did not continue at the higher rate, but it is gratifying to find that we have 77 subscribers prepared to pay £10 per annum to support the Index. Several who regretted their inability to pay £10 per annum nevertheless commended the Council on the publication of the Index, and hoped that it would continue.

With this support, it seems to me that we should continue to publish the Index. It has become an accepted tool of the educational libraries, and although it is still costing the Council about £700 per year over and above receipts, this is I think a justifiable expense in our present more buoyant financial position.

The Council has reason to be grateful for the voluntary assistance given to it by the 21 librarians throughout Australia who co-operate so effectively by contributing entries to the Index.

PUBLICATIONS

During the year we have printed—

(i) Professor Connell's *The Foundations of Secondary Education*. This is the first of the Council's monographs on Secondary Education. Arrangements have been made for two more monographs. One is being prepared by Miss Dorothy Ross, formerly Headmistress of Melbourne Church of England Girls' Grammar School, and will deal with the organization of school and of co-curricular activities, the other by Mr. Dunn and will deal with measurement and evaluation.

(ii) *A Word List for Australian Schools.*

This is printed in two trial editions—one for teachers which is accompanied by a brief pamphlet offering suggestions for the use of the list, and a pupils' edition which has no introduction and includes the words alone. Over 25,000 of the pupil's edition are in use in Victorian schools on a trial basis.

(iii) *The A.C.E.R. and Library Services.*

In this pamphlet Dr. Cunningham sets out the early history of the Council as it was related to library services. He was particularly concerned that the work done by the first President of the Council, Mr. Frank Tate, should be recorded properly, and acknowledged, and he has been able to make effective use of the early files of the Council for this purpose. Early drafts of the pamphlet were referred to a number of the senior librarians who had been concerned with the development of library services in the 1930's and 1940's, and met with general approval.

Matriculation and After was prepared and distributed in duplicated form, and has apparently been found useful already by several Commonwealth departments.

Supervision and Inspection of Primary Schools has been moving very slowly through the printing stages, and was delayed for about six weeks at the galley proof stage while the details of recent changes in Australian inspection systems were being ascertained and incorporated. It is now at the page-proof stage, and an index is being prepared to make the book more valuable. I expect it to be available for sale before the end of the year.

Educational and Psychological Bases of Academic Performance

Professor Sanders produced a short version of his full study of success and failure in the University of Western Australia, and we are publishing it under the above title. The Publications Board of the University of Western Australia is contributing towards the cost of publication.

The Nature of Listening Comprehension

Dr. D. Spearritt's work, modified slightly, and accompanied by a glossary of technical terms and a brief description of factor analysis, will be published probably under this title. It will be the first research report of a technical character that the A.C.E.R. has printed in its Research Series for some 10 years, and will, I believe, have a steady sale for a number of years, both in Australia and overseas, as a contribution to an important aspect of education.

Growing Up in Karribee

This is a drastically reduced version of the Sociological survey of a rural area in New South Wales, referred to in my last report. The original survey was referred back to the author as it was

considered to be too long for publication, and a modified version has been submitted for possible publication.

Review of Education 1954-60

Material for the review, which has been carefully organized, is being compiled. Mr. Lowe's illness has set this work back.

2. *Information Bulletins*

No information bulletins have been published in the last twelve months, their place having been taken by the Interim Reports (Nos. 2, 3 and 4) on the School Leavers' Survey. (See page 2.)

3. *S.R.A. Reading Laboratory Record Booklets*

The booklets for the Elementary and Secondary Laboratories are being printed locally and sold at a price lower than the imported price.

4. *Books for the Retarded Reader.* (Richardson and Hart)

This has been revised and the new edition will be on sale shortly.

5. *Diagnostic Geometry Tests.* (John H. Henshaw)

The four parts of these diagnostic tests have been printed and as soon as the manual is ready the tests will go on sale. The remedial material in the form of self teaching cards is being prepared.

6. *Western Australian Reading Improvement Scheme for Primary Grades*

This scheme, which is somewhat similar to the Reading Laboratories, is now ready for printing.

7. *Making the Classroom Test*

Permission has been received from Educational Testing Service to modify their booklet of this title for use in Australia. The modification needed to be fairly extensive in illustrative items, but not in the basic ideas. The text is nearing completion.

8. *Testing and Evaluation in the Primary School*

This booklet, which is essentially the text of Mr. Dunn's six lectures to the "Primary Education Today" group of the V.I.E.R., is to be published in co-operation with the V.I.E.R. The manuscript is at present with the V.I.E.R.

SALES AND ADVISORY SERVICES

The demand on this section for advice has been considerable. Correspondence concerning the Reading Laboratories has grown rapidly, in addition to our usual enquiries. There are times when it seems that teachers expect the A.C.E.R. to be able to advise on every educational issue. Some of the enquiries do point to the need for the evaluation of new apparatus, e.g. Reading Rate Controllers, Tachistoscopes, Cuisenaire, etc. and for a centre to disseminate this information.

