

AUS

**AUSTRALIAN COUNCIL
FOR
EDUCATIONAL RESEARCH**

**TWENTY-NINTH
ANNUAL REPORT
1958-1959**

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

AUSTRALIAN COUNCIL
FOR
EDUCATIONAL RESEARCH

TWENTY-NINTH
ANNUAL REPORT
1958-1959



369 LONSDALE STREET
MELBOURNE, C.1

RETIREMENT OF SIR JOHN MEDLEY

At the Annual Meeting of the Council held in Melbourne on 15th and 16th October 1959, Sir John Medley announced his retirement as a member of the Council and as President. The Council recorded the following minute:

"The members of the Council wish to place on record their appreciation of the splendid service which Sir John Medley has given to the Council during his twenty years of membership, and of his distinguished leadership as President since 1948. The Council owes much to his wise counsel in its various activities, and to his skilled chairmanship of its meetings. It regrets his decision to retire, but wishes him happiness in an active retirement."

MAJOR-GENERAL A. H. RAMSAY

As a representative of the State Directors of Education, Major-General A. H. Ramsay has been an observer at the Annual Meetings of the Council since 1949. As he retires from the position of Director of Education in Victoria in March 1960, the Council recorded the following minute:

"The Council has welcomed the support and interest given by General Ramsay to its affairs, and his presence at and contribution to its annual meetings. His advice on its programme and its methods have been valued. It wishes him a very happy retirement."

SECTION I

MEMBERS OF COUNCIL FOR 1958-9

Sir John Medley, Kt.B., M.A., D.C.L., LL.D.

(President and Chairman of the Board)

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

(Vice-President and Member of the Board)

Professor F. J. Schonell, M.A., Ph.D., D.Lit., F.B.Ps.S.

(Member of the Board)

MEMBERS APPOINTED BY THE RESPECTIVE STATE INSTITUTES
FOR EDUCATIONAL RESEARCH

A. H. Webster, B.A., B.Ec. *(New South Wales)*

*L. W. Shears, B.A., B.Com., Ph.D. *(Victoria)*

W. Wood, M.A., B.Ed. *(Queensland)*

J. O. G. Glestonbury, B.A., M.Sc., B.Ed. *(South Australia)*

W. Neal, B.A., B.Sc., B.Ed., Ed.D., A.B.Ps.S. *(Western Australia)*

R. L. Whitford, M.A., B.Ed., C.A.S. (Harvard), Ed. D. *(Tasmania)*

*As Dr. Shears was abroad at the time of the Annual Meeting in 1959, the Victorian Institute nominated Mr. W. C. Watson to replace him.

SECTION II

STAFF AT COUNCIL HEADQUARTERS:

October 1959

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

Director:

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

Assistant Director:

(*in charge of Test Development, Service and Sales*):

S. S. Dunn, B.A., B.Ed.

Senior Research Assistant:

D. Spearritt, M.A., M.Ed.

Research Assistants:

T. S. Duff, B.A.

M. Clark, B.A.

(Mrs.) N. M. Oddie, B.A., B.Ed. (Temporary)

M. Turner, B.Sc., B.Ed.

N. Alford, B.A., A.Ed.

(seconded from Queensland Education Department)

Library:

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

Certificate (Victorian Public Library) Librarian

(Mrs.) P. McDonald Assistant

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

Accountant:

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

Office Secretary:

(Miss) D. E. Whittingham

Clerical Assistants:

General: (Miss) J. Barlow, (Mrs.) P. Burns, (Miss) R. Godfrey,

(Mrs.) M. Megalski, (Mrs.) C. Calcutt (Part-time),

(Mrs.) I. Robin (Part-time)

Test Division: (Miss) M. Anderson, (Miss) F. Rowell

Sales and Distribution:

H. Williamson, L. R. Johnson, (Miss) J. Prior,

(Mrs.) N. Taylor

SECTION III

ANNUAL REPORT OF THE DIRECTOR

1958-59

(Presented at the Annual Meeting held in Melbourne
15th and 16th October, 1959)

Because of the deferment of the Annual Meeting, this report covers the activities of the Council to the end of August, 1959, except that the financial section refers to the normal financial year ending on 30th June, 1959.

Once again, I can report a year in which there has been an increasing pressure on the human and financial resources available to us to undertake the many important, urgent, and interesting tasks that fall within the Council's charter. I believe it is true that never before, in Australia, within the time of my own direct professional concern with education, has there been such informed and intelligent public interest in and concern about education. For the staff of the Council this has meant an increase in requests for information, and for advice, from many sources. One of the dangers that needs always to be guarded against, in these circumstances, is that of offering opinion as fact, and of accepting the rôle of authority or expert in fields either outside our direct competence, or in which we have not been able to make a critical appraisal of information available. Despite the steady increase in research work in education being undertaken in State departments and universities, there is still little public acceptance of the need to put educational policies and practices to empirical test, or of the desirability of asking that opinion on education should be grounded in research, experiment, or objective evaluation. It is regrettably still true that many who, in their own chosen fields of work would demand evidence before making any statement on policy, or evaluation of practices, find it possible to make sweeping generalizations on education which at best are based on partial and limited experience. I can see no easy or early way to avoid this, or improve the situation.

It is largely a matter for steady and patient education, of those who may feel disposed to pronounce on education, to convince them that it is possible to subject most pronouncements of substance to some form of empirical test, and that it is better to impose this test before than after the pronouncement.

RESEARCH PROGRAMME

Work on our research programme has continued, and although no spectacular results can be reported, there has been a steady outflow of interesting and, we believe, valuable information.

THE ADOLESCENT

Most of the time of the general research staff has been occupied with aspects of the education of the adolescent. Among the many matters on which our effort might have been concentrated, we devoted our time to the following.

Occupational Mobility of Victorian Male Adolescents

Using as our source certain data available from our own records of a 1952-53 testing programme, and the records of some 8,000 Victorian males, aged 18 and 19, enrolled for National Service Training in 1956, we examined *inter alia* the extent and nature of change of jobs and occupations, in relation to age at leaving school, educational level, and occupation entered. It is not possible to say categorically that we can generalize our findings to other states, since, among other matters, occupational opportunities differ between states. However, the information we obtained has enabled us to show that up to the age of 18 or 19, certainly in one state, and probably in all others:

- (a) those boys who enter skilled trades tend to stay there;
- (b) change of occupations (as distinct from jobs within those occupations) occurs less frequently when there is some form of part-time study associated compulsorily with the occupation, as in the case of apprentices;
- (c) white-collar occupations, or those entered after more than the compulsory years of schooling, appear to suffer least from change of jobs; (this, however, may be due solely to the fact that, in our study, holders of such occupations had been in them a shorter time than others). It is apparent that the occupation, rather than the educational level on entry, is the determining factor in change.
- (d) it is the unskilled worker, with only the minimum of education, who is most likely to change occupations;
- (e) despite the points made above, at least 30 per cent of this population had changed occupations since leaving school;
- (f) few (one in seven) engaged in sales occupations, and very few (one in twenty) in unskilled occupations, had had any part-time education after leaving school;
- (g) there are differences in the average level of performance, on certain standardized tests, of representative members of different occupational groups, but also a marked overlap between these groups in the distributions of scores on such tests;
- (h) there appears to be a reasonably high level of job satisfaction in the group studied in 1952-53.

We hope that similar studies may be undertaken by interested persons in other states, using similar records, and that it may prove possible to extend them to include girls, and adult workers.

From the educator's point of view, the two groups offering the greatest challenge are those entering the unskilled trades, and those entering sales occupations. *Compulsory* part-time education may be repugnant, but adolescents with a limited experience of education do not generally take up part-time courses voluntarily unless there is a very powerful occupational incentive.

Educational Activities of Adolescents

I have discussed with the Deputy Statisticians in all states, except Tasmania, the possibility that data, similar to that we compiled in Victoria for 1956 on the educational activities of Victorian adolescents, might be compiled by each state. The main difficulty seems to be one of staff, but I understand that the question has been placed on the agenda for a forthcoming meeting of Statisticians, and we have provided information and suggestions for use at this meeting.

School Leavers

We have pursued the proposal that an attempt should be made to collect statistics of school leavers from all schools in Australia, and can at this stage report a guarded hope of considerable success. The co-operation of the State Departments in New South Wales, Victoria and Queensland, has been obtained, and Departmental schools in those three states will be recording, on a special form which we have supplied, details of all children leaving school from 1st April, 1959, to 31st March, 1960. We hope to be able to use, in addition to this, less comprehensive data for the same period, already being collected by the State Departments in the other three states.

