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**AUSTRALIAN COUNCIL
FOR
EDUCATIONAL RESEARCH**

**TWENTY-EIGHTH
ANNUAL REPORT
1957-1958**

369 LONSDALE ST., MELBOURNE, C.1, VICTORIA, AUSTRALIA

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369 LONSDALE STREET
MELBOURNE, C. 1

PROFESSOR H. TASMAN LOVELL

The Council records with regret the death, on the 1st of October, 1958, of Emeritus Professor H. Tasman Lovell.

Professor Lovell, with the late Mr. Frank Tate and Professor A. Mackie, first proposed the establishment of the Council to the Carnegie Corporation of New York in 1928-9, and played an important part in obtaining for it the generous financial support of the Corporation which enabled it to begin operations in 1930.

He continued an active association with the Council until January 1951, first as Vice-President from 1930 to 1939, and then as President until 1951. The Council benefited greatly at all times from his wise counsel, his warm humanity and his ardent advocacy of the many causes to which he bent his keen and supple mind.

SECTION I

MEMBERS OF COUNCIL FOR 1957-8

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

* D. J. A. Verco, M.A., Dip.Ed. *(New South Wales)*

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

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

* A. E. Whitford, B.A., A.U.A. *(South Australia)*

* T. Sten, M.A., Dip.Ed. *(Western Australia)*

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

* During the year 1957-8 the term of office of these three members expired, and the respective Institutes appointed as their representatives for the next three years:

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

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

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

SECTION II

STAFF AT COUNCIL HEADQUARTERS:

August 1958

University Building, 369 Lonsdale Street, Melbourne, C.1
Victoria, Australia

Director:

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

Officer-in-Charge Test Division:

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.

Technical Assistant:

(Mrs.) B. Christeson

Library:

(Mrs.) C. Gigante, B.A. Librarian

(Miss) J. Tonkin Assistant

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

Accountant:

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

Secretary:

(Miss) A. M. Sheldrake

Clerical Assistants:

General: (Miss) J. Robertson, (Miss) J. Shaw, (Miss) P. Medlicott,

(Mrs.) C. Calcutt (Part-time), (Mrs.) P. Robin (Part-time),

(Mrs.) T. M. Siggs (Part-time)

Test Division: (Miss) M. O'Connor, (Miss) M. Horne

Sales and Distribution:

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

(Mrs.) E. H. Woolward

SECTION III

ANNUAL REPORT OF THE DIRECTOR

1957-8

(Presented at the Annual Meeting held in Melbourne
28th and 29th August, 1958)

Move to New Headquarters

The move in February of this year to our new quarters at 369 Lonsdale Street, Melbourne, has been an important step forward in the life of the Council. Following the signing of a legal agreement with the University of Melbourne, the Council now has a two-fifths interest in the building it partly occupies, and can regard this with some confidence as its permanent home. The decision to purchase this interest was obviously not one to be lightly made, involving as it did the use of a substantial portion of the Council's capital fund, the taking of a calculated risk that the Council's work would continue to have the financial support of governments, schools and other educational bodies, and the assumption that our test sales and service activities would both continue and increase. I have no reason to doubt the decision was a wise one, and that the action taken has increased our potential for service. As later sections of this report show, there has been no slackening of work or of demand for services, although the overall financial result of the year's work does give some concern. The move inevitably involved some disorganization and loss of working time, but it has given us more room for some of our activities, has enabled us to bring our increasing library resources together and organize them for more efficient reference and use, and has brought all our staff together for the first time for many years.

Incorporation

After a full discussion with our legal advisers, and particularly because of the new status of the Council as an owner of real estate, it was decided that the necessary action should be taken to incorporate the Council under the Victorian Companies Act. Memorandum and Articles of Association were drawn up which incorporated both the previous constitution of the Council and some of the general practices in its operation which had become accepted during its twenty-six years of existence, and a Certificate of Incorporation (No. 39,504) dated 6th March, 1958, has been received by the Council.

Exemption from Taxation of Gifts to the Council

It was a further step forward on the way to acceptance of the Council by taxing authorities as a body to which donations or gifts would be exempt from tax, that the Commonwealth Government in 1957 included the Council, in the Estate Duty Assessment Act, as a body to which gifts from estates would be exempt from payment of probate duty to the Commonwealth. Although this would not exempt such gifts from State probate duty unless the gift were used for public educational purposes within the State concerned, the concession is the first one we have gained in this matter.

Exemption of the Council from Income Tax

One result of incorporation as a company was that it was necessary to make formal representations to be exempt from payment of income tax on the Council's income. I am pleased to report that these were successful.

RESEARCH ACTIVITIES

1. Adolescent Project

At its meeting in 1957 the Council approved the outline submitted to it of possible research into aspects of the education of the adolescent, and authorized me to explore the possibility of certain studies being done in co-operation with State Departments of Education, University Schools of Education and others. I thought it better, however, to defer any definite plans for a conference on the proposal until the work we ourselves had in hand had been carried almost to completion, and we could give to proposals for future work the necessary careful preparation. Meanwhile, a conference of research officers of State Education Departments was arranged by the Directors of Education, to take place on 25th to 27th August, at which we presented for consideration some of the possible co-operative studies. Detailed discussion with University Departments still remains a matter for the future. Our own staff, particularly Mr. Spearritt and Mrs. Oddie, have been concerned with the preparation of reports on three subjects.

(i) The Educational Activities of Victorian Adolescents aged 14 to 20 inclusive

This report presents as accurate information as it was possible to obtain, from printed reports, unpublished records, and comprehensive interviews, about the numbers of adolescents in 1956 of those ages who were engaged in full- and part-time education,

and the nature of post-school education available to them in other than formal educational institutions. It gives also an estimate of those engaged in certain kinds of recreational activities.

The report has been duplicated. It is the first such detailed study made in Australia, we believe, and gives an illuminating picture, particularly of the nature and range of part-time education and the extent of its use.

Until it was available for public examination, I did not think it desirable to take the action approved at the last meeting of the Council, and have discussions in other States with appropriate authorities, to examine the likelihood of such compilations being made by State authorities. I hope this may be possible early in 1959.

(ii) *The Occupations of Adolescents aged 14 to 20 inclusive in Australia in 1954*

This report, which has also been duplicated, presents an analysis and discussion of data relating to the Census of 1954, provided to us by the Commonwealth Statistician, from which we have been able by States and within metropolitan, provincial and rural areas within each State to examine the numbers and proportions of adolescents at each of the ages shown, engaged in certain broad occupational groupings. Although the actual numbers will have changed since 1954, we do not believe that the pattern and distribution will have greatly altered. Again, it is the first time that such a compilation has been attempted, and we hope that it will be found useful as a basic sociological document.

(iii) *The Occupational Mobility of 18-year-old Males in Victoria*

This report, which makes use of data compiled on National Service trainees, is not yet complete. Most of the necessary analyses have been made, however, and we hope to have the report duplicated in a few weeks' time. It will discuss such questions as occupation and occupational mobility in relation to educational level, and will associate with these other data obtained from our own 1951-2 work in norming a battery of guidance tests on a sample of such trainees.

2. *Inspection in State Primary Schools*

With the co-operation and active help of the Education Department of Western Australia, we have been able to begin the pilot study of inspection in State primary schools. Dr. K. S. Cunningham, the former Director of the Council, and Mr. D. G. Ball, formerly Assistant-Director of Education in New Zealand, spent a period of four weeks in Western Australia in April-May in

which they visited schools with selected superintendents of schools, observed their procedures during "advisory" visits, spoke with officials of the Teachers' Union and discussed general problems of inspection with the senior officials of the Department and with the Institute of Superintendents. It is intended that they should return in September to watch the same and other superintendents engaged in visits for "assessment" purposes. It is difficult to speak too highly of the co-operation given by all concerned in this admittedly difficult study.

