A DESCRIPTIVE ANALYSIS OF DISSERTATIONS IN THE DEPARTMENT
OF EDUCATION, NORTH TEXAS STATE UNIVERSITY

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

By

Rynell S. Novak, B. A., M. A., M. R. E.
Denton, Texas
August, 1975

The basic purpose of this study is to provide an analysis of the doctoral dissertations written in the Department of Education, North Texas State University, from the first one in 1953 through those written in 1974. Specifically, one purpose is to develop, validate, and then use a format to describe the dissertations. The second purpose is to analyze the descriptive information in terms of changes in the Department of Education and in trends associated with the dissertations.

In order to fulfill the purposes of the study, answers were sought to research questions and procedures were worked out for obtaining the information about each dissertation. Information was obtained from the University Library catalog cards, Abstracts of the dissertations or the dissertations themselves, and other institutional sources for demographic information on the candidates.

Chapter One of the study includes a statement of the problem, purposes of the study, research questions, delimitations
and assumptions, background, and significance. Chapter Two is a review of the related literature in the areas of (1) the dissertation as a requirement for a doctoral degree, (2) the purpose of a dissertation, (3) methodological and literary guides, (4) formats for study and evaluation of dissertations, (5) comments on length of dissertations and choosing of topics, and (6) discussion of some dissertations on specific academic subjects. Chapter Three presents information on the procedures followed, and on determination and validation of the format. Chapter Four gives the finds of the study, including general findings, and those related to analytical, descriptive, and experimental studies, respectively. Chapter Five is a summary and includes also conclusions and recommendations.

Findings.--After a format was developed and validated, the following information was secured to conform to items on the format: (1) Of the 642 dissertations, 505 were for Doctor of Education and 137 for Doctor of Philosophy degrees, due to the recency of offering work toward a Doctor of Philosophy. (2) Males wrote 516 of the dissertations and females 126. (3) Degrees awarded for each major included: Administrative Leadership--100; College Teaching--176; Counseling--130; Early Childhood Education--nine; Educational Research--four; Elementary--ninety-five; Higher Education Administration--thirty-two; Secondary--ninety-five; and Special Education--one. Four of these had been offered less than seven years.
(4) Descriptive information is organized according to the type of study, whether analytic, descriptive, or experimental. Tables present sums and percentages related to foci of the studies, design characteristics as to types of groups used and time(s) of administration of instruments, data collection and analysis techniques. (5) Relationship of the descriptive data to the Department of Education came predominantly in the expansion of academic majors available to students, and in the offering of the Doctor of Philosophy. (6) Trends which were noticeable in the data are treated in the areas of the type of studies, foci of the studies, subject headings used, and type of study by sex and educational major of the candidate.

Recommendations.--In order to aid the process of dissertation advisement and make these findings available, the following recommendations are made: (1) prepare the data from the study in a form for data processing and make it useable for researchers, (2) examine the information from the study by various comparisons of programs and majors, and (3) develop a system to tabulate Recommendations from the studies and determine if they have been implemented or are still available for research.
# TABLE OF CONTENTS

LIST OF TABLES .................................................. v

Chapter

I. INTRODUCTION ............................................. 1

- Statement of the Problem
- Purposes of the Study
- Research Questions
- Delimitations and Assumptions
- Background and Significance
- Chapter Bibliography

II. REVIEW OF RELATED LITERATURE ....................... 10

- The Dissertation as a Requirement
- Purpose of a Dissertation
- Methodological and Literary Guides
- Formats for Study and Evaluation of Dissertations
- Comments on Certain Characteristics
- Dissertations on Specific Academic Subjects
- Chapter Bibliography

III. PROCEDURES USED AND VALIDATION OF FORMAT .... 32

- Procedures
- Determination of the Format
- Validation of the Format
- Chapter Bibliography

IV. FINDINGS OF THE STUDY .................................. 52

- Introduction
- General Information
- Examination of Analytical Studies
- Examination of Descriptive Studies
- Examination of Experimental Studies
- Noticeable Trends
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS ... 78

Summary
Conclusions
Recommendations

APPENDIX

I. VALIDATION FORM ............... 88

II. MAJOR PROFESSORS ADVISING CANDIDATES WHO HAVE COMPLETED DISSERTATIONS ........... 91

III. SUBJECT HEADINGS FOR NTSU EDUCATION DISSERTATIONS ASSIGNED BY UNIVERSITY LIBRARY ....... 93

BIBLIOGRAPHY ..................... 105
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Types of Research and Their Relationship to Educational Innovation</td>
<td>40</td>
</tr>
<tr>
<td>II. Degrees Awarded by Type and Date</td>
<td>54</td>
</tr>
<tr>
<td>III. Degrees Conferred by Sex and Major</td>
<td>56</td>
</tr>
<tr>
<td>IV. Number of Analytic Studies</td>
<td>59</td>
</tr>
<tr>
<td>V. Focus of Analytic Studies</td>
<td>60</td>
</tr>
<tr>
<td>VI. Data Collection Techniques - Analytic</td>
<td>61</td>
</tr>
<tr>
<td>VII. Data Analysis Techniques - Analytic</td>
<td>62</td>
</tr>
<tr>
<td>VIII. Number of Descriptive Studies</td>
<td>64</td>
</tr>
<tr>
<td>IX. Focus of Descriptive Studies</td>
<td>65</td>
</tr>
<tr>
<td>X. Data Collection Techniques - Descriptive</td>
<td>66</td>
</tr>
<tr>
<td>XI. Data Analysis Techniques - Descriptive</td>
<td>67</td>
</tr>
<tr>
<td>XII. Number of Experimental Studies</td>
<td>69</td>
</tr>
<tr>
<td>XIII. Focus of Experimental Studies</td>
<td>70</td>
</tr>
<tr>
<td>XIV. Data Collection Techniques - Experimental</td>
<td>71</td>
</tr>
<tr>
<td>XV. Data Analysis Techniques - Experimental</td>
<td>72</td>
</tr>
<tr>
<td>XVI. Degrees Conferred by Sex, Major and Type of Study</td>
<td>76</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

American education has an under-utilized source of knowledge in the thousands of dissertations which are written each year. Each one of them represents "a 'frozen asset' of data ready to be tapped like a rich vein in a mine."

Dossick comments further,

[They] contribute much to knowledge because of the highly specialized character of the data, the results of minute research under expert guidance, and because of the wide use of primary sources, experimental investigations, statistical information, etc. (1, p. 2).