Every non-government school in Australia has also been asked to supply the same information. The Roman Catholic school authorities have been most co-operative in the matter.

Analysis of the information (we could well have some 100,000 records) is to be undertaken using mark-sense cards, and I.B.M. equipment for sorting and tabulating, and will take at least some six to nine months, we expect, after all the returns are received.

This is an all-Australian study, which is comprehensive in its approach and coverage of schools, and a good example of co-operative research between schools, education departments, and the A.C.E.R. It will be expensive in time and money, but will, I am convinced, more than justify the expenditure by the

value of the information obtained from it for educators, industry and governments.

Study of Choice of Schools and Courses

In contrast to this broad statistical study, we have undertaken an intensive field study, in an outer metropolitan area in Melbourne, of the reasons and motives underlying choices between schools, and choices between staying at or leaving school. This study has involved interviewing (of both parents and children), examining school records, and testing and questioning children.

Towards the end of 1958 further pilot interviews were undertaken by Mrs. Oddie, using carefully prepared draft schedules. The results of these interviews were then analysed and many questions redrafted to ensure that answers would give the kind of information both needed and of a nature adapted to coding for entry on cards.

An area was then selected in which children had a choice of type of secondary school, and in which our information indicated that there were sufficient numbers both leaving school at ages 14 and later, and staying on at school, to provide us with contrasting groups. Excellent co-operation has been received from the schools concerned, from the parents of about 200 children in Form 3 who were our chosen group for study, and from the children themselves. The recording and analysis of the information obtained is proceeding at the same time as the final interviews are being undertaken. We do not expect to have a full report available before the middle of 1960, although there may be certain interim reports available before then.

Much of the interviewing of parents has, of necessity, been undertaken at nights and at week-ends. It has been an onerous task for the staff engaged in it, but one which they have accepted willingly and carried out with skill and tact. Total interviewing time alone will amount to something like 40 man-weeks, and in order to reduce the period over which the study is spread, we have used four of our own staff and two special assistants for the interview work.

The outstanding impressions we have from those interviews already completed are the deep interest parents have in the education of their children, their desire for accurate and up-to-date information about their children's possibilities, school courses, and jobs, and their wish to discuss the many issues involved with someone whom they consider may be able to give them help and objective advice. Our interviewers all report honest and frank discussions with parents, and equally frank talks with children. Our independence has been a valuable asset in this enquiry.

Destination of Matriculants

We are collaborating with the Commonwealth Office of Education in a study of the students who sat for and passed the matriculation examination, in all states, in December, 1957. The proportions proceeding directly to university education from the examination differ between states, we believe, as do those who return to school for a second year's study, or who delay for a year between qualifying for and entering the university, or who go on to some other form of tertiary study. There is still some data gathering to be undertaken from university records, and some follow-up will be necessary of those who, although qualified to matriculate, have not gone on to the university by 1960. Some of these will be in other forms of education, but others we will need to approach personally. We expect that most of the work on this study will be completed by the end of this year.

Economic and Social Change and its Effects on Education

Amongst the studies proposed in my memorandum to the Council in 1956 was one dealing with the economic and social changes in Australia and their possible effects on education. Dr. Cunningham and I joined forces in submitting to the Social Science Research Council of Australia a proposal that such a study should be undertaken under the auspices of that body. The merits of the proposal will be considered at a meeting of the Council in 1960, along with those of others to be submitted by members of the Council.

Meanwhile, the Australian Institute of Political Science purposes to hold its convention in Canberra in January, 1960, on very much this topic, and I have some hopes that the papers presented there, which are normally published, will be a contribution to the same subject.

INSPECTION IN STATE PRIMARY SCHOOLS

Mr. D. G. Ball and Dr. K. S. Cunningham visited Western Australia again in September and October of 1958, and made further visits with superintendents to watch them engaged in assessment of teachers. Since then the two observers and I have been corresponding and exchanging materials drafted by each of us. We will be meeting in Melbourne at the end of October to determine the final form of the report, and to arrive at a common approach to a number of issues.

Unfortunately, it has not been possible to persuade any other state than Western Australia to accept a visit by the observers, and only the South Australian inspectors agreed (in addition to

those in Western Australia) to answer the questionnaires. The draft report will be discussed with the Western Australian Superintendents before it is put in final form, but we expect it to be in the printer's hands early next year. The final report will, we hope, include a statement on 'The Functions of a Superintendent of Schools' prepared by the Western Australian Institute of Superintendents of Schools, which was developed as a result of discussions arising directly from the visit of Ball and Cunningham.

VOCABULARY

Our compilation of vocabulary studies has gone more slowly than I anticipated last year, and there are some difficulties still to be resolved before any selective lists can be made from the compilation. Several selections have already been made on rather arbitrary bases, but none that I consider entirely satisfactory. Two statements have been prepared regarding the A.C.E.R. studies included in the compilation—the Pre-School Speech Vocabulary, and the written vocabulary of 10-year-olds. With minor modifications these may be suitable as long journal articles, or alternatively may deserve a place in any report which may be prepared to accompany a satisfactory selection of words from the compiled list.

STATISTICAL TABULATIONS

Enrolments in 1956 and Earlier Years

Several interesting and useful statistical tabulations have been made during the year. The first concerned enrolments in Australian schools in 1956 and other years. We believe this is the first truly comprehensive statement to be produced. In it we drew attention to the various difficulties faced in making such a compilation, described the means adopted for making estimates where actual figures were not available, and showed some of the trends in enrolments, etc., over recent years.

Estimations of School Leavers

A different approach from the usual has been made to the problem of estimating the numbers of pupils leaving school in the next half decade. Basing projections on past figures for each age between 14.0 to 14.11 and 17.0 to 17.11, we have estimated how many pupils of each of these ages will leave schools in each state in the twelve months between school censuses. There are obviously difficulties here, since it may reasonably be held that there are limiting factors to recent trends, and projecting forward without knowledge of these factors may be hazardous.

However, there is no way of estimating, except by study of trends over the immediate past, what the future will hold.

The results show, as expected, the trends towards longer time at school; but more importantly perhaps, show that the age-composition of boys and girls coming on to the labour market is changing.

The projections, for each state separately, are being prepared as an Information Bulletin.

Costs of Education

As preparatory material for the next *Review of Education in Australia*, we have carried an analysis of costs of education, made in the same way as in the last two *Reviews*, forward to the latest year for which published information is available. It is not at present proposed to distribute this material, but to hold it for publication with the other materials for the *Review*.

Public Examinations

In order to assist the Committee on Recruitment to the Commonwealth Public Service, we compiled tables showing for the years 1950 to 1957 those sitting for and passing the principal public examinations in each state, and made from these projections, on both a liberal and a conservative basis, of the numbers of students likely to be sitting for and passing these examinations in future years. Some of the results are interesting. Thus, if recent trends continue, it seems that we can estimate on having something between 30 and 35 thousand students matriculating in 1965 (as compared with just over 15,000 in 1957), and between 50 and 60 thousand in 1975.

A mimeographed statement giving the figures and projections was distributed on a limited basis.

Subject Offerings—High Schools—Victoria

Records for 1956, made available by the Victorian Education Department, were examined and collated to ascertain the numbers of High Schools in Victoria offering particular subjects at particular levels. It is, I think, a matter for regret that collations of this kind are not made, or made public by the State Departments, more frequently than they are. They would refute much ill-informed criticism, be valuable indicators of the broad nature of secondary courses, and be useful historical documents in years to come. Our immediate concern with the data was to find out whether there was any substance in a statement that many able children left school because courses suited to their needs were not available. We are convinced from our analysis that such a statement is misleading. Most of the schools whose

records we examined did provide courses that would lead on to *any* course at the University.

CLASSROOM PRACTICES AND CHILD DEVELOPMENT

This report was presented in considerable detail because it is the first survey of its kind to be published in Australia dealing with Australian attitudes to aspects of classroom practice. The method of scaling attitudes was new in many respects; we hoped for technical criticism but received none. The approach to the situation where a judgment was made of a composite situation, after its components had already been judged, seemed to me to offer possibilities of analysis of judgments which would enable measurement of attitudes to go beyond their present stage of development. The value of the work done is, I believe, primarily methodological, although the uniformity of judgment given by teachers in Victoria, Western Australia and Tasmania shows a healthy homogeneity. The important things to the teachers in all three states seem to be happy co-operative behaviour in an environment in which children work hard.

