Classified Index
Volumes 7 and 8, 1976–77

Author Index

Subject Index

RESEARCH REVIEWS

An annotated bibliography of research on self-paced mathematics instruction (1965–1976). *8*: 144–145, Mar. 1977.
An interpretation of advanced organizers. *7*: 69–74, Mar. 1976.
The place of William A. Brownell in mathematics education. *8*: 382–385, Nov. 1977.
Research on mathematics education reported in 1975. *7*: 193–257, July 1976.
Research on mathematics education reported in 1976. *8*: 242–316, July 1977.

SECONDARY SCHOOL MATHEMATICS

The effects of three instructional strategies on problem-solving behaviors in secondary school mathematics. *7*: 264–275, Nov. 1976.
Research on mathematics education reported in 1975. *7*: 193–257, July 1976.
Research on mathematics education reported in 1976. *8*: 242–316, July 1977.

SEQUENCING

An analysis of the fraction concept into a hierarchy of selected subconcepts and the testing of the hierarchical dependencies. *7*: 131–144, May 1976.

STUDENT CHARACTERISTICS

Certain school and pupil characteristics and mathematics test results in Wisconsin. *8*: 223–227, May 1977.
The difference in level of anxiety in undergraduate mathematics and nonmathematics majors. *8*: 48–56, Jan. 1977.
Factors associated with third- and fourth-grade children's performance in solving multiplication and division sentences. *7*: 155–171, May 1976.
Relationships between selected teacher behaviors of prealgebra teachers and selected characteristics of their students. *8*: 369–375, Nov. 1977.

TEACHER BEHAVIORS

Relationships between selected teacher behaviors of prealgebra teachers and selected characteristics of their students. *8*: 369–375, Nov. 1977.
An evaluation of the mathematics-methods program involving the study of teaching characteristics and pupil achievement in mathematics. *8*: 17–25, Jan. 1977.
The effects of two methods of presenting a pedagogical model to preservice teachers. *8*: 107–114, Mar. 1977.
Aspects of teacher discourse and student achievement in mathematics. *8*: 195–204, May 1977.
Mathematics presentation as a function of cognitive/personality variables. *8*: 205–210, May 1977.

TEACHER CHARACTERISTICS

Aspects of teacher discourse and student achievement in mathematics. *8*: 195–204, May 1977.
Begle revisited: Teacher knowledge and student achievement in algebra. *8*: 216–222, May 1977.
Cognitive emphasis of geometry teachers' questions. *7*: 259–263, Nov. 1976.
An evaluation of the mathematics-methods program involving the study of teaching characteristics and pupil achievement in mathematics. *8*: 17–25, Jan. 1977.
Mathematics presentation as a function of cognitive/personality variables. *8*: 205–210, May 1977.
"New math" implementation: A look inside the classroom. *8*: 323–331, Nov. 1977.
Teachers', principals', and university faculties' views of mathematics learning and instruction as measured by a mathematics inventory. *8*: 332–344, Nov. 1977.

TEACHER TRAINING

Comparative effects of three sequences of moves for teaching selected mathematical concepts to college students. *7*: 276–289, Nov. 1976.
Conjunctive interpretations of logical connectives: Replication of results using a new type of task. *8*: 231–233, May 1977.
The effects of two methods of presenting a pedagogical model to preservice teachers. *8*: 107–114, Mar. 1977.
The elementary school as a training laboratory and its effect on low-achieving sixth graders. *8*: 97–106, Mar. 1977.
An evaluation of the mathematics-methods program involving the study of teaching characteristics and pupil achievement in mathematics. *8*: 17–25, Jan. 1977.
The interpretation of statements in standard logical form by preservice elementary teachers. *8*: 123–131, Mar. 1977.
Investigative teaching of mathematics and its effect on the classroom learning environment. *8*: 345–358, Nov. 1977.
Mathematics presentation as a function of cognitive/personality variables. *8*: 205–210, May 1977.
Number patterns: Discovery versus reception learning. *8*: 83–87, Mar. 1977.
Reactions to the third international congress on mathematical education. *8*: 234–236, May 1977.
Use and recall of advance organizers in mathematics instruction. *7*: 321–324, Nov. 1976.

TEACHING METHODS

An annotated bibliography of research on self-paced mathematics instruction (1965–1976). *8*: 144–145, Mar. 1977.
Cognitive emphasis of geometry teachers' questions. *7*: 259–263, Nov. 1976.
Comparative effectiveness of three sequences of moves for teaching conjunctive and relational mathematical concepts to college students. *8*: 33–47, Jan. 1977.
Comparative effects of three sequences of moves for teaching selected mathematical concepts to college students. *7*: 276–289, Nov. 1976.
Effect of interspersed questions on learning from mathematical text. *7*: 172–175, May 1976.
The effects of guided discovery and individualized instructional packages on initial learning, transfer, and retention in second-year algebra. *8*: 359–368, Nov. 1977.
The effects of instruction in sentential logic on selected abilities of second- and third-grade children. *8*: 88–96, Mar. 1977.
The effects of three instructional strategies on problem-solving behaviors in secondary school mathematics. *7*: 264–275, Nov. 1976.
The elementary school as a training laboratory and its effect on low-achieving sixth graders. *8*: 97–106, Mar. 1977.
An experimental study of the effectiveness of a formal versus an informal presentation of a general heuristic process on problem solving in tenth-grade geometry. *7*: 59–64, Jan. 1976.
Investigative teaching of mathematics and its effect on the classroom learning environment. *8*: 345–358, Nov. 1977.
Measuring the effectiveness of using slide-tape lessons in teaching basic algebra to mathematically disadvantaged students. *7*: 183–192, May 1976.
"New math" implementation: A look inside the classroom. *8*: 323–331, Nov. 1977.
Number patterns: Discovery versus reception learning. *8*: 83–87, Mar. 1977.
The relative effectiveness of four strategies for teaching algebraic and geometric disjunctive concepts and for teaching inclusive and exclusive disjunctive concepts. *7*: 92–105, Mar. 1976.
Story problems: Merely confusing or downright befuddling? *7*: 290–298, Nov. 1976.

Fennema-Sherman mathematics attitudes scales: Instruments designed to measure attitudes toward the learning of mathematics by females and males. 7: 324–326, Nov. 1976.

Research implications and questions from the year 04 NAEP mathematics assessment. 7: 327–336, Nov. 1976.

TRANSFER OF TRAINING

Relations among Piagetian grouping structures: A training study. 7: 308–314, Nov. 1976.