In order to give the Service Officer more time to cope with the forward planning and general services an Assistant Service Officer is being appointed to handle the detailed enquiries. Although the initial appointment will be until December 1962 it is probable that this will become a permanent position.

The sale of tests and related materials reached an all time high of nearly £80,000 compared with approximately £52,000 the previous year. In addition, there is a further £6,400 from test construction activities and royalties. It is worth noting that this total figure is approximately six times the equivalent figure for the year 1950-51. Some of the growth in sales is due to the widespread use of the S.R.A. Reading Laboratories, some to growth in population, and some to a greater interest in and use of tests in schools and other institutions. This growth presents a challenge to the A.C.E.R. to give services commensurate with Australia's growing needs.

THE AUSTRALIAN JOURNAL OF EDUCATION

We have continued to have 2,000 copies of the Journal printed, and are now approaching the time when this number will be too few. Favourable reports are constantly being received about its format and contents, and it is being looked upon as an essential part of a professional library.

The Journal is not now limited to 64 pages. Although it is not yet possible to aim at 80 pages per number, the Editor may extend any number to between 70 and 75 pages if it is necessary to accommodate material.

A conference of the Editor and Assistant Editors has been arranged in Melbourne in early September to enable views to be exchanged and the future development of the Journal to be reviewed.

FINANCE

Contributions from the State and Commonwealth Governments have again this year totalled £15,000.

The third of four annual grants of £1,500 from the Percy Baxter Charitable Trust has been used to meet part of the expenses of the 'Choice of Vocation' study. No other specific grants have been made to the Scientific Research Fund, but several grants from teachers' organizations have been received for general funds.

Income from investments has been very much as usual, and although the nett value of our assets has declined slightly during the year, the difference is not an appreciable one.

During the year we found that heavy expenses incurred just before the Christmas—New Year period were not quickly recouped from schools because of the long vacation, and our liquid funds were not sufficient to enable us to tide over the

period without considerable anxiety, and co-operation from our bankers.

Opportunity was taken during the year to add £2,000 from general funds to the Publications Fund in order to meet coming commitments. A further amount (£1,500) was transferred to the Study Leave Fund. As the staff is enlarged, it will be necessary to have the Study Leave Fund large enough to meet likely calls upon it. Its purpose will be to enable us to replace staff members who are absent on such leave, so that there is not a hiatus in any particular project. An amount of £2,500 has been set aside to meet probable salary increases of a retrospective nature.

Contributions made by N.S.W. towards the cost of the Basic Skills Battery have met the *printing costs* so far incurred with trial forms, but in order to meet the substantial printing bill for the first complete set of tests, I have placed £4,650 as a first instalment in a special fund, to which we must add in the next two years, so that the burden of a large payment will be absorbed. Any surplus in the Retrospective Salaries Fund will be transferred to this Basic Skills Printing Fund.

The funds set aside last year for completing the Lower Grades Test, analysing the result of the use of the Scholastic Aptitude Test in Residential Colleges, and following up M.T.A.I. results, have been used. The first two of these projects have been brought to a point where their results have been used (see pages 9 and 5); the last named has not yet been developed further, but will be treated as a normal project during 1961-62.

The Development Fund has not been used as yet. It was intended to use this to proceed further with the preparation of a set of tests at the secondary school level which would assess the extent of attainment of general educational objectives, as well as those of the specific subjects. The development of the Public Service Selection Test has given us an opportunity to try out some of the possible forms of test without calling as yet on this fund.

Excluding the transfers of funds referred to above, the year's activities resulted in an excess of income over expenditure of almost £10,700. Of this amount, £10,650 has been transferred to the special purpose funds indicated. The amounts held in reserve at the moment in the Study Leave and Basic Skills Funds will enable us to face more confidently the period of the year when our liquid reserves tend to be heavily drawn on.

The favourable position revealed is accounted for by a very large increase in sales income. This is due to many factors: the popularity of Reading Laboratories, generally increased interest in testing by schools, and large purchases by Education Departments and Universities. It raises certain problems, of course.

Amongst these is the problem of the physical growth of the Council's headquarters, and how best to finance this. This problem is definitely before us now. Our present quarters are now inadequate, and even temporary palliatives such as obtaining more space in the building will not meet our need for very much longer. Already we have quartered some of our staff in other offices, fortunately very close to us.

I am, therefore, not unduly disturbed that the University of Melbourne wishes, with our consent, to dispose of its share in our present building, and we expect that it can be put up for sale by joint agreement in the middle of 1962. A diligent search is being made for a new site, of suitable size, upon which we may develop without undue restriction. Arrangements have already been made for an overdraft of suitable size to be available for site purchase and development. The conjunction of a suitably-sized area, reasonable cost, and agreeable location, is not a particularly easy one to obtain rapidly.

An examination of costs for the various portions of our work shows that the income from grants, investments and other sources (excluding sales of tests and related equipment and materials) is not sufficient to meet the costs of our general research and library activities, towards the expense of which we have, over recent years, diverted such income. The deficit this year in this side of our work is £1,747.