Questionnaires in a redrafted form were submitted to several inspectors' institutes for further criticism, and as a result of further comment have been duplicated and distributed in three States.

Both our observers—and I agree with them—believe it would be very desirable for their impressions, observations, and conclusions to be tested by observing practices in a larger system than that of Western Australia. Whatever the final outcome, however, I believe that, from the assembled data on inspection in Australia and elsewhere, from the critical comments made on it formerly by Australians and their visitors, from the replies to questionnaires, and from the observations made by our acute and experienced observers, we will have material for a useful and informative report.

3. *Attitudes towards Characteristics of a School Class-room*

With some modifications, the 40-item questionnaire we used earlier to examine some of the views of parents and others to certain characteristics of class-rooms, was printed and distributed to stratified random samples of teachers in Victoria, Western Australia and Tasmania. Using the method of "successive intervals" for scaling responses to the items, we have analysed the replies in considerable detail and are at present preparing a report on the results obtained and the method used. Broadly speaking, we have found the method useful. We have found few differences between teachers in different States, or with different lengths of experience, or of different sexes, but we have found some differences, which may have considerable significance, between the preferences of lay persons and those of teachers. Several points of methodology in connection with attitude scaling have also been examined with results which will be helpful in future work of this kind.

4. *Science in Independent Schools*

Towards the end of 1957 and early in 1958, we received many inquiries relating to provision for science teaching in secondary

schools. In particular it appeared that there were strong tendencies at work to set up in Australia an organization similar to the Industrial Fund for the Advancement of Scientific Education in Schools operating in England. Although I do not believe it is proper for the Council to distinguish between or to lend itself to any distinction between the needs of government and non-government schools in this respect, in any way which suggests that one type of school be favoured more than another, it seemed reasonable to accept a suggestion that the Council might attempt to ascertain certain facts from independent schools which could only be obtained directly from them, in order that a reasonable picture of their needs might be obtained. A questionnaire was prepared and distributed, not to all independent secondary schools because of the work involved in collation, but to a sample chiefly of the larger mainland schools known or believed to have reasonably large numbers of students at pre-matriculation and matriculation levels. A brief report has been prepared which will be generally available, although the individual replies will be confidential.

Apart from the expressed needs for more laboratory and classroom accommodation, there is some demand for equipment of a nature normally too expensive for schools to provide easily, and evidently a real need for proper library provision.

5. *Vocabulary Studies*

The compilation of the vocabulary list which I referred to last year has not progressed far because of the other demands on time and staff. Details from the cards used by the Victorian Education Department in compiling its grade spelling lists have, however, been transferred to a master list, and other sources of word-lists are awaiting similar transfer. As time becomes available, this work will be done.

6. *Aural Comprehension in the Primary School*

The main aims of this study by Mr. Spearritt, principally in his own time, are to identify abilities involved in listening comprehension among upper primary school children, and to compare them with abilities involved in reading comprehension.

The study has been designed chiefly to test two hypotheses:

- (i) The variance of listening comprehension tests is almost completely accounted for by Reasoning, Verbal Comprehension, Attention and Memory factors, i.e. no separate listening factor need be postulated.

- (ii) Listening comprehension tests have similar loadings to reading comprehension tests on Reasoning and Verbal Comprehension factors, but higher loadings on Attention and Memory factors.

To obtain evidence on these and other hypotheses relating to listening comprehension, it is proposed to administer a battery of 34 tests to 200 boys and 200 girls at the Grade VI level in Melbourne schools. The battery, which will require about 9 hours to administer, includes 9 listening tests and 25 reference tests selected to represent the following established factors: Inductive Reasoning, Deductive Reasoning, General Reasoning, Verbal Comprehension, Attention, Auditory Resistance, Meaningful Memory, Rote Memory and Span Memory. The past year has been devoted to preparation of new tests and adaptation of existing tests based on try-outs with Grade VI children. The listening, attention, auditory resistance and some of the memory tests, amounting to 19 tests in all, are to be administered with a tape recorder, in order to remove the possibility of variation in presentation from one group to another. On completion of the battery, an audiometric screen test will be administered to indicate children whose hearing loss is too great to warrant the inclusion of their test results in the subsequent analysis.

The study is expected to yield useful information about the abilities involved in listening comprehension, which will both serve as a guide in the preparation of listening comprehension tests and suggest ways in which primary school teachers could improve the listening skills of their pupils.

7. Teachers' College Testing Programme

There is still a good deal of analysis to be done on the results from the Minnesota Teacher Attitude Inventory. Some work has been done as time and staff were available for it, and an Interim Report (No. 4) has been prepared showing sex and State differences between students, and considerable differences between the attitudes of lecturers and those of students. As the students answered this inventory both at the beginning of their course and at the end of it, and as we have some data regarding their college ratings at the end of their courses, there is obviously available for analysis a useful body of material regarding the effect of college courses on certain expressed attitudes.

8. Matriculation and Post-Matriculation Examining

(i) English in Western Australia

An interim report on the results of this study, referred to in more detail in last year's report, was given to the Public Examina-

tion Board of the University of Western Australia. Its principal findings and suggestions were:

(a) A questionnaire approach to the Aims of Leaving English revealed that Reading and Writing Skills were considered slightly more important than Speaking and Listening Skills at Leaving level, and that they increased their relative importance at University level. Only Reading and Writing abilities are being directly tested at Leaving level.

(b) Changes in the Leaving examination are producing changes in teaching and testing practices in the schools.

(c) Two criteria for estimating the relative predictive validity of objective and essay type tests were used. When the criterion was teachers' marks on term examinations the 1954 objective test was at least as good as, if not superior to, the essay tests, but when English I marks were the criterion the position was reversed with the Essay tests being superior.

(d) The best objective tests for predicting English I seem to be vocabulary and reading comprehension. In 1954 and 1955 these two types of items formed only part of the Objective test. A test of the same length composed only of vocabulary and reading comprehension items could be expected to correlate more highly with English I. A study using the Co-operative Reading Test Form Y which has two longer tests of this type confirmed this expectation, giving validities equal to those obtained with the essay type examination.

(e) Teachers' estimates, when scaled on the basis of the Objective test, predicted English I as well as any of the tests used.

(f) Fairly high reader reliability of essays can be obtained. It seems that examiners who are working together in the same department are likely to develop common ideas of what is good writing.

(g) None of the Leaving tests is useful in predicting English II results, but the group is becoming progressively more homogeneous.

(h) Half of the students doing English I come from the top 25 per cent of Leaving English candidates and three-quarters from the top 50 per cent. The group is highly restricted and probably 75 per cent of the English I students would fall in the top 2 to 3 per cent of the community in "English ability" as determined by tests of the type used at Leaving.

(ii) *Chemistry—University of Melbourne*

In association with the Department of Chemistry at the University of Melbourne, we have critically examined, and computed

item-analysis data on the objective-answer Chemistry test used by the Department with its entering students. As a result, a revised test will be used in 1958. Correlation analyses showed that the original 1-hour test predicted success in Chemistry Part I as well as did the marks of the same student in matriculation examinations ($r = 0.58$ and 0.57 respectively), and that an improved prediction of success in Chemistry Part I ($r = 0.72$) could be obtained by a multiple correlation coefficient based on weighted scores in matriculation, in the Knowledge portion of the objective test, and in the reasoning portion of this test.

