

LEVANTAMENTO POR ASSUNTO DOS ARTIGOS DE REVISTAS ASSINADAS PELA BIBLIOTECA DA FEUSP *

LISTA DE PERIÓDICOS EXAMINADOS:

- Amer. educ. Res. J.* USA. AMERICAN EDUCATIONAL RESEARCH JOURNAL. (American Educational Research Association) Washington, D. C. — Estados Unidos. Trim., v. 7, ns. 1, 2, 3, 4, 1970; v. 13, n. 1, 1976.
- Cah. Pédag.* FR. CAHIERS PEDAGOGIQUES. (Fédération des Cercles de Recherche et d'Action Pédagogiques) Paris, França. Mens., v. 32, ns. 142, 143, 144, 145, 1976.
- Comp. Educ. Rev.* USA. COMPARATIVE EDUCATION REVIEW. (Comparative and International Education Society. Graduate School of Education. University of Wisconsin) Madison, Wisconsin — Estados Unidos. Quadrim., v. 20, n. 2, 1976.
- Educ. Rec.* USA. EDUCATIONAL RECORD. (American Council on Education) Washington, D. C. — Estados Unidos. Trim., v. 57, n. 1, 1976.
- Harvard educ. Rev.* USA. HARVARD EDUCATIONAL REVIEW. (Harvard University) Cambridge, Mass. — Estados Unidos. Trim., v. 46, n. 2, 1976.
- J. educ. Psychol.* USA. JOURNAL OF EDUCATIONAL PSYCHOLOGY. (American Psychological Association) Washington, D. C. — Estados Unidos. Bim., v. 68, n. 3, 1976.
- J. environment. Educ.* USA. THE JOURNAL OF ENVIRONMENTAL EDUCATION: devoted to research and development in ecological communications. (Brentree Environmental Center) Washington, D. C. — Estados Unidos. Trim., v. 7, n. 3, 1976.
- J. exper. Educ.* USA. THE JOURNAL OF EXPERIMENTAL EDUCATION. (Department of Research and Statistical Methodology. University of Northern Colorado, Greeley) Colorado — Estados Unidos. Trim., v. 39, n. 1, 2, 1970; v. 44, n. 3, 4, 1976.
- J. Teacher Educ.* USA. THE JOURNAL OF TEACHER EDUCATION. (The National Commission on Teacher Education and Professional Standards) Washington D. C. — Estados Unidos. Trim., v. 21, ns. 1-4, 1970; v. 127, n. 1, 1976.

(*) A recuperação por conteúdo dos artigos dos periódicos especializados em educação localizados na Biblioteca da FEUSP, sob a responsabilidade da Seção de Documentação, alcança, neste número, cerca de 32% do seu total, com relação aos anos de 1970 e 1976. Alguns títulos já divulgados nos números anteriores foram retomados para a atualização dos novos números incorporados ao acervo da Biblioteca.

- Rev. educ. Res.* USA. REVIEW OF EDUCATIONAL RESEARCH. (American Educational Research Association) Washington, D. C. — Estados Unidos. Bim., v. 40, n. 1-5, 1970; v. 46, n. 1, 1976.
- Sch. Rev.* USA. SCHOOL REVIEW. (University of Chicago) Chicago, Illinois — Estados Unidos. Trim., v. 84, n. 2, 3, 1976.
- Sov. Educ.* USA. SOVIET EDUCATION. (Harold J. Noah, Teachers College, Columbia University) New York — Estados Unidos. Mens., v. 18, n. 4, 7, 1976.
- Western eur. Educ.* USA. WESTERN EUROPEAN EDUCATION: a journal of translations. (Raymond E. Wanner, U. S. Office of Education) Washington, D. C. — Estados Unidos. Quadrim., v. 8, n. 1, 2, 1976.



NOTA — O índice de assuntos está em ordem alfabética e sob a forma de descritores. Logo abaixo de cada descritor entram os títulos dos artigos correspondentes, seguidos respectivamente pelo nome do autor, abreviatura da revista e outros dados bibliográficos. Cada artigo pode aparecer mencionado em mais de um descritor, para melhor cuperação de seu conteúdo.

ADMINISTRAÇÃO DA ESCOLA

- The academic department chairperson: functions and responsibilities. James H. L. Roach. *Educ. Rec.* 57(1): 13-23, 1976.
- Higher education administration student's perception of establishing a community college. James T. Ranson. *J. exper. Educ.* 39(1): 75-78, 1970.

ADOLESCÊNCIA

- The effect of cross-age tutoring on adolescence: an inquiry into theoretical assumptions. Diana Pritchard Paolito. *Rev. educ. Res.* 46(2): 215-237, 1976.

ALFABETIZAÇÃO

- Developmental changes in word recognition strategies. Keith Rayner. *J. educ. Psychol.* 68(3): 323-429, jun. 76.

ANÁLISE DE CUSTO-BENEFÍCIO

- Economic benefits of college education. David R. Witner. *Rev. educ. Res.* 40(4): 511-523, out. 70.

ANÁLISE ESTATÍSTICA

- The analysis of nonlinearity via linear regression with polynomial and product variables: an examination. Alan L. Sockloff. *Rev. educ. Res.* 46(2): 267-291, 1976.
- Appropriate post-Crook comparisons for interaction and nested hypotheses in analysis of variance designs: the elimination of type IV errors. Leonard A. Marasciulo & Joel R. Levin. *Amer. educ. Res. J.* 7(3): 397-421, mai. 70.
- Covariance and discriminant analysis. Carl J. Huberty. *J. exper. Educ.* 44(4): 16-19, 1976.
- Express functional relationships among data rather than assume "intervalness". Keith A. McNeil & Francis J. Kelly. *J. exper. Educ.* 39(2): 43-48, 1970.
- Limitations of analysis of covariance on intact group quasi-experimental designs. Paul A. Games. *J. exper. Educ.* 44(4): 51-54, 1976.
- A "Link" system for assuring confidentiality of research data in longitudinal studies. Alexandre W. Astin & Robert F. Boruch. *Amer. educ. Res. J.* 7(4): 615-624, nov. 70.
- Olkin's new formula significance of r_{13} vs. r_{23} compared with Hotelling's method. Julian C. Stanley. *Amer. educ. Res. J.* 7(2): 189-195, mar. 70.

Qualitative variables in regression analysis. Res. L. Hurst. *Amer. educ. Res. J.* 7(4): 541-552, nov. 70.

A regression approach to experimental design. John D. Williams. *J. exper. Educ.* 39(2): 83-90, 1970.

Some theoretical and empirical results related to McNemar's test the population correlation coefficient corrected for attenuation equals 1.0. Robert A. Forsyth & Leonard S. Feldt. *Amer. educ. Res. J.* 7(2): 197-207, mar. 70.

Unique multiple linear regression problems for each student. George E. Counts. *J. exper. Educ.* 44(3): 24-27, 1976.

ANGÚSTIA

Effect of counterconditioning on test anxiety as indicated by digit span performance. Thomas S. Parish, Alan D. Buntman & Shelley R. Buntman. *J. educ. Psychol.* 68(3): 297-299, jun. 76.

An investigation of the causal influence of trait and state anxiety on academic achievement. F. J. King et. alii. *J. educ. Psychol.* 68(3): 330-334, jun. 76.

Teacher anxiety: a review with recommendations. Thomas J. Coates & Carl E. Thoresen. *Rev. educ. Res.* 46 (2): 159-184, 1976.

APRENDIZAGEM

Components of neutralizing factors in the effects of closed-mindedness on the learning of controversial material. David P. Ausubel & G. Tenzed. *Amer. educ. Res. J.* 7(2): 267-273, mar. 76.

Control of student mediating processes during verbal learning and intruction. Richard C. Anderson. *Rev. educ. Res.* 40(3): 349-369, jun. 70.

The effect of image size on visual learning. Francis M. Dwyer. *J. exper. Educ.* 39(1): 36-41, 1970.

Effects of classroom social climate on individual learning. Gary J. Anderson. *Amer. educ. Res. J.* 7(2): 135-152, mar. 70.

Predictors of the social environment of learning. Herbert J. Walberg & Andrew Ahlgren. *Amer. educ. Res. J.* 7 (2): 153-167, mar. 70.

Self-verbalization versus tutor verbalization in modifying impulsivity. Nila N. Bender. *J. educ. Psychol.* 68(3): 347-354, jun. 76.

Serial position and isolation effects in a classroom lecture simulation. Michael C. Holen & Thomas R. Oaster. *J. educ. Psychol.* 68(3): 293-296 jun. 76.

ASPIRAÇÃO PROFISSIONAL

Delayed and normal progress college students: a comparison of psycho-social characteristics and career plans. Lyle F. Schoenfeldt et alii. *Amer. educ. Res. J.* 7(2): 235-250, mar. 70.

Two-factor explanation of post-high scholl destinations in Hawaii. Paul W. Dixon, Nobuko K. Fukuda & Anne E. Berens. *J. exper. Educ.* 39(1): 24-35, 1970.

ATTITUDE

Attitudes toward mathematics. Lewis R. Aiken, Jr. *Rev. Educ. Res.* 40(4): 551-596, out. 70.

Interactions of attitudes and associative interference in classroom learning. William L. Mikulas. *J. exper. Educ.* 39(2): 49-55, 1970.

Update on attitudes and other affective variables in learning mathematics. Lewis R. Aiken, Jr. *Rev. educ. Res.* 46(2): 293-311, 1976.

AUTO-AVALIAÇÃO

Differences between high and low achievers on self-perceptions. Bernadette M. Gadzella & Glenn P. Fournet. *J. exper. Educ.* 44(3): 44-48, 1976.

- Personal growth for teachers in training through self-study. Edwin W. McClain. *J. Teacher Educ.* 21(3): 372-377, 1970.
- The relative efficacy of various dimensions of the self-concept in predicting academic achievement. Cathleen M. Kubiniec. *Amer. educ. Res. J.* 7(3): 321-336, mai. 70.
- Self-concept and success in student teaching. Reba Garvey. *J. Teacher Educ.* 21(3): 357-361, 1970.