I am reluctant, in view of the buoyant nature of our other income, to suggest that an approach should be made to governments for an increase in annual grants. Yet I think a strong case for increased assistance can be made.

Salaries, and other costs, have risen markedly since 1955, when all governments agreed to an increase in their grants to us. The present scale of grants enables us to employ now only the same number of staff as in 1955. One of the reasons given then for requesting an increase was that increasing costs had reduced our staff to fewer than had been employed when government grants were first received: we are now back to that same position.

It may be held to be reasonable to expect that we should deliberately use income from other activities and allocate it to help the general funds of the Council as well as to help in test research and development. We have, of course, done this in the last two years. Such a policy, however, restricts research and development in testing, just as much as shortage in our general funds restricts research in our other fields of interest.

There is so much valuable work to be done on so many problems and we have so many requests made to us for information or professional assistance which can only be given after research has been done, that we would have absolutely no diffi-

culty in using our excess of income over expenditure in this or any other year in needed test projects. I can say, too, with complete certainty, that we could use and use effectively at least twice the present amount of grants received from Commonwealth and State governments and from other sources.

If, too, we continue to expand as we have done over the past few years, we will need to increase our floor space—I hope this will be possible on a new site, where we have room for development. To pay for it, however, we may either use our invested capital—which I think unwise—or set aside annually, from income, an appropriate amount—which I think a wiser policy.

We could, of course, decide to limit expansion, retain our services and staff at their present level, and reduce prices so that we had no surplus. This would be, I think, a retreat from an obvious obligation, and a denial of the need brought constantly to our notice for more and more research and service.

STAFF

1. *Changes*

Miss L. Cunningham and Miss E. Stephens left the professional staff for teaching posts. Mr. G. Gosling (Secondary Testing), Mr. D. Bennett (Service Officer), and Miss B. Boyes (Primary Testing), joined it on a full-time basis, and Mrs. H. Wedd, Mrs. D. Bradshaw and Mrs. G. Lloyd on a part-time basis.

Mr. M. Turner's services were asked for as Professional Secretary and Research Officer for the Victorian Committee on Tertiary Education, and were made available on a part-time basis until approximately June 1962. Mr. C. McDonald was seconded to us until December 1961 from the Victorian Education Department, to take over some of Mr. Turner's work on Council projects. We are indebted to the Victorian Department for its generous action in this regard, as well as for its extension of the term of Mr. Lowe's secondment until the end of 1961.

Miss P. Williamson joined the library staff, succeeding Mrs. P. McDonald as Library Assistant. Miss J. Barlow, Mrs. P. Burns, Miss C. Calcraft, Mrs. G. Williams, and Mr. L. R. Johnson left the technical, clerical and sales staff, and Mrs. R. Stevens, Mrs. G. Hobbs, Miss G. Morrow, Mrs. M. Meecham (part-time), Mrs. C. Bayly, Mrs. R. Craig, Miss J. Lynch, Miss E. Metcalfe, Miss M. Taylor, Mr. R. Pierce, and Mr. C. Tiddy joined it.

2. *Activities*

It is gratifying that the services of staff are in constant demand as speakers and writers, and in their own interests as well as those of the Council I have found that it is necessary to refuse a number of requests for such services. I do not, in this report,

propose either to recount the numerous occasions on which staff members have delivered lectures, participated in seminars, written special papers for journals etc., or to refer to their participation at various levels in professional or other societies. They are, however, playing a considerable and valuable part in many state and national bodies.

I have tried this year to visit all states, and will have done so after a projected visit to Western Australia in early October.

Mr. Dunn has visited Western Australia, South Australia, and New South Wales. In the latter State he has, with Mr. Clark, collaborated closely with the Education Department in developing the Basic Skills Tests, with Mr. Bennett has discussed the Reading Laboratories, with officers concerned with their use, and has discussed guidance problems with the guidance officers. Late in September he is to conduct a seminar in measurement for teachers in Queensland, under the auspices of the Q.I.E.R.

Mr. Turner, as an Executive Officer of the Science Teachers' Association, visited Adelaide for the Annual Conference of that Association, and spoke on Examinations, referring particularly to research work undertaken in the A.C.E.R.

Mr. Clark visited N.S.W. again during the Christmas Vacation to participate in a post-college vacation course in Measurement conducted at the Teachers' College. Through this course, and in other ways, he has continued his work with the Infant Mistresses and with them has developed tests in number and reading suitable for infant classes. His main work, however, has been concerned with the Basic Skills Tests, and his two further visits to N.S.W. have been mostly concerned with the development of reading tests for this programme.

Mr. Bennett visited New South Wales with Mr. Dunn and met a number of the officers with whom he will be corresponding in his capacity as Service Officer. He will from time to time visit all states both for this purpose, and to become acquainted with the needs of the schools.

3. *Thanks*

Hard work, considerable initiative, and independent thinking have been notable characteristics of the work of the staff, and I am grateful for their cheerful co-operation, interest in the Council's programme, and helpfulness.

