

**Författare:**

FL Gudrun Hedberg, Pedagogiska institutionen

**Rapporttitel:**

Gymnastiklärarnas behov av mätinstrument i gymnasieskolan  
 The need for measuring instruments of the teachers of physical education in upper secondary school

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå  
 Pedagogiska rapporter Umeå, nr 40 1974

**Projekttitel:**

Mål och utvärdering i gymnastikundervisningen

**Nyckelord:**

Evaluation, strength, endurance, attitude, physical education, upper secondary school, test

**Referat (på engelska):**

A random sample of 218 teachers of physical education in upper secondary school was given a questionnaire, whose aim was to arrive at an appreciation of the need of these teachers for different measuring instruments and their view on the use of measuring instruments. Most teachers have great need of instruments for measuring the endurance of the pupils. More male than female teachers have great need of instruments for measuring strength while the opposite condition is present for motoric functions. More than 50 per cent of the teachers has great need of instruments for measuring skills of pupils in certain activities their attitudes to and intercut in physical education. The teacher will use the instruments, which measure physical status of the pupils as a motivating factor for the pupils.

<b>Datum:</b>	<b>Antal sid.:</b>	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slut rapp.	<input type="checkbox"/> Diss.
1974-09-11	37	<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Del rapp.	<input type="checkbox"/> Lic. avh.
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**Anslagsgivare:**

National Board of Education

**Författare:**

FL Gudrun Hedberg, Pedagogiska institutionen

**Rapporttitel:**

Om behovet av mätinstrument i ämnet gymnastik  
About the need for measuring instruments in physical education

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå  
Pedagogisk debatt Umeå, nr 6 1973

**Projekttitel:**

Mål och utvärdering i gymnastikundervisningen

**Nyckelord:**

Evaluation, strength, endurance, attitude, physical education upper secondary school, test

**Referat (på engelska):**

The report discusses the need for and the use of measuring instruments in physical education. The discussion is completed with results from a research, whose aim was to arrive at an appreciation of the need of the teachers of physical education in upper secondary school for different measuring instruments. Measuring instruments can serve as an aid to student analysis at the commencement of grade 1 of upper secondary school and through it facilitate the teachers planning and individualising of the education. Well proved, standardised and normed measuring instruments can also be a foundation for an individual adapted information about the progress and the changes in the students. Such an information can replace the mark in physical education.

<b>Datum:</b>	<b>Antal sid.:</b>	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Sluttrapp.	<input type="checkbox"/> Diss.
1974-09-11	17	<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Anslagsgivare:**

National Board of Education

**Author, Inst.**

Marita Hencz &amp; Gunnel Jansson

Department of Psychology  
University of Stockholm  
Box 6706  
S-113 85 Stockholm, Sweden**Title:**

Withdrawn children's adjustment. A follow-up study of a group of withdrawn children from grade 3 to grade 9.

Tillbakadragna skolelevers anpassning. En uppföljning av en grupp tillbakadragna barn från årskurs 3 till 9.

**Reference:**Department of psychology. University of Stockholm.  
1974.**Title of project:**

Adjustment - a longitudinal study. The Örebro project.

**Key words:**

Stability, peer relations, symptoms, norms, achievement, aspiration

**Abstract:**

The purpose of the study was to examine the possibilities to predict later disturbances of adjustment in early school years. From the normal classes in grade 3, 1965 (476 boys and 490 girls) a group of withdrawn, shy children was sampled (109 boys and 131 girls). This group was described from data in grade 3. A number of variables was used, including socio-economic background, social and inner adjustment and adjustment. After new ratings by the teachers in grade 6 the group was divided into one stable (still withdrawn) group and one instable (no longer withdrawn) group. These two groups were followed up to grades 8 and 9, where a new description was performed. The children were measured with tests, marks, ratings by teachers, peers and by themselves. Further information was collected from the parents.

The withdrawn children showed in grade 3 a somewhat worse adjustment than their peers as to intellectual capacity and parents' education. In the upper secondary school they tended to achieve less than the other students, their aspirations for further studies were less, they had lower self-esteem and were less popular than their peers. They showed few signs of neuroticism and seemed to be less records of asocial behavior. The prediction from the single variable seems, however, not to be effective, or in other words, to be withdrawn in the early school years is in itself not a serious symptom of maladjustment.

**Date:**

1974

**Pages:** Swedish English ..... Final  
report Progress  
report ..... Diss. Lic.avh. Psykologexamensarbete

Research supported by:

Author, Inst.

Hillner, Sven

Title:

Åtgärder mot mobbning. Analys av behandling av sju fall  
Treatment of mobbing.

Reference:

Stencilupplaga, Institutionen för pedagogik, Uppsala universitet, 1974.  
I distribution hos författaren, Kyrkbacksvägen 10, 791 00 Falun.

Title of project:

Antimobbning (Projektledare: Docent Anatol Pikas)

Key words:

Mobbning; mobbing

Abstract:

This is the first report of the Anti-mobbing Project devised at the Institute of Education, Uppsala University. On the whole, the project is built on the hypothesis: questioning the individual attackers in relaxed interviews about their behavior and asking them if they have any suggestions how to cease that practice, would in itself be the decisive step towards ceasing of that behavior. After the individual interviews with the parties involved they are, when ready for it, brought together into a common discussion, centering around their future collaboration in which sometimes their schoolmates take part. In this report an account is given of the successful treatment of seven cases.

<p>Date:</p> <p>Febr. 1974</p>	<p>Pages:</p> <p>80</p>	<p><input checked="" type="checkbox"/> Swedish</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report</p> <p><input checked="" type="checkbox"/> Progress report</p> <p><input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss.</p> <p><input type="checkbox"/> Lic.avh.</p> <p><input checked="" type="checkbox"/> Mellanex.psykol.....</p>
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Research supported by:

Utan anslag

**Author, Inst.**

Holmberg, I.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Effekter av ny läroplan i matematik (Lgr 69) på vissa aspekter av talbegreppets utveckling, kunskaper i matematik och attityder mot ämnet.  
 /Effects of a new curriculum of mathematics (Lgr 69) on certain mathematical concepts, and on certain achievement and attitude variables./

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 236, 1974

**Title of project:**

Effekten av att introducera mängdlära i matematikundervisningen.  
 /Effects of a new curriculum of mathematics./

**Key words:**

Mathematics teaching, conception of number, knowledge of mathematics, attitudes towards mathematics.

**Abstract:**

The study analyses the effects of teaching in mathematics according to the curricula of 1962 and 1969 with regard to the development of the conception of number, knowledge of mathematics and attitudes towards the subject. Two intellectually and socially comparable groups (200 students from grades 3, 6 and 9 respectively) have been tested with test-batteries that measure the above variables. The results have been analysed for variance. The analysis of the ability to grasp number shows good results, for some groups better results were achieved after teaching in accordance with the 1969 curriculum, while in the analysis of knowledge a deterioration can be noted for grade 6. Taken as a whole, there are no differences in attitudes towards mathematics depending on which curriculum one has been taught by.

**Date:**

May 1974

**Pages:**

35

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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Research supported by:

ERIC  
 International Board of Education

**Author, Inst.**

Hudner, T.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Närsamhället i undervisningen i orienteringsämnena på lågstadiet: Elev- och metodanalyser med utgångspunkt i ett läromedelsförsök. /The near community in social science education at the junior level: Pupil and method analyses on the basis of an experiment with an instructional material. /

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 228, 1973

**Title of project:**

**Key words:**

Instructional materials, social science, study skills, comprehensive school: junior level

**Abstract:**

In the report the pedagogical functions of the near community and their relations to social science education are analysed. In the empirical part, pupil and method analyses are carried out on the basis of a study material experiment. The analyses are made in three main variables: study skills, knowledge and attitudes. Two problems dominate the analyses: investigation of the level of the pupils in the main variables and examination of the effects of the study material experiment. The results indicate positive effects of built-in skill exercises in social science instructional materials. In the factor analyses a study skill factor could be identified and in the attitudes a number of factors were interpreted reflecting broad human interests.

<b>Date:</b> January 1973	<b>Pages:</b> 150	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input checked="" type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:

**Author, Inst.**

Bo S. Janson

Department of Educational Research, School of Education, Uppsala

**Title:**

Some Aspects of the Introduction of Reading in Foreign Language Teaching in the Primary School

**Reference:**

Rapport nr 46, 1974. Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**

Läsinlärning i engelska, LINE

**Key words:**

1. Reading
2. Foreign language
3. Primary school

**Abstract:**

The report discusses some principles for the introduction of reading in a foreign language in the primary school. Since very little research has been done in the field of reading in a foreign language, these principles should be looked upon primarily as working assumptions, for which there is so far little or no empirical confirmation. The introduction gives a survey of foreign language teaching in the primary school in the member states of the Council of Europe. Problems such as interference with other school subjects are also discussed.

Besides stressing the importance of some generally accepted assumptions concerning the introduction of reading in a foreign language, the report deals with some principles that are not sufficiently taken into consideration when teaching materials are produced. In particular, it emphasizes the importance of linguistically structured reading material and of the theory that the reading process must start from the active vocabulary and grammar of the students and that therefore, with the aid of pictures and in conversation with the teacher, the students must produce the sentences they will later see in print and read.

A brief summary of the ways in which reading is introduced in the seven teaching-materials used in Sweden today indicates the degree to which they conform to the principles discussed. The experimental reading material produced within the EPAL project is given as an example of how reading could be introduced in accordance with these principles.

<b>Date:</b> 1974-09-01	<b>Pages:</b> 29	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input checked="" type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



**Author, Inst.**

Janson, Bo, Sundin, Kerstin.

Department of Educational Research, School of Education, Uppsala.

**Title:**

The introduction of reading in English at the Junior level.

Läsintroduktion i engelska på lågstadiet. En delstudie inom EPÅL-projektet

**Reference:**

Rapport nr 38, 1973. Pedagogiska inst, Lärarhögskolan i Uppsala  
Nr 2, 1973. Pedagogisk forskning, Uppsala

**Title of project:**

Engelska på lågstadiet, EPÅL.

**Key words:**

Reading, teaching method, english, primary school.

**Abstract:**

The report describes a method for the introduction of the reading of English text in Grade 3 of the 9-year compulsory comprehensive school, and how this method worked. The method firmly controls teacher behaviour by providing detailed and comprehensive instructions in the teacher's manual provided. The method has been used in the 22 experimental classes of the project during the Autumn term 1972. In the introduction to the report, a brief account is given of the EPÅL material, its construction and rationale. The material and the method were constructed by the authors of this report.

Reading is introduced by presenting to the students in 14 frames the English phonemes - primarily vowel phonemes - which might be difficult to read at this stage. The introduction of each phoneme is rigidly structured into nine different steps. The method is based on the importance of the theory that the reading process must start from the active vocabulary and grammar of the students and that therefore, with the aid of pictures and in conversation with the teacher, the students must produce the sentences they will later see in print and read. By means of reading comprehension tests on every occasion a new phoneme is introduced, the teacher can control that the students really understand what they read. The results of the evaluation show that the teachers have been able to use the method according to the authors' intentions. However, considerable variation in teacher behaviour was observed in spite of the rigid instructions referred to above. The students have made few errors in pronunciation and reading comprehension.

<b>Date:</b> 1974-09-01	<b>Pages:</b> 75	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



## Author, Inst.

Jansson, Sonja  
Pedagogiska institutionen, Lärarhögskolan, S-100 26 Stockholm, Sweden

## Title:

Klassrumsklimat. Begreppsanalys och en empirisk studie.

Classroom climate. Analysis of a concept through an empirical study.

## Reference:

Pedagogiska institutionen, Lärarhögskolan i Stockholm. December 1973.  
Stencil.

## Title of project:

Skolklassers sociala inlärningsklimat

## Key words:

Climate of learning, classroom climate, social climate, learning environment, interaction in the classroom group, social system.

## Abstract:

The report presents a theoretical-methodological analysis of the concept climate by review of previous research. By this analysis a theoretical model viewing the classroom group as a unique social system was accepted.

An instrument for assessing the students' perceptions of the climate of the class as a group was constructed and used in 38 schoolclasses in the second grade of the Swedish gymnasium (corresponding to grade 11 in Am. high school). Data was collected from both students and teachers by questionnaires and interviews.

The results from several factoranalysis led to the construction of climate scales describing classroom climate along various dimensions. In the report the reliabilities of the scales and the validity of the climate concept are discussed.

In a coming report further testing of the theory will be presented

## Date:

December  
1973

## Pages:

340

Swedish

English

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Final  
report

Progress  
report

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Diss.

Lic.avh.

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**Author, Inst:**  
 Jernryd, E.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Optimal resistance to authority and propaganda: Measuring instruments, age, developments and educational influences

**Reference:**  
 Educ. psychol. Interactions (Malmö: School of Education), No. 40, 1973

**Title of project:**  
 Social utveckling och fostran i grundskolan. /Social development and training in the comprehensive school./

**Key words:**  
 Social influence, age difference, authority, measuring instrument, teaching aids, educational level:grades 5, 7 and 9.

**Abstract:** As part of a project on "Social development and training in the comprehensive school" a series of studies have been made on the ability of the students to differentiate between different types of information, to make independent decisions and to resist "non-objective" attempts to influence them. As a first step, this has involved the construction and testing of measuring instruments. The experimental test batteries have included: (a) methods intended to give information as to how far the students choose, pass on or are influenced by "non-objective" information, (b) perception experiments with group pressure, (c) ratings, (d) various personality tests (related to anxiety, rigidity, authoritarianism, dogmatism, self-evaluation and field dependence). Most of the test data were subjected to factor analyses. As a second step, detailed analyses of age and sex differences have been made (studies over grades 5, 7 and 9). Thirdly, a preliminary teaching material unit (intended to increase the students' ability to protect themselves when exposed to non-objective influence) has been constructed and tried out. - The present report summarizes the studies mentioned and outlines some recommendations for continued research and practical application. The ability of the students to evaluate information critically is not related particularly strongly to their personalities, which seems to give increased possibilities of influencing this ability educationally. At the same time, however, the actual development of the students' evaluative ability does not seem to increase noticeably between the ages of 10 and 16. This undoubtedly gives a relatively discouraging picture of the ability of the present teaching to respond to the intentions of the curriculum. This underlines the need, mentioned by teachers, of special training exercises.  
 (Related journal article appeared in: Didakometry and Sociometry, 1973.)

<b>Date:</b> November 1973	<b>Pages:</b> 23	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



Research supported by:  
 National Board of Education

Author, Inst.  
Kahnberg, A. et al.

Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Försöks- och demonstrationsskolan vid lärarhögskolan i Malmö, 1972-73:  
Läsårsrapport, problemdiskussion och exemplifieringar. /The  
Experimenting and Demonstration School at the Malmö School of Education,  
1972-73: Annual report, problem discussion and examples. /

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 224,  
1973

**Title of project:****Key words:**

Experimenting and demonstration schools, innovations in schools,  
teacher training

**Abstract:**

In this report the director of studies at the Experimenting and Demonstration School at the Malmö School of Education, gives a survey of the activities during the fifth year of work, 1972-73. Among the contributors is Ebbe Lindell, who discusses the cooperation established between the research department and the school. In addition, glimpses from some current experiments are presented.

**Date:**

Oktober  
1973

**Pages:**

39

Swedish

English

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Final  
report

Progress  
report

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Diss.

Lic.avh.

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**Author, Inst.**

Konsumentprojektet (LHM). /The consumer project (MSE). /  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Konsumentundervisning i skolan: Målsökning och  
 målformulering. /Consumer education in  
 schools: Goal seeking and goal formulation. /

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 238, 1974.

**Title of project:**

Konsumentprojektet (LHM). /The consumer project (MSE). /

**Key words:**

Consumer education, goal analyses, the Nordic countries, educational  
 level: primary and secondary school

**Abstract:**

In November 1973 the education group (undervisningsutskottet) within  
 the Nordic Committee on Consumer Matters (Nordiska kommittén för  
 konsumentfrågor) treated a paper by the consumer project on (a) some  
 over all, and for the Nordic countries common, curricular goals  
 (b) over all goals for consumer education and (c) specified sub-goals.  
 The education group judged the goal formulations to be useable, as  
 far as the content is concerned, as a basis for the construction of  
 study materials and measuring instruments. In this report a  
 revised version of the early goal analyses (c.f. NU 1973/8) and  
 the goals scrutinized by the education group, with some minor  
 revisions, are presented.

<b>Date:</b> May 1974	<b>Pages:</b> 41	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

Nordiska kommittén för konsumentfrågor. /Nordic Committee on Consumer  
 Matters. /

**Author, Inst.**

Larsson, I.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Individualized mathematics teaching: Results from the IMU project in Sweden

**Reference:**

Studia psychologica et paedagogica, No. 21. Lund: 1973

**Title of project:**

Individualiserad matematikundervisning, IMU. /Individualized mathematics teaching. /

**Key words:**

Mathematics, individualized teaching, work attitude, organizational change, team teaching, educational level: grade 7-9

**Abstract:**

This book in English summarizes major results from the IMU project on individualized mathematics teaching. The main aims of the project have been to construct highly self-instructional study material in mathematics, to test the material, and to try out suitable ways of organizing the teaching when using such method and material (including different kinds of large classes and single classes with and without a teacher assistant). During the years that the project has been underway (1964/65-1972/73), extensive experimentation has taken place, especially in grades 7-9 of the comprehensive school. The main experiment, called the investigation of effects, was started in 1968, included ten different substudies and was finished in 1971. About 12.000 pupils took part in this phase. This is the part of the project upon which the present book focuses. The "IMU Upper Level" system is at present in its fifth version. The method has on the whole been received positively by both teachers and students, although there was a wish for increase in the amount of teacher-led instruction (group teaching). The organizational experiments have shown that many different types of organizational models can be used, with few differential effects on achievement and attitudes. Irrespective of the model used, the participation of a teacher assistant has been considered most valuable. The book contains an appendix which lists major results from the ten substudies.

<b>Date:</b> 1973	<b>Pages:</b> 127	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

Larsson, I.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Zusammenfassende Auswertung des Projekts Individualisierter Mathematik-  
 nderricht (IMU) in den Klassen 7-9 der schwedischen Grundschule.  
 /Summary and evaluation of the IMU project on individualized mathematics  
 teaching in grades 7-9 of the Swedish comprehensive school./

**Reference:**

Reprint (Malmö: School of Education), No. 141, 1973

**Title of project:**

Individualiserad matematikundervisning, IMU. /Individualized mathematics  
 teaching./

**Key words:**

Mathematics, individualized teaching, work attitude, team teaching,  
 organizational change, educational level: grade 7-9

**Abstract:**

A summary in German, presenting selected results from the IMU project  
 (cf. abstract of Larsson, I. Individualized mathematics teaching.  
 Lund: Gleerup, 1973).

<b>Date:</b> 1973	<b>Pages:</b> 13	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input checked="" type="checkbox"/> German	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:

National Board of Education

**Author, Inst.**

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**Title:**

Group work methodology from the viewpoint of the students at different age levels

**Reference:**

Educ. psychol. Interactions (Malmö: School of Education), No. 43, 1973

**Title of project:**

Social development and training in the comprehensive school.

**Key words:**

Social development, age difference, student interaction, group work, educational level: grades 2, 5 and 8

**Abstract:**

On the basis of exploratory data from interviews with teachers, questionnaires addressed to students were constructed, dealing with, among other things, the students' experience of and attitude towards various ways of organizing group work at school. The questionnaire data were collected from classes representing grades 2, 5 and 8. The report primarily presents information about age differences in attitudes towards group work and cooperation, but also gives comparisons between the sexes, urban-rural areas, and different class compositions. The degree of teacher influence on group composition, division of tasks, and the handling of group conflicts diminishes with increasing age. Similarly, the wish for student participation in these decisions grows stronger. Sex separation in grouping is more common among older students, but in this case attitudes develop in the opposite direction, so that senior students are more positive to inter-sex groups than juniors. Some degree of teacher regulation seems necessary in order to avoid sex-homogeneous grouping. Students in the intermediate stages have the most positive attitude towards group work as well as towards formal group leaders.

**Date:**

December  
1973

**Pages:**

6

Swedish

English

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Final report  
 Progress report

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Diss.

Lic.avh.

.....



**Author, Inst.**  
 Lindholm, L.-P. & Lundquist, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Cooperation and independence: Studies of assessment techniques in observations of small groups

**Reference:**  
 Educ. psychol. Interactions (Malmö: School of Education), No. 42, 1973

**Title of project:**  
 Social fostran och utveckling i grundskolan. /Social development and training in the comprehensive school./

**Key words:**  
 Classroom observation, student interaction, cooperation, independence

**Abstract:**  
 An observation system intended for the assessment of students' behavior in group-work situations (esp. behaviors related to "cooperation" and "independence") has been constructed and used in a series of studies. The basic data consist of videotape recordings of students while working in small groups. The report presents results on observer agreement, examines methods of making different kinds of observation data more comparable, and reports a validation study, an investigation of the connection between observation data and some other background data, and an analysis of structure.  
 (Related journal article appeared in: Didakometry and Sociometry, 1973.)

<b>Date:</b> November 1973	<b>Pages:</b> 15	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**  
 National Board of Education.

**Author, Inst.**

Nilsson, Lennart H.S.  
 Institute of Education, University of Gothenburg, Sweden

**Title:** Elevfrånvarans omfattning och samband med skolförhållandet. Problem-  
 belysning mot bakgrund av information från skolpersonal och elever inom  
 gymnasieskolor i område av låg urbaniseringsgrad men utan glesbygdens  
 karakteristika - Absences from school and relations to school structure.  
 Lighting of problems with the background in information from form masters,  
 head masters and pupils in the integrated upper secondary school in a  
 rural region

**Reference:**

Nilsson (maj 1974). Licentiatavhandlingar från Pedagogiska institutionen,  
 Göteborgs universitet. (Rapport nr 7 från projektet Elevfrånvaron i  
 skolan - SIA)

**Title of project:**

A research project ordered from the Parliamentary  
 ABSENCES FROM SCHOOL Commission on working conditions in Swedish schools -  
 S I A

**Key words:**

ABSENCE - SCHOOL STRUCTURE - SECONDARY SCHOOL

**Abstract:**

**PURPOSE** A. From a macro-pedagogical point of view analyse, from intentions in the Parliamentary Commission on working conditions in Swedish schools, the possibilities to use information about absences in relation to school administrative units as problem indicators and to guide from that information some distribution of resources in the school system in order to prevent school problems related to urbanization.  
 B. To investigate (1) the figures of absences in the integrated upper secondary school in a rural region in relation to school administrative units a)line b)grade c)school unit under autumn term and spring term. (Earlier studies have been carried out on upper secondary level and senior level of 9-year compulsory school in I.sparsely populated areas and II.in urban districts, Nilsson march 1973, may 1973, december 1973.) (2) how the registration of absences is carried out, how the information is used and for which purposes. (3) instructional factors in relation to truancy.

**DATA** 1. Information about the figures of absences for all 2224 pupils in 134 classes in 5 school units under autumn term 1971 and spring term 1972.  
 2. Information from 1150 pupils in grade 1 (87% of all in grade 1), 112 form masters (84 % of all form masters) from the 5 headmasters and persons working with pupil welfare were picked up with questionnaires, may 1972.

**SOME RESULTS** The figures of absences were 1)lower in the 3-year theoretical lines than in the 2-year vocational lines, 2)larger in economic line, liberal art line and social line than in natural line and technology line, 3)larger under spring term than under autumn term and mostly in the end of the spring term, may-june, 4)mondays absences is larger than other days, 5)there is rural region no difference related to grade, but in relation to school unit, 6)in physical training the absences are especially large. From the pupils point of view the truancy is mostly related to evaluating factors, especially in the lines they play truant in order to either avoid tests or prepare tests.

In vocational lines they only truant relatively more because of uninteresting content.

<b>Date:</b> May 1973	<b>Pages:</b> 272	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input checked="" type="checkbox"/> Lic.avh.
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Research supported by:

The Parliamentary Commission on working conditions in Swedish schools - S I A.

**Author, Inst.**

Nilsson, Lennart H.S.  
 Institute of Education, University of Gothenburg, Sweden

**Title:** Elevfrånvarons omfattning, orsaker och konsekvenser inom grundskolans högstadium och inom gymnasieskolan. Ett försök till empirisk belysning  
 The extent of absences, reasons and consequences on senior 9-year school and on upper secondary school level. An attempt to empirical illumination.

**Reference:**

Rapport nr 11 från projektet Elevfrånvaron i skolan - SIA (Pedagogiska institutionen, Göteborgs universitet)

**Title of project:**

Absences from school. A research project ordered from the Parliamentary Commission on working conditions in Swedish schools.

**Key words:**

ABSCENCE--- SENIOR LEVEL---SECONDARY LEVEL---

**Abstract:**

Purpose By combination of information presented earlier, Nilsson (march 1973) and Nilsson (May 1973) lighting the differences in perceptions of school related factors - between the pupils with low figures of absences and the pupils with high figures of absences.

2. To summarize the main results from earlier studies about the figures of absences in relation to urbanization and school administrative units.

Data Questionnaires to 120 headmasters, 120 pupil welfare workers, 700 from masters and 7.300 pupils. Figures of absences under autumn & spring term.

Some Pupils with high figures of absences in relation to pupil with low  
 Results 1) experience higher demands from teachers, 2) receive to a less extent help in critical instructional situations, 3) have on secondary level the opinion that some subjects are more important than other, 4) prefer to less degree support from school to learn what pupil lose during absence, 5) to less extent have their friends in the class they belong to, 6) they belong to a greater degree on senior level to the labour-class (soc. grp. 3) but on secondary level to the upper-classes (soc. grp 1&2), 7) on secondary level they have to less degree got their first-hand choice, 8) boys in urban districts believe to a less degree that absences have no consequences for gradings, the same opinion have pupils on practical lines on secondary school level.

<b>Date:</b> dec. 1973.	<b>Pages:</b> 289.	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic. avh.
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**Research supported by:**

The Parliamentary Commission on working conditions in Swedish schools-SIA.

**Author, Inst.**

Nilsson, Lennart H.S.  
Institute of Education, University of Gothenburg, Sweden

**Title:** Frånvaröns omfattning inom grundskolans högstadium och gymnasieskolan  
The figures of absences on senior level of 9-year school and on upper secondary level in relation to different degrees of urbanization

**Reference:**

Rapport nr 3 från projektet Elevfrånvaron i skolan - SIA (Pedagogiska institutionen, Göteborgs universitet)

**Title of project:**

Absences from school A research project ordered from the Parliamentary Comm. on working conditions in Swedish schools

**Key words:**

ABSCENCE --- SENIOR LEVEL ---SECONDARY LEVEL ---URBANIZATION

**Abstract:**

**Purpose** To investigate the figures of absences on a)senoir level of 9-year school and b)upper secondary school in relation to 1) urbanization and 2)school administrative units : line, grade, school unit --- under autumn term and spring term.

**Data** To lighting the relation between urbanization and absences data from autumn and spring term about the figures of absences for 27.000 pupils in 1200 classes in 60 schools. 2 studies in urban districts 19.800 pupils, in 790 classes in 42 schools. 2 studies in sparcely populated areas 8.300 pupils in 370 classes in 20 schools

**Some Results** The figures of absences are related to urbanization; higher in urban districts than in rural or in sparcely populated areas. Increase per grade on senior level but decrease per grade on upper secondary school level. On upper secondary school the figures of absences are lover in the 3-year theoretical lines than in the 2-year lines. Larger in economic line , liberal art and social line than in natural line or technology line. Among the 2-year vocational lines the absences are higher in distribution, office and consumer economic lines than in the tecknical lines. The absences are higher under spring term than under autumn term. There exist differences in relation to school unit and between classes in the same school line and grade.

<b>Date:</b> March 1973	<b>Pages:</b> 414.	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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Research supported by:

The Parliamentary Commission on working conditions in Swedish schools-SIA.

**Author, Inst.**

Nilsson, Lennart H.S.  
 Institute of Education, University of Gothenburg, Sweden

**Title:**

Information från skolpersonal och elever angående frånvaron  
 Information related to absences from school given from school staffs  
 and pupils

**Reference:**

Rapport nr 4 från projektet Elevfrånvaron i skolan - SIA (Pedagogiska  
 institutionen, Göteborgs universitet)

**Title of project:**

Absences from school A research project ordered from the Parliamentary  
 Commission on working conditions in Swedish schools.

**Key words:**

ABSCENCE---SENIOR LEVEL---SECONDARY LEVEL--- STAFFS---PUPIL.

**Abstract:**

**Purpose** To investigate the absences from school from form masters, head-  
 masters, pupil welfare workers and pupils point of view.  
 1) the purposes with registration, how the information is used, how the  
 registration is desired to be carried out 2) the extension of work for  
 the staffs because of absences 3) in which way the absences are re-  
 lated to school structure from the point of diff. groups in school  
 4) the reasons for truancy 5) what steps diff. groups recommend to  
 prevent truancy 6) the consequences of absences for gradings.

**Data** Questionnaires to 120 headmasters, 120 pupil welfare workers, 700  
 form masters and 7.300 pupils in grade 8 and 9 on senior level and  
 grade 1 on upper secondary level. The school units are sampled in  
 relation to urbanization. The data is collected in spring 1972.

**Some results.** 75% of pupils prefer not to inform school before absence, 40-50%  
 don't think that teachers registrate all absences. The extension of  
 work for staffs is related to urbanization; more work in urban districts.  
 The absences are related to school structure: subject, schedule, in-  
 struction and evaluation. On senior level truancy is relatively more  
 related to evaluative factors in schools among villa quarters than  
 among tenement houses, on secondary level truancy is related to a)  
 selection of pupils to diff. lines; 6) the more theoretical the more re-  
 lated to evaluative factors, the more practical the more related to  
 the lack of interesting content in school work.

<b>Date:</b> May 1973	<b>Pages:</b> 380.	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**  
 The Parliamentary Commission on working conditions in Swedish schools- SIA.

## Author, Inst.

Schaller, Joseph

Psykologiska institutionen, Göteborgs universitet

## Title:

Children's attitudes to newcomers.

## Reference:

Göteborg Psychological Reports, 1973, 3, No 3.

## Title of project:

Geografisk rörlighet och skol Anpassning (Geographic mobility and its relation to different aspects of school adjustment)

## Key words:

Geographic mobility, residential change, attitudes, newcomer, assimilation

## Abstract:

Children's attitudes to newcomers were studied by an indirect method in a group of 458 pupils in the comprehensive school system in Sweden, in grades four and five. More than half of the attitudes to newcomers were negative. Boys were more negative than girls. The attitudes to newcomers of the opposite sex were more positive in grade five than in grade four. The responses to newcomers varied a great deal. Pupils in some classes were extremely negative while in other classes were mostly positive or neutral.

## Date:

22.8.1974

## Pages:

6

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

search supported by:

Statens Råd för Samhällsforskning



**Author, Inst.**  
 Schaller, Joseph  
 Psykologiska institutionen, Göteborgs universitet

**Title:**  
 Experienced and expected problems reported by children after a family move.

**Reference:**  
 Göteborg Psychological Reports, 1974, 4, No 16

**Title of project:**  
 (Geographic mobility and its relation to different aspects of school adjustment)  
 Geografisk rörlighet och skolanpassning

**Key words:**  
 Geographic mobility, adjustment, residential change.

**Abstract:**

Two studies of the attitudes of 849 pupils in compulsory comprehensive schools in Sweden were carried out to study children's reaction to a family move. Pupils who had never changed school had a more negative attitude to a hypothetical move than pupils who had actually changed school. Pupils who had attended at least two schools had a more negative attitude to a hypothetical move than they had to the last one they had actually made. Children who had moved once or more showed themselves, compared with children who had never moved, to be more willing to move. Problems of initial adjustment after a family move seem to influence children's readiness to move again. Children who moved a short distance reported somewhat fewer worries and adjustment problems than those who moved a long way. The results indicate that both parents and teachers need to be particularly careful of children who change schools.

<b>Date:</b> 22.8.1974	<b>Pages:</b> 15	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Research supported by:**  
 Statens Råd för Samhällsforskning





## Author, Inst.

Schaller, Joseph

Psykologiska institutionen, Göteborgs universitet

## Title:

Residential change and academic performance

## Reference:

Göteborg Psychological Reports, 1974, 4, No 6

## Title of project:

Geografisk rörlighet och skolanpassning (Geographic mobility and its relation to different aspects of school adjustment)

## Key words:

Geographic mobility, residential change, academic performance

## Abstract:

Geographic mobility was related to both total academic performance and specific areas of the curriculum. 895 pupils in the comprehensive school, slightly less than half of them always in the same school, were selected as subjects for the study. The results suggest both short term and long lasting effects of a residential change for school-age children. The effects were, however, small.

## Date:

22.8.1974

## Pages:

20

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

search supported by:

Statens Råd för Samhällsforskning.

**Author, Inst.**

Gun Sjöberg, Pedagogiskt centrum vid Stockholms skoldirektion. Sektion 3: gymnasie-  
stadiet ( Pedagogical centre, Stockholm local education authority).

**Title:**

Gymnasisternas arbetsförhållanden 2. Elevenkät vårterminen 1972. Beskrivning  
av undersökningsgruppen (The students' work load 2. Description of the  
population)

**Reference:**

Stockholm 1973. Pedagogiskt Utvecklingsarbete vid Stockholms Skolor, nr 51

**Title of project:**

Gymnasisternas arbetsförhållanden (The students' work load)

**Key words:**

Students' work  
Senior high school  
Educational environment

**Abstract:**

The students in the Swedish "gymnasium" (roughly corresponding to the American se-  
nior high school) are said to have a great work load. This part of the project aims  
at making a broad survey of the total working situation - not only the amount of  
homework - of the students in the "gymnasium" schools in Stockholm. A questionnaire  
was answered in april 1972 by all students in grade 2 of the 3- and 4-year lines of  
the senior high schools in Stockholm: 24 schools, 128 classes, 3149 pupils. This  
report describes the group (age, sex, grades etc)

Date:	Pages: 20	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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Research supported by:

## Author, Inst.

Gun Sjöberg, Pedagogiskt centrum vid Stockholms skoldirektion. Sektion 3: gymnasie-  
stadiet ( Pedagogical centre, Stockholm local education authority).

**Title:** Gymnasisternas arbetsförhållanden 3. Elevenkat i gymnasiets årskurs 2. Den  
yttre studiemiljön. (The students' work load 3. Study environment)

**Reference:** Stockholm 1974. Pedagogiskt Utvecklingsarbete vid Stockholms Sko-  
lor, nr 56

**Title of project:** Gymnasisternas arbetsförhållanden (The students' work load)

**Key words:** Students' work  
Senior high school  
Educational environment

**Abstract:** A questionnaire was given to all students in grade 2 of the 3- and 4-year lines of the senior high schools in Stockholm (3149 pupils, age 18), in april 1972. The non-responses were less than 1%. Less than 3% of the students refused to give their names. In this report, answers to questions about environment, eating and sleeping habits and working time are analyzed. The pupils were more satisfied with the quantity than with the quality of classrooms, laboratories, etc. All schools provide free lunch: 70% of the boys and 50% of the girls partook of school-lunch every day. Those who did not eat at school primarily referred to the quality of the food and the environment at the dining hall. The students calculated that their weekly working time in school was approximately 22-25 hours. Girls stated that their homework took them about 9½ hours/week, while boys estimated that their homework took 6½ hours.

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**Author, Inst.**  
 Barbro Tropé, Dept. of Education, School of Education, Linköping

**Title:**  
 Individual Discovery and External Direction. Studies of the Effects of Different Methods of Instruction. Linköping Studies in Education, Dissertations, No. 2, 1974

**Reference:**

**Title of project:**  
 Factors in Problem Solving (Linköping School of Education)

**Key words:**  
 Concept Formation, Learning Theory, Problem Solving

**Abstract:**

The thesis summarizes several studies on the relative value of external direction and individual discovery in school situations.

- (a) External direction and individual discovery in the learning of a grammatical rule.
- (b) The effects of different kinds of instruction on concept formation.
- (c) Rule learning (two studies).
- (d) External direction and individual discovery in the teaching of mathematics in grade 7.

Previous research is summarized. Conclusions from the research data to learning theory and practical applications are drawn.

<b>Date:</b> May 1974	<b>Pages:</b> 142	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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**Research supported by:**  
 Swedish Council for Social Science Research

## Author, Inst.

Valind, B. &amp; Petterson, I. -L.

Department of Educational and Psychological Research

Malmö School of Education, Fack S-200 45 Malmö 23.

## Title:

Studier utan lärare: Enkätdata från gymnasieter under lärarkonflikt.  
/Studying without teachers: Questionnaire data from upper secondary  
school students during a teachers' labor conflict./

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 233, 1974

## Title of project:

Studerandedemokrati - inredplanering på olika utbildningsstadier. /Student  
democracy - co-planning at different educational levels./

## Key words:

Teacher-free studies, student relations, co-planning,  
level: upper secondary school

## Abstract:

The present report gives an account of a study made of students' experiences during the school conflict in February-March 1971. During the conflict, questionnaire data were collected from two groups: (a) a random sample consisting of every sixth student in the first and last years of all the Malmö upper secondary schools; (b) a special group, consisting of five classes from the last year of the upper secondary school, who had two years previously taken part in mapping studies carried out as part of the Student democracy project. The questions concerned both the working situation during the conflict and the student influence at the school. There was nothing in these data to suggest that any marked change towards increased student influence had come about during the period between the two studies. In general, the will to organize and pursue studies appeared to have been relatively strong, not least in the last grade. At the same time, a great deal emerged that showed that the students were far too little trained in organizing and taking the responsibility for independent study. It should be possible for the school to do more in the course of normal work to train the students in independent planning and co-planning.

Date:

April 1974

Pages:

59

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Valind, B. & Valind, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Student democracy in grades 7-9 and the upper secondary school

**Reference:**

Educ. psychol. Interactions (Malmö: School of Education), No. 47, 1974

**Title of project:**

Studerandedemokrati - medplanering på olika utbildningsstadier. /Student democracy - co-planning at different educational levels. /

**Key words:**

Democratic value, social interaction, cooperation, comprehensive education, lower secondary, upper secondary

**Abstract:**

As part of the project "Student democracy - co-planning at different educational levels", conducted at the Malmö School of Education, a series of studies have been carried out within grades 7-9 and the upper secondary school. Some of the major purposes have been to map attitudes and opinions related to existing and desired form for student participation and co-influence within the schools; and to investigate features in the process of innovation when new procedures for co-planning are introduced. The present report gives a condensed survey of these studies and their major results. - The students very often felt that there was a lack of information about and from the regular cooperation bodies, and their interest in working in these bodies was often minimal. The reason given for this lack of interest was primarily that the students' influence over important decisions was so slight. Innovations with extended (but still limited) co-influence did not dramatically change this picture, but gave a series of positive effects: the attitude towards democracy in school and society was influenced in a positive direction in some groups, and many students felt that the general atmosphere of the school had improved.

<b>Date:</b> March 1974	<b>Pages:</b> 22	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by:

National Board of Education

**Author, Inst.**

Väländ, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Några lärarsynpunkter på grupparbete, samarbete och social fostran på grundskolans låg- och mellanstadium. / Teacher opinions on group work, cooperation and social training in grades 1-6 of the comprehensive school. /

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 232, 1974

**Title of project:**

Social fostran och utveckling i grundskolan. / Social development and training in the comprehensive school. /

**Key words:**

Social development, group work, cooperation, level: grades 1-6 of the comprehensive school.

**Abstract:**

The present study, which has been carried out within the framework of the research project "Social development and training in the comprehensive school", presents interview data obtained from about forty teachers, who had been chosen because they could be said to be particularly interested in group works methodology and other methods within the school likely to promote cooperation. Among other things, the interview data take up different aspects of group work as a form of work (group size, group composition, group leader, techniques for presentation of results, dealing with conflicts etc.) Further, some comparisons have been made with student responses on the same areas, reported earlier by B. Liljegren in the report "Attitudes towards group work and cooperation on different age levels in the comprehensive school" (Pedagogisk-psykologiska problem, No. 173). - The most common group size in grades 4-6 was four students, in grades 1-3 two students per group. The teachers considered it an important principle to have both girls and boys in the same group. The duration of the composition of the groups was usually "more than one piece of group work but less than one term". With regard to other methods than group work for encouraging social training, the teachers referred primarily to activities outside the classroom, such as study visits, school trips, school camp, but also to the value of class councils, discussion lessons and a general right of co-decision. As an example of the differences between the "expert group" in question and a "normal group" of teachers can be named that the "expert group" to a greater degree than the "normal group" let the students participate in the planning processes.

<b>Date:</b> March 1974	<b>Pages:</b> 44	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**  
 Wetterström, M.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Elevrådsverksamhet utvidgad till låg- och mellanstadiet: Uppföljning av ett SECO-initiativ. /The extension of student council activities to grades 2-6 of the comprehensive school: Following up an initiative taken by the Swedish Secondary School Students' Central Organization. /

**Reference:**  
 Pedagogisk-psykologiska problem (Malmö: School of Education), No. 212, 1973

**Title of project:**  
 Studerandedemokrati - medplanering på olika utbildningsstadier. /Student democracy - co-planning at different educational levels. /

**Key words:**  
 Democratic values, student participation, social attitudes, educational level: grades 2-6.

**Abstract:**  
 The report presents the evaluation of experiments in extending student council activities to grades 2-6. These activities were only guided in the initial phase and were then followed up without intervention. The results show that initially the students had very little knowledge of the school's cooperation bodies and that this was coupled with a belief in the powers of the students' council to protect the interests of the students that was out of proportion to the actual situation. The material comprises questionnaire data and interviews and illustrates some of the difficulties that this kind of attempt at democratization has to contend with: i. e. the balancing act that must be maintained between on the one hand the students' need of adult support and on the other the benefit to the students of making their own mistakes.

<b>Date:</b> February 1973	<b>Pages:</b> 38	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Research supported by:**  
 National Board of Education

## Author, Inst.

Wetterström, M.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

Skoldemokrati på låg- och mellanstadiet: Elevåsikter.  
 /School democracy in grades 1-6: Student opinions./

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 241,  
 1974.

## Title of project:

Studerandedemokrati - medplanering på olika utbildningsstadier. /Student  
 democracy - co-planning at different educational levels./

## Key words:

Democratic values, student participation, social attitudes,  
 educational level: grades 1-6.

## Abstract:

The report contains an account of a series of studies made in grades 1-6 in order to illuminate the attitudes of the students towards co-influence at school. Among the results presented here are suggestions made by students for improving the school, the assessments made by different student groups of their present and desired influence, comparisons between the opinions of teachers and students on these issues and the development within this area during a two-year period. A more general discussion of the problems of co-influence is also included. Some of the statements made by the students suggest that the decision situations registered can be graded according to the criterion "accessibility for decentralized decision-making". This grading could then form one of the bases on which a program for systematic training in democratic decision-making at this school level could be drawn up (cf. Pedagogisk-psykologiska problem, No. 172). As was expected, the students at Eira School had stated that they had more actual influence than the students in Malmo; they give only a very small increase in their influence as the ideal situation, however, which indicate that a "saturation point" exists. Comparisons made over the years 1969-1971 suggest that no noticeable development has taken place during this period as far as student influence in the classrooms is concerned.

Date:

June 1974

Pages:

 Swedish English ..... Final  
report Progress  
report ..... Diss. Lic.avh. .....

**Author, Inst.**  
 Wiechel, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Sex-role perception as a barrier to cooperation: Assessment techniques and programs of educational influence

**Reference:**  
 Educ. psychol. Interactions (Malmö: School of Education), No. 41, 1973

**Title of project:**  
 Social fostran och utveckling i grundskolan. /Social development and training in the comprehensive school./

**Key words:**  
 Sex role, cooperation readiness, stereotype, perception  
 educational level: grades 4 and 6

**Abstract:**  
 The report presents a study (carried out within the project "Social development and training in the comprehensive school") using some new instruments for assessing perception of sex roles and cooperation readiness and also two educational programs (applied in grades 4 and 6) designed to increase equality between the sexes. In general, the older pupils showed a greater propensity to put the sex groups on an equal footing in attitudes, perception and cooperation. The girls had a tendency to express a greater degree of readiness to cooperate. The groups exposed to influence underwent a change towards a greater degree of readiness to cooperate and showed an increased tendency to reject stereotyped traditional roles.  
 (Related journal article appeared in: Didakometry and Sociometry, 1973.)

<b>Date:</b> November 1973	<b>Pages:</b> 6	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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**Research supported by:**  
 National Board of Education

## Author, Inst.

Åberg, Inga  
Inst. of Education, University of Stockholm

## Title:

FRITID I STÅLHAMRA  
Studier av skolbarns fritid i Stålhämra rektorsområde i  
Södertälje i anslutning till Vi Ungas försöksverksamhet med  
fritidsaktiviteter för 7 - 12-åringar  
IAN-rapport nr. 125 1974  
AFTER SCHOOL ACTIVITIES IN STÅLHAMRA

## Reference:

Pedagogiska institutionen, Stockholms universitet  
IAN-rapport nr. 125. 1974.