LISTENING COMPREHENSION

Mr. Spearritt has continued his work on the abilities involved in Listening Comprehension. His battery of 34 tests was administered to 460 children in ten sixth grades in Melbourne schools, and he has material available for analysis for 300 children who took all the tests. By agreement with the University of Sydney he was able to have the intercorrelations of 37 variables worked on SILLIAC, and Harvard University is arranging to have the resulting matrix factorized and rotated.

EXAMINING AT MATRICULATION AND HIGHER LEVELS

Physics—Victoria

Nearly 80 per cent of pupils sitting for Matriculation Physics in 1958 took an A.C.E.R. pre-Matriculation Physics paper cast in 'objective' form. Teachers used the results for revision and remedial purposes, provided us with the actual marks obtained on the three parts of the examination, and gave us their estimate of the likely performance of each pupil at the Matriculation examination. We have been able to provide each participating school with two reports:

- (i) a brief one distributed within a few days of the testing giving
 - (a) average scores for all candidates and for boys and girls separately, on the three parts, and on the total score, of the examination;

- (b) a letter-grading for the distribution of scores;
- (c) a table enabling each school to ascertain its own averages and compare these with those of other schools.

A second report has recently been issued. Although most interest will, I believe, centre in the relations between the A.C.E.R. test, the normal matriculation, and first year success in Physics, there are many matters of considerable importance documented and discussed in this report.

For example, only 13 per cent of students were girls; 21 per cent of all students were taking the subject a second time; boys did better on the average than girls, particularly in the 'Understandings' section of the paper; second year students did better than first year students; the greatest differences between boys and girls, between first and second year students, and between students from different kinds of schools, occurred in the 'Understandings' section; teachers' estimates of performances at Matriculation tended to underestimate *both* high honours and failures. We propose to offer the examination again at the end of 1959, together with a Chemistry examination devised along similar lines. Work of this kind is, I believe, likely to be of very great value to all examining bodies faced with large numbers of candidates and limited time for the presentation of results. Advocacy of its extension for other reasons than ease of marking, however, must properly rest on two more important grounds—that such examinations give better predictions of later success, and are more valid tests of courses of study.

Law—Victoria

The tests given in 1958 were correlated with success in first year law for male, full time, normal matriculants who took a normal law course and were not repeating the year ($N = 115$). All tests gave positive correlations but the best single prediction was the Scholastic Aptitude Test ($r = 0.5$). The order of correlation was somewhat in contrast with the results of the previous year when third year students were used as the prediction group and success in two years of law as the criterion. Here the logical reasoning, and critical thinking tests proved more valid. Discussion with the staff of the Law School suggests that the criterion of success may change as the student passes through his course, with the greatest emphasis on verbal abilities in first year. Only by continuing the project for a few years will this hypothesis be checked.

After allowance had been made for 'aptitude' a further study was made to see if any of the questionnaire information was

valid in predicting 'over achievement' v. 'under achievement'. 'Over-achievers' more often had a 'legal background in the family', had matriculated twice, and had a Commonwealth or other scholarship which had been gained by 'honours' results in humanities type subjects.

The same tests were given to the 1959 entry but these were supplemented by a test of 'Knowledge of Australian Institutions' and a series of writing assignments of a kind thought to demand writing skills of the kind used by lawyers.

Admission Ad Eundem Statum—Victoria

The Faculty of Science at the University of Melbourne sought help for the testing of European students seeking admission *ad eundem statum* to the faculty. Chemistry and Physics tests in objective form were available at this level and we had access to a pool of Mathematics items. Additional Mathematics items were constructed, and these three tests administered to a small number of applicants since that date and reports furnished to the faculty. We received a grant to help develop the additional test material required and a payment for each report provided. The Secretary of the Faculty has expressed his appreciation of this service.

Entry to Residential Colleges—Victoria

We have continued to apply a Scholastic Aptitude Test to those students applying for major and minor scholarships to the residential colleges of the University of Melbourne, but have not been able to free staff for the necessary detailed follow-up work to determine its validity for selection purposes at this level. A small follow-up study suggested that the test had useful validity for prediction in the Faculty of Arts, but little in Science. (In the Law School studies this same test gave useful predictions of first year Law results.) In the 1958 testing the S.A.T. (verbal) was therefore repeated, and the Logical Reasoning test (also developed for the Law School study) was used in addition. We have been approached to repeat both of these tests in 1959.

English—Leaving Certificate Level—Western Australia

Mr. M. Dunstan completed during the year his analysis and report on the extensive survey of examining in English at the Leaving Certificate level in Western Australia, begun in 1956 when he was seconded to the Council from the New South Wales Department of Education. There is a wealth of information in the survey on many matters of fundamental importance in

examining in English. Amongst other important findings are the following:

1. Markers are reasonably self consistent.
2. The consistency between markers is likely to be affected by the extent to which markers have the opportunity of developing a common 'frame of reference'. A 'University group' of markers showed higher intercorrelations than a 'Non-University' group.
3. It is more difficult in the 'essay' than in the 'set books' paper to maintain a common standard.
4. The order of predictive validity of the several tests with teachers' estimates as a criterion, was 'objective test', 'set books' and 'essay'. This order was reversed when the criterion was success in English I. This may be due to greater emphasis on writing skills at the University.
5. A single essay does not predict very well how a student will handle the same or a different essay some months later.
6. The introduction of the objective test began almost immediately to affect teaching practices.

Arrangements have been made for some of the more important findings of the survey to be presented in a series of three articles in *The Australian Journal of Education*. A brief summary of the study was prepared by Mr. Dunn and published in 'Opinion', the journal of the South Australian Teachers of English. It was also circulated in duplicated form to secondary schools in Western Australia.

ATTITUDES OF TEACHERS' COLLEGE STUDENTS

Pressure of other tasks prevented a report being written on the data we have available about the attitudes of students in all teachers' colleges in Australia at the beginning and end of a two period of training.

Correlations between first and second testings have been computed and gains in scores calculated. Product-moment correlation coefficients between scores on the test and practical and academic results have been calculated. They were low. However, as the single correlation coefficient seemed to be hiding a relationship, graphs were drawn joining mean practical scores for bands of M.T.A.I. score. The shape of these graphs is surprisingly uniform although sometimes displaced on the base line (M.T.A.I. score). The possible meaning of this result has not been considered in detail. It is hoped to be able to issue a second report in the coming year.

Some preliminary preparation has also been made for the follow-up study involving the retesting in the schools of the students who did the test twice, and for placing the information on punched cards for easy analysis.

Mr. Clark has made a careful analysis of the results for the two Western Australian colleges with some interesting results. Using the results obtained from the administration of the Minnesota Teacher Aptitude Inventory first in early 1955 and then in late 1956, he has ascertained that during the two year period of training, students did change, on the average, and became more prepared to endorse an attitude in which the child's interests and development were emphasized more than the teacher's control and direction.

MISCELLANEOUS STUDIES

Several minor but time-consuming studies have been done in response to requests from overseas or local sources

Decimal Currency

The Decimal Currency Committee asked for a statement about the likely effect of the introduction of decimal currency on the teaching of Arithmetic in Australia. A brief report has been provided, the main substance of it being that such an introduction, although it would involve the reprinting of all Arithmetic textbooks, would almost certainly lead to a saving of time and a reduction in general difficulty of work in money.

Technological Change and Education

The Hungarian Institute for Educational Research through U.N.E.S.C.O. asked for answers to a questionnaire relating to educational change and technological development. Without treating it as a matter of priority, we have been able to compile a statement giving at least part-answers to most of the questions.

Sources of Statistical Information on Australian Education

A survey has been made and composite statements compiled of the sources of statistical information available for each of the Australian States, and for the Commonwealth as a whole. The statements show the nature of the statistical data provided in each table published in the regular sources of information—Ministers' reports, Year Books, etc. We propose to duplicate these and make them available on a limited distribution. Interest by bodies other than educational institutions in the sources of and extent of statistical data appears to be growing.