Much of this valuable information remains unused because only a few persons or organizations have tried to "tap" the resources. The basic information about each one is listed in card catalogs in university libraries and referred to in Dissertation Abstracts, but the findings of the studies and recommendations for further research are not published in a form to make them of help to researchers.

The information related to each dissertation could be used for many different purposes. For example, it could be used as a data base for those who are interested in research. Graduate students could study the conclusions and recommendations in their field of specialization "in order to crystallize
thinking and perhaps locate a projected problem which could
be fruitfully explored in new research" (2, p. 543). Admin-
istrators and faculty members could study it and attempt to
appraise existing strengths and weaknesses in the procedures
being used for dissertation advisement. Such a study should
aid them in future planning and implementation of plans in
this area.

Except for a very brief listing of some of the early dis-
sertations (3), there does not seem to have been a published
list of the ones written at North Texas State University.
Although they are available and basic information about each
one is listed in the card catalog at the University Library,
there has not been a systematic study of their characteristics.
Under these conditions, the dissertations are not likely to
be of potential assistance to researchers or those interested
in dissertation advisement, and are therefore under-utilized
as a source of information.

If dissertations are to be utilized fully, some way of
analyzing and describing them must be developed. A format
for arranging the information in a logical form is needed.

Statement of the Problem

The problem of this study was that of developing a
format for analyzing dissertations produced in the Department
of Education at North Texas State University and using the
format to analyze those dissertations.
Purposes of the Study

The basic purpose of this study was to provide an analysis of the doctoral dissertations written in the Department of Education, North Texas State University, during the period 1953 through 1974.

Specifically, one purpose was to develop, validate, and then use a format to describe the dissertations in terms of types of studies, focus of each study, subject heading(s) of each study, design characteristics, statistical treatment of data, general results of experimental studies, numeric characteristics of the dissertations, and demographic information related to the author.

A second purpose was to analyze the descriptive information in terms of changes in program expansion and diversification in the Department and trends in types of studies, foci of studies, subject headings, and other descriptive characteristics of the dissertations or the candidates.

Research Questions

In order to fulfill the purposes of this study, answers to the following questions were sought:

1. What is a suitable format for describing doctoral dissertations written in the Department of Education, North Texas State University, from 1953 through 1974? Can the format be evaluated as having content validity?

2. How many dissertations have been written and how many doctoral degrees of each type were awarded during that time?

3. How many of the authors were of each sex?
4. Which professors have served as major advisors? How many candidates have they advised who completed their degree?

5. How many degrees have been awarded for each major?

6. How do the data relate to program expansion and diversification in the Department of Education during the selected period of time?

7. What are the descriptive characteristics of the dissertations?

   a. What types of studies have been conducted?

   How are types of studies divided according to:

   (1) Sex of the author
   (2) Educational major of the author
   (3) Major professor of the author
   (4) Foci of the studies
   (5) Subject headings of the studies
   (6) Design characteristics
   (7) Data collection techniques
   (8) Data analysis techniques
   (9) Number of pages in the dissertation
   (10) Number of tables and illustrations
   (11) Number of entries in the bibliography

   b. Does the topic investigated seem to relate to the candidate's educational major?

   c. Was the study based upon statements of hypotheses or research questions? Were the hypotheses stated
in the research or null form? If research, was it stated that they were converted to null form for statistical analysis?

d. If the study was experimental, how many of the findings showed a statistically significant difference?

8. Are there obvious trends in:
   a. Types of studies
   b. Foci of the studies
   c. Subject headings of the studies
   d. Other descriptive characteristics of the dissertations or the candidates?

Delimitations and Assumptions

The scope of the study was delimited to the 642 dissertations produced in the Department of Education at North Texas State University from 1953 through 1974.

Due to the large number of dissertations involved, the descriptive information was secured as much as possible from the information presented in the Abstract for each study. It is assumed that the information used in the Abstracts and that given on the catalog cards in the University Library is correct and representative of the dissertations.

Background and Significance

The North Texas State College Board of Regents voted unanimously on August 10, 1950, for the college to "prepare
to offer the doctor's degree in education and music starting with the first summer term of 1951. On January 24, 1951, the regents approved degree requirements as recommended by the faculty" (4, p. 347) for the education doctorate and for the Doctor of Philosophy in music. Doctoral programs in the two subject areas were provided, and the first degree was granted in 1953. Providing 642 of the 909 doctoral degrees granted through 1974, the Department of Education has consistently led the University in the number of doctoral degrees granted.

The administrators of the College of Education at North Texas State University are currently seeking to determine how the dissertation advisement function can be maximized. The faculty of the Education department is involved in the study also. Therefore, a study of dissertations completed and approved by students in the Department of Education could be used as background information and as an aid in the study.

Although there have been 642 doctoral degrees granted to candidates in the Department of Education at North Texas State University through December, 1974, there has not been a study made of the dissertations associated with those degrees. A bibliographic listing of the thirty-eight which were produced in the first eight years has been the only information printed about them, and it was merely a listing rather than a description.
Dossick has suggested that there are many uses for a study of dissertations, although all of the uses he suggests may not be possible with the information collected in this study. He points out that the information could help to avoid duplication, provide new leads and be the means for pointing the way for future research, for example, by indicating the need of extending to the present surveys completed years ago or in perceiving the value of transferring research problems conducted and completed in a particular region to another; by encouraging the reexamination of controversial issues or experiments; by designating the areas that have been explored adequately from historical, descriptive and statistical points of view and that now call for a swing to the analytical and to a search for patterns and meaning; and by indicating gaps in our knowledge; and to remind students that much of what is being treated as innovative is merely new in terminology and had been known and used in the past (1, p. 2).

The faculty of the Department of Education could use a study of the dissertations as a guide in advising candidates who are preparing to write their dissertations. The findings of such a study should also be of interest to the other colleges or departments in the University to give them some data for comparison with their dissertations. The University administrators are interested in such a study and should have this kind of information available for public relations purposes and as a background for their decisions related to the role and scope of the doctoral programs in the Department of Education.

There have been very few studies done in which the researcher attempted to categorize or evaluate dissertations,
and a suitable format seemed to be needed for analyzing the dissertations at North Texas State University. Therefore, formulating and validating such a format should be helpful not only in the present study but as a guide for other institutions to adapt for use in analyzing their own dissertations. In this manner a study such as this would add to the scope of knowledge of doctoral advisement and characteristics of dissertations at North Texas State University and at other institutions as well.