(iii) *Law School Admission—University of Melbourne*

As a result of a request from the University of Melbourne for assistance to its Law Department in devising an effective screening and selection examination for students on entry to the Department, a battery of four tests was prepared in consultation with the Department and administered early this year to all students in first and third year Law courses. After preliminary testing of a number of possibilities using Secondary College humanities students the tests finally used were Scholastic Aptitude (Verbal); Critical Thinking; Logical Reasoning; Cases and Principles. They were partly existing materials drawn from our own resources, and partly new materials compiled by, or in close association with, the staff of the Law School.

Using success in the first two years of the Law course as a criterion, correlations for the third year group were computed between the tests and the criterion. All the tests correlated positively with the criterion. The examination results of the first year students are now awaited to proceed further with the analysis and provide additional information for revision of the tests before repeating the programme next year. In addition to the tests, information was obtained by using a personal history questionnaire. This information is being analysed in conjunction with the tests. The Law School is also making a careful study of the usefulness of the Matriculation examination and its own first year examination as predictors of success in Law. The integration of all this material should be highly informative.

(iv) *Studies of the Advanced Scholastic Aptitude Test*

As reported in 1956, we had, at the request of the heads of the residential colleges of the University of Melbourne, included in their examinations for major and minor scholarships on an experimental basis a verbal-type scholastic aptitude test. Earlier studies showed disappointing relations between this test and the

other examinations taken for the scholarship, but we have taken up the work again now that those who sat for those scholarships have had a full year at the University.

(v) *Examining in Physics at Matriculation Level*

Convinced by the evidence available from objective testing in Australia at the Matriculation level in English, Mathematics, and Chemistry, and by our belief that the use of this form of testing in other subjects could produce benefits both in improved assessment of how well objectives were attained and in economy of time and money in examination, we arranged for a group of teachers and University staff to meet with members of our staff to prepare a large pool of items for use in objective tests in Physics which would be useful in all Australian States. As with the English test, we have been delighted with the interest and enthusiasm of the group, and with the effectiveness of the items they have written. The work was carefully planned to produce items which would sample comprehensively the various content areas, and also the probable objectives of the courses.

Trial forms of the examination were used with students at the Secondary Teachers' College in Melbourne and at the Sydney Teachers' College, and a careful analysis has been made of the results not only for item-selection, but also to determine relations between content areas and between objectives. Already considerable interest has been shown in other States in the work, both by the members of the State Department staffs and University Departments who have acted as reviewers and critics, and by others concerned with examining and assessment. Following a suggestion from the Standing Committee on Matriculation Physics we are preparing plans to make a two-hour examination, compiled from items of proved validity, available at a low cost to Victorian schools just prior to the public Matriculation examination. If the proposal is acceptable (and both the Education Department and the Standing Committee on Matriculation Physics are fully supporting it) we will provide to schools simple norms of performance shortly after they have taken the examination, and will be able, from a follow up of Matriculation and later results, to assess the value and the benefits of such examinations.

9. *School Enrolments 1956*

In order to obtain information about changes in Australia since 1951 in numbers and proportions in full-time schooling at different ages, we have compiled from information available in

age-grade tables, from the records of government statistical offices, and from estimates in those States where full information is not available for certain kinds of school, useful tables which will show, for each State, the numbers at each age from 5 to 17 and above in primary and secondary education in government, Catholic and other schools. A bulletin setting out this information, making comparisons with 1951 figures, pointing out various aspects of the changes that have taken place, and giving some analyses of the data in terms of numbers and proportions of various age groups, is in course of preparation.

10. *Research Abstracts*

Proposals for assembling, and distributing, a file of abstracts of *unpublished* research have been pushed further this year. It is now proposed that each State department, University department of education, and other centres engaged in educational research, should provide to the Council an abstract of any unpublished research which is of a "public" nature. The Council will arrange for distribution of these to the appropriate centres, so that each centre will have its own files of material.

11. *Planning for Tertiary Technical Education*

A small study of the reasons given for undertaking Diploma courses, the costs of such study, and the future occupations planned on successful completion of courses, was undertaken with first year Diploma students of Royal Melbourne Technical College. The percentage of students replying to our questions was regrettably small, but some useful clues for further study were obtained. The results were published in Information Bulletin No. 36.

12. *English Expression at Matriculation Level in Victoria*

Following an invitation to participate with the Schools Board of the University of Melbourne in a discussion on the desirability of marking the English Expression paper of the Matriculation Examination of the University of Melbourne on an Honours basis instead of on a PASS-FAIL basis, we examined at the request of the Chairman the relation between the marks awarded in five of the leading Melbourne schools to a group of subjects, some in the Humanities and some in the Science-Mathematics group.

The results showed:

1. Some very marked variations between different subjects in the same school, and between the same subject in different schools.

2. An apparent difference in the quality in English Expression of students doing the two different groups of subjects, as judged by mean scores.
3. An overall tendency for the correlations between English Expression and Humanities subjects to be higher but not markedly higher than those between English Expression and the Science-Mathematics subjects.

Although the results were less conclusive than we expected, they indicated that without careful study it would be unwise, at the one time, to:

- (a) make the subject English Expression compulsory;
- (b) make it a subject to be marked on an Honours basis;
- (c) include it as a component subject in the award of Commonwealth Scholarships.

13. *Electronic Computers*

We have maintained an active interest in the possibilities of using electronic computers for studies involving extensive computational work and statistical analysis. In Australia at present, we believe there are four computers available to us for this type of work: Silliac at the University of Sydney, Csirac at the University of Melbourne, Utecom at the New South Wales University of Technology, and the IBM 650 at the International Business Machines Data-Processing Centre in Sydney. Additional 650's have been placed on order by industrial firms and insurance companies in Sydney and Melbourne. There will thus be no lack of computer facilities for extensive statistical analyses of the kind that have been undertaken by the Council in previous years.

We expect to be able to handle future large-scale projects of this kind more speedily and more economically with the aid of computers. A problem involving the computation of thirty-six product-moment correlation coefficients, which would take an experienced staff member about twelve hours to do, was done in less than an hour with the aid of Silliac. The use of computers for some of our work will not only save staff time, but will obviate the need to employ full-time statistical clerks for major computational projects.

The decision as to which computer is most useful for our work depends upon the availability of "library" programmes for the types of analyses in which we are interested, the location of the computers, the rates at which computer time is available to us, and the familiarity of staff members with particular computers. Although it is located in Sydney, and despite the fact that we would have to pay the full rate of £80 an hour for non-University

projects, the Silliac computer would seem to be the most suitable for our work. It has the advantage of having an extensive "library" of programmes needed for statistical analyses in education and psychology. These programmes, which were mostly developed for its prototype, the Illiac computer at the University of Illinois, would enable us to undertake correlational and multiple regression analyses, analyses of variance, and factor analyses (including the more mathematically acceptable techniques) without difficulty.

TEST PREPARATION DEVELOPMENT AND SERVICES

As in last year's report, I have included in the previous section on Research Activities some of the test development projects in which research of other than a normal routine nature is involved. The items there reported are comparatively new developments in our work, and the value of the tests arising from such work needs still to be proved both to our own satisfaction and to that of potential users. They represent the growing points of our work in test development, and to the degree that they prove valuable and become a part of our general service they finally add to the growing body of our work which we regard as maintenance and routine preparation and development. We ourselves run the risk, because new developments are themselves intrinsically more interesting, of underestimating the value and importance of the less-exciting work involved in the preparation of tests for particular customers, the improvement of our tests in current extensive use including the provision of alternative forms, or tests of higher levels of achievement, and the development of improved manuals, etc. This type of work, largely unsung, involving as it does the continual critical examination of our available materials while satisfying demands to make use of them, is essential so long as we must try to keep our Test Division services on an even financial keel and provide from them the necessary finance for portion of further developmental work.