Special Assignment—Public Examining in Victoria

At the invitation of a joint committee of the Professorial Board and the Schools Board of the University of Melbourne, I attended a meeting to discuss examining at Public Examination and Matriculation levels in Victoria. As a result I was invited to report further to the Committee on matters arising from the discussion, and to suggest terms of reference for an enquiry into these examinations. I believe that this opportunity to influence not only examination practices but the essential relation between examinations and courses is too valuable to be passed over, although I cannot contemplate with equanimity the considerable staff difficulties we will be faced with in 1960, if the Council of the University accepts the recommendation of the joint committee to invite Mr. Dunn to undertake a six-month assignment, on a four days per week basis, to work with the examiners and others along the lines of the suggestions made in the memorandum.

Lower Grades Testing

There has been for some time an expressed need for a test to measure the general ability of 7-9 year old children. Small-scale 'runs' with overseas tests which might have been adapted for this purpose failed to reveal any test which met with full approval.

The specifications for such a test are rather more stringent than for older children.

1. It must not require reading skills, as many pupils at these ages have not learnt to read adequately.
2. It must be predictive of scholastic success and interesting to children. This suggests pictures rather than abstract material.
3. The *tasks* must be intrinsically interesting to children to ensure motivation.
4. It must have a system of recording answers that children can cope with.
5. It must be capable of being administered to a reasonably large group — say 25-30 children — to be economical for the teacher.

After examining various item types, discussing the problem with infant room teachers and school psychologists and amongst A.C.E.R. staff, a number of item types were agreed on as seeming to meet these requirements. These item types are picture vocabulary, classification, picture arrangement, picture analogies, sequences and following directions. Items of the first three types

have been constructed and tried out in two states. It has been found that these three item types are interesting to the children who have been able to follow them adequately. Picture vocabulary needs further revision before an attempt is made to select the final items. The items for the analogies test are ready for printing, and ideas have been worked out for the other tests. As we are working at a level at which we have no local experience to guide us, this test will almost certainly need more than one trial run to ensure that it meets satisfactory standards.

To supplement this general ability test it is highly desirable that reading and number tests should be developed to cover the same age. The decision on transition from infant department to middle primary school and the subsequent development of the child would be aided by an accurate assessment of ability and attainment at this level.

Guidance Battery for New South Wales

Following discussion with the New South Wales Education Department, a proposal to develop a guidance battery on a service basis was placed before the Guidance Branch of the Department. The Department will not purchase the tests but pays on a per-pupil basis for the use of the battery and a research and developmental service to go with it. In addition to certain tests which were in use in their existing testing programme, four new tests were called for—WL and WQ as parallel tests to ML and MQ, WNV, a non-verbal general ability test especially for lower ability pupils, and a Checking test (Clerical). These have now been prepared and will all be assembled into a single booklet with two separate answer sheets. By this means printing costs are reduced and marking time cut. The Department will pay less than for the tests separately for a more extensive and easier-to-mark battery, while the A.C.E.R. will receive additional, and a more secure, income. This represents a new development in our relationship with the New South Wales Education Department.

Basic Skills Battery

Here again a proposition for a service type battery for the middle primary school was prepared and submitted specifically to the New South Wales Education Department, but copies of the proposal have been sent to other states to see if any was sufficiently interested to have a proposal prepared. The essence of this scheme is to develop a fairly comprehensive battery of tests in the closest possible consultation with the Department concerned. The battery will be based on the local state curri-

culum and be guided by the perceived aims of the Department involved. This battery will be rather similar to the Iowa Tests of Basic Skills, and we have been most fortunate in receiving from Professor Lindquist and his publisher, Houghton Mifflin, permission to use the Iowa material where it is suitable.

The Director of Primary Education in New South Wales has accepted the proposal in principle, and work will commence almost immediately with the expectation of introducing the programme in 1961. Some other states have expressed general interest, and it is possible that one or more will seek our assistance in developing a similar Basic Skills Battery for their use.

Developmental Work

Mr. John Henshaw, who developed a Basic Algebra test, has been given help in the preparation of a similar test in Geometry. This has proved more difficult as there is more variation in the curriculum from state to state. Trial forms of the test have been given in all states, and comment received from mathematics teachers. A revised version of the test is being developed.

The revision of the Rothwell Interest Blank by Dr. K. Miller with A.C.E.R. assistance was completed and a manual prepared and published.

"Books for the Retarded Reader" was prepared by Dr. Richardson and Mrs. Hart of the Remedial Education Centre in Brisbane and additional sections added at our suggestion. Since its publication it has been well received and is selling well here, and overseas in New Zealand, and now in Canada.

Minor Test Research Projects

To explore the usefulness of the Basic Algebra Test, two typical Victorian high schools were selected and pupils up to and including the Intermediate classes were tested and errors reported back to the school. A report on this testing will be sent to the Chief Inspector of Secondary Schools in Victoria in the hope that he may be prepared to sponsor a widespread survey with the test. Virtually no child, even in the Intermediate classes, is without a diagnosable weakness in basic algebra (*i.e.*, work covered in Forms I and II).

We are also co-operating with the Psychology Branch of the Victorian Education Department in an attempt to evaluate the effectiveness of the S.R.A. Reading Laboratory (Secondary). Children at Croydon High School (Form II level) have been tested prior to the introduction of the Laboratory and at the end of the period in which the Laboratory was used. They will

be again tested at the end of the year. A control group at an adjacent school is being similarly tested.

In the course of preparing the Western Australian Leaving English Objective test this year, several new types of vocabulary items were tested. We were exploring the possibility that the form of vocabulary item may affect its predictive validity. For example, tests of creative vocabulary may be more closely related to ability in written expression than recall type questions. There is some support for this hypothesis, but further work is required before any conclusion can be reached.

We also attempted to check the validity of the 1957 Objective English test to predict English I (1958) and Chemistry I. It is possibly of significance that the vocabulary sections were superior to comprehension in predicting English I and vice versa for Chemistry I. On the objective test those taking English I were clearly superior to those engaged in Chemistry I. The number of cases on which we had full records is too small for safe conclusions to be drawn.

Mr. Alford, working with Mr. Dunn, has developed a series of short essay type questions for the purpose of exploring the measurement of writing ability. Each assignment requires the subject to write for a specific purpose. It is thought that several short writing assignments covering a variety of purposes might prove more reliable to mark and more valid than a single long essay. A student in the Measurement course for the Melbourne B.Ed. Degree is using the questions in an exploratory way.

Maintenance

The following manuals have been revised by reorganization of the style of manual for easier use, and by the addition of new technical material:

Progressive Matrices (38)
Intermediate D
Jenkins Non-Verbal
Otis Intermediate

In addition the styles of scoring keys used for different tests were investigated and principles established which will be used in the preparation of new keys and for changing existing keys when reprinted.

Contracts

As in previous years, general ability tests have been prepared for the N.S.W. Public Service Board and the Victorian Education Department. In addition, two forms of a general ability test were prepared for the Victorian Police Department for use in

selection. The A.C.E.R. retains the rights to these tests if required for use outside Victoria.

A 'secret' general ability test was made available for use in the scholarship testing programmes of the non-government schools. This test is now widely used in Victoria and Tasmania. We have in mind offering the schools a special 'co-operative programme' which we think would be more satisfactory than the present scheme.

The Commercial Travellers' Association of Victoria received the usual help in selecting a scholarship winner.

Another 'objective' English test was prepared for the Public Examination Board in Western Australia for use in Leaving English.

Needs of Test Division

A small profit was made by Test Division this year by following a policy of not replacing professional staff immediately and seeking to expand income. This expansion of income was achieved without any increased order from our largest single customer, the N.S.W. Education Department. If the gross profit margin had been as high as in previous years there would have been a substantial profit. However, we tried to avoid increases in prices as long as possible. There will of necessity be price increases in the new price list to come into operation in November, to cover increased printing and postage costs. It is estimated that the new postage rates alone will add about £10 a week to postage expenses of the Sales Section.

In the current year it will be necessary to engage new staff to work on the Basic Skills Battery, to service the Guidance Battery and to increase the speed of work on the Lower Grades Test. This would permit Mr. Clark to give further time to the Service activities. The finance to cover these expenses seems assured, and once the Basic Skills Battery is operating a substantial income will be available for research and developmental work in measurement and evaluation in the primary school. It seems that the period of readjustment made necessary by inflation leading to increased costs and higher salaries is now past and an expansion period is ahead.

The steady change over from direct test-selling to the 'service' type of programme is in line with Mr. Dunn's recommendations following his visit overseas. This closer liaison with Departments in an 'evaluation' approach and our increasing involvement in public and university examination procedures means that the A.C.E.R. is in a position, through measurement, to influence education at all levels from Kindergarten to University.