## Title of project:

## Key words:

## Abstract:

A study in connection with an experiment on organised after school activities by the youth club "Vi Unga" in Södertälje. The purpose of the study was to illustrate social conditions for schoolchildren 7-12 years of age and examine how after school programs can meet important needs of the children and their families. The childrens' needs for contacts with the world of adults and their opportunities for meaningful activities make the critical bases, social and educational, for the study. In different sections of the report interviews with group leaders and families are illustrating childrens' relations to each other, to group leaders and to family. A study-circle, as an attempt to meet the need of a dialogue between investigators and group leaders, is described. One of the conclusions is that activities which link together different aspects of the social world should be preferred. Another conclusion with reference to social and educational goals is that there are great opportunities still unused in the development of activity programs.

## Date:

June 1974

## Pages:

151

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. Psykologexamens-  
arbete

**Author, Inst.**

Ågren, Bengt  
 Dept. of Educational Research, Gothenburg School of Education

**Title:**

RECENSIONER AV BARN- OCH UNGDOMSBÖCKER. En prototyp till ett hjälpmedel för undervisningen i grundskolan. (REVIEWS OF CHILDREN'S LITERATURE. A Prototype for an Educational Aid in the Comprehensive School.)

**Reference:**

Rapporter från Pedagogiska institutionen vid Lärarhögskolan i Göteborg. Nr. 45.

**Title of project:**

Litteraturläsning i grundskolan (LIGRU)

**Key words:**

Reviews of children's literature; Information on children's literature; Educational aid in the Comprehensive School

**Abstract:**

The study forms a part report of the LIGRU Project. LIGRU is short for "Litteraturläsning i grundskolan", i.e. the reading of literature in the Comprehensive School (the Swedish compulsory nine-year school for pupils between 7 and 16 years of age). There were two central thoughts in the project work: 1) The reading of literature, notably children's literature, is a valuable means of reaching not only art oriented objectives but objectives stated for the Comprehensive School as a whole. 2) Literary instruction should encourage pupils to read whole literary works instead of reading excerpts and/in anthologies. To make this possible, teachers and pupils should be informed of newly published literature for children and young people. Reviews published in the daily press offer an educational aid that can be collected and used for this purpose. The report contains 58 reviews of 15 books.

<b>Date:</b> Oct. 1973	<b>Pages:</b> 111	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

Skolöverstyrelsen / National Board of Education

**DEVELOPMENTAL PSYCHOLOGY**

Author, Inst.

Bengt-Erik Andersson , Pedagogiska institutionen, Göteborgs universitet

Title:

Utveckling och miljö. Om behovet av en ekologiskt orienterad utvecklingsforskning.

/Development and milieu. On the need of ecologically oriented developmental research/

Reference:

Rapport från pedagogiska institutionen, Göteborgs universitet, nr 102, 1973.

Title of project:

Key words:

Developmental psychology, ecology, environment, methodology

Abstract:

The report presents a discussion of to-days developmental psychological research. The starting point is that this type of research in a too large extent has been guided by a research ideology borrowed from the natural sciences, focused on laboratory experiments with results very hard to generalize to a reality outside the laboratory. With reference to Bronfenbrenner it is stated that much developmental research has been ecologically invalid.

Ecologically valid research must work with other conceptual models than are common to-day. In constructing such models it is important to take into consideration (after Bronfenbrenner): 1) reciprocity, 2) role specification, 3) two-persons contra n-persons systems, and 4) second-grade or indirect effects.

The report gives examples of areas and problems of ecological relevance and finishes with a discussion of possible methods useful in an ecological approach.

Date:

1974.09.23

Pages:

29

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

.....

Research supported by:



**Author, Inst.**  
Nils-Gösta Andersson

Department of Psychology  
University of Stockholm  
Box 6706  
S-113 85 Stockholm, Sweden

**Title:**

Tonårsflickors situation. Intervjustudie av 14-15 åriga flickor. Diskussion av problem vid validering av kliniskt material.  
/Teenage-girls' situation. Interview-study of 14-15 year old girls. Discussion of problems at validation of clinical material./

**Reference:**

The Örebro project, report No. 25, 1973. Department of Psychology, University of Stockholm

**Title of project:**

The Örebro project

**Key words:**

Teenage girls, validation, clinical material

**Abstract:**

This study is an appendix to a questionnaire investigation by Crafoord 1972. This interview study was made with the head purpose to contribute to the validation of the questionnaire investigation. 25 randomly chosen girls were interviewed when they had completed the questionnaire. The interviews are studied, analyzed and discussed. The study among other things includes a section concerning teenagers and their situation and a short literature study regarding validation of clinical material. Certain variables from the interviews were rated and those data are compared to similar data from the questionnaire investigation. These comparisons are made partly by statistical methods, partly through a more subjectiv penetration of the two kinds of materials.

**Date:**

14/12 1973

**Pages:**

Swedish  
 English  
 .....

Final report  
 Progress report  
 Part report

Diss.  
 Lic.avh.  
 Psykologexamensarbete

<b>Author, Inst.</b> Lars R Bergman	Department of Psychology University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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**Title:**  
Ungdomars postgymnasiala studie- och yrkesval  
/Choice of career after high school/

**Reference:**  
The Örebro Project, report No. 19, 1973. Department of Psychology, University of Stockholm

**Title of project:**  
The vocational process after high school

**Key words:**  
Choice of career, vocational, university, college

**Abstract:**  
Choice of career line was studied for about 400 young people two years after they left high school (gymnasiets treåriga linje) in the Swedish town of Örebro. The drop out in this investigation was moderate (about 13 % of the population). The following main results were obtained:

- 39 % of the boys and 59 % of the girls studied
- the great majority like their training (work) and are satisfied with their choice of training (work)
- of the students 40 % of the boys, but only 11 % of the girls, are planning an academical training comprising at least 4 years
- 73 % think they choose the right educational stream in high school
- the majority think that they have recieved sufficient knowledge in the school subjects, but not sufficient information about different trainings and vocations.

<b>Date:</b> 1973	<b>Pages:</b> 72	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**  
Universitetskanslersämbetet /The Office of the Chancellor of the Swedish Universities/



**Author, Inst.**

Cronholm, B. &amp; Schalling, D.

Psychological lab., University of Stockholm &amp; Karolinska institute, Stockholm

**Title:**

A study of memory in aged people

**Reference:**

In H.P. Zippel (ed.) Memory and transfer of informations. Plenum Press: N. Y., 1973

**Title of project:**

Memory and ageing (Cronholm)

**Key words:**

Ageing, memory, registration, retention.

**Abstract:**

Memory performances were studied in a group of 22 old (65-74 years) and 29 very old (75-91 years) women, and compared with performances of a group of 31 middle-aged (35-49 years) women, matched for socio-economic and cultural level. The intellectual level did not differ significantly as estimated by the Terman Vocabulary test, but in Raven's Coloured Matrices there was a considerable decline with age. Digit span forwards and still more backwards was reduced with age.

A memory test comprising three subtests, 30 figures, 30 word pairs and 30 personal data was used. Remembering was studied both immediately after presentation of the material (immediate memory score) and three hours later (delayed memory score), the difference between the two being forgetting scores. A considerable decline of immediate and delayed memory scores with age was found, but forgetting measures did not increase. The regression lines between immediate and delayed scores were also quite similar. The findings indicate a pronounced decline of registration with age but do not show any decline of retention, such a decline of course not being disproved.

**Date:**

1973

**Pages:**

20

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

<p><b>Author, Inst.</b> Dunér, Anders &amp; Haglund, Bo</p>	<p>Department of Psychology University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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**Title:**  
Tonårspojkar och brott. Kunskaper, attityder och faktiskt beteende.  
/Teenage boys and delinquency: Knowledge, attitudes and factual behavior//

**Reference:**  
Utbildningsforskning, SÖ FoU-rapport 8. Stockholm: Utbildningsförlaget, 1974  
(With English summary..)

**Title of project:**  
Adjustment - a longitudinal study. The Örebro project.

**Key words:**  
Self-reported delinquency, adjustment, prediction, norm structures.

**Abstract:**  
Delinquency is regarded as an indicator of social maladjustment. It is described as a deficiency in the balance between impulse strength and the control mechanisms. A description is given of (a) the frequency in a total group of adolescent boys of a sample on traditional types of delinquent behavior, (b) knowledge of delinquency and its consequences according to our legal system, (c) attitudes to the same sample of delinquent acts.  
Also behaviors which conflict with our norms but are not illegal are included. A comparison is made between two groups of 16 year old boys, tested with an interval of three years 1968 and 1971. 500 boys in each group answered a questionnaire of self-reported delinquency and in 1971 a number of items about attitydes and knowledge.  
89 % of the boys reported at least one of the offences. The frequencies corresponded very closely between the two groups.  
The boys had a pretty good knowledge of what is delinquent in the legal sense. Many of the boys believed that the consequences of detection were more severe than is the fact.  
The evaluations of the offences correlated with the ratings of their seriousness. Breaches of other moral rules were, however, often judged as very serious. Most of the boys denied own intentions to burglary, theft, bag-snatching, but also to squealing. There were indicated more intentions to receiving and to violent resistance to a policeman.  
More delinquent boys estimated the offences as less serious, and expressed more intentions of acting. They were also markedly more against squealing. The norms are known by nearly all boys but the influence of this knowledge on behavior varies

<b>Date:</b> 27.9 1974	<b>Pages:</b> 77	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Author, Inst.

Department of Psychology, University of Göteborg,  
Kerstin Fällström

Title:

On personality structure in diabetic school children. Aged 7-15 years

Reference:

Title of project:

Key words:

Personality, diabetes mellitus, EEG, children.

Abstract:

The personality development in 59 diabetic children, 27 boys and 32 girls, 7-15 years old has been studied. The duration of the disease exceeded one year in all cases. The personality assessment included an intelligence test, projective techniques and interviews with the children, their parents and teachers. The projective techniques consistently indicated a much higher frequency of emotional disturbances and adjustment problems in the diabetic children than in a control group of healthy children matched for age, intelligence and social group. These emotional disturbances concerned fundamental personality processes such as the development of the body image perception, and the ego structure, and the progress of the identification process. These personality data have been correlated to clinical variables such as age at onset of the disease, duration and degree of control, and to some electroencephalographic data. Although this analysis gave some interesting correlations between clinical data and personality, the interviews with the parents showed a more apparent relation between the personality structure of the diabetic children and the attitudes and reactions of the parents to the disease and its impact on the family situation.

Date:

5/9-74

Pages:

70

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

Doctorial thesis....

<b>Author, Inst.</b> Henricson, Marta	Department of Psychology University of Stockholm Box 6706 S-113 85 Stockholm; Sweden
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**Title:**  
 Tonåringar och normer  
 /An investigation of teenage norms and norm-climate/

**Reference:**  
 Stockholm: Utbildningsförlaget, SÖ rapport FoU 4, 1973.

**Title of project:**  
 The Örebro project

**Key words:**  
 Norms, behavior intentions, adolescent norms and inter-generation conflicts, peers' norms.

**Abstract:**

All 15-year-olds in the town of Örebro (about 1,100 pupils) were asked about their norms and behavior intentions regarding drinking, sexual relations and other behaviors relevant for the study of adolescent norms and inter-generation conflicts. The teenagers also rated their parents' and their peers' norms. The emotional relations to these reference groups were studied in addition. Although there would be frequent conflicts with parents over drinking patterns, late hours etc, the intergeneration conflict was not dominant on the personal plane.

The 15-year-olds were rather strict in their stated values, but when it came to action they would often go against the (grown-up) norm. One reason is that the peer-group is generally seen as more lenient, and this acts as a pressure. The parents—and not the peers—were seen as the norm enforcers.

We found no evidence of a unitary "teenage culture". Instead, by a special statistical method, the latent profile analysis, we could separate out groups with different norms and whose patterns of adjustment to parents, peers, school etc differed markedly. About 50 % of the teenagers belonged to a norm-conforming group, which was adjusted to school and parents while peer-relations could be more of a problem. The other half of the group showed different and interesting patterns of independence-seeking or rebellion against the norms of the parents and of society.

<b>Date:</b> 1973	<b>Pages:</b> 133	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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**Research supported by:**

**Author, Inst.**

Fredrik Hjortzberg-Nordlund &amp; Mats Marnell

Department of Psychology  
University of Stockholm  
Box 6706  
S-113 85 Stockholm, Sweden**Title:**Tonåringars studie- och yrkesval.  
/Educational and vocational choice of teenagers/**Reference:**

SÖ, FoU, utbildningsforskning, rapport nr 12, Utbildningsförlaget, 1974

**Title of project:**

Anpassning, beteende och prestation - Örebroprojektet

**Key words:**

Educational choice, vocational choice, family relations, comprehensive school, grade 9.

**Abstract:**

This report is part of a longitudinal study of adjustment and development the Örebro project. The present study comprises three parts. In the first the purpose is to describe how a total group of adolescents, aged 16, in one town experienced the time they have spent in school. The description covers the following domains: perception of schoolwork, perception of own capacity, choice of career after grade nine, information and influence, and considerations on choice of occupation. The results described in the second and third parts stem from a substudy of adolescents. In these it is shown how parent-child relations covaries with other aspects of the child's behavior. It was found that students with bad contact with their parents did not work so hard at school. They underachieved significantly compared with other students. They often chose a shorter education, and had not faith in their chances of successfully pursuing a theoretical education after compulsory school.

**Date:****Pages:**

68

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. Psykolog examen.....



<p><b>Author, Inst.</b> Marnell, Mats, Dunér, Anders &amp; Magnusson, David</p>	<p>Department of Psychology University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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**Title:**  
Tonåringar - relationer och reaktioner.  
/Adolescents - Relations and reactions/

**Reference:**  
Stockholm: Utbildningsförlaget, SO rapport FoU 6, 1974.

**Title of project:**  
Adjustment. A longitudinal study (The Örebro project)

**Key words:**  
teenager, peer relations, anxiety at school, psychosomatic reactions, conformity to rules and norms, out-acting behavior, trust in adults, parent/child interaction.

**Abstract:**

In the Örebro project 1,000 children have been followed from their third school year (age 10) and data have been collected especially in grades 3, 6, 8 and 9.

The purpose of the present report is to give a simple description of a total group of adolescents, how they experience their situation in the social system, and what they feel about their relations to peers and parents.

The description is given in simple tables with comments. Some correlations between the answers on various questions are also discussed. There are no complicated statistical analyses.

We have found that frequent and harmonious contact with the parents is of great importance for the development of attitudes and behavior. Strong correlations have been found between the child/parent interaction and conformity, interest in school work, use of alcohol and drugs, and trust in adults. Teenagers who report frequent contacts with parents follow the parents in norms and behavior, feel that school achievement is important, seldom use alcohol and drugs, and have trust in most adults. The opposite group with few happy experiences together with their parents follow peer groups in norms and behavior, are often uninterested in school, use drugs and have little trust in any adults.

An extreme group in this respect lives in a dangerous situation with little contact with the adult generation, during a period of development that is important for the stabilization of the personality system.

Consequences of this result are discussed.

<p><b>Date:</b> 27.9 1974</p>	<p><b>Pages:</b> 59</p>	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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<b>Author, Inst.</b> Ulf Olsson & Lars R Bergman	Department of Psychology University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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<b>Title:</b> A structural model for testing the age-differentiation hypothesis
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<b>Reference:</b> The Örebro Project, report No. 21, 1973, Department of Psychology, University of Stockholm
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<b>Title of project:</b> The Örebro Project
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<b>Key words:</b> age-differentiation, intelligence, development, statistical, methodological
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<b>Abstract:</b> This study aims at testing the age-differentiation hypothesis of intellectual abilities. The data consist of various tests of intelligence and achievement, collected for a group of 728 Swedish school children, who were tested at the ages 10 and 13. The hypothesis is tested with linear structural models, and using estimation methods developed by Jöreskog. It was concluded that age-differentiation must be viewed as a multidimensional concept, and that the results indicate integration in certain respects and differentiation in other respects. The present results also suggest that the primary mental abilities V, I, and S can be described as developing fairly independently between the ages 10 and 13.
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<b>Date:</b> 1973	<b>Pages:</b> 21	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

Sandgren; Björn  
 Institute of Education, University of Gothenburg

**Title:**

Kreativ utveckling  
 Creative Development

**Reference:**

Göteborg studies in educational sciences. 11. 1974.

**Title of project:**

**Key words:**

Creativity, development, genetic structuralism

**Abstract:**

The introductory section attempts a structuralistic analysis of the phenomenon of development.

The central theme in the analysis is that development in biological systems at all levels of complexity is a creative process. This is primarily expressed in the fact that a biological functioning continually tends to "extend beyond" the organism's structurally defined area of competence. A structural change is the result of a dialectic interaction between the initial structure and an activity which extends beyond the limits of the initial structure. Through this interaction new levels of competence are created which are not completely reducible to the initial structure.

The second part reports an empirical study of certain aspects of cognitive development in children between the ages of 11 to 16 years. The purpose of the empirical study has been to develop instruments of cognitive variables in order to create a base for developing alternative educational methods.

The final section is an analysis of the formal educational system's influence upon cognitive growth. Development via specialization is contrasted to creative development. The analysis comes to the conclusion that the formal educational system, by virtue of the form which the evaluation of outcomes has received, tends to separate the process of knowledge accumulation from cognitive growth.

<b>Date:</b> 1974	<b>Pages:</b> 227	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

Swedish Council for Social Science Research

DOCUMENTATION AND INFORMATION

**Author, Inst.**  
 Bierschenk, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 En modell för ett interaktivt informations- och dokumentationssystem.  
 /A model for an interactive information and documentation system./

**Reference:**  
 Pedagogisk Dokumentation (Malmö: School of Education), No. 26, 1974

**Title of project:**  
 Pedagogisk dokumentation (PD-projektet). /Educational documentation./

**Key words:**  
 Information network, information processing, information system,  
 education, self-control

**Abstract:**  
 This report is based on studies of literature and the writer's own experiences of the use of computer-based information and documentation systems. The report presents principles for the development of an interactive, self-regulating and self-controlling information and documentation system. Based on a system theoretical point of view a model for a realization of an information and documentation system is outlined. Functional characteristics are discussed. The information searcher is placed in the center of the discussion. Expected trends of developments are focused. As a summary a suggestion for an organisation is given.

<b>Date:</b> May 1974	<b>Pages:</b> 77	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**  
 Ministry of Education

**Author, Inst.**

Bjerstedt, A.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Pedagogik 1972: Notiser om institutionella rapportserier och högre examensarbeten vid universitetens och lärarhögskolornas institutioner för pedagogik. / Education 1972: Notes on departmental report series and degree theses at the departments of education in Swedish universities and schools of education. /

**Reference:**

Pedagogisk Dokumentation (Malmö: School of Education), No. 16, 1973

**Title of project:****Key words:**

Bibliography, educational research, Sweden, departments of education

**Abstract:**

A number of theses, reports, books, and reprints issued during 1972 by departments of education in Sweden are listed together with brief notes on the departments (addresses, professors, and current publication systems).

**Date:**

January  
1973

**Pages:**

28

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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**Author, Inst.**

Bjerstedt, Å. (Ed.)  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Pedagogik 1973: Notiser om institutionella rapportserier och högre examensarbeten vid universitetens och lärarhögskolornas institutioner för pedagogik.  
 /Education 1973: Notes on departmental report series and degree theses at the departments of Education in Swedish universities and schools of education./

**Reference:**

Pedagogisk Dokumentation (Malmö: School of Education), No. 24, 1974.

**Title of project:**

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**Key words:**

Bibliography, educational research, Sweden, departments of education

**Abstract:**

The bulk of Swedish educational research is at present being carried out at the Departments of Educational Research of the universities and schools of education. A large proportion of the research results are published primarily and often solely in unprinted theses for higher degrees and in mimeographed departmental report series. In addition some of the departments also publish printed publication series for research monographs and series of a debate or compendium nature. All those wishing to follow the research activities and debate at these departments need to keep in touch with these departmental publications, but can find some difficulty in keeping track of all that is published. To make it to some extent easier, lists are given here with regard to the calendar year 1973, covering (1) mimeographed work published in departmental series, (2) printed work published in departmental series, (3) licentiate theses, (4) doctoral theses. - The lists have been compiled on the basis of answers received to a written enquiry sent to all departments in Sweden. (Corresponding collections for the years 1970, 1971, and 1972 are to be found in Pedagogisk dokumentation, Nos. 4, 11, and 16.)

<b>Date:</b> March 1974	<b>Pages:</b> 28	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:



**Author, Inst.**

Department of Educational and Psychological Research  
Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Some 1973 reports and reprints from Malmö School of Education:  
An annotated bibliography

**Reference:**

Pedagogisk Dokumentation (Malmö: School of Education), No. 23, 1974

**Title of project:**

**Key words:**

Educational research, Sweden, documentation, bibliography

**Abstract:**

A number of reports and reprints issued during 1973 by the Department of Educational and Psychological Research, Malmö School of Education, are listed with brief annotations or abstracts in English. Languages used in the original reports are English, German, and Swedish. In this bibliography, the original title is always given. If this title is in German or Swedish, an English translation follows in brackets. About 70 references are included. (Earlier annotated bibliographies within the "pedagogisk dokumentation" series are to be found in Nos. 3, 8 and 15.)

<b>Date:</b> March 1974	<b>Pages:</b> 24	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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# EDUCATIONAL RESEARCH: THEORY AND METHODOLOGY

**Author, Inst.**

Urban Bergsten, Birger Bromsjö, Kjell Rubenson  
 Department of Educational Research. School of Education

**Title:**

Method of data-collection. Some thoughts from a  
 methodological study

Studiebehov och studiehinder i vuxenutbildning. II. Datainsamlingsmetod - några synpunkter utifrån en metodstudie.

**Reference:**

Report from School of Education, Stockholm, nr 86,  
 June 1973

**Title of project:**

The SOS-VUX project  
 Study needs and study obstacles in Adult Education

**Key words:**

Questionnaires. Question answer interviews. Measurement techniques

**Abstract:**

A preliminary study was undertaken in which data were collected by personal interviews carried out by interviewers from the National Central Bureau of Statistics. 93 % of the investigation group (N=600) took part. This result was better than expected. Such a high rate of participation was obtained by a careful but timetaking procedure which led to higher costs than expected. Because of this it was decided to attempt the use of a combination of mailed questionnaires and personal interviews before the ultimate decision concerning method for data-collection in the main study was reached.

A sample of 200 was selected on the same criteria as in the interview study (1. born 1920, 1934 and 1948, 2. employed in occupation which required less than 1 year theoretical education beyond compulsory school, 3. Swedish citizens. 4. living in the county of Westmanland).

Those persons who after three reminders had not answered the mailed questionnaire where personally contacted by an interviewer. The response rate after the mail phase was 76 % and rose to 88 % after the interviews. From this point of view the combination method had stood the trial. However further analysis showed that many persons had left out single questions and that the quality of the answers on the open questions was lower than from the earlier interview study. Because of this it was decided to use personal interviews in the main study in spite of the fact that the investigation group had to be considerable smaller.

<b>Date:</b> jun 1973	<b>Pages:</b> 30	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

The Swedish National Board of Education, Bureau L 3

## Författare:

FINN, JEREMY och MATTSSON, INGRID

Institutionen för internationell pedagogik, Stockholms universitet

## Rapporttitel:

Multivariate Analysis in Educational Research

Some Applications

## Övriga bibliografiska uppgifter:

Stockholm University

Institute for the Study of International Problems in Education

Report No. 7

June 1974

## Projekttitel:

Statistical Methods in the Behavioral Sciences

Information - Evaluation - Development

## Nyckelord:

Multivariate Analysis

## Referat (på engelska):

In this report, we have taken four actual data sets from ongoing research, and described in detail how each might be analyzed. We describe the research problem which gave rise to each data set. We have attempted to give a detailed description of the data analysis problems which are encountered, the statistical models which might be employed, the computer setup, and interpreting the results of the computer runs. Because these are real data, the analyses are not simple. Instead they were selected to demonstrate a variety of analysis models which are, or should be, commonly employed in educational research, with all of their complexities. In a section in each chapter entitled "special considerations required by the data set," we have tried to separate the particular complexities which arise, from the more common basic models. These include unequal N's and empty cells in analysis-of-variance designs, ordered dependent variables, growth trend analysis on repeated measure data.

Datum:	Antal sid.:	<input type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
1974	287	<input checked="" type="checkbox"/> Eng.	<input type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
June		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## Anslagsgivare:

Social Science Research Council

**Author, Inst.**

Larsson, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

The influence of scale transformations: A study of factor analysis on simulated data

**Reference:**

Didakometry (Malmö: School of Education), No. 40, 1974

**Title of project:**

**Key words:**

Measurement, factor analysis, transformations

**Abstract:**

Data with different factor structures are generated and analyzed. The variables are transformed and reanalyzed and comparisons between factor analyses before and after transformation are made. All comparisons indicate the same conclusion: monotonic transformations do not change the results, while non-monotonic transformations may do. Special choices of data, factor-analytic method, transformations and ways of comparison may limit the validity of this conclusion.

**Date:**

February  
 1974

**Pages:**

16

Swedish

English

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Final report  
 Progress report  
 .....

Diss.

Lic.avh.

.....

**Research supported by:**

## Author, Inst.

Larsson, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

Society of Multivariate Experimental Psychology: Rapport från en konferens i Malmö, september 1973. / Society of Multivariate Experimental Psychology: Report from a conference in Malmö, September 1973. /

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 226, 1973

## Title of project:

-

## Key words:

Research methodology, conference report, behavioral research

## Abstract:

This report briefly presents the European SMEP conference of 1973, held in Malmö. The nine papers represent a broad variety of purposes, ways of presentation and applications. They contain some new methodological developments which should be of interest to behavioral research.

## Date:

December  
1973

## Pages:

18

 Swedish

 English

 .....

 Final

 report  
 Progress  
 report

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 Diss.

 Lic.avh.

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**Author, Inst.**

Larsson, B. & Nilsson, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Datorserviceproblem vid de beteendevetenskapliga institutionerna: En konferensrapport. /Problems of computer service at the behavioral science departments in Sweden. /

**Reference:**

Pedagogisk-psykologiska problem (Malmo: School of Education), No. 223, 1973

**Title of project:**

-

**Key words:**

Problems of computer service, computer service, conference, behavioral research

**Abstract:**

The report presents brief summaries from a conference in Malmö 1973 concerning problems of computer service within the area of behavioral research. Four main subjects were discussed: (a) the present status of computer service at the departments; (b) education for computer service; (c) the establishment of a central group of experts for the behavioral data processing; (d) the establishment of a central data archive.

<b>Date:</b> June 1973	<b>Pages:</b> 60	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Research supported by:**

Swedish Social Science Research Council



**Author, Inst.**

Larsson, I.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Arkivering av forskningsdata: En probleminventering.  
 /The filing of research data: A problem inventory./

**Reference:**

Pedagogisk Dokumentation (Malmö: School of Education), No. 21, 1973

**Title of project:****Key words:**

Research data, data archives, public document, secret document

**Abstract:**

The report discusses problems connected with the filing of research data in the behavioral sciences. Relevant factors include the provisions laid down in Swedish law about public and secret documents, copyright issues and the building up of data archives: what, how and for how long? Interviews have been held with representatives from Swedish research departments in education, and opinions are presented. The report should be seen as a starting point for further work on the handling of research data.

**Date:**

December  
1973

**Pages:**

40

Swedish

English

.....

Final  
report

Progress  
report

.....

Diss.

Lic.avh.

.....

## HIGHER EDUCATION

**Author, Inst.**

Stig Björklund, Stig Becker, Bertil Remaeus  
Department of Physical Metallurgy

**Title:**

DUMM: Datoradministrerad undervisning i Metallografi och  
Materiallära, delrapport 2.  
Computer- managed instruction in physical metallurgy  
and materials science.

**Reference:**

Report TRITA-EDU-007 in Pedagogisk utveckling vid KTH  
Stockholm 1974

**Title of project:**

**Key words:**

Computer-managed instruction, Optical sheet reader, Optical reading

**Abstract:**

The work described in this progress report has mainly been concentrated to different applications of optical reading as part of a development programme in computer-managed instruction, which has been described in earlier reports. An inexpensive optical sheet reader has been used, which technique was found to give sufficient flexibility together with great adaptability to new needs, as forms easily can be printed or even micrographed at our own department. Among the results described in the report is a system for collecting and storing information about student progress and individual attitudes during programmed group tutorials. Another application is a system for student identification during response system exercises in large groups.

<b>Date:</b> Maj 1974	<b>Pages:</b> 30	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by: The Center for Pedagogical Development at The Royal Institute of Technology in Stockholm and the office of the Chancellor of the Swedish Universities

**Author, Inst.** Stig Björklund, Div. of Physical Metallurgy, Royal Institute of Technology, Stockholm; Daniel Kallós, Institute of Education University of Lund; Leif Larsson, Div. of Physical Metallurgy, Royal Institute of Technology, Stockholm.

**Title:**

Hardware Gone Soft. Teaching Under Strong Frame Conditions at an Institute of Technology.

**Reference:**

Report from the Institute of Education, University of Lund, no 48, September 1974. Mimeo. 61pp.

**Title of project:** "Studies concerning the relative merits of various teaching methods at the university level" in cooperation with the project "Direct observations of teacher and student behaviour in higher education".

**Key words:** Teaching method, Teaching aids, Higher education, Observation, Educational theory, Technical education.

**Abstract:** A joint study between the two project groups mentioned above is reported. The study concerns certain relations between frame factors and teaching in an innovative teaching system. The teaching system which is described in detail was developed by the  $\pi$ -group at the Royal Institute of Technology. In this report special emphasis is given to the small-group sessions in the teaching system. 10 small group sessions consisting of appr. 18 students and each of appr. 3 hours duration were directly observed using a specially developed observational instrument. Data were recorded at the level of the individual. The actual teaching is described in terms of teacher and student activities. Differences between teachers and student groups are discussed in terms of the theoretical framework presented, stressing the relations between various constraints (pedagogical frame factors) and the resulting teaching situation. Special emphasis is given to the individualizing activities, i.e. questions about to whom the teacher directs his individualizing activities and how the students steer this process. The influence of the material-methods system used in teaching is described in relation to selection of contents, time devoted to various content areas, the character of the interactive situation between teacher and students etc. The strategies used by teachers when moving from one content unit to another is described, and the teaching tempo is related to performance data, demonstrating how teachers are steered by the actual performance by the students during the small group sessions. Some data concerning the attitudes of students towards the teaching observed is also included.

<b>Date:</b> 6.11.1974	<b>Pages:</b> 61	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic. avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Project report.....

**Author, Inst.**

Dahlgren, Gösta, Ekholm, Mats, Fransson, Anders, Rovio-Johansson, Airi, Säljö, Roger.

Institute of Education, Göteborgs university, Mölndalsvägen 36, 412 63 Göteborg

**Title:**

Lärares och studerandes upplevelser av tre försök med arbete och examination i grupp på universitetsnivå samt en kort forskningsöversikt över examinationsformens inverkan på inläring och studiemetoder.

Experiences of teachers and students from three experiments on work and examination in group at university level and a short survey of research on the influence of form of examination on learning and study methods.

**Referencē:**

Pedagogiska institutionen, Göteborgs universitet, rapport nr 115

Institute of Education, Göteborgs university, report no 115

**Title of project:**

Universitetsstudier i arbetsgrupp (UIA-projektet)

University studies in teams (UIA-project)

**Key words:**

Higher education, examination, team work, small groups, independent study

**Abstract:**

The reason for the experiments on examination in groups described and discussed in this report was a growing dissatisfaction with conventional written examination both from teachers and students in two applied courses included in the basic training for psychologists in Göteborg.

The aim of the experiments was to develop examination forms which make examination an integrated part of the training program and not just a final control. Examination forms which promote problem orientation and independent critical processing of course material were sought for.

In one of the courses the examination form tested consists of three parts and covers a full day. One of the parts is a rather comprehensive practical task which has to be planned, implemented and reported during the examination day. In the other course the examination form tested consists of oral reports of teamwork on a number of problems of applied nature. In the beginning of the course the groups were allowed to choose a prescribed number of problems from a list composed by the course leader.

The students participating in the experiments have been invited to describe effects of the examination forms tested on their ways of study in a questionnaire composed of both open and closed questions. The students unanimously maintain that both of the examination forms tested have led to better knowledge, deeper insight, better cooperation, less competition, better contact between students and teachers and more intense involvement in work than convention: written examination. The generalizability of the results obtained are discussed.

<b>Date:</b> May 1974	<b>Pages:</b> 85	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Författare:**

Inga Elgqvist-Saltzman, Pedagogiska institutionen

**Rapporttitel:**

AVBROTT OCH GENOMSTRÖMNING - En uppföljning av studerande vid filosofisk fakultet i Umeå  
 Drop-outs and Flow of Students - A follow-up of students at the University of Umeå

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå. Pedagogiska rapporter, nr 37 1973  
 Universitetet och Lärarhögskolan i Umeå. Pedagogisk debatt, nr 10 1973  
 Är avbrott och genomströmning meningsfulla effektivitetsmått för universitetsutbildning?

**Projekttitel:**

Utbildnings- och elevanalyser

**Nyckelord:**

Evaluation - wastage - drop-out - study efficiency

**Referat (på engelska):** This report is the third of the project Education and Student Analyses and describes how many of 996 students - that in the autumn term 1968 began their studies at Umeå university - after four years of study were graduated, had interrupted their studies, or were still studying. The results of the follow-ups are related both to the findings of previous Swedish research and to the results of some foreign investigations.

The rate of drop-outs was very close to that reported in previous Swedish investigations, and also to what has been reported by researchers in England, Canada and Australia. But more thorough analyses of the interruptions showed however that they were largely the results of mobility within the educational system and of transfers to other kinds of education.

Differences were found between different groups of students concerning their motives and inclination to study, their accomplishments, and also for their tendencies to interrupt the studies. Certain subjects were more often than others "waiting-rooms" to the lines of study with a restricted intake. As to the flow of students this follow-up gives better studyresults than the official statistics.

The results of the follow-up are in the final discussion taken as the starting-point of a discussion of the relevancy of the quantitative measures of efficiency used as a base for decisions in reformative programs for the higher education in the 60's and the 70's in Sweden.

<b>Datum:</b>	<b>Antal sid.:</b> 42	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport.	<input type="checkbox"/> Diss.
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**Anslagsgivare:** Universitetskanslersämbetet

**Författare:**  
Inga Elgqvist-Saltzman & Maj-Britt Lindberg, Pedagogiska institutionen

**Rapporttitel:**  
Studieintensitet och studieprestation för recentior -71 vid filosofisk fakultet i Umeå  
Intensity of Study and Studyresults for Freshmen -71 at the University of Umeå

**Övriga bibliografiska uppgifter:**  
Universitetet och Lärarhögskolan i Umeå. Pedagogiska rapporter, nr 39 1973  
Universitetet och Lärarhögskolan i Umeå. Pedagogisk debatt, nr 10 1973  
Är avbrott och genomströmning meningsfulla effektivitetsmått för universitetsutbildning?

**Projekttitel:**  
Utbildnings- och elevanalyser

**Nyckelord:**  
Evaluation - wastage - drop-out - study efficiency

**Referat (på engelska):** The report is the fifth produced by the project: "Educational and student analyses". It describes the results of a follow-up during two study-terms of 488 students, who started their studies in the autumn-term 1971 at the University of Umeå.

The follow-up was performed with the use of special questionnaires to students, at the time of enrolment and at the end of their second term, and through available registers. Previous studyresults and for certain subjects the results of diagnostic tests, motives, aspirations, study- and vocational plans of the students were assessed.

During the time of study the intensity of study, that is full- and part-time-studies, dropouts, has been controlled. Studyresults were related to background variables, intensity of study and to the varying-degrees of student participation in lessons. The results gained have also been compared to the official statistics of education in Sweden.

The picture given in the former reports from a population - who started their studies 1968 - concerning the flow of students and dropouts has in general been confirmed by this follow-up. Many dropouts were explained by the mobility within the educational system. The flow of students through the educational system was satisfactory according to the prevailing standards. More complex evaluation-models, that also take into consideration the characteristics of students before entrance and the things that happen to them during education, seem to be needed.

Datum:	Antal sid.: 59	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport.	<input type="checkbox"/> Diss.
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**Anslagsgivare:**  
Universitetskanslersämbetet



**Författare:**

Sigbrit Franke-Wikberg, Pedagogiska institutionen  
Martin Johansson "

**Rapporttitel:**

Användning av förkunskapsprov inom filosofisk fakultet.  
The use of tests of previous knowledge in art faculties.

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå  
Pedagogiska rapporter Umeå, nr 43 1974

**Projekttitel:**

Utvärdering av universitetsundervisning på institutionsnivå

**Nyckelord:**

Evaluation, higher education, test

**Referat (på engelska):**

The report gives a picture of frequency, routines and experiences of the institutions employing test of previous knowledge. Besides these empirical results there is an analysis of the sector based on studies of the relevant literature and known research findings.

<b>Datum:</b>	<b>Antal sid.:</b>	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
1974-09-01	40	<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

anslagsgivare:

**Författare:**

Sigbrit Franke-Wikberg, Pedagogiska institutionen  
 Martin Johansson " -

**Rapporttitel:**

Bedömning av förkunskaper samt granskning av förkunskapsprov . några universitetsämnen.

Assessment of previous knowledge and scrutiny of tests of previous knowledge in some university subjects.

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå  
 Pedagogiska rapporter Umeå, nr 44 1974

**Projekttitel:**

Utvärdering av universitetsundervisning på institutionsnivå

**Nyckelord:**

Evaluation, higher education, teacher expectations

**Referat (på engelska):**

One of the studies reported is a description of the previous knowledge that university teachers expect of their student and their view at the actual level of previous knowledge. Expectations and ratings have been based on tests in the subjects of English, History, Swedish, and Math. Comparisons are made with the actual testresult of university students. The other study reported methods for scrutinizing test.

<b>Datum:</b>	<b>Antal sid.:</b>	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
1974-09-01	50	<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
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**Anslagsgivare:**

Universitetskanslersämbetet

**Author, Inst.**

Fransson, Anders and Rovio-Johansson, Air., Institute of Education, Göteborgs university, Mölndalsvägen 36, 412 63 Göteborg

**Title:**

Universitetsstudier i arbetsgrupp. Rapport från en försöksverksamhet med nya arbetsformer. Del 1: Syfte, uppläggnig och några resultat.

University studies in Teams. Report from experiments on new methods of work. Part 1: Purpose, design and some results.

**Reference:**

Pédagogiska institutionen, Göteborgs universitet, 1973, Rapport nr 95

Institute of Education, Göteborgs university, 1973, Report no 95

**Title of project:**

Universitetsstudier i arbetsgrupp (UIA-projektet)  
University studies in Teams (UIA-project)

**Key words:**

Higher Education, teaching methods, Small group, Tutoring, Team work

**Abstract:**

The teamwork experiments were planned as a two-step project. The first step was started with the main aim to develop suitable forms for teamwork and to strike a good balance between more conventional teacherled instruction and teamwork. The main aim of the second step was to evaluate effects of participation in teams on study results, study proficiency and on the students social and private situation. At the beginning of the autumn term 1971 two teams were created, each consisting of 8 students from the A 1 course in Education. The teams met once a week during the whole term led by the same tutor in addition to their regular instruction. This system with team-meetings as a complement to regular instruction turned up to have a number drawbacks. Coordination was a difficult problem. It was also felt that the same amount of teaching resources should be spent on teams and control groups during the evaluation study.

The team model tested during the evaluation study consisted of regular tutorled team-meetings, tutor-less team-meetings planned by the teams themselves and participation in one regular lesson used as an introduction to each section on the A 1 course. Four teams were formed for the evaluation study and compared by two types of control groups: students interested and students not interested in participating in teams. Evaluation data emanates from: ordinary exams, a comprehensive test given at the end of the term, tests designed to measure study proficiency, questionnaires, tutors working notes. Results are promising, especially the effects of teamwork on the students social situation.

<b>Date:</b> May 1973	<b>Pages:</b> 95	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Project report .....

**Author, Inst.**

Fransson, Anders, and Rovio-Johansson  
 Institute of Education, Göteborg university

**Title:**

Universitetsstudier i arbetsgrupp. Rapport från en försöksverksamhet med nya arbetsformer. Del 2. Handledarnas dagboksanteckningar och deltagarnas värdering av verksamheten samt analys av styrningsproblem i arbetsgrupper.

University studies in teams. Report from experiments on new methods of work. Part 2. The tutors' working notes, the team members' evaluation of their teamwork experiences and an analysis of responsibility problems in teams.

**Reference:**

Pedagogiska institutionen, Göteborgs universitet, 1973, Rapport nr 101  
 Institute of Education, Göteborg university, 1973, Report no 101

**Title of project:**

Universitetsstudier i arbetsgrupp (UIA-projektet)  
 University studies in teams (UIA-project)

**Key words:**

Higher education, teaching methods, small groups, tutoring, team work, teacher role, student influence, student responsibility.

**Abstract:**

In this report the description and analysis of a series of experiments on university studies in teams which was introduced in part one (report no 95) is completed. The team work process during the four months of the main experiment as it is described in the working notes of the tutors is described and analysed.

Problems accompanying attempts to create an educational situation where the students have possibility to and are willing to take responsibility for their own studies are discussed. Obstacles to transformation of the teacher's role from initiator and director to a learning resource are pointed to.

The team members' reports on the social and personal consequences of participation in a team are analysed. Almost half of the team members got new friends during their months in teams compared to only a few in the control groups attending regular instruction. Some teams members report rather drastic positive changes in their self-image. The team members' suggestions on how to improve the team work model are summarized and discussed.

In a final chapter the results and experiences from the experiments are discussed in relation to the initial aims of the project.

<b>Date:</b> October 1973	<b>Pages:</b> 117	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Project report .....

## Author, Inst.

Matts Håstad

## Title:

Osquar II: 60 teknologers första studieår vid linjen för flygteknik vid KTH.

Osquar II: The first year of study for 60 technology students in the aerotechnical line at the Royal Institute of Technology.

## Reference:

Report TRITA-EDU-005 in Pedagogisk utveckling vid KTH Stockholm 1974

## Title of project:

## Key words:

Aerotechnical teaching, Activity teaching, Evaluation.

## Abstract:

In the later years student progress has decreased at the aerotechnical line. A project was therefore started in 1972--1973 to collect statistical information on students and their results and also to try new methods for better results. The following changes were tried: lectures and exercises combined into "lessons", intensive training periods, meetings with teachers and assistants and questionnaires to the students. Statistical analysis on collected data has been made and correlations between background data, attendance and results on tests and examinations are reported. The "lessons" gave clearly a better result compared to lectures and exercises the previous year. Overall results from examinations were about the same though. The project has given us much valuable experience and the project has been used as a pilot project for a larger undertaking in 1973--1974.

## Date:

Maj 1974

## Pages:

36

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Matts Håstad, Sixten Thörnqvist

**Title:**

70-talets teknolog möter 60-talets studentuppgifter i matematik.  
The Technological Student of the Seventies Meets the Mathematics Problems from the Final Secondary School Examination of the Sixties.

**Reference:**

Report TRITA-EDU-003 in Pedagogisk utveckling vid KTH , Stockholm 1973

**Title of project:**

**Key words:**

Secondary School Mathematics, Problem solving, Evaluation

**Abstract:** In September 1973 267 first-year students at the Royal Institute of Technology in Stockholm participated in a special test after a two-week introduction course in mathematics. The test was composed of problems from the final written examination "Student-examen" at the end of the 12-year secondary school. This type of examination was abolished in 1968. The problems were from 1964-67, but the mathematical background, needed to solve the problems, is still given in the curriculum now in practice. The students nowadays are not tested on problems of such composed character, although students at the Technical Institute are supposed to be able to solve them. The test showed that the students with good grades in mathematics from the 12-year school could manage the problems acceptably, although they were not trained on such types of problems. The students with low grades in mathematics showed bad results even on problems classified as easy. This students have apparently not reached a mathematical level, which all admitted to the Technical Institute reached in the sixties. The results ought to have two consequences:

1. The type of test now used in the last few years of secondary school should be changed to include problems of more complex character.
2. A new type of mathematical teaching is needed at the Technical Institute for admitted students with low grades in mathematics.

<b>Date:</b> November 1973	<b>Pages:</b> 33	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Author, Inst.

Idman, P.

Department of Educational and Psychological Research  
Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

Debattanalyser som målsökningsinstrument: Debatten kring målen för högre utbildning i dagspress och studenttidningar. /Debate analyses as goal seeking instrument: The debate about goals for higher education in the daily press and the student press. /

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 235, 1974

## Title of project:

Icke-ämnesspecifika mål i universitetsutbildningen.  
/Non-subject-specific goals for university education. /

## Key words:

Articles, analysis of; subject-specific and non-subject-specific goals for education; educational level: university

## Abstract:

In this report an analysis of goals for higher education is presented. The analysis is based on a sample of 337 articles in the daily press and the student press in Sweden during the period 1967-69. Leading articles, cultural and debate articles in these publications have been examined in order to map e. g. the relative importance which the writers attach to different educational goals. One of the main results of the investigation is that in the articles analysed great importance is given to non-subject-specific goals, and among these "equality" and "democracy" dominate.

Date:

April  
1974

Pages:

51

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....