Maintenance of Tests

New manuals incorporating additional material on the Junior A Ability Tests and for P.M. 38 are completed and have been made available to accompany the tests. Work has begun on the revision of manuals to accompany a further five tests in wide general use—the ACER Speed and Accuracy Test, the ACER Intermediate D Test, the Otis Intermediate Tests, The Jenkins Non-Verbal Test, and The Dominion B Test. We have given a good deal of critical attention to the kind of material which

should be included in a manual, experience and comment having both revealed that providing too much material is as unwise as too little for the potential users. Our latest manuals tend to make a clear distinction between material needed to administer and interpret the test, and technical information required by the test specialist to judge the quality of the test.

Scoring keys of many different kinds have been used for many years with our tests. Some have proved less useful than their early use suggested and changes have been under consideration for some time. A proposed scheme for their standardization was circulated to the principal test users, and as a result of their replies improved keys of a more standard nature will be prepared as reprints are required.

Developmental Work

1. The publication of a full manual on the Junior B general ability test has been delayed for some years in order to try to resolve the apparent differences in the norms with the Intermediate D test which was directly standardized on a different sample three months earlier. Accumulated evidence made it clear that the use of the age-grade tables for sampling when one test was given before the date on which the age-grade tables were based and one after, was the main cause of the discrepancies. Appropriate corrections have now been made and the Junior B manual will be ready for publication very shortly.

2. In co-operation with Army Psychology Services, tentative I.Q. norms for Sets I and II of the Progressive Matrices Test 1947 have been prepared. Previously only University norms were available.

3. A new development in our norming procedures was the preparation and norming of Test ABS, a short form of an Advanced Level General Ability Test. It is proposed to use this for internal work only as an "anchor" test for norming higher level ability tests.

4. Tests WL and WQ were prepared as parallel forms to Tests ML and MQ which are general ability tests for ages 13+, giving two scores, a linguistic and a quantitative. These tests will be released as soon as norms are available.

5. Items have been prepared for a Lower Grades Intelligence Test, and a plan for this test prepared on the basis of experimental work in schools.

6. A record form has been prepared suitable for use by Australian users of the adapted form of the Wechsler Adult Intelli-

gence Scale. We received assistance from the Army Psychology Service.

7. Item analysis and intercorrelation of the several parts of the West Australian Junior Reading Test were prepared and a report on these submitted to the West Australian Education Department.

8. The regular annual tests were prepared for the New South Wales Public Service Board and for the Victorian Education Department's Scholarship Examination.

9. The Co-operative Reading Comprehension Test C2-Form Y was adapted for Australian use, and printed, and a manual for it prepared using data already available from its experimental use in Western Australia.

10. A revision of the Rothwell Interest Blank, undertaken by Dr. K. Miller of the University of Tasmania, has now been published. The research work done for the revision was helped by grants and other assistance from the Council. The manual is in the draft stage.

11. Another test in English for portion of the West Australian Leaving Certificate Examination was prepared with the assistance of a group of experienced English teachers in Victoria. The form of this test was based on our research work on the previous tests.

12. We have co-operated with Mr. J. Henshaw to produce a diagnostic Geometry test to parallel his work in Algebra, and the material, in draft form, is being examined in detail by potential users.

13. Our proposed publication of our own list of *Books for Backward Readers* was abandoned when it was discovered that Dr. J. Richardson of the University of Queensland had prepared a volume for the same purpose. It is probable that the ACER will publish this volume.

14. The idea of a State testing programme along the lines of the Iowa Test of Basic Skills has been discussed in some detail with the officers of the Research Branch and of the Guidance Branch of the New South Wales Education Department and with the Psychologist of the Tasmanian Department. In addition, there have been some discussions with similar officers in other States.

GENERAL SERVICE ACTIVITIES

1. The co-ordinated scheme, for the joint use of an intelligence test by independent schools in Victoria requiring such a test for scholarship purposes, operated again in 1958 with success.

2. We were again asked to undertake the examination for the Commercial Travellers' Scholarship in Victoria.

3. The testing programme for Teachers' College, developed first in 1955, was again made available to Teachers' Colleges on request. It is not extensively used, for reasons not yet clear to us.

4. We have been requested by the Victorian Police Department to provide for them two forms of a general ability test, and some special construction work will be necessary to provide such a restricted test.

5. Advice and assistance have been given (on a fee-paying basis) in the guidance and testing work of Melbourne Church of England Grammar School, to help the school tide over a difficult period following the transfer of the qualified teacher previously doing this work.

6. We have arranged during the year to carry stocks of the publications of the New Zealand Council for Educational Research, the Scottish Council for Research in Education, and the National Foundation for Educational Research in the United Kingdom, in order to make their research work more readily available to Australian users.

7. We have been asked by the Faculty of Science of the University of Melbourne to prepare tests in Physics, Chemistry and Mathematics suitable for use with overseas students from European countries applying to enter the Faculty *ad eundem statum*, and are preparing a plan for this.

GENERAL

1. The New South Wales Committee on Secondary Education recommended in its recent report that an external examination be held at the end of the fourth secondary year, in its proposed reorganization of secondary education into a 4-year and 2-year sequence. As a somewhat different kind of examination from the normal was envisaged, and the problems of creating and assessing such an examination were of considerable interest, we have approached the Director-General of Education to see where and how our recent experience with objective-type examinations could be of greatest use. It could be that there are opportunities in this proposed examination to introduce considerably improved methods of relating examinations to educational objectives.

2. *Publication of Material in Journals and Gazettes.* The Editors of the several Teachers' Journals and Departmental Gazettes have assisted us by making space available for announcements

and other types of material relating to the Council's work. This assistance has been greatly appreciated as an effective means of communicating with large numbers of teachers.

3. *Test News and Test Bulletins*. We have continued to publish Test News and Test Bulletins. One number of each appeared during the year.

INFORMATION AND LIBRARY SERVICES

The new quarters make work in the library much more efficient, particularly as the periodical collection is now in the same room as most of the other material. There is now sufficient accommodation for readers and reasonable space for future expansion.

1. *Library Loans*

Library loans for the year totalled 2,342. This is less than last year, when the total was 2,741, but higher than in 1955-6. As the library was closed for some weeks during the move to our new headquarters the total is a good one. The lower figure may indicate that our new location is rather less accessible to Melbourne users. This in turn may mean that we will be able to give more service to borrowers in other States and to Victorians outside Melbourne.

Opportunity has been taken during the year, and particularly because of the move, to cull out a number of unused books and dispose of them. Similar action will need to be taken fairly regularly in order to retain only books of proved value. The decision which books to remove is not always easy, and must hold always a large subjective element, but frequency and recency of borrowing are both useful criteria.

After the library had settled down in its new quarters, arrangements were made for the library staff to accept certain responsibilities in regard to recording loans and returns of tests and following up recalls. This should give better control of resources and in the long run lead to a better integration of them for borrowers concerned with tests and measuring devices.

2. *The Australian Education Index*

The specimen number in this Index, produced late in 1957, was distributed to a limited number of Australian and overseas places where it was thought likely to attract interest and be of use. The response was highly favourable, and the reception that has been given to that number and to the two first two numbers of the four to be produced this year has been gratifying. As was agreed by the Council last year, these numbers have been pro-

vided free. Requests for current and back numbers are frequent, and we have been unable to meet all of them.

Approximately 150 copies of the last number (Vol. 1, No. 2) have been issued.