Service Activities

There have been an increasing number of calls for advice and assistance on testing. In addition to giving individual help, Mr. Clark has prepared a number of articles which have been published in Australian teachers' journals, and duplicated material to make better known available test material on such subjects as Reading, Arithmetic and Spelling. We have also endeavoured to establish a closer contact with District Inspectors.

A display of material at the B.P.S. Conference in Melbourne drew favourable comment.

The Service Officer has an important educational rôle to play in bringing to the attention of teachers tests and related material which can be of help to them. The use of articles could well be supplemented with teacher discussion groups to display and demonstrate specific material, e.g. reading material such as diagnostic and achievement tests, Reading Laboratories, Books for Retarded Readers, and Reading Aids through the Grades. It is hoped to experiment in this manner in the coming year to see if such activities would prove to be self-supporting.

PUBLICATIONS

The Adolescent Study

Volume 3 of "Some Activities of Australian Adolescents", entitled *Some Occupational Characteristics of Victorian Male Adolescents*, was prepared in the same format as Volumes 1 and 2, and distributed in the same way. We do not consider any of these three volumes epoch-making addition to educational literature. They do, however, add considerably to the basic information available about the post-school activities of Australian adolescents, and we have been gratified to find them used as basic reference materials.

Science

1. The mimeographed report on the survey made in 1958 of the provision for science teaching in independent schools gave for the first time a reasonably accurate picture of the facilities for and needs of those studying science in the principal non-government schools, of the numbers studying particular sciences, and of trends in regard to the numbers and proportion of pupils studying science at different levels at those schools.

2. *Reports on Pre-Matriculation Physics Test*. The two reports issued on this Test have already been referred to. Each participating school, and a limited number of other interested persons and institutions, received a copy of each of the two reports.

INFORMATION BULLETINS

Mr. Alistair McMullen provided us with five reports while he was at the University of Illinois as a participant in the Co-operative Study of Secondary School Mathematics. We distributed these widely as Information Bulletins. They attracted considerable attention, and a great deal of interest has been shown in the Illinois programme and courses.

I hope to arrange for Mr. McMullen to spend a brief time in Victoria during October so that he may discuss his experiences, and the courses that he became familiar with, with those concerned in Victoria with courses and teaching. I understand that something of the same use is to be made of him in New South Wales.

LOVELL MEMORIAL VOLUME

This volume of essays, written by some of his former students in honour of Professor Tasman Lovell, was published as a special monograph by the Australian Branch of the British Psychological Society, with a subsidy of £250 from the Council. The Council received four hundred free copies and they were sent to all on our free and exchange distribution list, which now totals 261.

THE AUSTRALIAN JOURNAL OF EDUCATION

The Journal has maintained a high standard. There has been some criticism that some of its articles are too technical, and others too esoteric, but in my opinion a good balance has been kept between the needs of the generalist and the specialist. I would think it a poor commentary on the profession of education in Australia if the Journal did not have readers, and a considerable body of them, interested both in aspects of the scientific studies of behaviour that are slowly building up the corpus of our professional knowledge of how, and why, children and others behave as they do in educational situations, and in questions of measurement and analysis of sociological and psychological variables that affect the educational endeavour.

There are about 1,400 regular subscribers to Volume 3. Of these, 509 are members of State Institutes, 91 are overseas subscribers, and the remainder are other Australian readers. The number of subscribers has increased slightly over the last two years; each year some fail to renew subscriptions, but their places are filled by new readers. The results, in new subscribers, of an approach to students of teachers' colleges, at the end of 1958, did not justify the expense.

Printing and postage costs are to increase with Volume 4, and it will be necessary to raise subscription rates slightly in order

to cover these increases. If the number of subscribers, however, can be increased, it should be possible for us to add to the size of the Journal without further increase in subscription.

LIBRARY

The library has continued to serve local and interstate borrowers by providing bibliographies, information, books and journals. The principal internal activity has been the cataloguing of the Test library, which is now an integral part of the main library.

The quarterly bulletin of accessions, which usually has several reviews or abstracts of recent books attached to it, is sent to institutions and individuals in Australia, and is evidently well read by many, since the appearance of each number is followed by requests for some of the recent books.

Total loans, excluding those to staff, amounted to some 1,500 books, journals and tests, of which about 75 per cent were to Victorian borrowers.

During the last twelve months, 160 new books have been added to the library by purchase, and a number of unused and out-of-date books disposed of. One of the most difficult tasks we have is trying to keep *au fait* with the constant flow of new books and pamphlets in education and its related disciplines, and up to date with the material in Australian and overseas periodicals directly or indirectly concerned with education. At present we receive 264 periodicals, and the breakdown is interesting:

	Total	Weekly	Monthly	Quarterly	Other
Overseas	155	7	35	38	75
Australian	109	1	26	26	56

Total expenditure on books and periodicals for the financial year 1958-9 was £443. Many of our periodicals, of course, are received on an exchange or complimentary basis, as are a number of year books and similar publications.

The library staff has changed during the year. Mrs. Gigante left in June 1959 to take a position closer to her home. Miss Tonkin decided to seek experience overseas and left in March 1959. Mrs. McDonald has capably filled her place. Mrs. van Hulssen has been appointed as librarian and takes up duty at the end of September. In the period June-September, the librarian's duties have been shared by Mrs. Comden and Miss Bremer, who have kept the library service well maintained, under difficult circumstances.

THE AUSTRALIAN EDUCATION INDEX

Interest in the Index continues. Volume 2, which is in production this calendar year, is on a paying basis. There are 100 institutional subscribers at £5 per Volume, and 12 individual subscribers at £2 per Volume.

Salary and direct publication costs we calculate to be about £1,200 per annum, so that the Council is subsidizing the Index at the present time to the extent of about £700 per annum. Were it not for the generous voluntary assistance given by 22 librarians who index certain journals for us, it would be impossible to continue the Index.

Some modifications to the methods used have been made during the year, and users will be asked during the currency of the present Volume to offer their comments on the utility of certain sections, or types of entry in the Index. Mrs. McPherson continues to give devoted service to the production of this most useful tool.

VISITORS

The Council was privileged to act as host, from March to June of 1959, to Dr. David H. Russell of the University of California at Berkeley, who was in Australia as a Fulbright Scholar. Dr. Russell visited all states, and in each one talked to administrators, inspectors, staffs of teachers' colleges, and teachers, usually on aspects of children's reading and thinking. He made a notable impression wherever he visited, and I believe his visit has led to a renewal of critical interest in many unsolved problems in children's reading, vocabulary, and thinking.

We were also pleased to be able to assist Mr. Simandjuntak, the Head of the General Education Section of the Ministry of Education of Indonesia, in enquiries he was making in Australia about research in education, and its effective dissemination. He spent a month in Melbourne with us, and during that time made an intensive study of how research studies are initiated and undertaken, and their results disseminated. One result of his visit, which we found enjoyable and provocative because of Mr. Simandjuntak's searching questions, may be that we will be asked to accept some post-graduate students from Indonesia for twelve months or more training in educational research.

One of Mr. Simandjuntak's staff, Mr. Hadisoebroto, who had been studying educational statistics at UNESCO and in the USA, also spent a month with us surveying the type of statistics collected by State departments of education and other bodies, and participating in some of the analyses that we were making—those dealing with school leavers, and costs of education in particular.

FINANCE

Annual contributions totalling £15,000 were received from the Commonwealth and State Governments during the financial year. This continued support is gratifying, and I am pleased to report that the Commonwealth Government has recently agreed to contribute £7,500 per year for a further three years, subject to the Council receiving similar contributions from the State Governments.

The total activities of the year resulted in a deficit of £184. This is less than I feared when they were being considered in 1958, but the more favourable position is due:

- (a) to an improvement in the finances of Test Division, where sales income exceeded expectations, and led to a credit balance for that Division of £348 for the year, as well as an increase in stock of about £2,140;
- (b) to a special gift for research, amounting to £750 for the financial year concerned. We were able to use this to offset expenses in the interviewing study.

The activities of the Council other than those of Test Division resulted in a deficit of £533 for the year, an amount almost wholly due to the expenditure on the Australian Education Index.