CHAPTER II

REVIEW OF RELATED LITERATURE

Although thousands of dissertations are written each year in the United States, an investigation of Dissertation Abstracts listings related specifically to dissertations as a subject produces only a few references. There are three in which the writers discuss how to examine dissertations in a descriptive or evaluative manner. There are three others which are lists or assessments of the dissertations written in a specific academic area. Four additional ones deal with dissertation-related aspects of the doctoral program.

Research into other types of literature, however, reveals several sources which deal with dissertations. Some of them deal with the nature and purpose of dissertations, while others treat methodology or processes involved in writing.

For this study, the description of literature related to the study of dissertations will be grouped into several headings. Discussion in this chapter will proceed in the following order: (1) the universality of requiring a dissertation as the final research project, (2) various views on the purpose of a dissertation, (3) some suggestions and guides for writing the dissertation, (4) suggested formats for study and evaluation of the written reports, (5) comments on certain
characteristics of dissertations, and (6) a sample of some studies which have been made of specific academic topics.

The Dissertation as a Requirement

The Coordinating Board, Texas College and University System, regulates the initiation of new degree programs. One criterion recommended by the Coordinating Board for evaluating program requests for new doctoral degree programs is

There should be a carefully planned and systematic program of study and a degree plan which is clear, comprehensive, and generally uniform. . . . The plan should include a research dissertation or equivalent requirements to be judged by the doctoral faculty on the basis of quality rather than length (5, p. 2).

Koefod refers to graduate students crossing "a great academic divide" when they complete the required courses and begin to "undertake investigations of their own selection as bases for their thesis or dissertational essays" (21, p. 16). They should be able to work on their project without the pressure and time limitations involved in the usual coursework, but he notes also that many of them lack an understanding of the nature of the written work and of what standard of performance is required of them. "Frequently, the faculty adviser himself is not clear on either of these points and hence cannot be an effective mentor" (21, p. x).

A few studies have been conducted to determine practices and policies regarding the dissertation as a requirement (12; 38). A major study is the one conducted in the early
Seventies for Phi Delta Kappa to update information about the doctoral degree offerings in Education in 145 institutions in the United States. The study was patterned after the 1956-58 study which was done for the American Association of Colleges for Teacher Education.

Of the institutions replying in the recent survey, 124 of them granted doctoral degrees in Education during the years 1965 to 1969. A summary of the findings related to the dissertation requirement follows:

More than 90 percent of all degree programs used the formal dissertation as the means for satisfying the terminal research project. No institution reported a field study as the only method for satisfying the terminal project although eight institutions did indicate that a choice might be permitted between such a report and the formal dissertation. At more than 96 percent of the institutions, the research proposal was written by the student under supervision. At about 42 percent of the institutions, the dissertation had to be an outgrowth of the student's instructional program. A slightly greater proportion of institutions permitted the student to select his research area outside the content of his instructional program. Eight percent of the institutions permitted a choice between these alternatives. More than 90 percent of the institutions indicated that the dissertation content formed the basis of the final examination (26, p. 56).

Even though the dissertation is required by so many institutions, there are some writers who have serious doubts as to the need for a formal dissertation. Spurr has suggested changes in the entire degree structure, along with changes in the nature of the dissertation. He comments that faculties should insist on shorter dissertations and encourage a
greater breadth in the topics and treatments of the dissertations. "There seems no reason why the dissertation experience should consist of one massive study presented in one massive manuscript. A variety of experiences and of presentations might well provide more valuable educational training" (30, p. 138).

Turner presents a helpful survey of the related literature, and comments that "where suggestions have been made to drop the dissertation requirement completely, it is usually a part of a proposal for an intermediate degree" (33, p. 34). She notes that some universities are awarding a Master of Philosophy degree, and at least one gives a Certificate for completing all requirements except the dissertation. Spurr is cited for proposing a Candidate in Philosophy degree for such persons.

Discontent related to the dissertation requirement is believed to be part of the cause for students becoming "ABD's" or All-But-Dissertation candidates. Renetzky found that ABD's were somewhat more dissatisfied with the graduate school experience, that they evidenced more "role incongruence," and significantly less ability to achieve a "workable, cooperative relationship with other members in the University network, including faculty, doctoral adviser, and dissertation committee" (25). They also exhibited a significantly greater degree of "deviation from the professed
institutional attitude regarding the purpose, nature and function of the dissertation (25).

Some of the discussion is related to the difference, or lack of difference, in the dissertation requirement for Ph.D. and Ed.D. degrees. In the Phi Delta Kappa study it was found that 96.6 per cent of the Ph.D. programs and 91.1 per cent of the Ed.D. programs were described as permitting a formal dissertation "as the only acceptable terminal research project" (26, p. 53). In accordance, more Ed.D. programs (six) than Ph.D. programs (two) reported that a choice between a formal dissertation or a field study report was "possible" in their institutions. The authors noted a distinct trend toward the formal dissertation, and suggested that the "net effect of this appeared in making the Ph.D. and the Ed.D. more nearly similar," thus supporting the trend "indicating the lack of differentiation between the two degrees" (26, p. 82). The Phi Delta Kappa report gives further comparisons between the two degrees on pages 66 and 67 (26).

An investigation of three assumptions upon which doctoral dissertations in Education are based recommends that the "dissertation research experience should continue to be a required part of the learning experience of the student" (38). Wood further recommends that additional study should be done of the two types of degrees "to determine whether or not the intended distinction between the two degrees and the appropriate dissertation experience for each
can be determined, agreed upon, established in practice and maintained" (38).

There are some who propose the acceptance of cooperatively-planned dissertations to meet the requirement. The subject has been researched by VanCourt who concluded that there were problems involved, but there should be more use of such a system in research (35).

**Purpose of a Dissertation**

In a recent survey conducted by the Rackham Dissertation Review Committee of the University of Michigan, there was agreement by faculty, candidates, and alumni that a dissertation should be "directed to the acquisition of broad research skills and the organization and effective communication of research results for the ultimate enhancement of man's fund of knowledge" (20, p. 6).