AVALIAÇÃO

- College GPA as a predictor of teacher competency: a new look at an old question. Terry L. James & Wayne Dumas. *J. exper. Educ.* 44(4): 40-43, 1976.
- Course evaluation: how? Philip C. Abrami et alii. *J. educ. Psychol.* 68(3): 300-304, jun. 76.
- The delicate art of teacher evaluation. Wayne Jones & Paul A. Sommers. *J. exper. Educ.* 44(4): 44-50, 1976.
- Differential weighting: a review of methods and empirical studies. Marilyn W. Wang & Julian C. Stanley. *Rev. educ. Res.* 40(5): 663-705, dez. 70.
- The effect of differing criteria for unit exam mastery on college test performance. Edwin Carter et alii. *J. exper. Educ.* 44(3): 54-57, 1976.
- Effects of video feedback on the ability to evaluate teaching. Morton D. Waimon & Gary C. Ramseyer. *J. Teacher Educ.* 21(1): 92-95, 1970.
- Evaluating institutional effectiveness. Kenneth E. Young. *Educ. Rec.* 57(1): 45-52, 1976.
- Evaluating a successful program: experimental method and academic bias. Robert L. Crain & Robert L. York. *Sch. Rev.* 84(2): 233-254, fev. 76.
- Evaluation of classroom instruction. Barak Rosenshine. *Rev. educ. Res.* 40(2): 279-300, abr. 70.
- The expert teacher action study: a new approach to teacher evaluation. Eva Washington. *J. Teacher Educ.* 21(2): 258-263, 1970.
- Factors influencing the predictability of college grades. Leo A. Munday. *Amer. educ. Res. J.* 7(1): 99-107, jan. 70.
- The fallacies of numerical goals. Richard A. Lester. *Educ. Rec.* 57(1): 58-64, 1976.
- Feedback from interaction analysis: some implications for the improvement of teaching. Joseph C. Bondi, Jr. *J. Teacher Educ.* 21(2): 189-196, 1970.
- Improving teacher evaluation. Donald Musella. *J. Teacher Educ.* 21(1): 15-21, 1970.
- On improving the performance of classification techniques. P. Joseph Philip. *J. exper. Educ.* 39(1): 69-74, 1970.
- Measurement techniques in evaluation. Douglas D. Sjogren. *Rev. educ. Res.* 40(2): 279-300, abr. 70.
- Objectives, priorities and other judgement data. Robert E. Stake. *Rev. educ. Res.* 40(2): 181-212, abr. 70.
- Paired associate learning, social status and tests of logical concrete behavior as univariate and multivariate predictors of first grade reading achievement. Nadine M. Lambert. *Amer. educ. Res. J.* 7(4): 511-528, nov. 70.
- Politics and research: evaluation of social action programs in education. David K. Cohen. *Rev. educ. Res.* 40(2): 213-238, abr. 70.
- Preinstructional strategies: the role of pretests, behavioral objectives, overviews and advance organizers. James Hartley & Ivor K. Davies. *Rev. educ. Res.* 46(2): 239-265, 1976.

- Pretest and sensitization effects in curriculum evaluation. Wayne W. Welch & Herbert J. Walberg. *Amer. educ. Res. J.* 7(4) : 605-614, nov. 70.
- Pupil evaluation of student teachers and their supervisors. Donald J. Veldman. *J. Teacher Educ.* 21(2) : 165-167, 1970.
- Social class and race as concomitants of composite halo in teachers evaluating rating of pupils. Tom D. Freijo & Richard M. Jaeger. *Amer. educ. Res. J.* 13(1) : 1-14, 1976.
- Some evidence concerning the validity of an elementary school form of the dogmatism scale. Donald W. Felker & Donald J. Treffinger. *J. exper. educ.* 39(2) : 24-26, 1970.
- The stability of teacher ratings on the Devereux Elementary School Behavior Rating Scale. Jane D. Wallbrown, Fred H. Wallbrown & John Blaha. *J. exper. Educ.* 44(4) : 20-22, 1976.
- Student perceptions of engineering instructor behaviors and their relationships to the evaluation of instructors and courses. Amant S. Deshpande et alii. *Amer. educ. Res. J.* 7(3) : 289-305, mai. 70.
- Student performance and evaluation under variant teaching and testing methods in a large college course. Jessica Gayner & Jim Milham. *J. educ. Psychol.* 68(3) : 312-317, jun. 76.
- Teacher effectiveness or classroom efficiency: a new direction in the evaluation of teaching. Ibrahim Q. Saadeh. *J. Teacher Educ.* 21(1) : 73-93, 1970.
- La troisième, et après? Jacques Alesi et alii. *Cah. Pédag.* (144) : 1-25, mai. 76.
- Values, goals, public policy and educational evaluation. Harold Berlak. *Rev. educ. Res.* 40(2) : 261-278, abr. 70.

BARREIRA LINGUÍSTICA

- Problèmes linguistiques. Méthodes, méthodologie, démarche pédagogique. P. Grange & P. Cheref. In: La scolarisation d'enfants d'immigrés. *Cah. Pédag.* 32(143) : 10-17, abr. 76.

BUROCRACIA

- Professional role discontinuities in educational careers. Herbert J. Walberg. *Rev. educ. Res.* 40(3) : 409-420, jun. 70.

CARACTERÍSTICAS INDIVIDUAIS

- Learning efficiency of students in varying environments. John A. Lucas. *J. exper. Educ.* 39(1) : 63-68, 1970.
- Taking into account musical aptitude difference among beginning instrumental students. Edwin Gordon. *Amer. educ. Res. J.* 7(1) : 41-53, jan. 70.

CLASSE SOCIAL

- Comparisons of teacher reinforcement schedules for students with different social class backgrounds. Philip Friedman. *J. educ. Psychol.* 68(3) : 286-292, jun. 76.
- Motivation, race, social class and IQ. William Samuel et alii. *J. educ. Psychol.* 68(3) : 273-285, jun. 76.
- Social class and the socialization process. Edward Zigler. *Rev. educ. Res.* 40(1) : 87-110, fev. 70.

COMPORTEAMENTO DO PROFESSOR

- Can successful teaching be empirically determined? George S. C. Cheong. *J. Teacher Educ.* 21(2) : 185-188, 1970.

- Can suggestions by teachers improve instruction? John D. McNeil. *J. exper. Educ.* 44(3): 14-16, 1976.
- Classroom verbal interaction patterns as a function of instructor cognitive complexity. Richard J. Reynolds. *J. Teacher Educ.* 21(1): 59-64, 1970.
- Conceptual systems and teaching styles. Patricia D. Murphy & Marjorie M. Brown. *Amer. educ. Res. J.* 7(4): 529-540, nov. 70.
- Dedication through teacher education. Gerald George Szymanski. *J. Teacher Educ.* 27(2): 164-165, 1976.
- The destructive teacher — Who is responsible? Robert B. Bloom. *J. Teacher Educ.* 27(2): 162-163, 1976.
- Dimensions of teacher Morale. Robert J. Conghian. *Amer. educ. Res. J.* 7(2): 221-234, mar. 70.
- Dimensions of teaching effectiveness: a student perspective. Betty J. Haslett. *J. exper. Educ.* 44(4): 4-10, 1976.
- Dogmatism and the verbal behavior of student teachers. Merlin Ager. *J. Teacher Educ.* 21(2): 179-183, 1970.
- The expert teacher action study: a new approach to teacher evaluation. Eva Washington. *J. Teacher Educ.* 21(2): 258-263, 1970.
- Learning hierarchies improve teachers' attitude toward accountability. James M. Sacco & J. Marvin Cook. *J. Teacher Educ.* 27(2): 113-115, 1976.
- The new teacher and interpersonal relations in the classroom. Helene Berke & Joan W. Burstyn. *J. Teacher Educ.* 21(3): 378-381, 1970.
- Peer judgments of teaching competence as a function of field independence and dogmatism. James B. Victor. *J. exper. Educ.* 44(3): 10-13, 1976.
- A pilot study of the relationships of student-teaching grades to FIRO compatibility among the student teacher, supervising teacher, and university supervisor. John A. Nelson, Jr. & Donald E. Hutcherson. *J. Teacher Educ.* 21(1): 44-46, 1970.
- Predictions of teaching effectiveness of women who begin teaching after age thirty-five. Barbara A. Doty. *J. Teacher Educ.* 21(4): 519-525, 1970.
- Professional role discontinuities in educational careers. Herbert J. Walberg. *Rev. Educ. Res.* 40(3): 409-420, jun. 70.
- Pupil evaluation of student teacher and their supervisors. Donald J. Veidman. *J. Teacher Educ.* 21(2): 165-167, 1970.
- Student teachers, knowledge, and effective teaching behavior. Byron F. Radebaugh. *J. Teacher Educ.* 21(2): 173-177, 1970.
- Teacher anxiety: a review with recommendations. Thomas J. Coates & Carl E. Troresen. *Rev. educ. Res.* 46(2): 159-184, 1976.
- The teacher educator as environmental activist. Russel M. Agne & Robert J. Nash. *J. Teacher Educ.* 27(2): 141-146, 1976.
- Teacher effectiveness or classroom efficiency: a new direction in the evaluation of teaching! Ibrahim Q. Saadeh. *J. Teacher Educ.* 21(1): 73-91, 1970.
- Teacher expectation: sociopsychological dynamics. Carl Braum. *Rev. educ. Res.* 46(2): 185-213, 1976.
- Teacher morale: relationship with selected factors. Averno M. Rempel & Ralph R. Bentley. *J. Teacher Educ.* 21(4): 534-539, 1970.
- Verbal originality and teacher behavior: a predictive validity study. E. Paul Torrance, Conchita A. Tan & Thomas Allman. *J. Teacher Educ.* 21(3): 335-341, 1970.

COMPORAMENTO VERBAL

Effect of student verbal behavior on classroom teacher behavior. Carol G. Noble & John D. Nolan. *J. educ. Psychol.* 68(3): 342-346, jun. 76.

An investigation of the effects of "verbal load" in achievement tests. Harry Bornstein & Karen Chamberlain. *Amer. educ. Res. J.* 7(4): 597-604, nov. 70.

COMUNICAÇÃO

The principle of congruity as a predictor of meaning. Robert B. Kane & William B. Rudolph. *J. exper. Educ.* 39(2): 32-34, 1970.

