The bibliography was compiled with the intent to cover areas of special interest with regard to a research program at the Teachers College of Uppsala, Sweden dealing with problems in connection with the special information media for the blind which serve as substitutes for ink-print. Entered in the first section—an introduction to blindness—are bibliographies, abstract journals, periodicals, reviews of research, and other general literature on the education of the blind. The rest of the bibliographic material is divided into three sections from the point of view of the sensory channel providing information: Auding, Tactile Information, and Visual Information with Partial Sight. Literature dealing with more than one area is cross referenced, and most books and doctoral dissertations are annotated. The hearing section lists research and literature reviews and literature on comparison of auditory and visual perception, barriers to effective listening, critical listening, distant learning (i.e., teleteaching, homebound instruction), intelligence and listening, listening with regard to the blind, note-taking, rate-controlled speech, and teaching of listening. Literature treating braille, form perception, maps, illustrations, and size and texture discrimination is entered in the tactile information section. (KW)
REPORT NO 11 1970

Project: PUSS: III

LEARNING PROBLEMS IN CONNECTION WITH SPECIAL INFORMATION MEDIA FOR THE VISUALLY HANDICAPPED - A SELECTED BIBLIOGRAPHY

Ann-Mari Östberg    Bengt Lindqvist
REPORT NO 11 1970

Project: PUSS: III

LEARNING PROBLEMS IN CONNECTION WITH SPECIAL INFORMATION MEDIA FOR THE VISUALLY HANDICAPPED - A SELECTED BIBLIOGRAPHY

Ann-Mari Östberg Bengt Lindqvist
Editors' note

The need for educational research in the field of blindness is acknowledged all over the world. In Sweden the Association of the Blind, in 1967, initiated a study of the dominant problems in the learning situation of the visually handicapped. The report of this study now forms the foundation of a research programme, which will be carried out by the Teachers College of Uppsala during a period of approximately five years.

The educational research project PUSS 1) will mainly evaluate and attack the problems in connection with the special information media for the blind, which serve as substitutes for ink-print.

It has been our intention when compiling this bibliographical report to try to cover areas of special interest with regard to the aim of the project.

A division into four sections has been made. The first section - Introduction to Blindness - is of a more general nature. The rest of the material has been divided into three sections from the point of view of the sensory channel providing information - Auding, Tactile information, Visual reading with partial sight. Works dealing with more than one problem area are listed under the first heading, and a cross reference is made in other sections. Most books and doctoral dissertations are annotated in this bibliography. When articles have been found in Psychological Abstracts this has been clearly noted.

The material has been extracted from the following sources:

1. AFB Research Index which is a printed catalogue issued by International Research Information Service - a document center at the American Foundation for the Blind, New York, the aim of which is to store and distribute information about technological and behavioural research.


3. Psychological Abstracts published by the American Psychological Association which abstracts all kinds of psychological literature.

4. Listening Bibliography by Sam Duker, published 1964, 2 ed. 1968, which is an annotated bibliography with various kinds of research related to listening.

The compilation of this bibliography has been possible thanks to the generous help and interest shown by everyone consulted during the work. The comments of users of the present report would be much appreciated in order to make a future revision more useful.

1) Swedish abbreviation for Pedagogical Investigations Concerning the Learning Situation of the Blind.
# CONTENTS

## I. INTRODUCTION
- Bibliographies 1
- Abstract Journals 2
- Periodicals 2
- Review of the Research 3
- Introduction to Blindness 4

## II. AUDING
- Bibliographies 9
- Periodicals 9
- Review of the Literature 10
- Review of the Research 10
- Auditory and Visual Perception Compared 12
- Barriers to Effective Listening 13
- Critical Listening 14
- Distant Learning 14
- Intelligence and Listening 16
- Listening with Special Regards to the Blind 17
- Note-taking and Listening 18
- Rate-controlled Speech 19
- Teaching of Listening 23

## III. TACTILE INFORMATION
- General 25
- Braille 28
- Form Perception 33
- Maps, Illustrations 37
- Size discrimination 40
- Texture discrimination 41

## IV. VISUAL READING WITH PARTIAL SIGHT 43

### ABBREVIATIONS

### AQUISITION OF MATERIAL

### AUTHOR INDEX
I. INTRODUCTION

Bibliographies


10. Wiberg, A.P. Fortegnelse over laererbiblioteket paa det Kgl Blindeinstitut i København. /PRINTED CATALOGUE. Royal Danish Institute for the Blind./ Copenhagen, Denmark, 1938. (With a 1966 supplement by F. Johansen).

See also: AUDING: Bibliographies, nos. 88 - 94.
Abstract Journals


12. PSYCHOLOGICAL ABSTRACTS. Lancaster, Pa. 1(1927)-.

13. RESEARCH IN EDUCATION. /Ed. by/ Educational Research Information Center, ERIC. Washington, 1966 - A monthly abstract journal announcing recently completed research or research-related reports and newly funded projects.


Periodicals

15. ANNUAL REVIEW OF PSYCHOLOGY. Stanford, Cal. 1(1950)-.

16. De blindas tidskrift /JOURNAL OF THE BLIND/. DBF (Swedish Association for the Blind), Stockholm, Sweden, 1933-.

17. DIE BLindenWELT. Organ des Deutschen Blindenverbandes, Bad Godesberg, Germany 33(1945)-.


21. THE NEW BEACON. RNIB, London 14(1930)-.


25. REHABILITATION LITERATURE. National Easter Seal Society for Crippled Children and Adults. Chicago. 16(1955)-. Current literature are abstracted.

26. RESEARCH BULLETIN. AFB, New York 1962-. This publication reports technical and scientific research of significance to the field.

27. REVIEW OF EDUCATIONAL RESEARCH. Washington. 1(1931)-.


Review of the Research


36. Lowenfeld, B. THE VISUALLY HANDICAP.
37. Meyerson, L. THE VISUALLY HANDICAP.
39. Rusalem, H. A HARD LOOK AT RESEARCH ON BLINDNESS.
40. Westheimer, G. VISUAL ACUITY.
41. EDUCATIONAL MEDIA AND TECHNOLOGY.

Introduction to Blindness

42. Abel, G.L. (ed.) CONCERNING THE EDUCATION OF BLIND CHILDREN.
    (AFB Educ. Ser. 12)
    A compilation of papers presented at conferences and courses dealing with the education of blind children.
43. Baker, H.J. INTRODUCTION TO EXCEPTIONAL CHILDREN. 3 ed. 2 pr.
    The partially seeing Chapt. 19 p. 300-314.
    The blind Chapt. 20 p. 315-335.
44. Barraga, N.C. TEACHING CHILDREN WITH LOW VISION.
    N. Outlook 58(1964)10 p. 324-326.
45. Bateman, B. & Wetherell, J.L. SOME EDUCATIONAL CHARACTERISTICS
    OF PARTIALLY SEEING CHILDREN.
46. Best, J.P. THE NEED FOR THE RESIDENTIAL SCHOOL.
47. Blau, S. AN EAR FOR AN EYE: THE COMPENSATORY TRANSPOSITION OF
    SENSORY MODES IN THE BLIND AS A FACTOR IN
    MAKING JUDGEMENTS OF AFFECT.
48. Boomerito, J.W. VISUALLY HANDICAPPED CHILDREN: A MEANINGFUL
    OVERVIEW FOR SCHOOL PERSONELL.