There are other persons who agree with these concepts as related to dissertations in general. Koefod quotes one who credits the doctoral essay with certain benefits. He points out that it provides training in organizing and correlating significant facts and ideas, gives the student broad experience in writing as an example of a type of communication "essential to effective college teaching," and provides the opportunity to conduct and somewhat control independent investigation without restrictive time limitations (21, pp. 11-12).
Kerlinger discusses purposes in one of the Appendices to Koefod's book. He states:

Part of scientific research activity unquestionably consists of gathering and classifying facts. But a more advanced and fruitful notion of research is a dynamic one which conceives it as an ongoing scientific activity in which hypothetical and theoretical propositions are tested systematically, not necessarily and primarily to yield knowledge (although this is, of course, important), but to help refine and formulate theories and to yield further hypotheses for further testing (19, p. 226).

In contrast to these positive comments about the purpose of dissertations, Carmichael suggested in 1961 that there was a "series" of problems clustering around the dissertation. He felt that there was "no consensus among graduate faculties as to its purpose, its optimum length, the amount of supervision its writer should have, or the nature of the topic to be chosen. . . . [It] prepares one for writing neither a book nor a good article" (4, p. 148). He also stated at that time that it was still in question as to "whether the dissertation should be original work, creative work, an account of research in the laboratory, a collection and organization of facts to prove a thesis, or a contribution to knowledge" (4, p. 48).

The change from the traditional purpose to a more current view has been pointed out by McCarthy. He notes that traditionally each prospective Master or Doctor put forth certain new propositions in his thesis or dissertation, and then presented evidence publicly to defend the validity of these propositions. Now, . . . students . . . may generate substantial new knowledge, and especially as an output from Doctor of Philosophy degree programs (22, p. 9).
Berelston has also commented on the changing role from the time when the traditional conception was clear. He notes that the dissertation was "supposed to be an original and significant contribution to knowledge." Through the years questions have arisen about how to realize that purpose and also about the appropriateness of the purpose. "The notion of 'significant contribution of knowledge' has come in for some hard questioning" (3, p. 173). He further comments,

If the dissertation is not to be judged by these traditional terms, then what is the alternative? It is to consider the dissertation an instrument of research training. In the words of the Trustees of the Carnegie Foundation, "It would be a trial run in scholarship and not a monumental achievement." The primary test would be, in other words, whether it contributed to the student's knowledge, not the world's (3, p. 174).

The report prepared for Phi Delta Kappa has appropriately summed up the situation with the following comment,

Although the terminal research project is considered a training instrument in the techniques of scholarly research and of reporting the findings, it also represents a contribution to the knowledge of a given field. However, the interpretation of what constitutes such a project remains unclear. Such terms as "dissertation," "thesis," "field study," "applied research" appear to be interpreted in as many different ways as there are doctoral programs (26, p. 53).

Methodological and Literary Guides

Guides have been written for many years on how to do research in Education and how to report it, and many of their principles are still quite sound (10; 36). Whitney gives two useful lists of criteria which combine standards for content and for form. One of them places a value of thirty-one on

Through the years Phi Delta Kappa has encouraged the strengthening of the research process and has produced helpful publications. As a part of his work with the organization, Gephart has written various "occasional papers" which relate to methodology and its improvement. Two of them are especially appropriate for dealing with dissertations. In "Occasional Paper No. 7," he and Bartos explain the use of "profiling" as a form of evaluation of educational research (9). In "Occasional Paper No. 6," Gephart uses the Facet Design technique developed by Guttman to delineate eight general methods of research strategy based upon the historical, descriptive, experimental and quasi-experimental methods (8).

Koefod investigated the writing requirements involved with graduate degrees and points out that theses and dissertations are basically essays with certain set-form properties but are not true set-form according to literary style. Their general design is described as follows,

The essay begins with an introduction which states the subject and undertaking, and thereby sets the stage for and the tone of the piece. Then follow presentation of the argument and the exposition of the main elements of the argument. Thereafter come the development of the argument, and, finally, recapitulation and conclusion (21, p. 19).

One of the most recent treatments of the subject is a 1973 publication of Jossey-Bass publishers written by George
R. Allen. Its objective is to "assist faculty members and students in completing high quality theses and dissertations without wasting time and effort." It contains answers to most of the questions usually asked about the steps involved in academic research (1).

Formats for Study and Evaluation of Dissertations

In any attempt to survey or evaluate written projects, a format must be determined for the researcher to use. Each researcher, of course, has certain elements he wants to study, but there are several guides as to how the study can best be done.

In her extensive study of the Doctor of Education program at Wayne State University, Irwin developed a format for looking at "quality dimensions" of completed dissertations and used it to study 100 dissertations produced there. She clustered questions related to qualitative aspects into three major areas. These areas are

- the problem [theoretical and practical significance];
- the procedure [selection of methodology and the treatment of data]; and the presentation [utilization of techniques of effective writing].

Quantitative aspects included such items as: number of words in the title; number of pages of running text; number of chapters; number of pages in the bibliography; number of appendices; number of tables in text; number of tables in appendices; number of figures, charts, graphs in text; number of references to related studies; and, number of pages bound (13, p. 127).
Recognizing that each department of education either on purpose or inadvertently "uniquely defines its own particular responsibilities and stated purposes for existence," Avery (2) developed an instrument for the evaluation of dissertations which is designed to examine whether the dissertations produced within a particular department "have indeed seemed to reflect those responsibilities and stated purposes as that department itself has so defined them to be." The basic design of his instrument incorporates the principles of content analysis and centers on two questions: what is the dissertation about (subject matter), and how is it put together (form). He used the instrument to examine the dissertations produced in the Department of Higher Education, School of Education, Indiana University.

The descriptions of dissertations are treated in various ways. For his classified list of the entire number of 4,336 dissertations completed in the School of Education at New York University, Dossick groups them in 39 subject areas. He discusses them in somewhat of a chronological fashion and provides "some critical and statistical analysis (6, subtitle)."

Most of the formats for studying the style or form of the dissertations, however, are based on the type of study being reported. As cited previously, Gephart classifies research projects into eight methodologies. Good in 1928 suggested the use of these types: philosophical, historical, survey,
questionnaire, statistical, experimental, case study, and activity analysis (10, p. 117). Wick and Dirkes used four types of studies for their classification of some dissertations from the then-current Dissertation Abstracts in 1972. They listed experimental, information collection, historical, and longitudinal (37, p. 21). Sax describes the three major types which are used as the basis for the current study - analytic, descriptive, and experimental (27, p. 53).