**Author, Inst.**  
 Idman, P. (Ed.)  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Ur debatten kring målen för högre utbildning: En samling artikelreferat. /From the debate on goals for higher education: A collection of article abstracts./

**Reference:**  
 Pedagogisk Dokumentation (Malmö: School of Education), No. 25, 1974

**Title of project:**  
 Icke-ämnesspecifika mål i universitetsutbildningen. /Non-subject-specific goals for university education./

**Key words:**  
 Aims of education, debate, daily press, student press, Sweden, educational level: university

**Abstract:**  
 The debate on goals for higher education in leading articles, cultural and debate articles in the Swedish daily press and student press during the years 1967-69 has been the subject of a special study within the project "Non-subject-specific goals for university education" (cf. Idman, P. Debattanalyser som målsökningsinstrument. /Debate analyses as goal-seeking instruments./ Pedagogisk-psykologiska problem, No. 235, 1974 and Idman, P. Equality and democracy: Studies of teacher training. Lund: Gleerups, 1974). The special study mentioned aims at mapping e.g. the relative importance goal-debaters/publications in question attach to different kinds of goals. The material analysed consists of 337 articles divided on 11 different publications. In this documentation report, short summaries of the articles are presented, primarily to give an orientation about the goal debate during the years mentioned.

<b>Date:</b> April 1974	<b>Pages:</b> 89	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**  
 University Chancellor's Office (UKÄ)





**Author, Inst.**

Daniel Kallós, Department of Education, University of Lund.

**Title:**

Comments on the importance of aptitude-treatment interaction research for pedagogics and for the theory and practice of teaching.

**References:**

Report from the Institute of Education, University of Lund. No 50. October 1974. Mimeo 18 pp.

**Title of project:**

"Studies concerning the relative merits of various teaching methods at the university level"

**Key words:**

Aptitude-treatment interaction, Individualized teaching, Individual differences, Theories of teaching, Teaching methods.

**Abstract:**

The present report is no 9 in a series of reports from the research project "Studies Concerning the Relative Merits of Various Teaching Methods at the University Level".

An attempt is made to discuss "aptitude-treatment interaction" (ATI) research from a pedagogical point of view.

In conventional terms ATI research belongs to the area of individualized teaching.

Such research may be regarded as psychological research applied to problems of teaching. ATI research more specifically borrows heavily from such areas as psychometric research, testing theory, psychology of learning and of individual differences. Methodologically it represents an attempted merger between correlational and experimental approaches within a decision theoretical framework.

The basis assumptions underlying the ATI models are discussed and confronted with theories of teaching. It is concluded that the ATI models are of limited value for the advancement of teaching theories, insofar as they build upon a very restricted view of teaching.

In the final section of the paper ATI research is discussed in terms of the practical implications for teaching of the ATI models.

**Date:**

October  
197

**Pages:**

18

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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**Author, Inst.**

Daniel Kallós and Margareta Herslow, Department of Education, University of Lund

**Title:**

Presence, absence and independent study at the university level.  
 "Man kan ju faktiskt få reda på ett och annat om tentan, förstås."  
 Närvaro, frånvaro och självstudier i universitetsundervisning.

**Reference:**

Report from the Institute of Education, University of Lund, August 1974, no 44. Mimeo 77 pages + Appendix.

**Title of project:**

"Studies concerning the relative merits of various teaching methods at the university level"

**Key words:**

University teaching, University students, Independent study, Absenteism, Teaching methods.

**Abstract:** The aims of the study were to describe planning and decisions concerning presence, absence and independent study at the university level and relate planning and decision-making to various pedagogical frame-factors. Data were collected by means of a systematic non-standardized interview with 93 students in languages, religion and business-administration at the university level. A major part of the presentation consists of direct quotations from the taped interviews, thus using the language of the students as a point of departure. Appr. 61 % report an absenteism of less than 10 %. Appr. 15 % of the students report an absenteism of 25 % or more. Presence in teacher-led classes is to a large degree pre-planned and is governed to a decisive extent by the fact that the students perception of the importance of being present. Teaching is regarded as a pre-requisite for final examinations. Absenteism is more seldom the result of a planned decision. It is influenced by factors lika illness, the weather etc. The decision to be absent is rather often a change of an earlier decision to be present. Independent study (home-work, reading of material to be covered in the examination etc) is pre-planned by a majority of students but almost half of the students read on a day-to-day schedule governed by "inspiration". Independent study reaches its maximum immediately before the examinations. The interplay between independent study at the one hand and presence and absence in teacher-led classes at the other is apparent, even if preparations in the form of reading etc before lectures, small group sessions etc is comparatively small if such preparation does not take the form of a requirement.

<b>Date:</b> August 1974	<b>Pages:</b> 77	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**

Department for Research and Department of the Office of the Chancellor of the Swedish Universities

**Author, Inst.**

Anita Kollerbauer, Hans Köhler, Louise Yngström  
Department of Computer and Information Sciences

**Title:**

Datorstödd undervisning i kursen Databehandlingsteknik.  
Computer-based Education in a Course on Data Processing Technique.

**Reference:**

Report TRITA-EDU-002 in Pedagogisk utveckling vid KTH,  
Stockholm 1973

**Title of project:****Key words:**

Computer Assisted Instruction, Systems Approach, Minicomputers

**Abstract:** A study of the methodology of producing a computer-based course - using a systems approach - has been performed. The objectives of the project were to

- \* offer individualized instruction
- \* offer "even" quality
- \* study problems concerning methods to realize courses
- \* study the use of minicomputers in computer aided instruction
- \* study the effects of education when using computers

The course is taken by full as well as part time students at the University of Stockholm and the Royal Institute of Technology. Many students cannot attend the exercises.

The computer-based exercises were constructed from an over all analysis of objectives. The exercise parts of the course were analysed in detail separately. The order between the parts was determined. Every single question, including assumed answers and its feedback was specified. Every question had a measurable objective. A teacher adapted software was constructed in order to facilitate implementation.

Experimental students attended regular lectured and exercised at the computer. The computer-based exercises were branched programs and simulation models. A control group attended regular exercises on the same material. When evaluating the result it was noted that experimental students got better results.

**Date:**

July 1973

**Pages:**

125

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Per-Erik Lindahl, Lars Valentin  
 Department of Machine Tools

**Title:**

Försök med aktivitetsfrämjande läromedel i elektroteknik.

An experiment in trying to raise students studying activities in the subject of Electrical Engineering.

**Reference:**

Report TRITA-EDU-004 in Pedagogisk utveckling vid KTH, Stockholm 1974

**Title of project:**

**Key words:**

Electrotechnics, Instructional program, Activity teaching

**Abstract:** The process of learning often means studying for a short period of time close to examinations. This fact, combined with growing classes including pupils with differing ability backgrounds, has led to a lower graduation rate.

In one specific subject, Electrical Engineering, efforts have been made in producing literary contents having the quality of calling for both attention and action of the reader, already from the beginning of the course.

The tests that have been made, and consequently also this report, only deals with class-teaching and two kinds of printed matters; a detailed information of the actual course and a number of weekly divided units of the course, combined with instructions for the studies, exercises, answers and short questions for checking the effect of learning,

Every 6th student out of 250 were randomly selected and submitted to report both actual time of studies and attitudes towards particular parts of the course. These students showed a positive attitude to the new form of lessons, calling for more distributed studying.

There were 4 students in the selected and investigated group of 38, who had studied more than totally 60 hours, and they all passed in examination. The instructions called for 85 hours of activity in order to "guarantee" passing.

The experiment resulted in only a minor change of concentrated reading activities immediately before examinations towards a more continuous study during the course. The main reason for students failing in examination seemed to be found in the fact that the amount of effort spent for the subject was either too low or was started on too late.

<b>Date:</b> April 1974	<b>Pages:</b> 120	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by: The Center for Pedagogical Development at The Royal Institute of Technology in Stockholm and the office of the Chancellor of the Swedish Universities

## Författare:

Mählck, Lars

## Rapporttitel: FRÅN GYMNASIUM TILL HÖGRE UTBILDNING.

Några analyser av olika bakgrundsfaktorers samband med valet att gå vidare till universitet och högskolor.

(THE TRANSITION FROM GYMNASIUM TO HIGHER EDUCATION).

## Övriga bibliografiska uppgifter:

Institutionen för internationell pedagogik

(Institute for the Study of International Problems in Education)  
Stockholm University .

Report No 4, March 1974.

## Projekttitel: Postgymnasial utbildning och bakgrund (PUB).

( Student background and choice of post-secondary education )

Nyckelord: Higher education; Recruitment; Follow-up study;  
Access to education;

**Referat (på engelska):** The overall aim of the project is to study recruitment to higher education. The intent is to describe the transition from secondary school to post-secondary education and to analyze those factors which are instrumental in these transitions.

The present report deals with data on 2300 students who graduated from upper secondary school ("gymnasium") in the spring 1970. The sample is nationwide and approximately representative for the actual gymnasium cohort. Information on post-secondary enrollment during 1970-1972 has been related to the average marks of students upon leaving gymnasium, their gymnasium track, social background, educational aspirations and performance on achievement tests.

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1974		<input checked="" type="checkbox"/> English summary	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Anslagsgivare: Universitetskanslersämbetet.

(The Office of the Chancellor of the Swedish Universities)

**Author, Inst.**  
 Göran Patriksson, Institute of Education, University of Göteborg.

**Title:**  
 Studieavbrott på högskolenivå. Utkast till några teoretiska förklaringsmodeller. (Drop-out at the university level. Suggestions to some theoretical models of explanation.)

**Reference:**  
 Institute of Education, University of Göteborg.  
 Report from the Institute of Education, University of Göteborg, no.114 May 1974.

**Title of project:**  
 Utbildnings- och elevanalyser i vissa ämnen vid Göteborgs universitet (UEA-projektet). (Education and student analyses in certain subjects at Göteborg University).

**Key words:**  
 Drop-out, university level, theoretical models.

**Abstract:**  
 Background: In October 1971 the so called UEA-project was started in Göteborg supported by the Office of the Chancellor of the Swedish Universities. The purposes with the project were to study the actual study results and drop-outs and to analyse their causes, after having reduced, as much as possible, the errors in the official study statistics. The empirical results from the investigations have been presented earlier. In this report a critical review of earlier research and theories of the drop-out problem is put forward. The one-sided concentration to individual factors as explanation to study delays and drop-outs is attacked, since the empirical findings are very meager. As complement and alternatives to the earlier research are some socio-psychological and sociological theories presented. On the first hand three different theoretical models are presented: one with a starting-point at Hans Zetterborgs theories of "mobilization of action", a second deduced from symbolic interactionism (deviant behavior) and a third with a starting-point at exchange theories.

<b>Date:</b> 25.9.74	<b>Pages:</b> 25	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**  
 Office of the Chancellor of the Swedish Universities (UKA).  
 Budget 1/10 1971 - 30/6 1973 207.000 kr.



NEUROLOGY AND PHYSIOLOGY



<p><b>Authors:</b> Berglund, Birgitta, Berglund, Ulf &amp; Lindvall, Thomas</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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**Title:**  
"Mathematische" Nase sagt Gasgeruch voraus.

**Reference:**  
Umschau, 1974, 74, 250-251.

**Title of project:**

**Key words:**  
Olfaction, Mixtures, Air pollution.

**Abstract:**

A summation principle for perceived intensity of odors was investigated for mixtures of several gas components. Results clearly showed that theoretical values calculated according to a vector model of odor interaction were in good agreement with the empirically obtained perceived intensity for all mixtures. A practical relevance for problems of odorous air pollution is discussed.

<p><b>Date:</b> 1974</p>	<p><b>No. of pages:</b> 2</p>	<p><input type="checkbox"/> Swedish <input type="checkbox"/> English <input checked="" type="checkbox"/> German <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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**Research supported by:** Swedish Council for Social Science Research and Swedish Environment Protection Board.



**Author, Inst.**

Berglund, Birgitta, Berglund, Ulf, & Lindvall, Thomas  
 Psychological Lab., University of Stockholm

**Title:**

Measurement of rapid changes of odor concentration by a signal  
 detection approach

**Reference:**

Journal of the Air Pollution Control Association, 1974, 24, 162-164.

**Title of project:****Key words:**

Olfaction, Signal Detection, Time-course Function

**Abstract:**

For many odorous industrial gases, odor detectability often involves such low concentrations that the sampling time factor makes physical-chemical methods of analysis impractical. However, a sensory detection method based on signal detection theory has shown itself to be well suited for such studies even at levels near the absolute threshold. Experiments undertaken to assess the method are described.

**Date:**

March  
1974

**Pages:**

3

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**Author, Inst.**

Berglund, Birgitta, Berglund, Ulf, & Lindvall, Thomas  
 Psychological Lab., University of Stockholm

**Title:**

Perceptual Interaction of Odors from a Pulp Mill

**Reference:**

In Proceedings from the Third International Clean Air Congress,  
 Düsseldorf, October 8-12, 1973. Düsseldorf: VDI-Verlag, 1973,  
 pp. A40-A43.

**Title of project:**

Kvalitativ och kvantitativ analys och syntes i luktperception

**Key words:**

Olfaction, Scaling, Pulp Mill Effluents

**Abstract:**

This paper is concerned with the evaluation of odorous air pollutants. The possibility of predicting the odor strength of a complex gas mixture from the odor strength of the individual components alone is of special interest in process technology and air conservancy. Studies have been conducted to illuminate this problem with respect to substances commonly present in the effluents of kraft pulp mills. The summation principle for perceived strength of odors has been determined by a psychological scaling method for mixtures of, among others, hydrogen sulfide, methyl mercaptan, and two organic sulfides. Theoretical values calculated according to a vector model of odor interaction are in good agreement with the empirically obtained perceived intensity values of odor mixtures. Thus, it might be possible to predict the perceived strength of combinations of odors knowing only how they mix pairwise. For practical purpose the vector model of perceptual odor interaction may be used for predicting the perceptual effects of changes in the composition of effluents from air polluting sources. The usefulness of the vector model in the field for source evaluation is demonstrated. The main results were that the odor strength of the effluents at a kraft pulp mill to a surprisingly large extent was determined by unidentified odors.

<b>Date:</b> Dec. 19, 1973	<b>Pages:</b> 4	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**

Swedish Council for Social Science Research (55.000:-) and Swedish Environment Protection Board

Authors: Berglund, Birgitta, Berglund, Ulf & Lindvall, Thomas	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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Title: A psychological detection method in environmental research.
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Reference: Environmental Research, 1974, 7, 342-352.
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Title of project:
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Key words: Air pollution, Signal detection, Olfaction.
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Abstract: Environmental problems involve weak sensory signals such as ambient odors and transportation noise. This article deals with both the potentialities and limitations of a signal detection approach for monitoring odorous air pollution. The detection method has been applied to responses from human observers in four experiments. Two of the experiments focussed on methodological problems connected to olfactometry and physical-chemical detection procedures. The other two were field experiments that treated odor problems in traffic environments and areas around hog farms. The detection method separates effects of biased responding by the observer from the odor sensitivity measure. Thus the response criterion chosen by the observer cannot influence the measures obtained. The applicability of the method in environmental research is discussed both from a theoretical and an applied point of view. It is concluded that the signal detection approach has clear theoretical advantages over classical threshold determinations and in addition, is well suited for monitoring ambient odors.
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**Author, Inst**

Berglund, Birgitta, Berglund, Ulf, & Lindvall, Thomas  
 Psychological Lab., University of Stockholm

**Title:**

Scaling loudness, noisiness, and annoyance of aircraft noise

**Reference:**

Reports from the Psychological Laboratories, University of Stockholm, 1973, No. 393.

**Title of project:**

Effekter av adaptation vid psykologisk mätning av sensoriska stimuli

**Key words:**

Aircraft noise, Scaling

**Abstract:**

The capacity of man to differentiate and scale aircraft noise with regard to three attributes frequently used in social survey research on ambient noise was tested. A two-step psychophysical scaling procedure was adopted that produced calibrated scales for the attributes. Further, instructions were designed that carefully defined the meaning of the attributes to the subjects. It was demonstrated that subjects in such carefully designed laboratory situations are able to use and produce scales of loudness, noisiness, and annoyance for aircraft noise. The results consistently showed that aircraft noise is more annoying than noisy and more noisy than loud. The data on the relationships between pairwise attributes were well described by linear functions, but a mechanism of inter-attribute power transforms could not be rejected.

<b>Date:</b> Dec. 19, 1973	<b>Pages:</b> 10	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**

Swedish Council for Social Science Research (55.000:-)  
 and Swedish Environment Protection Board

**Author, Inst.**

Berglund, Birgitta, Berglund, Ulf, Lindvall, Thomas, &  
Svensson, Leif T.  
Psychological Lab., University of Stockholm

**Title:**

A Quantitative Principle of Perceived Intensity Summation in  
Odor Mixtures

**Reference:**

Journal of Experimental Psychology, 1973, 100, 29-38.

**Title of project:**

Kvalitativ och kvantitativ analys och syntes i luktperception

**Key words:**

Olfaction, Mixtures, Scaling

**Abstract:**

A summation principle for perceived intensity of odors was investigated for mixtures of dimethyl disulphide, hydrogen sulphide, and pyridine. Mixtures were made by forming all possible pairs of these 3 compounds each appearing at 5 levels of perceived intensity. Perceived intensity of the individual odorants as well as the mixtures were scaled with a magnitude-estimation procedure. Results clearly showed that theoretical values calculated according to a vector model of odor interaction were in good agreement with the empirically obtained perceived intensity values for all mixtures. For components (individual odorants) equal in perceived intensity, a direct proportionality between perceived intensity of the mixture and the arithmetic sum of the perceived intensity of components was found. This result, which conforms to a special case of the vector model, is in agreement with findings reported earlier. The vector model also has practical relevance for problems of odorous air pollution.

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**Research supported by:**

Swedish Council of Social Science Research (55.000:-), Swedish Medical  
Research Council and Swedish Environment Protection Board

**Author, Inst.**

Bergst 1-Brucefors, A.  
 Department of Educational Research, School of Education, Stockholm

**Title:**

Age of menarche in Swedish schoolgirls  
 Mensdebutålder hos svenska skolflickor

**Reference:**

Report from the Department of Educational Research, School of Education, Stockholm, no.105, April 1974.

**Title of project:**

A follow-up study by the National Board of Education and the School of Education of the maturity process in pupils aged 9-17 years (the SLU-project)

**Key words:**

Secular trend, Menarche, Adolescence, Puberty

**Abstract:**

The SLU-project began in the spring of 1965, when most of the pupils in the sample were in grade 3 (age 9). There were 916 girls in the sample at the beginning, 46 monozygotic twin pairs, 66 dizygotic twin pairs of the same sex, 97 girls from dizygotic mixed twin pairs and 595 singletons. Twice a year from grade 3 to grade 9 the pupils' height and weight have been registered by the schoolnurses. The nurses have also noted time for menarche for the girls. Only 44% of the girls had their menarche noted by the schoolnurses at the end of grade 9. Consequently, in 1971 all the girls were asked about their menarche. At this time 96% of the girls responded. 90% (N=738) of the responses were complete and included into the calculation. The average time of menarche for all girls according to their own information was at age 13,04; singletons 12,97 years of age and twins between 13,31 years of age (dizygotic pairs same sex) and 13,01 years of age (dizygotic twins mixed). The correlation between the notes from the schoolnurses (prospective method) and the girls' own information (retrospective method) was .78. There was also a significant correlation between menarche and season regardless of year of menarche. Menarche occurred more often in summer or winter than in spring or fall. It is also to be noted that girls living in Stockholm had their menarche significantly earlier (at age 12,91) than girls living in any of the bigger cities or towns in Sweden (at age 13,14).

<b>Date:</b> April 1974	<b>Pages:</b> 31	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by:

Bureau 1, 3, Swedish National Board of Education



## Author, Inst.

Borg, Gunnar

Institute of Applied Psychology, the University of Stockholm.

## Title:

A note on a category scale with "ratio properties" for estimating perceived exertion.

## Reference:

Reports from the Institute of Applied Psychology, the University of Stockholm, No. 36, 1973.

## Title of project:

Physical Work, Effort and Performance.

## Key words:

Psychophysics. Scaling. Perceived exertion.

## Abstract:

Some problems concerning category and ratio scales for estimating the degree of perceived exertion are discussed. A category scale with numbers from 0 to 20 is presented where 0 denotes no intensity at all and 20 a maximal intensity. Other verbal expressions such as "Very light" and "Somewhat hard" are included in the scale at positions corresponding to their subjective "ratio intensities". The purpose of this is to get the new category scale to function as a ratio scale. An experiment is reported which supports the possibility of constructing a category scale with ratio properties.

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**Author, Inst.**  
 Borg, Gunnar  
 Institute of Applied Psychology, the University of Stockholm.

**Title:**  
 Perceived exertion: A note on "history" and methods.

**Reference:**  
 Medicine and Science in Sports, 1973, Vol. 5, 90-93.

**Title of project:**  
 Physical Work, Effort and Performance.

**Key words:**  
 Perceived exertion. Ratings scales. Physical activity. Ergopsychology.

**Abstract:**

Early studies of subjective force estimates for short-time work on a bicycle ergometer are reviewed. Results showed that perceived pedal resistance followed a positively accelerating function with an exponent of 1.6. A model for inter-individual comparisons using subjective range as a frame of reference is explained. Results of two experiments comparing four different rating methods are reported. Two methods involved the original Borg Scale and a variation, one graded from 1 to 21 and the other from 6 to 20. The third method utilized a line scale while the fourth scale was graded from 1 to 9 with 2 anchored by the expression "Not At All Stressful" and 8 with "Very, Very Stressful". These two experiments show that good correlations between heart rates and ratings are obtained independently of which scale is used. Since the Borg (6 to 20) Scale is the one most often used and gives values that grow fairly linear with work load and heart rate it is proposed that this scale be used in most cases.

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**Research supported by:**  
 Tercentenary Fund of the Bank of Sweden





## Author, Inst.

Borg, Gunnar  
Institute of Applied Psychology, the University of Stockholm

## Title:

Perceived exertion during walking: A psychophysical function with two additional constants.

## Reference:

Reports from the Institute of Applied Psychology, the University of Stockholm, No. 39, 1973.

## Title of project:

Physical Work, Effort and Performance.

## Key words:

Psychophysics. Perceived exertion. Power function.

**Abstract:** A psychophysical study was performed concerning perceived exertion when walking on a tread-mill. Ten subjects estimated the degree of perceived exertion according to the method of magnitude estimation. The subjects had to walk on a level surface (zero grade) during 4 minutes at six different speeds varying from 1.5 to 9 km hour<sup>-1</sup> (about 1- 6 miles x hour<sup>-1</sup>). The following power function was obtained:

$$R = 1 + 0.0125 (S - 1.5)^3,$$

where R is the subjective intensity of perceived exertion when walking, the number one denotes the value of the basic perceptual noise level, which is equal to the R-value arbitrarily set to one at  $S = 1.5 \text{ km x hour}^{-1}$ , 0.0.125 is the measure constant, S is the physical speed in  $\text{km x hour}^{-1}$ , 1.5 shows the starting point of the curve and 3 is the exponent. The experiment has thus shown the need to include two additional constants in the power function, both a basic perceptual noise level and a low stimulus intensity, showing the starting point of the psychophysical function. This is the first empirical study in which the need for these two constants has been shown, in accordance with the general expression of the power function previously proposed by Borg (1961, 1962). The power function presented above may also be expressed in the following way:

$$R = 1 + 0.066 (S - 1)^3$$

where the physical speed is expressed in miles x hour<sup>-1</sup> instead of km x hour<sup>-1</sup>.

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**Author, Inst.**

Borg, Gunnar

Institute of Applied Psychology, the University of Stockholm.

**Title:**

Psychological Aspects of Physical Activities

**Reference:**

In: L. A. Larsson (Ed.) International standards for the assesment of physical fitness and work capacity. New York 1974 (In press).

**Title of project:**

Physical Work, Effort and Performance.

**Key words:**

Physical work. Perceived exertion. Effort. Ergology. Fitness tets.

**Abstract:**

The research program presented here is lead by Borg and concerns physical work, subjective effort, working capacity and physical performance. The chapter contains the following headings:  
 Introduction, General Studies of Subjective Force and Perceived Exertion, Differential Studies of Perceived Exertion, A bicycle Ergometer for Physiological and Psychological studies, Two Individually Adapted Performance Tests, A Study of the Transition from Short-Time Work to Prolonged Work, Work Motivation, Some Particular Aspects with Regard to Training, Self-Appraisal and Physical Fitness and The Relation between Physical Activation, Exertion, Working Capacity and Some Psychological Functions.

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Research supported by:

Tercentenary Fund of the Bank of Sweden

## Author, Inst.

Borg, G., Edgren, B., & Marklund, G.  
Institute of Applied Psychology, the University of Stockholm.

## Title:

The reliability and stability of the indicators in a simple walk test.

## Referonce:

Reports from the Institute of Applied Psychology, the University of Stockholm,  
No. 35, 1973.

## Title of project:

Physical Work, Effort and Performance.

## Key words:

Physical working capacity. Fitness test. Ergology.

**Abstract:** A simple walk test based on the subject's perception of his own walking speed and speed constancy has been studied for reliability and stability. Four different instructions for walking speed in two pairs were given on two separate ways. The subjects walked the same track twice and in accordance with one pair of instructions for walking speed. For the first walk the induced speed - i. e. the induced work intensity - was lower than for the second. During each walk the subjects tried to keep the speed constant. Walking speed, heart rate and ratings of perceived exertion (according to the RPE-scale) were measured/obtained during and after each walk. The results showed that the subjects, 14 military conscripts, could clearly discriminate between different instructions for walking speed and could throughout each walk keep the speed with good constancy. Steady-state conditions were reached in heart rate and the course of the ratings of perceived exertion as expected showed a slight increase over time, which is in accordance with earlier findings. A retest after one month gave an even better individual constancy in walking speed.

Date:	Pages: 36	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Author, Inst.  
 Borg, G., Edgren, B., & Marklund, G.  
 Institute of Applied Psychology, the University of Stockholm.

**Title:**  
 Two flexible work test with feedback systems guiding the test courses.

**Reference:**  
 Proceedings, 17th International Congress of Applied Psychology, (R. Piret, Ed),  
 Bruxelles, 1972, pp 393-398.

**Title of project:**  
 Physical work, Effort and Performance!

**Key words:**  
 Work test, Fitness, Physical performance capacity.

**Abstract:** Two flexible work test on bicycle ergometer are described. The first so-called CSÊT, the Cycling Strength and Endurance Test, is a pure performance test and takes into consideration the advantage of an interindividually fairly constant testing time. The test consists of a series of intermittently determined terminal thresholds (usually 10). At each determination the work load is continuously increased from an initially rather low level until the individual is unable to go on pedalling at the stipulated rate. Each determination lasts for about 45 sec and is followed by a short pause, usually 15 sec. The terminal thresholds form a curve which is analysed with respect to level, regression and residual variation, and gives information about the individual's dynamic muscular strength, endurance capacity, and motivation for physical work. The test has a very high reliability and a high correlation, not only with other tests but also with various field criteria of working capacity.

The second test described is the IAT, i. e. the Individually Adapted work Test. The test is constructed with stepwise increased work loads and a built-in feedback system for guiding the work load changes in accordance with the subject's heart rate as well as with his ratings of perceived exertion. The purpose of the test is to obtain a behavioural measurement of physical working capacity in the form of the highest work load level on which a subject is able to work for 4 min (W max 4 min). The test is designed to have all subjects work for the same duration on a series of subjectively equal work loads instead of physically equal work loads. For practical and administrative reasons the testing time is kept short - about 10 min - and the initial work load fairly high. To meet these requirements the test is divided into two parts, an initial one with three steering phases and a final (max.) one.

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**Research supported by:**

Author, Inst.

Borg, G. Institute of Applied Psychology, the University of Stockholm.  
Noble, B. Dept. of Education, University of Pittsburgh, Pittsburgh, Pennsylvania  
U.S.A.

Title:

Perceived Exertion

Reference:

Exercise and Sport Sciences Reviews, Vol II. In: J. Willmore (Ed.) New York:  
Academic Press Inc., 1974.

Title of project:

Physical Work, Effort and Performance.

Key words:

Perceived exertion. Psychophysics. Ergopsychology. Physical activity.

Abstract:

A summary is given which concerns the international research of perceived exertion. Psychophysical problems, differential and clinical questions, psychophysiological correlation studies. Some further studies in this area are also dealt with.

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**Author, Inst.**

Borg, G. Institute of Applied Psychology, the University of Stockholm.  
 Noble, B. Dept. of Education, University of Pittsburgh, Pittsburgh, Pennsylvania,  
 U.S.A.

**Title:**

Perceived Exertion during walking and running.

**Reference:**

Proceedings, 17th International Congress of Applied Psychology, (R. Piret, Ed),  
 Bruxelles, 1972, pp 387-392.

**Title of project:**

Physical Work, Effort and Performance.

**Key words:**

Perceived exertion. Physical Activity. Heart rate. Speed of locomotion.

**Abstract:** Expenditure of energy during human locomotion is dependent upon a highly complex psychophysiological feedback system. The psychological and physiological components of this system most likely in concert, each acting to facilitate or inhibit the other, and therefore, the locomotor act. For instance, when a person engages in physical training programs, decisions to alter walking or running velocities involve psychological factors since perceptions of the exertion play an important role and physiological factors since mechanical and metabolic alterations are required. - The present authors conclude that a more complete explanation of human locomotion can be achieved by utilizing measurements of perceived exertion as a complement to standard physiological measurements.

An experiment is reported, in which the variation of perceived exertion is compared to that of oxygen uptake and heart rate during walking and running on the treadmill. The results show that the two curves describing the intensity variation for walking and running, respectively, intersect at point 8.18 km x hour<sup>-1</sup> for oxygen uptake and 7.92 km x hour<sup>-1</sup> for heart rate. However, no intersection point for perceived exertion was found i. e. running was always perceived to be significantly less exertive than walking at the same speed. The fact that no perceived exertion intersection point was observed in the velocity range utilized in this study (6.4 km x hour<sup>-1</sup> to 8.9 km x hour<sup>-1</sup>) does not preclude the possibility that such a phenomenon may occur at a lower velocity. Walking at a speed of about 6 km x hour<sup>-1</sup> thus seems to elicit about the same degree of perceived exertion as running, in spite of the fact that the heart rate when running is about 20 beats x min higher than during walking. The practical significance of this results lies in its application to the prescription of exercise, e. g. for cardiac patients.

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Research supported by:

Tercentenary Fund of the Bank of Sweden

**Author, Inst.**

Brännström, Lauritz

**Title:**

Metoder för registrering av ögon- och huvudrörelser/Methods of recording eye and head movements

**References:**Arbetsrapport nr 7, 1973  
Psykologiska institutionen, Umeå universitet  
Communication Research Unit**Title of project:**

Studies in the psychology of work

**Key words:**

Eye-head movements, recording methods

**Abstract:**

Three different methods for recording eye movements are first discussed: A. The eye-reflection camera adjusted for wide-recording. B. The EOG-method. C. The corneal reflection method. The methods are evaluated against different criteria of usefulness in laboratory and applied settings. The final section of this report deals with methods of recording eye and head movements simultaneously.

<b>Date:</b> 1974-10-28	<b>Pages:</b> 28 sid.	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**  
 Elmgren, John, & Löwenhard, Percy. Unit of General Psychology, Dept. of Psychol., University of Göteborg

**Title:**  
 Un análisis factorial del EEG humano

**Reference:**  
 Revista de Psicología General y Aplicada, 1973, 28, No. 122.

**Title of project:**

**Key words:**  
 Factor analysis - secondary EEG analysis, EEG-intercorrelations.

**Abstract:**

The study shows the feasibility of factoranalytical methods for the reduction of the amount of correlated data in the human EEG, recorded during relaxed wakefulness. The automatic analysis of EEG gives a vast amount of data which to a large extent are redundant. On the other hand, the results of this type of analysis sometimes need a further (secondary) analysis in order to show the physiological significance of the underlying phenomena.

The results show an agreement with the ordinary classification based on manifest evidence per se. The statistical independence of the principal componantes (factors) gives a strong support to the meaningfulness of this classification. Eight components were found significant and seven factors could be identified. The factor solution gives a repetitive pattern for the right and left hemisphere.

<b>Date:</b> 1973	<b>Pages:</b> 17	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:** The Swedish Council for Social Science Research.







**Author, Inst.**

Frankenhaeuser, M.

**Title:**

Experimental approaches to the study of catecholamines and emotion.

**Reference:**

Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 392. To appear in L. Levi (Ed.): Parameters of Emotion. New York: Raven Press.

**Title of project:**

Psykofysiologisk stressforskning

**Key words:**

Adrenaline secretion, cognitive factors, coping

**Abstract:**

This paper reviews the present state of knowledge, based on the study of human subjects, about peripheral catecholamines as parameters in behavioural research. The twofold importance of adrenaline and nor-adrenaline in the study of emotion is emphasized throughout the paper: the role of these hormones as dependent variables, reflecting the emotional impact of the environment, and as independent variables, affecting the state of the organism. It is concluded that cognitive factors play an important part in catecholamine secretion. The brain exerts a continuous influence on sympathetic-adrenal medullary activity, and by measuring catecholamine excretion it is possible to monitor the arousing and relaxing influences of the psychosocial environment.

<b>Date:</b> September, 1973	<b>Pages:</b> 26	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Frankenhacuser, M.

Psychological laboratories  
University of Stockholm

**Title:**

On the consequences of stimulus overload.

**Reference:**

Proc. 2nd Congress of International College of Psychosomatic Medicine, Amsterdam, 1973. Basel: S. Karger. (In press.)

**Title of project:**

Psykofysiologisk stressforskning

**Key words:**

Stimulus overload, adaptation, aftereffects

**Abstract:**

While man's capacity for information processing will remain largely the same, technological development is likely to continue. Therefore stimulus overload represents a growing social problem. Adjustment to overload may be accompanied by harmful aftereffects, manifesting themselves as social maladjustments, emotional disturbances, impairments of performances, or physical disease. It is therefore necessary to pay more attention to long-term consequences of repeated, cumulative adaptive efforts, i. e., the problem referred to as "the cost of adaptation". Studies concerned with after-effects of psychosocial influences should include relationships between physiological, behavioral, and subjective factors, and their interaction with constitutional characteristics.

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**Research supported by:**

The Swedish Medical Research Council (Project No. 14X-997).



**Author, Inst.**

Frankenhäuser, M,

Psychological laboratories  
University of Stockholm**Title:**

Sex differences in reactions to psychosocial stressors and psychoactive drugs.

**Reference:**

In L. Levi (Ed.), Society, Stress and Disease, Vol. III: The productive and Reproductive Age - Male and Female Roles and Relationships. London: Oxford University Press, 1973. (In press.)

**Title of project:**

Psykofysiologisk stressforskning

**Key words:**

Adrenal medullary reactivity, alcohol, work load, males, females

**Abstract:**

In the present paper experimental approaches to the problem of sex differences in reactions to psychosocial stressors are illustrated by data from studies of the adrenomedullary function in healthy males and females under different conditions. The outcome of these studies suggests that while adrenaline secretion in males and females does not differ under conditions of rest, relaxation and routine activity, males show a greater readiness to respond by adrenaline release when exposed to psychosocial stressors involving, for example, mental work. It therefore appears that the biochemical mechanisms involved in the coping process are at least partly different in men and women. Possible short-term advantages and long-term risks associated with adrenaline-mediated adjustment to the psychosocial environment are discussed.

<b>Date:</b>	<b>Pages:</b>	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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ERIC search supported by:

the Swedish Medical Research Council (Project No. 997) and  
The Swedish Council for Social Science Research.

**Author, Inst.**  
 Frankenhaeuser, M., and Andersson, K. Psychological Laboratories,  
 University of Stockholm

**Title:**  
 Note on interaction between cognitive and endocrine functions.

**Reference:**  
 Perceptual and Motor Skills, 1974, 38, 557-558.

**Title of project:**  
 Psykofysiologisk stressforskning

**Key words:**  
 Learning, adrenaline secretion, individual differences

**Abstract:**  
 Relationships between learning rate and adrenaline output were examined. Ability to learn nonsense syllables by the serial anticipation method was significantly superior for a group of high-adrenaline secreters. The difference in learning rate may reflect a direct effect of adrenaline on the brain.

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**Research supported by:**  
 The Swedish Medical Research Council (Project No. 997)



**Author, Inst.**

Frankenhaeuser, M., Dunne, E., Bjurström, H., and Lundberg, U.

**Title:**

Counteracting depressant effects of alcohol by psychological stress.

**Reference:**

Reports from the Psychological Laboratories, University of Stockholm, 1973, No. 405

**Title of project:**

Psykofysiologisk stressforskning

**Key words:**

Stress, alcohol, catecholamines

**Abstract:**

Interaction between effects of acute alcohol intoxication and psychological stress was examined in 8 male and 8 female students. Alcohol was given as whisky, 2 ml/kg body wt to males and 1.7 ml/kg body wt to females. Psychological stress was induced by applying electric shocks of a moderate intensity to 2 fingers of 1 of the subject's hands. Performance in reaction-time tasks representing different levels of complexity, self-estimates of wakefulness and mood, measurements of catecholamine excretion and of heart rate, were used as indices of the effects caused by alcohol and shock, singly and in combination. Among these variables, only performance was selectively sensitive to the different experimental treatments. Thus, shocks and alcohol had opposite effects, shocks decreasing and alcohol increasing reaction time. When the subjects were simultaneously exposed to both influences, the impairment produced by alcohol was significantly reduced by shock at all levels of task complexity. No sex differences could be detected.

**Date:**

December, 1973

**Pages:**

9

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Gustafsson; Karl-Arne

**Title:**

Hjärtfrekvensmätning: Metodik och tillämpningar vid studier av mentalt arbete/  
Measurement of heart rate: Methods and applications in studies of mental work

**Reference:**

Arbetsrapport nr 5, 1973  
Department of Psychology, Umeå university  
Communication Research Unit

**Title of project:**

Studies in the psychology of work

**Key words:**

Heart-rate, heart-rate variability, mental work, recording methods,  
empirical applications

**Abstract:**

Methods to use heart activity as an indicator of mental load are discussed. A general survey of the methodological and physiological background is first given, and different measurement approaches to the relationship between mental load and heart rate are discussed. Reviews of the empirical applications are then given. Some concluding remarks deal with principal questions of importance in the future use of heart rate as an indicator of mental load.

<b>Date:</b> 1974-10-28	<b>Pages:</b> 51 sid.	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Hallsten, L., & Borg, G.  
 Institute of Applied Psychology, the University of Stockholm

**Title:**

Exponents and skews of equal-settings: An empirical study of the "Dispersion method"

**Reference:**

Reports from the Institute of Applied Psychology, the University of Stockholm, No. 42, 1973.

**Title of project:**

**Key words:**

Psychophysics, scaling.

**Abstract:**

Departing from the "Dispersion method" it is possible to derive exponents in the psychophysical function from the skewness of distributions of equal-settings. Ten subjects gave 40 equal-settings to each of three standard stimuli from the continua line length, loudness and circle area. Most distributions were positively skewed, but were less so for the higher stimulus values. The derived exponents deviated clearly from the usually obtained ones for line length and circle area, being mostly too low or too high ( $< 0.10$  or  $< 2.0$ ). For loudness the attempt was somewhat more successful but the standard deviations of the exponents were considerable. It was argued that it is of importance to take care of possible artifacts, such as the central tendency effect, since minor influences on the distribution can produce pronounced deviations in the exponents. To elaborate a more complex model seems also desirable.

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**Author, Inst.**

Johansson, Gunn

**Title:**

Activation, adjustment and sympathetic-adrenal medullary activity. Field and laboratory studies of adults and children.

**Reference:**

Reports from the Psychological Laboratories, The University of Stockholm, 1973, Suppl. 21.

**Title of project:**

**Key words:**

Activation, adjustment, adrenaline, temporal pattern, sex differences.

**Abstract:**

A survey is given of six studies concerned with adjustment to demands in the psychosocial environment and general arousal as measured by catecholamine excretion. Emphasis is placed on adrenaline excretion, and special attention is paid to its temporal pattern and to sex differences in adrenaline output. New data concerning the constancy of catecholamine excretion are presented. The research reported suggests that adrenal-medullary activity is one of the mechanisms involved in the adaptation to psychosocial stressors. In this process the temporal pattern of adrenal-medullary activity, i. e., the "mobilization" and "demobilization" of adrenaline, is shown to be as important as the tonic level of adrenaline output. Thus, efficient adaptation to demands in acute situations, as well as good adjustment in a more general and permanent sense, is associated with relatively high baseline levels of adrenaline and with an "economic" adrenaline response to stress. The data presented also suggest that females show a weaker adrenaline response than males to the strain of mental work. This sex difference as well as the importance of an economic adrenaline response to mental load are discussed in relation to possible negative long-term effects of heightened adrenal-medullary activity.

<b>Date:</b> August, 1973	<b>Pages:</b> 25 pages	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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**Research supported by:**

The Swedish Social Science Research Council, The University of Stockholm, The Swedish Medical Research Council, The National Board of

Author, Inst.

Johansson, Gunn

Title:

Intraindividual variation in the temporal pattern of sympathetic-adrenal medullary activity

Reference:

Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 389.

Title of project:

Temporal aspects of psychoendocrine relations.

Key words:

Mental work, adrenaline, noradrenaline, temporal pattern, subjective well-being, intraindividual variation.

Abstract:

Sixteen male subjects performed an audiovisual-conflict test during 1 hr of an ordinary day of work. Adrenaline and noradrenaline excretion and subjective reactions were measured before, during, and after the test period as well as at corresponding points in time in a control day of ordinary work without interruption. This program was carried out on two occasions, which were expected to differ with respect to the subjects' general mental condition and wellbeing. There were large intraindividual as well as inter-individual variations in the rate at which adrenaline output decreased after the stress period. The results support the hypothesis that rapid recovery to baseline levels is positively related to a relaxed, alert and subjectively pleasant state of mind.

Date:

June, 1973

Pages:

19

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Levander, S.E., Lidberg, L., & Schalling, D.  
 Psychological lab., University of Stockholm & Karolinska institutet, Stockholm

**Title:**

Habituation of the digital vasoconstrictive orienting response

**Reference:**

Journal of Experimental Psychology, 1974, 102, 700-705

**Title of project:**

**Key words:**

Habituation, finger volume, finger pulse volume, habituation estimates

**Abstract:**

Changes in finger volume (FV) and finger pulse volume (PV) were measured by two pneumoplethysmographic methods. Eleven identical randomly spaced auditory stimuli were given. Five different habituation estimates were calculated; H-score, parametric beta, parametric correlation, Kendall's tau, and nonparametric beta. Both FV and PV responses habituated, PV responses faster than FV. The correlations between FV and PV responses were significant and moderately high. Some surprisingly low correlations were obtained among the different habituation estimates, indicating that the choice of habituation estimate is of great importance, and might influence the result profoundly. Differences in response latency found between FV and PV responses were discussed in terms of measurement technique.

<b>Date:</b> 1974	<b>Pages:</b> 6	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Authors:  Lindvall, Thomas, & Svensson, Leif T.	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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Title:  Equal-unpleasantness matching of malodorous substances in the community,
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Reference:  Journal of applied psychology. 1974, <u>59</u> ; 264-269.
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Title of project:
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Key words: Unpleasantness, Olfaction, Matching environmental psychology.
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Abstract:  Five different odorants were produced through different combustion procedures of animal manure. Hydrogen sulfide was matched to these odorants with regard to unpleasantness. Thirty Ss participated in the experiment. It was found that power functions described the unpleasantness matchings for the five combustion toilets tested. The experiments of the equal-sensation functions ranged from 0.4 to 0.5, indicating a relative invariance of the combustion procedure on the exponent. Although, the different combustion procedures resulted in different levels of odor unpleasantness for equal concentrations relative to absolute thresholds, the differences can be neglected from a practical point of view. The experiment demonstrates the practical applicability of psychophysical methods in environmental health research in that the results were used as guidelines for planners of recreation areas in Sweden.
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Date: 1974	No. of pages: 10	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report:	<input type="checkbox"/> Diss.
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**Author, Inst.**

Ljung, B.-O., Bergsten-Brucefors, A. & Lindgren, G.  
 Department of Educational Research, School of Education, Stockholm

**Title:**

The secular trend in physical growth in Sweden

**Reference:**

Annals of Human Biology, vol.1, no.3, London, 1974, 245-256

**Title of project:**

A follow-up study by the National Board of Education and the School of Education of the maturity process in pupils aged 9-17 years (the SIM-project)

**Key words:**

Secular trend, Physical Growth, Development, Height, Weight, Menarche, Adolescence, Puberty

**Abstract:**

The secular trend in physical growth of Swedish school children aged 10-17 years is shown by comparing growth data from three investigations, of 1883-1938-39 and 1965-71. These data include height and weight as well as height and weight velocity. A proportionally larger increase in height than in weight was detected which is more pronounced for girls than for boys between the two later studies. In girls the adolescent growth spurt occurred about six months earlier in the late 60's than in the late 30's and the maximum rate of height increase was about 1 cm/year greater. Boys also show an earlier growth spurt now than in 1938-39, although the height peak is only slightly greater. The weight peaks of boys and girls were of about the same magnitude as in 1938-39. Comparisons of other Swedish investigations, on menarche, show a declining age of onset of puberty of about 4,5 months per decade from 1950 to 1968.

