

THE AUSTRALIAN NATIONAL UNIVERSITYRESEARCH SCHOOL OF SOCIAL SCIENCESEDUCATION RESEARCH UNITANNUAL REPORT 1971

Professorial Fellow	D.S. Anderson, M.A. (Melb.)
Fellow	D.G. Beswick, M.A. (Melb.), Ph.D (Harv.)
Fellow	C. Selby Smith, B.A. (Melb.), D. Phil. (Oxon)
Research Fellow	G.S. Harman, M.A. (N.E.), Ph.D (A.N.U.)
Visiting Professor	Ernest Roe, M.A. (Oxon), B.Ed. (Aland), Ph.D (Adel.)
Visiting Professor	L.F. Neal, B.A. Dip.Ed. (Lond.)

The Unit adopts a multi-disciplinary approach to the study of problems of social significance in education. While the main focus will remain on education in Australia, it is envisaged that when resources become available some work may be done in New Guinea or Indonesia. The Unit has also explored the possibility of including comparative elements (e.g. with Canada, U.K. or Sweden) in some of its Australian studies.

Up to 1971 greater emphasis was given to higher education but commencing in 1972 about equal attention will be given to the secondary area. It is also intended that studies be made of the teaching profession. During 1971 some of the implications of the Unit's research for the education of teachers were reported in a submission to the Senate Standing Committee on Education, Science and the Arts.

Current Research

Professional Socialization. About 3000 students who embarked on courses in engineering and law in 1965, or medicine and teaching in 1967 in six Australian universities have been followed as they proceeded through their faculties. The study aims to see how the students adapt to university education and how they come to acquire the characteristics of their profession. The final wave of information will be obtained in 1972 by which time most students in all faculties but medicine will have left university, with or without graduating. The information on students' social and educational backgrounds has been analysed and reported. In 1971 an account of the impact of first-year has been prepared for publication. A special sub-section of the study in 1971 has been to obtain information about further education and employment from the approximately 1000 students who have withdrawn from their courses.

D. S. Anderson, L.J. Kane, M. Saltet, M. Williams.

### Politics of Education.

1. Pressure Groups and Education Policy and Administration. This is a major ongoing project. It aims to identify the main interests in society attempting to influence the content of education policy and the administration of policy, to analyse their goals and political resources, to determine the various strategies used to achieve influence, and to assess the impact of particular groups in particular policy areas. During the year it was possible to collect data in California for a comparative study of aspects of the pressure group activities of teacher associations in California and Australia.
2. Bibliography of Literature on the Politics of Education. During the year this bibliography was completed and it has been accepted for publication as a book. However, at the publisher's suggestion the section on American literature is being enlarged.
3. Politics of Educational Planning. This is a case-study of the planning and early development of the Mitchell College of Advanced Education at Bathurst. This study aims to identify the major planning decisions, the constraints and pressures that operated on the planners, and the planners' perceptions of their roles.

G.S. Harman and P. Vissar.

### Economics of Education.

1. Costs and Benefits in Australian Education. During 1971 this project continued to concentrate on higher education. The underlying methodology was completed in 1970 and most of 1971 has been devoted to the preparation of detailed cost estimates. Those for Colleges of Advanced Education are largely completed, those for Universities are well advanced, while those for Teachers' Colleges are only just being started. The cost analysis should be completed during 1972. Considerable data were collected in 1971 for the calculation of age-earnings profiles and the computer analysis has begun.
2. Earnings Differences Among Equivalently Educated Persons. This study was designed to test hypotheses developed in examining white-non-white income differentials in the United States. It was funded from Canada and the analysis was largely completed during 1971. The original intention was to compare males and females, and then various ethnic groups both in Australia and Canada but the Australian data proved inadequate largely because of the elimination of the income question from the 1971 Census. The Canadian study will be written up in 1972.
3. The Cost Implications of Lengthening Three-Year Diploma Courses in Engineering to Four Years. The Institution of Engineers has announced that from 1980 it will only accept applications for initial membership from those who have completed a post-secondary course of four tertiary full-time years (or part-time equivalent). The Swanson Commission in late 1971 requested an urgent report on the cost implications of lengthening three-year diploma courses to four full-time years. This report is being prepared and must be completed by the end of January 1972.

C. Selby Smith, E. Gassner and M. Williams.

Intrinsic Motivation. Prior to December when Dr Beswick joined the Unit a study of intrinsic motivation during the last years of secondary school and the first year of university or college experience, funded by the A.R.G.C., had been designed. Although the A.R.G.C. grant has necessarily been relinquished it is planned to implement the project early in 1972. Some pilot work, based on data collected in the Department of Psychology is proceeding with a view to improvement of methods of assessment of intrinsic motivation and relevant social attitudes. The major part of the project in 1972 will be a further refinement of methods and collection of baseline data for a longitudinal study in schools from diverse areas of A.C.T., N.S.W., Victoria and Tasmania.

D.G. Beswick.

Students in Advanced Colleges. As a follow-up to the study reported in 1969 students' examination results have been obtained. These have been analysed against background information to explain variations in performance. A report is available.

D.S. Anderson and M. Williams.

Effects of Catholic Education. Nine Catholic schools have been selected to represent a number of institutional arrangements. A study is being completed of the effect of the institution, staff attitudes and pupil background on certain educational and religious outcomes.

Dr. M.C. Leavey (Ph.D thesis)

State Aid Controversy, 1960-1970. The study will place the controversy of the past decade in its historical perspective and then analyse the strategies and successes of the various 'pressure groups' in shaping government policy on state aid to education during the 1960's.

D. Smart (Ph.D thesis).

#### Publications

- Anderson, D.S. Do Catholic Schools Cause People to go to Church? Australian and New Zealand Journal of Sociology, 1 No.3, 1971.
- Anderson, D.S. Social Implications of Trends in Higher Education - Underplanning and Over-schooling in Social Welfare in the 1970's. ed. Harold Weir, Australian Council of Social Services, Sydney, 1971, 119-124.
- Anderson, D.S. and J.S. Western<sup>†</sup> Student Development in Professional Faculties, Education News, No.1, 1971, 18-21
- Harman, G.S. Wool and Politics, The Australian Quarterly, Vol.43, No.1, March 1971, 40-52.
- Harman, G.S. Pressure Groups and Australian Education, The Australian Journal of Higher Education, Vol.4, No.2, December 1971, 137-147.
- Smith, C. Selby Resource Allocation in Education, Journal of Educational Administration and History, October 1971

<sup>†</sup> Not a member of this University