The most important event of the year was the ruling given by the Commissioner of Taxation that *donations to the Council for purposes of scientific research would be exempt from Income Tax*. Although this is not quite as satisfactory as being declared a body donations to which for any purpose are exempt from tax, it is nevertheless a most favourable concession. The first major contribution to the Council's research programme made as a result of this ruling came from the Percy Baxter Charitable Trust, which granted £1,500 per annum for four years, beginning in 1959, to finance—

- (a) the Council's study of parents' and children's choices of schooling, courses, and work;
- (b) the development of a programme of action based on the findings of this study;
- (c) the evaluation of this programme.

I hope that this contribution will be the first of a number of such grants, which will enable the Council both to spread its activities over a wider field, and to accelerate its work on the studies it undertakes. As a matter of interest, a gift of £2,000 would enable us to undertake very much more rapidly the necessary analyses of the data from the Australia-wide survey of school leavers.

The increasing amount of money passing through the Council's books, and the increasing variety of its financial concerns (Journal, Index, test contracts, etc.) has meant that Miss Staurengi has been under heavy pressure on many occasions during the year. I think it only right that Council members should know of her watchfulness and care for its financial affairs, and how much I appreciate her work.

STAFF

Changes

Changes in the staff of the library have already been referred to. The professional staff of the Council has been supplemented during 1959 by Mr. N. Alford, who has been seconded to us by the Queensland Education Department for a period of twelve months. Otherwise it remains unchanged. Mrs. B. Christeson, who joined the staff in 1948 as a technical assistant and who later carried almost the responsibilities of a research assistant, left us late in 1958 after ten years' excellent service, but is combining motherhood with certain duties for us in test preparation. Miss M. O'Connor and Miss M. Horne, both of whom had given excellent service as technical assistants for six years, left to be married.

The Sales staff remains unchanged, except that Mr. Keep decided to give up full-time work, and now assists us only at times of pressure of work.

After ten years of service as secretary, Miss Sheldrake left the service of the Council in May 1959. We have been fortunate in obtaining, as office secretary, Miss D. Whittingham. There have been many changes in the clerical staff, and the maintenance of a steady flow of work, of the high quality we have come to expect from the staff, has not been easy.

It is no formal matter for me to express my very deep appreciation of the willing and able work of all the Council's staff in both major and minor tasks. It is gratifying to know, too, that one's personal assessments of their quality is so generally shared by others who work with or consult them.

Activities

Requests for staff services on committees, or as speakers, or to write articles, continue. Mr. Turner has attended a Science Teachers' Conference in Sydney, and Mr. Clark the A.N.Z.A.A.S. Conference at Perth. Mr. Dunn attended the B.P.S. Conference in Melbourne, a conference in Sydney on University progress rates, spoke in Canberra to the staff of Canberra University College on examining, and to the Victorian Science Teachers'

Seminar on "Examinations in Science". Mr. Spearritt has spoken about our adolescent studies to a gathering of head teachers in an outer metropolitan district, and Mr. Dunn to a similar group on the overall activities of the A.C.E.R. I was myself invited to chair a meeting of chief examiners, called by the Board of Secondary School Studies in New South Wales, to consider the problems arising from the increase in numbers sitting for public examinations in that state, and have spoken on various matters at local and interstate meetings (including a two-day conference on Public Administration held in Canberra).

Mr. Dunn has been involved in discussions and lately in committee meetings arranged by the Victorian Employers' Federation to consider the establishment of a fund for the advancement of education. He has also recently been able to spend almost a week in New South Wales to familiarize himself with recent developments and make firm a number of tentative matters.

The Boyer Committee on Recruitment to the Commonwealth Public Service, of which I was privileged to be a member, presented its report to the Prime Minister at the end of 1958. There has not, as yet, to my knowledge, been any public statement about what action is being taken about the various recommendations that were made.

The Committee reporting on State Education in Victoria has been meeting regularly each week first to hear others' views and then to consider its own views. It expects to complete its report in the near future.

Both these Committees have been valuable experiences which have given me many insights into problems facing governments and administrators, and into the working of policies, which I would otherwise not have obtained.

I have been able, during the year, to spend almost a week in each of the two western and two northern States, visits which I have found of considerable value in refreshing personal associations as well as keeping me abreast of many matters of importance.

It has been a noteworthy feature of the total activity of the Council's staff over this last year that we have been involved in the educational system at many points, and involved in such a way that we were ourselves both learning more about it and able to give help to others both directly in the process, and we hope ultimately indirectly through the results of the research work out of which most of those contacts arose.

The position of the Council as an independent body, not committed to any system, institution, or education policy (except that of endeavouring to ascertain helpful facts about the educa-

tional process and its effects) is one appreciated by the staff. I think, however, all of us have realized, from our activities this year, that our best contributions to the improvement or advancement of education are being made around tables where we are considered as colleagues helping to arrive at mutually satisfying solutions, and not as remote research workers concerned with problems far removed from those that daily face the teacher, inspector and administrator. I would like to see this kind of association extended; it is fruitful, of course, for both ourselves and those we are associated with, only to the extent that we are able, from our own work, reading and thought, to add to the deliberations something which might otherwise be lacking.

SECTION IV

CONTRIBUTORS TO COUNCIL FUNDS

The Council wishes to acknowledge the following contributions received during the financial year ending 30th June, 1959:

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
---	--	---------

Industry and Commerce

David Syme & Co. Ltd., Containers Ltd., Mac- Robertson Ltd.		£63 13 0
Percy Baxter Charitable Trust		£750 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."

ANNUAL REPORTS

NEW SOUTH WALES
(1958-9)

Office-Bearers

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

President: Dr. Anna C. Hogg.

Vice-Presidents: Dr. H. Campbell, Dr. S. W. Cohen, Professor W. F. Connell.

Secretary: Mr. Roy W. Stanhope.

Treasurer: Dr. E. Lund.

Librarian-Research Officer: Dr. E. Lund.

Representative on A.C.E.R.: Mr. A. H. Webster.
Additional Executive Members: Mr. F. G. Coleman, Mr. M. E. Thomas.

Membership

The period under review closed with a membership of sixty-eight, including ten resident in the country. The following members have received appointment to positions of high responsibility: Mr. D. J. A. Verco (Director of Teacher Training), Mr. W. E. Hart and Dr. H. Campbell (Principal and Vice-Principal respectively of the Alexander Mackie Teachers' College, Paddington), while Mr. L. J. Reynolds was elected to the House of Representatives as member for Barton. Mr. J. C. Nield has been awarded a UNESCO study grant of a year's duration at the International Institute of Child Study in Bangkok. Mr. Verco spent some months abroad investigating various aspects of teacher education, while Professor W. F. Connell and Miss A. Bieri departed for overseas during the latter half of the year. The degree of Doctor of Philosophy was conferred on Mr. T. W. G. Miller by the University of Birmingham, where he spent two years in research.

Publications

The Institute's *Bulletin*, edited by Dr. Lund, has continued to provide members with transcripts or summaries of the addresses delivered at the meetings, a list of publications added to the Institute's library, and personal notes concerning some members.

Meetings

During the year 1958 three meetings were held — the Annual Meeting and two General Meetings.

May — Dr. S. W. Cohen, the retiring President, delivered his Presidential Address entitled 'Some Recent Observations on Educational Testing Programmes in the United States'.

August — Professor W. F. Connell gave a brief account of 'The Evaluation of a Secondary Boarding School'.

Dr. G. T. Smith addressed members on some aspects of his research in English schools on 'Classroom Atmosphere'.

December — Dr. A. D. Osborn, now Fisher Librarian in the University of Sydney, spoke on 'Libraries in the Educational Picture'.

Appreciations

The Institute expresses its appreciation to Miss O. M. Lane, the College Librarian, for the use of a very comfortable meeting place, and to Mr. L. Waring for auditing the books.

VICTORIA
(1958)

Office-Bearers

President: Professor W. H. Frederick.

Vice-Presidents: Dr. T. H. Coates, Mr. W. C. Watson.

Acting Honorary Secretary: Mr. W. McKinty.

Acting Honorary Treasurer: Mr. G. J. Allen.

Executive Members: Messrs. G. D. Bradshaw, J. H. Breadon, C. W. Dawson, Dr. E. L. French (leave of absence), Messrs. H. T. Message, W. Phillips, D. H. Price, H. Schoenheimer, Dr. L. W. Shears (Secretary, leave of absence).

Assistant Editor, *Australian Journal of Education*: Mr. D. H. Price.

Representative on A.C.E.R.: Mr. W. C. Watson.

