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Can the Ayres Spelling Scale be Relied on for Measuring the Individual Class Achievement?

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SOME RECENT IMPROVEMENTS IN THE GALVANIC TECHNIQUE

(*Illustrated by slides*)

CHRISTIAN A. RUCKMICK

(*Abstract*)

1. Our latest experimental results verify some previous tentative conclusions that mental and physical fatigue cause an increase in *O*'s resistance which is fairly uniform but presents still some anomalous cases. Blood pressure almost uniformly increases. We have also perfected the device which photographs the deflections obtained from the Hathaway apparatus.

2. In the study of the emotions we find a greater extent of deflection of the galvanometer in those emotions which can be classified as sensory. In emotions which border on the ideational or cognitive there is a smaller extent of deflection.

3. The electrodes have also been perfected so that they can be worn comfortably and without slipping. The slides will show some characteristic curves obtained.

4. In this connection we have also perfected an electric pneumograph which gives not only the breathing curve but the record of the pulse. The essential element is a capsule containing carbon particles offering varying resistances to an outside current. A graphic record will be shown.

STATE UNIVERSITY OF IOWA,
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CAN THE AYRES SPELLING SCALE BE RELIED ON FOR MEASURING THE INDIVIDUAL CLASS ACHIEVEMENT?

E. C. DENNY

Twenty words were selected at random from column Q of the Ayres Spelling Scale. These words were given as a dictated spelling test to 29 pupils in the 5th grade of the I. S. T. C. Training School. The papers were scored and it was also determined how many times each word was missed. The ten easiest words were then considered as one test and the ten most difficult words as a second test. On the first test the mean for our 5th grade was 85%; on the second test the mean was 54%. The Ayres Scale gives these

twenty words as of equal difficulty; therefore, the means for our two tests should be equal. The scale shows a mean of 73% for column Q for 5th graders. Our pupils make a very favorable showing as measured by the first test and a very unfavorable showing as measured by the second test. Dr. Tidyman got similar results, finding means of 70% and 40.5%. Therefore, it might appear that a class will make a favorable or an unfavorable showing in comparison with scale values, depending largely on what words are selected from the scale. Consequently, teachers should be urged not to put too much faith in the norms of the scale, now some 20 years old, when used on an individual class. It was ascertained that of our twenty words, one had been taught in the 3rd year of spelling, 7 in the 4th year, 7 in the 5th year and that 5 have not as yet been taught, being in the 6th year. Therefore, teachers should understand that in selecting words from the Ayres Scale they may get hold of words that their pupils have not as yet studied. It was found that our 5th graders made a very much lower record on such words.

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AN INVESTIGATION OF THE BASIC FACTORS OF AESTHETIC VALUE IN COSTUME DESIGN

WILHELMINA E. JACOBSON

The general object of this investigation is to determine experimentally the basic factors underlying beauty in costume. The problem has three stages: (1) the determination of what factors of aesthetic value are involved in costume design; (2) which of these factors are basic; and (3) why they are basic.

The material for a preliminary study consisted in paired designs of modern costumes with some element changed followed by introspections from subjects.

A second preliminary study consisted in submitting twenty historic costume designs for observational analysis. From these the factors involved in costume designs and the factors that are basic were determined.

Eleven of these designs were redrawn in ink outlining eliminating color, texture, and expression. These were presented in paired fashion in which some factors such as the aesthetic principles of