COMUNIDADE

Community participation in teacher collective bargaining: problems and prospects. Charles W. Cheng. *Harvard educ. Rev.* 46(2): 153-174, mai. 76.

Decentralization and community participation in public education. Carol Lopate et alii. *Rev. educ. Res.* 40(1): 135-150, fev. 70.

CONDIÇÕES DE TRABALHO

Professional problems of elementary teachers. Herbert T. Olander & Mary Elizabeth Farrell. *J. Teacher Educ.* 21(2): 276-280, 1970.

CORPO DOCENTE

Faculty attitudes toward university role and governance: a factor analytic approach. L. Erwin Atwood & Kenneth Stark. *J. exper. Educ.* 39(2): 1-9, 1970.

Some factors affecting teacher survival in school districts. W. W. Charters, Jr. *Amer. educ. Res. J.* 7(1): 1-27, jan. 70.

CRIATIVIDADE

Creative thinking and creative performance in Israeli students. Roberta M. Milgram & Norman A. Milgram. *J. educ. Psychol.* 68(3): 255-259, jun. 76.

Creativity training in elementary schools in Brazil. Eunice Alencar, John F. Feldhusen & Fred W. Widlak. *J. exper. Educ.* 44(4): 23-27, 1976.

The effects of frustration on the figural creative thinking of fifth grade students. K. Bradley Frost. *J. exper. Educ.* 44(3): 20-23, 1976.

Facilitating effects of humor on creativity. Avner Ziv. *J. educ. Psychol.* 68(3): 318-322, jun. 76.

Motivation and creativity: the context effect. David Elkind et alii. *Amer. educ. Res. J.* 7(3): 351-357, mai. 70.

Teaching creativity to teachers and others. George I. Brown. *J. Teacher Educ.* 21(2): 210-216, 1970.

CURRÍCULO

Changes and trends in environmental education (1970-75). John H. Trent. *J. environment Educ.* 7(3): 51-60, 1976.

Curriculum design through operations research. Ellis B. Page et alii. *Amer. educ. Res. J.* 13(1): 31-49, 1976.

Curriculum evaluation. Ian Westbury. *Rev. educ. Res.* 40(2): 239-260, abr. 70.

Curriculum as ideological selection. Michael W. Apple. *Comp. Educ. Rev.* 20(2): 209-215, jun. 76.

Knowledge of curriculum works: its relation to teaching practice. Dorothy Huenecke. *J. Teacher Educ.* 21(4): 478-483, 1970.

Pretest and sensitization effects in curriculum evaluation. Wayne W. Welch & Herbert J. Walberg. *Amer. educ. Res. J.* 7(4): 605-614, nov. 70.

CUSTO DA EDUCAÇÃO

Is CBTE cost-effective? Competency-based versus non-competency-based teacher education. Donald Emos. *J. Teacher Educ.* 27(2): 119-122, 1976.

DESAJUSTAMENTO SOCIAL

Disadvantaged rural youth. Everett D. Edgington. *Rev. educ. Res.* 40(1): 69-85, fev. 70.

Handicaps socio-culturels. J. Aubegny. In: La scolarisation d'enfants d'immigrés. *Cah. Pédag.* 32(143): 7-9, abr. 76.

Transition from school to college. S. A. Kendrick & Charles L. Thomas. *Rev. educ. Res.* 40(1): 151-179, fev. 70.

DESENVOLVIMENTO PSICOMOTOR

Effects of neurological training on psychomotor abilities of kindergarten children. Richard D. Cornish. *J. exper. Educ.* 39(2): 15-19, 1970.

Experience, skill, expressed fear, and emotional reaction to motor skills performed under conditions of height. Waneen Wyrick. *J. exper. Educ.* 39(2): 91-95, 1970.

DESSEGREGAÇÃO

Coleman's desegregation research and policy recommendations. Stanley S. Robin & James J. Bosc. *Sch. Rev.* 84(3): 352-363, mai. 76.

The courts, the legislature, the presidency, and school desegregation policy. Betty Showell. *Sch. Rev.* 84(3): 401-416, mai. 76.

Desegregation and minority group performance. Nancy H. St. John. *Rev. educ. Res.* 40(1): 111-133, fev. 70.

Desegregating urban areas: is it worth it? Can it be done? Charles S. Bullock III. *Sch. Rev.* 84(3): 431-448, mai. 76.

Un mouvement antiracista d'éducateurs: le C.L.E. P.R. (Centre de Liaison des Educateurs contre les Préjugés Raciaux). M. A. Bloch. In: La scolarisation d'enfants d'immigrés. *Cah. Pédag.* 32(143): 25-32, abr. 76.

Open enrollment and fiscal incentives. George Richard Meadows. *Sch. Rev.* 84(3): 449-462, mai. 76.

Racial balance or quality education? Charles V. Willie. *Sch. Rev.* 84(3): 313-325, mai. 76.

School desegregation: a synonym for racial equality. Alvin F. Poussaint & Toyé Brown Lewis. *Sch. Rev.* 84(3): 326-336, mai. 76.

School integration: ideology, methodology, and national policy. Ray C. Rist. *Sch. Rev.* 84(3): 417-430, mai. 76.

TV's deadly inadvertent bias. Florence H. Levinsohn. *Sch. Rev.* 84(3): 390-400, mai. 76.

The ultimate solution: desegregated housing. Harry N. Gottlieb. *Sch. Rev.* 84(3): 463-478, mai. 76.

The way I see it: reflections on school desegregation by teachers from four cities — Chicago; Hattiesburg; San Francisco; Detroit. Sylvia Fischer; Helen Nicholson & Miriam W. Vance; Florence C. Lewis; Nellie Brodis. *Sch. Rev.* 84(3): 480-511, mai. 76.

White against white: school desegregation and the revolt of middle America. Lillian B. Rubin. *Sch. Rev.* 84(3): 373-389, mai. 76.

Why academic research fails to be useful. Robert L. Crain. *Sch. Rev.* 84(3): 337-351, mai. 76.

Why busing plans work. John A. Finger Jr. *Sch. Rev.* 84(3): 364-372, mai. 76.

DIFERENCIAL SEMÂNTICO

Development of a semantic differential to assess the attitude of secondary school and college students. Russell N. Cassel. *J. exper. Educ.* 39(2) : 10-14, 1970.

The principle of congruity as a predictor of meaning. Robert B. Kane & William B. Rudolph. *J. exper. Educ.* 39(2) : 32-34, 1970.

DINÂMICA DE GRUPO

Reading groups as psychological groups. Pat McGinley & Hugh McGinley. *J. exper. Educ.* 39(2) : 35-42, 1970.

A reinforcement analysis of three-man team performance in a psychology course. Jon E. Roeckelein. *J. exper. Educ.* 39(1) : 79-84, 1970.

DISTÚRBIO DA AUDIÇÃO

Some correlational aspects of performance on the art scale of the WFPT among certain variables in a deaf population. Gerald Johnson & William Bradley. *J. exper. Educ.* 39(1) 59-62, 1970.

DOGMATISMO

Components of neutralizing factors in the effects of closed-mindedness on the learning of controversial material. David P. Ausubel & Amy G. Teizer. *Amer. educ. Res. J.* 7(2) : 267-273, mar. 76.

Dogmatism and the verbal behavior of student teachers. Merlin Ager. *J. Teacher Educ.* 21(2) : 179-183, 1970.

ECOLOGIA

Changes and trends in environmental education (1970-75). John H. Trent. *J. environment Educ.* 7(3) : 51-60, 1976.

A critique of behavior objectives methodology in environmental education. Thomas B. Colwell, Jr. *J. environment. Educ.* 7(3) : 66-71, 1976.

The environmental message of Audubon and the Sierra Club Bulletin. John Hoesterey & James S. Bowman. *J. environment. Educ.* 7(3) : 61-65, 1976.

The environmental press. James Metress & Eileen Metress. *J. environment. Educ.* 7(3) : 38-50, 1976.

Environmental quality indices based on evolutionary theory. Edward J. Calabrese. *J. environment. Educ.* 7(3) : 20-27, 1976.

Foster children of economics. Ivam Hubbard. *J. environment. Educ.* 7(3) : 11-19, 1976.

Humanism and environmental education. John C. Miles. *J. environment. Educ.* 7(3) : 2-10, 1976.

Nature centers, environmental attitudes, and objectives. Robert Holtz. *J. environment. Educ.* 7(3) : 34-37, 1976.

The teacher educator as environmental activist. Russell M. Agne & Robert J. Nash. *J. Teacher. Educ.* 27(2) : 141-146, 1976.

Yesterday-extinction, today-extirmination, tomorrow-what? Harold J. McKenna. *J. environment. Educ.* 7(3) : 28-33, 1976.

EDUCAÇÃO NA ÁFRICA

The triumph and failure of mission vocational education in Zaire 1879-1908. Barbara A. Yates. *Comp. Educ. Rev.* 20(2) : 193-208, jun. 76.

EDUCAÇÃO NA AMÉRICA LATINA

The validation of translated instructional materials for latin american teacher education- II. W. James Popham. *J. Teacher Educ.* 21(3) : 382-385, 1970.

EDUCAÇÃO ARTÍSTICA

Art education for the young child. Mervin Grossman. *Rev. educ. Res.* 40(3) : 421-427, jun. 70.

EDUCAÇÃO NO BRASIL

Creativity training in elementary schools in Brazil. Eunice Alencar, John F. Feldhusen & Fred W. Widlak. *J. exper. Educ.* 44(4) : 23-27, 1976.

EDUCAÇÃO CIENTÍFICA

Acquisition of formal scientific reasoning by 10-and 13-years-old: detecting interactive patterns in data. Robert S. Siegler & Marshall Atlas. *J. educ. Psychol.* 68(3) : 360-370, jun. 76.

Effect of graphic analogies of concepts in chemistry on learning and attitude. Joseph W. Rigney & Kathy A. Lutz. *J. educ. Psychol.* 68(3) : 305-311, jun. 76.

EDUCAÇÃO COMPARADA

Correlates of educational policy priorities in developing nations. JJill Clark. *Comp. Educ. Rev.* 20(2) : 129-139, jun. 76.