The production of the specimen number showed clearly that the amount of detailed work involved in preparing index entries was beyond the capacity of the part-time editress and the four voluntary indexers. Immediate steps were taken to approach others who might assist, and we have had the most praiseworthy co-operation from twenty-three voluntary indexers, who have worked closely with the editress in preparing entries in a standard form.

We have already begun to explore the possibilities of the Index paying its way by subscriptions in 1959 and thereafter. The minimum cost per annum, including the cost of production and the time of general staff engaged in it, is at present about £1,250 per annum. It will not be easy to recover this amount.

3. *Expenditure*

Expenditure on books and journals was £415/14/- in 1957-8, compared with £374/3/- in the previous year. In addition, of course, we receive considerable materials as gifts or by exchange or on a review basis.

PUBLICATIONS

Books Published during 1957-8

Since the last report, two important books have been published. The first was *Peter Board—his Contribution to the Development of Education in New South Wales*, which has not yet, in my opinion, attracted the attention it deserves. It has been described to me by one enthusiastic reader as the best piece of educational history yet produced in Australia, and an excellent tribute to a very notable educator. It will, I am sure, be a standard reference book for many years to come, and in all probability the definitive work on Board. Of the original edition of 1,250, 228 were distributed on a complimentary basis, but in the ten months since it appeared, we have sold only 117.

The second was the comprehensive and able account of the life of adolescents in Sydney, prepared by Professor Connell and published under the title *Growing Up in an Australian City*. This, too, has not yet in my opinion received the attention due to it as the first careful and thoroughly well documented account of what urban adolescents in Australia are doing with their time, what their interests are, and how they view many of today's

affairs and events. Of the edition of 986 printed, 239 were distributed on a complimentary basis, and 502 have so far been sold. The type for this book is being held in case a reprint is required.

Perspectives in Psychology

After exploring many possibilities, it was finally decided that the portions of this volume of essays in honour of Professor H. T. Lovell, prepared by former students of his, and edited by Professors Walker, O'Neil and Clark, would be published as a special number of the *Australian Journal of Psychology*. The Council contributed to its cost the £250 agreed on some years ago, and received 150 copies for its own free distribution. The original volume of essays was considerably reduced in size for the purpose.

Aspects of Adjustment to School

Arrangements have also been made for this report by Dr. J. A. Keats, covering work done while he was a member of the Council's staff, to appear in the *Australian Journal of Psychology*. Dr. Keats is reworking some of the material using improved techniques.

Books for Backward Readers

As I have indicated earlier, we are negotiating now with Dr. J. Richardson of the University of Queensland for the production of his volume on Books for Backward Readers. It is proposed that this annotated list should be kept up to date either by the issue of supplements as was at first proposed, or by additions printed in the journal, *The Slow Learning Child*, of which Dr. Richardson is joint editor with Professor Schonell.

INFORMATION BULLETINS

Three further Information Bulletins were published during the year:

(a) *No. 35. Characteristics of a Desirable Class Room*

This bulletin reported the results of analysing the replies of ninety lay members of State School Committees to a forty-item questionnaire on attitudes to aspects of a class-room. I believe it presents some new, useful and interesting information about lay attitudes to some aspects of education.

(b) *No. 36. Some Characteristics of Students Proceeding to Higher Technical Education*

This bulletin, as previously reported, presented the results of the minor inquiry into various aspects of the work and study plans of a small number of students in Diploma courses at the Royal Melbourne Technical College.

(c) *No. 37. Mathematics Courses in U.S. Secondary Schools*

This will be the first of a small series of Information Bulletins which we will issue dealing with the University of Illinois Co-operative Study in Mathematics. This study, which is concerned with a revision of the material in secondary school mathematics courses in U.S.A. has some interesting and provocative aspects. During the year the Executive approved a grant to Mr. A. McMullen, a Lecturer at Sydney Teachers' College, to assist him to spend a year at Illinois, during which he will teach some of the new material in courses at Illinois University High School, participate in discussions of the project, and possibly assist in the development of new materials. He has undertaken to prepare several reports for us while he is there.

THE AUSTRALIAN JOURNAL OF EDUCATION

Four numbers of the Journal have been produced, and the fifth is about to appear. It has been favourably received. My earlier estimates that we might expect about 1,000 subscribers have proved somewhat too low, and my later hopes that we might grow to 2,000 by the end of 1959 will, I fear, be much too optimistic.

We finished the first year of production, 1957, with a total of 1,211 paying subscribers, 517 of whom were student or Institute subscribers at 15/- per volume, and the remaining 694 full subscribers at £1/1/-. In addition, a number of people bought single copies of separate numbers. The overall result of activities in the financial year 1957-8 was a small loss of £68/13/9, which considering the heavy initial expenses of publicity and preparation, was a reasonable figure.

This calendar year promises to see the Journal in a more favourable position. At present our subscribers total 1,127, of whom 424 are Institute members. Not all of our 1957 subscribers renewed in 1958, but a number of new subscribers has taken the Journal, and I believe we are building up a fairly stable list of persons who will be regular annual subscribers.

The Council is indebted to Professor Connell as editor, to Professor McRae as associate editor, and to the six assistant editors in the several States, for their generous voluntary assistance and for the maintenance of a high standard of material and editing.

FINANCE

The excess of expenditure over income this year, as shown in the year's accounts is £3,483/11/10. Included in this deficit are

amounts totalling £2,184/15/6, arising out of losses on the face value of shares and bonds sold to finance the purchase of the new building, moving costs, and architect's fees, and £131/6/10 for the cost of incorporation.

Assets with a face value of £37,550, realizing £36,020/17/-, were converted to cash during the year, and £35,041/16/11 was expended in purchasing our share of the building (£30,000) meeting direct costs of moving, including transfer of telephones (£617 12/6), installing heating and efficient lighting (£839/17/10), replacing the roof (£406/6/- an unexpected commitment incurred after the move), and refurbishing and partitioning the portion of the building we occupy (£3,178/0/7). The last amount included a number of small items of expenditure incurred after the move in order to improve conditions and remedy defects discovered only after "living in the building" had led to their discovery. Additional shelving for library and distribution centre, electrical equipment, library signs, catalogue drawers, and cupboards, and a manual hoist for the distribution centre, have cost a further £974/5/-.

Excluding all such "extraordinary" expenses, however, the uncomfortable fact remains that our "normal" expenditure exceeded our "normal" income, from grants, gifts, sales, royalties and fees for special work by £1,298/16/4. The more detailed analysis of our operations which we now make into general research, test development and research, and sales activities has shown that the balance remaining from sales royalties after sales expenses are met has been insufficient by £763/4/11 to meet the costs of maintenance and new developments even though part of these latter costs are offset by certain fees charged to meet actual costs of special preparation work and consultative services. Excluding the amount of £2,184/15/6 quoted above, the costs of our general research and overhead charges exceeded income by £535/11/5.

Earlier in the year we had some hopes, unfortunately not realized, that additional funds might be obtained from a local trust to help finance some special work in the Adolescent Project, and from the Nuffield Trust for work in examinations at Matriculation level. Had these been realized, our work in both these important areas would have gone faster and further and our deficit been less.

The gap between income and expenditure is in part due to necessary increases in salaries if we are to retain qualified staff, in part to a further reduction this year in both the total and the benefit gained from the New South Wales order for tests, in part

to an unavoidable increase in costs of maintaining our services and facilities. It is obvious that the most careful thought must be given to reducing expenditure and increasing income, and it is to the latter side that most attention must be given. There are encouraging signs in the growth of the "small" order as distinct from the large departmental order. It is evident, too, that teachers and others are constantly seeking materials that they can use with advantage in the proper guidance and instruction of their students, and that the conception of using examinations for evaluation and guidance, as well as to give a qualification, is receiving more attention. Proper development of both these trends may help us to increase our sales income. There will still be, however, many developments which we would like to undertake but for which we have not the present or the foreseeable resources. Co-operation with State Departments of Education may help to initiate some of these, and this will be further examined and if possible acted upon.