Specific evaluation of quality in the dissertations presents many problems, some of which have been noted in previous comments. Koefod suggests that

The things which count are quality and vitality of thought, clarity and precision of reasoned argument, lucidity of substantiation, originality of the inquiry, formulation of the problem and design of the research project, and inventiveness in respect of a solution or position that is new. The basic question relative to the essay is whether it is a matter of important knowledge (21, p. 46).

In discussing performance standards, Koefod points out that

True excellence in a thesis or dissertational essay requires intellectual originality on some account relevant to important knowledge. The requisite originality will be shown by the production of a new idea and its confirmation, which validates it as knowledge. Such idea may be a solution to a problem, a clarification of something previously unknown, a refinement, or a significant criticism (21, pp. 108-09).

Another who has dealt with the assessment of quality is Whitney who was cited previously. He states that

there should be general acceptance among workers in research centers on such matters as value of technics used, originality of the study, value of outcomes, reflective thinking methods followed, and the degree to which a real contribution has been made (36, p. 228).
For analysis of the dissertations in the present study, the categories used by Wick and Dirkes were employed quite extensively. Their categories which were used were Data Gathering Instruments, Data Analysis Techniques, and Design Characteristics [including how groups were determined and the time of measurement involved].

Comments on Certain Characteristics

At least two of the characteristics of dissertations are enough of a problem that they have elicited extensive discussion and comments by various writers through the years. These characteristics are the length of the written dissertation and the initial selection of a topic.

Berelson discusses the length of dissertations "at length." He points out that there is general agreement that, outside of the sciences, dissertations are too long. He notes that there are proponents of having a median of 150 to 200 pages for most dissertations, and some persons are even advocating 50 to 100 pages. Their logic is that scholarly articles are seldom over 50 pages, and the length of a book should not be expected of doctoral candidates. He quotes a dean who said: "The dissertation now is neither fish nor fowl so far as scholarship is concerned--neither a book nor an article, the two products scholars produce. We cannot require the first, so why not the second?" Berelson seems to agree that an article-length study would be best (3, p. 183).
Berelson also points out that the dissertations accepted in American universities in 1957-58 in the field of Education averaged 199 pages and ranged from 24 to 1,000+ pages. Half of them were between 147 and 281 pages in length. He realizes that no fixed number of pages can be set, but recommends a median of 100 pages or so in the fields where that is not now the practice. "Some dissertations will still be 250 pages long or more, but they should be the justified exceptions rather than, as now, the other way around" (3, p. 239).

In her study of certain dissertations at Wayne State University, Irwin found a similar wide range of "pages bound." The range was 113 to 517 pages with a median of 205 and a mean of 226 pages. The pages of "running text" ranged from 44 to 422 pages with a median of 150 pages (13).

Another characteristic which has caused concern is the method of choosing topics for dissertations. Many writers have commented on it, and a few of their comments will be reported in this survey.

Sessions in 1971 surveyed guidance graduates and their advisors who were listed in recent Dissertation Abstracts. He asked them to rate factors related to the selection of topics. They agreed upon fifteen factors including potential for publication, high interest in the topic, potential for providing particular experiences which would increase the competencies and knowledge for the candidate, the candidate's
familiarity with the topic, length of time and amount of money likely required to spend in order to complete a dissertation. There were nine other factors included in the survey (29).

Concern is expressed by Carmichael (4, p. 153) over time lost in some universities by students who receive no help in selecting a topic. He suggests that the major advisor could assign two or three topics to the student for initial investigation and then allow the student some choice in the selection. The subjects chosen for dissertations also need more attention, he notes, due to the "unsuitability" of some topics used and the "triviality" of others. He comments further,

The paucity of suitable topics for doctor's dissertations is evident to one who examines a published list of abstracts. Moreover, one is impressed with the number of topics that have little or no relation to the subjects that the Ph.D. graduate will be expected to teach. If medical, legal, or engineering training were as far removed from the demands of these professions as the Ph.D. training often is from the subjects to be taught by the college instructor, these professions would be fifty years behind the times (4, p. 85).

Some of the recommendations made by Irwin relate to topic selection. She suggests that advice from "the entire faculty (not just the adviser and committee members) could save time and confusion. . . . Anticipated topics in the form of 'rough' proposals could be circulated in the form of a general prospectus to the faculty"(13, p. 594). She also encourages choice of a dissertation topic early in the program to avoid the common pitfall of failing to complete the
dissertation after all other degree requirements have been met.

It would be helpful to have candidates and advisers work out a "time" schedule with respect to "targets" or units or aspects of the program as a whole. Advisers might periodically check up on candidates to determine progress. Perhaps a "touch of the tyrant" would not be amiss in major advisers as dissertation directors (13, pp. 594-95).

Dissertations on Specific Academic Subjects

Numerous lists have been compiled of dissertations related to specific academic subjects. Some of these studies are dissertations themselves and are listed in Dissertation Abstracts. Others are compiled by or for organizations interested in a certain topic, and still others are publications of specific institutions and deal only with the dissertations produced there.

Worthington reviewed 391 of the 397 doctoral dissertations in music education completed from 1940 to 1954, wrote summaries of each and classified them according to the methods of research used and the area of concentration which was investigated (39). Karstetter assessed the dissertations in Speech completed from 1922 to 1961 on three potential indices of value: influence as assessed by tabulation of their citations in a sample of published literature in the field; opinion of the discipline as indicated by 108 degree holders; and congruence of their study with professional activities (18). McPhie studied the use and value of dissertations in social studies education and included a comprehensive bibliographic
guide to dissertations in social studies education from 1934 to 1957 (23).

The staff of the ERIC Clearinghouse on the Urban Disadvantaged has started providing a comprehensive collection of abstracts of dissertations in those areas of special interest to their work. Some of the publications in the series are Curriculum and Instruction for Minority Groups (14), The Education of Puerto Rican Children and Youth (15), and Research on the Education of Black and Black-White Populations (16). Each is designated as an annotated bibliography of doctoral dissertations.

Industrial Arts Education was the topic of the dissertations included in a 1974 update of a 1930 compilation (17). Outdoor Education dissertations are given in a publication by Hammerman (11), and Schlachter and Thomison have produced an annotated bibliography of Library Science dissertations (28). Other subject areas which have been treated are Agricultural Education, Adult Education, Reading, Junior and Community Colleges, and Health, Physical Education and Recreation.