60. Fletcher, R.C. EDUCATING THE BLIND ADOLESCENT.

61. Frampton, M.E. & Kerney, E. THE RESIDENTIAL SCHOOL; ITS HISTORY,
   1953.
   Psychol. Abstr. 28(1954), item 6550.

62. Froistad, W.M. THE PARTIALLY SEEING ARE NOT BLIND.

   (Federal Security Agency. Office Vocational
   Rehab. Services Ser. 210).
   Psychol. Abstr. 27(1953), item 6723.
   The chapter on the partially seeing is by Marjorie Young, p. 162-178.

64. Gee, E. THE PARTIALLY SEEING CHILD IN THE REGULAR CLASSROOM:
   Sight-sav. Rev. 22(1952)1. p. 32-35.

   VISUALLY HANDICAPPED CHILDREN.
   A report on the 1964-1965 Columbus Ohio study of
   partially seeing. 102 p. Columbus, Ohio,
   /Available from ERIC. Document no ED 015 598.

66. Jones, J.W. VISUALLY HANDICAPPED CHILD AT HOME AND SCHOOL. DEVELOPMENTS AND TRENDS IN EDUCATIONAL PROGRAMS FOR
   BLIND AND PARTIALLY SEEING CHILDREN.
   Bibliogr. 55 p.

67. Johnson, Y. A BLIND CHILD BECOMES A MEMBER OF YOUR CLASS. 31 p. AFB.

68. Juurmaa, J. ABILITY STRUCTURE AND LOSS OF VISION. 128 p. AFB.

69. Karnes, M.B. & Wollersheim, J.P. AN INTENSIVE DIFFERENTIAL DIAGNOSIS OF PARTIALLY SEEING CHILDREN TO DETERMINE
   THE IMPLICATIONS FOR EDUCATION.

   children, NEA. Washington, 1963. The chapter on
   the visually handicapped is by C.Y. Nolan, p.
   115-154. He divides his summaries into the
   following research areas.
   1. Sensory and perceptual factors relevant to
      education.
   2. Educational media and their uses.
   3. Educational development.


   Section 1: Survey of needs of blind children.
   Section 2: Educational research.
   Section 3: Orientation and mobility research.

84. Rubin, E.J. PERFORMANCE OF TOTALLY-BLIND AND SIGHTED SUBJECTS ON TESTS OF ABSTRACTION.
    The present study was undertaken to test the hypothesis that congenitally blind adults would perform less well on measures of abstract ability than adventitiously blind and sighted persons.
    The author administered four tests of abstraction individually to the Ss. The results showed that on three of the four tests the congenitally blind group had the lowest means scores.

85. Whiteman, M. & Lukoff, I.F. ATTITUDES TOWARD BLINDNESS IN TWO COLLEGE GROUPS.

86. Wright, B.A. PHYSICAL DISABILITY - A PSYCHOLOGICAL APPROACH.
    Psychol. Abstr. 34(1960), item 8301.
    An intensive as well as extensive review of the state of knowledge regarding somatopsychological aspects of human disability. Bibliography which includes most of the literature of scientific investigation in the field of the rehabilitation process.

    Psychol. Abstr. 25(1951), item 540.
II. AUDING

Bibliographies


Periodicals


96. JOURNAL OF COMMUNICATION. Nat. Soc. for the Study of Comm. Tallahassee 1(1951)-.
Review of the Literature


Review of the Research


107. Duker, S. LISTENING.  

108. Duker, S. LISTENING.  


110. Duker, S. WHAT WE DO KNOW ABOUT LISTENING.  

111. Early, M.J. COMMUNICATION ARTS.  

112. Foulke, E., & Sticht, T.G. A REVIEW OF RESEARCH ON TIME COMPRESSED SPEECH.  

113. Friedman, H.L., & Orr, D.B. RECENT RESEARCH IN THE TRAINING OF COMPRESSED SPEECH COMPREHENSION.  

114. Keller, P.W. MAJOR FINDINGS IN LISTENING IN THE PAST TEN YEARS.  

115. Keppel, G. VERBAL LEARNING AND MEMORY.  

116. Knower, F.H. SPEECH: LISTENING.  

117. Lewis, R.F. LISTENING.  

118. Lumsdaine, A.A., & May, M.A. MASS COMMUNICATION AND EDUCATIONAL MEDIA.  

119. Petrie, C.R. WHAT WE DON'T KNOW ABOUT LISTENING.  

120. Petty, W.T. LISTENING: DIRECTIONS FOR RESEARCH.  

121. Rubenstein, H. PSYCHO LINGUISTICS.  

Auditory and Visual Perception Compared


Barriers to Effective Listening


142. Wallace, S.L. *WHO IS LISTENING?*  

**Critical Listening**

143. Adams, H.M. *LEARNING TO BE DISCRIMINATING LISTENERS.*  

144. Brown, D.P. *AND HAVING EARS THEY HEAR NOT.*  


147. Furness, E.L. *PROPORTION, PURPOSE, AND PROCESS IN LISTENING.*  


149. Story, M.L. *NEED FOR CRITICAL LISTENING.*  

**Distant Learning**

150. Carmack, T.R. *TELETEACHING FOR THE BLIND.*  

151. Carpenter, C.C. *TELETEACHING - A NEW APPROACH TO TEACHING HOMEBOUND PUPILS.*  

152. Carr, D.B. *TELETEACHING - A NEW APPROACH TO TEACHING ELEMENTARY AND SECONDARY HOMEBOUND PUPILS.*  

153. Carr, D.B. *TELETEACHING IS INAUGURATED FOR STUDENTS WHO ARE HOMEBOUND.*  


160. Lolis, K. EVALUATION OF A METHOD OF SCHOOL-TO-HOME TELEPHONE INSTRUCTION OF PHYSICALLY HANDICAPPED, HOMEBOUND ADOLESCENTS. 73 p. New York 1968. New York City Board of Education, Brooklyn, N.Y. Bureau of Educational Research. Intellectual, academic, and social-emotional development were compared for physically handicapped, homebound students with whom a method of combined instruction was tried for 15 months which utilized radio broadcasts, group telephone hook-up with subject specialist broadcast teachers, and regular visits from home instruction teachers. The 30 experimental and 23 control students all had long-term homebound expectancy in grades 9 to 11.


Intelligence and Listening


175. Woodcock, R.W. & Clark, C.R. COMPREHENSION OF A NARRATIVE PASSAGE BY ELEMENTARY SCHOOL CHILDREN AS A FUNCTION OF LISTENING RATE, RETENTION PERIOD, AND IQ. 

