

DATE	INVESTIGATOR (S)	DURATION OF STUDY	AGE OF SUBJECTS	WAS ACHIEV. A MAJOR VARIABLE?	WAS A'- A DIMENSION USED?	PERSONALITY: WAS STUDENT PREFERENCE ALLOWED?	ACHIEVEMENT TASK	CONCEPTUAL CLASSIFICATION OF TEACHER BEHAVIOR	RESULTS	CONCLUSION: DOES STYLE AFFECT ACHIEVEMENT?
1949	Perkins		In-service teachers	Yes	Yes		Ability to employ insight and to substantiate idea.	Learner-centered-Teacher-centered (Used Withall's Climate Index)	Members of the learner-centered group made higher achievement gains.	Yes
1951	Husband	Six college quarters	College soph.		Nominally: no definite attempt to quantify style.	No	End of course examination	Formal lecture vs. Small class discussion	Large lecture classes with low interaction scored an average of 3 points higher (out of a possible 275) than did the small discussion classes.	Yes
1951	Wispe	One semester	College	Yes	Yes	No	TAT, Stein's SCT, attitudinal questionnaire, final exam. Class in Social Relations.	Directive-permissive	Teaching style had no affect on bright students. Less able students did better under a directive style.	No
1956	Haigh & Schmidt	2 twelve week courses	College soph.	Yes	Yes	Yes	Horrocks-Troyer test.	Teacher-centered-Group-centered	The advantage of the teacher-centered method is nullified when the students are permitted to choose the type of method they prefer. Author attempted to remove the fear of the final grade as a motive.	No
1957	Galvin, Hoffman, and Harden	One hour	Adult undergrad	Yes	Yes	No	"Twenty Questions"	Permissive-nonpermissive	Permissiveness, when used with individuals of high intelligence, made for better achievement. Permissive setting hurt the average student.	No