Learning through doing: the factory as school in modernity. Richard F. Devon & Tonia K. Devon. *Comp. Educ. Rev.* 20(2) : 220-231, jun. 76.

EDUCAÇÃO NOS E.U.A.

Scientific information exchange surrounding the 1968 annual meeting of the American Educational Research Association. Carnot E. Nelson et alii. *Amer. educ. Res. J.* 7(2) : 169-188, mar. 70.

The values of the academy (moral issues for american education and educational research arising from the Jensen case). Michael Scriven. *Rev. educ. Res.* 40(4) : 541-549, out. 70.

EDUCAÇÃO FÍSICA

L'école et le corps. 1. L'éducation physique aujourd'hui. Jacques Carbonnel et alii. *Cah. Pédag.* 32(142) : 3-26, mar. 76.

EDUCAÇÃO NA FRANÇA

French universities and the challenge of modernization. Bernard E. Brown. *Western eur. Educ.* 8(1-2) : 36-80, 1976.

EDUCAÇÃO NA INGLATERRA

Mass higher education and the elitist tradition: the english experience. Harold Perkin. *Western eur. Educ.* 8(1-2) : 11-35, 1976.

The politics of innovation in Great Britain: the open university. Jacques Fomerand. *Western eur. Educ.* 8(1-2) : 121-150, 1976.

EDUCAÇÃO EM ISRAEL

The impact of rapid social change on technological education: an israeli example. Reuven Kahane & Laura Star. *Comp. Educ. Rev.* 20(2) : 165-178, jun. 76.

EDUCAÇÃO DE MASSA

Comparative issues in mass higher education. Henry Wasser. *Western eur. Educ.* 8(1-2) : 5-10, 1976.

French universities and the challenge of modernization. Bernard E. Brown. *Western eur. Educ.* 8(1-2) : 36-80, 1976.

Mass higher education and the elitist tradition: the english experience. Harold Perkin. *Western eur. Educ.* 8(1-2): 11-35, 1976.

Problems of west german universities on the way to mass higher education. Ulrich Teichler. *Western eur. Educ.* 8(1-2): 81-120, 1976.

EDUCAÇÃO MORAL

Dimensions of teacher Morale. Robert J. Coughlan. *Amer. educ. Res. J.* 7(2): 221-234, mar. 70.

EDUCAÇÃO MUSICAL

The relationship of work quality in undergraduate music curricula to effectiveness of instrumental music teaching in the public schools. Francis Thomas Borkowski. *J. exper. Educ.* 39(1): 14-19, 1970.

EDUCAÇÃO NOS PAÍSES ÁRABES

Education and elite recruitment: an analysis of Egypt's post — 1952 political elite. Mahmud A. Faksh. *Comp. Educ. Rev.* 20(2): 140-150, jun. 76.

EDUCAÇÃO NOS PAÍSES ESCANDINAVOS

Ethnic revival and educational conflict in Swedish Lapland. Roland G. Paulston. *Comp. Educ. Rev.* 20(2): 179-192, jun. 76.

EDUCAÇÃO NOS PAÍSES SOCIALISTAS

Family planning education and health care delivery in the people's Republic of China: implications for educational alternatives. John N. Haukins. *Comp. Educ. Rev.* 20(2): 151-164, jun. 76.

EDUCAÇÃO NA REPÚBLICA FEDERAL ALEMÃ

Problems of west german universities on the way to mas higher education. Ulrich Teichler. *Western eur. Educ.* 8(1-2): 81-120, 1976.

Training procedures for teachers in german public schools. Rodney Swenson. *J. Teacher Educ.* 21(2): 270-272, 1970.

EDUCAÇÃO SANITÁRIA

Effect of precise objectives upon student achievement in health education. Gus T. Dalis. *J. exper. Educ.* 39(2): 20-23, 1970.

EMOTIVIDADE

Experience, skill, expressed fear, and emotional reaction to motor skills performed under conditions of height. Wanneen Wyrick. *J. exper. Educ.* 39(2): 91-95, 1970.

Using an academic peer interaction contingency with emotionally disturbed children. Robert C. Coon et alii. *J. exper. Educ.* 44(3): 17-20, 1976.

EMPREGO DAS MULHERES

Toward full equality: more job education for women. Pamela Ann Roby. *Sch. Rev.* 84(2): 181-211, fev. 76.

ENSINO AGRÍCOLA

L'enseignement agricole. Org. por Brigitte Laquieze-Chabaud et alii. *Cah. Pédag.* (145): 3-31, jun. 76.

ENSINO DE BIOLOGIA

The content of instruction in classes with biology courses. R. D. Mash & A. N. Myagkova. *Sov. Educ.* 18(4): 94-192, fev. 76.

- Correlating the problem-solving approach and other approaches to the teaching biology. F. Ia. Baikov et alii. *Sov. Educ.* 18(4): 18-26, fev. 76.
- The cosmos in the classroom. V. G. Lazarev. *Sov. Educ.* 18(4): 11-17, fev. 76.
- An evolutionary and ecological approach to teaching the topic "plant communities" (sixth grade). G. S. Kalinova. *Sov. Educ.* 18(4): 44-54, fev. 76.
- Experimental garden plots for botany lessons. V. V. Gorodnicheva & E. I. Vasil'Eva. *Sov. Educ.* 18(4): 27-37, fev. 76.
- The problem-solving approach to improving ecological awareness in zoology classes. K. A. Abikenov. *Sov. Educ.* 18(4): 69-74, fev. 76.
- The problem-solving approach — A way to insure solid and thorough learning (from experience in teaching a course in human anatomy, physiology, and hygiene). L. V. Rebrova & P. R. Svetlova. *Sov. Educ.* 18(4): 75-84, fev. 76.
- Programmed tests to determine different levels of knowledge in general biology. G. M. Ryumshin. *Sov. Educ.* 18(4): 85-93, fev. 76.
- Study of the topic "the classification of flowering plants" in schools in the steppe region. N. M. Manekina. *Sov. Educ.* 18(4): 55-60, fev. 76.
- Televised biology lesson (for the first half of the 1975/76 school year) N. M. Pozharitskaya et alii. *Sov. Educ.* 18(4): 103-112, fev. 76.
- Use of live specimens in the study of arthropods (Seventh grade). A. I. Nishov. *Sov. Educ.* 18(4): 61-68, fev. 76.
- The use of slides to study flowering plants. A. M. Rozenshtein. *Sov. Educ.* 18(4): 38-43, fev. 76.

ENSINO EM EQUIPE

- Team teaching, student achievement, and attitudes. Neal R. Gamsky. *J. exper. Educ.* 39(1): 42-45, 1970.

ENSINO INDIVIDUALIZADO

- Analysis of the unit testing component of the personalized system of instruction. Janice Maclin, Robert Williams & Linda Clark. *J. exper. Educ.* 44(3): 49-53, 1976.
- A strategy to help teachers make a difference: a diagnostic-prescriptive teaching model. Lee T. Peterson & John McBrayer. *J. Teacher Educ.* 27(2): 151-155, 1976.
- A terminal individualized instruction program for prospective elementary teachers. James V. Mitchell Jr., Toni E. Santimire & Elizabeth Z. Howard. *J. Teacher Educ.* 21(3): 362-365, 1970.

ENSINO DE LINGUAS

- Effect of detailed guidance on the writing efficiency of college freshmen. Perry R. Childers & Virginia J. Haas. *J. exper. Educ.* 39(1): 20-23, 1970.
- Manipulating abstract thinking as a subability to problem solving in the context of an english curriculum. Sara W. Lundsteen. *Amer. educ. Res. J.* 7(3): 373-396, mai. 70.
- The problem of bilingualism in modern greek education. Constantine P. Charis. *Comp. Educ. Rev.* 20(2): 216-219, jun. 76.
- The teaching of russian to national minorities in the USSR. Ed. por Harold J. Noah & Beatrice Beach Szekely. *Sov. Educ.* 18(7): 3-105, mai. 76.

ENSINO DE MATEMÁTICA

- Attitudes toward mathematics. Lewis R. Aiken, Jr. *Rev. educ. Res.* 40(4): 551-596, out. 70.

A comparison of guided discovery, discovery and didactic teaching of math to kindergarten poverty children. Nicolas J. Anastasiow et alii. *Amer. educ. Res. J.* 7(4) : 493-510, nov. 70.

Update on attitudes and other affective variables in learning mathematics. Lewis R. Aiken, Jr. *Rev. educ. Res.* 46(2) : 293-311, 1976.

ENSINO ASSISTIDO POR COMPUTADOR

The use of computer technology in the assignment of student teachers. Monte R. Allen, Richard D. Biberstine & Gerald M. Calvert. *J. Teacher Educ.* 21(2) : 169-171, 1970.

ENSINO MÉDIO

The heuristics of non-teacher-directed discussion group in a secondary education class. Charles R. Cooper. *J. Teacher Educ.* 21(4) : 551-559, 1970.

Innovations in urban secondary schools. Margaret Nelson. & Sam D. Sieber. *Sch. Rev.* 84(2) : 213-231, fev. 76.

ENSINO PRÉ-PRIMÁRIO

Art. education for the young child. Marvin Grossman. *Rev. educ. Res.* 40(3) : 421-427, jun. 70.

A comparison of guided discovery, discovery and didactic teaching of math to kindergarten poverty children. Nicolas J. Anastasiow et alii. *Amer. educ. Res. J.* 7(4) : 493-510, nov. 70.

Early childhood education and research-significance and needs. Willard W. Hartup. *J. Teacher Educ.* 21(1) : 23-33, 1970.

Effects of neurological training on psychomotor abilities of kindergarten children. Richard D. Cornish. *J. exper. Educ.* 39(2) : 15-19, 1970.

Preschool influences on occupational knowledge of seven-year-olds: a prospective study. Thomas E. Jordan. *J. exper. Educ.* 44(3) : 27-37, 1976.

ENSINO PRIMÁRIO

Professional problems of elementary teachers. Hebert T. Olander & Mary Elizabeth Farrel. *J. Teacher Educ.* 21(2) : 276-280, 1970.