Listening with Special Regards to the Blind


177. Bischoff, R.W. IMPROVEMENT OF LISTENING COMPREHENSION IN PARTIALLY SIGHTED STUDENTS. 

178. Carter, R. HOW TO USE EDUCATIONAL RECORDINGS EFFECTIVELY. 


180. Foulke, E. NON VISUAL COMMUNICATION 1-5. 


182. Hartlage, L.C. DIFFERENCES IN LISTENING COMPREHENSION OF THE BLIND AND THE SIGHTED. 


184. McLain, J.R. A COMPARISON OF TWO METHODS OF PRODUCING RAPID SPEECH. 

185. Nolan, C.Y. AUDITORY COMMUNICATION IN EDUCATION OF THE BLIND. 

186. Nolan, C.Y. AUDIO MATERIALS FOR THE BLIND. 
187. Nolan, C.Y. LISTENING AND READING IN LEARNING.
   19-21, 1966. (Ed. E. Foulke) Louisville, Ky.: Center for Rate Controlled Recordings, Univ.

188. Nolan, C.Y. READING AND LISTENING IN LEARNING BY THE BLIND.

189. Rathgaber, S.J. A COMPARISON OF THE LISTENING ABILITY OF BLIND
   STUDENTS AND THE LISTENING ABILITY OF SIGHTED
   STUDENTS IN THE INTERMEDIATE GRADES. Doctoral

190. Scott, W.G. A STUDY OF THE EFFECTS OF VOICE CHARACTERISTICS IN THE
   LISTENING COMPREHENSION OF BLIND SCHOOL CHILDREN.

191. Stromer, W.F. LISTENING FOR LEARNING AND LIVING.

See also nos. 204, 208-211, 219, 226, 229, 253, 260, 269.

Note-taking and Listening

192. Brown, D.P. EVALUATING STUDENT PERFORMANCE IN LISTENING.

193. Cody, M.M. AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF FOUR
   MODES OF PRESENTING MEANINGFUL MATERIAL TO
   TWELFTH-GRADE STUDENTS. Doctoral dissertation.

194. Lieb, B. HOW TO BE INFLUENCED DISCRIMINATINGLY.

195. Linsley, W.A. AN EXPERIMENTAL STUDY TO EXAMINE THE EFFECT OF
   NOTE-TAKING ON LISTENING EFFICIENCY IN THE
   COLLEGE CLASSROOM. Master's thesis. Peoria, Ill
   Ill.: Bradley Univ., 1961.

196. McClendon, P.I. AN EXPERIMENTAL STUDY OF THE RELATIONSHIP BETWEEN
   NOTE-TAKING PRACTICES AND LISTENING COMPREHENSION
   OF COLLEGE FRESHMEN DURING EXPOSITORY LECTURES.

197. Nichols, R.G. HE WHO HAS EARS.
   NEA J. 45(1956)1. p. 15-16. Reprinted:


Rate-controlled Speech


Problems involved in the comprehension of compressed speech were defined. Recorded aural speech was presented at various rates by modification of tape recording and playback equipment. Four training methods were evaluated using blind students in grades 7, 8, and 9 as subjects. Significant differences were not found. It was concluded that subjects must have greater experience and motivation before either training methods or methods of rapid speech production can be evaluated.


228. Loper, J.L. AN EXPERIMENTAL STUDY OF SOME EFFECTS OF TIME COMPRES-


231. Miller, E.C. EFFECTS ON LEARNING OF VARIATIONS IN ORAL PRESENTA-


237. Voor, J.B. THE EFFECTS OF PRACTICE UPON COMPREHENSION OF TIME-
Teaching of Listening


III. TACTILE INFORMATION

Bibliographies, Periodicals, and Review of the Research see: Introduction to Blindness

General


260. Axelrod, S. EFFECTS OF EARLY BLINDNESS PERFORMANCE OF BLIND AND SIGHTED CHILDREN ON TACTILE AND AUDITORY TASKS. 83 p. AFB, New York 1959 (AFB. Res. Ser. 7). A doctoral dissertation reporting the results of an investigation undertaken to "cast light on some problems regarding effects on blindness on functioning in the remaining sense modalities".


267. Carmon, A., & Dyson, J.A. NEW INSTRUMENTATION FOR RESEARCH ON TACTILE SENSITIVITY AND DISCRIMINATION.
Psychol. Abstr. 42(1968), item 9738.


269. Donaldson, F.W. COMMUNICATION VIA THE AUDITORY, TACTILE AND KINESThETIC SENSES.

270. Fisher, G.H. AUTOKINESIS IN VISION, AUDITION AND TACTILE-KINESThESIS.

271. Ford, M.P. THE RELATIONSHIP OF AUDITORY-VISUAL AND TACTUAL-VISUAL INTEGRATION TO INTELLIGENCE AND READING ACHIEVEMENT.
The major purpose of the investigation was to study the relationship of auditory-visual and tactual-visual integration to intelligence and reading achievement. The results of the study indicated that auditory-visual integration skills were significantly related to intelligence and reading achievement, whereas tactual-visual integration skills were not. It was recognized that these results hold only for the types of inter sensory tasks employed and that generalizations to other types of inter sensory tasks could not be made.

272. Foulke, E. THE DISCRIMINATION ASSOCIATION AND RETENTION OF TACTUAL PATTERN.

273. Fox, J.V. IMPROVING TACTILE DISCRIMINATION OF THE BLIND.
Psychol. Abstr. 59(1965), item 10529.

274. Gibson, J.J. OBSERVATIONS ON ACTIVE TOUCH.
Psychol. Abstr. 37(1963), item 6036.

275. Gliner, C.R. A PSYCHOPHYSICAL STUDY OF TACTUAL PERCEPTION.
276. Goldberg, I.M. K voprosu ob upravlyayushchi jachnosti taktil'noi chuvstvitelnosti. /ON THE QUESTION ABOUT PRACTICE OF TACTUAL SENSITIVITY/.
Vop. Psichol. 9(1963)1. p. 35-40.
Psichol. Abstr. 39(1965), item 496

277. Hill, J.W. THE PERCEPTION OF MULTIPLE TACTILE STIMULI.

278. Hirsch, J. APPARATUS AND METHOD FOR COMMUNICATION THROUGH THE SENSE OF TOUCH.
February 14, 1961, 6 p.

279. Hirsch, J & Eitan, A. EXPERIMENTS IN TACTILE COMMUNICATION.
Proc. sixth annual Conf. on Aviation and Astronautics. Tel Aviv and Haifa, Israel, February 24-25, 1964. (Haifa, Israel; Technicon -Israel Institute of Technology, 1964), p. 41-46.

280. Houck, E.V., Gardner, B.D. & Rohl, D. EFFECTS OF AUDITORY AND VISUAL PRETRAINING ON PERFORMANCE IN A TACTILE DISCRIMINATION TASK.