Total grants from the six States again totalled £7,500, and the Commonwealth made again its matching grant of £7,500. Income from investments totalled £2,237/8/11, and from private donors £74/9/-; no attempt was made this year to attract further small sums as our sights were set on somewhat larger targets.

The income from sale of tests, despite the lower order from New South Wales, totalled £32,406/0/2, and from publications £1,425 4/8. Both these amounts exceed those for 1956-7. At the end of the financial year we were carrying, exclusive of publications, some £10,000 worth of sales material. Although this may appear a large amount, experience has shown it to be a necessary reserve to meet the unexpected order for relatively large quantities of particular tests.

VISITORS

Negotiations have begun with the Carnegie Corporation of New York and with Professor R. W. B. Jackson of the University of Toronto regarding a projected visit of the latter to Australia. Because of his commitments Professor Jackson was unable to come here in 1958, but it seems probable that he will be available in 1960.

In 1959 we hope to have Professor David Russell, of the University of California. If plans eventuate, he should be in Australia between March and October. Professor Russell's chief interests are in children's reading, language, and thinking, and we can look forward, I believe, to a most stimulating visit and for some useful co-operative research.

STAFF

Staff Travel

Because of a fairly heavy time commitment in connection with both the Committee drawing up terms of reference for a survey of education in Victoria, and the Commonwealth Committee on Recruitment to the Public Service (which has already met seven times and required a good deal of "home work" both to understand the issues involved and to prepare certain materials related to educational levels and examinations), I have not visited this year any States other than New South Wales and South Australia. Time in the latter State has been limited to the presentation of a summary, to the Annual Conference of the South Australian Institute of Teachers, of the New South Wales Report on Secondary Education, and to attending the first session of the ANZAAS Conference.

Mr. Dunn visited, in late 1957, both Western Australia, chiefly for discussions with the Public Examinations Board, and South Australia, where, as also in Western Australia, he spoke to the State Institute for Educational Research, and New South Wales to discuss State testing programmes. He and Mr. Clark attended the Annual Conference of the British Psychological Society in Sydney in 1957 on behalf of the Council, and Mr. Dunn will also be attending the ANZAAS Conference in Adelaide this year.

Mr. Spearritt and Mr. Dunn attended for a fortnight in June this year the course arranged by the British Psychological Society on the use of the Silliac electronic computer at the Adolph Basser Laboratory of the University of Sydney.

Measurement in Education

Mr. Dunn, Mr. Spearritt and I have again shared in teaching the course in Measurement in Education for second-year B.Ed. in the University of Melbourne. Apart from its undoubted value to ourselves, the course at least in 1957 evidently met with the approval of the students and led to a considerable interest on their part both during the course and, with many of them, after its conclusion. It has, we think, considerable value in providing a nucleus of teachers and others who are familiar not only with routine techniques of measurement, but interested in the close relationship between objectives and the means used to measure them.

Changes in Staff

The death of Mrs. Brownless last year led to a reorganization of the work of staff engaged in test preparation, services and sales.

Mr. Clark had his Service Officer activities restricted to enable him to take up research and development work. The allocation of work in the Sales Division has been altered to permit Mr. Williamson to devote more time to promotion and publicity.

During the year Mr. M. L. Turner joined the staff as a Research Assistant and has been deeply involved in the various testing projects at the upper secondary and tertiary levels. A Science graduate of the University of Melbourne and a trained teacher, Mr. Turner had prior to his appointment been a member of the staff of University High School and a lecturer at the Secondary Teachers' College.

Mr. L. Kline completed his 12-month temporary appointment as a Research Assistant in Test Division, and left us in April to take up a position as a teacher in the Victorian Education Department.

Mr. A. G. Keep, who had been an assistant in our Sales Division for many years, decided during the year to retire from full-time duties, although he will be available for part-time help in times of emergency.

There have been a number of changes in clerical and sales staff. Mrs. C. Domini, who joined the staff in January 1950, resigned in May after eight years of excellent service. Her place as Senior Clerical Assistant was taken by Miss J. Robertson, who comes to us with considerable experience. The position of Junior Clerical Assistant and switchboard operator, after several unsuccessful appointments, is now capably filled by Miss P. Medlicott. In the sales and distribution section there have been a number of changes. Mr. Keep's place is filled by Mr. L. R. Johnson, and Miss J. Prior and Mrs. E. H. Woolward now admirably fill the positions of Clerical Sales Assistants.

Because of the heavy demands for duplicating work, partly due to our production of the Adolescent Reports, I thought it desirable to engage a part-time assistant for this work in order to free the clerical staff for duties making greater use of their skills in typing and shorthand. Mrs. T. M. Siggs was appointed in June and has met all our requirements.

Miss Margery Geddes, appointed in January as a Technical Assistant in General Research, took another appointment in June and has not been replaced.

The record of the year's activities and production presented already in this report will have revealed, I hope, a great deal of hard work—much of it not done in the normal working day. The staff has given its full co-operation in every Council undertaking, and on many occasions done far more than normal duty

would require. I am personally indebted to them all for their consistent help, loyal support, and interest in the Council's work.

CONCLUSION

Trends that appear to be developing in regard to the construction of tests and examinations may alter somewhat the nature of that section of the Council's work. There appears to be some tendency to look to objective tests of school achievement for assistance in diagnosis of difficulties, rather than to use them simply to assess standards. There appears also a tendency to make greater use of such tests at upper secondary and tertiary levels both for selection and diagnosis of areas of poor achievement. Both tendencies are, I believe, in the best interests of education; both may considerably affect both our principal areas of work and the sources of our sales and service income.

There is, too, a steady increase in public interest in education which has shown itself in minor ways in requests for information and advice, and in considerable calls in other ways on my time and Mr. Dunn's.

The year has been a successful one so far as work is concerned. There has obviously been an increasing demand on some of the Council's resources, and a continued demand for assistance and advice from many institutions and individuals. The professional research staff has been under very heavy pressure all the year, partly because of new developments in regard to examinations, partly because as our test stocks, our library, and our publications increase in scope, we service more people and therefore receive more inquiries and requests, partly because there has been a noticeable increase in demands for our assistance and advice on a number of general educational matters and particular research projects, partly because of the number of projects we have ourselves been directly engaged in and planning, and partly because of the organization required for the movement of our headquarters. The library staff has found that the publication of *The Australian Education Index* has increased borrowers' requests for assistance, although it has made the task of locating Australian material easier. The steady increase in general sales, and the business management of *The Australian Journal of Education*, have considerably increased the work being handled by the Accountant, whose responsibilities have this year been very heavy, but very ably and cheerfully borne. The technical and clerical staff have had more than their usual run of work because of our staff projects and because of the typing and dupli-

cating involved in preparing tests, manuals, and reports for publication, and has maintained fully the high standards of previous years.

Financially, it has not been a successful year, and as I have said earlier, we must obviously give careful thought to the sources of our income and the nature of our expenditure in the next few years. There is much that could be done, given finance and staff, that we cannot undertake at present. I remain, however, optimistic.

SECTION IV

CONTRIBUTORS TO COUNCIL FUNDS

The Council wishes to acknowledge the following contributions received during the financial year ending 30th June, 1958:

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

Headmasters' Conference of Australia; Tasmanian Headmasters' and Headmistresses' Association; South Australian Assistant Masters' Association; Presbyterian Girls' College, South Australia	£21 6 0
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Industry and Commerce

Commonwealth Bank, George Wardrop Ltd.	£53 3 0
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(Exclusive of £100, for use in 1957-8, received in 1953-4 from the *Herald and Weekly Times Ltd.*, and the *Sun News-Pictorial*, and acknowledged in 1954.)