<b>Date:</b> 1974-05-20	<b>Pages:</b> 11	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by:

Bureau L3, Swedish National Board of Education

Author, Inst.

Landberg, U.

Psychological Laboratories,  
University of Stockholm

Title:

Emotional and geographical phenomena in psychophysical research

Reference:

In R. M. Downs & D. Stea (Eds.), *Image & Environment: Cognitive Mapping & Spatial Behavior*. Chicago: Aldin, 1973, pp. 322-32

Title of project:

Studier rörande framtidsengagemang: struktur och påverkbarhet.

Key words:

Scaling, psychophysics, emotional involvement, psychological distance

Abstract:

Psychophysical scaling methods were used in order to study some geographical and emotional phenomena; a quantitative approach being emphasized.

Intensity of emotional reaction to different events was studied as a function of spatial and temporal distance between observer and events. The intensity of emotional reaction decreased in a regular manner with increasing distance.

Factor analysis and multidimensional scaling were applied to estimates of geographic interdistances in order to obtain a subjective map of thirteen places situated in different parts of the world. Both a two- and a three-dimensional solution described the data well.

Finally, subjective scales were constructed for the area, the number of people and the average population density of 44 countries. The subjective scales could be described roughly as simple power functions of the corresponding physical scales. A few interesting deviations appeared in the data. The correlations between the subjective scales exceeded the corresponding correlations between the physical scales.

Date:

Pages:

16

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

ERIC search supported by:

The Swedish Council for Social Science Research.



**Author, Inst.**  
 Lundberg, U., Theorell, T., and Lind, E.

**Title:**  
 Life changes and myocardial infarction: individual differences in life change scaling

**Reference:**  
 Reports from the Psychological Laboratories, University of Stockholm, 1973, No. 400.

**Title of project:**  
 Biokemiska mekanismer vid anpassning till psykosociala stressfaktorer

**Key words:**  
 Life change, infarction, scaling, individual differences

**Abstract:**

Fifty-six infarction patients and a matched group of control subjects reported retrospectively life changes that had occurred 1 yr before infarction or a corresponding control year. The same subjects also expressed their own opinion about the psychological importance of 46 life change events. The life changes were estimated with regard to the effort necessary in "adjusting" to them and to how "upsetting" they were. Three types of life change scales were calculated for the two variables: a total mean scale for all subjects, separate mean scales for infarctions and controls, and individual scales. Total life change scores were calculated for the two variables by adding the scale values for reported events using the three types of scales alternatively. It was found that the infarctions had higher total life change scores than the controls. The difference between the groups was larger for "upsettingness" than for "adjustment" and it was in both cases most pronounced when individual scales were used.

<b>Date:</b> December, 1973	<b>Pages:</b> 8	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

Löwenhard, Percy. Unit of General Psychology, Dept. of Psychol.,  
University of Göteborg

**Title:**

P factor analysis of single EEG recordings

**Reference:**

Göteborg Psychological Reports, 1973, 3, No. 12

**Title of project:****Key words:****Abstract:**

The results of an automatic analysis of the EEG sometimes need a further (secondary) analysis in order to show the physiological significance of underlying phenomena. The use of the multivariate technique of P factor analysis is suggested as a method to reveal relationships between clusters of frequency components of the EEG. This paper presents some typical results from a limited study based on EEG recordings from single subjects. Implications of the method of principal factors and some necessary precautions in connection with multivariate time series are discussed.

**Date:**

1973

**Pages:**

14

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

<p><b>Authors:</b> Magnusson, David &amp; Ekehammar, Bo</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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**Title:**  
Perceptions of and reactions to stressful situations

**Reference:**  
Reports from the Psychological Laboratories, the University of Stockholm, 1974, No. 410.

**Title of project:**  
Person by situation interactions

**Key words:**  
Stressful situations, situation perception, situation reaction

**Abstract:**

Two approaches to the study of the psychological significance of situations were compared, one using data for individuals' perceptions of situations, and the other using data for individuals' reactions to situations. Perception and reaction data for 40 subjects were used for multidimensional classification of 12 situations, which were selected so as to cover four different types of stressful situations. For three of the a priori groupings of situations the congruence in outcomes between the two methods was high. The implications of the congruence and the discrepancies in outcomes for the two approaches are discussed. The main conclusion is that one should distinguish clearly between situation perception factors and situation reaction factors in further research on the psychological significance of situations.

<p><b>Date:</b> June 19, 1974</p>	<p><b>No. of pages:</b> 14</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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**Research supported by:**  
Swedish Council for Social Science Research

## Author, Inst.

Patkai, P., Johansson, G. &amp; Post, B.

Psychological laboratories, University of Stockholm

## Title:

Mood, alertness, and sympathetic-adrenal medullary activity during the menstrual cycle.

## Reference:

Psychosom. Med., 1974 (In press)

## Title of project:

Psychological and physiological aspects of the menstrual cycle.

## Key words:

menstrual cycle, mood, alertness, catecholamine excretion

## Abstract:

Six healthy women were studied during daily work routine for a period covering two menstrual cycles. Urinary catecholamines and body temperature were measured each morning of ordinary weekdays. On each occasion estimates of subjective mood and alertness were obtained. Four periods of the menstrual cycle, premenses, postmenses, ovulation, and postovulation, were compared in respect of physiological and subjective variables. No significant differences in adrenaline and noradrenaline excretion between periods were found. Estimates of subjective states did not generally differ between periods except for feelings of restlessness. Night sleep was most disturbed during premenses, coinciding with the longest sleep duration. All physiological variables exhibited a high degree of intraindividual constancy during the cycle.

Date:

25.9.74

Pages:

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

Author, Inst.

Pátkai, P., Pettersson, K., & Åkerstedt, T.

Title:

Flexible working hours and individual diurnal rhythms.

Reference:

Rep. Psychol. Lab., Univer. Stockholm, 1973, No. 406.

Title of project:

The relation between working hours, biological rhythms and work satisfaction.

Key words:

circadian rhythms, performance, flexible working hours

Abstract:

The relevance of individual diurnal rhythms was studied among workers with flexible working hours. Workers classified as habitual morning vs evening workers, on the basis of their answers to a questionnaire, were compared with regard to body temperature, catecholamine excretion, performance efficiency and subjective alertness during a morning, mid-day and afternoon session. The time patterns for variations in body temperature, performance efficiency and subjectively estimated alertness during the day differed significantly between the two groups. Morning types showed a diurnal rhythm where the peak levels of these variables were reached during the morning hours, decreasing towards the afternoon, while the opposite trend was characteristic of the evening types.

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25.9.74	11	<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



Research supported by: Statens råd för samhällsforskning  
Arbeterskyddsfonden

Author, Inst.

Schalling, D., Lidberg, L., Levander, S. & Dahlin, Y.

Psychological lab., University of Stockholm & Karolinska institutet, Stockholm

Title:

Spontaneous autonomic activity as related to psychopathy

Reference:

Biological Psychology, 1973, 1, 83-97

Title of project:

Differential criminological research (Schalling)

Key words:

Psychopathy, skin conductance, finger pulse volume

Abstract:

Spontaneous fluctuations and levels in skin conductance and finger pulse volume recordings were studied in criminal subjects during three experimental periods before, during and after a series of auditory stimuli, and related to psychopathy as estimated by scores in the Gough Delinquency scale (De). The sample was subdivided into two groups, containing subjects with scores above (HD) and below (LD) the median in the De scale. Analyses of variance yielded significant group x period interaction effects for skin conductance fluctuation and level measures. The more psychopathic group (HD) had a lower number of skin conductance fluctuations in stimulation and poststimulation periods, and had lower levels, decreasing over periods. No differences were obtained in the pulse volume measurements. The lower skin conductance reactivity in the more psychopathic subjects was discussed in terms of lower cortical arousal, and the implications for the interpretation of skin conductance fluctuations were analysed.

Date:	Pages:	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
1973	15	<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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<p><b>Authors:</b> Sjöblom-Ericson, Ingegärd</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 05 Stockholm, Sweden</p>
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**Title:**  
Percept-genetic study concerning reactions of injury to the body  
Percept-genetisk studie angående reaktionen vid kroppsskada

**Reference:**

**Title of project:**

**Key words:**  
Percept-genetic, injury to the body

**Abstract:**

The purpose of this investigation was to explore if a percept-genetic method is useful when studying reactions of injury to the body. Relevant terms and concepts are discussed. A small, homogeneous group injured in a definite part of the body has been studied by means of a percept-genetic method, a interview and a questionnaire. The results of the group injured in a definite part of the body were compared with those of the control group which had been injured in a different part of the body. The percept-genetic method showed a relationship between group category and signs of body image distorsion. There was a very weak relationship between group category and certain interview ratings concerning the subjects' experience of their trauma. There was no relationship between group category and attitude to the trauma. The results were interpreted as verifying Kragh's assumption that direct reconstruction measures are more influenced by external factors like social values etc than percept-genetic methods.

<p><b>Date:</b> May, 1974</p>	<p><b>No. of pages:</b> 40 pages</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input checked="" type="checkbox"/> Psykologexamens uppsats</p>
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**Research supported by:**



## Author, Inst.

Theorell, T., Lind, E., and Lundberg, U.

Psychological laboratories,  
University of Stockholm

## Title:

Hjärtinfarkt inom den svenska kooperationen  
(Myocardial infarction in the Swedish Cooperative Union)

## Reference:

Socialmedicinsk tidskrift, 1973, 50, 568-575

## Title of project:

Biokemiska mekanismer vid anpassning till psykosociala stressfaktorer

## Key words:

Infarction, life change, stress, attitudes

## Abstract:

In this investigation the pattern of "background" factors and attitudes of infarction patients was compared with that of other diagnostic groups. Three groups were investigated: "neurotic" patients, lower back pain patients, and myocardial infarction patients and matched groups of control subjects. The investigation was carried out by questionnaires mailed to the subjects asking them about life changes, attitudes and various background factors.

The results indicate that the infarction patients' attitudes are similar to the neurotics' but different from the lower back pain patients. The typical infarction patient was irritated and energetic. He was dissatisfied in his work and family and he considered himself to have too much responsibility at work. The typical neurotic patient had also these characteristics, but to an even higher extent.

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# PERCEPTION AND MOTOR PERFORMANCE

**Author, Inst.**

Blomkvist, Anna-Christina. Unit of General Psychology, Dept. of Psychology, University of Göteborg

**Title:**

Figurative and numerical presentations of probabilities in ratings games

**Reference:**

Göteborg Psychological Reports, University of Göteborg, Sweden, 1974, 4, No 7.

**Title of project:**

**Key words:**

**Abstract:**

Subjects were given stimuli in the form of partly-shaded geometrical figures, and were asked to give ratio estimates of the shaded parts to the whole. The same stimuli were separately presented as illustrations of probabilities when subjects were asked to rate the favorableness of given games of chance. When subjects were presented games with probabilities in the form of illustrations (circles or rectangles) on the one hand, and numerical values on the other, the ratings did not differ in terms of Kendall's tau. Ratio estimates and ratings tended to be higher for stimuli in the form of rectangles than for stimuli in the form of circles.

**Date:**

1974

**Pages:**

24

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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**Research supported by:**

Authors: Börjesson, Karin	INSTITUTE OF APPLIED PSYCHOLOGY University of Stockholm Råsundavägen 101, S-171 37 Solna, Sweden	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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Title: Begåvning: Manuell färdighet /Intelligence: Manuel Skill/
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Reference: Information från Psykotekniska institutet, Stockholms universitet, 1972, Nr 35  /Information from the Institute of Applied Psychology, The University of Stockholm, 1972, No 35/
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Title of project: Begåvning /Intelligence/
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Key words: Intelligence, psychomotor/motor ability, motor performance, manual skill
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Abstract:  This thesis is a part in a research project at the Institute of Applied Psychology, The University of Stockholm. The project concerns factors of intelligence description with application to vocational guidance e.g. The report attends to analyse "manual skill" from different aspects, and to present various authors' preception of movements, motor performance and psychomotor abilities. Rather than formally accounting of facts, the intention has been to stimulate when the question concerns estimation and integration of different manual information.
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Date: June, 1972	No. of pages: 95	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....
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**Author, Inst.**

Dornic, S., Sarnecki, M., Larsson, T., & Svensson, J.Ch.  
 Institute of Applied Psychology, the University of Stockholm

**Title:**

Performance and perceived difficulty: The effect of noise and distraction.

**Reference:**

Reports from the Institute of Applied Psychology, the University of Stockholm,  
 No. 51, 1974

**Title of project:**

Perceived difficulty

**Key words:**

Perceived difficulty; subjective difficulty; noise.

**Abstract:**

The relation between performance and perceived difficulty was studied in four attention tasks involving high information load. The tasks were performed under three conditions: (1) in quiet, (2) in irregular, high intensity nonverbal noise, and (3) under the distraction of a conversation. The subjects (40) high school students) were able to compensate for the disturbing influences in Conditions 2 and 3 so that there was virtually no difference in performance between the three conditions. However, the "subjective costs" as measured by perceived difficulty showed considerable differences in effort necessary for the compensation. Perceived difficulty was much higher in Noise than in Quiet and still higher in Distraction condition. Clear-cut interindividual differences were found in perceived difficulty, indicating differences in stress tolerance.

<b>Date:</b>	<b>Pages:</b> 9	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by:  
 Swedish Council for Social Science Research

**Author, Inst.**

Dornic, S. Institute of Applied Psychology, the University of Stockholm  
Stelmach, G. E. School of Education, University of Wisconsin-Madison

**Title:**

Arousal and recall in a simple motor task.

**Reference:**

Reports from the Institute of Applied Psychology, the University of Stockholm,  
No. 47, 1974.

**Title of project:**

Physical work, effort and performance.

**Key words:**

Arousal; noise; motor memory.

**Abstract:**

An experiment was performed to examine whether arousal induced by white noise would affect short-term motor memory. Two groups of subjects were tested under either control of arousal conditions on a linear slide task. Each group participated in two sessions with twelve target locations presented within each session. There was a 10 minute interval between the sessions. Examination of recall errors for Session 1 revealed no differences between groups. For Session 2 constant error revealed that performance in the arousal condition was significantly better than in the control condition. The results were discussed in terms of the role arousal plays in motor memory.

<b>Date:</b>	<b>Pages:</b> 8	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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<b>Authors:</b>  Lena Lindé	Psychological Laboratories University of Stockholm Box 67' 6 S-113 85 Stockholm, Sweden
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**Title:**  
  
Perception of poetic rhythm: a study of perceived variations of stress in verse

**Reference:**

**Title of project:**  
Perception of poetic rhythm

**Key words:**  
poetic rhythm

**Abstract:**

The syllabic stress of nine excerpts from Swedish poetry were rated during silent reading. For each excerpt ratings were obtained from twelve subjects. The perceived stress was compared to verse metre and prosodic stress, assessed according to a linguistic analysis of the verses. Multiple regression analysis, with metre and prosodic stress treated as independent variables and rated stress as the dependent variable, was performed for each excerpt. The multiple correlation coefficients varied between .72 and .37. Combining verse metre and prosodic stress generally increased the predictability of rated stress only slightly compared with either one alone. The resultant regression coefficients showed that the relative weight of metre compared to prosody in the prediction of rated stress varied greatly between excerpts.

The data also pointed to a relationship between the dispersion of stress within the excerpts and two dimensions of poetic rhythm, labelled "emphasis versus lack of emphasis" and "calmness versus agility", which had come out in a earlier study, in which the same excerpts had been rated in some rhythmic aspects.

<b>Date:</b> May 1974	<b>No. of pages:</b> 37	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**  
University of Stockholm





## Author, Inst.

Löwenhard, Percy. Unit for General Psychology, Dept. of Psychology,  
University of Göteborg

## Title:

Etude sur un test de discrimination visuelle de Witkin et sur ses  
concomitants électroencéphalographiques.

## Reference:

Journal de Psychologie normale et pathologique, 1972, No. 4.

## Title of project:

## Key words:

Test-EEG-correlations, EFT-performance.

## Abstract:

Witkins EFT gives a clue to an individual's tendency to analyze his visual perceptions actively in contrast to a passive and global way of perceiving. The relationship of either high or low testperformance to certain features of the EEG was studied. Individuals characterized as analytic-active in the sense of Witkin showed an average higher alpha frequency and lower alpha amplitude than individuals characterized as global-passive. The test results from EFT seem not to be related to an unidimensional scale.

Date: 1972	Pages: 11	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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		<input checked="" type="checkbox"/> Franska	<input type="checkbox"/> .....	<input type="checkbox"/> .....

<b>Author, Inst.</b> Magnusson, David	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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**Title:**  
The individual in the situation: Some studies on individuals' perception of situations

**Reference:**  
Studia Psychologica, 1974, 16, 124-131

**Title of project:**  
Systematic studies on situation perception

**Key words:**  
Situation perception, stressful situations

**Abstract:**  
Against a background of the rapidly growing research and theoretical interest with respect to the person by situation interaction in personally psychology the need for systematic studies of situational characteristics is emphasized, especially studies of how individuals perceive and react to such characteristics. A psychophysical method using similarity ratings of situations as holistic entities is described and some empirical results are reported. The potentialities of the method for the study of individuals' perception of situation features in different contexts are discussed.

<b>Date:</b> Sept 24, 1974	<b>Pages:</b> 8	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Research supported by:**  
Swedish Council for Social Science Research



Authors: Ravson, Christina M.	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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Title: An analysis of the Emotional Content of Musical Excerpts and Poems.
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Reference: Psychological Laboratories, University of Stockholm, Box 6706, S-113 85 Stockholm, Sweden.
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Title of project:
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Key words: Emotional Content of Music.
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Abstract: The present paper reports an experiment on the subjective qualitative experience of musical- and verbal stimuli. The musical stimuli consisted of 16 homogeneous excerpts from different compositions. The verbal stimuli consisted of 16 short poems especially written for the experiment and assumed to be emotionally adequate to the musical excerpts. The experiment attempts to uncover whether or not musical stimuli mediate an emotional content, in a manner similar to verbal stimuli (poems). The results clearly indicate the existence of a common experience of emotional content in both musical excerpts and poems, thereby giving support to the main hypothesis that states that music can mediate emotional content as poems do.
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Date: December 21, 1973	No. of pages: 23 pages	<input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input checked="" type="checkbox"/> Psykologexamensarbete.
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**Author, Inst.**

Sivik, Lars. Unit of General Psychology, Dept. of Psychology, University of Göteborg.

**Title:**

Color meaning and perceptual color dimensions: A study of color samples.

**Reference:**

Göteborg Psychological Reports, University of Göteborg, Sweden 1974, Vol. 4, No 1.

**Title of project:**

**Key words:**

**Abstract:**

This is a revised and comprehensive report of an earlier study of the relations between semantic variables and perceptual color parameters. 71 color samples were judged with 26 SD-scales and the results were factor analyzed. The factors of meaning were congruent with those of earlier studies. It is claimed that the relations between colors and meanings are advantageously illustrated and understood by means of so-called isosemantic mapping of the color-descriptive model used. Isosemantic patterns, based on factor-scores, for each of the four factors and for each of the four elementary hue 'riangles (according to the Natural Color system) are analyzed. Localized variations of semantic dimensions within the color world show complex, though systematic, relations with the color variables, indicating the importance of "secondary" color areas as brown, orange, pink and the like.

<p><b>Date:</b> 1974</p>	<p><b>Pages:</b> 21</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....</p>
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**Research supported by:**

**Author, Inst.**

Sivik, Lars. Unit of General Psychology, Dept. of Psychology, University of Göteborg

**Title:**

Color meaning and perceptual color dimensions: a study of exterior colors.

**Reference:**

Göteborg Psychological Reports, University of Göteborg, Sweden 1974, Vol.4, No 11

**Title of project:****Key words:****Abstract:**

Continuing an earlier study of connotative dimensions and their relationship to perceptual parameters of colors, the present report deals with an investigation of colors on the exterior of buildings. Sixty-seven different colors were individually considered as if they were applied to each of two different types of buildings; this was done by using a photographic means of simulating. The relationships are presented both in the form of linear correlations and also as iso-semantic mapping of the color space; the latter is claimed to be the better when making psychological analyses of the results. Results obtained were compared firstly as between the two types of buildings and secondly as between the ratings of exterior colors and ratings of isolated colors. The variables were grouped by means of factor analyses. The different types of variables gave results which were further investigated with respect to their varying results in the color space and the extent to which they varied in different contexts of modes of appearance. Attempts to validate the experimental results have been made in interview enquiries about actual buildings and areas, which have given promising results. A theory is suggested concerning ways in which the connotative patterns (that subsume the evaluative patterns) derived from the condition of isolated color differ from those derived from other modes of color appearance.

**Date:**

1974

**Pages:**

24

Swedish

English

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Final report

Progress report

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Diss.

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**Author, Inst.**

Sivik, Lars. Unit of General Psychology, Dept. of Psychology, University of Göteborg

**Title:**

Measuring the meaning of colors: Problems of semantic bipolarity.

**Reference:**

Göteborg Psychological Reports University of Göteborg Sweden 1974, Vol.4, No 13.

**Title of project:**

**Key words:**

**Abstract:**

The bipolarity of semantic variables are discussed and studied in the context of color connotations. Nine unipolar scales of the type: Warm (little .... much) were compared with their opposites. Three of these opposite-pairs deviated significantly on the level of group data from the expected - 1.0 - correlation. Analysis of the data for each individual reveals that individuals differ considerably in their perception of scale-antonymy in judging color. The present results support earlier studies of concepts other than colors, which concluded that the general assumption of SD-bipolarity is unwarranted. Unipolar scales, such as those used in this study, may reveal sources of variance that remain hidden when ordinary bipolar methods are used.

<b>Date:</b> 1974	<b>Pages:</b> 11	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**

**Author, Inst.**

Sivik, Lars. Unit of General Psychology, Dept. of Psychology, University of Göteborg.

**Title:**

Measuring the meaning of colors: Reliability and stability.

**Reference:**

Göteborg Psychological Reports, University of Göteborg Sweden 1974, Vol.4, No 12.

**Title of project:****Key words:**

color connotations, reliability, semantic differentials.

**Abstract:**

Two kinds of reliability estimates concerning semantic differential measurements of color connotations are discussed: 1. test-retest for the same groups and 2. consistency between groups. Studies of stability are presented from a number of different studies. The stability of color connotations seems to depend on the relevance of the scale to the color judged. As a particular scale differs in relevance to different colors, this implies that interaction between scales and concepts affects the reliability. Finally another interacting factor is demonstrated, namely inter-individual differences in stability of judgement.

<b>Date:</b> 1974	<b>Pages:</b> 14	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Sivik, Lars. Unit of General Psychology, Dept. of Psychology, University of Göteborg

**Title:**

Studies of color meaning.

**Reference:**

Göteborg Psychological Reports, University of Göteborg Sweden 1974, Vol.4, No 14.

**Title of project:**

**Key words:**

Color connotations, semantic mapping of color space, semantic differential polarity, semantic differential reliability.

**Abstract:**

A summing up of the reports in a series on the meanings of color. 1. Connotations of isolated colors; 2. Connotations of exterior colorations of buildings, including validation studies of color in actual environments; 3. The reliability of color connotation estimates; 4. The problem of color semantic polarity. The studies stress the importance of starting with a clearly defined model for color denotation, the model used being the Natural Color System based on the opponent color theory. The facility is stressed of isosemantic mapping of values in the color space.

<b>Date:</b> 1974	<b>Pages:</b> 11	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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**Research supported by:** /



Authors:  Svensson, Leif T.	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm. Sweden
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Title:  An asymmetric model for the equal-sensation function in olfaction.
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Reference:  Reports from the Psychological Laboratories, University of Stockholm, 1974, No. 411.
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Title of project:
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Key words: Olfaction, Asymmetry, Relativity, Constancy, Regression effects, Cross-adaptation, Perception, Equal-sensation function.
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Abstract:  Data from various intramodal matching experiments in olfaction were analyzed with regard to an Asymmetric Model for the equal-sensation function. The Asymmetric Model was discussed in relation to a Symmetric Model. In all, 11 equal-sensation functions were investigated, and of these were 9 with different pairs of odorants. The following odorants were investigated: hydrogen sulfide, pyridine, dimethyl disulfide, and 5 odorants obtained by different combustion procedures of animal manure. It was found that the equal-sensation function can be written in the following asymmetric form;  $\phi_i = b_{ik}^\lambda \cdot \phi_k^{b_{ik}}, \quad \psi_i = \psi_k$ where $\phi_i$ and $\phi_k$ are proximal stimuli expressed in multiples of respective absolute thresholds. $\lambda$ is a general constant invariant of experimental matching method and matched attribute (perceived unpleasantness or intensity). The constant $\lambda$ was calculated both for group data and individual data. The value of the constant was determined to -2.6. The asymmetric form of the equal-sensation function was interpreted in terms of relativity and it was discussed in terms of the so called regression effect and the process of cross-adaptation.
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Date:  March 1974	No. of pages:  18	<input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....
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Authors:  Svensson, Leif T.	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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Title:  
 On the effective stimulus in olfaction.

Reference:  
 Reports from the Psychological Laboratories, University of Stockholm, 1974, No. 413.

Title of project:

Key words:  
 Olfaction, Effective stimuli, "Relative" stimuli, Equivalent effective stimuli pairs, Perception.

Abstract:

Pairs of olfactory stimuli of equal physical intensity relative to absolute thresholds for three odor combinations: pyridine/hydrogen sulfide, pyridine/methyl mercaptan, and pyridine/dimethyl disulfide, were judged with regard to perceived relative intensity on different intensity levels. Four subjects took part in the experiment. It was found that the perceived ratios for the different intensity levels were constant for each odor combination. The results suggest that concentrations expressed as multiples of absolute threshold concentrations can be regarded as effective stimuli in olfaction.

Date:	No. of pages:	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
April 1974	6	<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic. adv.



Authors: Svensson, Leif T.	Psychological Laboratories University of Stockholm Box 6796 S-113 85 Stockholm, Sweden
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Title: Relativity and additivity in olfactory perception.
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Reference: Reports from the Psychological Laboratories, University of Stockholm, 1974, Suppl. 22.
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Title of project:
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Key words: Olfaction, Equal sensation function, Perception of mixtures, Transitivity, Conic Model, Asymmetry, Relativity, Vector additivity, Control system.
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Abstract: The thesis is concerned with the basic question whether it is possible to design a measurement system for predicting annoyance reactions toward odorous air pollutants built on a <u>standard odorant</u> . Another question concerns the perception of mixtures described on a perceptual level with relevance for evaluating the conjoint effect from different gases in pulp mill effluents. A new method of successive approximations has been developed. The technique is optimal for matching stimuli with respect to time and all subjects are forced to use the same strategy. The subjects answer to the question of which is more intense, a reference or a matching stimulus, initiates a new matching stimulus according to an algorithm that bisects intervals up or down in successive trials and gives a new matching stimulus to judge. The results from the matching experiments yields an asymmetric intransitive equal-sensation function that contradicts the possibility of using a standard odorant. The interpretation is made that all judgements are relative. However, from a practical point of view a standard odorant can be used for clusters of similar odorants. An alternative symmetric description that approximates data from matching experiments is proposed and permits the usage of a standard odorant. The results of the mixture experiments could be handled within the content of a vector model, stating that a perception of a mixture is obtained from simple vector addition of the percept of each of the odor components. The vector model could also be formulated as a cone with orthogonal axes for each of the percepts of the mixture components and the percept of the mixture. Given the percepts of two odorants, the mixture percept will be found on the surface of the cone.
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Date: April 1974	No. of pages: 42	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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<p>Authors: Svensson, Leif T., &amp; Szczygiel, Kristoffer</p>	<p>Psychological Laboratory University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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Title: /

A matching method of successive approximations and its instrumentation.

Reference:

Behav. Res. Meth. & Instru., 1974, Vol. 6(1), 13-18.

Title of project:

Key words:  
Matching, Control system, Successive approximations, Odor intensity matching.

Abstract:

The present paper reports a method of successive approximations. The technique is optimal for matching stimuli with respect to time and all Ss are forced to use the same strategy. The S's answer to the question of which is more intense, a reference or a matching stimulus, initiates a new matching stimulus according to an algorithm that bisects intervals up or down in successive trials and gives a new matching stimulus to judge. A circuitry that governs the method of successive approximations is reported. The method is exemplified by an experimental set-up for odor intensity matching.

<p>Date: 1974</p>	<p>No. of pages: 6</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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Research supported by: University of Stockholm, Swedish Environment Protection Board, Swedish Council for Social Science Research.

Author, Inst.

Svenson O.

Psychological Laboratories

University of Stockholm

Box 6706

S-113 85 Stockholm, Sweden

Title:

Magnitude estimation of time intervals delimited by light flashes of different spatial separation.

Reference:

Reports from the Psychological Laboratories, University of Stockholm, 1973, No. 394.

Title of project:

Cognitive aspects of information integration and decision making.

Key words:

time estimation

Abstract:

The effect of the distance, between two light flashes in succession indicating time intervals, on perceived time was studied. The kappa effect was demonstrated but an effort to decompose the time estimates in simple additive or multiplicative components related to physical time and distance between the lights failed. The report ends with some suggestions for further experiments that may lead to a more detailed analysis of the perceptual components of the kappa effect.

Date:

September 10  
1974

Pages:

5

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**Author, Inst.**  
 Olov Östberg & Peter Stone , Unit of General Psychology,  
 Department of Psychology, University of Göteborg, Sweden

**Title:**  
 Methods for evaluating discomfort glare aspects of lighting

**Reference:**  
 Göteborg Psychological Reports, 1974, 4, No. 4

**Title of project:**

**Key words:**  
 Scaling, discomfort glare

**Abstract:**  
 After a review of the different attempts to relate physiological mechanisms to discomfort glare, brief summaries are given of all encountered techniques of subjective scaling. The summaries are given in order of appearance in the literature, from 1900 to 1973, so as to show the steps in the evolution of the scaling of discomfort glare. The main sources of assessment variance, as well as means of controlling them, are also discussed. It is found that none of the scaling techniques presently in the use can be appointed the rank of final standard, especially as individual variability has not been dealt with properly.

<b>Date:</b> 1974 2	<b>Pages:</b> 19	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Research supported by:**

PERSONALITY

<p><b>Authors:</b> Ekchammar, Bo</p>	<p>Psychological Laboratorie University of Stockho.m Box 6706 S-113 85 Stockholm, S veden</p>
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**Title:**  
On person-situation interactions: Theoretical and empirical analyses

**Reference:**  
Reports from the Psychological Laboratories, the University of Stockholm, 1974, Suppl. 23.

**Title of project:**  
Person by situation interactions

**Key words:**  
Interactionism, situation perception, situation reaction

**Abstract:** The report is a dissertation which summarizes and integrates 8 studies bearing on the person x situation interaction issue, including situation perception and situation reaction. Using analysis of variance components, the interactionist hypothesis was empirically tested on anxiety data which showed that the trait and situationist views should be discarded in favor of an interactionist conceptualization. Using multidimensional scaling techniques it was shown that(a) people's perceptions of neutral situations could be described by the dimensions "active", "passive", "positive", "negative", and "social", and (b) people's perceptions of stressful situations could be described in terms of type of threat (e. g. ego-threat, threat of pain, etc.). Using 'S-R' inventories of anxiety, people's reactions to anxiety-evoking situations were studied with respect to intensity and structure in situationally conditioned anxiety reactions. Relating the situation perception approach to the situation reaction approach, it was shown that the congruence between these two types of data was considerable. It was concluded that interactionism can be seen as a distinct conceptualization in personality and that situations should be described in terms of psychological dimensions within this view.

<p><b>Date:</b> June.20, 1974</p>	<p><b>No. of pages:</b> 36</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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**Research supported by:**  
Swedish Council for Social Science Research, University of Stockholm



<b>Authors:</b> Ekehammar, Bo	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm. Sweden
<b>Title:</b> Sex differences in self-reported anxiety for different situations and modes of response	
<b>Reference:</b> Scandinavian Journal of Psychology, 1974, 15, 154-160.	
<b>Title of project:</b> Person by situation interactions	
<b>Key words:</b> Sex differences, Anxiety inventory, Stressful situations, Anxiety reactions	

<b>Abstract:</b> <p>A review was made of recent studies employing different S-R inventories of anxiety and fear. The review pointed to the need for studies of sex differences for inventories where both situations and modes of response are selected separately. Such an analysis was made in the present study with regard to sex differences in both level and variability of self-reported anxiety for both total scores, factor scores, and single situation and response scales. The Ss were 116 adolescents, about 16 years of age. The inventory comprised 17 situations and 18 modes of response. With a few minor exceptions the analyses showed consistent sex differences throughout, with girls scoring higher than boys and showing greater interindividual variability in reported anxiety. Among other things, the results are discussed in relation to sex differences reported for physiological variables.</p>
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<b>Date:</b> June 25, 1974	<b>No. of pages:</b> 7	<input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....	<input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....
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<p><b>Authors:</b> Ekehammar, Bo &amp; Magnusson, David</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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**Title:**  
Relative contributions of different sources of variance to confidence ratings

**Reference:**  
Journal of Psychology, 1974, 86, 81-85

**Title of project:**  
Person by situation interactions

**Key words:**  
Confidence ratings, TAT, interactionism

**Abstract:**

The relative contributions of different sources of variance to ratings of confidence were studied. Thematic Apperception Test (TAT) stories for 46 male students were rated by four TAT experts with regard to 16 personality variables. The judges gave also a confidence rating for each personality rating. A three-way analysis of variance was applied, and the relative magnitude of the different variance sources was estimated. The main sources (Subjects, Judges, Variables) contributed together only about 10 % of the total variance, whereas the different interactions plus the residual accounted for the rest.

<p><b>Date:</b> June 20, 1974</p>	<p><b>No. of pages:</b> 5</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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**Research supported by:**  
Swedish Council for Social Science Research

## Authors:

Ekehammar, Bo, Magnusson, David &amp; Ricklander, Louise

Psychological Laboratories

University of Stockholm

Box 6706

S-113 85 Stockholm, Sweden

## Title:

An interactionist approach to the study of anxiety: An analysis of an S-R inventory applied to an adolescent sample.

## Reference:

Scandinavian Journal of Psychology, 1974, 15, 4-14.

## Title of project:

Person by situation interactions

## Key words:

Interactionism, Anxiety inventory, S-R inventory, Situation reaction

## Abstract:

An inventory of anxiety constructed by Magnusson and Ricklander according to the "S-R format", i. e., with situations and responses selected separately, was analyzed. The inventory employed 17 situation scales, supposed to induce different degrees of anxiety, and 18 response scales, supposed to represent different reactions to anxiety evoking stimuli. The Ss were a group of 128 pupils, 16 years of age. The main purpose was to estimate the relative proportions of variance from the different variance sources. The results showed that individuals and situations contributed only about 6% each of the total variation, responses about 19%, the simple interactions about 30%, and the residual about 40%. Factor analyses of the situation and response scales showed that these scales were multidimensional. For the response scales two main factors were isolated, interpreted as "Psychic anxiety", and "Somatic anxiety". For the situation scales three main factors were isolated, interpreted as "Threat of punishment", "Anticipation fear", and "Inanimate threat".

Date:

June 20,  
1974

No. of pages:

11

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<b>Author, Inst.</b> Ekehammar, Bo, Schalling, Daisy & Magnusson, David	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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**Title:**  
Dimensions of stressful situations: A comparison between a response analytical and a stimulus analytical approach.

**Reference:**  
Reports from the Psychological Laboratories, the University of Stockholm, 1974, No. 414.

**Title of project:**  
a. Methods for studying different anxiety components (Project director: Daisy Schalling)  
b. Person by situation interactions (Project director: David Magnusson)

**Key words:**  
Stressful situations, situation perception, situation reaction

**Abstract:**  
The congruence between two different approaches for the isolation of situational dimensions was studied. For each of the two approaches data were obtained from an inventory consisting of 24 stressful situations. In the first study (the response analytical approach), 77 young male subjects rated the unpleasantness of each of the stressful situations. A principal components analysis was employed for the isolation of the situational factors. In the second study (the stimulus analytical approach), another 24 young male subjects rated the degree of experienced similarity of the same situations. A multidimensional scaling method was employed for the isolation of the situational dimensions. The factorial congruence between the two approaches was considerable.

<b>Date:</b> September 20, 1974	<b>Pages:</b> 12	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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<b>Author, Inst.</b>	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
Endler, Norman S. & Magnusson, David	

**Title:**  
Interactionism, trait psychology, psychodynamics, and situationism

**Reference:**  
Reports from the Psychological Laboratories, The University of Stockholm, 1974, No. 418.

**Title of project:**  
Person by situation interactions (Project leader: David Magnusson)

**Key words:**  
Interactionism, trait psychology, psychodynamics, situationism

**Abstract:**  
The main features of four basic models in personality research, trait psychology, psychodynamics, situationism, and interactionism, were reviewed. They were compared with respect to: (a) determinants of behavior, (b) units of analysis, (c) types of laws sought, (d) the consistency versus specificity issue, (e) ontogenetic development of behavior, and (f) research strategy. To provide a background for this comparison, further discussion focused on the controversy between the trait model and the interactionism model. On the basis of the relevant literature, the conclusion was drawn that the trait model is inadequate, as a general basis, for the use of personality data in description and prediction of behavior, and as a general basis for personality research. Instead, the empirical results support an interactionistic view on behavior, according to which actual behavior is determined by a continuous and bidirectional interaction between person variables and situation variables. The research on situational characteristics was reviewed, and the need for more systematic studies, especially studies investigating the psychological significance of situational characteristics, was stressed. The main characteristics of the interactionism model were discussed and the necessity of developing methods for investigating continuous interaction processes was emphasized.

<b>Date:</b> 74-09-25	<b>Pages:</b> 29	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Frankenhaeuser, M., and Lundberg, U.

**Title:**

Immediate and delayed effects of noise on performance and arousal.

**Reference:**

Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 407.

**Title of project:**

Psykofysiologisk stressforskning

**Key words:**

Noise, catecholamines, performance, arousal, delayed effects

**Abstract:**

Fourteen male university students were exposed to intermittent, aperiodic noise of 65-85 db(A) while performing mental arithmetic. Measures of performance, subjective stress, catecholamine excretion, and heart rate obtained during and/or after noise exposure were compared with corresponding data from a "noise-free" session. Performance was not impaired by noise, but the physiological and subjective measures reflected noise-induced changes in arousal level. The time pattern differed between variables, so that the increase in subjective arousal was most pronounced during noise exposure, and that of adrenaline excretion after noise exposure.

<b>Date:</b> December, 1973	<b>Pages:</b> 7	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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## Author, Inst.

Ove Fransson, Jan. Nordmark & Lennart Sjöberg. Unit of General Psychology, Department of Psychology, University of Göteborg, Sweden

## Title:

A study of pitch

## Reference:

Göteborg Psychological Reports, 1972, 2, No. 12

## Title of project:

Bedömning och val

## Key words:

pitch, psychological scaling, response bias

## Abstract:

Subjects made judgments of 10 sinusoids and pulses in the range 80-5500 Hz. Judgment tasks were: graded paired comparisons, estimation of magnitudes, ratios, similarities, and category membership and category ratings. The judgment continuum was unidimensional with no clear time order error. Response bias in ratio estimation was similar to results in previous studies. The mel scales were unusually highly negatively accelerated and similar for sinusoids and pulses. The Eisler-Ekman similarity equation was not supported.

## Date:

1972

## Pages:

31

Swedish

English

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**Author, Inst.**

Franzén, Ove. Psychol. Dept., University of Uppsala  
 Sjöberg, Lennart. Unit of General Psychology, Psychol. Dept., University  
 of Göteborg

**Title:**

Stimulus interval and response inconsistency

**Reference:**

Göteborg Psychological Reports, University of Göteborg, Sweden  
 1972, 2, No. 11.

**Title of project:**

Bedömning och val

**Key words:**

Ratio estimation, response bias

**Abstract:**

Three groups of subjects made ratio estimations of tactual intensity under three different intervals separating the standard and variable stimuli in pair. Data were then fitted by a sequence of models making successively weaker assumptions as to the invariance of subjective values. The models allowed for separate estimates of time order (TOE) error and inconsistency. Virtually no TOE was found while inconsistency was quite large and in accordance with the previous results. There was a tendency for inconsistency to increase as a function of interstimulus interval, as predicted from an information retrieval hypothesis of inconsistency.

<p>Date: 1972</p>	<p>Pages: 14</p>	<p><input type="checkbox"/> Swedish  <input checked="" type="checkbox"/> English  <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report  <input type="checkbox"/> Progress report  <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss.  <input type="checkbox"/> Lic.avh.  <input type="checkbox"/> .....</p>
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Research supported by:  
 The Swedish Council for Social Science Research



## Author, Inst.

Frodi, Ann. Unit of General Psychology, Dept. of Psychol. University of Göteborg

## Title:

Alternatives to aggressive behavior for the reduction of hostility

## Reference:

Göteborg Psychological Reports, 1973, 3, No. 11

## Title of project:

Cathartic effects as a result of non-aggressive activities

## Key words:

Catharsis, reduction of hostility

## Abstract:

An attempt was made to find alternative ways for reducing hostility to the traditional aggressive acting out. There were four groups of Ss in the experiment, each consisting of 10-18 male and female high school students. All four groups were assigned a creative task and then strongly criticized for their "poor performance" (anger condition). Then an assistant to the E explained the E's very negative attitude (cognitive restructuring) to one group. The second group watched an absorbing but nonaggressive film (absorption), and the third group had an opportunity to counteraggress indirectly (acting out) against the E. For the control group there was no experimental manipulation. At the end of the experiment a mood questionnaire and part of the TAT were administered to all groups. The experimental manipulations created significant differences between the groups. There was a slight trend toward a reduction of hostility in the cognitive restructuring and film absorption groups. "Acting out" did not involve a reduction but enhancement of aggression. The problem of demand characteristics was also discussed.

Date:

1973

Pages:

13

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Research supported by: The Swedish Council for Social Science Research.

**Author, Inst.**  
 Frodi, Ann. Unit of General Psychology, Dept. of Psychol., University  
 of Göteborg

**Title:**  
 The effects of exposure to aggression-eliciting and aggression-inhibiting  
 stimuli on subsequent aggression

**Reference:**  
 Göteborg Psychological Reports, 1973, 3, No. 8.

**Title of project:**  
 Cathartic effects as a result of non-aggressive activities

**Key words:**  
 Aggression, aggression-eliciting stimuli, weapons effect

**Abstract:**  
 An attempt was made to replicate the Berkowitz & LePage (1967) study  
 "Weapons as aggression-eliciting stimuli" as well as to extend it. A  
 pilot study was conducted to find out what possible other stimuli carry  
 aggressive connotations and what possible stimuli might have aggression-  
 inhibiting qualities. 100 male high school students were either angered  
 or not angered by a stooge and then given an opportunity to counter-  
 aggress. For one group of Ss there were weapons near the shock key and  
 half of these Ss were told to handle them. For another group there were  
 aggression-inhibiting stimuli (AIS) present, such as a baby bottle. In  
 other instances there were no stimuli present. Parts of the TAT were ad-  
 ministered to shed some light on the phenomenon of catharsis. Ss exposed  
 to weapons gave the largest number of shocks to their partners, whereas  
 the AIS and controlgroups did not differ. No cathartic effects were found.

<b>Date:</b> 1973	<b>Pages:</b> 16	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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## Author, Inst.

Frodi, Ann. Unit of General Psychology, Dept. of Psychol. University of Göteborg

## Title:

Hostility catharsis revisited

## Reference:

Göteborg Psychological Reports, 1973, 3, No. 9.

## Title of project:

Cathartic effects as a result of non-aggressive activities

## Key words:

Catharsis, reduction of hostility.

## Abstract:

The present paper is an attempt to systematize theories and empirical studies of the phenomenon of catharsis. The drainage model is examined and criticized. Studies on viewed violence - symbolic catharsis - as well as actual catharsis are reviewed and the effects of aggression-eliciting stimuli are discussed. One section deals with the application of principles of learning theory to catharsis, and another section concerns different arousal states in relation to aggression. Emphasis is placed on the many misconceptions of catharsis in most Western languages. The discussion concludes with suggestions for a planned study on cognitive relabeling of the emotional state of anger.

Date:  
1973

Pages:  
12

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**Author, Inst.**

Frodi, Ann. Unit of General Psychology, Dept. of Psychology, University of Göteborg.

**Title:**

On the elicitation and control of aggressive behavior.

**Reference:**

Göteborg Psychological Reports, University of Göteborg, Sweden 1974, vol. 4 No 8.

**Title of project:**

**Key words:**

aggression, catharsis

**Abstract:**

The present paper summarized the main contents of four articles entitled (a) A review of recent theoretical and empirical work in the field of aggression, (b) The effects of exposure to aggression-eliciting and aggression-inhibiting stimuli on subsequent aggression, (c) Hostility catharsis revisited, and (d) Alternatives to aggressive behavior for the reduction of hostility, respectively. Several theories of aggression were examined. The importance of stimuli in the environment for the elicitation of aggressive behavior was discussed as well as cognitive restructuring as a means for reducing hostility. A number of methodological issues was raised. The notion of demand characteristics was discussed as was the topic of the ecological validity of laboratory research.

<b>Date:</b> 1974	<b>Pages:</b> 16	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
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## Author, Inst.

Lundberg, U. and Olson, U.-J.