281. Hunter, I.M. TACTILE-KINESTHETIC PERCEPTION OF STRAIGHTNESS IN BLIND AND SIGHTED HUMANS.
Quart. J. exp. Psychol. 6(1954). p. 146-159.

282. Kotovsky, K & Bliss, J.C. TACTILE PRESENTATION OF VISUAL INFORMATION.

283. Kurzhals, I.W. READING MADE MEANINGFUL THROUGH A READINESS FOR LEARNING PROGRAM.

284. Madsen, M.C. & Sims, L. ORDER OF RETRIEVAL OF INFORMATION SIMULTANEOUSLY PRESENTED TO EAR AND FINGER.

285. Michaelis, S.B. AN INVESTIGATION OF A TACTUAL METHOD OF INFORMATION TRANSFER.

286. Parachev, A.M. Ob algoritmicheskoi strukture aktivnogo osyzaniya. /ON THE ALGORITHMIC STRUCTURE OF ACTIVE TOUCH/.
Psichol. Abstr. 39(1965), item 82.

287. Pick, A.D. & Herberg, L.P. A DEVELOPMENTAL STUDY OF TACTUAL DISCRIMINATION IN BLIND AND SIGHTED CHILDREN AND ADULTS.
   Science 143(1964)7. p. 594-596.

289. Ryberg, S., Kashdan, R. & Trabasso, T. RECORDING OF TACTILE OBSERVING RESPONSES FOR THE STUDY OF SELECTIVE ATTENTION. 

   Psychol. Abstr. 37(1963), item 190.

291. Weiner, L.H. THE PERFORMANCE OF GOOD AND POOR BRAILLE READERS ON CERTAIN TESTS OF TACTUAL PERCEPTION. 

292. Weinstein, S., & Sersey, E.A. TACTUAL SENSITIVITY AS A FUNCTION OF HANDEDNESS AND LATERALITY. 
   Psychol. Abstr. 37(1963), item 689.

293. Zinchenko, V.P. & Ruzskaia, A.G. Sravnitel’nyi analiz osiazaniia i zreniiia: soobshchenie XI. Uchit’ li ruka glaz? 
   /COMPARATIVE ANALYSIS OF TOUCH AND VISION: COMMUNICATION XI. DOES HAND TEACH EYES?/. 
   Psychol. Abstr. 37(1963), item 7870.

Braille

294. Allen, C.C. ANALYSIS OF PROBLEMS IN OBTAINING READING MATERIALS IN BRAILLE AND CLEAR TYPE PRINT FOR BLIND CHILDREN ATTENDING PUBLIC SCHOOLS, DRAWN FROM THE EXPERIENCE OF A HOME TEACHER FOR THE BLIND. 
   AAWB Proceedings 1960, p. 141-144.

295. Ashcroft, S.C. PROGRAMMED INSTRUCTIONS IN BRAILLE. 

296. Ashcroft, S.C. SOME RECENT RESEARCH ON READING FOR THE BLIND AND PARTIALLY SEEING. 
   Proc. 46th Biennial Convention AAIB 1962, p. 33-36

297. Ashcroft, S.C. & Henderson, F. PROGRAMMED INSTRUCTION IN BRAILLE. 

298. Barraga, N.C. MODE OF READING FOR LOW VISION STUDENTS. 
299. **BRAILLE RESEARCH AND DEVELOPMENT CONFERENCE PROCEEDINGS. M.I.T.**

300. Dupress, J.K. **BRAILLE RESEARCH AND DEVELOPMENT: PROGRESS AND PREDICTIONS.**

301. Dupress, J.K. **PROCEEDINGS, BRAILLE RESEARCH AND DEVELOPMENT CONFERENCE.**

302. Dupress, J.K. **RESEARCH DEVELOPMENT AND EVALUATION OF SENSORY AIDS FOR THE BLIND.**
*N. Outlook* 61(1967)3. p. 79-84.

303. Elms, H. **SHORTCUTS IN LEARNING BRAILLE.**

304. Fertsch, P. **HAND DOMINANCE IN READING BRAILLE.**

305. Fertsch, P. **AN ANALYSIS OF BRAILLE READING.**

306. Flanigan, P.J. **AUTOMATED TRAINING AND BRAILLE READING.**
*N. Outlook* 60(1966)5. p. 141-146.

307. Foulke, E. **TRANSFER OF A COMPLEX PERCEPTUAL SKILL:**
Braille readers served as Ss. They were required to read lines of braille characters with each of 8 fingers. Performance was best when the forefingers were used and fell off sharply as the little fingers were approached.

308. Graham, M.D. **PSYCHOLOGICAL RESEARCH AND BRAILLE: THE NEED FOR A PROGRAM OF RESEARCH AND DEVELOPMENT.**

309. Hanley, L.F. **A BRIEF REVIEW OF THE RESEARCH ON BRAILLE READING.**

310. Heber, R., Long, R. & Flanigan, P.J. **A STUDY OF PROGRAMMED INSTRUCTION IN BRAILLE.**

311. Henderson, F. **THE RATE OF BRAILLE CHARACTER RECOGNITION AS A FUNCTION OF THE READING PROCESS.**


324. Lowenfeld, B. (ed.) BLIND CHILDREN LEARN TO READ. 185 p.
   Chapter headings:
   Of Braille and braille. Review of research on
   braille reading.
   The braille reading study. Readiness for learning
   to read.
   The teacher's role in the reading programme.
   Special problems in braille reading.

325. Lowenfeld, B. PRELIMINARY REPORT: SAN FRANCISCO STATE COLLEGE
   BRAILLE READING STUDY.
   Proc. West Coast reg. Conf. on Research related
   to Blind and severely visually impaired Children
   (ed. by L.L. Clark), San Francisco, Calif., March

326. Lowenfeld, B. & Abel, G.L. METHODS OF TEACHING BRAILLE READING.
   Report no. CRP-2526. Available from ERIC. ED
   012386.
   This report describes the status of braille
   reading instruction in local and residential
   schools in the US in 1965. First part: testing
   200 students and analysis of the data gathered
   from the tests. Second part: tests for determina-
   tion reading rates and reading comprehension.

327. McAteer, M. A COMPARATIVE STUDY OF THE VISUAL AND TACTUAL LEARNING
   OF BRAILLE.
   The Educator (Int. Conf. of Educators of Blind
   Youth), (1965)5. p. 22-27. Reprinted from:
   Teacher of the Blind 53(1964)1.

328. Mallinson, C.G. PROGRAMMED LEARNING MATERIALS FOR THE BLIND.
   (Final report no. BR 5-0758 on contract no OES-7-
   (Available from ERIC Document no. ED 014 193.)

329. Masuda, S. Tenzu no shokudoku kunren kōka ni tuite. /THE EFFECT
   OF TRAINING OF THE BRAILLE FIGURE/.
   Psychol. Abstr. 39(1965), item 2425.