STATE INSTITUTE

1. *Alterations in Arrangements for Membership of the Council*

All State Institutes agreed to the suggestions made to them, after the last Annual Meeting, that the basic term of membership of the Council should be four years, and that a readjustment of nomination dates should be made to ensure that too many members did not change at once.

The new dates for nomination of delegates to the Council provide that the four year term of the state delegates commence with attendance at the Annual Meeting in the following years:

New South Wales:	1964	South Australia:	1961
Victoria:	1963	Western Australia:	1963
Queensland:	1966	Tasmania:	1962

2. *Recommendation for Procedures to be adopted for expansion of State Institutes within a State*

The sub-committee of the Council which was appointed to consider the procedures to be adopted when a group of members of a State Institute wished for geographical reasons to establish separate activities, has recommended, broadly speaking, that development within any one state should be controlled by the present State Institute, and that representation on the Council be limited to one member per State. The detailed recommendations are attached, and will be submitted for consideration and approval at the Annual Meeting.

CONCLUSION

It will be evident that much of the increase in activity, as well as the increase in incomes, comes from an increase in the service functions of the Council—providing special tests and distributing educational materials. There is nothing to regret in such increases, so long as they do not deflect staff from research and development. In fact, the additional income from such services has already enabled us to undertake some developments which would otherwise not have been possible, and will provide further opportunity for research into the value of the instruments we develop in this way.

There is, however, so much to do, and so many problems requiring investigation in fundamental matters that I believe income derived from service functions may be best used, not only for survey of attainment, or development of new tests and instruments, but also for enquiry into some of the many problems associated with learning the materials, the skills, and the attitudes which these tests and instruments evaluate.

If, therefore, it is possible to obtain increased grants to continue our more general research and our library services, thereby avoiding the necessity for calling on the service income to subsidize the former, I hope that the Council will be willing for us to undertake, while not neglecting surveys, and new test development, more fundamental enquiries into the ways in which some of the many basic skills and concepts, upon which education of the child depends, develop, and into ways in which such development may be accelerated and improved.

SECTION IV
CONTRIBUTORS TO COUNCIL FUNDS

The Council wishes to acknowledge, with thanks, the following contributions received during the financial year ended 30th June, 1961:

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		60 0 0
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Percy Baxter Charitable Trust—

(Through the Perpetual Executors and Trustees Association of Australia Ltd.)		1,500 0 0
		£16,560 0 0

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

(1960-61)

Office Bearers

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

President: Mr. A. H. Webster.

Vice-Presidents: Dr. A. C. Hogg, Dr. H. Campbell, Dr. T. W. G. Miller.

Secretary: Mr. Roy W. Stanhope.

Treasurer: Dr. E. Lund.

Research Officer: Dr. R. L. Debus.

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

Additional Executive Members: Dr. A. C. Hogg, Mr. F. G. Coleman.

Membership

There were at 30th June, 1961, seventy-seven members, including eleven resident in the country and one overseas.

Visit by Professor Jackson

Plans were made for Professor R. W. B. Jackson's visit to New South Wales in July, 1960. His programme of visits, addresses and seminars was arranged by the Institute in collaboration with the Department of Education, Commonwealth Office of Education and the University of Sydney.

Meetings

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

July 1960 *Dr. R. W. B. Jackson*, The University of Toronto—
“Organisation and Operation of Educational Research in
Canada”.

November 1960 *Mr. H. W. Baker*, The Kings’ School— “To
Examine Examining”.

June 1961 *Mr. A. H. Webster*, Department of Education,
Sydney—“Some Research into the Mathematical Under-
standings of Primary School Children”.

Meetings of Executive

The Executive has met on a number of occasions during the year. Plans for meetings have been drawn up and attention given to requests to the Institute from the Council and other correspondents.

Revised Constitution

Agreement has been reached on a revised constitution, which was adopted at the Annual General Meeting in June, and is printed below.

THE NEW SOUTH WALES INSTITUTE OF EDUCATIONAL RESEARCH

— CONSTITUTION —

(As determined at the 1961 Annual General Meeting)

1. *Name*: The New South Wales Institute of Educational Research.
2. *Objects*: The encouragement of study, research and service in Education.
In furtherance of these objects the Institute will elect a representative to, and interest itself in, the activities of the Australian Council for Educational Research; it will also provide opportunities for
 - (a) the reading of papers;
 - (b) the discussion of educational issues;
 - (c) the dissemination of educational information, particularly the reporting of current trends in educational research;
 - (d) the identification of suitable areas for educational research;
 - (e) bringing these areas to the attention of persons or bodies likely to be interested in conducting such research, or, in appropriate circumstances, conducting this research as an Institute activity;
 - (f) discussion, criticism, and general guidance in the planning and conduct of research projects.
3. *Membership*: The Institute shall consist of members elected at a duly convened meeting and possessing as entrance qualifications interest in, and capacity for educational study and research. Nomination of proposed members shall be made in writing by two members on the prescribed form. The Executive Committee shall consider such nominations and shall make some recommendation at the next meeting of the Institute. Election shall take place at this Institute Meeting and shall be by simple majority of those voting.
4. *Officers*: The officers shall be elected at the Annual Meeting and shall be—
Patron or Patrons
President—who shall not be eligible for immediate re-election
Vice-Presidents—three in number, one of whom shall be the retiring President.