Some evidence concerning the validity of an elementary school form of the dogmatism scale. Donald W. Felker & Donald J. Treffinger. *J. exper. Educ.* 39(2) : 24-26, 1970.

Teacher-principal relationships in "humanistic" and "custodial" elementary schools. Wayne K. Hoy & James B. Appleberry. *J. exper. Educ.* 39(2) : 27-31, 1970.

The training of preservice elementary school teachers in the processes of science. Paul R. Widick. *J. exper. Educ.* 44(3) : 57-62, 1976.

ENSINO DE 1.º GRAU

Behavioral correlates of achievements: a look at high and low achievers. Sigfrid D. Soli & Vernon T. Devine. *J. educ. Psychol.* 68(3) : 335-341, jun. 76.

ENSINO PROFISSIONALIZANTE

Toward full equality: more job education for women. Pamela Ann Roby. *Sch. Rev.* 84(2) : 181-211, fev. 76.

The triumph and failure of mission vocational education in Zaire 1879-1908. Barbara A. Yates. *Comp. Educ. Rev.* 20(2) : 193-208, jun. 76.

ENSINO PÚBLICO

Decentralization and community participation in public education. Carol Lopate et alii. *Rev. educ. Res.* 40(1): 135-150, fev. 70.

ENSINO DE QUÍMICA

Effect of graphic analogies of concepts in chemistry on learning and attitude. Joseph W. Rigney & Kathy A. Lutz. *J. educ. Psychol.* 68(3): 305-311, jun. 76.

ENSINO SUPERIOR

The academic department chairperson: functions and responsibilities. James H. L. Roach. *Educ. Rec.* 57(1): 13-23, 1976.

Comparative issues in mass higher education. Henry Wasser. *Western eur. Educ.* 8(1-2): 5-10, 1976.

Economic benefits of college education. David R. Witmer. *Rev. educ. Res.* 40(4): 511-523, out. 70.

The effect of differing criteria for unit exam mastery on college test performance. Edwin Carter et alii. *J. exper. Educ.* 44(3): 54-57, 1976.

Evaluating institutional effectiveness. Kenneth E. Young. *Educ. Rec.* 57(1): 45-52, 1976.

Faculty attitudes toward university role and governance: a factor analytic approach. L. Erwin Atwood & Kenneth Starck. *J. exper. Educ.* 39(2): 1-9, 1970.

Faculty collective bargaining in public higher education. Kenneth P. Mortimer & Mark D. Johnson. *Educ. Rec.* 57(1): 34-44, 1976.

French universities and the challenge of modernization. Bernard E. Brown. *Western eur. Educ.* 8(1-2): 36-80, 1976.

Higher education administration students' perception of establishing a community college. James T. Ranson. *J. exper. Educ.* 39(1): 75-78, 1970.

Higher education leadership in the nation's third century. Broadus N. Butler. *Educ. Rec.* 57(1): 53-57, 1976.

Mass higher education and the elitist tradition: the english experience. Harold Perkin. *Western eur. Educ.* 8(1-2): 11-35, 1976.

The politics of innovation in Great Britain: the open university. Jacques Fomerand. *Western, eur. Educ.* 8(1-2): 121-150, 1976.

Problems of west german universities on the way to mass higher education. Ulrich Teichler. *Western eur. Educ.* 8(1-2): 81-120, 1976.

Transition from school to college. S. A. Kendrick & Charles L. Thomas. *Rev. educ. Res.* 40(1): 151-179, fev. 70.

The validity of multiple choice achievement tests as measures of competence in medicine. Harold G. Levine, Christine H. McGuire & Leroy William Natress, Jr. *Amer. educ. Res. J.* 7(1): 69-82, jan. 70.

The value of college: a non-economist's view. Harold Howe II. *Educ. Rec.* 57(1): 5-12, 1976.

What should college supervisors do? John Warren Stewig. *J. Teacher Educ.* 21(2): 251-257, 1970.

ESCOLARIDADE

Immigrants and the schools. David K. Cohen. *Rev. educ. Res.* 40(1): 13-27, fev. 70.

La scolarisation d'enfants d'immigrés. Pierre Cuenat et alii. *Cah. Pédag.* 32(143): 3-34, abr. 76.

ESCOLA URBANA

The crucial factor in urban education: an intensive teacher-to-teacher training program for urban schools. Ronald M. Winer. *J. Teacher Educ.* 21(2): 240-243, 1970.

Innovations in urban secondary schools. Margaret Nelson & Sam. D. Sieber. *Sch. Rev.* 84(2): 213-231, fev. 76.

ESTUDANTE UNIVERSITÁRIO

Entrance correlates of university satisfaction. Ralph E. Berdie et alii. *Amer. educ. Res. J.* 7(2): 251-266, mar. 70.

Graduate student styles for coping with stressful situations. Kristen Kjerulff & Nancy Hirschberg Wiggins. *J. educ. Psychol.* 68(3): 247-254, jun. 76.

ESTUDO DE CASO

Teaching objectives, style, and effect with the case method in engineering. Karl H. Vesper & James L. Adams. *J. exper. Educ.* 39(2): 70-77, 1970.

ESTUDOS SOCIAIS

An analysis of two social studies programs and first grade achievement in economics. Robert F. Schuck & Robert F. Derosier. *J. exper. Educ.* 39(2): 56-63, 1970.

The social studies educator. Charlotte Engelbourg. *J. Teacher Educ.* 21(4): 509-514, 1970.

EXPRESSÃO CORPORAL

L'école et le corps. I. L'éducation physique aujourd'hui. Jacques Carbonnel et alii. *Cah. Pédag.* 32(142): 3-26, mar. 76.

FINANCIAMENTO DA EDUCAÇÃO

Effect of massive educational intervention on achievement of first grade students. Thomas M. Goolsby, Jr. & Robert B. Frary. *J. exper. Educ.* 39(1): 46-52, 1970.

Open enrollment and fiscal incentives. George Richard Meadews. *Sch. Rev.* 84(3): 449-462, mai. 76.

The reform of regional accreditation agencies. H. R. Kells. *Educ. Rec.* 57(1): 24-28, 1976.

FINS DA EDUCAÇÃO

The value of college: a non-economist's view. Harold How II. *Educ. Rec.* 57(1): 5-12, 1976.

FORMAÇÃO DE PROFESSORES

Berkeley's urban task force: a project to prepare secondary community-oriented teachers for the inner city. Alvin H. Thompson. *J. Teacher Educ.* 21(2): 233-239, 1970.

Cooperative program in urban teacher education. George E. Monroe & Harriet Talmage. *J. Teacher Educ.* 21(4): 469-477, 1970.

- The crucial factor in urban education: an intensive teacher-to-teacher training program for urban schools. Ronald M. Winer. *J. Teacher Educ.* 21(2): 240-243, 1970.
- The Delphi technique: a tool for collecting opinions in teacher education. Frederick R. Cyphert & Walter L. Gant. *J. Teacher Educ.* 21(3): 417-425, 1970.
- Educational laboratories and teacher education. Keith Acheson & James L. Oliver. *J. Teacher Educ.* 21(3): 325-334, 1970.
- Factors influencing the predictability of college grades. Leo A. Munday. *Amer. educ. Res. J.* 7(1): 99-107, jan. 70.
- Factors related to quality of schools attended by teachers. Ronald M. Pavalco & A. Edwin Ullrich. *J. Teacher Educ.* 21(4): 498-503, 1970.
- Florida Atlantic University's center of discovery: a new dimension in teacher education. Harry A. Kersey Jr. *J. Teacher Educ.* 21(2): 224-232, 1970.
- La formation des maîtres d'enfants de migrants. J. Grange. In: La scolarisation d'enfants d'immigrés. *Cah. Pedagog.* 32(143): 18-24, abr. 76.
- Inspecting expectance: some laboratory results of relevance for teacher training. Frank J. Smith & James E. R. Luginbuhl. *J. educ. Psychol.* 68(3): 265-272, jun. 76.
- Is CBTE cost-effective? Competency-based versus noncompetency-based teacher education. Donald. Enos. *J. Teacher Educ.* 27(2): 119-122, 1976.
- Kansas State Teachers College experimental study of professional education for secondary teachers. J. T. Sandefur. *J. Teacher Educ.* 21(3): 386-395, 1970.
- Lets's move the methods course off campus. Huber M. Walsh. *J. Teacher Educ.* 21(3): 347-351, 1970.
- A new role for foundations courses in teacher education. James W. Wagner. *J. Teacher Educ.* 21(4): 489-493, 1970.
- Organizing a college of education. James O'Hanlon. *J. Teacher Educ.* 27(2): 132-135, 1976.
- Personal growth for teachers in training through self-study. Edwin W. McClain. *J. Teacher Educ.* 21(3): 372-377, 1970.
- Prescription for Pedagogy: a teacher education program. Jack M. Ott, Barbara S. Thompson & Howard O. Merriman. *J. Teacher Educ.* 21(3): 352-356, 1970.
- Reflections of a student teacher. W. W. Laughery & Ronald E. Cromwell. *J. Teacher Educ.* 21(1): 34-43, 1970.
- Relationships between college characteristics and student achievement. Donald A. Rock, John A. Centra & Robert L. Leinn. *Amer. educ. Res. J.* 7(1): 109-121, jan. 70.
- Self-concept and success in student teaching. Reba Garvey. *J. Teacher Educ.* 21(3): 357-361, 1970.
- The social studies educator. Charlotte Engelbourg. *J. Teacher Educ.* 21(4): 509-514, 1970.
- A suggested procedure for training teachers for subjective response uncertainty based on a laboratory application, Graviel Salomon. *J. Teacher Educ.* 21(2): 244-250, 1970.
- A system for revision of a specific curriculum in teacher education. J. N. Hook. *J. Teacher Educ.* 21(4): 484-485, 1970.
- Teacher commitment-whose responsibility? Don Bennett. *J. Teacher Educ.* 21(4): 515-518, 1970.