330. Meyrers, E., Ethington, D. & Ashcroft, S.A. READABILITY OF BRAILLE
   AS A FUNCTION OF THREE SPACING VARIABLES.

331. MINUTES OF BRAILLE RESEARCH CONFERENCE, MIT, June 28, 1965.

332. Morris, J.E. RELATIVE EFFICIENCY OF READING AND LISTENING FOR
   BRAILLE AND LARGE TYPE READERS.
   AAIB 48th Biennial Conference, Salt Lake City,


341. The findings of a study of the braille system as a communication process conducted over several years by the Dep. of educational research of the American Printing House for the Blind.


A history of embossing books for the blind from the 18th century when raised roman letters were first used to the present time with its standard braille forms.


See also nos. 183, 187-188, 291.

Form perception


There are chapters on the "general characteristics of touch, the reflex mechanisms for the formation of tactile images, features of passive and active touch, the interaction of the hands in the process of feeling /objects/, the role of touch in work-actions, features of touch with loss of vision, hearing, and with their combined loss".


357. Brumagnim, S.H. THE EQUIVALENCE OF VISUALLY AND TACTUALLY ACQUIRED INFORMATION IN THE PERCEPTION OF FORM. Diss. Abstr. 28, 6-B(1967). p. 2637. The purpose of this study was to examine the degree of intersensory equivalence between the visual and tactual modes in the perception of form. It was concluded that, for the form samples studied, there was, in general, a high degree of correspondence in use of visually and tactualy presented form information. The extent of this correspondence was limited in some instances by differences between the two modes in the manner in which information was obtained. Doctoral dissertation. Cornell Univ. 1963. 66 p.


The purpose of this research was to investigate the nature of the learning which occurs with improvement in visual and tactual form discrimination. The results of the three experiments were interpreted in light of a distinctive feature theory of improvement in discrimination. It was suggested that the detection of dimensions of difference providing contrasts or "distinctive features" is the basis for improvement in discrimination of forms of the kind used in these experiments. Schema or prototype formation occurs only to the extent that a memory of the standard form is necessary in detecting the distinctive features on the set of forms. This interpretation
of improvement in discrimination is general for the modalities of touch and vision.


391. Angwin, J.B. MAPS FOR MOBILITY. Part I.

392. Angwin, J.B. MAPS FOR MOBILITY. Part II.

393. Chang, C. & Johnson, D.E. TACTUAL MAPS WITH INTERCHANGEABLE PARTS.

394. DEVELOPMENT OF RAISED LINE DRAWINGS AS SUPPLEMENTARY TOOLS IN THE
EDUCATION OF THE BLIND.
A research project Department of Health, Education

DISCRIMINABILITY OF TEXTURAL SURFACES FOR USE IN
AREAL DIFFERENTIATION.

The purpose of this investigation is to discover
a set of tactual textural patterns of maximal
discriminability
inter se; using these patterns as areal symbols
for differentiation and to apply them to maps and
graphics for the blind. Through this study, it has
been found that textures produced by photographic
methods are highly discriminable, and that no
appreciable difference exists in the ability of
blind or sighted subjects to discriminate textures.

396. Johnson, H.D. MAP WORK IN THE ELEMENTARY GRADERS.
Braille maps, dissected relief and nonrelief maps
and nondissected relief maps and globes are dis-
cussed.

397. Leonard, J.A. AIDS TO NAVIGATION: A DISCUSSION OF THE PROBLEM OF
MAPS FOR BLIND TRAVELLERS.
Proc. int. Conf. on Sensory Devices for the Blind,
p. 9-30.

398. McReynolds, J. & Worchel, P. GEOGRAPHIC ORIENTATION IN THE BLIND.
J. general Psychol. 51(1954). p. 221-236.

399. Mandola, J. A THEORETICAL APPROACH TO GRAPHIC AIDS FOR THE BLIND.

400. Schiff, W. RESEARCH ON RAISED LINE DRAWINGS.

401. Schiff, W. & Isikow, H. STIMULUS REDUNDANCY IN THE TACTILE PER-
CEPTION OF HISTOGRAMS.
39.

402. Schiff, W. et al. INFORMATIVE TACTILE STIMULI IN THE PERCEPTION OF DIRECTION.
Three experiments compared apprehension of directional relationships in tactile diagrams using either a special tactile symbol or a tactile form of the arrow, the standard visual symbol. In the second experiment, 32 blind high school students inspected diagrams of increasing complexity employing either tactual or visual symbols. A non-significant difference in errors favoured the tactual mode and the tactual mode was associated with shorter decision time.

403. Sherman, J.C. NEEDS AND RESOURCES IN MAPS FOR THE BLIND.
N. Outlook 59(1965)4. p. 130-134.

404. Vermey, G.J. OBSERVATIONS ON RAISED LINE DRAWINGS.

405. Wexler, A. GEOMETRY FOR BLIND STUDENTS.

406. Whittaker, J. GRAPHICAL REPRESENTATION.
The author discussed new techniques and apparatus used to allow blind children to study a variety of mathematical topics.

407. Wiedel, J.W. DEVELOPMENT AND STANDARDIZATION OF SYMBOLS AND IMPROVEMENT IN THE DESIGN OF TACTUAL ILLUSTRATIONS FOR THE BLIND.

408. Wiedel, J.W. TACTUAL MAPS FOR THE VISUALLY HANDICAPPED: SOME DEVELOPMENTAL PROBLEMS.

409. Wiedel, J.W. & Groves, P.A. DESIGNING AND PRODUCING TACTUAL MAPS FOR THE VISUALLY HANDICAPPED.

410. Wlodarski, Z. Percepcja a rozpoznawanie.
/PERCEPTION AND RECOGNITION/.
256 children ages 4-14 were studied to determine their ability to recognize or perceive geometric shapes by kinesthetic-tactile or visual means.
**Size discrimination**


Texture discrimination


The purpose was to examine tactile discrimination in young children in relation to age and sex. The sample consisted of 204 children, ages 4-11. The Touch Test consisted of 24 stimulus cards. Each subject was blindfolded and asked to feel two sandpaper squares with his fingertips and to judge whether the two squares were of the same or different roughness. The only observed significant difference in tactile discrimination between boys and girls was found at the six year level where the girls obtained higher scores than the boys.