## Title:

A comparison between ratio estimation and magnitude estimation of emotional involvement in a future event.

## Reference:

Reports from the Psychological Laboratories, University of Stockholm, 1973, No. 401.

## Title of project:

Studier rörande framtidsengagemang: struktur och påverkbarhet

## Key words:

Scaling, involvement, future

## Abstract:

Twenty-seven psychology students estimated the intensity of their involvement in an event which was to be thought of as taking place at various points of time in the future. Each subject used two methods of scaling: the method of ratio estimation and the method of magnitude estimation. The two scales obtained for each subject were correlated and the correlations showed that over 50 % of the subjects produced approximately the same scale with both of the methods. However, the two scales were not significantly positively related ( $r_{xy} < .882$ ) for eleven subjects. The data indicated that these subjects were not sufficiently familiar with the stimuli and that some of them had misinterpreted the scaling techniques. The results from the present study support a previous finding which showed that individual relations of involvement as a function of time tended to fall into two different groups.

Date: December, 1973	Pages: 7	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Lundberg, U., von Wright, J. M., Frankenhaeuser, M. and Olson, U.-J.

**Title:**

Involvement in four future events as a function of temporal distance.

**Reference:**

Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 399.

**Title of project:**

Studier rörande framtidsengagemang: struktur och påverkbarhet

**Key words:**

Involvement, future events

**Abstract:**

A total of 91 Swedish high-school students, in four groups, estimated their degree of involvement in each of 4 potential future events, which were assumed to occur at 5 alternative points in time within the next 75 yr. In addition, estimates were made of the relative importance of the events as well as of their subjective probability and influenceability. Factor analysis revealed two different time-involvement relations: (1) involvement decreasing slowly with increasing temporal distance for the two next decades, and then rapidly approaching zero, and (2) involvement decreasing rapidly for the nearest decades, and then slowly approaching an asymptotic value. Subjects representing the first trend gave consistently higher estimates of event probability. Relative involvement for the events was judged differently by subjects in natural-science and social-science lines of education.

<b>Date:</b> November, 1973	<b>Pages:</b> 7	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by:

The Swedish Council for Social Science Research.

## Authors:

Mashour, Madjid

Psychological Laboratories  
 University of Stockholm  
 Box 6706  
 S-113 85 Stockholm, Sweden

## Title:

Can artificial intelligence explain natural intelligence? A discussion on an actual problem

## Reference:

Kybernetika, 1973, 9, 422-430

## Title of project:

Sequential and parallel information processing

## Key words:

Natural and artificial intelligence, Intelligence and simulation

## Abstract:

This paper includes a number of viewpoints regarding the extent to which existing general-purpose computers can be applied to simulate human mental processes (intelligence). It is maintained that due to fundamental structural differences between the brain and a computer, such as the non-binary firing of the neurons - the latter must be regarded as essentially a tool for increasing human mental and/or physical efficiency rather than for explaining natural intelligence. Furthermore, it is advocated that the brain is basically a pattern recognizing apparatus for which the metric characteristics of natural or symbolic patterns are not essential and consequently new mathematical techniques are probably required for modeling the non-metric regularities of the brain function. Data are presented concerning the incapability of man in processing numerical information as well as some aspects of pattern recognition as a reduction process.

## Date:

September,  
1973

## No. of pages:

9 pages

Swedish

English

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Final  
report

Progress  
report

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Diss.

Lic. avh.

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## Research supported by:

Swedish Council for Social Science Research

<p>Authors: Nystedt, Lars</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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Title:  
**CONSENSUS AMONG JUDGES AS A FUNCTION OF AMOUNT OF INFORMATION**

Reference:  
 Educational and Psychological Measurement, 1974, 34, 91-101

Title of project:  
 Personperception: Studier rörande problem vid personbedömning

Key words:  
 Judgment, process, consensus

Abstract:

The present research was designed to study whether amount of information and kind of information available to the judges affect the consensus among judges. Two experiments were performed, where the consensus was analyzed by the lens model equation, which has been related to the non-criterion situation by Naylor and Schenck (1966). The amount of information (two, four, and six tests) was found to have an effect on the consensus, whereas type of information available (access to the validities of the tests and their intercorrelations or not) did not have a significant effect on the consensus. The results imply that consensus among pairs of judges decreases when number of tests increase. However, the difference between four and six tests was not significant in one of the experiments. The changes in consensus as the number of tests increased was mainly a function of a decreased matching between a pair of judges with respect to the linear aspects of their judgment processes. A further analysis of the linear aspects of the judges' judgment processes indicated that policy similarity contributed more to consensus than policy consistency. The contribution of the nonlinear aspects of the judgment process to consensus was negligible in these experiments.

<p>Date: Spring 1974</p>	<p>No. of pages: 11</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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## Authors:

Nystedt, Lars, Magnusson, David

Psychological Laboratories

University of Stockholm

Box 6706

S-113 85 Stockholm, Sweden

## Title:

CUE RELEVANCE AND FEEDBACK IN A CLINICAL PREDICTION TASK

## Reference:

Organizational Behavior and Human Performance, 1973, Vol. 9, No. 1, 100-109

## Title of project:

Personperception: Studier rörande problem vid personbedömning

## Key words:

Judgment, feedback, accuracy

## Abstract:

An experiment was performed on the effect on individual judges' predictive efficiency of information about the relevance of cues for clinical judgments. The information patterns were such that the task may be characterized as a multiple-cue probability task. The predictive efficiency was shown to be substantially and significantly higher with access to the ecological validity coefficients than without such information. Feedback in the form of utilization coefficients and functional validities had no additional positive effect.

## Date:

February,  
1973

## No. of pages:

10

 Swedish English ..... Final  
report Progress  
report ..... Diss. Lic.avh. .....

<p>Authors: Nystedt, Lars, Magnusson, David, and Aronowitsch, Eva</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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Title:  
GENERALIZATION OF RATINGS BASED ON PROJECTIVE TESTS

Reference:  
Reports from the Psychological Laboratories, the University of Stockholm, 1974, No. 408.

Title of project:  
Personperception: Studier rörande problem vid personbedömning

Key words:  
Convergent, discriminant validity, projective tests

Abstract:

A multivariable-multimethod analysis was performed on six professional clinical psychologists' ratings of 38 patients for the three variables, Intelligence, Ability to Establish Contact and Control of Affect and Impulses. The judges based their ratings of the patients performance on each of the three tests Rorschach, TAT, and Sentence Completion separately as well as on all tests together. The stability coefficients and the consensus among judges was rather high but decreased when the depth of interpretation of the response variable increased. The ratings showed both convergent and discriminant validity but the generality of the ratings was generally low. The results support the opinions held among clinicians, that tests give different kinds of information about individuals and that clinicians, to some extent, use the information from each test as a subvariable which is integrated into a more global variable.

<p>Date: January, 1974</p>	<p>No. of pages: 11</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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Research supported by:  
The Swedish Council for Social Science Research and the Bank of Sweden  
Tercentenary Fund

**Author, Inst.**

Salay, Ference. Unit of General Psychology, Dept. of Psychology, University of Göteborg.

**Title:**

An application of verbal stimulus-response indicants to objective measurement of cathexis

**Reference:**

Göteborg Psychological Reports, University of Göteborg, Sweden 1974 Vol.4, No 10.

**Title of project:****Key words:****Abstract:**

In a preliminary step of establishing methods for measurement of cathexis factor analysis was used to make specific a certain way of thinking about some verbal stimulus-response indicants of cathexis. The results are in fair overall agreement with expectations, i.e. valid application of such verbal stimulus-response media to problems of the measurement of cathexis. Some recent theoretical and empirical work by C.W. Ramfalk which inspired the present study is reviewed.

Date:  
1974

Pages:  
20

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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PHYSICAL AND PSYCHOLOGICAL DISORDERS

<p><b>Author, Inst.</b></p> <p>Alassaad, Kristina/Lundahl, Barbro</p>	<p>Psykologavdelninge.. Ulleråkers sjukhus 750 17 UPPSALA</p>
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**Title:**

Elementär psykologi som underlag för gruppsamtal med vuxna psykiskt utvecklingsstörda

/Group-therapy with grown-up mentally retarded based on elementary psychology course/

**Reference:**

Rapport från Psykologavdelningen, Ulleråkers sjukhus, Uppsala, 1974

**Title of project:**

**Key words:**

mental retardation, group therapy, self-concept

**Abstract:**

The purpose has been to work out instructional material including general psychological knowledge as well as knowledge about the situation of different handicapped groups to be used in group therapy with grown-up mentally retarded, and stimulate to discussions on topics relevant to their self-concept. It was tried out during groupsessions with grown-up retarded and presents psychological facts along a developmental line. Areas, where the retarded have shown special interest or little knowledge, have been stressed. Such areas are etiological problems, relational problems and self-concept.

In successive versions the material was used and shown adequate for its purposes in 24 groups.

Certain factors indicate that the group-sessions have lead to increased understanding for oneself and for others.

<p><b>Date:</b></p> <p>Aug. 1974</p>	<p><b>Pages:</b></p> <p>45</p>	<p><input checked="" type="checkbox"/> Swedish</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report</p> <p><input type="checkbox"/> Progress report</p> <p><input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss.</p> <p><input type="checkbox"/> Lic.avh.</p> <p><input checked="" type="checkbox"/> Psykologexamen...</p>
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**Research supported by:**

## Author, Inst.

Beckman, Mats, architect, Departement of Building Functions Analysis,  
Royal Institute of Technology, Fack, S-100 44 Stockholm 70

## Title:

Socially integrated housing for adult mentally retarded  
(Integrerade bostadsgrupper för vuxna utvecklingsstörda, BFL-rapport 2:73)

## Reference:

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## Title of project:

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## Key words:

Adult mentally retarded. Socially integrated housing. Residential services  
for mentally retarded.

## Abstract:

The report gives basic information for design of different types of flats adapted to different levels of needs, suggests adequate demands on different types of residential services and gives structural characteristics for groups of integrated flats. These results are based on an analysis of the actual situation and the living conditions of the mentally retarded in Sweden. These living conditions are compared with living conditions of people living in ordinary residential areas.

## Date:

July 1973

## Pages:

154

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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## Author, Inst.

Brusén, Peter, &amp; Placht, Ragnhild

## Title:

Förutsättningar i boendet för utvecklingsstördas sociala anpassning  
 Conditions in residential units which facilitate the social adjustment  
 of the mentally retarded

## Reference:

Socialstyrelsens byrå för omsorger om utvecklingsstörda  
 (Project Mental Retardation, Ulleråker)

## Title of project:

Psykologiska undersökningar av mental retardation: Evaluering av  
 öppna omsorgsformer för utvecklingsstörda (L. Kebbon)

## Key words:

Mental retardation, residential facilities, social contacts

## Abstract:

This study is part of a larger research project, the emphasis here being on the development of a scaling method for describing residential facilities for the mentally retarded. The ideological basis of the study is the principle of normalization and the residential units are described in terms of essential conditions for social contacts. A literature review is presented in Part I of the study. As well as background and current principles the need for social training in realistic settings, such as integrated living conditions, is illustrated.

The scale was applied at eight residential units, four grouphomes and four units at an institution.

The results show that the group-homes, compared to the institutional units, had better conditions for social contacts as regards two areas of the scale viz physical integration and personal freedom. Pre-requisites for learning social abilities and for social adjustment should be more favourable in the grouphome.

The results also show, by means of the scale, that improvements are possible in both the residential forms.

Date:	Pages:	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
March, 1974	163	<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> master's thesis....

Research supported by:

Socialdepartementet/Socialstyrelsen (The National Board of Health and Welfare)

**Author, Inst.**

Böök, Anders

**Title:**

Kognition hos mentalt retarderade/Cognition in mental retardates

**Reference:**

Arbetsrapport nr 8, 1973  
 Department of Psychology, Umeå university  
 Communication Research Unit

**Title of project:**

Communication skills of children

**Key words:**

Retardation, memory, cognition, survey of empirical work

**Abstract:**

Empirical findings on intellectual structure, psycholinguistic measures, memory performance, concept utilization and understanding of quantitative relationships are reviewed. In most areas performance was clearly or weakly degraded for retardates compared with younger normals of equal mental age. The tradition of comparing populations is criticized. More emphasis on specific hypotheses for uncovering basic processing organization and the need to test performance under maximally favourable conditions to enhance potential cognitive control resources is stressed.

**Date:**

1974-10-28

**Pages:**

44 sid.

 Swedish English ..... Final report Progress report Arbetsrapport Diss. Lic.avh. .....



**Author, Inst.**

Cronholm, B., Schalling, D., & Åsberg, M.  
 Psychological lab., University of Stockholm & Karolinska institutet, Stockholm

**Title:**

Development of a Rating Scale for Depressive Illness

**Reference:**

Modern Problems in Pharmacopsychiatry, 1974, 7, 139-150

**Title of project:**

Depression research (Cronholm et al)

**Key words:**

Depression, rating scale, reliability, validity

**Abstract:**

Studies on a rating scale for depression in psychiatric patients are reported. The scales has proved sensitive enough to discriminate between different modifications of ECT, and its validity has been shown in pharmacological treatment studies, including one study on the relation between therapeutic effect and plasma concentration of nortriptyline. A very high inter-rater reliability was found in studies, where the participating raters were properly trained and well motivated.

<b>Date:</b> 1974	<b>Pages:</b> 12	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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Research supported by:  
 Bank of Sweden Tercentenary Fund

**Author, Inst.**

Dornic, S. Institute of Applied Psychology, the University of Stockholm  
 Birbaumer, N. Institute of Psychology, Dept. of Clinical Psychology, University  
 of Munich.

**Title:**

Information overload and perceived difficulty in "neurotics".

**Reference:**

Reports from the Institute of Applied Psychology, the University of Stockholm,  
 No. 49, 1974.

**Title of project:**

Perceived difficulty

**Key words:**

Perceived difficulty; subjective difficulty; information stress; neurotics.

**Abstract:**

An experiment was performed on the perception of difficulty of a task involving high information load. The subjects had to find out whether or not a series of complex visual items contained a given code. The experimental variable was the rate of presentation of the task i. e. the amount of "time-stress". Two groups of subjects were compared: the experimental group consisting of "neurotic" subjects, and a control group of "normal" subjects not having any symptoms of "neurotic" disorder. The results showed that in Control group, perceived difficulty was a linear function of the rate of presentation, while in Experimental group, perceived difficulty increased as a positively accelerated function of the time available to solve a task. Possible mechanisms of the results found are discussed.

<b>Date:</b>	<b>Pages:</b> 7	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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<p><b>Author, Inst.</b></p> <p>Granat, Kristina/Granat, Sven</p>	<p>Psykologavdelningen, Ulleråkers sjukhus</p> <p>750 17 UPPSALA</p>
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**Title:**

The generalizability of patterns of intellectual performance from institutionalized to nonlabeled intellectually subaverage adults

**Reference:**

Journal of Mental Deficiency Research (accepted for publication in vol. 19/1975)

**Title of project:**

Psykologiska undersökningar av mental retardation: Abilitetsstruktur och social anpassning (MR-projektet, L.Kebbon)

**Key words:**

mental retardation, intelligence profile, institutionalization

**Abstract:**

A total population sample of nonlabeled intellectually subaverage adults and a sample of institutionalized retarded persons were compared with an intellectual average group on five different types of intelligence tests. The profile of institutionalized mild and borderline retarded persons in comparison with that of intellectually average persons could only partly be generalized to refer to the nonlabeled group at the same level of intelligence. The latter group differed from the institutionalized group in verbal and perceptual tests but their profile still had the same characteristics as that of the institutionalized group.

<p><b>Date:</b></p> <p>1974</p>	<p><b>Pages:</b></p>	<p><input type="checkbox"/> Swedish</p> <p><input checked="" type="checkbox"/> English</p> <p><input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report</p> <p><input type="checkbox"/> Progress report</p> <p><input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss.</p> <p><input checked="" type="checkbox"/> Lic.avh. Del av</p> <p><input type="checkbox"/> .....</p>
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**Research supported by:**

Riksbanksfonden, Statens Råd för samhällsforskning



Author, Inst.

Karlsson-Backman, Ewa, &amp; Renlund, Christina

Title:

Dagcenterverksamhet: modell och verklighet  
Activity centers: model and reality

Reference:

Socialstyrelsens byrå för omsorger om utvecklingsstörda  
(Project Mental Retardation, Ulleråker)

Title of project:

Psykologiska undersökningar av mental retardation: Evaluering av  
öppna omsorgsformer för utvecklingsstörda (L. Kebbon)

Key words:

Mental retardation, activity center, evaluation

Abstract:

The intention is to describe the work of activity centers, that is a day facility for occupation and training of the mentally retarded living in the community, and to see to what extent and in which areas they fulfill the goals set up for them.

A descriptive model of the activity center's work was drawn up and a description-chart and questionnaire compiled. The model and the chart include the five following areas: physical integration of the center, functional integration of the center, the policy of the center, the degree of planning of activities, and finally, the forms of teamwork for staff and participants.

Eleven centers were studied. This first version gives a clear differentiation between different centers: Group 1: centers providing the participants simply with a daily occupation mainly such things as weaving, sewing, games and other forms of entertainment. Group 2 are characterized by a greater insight into the intentions of an activity center and an awareness of the goals to be fulfilled. They had even developed methods for trying to attain these goals. Group 3 had come furthest and had a well planned and systematically prepared programme which took into consideration the needs and wishes of each participant.

Date: March, 1974	Pages: 64	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> master's thesis .....

<b>Author, Inst.</b>	Psykologavdelningen Ulleråkers sjukhus
Kebbon, Lars/Wändell, Cecilia	750 17/UPPSALA

**Title**

Nordisk forskning om mental retardation 1960 - 1973. En bibliografi. 1. Beteendevetenskaplig forskning

/Scandinavian research on mental retardation 1960 - 1973. A bibliography. 1. Behavioural science/

**Reference:**

Socialstyrelsens byrå för omsorger om utvecklingsstörda, Stockholm, 1974

**Title of project:**

Psykologiska undersökningar av mental retardation (MR-projektet, L.Kebbon)

**Key words:**

**Abstract:**

733 references have been collected from several sources and ordered for each of the countries (Sweden, Norway, Denmark and Finland) under the following headings: Psychology, Education, Social psychology/Sociology and Social medicine with an alphabetical list of authors.

A corresponding bibliography of medical research on mental retardation (G.Hambert/L.Kebbon/C.Wändell) is to be published (584 references).

<b>Date:</b>	<b>Pages:</b>	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
Maj 1974	111	<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Author, Inst.

Molin, C., Edman, G., & Schalling, D.  
 Psychological lab., University of Stockholm & Karolinska institutet, Stockholm

Title:

Psychological studies of patients with mandibular pain dysfunction syndrome  
 2: Tolerance for experimentally induced pain

Reference:

Swedish Dental Journal, 1973, 66, 15-23

Title of project:

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Key words:

Abstract:

Response to noxious electrical stimulation, increased in discrete steps, were studied in a group of 26 female patients with manifest mandibular pain dysfunction syndrome (MDS) and a control group of 27 healthy women. The MDS patients had significantly lower pain thresholds and consistently, although not significantly, lower tolerance levels than the control group. In order to study relations between pain tolerance and scores in personality inventory scales, the MDS group was divided into one higher and one lower pain tolerance subgroup, consisting of subjects with scores above and below the median in the pain tolerance measures. The lower tolerance group had significantly higher scores in the Psychic Anxiety and Neuroticism scales and higher scores in some scales indicating "psychasthenic" traits. No significant differences were found between the subgroups in the aggressiveness and extraversion scales.

Date:

1973

Pages:

11

 Swedish English .. .... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Molin, C., Schalling, D. & Edman, G.  
 Psychological lab., University of Stockholm & Karolinska institutet, Stockholm

**Title:**

Psychological studies of patients with mandibular pain dysfunction syndrome  
 I: Personality traits in patients and controls

**Reference:**

Swedish Dental Journal, 1973, 66, 1-11

**Title of project:**

-

**Key words:**

Mandibular Pain Dysfunction Syndrome, personality inventories

**Abstract:**

In order to explore the role of psychological factors in mandibular pain dysfunction syndrome (MDS), a group of 28 female patients with manifest MDS was compared to a group of 28 healthy women in a battery of personality inventories. The MDS patients had significantly higher scores in the Neuroticism, Somatic Anxiety, Psychic Anxiety and Muscular Tension variables. They also had significantly higher scores in one of the two aggressiveness variables, Hostility. No group differences were found in the extraversion variables. A striking difference was found in the High Super Ego Strength scale, in which the patients obtained significantly higher scores, indicating a tendency to be more conscientious, responsible, orderly and serious. A similar indication is implied by their significantly higher ratings for unpleasantness in Thrill situations. It is concluded that the high anxiety and muscle tension demonstrated in the patients are probably of great importance in the development of MDS, even if it may be assumed that MDS symptoms have further accentuated these characteristics. However, regardless of etiology, the results indicate that psychological factors should be taken into account in the treatment of MDS patients.

<b>Date:</b> 1973	<b>Pages:</b> 11	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## Author, Inst.

Schalling, D., Cronholm, B., Åsberg, M. & Espmark, S.  
 Psychological lab., University of Stockholm & Karolinska institutet,  
 Stockholm

## Title:

Ratings of psychic and somatic anxiety indicants

## Reference:

Acta Psychiatrica Scandinavica, 1973, 49, 353-368

## Title of project:

Psychological and psychophysiological measurement of anxiety (Cronholm & Schalling)

## Key words:

Psychic anxiety, somatic anxiety, rating scale, personality inventories, psychiatric patients.

## Abstract:

An anxiety rating scale by Buss was translated and modified by the present authors. The scale comprises symptoms observed during the interview and symptoms reported by the patient. Interrater reliability among three raters, based on interviews with 37 psychiatric and rehabilitation patients proved to be high. A cluster analysis of item intercorrelations gave two clusters. In the Psychic Anxiety cluster were included Worry and Muscular Tension, and in the Somatic Anxiety cluster Autonomic Disturbances (reported by the patients) Somatic Complaints, Distractability, and Disquietude. - Correlations between the ratings of anxiety indicants and scores in personality inventories are reported. Neuroticism from the Eysenck Personality Inventory and Validity from the Marke-Nyman Temperament inventory yielded significant correlations with the anxiety ratings. Patients low in Solidity (subsolid, extravert-impulsive) had higher scores in some Somatic Anxiety items than patients high in Solidity. Subsolid patients had also a slightly higher proportions of Somatic Anxiety than of Psychic Anxiety. Thus, relations were obtained between the patients' self-reported habitual reactions and feelings (trait) and clinical ratings of anxiety (state).

Date:

1973

Pages:

16

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....



**Author, Inst.**  
 Tornéus, Margit

**Title:**  
 Uppmärksamhet hos utvecklingsstörda barn/Attention in mentally retarded children

**Reference:**  
 Arbetsrapport nr 1, 1974  
 Department of Psychology, Umeå university  
 Communication Research Unit

**Title of project:**  
 Communication skills of children

**Key words:**  
 Survey of empirical work, attention, mentally retarded children.

**Abstract:**  
 Attention is discussed as processes controlling information processing and as general activation. Experimental tasks and empirical studies of attention in mentally retarded children are reviewed and commented. Finally strategies for further research are discussed.

<b>Date:</b> 1974-10-28	<b>Pages:</b> 34 sid.	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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## PRESCHOOL EDUCATION

Author, Inst.

Bengt-Erik Andersson, Pedagogiska institutionen, Goteborgs universitet

Title:

Kamratpåverkan i förskoleåren - ett försummat forskningsområde.  
/Peer influence during the pre-school ages - a neglected area of research/

Reference:

Rapport från pedagogiska institutionen, Göteborgs universitet, nr 103, 1973.

Title of project:

Studier om skolans socialisation (SOS-projektet)  
/Studies of the socialization process in school (The SOS-project)/

Key words:

Socialization, peer influence, pre-school age

Abstract:

The SOS-project is interested in the practical exploitation of those influencing agents which exist in school. One important factor is the peer group. How can the peer group be utilized as a pedagogical resource? is a question of interest for the project.

However, the importance of the peer group has been realized mostly in higher ages. Therefore, the report gives a summary of the contemporary research on peer influence in the pre-school ages. The following conclusions can be drawn from the review:

There exist enough proof to defend the statement that peer influence exist also during the pre-school ages. Especially it is in their capacity as models and by giving reinforcements as the peers can influence the individual child. But the research is sporadic and fragmentary and much more systematic research remains to be done.

Date: 1974.09.23	Pages: 21	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:  
National Board of Education

**Author, Inst.**

Mohamed Chaib, Department of Education, University of Lund.

**Title:**

BILINGUAL PRE-SCHOOL TEACHING OF IMMIGRANT CHILDREN.

Tvåspråkig lekskoleträning av invandrarbarn

**Reference:**

Report from the Institute of Education, University of Lund, no 45, 1974.

**Title of project:**

'Models for the bilingual teaching of immigrant children'

**Key words:**

Bilingualism, Bilingual teaching, Immigrant teaching, Immigrant children.

**Abstract:** The project 'Models for the bilingual teaching of immigrant children' started at the beginning of the school-year 1972/73. The present report summarizes the background, aims and setting up of the project, at pre-school level. During the first stage of the project two bilingual pre-school teaching models have been tried. Within the first model a segregated infant-school 15 Finnish speaking 5-year-old children have been taught in both their native language and Swedish. The major part of the teaching time was conducted in Finnish by a Finnish speaking infant-school teacher, whereas about one third of the teaching time was devoted to training in Swedish language lead by a Swedish speaking comprehensive school teacher. Within the second model, an integrated infant-school, 15 Finnish speaking 6-year-old children were taught in both Swedish and Finnish according to the "immersion" bilingual training principles. The children were divided into three groups and integrated in three different Swedish infant-schools, where they were taught in Swedish together with Swedish children and as separated groups in Finnish. This report summarizes:

- 1) a detailed account of the different teaching methods used,
- 2) an overall description of the target groups of children,
- 3) an account of the parents' features and attitudes to the bilingual teaching.

**Date:**

September  
1974

**Pages:**

50

Swedish

English

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Final  
report

Progress  
report

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Diss.

Lic.avh.

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**Author, Inst.**

Jakobsson, Ann-Katrin, & Tobiasson, Ingegerd  
 Dept. of Educational Research, Gothenburg School of Education

**Title:**

Behandling av aggressivitet hos förskolebarn. Ett försök till metodutveckling.  
 Treatment of aggressive behavior in preschool children. An attempt to develop a method.

**Reference:**

Pedagogiska institutionen  
 Lärarhögskolan i Göteborg  
 Rapport nr. 34  
 Oktober 1972

**Title of project:**

Förskoleprojektet  
 Pre-school project

**Key words:**

Aggressivity, pre-school, treatment of aggressivity

**Abstract:**

The aim of the investigation has been to design an individual treatment program to reduce exaggeratedly aggressive behaviour in preschool children.  
 The treatment consisted of reinforcements as well as cognitive treats of aggressive responses given by the child in playing with dolls. A special doll-play equipment has been developed. The program consists of 30 play-situations which are frustrating to the child and around which treatment has taken place.  
 20 children aged 5-6years, selected by their teachers in "daghem" as aggressive. Different kinds of ratings and observations on behaviour was done before and after treatment.  
 The results indicate that the treated children has learned what was expected of them to do, and you can also see a tendency to generalize these learned, non-aggressive reactions to the child's real situations..

<b>Date:</b> Oct. 1972	<b>Pages:</b> 75	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> psykologex.arbete

Research supported by:  
 Skolöverstyrelsen  
 National Board of Education

**Author, Inst.**

Eva-Mari Köhler, Department of Education, University of Lund.

**Title:**

Pronunciation and other aspects of speech in 4- and 7-years olds.

Uttalsstatus i fyra och sjuårsåldern

**Reference:**Report from the Institute of Education, University of Lund, nr 43, February 1974.  
Stencil.**Title of project:****Key words:**

Barnhälsovård, förskolålder, läs- och skrivsvårigheter, uttal, lågstadiet, läs- och talkliniker, foniatrik.

**Abstract:** The present report is part of a series from a research program integrated within the County Council's (Malmöhus Län) Child Health Centre in Lund. The effects of referrals to foniatric treatment of four year olds have been checked, and eventual later placement in remedial speech clinics within the compulsory school have been studied during the first school year (seven year olds).

1. A large proportion of four year olds have pronunciation difficulties. Those children were referred to foniatric specialist for further diagnosis and treatment. The referral system was rather ineffective, insofar as several children had to wait until they were five or six years of age until they could visit the foniatric specialist.
2. Only 10 out of 124 referred children receive actual and more extensive treatment at the foniatric department.
3. The children screened within the health control at four years of age, and referred to the foniatric specialist are later found in the remedial speech clinic within the compulsory school system in grade 1. In these clinics a number of children not referred to the foniatric specialist at age four, are also found in these clinics together with children coming to Lund after the age of four. It is hard to judge if a screening procedure can be used at the age of four and if preventive programs can be used at that age so as to correct errors of speech at that age.

**Date:**

20.2.1974

**Pages:**

25

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Författare:**  
Lewerth, Anna

**Rapporttitel:**  
Att förebygga skolsvårigheter. Redovisning av kompensatoriska program i förskolegrupper.  
— Prevention of school-problems. Presentation of compensatory programmes for pre-school children.

**Övriga bibliografiska uppgifter:**  
Pedagogiska Institutionen, Lärarhögskolan i Göteborg, Rapport nr 57, Juni 1974. Slutrapport.

**Projekttitel:**  
Redovisning av forskningslitteratur kring tidig identifiering av barn med skolsvårigheter.

**Nyckelord:**  
Prevention, Early identification, Mental retardation, Emotional disorders.

**Referat (på engelska):**  
The report presents various programs for the prevention of learning difficulties and emotional disturbances in the school. A large part of the report deals with the concept of "prevention", its ideological basis and its practical consequences. Some Scandinavian and some American projects are presented and discussed in the report. The discussion focuses on each project's relevance for Swedish society, the description of the programme, problems of introduction, staffing and follow up, administration and costs. There is also a discussion of different research methods and their merits and limitations. The report ends with 11 recommendations concerning registration contra therapy, family therapy, infant identification and training, parents as educators, home training and integration of the school with the rest of society. (45 refs.)

Datum: 13.6.74	Antal sid.:	<input checked="" type="checkbox"/> Sv.	<input checked="" type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
		<input type="checkbox"/> Eng.	<input type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Anslagsgivare:**  
Skolöverstyrelsen, Byrå L 3



## ABSTRACT OF CURRENT RESEARCH

## Author, Inst.

Stockfelt-Hoatson Britt-Ingrid  
 Ped. inst. University of Linköping

## Title:

Invandrarbarn i Norrköping  
 Immigrant Children in Norrköping

## Reference:

Lärarhögskolan i Linköping (The teachers' training college), the  
 institution for educational psychology, or  
 Socialstyrelsen i Stockholm

## Title of project:

Socialstyrelsens försöksverksamhet inom barnstugeområdet (FIB)

## Key words:

Immigrant infants' language and training before school

## Abstract:

Here the results of about two years' studies are reported. These studies are based on an experiment with training immigrant infants in Swedish as well as their mother tongue before the school start. The report is divided into four parts:

1. A rather extensive interview with the parents in order to get their viewpoints, wishes, worries and future expectations.
2. A questionnaire where teachers rate the children as regards language and social and personal development etc.
3. A series of tests attempting to measure the same factors.
4. A series of systematic observations of infants in pre-school in order to find out how they behave and are treated by other children, immigrants as well as Swedes.

The results show that training has favourable effects. The trained children do better on most tests and are often rated as popular and well adjusted to the group. Still a big amount of children are rather badly off and need much more aid in order to develop well.

Date:	Pages	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> (Will come Diss. 1975)
1974	150	<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lit.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## Research supported by:

Socialstyrelsen (The National Social Welfare Board)



**Author, Inst.**  
 Stockfelt-Hoatson Britt-Ingrid  
 Ped. inst. University of Linköping

**Title:**  
 Om att träna invandrarbarn i språk i förskolan  
 About training of immigrant infants before school

**Reference:**  
 IAN-report nr 94, Ped. inst., University of Stockholm, 1973

**Title of project:**  
 Socialstyrelsens försöksverksamhet inom barnstugeområdet (FIB)

**Key words:**  
 Immigrant infants' language and training before school

**Abstract:**

There is a great need for research about the linguistic and personal development of immigrant children. The world is full of them. In most countries the problem is noticed, and there is a growing concern about what will happen to these children if they grow up without having developed sufficient abilities as regards both language and other knowledge. Few countries, though, have as yet started to tackle the problem in full.

This report tells briefly about an attempt to facilitate immigrant childrens' school start by training them before school in Swedish as well as their own mother tongue in a playful way, suitable for small children. The outcome of the experiment is reported in another report, *Invandrarbarn i Norrköping*, "Immigrant children in Norrköping", written in summer 1974. The trained children gained well, linguistically as well as regards social and personal development.

<b>Date:</b> 1973	<b>Pages:</b> 53	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**  
 Socialstyrelsen (The National Social Welfare Board)

**PROFESSIONAL PERSONNEL**

## Författare:

Kirsten Artin, Pedagogiska institutionen vid Lunds universitet

## Rapporttitel:

Kartläggning av praktiksituationen inom psykologutbildningen.  
A survey of psychologists' internship.

## Övriga bibliografiska uppgifter:

Projekt Klientrelaterad handledning  
Pedagogiska institutionen, Lunds universitet

Rapporten ingår i serien  
"Reports from the institute of education, University of Lund"  
Nr 41, Lund 1973.

## Projekttitel:

Klientrelaterad handledning

## Nyckelord:

Supervision, practicum, internship.

Referat (på engelska): The following report is part of a research project called Client-related supervision. The report is a survey of economic and personal resources for offering psychologists' internship. It also tries to cover what such a training consists of, as well as what is desired. The survey covers the situation in Sweden during the academic year of 1971-72.

The main questions of the survey were: 1. To what extent is supervised training required in order to obtain license as a psychologist? 2. What institutional and personal resources for such a training exist in Sweden? 3. What does such an internship actually consist of? 4. What is desired from such a training by the supervisors?

The data were collected by questionnaires. The results were presented in frequency tables.

The main results of this report were: 1. Practical training with supervision of an experienced psychologist is considered necessary in order to work as an independent psychologist. 2. The number of trainees an institute could offer internship was mainly restricted by economical factors and by shortage of localities. 3. Diagnostic work dominated. It was generally considered difficult to meet the demand for intensive as well as extensive training. 4. Most supervisors were content with the distribution of time used by the trainees for different assignments. Those who wanted to change the contents would prefer an increase of therapeutic work and of supervisory conferences at the expense of other duties.

Datum:	Antal sid.:	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport.	<input type="checkbox"/> Diss.
Maj 1973	48	<input type="checkbox"/> Eng.	<input type="checkbox"/> Delrapport.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Psyk.ex.arbete...

## Anslagsgivare:

Universitetskanslersämbetet (UKÄ)

Author, Inst.  
 Fredriksson, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Analys av lärarbefattningar inom arbetsmarknadsutbildningen som grundval för utbildning: Självobservation och enkät. / Analysis of teaching jobs in labor market training as a basis for training: Self-observation and questionnaires. /

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 230, 1974

**Title of project:**

Analys av lärarbefattningar inom arbetsmarknadsutbildningen som grundval för utbildning: Självobservation och enkät. / Analysis of teaching jobs in labor market training as a basis for training: Self-observation and questionnaires /

**Key words:**

Labor market training, job analysis, self-observation, information saturation, assessment questionnaire

**Abstract:**

The purpose of the study is to analyse the special problems that face teachers in labor market training. The procedure followed in the study can be divided into three different phases. The first one consists of the collection of data by means of self-observation of the critical incident type. The second phase is a content analysis of the situations collected. This section also contains a check of information saturation. The third phase has the form of an assessment questionnaire in which a representative sample of the material collected earlier is assessed from five different aspects, namely occurrence, training need, time, present and future, which are considered to provide indicators of the training urgency. 132 teachers, 78 students and 61 administrators have participated in this part of the investigation. The rapid technical development causes the teachers to feel a need for training in their own trade. Another large problem stems from the heterogeneity of the students, which in combination with the successive intake and the language difficulties of immigrants necessitates special measures. The social difficulties that many of the students have also lead to the jobs of teachers in labor market training having a strong element of welfare work.

<b>Date:</b> March 1974	<b>Pages:</b> 137	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic. avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**  
 Fredriksson, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Självobservation och enkät vid befattningsanalys för utbildningsplanering.  
 /The use of self-observation and questionnaires in job analysis for the  
 planning and training. /

**Reference:**  
 Pedagogisk-psykologiska problem (Malmö: School of Education), No. 240,  
 1974

**Title of project:** Analys av lärarbefattningar inom arbetsmarknadsutbildningen  
 som grundval för utbildning: Självobservation och enkät. /Analysis of teaching  
 jobs in labor market training as a basis for training: Selfobservation and questionnaires

**Key words:** Job analysis, self-observation, content analysis, job descriptions,  
 labor market training, information saturation, assessment, questionnaire,  
 educational level: school leader training, training of teacher trainers, training  
 of vocational teachers

**Abstract:**  
Part I: School principals and tutors.  
 This study forms one part of the project "Job-training in the school sector".  
 The present report gives an account of a collection of data with self-observa-  
 tion, applied to school principals in the comprehensive school and tutors in  
 teacher training. Two questions have been considered: 1) how do different  
 degrees of control affect the collection of data by means of self-observation?  
 2) How do the length and relative order of the observation periods affect  
 the collection of data by means of self-observation? The design includes both  
 two-factorial and one-factorial designs. The collected material has been  
 analysed for content, and job-descriptions based on the material recieved  
 from the respondents are presented. Reliability checks are made at different  
 points during the course of the experiment. The results are based on informa-  
 tion from 63 school principals and 45 tutors. Forms with strict control seem to  
 give more information (more task situations) than forms with the lighter  
 control. The shorter period of registration provides somewhat better results  
 than the longer one.  
Part II: Teachers in labor market training.  
 The purpose of the study is to analyse the special problems that face the  
 teachers in the labor market training. See abstract of the more detailed  
 report, Pedagogisk-psykologiska problem, No. 230.

<b>Date:</b> June 1974	<b>Pages:</b> 54	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**  
 National Board of Education and Social Science Research Council



## Author, Inst.

Fredriksson, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

The use of self-observation and questionnaires in job analysis for the planning of training

I: School leaders and tutors

II: Teachers in labor market training

## Reference:

Studia psychologica et paedagogica, No. 22. Lund: Gleerup, 1974

## Title of project:

Job training in the school sector

## Key words:

Self-observation, content analyses, assessment questionnaire, information saturation

## Abstract:

Part I: School principles and tutors. Different kinds of self-observation methods have been experimentally investigated. The material has been examined by means of content analyses and job descriptions have been formulated on the basis of collected data.

Part II: Teachers in labor market training. The data collection methods used have been self-observation of the critical incident type and interviews. The material has been analysed for content and assessed. Information saturation has been checked. In the assessment phase, data were collected by means of questionnaires. In the questionnaires the material has been assessed from five aspects, namely occurrence, training need, length of time, present and future

Date:	Pages:	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
September 1974	69	<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:

National Board of Education

**Author, Inst.**

Klasson, A.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Skolledare i grundskolan: Beskrivning av arbetsuppgifter med intervjudata som bakgrund. /Principals in the compulsory school: Description of tasks by means of data from interviews./

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 245, 1974

**Title of project:**

Befattningsutbildning inom skolektorn. /Role training in the school sector./

**Key words:**

Educational planning, job analysis, principals, interviews, content analysis, educational level: compulsory school

**Abstract:**

In this report an analysis of the tasks of principals in the compulsory school is presented. The analysis is based on interviews with 62 principals and 8 teachers. To get a picture of future principal tasks and the changing tendencies in the job 26 interviews have been carried out with high officials and central organizations. By means of content analysis the interviews have been broken down and classified into the categories "content", "contact" and "ability".

<b>Date:</b> July 1974	<b>Pages:</b> 169	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Author, Inst.  Knights, JoAnne	Psykologavdelningen Ulleråkers sjukhus  750 17 UPPSALA
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<b>Title:</b>  Staff roles and attitudes in two service systems for mentally retarded
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<b>Reference:</b>  Rapport från Psykologavdelningen, Ulleråkers sjukhus, Uppsala, 1974
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<b>Title of project:</b> Psykologiska undersökningar av mental retardation: Evaluering av öppna omsorgsformer för utvecklingsstörda (MR-projektet, L. Kebbon)
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<b>Key words:</b>  mental retardation, staff roles, attitudes
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<b>Abstract:</b>  As a part of a project of evaluating open forms of services for the mentally retarded this exploratory study aims at comparing the situation of work and the attitudes of attendants in integrated living units (hostels) and in traditional institutions. The method used is a self administered questionnaire to a sample of attendants at a large institution and to all attendants in the hostels in the county of Stockholm. Main variables were integration, involvement and perception of purpose of the institution.  The hostel group was found to be elder, more experienced in work with the retarded, more actively integrated in the hostel system favourable to active integration of and influencing the society to accept the retarded.
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<b>Date:</b>  1974	<b>Pages:</b>  61	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic. avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> 3-bet. uppsats.....



PSYCHOMETRICS AND STATISTICS

**Author, Inst.**  
 Backlund, Lars

**Title:**  
 Metodiska problem vid mätning av mental arbetsförmåga/Methodological problems in assessing individual mental working capacity

**Reference:**  
 Arbetsrapport nr 2, 1973  
 Department of Psychology, Umeå university  
 Communication Research Unit

**Title of project:**  
 Studies in the psychology of work

**Key words:**  
 Working capacity, task taxonomy, measurement problems

**Abstract:**  
 Approaches to assessing individual mental working capacity are discussed. First, some taxonomic and theoretical distinctions are made. Second, full scale simulation and tests of special abilities are evaluated in terms of theoretical, empirical and practical criteria. Third, a methodology is discussed which is (a) based on experimental simulation, (b) sufficiently flexible to assess not only various specific jobs or tasks but also the individual's information handling capacity in a more fundamental sense.

<b>Date:</b> 1974-10-28	<b>Pages:</b> 14 sid.	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Arbetsrapport	<input type="checkbox"/> .....

**Research supported by:** Swedish Council for Social Science Research



**Författare:**

Barroll, Anne

**Rapporttitel:**

Testångslighet: dess samband med intelligensstestprestation och vissa andra variabler. /Test anxiety: Its relationship to performance on intelligence tests and certain other variables./

**Övriga bibliografiska uppgifter:**

Institutionen för pedagogik, Uppsala Universitet, Uppsala, 1972, 293 sidor, svenska, licentiatavhandling. /Institute of Education, Uppsala University, Uppsala, Sweden, 1972, 293 pages, in Swedish, dissertation./

**Projekttitel:**

Psykologiska testmetoders tillämpbarhet inom skilda samhällsområden. /The application of psychological tests in different areas of society/

**Nyckelord:**

Test anxiety. Intelligence tests, Performance.

**Referat (på engelska):**

200 pupils in primary school, ages 9 and 12, were given the Ljung Test Anxiety Scale, the Wechsler Intelligence Scale for Children (WISC) and a group intelligence test. Children with a higher degree of test anxiety had poorer results on the intelligence tests, with the exception of a specially constructed short form of the WISC. Girls had a higher degree of test anxiety than boys, and older children had a higher degree of test anxiety than younger children. A hypothetical model of the test anxiety variable is presented and discussed in the dissertation.

<b>Datum:</b>	<b>Antal sid.:</b>	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
30/5 1972	293	<input type="checkbox"/> Eng.	<input type="checkbox"/> Delrapp.	<input checked="" type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

<b>Authors:</b>  Bergman, Hans & Bergman, Inger	Psychological Laborator University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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**Title:**  
  
Two methodological studies of a modified Rod-and-frame Test.

**Reference:**  
  
Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 404.

**Title of project:**  
(Studier av alkoholsjukas kognitiva stil och prestation)

**Key words:**  
Dependency, Rod-and-frame Test

**Abstract:**

Two experiments were performed to try out a modified Rod-and-frame Test. The modifications were made to take better account of important mediating processes. The aim of the first experiment was to study the effects of body tilt, frame exposure, and rod starting position, both separately and in interaction, upon perception of the upright. Another aim was to study possible performance changes during the administration. 20 male and 20 female students participated. The data was analyzed in a four-way analysis of variance design. Performance was significantly impaired when the body was tilted sideways and/or the tilted frame surrounding the rod exposed. Effects of the starting position of the rod were much less than those of body tilt and frame presentation. Complex interaction effects were observed. No learning effects during the administration were noted. In the second experiment the relationship between amount of body tilt and perception of the upright was studied. 30 students participated. The data was analyzed in a three-way analysis of variance design with repeated measures. Performance was impaired with increased body tilt. The relationship was best described by a quadratic trend and was much influenced by frame exposure.