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

(1957-8)

Office-Bearers

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

President: Dr. S. W. Cohen.

Vice-Presidents: Dr. A. C. Hogg, Dr. M. S. Brown, Professor W. F. Connell.

Secretary: Mr. R. W. Stanhope.

Treasurer: Dr. E. Lund.

Representative on ACER: Mr. D. J. A. Verco.

Librarian-Research Officer: Dr. E. Lund.

Elected to Executive Committee: Dr. A. C. Hogg, Professor W. F. Connell.

Co-opted Executive Member: Mr. F. G. Coleman.

Membership

At the Annual Meeting in May 1957, the limitation of the Institute to fifty members was deleted from the constitution. The year under review closed with a membership of sixty-nine, of whom ten were resident in the country. The following members have been engaged on educational work overseas during the year: Miss J. J. Fry (acting as a special consultant on pre-school teacher training in Singapore), Dr. S. W. Cohen (investigating large-scale testing programmes in the U.S.A.), and Dr. M. S. Brown (directing a health education training course at Noumea). Dr. G. T. Smith returned after successful studies at the London Institute of Education, while Mr. T. W. G. Miller is continuing his research work in the University of Birmingham.

Publications

The Australian Journal of Education commenced publication in April 1957, under the editorship of Professor W. F. Connell, and with the help of the Institute's nominee, Mr. F. G. Coleman, as the Assistant Editor for New South Wales. The high standard of the contributions in the first issue was maintained in the numbers for July and November. The attractive cover, clear type, and the good paper enhance the appeal of the journal.

The Institute's *Bulletin*—edited by Dr. Lund and published in November 1957—contained transcripts or summaries of the addresses delivered at the May and July meetings, Mr. Verco's report on the proceedings of the Annual Meeting of the ACER, a list of publications added to the Institute's library, and personal notes about some members.

Meetings

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

May—Dr. M. S. Brown, the retiring President, delivered the presidential address, entitled 'The Sub-Normal in Modern Society'.

July—Miss J. J. Fry gave members 'Some Impressions of Education in Singapore'.

Dr. H. Campbell delivered an address entitled 'The Meaning of Freedom in Education in England since 1900'.

November—Dr. M. S. Brown reported briefly on 'A Health Education Training Course at Noumea'.

Dr. V. J. Couch addressed members on the topic 'The Status of Scientists and Technologists in Europe'.

VICTORIA

(1957)

Office-Bearers

President: Professor W. H. Frederick.

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

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

Hon. Treasurer: Mr. W. McKinty.

Executive Members: A. G. Austin, J. H. Breadon, C. W. Dawson, Dr. E. L. French, H. T. Message, D. H. Price, J. Theobald.

Assistant Editor, *Australian Journal of Education*:

Dr. L. W. Shears.

Representative on ACER: Dr. L. W. Shears.

Executive Meetings

The Executive has maintained its activity and has continued to meet during 1957 on the second Friday of each month. A total of ten meetings was held.

Membership

The members' subscription for 1957 was raised at the last annual meeting to 30/-, of which 15/- was set aside to enable members to obtain the *Australian Journal of Education* at a reduced rate. Despite the increase in membership fee, the financial membership has continued to increase. In 1953, it was 24 financial members, in 1954 it rose to 81 and has continued to rise, in 1955 to 132, in 1956 to 163, and in 1957 to 174.

General Meetings

During the year, six general meetings were held.

March—'Purpose and Problems of Modern Language Teaching'. Professor W. H. Frederick and Miss O. Wykes. Professor of Education and Lecturer in French, University of Melbourne.

April—'Wastage in Secondary Schools'. Dr. E. R. Wyeth, School of Education, University of Melbourne. (Held in conjunction with the University Extension Committee.)

July—'Developments in Personality Testing and in the Status of Psychology in U.S.A.' Professor R. B. Cattell, Research

Professor, University of Illinois, U.S.A. (Held in conjunction with the British Psychological Society.)

August—'Speech as a Means of Communication'. Professor R. Oliver, Head of Speech Department, State University, Pennsylvania, U.S.A.

October—'Should the Intermediate Certificate be Abolished?' Mr. A. A. Allinson, English Master, University High School, with group leaders.

November—Presentation of Bachelor of Education Investigations.

Mr. I. O. Maroske, Donald Higher Elementary School—'The Marking and Assessment of Junior Mathematics Papers'.

Rev. J. K. W. Mathieson, Superintendent, Methodist Peace Memorial Homes for Children—'The Training of Cottage Parents for Institutions'.

The Fourth Frank Tate Memorial Lecture

In addition to the six general meetings, the Fourth Frank Tate Memorial Lecture was delivered on 18th June by Sir Douglas Copland on the subject, 'Administrative Staff Training—A New Frontier in Education'.

Other Developments

Social Teas.—These buffet teas have preceded the six general meetings in 1957 and continue to provide an informal and pleasant meeting time for members and guests.

Film Sessions.—A special sub-committee organized four of these sessions at 5 p.m. on the nights of general meetings. Attendance has been 9, 35, 6 and 9. This activity must be reconsidered to ascertain whether it should be continued and, if so, whether any alterations are necessary in its organization.

Discussion Group Organization of a General Meeting.—At the October General Meeting this type of organization of a general meeting was repeated. The topic was 'Should the Intermediate Certificate be Abolished?' Mr. A. Allinson, University High School, gave both points of view and the meeting divided into five groups, later coming together to hear and discuss the results of these meetings. Again, it was a very successful evening.

News Bulletin.—The *News Bulletin* accepted by the last Annual Meeting was first published in November. The policy will be to publish the *Bulletin* twice yearly and it will contain 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, submits the best report of some aspect of school or class-room practice in which the candidate has participated. The report is to consist of 2,500 to 5,000 words, the entries shall become the property of the Institute and every attempt will be made to publish suitable entries in a complete or abridged form.

QUEENSLAND

(1957-8)

Office-Bearers

Patron: The Hon. the Minister for Education.

President: Dr. J. C. Greenhalgh.

Vice-Presidents: Mr. W. Wood, Mr. H. E. Roberts, Dr. N. K. Henderson.

Executive: Miss H. Billing, Miss Q. Wendorf, Bro. N. T. Landener, Dr. S. A. Rayner, Dr. J. A. Keats, Dr. I. G. Meddleton, Mr. G. Semple.

Representative to ACER (until 1960): Mr. W. Wood.

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

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

Associate Editor, *Australian Journal of Education*:

Dr. S. A. Rayner.

Membership

On 31st May, 1958, there were 108 active and 15 associate (country) members. During the year, three members resigned and ten new members were admitted. Three active members were transferred to the associate list; one associate member was transferred to the active list; and one new associate member was admitted. Five members were overseas during the year.

Meetings

During the year five general and three executive meetings were held. The average attendance of members at general meetings was 27, compared with 28 in 1956-7. A total of 62 visitors attended the five general meetings, as against 33 at the five meetings of the previous year. A summary of activities at meetings is given below.

July—(Annual Meeting). Professor Robert T. Oliver, Professor and Head of the Department of Speech in the University of Pennsylvania, addressed members on 'Some Aspects of Speech'.

October—Dr. Henry L. Hunker, Assistant Professor of Geography in Ohio State University and visiting Fulbright Lecturer, and Mrs. M. Beth Hunker, addressed members on 'Public Education in the United States, with special attention to the Negro in American Schools'.