IV. V I S U A L  R E A D I N G  W I T H  P A R T I A L  S I G H T


450. Galisdorfer, L. TEACHING READING TO PARTIALLY SEEING CHILDREN.

451. Gartner, J.N. LARGE TYPE READING MATERIALS FOR THE VISUALLY HANDICAPPED.

452. Gibbons, H. et al. GUIDELINES FOR THE PRODUCTION OF MATERIAL IN LARGE TYPE.

453. Goldberg, H.K. VISION AND THE READING PROBLEM.

454. Hagle, H.D. THE LARGE PRINT REVOLUTION.

455. Huelsman, C.B. SOME RECENT RESEARCH ON VISUAL PROBLEMS IN READING.

456. THE JOURNAL OF TYPOGRAPHIC RESEARCH. Publ. by the Cleveland Museum of Art. Cleveland, Ohio 1(1967)-.

457. Law, F.W. READING TYPES.

458. Mangrum, C.T. VISION AND READING ABILITY.

459. Nolan, C.Y. LEGIBILITY OF INK AND PAPER COLOR COMBINATION FOR READERS OF LARGE TYPE.

460. Nolan, C.Y. READABILITY OF LARGE TYPES: A STUDY OF TYPE SIZES AND TYPE STYLES.

461. Nolan, C.Y. A STUDY OF PICTURES FOR LARGE TYPE TEXTBOOKS.

462. Nolan, C.Y. TEACHER PREFERENCE FOR TYPES OF ILLUSTRATIONS IN LARGE TYPE BOOKS.

463. Nyren, K. LARGE PRINT: TRENDS IN A NEW FIELD.

464. Prince, J.H. NEW READING MATERIAL FOR SUB-NORMAL VISION SUBJECTS.

465. Prince, J.H. RELATIONSHIPS OF READING TYPES TO UNCORRECTABLE LOWERED VISUAL ACUITY.


See also nos. 4, 32, 43, 44, 45, 54, 57-59, 62-66, 69, 73, 76-77, 79, 176-177, 295, 317, 332.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAIB</td>
<td>American Association of Instructors for the Blind</td>
</tr>
<tr>
<td>AAWB</td>
<td>American Association of Workers for the Blind</td>
</tr>
<tr>
<td>AFB</td>
<td>American Foundation for the Blind</td>
</tr>
<tr>
<td>APH</td>
<td>American Printing House for the Blind</td>
</tr>
<tr>
<td>CEC</td>
<td>Council on Exceptional Children</td>
</tr>
<tr>
<td>DBF</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>ERIC</td>
<td>Educational Research Information Center</td>
</tr>
<tr>
<td>IEEE</td>
<td>Institute of Electrical and Electronics Engineers</td>
</tr>
<tr>
<td>IRIS</td>
<td>International Research Information Service</td>
</tr>
<tr>
<td>MIT</td>
<td>Massachusetts Institute of Technology</td>
</tr>
<tr>
<td>NEA</td>
<td>National Education Association</td>
</tr>
<tr>
<td>PUSS</td>
<td>Pedagogiska Undersökningar beträffande de Synskadades Studiesituation</td>
</tr>
<tr>
<td>RNIB</td>
<td>Royal National Institute for the Blind</td>
</tr>
</tbody>
</table>
ACQUISITION OF MATERIAL

Many of the items have been taken from general psychological and educational journals and are therefore available through university libraries. Special publications in the field are in Sweden available in the following way:

<table>
<thead>
<tr>
<th>Publication</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFB Bibliographies</td>
<td>Handikappinstitutet</td>
</tr>
<tr>
<td>AFB Educational Series</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>AFB Research Bulletin</td>
<td>Handikappinstitutet</td>
</tr>
<tr>
<td>AFB Research Index</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>AFB Research Series</td>
<td>Handikappinstitutet</td>
</tr>
<tr>
<td>Die Blindenwelt</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>Education of the Visually Handicapped</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>Exceptional Child Education Abstracts</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>Exceptional Children</td>
<td>Handikappinstitutet</td>
</tr>
<tr>
<td>International Journal for the Education of the Blind</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>The New Beacon</td>
<td>Handikappinstitutet</td>
</tr>
<tr>
<td>The New Outlook</td>
<td>De Blindas Förening</td>
</tr>
<tr>
<td>Rehabilitation literature</td>
<td>Handikappinstitutet</td>
</tr>
<tr>
<td>The Sight-Saving Review</td>
<td>De Blindas Förening</td>
</tr>
</tbody>
</table>

De Blindas Förening/Swedish Association of the Blind
Gotlandsgatan 46
S-116 65 STOCKHOLM, Sweden