There are many institutions which have published lists of the dissertations produced by their graduates, and some of the institutions have continued the practice from year to year. A few of the lists include abstracts also. Publications of Texas institutions which are available in the North Texas State University Library include those from East Texas State University -- with abstracts (7), Texas Christian University (31),
Texas Technological University (32) and the University of Houston (34). North Texas State College produced a list in 1961 of the thirty-eight dissertations written through 1960, giving the titles, degrees earned, and number of pages of the dissertations (24).
CHAPTER BIBLIOGRAPHY


31. Texas Christian University, *Bibliography of Theses Accepted by Texas Christian University and Brite College of the Bible, Ft. Worth, Texas*, 1909 - 1972 available.

32. Texas Technological University, *Theses and Dissertations Accepted by Texas Technological University, Lubbock, Texas*, 1951 - 1970 available.

34. University of Houston, Bibliography of Theses and Dissertations Accepted in Partial Fulfillment of Requirements for Advanced Degrees at the University of Houston, Houston, Texas, 1940 - 1958 available.


CHAPTER III

PROCEDURES USED AND VALIDATION OF FORMAT

The review of the literature in Chapter II related to dissertations as a topic reveals that there are several ways to proceed with a study of dissertations. Each researcher has to determine what information is meaningful to him and what is the best way to obtain it. This chapter reports the procedures followed in collecting the data, and in the validation of the format used in the study.

Procedures

The study was executed in several steps.

1. A list of all of the dissertations filed in the Education series in the card catalog was obtained from the University Library. The list consisted of photocopies of all of the catalog cards in chronological order. Data related to the dissertations and their authors were examined and a format was developed for categorizing the information.

2. The Abstracts of the dissertations were examined to secure the data needed to conform to categories in the following format. The information sought for arrangement by the format and the procedures used to secure it follow:

   a. The date of graduation, degree sought and major field of the author, sex of the author, and name of the major professor were determined. The first...
three characteristics were included in the information given in the Abstract. Sex of the author was determined by examining the name to see whether it was distinctly masculine or feminine. If there was a question as to the appropriate sex, the permanent student records in the Registrar's Office of the University were examined to secure the information. The initials of the major professor are supposed to be signed on the top of the Abstract, but they were sometimes missing or were not clear. In such cases, the title fly of the completed dissertation was consulted to find the signature of the advisor.

b. The type of study was determined by use of the categories outlined by Sax (2). The general categories used were Analytic, Descriptive, and Experimental. Each general type was subdivided according to the suggestions by Sax so that each type of study might be accommodated. (A descriptive outline of the categories is given later in this chapter.)

c. The focus of the study was determined by an examination of the title and description of the purpose(s) of the study. Broad categories were developed upon examination of the dissertations.
d. The cataloging descriptors used by the University Library for the subject heading(s) of each dissertation were recorded as given on the catalog cards. This information was available on the Education series card for the dissertations written from 1970 through May of 1974. For those which were written from 1953 through 1969, the main entry (author) card had to be consulted to find the subject heading(s). Subject headings were not available for August and December, 1974, graduations.

e. The design characteristics, method(s) for collecting data (or instrumentation), and data analysis technique(s) were determined for each dissertation and categorized according to an adaptation of a study done by Wick and Dirkes (3, p. 21). In coding the information for analysis, as many as five collection measures and three analysis techniques were recorded. Since each study could use more than one of each, the totals refer to how many different kinds were used, not how many of each kind. For data analysis techniques, the "most sophisticated" techniques were recorded.

f. The length of the dissertation, quantity of tables or illustrations, and number of titles in the bibliography were noted. This information is
included with the Abstract, if there is one available. If not, then the appropriate sections of the dissertation itself were examined and a count made of the required data.

g. The following evaluations were made and reported by appropriate categories:

(1) The subject investigated seemed to relate to the candidate's educational major.
   (a) Yes
   (b) No
   (c) Maybe

(2) The rationale for the study was
   (a) Null hypotheses
   (b) Research hypotheses
   (c) Research hypotheses but it was stated that they were converted to null form for statistical analysis
   (d) Research questions
   (e) Null and research hypotheses combined
   (f) None specified or none used

(3) For experimental studies, the percentage of findings which showed a statistically significant difference between variables were
   (a) More than fifty per cent
   (b) Fifty per cent
3. The format was prepared in a form for validation and submitted to a panel of experts in the Department of Education at North Texas State University. They were asked to rate each item as to whether it was appropriate. The results of the validation will be discussed later in the chapter.

4. All of the information on the dissertations was tallied and sums and percentages were determined.

5. The data were examined to see if there were reflections of changes in program expansion and diversification within the Department of Education.

6. The data were examined to see if there were discernible trends in types of studies, foci of studies, subject headings of the studies, and other characteristics which were descriptive of the dissertations or the candidates.

7. The descriptive statistics to be utilized, such as sums and percentages, were prepared in tables to be presented along with the text of the dissertation.

8. The text of the dissertation was prepared.

Determination of the Format

Certain phases of the problem of how to study dissertations have been treated very well by writers of some of the guides, as discussed in Chapter II. Some of the procedures suggested,
however, are quite detailed, and require counting the number of words in titles and other relatively insignificant matters. Other procedures are more theoretical or group all of the dissertations together rather than examining each one individually.

Since neither of the two extremes was appropriate for the problem of this study, a format was developed to be used specifically for examining the dissertations in Education at North Texas State University.

Some of the categories of information which were used in the format were suggested by the guides discussed in Chapter II. Other items were included because of statements made by professors of Education or students regarding information they said they would like to know about the dissertations. Other items were important because of the research design and statistical techniques used in the studies. Each category of the format will be discussed in detail in the following section on its validation.

Validation of the Format

Most of the descriptive data had already been collected for the study when it was decided to emphasize the determination of the format as a major part of the study. In order to be correct according to principles of research design, it became necessary to establish some form of validity for the format. Content validity was established as the correct form of validity to be secured for the format.
In establishing content validity, a panel of experts is asked to examine the items on an instrument "to see if they appear to be suitable measures of the objectives that one has in mind" (2, p. 166). Therefore, for this study, the categories used in the different headings in the format were prepared in a form for rating (see Appendix I), and a panel was selected.

Four professors in the Department of Education at North Texas State University and one doctoral candidate majoring in Educational Research were asked to serve as the panel. Two of the professors are research and statistics teachers, and the other two are well-grounded in research methodology. The student was chosen to broaden the scope of the panel and to determine how future doctoral candidates might react to the format used, although he would be more knowledgeable of the implications of some of the categories than a candidate who had had only the basic research and statistics courses. Since the study related only to dissertations written at North Texas State University, it was not considered appropriate to use panelists from other institutions.