Secretary
Treasurer
Librarian—Research Officer.

5. *Executive Committee*: There shall be an Executive Committee consisting of—
- (a) President
 - (b) Secretary
 - (c) Treasurer
 - (d) Immediate Past President
 - (e) One member elected at an Annual General Meeting who will be the representative of the Institute on the Australian Council for Educational Research for a period of four years. The person elected may currently hold any of the other offices of the Institute. The next election of this officer shall take place in 1964.
 - (f) Librarian—Research Officer
 - (g) One member elected at an Annual General Meeting who will be Assistant Editor for New South Wales of the Australian Journal of Education. The person elected may currently hold any of the other offices of the Institute.
 - (h) Sufficient members elected by the Annual General Meeting to bring the total Executive Committee to nine (9) members. At meetings of the Executive Committee five of the elected members shall constitute a quorum. The Executive shall have power to co-opt.
6. *Meetings*: The Institute shall meet at least three times annually. The first meeting shall normally be the Annual General Meeting, for which fifteen members shall constitute a quorum. Special meetings of either Institute or Executive Committee may be called by the Secretary and shall be so called on the request of not less than four members. Seven days' notice of meetings shall be given by post. Publication of any of the proceedings of a meeting shall be made only with the approval of the Executive Committee. This shall not affect the right of the author of a paper to publish the whole or part of the paper in his own name.
7. *Finance*: The monies of the Institute be kept in an account, in the name of the New South Wales Institute of Educational Research. Authority for payments from this account shall be on the signature of any two of the following: President, Secretary, Treasurer, one member appointed by and from the Council. The annual membership fee shall be ten shillings, together with the amount, if any, payable for the Australian Journal of Education. The financial year shall be the calendar year. Members shall be deemed to be unfinancial if fees for the current year have not been paid by 30th June. Persons who remain unfinancial for two consecutive years shall be regarded as having relinquished membership.
8. *Alterations of Constitution*: Alterations to the Constitution may be made at the Annual General Meeting. Notice of any proposed alteration shall be given, in writing, to the Secretary at least twenty-eight days prior to the Annual General Meeting and such notice of motion shall be included in the notice calling the Annual General Meeting. No alteration shall be made unless at least two-thirds of members present vote in favour of such alteration, by secret ballot.

VICTORIA
(to June, 1961)

Office Bearers

President: Dr. J. 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.
Asst. 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, Dr. R.
Rowlands.
Delegate to A.C.E.R.: Mr. W. C. Watson.

Membership

The membership for 1960 was 283, an increase of 8 from 1959.
In 1961 the membership at June 30th was 278.

Meetings

Executive—The Executive met each month to conduct the general business of the Institute.

General—Meetings held during the twelve months preceding this report were:

July 1960—*Dr. H. T. Wyndham*—"Secondary Education".

September 1960—*Dr. E. L. French*—"Some Observations of Educational Developments Abroad".

October 1960—*Professor W. H. Frederick*—"Keeping Professionally Fit" (Held in conjunction with N.E.F.).

November 1960—*Mr. A. R. Grieg*—"Differential Teaching at the Secondary Level".

March 1961—*Dr. L. W. Shears*—"Overseas Practices in Teacher Education and Their Implications for Victoria".

May 1961—*Mr. A. McDonell*—"The Report of the Committee on State Education in Victoria, 1960".

Frank Tate Memorial Lecture

The eighth Frank Tate Memorial Lecture was given in June 1961, by *Professor V. L. Collins*, recently appointed professor of child health at the University of Melbourne. His topic was "The Teacher's Role in the Physical and Mental Health of Children".

Primary Education Today Group

This group arranged a programme of meetings of particular interest to teachers in primary schools.

August 1960 }
& June 1961 } Films and discussion.

September 1960—*Mr. K. Watts*—"How may television programmes seen by children out of school hours be used by teachers?"

May 1961—*Wing-Commander A. L. Greenway*—"Reading Efficiency in the Primary School".

Lecture Series on Testing and Evaluation in the Primary School

The Primary Education Today group organized a series of six lecture and discussion sessions, led by *Mr. S. S. Dunn*, on Testing and Evaluation in the Primary School.

The number of participants was limited to five groups of ten.

G. S. Browne Prize

This annual prize was awarded to *Mr. I. Gordon* of Jordanville Technical School for his report—"The Differential Teaching of English".

Publications

Publication of the *Bulletin* has continued, and in addition, two of a series of pamphlets have been published.

M. V. Coves "The Place of Science in the Primary School Curriculum".

W. Phillips "Mental Health: Is It a Teacher's Problem?"

QUEENSLAND (1960-61)

Office-Bearers

Patron: The Hon. the Minister for Education.