Handikappinstitutet/The Swedish Institute for the Handicapped
Ibsengatan 8-14
S-161 03 BROMMA 3, Sweden
<table>
<thead>
<tr>
<th>Author</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abel, G L</td>
<td>42, 326</td>
</tr>
<tr>
<td>Abravanel, E</td>
<td>425</td>
</tr>
<tr>
<td>Adams, H M</td>
<td>143</td>
</tr>
<tr>
<td>Allen, C C</td>
<td>294</td>
</tr>
<tr>
<td>Allen, W H</td>
<td>31</td>
</tr>
<tr>
<td>Alluisi, E A</td>
<td>258</td>
</tr>
<tr>
<td>Ananef, B G</td>
<td>349</td>
</tr>
<tr>
<td>Anderson, H A</td>
<td>104, 238</td>
</tr>
<tr>
<td>Anderson, R</td>
<td>239</td>
</tr>
<tr>
<td>Anderson, T</td>
<td>390</td>
</tr>
<tr>
<td>Anderson, T H</td>
<td>350</td>
</tr>
<tr>
<td>Angwin, J B</td>
<td>391-392</td>
</tr>
<tr>
<td>Arana, L</td>
<td>351-356</td>
</tr>
<tr>
<td>Armstrong, H C</td>
<td>123</td>
</tr>
<tr>
<td>Arnold, M</td>
<td>240</td>
</tr>
<tr>
<td>Ashcroft, S C</td>
<td>32-33, 295-297, 330</td>
</tr>
<tr>
<td>Austin, T R</td>
<td>259</td>
</tr>
<tr>
<td>Axelrod, S</td>
<td>260</td>
</tr>
<tr>
<td>Bablola, J</td>
<td>438</td>
</tr>
<tr>
<td>Bakan, P</td>
<td>241</td>
</tr>
<tr>
<td>Baker, H J</td>
<td>43</td>
</tr>
<tr>
<td>Barabasz, A F</td>
<td>200</td>
</tr>
<tr>
<td>Barraga, N C</td>
<td>44, 298</td>
</tr>
<tr>
<td>Bartlett, L M</td>
<td>439</td>
</tr>
<tr>
<td>Bartley, S H</td>
<td>411</td>
</tr>
<tr>
<td>Bateman, B</td>
<td>45, 440-441</td>
</tr>
<tr>
<td>Beach, B R</td>
<td>105</td>
</tr>
<tr>
<td>Best, J P</td>
<td>46</td>
</tr>
<tr>
<td>Birch, J W</td>
<td>79, 442</td>
</tr>
<tr>
<td>Bird, D E</td>
<td>97</td>
</tr>
<tr>
<td>Bishop, R W</td>
<td>176-177</td>
</tr>
<tr>
<td>Bixler, R H</td>
<td>201, 219-220</td>
</tr>
<tr>
<td>Blau, S</td>
<td>47</td>
</tr>
<tr>
<td>Bliss, J C</td>
<td>261-266, 282, 312</td>
</tr>
<tr>
<td>Bonham, S J</td>
<td>65</td>
</tr>
<tr>
<td>Boomarito, J W</td>
<td>48</td>
</tr>
<tr>
<td>Bowers, H J</td>
<td>65</td>
</tr>
<tr>
<td>Brodie, T</td>
<td>242</td>
</tr>
<tr>
<td>Brown, C T</td>
<td>243</td>
</tr>
<tr>
<td>Brown, D P</td>
<td>144, 192</td>
</tr>
<tr>
<td>Brown, D R</td>
<td>124, 358, 377</td>
</tr>
<tr>
<td>Brumaghim, S H</td>
<td>357-358</td>
</tr>
<tr>
<td>Buell, C E</td>
<td>49</td>
</tr>
<tr>
<td>Burt, C</td>
<td>443</td>
</tr>
<tr>
<td>Caffrey, J</td>
<td>168</td>
</tr>
<tr>
<td>Canfield, G R</td>
<td>244-245</td>
</tr>
<tr>
<td>Carmack, T R</td>
<td>150</td>
</tr>
<tr>
<td>Carmon, A</td>
<td>267</td>
</tr>
<tr>
<td>Carp, F M</td>
<td>363</td>
</tr>
<tr>
<td>Carpenter, C C</td>
<td>151</td>
</tr>
<tr>
<td>Carr, D B</td>
<td>152-153</td>
</tr>
<tr>
<td>Carrol, T J</td>
<td>50</td>
</tr>
<tr>
<td>Carter, B</td>
<td>178</td>
</tr>
<tr>
<td>Cashdan, S</td>
<td>359</td>
</tr>
<tr>
<td>Caviness, J A</td>
<td>360</td>
</tr>
<tr>
<td>Chang, C</td>
<td>393</td>
</tr>
<tr>
<td>Chase, S</td>
<td>145</td>
</tr>
<tr>
<td>Cheatham, P G</td>
<td>125</td>
</tr>
<tr>
<td>Christner, F A</td>
<td>444</td>
</tr>
<tr>
<td>Churchill, A V</td>
<td>412-413</td>
</tr>
<tr>
<td>Clark, C R</td>
<td>175</td>
</tr>
<tr>
<td>Clark, L L</td>
<td>34-35</td>
</tr>
<tr>
<td>Cody, M M</td>
<td>193</td>
</tr>
<tr>
<td>Comfort, I T</td>
<td>239</td>
</tr>
<tr>
<td>Condon, C F</td>
<td>124</td>
</tr>
<tr>
<td>Condon, E F</td>
<td>169</td>
</tr>
<tr>
<td>Connor, F P</td>
<td>154</td>
</tr>
<tr>
<td>Crandell, J M</td>
<td>361</td>
</tr>
<tr>
<td>Crane, H D</td>
<td>265</td>
</tr>
<tr>
<td>Crawford, C D</td>
<td>146</td>
</tr>
<tr>
<td>Cross, M A</td>
<td>137</td>
</tr>
<tr>
<td>Cruickshank, W M</td>
<td>53-54</td>
</tr>
<tr>
<td>Culbert, S S</td>
<td>426, 435</td>
</tr>
<tr>
<td>Cutsforth, T D</td>
<td>55, 268</td>
</tr>
<tr>
<td>Dabney, R S</td>
<td>155</td>
</tr>
<tr>
<td>Dauwalder, D D</td>
<td>56</td>
</tr>
<tr>
<td>Davidson, R S</td>
<td>414-415</td>
</tr>
<tr>
<td>Davis, C J</td>
<td>179</td>
</tr>
<tr>
<td>Day, W F</td>
<td>105</td>
</tr>
<tr>
<td>DeHoop, W</td>
<td>202</td>
</tr>
<tr>
<td>Demos, G</td>
<td>138</td>
</tr>
<tr>
<td>Dennison, A L</td>
<td>57</td>
</tr>
<tr>
<td>Devine, T G</td>
<td>106, 246</td>
</tr>
<tr>
<td>Diamond, R</td>
<td>203</td>
</tr>
<tr>
<td>Dimmick, K</td>
<td>90</td>
</tr>
<tr>
<td>Dinnerstein, A J</td>
<td>362</td>
</tr>
<tr>
<td>DiPretoro, D</td>
<td>58</td>
</tr>
<tr>
<td>Dolcini, M E</td>
<td>170</td>
</tr>
<tr>
<td>Donaldson, R W</td>
<td>269</td>
</tr>
<tr>
<td>Dover, C J</td>
<td>139</td>
</tr>
<tr>
<td>Duker, S</td>
<td>91, 107-110</td>
</tr>
<tr>
<td>Dunn, L M</td>
<td>59</td>
</tr>
</tbody>
</table>
Kinney, R 203
Kirk, S A 70
Klauser, K J 71
Klein, R E 382
Klauer, K J 71
Klaver, F H 116
Kodman, F 207
Kotovsky, K 282
Kovalenko, B I 72
Krauthamer, G 371
Krawiek, T 131
Kurzhals, I W 73, 283

Law, F W 457
Leal, A K 99
Lende, H 6
Leonard, J A 397
Levenson, W B 248
Lewis, E E 343
Lewis, R F 117
Lewis, T R 198
Licklider, J C 232
Liddle, D 418
Lieb, B 194
Linsley, W A 195
Lobb, H 372-373
Lolis, K 160
Long, R 310
Lope, Y P 290
Loper, J L 228
Lorimer, J 323
Lowenfeld, B 36, 74, 183, 324-326
Lown, A 229
Ludwig, G R 161
Lukoff, I F 85
Lumsdaine, A A 118
Lundsten, S W 249

McAteer, M 327
McClendon, P I 196
McFarland, T L 446-447
McLain, J R 184
McReynolds, J 298
Madsen, M C 284
Magley, F L 75
Mahoney, F G 419
Mallinson, C G 328
Mandola, J 399
Mangrum, C T 458
Many, W A 132
Markgraf, B R 250
Marten, M E 172
Martin, W I 133
Massie, D 76
Masuda, S 329

Mather, J H 415
May, M A 118
Medinnius, G R 374
Melfessel, M F 230
Meyers, E 330
Meyerson, L 37
Michaelis, S B 285
Miller, E C 231
Miller, G A 232
Minshall, L 239
Mobray, G H 134
Morris, J E 8, 135, 321, 332, 376, 420-421, 429, 432-433
Mullen, M M 5
Muthard, J E 7

Nagai, M 375
Napier, G D 93
Nardo, G J 162
Nichols, R G 173, 197-198, 251-252
Nolan, C Y 8, 38, 179, 185-188, 321, 334-340, 376, 420-421, 429-433, 459-462
Norris, M 78
Norton, F T 253
Nye, P W 140
Nyren, K 463

Orr, D B 113, 223, 233-235
Owen, D H 377

Pálhegyi, F 378-379
Parachev, A M 286
Peabody, R L 79
Pelone, A J 80, 163
Petrie, C R 119, 254
Petyt, W T 120
Phillips, J D 255
Pick, A D 287, 380-382, 434
Pick, H L 381-382, 434
Pratt, L E 256
Pratt, R J 447
Prescott, E 100
Prichard, D G 81
Prince, J H 464-468
Pula, F J 257