Each of the panel members was given a copy of the validation form and asked to rate each category as "appropriate" or "inappropriate." A majority vote was accepted as the basis for inclusion of an item. Suggestions from the panel were not submitted to the other panelists for evaluation as the intent was to add only items important enough to be recommended by a majority of three of the five members.
Ratings and comments of the panel on each of the items are included in the following discussions of the categories.

**Types of Studies**

As a basis for determining the types of studies conducted by the doctoral candidates, the categories from a basic research book were used. The book selected was *Empirical Foundations of Educational Research* by Gilbert Sax which is used as one of the textbooks in the basic research course required of all doctoral candidates in Education at North Texas State University.

In Chapter Two of the book, Sax includes a section entitled "Types of Research and Their Relationship to Innovation." He points out that "Development and demonstration depend upon having reliable knowledge concerning a proposed innovation. This knowledge can be derived from the application of various research methods: analytic, descriptive, and experimental" (2. p. 35).

The three basic types of studies which he suggests were used as the basis for the current study. An adaptation of his categories was made, based upon the information which he presents about each of the different types of studies. The basic points of his categories are included in Table I which follows (2, p. 36).
TABLE I

TYPES OF RESEARCH AND THEIR RELATIONSHIP TO EDUCATIONAL INNOVATION

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Analytic</th>
<th>Descriptive</th>
<th>Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To derive relationships within a deductive system</td>
<td>To describe existing conditions</td>
<td>To test causal relationships</td>
</tr>
<tr>
<td>Methods</td>
<td>Deductive, mathematical, historical, philosophical, legal, linguistic</td>
<td>Correlations, surveys, case studies, direct observation, cross cultural, growth studies</td>
<td>Comparison of experimental and non-experimental groups by systematically varying conditions</td>
</tr>
<tr>
<td>Relation to Innovation</td>
<td>Points out assumptions and possible consequences of proposed changes; useful in establishing criteria</td>
<td>Describes currently existing conditions so that they can be modified later</td>
<td>Shows the effects of a proposed innovation</td>
</tr>
</tbody>
</table>

The primary concern of the validation panel members was that these three major categories were not detailed enough to adequately characterize all of the studies to be examined. The information on each study had already been categorized using appropriate subdivisions of the major categories, so all of these subdivisions are used in the discussion of each of the general types of studies.
Demographic Information

Demographic information collected on each candidate included sex, date of graduation, degree sought, academic major, and major professor. The panel was asked to validate only inclusion of the names of the major professors, since the other data was needed to classify the dissertations. Two of the members approved, one disapproved, one questioned its usefulness, and one did not reply. Since there was not a majority vote, the number of candidates advised by each professor was not reported. However, a list of professors, showing the year in which their first candidate received his degree, is included as an appendix (Appendix II).

Focus of the Study

Categories for the focus of the study were determined from analysis of the titles and purposes of the dissertations. The four categories given originally in the proposal for this study were expanded to a total of eight, upon examination of the dissertations. Those used for the final analyses were

1. Methodology (usually instructional)
2. Student-centered (including person- or patient-centered)
3. Teacher-centered (including student teachers)
4. Institutionally-centered (school, college, state or federal in scope)
5. Content-centered (academic course content)
6. Administrator- or management-centered
7. Counselor-centered
8. Other

The panel approved the inclusion of each of these items. Two of the members asked about the placement of "programs", referring to research into the methodology involved with academic programs. Another panelist questioned the exact meaning of methodology (research or instructional), so the term was clarified by use of the comment in parentheses above.

**Subject Headings**

The subject heading(s) recorded for each study were the ones assigned by the Cataloging Department of the North Texas State University Library, based on Library of Congress cataloging. Only one validation panel member approved the inclusion of this category, one did not reply, and the other three questioned its use. Instead of reporting the subject heading(s) on each study, therefore, a list of headings used for all of the 642 studies was prepared and is included as Appendix III of this study.

**Design Characteristics**

There were two aspects of design characteristics to be considered. One of them related to the kind of groups used and the other related to time of measurement.
Groups.--The Wick and Dirkes (3) categories for kinds of groups included

1. Experimental Only
2. Experimental and Control
3. Not Mentioned.

For this study, these categories were expanded and two others were added. The categories used in the study, with explanation of their usage, included

1. Experimental (every person being involved in some type of manipulation of variables)
2. Experimental/Control (when two groups were used, either experimental/control or two comparison groups)
3. Experimental/Control/Placebo (as used in the usual sense in research studies)
4. Other (used for surveys which were conducted just to secure information)
5. Not Applicable (or not mentioned)

The validation panel approved all of these categories, although one member suggested that Quasi-Experimental/No Control might be more appropriate for the first category rather than just Experimental.

Time of measurement.--Time of measurement was another aspect which was important regarding the research design. The time of measurement fell into one of several categories.
Four categories were included by Wick and Dirkes (3), and two were added for this study. The four categories, and how they were expanded for this study, were

1. Post Only (including one administration, whether pre or post, and surveys which collected data only one time)
2. Pre and Post (or two administrations)
3. Pre/Mid/Post (or three administrations)
4. Not Applicable (or not mentioned)

The two categories which were added were

5. Pre/Post/Follow-up
6. Repeated Measures (used predominantly for physical education, music, or business skills)

Since the listing of repeated measures was not explained, two of the panel members asked the difference between repeated measures and three administrations. Another panelist asked if repeated measures meant time series. Therefore, the notation given above in parentheses on Item #6 was added to clarify the meaning of the item.

**Data Collection Techniques**

In their report, Wick and Dirkes (3) used ten categories of instruments which were applicable in collecting information. For the present study, a more general approach was needed, so the basic concept of this section became "ways information is secured" rather than "data collection instruments." The
adapted categories are given below, with additional usage and clarification indicated in parentheses.

1. Interviews (and observations)
2. Questionnaires (personal data, information sheet)
3. Physical Performance (including physical education activities, musical performance or ability, business skills such as typing or writing shorthand)
4. Standardized Achievement Measures (including grade point averages, tests of course content, other academic information measures)
5. Standardized Personality Measures
6. Rating Scale (used for standardized scales and also in connection with #7 if it was a scaling instrument)
7. Teacher- or Researcher-made Test (see #6)
8. Interest, Attitude, or Opinion Survey (including sociometric and semantic differential instruments)
9. Content Analysis of Documents was changed to "Literature" and was noted only if there was extensive use of the literature
10. Standardized Intelligence Measures

The validation panel generally accepted each of these categories, although questions were raised about some of them. One panel member suggested separating interviews and observations. Another questioned the difference in questionnaires and researcher-made tests. Still another was not certain
how inclusive the categories were for Standardized Personality Measures and Standardized Intelligence Measures. The final question came from two of the members who suggested the need for inclusion of "physiological measures, government data banks, and primary sources as newspapers."