Executive Meetings

The Executive maintained its activity and continued to meet during 1958 on the second Friday of each month. A total of ten meetings was held. At one of these meetings it was necessary to continue discussions after dinner, and executive members appreciated the use of University House on this occasion. All members of the 1957 executive stood for re-election and were returned. The executive has continued to function as an enthusiastic team and its members have carried on extended activities with energy and interest, enabling the Victorian Institute of Educational Research to make further gains in efficiency and support during the year.

Membership

The member's subscription for 1958 remained at 30/-, of which 15/- is set aside to enable members to obtain the *Australian Journal of Education* at a reduced rate. The financial membership increased in 1958 to 217. The increase for 1958 is largely a result of the highly successful Lecture Series held in October.

General Meetings

During the year, five general meetings were held.

March — 'Trends in Primary and Special Schools in Great Britain': Mr. J. R. Lyall, Assistant Chief Inspector of Primary Schools, Victoria.

May — 'Modern Learning Theory — Its Scope and Limits': Dr. Knopfmacher, Senior Lecturer in Psychology, University of Melbourne.

- July — 'The Professional Preparation of Teachers in Australia': Dr. I. S. Turner, Principal, Sydney Teachers' College. (This was a lecture held in conjunction with the University Extension Committee and the Faculty of Education. It was the third in a series forming part of the Second Theodore Fink Memorial Seminar.)
- September — 'The A.C.E.R. Research Programme and Its Implications': Dr. W. C. Radford, Director, A.C.E.R.
- November — 'Primary Education Today': Mr. W. C. Watson, Senior Lecturer, Secondary Teachers' College, Introductory Speaker. Discussion groups were formed on Art, Reading and Arithmetic.

The Fifth Frank Tate Memorial Lecture

In addition to the five general meetings, the Fifth Frank Tate Memorial Lecture organized by the Victorian Institute of Educational Research and endowed by Robertson and Mullens, a Melbourne bookselling and publishing house, was delivered on 18th June, by Mr. C. Badger, Director of Adult Education, on the subject 'The Relevance of History'. Attendance was 205 members and visitors.

First Lecture Series

The Institute decided to experiment with a lecture series, and considerable effort was put into the organization of a series of five lectures held on five consecutive nights from Monday, 29th September, to Friday, 3rd October. The time chosen was 4.45 p.m. to 5.45 p.m. The series was an outstanding success. All primary state schools and all registered schools were circularized. Admission was free to V.I.E.R. members, with a subscription of 10/- for non-members. Attendance at all sessions was above 425. The series received good press publicity, and provided an excellent stimulus and advertisement for the Institute.

The lectures were as follows:

Changing Conceptions of Primary Education. Mr. H. P. Schoenheimer, Lecturer, Swinburne Technical College. Supporting Panel: Mrs. B. Falk (Mercer House) and Mr. S. Walters (Toorak Teachers' College).

Teachers, Children and Parents — The Human Factors in Primary Education. Dr. Laura Hooper, Professor of Education, University of Pennsylvania, U.S.A. Supporting Panel: Miss M. Lyttle (Preshil Preparatory School) and Dr. L. W. Shears (Education Department).

The Teaching of Arithmetic. Mr. J. Cole, Assistant Chief Inspector of Primary Schools, Victoria. Supporting Panel:

Mr. P. Nattrass (Curriculum and Research Branch, Education Department) and Mr. H. McWilliam (Glamorgan Preparatory School).

The Teaching of Reading. Mr. D. C. Streader, Inspector of Schools, Education Department. Supporting Panel: Mrs. F. Derham (Kindergarten Training College) and Mr. S. Joss (Psychology Branch, Education Department).

The Significance of Modern Art Education. Mr. M. Dimmack, Senior Lecturer, Burwood Teachers' College. Supporting Panel: Mr. W. Watson (Secondary Teachers' College) and Mr. J. Jackson (Jordanville South Primary School).

Other Activities

Social Teas.—These buffet teas preceded four of the general meetings in 1958 and continue to provide an informal and pleasant meeting time for members and guests. They have been held at 6 p.m. at the Melbourne Teachers' College cafeteria, and attendance has varied between 25 and 38 members.

Discussion Group Organization of a General Meeting.—At the November general meeting this type of organization of a general meeting was repeated. The topic was a follow-up of the lecture series 'Primary Education Today'. Mr. W. Watson, Secondary Teachers' College, summarized the main theme of the lecture series, and the meeting divided into three groups, later coming together to hear and discuss the results of these meetings.

News Bulletin.—The *News Bulletin* was continued with the Organizing Committee as for 1957, viz. General Editor, Mr. D. Price, Reporting Editor, Mr. J. Breadon, and the distribution is in the hands of the Secretary. The policy has been to publish the *Bulletin* twice yearly, and it has contained reports of general meetings, news of members, notices of meetings, results of study groups, book reviews, and similar material.

G. S. Browne Prize for Educational Practice.—The Institute established this prize, of value ten guineas, for annual award to the candidate who, in the opinion of a panel of judges appointed by the Institute, submitted the best report of some aspect of school or classroom practice in which the candidate had participated. Eleven entries were received for 1958 and the prize was awarded to Mr. G. H. France, of Camberwell Grammar School, for his report entitled 'Planning a Syllabus to Raise the Level of Achievement and Establish Desirable Attitudes in the Middle School'. It is planned to publish the report in the first issue of the *Bulletin* for 1959. The closing date for the award in 1959 has been set at June 30th, 1959.

QUEENSLAND

(1958-9)

Office-Bearers

Patron: The Hon. the Minister for Education.

President: Dr. J. C. Greenhalgh.

Vice-Presidents: Bro. N. T. Landener, Dr. S. A. Rayner, Mr. G. J. Black.

Executive: Miss B. H. Watts, Dr. N. K. Henderson, Mr. W. J. Brown, Mr. G. F. Berkeley, Mr. I. W. Sallaway, Mr. G. Semple, Mr. T. C. Baker-Finch, Mr. G. N. Robins.
(Messrs. Sallaway and Semple were transferred from Brisbane at the beginning of 1959, and Messrs. Baker-Finch and Robins were appointed in their places by the Executive.)

Representative to A.C.E.R. (until 1960): Mr. W. Wood.

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

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

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

Membership

On 31st May there were 125 active and 17 associate members. During the year, 21 new members joined and two resigned. Three associate members joined; two active members were transferred to the associate list, and one associate member to the active list. During the year, four members were overseas.

Meetings

During the year seven general and five executive meetings were held. The average attendance of members at general meetings was 30, compared with 27 in 1957-58. A total of 110 visitors attended the seven general meetings as against 62 in 1957-58. In addition, one sub-committee meeting and one public meeting were held. A summary of activities at meetings is given below.

July — (Annual Meeting). Discussion of the Adequacy of the Present Junior Courses — the Examiners' Point of View. Discussion was led by Mr. I. Evans (Mathematics), Professor R. H. Greenwood (Geography), and Mr. D. I. Drinkwater (English).

September — Discussion of the Recent Report on the Reorganization of Secondary Education in New South Wales, led by Dr. Joyce Wylie, Senior Lecturer in Education in the University of Sydney.

October — Professor T. Murphy, of the University of Hawaii, and Mrs. Murphy, who had worked in education in Hawaii, gave a joint address on 'Hawaii: America's Pacific Melting Pot'.

March — Mr. Hal P. Silverman, of Bakersfield High School, California, described 'An Accelerated Programme for High School Students' at present being conducted in his school.

April — Mr. W. Wood introduced, and Mr. G. G. Berkeley presented Research and Guidance Bulletin No. 18, dealing with student and teacher attitudes to the Junior Public courses. Discussion followed, and a resolution was passed which will be reported on below.

May — Dr. Laura Hooper, visiting lecturer to the Kindergarten Training College, spoke on 'The Human Factor in Education'.

June — Professor David H. Russell, visiting Fulbright Exchange Scholar and Professor of Education in the University of California at Berkeley, spoke on Reading Instruction, with particular reference to individual differences. He was assisted by a panel of speakers comprising Miss I. Murray, of Camp Hill Infants' School; Mr. N. Reilly, of Strathpine State School; and Mr. D. J. Munro, of Teachers' College.

In addition to general meetings of the Institute, to which visitors were invited, a public meeting was arranged, on 30th June, 1959. The speaker was Professor David H. Russell, and the topic 'Are Schools Getting Better?' This meeting was attended by approximately 150 people.