President: *Dr. S. A. Rayner*.

Vice-Presidents: *Dr. J. C. Greenhalgh*, *Dr. N. K. Henderson*,
Mr. W. J. Brown.

Executives *Mrs. O. F. Howes*, *Miss B. H. Watts*, *Mr. T. C. Baker-Finch*, *Mr. G. F. Berkeley*, *Mr. D. J. Drinkwater*,
Mr. J. A. Golding, *Mr. D. J. Munro*.

Hon. Secretary-Treasurer: *Mr. N. R. Anderson*.

Representative to A.C.E.R. (until 1961): *Mr. W. Wood*.

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

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

(*Mr. T. C. Baker-Finch* relinquished his position on Executive on appointment at the beginning of 1961 to the position of Principal, State High School, Caboolture.)

In response to a request from the A.C.E.R., election of this Institute's Representative to the Council will take place this year instead of in 1962. This is to provide for the election of Institute representatives in different years and so to ensure greater continuity of experience on the Council.

Membership

On 31st May, 1961, there were 171 active members and 19 associate members, the latter being members who by reason of distance from Brisbane were unable to attend meetings. During the year 25 active and 3 associate members joined. One active member resigned from the Institute. We record with regret the death of Mr. E. N. J. Burge, an associate member, and of Dr. L. D. Edwards, who was a foundation member of the Institute.

Meetings

During the financial year the following meetings were held: seven General (including the Annual Meeting); one Special in conjunction with a General Meeting; four Executive; and two Programme Sub-Committee. Average attendance at General meetings was 42, compared with 30 in each of the two preceding years. A total of 245 visitors attended the seven General meetings as compared with 51 in 1959-60 and 110 in 1958-59.

A summary of activities at meetings is given below.

- July, 1960: Annual Meeting—Address by *Mr. G. J. Black*—“Aspects of Secondary Education Abroad”.
- September 1960—Address by *Professor R. W. B. Jackson*—“Problems and Trends in Canadian Education”.
- September 1960—Address by *Professor W. R. Niblett*—“Current Trends in English Education”.
- October 1960—Address by *Dr. C. Gattegno*—“Accelerated Learning in Mathematics”.
- April 1961—Address by *Professor G. W. Bassett*—“Some Sociological Aspects of the Teaching Profession”.
- May 1961—Address by *Dr. H. G. Watkin*—“Recent Impressions of Overseas Education”.
- May 1961—Address by *Dr. James E. Allen*—“Current Trends and Developments in American Education”.

Australian Journal of Education

Sixty-two members of the Institute have subscribed through the Secretary to the *Australian Journal of Education* for 1961. The total of sixty-two does not include those members who may have subscribed directly, nor does it include those members of the Institute who, as members of the Australian College of Education, receive their Journals as one of the rights of membership. As at last count there were fifty-four members of the Institute who were also members of the College, this means that there has been a substantial increase over last year's total of eighty-four members of the Institute subscribing to the Journal.

Library

The Library is now situated at Kedron Park Teachers' College, in the care of the Secretary, who is also the Librarian. The Library receives the bulletins of the A.C.E.R., the Commonwealth Office of Education, the Research and Guidance Branch, and UNESCO, and all books published by the A.C.E.R. These may be borrowed by members on application to the Secretary.

Future Activities

The Annual Report of the Institute seems an appropriate place in which to review our activities and to consider our plans for the future.

During the past twelve months we have had educational leaders from the United States, from Great Britain, and from Canada to tell something of the organization, research activities, and educational thought in their own countries. The educational leaders of our own State have spoken on their visits overseas and on the implications of what they have seen for Queensland. We have also had the opportunity of hearing a UNESCO Consultant on a new and highly specialized approach to a particular subject. The series of meetings we held a little over a year ago which led to the preparation of a submission to the Committee of Enquiry into Secondary Education undoubtedly fostered a very profitable discussion on an important educational problem. There is little doubt that we are adequately fulfilling our functions of promoting discussion on educational problems and of convening lectures for the information of non-members of the Institute. Similarly through our participation in the Australian Journal of Education and in other ways we have been playing our part in co-operating with the A.C.E.R.

However, it must be admitted that we have done relatively little in recent years to participate in an active programme of educational research.

The Nature of Research Appropriate to the Q.I.E.R.

Our relative inactivity in this field suggests that we should first consider whether we have any special advantages for undertaking certain types of research and whether our special competencies suggest that our activities should be limited to certain special fields. Since our members are in general occupying positions of responsibility, there is little chance of their being able to undertake intensive studies which involve a great deal of work during the daytime.

In planning a programme of educational research we should take advantage of the fact that the Institute includes members in the leading educational positions in the State, members who

are well informed on current developments, members with expertise in the varied fields of education, and members who have access to and familiarity with the libraries of the city.

The Institute has a further advantage in that it is one of six similar Institutes in each State of the Commonwealth. Accordingly the Executive is of the opinion that in drawing up a programme of educational research we should attempt to select a project that might be undertaken in co-operation with one or two of the Institutes in other States.