March—Dr. J. Richardson, Deputy Director of the Remedial Education Centre, University of Queensland, spoke on 'Causes of Reading Failure'.

May—The first of two meetings at which the point of view of teachers on 'The Adequacy of the Present Junior Courses' was discussed. Mrs. G. V. Hughes, Mr. A. J. Birtles, and Mr. C. M. B. Van Homrigh led discussion on Languages, Social Studies, and Art, respectively, under the chairmanship of Mr. H. E. Roberts.

June—The second meeting on the above topic was held. Miss R. E. Don, Mrs. F. Powell, and Mr. M. J. Alcorn led discussion on Domestic Science, Science, and Mathematics respectively, under the chairmanship of Mr. G. Semple.

Other Activities

The Institute has continued to act for the ACER in publicizing the *Australian Journal of Education* and in collecting subscriptions to the *Journal*. This year, seventy-nine members of the Institute subscribed to the *Journal*, and twelve subscriptions from non-members were taken out through the Institute.

News circulars are sent out from time to time to members and associate members, together with library bulletins and other material supplied by the ACER.

Library

The Institute Library has been transferred to Teachers' College, Victoria Park Road, Kelvin Road, where the Secretary acts as librarian. The Library contains a full range of ACER publications and UNESCO educational documents and abstracts, together with reports from the Research and Guidance Branch and the Commonwealth Office of Education. In addition, the recently introduced practice of exchanging Institute publications among the various State Institutes has added some material to the Library.

SOUTH AUSTRALIA

(1957-8)

Office-Bearers

Patron: Mr. E. Mander-Jones.

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

Vice-President: Mr. L. S. Piddington.
Secretary-Treasurer: Mr. A. F. Gent.
Executive: Miss J. Shaw, Dr. H. H. Penny, Mr. E. S. May, Mr.
C. Rooney.
Assistant Editor, *Australian Journal of Education*:
Mr. E. N. Pfitzner.
Representative on ACER: Mr. A. E. Whitford.

Membership

Notices have been sent to ninety-three members during the year. Average attendance at meetings was 22. Fourteen new members were admitted during the year.

Meetings

(1957)

March—Mr. R. G. Lathey—'Improving the Reading of Adults'.
April—Miss M. Hansberry—'Differences in Tradition Require Different Answers'.

May—Mr. E. C. Wilson—'A Comparison between the New Zealand and the South Australian Educational Systems'.

June—Professor E. C. Spooner—'Failure Rates in Universities'.

July—Dr. Brown—'A Plan for Research into the Assimilation of Migrants'.

October—Mr. P. McDonald—'Recent Experiences in Education in England'.

Mr. S. S. Dunn—'Trends in Testing'.

November—Mr. E. Lasscock—'Use of Group Methods in S.A. Schools'.

Mr. K. Berndt.

Mr. C. Rooney.

Mr. F. Pennells.

Mr. J. Glenn.

Finance

Funds increased from £44/11/- to £49/19/11 during the year.

General

The committee met four times during the year.

Australian Journal of Education

The *Journal* has been very favourably received; two members have asked for it to be forwarded to them while they are abroad.

WESTERN AUSTRALIA

(1957-8)

Office-Bearers

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

President: Mr. T. Sten.

Vice-President: Professor C. Sanders.

Committee: Mr. A. W. Anderson, Mr. R. J. Kagi, Mr. W. Shepherd.

Hon. Secretary-Treasurer: Mr. R. G. Peter.

Hon. Auditor: Mr. L. J. Hollis.

Representative on the ACER: Mr. T. Sten (elected in 1955 for three years).

Membership

At 1st July, 1958, there were sixty-two members, seven of whom were associate members. Since the last Annual Meeting four new members have been admitted to full membership, two members (one full member and one associate) have resigned, and three memberships have lapsed. At the Annual Meeting held on 9th July, 1957, the quota for full membership of the Institute was increased to sixty.

Meetings

Nine general meetings were held during the year and one in conjunction with the British Psychological Society. The executive committee met on four occasions.

Details of General Meetings

August—Discussion on the top, 'Vocational and Further Education'. Discussion leaders were Dr. H. Williams and Mr. J. Yates.

September—Report on ACER Conference presented by the President, Mr. T. Sten.

October—Discussion on the top, 'The Education and Training of Secondary Teachers'. Discussion leaders were Professor C. Sanders and Mr. W. Halliday.

November—Review-discussion on (a) the 1957 theme, Secondary Education; and (b) the objects and activities of the State Institute.

(1958)

February—Dr. W. Neal addressed members on the topic, 'Some Aspects of Educational Research in the United States'.

March—A panel comprising Dr. W. Neal, Mr. N. Traylen, and Miss M. Marshall, discussed a number of aspects of secondary

education with special reference to the position in the United States.

April—The meeting split into groups to discuss various secondary education topics.

May—A reformulation of the conditions governing the 'R. G. Cameron Research Prize in Education', occupied most of the evening.

June—An appraisal of the year's activities was carried out and suggestions made for the forthcoming meetings.

At the meeting held in October in conjunction with the British Psychological Society, Mr. S. S. Dunn, of the ACER, spoke on 'Present Trends in Testing'.

Research Prize

Only one entry was received for the 'R. G. Cameron Research Prize in Education', and this not being of sufficient merit, the prize was not awarded this year.

To widen the field of potential candidates the conditions governing the prize were revised.

Objects and Activities of the State Institute

The Executive Committee prepared the following statement which was approved at the November 1957 meeting:

Objects and Activities of the State Institute

Object: The object of the State Institute is to promote study and research in education, emphasizing the scientific approach to educational problems.

Activities: The types of activities which might fulfil this object include the following:

- (a) Discussion of the results of specific pieces of research.
- (b) Evaluation of current practices in education.
- (c) The discussion, planning, and criticism of research projects.
- (d) Participation in research projects.
- (e) Liaison with other groups interested in education.

TASMANIA
(1957-8)

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. Treasurer: Mr. R. Andrews.

Hon. Secretary: Mr. C. Williams.

Executive: Those elected at the Annual General Meeting, June 1957, were as follows: Dr. Whitford, Miss Findlater, Messrs.

McCulloch, Billing, Chappell, Ross, Scott, Lewis, Yaxley.
Mr. Besier was appointed as Auditor.

Membership

The membership has remained steady at thirty-seven, the number at the time of the Annual General Meeting held in June 1957.

Meetings

Since the last Annual General Meeting there have been four general and three executive meetings. The average attendance at general meetings was twenty-two.

August—The evening was devoted to discussion groups on three topics of research:

1. Teacher recruitment.
2. Staff utilization.
3. Teacher participation in the community.

October—The groups continued to work on research, discussed questionnaires which had been prepared.

November—This meeting held in conjunction with the British Psychological Society, Tasmanian Group, was addressed by Mr. J. Morgan on the subject of the Questionnaire Survey of Secondary Education which had been carried out in the Taroona district.

(1958)

March—Annual General Meeting. The Institute was addressed by Mr. A. C. Kroll on the subject of 'Group Methods in the Class-room'.

Library

The Library continues to receive publications from various educational publishing bodies.

G. V. Brooks Memorial Lecture

There have been small but steady contributions to the fund for the establishment of an annual G. V. Brooks Memorial Lecture. Circulars have been prepared and are being distributed throughout the State.

General

The Institute has begun some active research by initiating two pilot studies into the question of 'Staff Utilization' and 'Teacher Participation in Community Activities'. From the results of these two surveys it is hoped that some full-scale research can be attempted. In addition the Institute has continued its policy of reporting the research activities of educators in Tasmania.