- Teaching creativity to teachers and others. George I. Brown. *J. Teacher Educ.* 21(2): 210-216, 1970.
- Team supervision: a humanistic approach to accountability. John J. Readling & Mildred S. Blom. *J. Teacher Educ.* 21(3): 366-371, 1970.
- A terminal individualized instruction program for prospective elementary teachers. James V. Mitchell Jr., Toni E. Santmire & Elizabeth Z. Howard. *J. Teacher Educ.* 21(3): 362-365, 1970.
- The training of preservice elementary school teachers in the process of science. Paul R. Widick. *J. exper. Educ.* 44(3): 57-62, 1976.
- Training procedures for teachers in German public schools. Rodney Swenson. *J. Teacher Educ.* 21(2): 270-272, 1970.
- The university, the teacher, and ethnocentrism. George E. Urch. *J. Teacher Educ.* 21(2): 273-275, 1970.
- The use of computer technology in the assignment of student teachers. Monte R. Allen, Richard D. Biberstine & Gerald M. Calvert. *J. Teacher Educ.* 21(2): 169-171, 1970.
- The validation of translated instructional materials for Latin American education. W. James Popham. *J. Teacher Educ.* 21(2): 217-223, 1970.
- The validation of translated instructional materials for Latin American teacher education. — II. W. James Popham. *J. Teacher Educ.* 21(2): 382-385, 1970.
- The value orientation of beginning elementary teacher education students. Mary Wannamaker & W. Wesley Tennyson. *J. Teacher Educ.* 21(2): 544-550, 1970.
- Where teacher education programs fail. Ralph H. Thompson. *J. Teacher Educ.* 21(4): 494-497, 1970.
- Which way is up? Some cautionary notes to model builders in teacher education. Patricia Mills. *J. Teacher Educ.* 21(4): 494-497, 1970.

FORMAÇÃO PROFISSIONAL

- Are we ready for national certification of professional educators? Richard K. Sparks. *J. Teacher Educ.* 21(3): 342-346, 1970.
- A survey of the revocation of teaching certificates. Mario C. Di Nello & Harold L. Hawkins. *J. Teacher Educ.* 21(4): 526-533, 1970.

FRAUDE

- Effects of success and failure on cheating behavior. John P. Houston & Toni Ziff. *J. educ. Psychol.* 68(3): 371-376, jun. 76

FRUSTRAÇÃO

- The effects of frustration on the figural creative thinking of fifth grade students. K. Bradley Frost. *J. exper. Educ.* 44(3): 20-23, 1976.

FUNDAÇÃO EDUCACIONAL

- A new role for foundations courses in teacher education. James W. Wagner. *J. Teacher Educ.* 21(4): 489-493, 1970.
- On the nature and purpose of educational foundations studies. John P. Lipkin. *J. Teacher Educ.* 21(4): 486-488, 1970.

HISTÓRIA DA EDUCAÇÃO

- An analysis of History of Education as an academic discipline. Henry W. Hodysh. *J. Teacher Educ.* 21(2): 203-209, 1970.

De la Convention a la Ve République. Brigitte Laquieze-Chabaud et alii. *Cah. Pédag.* (145): 3-5, jun. 76.

The goddess, the school book, and compulsion. Charles Burgess. *Harvard educ. Rev.* 46(2): 199-216, mai. 76.

Les structures et l'évolution de l'enseignement agricole depuis 1960. M. L. Chaix. *Cah. Pédag.* (145): 6-10, jun. 76.

HUMANISMO

Humanism and environmental education. John C. Miles. *J. environment. Educ.* 7(3): 2-10, 1976.

IDEOLOGIA

Curriculum as ideological selection. Michael W. Apple. *Comp. Educ. Rev.* 20(2): 209-215, jun. 76.

IMIGRANTE

Immigrants and the schools. David K. Cohen. *Rev. educ. Res.* 40(1): 13-27, fev. 70.

La scolarisation d'enfants d'immigrés. Pierre Cuenat et alii. *Cah. Pédag.* 32(143): 3-34, abr. 76.

IMITAÇÃO

Imitation: implications for counseling and therapy. Roger D. Bourdon. *Rev. educ. Res.* 40(3): 429-457, jun. 70.

IMPULSIVIDADE

Self-verbalization versus tutor-verbalization in modifying impulsivity. Nila N. Bender. *J. educ. Psychol.* 68(3): 347-354, jun. 76.

INFORMAÇÃO EDUCACIONAL

Scientific information exchange surrounding the 1968 annual meeting of the American Education Research Association. Carnot E. Nelson et alii. *Amer. educ. Res. J.* 7(2): 169-188, mar. 70.

INSTRUÇÃO PROGRAMADA

Effects of achievement motivation and test anxiety on performance in programmed instruction. Kenneth Shrable & Julius M. Sassenrath. *Amer. educ. Res. J.* 7(2): 209-220, mar. 70.

The effects of different frequencies of response frames in programmed instruction. John M. Flynn. *Amer. educ. Res. J.* 7(4): 569-581, nov. 70.

The validation of translated instructional materials for latin american teacher education. W. James Popham. *J. Teacher Educ.* 21(2): 217-223, 1970.

INTEGRAÇÃO ESCOLA-EMPRESA

Education's great boondoggle. Wilma S. Longstreet. *J. Teacher Educ.* 27(2): 136-139, 1976.

Employes privacy, 1975: concerns of college and university administrators. Sheldon Elliot Steinbach. *Educ. Rec.* 57(1): 29-33, 1976.

Learning through doing: the factory as school in modernity. Richard F. Devon & Tonia K. Devon. *Comp. Educ. Rev.* 20(2): 220-231, jun. 76.

LEITURA

- Configuration as a cue in the word recognition of beginning readers. Henry G. Timko. *J. exper. Educ.* 39(2): 68-69, 1970.
- Effects of pictures on learning to read, comprehension and attitudes. S. Jay Samuels. *Rev. educ. Res.* 40(3): 397-407, jun. 70.
- Mental imagery helps eight-years-old remember what they read. G. Michael Pressley. *J. Educ. Psychol.* 68(3): 355-359, jun. 76.
- Paired associate learning, social status and tests of logical concrete behavior as univariate and multivariate predictors of first grade reading achievement. Nadine M. Labert. *Amer. educ. Res. J.* 7(4): 511-428, nov. 70.
- Restructuring hypothesis for a prescribed symbol correlation in alpha-numeric recognition. Charles T. St. Clair, Kenneth G. Leib & Benjamin J. Pernick. *J. exper. Educ.* 39(2): 64-67, 1970.

LIDERANÇA

- Higher education leadership on the nation's third century. Broadus N. Butler. *Educ. Rec.* 57(1): 53-57, 1976.

LINGUAGEM

- A measure of standard english proficiency of inner-city children. Catherine Garvey & Paul McFarlane. *Amer. educ. Res. J.* 7(1): 29-40, jan. 70.
- New directions in theories of language acquisition. Marilyn H. Edmonds. *Harvard educ. Rev.* 46(2): 175-198, mai. 76.
- A problem-solving approach to learning teaching the language arts. Marie Marcus. *J. Teacher Educ.* 21(1): 65-68, 1970.
- Role of performance goals in prose learning. Ronald E. La Porte & Raghu Nath. *J. educ. Psychol.* 68(3): 260-264, jun. 76.

LIVRO DE TEXTO

- The two editions of some introductory psychology text-books. M. Y. Quereshi & Michael R. Zulli. *J. exper. Educ.* 44(4): 35-39, 1976.

MÃO-DE-OBRA

- Manpower planning and its role in the age of automation. Richard H. P. Kraft. *Rev. educ.* 40(4): 495-509, out. 70.

MEIO RURAL

- Disadvantaged rural youth. Everett D. Edington. *Rev. educ. Res.* 40(1): 69-85, fev. 70.
- L'enseignement agricole. Org. por Brigitte Laquieze-Chabaud et alii. *Cah. Pédag.* (145): 3-31, jun. 76.
- Les handicaps socio-culturels des enfants de milieu rural. Brigitte Laquieze-Chabaud et alii. *Cah. Pédag.* (145): 11-12, jun. 76.

MEIO SOCIAL

- Mutability of intelligence and epidemiology of mild mental retardation. Zena Stein & Mervyn Susser. *Rev. educ. Res.* 40(1): 29-67, fev. 70.
- Predictors of the social environment of learning. Herbert J. Walberg & Andrew Ahlgren. *Amer. educ. Res. J.* 7(2): 153-167, mar. 70.

MEMÓRIA

- Influence of sentence order and amount of higher level text processing upon reproductive and productive memory. Lawrence T. Frase. *Amer. educ. Res. J.* 7(3): 307-319, mai. 70.
- Mental imagery helps eight-years-old remember what they read. G. Michael Pressley. *J. educ. Psychol.* 68(3): 355-359, jun. 76.
- Some adaptive consequences of searching for information in a text. Lawrence T. Frase & Francene Silbiger. *Amer. educ. Res. J.* 7(4): 553-560, nov. 70.

MÉTODO AUDIOVISUAL

- Effects of pictures on learning to read, comprehension and attitudes. S. Jay Samuels. *Rev. educ. Res.* 40(3): 397-407, jun. 70.
- Effects of video feedback on the ability to evaluate teaching. Morton D. Waimon & Gary C. Ramseyer. *J. Teacher Educ.* 21(1): 92-95, 1970.

MÉTODO DE ENSINO

- Conceptual systems and teaching styles. Patricia D. Murphy & Marjorie M. Brown. *Amer. educ. Res. J.* 7(4): 529-540, nov. 70.
- Effects of adjunct questions, protesting, and degree of student supervision on learning from an instructional text. H. W. Gustafson & David L. Toole. *J. exper. Educ.* 39(1): 53-58, 1970.
- An empirical analysis of the instructional effectiveness in visualized instruction. Thomas C. Arnold & Francis M. Dwyer. *J. exper. Educ.* 44(4): 11-16, 1976.
- Heuristics for classroom design. Charles W. Lamb, Jr. *J. exper. Educ.* 44(4): 27-29, 1976.
- The heuristic of non-teacher-directed discussion groups in a secondary education class. Charles R. Cooper. *J. Teacher Educ.* 21(4): 551-559, 1970.
- Student performance and evaluation under variant teaching and testing methods in a large college course. Jessica Gayner & Jim Millham. *J. educ. Psychol.* 68(3): 312-217, jun. 76.
- Trainee role expectations of the microteaching supervisor. William D. Johnson & Jonathan E. Knaupp. *J. Teacher Educ.* 21(3): 396-401, 1970.