The Adequacy of the Present Junior Courses

The seventh and final discussion of this topic was held on 21st April, 1959. At this meeting the following resolution was carried: 'That this meeting request Executive to investigate the question of setting up a number of committees to explore the findings of this and other work in certain subjects, and another committee to explore the general framework of the Junior Public Examination'.

Executive discussed the resolution and appointed a sub-committee consisting of Dr. S. A. Rayner, Mr. C. W. Robins, and the Secretary, to consider the question and report to a further Executive meeting. The sub-committee met and prepared a report, out of which Executive prepared a series of submissions to the Hon. the Minister for Education, which will be discussed at the annual meeting.

Executive felt that the immediate establishment of the committees suggested in the resolution would not be opportune.

Other Activities

Eighty-nine members of the Institute subscribed to the *Australian Journal of Education* for 1959 through the Institute, and three students of education similarly subscribed. It is not known how many members of the Institute or non-members subscribed, but the number of members subscribing in 1959 is greater than that in 1958 by ten.

News circulars are periodically issued to members and associate members, together with library bulletins, reports, and other material supplied by the A.C.E.R.

Library

The Library is situated at Teachers' College and the Secretary acts as Librarian. Some use has been made of the Library during the year, especially by members taking courses in the Faculty of Education at the University of Queensland. The Library includes an almost complete list of books and reports published by the A.C.E.R., a number of Research Bulletins by the Research and Guidance Branch, Bulletins of the Commonwealth Office of Education, and UNESCO Educational Documents and Abstracts.

It is regretted that the direction of the last annual meeting that a list of publications in the Library be compiled and circulated has not yet been complied with, owing to pressure of other duties on the Secretary and members who could assist. It is hoped, however, that this duty will be carried out in the near future.

Prospect

Endeavours are being made to continue to provide a balanced programme which will be of value to all sections of the profession of education. Further endeavours are also being made to engage the interest of more teachers so as to correct the present lack of balance in membership, which at present is disproportionately composed of practitioners of higher and special educational facilities. Accordingly, approaches are being made to visitors to meetings with a view to recruiting them as members of the Institute.

SOUTH AUSTRALIA
(1958-9)

Office-Bearers

Patron: Mr. E. Mander-Jones.

President: Mr. J. O. G. Glastonbury.

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

Secretary and Treasurer: Mr. A. F. Gent.

Committee: Miss F. Nichterlein, Mr. P. W. McDonald, Mr. E. S. May, Mr. E. Lasscock.
Assistant Editor, *Australian Journal of Education*: Mr. E. Lasscock.

Membership

Notices were sent to ninety-eight members during the year, of whom sixty-five were financial. Nineteen new members were elected during the year. Average attendance at meetings was 33.5 (an increase of 11).

Meetings

1958

September — Mr. A. E. Wood: 'Teaching of Arithmetic in U.S.A.'

October — Mr. A. W. Jones: 'Administration and Supervision of Education in U.S.A.'

November — Mr. R. S. Coggins: 'Trends in Teacher Education Overseas'.

1959

February — Mr. J. O. G. Glastonbury: 'Discovering and Fostering of Talent'.

March — Dr. L. Shears: 'Fact, Opinion and Fallacy in Teacher Training Programmes'.

April — Mrs. C. Moorhouse: 'Special Learning Difficulties in connection with Dominance'.

May — Dr. D. Russell: 'Some Aspects of Research in Education'.

June — Mr. E. Mander-Jones: 'A New Look at the Secondary Curricula'.

July — Mr. C. M. Thiele: 'Impressions of American Education with special reference to Teaching of English'.

August — Mr. L. S. Piddington: 'Some Problems produced by Different Systems of Promotion with reference to an Overseas Journey last year'.

September — Mr. J. D. C. Robertson: 'Recent Research and Entry to Secondary Schools'.

October — Professor C. J. Horne: 'University Standards as they affect the Student and the Community'.

Financial

On the recommendation of the Committee, funds were used to invite an interstate speaker (Dr. L. Shears) to address the members. The very fine address to a large attendance was most successful.

General

The visit of Dr. Russell, sponsored by A.C.E.R., was a highlight of the year, both to the Institute and to many other professional bodies.

Our patron, the Director of Education, Mr. E. Mander-Jones, addressed the members for the first time. A very successful meeting resulted.

Some meetings were thrown open to interested bodies, and attendance was pleasing.

Pleasing aspects of the year's work are: a wide variety of speakers, many new members, higher attendances.

WESTERN AUSTRALIA

(1958-9)

Office-Bearers

Patrons: Dr. T. L. Robertson, Professor R. G. Cameron, Mr. T. Sten.

President: Dr. W. Neal.

Vice-President: Professor C. Sanders.

Committee: President, Vice-President, Secretary, Mr. W. Pirrett, Mr. N. Traylen, Dr. D. K. Wheeler.

A.C.E.R. Representative: Dr. W. Neal.

Honorary Secretary-Treasurer: Mr. R. J. Kagi.

Honorary Auditor: Mr. C. M. Cook.

Membership: 59 members and 2 associates.

Meetings

One annual general meeting and six general meetings were held in 1959. Combined meetings were held with Adult Education and with British Psychological Society during Professor Russell's visit.

Topics at Meetings during 1959:

March — 'Vocational Choice': Professor K. Walker.

April — 'Reading in Primary and Secondary Schools': Mr. W. Pirrett and Dr. W. Neal.

June — 'Reading at Teachers' Colleges': Miss J. Irving and Mrs. H. Maddocks.

July — 'American Education': Mr. L. Johnson.

August — 'Class Size, Research on Case for Reduction of': Mr. R. J. Kagi, Mr. C. Staples.

September — 'Research by Teacher Organizations in Australia': Mr. C. Cook.

Professor David Russell's Visit

Dr. Russell co-operated in the following activities during his visit:

1. Public Lecture in Winthrop Hall. This was held in conjunction with the Adult Education Board, and was most successful. A near capacity crowd attended, and his topic, 'Are Our Schools Getting Better?' provoked a vigorous question time. A tape recording of this address has been used since in Northam and in the city as a basis of discussion.
2. Combined Meeting with British Psychological Society. Topic, 'Children's Thinking'.
3. Meetings with other bodies in his field.

Dr. Russell's visit was enjoyable and most successful.

Membership

A review of membership is under way to meet the expanding needs of education in Western Australia.

TASMANIA

(1958-9)

Office-Bearers

Patron: The Hon. the Minister for Education.

President: Mr. C. E. Fletcher.

Vice-Presidents: Mr. D. H. Tribolet, Mr. V. R. Long.

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

Hon. Treasurer: Mr. J. H. Morgan.

Auditor: Mr. J. Besier.

Executive: Miss K. Findlater, Dr. Whitford, Messrs. Billing, Chappell, Lewis, McCulloch, Ross, Scott and Yaxley.

Membership

Thirty-four.

Meetings

Since the last annual general meeting there has been three general meetings, three executive meetings, and one public meeting.

General Meetings 1958-9:

May — Mr. J. F. H. Moore addressed the Institute on an experiment in group methods at Ogilvie High School.

July — A panel of teachers from Tarooma High School answered questions on group methods as applied to Tarooma.

March — Mr. R. G. Salas spoke to the meeting on Guidance Work in the Secondary School.

Library

The Library continues to receive publications from A.C.E.R., UNESCO, Commonwealth Office of Education, and various publishing bodies.

G. V. Brooks Memorial Lecture

At a meeting of the Institute held on March 5th, 1959, it was decided to use the money raised for the above purpose to endow an annual prize at the Launceston Teachers' College. The Secretary has circularized all subscribers to this effect.

Visit of Professor Russell¹

In April the Institute were hosts to the Professor of Education from the University of California at Berkeley, Dr. D. Russell. A varied programme was arranged so that the Professor addressed a public meeting on 'Progress and Research in Education', met Superintendents, Headmasters and Infant Mistresses at a Seminar, spoke to teachers of reading, students of psychology and education lecturers and students besides visiting schools and seeing a little of the countryside of southern Tasmania.

A worthwhile feature of the visit was the co-operation of T.I.E.R. and N.E.F. in the arrangements for the public lecture.

Everyone who came into contact with the Professor was stimulated, and it was considered that his visit was well worth while.

General

The Pilot Research Reports were received during this year. They showed evidence of a need for research, particularly in the topic 'Staff Utilization in the Schools', and it is hoped that something can be done towards launching a full scale research in the coming year.

Brown, Prior, Anderson Pty. Ltd., Melbourne, C.1