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The Psychology of Division

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- _____ One of the least interesting books I have ever read.
 _____ The least interesting book I have ever read.

Later they compared all the books which they had read and arranged them in a descending order of interest: that is, ranked them on the basis of interest.

The results of this study which is still incomplete may be tentatively summarized as follows:

- I. All reliabilities for the children's estimates are over .95.
- II. Comparison of results as found by the seven point method and those of the ranking method gave a reliability of from .67 to .82.
- III. The estimates of the boys as compared with those of the girls gave coefficients varying from -.2 to .34.
- IV. Results seem to indicate that the books which were read last are rated slightly lower than those read earlier in the program. This is especially true when the books are ranked.
- V. There is a very slight relation between the number of times a book is read and its interest in the seventh grade but this relation is quite distinct in the eighth grade.
- VI. An inverse relation was found to exist between the rating in the Guide and interest ratings by children, except for the seven point scale placement by the eighth grade children.
- VII. "Interest" apparently depends mainly upon the presence or absence of exciting events in the book.

These findings are based upon the work of last year and the addition of this year's data may either strengthen or weaken the findings as they stand.

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THE PSYCHOLOGY OF DIVISION

H. A. JEEP

Recent attempts to clarify the subject of long division point to the fact that it is difficult. All data considered, we may say that it is the hardest block in the elementary school curriculum. Long division is especially difficult for the fourth-grader. It is apparent that the multiplicity of skills accounts for much of the learning difficulty. Because there are no infallible rules to follow, long division approaches the problem solving situation. In a sense, every example in long division tends to become a distinct problem in itself.

By way of making an attempt to alleviate somewhat the teach-

ing and learning difficulties of division, attention should be given to such aspects as, (1) a more thorough appreciation by teachers of certain vital difficulties of the subject, (2) better textbook construction, (3) the question of grade placement of division, and (4) the teaching order of division, and the like.

All of the above should primarily be the consideration of psychologists. One may rightfully say that the teaching of division has long since ceased to be a problem for the mathematician; it is now a problem for psychology. Division is not peculiar in this respect.

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APPLICATION OF THE STROBOPHOTOGRAPH TO PHONOPHOTOGRAPHY

SCOTT N. REGER

A brief description of the mechanism of the strobophotograph was given. A full description is given in the following article by Milton Metfessel: *The Strobophotograph: A Device for Measuring Pitch*, *J. Gen. Psychol.*, 1929, 2, 135-139.

A recent substitution of the blue neon light for the older oscillating mirror of the Dorsey phoneoscope, formerly used on the strobophotograph, was described. An article by Joseph Tiffin and Milton Metfessel on the application of the neon light to strobophotography is to appear in an early issue of the *Am. Journ. of Psychol.*

Some lantern slides from photographs taken on the strobophotograph were shown. These consisted of tones produced by a tuning fork, the singing voice, and the speaking voice. Interpretations of the slides were given. Various uses and techniques of the strobophotograph were enumerated.