MINORIA ÉTNICA

- Ethnic revival and educational conflict in Swedish Lapland. Roland G. Paulston. *Comp. Educ. Rev.* 20(2): 179-192, jun. 76.
- The university, the teacher, and ethnocentrism. George E. Urch. *J. Teacher Educ.* 21(2): 273-275, 1970.

MINORIA NACIONAL

- The teaching of russian to national minorities in the USSR. Edit. por Harold J. Noah & Beatrice Beach Szekely. *Sov. Educ.* 18(7): 3-105, mai. 76.

MODELO DIDÁTICO

- An educational process model for use in research. Jenny R. Armstrong. *J. exper. Educ.* 39(1): 2-7, 1970.

MOTIVAÇÃO

- Effects of achievement motivation and text anxiety on performance in programmed instruction. Kenneth Shrable & Julius M. Sassenrath. *Amer. educ. Res. J.* 7(2): 209-220, mar. 70.
- Motivation and creativity: the context effect. David Elkind et alii. *Amer. educ. Res. J.* 7(3): 351-357, mai. 70.

OBJETIVO DE ENSINO

Effect of precise objectives upon student achievement in health education. Gus T. Dalis. *J. exper. Educ.* 39(2): 20-23, 1970.

Role of performance goals in prose learning. Ronald E. La Parre & Raghu Nath. *J. educ. Psychol.* 68(3): 260-264, jun. 76.

OBRIGATORIEDADE ESCOLAR

The goddess, the school book, and compulsion. Charles Burgess. *Harvard educ. Rev.* 46(2): 199-216, mai. 76.

OBSERVAÇÃO EM SALA DE AULA

The effects of training observers of classroom behavior. Jeanine Nelson Webb & Bob Burton Brown. *J. Teacher Educ.* 21(2): 197-202, 1970.

ORGANIZAÇÃO DE PROFESSORES

The career opportunities program: EPDA as mid-range demonstration. George Kaplan. *J. Teacher Educ.* 27(2): 148-150, 1976.

Community participation in teacher collective bargaining: problems and prospects. Charles W. Chieng. *Harvard educ. Rev.* 46(2): 153-174, mai. 76.

A model for developing academic support of CBTE. William Capie & Glen Markle. *J. Teacher Educ.* 27(2): 129-131, 1976.

NCATE accreditation. Ray C. Maul. *J. Teacher Educ.* 21(1): 47-52, 1970.

Project change: a person-centered approach to CBTE. Thomas Lickona. *J. Teacher Educ.* 27(2): 122-128, 1976.

ORIENTAÇÃO

Effect of detailed guidance on the writing efficiency of college freshmen. Perry R. Childers & Virginia J. Haas. *J. exper. Educ.* 39(1): 20-23, 1970.

Imitation: implications for counseling and therapy. Roger D. Bourdon. *Rev. educ. Res.* 40(3): 429-457, jun. 70.

La troisième, et après? Jacques Alesi et alii. *Cah. Pédag.* (144): 1-25, mai. 76.

PARTICIPAÇÃO ESTUDANTIL

Faculty react to student participation. Larry L. Leslie. *J. Teacher Educ.* 21(1): 53-58, 1970.

PERCEPÇÃO MUSICAL

Taking into account musical aptitude differences among beginning instrumental students. Edwin Gordon. *Amer. educ. Res. J.* 7(1): 41-53, jan. 70.

PESQUISA EDUCACIONAL

Curriculum design through operation research. Ellis B. Page et alii. *Amer. educ. Res. J.* 13(1): 31-49, 1976.

An educational process model for use in research. Jenny R. Armstrong. *J. exper. Educ.* 39(1): 2-7, 1970.

Evaluating a successful program: experimental method and academic bias. Robert L. Crain & Robert L. York. *Sch. Rev.* 84(2): 233-254, fev. 76.

Reconstruction of educational research. Lee S. Shulman. *Rev. educ. Res.* 40(3): 371-396, jun. 70.

Review of research involving applied behavior analysis in the classroom. Edward M. Hanley. *Rev. educ. Res.* 40(5): 597-625, dez. 70.

PLANEJAMENTO DA EDUCAÇÃO

The cohort-survival ratio method in the projection of school attendance. William J. Webster. *J. exper. Educ.* 39(1): 89-96, 1970.

PLANEJAMENTO FAMILIAR

Family planning education and health care delivery in the people's Republic of China: implications for educational alternatives. John N. Hawkins. *Comp. Educ. Rev.* 20(2): 151-164, jun. 76.

POLÍTICA EDUCACIONAL

Are we ready for national certification of professional educators? Richard K. Sparks. *J. Teacher Educ.* 21(3): 342-346, 1970.

Correlates of educational policy priorities in developing nations. Jill Clark. *Comp. Educ. Rev.* 20(2): 129-139, jun. 76.

Faculty collective bargaining in public higher education. Kenneth P. Mortimer & Mark D. Johnson. *Educ. Rec.* 57(1): 34-44, 1976.

The courts, the legislature, the presidency, and school desegregation policy Betty Showell. *Sch. Rev.* 84(3): 401-416, mai. 76.

School integration: ideology, methodology, and national policy. Ray C. Rist. *Sch. Rev.* 84(3): 417-430, mai. 76.

POLÍTICA DE PESQUISA

Politics and research: evaluation of social action programs in education. David K. Cohen. *Rev. educ. Res.* 40(2): 213-238, abr. 70.

PRÁTICA DE ENSINO

Three experiments on learning to teach. Christopher M. Clark, Richard E. Snow & Richard J. Shavelson. *J. Teacher Educ.* 27(2): 174-180, 1976.

PRECEPTORADO

The effect of cross-age tutoring on adolescence: an inquiry into theoretical assumptions. Diana Pritchard Paolitto. *Rev. educ. Res.* 46(2): 215-237, 1976.

PRÉDIO ESCOLAR

Environmental numbness in the classroom. Robert Gifford. *J. exp. Educ.* 44(3): 4-7, 1976.

PROCESSO COGNITIVO

Classroom verbal interaction patterns as a function of instructor cognitive complexity. Richard J. Reynolds. *J. Teacher Educ.* 21(1): 59-64, 1970.

Hierarchical analysis of factors in cognition. Jack R. Haynes. *Amer. educ. Res. J.* 7(1): 55-68, jan. 70.

Manipulating abstract thinking as a subability to problem solving in the context of an english curriculum. Sara W. Lundsteen. *Amer. educ. Res. J.* 7(3): 373-396, mai. 70.

Relevant subjective response incertanty as a function of stimulus-task, interaction. Gavriel Salomon & Joan E. Sieber. *Amer. educ. Res. J.* 7(3): 337-349, mai. 70.

Restructuring hypothesis for a prescribed symbol correlation in alpha-numeric recognition. Charles T. St. Clair, Kenneth G. Leib & Benjamin J. Pernick. *J. exper. Educ.* 39(2): 64-67, 1970.

A study of children's abilities to reason with basic principles of deductive reasoning. James J. Roberg. *Amer. educ. Res. J.* 7(4): 583-596, nov. 60.

PROCESSO ENSINO-APRENDIZAGEM

Interactions of attitudes and associative interference in classroom learning. William L. Mikulas. *J. exper. Educ.* 39(2): 49-55, 1970.

Time required to process information as a function of question placement. Robert L. Morasky & Henry H. Willcox. *Amer. educ. Res. J.* 7(4): 561-567, nov. 70.

PROGRAMA DE CURSO

Recent applications of computer technology to school testing programs. Elinor M. Woods. *Rev. ed. Res.* 40(4): 525-539, out. 70.

PROGRAMA DE TELEVISÃO

TV's deadly inadvertent bias. Florence H. Levinsohn. *Sch. Rev.* 84(3): 390-400, mai. 76.

PROVA OBJETIVA

Item-by-item feedback and multiple choice test performance. R. Stephen Fulmer & Harry E. Rollings. *J. exper. Educ.* 44(4): 30-32, 1976.

On scoring multiple choice exams allowing for partial knowledge. J. C. Arnold & P. L. Arnold. *J. exper. Educ.* 39(1): 8-13, 1970.

The validity of multiple choice achievement tests as measures of competence in medicine. Harold G. Levine, Christine H. McGuire & Leroy William Natress, Jr. *Amer. educ. Res. J.* 7(1): 69-82, jan. 70.

PSICOLOGIA DO COMPORTAMENTO

Analysis of the unit testing component of the personalized system of instruction. Janice Maclin, Robert Williams & Linda Clark. *J. exper. Educ.* 44(3): 49-53, 1976.

Comparisons of teacher reinforcement schedules for students with different social class backgrounds. Philip Friedman. *J. educ. Psychol.* 68(3): 286-292, jun. 76.

A reinforcement analysis of three-man team performance in a psychology course. John F. Roccklelein. *J. exper. Educ.* 39(1): 79-84, 1970.

Review of research involving applied behavior analysis in the classroom. Edward M. Hanley. *Rev. educ. Res.* 40(5): 597-625, dez. 70.

PSICOLOGIA EDUCACIONAL

Educational psychology: challenged or challenging? David N. Aspy. *J. Teacher Educ.* 21(1): 5-13, 1970.

PSICOLOGIA EXPERIMENTAL

Experimental factors related to aptitude — treatment interactions. Glenn H. Bracht. *Rev. educ. Res.* 40(5): 627-645, dez. 70.

RECICLAGEM

Assessing inservice training needs through teacher responses. Gary M. Ingersoll. *J. Teacher Educ.* 27(2): 169-173, 1976.

Designing an affective inservice program. John N. Mangieri & David R. McWilliams. *J. Teacher Educ.* 27(2): 110-112, 1976.

Information into knowledge — A professional's responsibility. Hopkin M. Davies & Joost Yff. *J. Teacher Educ.* 27(2): 181-184, 1976.

An inservice self-study program: the forgotten key to educational success. Charles H. Flatter & Elizabeth J. Koopman. *J. Teacher Educ.* 27(2): 116-118, 1976.