Rathgaber, S J 189
Rawls, R F 342-343
Raymond, L 222
Richards, J A 164-166
Ritter, C G 344
Rock, H 288
<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodenberg, L W</td>
<td>345</td>
</tr>
<tr>
<td>Roeckelein, J E</td>
<td>383, 422-423</td>
</tr>
<tr>
<td>Rohl, D</td>
<td>280</td>
</tr>
<tr>
<td>Rooke, M L</td>
<td>167</td>
</tr>
<tr>
<td>Rubenstein, H</td>
<td>121</td>
</tr>
<tr>
<td>Rubin, E J</td>
<td>84</td>
</tr>
<tr>
<td>Rusalem, H</td>
<td>39</td>
</tr>
<tr>
<td>Ruzskaia, A G</td>
<td>293</td>
</tr>
<tr>
<td>Ryberg, S</td>
<td>289</td>
</tr>
<tr>
<td>Schiff, W</td>
<td>400-402</td>
</tr>
<tr>
<td>Schmidt, J W</td>
<td>199</td>
</tr>
<tr>
<td>Schneider, W A</td>
<td>101</td>
</tr>
<tr>
<td>Scholtz, D A</td>
<td>384</td>
</tr>
<tr>
<td>Schwanke, D M</td>
<td>102</td>
</tr>
<tr>
<td>Scott, W G</td>
<td>190</td>
</tr>
<tr>
<td>Sersey, E A</td>
<td>292</td>
</tr>
<tr>
<td>Shaw, A</td>
<td>469-470</td>
</tr>
<tr>
<td>Sherman, J C</td>
<td>403</td>
</tr>
<tr>
<td>Shopland, C</td>
<td>385</td>
</tr>
<tr>
<td>Sibert, K N</td>
<td>471</td>
</tr>
<tr>
<td>Simches, R F</td>
<td>163</td>
</tr>
<tr>
<td>Sims, L</td>
<td>284</td>
</tr>
<tr>
<td>Sleight, R B</td>
<td>259</td>
</tr>
<tr>
<td>Smith, K L</td>
<td>387</td>
</tr>
<tr>
<td>Sokolianskii, I A</td>
<td>389</td>
</tr>
<tr>
<td>Solokov, E N</td>
<td>351-356</td>
</tr>
<tr>
<td>Spearritt, D</td>
<td>174</td>
</tr>
<tr>
<td>Stasheff, E</td>
<td>248</td>
</tr>
<tr>
<td>Stellwagen, W T</td>
<td>426, 435</td>
</tr>
<tr>
<td>Stevens, L A</td>
<td>252</td>
</tr>
<tr>
<td>Stevens, S S</td>
<td>436</td>
</tr>
<tr>
<td>Sticht, T G</td>
<td>112</td>
</tr>
<tr>
<td>Stocker, C S</td>
<td>346</td>
</tr>
<tr>
<td>Story, M L</td>
<td>149</td>
</tr>
<tr>
<td>Stromer, W F</td>
<td>191</td>
</tr>
<tr>
<td>Taylor, J L</td>
<td>236</td>
</tr>
<tr>
<td>Tebben, J</td>
<td>472</td>
</tr>
<tr>
<td>Thomas, M L</td>
<td>381</td>
</tr>
<tr>
<td>Tinker, M A</td>
<td>473</td>
</tr>
<tr>
<td>Toussaint, I H</td>
<td>122</td>
</tr>
<tr>
<td>Townsend, A</td>
<td>94</td>
</tr>
<tr>
<td>Trabasso, T</td>
<td>289</td>
</tr>
<tr>
<td>Tredrea, D J</td>
<td>474</td>
</tr>
<tr>
<td>Tver, D</td>
<td>141</td>
</tr>
<tr>
<td>Van Mondfrans, A P</td>
<td>136</td>
</tr>
<tr>
<td>Vaught, G M</td>
<td>386</td>
</tr>
<tr>
<td>Vekker, L M</td>
<td>290</td>
</tr>
<tr>
<td>Vermey, G J</td>
<td>404</td>
</tr>
<tr>
<td>Victor, J</td>
<td>288</td>
</tr>
<tr>
<td>Vierck, C J</td>
<td>424</td>
</tr>
<tr>
<td>Voor, J B</td>
<td>237</td>
</tr>
<tr>
<td>Walker, J T</td>
<td>437</td>
</tr>
<tr>
<td>Wallace, S L</td>
<td>142</td>
</tr>
<tr>
<td>Walton, M J</td>
<td>346</td>
</tr>
<tr>
<td>Warm, J S</td>
<td>366, 387</td>
</tr>
<tr>
<td>Weatherhead, A L</td>
<td>103</td>
</tr>
<tr>
<td>Weiner, B</td>
<td>70</td>
</tr>
<tr>
<td>Weiner, L H</td>
<td>291</td>
</tr>
<tr>
<td>Weinstein, S</td>
<td>292</td>
</tr>
<tr>
<td>West, C K</td>
<td>350</td>
</tr>
<tr>
<td>Westheimer, G</td>
<td>40</td>
</tr>
<tr>
<td>Wetherell, J L</td>
<td>45</td>
</tr>
<tr>
<td>Wexler, A</td>
<td>405</td>
</tr>
<tr>
<td>Whiteman, M</td>
<td>85</td>
</tr>
<tr>
<td>Whittaker, J</td>
<td>406</td>
</tr>
<tr>
<td>Wiberg, A P</td>
<td>10</td>
</tr>
<tr>
<td>Wiedel, J W</td>
<td>407-409</td>
</tr>
<tr>
<td>Wilkowski, C</td>
<td>361</td>
</tr>
<tr>
<td>Williams, J C</td>
<td>235</td>
</tr>
<tr>
<td>Wlodarski, Z</td>
<td>410</td>
</tr>
<tr>
<td>Wolfe, M</td>
<td>362</td>
</tr>
<tr>
<td>Wollersheim, J P</td>
<td>69</td>
</tr>
<tr>
<td>Woodcock, R W</td>
<td>175</td>
</tr>
<tr>
<td>Worche, P</td>
<td>398</td>
</tr>
<tr>
<td>Wright, B A</td>
<td>86</td>
</tr>
<tr>
<td>Wunderlich, R A</td>
<td>388</td>
</tr>
<tr>
<td>Zahl, P A</td>
<td>87</td>
</tr>
<tr>
<td>Zachrisson, B</td>
<td>475</td>
</tr>
<tr>
<td>Zemtsova, M I</td>
<td>389</td>
</tr>
<tr>
<td>Zickel, V</td>
<td>348</td>
</tr>
<tr>
<td>Zinchenko, V I</td>
<td>293</td>
</tr>
</tbody>
</table>
Tidigare rapporter från pedagogiska institutionen, LHJ, Uppsala