Although we agreed that any proposal put forward at this time would be undoubtedly modified by discussion among ourselves and after consultation with other Institutes, the Executive suggested that the Q.I.E.R. should consider undertaking an analysis of secondary school curricula at the Junior/Intermediate level and also probably at the Matriculation level; for the present, this analysis might be restricted to three or four representative subjects. We favour giving top priority to a subject such as Music in which relatively little has been done by official bodies; other subjects might include either English or French, Mathematics or Science, and possibly one other subject. By selecting four such subjects, it would be possible to draw on the talents of the great majority of our members, some of whom would not be interested if only one of these subjects were chosen.

Our first tentative suggestion is that the Institute should examine the curricula of other Australian States and relate such curricula to our own. In this evaluation we would include a review of objectives, of methods, and of outcomes; this would include an analysis of textbooks, of examination papers, and of the standards expected of students. One sequel to such a study might be a programme for testing achievement, undertaken by the A.C.E.R. or State Research Branches. If another one or two State Institutes undertook a similar review in conjunction, the search for consensus and the need to defend differing viewpoints before others operating in a different frame of reference would surely result in heightened awareness of the problems involved, and might contribute significantly to the solution of those problems.

Even if Queensland continues alone with this project it would almost certainly be of use as part of the reform of Queensland secondary education, since it will almost certainly be later necessary to consider individual subjects. Methods of approach evolved by the Institute could then be applied to other subjects.

Your Executive hope that members will give some consideration to this proposal and express views on whether this or some other research project should be developed by the Institute, and whether we should seek the support for interstate co-operation at the forthcoming A.C.E.R. Annual Meeting.

SOUTH AUSTRALIA

(1960-61)

Office-Bearers

Patron: Mr. E. Mander-Jones.

President: Mr. C. Rooney.

Vice-Presidents: Rev. Fr. E. J. Mulvihill, Dr. H. H. Penny.

Honorary Secretary-Treasurer: Mr. J. O. G. Glastonbury.

Committee: Miss F. Nichterlein, Messrs. B. Bunney, K. L. Berndt, E. S. May.

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

Hon. Auditor: Mr. K. E. Barter.

Membership

There were ninety-seven members at the commencement of the year. Three resigned during the year and the Institute also suffered a serious loss by the death of Mr. C. E. S. Gordon, Head Master of Saint Peter's College, Adelaide. Mr. Gordon had attended meetings as regularly as his many duties permitted and on 5th August, 1958, had addressed the Institute on the work of Leaving Honours classes at his School.

By the admission of new members the strength of the Institute had risen to one hundred and one at the date of the Annual General meeting on 20th March, 1961. Eighteen members were unfinancial.

Subscriptions to the Australian Journal of Education

Many members of the Institute are also members of the Australian College of Education and some, having paid full membership subscriptions to both bodies, have in past paid two subscriptions to the Journal and in consequence have received two copies of each issue. The persons concerned have been advised that in future they should pay a subscription to the Institute which does not include the cost of the Journal of Education.

Meetings

July 1960—*Mr. K. L. Berndt* gave a most interesting, factual and illuminating address on 'American Practice and Philosophy in Education with Special Reference to Secondary School Mathematics'.

August 1960—*Dr. W. D. Neal* spoke to a large meeting on 'Results of the Laboratory Reading Experiment in Western Australia'.

October 1960—*Mr. M. H. Bone* gave a very interesting address on 'Technical Education and its Place in Schools in U.S.A.' An excellent discussion followed.

November 1960—*Mr. J. J. Pratt* gave an historical, informative and challenging account of 'Research in Education in Australia—The Current Scene'.

April 1961—Annual General Meeting. Election of officers and committee. Election of S.A. member of the Council 1961-4.

May 1961—*Mr. K. E. Barter*, Inspector of Secondary Schools, S. A. Education Department, addressed a meeting to which heads of metropolitan secondary schools were invited on the topic 'Programmes in U.S.A. for the education of secondary students of high aptitude'.

June 1961—*Mr. E. Roe* of the University of Adelaide, Department of Education gave a stimulating and interesting address on 'Experimental Work in Schools'.

Term of Delegate to A.C.E.R.

It was decided at a general meeting held in October 1960 that the term of the South Australian delegate to the Council of the Australian Council for Educational Research should be four years, the period to commence with the 1961 Meeting of the Council.

Overseas Visits by Members

Mr. K. E. Barter in September 1960 left to attend a Seminar for Asian School Officials to be held in Hawaii and California.

The President, *Mr. C. Rooney*, is at present attending a second Seminar of the same type to be held in Hawaii and Michigan.

Mr. G. Tilley is at present in the U.S.A. as a Fulbright Exchange Teacher.

WESTERN AUSTRALIA

(1960-61)

Office Bearers

Patrons: *Dr. T. L. Robertson*, *Mr. T. Sten*.

President and A.C.E.R. Representative: *Dr. W. D. Neal*.