<b>Date:</b> September, 15, 1974	<b>No. of pages:</b> 22 pages	<input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....	<input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input checked="" type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....
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**Research supported by:**  
 Swedish Council of Social Science Research (Sw. crowns: 85.000:-)  
 Swedish Institute for Research in Malt Beverages (Sw. crowns: 20.017.-)



<b>Authors:</b>  Bergman, Hans & Engelbrektson, Karin	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm. Sweden
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<b>Title:</b>  An examination of factor structure of Rod-and-frame Test and Embedded-figures Test
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<b>Reference:</b>  Perceptual and Motor Skills, 1973, <u>37</u> , 939-947
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<b>Title of project:</b> (Studier av alkoholsjukas kognitiva stil och prestation)
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<b>Key words:</b> Dependency, Factor analysis
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<b>Abstract:</b>  The scores of 93 male students on Rod-and-frame Test (RFT), Embedded-figures Test (EFT) and on 3 reference tests for each of 4 intellectual factors were correlated and factor analyzed. The hypothesis that 2 of J. P. Guilford's factors, Convergent Production of Figural Transformations and Cognition of Figural Systems, would explain the performance in RFT, whereas figural transformations alone would explain performance in EFT was rejected ( $p < 0.000$ ). Instead, RFT defined a separate factor and EFT also loaded figural systems. RFT and EFT had quite different factor patterns and shared only 4 to 16% common variance.
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<b>Date:</b> September, 15, 1974	<b>No. of pages:</b> 9 pages	<input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....	<input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input checked="" type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....
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<p>Authors: Eisler, Hannes</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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Title:  
The algebraic and statistical tractability of the city block metric

Reference:  
British Journal of Mathematical & Statistical Psychology, 1973, 26, 212-218

Title of project:  
Multidimensional scaling

Key words:  
Multidimensional scaling, City block metric, Linear regression, Dimensionality

Abstract:

If the within-dimensional ranks of the points are known, the equation defining a city block distance can be transformed into a linear equation with +1, -1 and 0 as coefficients. This transformation permits the common least-squares solution for the coordinates as well as the application of regression analysis with the possibility of testing for dimensionality. Several problems are discussed, including how to obtain the within-dimensional ranks.

<p>Date: 1973</p>	<p>No. of pages: 7 pages</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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Research supported by:  
Swedish Council for Social Science Research



Authors:  
Eisler, Hannes, Holm, Sören & Montgomery, Henry

Psychological Laboratories,  
University of Stockholm  
Box 6706  
S-113 85 Stockholm, Sweden

## Title:

Is the general psychophysical differential equation an approximation?

## Reference:

Reports from the Psychological Laboratories, University of Stockholm,  
1973, No. 386.

## Title of project:

Psychophysical theory of measurement

## Key words:

Fechner problem, General psychophysical differential equation, Psychophysical scales, Weber functions

## Abstract:

The general psychophysical differential equation,  $dy/dx = \sigma_2(y)/\sigma_1(x)$ , with the solution  $y = f(x)$ , where  $x$  and  $y$  are subjective variables and  $\sigma_1$  and  $\sigma_2$  their Weber functions, is (a) compared with a corresponding functional equation, and (b) studied from a stochastic point of view by error calculus. For a number of combinations of Weber functions it is shown that either the differential and the functional equation have the same solution or the difference between the solutions is negligible compared to empirical scatter. The error calculus gives the same result: either no error at all or a negligible one.

## Date:

March,  
1973

## No. of pages:

21 pages

Swedish

English

.....

Final  
report

Progress  
report

.....

Diss.

Lic. avh.

.....



Author, Inst.  
 Phanér, Stig. Unit of General Psychology, Psychol. Dept., University of  
 Göteborg

Title:  
 A generalized item sampling model for achievement testing

Reference:  
 Scandinavian Journal of Educational Research, 1973, 17, 55-61.

Title of project:  
 Modeller för kunskapsprövning.

Key words:  
 Item sampling, achievement testing.

Abstract:  
 An item sampling model for achievement testing with items scored in  
 an arbitrary number of categories is investigated. The model is a  
 generalization of a model developed in Phanér (1972b). The model makes  
 it possible to determine the number of items necessary to make decisions  
 about the examinees with prescribed risk levels for erroneous decisions.  
 An empirical demonstration is given.

Date: 1973	Pages: 7	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:

## Author, /Inst.

Phanér, Stig, & Sjöberg, Lennart (Eds.)  
 Unit of General Psychology, Department of Psychology, University of  
 Göteborg, Sweden

## Title:

Measurement in differential psychology: a symposium

## Reference:

Göteborg Psychological Reports, 1973, 3, No. 6

## Title of project:

## Key words:

## Abstract:

This report contains summaries of papers read at a symposium on measurement in differential psychology. Three topics were treated: latent trait theory, generalizability, and the measurement of change.

Date: 1973	Pages: 42	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**  
 Idman, P.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**  
 Skoldemokratiattityder och personlighetsdrag: Ett testbatteri.  
 /Attitudes towards school democracy and personality traits:  
 A test battery./

**Reference:**  
 Testkonstruktion och testdata (Malmö: School of Education), No. 16, 1973

**Title of project:**  
 Studerandedemokrati - medplane ring på olika utbildningsstadier.  
 /Student democracy - co-planning at different educational levels./

**Key words:**  
 School democracy, rigidity - flexibility, personality assessment

**Abstract:**  
 Between 1969 and 1972, studies were carried out among student teachers taking the class teacher courses at the schools of education in Malmö and Kristianstad on relations between attitudes towards school democracy and certain personality traits, particularly in the area rigidity-flexibility. The results of these investigations have been published in a separate report. The major measuring instruments used in the investigation are presented in this volume (that can be considered a test appendix to the main report: Pedagogisk-psykologiska problem, No. 181).

<b>Date:</b> February 1973	<b>Pages:</b> 40	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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Authors:  Künnapas, Teodor & Künnapas, Udo	Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden
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Title:  On the relation between similarity and ratio estimates
--

Reference:  Psychologische Forschung, 1973, 36, 257-265.
--

Title of project:  Experiment över en kvantitativ modell för likhets- och kvotskattningar
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Key words:  Similarity, Ratio Estimation
--

Abstract:  Data obtained in four sets of experiments involving pitch, heaviness, greyness, and circular area were re-analyzed. It was found (1) that similarity estimates $s_{ij}$ are power function of stimulus ratios $S_{ij}$ with the exponent $n_s$ , (2) that ratio estimates $q_{ij}$ are also a power function of stimulus ratios $S_{ij}$ with the exponent $n_q$ (i. e. Stevens' power law), (3) that the exponent $n$ of similarity estimates as power function of ratio estimates is equal to the ratio $n_s/n_q$ , and (4) that, inversely, the exponent $m$ of ratio estimates as power function of similarities is equal to the ratio $n_q/n_s$ .
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Date: March 1974	No. of pages:  9	<input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....
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**Author, Inst.**

Montgomery, Henry. Dept. of Psychology, University of Göteborg.  
 Eisler, Hannes. Psychol. Lab., University of Stockholm.

**Title:**

Is an equal interval scale an equal discriminability scale?

**Reference:**

Perception and Psychophysics, 1974, 441 - 448.

**Title of project:**

The relation between the category and magnitude scale.

**Key words:**

Category scale, Magnitude scale, Discriminability.

**Abstract:**

Stevens and Galanter's (1957) iterative procedure for minimizing bias in category scaling was used for the scaling of loudness of white noise. The spacing obtained deviated systematically from a spacing constructed in accordance with an equal discriminability scale from a previous experiment (Eisler & Montgomery, 1972). For the stimulus spacing yielding a "pure" category scale, a magnitude scale was constructed too. Since the category scale could be predicted accurately by Fechnerian integration of this magnitude scale, it was concluded that the "pure" category scale is a pure discrimination scale. The discrepancy between the equal discriminability scale and the "pure" category scale was interpreted as a bias in the former scale due to greater recognizability of stimuli located at the extremes of the stimulus range.

<b>Date:</b> June 1974	<b>Pages:</b> 8	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

Swedish Council for Social Science Research

**Författare:** Nilsson, Ingvar och Wedman, Ingemar, Pedagogiska institutionen

**Rapporttitel:** Effekter av felaktigt utformade flervalfrågor på provresultat, reliabilitet och validitet.

Effects of imperfectly constructed multiple-choice-questions on test results, reliability and validity

**Övriga bibliografiska uppgifter:**

Pedagogiska rapporter Umeå, nr 45 1974

Universitetet och Lärarhögskolan i Umeå

**Projekttitel:** Testteoretisk forskning/Konstruktions- och utvärderingsprinciper för objektiva prov

**Nyckelord:** Item-construction, reliability, empirical validity, item difficulty, test-wiseness

**Referat (på engelska):**

This report deals with item construction and in connection with that effects on test results and psychometric properties in tests. Two multiple-choice tests were constructed for each of the grades six and nine in the compulsory school and grade three in the gymnasium. One test was correctly constructed according to existing item construction principles. The other test was constructed with certain faults and/or cues interspersed in the items. Besides, the items were identical for each grade. For each test condition two different instructions were presented, one neutral and one aiming at making the subjects attentive to the faults in the items. Regarding the test means the results for the two test conditions were approximately equivalent for each grade. The correct versions showed on the whole a lower reliability but a higher empirical validity than corresponding versions with faults and/or cues interspersed in the items. Only in the case of grade nine the non-neutral instruction resulted in a higher mean compared with the neutral instruction. Finally, some possible explanations are presented of the obtained results.

<b>Datum:</b> 1974-10-07	<b>Antal sid.:</b> 20	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport.	<input type="checkbox"/> Diss.
		<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapport.	<input type="checkbox"/> Lic. avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

Sjöberg, Lennart. Unit of General Psychology, Dept. of Psychol. University of Göteborg.

**Title:**

Psychometric properties of the serial colour word test.

**Reference:**

Scandinavian Journal of Psychology, 1974, 15, 15-20.

**Title of project:**

**Key words:**

Colour word test, psychometric analysis.

**Abstract:**

Lower bound reliabilities for the various parameters of two previously suggested models for the serial colour word test - one linear and one quadratic - are derived and estimated. The quadratic model gave mostly very low reliabilities, and the stronger, linear model also gave only a few high reliabilities. Validity was studied by means of discriminant functions (4 groups being used; 3 clinical and 1 normal). The validity of the test was low. The linear model gave the best results under cross validation.

<b>Date:</b> 1974	<b>Pages:</b> 6	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Research supported by:

## Author, Inst.

Erland Svensson Unit of General Psychology, Dept. of Psychology,  
University of Göteborg

## Title:

Response format and factor structure in mood adjective  
check lists

## Reference:

Göteborg Psychological Reports, 1974, 4, No. 15.

## Title of project:

Methods of mood measurement

## Key words:

Rating scale, mood adjective checklist.

## Abstract:

Different rating scales designed for mood measurement were analyzed and compared. The interest was focused upon the effects of (a) symmetry as against asymmetry and (b) inclusion as against exclusion of a "cannot decide"-category on intercorrelation between variables (adjectives) and thus factor structure. It was found that the proportions of positive and negative responses were balanced in the symmetric scale but also in the asymmetric one if the "cannot-decide"-category was included. Generally it was found that the asymmetric scale with the "cannot-decide"-category resulted in a drop of both positive and negative correlations. Data emanating from the different scales were factor-analyzed and it was found that the symmetric scale caused marked bipolar factors which absorbed more of common variance than those of the other scales. It was also found that the symmetric scale best reflected an outer criterion concerning state of opposition of variables (adjectives).

Date: May -74

Pages: 17

 Swedish English ..... Final  
report Progress  
report ..... Diss. Lic.avh. .....



**Författare:**  
FD Ingenar Wedman, Pedagogiska institutionen

**Rapporttitel:**  
Kriterierelaterade prov: bakgrund, egenskaper och begränsningar/Criterion-referenced tests: background, qualities and restrictions

**Övriga bibliografiska uppgifter:**  
Universitetet och Lärarhögskolan i Umeå  
Pedagogiska rapporter Umeå, nr 33 1973

**Projekttitel:**  
Testteoretisk forskning/Konstruktion och utvärdering av kriterierelaterade prov

**Nyckelord:**  
Criterion-referenced, norm-referenced, test

**Referat (på engelska):**  
The study begins with an account of the development of criterion-referenced tests and different definitions of them. After that fundamental problems of criterion-referenced measurements are analysed. In that part the effect of the objectives on the construction of the tests, the homogeneity of the items and the cutting-scores for what should be regarded as satisfactory knowledge are dealt with. In the following part the construction of items is accounted for. Then different fields of application for criterion-referenced tests are discussed. The report ends with some views on the future work with criterion-referenced tests.

<b>Datum:</b> 1974-09-11	<b>Antal sid.:</b> 25	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport	<input type="checkbox"/> Diss.
		<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapport	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Anslagsgivare:**  
Statens Råd för Samhällsforskning



**Författare:**

FD Ingemar Wedman, Pedagogiska institutionen

**Rapporttitel:**

Mätningens standardfel och testlängd/The standard error of measurement and the length of the test

**Övriga bibliografiska uppgifter:**Universitetet och Lärarhögskolan i Umeå  
Pedagogiska rapporter Umeå, nr 31 1973**Projekttitel:**

Testteoretisk forskning

**Nyckelord:**

Standard error of measurement, test length, covariance

**Referat (på engelska):**

Within the inter-item-covariance matrix as a basis it will here be shown how the standard error of measurement approximately can be expressed in terms of item difficulty. In connection with the derived relation Lord's (1959) empirically recieved result  $S_{EM} = .432\sqrt{n}$  is discussed.

<b>Datum:</b> 1974-01-11	<b>Antal sid.:</b> 7	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
		<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## Författare:

FD Ingemar Wedman, Pedagogiska institutionen

## Rapporttitel:

Mätproblem i Norm- och Kriterierelaterade prov  
Några analyser och försök med tonvikt på reliabilitets- och diskriminations-  
mått

## Övriga bibliografiska uppgifter:

Akademisk doktorsavhandling, Umeå universitet, Pedagogiska institutionen,  
1973

## Projekttitel:

Testteoretisk forskning

## Nyckelord:

Test, norm-referenced, criterion-referenced, test theory, reliability,  
discrimination, covariance

## Referat (på engelska):

The present report is a summary discussion of a number of studies in connection with the following problems: a) analysis and empirical investigations of some test theoretical formulae and principles, b) differential scoring of multiple-choice questions and c) criterion-referenced tests: theoretical and empirical implications. In studies associated with the first problem is shown how some test theoretical formulae and principles can be derived from the information in the inter-item-covariance matrix as well as how this information can be used to explain empirically found relations. Studies carried out within the second field of problems account for reliability and validity effects with differential scoring of multiple-choice questions. Systematically ordered alternatives gave higher reliability with differential scoring compared to conventional scoring. In connections with the third field of problems the development of criterion-referenced tests, their qualities and restrictions are discussed. In the empirical study especially low and moderate correlations between norm- and criterion-referenced discrimination indices were received, as well as between different criterion-referenced discrimination indices.

Datum:	Antal sid.:	<input type="checkbox"/> Sv.	<input checked="" type="checkbox"/> Slutrapp.	<input checked="" type="checkbox"/> Diss.
1974-09-11	195	<input type="checkbox"/> Eng.	<input type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input checked="" type="checkbox"/> Sv.+Eng.	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## Anslagsgivare:

Statens Råd för Samhällsforskning

**Författare:**

FD Ingemar Wedmån, Pedagogiska institutionen

**Rapporttitel:**

Reliabilitets- och validitetsstudier vid differentiell poängsättning av flervalsfrågor/Reliability and validity studies with differential scoring of multiple-choice questions

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå  
Pedagogiska rapporter Umeå, nr 32 1973

**Projekttitel:**

Testteoretisk forskning/Differentiell poängsättning av flervalsfrågor

**Nyckelord:**

Multiple-choice items, scoring, reliability, validity

**Referat (på engelska):**

In the present report three studies will be accounted for, where differential scoring of the alternatives of multiple-choice questions has been tested and as for reliability and validity has been compared to conventional dichotomous scoring. Empirical as well as a priori weights have been used. The basis of the former ones consisted partly of biserial correlations between every alternative and the total score and partly of the mean of the total score for those who had chosen the actual alternative (Guttman weights). The a priori weights were received through different judgement procedures. Tests with ordered alternatives showed higher reliability with differential than with conventional scoring. The highest reliability values were received with the more stringent weight systems. When the comparisons were made with the reliability received with conventional scoring of a parallel test, constructed without ordered alternatives, this positive effect was eliminated except for the stringent weight systems. As for validity, differential scoring showed on the whole lower values than conventional scoring. When commenting on the received results the importance of the construction of the test to receive positive reliability effects with differential scoring is pointed out. Finally the restrictions of the study are accounted for and suggestions for future research are given.

<b>Datum:</b>	<b>Antal sid.:</b>	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
1974-09-11	61	<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Författare:**

FD Ingegar Wedman, Pedagogiska institutionen

**Rapporttitel:**

Reliabilitets-, validitets- och diskriminationsmått för kriterierelaterade prov/Reliability, validity and discrimination measures for criterion-referenced tests.

**Övriga bibliografiska uppgifter:**

Universitetet och Lärarhögskolan i Umeå  
Pedagogiska rapporter Umeå, nr 34 1973

**Projekttitel:**

Testteoretisk forskning/Konstruktion och utvärdering av kriterierelaterade prov

**Nyckelord:**

Reliability, validity, criterion-referenced, norm-referenced, test

**Referat (på engelska):**

This study has, theoretically and empirically, dealt with reliability, validity and discrimination measures in connection with criterion-referenced tests. The purpose of the empirical study was to investigate relations between different discrimination measures and what effects on reliability and validity that selection of items gave with the help of these measures. The different discrimination measures were on the whole moderately intercorrelated. It was especially interesting to observe the moderate intercorrelations between the three discrimination measures defined as the difference in item difficulty between a) the upper and lower 27 per cent of the subjects according to the results of the posttest, b) the results of the pre- and posttests and c) the results from an expert group as well as a non-expert one. The reliability defined as the agreement between the results of two posttests was positively influenced no matter which one of the three discrimination measures a), b) or c) that was used for the selection of the items. As for the decision-oriented reliability measures the effects were, however, somewhat different for the different selections of items. Moreover, the results showed that an increase in reliability does not necessarily imply an increase in validity defined as the difference between the results of pre- and posttests. Finally restrictions of the study are dealt with and suggestions for further investigations are made.

Datum:	Antal sid.:	<input checked="" type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport.	<input type="checkbox"/> Diss.
1974-09-11	49	<input type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapport.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Anslagsgivare:**

**Författare:**

Ph.do Ingemar Wedman, Department of Education

**Rapporttitel:**

Reliability, Validity, and Discrimination Measures for Criterion-Referenced Tests

**Övriga bibliografiska uppgifter:**Umeå University and Umeå School of Education  
Educational Reports Umeå, no 4 1973**Projekttitel:**

Test-Theoretical Research/Construction and Evaluation of Criterion-Referenced Tests

**Nyckelord:**

Criterion-referenced, norm-referenced, tests, reliability, validity

**Referat (på engelska):**

This study has, theoretical and empirically dealt with reliability, validity, and discrimination measures in connection with criterion-referenced tests. The purpose of the empirical study was to investigate relations between different discrimination measures and what effects on reliability and validity that selection of items gave with the help of these measures. The different discrimination measures were on the whole moderately intercorrelated. It was especially interesting to observe the moderate intercorrelations between the three discrimination measures defined as the differences in item difficulty between a) the upper and lower 27 per cent of the subjects according to the results of the posttest, b) the results of the pre- and posttests and c) the results from an expert group as well as a non-expert one. The reliability defined as the agreement between the results of two posttests was positively influenced no matter which one of the three discrimination measures a), b) or c) that was used for the selection of the items. As for the decision-oriented reliability measures the effects were, however, somewhat different for the different selections of items. Moreover, the results showed that an increase in reliability does not necessarily imply an increase in validity defined as the difference between the results of pre- and posttests. Finally restrictions of the study are dealt with and suggestions for further investigations are made.

<b>Datum:</b>	<b>Antal sid.:</b>	<input type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
1974-09-11	47	<input checked="" type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Författare:**  
Ph.do. Ingemar Wedman, Department of Education

**Rapporttitel:**  
Theoretical Problems in Construction of Criterion-Referenced Tests

**Övriga bibliografiska uppgifter:**  
Umeå University and Umeå School of Education  
Educational Reports Umeå, no 3 1973

**Projekttitel:**  
Test Theoretical Research/Construction and Evaluation of Criterion-Referenced Tests

**Nyckelord:**  
Criterion-referenced, norm-referenced, tests

**Referat (på engelska):**  
The study begins with an account of the development of criterion-referenced tests and different definitions of them. After that fundamental problems of criterion-referenced measurements are analysed. In that part the effect of the objectives on the construction of the tests, the homogeneity of the items and the cutting-scores for what should be regarded as satisfactory knowledge are dealt with. In the following part the construction of items is accounted for. Then different fields of application for criterion-referenced tests are discussed. The report ends with some views on the future work with criterion-referenced tests.

<b>Datum:</b> 1974-09-11	<b>Antal sid.:</b> 22	<input type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapport.	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> Eng.	<input checked="" type="checkbox"/> Delrapport.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Anslagsgivare:**  
The Swedish Council for Social Science Research

PSYCHOPHARMACOLOGY AND  
PHYSIOLOGICAL INTERVENTION



**Author, Inst.**

Andersson, Karin

Psychological Lab., University of Stockholm

**Title:**

The effect of cigarette smoking on learning and retention

**Reference:**

Reports from the Psychological Laboratories, the University of Stockholm, 1974 No. 415.

**Title of project:**

Effekter av cigarettrökning på fysiologiska och psykologiska funktioner

**Key words:**

Cigarette smoking, arousal, learning, memory

**Abstract:**

Verbal rote learning was studied on 10 habitual smokers in a smoking and non-smoking session. Smoking induced a significant decrease in the number of correct responses on the learning task as compared to non-smoking values. The impaired learning coincided in time by an increased arousal as measured by heart rate. A test of recall 45 min after the end of the learning period, when the pre-smoking arousal level had been restored, showed that retention was better in the smoking condition than in the non-smoking condition. The results were interpreted in terms of Walker's theory (1958) postulating a relationship between arousal level and consolidation of memory.

**Date:**

June 17,  
1974

**Pages:**

10

Swedish

English

.....

Final report

Progress report

.....

Diss.

Lic.avh.

.....

Research supported by:

**Author, Inst.**

Andersson, Karin M.

**Title:**

The influence of cigarette smoking on learning and memory

**Reference:**Master's thesis from the Psychological Laboratories  
University of Stockholm, 1974**Title of project:**

The effects of tobacco smoking on psychophysiological functions

**Key words:**

Smoking, verbal learning, memory, arousal

**Abstract:**

The present thesis forms part of a long-term research program concerning effects of tobacco smoking on psychophysiological functions. The thesis consists of three parts, a survey of the relevant literature, and two experimental investigations dealing with effects of cigarette smoking on learning and memory.

1. On the tobacco smoking habit: A survey of the literature relevant to psychological research.
2. Effects of cigarette smoking on verbal rote learning and physiological arousal (together with B. Post).
3. Effects of cigarette smoking on learning and retention.

The main aim of studies 2 and 3 was to investigate effects of cigarette smoking on learning and retention in humans and to relate possible changes in these processes to concomitant changes in physiological arousal. On the basis of a theory advanced by Walker (1958) it was argued that cigarette smoking, acting as a CNS stimulant, might intensify the consolidation of the memory trace. According to the theory, high arousal is assumed to make the trace process more intense leading to an inhibition of immediate recall but an improved ultimate memory.

<b>Date:</b> April 18, 1974	<b>Pages:</b> 39	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Master's thesis....

**Author, Inst.**

Bergman, Hans & Ågren, Gunnar

**Title:**

Cognitive style and performance in relation to the progress of alcoholism

**Reference:**

Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 398.

**Title of project:**

(Studier av alkoholsjukas kognitiva stil och prestation)

**Key words:**

Alcoholism, brain damage, dependency

**Abstract:**

The general intelligence of the investigated group of 93 alcoholics was well on a level with that of the general population. The result gives further support to the assumption that, on the whole, alcoholism does not lead to a general intellectual impairment. However, when individually judged by two clinical psychologists, taking advantage of intra-individual differences, many alcoholics showed slight signs of impairment, but few were judged as definitely deteriorated. There was no correlation between the advancement of the alcoholic career and assessed cognitive abilities or intellectual deterioration as judged by psychologists. However, a significant relationship between occurrence of delirium tremens or alcohol hallucinosis and field-dependent cognitive style was found.

<b>Date:</b> September, 15, 1974	<b>Pages:</b> 18 pages	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

Swedish Council of Social Science Research (Sw. crowns: 85.000:-)  
Swedish Institute for Research in Malt Beverages (Sw.crowns: 20.017:-)

Author, Inst.

Elgerot, Anita

## Title:

Rökvanor och rökbehov hos män och kvinnor samt inverkan av tobaks-abstinens.

/Smoking habits and the desire to smoke in men and women and the influence of tobacco-abstinence./

## Reference:

Psychological Laboratories, University of Stockholm  
Box 6706, 113 85 Stockholm, Sweden

## Title of project:

Psychophysiological tobacco research

## Key words:

Tobacco smoking, tobacco-abstinence, sex differences, performance

## Abstract:

The thesis consists of three parts. Part I is a survey of literature relevant to psychological and psychophysiological research on tobacco smoking. Part II is a survey-study where smoking habits and the desire to smoke was studied in relation to personality and situational factors in 70 male and 87 female habitual smokers. It was shown that women had a greater desire than men to smoke in high-arousal situations, and men had a greater desire than women to smoke in low arousal situations. The sex differences in this respect was accentuated with increased cigarette consumption. Some additional sex differences were found in Eysenck Personality Inventory and in the subjects' consumption of alcohol. Part III shows results from three different experimental studies aimed to studying the influence of tobacco-abstinence on performance of mental tests. The abstinence period varied from 15 hours to 5 days. The results indicated that problem-solving tests tended to be positively influenced by the tobacco-abstinence, while simple speed-tests and stress-creating tests tended to be negatively influenced.

Date:

74-05-30

Pages:

43

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. Psykologex. arbete..

<p><b>Author, Inst.</b></p> <p>Malmberg, Lillemor/Poleman, Birgitta</p>	<p>Psykologavdelningen Ulleråkers sjukhus</p> <p>750 17 UPPSALA</p>
---	---

**Title:**

Narkotikamissbruk och kriminalitet

/Drug abuse and criminality/

**Reference:**

Rapport från Psykologavdelningen, Ulleråkers sjukhus, Uppsala, 1974

**Title of project:**

Psykologiska undersökningar av narkomani (L.Kejbon, J.H.Eriksson)

**Key words:**

drug addiction, criminality

**Abstract:**

Surveys are given of 1. literature concerning the relation between drug abuse and criminality (American, British and Scandinavian investigations) and 2. the laws which concern the drugtakers and 3. the possibilities to take care of the people with problems of this kind.

An empirical study of 117 drugtakers, who has been in contact with the police in Uppsala 1967-71, was performed. The aim of this study was to illustrate the career of these subjects in consideration to drug abuse and criminality.

<p><b>Date:</b></p> <p>June 1974</p>	<p><b>Pages:</b></p> <p>164</p>	<p><input checked="" type="checkbox"/> Swedish</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report</p> <p><input type="checkbox"/> Progress report</p> <p><input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss.</p> <p><input type="checkbox"/> Lic.avh.</p> <p><input checked="" type="checkbox"/> Psykoexamen...</p>
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**Author, Inst.**

Myrsten, A.-L., and Andersson, K.

**Title:**

Interaction between effects of alcohol intake and cigarette smoking.

**Reference:**

Reports from the Psychological Laboratories, The University of Stockholm, 1973, No. 402.

**Title of project:**

Psykofysiologisk tobaksforskning

**Key words:**

Alcohol intake, cigarette smoking, urinary catecholamines, psychomotor functions

**Abstract:**

Effects of alcohol intake (single dose, 0.72 g/kg body weight) and cigarette smoking (5 cigarettes smoked within 175 min) were examined during a 3-hr period in 12 healthy male subjects with moderate alcohol and tobacco habits. The results indicated synergistic interaction between alcohol and cigarettes for the variables heart rate (increase) and hand steadiness (impairment), but antagonistic interaction for skin temperature and reaction time. The cigarette smoked tended to counteract the deleterious effects of alcohol on performance in simple as well as choice reaction-time tasks. Blood-alcohol levels were not significantly influenced by smoking.

**Date:**December,  
1973**Pages:**

13

 Swedish English ..... Final  
report Progress  
report ..... Diss. Lic.äv. .....

**Author, Inst.**  
 Bertil Helhans, Sociologiska institutionen, Göteborgs Universitet

**Title:**  
 KHAT - a stimulating drug in Eastern Africa and the Arabian peninsula

**Reference:**  
 Report from the Department of Sociology, University of Gothenburg, no 30, May 1974

**Title of project:**

**Key words:**  
 Drug culture. Drug stimulation. Africa.

**Abstract:**  
 In a comprehensive study of drugs in Africa, four drugs will be treated, the use of which is spread over large parts of the continent, viz. alcohol, cannabis, kola and khat. Each drug will be presented in a descriptive study, which will then be used for a comparative analysis of drug use from an ethnological perspective.  
 The documentation has been collected partly from literary inventories, studies of documents from international and national authorities, and partly during a one year's research tour in Africa south of the Sahara, during 1972.  
 In this study on khat the drug is regarded in a broad perspective. This means that all relevant information for an evaluation of khat use and its consequences are treated in detail. As much of the documentation consists of reports and statements by colonial officials with somewhat differing view-points, it has been considered important to put some conflicting opinions side by side to show the difficulty in making true conclusions on khat.  
 What can be shown, however, is that khat use has a long and interesting history and is now very wide-spread in the Moslem regions of north-eastern Africa and the Yemens; It is of great social importance and it is a gregarious habit. Khat is basically a harmless drug, but there seems to be much over-indulgence, which has clear, but not very alarming, consequences for the individual. The most interesting point is the economic importance of khat as one of the biggest items of trade in the region of consumption.

<b>Date:</b> May 1974	<b>Pages:</b> 63	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Research supported by:**

SOCIOLOGY OF EDUCATION



Author, Inst.

Bengt-Erik Andersson, Institute of Education, University of Göteborg

Title:

Project YG (Youth in Göteborg) - A study of a group of Swedish urban adolescents.

Reference:

In Thomae, H. & Endo, T. (eds.) The Adolescent and His Environment. Contributions to Human Development. I. Basel: Karger, 1974, 24-37.

Also in Reports from The Institute of Education, University of Göteborg, No. 29, 1973.

Title of project:

Project YG - Youth in Göteborg

Key words:

Adolescence, peer influence, teenage culture, ecology

Abstract:

In this paper a Swedish study - Project YG (Youth in Göteborg) - is presented. The project includes studies of about 12,000 adolescents 14-16 years old. The paper presents the general frame of reference and a model for the interaction between an individual and his external environment. The main problem studied in the project has been: How are adolescents influenced in their values, attitudes and behaviour by certain individual variables and certain environmental variables representing home, school and peers? The paper presents some results concerning the importance of the peer group during adolescence. According to them it is misleading to regard all adolescents as belonging to the same highly homogenous group depending only on the values and norms of their peers, which is what the notion of a separate adolescent subculture implies. It seems necessary to pay more attention to individual variables, e.g. the adolescents' peer orientation.

Date:

1974.09.23

Pages:

21

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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Research supported by:

**Author, Inst.**

D.-E. Andersson, S. Eriksson, Ö. Landell, M. Lundsbye, L.-E. Olsson,  
B. Sandström, Pedagogiska Institutionen, Göteborgs universitet.

**Title:**

Analys av delundersökningarnas bortfall i Stug-projektet  
/Analysis of the non-answers in the sub-studies of the Stug-project/

**Reference:**

Rapport från pedagogiska institutionen, Göteborgs universitet, nr 108,  
1974.

**Title of project:**

Studier av generationsmotsättningar (Stug-projektet)  
/Studies of the generation-gap (The Stug-project)/

**Key words:**

Data-collection, non-answers, generation-gap

**Abstract:**

The Stug-project is a follow-up-study from the YG-project (Youth in Gothenburg) 1965.

The sampling procedures of the different data-collections make it necessary to analyse the effects of the non-answers. The connection between the YG- and the Stug-project gives us an opportunity to trace back the non-answers of the Stug-data-collections to the YG-data-collection in 1965. Some data of the non-answers 1965 are also collected.

The non-answer-group in the YG-project is just slightly negatively selected.

The results of the analyses show that the Stug-material is not especially affected by the existence of quite a high frequency of non-answers as long as we don't work with too many and too small groups.

<b>Date:</b> 1974.09.24	<b>Pages:</b> 29	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

BULCOCK, J.W., FÄGERLIND, I., & EMANUELSSON, I.  
 Institutionen för internationell pedagogik, Stockholms universitet

**Title:**

Education and the Socioeconomic Career  
 U.S. - Swedish Comparisons

**Reference:**

Stockholm University  
 Institute for the Study of International Problems in Education  
 Report No. 6  
 May 1974

**Title of project:**

The Malmö Study

**Key words:**

Socio-economic status, Economics of Education, Occupational  
 Mobility, Follow-up Study

**Abstract:**

This study constitutes a cross-cultural replication of the Duncan model of ability, education, and achievement as modified by Jencks. The 1938 Malmö data set from Sweden was used to test eleven hypotheses derived from environmentalist theory related to the socioeconomic career achievement process. Though the findings are supportative of main theory formulations, there are notable cross-cultural differences in the effect parameters of several specified relationships. It was shown that in Sweden father's occupation was not merely a proxy for family income in accounting for sons' educational attainments. Background effects in Sweden were more likely than in the U.S. to be mediated by the mechanisms of schooling and ability - especially in terms of impact on occupational status.

<b>Date:</b> 1974 May	<b>Pages:</b> 51	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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## Author, Inst.

Carlsten, Y. m fl

## Title:

Vilka slutar skolan direkt efter årskurs 9 och vad gör de sedan? En delrapport inom Västmanlandsundersökningen (VMU).

Which pupils leave school immediately after comprehensive school and what do they do then?

## Reference:

Rapport från pedagogiska institutionen vid lärarhögskolan i Stockholm, 101, januari 1974

## Title of project:

Västmanlandsundersökningen (VMU)

## Key words:

Follow-up study, General education, Drop out

## Abstract:

This sub-study is carried out within the Vestmanland investigation (VMU), which is a longitudinal study of a year group of about 3 700 students.

The main purpose of this sub-study is to describe the different activities undertaken by those 913 students (the investigation group) who had begun work directly after completion of the final year of the comprehensive school.

The students are also described with regard to their socioeconomic background, earlier school situation, future plans, their current vocational situation as well as (where applicable) further theoretical studies up till about four and a half years after completion of the comprehensive school (October 1970).

Date: 74-09-18	Pages: 50	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Author, Inst.**  
 Ingemar Emanuelsson  
 Department of Educational and Psychological Research, School of Education,  
 Stockholm

**Title:**  
 Social bakgrund, begåvning och utbildning som prediktorer för levnadsförhållanden i vuxen ålder. Några multivariata analyser av uppföljningsdata i malmöundersökningen.  
 Social back-ground, ability, and education as predictors for living conditions in adulthood. Some multivariate analyses on follow-up data within the Malmö-study

**Reference:**  
 Rapport från pedagogiska institutionen vid lärarhögskolan i Stockholm, 108

**Title of project:**  
 Malmöundersökningen (The Malmö-study)

**Key words:**  
 follow-up, ability, social back-ground, educational career, occupational career, education and income, multivariate analysis

**Abstract:**  
 The investigation material consists of those 1 544 individuals who, in 1938, were enrolled in grade 3 of public or private schools in the city of Malmö. These individuals have been continuously followed up till 1972. This report presents several multi-variate analyses concerning relations between family back-ground, ability, education and different criteria relevant to adult life. The aims of the analyses were the following:  
 1. To study the relative explanatory power of different predictors for variance in adaptation- and success-variables measured during adulthood.  
 2. To study the importance of sex-differences with regard to relative explanatory power. 3. To attempt to condense investigation results previously presented in the form of cross-tables. 4. To compare the results of different techniques of analysis. 5. To test, in a practical application, data-processing methods, and programs for use with longitudinal data. Multiple Stepwise Regression, Multiple Classification Analysis (MCA), and Automatic Interaction Detector (AID) was used. The results stress the importance of interaction effects to be regarded when dealing with explanation of variance. The differences between the sexes which have come forth in the analyses are primarily concerned with levels in the criteria. However, there were no such differences in either explanatory power of different predictor variables or in the patterns of interaction. The aim of condensing previously presented material has been successfully achieved with those methods of analysis which were chosen. Cross-tables are, however, an important complement. MCA combined with AID is recommended for analyses of the kind used here.

<b>Date:</b> May 1974	<b>Pages:</b> 99	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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## Author, Inst.

Ingemar Emanuelsson

Department of Educational and Psychological Research, School of Education,  
Stockholm

## Title:

Utbildningshandikapp i långtidsperspektiv

Educational disadvantages in long term perspective

## Reference:

Pedagogiska institutionen vid lärarhögskolan i Stockholm

## Title of project:

Malmöundersökningen och Projektet "Studieavbrott i grundskolan"  
(vid Pedagogisk centrum)

## Key words:

educational disadvantages, longitudinal, adult education, occupational  
career, mental retardation, social back-ground, drop outs

**Abstract:** This report gives a brief summary of seven previous reports, six from the longitudinal "Malmö-study" and one from a drop out study. The aim for the summarizing analysis is fourfold: an inquiry into what happens to educationally disadvantaged students during both their period in school and in their adult life, and an analysis of the importance of the school in either compensating for or creating new problems for individuals; a discussion of the implications of the findings for education and schooling in modern Swedish society; and finally, suggestions about strategies for further research and ideas about crucial problems that ought to be studied. Persons are considered educationally disadvantaged if: (a) they are mentally retarded, (b) their home background was classified as the lowest social stratum and/or (c) they dropped out of compulsory schooling. The results stress the importance of the initial years of schooling. Many of those who fail during that period risk experiencing school as a period of repeated failures, and in turn have less probabilities of success in adult life. The results are discussed at some length from two points of view: 1. Formal and compulsory schooling is regarded as a part of the individual's life-span development. 2. Theoretical reference is made to two models - organismic and mechanistic - for that development. It is argued that schooling is heavily anchored in a mechanistic view of development. The basic goals for compulsory education, however, are more representative of an organismic way of thinking. This causes a conflict, which makes it practically impossible to fulfill the aim of giving a stimulating and enriching milieu for individual development. A need for more research from this broad educational perspective was noted.

Date:

October  
1974

Pages:

70

 Swedish English ..... Final  
report Progress  
report ..... Diss. Lic.avh. .....



**Author, Inst.**

Ingemar Emanuelsson  
 Department of Educational and Psychological Research, School of Education  
 Stockholm

**Title:**

Utbildningshandikapp i vuxen ålder. Utbildningshandikappade gruppers enkätsvar om vuxenutbildning och arbetsförhållanden i mellelåldern. Bearbetningar av data från enkät II i malmöundersökningen

Educationally Disadvantaged as Adults. Educational outlooks and occupational careers. Results of a Malmö-study questionnaire.

**Reference:**

Rapport från pedagogiska institutionen vid lärarhögskolan i Stockholm, 94

**Title of project:**

Malmöundersökningen (The Malmö-study)

**Key words:**

follow up, educational disadvantages, adult education, mentally retarded, occupational career.

**Abstract:**

This is a sub-study within the Malmö-study - a follow-up study of all 3rd grade students in Malmö schools, spring term 1938. The report includes partial results from the second questionnaire 1971-72. The analysis is concerned with a follow-up of data collected in 1964 on adult education and jobadjustment and satisfaction. Three different groups, all defined as educational disadvantaged, have been intensively studied and compared with the remaining population. The groups are: mentally retarded, those who at the age of 10 belonged to the lowest social class, and drop outs from compulsory schooling. There is larger non-respons in the disadvantaged groups than for the material in its entirety, and non-response must be considered as an influencing factor upon results, yielding a more positive picture of the groups than is probably the fact. Approximately 40% of both mentally retarded men and men from social class IV had participated in various adult education activities. The corresponding proportion of mentally retarded women was low, as it was for both men and women drop outs (c 25%). The interest for future participation is approsimately 60%, somewhat lower among drop outs. The disadvantaged groups in general exhibit lower aspirations for their childrens' education than the rest of the material. The general occupational status of the disadvantaged groups is low. The disadvantaged groups did not differ from the rest od the material with respect to job-satisfaction, proportion of jobless, or outlook for the occupational future

<b>Date:</b> October 1973	<b>Pages:</b> 55 + bil	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Ingemar Emanuelsson, Ingemar Fägerlind and Sven G Hartman  
 Department of Educational and Psychological Research, School of Education,  
 Stockholm

**Title:**

Vuxenutbildning och arbetsförhållanden. En enkätstudie inom malmöundersökningen av 1938 års tio-åringar i 45-årsåldern

Adult education and working conditions. A Malmö-study-questionnaire to the

**Reference:**

Rapport från pedagogiska institutionen vid lärarhögskolan i Stockholm, 96

**Title of project:**

Malmöundersökningen (The Malmö-study)

**Key words:**

follow up, adult education, working conditions, occupational career

**Abstract:**

The report gives results from a postal questionnaire administered within the Malmö-study 1971/72. The Malmö-study is a follow-up study based upon data collected in 1938 concerning all of the 1 544 students enrolled in grade 3 of the compulsory school program in the city of Malmö. The purpose of the questionnaire is to map out adult studies and working conditions for the investigation group during the period 1965-1972. Participation in the questionnaire reached 72% of the investigation group. The major part of this report is made up of tables which present the distributions of answers for the different questions used in the questionnaire. The tables are also accompanied with explanations and short comments on the results. The different problem areas taken up in the questionnaire are dealt with under the following titles: Adult education during the period 1965-1972; ambitions for own children's education; some comparisons between the 1964 and 1972 questionnaires; occupations and working conditions; assessment of own life situation; occupations and working conditions 1964 and 1972.

<b>Date:</b> November 1973	<b>Pages:</b> 43 + bil	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Alfred Friman, Pedagogiska Institutionen, Gteborgs Universitet.

**Title:**

Family background and intentions of education among thirteen year old pupils.

**Reference:**

Licentiatavhandling vid Pedagogiska Institutionen vid Gteborgs Universitet, november 1973.

**Title of project:**

Individualstatistikprojektet

**Key words:**

Background, education preferences, intelligence

**Abstract:** Result of interviews with mothers of 362 averagely intelligent, 13 year old pupils. The pupils are taken from three different social groups. Information about the pupils' school reports, intentions in and choice of education have been completed with information from interviews with the intentions of illustrating the mothers' attitude towards school and education, also the cultural and material standard of the homes. The result is as follows:  
 Children to better educated parents have, to a larger extent, the intention to achieve a theoretical education, they also choose such an education to a larger extent than other social groups. These children are also of the opinion that their parents have a more positive attitude towards education.  
 The mothers' choice of education for the children not only shows a strong connection with the child's school report and social group but also with the child's preferences and intentions.  
 The family's purchasing ability shows a clear connection with the preference of a higher education, the same applies to the size of living space per person. On the contrary no significant connection with the complacent attitude of the mother towards education is obtained, nor from the home's cultural standard or the child's preferences and intentions.  
 The results of the inquiry indicate that it would be advisable to influence the parental attitude towards education, to enable a more equal recruitment of children from different social groups to a higher level of education.

<b>Date:</b> November 1973	<b>Pages:</b> 63	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input checked="" type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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## Author, Inst.

Örjan Landell, Björn Sandström  
Pedagogiska institutionen  
Göteborgs universitet

## Title:

Stug-intervjun 1972. Planering, genomförande och några resultat.

The Stug-interview 1972. Planning, realization, and some results.

## Reference:

Rapporter från Pedagogiska institutionen, Göteborgs universitet, nr 107, jan. 1974.

(Reports from the Institute of Education, University of Göteborg, no. 107, Jan. 1974.)

## Title of project:

Studier av generationsmotsättningar (Stug-projektet)  
(Studies of the generation-gap.)

## Key words:

Data collection  
Generation-gap

Political interest  
Parent-child relation

## Abstract:

The report describes the accomplishment of the Stug-project's interview 1972.

The interview is a sub-study in the Stug-project aiming to describe and analyse the existence of generation conflicts and to study the adoption of the adult role. The interview data, together with earlier gathered data, make it possible to compare a group of young people with a group of parents, since this sub-study also includes the young people's parents.

The report contains a detailed description of the different stages connected with the interview-investigation. One section deals with the non-respondents and their influence on the reliability of the results. Besides the report includes some results related to the following areas: contact with adults, religion, education-occupation, and politics.

The subjects were 426 young people and their parents. The response-frequency was 79% for the young people and 63% for the parents.

## Date:

1974-01-15

## Pages:

57

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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SPECIAL EDUCATION

**Author, Inst.**

Gunnel Ahlström, Institute of Education, University of Lund.

**Title:**

Kartläggning och träning av ett elementärt ordförråd hos djupt och svårt utvecklingsstörda barn. En experimentell studie.

Word-knowledge in profoundly and severely retarded children. Testing and training an elementary vocabulary.

**Reference:**

Report from the Institute of Education, University of Lund, no 47, 1974, mimeo 64 p + 18 appendices.

**Title of project:**

**Key words:**

Vocabulary, Word recognition, Verbal learning, severely and profoundly retarded children.

