

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: STYLE AFFECTS ACHIEVEMENT
1961	Amidon & Flanders	2 Hrs	8th grade	Yes	Yes	Yes (All students were dependent prone).	Geometry	Direct teacher influence - Indirect teacher influence	Dependent-prone students made greater achievement gains in a classroom in which the teacher gave fewer directions, less criticism, less lecturing, more praise and asked more questions in order to elicit greater verbal participation.	Yes
1961	Kounin & Gump	3 mos.	First grade	No (One type of misconduct category was concerned with achievement loss)	Yes	No	None	Punitive - Nonpunitive	Punitiveness of teachers will detract from children's concern with "school unique" values. Children from punitive classrooms talk more about physical attack on peers' misbehavior. Children from nonpunitive classrooms talk more about learning, achievement losses, and violations of school-unique values and rules.	
1961	Guggenheim	1 year	Third grade	Yes	Yes	No	New York Inventory of Mathematical Concepts	Dominative - Integrative (As measured on Wrightstone Scale)	There is little difference in achievement between pupils who are taught in varying climates.	No
1961	Ryans		274 elem. schools 103 sec. schools	No	Yes	No	None	Multi-dimensional		
1962	Heil & Washburne	1 year	4th, 5th, and 6th grades	Yes	Yes	No	Stanford Achievement Test, Ohio Social Acceptance Scale.	(A) (B) (C) Turbulent - Orderly - Fearful	Type "B" teacher obtains significantly more academic achievement than either type "A" or "C".	Yes