Vice-President: *Mr. N. G. Traylen*.

Secretary-Treasurer: *Mr. D. C. Briggs*.

Committee: *Mr. R. J. Kagi*, *Mr. F. Goddard*, *Mons. J. Bourke*.

Membership

Membership remains approximately the same at 70 with an average attendance of 25 members, although the Institute has invited a number of visitors to sessions that were of special interest.

Meetings

The activities for the year have followed the usual pattern of monthly meetings with regular subcommittee meetings to deal with various items of business.

Two new projects were undertaken. Subcommittees are working on various aspects of the effect of television on the community. Reports on the projects being undertaken will be collated. The second new undertaking is an attempt to publish each year a summary of the addresses and discussions given at each meeting.

The pattern of alternating a research theme with a general address has continued as far as possible.

Topics for the year have been:—

September 1960—Impressions of Secondary Education in England—*Mr. P. M. Moyes.*

October 1960—Report of W.A.I.E.R. Committee on Television.

November 1960—Aspects of Education in England—*Mr. W. Shepherd.*

February 1961—Annual General Meeting and Review of Research Branch—*Dr. W. Neal* and *Mr. S. W. Woods.*

March 1961—The relationship between the A.L.P. and the W.A. Teachers' Union—a Research Report—*Mr. V. Horner.*

April 1961—Research on Effects of Television—Committee Report and Outline of Projects.

May 1961—Universities in England and Australia—*Dr. R. Adam.*

June 1961—The Overthrow of the Dual System in Western Australian Education—a Research Report—*Mr. D. Mossenson.*

July 1961—The Non-graded Elementary School and other types of School Organization—*Mr. W. Pirrett* and *Mr. L. Johnson.*

August 1961—Should Adult Education be Taken Seriously—*Mr. H. Roberts.*

TASMANIA
(1960-61)

At the Annual General Meeting held on March 2nd 1961, the tenure of office was changed from the calendar year to the financial year. As a result there were two sets of executive officers in the year under review.

Office Bearers until March, 1961

Patron: The Hon. the Minister for Education, Mr. W. A. Neilson, M.H.A.

President: Mr. C. E. Fletcher, M.A.

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

Hon. Secretary: Mr. A. W. Bolger, B.A.

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

Hon. Auditor: Mr. J. Besier.

Executive Committee

The Executive Committee elected at the Annual General Meeting was as follows: Miss Findlater, Messrs. Clifford, Lewis, McCulloch, Page, Scott, Webberley, Yaxley, and Dr. Whitford.

Policy Committee

Elected members were: Mr. R. W. McCulloch (Convener), Dr. R. L. Whitford and Mr. P. J. Clifford.

Office Bearers since March, 1961

Patron: The Hon. the Minister for Education.

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

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

Representative of 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: It was agreed that this should consist of the following: Miss Findlater, Drs. Matz, Whitford, Messrs. A. Page, J. Scott, J. Cartledge, D. Page, P. Hughes, M. Webberley, M. Yaxley.

The office bearers, elected at the Annual Meeting 2nd March, 1961, are to hold office until June 1962.

Mr. C. E. Fletcher

Tributes were paid to Mr. Fletcher who had been President for the past ten years.

Membership

There are 30 financial members.

General Meetings

1. August 3rd 1960—*Professor R. W. B. Jackson* spoke on the subject "The Gifted Child".
2. November 3rd 1960—*Miss E. Vaughan* gave a talk entitled "Goals in the Education of the Young Child".
3. March 2nd 1961—*Mr. P. W. Hughes* spoke on the subject "The School and the University Failure Rate".

Public Meetings

1. In conjunction with the New Education Fellowship (Hobart Group) the Institute organised a public meeting at which *Dr. James E. Allen*, Commissioner for Education in the State of New York, spoke on the subject of "Education in the U.S.A., the U.S.S.R. and Europe".

2. The Institute and the New Education Fellowship (Hobart Group) again combined to hear *Professor Niblett*, Dean of the Institute of Education in London University speak on "Some Aspects of Teacher Training an Secondary Education Today".

Policy Sub-committee

A sub-committee on policy for T.I.E.R. consisting of Mr. R. W. McCulloch (convener), Dr. R. L. Whitford and Mr. P. J. Clifford, presented a report outlining broad aims to guide the T.I.E.R. executive. A brief summary report is shown below.

1. Objects: Promote the cause of research and investigation.
2. Scope: All aspects of research in education.
3. Activities:
 - (a) Stimulation of interest in research.
 - (b) Carrying out of research.
 - (c) Dissemination of findings of research.
4. Membership:
 - (a) Publicity needed to increase membership.
 - (b) Tapes of talks and printed matter to be sent to potential members.
 - (c) Meetings to be held outside Hobart.

Tapes and Talks at General and Public Meetings

All talks have been taped and the tapes are available to members. It is hoped that certain of the talks may be published in an appropriate journal.

Acknowledgements

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. Tribolet, for use of office facilities by officers of the Institute.

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