Putting inservice teacher education into perspective. Kenneth R. Howey. *J. Teacher Educ.* 27(2): 101-105, 1976.

Student teaching in job corps centers. Charles W. Ryan. *J. Teacher Educ.* 21(4): 540-543, 1970.

Teachers talk about inservice education. Barbara A. Ainsworth. *J. Teacher Educ.* 27(2): 107-109, 1976.

RECURSOS FINANCEIROS

Money-Is it necessary? Ben E. Pitts. *J. Teacher Educ.* 27(2): 140, 1976.

RELAÇÃO PAIS-ESCOLA

Achieving home-school continuity in the socialization of an academic motive. Rosemary Swanson & Ronald W. Henderson. *J. exper. Educ.* 44(3): 38-44, 1976.

Survival talk for educators — Parent involvement. Leonard Kaplan. *J. Teacher Educ.* 27(2): 167-168, 1976.

RELAÇÃO PROFESSOR-ALUNO

The concept and measurement of the quality of school life. Joyce L. Epstein & James M. McPartland. *Amer. educ. Res. J.* 13(1): 15-30, 1976.

The delicate art of teacher evaluation. Wayne Jones & Paul A. Sommers. *J. exper. Educ.* 44(4): 44-50, 1976.

Development of a semantic differential to assess the attitude of secondary school and college students. Russell N. Cassel. *J. exper. Educ.* 39(2): 10-14, 1970.

Effect of student verbal behavior on classroom teacher behavior. Carol G. Noble & John D. Nolan. *J. educ. Psychol.* 68(3): 342-346, jun. 76.

Effects of classroom social climate on individual learning. Gary J. Anderson. *Amer. educ. Res. J.* 7(2): 135-152, mar. 70.

Feedback from interaction analysis: some implications for the improvement of teaching. Joseph C. Bondi, Jr. *J. Teacher Educ.* 21(2): 189-196, 1970.

Relationships between teacher behaviors and pupil achievement in three experimental elementary science lessons. Clifford J. Wright & Graham Nuthall. *Amer. educ. Res. J.* 7(4): 477-491, nov. 70.

The stability of teacher effects upon student achievement. Barak Rosenshine. *Rev. educ. Res.* 40(5): 647-662, dez. 70.

Student perceptions of engineering instructor behaviors and their relationships to the evaluation of instructors and courses. Anaut S. Deshpande et alii. *Amer. educ. Res. J.* 7(3): 289-305, mai. 70.

Teacher-principal relationships in "humanistic" and "custodial" elementary schools. Wayne K. Hoy & James B. Appleberry. *J. exper. Educ.* 39(2): 27-31, 1970.

RELAÇÕES HUMANAS

The effect of human relations training on dogmatic attitudes of educational administration students. John Moracco & Abdul-Ghani Bushwar. *J. exper. Educ.* 44(4): 32-34, 1976.

RELAÇÕES RACIAIS

Academic growth in predominantly negro and predominantly white colleges. John A. Centra, Robert L. Linn & Mary Ellen Parry. *Amer. educ. Res. J.* 7(1): 83-98, jan. 70.

RENDIMENTO

Academic growth in predominantly negro and predominantly white colleges., John A. Centra, Robert L. Linn & Mary Ellen Parry. *Amer. educ. Res. J.* 7(1): 83-98, jan. 70.

An analysis of two social studies programs and first grade achievement in economics. Robert F. Schuck & Robert F. Derosier. *J. exper. Educ.* 39(2): 56-63, 1970.

Behavioral correlates of achievements: a look at high and low achievers. Sigfrid D. Soli & Vernon T. Devine. *J. educ. Psychol.* 68(3): 335-341, jun. 76.

Can successful teaching be empirically determined? George S. C. Cheong. *J. Teacher Educ.* 21(2): 185-188, 1970.

The concept and measurement of the quality of school life. Joyce L. Eptein & James M. McPortland. *Amer. educ. Res. J.* 13(1): 15-30, 1976.

Delayed and normal progress college students: a comparison of psycho-social characteristics and career plans. Lyle F. Schoenfeldt et alii. *Amer. educ. Res. J.* 7(2): 235-250, mar. 70.

Desegregation and minority group performance. Nancy H. St. John. *Rev. educ. Res.* 40(1): 111-133, fev. 70.

Entrance correlates of university satisfaction. Ralph E. Berdie et alii. *Amer. educ. Res. J.* 7(2): 251-266, mar. 70.

An investigation of the effects of "verbal load" in achievement tests. Harry Bornstein & Karen Chamberlain. *Amer. educ. Res. J.* 7(4): 597-604, nov. 70.

Performance under traditional and mastery assessment procedures in relation to students' locus of control: a possible aptitude by treatment interaction. Carl H. Reynolds & J. Ronald Gentile. *J. exper. Educ.* 44(4): 55-60, 1976.

Relationships between college characteristics and student achievement. Donald A. Rock, John A. Centra & Robert L. Linn. *Amer. educ. Res. J.* 7(1): 109-121, jan. 70.

The relative efficacy of various dimensions of the self-concept in predicting academic achievement. Cathleen M. Kuniniec. *Amer. educ. Res. J.* 7(3): 321-336, mai. 70.

The relationship of Bogus expectations to success in student teaching (or Pygmalien's illegitimate son). Martin Haberman. *J. Teacher Educ.* 21(1): 69-72, 1970.

The stability of teacher effects upon student achievement. Barak Rosenshine. *Rev. educ. Res.* 40(5): 647-662, dez. 70.

RESPONSABILIDADE

The relationship of achievement responsibility to instructional treatments. Kinard White & James Lee Howard. *J. exper. Educ.* 39(2): 78-82, 1970.

RETARDAMENTO

Mutability of intelligence and epidemiology of mild mental retardation. Zena Stein & Mervyn Susser. *Rev. educ. Res.* 40(1): 29-67, fev. 70.

SOCIALIZAÇÃO

- Social class and the socialization process. Edward Zigler. *Rev. educ. Res.* 40(1): 87-110, fev. 70.

STATUS SÓCIO-ECONÔMICO

- Social class and race as concomitants of composite halo in teachers' evaluating rating of pupils. Tom D. Freijo & Richard M. Jaeger. *Amer. educ. Res. J.* 13(1): 1-14, 1976.

SUPERVISÃO

- Team supervision: a humanistic approach to accountability. John J. Readling & Mildred S. Blom. *J. Teacher Educ.* 21(3): 366-371, 1970.
- What should college supervisors do? John Warren Stewig. *J. Teacher Educ.* 21(2): 251-257, 1970.

TÉCNICA DE QUESTIONAR

- Classifying classroom questions. Rodney P. Riegler. *J. Teacher Educ.* 27(2): 156-161, 1976.
- The Delphi technique: a tool for collecting opinions in teacher education. Frederick R. Cyphert & Walter L. Gant. *J. Teacher Educ.* 21(3): 417-525, 1970.
- Focus on questioning. Barbara M. Olmo. *J. Teacher Educ.* 21(4): 504-508, 1970.
- Influence of sentence order and amount of higher level text processing upon reproductive and productive memory. Lawrence T. Frase. *Amer. educ. Res. J.* 7(3): 307-319, mai. 70.
- Some adaptive consequences of searching for information in a text. Lawrence T. Frase & Francene Silbiger. *Amer. educ. Res. J.* 7(4): 553-560, nov. 70.
- Time required to process information as a function of question placement. Robert L. Morasky & Henry H. Willcox. *Amer. educ. Res. J.* 7(4): 561-567, nov. 70.
- The use of questions in teaching. Meredith D. Gall. *Rev. educ. Res.* 40(5): 707-721, dez. 70.

TECNOLOGIA EDUCACIONAL

- Bayesian guidance technology. Melvin R. Novick & Paul H. Jackson. *Rev. educ. Res.* 40(4): 459-494, out. 70.
- The impact of rapid social change on technological education: an israeli example. Reuven Kahane & Laura Star. *Comp. Educ. Rev.* 20(2): 165-178, jun. 76.
- Manpower planning and its role in the age of automation. Richard H. P. Kraft. *Rev. educ. Res.* 40(4): 495-509, out. 70.
- Recent applications of computer technology to school testing programs. Elinor M. Woods. *Rev. educ. Res.* 40(4): 525-539, out. 70.

TENSÃO MENTAL

- Graduate student styles for coping with stressful situations. Kristen Kjeruff & Nancy Hirschberg Wiggins. *J. educ. Psychol.* 68(3): 247-254, jun. 76.

TEORIA DA EDUCAÇÃO

- General teaching theory. S. C. T. Clarke. *J. Teacher Educ.* 21(3): 403-416, 1970.

TESTE

- An a priori approach for developing short-forms of tests and inventories. Julian L. Biggers. *J. exper. Educ.* 44(3):8-10, 1976.
- Bayesian guidance technology. Melvin R. Novick & Paul H. Jackson. *Rev. educ. Res.* 40(4): 459-494, out. 70.
- Experimental factors related to aptitude-treatment interactions. Glenn H. Bracht. *Rev. educ. Res.* 40(5): 627-645, dez. 70.
- Motivation, race, social class, and IQ. William Samuel et alii. *J. educ. Psychol.* 68(3): 273-285, jun. 76.
- A partial evaluation of Torrance's test of creativity. O J. Harvey et alii. *Amer. educ. Res. J.* 7(3): 359-372, mai. 70.
- Test statistics as a function of item arrangement. David M. Shoemaker. *J. exper. Educ.* 39(1): 85-88, 1970.

UNIVERSIDADE ABERTA

- The politics of innovation in Great Britain: the open university. Jacques Fomerand. *Western eur. Educ.* 8(1-2): 121-150, 1976.

VALOR MORAL

- The values of the academy (moral issues for american education and educational research arising from the Jensen case). Michael Scriven. *Rev. educ. Res.* 40(4): 541-549, out. 70.

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. For instance, a manager might define a sales decline as a 10% drop in revenue over the last quarter, caused by a decrease in the number of new customers and a loss of existing customers. The final step in the problem identification process is to prioritize the problem. This is done by assessing the importance of the problem and the urgency of addressing it. For example, a manager might prioritize a sales decline over a low customer satisfaction score if the sales decline is more severe and more immediate.