**Abstract:** A method for testing and training an elementary vocabulary was developed. It was applied to severely and profoundly retarded children with various emotional disturbances. 90 commonly used words from the Activity of Daily Living were illustrated and presented to the children in an equipment constructed for testing and training attention according to the principle of multiple-choice. In testing the vocabulary each picture (illustrated word) was shown together with three distractor pictures. The words which the children did not know were trained with increasing difficulty i e the stimulus picture was presented at first alone then together with one, two and three distractors. The children were asked to point out a named picture. Reinforcement was given during training in the form of light-signals after each response, and a candy after the final training of each word. A test of learning and retention was carried out immediately after the training and after one month.

Most children could be trained to acquire a better word-knowledge.

A detailed analysis of the results confirmed the validity of the method. It was found that this group of very severely retarded children gave systematic and logical answers.

Since the presented method could be applied to this group it should be a useful tool for testing and training a vocabulary with other retarded children.

<b>Date:</b> November 1974	<b>Pages:</b> 64	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input checked="" type="checkbox"/> Lic.avh.
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**Research supported by:**

The Swedish Social Welfare Board, Stockholm.

## Author, Inst.

Amcoff, Sven &amp; Liljedahl, Birgitta.

Department of Education Research, School of Education, Uppsala.

## Title:

Coding strategies used by deaf subjects learning visual verbal material.

Kodningsstrategier vid inläring av visuellt verbalt material hos gravt hörsel-skadade

## Reference:

Rapport 45, 1974. Pedagogiska inst, Lärarhögskolan i Uppsala

## Title of project:

Självinstruerande metoder i dövundervisningen. SMID

## Key words:

Deaf, cognitive process, memorizing

## Abstract:

The choice of coding strategy made by severely hard of hearing students learning visually presented verbal material, on the one hand at a syntactic level, on the other at a phonological level, was studied in two experiments. Subjects were students 17-18 years old with severely impaired hearing. The results were analyzed in relation to degree of hearing impairment, functional (speech) hearing, IQ and knowledge of some lexical and syntactic rules.

In the first experiment Ss learned paired associates with two digit numbers as stimuli and phrases, with correct or incorrect syntax, as responses. The results show that the deaf Ss in the examined group did not have sufficient knowledge of syntax to be able to efficiently use a syntactic coding strategy.

In the second experiment Ss learned paired associates with two digit numbers as stimuli and trigrams, half of them easy to pronounce and the other half difficult to pronounce, as responses. Ss generally learned trigrams which had a high pronounceability more easily. Those who attained the best results on the easy-to-pronounce trigrams had superior results on the grammar test, and at the same time better hearing. Those who performed best on learning trigrams of low pronounceability had, however, a greater hearing loss, which supports the notion that they had applied some coding strategy other than a phonological one, probably a visual or a motor one with the help of finger spelling.

## Date:

1974-09-01

## Pages:

36

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Sven Ancoff och Harry Svensson  
 Department of Educational Research, School of Education, Uppsala

**Title:**

Intensified auditory training with the teaching machine  
 Intensifierad hörträning med undervisningsmaskinen HÖTA

**Reference:**

Rapport nr 47, 1974. Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**

Självinstruerande metoder i dövundervisningen, SMID

**Key words:**

Teaching machine. Auditory perception. Training method. Deaf.

**Abstract:**

23 pupils, 12 in grade 10 and 11 in grade 3, at the special school for the deaf have participated in intensified auditory training with the help of a teaching machine.  
 The capability of auditory discrimination, on which auditory training is based, is a function of hearing loss and age, but not of linguistic experience and maturity.  
 Further the result showed that a sharp dividing-line regarding results on auditory training and capability of auditory discrimination was located around a hearing loss of 100 dB.  
 The investigation has not been able to show that the rhythm has any effect upon the capability of auditory discrimination.

<b>Date:</b> 1974-09-01	<b>Pages:</b> 40	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Research supported by: Bureau L 3:1, National Board of Education

## Author, Inst.

Ulla-Britt Bladini (Red)

## Title:

Elevattityder till SISU-materialet  
Pupils' Attitudes toward SISU Material

## Reference:

Pedagogiska Institutionen  
Lärarhögskolan i Göteborg  
Rapport nr 41  
Mars 1973

SISU-projektet: Rapport 7

## Title of project:

SISU-projektet Self-Instructional Special Education

## Key words:

Method and materials systems - Swedish, mathematics  
Remedial instruction, Educable mentally handicapped

## Abstract:

SISU (Self Instructional Special Education) has developed remedial materials in basic parts of Swedish and Arithmetic for slow learners at the primary stage. One hundred teachers and 700 pupils took part in an evaluation of the material during 1971-72. This report treats the pupil attitudes to the material. Most attitudes were positive to the material and the way of working with it. Pupils prefer SISU to other teaching. Most pupils understand the instructions better than ordinary textbook instructions, and believe that the SISU tests are easier than other tests. There is no special attitude to the self correction principle. The teacher seems to trust SISU, she does not check the pupils often when they work with the material. The pupils are not unduly disturbed by the other pupils when working with the SISU remedial material. Most pupils had not used a tape recorder earlier in school. They were not unduly tired by the way of working with a tape recorder, had time enough to finish their tasks, did well without a teacher's help, and wanted to go on using a tape recorder. The pupil attitudes are on the whole positive to the SISU material. A source of error may be that the teachers took part in the evaluation on a voluntary basis, and their attitudes may have influenced the pupils. The SISU material was new to the pupils, and it was used a comparatively short part of their total time at school.

## Date:

April  
1973

## Pages:

25

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....



**Author, Inst.**  
 Bladini, Ulla-Britt  
 Dept. of Educational Research, Gothenburg School of Education

**Title:**  
 STÖDMATERIAL I SVENSKA OCH MATEMATIK FÖR LÅGPRESTERANDE ELEVER.  
 Konstruktion och preliminär utprövning i årskurserna 1-3.  
 Supplementary Materials in the Subjects Swedish and Mathematics  
 for low performers in Grades 1-3.

**Reference:**  
 Pedagogiska institutionen  
 Lärarhögskolan i Göteborg  
 Rapport nr. 31  
 September 1972  
 SISU-projektet: Rapport 5

**Title of project:**  
 SISU-PROJEKTET  
 Self-Instructional Special Education

**Key words:** Method and materials system reading (Swedish) and arithmetic.  
 Remedial instruction. Educable mentally handicapped. Self-instructional educational materials.

**Abstract:**

The aim of the SISU project has been to develop remedial materials in basic skills in Swedish and Arithmetic for slow learners at the primary level in ordinary schools. Programmed textbooks with taped instruction have been constructed and evaluated with pupils in the first three grades. A "diagnostic teaching" model has been used by the teachers. Each textbook has a pre- and identical post-test, so that each child can get the adequate exercise, which takes about 15 minutes. 80% correct answers is required for passing the tests. Each textbook has a declaration of goals, pre-requisites for working with the material, way of working, amount of pages and skill level. The booklets are supposed to be models of prototypes for publishing the material on a larger scale. During the construction period co-workers in the project found several things to be important for a material for slow learners: speed of reading instructions, words and sentences (choice of) intervals on the tape, choice of the taped voices and technique of reading the instructions.

<b>Date:</b> Sept 1973	<b>Pages:</b> 64	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



Research supported by:  
 Skolöverstyrelsen  
 National Board of Education



**Author, Inst.**

Hagalm, Irène  
Dept. of Educational Research, Gothenburg School of Education

**Title:**

Lärarattityder till SISU-material  
Teachers' Attitudes toward SISU Material

**Reference:**

Pedagogiska institutionen  
Lärarhögskolan i Göteborg  
Rapport nr. 37  
Januari 1973  
SISU-projektet: Rapport 6

**Title of project:**

SISU-projektet  
Self-Instructional Special Education

**Key words:**

Remedial instruction, Educable mentally handicapped, Attitudes

**Abstract:**

Because of the great need for suitable teaching material for pupils with learning difficulties, prototypes in the form of self-instructing material have been worked out for the subjects Swedish and mathematics. This investigation reports the attitudes of the teachers taking part in the testing of this SISU material. Data were collected three times by questionnaire via mail.

Approximately three quarters of the teachers regarded the material to be self-instructing and self-correcting. The material was judged to carry out well the curriculum's intentions regarding pupil-motivation, pupil-activity and individualization. The teacher felt, however, that with this material their work load increased both before and after the teaching situation. Most of the teachers felt that the SISU material facilitated their evaluation of pupils' progress. Difficulties fitting the SISU material into the regular teaching material were experienced by about one fourth of the teachers.

<b>Date:</b> January 1973	<b>Pages:</b> 100	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Trebetygsarbete .....

**Author, Inst.**

Jansson, Gunnar.  
 Department of Psychology, University of Uppsala and Department of Educational Research, School of Education, Uppsala.

**Title:**

Linear and areal symbols for tactile maps.  
 Linje- och ytsymboler för taktila kartor

**Reference:**

Rapport nr 44, 1973. Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**

Pedagogiska undersökningar beträffande de synskadades studiesituation, PUSS.

**Key words:**

Visually handicapped, tactual perception, map.

**Abstract:**

The background of the present study was the need of easily identifiable symbols on tactile maps used in the teaching of geography to visually impaired students. The aim was among earlier used and/or experimentally studied symbols to find the combination of five linear symbols and the combination of five areal symbols that gives most correct identifications of the symbols. On the basis of earlier experimental results and practical experience ten linear symbols and eight areal symbols were selected for an experimental study. In an experiment with linear symbols 21 visually handicapped subjects were given the task of identifying each of the lines among the whole group of ten lines. In two other experiments different combinations of five areal symbols were studied. In the first 60 university students with normal vision took part, in the second one 30 subjects with normal vision and 30 visually handicapped students at a special school for the blind. On the basis of the experimental results combinations of five linear symbols and of five areal symbols could be recommended. It was stressed, however, that the linear symbols and the areal symbols had been studied separately and that their functioning together remains to be studied.

<b>Date:</b> 1974-09-01	<b>Pages:</b> 27	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

Löthman, Margaretha.

Department of Educational Research, School of Education, Uppsala.

**Title:**

Braille Reading - a review of research and description of a device for analysing the Braille reading process.

Punktskriftsläsning. Forskningsöversikt samt beskrivning av mätapparat för analys av läsprocessen

**Reference:**

Rapport nr 42, 1973. Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**

Pedagogiska undersökningar betr de synskadades studiesituation, PUSS.

**Key words:**

Blind, finger reading, research result, measurement technique.

**Abstract:**

The report accounts for part of the investigation analysing Braille as learning medium. The aim of this report is to give a review of earlier investigations and experiments concentrated on problems in connection with Braille reading. The research review is confined to the investigations in which factors that are possible to measure directly in the actual reading process are studied, i.e. reading speed, reading behaviour, reading methodology etc. Research concerning individual variables as for instance intelligence, tactile ability has not been treated in this review.

In the report is further included a general as well as a technical description of the special apparatus produced on behalf of the project to make possible a more thorough analysis of the reading process under as realistic conditions as possible.

Further, examples of questions and problems that we intend to investigate with this special measuring method are treated.

Besides research review and description of apparatus a description of Braille is given as well as a short comparison between visual and tactile reading. Some problems concerning the definition of the concept 'blind' in research connection are also treated.

<b>Date:</b> 1974-09-01	<b>Pages:</b> 43	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**  
 Marmolin, Hans; Nilsson, Lars-Göran.  
 Department of Educational Research, School of Education, Uppsala.

**Title:**  
 The Optacon aid. An evaluation.  
 Läshjälpmedlet Optacon. En utvärdering av utbildningsmetodik och användbarhet

**Reference:**  
 Rapport nr 43, 1973. Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**  
 Pedagogiska undersökningar betr de synskadades studiesituation, PUSS.

**Key words:**  
 Blind, reading machine, training method.

**Abstract:**  
 The purpose of this investigation has been to evaluate the Optacon reading aid, its practical use and the effectivity of the training methods used. Repeated tests of the reading achievement in various situations during and after the optacon course indicated that:

1. practically all blind subjects can learn to identify printed letters and words with the Optacon
2. the interindividual differences in reading skill are very great
3. the practical usefulness of the Optacon is limited to certain individuals and certain situation and
4. the Optacon training methods can be made more effective.

The results of earlier investigations supported these conclusions which, must be considered as preliminary, as relatively few individuals have received instruction and only few have had access to an Optacon for a longer period of time.

Further investigations should focus on developing more effective instruction and training methods.

<b>Date:</b> 1974-09-01	<b>Pages:</b> 28	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Research supported by: Bureau L 3:1, National Board of Education.

**Author, Inst.**

Witting, Maja.  
Department of Educational Research, School of Education, Uppsala

**Title:**

The Teaching of Reading in Schools for the Mentally Retarded. Part III.  
Lästräning i särskolan. Delrapport III.

**Reference:**

Rapport nr 49, 1974, Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**

Lästräning i särskolan

**Key words:**

Mentally handicapped. Special education. Reading. Training method.

**Abstract:**

Research on two methods of teaching reading and a technique for individualized training is reported on. This research was summarized in part in two previous reports. The characteristics of the methods are described as well as qualitative and quantitative differences in the results obtained and teacher evaluations of the methods and the technique.

One method is representative of traditional ways of teaching reading, while the other, called the "psycholinguistic" method, differs in a number of important respects from traditional teaching.

Students instructed by the psycholinguistic method obtained better results, both quantitatively and qualitatively.

The quantitative evaluation took into account how much of what was presented to them the students had mastered and the total amount they had learned.

The qualitative evaluation was effected by analyzing the errors made in relation to what it means to be able to read and the effects of the two methods which can be attributed to the different training procedures used.

The technique for individualization had no apparent effect, which may be explained by the fact that there was very little such training.

For the most part, teachers were positive toward the methods and the technique for individualization.

**Date:**

1974-09-11

**Pages:**

75

Swedish

English

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Final report  
 Progress report

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Diss.

Lic.avh.

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**Author, Inst.**

Zachrisson, Bror, Smedshammar, Hans.

Department of Educational Research, School of Education, Uppsala.

**Title:**

Typography for visually handicapped. Review of research and bibliography.

Typografi för synsvaga. - Översikt och bibliografi.

**Reference:**

Rapport nr 39, 1973, Pedagogiska inst, Lärarhögskolan i Uppsala

**Title of project:**

Pedagogiska undersökningar betr de synskadades studiesituation, PUSS.

**Key words:**

visually handicapped, readability, reading speed, research results, measurement technique.

**Abstract:**

This report is intended to give a survey of earlier research in legibility regarding persons with as well normal as partial sight. It treats the historical development from the 1870'ies, when systematic research in the field was started, and on to the present time. After that a description is given of the methods, used to measure legibility for different texts, and those results, which are now considered reliable, are presented. Then, a summary of earlier research and results regarding typography for partially sighted follows, and the need of a careful categorization of partially sighted is stressed. Finally, the research projects, of which this forms a part within PUSS, are described.

**Date:**

1974-09-01

**Pages:**

24

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

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Research supported by:

Bureau L 3:1, National Board of Education.

# TEACHER EDUCATION

**Author, Inst.**  
 Björklund, Leni, Håkanson, Bo & Linné, Agneta  
 Pedagogiska institutionen, lärarhögskolan i Stockholm

**Title:**  
 "...Det måste komma till åtskilligt efter examen för den fullständiga ekiperingen..." Del 1-3. Skolledarnas syn på lärarutbildningen.  
 "... A great deal has to be added after qualification to produce the complete teacher..." Part 1-3. Teacher training as viewed by principals and directors of studies.

**Reference:**  
 Pedagogiska institutionen, lärarhögskolan i Stockholm, Stockholm 1973, rapport nr 82,83, 100.

**Title of project:**  
 Kvalitativ utvärdering av lärarutbildningen.  
 Qualitative evaluation of teacher training.

**Key words:**  
 Teacher education, evaluation, follow-up study.

**Abstract:**

These reports are based on intensive interviews with administrative personnel involved in the education of class- and subject-teachers at all teachers' colleges and schools of education in Sweden. The number of respondents are 35. Complete transcripts of the interviews are published in two reports (nos.82 and 83). One report (no 100) is composed of summaries of the interviews.

Most of the respondents interviewed underline the great organizational difficulties surrounding collaboration between the different parts of training. Some respondents are apprehensive of an increasingly centralized direction of schools of education. Certain teacher trainer categories have had insufficient elementary school experience, and the majority of respondents consider this a patent disadvantage. Reference is made to inadequate tutor training and the difficulty of recruiting tutors. Many respondents observe that trainees have insufficient knowledge of English and mathematics. The trainees' genuine opportunities of joint influence is regarded as limited. Schools of education appear to lack the facilities to produce the openness to change required by the curriculum.

<b>Date:</b> March 1973 March 1973 December 1973	<b>Pages:</b> No 82: 474 No 83: 393 No 100: 100	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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Author, Inst.

BREDÄNGE, Gunlög - TINGSELL, Jan-Gunnar

Title:

Transfer and adaptation to Swedish teacher training of minicourse 1:  
Effective questioning

Reference:

Uppsats nr 25. Juni 1974. Pedagogiska institutionen. Lärarhögskolan i  
Göteborg

Title of project:

CERI: International transfer of minicourses

Key words:

Minicourse, Microteaching, Effective questioning, Preservice teacher training

**Abstract:** The minicourse, which has been adapted to and tested for Swedish teacher training, is a method for skill training. It aims at stimulating student participation, making the students verbally active, having them use higher cognitive processes and reduce the amount of teacher talk in favour of student participation.

The testing of the minicourse took place with 32 student teachers on their practice term teaching grades 1-6. A control group of 10 student teachers was included. The following hypotheses were set forth:

- a) The minicourse skills will be used to a greater extent after the course
- b) There will be no difference on the whole between pre- and postrecordings in the control group.
- c) There will be no difference on the whole between student teachers in grades 1-3 and in grades 4-6 in mastering the minicourse skills

Hypotheses b) and c) were confirmed. As for a) there was an obvious change in more than half of the minicourse skills, while the rest of the skills showed tendencies in expected direction. A questionnaire which was answered by the student teachers on completing the course, showed that the minicourse as a contribution to teacher education has met with an extraordinarily positive response

Date:

24.9.1974

Pages:

83 + append.

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Erasmie, Thord & Marklund Sixten  
 Linköping School of Education, Department of Educational Research

**Title:**

ÄMNESLÄRARUTBILDNINGEN. Naturvetenskapliga ämnen. Utvärdering - Diskussion.  
 (THE TRAINING OF SECONDARY SCHOOL TEACHERS IN SWEDEN. Teachers of Mathematics,  
 Physics, Chemistry and Biology. An Evaluation and a Discussion), 1974.  
 Final report No 1. Summary in English.  
 ISBN 91-7342-001-8

**Reference:**

**Title of project:**

KUL-A-projektet (Kvalitativ utvärdering av lärarutbildningen, ämneslärarlinjen)  
 The KUL-A-project (Qualitative Evaluation of the Training of Secondary School Teachers)

**Key words:**

Teacher Education, Evaluation Methods, Measurement Instruments, Teacher Programs

**Abstract:**

The KUL-A project (Qualitative Evaluation of the Training of Secondary School Teachers) at the Linköping School of Education, Sweden, studied the one-year training at the colleges of education of secondary school teachers coming from the university with an academic degree. The present report deals with teacher trainees of Mathematics, Physics, Chemistry and Biology who were trained in 1971-72. The study focused on three aspects of the training programme: Educational Psychology, Methodology and practice teaching. The results on various tests and questionnaires are presented and discussed. The report ends with a number of recommendations.

<b>Date:</b> June 1974	<b>Pages:</b> 280	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Author, Inst.**

Fritzell, Ch.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Lärarens befattningsfunktioner: Nivåanalys av skolledares och lärarutbildares värderingar. /The occupational functions of teacher: Analysis of evaluations by school teachers and teacher-trainers./

**Reference:**

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 229, 1974.

**Title of project:**

Pedagogiken i lärarutbildningen (P!L). /Education in teacher training based on job analysis of teachers./

**Key words:**

Teacher education, job analysis, occupational research, questionnaire data.

**Abstract:**

The report present questionnaire data on evaluations made by school principals and teacher trainers of a number of variables that together are assumed to give, on an overall level, a complete picture of relevant, expected behaviors for class teachers and subject teachers. The variables are evaluated from different aspects. These aspects refer to meaningfulness now and in the future, the adjustment of present teacher training to the variables and how an optimal adaptation of the teaching job to the goals of the school can be brought about. The dependent experimental variables used have mainly been five different summation variables, which have been called job functions for teachers. Of these, the one considered most important for both the present situation and in a future perspective is the function dealing with the teacher's tasks in connection with the social-emotional development of the students. Teacher training is considered to fulfil primarily the functions involving the cognitive development of the students and questions of methods and materials. The training is considered most inadequate with regard to the cooperation function. The function dealing with developmental aspects is found relatively unimportant but comparatively well-provided for in the teacher training.

**Date:**

February  
1974

**Pages:**

140

Swedish

English

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Final  
report

Progress  
report

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Diss.

Lic.avh.

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**Author, Inst.**  
 Hakanson, Bo, Jiveskog, Lars-Olof & Wikander, Karl-Gerhard  
 Pedagogiska institutionen, lärarhögskolan i Stockholm

**Title:**  
 Problem i klasslärarutbildningen. En kvalitativ studie vid två lärarhögskolor.  
 Problems in the training of class teachers. A qualitative study at two teacher training colleges.

**Reference:**  
 Pedagogiska institutionen, lärarhögskolan i Stockholm, Stockholm 1973, Fakta och debatt nr 3.

**Title of project:**  
 Kvalitativ utvärdering av lärarutbildningen, klasslärarlinjerna (KUL-K).  
 Qualitative evaluation of teacher training, class teacher lines.

**Key words:**  
 Teacher education, evaluation, follow-up study.

**Abstract:**  
 This report is based on interviews with 93 class teacher trainees and 31 class teacher trainers at two teacher training colleges. On the basis of material collected previously in the course of the KUL-K project, an attempt is made to penetrate central problem areas of class teacher training. Important findings presented in this report include the following:  
 Trainees criticize the content of subject studies - they would like more school level adjustment. A relatively large number of teacher trainees are unduly preoccupied with the direct usefulness of their subject studies. Trainees experience the different parts of their training as separate entities, hardly as integral units. Some teacher trainers query the need for training to be experienced as an integral whole by the trainees. Teacher trainers find that collaboration presents a variety of problems. As a rule trainees feel that they have no real opportunities of influencing the form and content of their training.

<b>Date:</b> October 1973	<b>Pages:</b> 41	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



Research supported by:  
 Skolöverstyrelsen. National Board of Education

**Author, Inst.**

Håkanson, Bo & Wikander, Karl-Gerhard  
Pedagogiska institutionen, lärarhögskolan i Stockholm

**Title:**

Praktikterminen i klasslärarutbildningen. En enkätstudie.  
The teaching practice term in the training of class teachers.  
A questionnaire study.

**Reference:**

Pedagogiska institutionen, lärarhögskolan i Stockholm, Stockholm 1973,  
rapport nr 97.

**Title of project:**

Kvalitativ utvärdering av lärarutbildningen, klasslärarlinjerna (KUL-K)  
Qualitative evaluation of teacher training, class teacher lines

**Key words:**

Teacher education, evaluation, follow-up study.

**Abstract:**

This report is based on a questionnaire administered to a cohort of class teacher candidates at all teacher training colleges and schools of education in Sweden. The cohort is followed through their whole teacher training by the project. This questionnaire was answered by 3 165 candidates at the end of their teaching practice term.

The teaching practice term is rated by the majority of trainees as the most important part of their training. Despite the generally positive assessments made by trainees of their term's teaching practice, various points of criticism can be discerned, including the following.

Many trainees find their instruction at the school of education unduly theoretical. The lecturers' visits are too brief and far too infrequent. A relatively large number of trainees have only sporadic contact with their tutors. In many cases there has been little collaboration with other persons besides fellow trainees.

<b>Date:</b> November 1973	<b>Pages:</b> 98	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Author, Inst.

Idman, P.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

Title:

Equality and democracy: Studies of teacher training.

Reference:

Studia psychologica et paedagogica, No. 23. Lund: Gleerup, 1974.

Title of project:

Studerandedemokrati - medplanering på olika utbildningsstadier.  
 /Student democracy - co-planning at different educational levels./

Key words:

Democracy, democratic value, social interaction, teacher education

Abstract:

In this book a series of studies within the teacher training sector of the project "Student democracy" are summarized in English. After a presentation of equality and democracy as educational goals according to text analyses of the daily press and the student press (a study carried out within another project), the major sections dealing with studies from the "Student democracy project" have the following titles: (a) An emotive and descriptive meaning of the concept of school democracy; (b) Cooperation in teacher training: Some studies of opinion; (c) The development of attitudes concerning teacher training during the first term; and (d) Relations between attitudes towards school democracy and some personality characteristics. (Cf. abstracts of Educ. psychol. Interactions, No. 44, and Pedagogisk-psykologiska problem, No. 235.)

Date: 1974	Pages: 91	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Research supported by:

National Board of Education

**Author, Inst.**

Idman, P.

Department of Educational and Psychological Research

Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Student democracy in teacher training: Opinions, individual correlates and innovation studies

**Reference:**

Educ. psychol. Interactions (Malmö: School of Education), No. 44, 1973

**Title of project:**

Studerandedemokrati - medplanering på olika utbildningsstadier.

/Student democracy - co-planning at different educational levels./

**Key words:**

Democracy, democratic value, social interaction, teacher education

**Abstract:**

As part of the project "Student democracy - co-planning at different educational levels", conducted at the Malmö School of Education, a series of studies have been carried out within teacher training. Some of the purposes have been (a) to map attitudes and opinions related to existing and desired forms for student teachers' participation and co-influence in decisions within the schools of education; (b) to study relations between attitudes and opinions on the one hand and certain background and individual variables on the other; (c) to investigate features in the process of innovation when new forms for co-planning are introduced. The present report gives a condensed survey of these studies. An extensive questionnaire study of teachers and teacher students at schools of education was carried out in 1969. It showed that the close relations functioned well, but that the student teachers felt that their opportunities for influencing decision were unsatisfactory. Studies with comprehensive test batteries showed that attitudes towards school democracy are integrated in a wider complex of attitudes and behavioral tendencies; this may mean that they are not easy to influence. In 1972 general experiments with new forms for cooperation started: the project followed these innovations during the initial period. Several of the results were positive, but the training aspect was still not felt to be satisfactory: individual student teachers were engaged too little in the democratic process. Continued experiments with better specification of goals, more radical changes and successive evaluation studies are recommended.

<b>Date:</b> December 1973	<b>Pages:</b> 23	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Research supported by:

ERIC National Board of Education



Author, Inst.  
 LINDBLAD Torsten Department of Educational Research  
 Gothenburg School of Education

Title:  
 Experiments with Nationwide Final Tests in English in the Training of Elementary School Teachers - A preliminary Report  
 (Swedish Title: Försök med centrala slutprov i engelska i klasslärarutbildningen - en preliminär redovisning)

Reference:  
 Uppsats nr 23, april 1974. The report can be ordered free from Pedagogiska institutionen, Lärarhögskolan i Göteborg, Övre Husargatan 34, 413 14 Göteborg (after December 1, 1974: Lärarhögskolan i Mölndal, Pack. 431 20 MÖLNDAL)

Title of project:  
 GUME/Tests (GUME/Prov) Göteborg, Undervisningsmetoder i engelska, delprojektet för provkonstruktion och utvärdering

Key words:  
 foreign language testing, English as a foreign language, teacher training, training of foreign language teachers, achievement tests

Abstract:  
 English is a compulsory subject in Swedish schools in grades 3-9. In grades 1-6 there is a "class teacher" system: "lower level" teachers in grades 1-3 and "intermediate level" teachers in grades 4-6 teach all subjects including English. These teachers are trained at teachers colleges and a passing grade in English is a requirement for certification.  
 In the last few years the educational background of the teacher trainees has been very varied. Many have failed in English and have had to leave college without a certificate.  
 The present study summarizes the results on the diagnostic tests given to the students on entering the college and on the final test given in December, 1973. The total student population taking the final test consisted of 1206 students from all 15 colleges in Sweden.  
 The results show a high correlation between school background and final test results and between grades and final test results. There is also a high correlation between the diagnostic tests and the final test.  
 The report ends with a number of recommendations. The most important one is that entrance requirements should include a certain minimum level for grades in English. It is also suggested that the experiments with diagnostic and final tests be continued at least for another year.

Date: April 1974	Pages: 37	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Research supported by:

National Board of Education (Skolöverstyrelsen)



**Author, Inst.**

Linné, Agneta & Roström, Björn  
Pedagogiska institutionen, lärarhögskolan i Stockholm

**Title:**

Klasslärarkandidaten vid början av sin utbildning. En enkätstudie.  
The trainee class teacher at the beginning of his training. A questionnaire study.

**Reference:**

Pedagogiska institutionen, lärarhögskolan i Stockholm, Stockholm 1973,  
rapport nr 107.

**Title of project:**

Kvalitativ utvärdering av lärarutbildningen, klasslära linjerna (KUL-K)  
Qualitative evaluation of teacher training, class teacher lines

**Key words:**

Teacher education, evaluation, follow-up study.

**Abstract:**

This report presents responses to a questionnaire administered to a cohort of class teacher-candidates at the beginning of their education. The questionnaire was answered by 3 343 first-term candidates registered at all of the teachers' colleges or schools of education in Sweden. The questionnaire was designed to gather information about the social and educational backgrounds of the candidates. The motive for choice of education, degree of conviction behind the choice of education and occupation, as well as knowledge and expectations about teacher education are examined. About 2/3 of the candidates come from homes where both parents have had only a compulsory education (folkskola). There are large regional differences in social group distribution between the different educational institutions. The dominant reason for wishing to be a teacher was "interest for work among children and youth". Thereafter interests in instructional work were the most common, followed by the vacation and working-hours of the profession. A little more than 1/3 of the candidates indicated that their choice to take part in teacher education was founded on a firm conviction that they wished to be teachers. About another 1/3 indicated that they had difficulty in imagining another profession other than teaching for themselves. High expectations regarding practice-teaching are apparent in many of the responses.

<b>Date:</b> May 1974	<b>Pages:</b> 134	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input type="checkbox"/> Final report <input checked="" type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input type="checkbox"/> .....
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**Author, Inst.**

Linné, Agneta & Unneback, Bernt  
Pedagogiska institutionen, lärarhögskolan i Stockholm

**Title:**

Vem blir klasslärare och vad vill lärarkandidaten ha i sin utbildning?  
Which persons become class teachers and what does the trainee teacher want his training to include?

**Reference:**

Pedagogiska institutionen, lärarhögskolan i Stockholm, Stockholm 1973, rapport nr 81.

**Title of project:**

Kvalitativ utvärdering av lärarutbildningen, klasslärarlinjerna (KUL-K)  
Qualitative evaluation of teacher training, class teacher lines

**Key words:**

Teacher education, evaluation, follow-up study.

**Abstract:**

This report is based on a questionnaire administered to a cohort of class teacher candidates at all teacher training colleges and schools of education in Sweden. The questionnaire was answered by 3 343 first term candidates. The cohort of candidates is later followed through their whole teacher training by the project.

This report deals with aspects of recruitment for class teacher training and also with the trainees' evaluation of certain goals of teacher training. Findings include the following:

Almost half the trainees come from social class II, over 30 per cent from social class III and about 20 per cent from social class I. Out of twelve given objectives of training, priority is given to "insight in the ways in which children and young persons think and react", "practical experience of actual teaching" and "a detailed knowledge of general teaching method". There is a difference between the lower level and middle level lines in that trainees in the L line tend to emphasize factors directly related to children and school, while trainees in the M line tend more to emphasize critical thinking, social issues and interest in continued studies. This applies to both sexes.

<b>Date:</b> March 1973	<b>Pages:</b> 118	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Research supported by:

Skolöverstyrelsen. National Board of Education

## Author, Inst.

Zachrisson, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

Granskning och utvärdering av specialstudier utförda vid utlildning av lärare i vissa ämnen inom området industri och hantverk. /Examination and evaluation of student research essays in teacher training within the area of craft and industry./

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 247, 1974

## Title of project:

-

## Key words:

Teacher training, vocational training, student research essays

## Abstract:

This report contains results from an examination and evaluation of 457 essays written by teacher students within the area of craft and industry. The purpose of this investigation is twofold: (1) To identify essays of potential use for teacher training and vocational training; (2) To study correlations between essay proficiency and student background data. - An organization model and some advice to teachers and students on the subject are given at the end of the report.

## Date:

August  
1974

## Pages:

69

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

.....

## TEACHING AIDS AND TEACHING METHODS

**Author, Inst.**

Bierschenk, B.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Perceptual, evaluative and behavioral changes through externally mediated self-confrontation

**Reference:**

Didakometry (Malmö: School of Education), No. 41, 1974

**Title of project:**

-

**Key words:**

Cybernetics, microsetting, audio-video lab. experiment, self-confrontation

**Abstract:**

This report describes the development and application of the idea of microteaching in research and education. It presents a cybernetic model for a systematic and controlled study of the way in which the individual makes use of different feedback devices for self-control and self-direction. The model is applied in an examination of a very comprehensive collection of research literature. The result of the investigation is studied with regard to its significance for a person's ability to make use of the self-information procured via techniques for externally mediated self-confrontation, such as CCTV/VR, in modifying his own behavior.

The main conclusions reached are (1) that externally mediated self-confrontation via CCTV/VR is a most important factor in connection with training programs and therapeutic treatment and (2) that microsetting models have been and still are without theoretical foundations which means among other things that despite extensive studies, it is still uncertain how much significance these models should be allotted.

**Date:**

May  
1974

**Pages:**

58

- Swedish
- English
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- Final report
- Progress report
- .....

- Diss.
- Lic.avh.
- .....

**Research supported by:**

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**Författare:**

Egerbladh, Thor. Pedagogiska institutionen, Umeå universitet.

**Rapporttitel:**

Grupparbetsinskolning. Empiriska undersökningar och ett undervisningsteoretiskt bidrag. Doktorsavhandling, Umeå universitet.

Group-work Training. Empirical Studies and a Contribution to a Theory of Instruction.

**Övriga bibliografiska uppgifter:** Universitetet och Lärarhögskolan i Umeå  
Finns det mål och medel för inskolning till grupparbete? Pedagogisk debatt Umeå, nr 7 1973 a.Grupparbetsinskolning: Hur genomför man färdighetsträning och gruppcirkulation? Pedagogisk debatt Umeå, nr 8 1973 b.Grupparbetsinskolning: Hur lär sig eleverna att redovisa sina kunskaper? Pedagogisk debatt Umeå, nr 9 1973 c.**Projekttitel:**

Säverkan i klassrummet. Grupparbetsmetodik.

**Nyckelord:**

Cooperation, Groupwork, Theory of Instruction.

**Referat (på engelska):**

The purpose of this report was to study the results of a systematically carried out training to work in groups. Three pre-experiments were carried out in grade four in general subjects and Swedish integrated in these subjects. In the main experiment the independent variable consisted of a detailed training programme. This programme consisted of teaching methods for individual and cooperative skills. Eight (8) classes were used as experimental classes. Measurements were carried out in these classes before, in the middle of and after the training. The training went on for eight (8) weeks, and 12 lessons per week were used. Eight (8) classes were used as control classes. In these classes the teachers used their ordinary teaching methods. The dependent variables were measured by systematic observation, knowledge test and questionnaires. In most cases data were analyzed in connection with high, middle and low achievers. The main results show that remarkable increases were received primarily as for the ability of the experimental pupils to distribute the work within the groups, to communicate within the groups and to report the results of the group work in front of the class. The attitudes of the pupils and the teachers were on the whole very positive. Negative results were received primarily as concerns goal-directed behaviour. In the last chapter a contribution to a theory of instruction for group work training is presented.

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1974-10-01	117 plus bil	<input type="checkbox"/> Eng.	<input type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
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lagsgivare:

**Author, Inst.**

Jan-Eric Gustafsson, Institute of Education, University of Göteborg

**Title:**

Implications of interactions for the experimental research on teaching methods.

**Reference:**

Report from the Institute of Education, University of Göteborg, no. 38, June 1974

**Title of project:**

Modeller för hänsynstagande till individuella differenser (MID)  
(Models for the adaptation to individual differences)

**Key words:**

Aptitude, Interaction, Research methodology, Teaching method, Treatment.

**Abstract:**

As an explanation to the inconsistent results from the experimental research on the effectiveness of teaching methods it is suggested that due consideration has not been paid to interaction between factors. It is pointed out that undetected interactions between the treatment factor and factors varying within an experiment will most likely result in small mean differences between treatments and that interactions between the treatment factor and factors varying between experiments will lead to conflicting results between the studies. In an analysis of some influential writings on the theory of experimentation in education it is shown that the current theory of experimentation is built on an assumption of additivity between the treatment factor and important groups of factors. Finally some implications of the acknowledging of interactions for empirical research and reviews of research are taken up.

<b>Date:</b> June 1974	<b>Pages:</b> 15 p.	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Research supported by:**

Skolöverstyrelsen (National Board of Education)

**Author, Inst.**

Jan-Eric Gustafsson, Institute of Education, University of Göteborg

**Title:**

Interaktioner mellan individvariabler och listlängd vid glosinläring  
(Interactions between aptitude and length of list in vocabulary learning)

**Reference:**

Rapport från Pedagogiska institutionen, Göteborgs universitet, nr. 116, maj 1974.

**Title of project:**

Modeller för hänsynstagande till individuella differenser (MID)  
(Models for the adaptation to individual differences)

**Key words:**

Aptitude, Individual differences, Interaction, Treatment, Vocabulary.

**Abstract:**

Two experiments are described with the aim to study interactions between aptitudes and the amount presented english words.

Three experimental treatments consisting of the presentation of 10,20 or 30 english glosses were studied.

In the first experiment a pretest of the same kind as the experimental tasks was first administered and used as an aptitude variable, in addition to som other variables measuring verbal ability.

The results indicated that pupils with high scores on the pretest got better results the more words that were presented, while pupils with scores on the pretest around the mean performed best when they were given 20 words. Similar interactions, even though weaker, were also found with the other verbal variables.

The second experiment was designed to test the hypothesis that the pretest had a part in the arisal of the interactions. The experiment was thus repeated with identical design except that the pretest was not administered.

No interaction was found in the second experiment. The results were interpreted to indicate that when there is no pretest the pupils have no possibility to judge the difficulty of the experimental task in relation to the own ability since the learning task is new to the pupils.

**Date:**

May 1974

**Pages:**

27 p.

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

.....



**Author, Inst.**

Jan-Eric Gustafsson, Institute of Education, University of Göteborg

**Title:**

Verbal versus figural in aptitude-treatment interactions. Review of the literature and an empirical study.

**Reference:**

Report from the Institute of Education, University of Göteborg, no. 36, March 1974.

**Title of project:**

Modeller för hänsynstagande till individuella differenser (MID)  
(Models for the adaptation to individual differences)

**Key words:**

Aptitude, Individual differences, Interaction, Teaching method, Treatment.

**Abstract:**

The report deals with interactions between verbal and figural treatments and the corresponding abilities. It contains two parts. In part one the literature is reviewed and in part two an empirical study is reported.

In the review of the literature some fifteen studies are discussed in detail, and attempts are made to explain the inconsistent results of the studies.

In the empirical study two texts, one illustrated and one not illustrated, are compared.

As subjects 14 7th grade classes are used with random assignment to treatments within classes. The aptitude variables used in the study are measures of verbal, spatial and reasoning ability.

No significant main effect is found for treatment. However, significant interactions are found between aptitude and treatment. The verbal and the reasoning tests predict achievement better in the material without illustrations, while the spatial test predicts achievement better in the illustrated material. The interactions are interpreted in terms of preferences for different kinds of processing for pupils with different abilities.

**Date:**

March 1974

**Pages:**

133 p.

- Swedish
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- Final report
- Progress report
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- Diss.
- Lic.avh.
- .....

**Research supported by:**

Skolöverstyrelsen (National Board of Education)

**Author, Inst.**

Johansson, L.  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Pedagogiken i lärarutbildningen: En förteckning över undervisningsfilmer.  
 /Education programs for teacher training: An inventory of instructional  
 films./

**Reference:**

Pedagogisk Dokumentation (Malmö: School of Education), No. 17, 1973

**Title of project:**

Pedagogiken i lärarutbildningen (PIL). /Education in teacher training  
 based on job analysis of teachers./

**Key words:**

Teacher education, educational film, inventory

**Abstract:**

In connection with the research project "Education in teacher training based on job analysis of teachers", at the Malmö School of Education, lists of instructional films - potentially useful for those involved in teacher education, especially within the subject of education - are presented. The purpose of these lists is twofold: (1) To facilitate the consumers' choice of instructional films; (2) To aid decision-makers in assessing the need for production of new films.

**Date:**

May  
1973

**Pages:**

350

Swedish

English

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Final  
report

Progress  
report

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Diss.

Lic.avh.

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Author, Inst.  
 Sverker Lindblad  
 Institute for Educational Research, Göteborg University

Title:  
 SIMULATION AND GUIDANCE:  
 Teaching Career Decision-Making Skills in the Swedish Compulsory School

Reference:  
 Simulation & Games Volume IV number 4, Beverly Hills Calif. 1973  
 pp 429-440

Title of project:  
 Project Media - Method

Key words:  
 Simulation, Game, Decision-making, Instruction.

Abstract:

The study showed that planned teaching with simulation resulted in good learning outcomes compared to more conventional teaching. This must be seen as a result of the total teaching process and not by the simulation per se, according to the following sequence:

Preparation - Simulation - Discussion

These three parts are structural interdependent on each other in this specific case, based on instructional planning. The superior results of teaching by simulation might partly be explained by this constructive work.

The experiences from simulation-work seems to transfer to actions in real situations. Pupils having had teaching with simulation discussed their career-line decisions with more persons than pupils from conventional teaching as a follow-up questionnaire showed.

Although one notes these differences in outcomes, this is not enough to explain why they occur. Here is a demand of theoretical work.

Date:	Pages:	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
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**Author, Inst.**

Naeslund, Jon  
Pedagogiska institutionen, Lärarhögskolan, S-10026 STOCKHOLM. Sweden

**Title:**

INTERN TV SOM UTBILDNINGSHJÄLPMEDEL  
Allmänna synpunkter och några erfarenheter från lärarutbildningen  
(CLOSED CIRCUIT TELEVISION AS AN EDUCATIONAL AID)

**Reference:**

Skolöverstyrelsens rapportserie Utbildningsforskning 7, 1974.  
Stockholm: Utbildningsförlaget.

**Title of project:**

Intern TV i lärarutbildningen (ITV-LHS)

**Key words:**

Teacher education - Closed Circuit Television - Technical Aids

**Abstract:** This report summarizes the results of a little more than five years of research and developmental work with CCTV. The purpose of this work has been to develop an instructional aid which could help bring about better integration between theory and practice during teacher training.

The report is introduced by a short description of the techniques behind closed circuit TV and some general points of view about the ways in which CCTV can be used in the educational sector.

Most of the report is devoted to the use of CCTV in teacher training, and this section is introduced with some theoretical considerations concerning how CCTV should be used for this purpose. The results and comments of various State Commissions and National Education Plans are referred to. A good deal of space is devoted to presenting the results from the experimental activities in this area carried out at the School of Education, Stockholm. CCTV has been used there primarily to concretize instruction in pedagogics and methods, as well as to prepare for or to replace direct auscultations. One section deals with micro-teaching in teacher training and another is concerned with how CCTV can be used as a research instrument, for example in connection with subjective judgements.

The report concludes with some experiences relating how CCTV has functioned within the daily work of a school of education.

<b>Date:</b> 1973-08-30	<b>Pages:</b> 100 s	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Author, Inst.

Rydell, Eva Winsnes, Laila  
 Institute of Education, University of Göteborg, Sweden

Title:

Pedagogiska roller i undervisningsprocessen. En studie av klassrumsundervisning.  
 Pedagogical roles in the teachingprocess. A study of classroomteaching.

Reference:

Institute of Education, University of Göteborg. Göteborg 1973  
 Psychologist exam thesis from the Institute of Education, University of Göteborg  
 nr 37

Title of project:

Key words:

Classroom study, Roles (pedagogical,, Teaching process

Abstract:

Previous research has shown the frequency of one type of pedagogical role in the teaching process. The aim of this study was to investigate whether other types of pedagogical roles could be found which were caused by the control and limitation of frames of reference inherent in the teaching process. It was also intended, if such roles occurred to investigate the function they had and what characterized the occupants of the roles.

The investigation is based on data in the form of tape recorded and observed maths lessons. The pupils behaviour is analysed with regard to their verbal activity, pattern of communication, and parts of the teaching process they participated in .

Spearman's rank correlation,  $\chi^2$ , and sign test is used in the statistical analysis.

The result shows the occurrences of one type of pedagogical role, a quantitative one. The pupils differed in their verbal activity during the teaching process. The various quantitative role groups did not show any significant differences in the variables sex, intelligence and social group. Those pupils who showed least verbal activity were found to get more individual help from the teacher than those more verbally active.

No uniform qualitative roles crystallised.

Date:	Pages:	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
November 1973	46	<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Psychological exam... the thesis

Research supported by:

TREATMENT AND PREVENTION

**Author, Inst.**  
 Sten Andersson, Sociologiska institutionen, Göteborgs Universitet

**Title:**  
 Orgasmens sociologi - Om Sigmund Freud och Wilhelm Reich  
 The sociology of orgasm - Sigmund Freud and Wilhelm Reich

**Reference:**  
 Report from the department of sociology, University of Gothenburg,  
 no 33, May 1974

**Title of project:**

**Key words:**  
 Sexuality. Psychoanalysis. Interactionism.

**Abstract:**  
 This essay is a presentation of a central theme in the psychoanalytical movement - the relation between sexuality and culture (instinct and reason; man and society) - and a comparison between two important figures in this tradition: Sigmund Freud and Wilhelm Reich. They both view sexuality as a crucial element in social life, but for Freud sexuality has to be radically suppressed and controlled by reason, whereas Reich regards the full unfolding of sexuality as promoting culture and social action.  
 The author has interpreted the Freudian psychoanalysis as, primarily, a theory of mystification. But, by a close examination of one of Freud's case studies (Analysis of a Phobia in a Five-Year-Old Boy, 1909), the author also criticizes the analysis and suggests another theoretical interpretation - that of interactionism.

<b>Date:</b> May 1974	<b>Pages:</b> 53	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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**Research supported by:**

**Author, Inst.**

Anne-Marie Ebenfelt - Gerty Fredriksson  
Pedagogiska institutionen, Göteborgs universitet

**Title:**

Suggestionsbehandling av koncentrationsstörda barn  
Suggestive therapy in children with concentration disorders

**Reference:**

Pedagogiska institutionen, Göteborgs Universitet 1972

**Title of project:****Key words:**

Hypnosis, Suggestibility, Concentration disorders

**Abstract:** The effect of suggestive therapy in children with concentration disorders has been investigated.

The theoretical introduction gives

1. a survey of different forms of attention disorders and methods of measuring them,
2. the method of treatment a theoretical frame of reference,
3. special views regarding suggestive therapy in children.

In the field experiment tape-recorded texts were used, edited by Thorén and available at Skandinaviska testförlaget, Stockholm.

The effect of the treatment has been measured by means of a battery of concentration and personality tests. The classroom behavior has also been measured by systematic observations and parents and teachers have been interviewed. The results show that the treatment did not have the intended effect regarding the children's ability to concentrate. The children's behavior has, however, to some degree changed in a positive way. There has thus been an increase in the self-esteem, openness and confidence in the environment of the experimental group as well as a decrease in emotional tension. The treatment has also had positive effects with regard to psychosomatic and psychomotoric symptoms like sleep disturbances, stomach disorders and tics.

The conclusion is that concentration disorders should probably be treated with another method than the one applied in this investigation. The latest findings in the research of hypnosis support this view and recommend a method of hypnosis with suggestions of a more alert type.

<b>Date:</b> October 1973	<b>Pages:</b> 157	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input checked="" type="checkbox"/> Lic.avh.
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**Author, Inst.**

Hultgren, Karin, & Wallmo, Gunilla  
 Inst. of Education, University of Stockholm

**Title:**

Problem kring övervakning på Skyddsvärnet  
 "Problems of the criminal probation system at Skyddsvärnet"

**Reference:**

Pedagogiska institutionen, Stockholms universitet  
 IAN-rapport nr. 134. 1974.

**Title of project:**

**Key words:**

**Abstract:**

This essay is a systematization of daily experiences and attitudes around the problems of probation and criminal treatment at Skyddsvärnet, Stockholm. By interviewing our companions we have structured certain problem-areas, which we have found interesting and we have also given certain directions for future research of the probation system.

<b>Date:</b> Oct. 25 1974	<b>Pages:</b> 35	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> Examination of psychology .....

Research supported by:

Author, Inst. Britta Lunde och Göte Lestérson  
 Justitiedepartementet, Psykologiska institutet, Stockholms universitet.

**Title:**

Unga lagöverträdare V. Personlighet och relationer å belysning av projektiva metoder.

Young offenders V. Personality and relations as revealed by projective techniques.

**Reference:**

Allmänna Förlaget. Stockholm 1974. SOU 1974:51.

**Title of project:**

1956 års klientundersökning rörande ungdomsbrottslingar.

**Key words:**

Juvenile Delinquency. Psychoanalytic Ego-Psychology. Projective techniques. Rorschach.

**Abstract:**

A psychological study of young first-time offenders in Stockholm which forms part of a larger sociological, psychiatric and psychological project. 192 offenders have been compared with 192 controls not known to the police. The controlgroup was matched in composition with regard to age, social class, area within the city and type of family (complete/broken). Personality assessment and diagnosis were based on two projective tests, the Rorschach and the AAT (Adolescent Apperception test) a variant of the TAT developed by the authors. Evaluation of the test records was done without knowledge of the boy's status as delinquent or control. The theoretical frame of the study is psychoanalytic ego-psychology. The main hypotheses tested stated that criminal behaviour would be associated with impaired ego-functions and disturbances in relations to parents and peers. These hypotheses were confirmed comparing delinquents with non-delinquents and more serious delinquents with less serious ones.

<b>Date:</b> 6 maj 1974	<b>Pages:</b> 306	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
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Author, Inst.  Israelsson, Kristina/Nilsson, Karin	Psykologavdelningen Ulleråkers sjukhus  750 17 UPPSALA
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<b>Title:</b>  Vård vid specialsjukhus. En undersökning med critical-incident metoden  /Care at special hospitals for mentally retarded. A study with the critical-incident method/
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<b>Reference:</b>  Rapport från Psykologavdelningen, Ulleråkers sjukhus, Uppsala, 1974
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<b>Title of project:</b>  Psykologiska undersökningar av mental retardation: Abilitetsstruktur och social anpassning (MR-projektet, L.Kebbon)
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<b>Key words:</b>  mental retardation, hospital care, critical-incident method
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<b>Abstract:</b>  Data was collected by means of individual interviews with the staff of two different wards. The task of the staff was to report events which they considered reflected good or bad care. The reported events were sorted into groups of similar events. A first sorting is based on the staff judgements of good and bad care. In a later part of the study the reported events have been compared with certain established goals or policies for care. They have then been sorted according to set categories which were extracted from these given policies.  Differences between the wards can be seen and this shows that the critical-incident method can be used to reveal differences in ways of working on a ward.
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<b>Date:</b>  Sept 1974	<b>Pages:</b>  116	<input checked="" type="checkbox"/> Swedish <input type="checkbox"/> English <input type="checkbox"/> .....	<input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....	<input type="checkbox"/> Diss. <input type="checkbox"/> Lic.avh. <input checked="" type="checkbox"/> Psykologexamen...
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<b>Research supported by:</b>  Riksbanksfonden, Statens Råd för Samhällsforskning
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## Author, Inst.

Lennart Rudhe and Lenah Ekecrantz  
 The Psychological Laboratories  
 University of Stockholm, Stockholm, Sweden

## Title:

TRANSITIONAL PHENOMENA: THE TYPICAL  
 PHENOMENON AND ITS DEVELOPMENT

Acta Psychiatrica Scandinavica fasc. 3 or 4 Art. 151, 1974

## Reference:

## Title of project:

## Key words:

Transitional phenomena - basic characteristics - genetic conditions - separation anxiety - strong emotional dependency - close parental contact.

## Abstract:

The emotional dependency on special objects displayed by children, especially at bedtime, anxiety, etc., has been termed "transitional phenomena" (tr-ph) within psychoanalytic literature. Also certain behaviors like hummings and rockings are designated "transitional phenomena". The basic characteristics of the phenomenon have here been investigated. Special attention has been given to tr-ph as a possible defence against separation anxiety.

Seventy-seven mothers were interviewed about their children who at the time of investigation were 6 years of age. Most typically, the children used sounds, movements and pieces of cloth, beginning already during the first year of life and also continuing for several years. The strong emotional dependency appeared i.a. in the fact that tr-ph became more important than the mother, especially at bedtime.

We found that great possibilities for close physical contact with the mother promoted the development of tr-ph, therefore considering a simple model of substitution to be unapplicable.

Date:	Pages:	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**  
 Sandberg, L. Owe                      Pedagogiska Institutionen, Stockholms Universitet

**Title:**  
 Beteendeterapi och kriminalitet - en litteraturöversikt  
 Behavior Therapy and criminality • an overview (research summary)

**Reference:**

**Title of project:**  
 Behavior Therapy in the treatment of offenders

**Key words:**  
Behavior Therapy, Crime(criminality)/ Psychoterapy(Treatment Research)  
 / Delinquency

**Abstract:**  
Behavior Therapy and Criminality - a literary overview.  
 This report includes a research summary about Behavior Therapy and criminality, various techniques applied in the field, results from different treatment research etc.  
 The evaluation of current research shows positive results in relation to those meaningful criteria one can have about treatment of criminal behavior. With this overview as a background this report suggest a concrete treatment research program for the offenders and their environment in Sweden with application of the principles of behavior modification and behavior therapy in its broad-spectrum sense.

<b>Date:</b> 1973-06-30	<b>Pages:</b> 133	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input checked="" type="checkbox"/> Psykologexamensuppsats (Psychologist Ex.)

**Research supported by:**



## Author, Inst.

Tomas Videgård  
Institute of Education, University of Stockholm

## Title:

Psykoanalytisk objektrelationsteori i belysning av ett filmexperiment  
Psychoanalytical Objects-Relations Theory in the light of a film-experiment

## Reference:

Pedagogiska institutionen vid Stockholms universitet  
Stockholm  
1973  
BIG Gruppen för behandlings- och institutionsforskning  
RAPPORT NR 11

## Title of project:

## Key words:

Psychoanalytic Theory. Object Relations Theory. Projective Techniques.  
Film strip.

## Abstract:

In what way does your personality influence the first impression of another man?

30 students were individually shown a two minutes film and interviewed about their impressions of the man that appeared on the screen. The subjects were of very different opinions, and it is clear that a film of this type might be used as a projective test. E.g. one subject that later went through a psychotic episode, thought that the man was cross-examined and near brake-down. In contrast another subject found him to be a brilliant professor, lecturing to his students. The differences are interpreted in terms of the Object-Relations Theory. Among nine typical cases, three interviews are reproduced in unabridged form, together with thorough interpretations. Three main response-categories could be discerned: 1. Normal: sensitive to the real personality of the man. 2. Neurotic: putting him into all sorts of wish-fulfilling fantasies. 3. Schizoid: withdrawal of all personal feelings for the man.

To make it possible for non-informed readers to follow the discussion, the Object-Relations Theory is presented extensively for the first time in Swedish and can be read separately. There is also a discussion of the meta-scientific status of this theory, which is seen to be a consequent human-studies-type of theory, in contrast to the natural science ideal of psychoanalytical ego-psychology.

Date:	Pages:	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
june 1973	86	<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> Psychologist diss..

MISCELLANEOUS

**Author, Inst.**

Pia Björklid-Chu  
 Ped inst School of Education, Stockholm

**Title:**

Kartläggning av barns aktiviteter inom två moderna bostadsområden  
 (Charting Children's Activities in Two Modern Housing Areas)

**Reference:**

Björklid-Chu, P. 1972. Kartläggning av barns aktiviteter inom ett modernt bostadsområde. En delstudie. (Ped inst. Lärarhögskolan i Stockholm).  
 Björklid-Chu, P. 1973. A Survey of Children's Activities in two Modern Housing Areas in Sweden. In: Newsletter. Vol V p. 3-6.  
 International Playground Association

**Title of project:**

Charting Children's Activities in Two Modern Housing Areas

**Key words:**

Play, playground, outdoor activities

**Abstract:**

The aim of this investigation is to survey how and to what degree children living in two modern areas utilize the space available for play. The outdoor play of children has been surveyed through observations during one year. Altogether about 30 000 individual registrations were mad during approximately 1 000 observations. Besides all parents in the two housing areas were provided with a questionnaire, provided supplemental information. In this investigation some aspects of the outdoor environment have been mentioned which might be improved at the planning stage. Below we are giving a somewhat generalizing statement of these facts.

- Construct playgrounds with playleaders within the dwelling area
- Plan the playareas near the dwelling areas
- plan the entire free areas of the dwelling district for play instead of establishing afterwards by-and-by areas prohibited to the children
- Preserve the original terrain as far as possible instead of replacing it by newly planted vegetation. Design lawns capable of withstanding wear
- Facilitate opportunities for creative activities
- Create playthings capable of complying with several simultaneous activities
- Create areas both for contact and solitude
- Create opportunities for grown-up activities

Create opportunities for all the year round activities

**Date:**

Dec 1973

**Pages:**

132

- Swedish
- English
- .....

- Final report
- Progress report
- .....

- Diss.
- Lic.avh.
- .....

**Research supported by:**

Statens råd för byggnadsforskning (The Swedish Council for Building Research) 176 000:-



## Author, Inst.

Ericsson, Carl-Gunnar. Unit of General Psychology, Dept. of Psychol.,  
University of Göteborg

## Title:

On the ecological approach in social science

## Reference:

Göteborg Psychological Report 1972, 2, No. 14.

## Title of project:

## Key words:

Psychological testing, measurement of change, generalizability

## Abstract:

The ecological approach leads to basic consideration of epistemological principles and metatheoretical positions on changing units of analysis. The aggregation bias, the effects of grouping data instead of analysis of individual units, are discussed in bivariate models. Both theories on the micro- and macrolevels are needed, together with crosslevel theories. Fallacies in interpreting findings on different levels are discussed. Some suggestions for future ecological studies are given in a discussion of variables in ecological studies, those of input and output. A study of the effects of aggregation is outlined.

Date:

1973

Pages:

36

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Honica Eriksson Institute of Education University of Göteborg

**Title:** Teoretiska perspektiv inom moralpsykologin. Moralpedagogikens utgångspunkter.

Theoretical Perspectives in Moral Psychology. The Foundations of Moral Education.

**Reference:**

**Title of project:**

**Key words:** Morality; Education, Moral ; Development, Moral ; Moral psychology, theories in.

**Abstract:**

A presentation and critical analysis of the dominating theoretical perspectives in moral psychology, i.e. psychoanalytic theory (primarily represented by Freud), theories with primary background in learning theory and, lastly, cognitive developmental theories (represented by Piaget and Kohlberg). In this connection an attempt has been made to determine the special kind of contribution made by each to moral psychology. Also to serve as a background to the abovementioned analysis is included a discussion, to a large extent based on the results of analytical investigations, of some main problems concerning the creation of sound theoretical foundations for studies in moral psychology. Among the points made in the critical analysis of the abovementioned perspectives are: Insufficient attention has been paid to the problem of delimitation of data, resulting in serious deficiencies. (Here an attempt has also been made to determine both the normatively-ethical ideas which have been connected with the different perspectives and the kind of influence which those ideas have had on the empirical research.); Data to be mapped and explained have been pictured in an extremely simplified form; The importance of considering the reasons behind the individual's actions and judgments hasn't been recognized or, alternatively, owing to the use of deficient conceptual frameworks, the reasons have been inadequately categorized. In the last chapter is then outlined the background to and the design of an empirical investigation and also its connection with a certain ideal of moral education.

<b>Date:</b> Maj 1974	<b>Pages:</b> 228 (excl. intr.+bibl.)	<input checked="" type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input checked="" type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## Author, Inst.

Gran, Bertil  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

Öppna skolor i Sverige: En lägesrapport. / Open plan schools in Sweden:  
 The present state of development. /

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 234,  
 1974

## Title of project:

MPU (Educational developmental work in the Malmö region.)

## Key words:

Open plan schools, school construction, school environment

## Abstract:

The report gives a description of the background and development of open plan schools in Sweden, particularly within the Malmö region and in Goteborg, with emphasis upon educational research problems.

Date:

April  
 1974

Pages:

18

Swedish

English

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Final report

Progress report

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Diss.

Lic.avh.

.....

**Författare:**

Egil Johansson (ed), Roger S Schofield, Kenneth A Lockridge, Bill Widén,  
Sune Åkerman

**Rapporttitel:**

Literacy and Society in a Historical Perspective - A Conference Report.

**Övriga bibliografiska uppgifter:**

Umeå University and Umeå School of Education  
Educational Reports Umeå, no 2 1973

**Projekttitel:**

--

**Nyckelord:**

Literacy, Popular Education, Illiteracy

**Referat (på engelska):**

In order to bring representatives of current literacy-research of western societies together, a conference in Uppsala, in May 1972, was established by the departments of History and Education in Uppsala and the department of Education in Umeå.

Four of the papers, which were presented at the conference, have been gathered into the present volume and also a fifth paper is included written by professor Kenneth A Lockridge, Ann Arbor, USA. The purpose is to sum up and give information about the contents of the conference and simultaneously offer a contribution to the discussion of the problems and results of the literacy research in the current humanistic and sociological research situation.

<b>Datum:</b>	<b>Antal sid.:</b>	<input type="checkbox"/> Sv.	<input type="checkbox"/> Slutrapp.	<input type="checkbox"/> Diss.
1973	81	<input checked="" type="checkbox"/> Eng.	<input type="checkbox"/> Delrapp.	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Anslagsgivare:**

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374

## Author, Inst.

Klingberg, Gote. Department of Educational Research, Gothenburg School of Education

## Title:

Undervisningsmålen for amnet engelska i Lgr 69. En måldokumentanalys/  
An analysis of the objectives for the teaching of English in the Swedish  
Comprehensive School Authorized Curriculum of 1969/

## Reference:

Rapporter från Pedagogiska institutionen vid Lärarhögskolan i Goteborg nr 54

## Title of project:

## Key words:

Curriculum research, Educational (instructional) objectives, Goal document analysis, Swedish Comprehensive School, Teaching of English as a foreign language

## Abstract:

The analysis was carried out as a basis for a discussion of how the goal descriptions for the teaching of English in the Swedish Comprehensive School could be more clearly defined. The text of the authorized curriculum has been scrutinized in detail. All passages which contain explicit goal descriptions or which could be interpreted as containing implicit goal descriptions have been noted and objectives have been formulated from them. The objectives have been catalogued with the aid of a classification scheme. The generality level and the scope of the objects of behaviour in the objectives have been examined. A more readable presentation of the objectives de facto met with in the authorized curriculum has been attempted. Observations are further made of points, at which new objectives should perhaps be inserted, and of points, at which it would seem advisable to define the objectives more clearly. As far as possible, all objectives are expressed in the words of the authorized curriculum, and suggestions given only emanate from a logical analysis of the material derived from the curriculum itself. There are also some recommendations on the building up of a list of objectives.

A similar analysis of the objectives for the teaching of English in the authorized curriculum for the "gymnasieskola" (upper secondary level comprehensive school) is in progress.

Date:

May 1974

Pages:

92

 Swedish English ..... Final report Progress report ..... Diss. Lic.avh. .....

**Author, Inst.**

Klingberg, Gote. Department of Educational Research, Gothenburg School of Education

**Title:**

Översättningen av barn- och ungdomsböcker. En metodisk försöksundersökning / The translation of children's books. A methodological pilot study/

**Reference:**

Rapporter från Pedagogiska institutionen vid Lärarhögskolan i Goteborg nr 59

**Title of project:**

**Key words:**

Translation of children's books; Children's books; Literary instruction; International understanding, promoting of.

**Abstract:**

There are few scientific studies in order to supply basic data when public measures to forward the translation of children's books are considered. The report deals with a systematic presentation of problems and a testing of different methods for studies of

- a) the relative importance of different languages (the production of translated literature in general, top quality literature, books with certain content or readability, the reasons why books in certain languages are translated more often than books from other languages)
- b) the qualitative selection of books translated or in stock (the methodological problem how to construct list of books that "ought to" be translated, the reasons why the qualitative choice is made as it is)
- c) how children's books are in fact translated (coding scheme, forms to be filled in, exemplification of some categories of change by way of a detailed survey of five books translated into Swedish)
- d) the treatment of translations of children's books in reviews (systematic examination of reviews in the daily press as well as in journals entirely devoted to reviews, classification of different content of criticism of translation work).

<b>Date:</b> August 1974	<b>Pages:</b> 192	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



Research supported by:

The Swedish Council for Social Science Research. Costs 36.700 SwCr

## Author, Inst.

Leyman, Heinz  
Inst. of Education, University of Stockholm

## Title:

Collective processes - a definition

## Reference:

IAN-report No. 107.1974

## Title of project:

## Key words:

Teamwork, groupdynamics, collective groups, problemsolving in groups, group relationship

## Abstract:

When an analysis of group problem solving is made the author of this report maintains that one ought to take as a starting-point the mental processes that steer individual problem solving and also the effects on the individual of an interaction that comes about in connection with this problem solving when it is subjected to other people's evaluations. The individual's sense of identity is strongly influenced by this, however, and thereby the further development of his problem solving and co-operation resources.

From an operative classification of the concept co-operation the concept "collective process" is introduced, which then in its turn is classified operative with regard to such qualities in individual cognitive and emotional processes that are demanded for a group to be able to develop towards the ideal "collective".

Date:	Pages:	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
21 Jan. 1974	33	<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

Author, Inst.

Leyman, Heinz  
 Inst. of Education, University of Stockholm

Title:

Theories on power and process analysis of power exertion  
 Teorier om makt och processanalys av maktutövande

Reference:

IAN-report No. 116 1974

Title of project:

Key words:

Power, decisions in organisation, authority, political decision making, democracy in job situations

Abstract:

With the work of Bachrach & Baratz as a background I discuss the concepts of power and delimit towards the concepts of compulsion, manipulation, influence and authority. This account also includes Bachrach & Baratz model for analysing political decision making, which I have extended. I then compare their viewpoint with the concept of "political poverty" from the Swedish Investigation of low incomes. Some examples from experiments with democracy in job situations, however, implicate that these kinds of processes cannot be analysed with merely a model of power. They have also to be looked at from the viewpoint of learning theories dealing with the analysis of individuals acting.

<p>Date: 25 April 1974</p>	<p>Pages: 29</p>	<p><input type="checkbox"/> Swedish  <input type="checkbox"/> English  <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Final report  <input checked="" type="checkbox"/> Progress report  <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Diss.  <input type="checkbox"/> Lic.avh.  <input type="checkbox"/> .....</p>
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Research supported by:

Townhall Stockholm



**Author, Inst.**

Bernice Lindgren-Hooker  
 Dept. of Education, School of Education, Linköping

**Title:**

Educational Flow Models with Applications to Arab Statistical Data  
 Linköping Studies in Education. Dissertations, No. 3, 1974

**Reference:****Title of project:****Key words:**

Educational Planning, Educational Statistics, Educational Models

**Abstract:**

The thesis first discusses characteristics of Educational Statistics. Educational flow models are then discussed on the basis of the concept of educational accounting. The mathematical theory behind flow models is developed, and the development of new models, their adaptation to existing data, and their use is discussed. Stationary population models are developed and discussed. The models are finally applied to data from six Arab countries.

**Date:**

October 1974

**Pages:**

256

Swedish

English

.....

Final report

Progress report

.....

Diss.

Lic.avh.

.....

**Author, Inst.**

Stig Lindholm  
Institute of Education, University of Stockholm

**Title:**

Appointment with the Third World. Experts and Volunteers in the Field: Their Work, Life and Thoughts.

Almqvist & Wiksell, Stockholm and The Dag Hammarskjöld Foundation, Uppsala. 1974.

**Reference:**

**Title of project:**

"U-lands- och miljöfrågor ur pedagogisk-psykologisk synvinkel".

**Key words:**

Developing country, Technical Assistance, Work Attitude, Africa.

**Abstract:**

The report is based on interviews with about 70 Swedish technical assistants working in Ethiopia, Kenya, Tanzania and Zambia under bilateral agreements. The book describes, mainly by means of qualitative data, different aspects of the interviewees' situation. The data are discussed and interpreted within a psychological frame of reference. Among the aspects dealt with can be mentioned motives for choosing development work, cooperation with people and authorities in the developing country and at home, attitudes to local language learning and opinions about the recruitment process. - An important part of data are quotations from the interviewees. These are supplemented with percentages indicating proportions. - The concluding chapter discusses some suggestions for research and other measures.

<b>Date:</b> 1974.10.08	<b>Pages:</b> 144	<input type="checkbox"/> Swedish	<input type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input checked="" type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**

David Muga, Sociologiska institutionen, Göteborgs Universitet

**Title:**

Some conceptual dimensions of the recruitment process to collective habitation among western youth

**Reference:**

Report from the Department of Sociology, University of Gothenburg, no 31, May 1974

**Title of project:****Key words:**

Social processes. Recruitment. Collective habitation.

**Abstract:**

While very much attention has been given to the historical settings of Utopia building and to descriptions of various specific utopian movements, there is a remarkable dearth of analysis attempting to apply ideas distilled from such movements to particular sociological circumstances of modernity. One kind of complex of conditions making for distinctly novel trends in modern society is that associated with youth movements and more especially, with the tendency toward collective habitational arrangements which they exhibit. This tendency is placed in the larger matrix of problems surrounding the recruitment process to, and affiliative mechanisms with, social movements in general. The present paper then attempts to search for the essential conceptual dimensions of the recruitment process operating among western youth for collective living arrangements in the light of structural, interactional and psychological approaches for understanding the emergence and persistence of social movements. This analysis is also carried out in conjunction with the small but growing body of literature pertaining to experiences in collective living. Four such dimensions are discussed: Disenchantment, Unification, Socialization, and Control.

<b>Date:</b> May 1974	<b>Pages:</b> 29	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

**Author, Inst.**  
 Nordin, Thor  
 Institutionen för pedagogik, Uppsala universitet

**Title:**  
 Växelundervisningens allmänna utveckling och dess utformning i Sverige till omkring 1830  
 The general development of the monitorial method and its form in Sweden to about 1830

**Reference:**  
 Årsböcker i svensk undervisningshistoria. 53(1973):130

**Title of project:**  
 Frihet och jämlikhet som pedagogiska grundbegrepp inom västerländsk demokrati

**Key words:**  
 Freedom and equality, history of education, mass education, monitorial method

**Abstract:**  
 The monitorial method seems to have been discussed especially from two main points of view:  
 a) as a cheap instrument for attaining an enlarged public education and  
 b) as means to both an intellectual and a moral education.  
 The project aims at illustrating the growth and extension of the monitorial method in different countries with respect to Swedish public education both in regard to secondary and public school education.  
 The project intends to form a basis for future study of the monitorial method as an instrument for the realizing of the ideas of liberty and equality.

<b>Date:</b> May, 1974	<b>Pages:</b> abt. 450	<input checked="" type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input checked="" type="checkbox"/> Diss.
		<input type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....

## author, Inst.

Rodhe, B. & Bergman, E. (Eds.)  
 Department of Educational and Psychological Research  
 Malmö School of Education, Fack S-200 45 Malmö 23

## Title:

Skola i invandrarland: En konferensrapport. /School in an immigrant country: A conference report. /

## Reference:

Pedagogisk-psykologiska problem (Malmö: School of Education), No. 237, 1974

## Title of project:

## Key words:

Internationalization of education, immigrant children in Sweden, social attitudes

## Abstract:

In april 1973 the Swedish Unesco Council's ASPRO committee arranged a working conference on the theme: School in an immigrant country, a report from which is given here. The situation of immigrant children in the Swedish school is regarded as a touchstone of how far the internationalization of Swedish education has reached - a theme that was taken up in two earlier conference reports, published in the series, Pedagogisk-psykologiska problem, Nos. 99 and 138. The ASPRO committee has worked in close cooperation with the project "Social development and training" conducted by the Department of Educational and Psychological Research at the Malmö School of Education; the report contains a summary of the internationalization aspect of the project. The material that formed the starting-point for the conference consisted of three lectures by Stig Lindholm, Velta Ruke-Dravina and Bertil Östergren, which are reproduced in the report, together with an account of the discussion that followed the lectures. Among the themes covered in the group discussions were Language and personality and The multi-cultural society, and the report contains summaries of these discussions. In conclusion the chairman of the ASPRO committee summarizes the results of the conference and gives an outline of what has happened during the year since the conference in the effort to find forms, in Sweden and internationally, for "School in an immigrant country". The appendices provide material illuminating different aspects of the immigrant problem, including an essay by Birgitta Trotzig on Language and identity.

## Date:

May 1974

## Pages:

88

Swedish

English

.....

Final report

Progress report

.....

Diss.

Lic.avh.

.....

Author, Inst.

Rosén, Anne-Sofie and Schalling, Daisy

Psychological Laboratories, University of Stockholm and The Karolinska Institute

Title:

On the validity of the CPI Socialization Scale: A multivariate approach

Reference:

Journal of Consulting and Clinical Psychology, 1974, 42, 757-765.

Title of project:

Relations of some personality and cognitive variables (Rosén)

Criminological differential research (Schalling)

Key words:

CPI Socialization scale; role taking ability; personality inventory; delinquency

Abstract:

The purpose of the study was to isolate groups, homogeneous in role taking ability, and to describe them on dimensions of the CPI Socialization scale (So). Subjects were 189 delinquent and nondelinquent young males. Six subscales were constructed by factor analysis. A latent profile analysis (LPA) of responses to 18 items, selected from the subscales, yielded a low (n=78) and a high (n=106) socialization group. In a discriminant analysis of subscale scores the LPA groups were highly significantly separated. Five subscale means were significantly different. The results support the validity of some of the subscales as indicators of the role taking construct underlying the So scale.

Date:	Pages:	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
25.9.1974		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> ,.....



## Author, Inst.

Shaw, Jerry I., & Thorslund, Christer. Unit of General Psychology, Dept. of Psychology, University of Göteborg

## Title:

Effects of varying patterns of rewards on cooperation in a prisoner's dilemma game

## Reference:

Göteborg, Psychological Reports, 1973, 2, No. 5.

## Title of project:

## Key words:

Variable PD-game, boredom, reward size.

## Abstract:

This Prisoner's Dilemma (PD) study explored the "boredom" hypothesis which explains the usual finding of high competition as the outcome of subject's attempts to alleviate their boredom by trying to outscore one another. Forty male dyads played a 15-trial PD game in which boredom was manipulated by varying both the pattern of rewards sequentially over trials as well as by reward size, real money vs. points. As expected, subjects' ratings of boredom were lowest with variable rewards and when playing for money. Cooperation was affected by variable rewards only in the points condition where boredom was highest. However, the same factors which reduced boredom significantly increased interdyad variability. The relationship between this latter finding and the validity of replicated PD games with constant rewards was discussed.

Date: 1973	Pages: 14	<input type="checkbox"/> Swedish	<input checked="" type="checkbox"/> Final report	<input type="checkbox"/> Diss.
		<input checked="" type="checkbox"/> English	<input type="checkbox"/> Progress report	<input type="checkbox"/> Lic.avh.
		<input type="checkbox"/> .....	<input type="checkbox"/> .....	<input type="checkbox"/> .....



<p><b>Authors:</b> James Jidanius</p>	<p>Psychological Laboratories University of Stockholm Box 6706 S-113 85 Stockholm, Sweden</p>
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**Title:**  
Some notes on the study of values in experimental psychological research from 1933-1971

**Reference:**  
The Psychological Institute, University of Stockholm

**Title of project:**  
The Örebro Project

**Key words:**  
Values in psychological research

**Abstract:**

This paper reviews some of the major theoretical formulations and empirical findings regarding the structure and function of values as determinants of behavior. The paper concentrates upon a discussion of the Sprangerian typological theory of values and its American adaptation in the form of the Allport-Vernon-Lindzey study of values, the Holland theory of values and the recent Rokeach formulations.

<p><b>Date:</b> January 1974</p>	<p><b>No. of pages:</b> 57</p>	<p><input type="checkbox"/> Swedish <input checked="" type="checkbox"/> English <input type="checkbox"/> .....</p>	<p><input checked="" type="checkbox"/> Final report <input type="checkbox"/> Progress report <input type="checkbox"/> .....</p>	<p><input type="checkbox"/> Diss. <input type="checkbox"/> Lic. avh. <input type="checkbox"/> .....</p>
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**Research supported by:** The Royal Board of Education



**Author, Inst.**

Sjödahl, L.  
Department of Educational and Psychological Research  
Malmö School of Education, Fack S-200 45 Malmö 23

**Title:**

Jämförelser mellan frekvenser, absolut och relativ skattning. /Comparisons between frequencies, absolute and relative rating. /

**Reference:**

Reprint (Malmö: School of Education), No. 148, 1974

**Title of project:**

Yrkespedagogiska projektet. /Problems in vocational training. /

**Key words:**

Rating, reliability, vocational training

**Abstract:**

In connection with a critical incident study of the nursing profession the results from applying different operational definitions to the concept "frequency" are compared in an empirical investigation. The result shows that the inter-rater agreement is higher for relative than for absolute rating. This result is valid regardless of whether one treats the differences in mean level between the raters as a source of true or error variance. There is also a clear difference between relative and absolute rating with regard to the level of the means. When using absolute rating all the means are collected within one unit of the five-interval scale, while the means vary from 2.78 to 4.60 when using the relative scale. It is obvious from these results that one major difficulty when constructing absolute scales is to define interval boundaries in such a way that we get differentiating and stable measurements. The frequencies of reported incidents and the means from relative and absolute rating of frequencies give fairly similar frequency profiles with regard to structure. The respondents' own relative frequency ratings of their own incidents seem, however, to be very subjective in comparison with ratings (absolute and relative) from independent groups.

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**Abstract:**

In this article a short presentation is given of the vocational training project at the Malmö School of Education. The goal of the project is to study the psychological aspect of the care of patients. The critical incident method has been used in collecting incidents putting demands on the nurses' understanding of the patients' psychological needs. In this context an investigation has been carried out in order to study the relation between the frequency of reported incidents and the respondent's own rating of how often the reported incident occurs in the job. The results show that there is no significant relation between the frequency of reported incidents and the respondent's own frequency rating of the reported incident.

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University Departments of Psychology.

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University Departments of Education.

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#### Schools of Education.

Department of Educational Research,  
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Department of Education,  
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See: Department of Education,  
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Department of Educational Research,  
Uppsala School of Education,  
Östra Ågatan 9, S-753 22 Uppsala

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Other Research Institutes.

Department of Sociology,  
University of Gothenburg,  
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S-750 17 Uppsala

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Förteckning över fonder, hos vilka anslag kan sökas för psykologisk och pedagogisk forskning<sup>x)</sup>

Arbetarskyddsfonden

Adress: Sveavägen 166, 8 tr., 113 46 Stockholm, tel: 15 13 00

Upplysningar: Kanslichef Bo Oscarsson,

Byrådirektör Waldemar Nyström

Fonden har till uppgift att stödja sådan forskning och utveckling samt utbildning och upplysning, som kan motverka uppkomsten av yrkesskador och annan av arbetsmiljön betingad ohälsa eller förbättra arbetsmiljön och därigenom främja hälsa och säkerhet i arbetslivet.

Ansökan i 25 ex å särskilt formulär före 1/3 resp 1/9.

Magnus Bergvalls Stiftelse

Adress: Skandinaviska Enskilda Banken, Notarieavd., Box 16067, 103 22 Stockholm 16, tel: 24 65 00

Främjar vetenskaplig forskning genom anslag till svenska vetenskapsmän samt svenska vetenskapliga och kulturella institutioner.

Ansökan i 12 ex å särskilt formulär före 15/9. Utdelning 15/1. Bestämmelser finns.

Byggnadsindustrins Arbetsforskningsstiftelse (BAS)

Adress: Statens råd för byggnadsforskning, Fack, 102 30 Stockholm 6, tel: 24 81 00

Stiftelsen är ett samordnande organ för främst beteendevetenskapliga och produktionstekniska projekt inom arbetsforskning.

Ansökan på särskilt formulär. Utdelning under året, dock endast vid tre tillfällen avseende belopp över 50.000 kronor.

Ollie och Elof Ericssons stiftelse för vetenskaplig forskning och för välgörande ändamål

Adress: Facit AB, 597 00 Åtvidaberg

Främjar genom anslag och stipendier i första hand teknisk, ekonomisk och medicinsk forskning. Även annan vetenskaplig forskning kan efter styrelsens beprövande erhålla bidrag.

Ansökan före maj månads utgång, utdelning juni-september.

<sup>x)</sup> Uppgifterna i förteckningen har så långt möjligt kontrollerats i augusti 1974. - Kompletterande synpunkter beträffande förteckningen emottas tacksamt av forskningsrådets kansli (adr. Sveavägen 166, 16 tr., 113 46 Stockholm)



Folksam

Adress: Fack, 104 60 Stockholm 20, tel: 22 01 00

Försäkringsbolaget Folksam har tidigare haft fristående organ som t.ex. Folksams trafiksäkerhetsnämnd och Folksams rehabiliteringsråd, vilka delat ut anslag inom sina verksamhetsområden. Dessa har nu upphört och anslagsfrågorna handläggs centralt vid Folksams sociala råd och Folksams vetenskapliga råd.

Ansökningar, som skall ställas direkt till Folksam, kan inlämnas under hela året.

Upplysningar: sekreterare Arne Brundell eller sekreterare Stig Åhs,  
tel: 22 01 00

Försäkringsaktiebolaget Fylgias 80-årsfond

Adress: Fack, 102 40 Stockholm 5

Upplysningar: Direktör Åke Magnusson, tel: 14 00 60

Huvudsakligt syfte att verka för att hindra uppkomsten av och lindra följdverkningarna av trafikolycksfall.

Ansökan före 1/2 på särskilt formulär.

Svenska Handelsbankens Stiftelse för Samhällsvetenskaplig forskning

Adress: Svenska Handelsbanken, 103 26 Stockholm

Upplysningar: Kämrer Åke Wennman, tel: 22 90 20

Främjande av forskning rörande ..... samt andra områden av intresse för den svenska affärsbanksverksamheten (endast ekonomiska frågor).

Ansökan senast 1 april.

Nämnden sammanträder som regel i maj.

Bestämmelser finns.

Stiftelsen Lars Hiertas Minne

\*Adress: Stiftelsen Lars Hiertas Minne, Eriksbergsgatan 3, 1 tr.,  
114 30 Stockholm

Upplysningar: Frih. Inger Leijonhufvud, tel: 10 94 01

Utdelar anslag för vetenskaplig forskning och för sociala ändamål till såväl enskilda personer som föreningar och institutioner, vilkas verksamhet kan anses vara till allmänt gagn. Ej studie-stipendium.

Ansökan före 1 oktober.

Utdelning i november. Bestämmelser finns.

Hierta-Retzius Stipendiefond

Adress: Hierta-Retzius Stipendiefond, Eriksbergsgatan 3,  
114 30 Stockholm

Upplysningar: Professor Arne Vestgren, tel: 11 22 18

Syftar att medelst utdelning av understöd och stipendier främja i vetenskapligt eller socialt hänseende viktiga ändamål.

Ansökan senast 31/12. Utdelning i mars.

Hierta-Retzius Fond för vetenskaplig forskning

Adress: Vetenskapsakademien, tel: 31 05 55

Upplysningar även genom professor Arne Vestgren, tel: 11 22 18

Syftar att genom understöd främja den vetenskapliga forskningen, framför allt den biologiska, men även ändamål, som tillhör akademiens övriga klasser.

Utdelning i mars vart tredje år. Nästa tillfälle blir 1976.

Ansökan före 1/1 samma år.

Idrottens forskningsråd

Adress: Riksidrottsförbundet, Strömsborg, Box 1216, 111 82 Stockholm

Upplysningar: Artur Forsberg, tel: 23 37 20

Idrottens forskningsråd inrättades 1970 för att inom Riksidrottsförbundet genom fördelning av anslag initiera och leda forskning av betydelse för idrotten. Rådet stöder både beteendevetenskapliga och fysiologisk-medicinska projekt.

Ansökan senast 31/3. Utdelning i maj. Särskilda formulär finns.

Harald och Greta Jeanssons stiftelse

Sekreterare: Advokat Björn Bygge, tel: 14 12 50

Har till ändamål att främja vetenskaplig forskning inom medicinens område samt sådan forskning inom andra naturvetenskapsgrenar, vilken är avsedd att komma läkarvetenskapen till godo.

Ansökningstid kungörs i april-maj i Svensk Läkartidning.

Offentliggörande av tilldelning i regel 1 november.

Bestämmelser finns.

Helge Ax:son Johnsons Stiftelse

Sekreterare: Advokat Lennart Heijne, Birger Jarlsgatan 18,  
114 34 Stockholm, tel: 10 95 21

Ändamål ....., att främja vetenskaplig forskning samt att understödja undervisnings- och studieverksamhet inom landet.

Anslag till både enskilda och institutioner.

Ansökan senast 28/2. Utdelning 22/6. Bestämmelser och formulär finns.

Kungafonden

Konung Gustaf VI Adolfs 80-årsfond för svensk kultur, Box 16216,  
103 24 Stockholm 16, tel: 10 00 15

Ansökan vilken tid som helst på året.

Fondens ändamål att verka för bevästande och främjande av svensk kultur.

Längmanska Kulturfonden

Adress: Universitetskanslersämbetet, Box 16334, 103 26 Stockholm 16

Sekreterare: Byrådirektör Per Öhlund, tel: 24 85 60

Uppgift att stödja vetenskap, konst och litteratur bl.a. genom understöd för vetenskaplig verksamhet samt understöd för offentliggörande av resultat.

Ansökan senast 31/12. Utdelning i maj månad.

Carl-Bertel Nathhorsts vetenskapliga stiftelse

Adress: Nybrokajen 5, 111 48 Stockholm, tel: 23 05 25

Stiftelsen har till ändamål att främja avancerad vetenskaplig forskning, i regel över doktorandnivå. Utbildnings- eller studiestipendier samt resästipendier beviljas i regel ej.

Ansökan före 15/10 på särskilt formulär. Styrelsens beslut meddelas i regel under december månad.

Ograduerade forskares fond

Vid samhällsvetenskapliga fakulteten i Stockholm sker fördelningen av medel inom resp. institution. För upplysningar om fördelningsnormer vid andra lärosäten hänvisas till resp. universitetsförvaltning.

Statens råd för samhällsforskning

Adress: Sveavägen 166, 113 46 Stockholm, tel: 15 15 80

Anslag för socialvetenskaplig, rättsvetenskaplig, psykologisk eller pedagogisk forskning eller för publicering av vetenskapliga forskningsresultat inom sagda områden.

Ansökan på särskilt formulär och bilaga om forskningsprogram insändes i 13 ex (andra bilagor i 2 ex) före den 1/3 och 1/10. Utdelning sker normalt i maj resp. november. Bestämmelser finns.

Stiftelsen Riksbankens Jubileumsfond

Adress: Riksbankens Jubileumsfond, Box 1649, 111 86 Stockholm, tel: 24 32 15

Stiftelsen skall ha till ändamål att främja och understödja till Sverige anknuten vetenskaplig forskning.

Ansökan i 30 ex senast 1/2 och 15/9.

Utförliga bestämmelser finns, men särskilda ansökningsformulär finns ännu ej.

Stockholms stads forskningsstipendier

Adress: Stadskollegiet, Stadshuset, 105 35 Stockholm

Upplysningar: Borgarrådssekreterare Bo Bengtsson, Stadshuset,  
tel: 54 05 00

Bidrag till vetenskapligt forskningsarbete - företrädesvis av samhällsvetenskaplig och allmän kulturell art - som bedömes vara av särskild betydelse för den kommunala verksamheten inom Stockholms stad.

Styrelsen för teknisk utveckling (STU)

Adress: Fack, 100 72 Stockholm 43, tel: 19 01 50

STU är Sveriges centrala organ för det statliga stödet till teknisk forskning. STU har finansiella och formella möjligheter att stödja ett forskningsprojekt genom hela innovationskedjan från grundforskning till forskningsresultatens industriella tillämpning. Styrelsen arbetar genom ett antal nämnder, bl.a. en för arbetsvetenskap (arbetsplatsmiljö).

Ansökan före 1 mars. Utbetalas när som helst under året.

Stiftelsen Gustaf och Tyra Svenssons minne

Adress: Karolinska institutet, tel: 34 05 60

Till forskning inom alla delar av medicinens olika områden samt till forskning inom medicinen närstående vetenskapsgrenar.

Till enskilda eller institutioner. För graduerade.

Ansökan före 1/2 i 6 ex. Bestämmelser finns. Ansökningsformulär planeras.

Knut och Alice Wallenbergs Stiftelse

Adress: Box 16067, 103 22 Stockholm 16, tel: 24 65 00

Har till huvudsakligt ändamål att främja vetenskaplig forskning och undervisnings- eller studieverksamhet av landsgagnelig innebörd.

Ingen bestämd ansökningstid. Bestämmelser finns.

Åke Wibergs stiftelse

Adress: Torstenssonsgatan 3, 114 56 Stockholm, tel: 67 50 50

Utdelar anslag för främjande av vetenskaplig forskning, vård och uppfostran av ungdom ävensom undervisning och utbildning.

Ansökan utan föregående kungörelse före den 1 november. Särskilda formulär finns ej.

Åhlén-Stiftelsen

Sekreterare: Nils Åhlén, Ringvägen 100, 116 61 Stockholm,  
tel: 44 90 00

Främjar barns vård och fostran. Barns eller ungdoms undervisning eller utbildning.

Vård av behövande ålderstigna, sjuka eller lytta.

Vetenskaplig undervisning eller forskning.

Ansökan senast 31/1 i 2 ex. Utdelning i maj. Bestämmelser finns men ej särskilda formulär.