Since none of the questions or suggestions were made by a majority of the panel, they were not included in the format or further clarified in the text of the study.

Data Analysis Techniques

Six of the seven categories for data analysis techniques used by Wick and Dirkes (3) were utilized in this study. The other item which they suggested was Discriminant Analysis. Since only two per cent of the studies which were analyzed in their study used this technique, and since it was not reported in any of the dissertations in this study, it was decided to leave it off of the format. The original categories, with additional usage and clarification indicated in parentheses, were

1. Analysis of Covariance
2. Analysis of Variance
3. t-test (and multiple comparisons)
4. Correlation or Regression (this was divided into two categories)
5. Chi-square Tests with Frequency Information (frequency counts were included elsewhere)
6. Percentages Reported (including frequencies, sums, nonparametric)

In addition to a separate category for Regression, three other categories were added for analysis of the data.

8. Factor Analysis
9. Multivariate
10. None (particularly appropriate for studies which were predominantly theoretical)

A fourth category was added after the validation panel designated it was needed.

11. Nonparametric

The research major on the validation panel suggested further division of several of the categories, but the professors had not indicated they thought it necessary. Three members of the panel questioned the inclusion of nonparametrics with sums and percentages, so a new category was added for nonparametrics. Two of the panel members were also concerned about how descriptive techniques such as means and standard deviations were reported, but it was necessary to leave this kind of information as part of the sums and percentages category, since a majority of the panel had not asked that it be made into a separate category.
**Numeric Information**

In her study, Irwin (1) recorded some general numeric items of information, including number of pages in the dissertation, number of entries in the bibliography, and number of tables, charts, and illustrations. Provision was made for this type of information within the format being validated, but three members of the validation panel rated it as being inappropriate. One member rated it as appropriate but also questioned why it was being included, and the fifth member did not rate it. Since a majority deleted it, it was not included in the report of the study.

**Other Measures**

There are other descriptive measures which were included in the format for the study. All three were originally stated as questions to be answered in specified ways.

**Evaluation question.**—Although it is not a requirement at North Texas State University that the dissertation be related to course work of the candidate, it was of interest to determine how many dissertations did seem to relate. The categories used to reflect this evaluation were "Yes," "No," and "Maybe" in the sense of "It probably does relate."

Three of the panel members approved these responses, one did not reply, and the other member thought "Yes" and "No" were appropriate but "Maybe" was not needed. Based on a majority vote, the item was retained as stated.
Basis (rationale) of the study.--Since research projects are based upon some type of statement of intent or areas of interest, the form of the basis for the research in each study was of interest. The categories devised for use in this study show what kind of statement or question was used in the dissertation being described. These categories are:

1. Null hypotheses
2. Research hypotheses
3. Research hypotheses but it was stated that they were converted to null form for statistical analysis
4. Research questions or statement of objectives
5. Null and research hypotheses combined
6. None, or not noted in the study

One of the validation panel members said this entire grouping was unnecessary, but the other four approved. One of the four suggested use of "rationale" rather than "basis" of the study and "statistical hypothesis" rather than "null." The first suggestion was adopted since it used a more sophisticated term, but the last one was not because the term is not as common nor as clear in meaning as "null hypothesis."

Information question.--For experimental studies it seemed important to know approximately how many of the findings showed a statistically significant difference. A question was devised to reflect this information. It grouped results into
1. More than fifty per cent
2. About fifty per cent
3. Some, but less than fifty per cent
4. None
5. Not applicable

Three of the panel members approved these divisions, one questioned why these specific percentages were used, and one thought the information was "ridiculous." Since the majority approved, the information was retained.


CHAPTER IV

FINDINGS OF THE STUDY

Introduction

Investigation of several different areas was required in order to answer the research questions used as the basis for this study. The first section of this chapter deals with some of the general information about the studies, and includes a discussion of the ways in which the descriptive data relate to the program expansion and diversification in the Department of Education during the selected period of time.

Some of the more specific findings to be reported are presented as they relate to the three major types of studies done by the doctoral candidates. These are discussed in sections on Analytic, Descriptive, and Experimental studies, respectively.

Trends which are noticeable upon examination of the data are discussed in relation to types of studies, foci of the studies, subject headings of the studies, and other descriptive characteristics of the dissertations or of the candidates who produced the dissertations.
General Information

There are several items of general information which relate to all of the studies or candidates. These will be discussed in the order of the research questions which serve as the basis for the study.

Format

The determination and validation of the format used for the study has been discussed extensively in Chapter III. It was proven that a suitable format could be devised for the study of the Education dissertations at North Texas State University and that that format could be validated almost in its entirety by a panel of interested professors and a graduate student in research.

Types of Degrees

From the beginning of the doctoral program in Education until 1969, the Doctor of Education was the only doctoral degree which was offered at North Texas State University. In August, 1969, the first Doctor of Philosophy degrees in Education were conferred. The addition of the Doctor of Philosophy is noticeable from an examination of the number of degrees awarded in specific time spans as given in Table II.

Of the 137 receiving Doctor of Philosophy degrees, forty-two were females and ninety-five were males. This compares to forty-nine females and 226 males receiving the Doctor of Education during the same period of time.
TABLE II
DEGREES AWARDED BY TYPE AND DATE

<table>
<thead>
<tr>
<th>Dates</th>
<th>Type</th>
<th>Annual Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ed. D.</td>
<td>Ph. D.</td>
</tr>
<tr>
<td>1953</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>1954</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>1955</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1956</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1957</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1958</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1959</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1960</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>1961</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>1962</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>1963</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>1964</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>1965</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>1966</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>1967</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>1968</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>1969</td>
<td>56</td>
<td>5</td>
</tr>
<tr>
<td>1970</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>June</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>August</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>50</td>
<td>20</td>
</tr>
<tr>
<td>1971</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>32</td>
<td>13</td>
</tr>
<tr>
<td>December</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>57</td>
<td>29</td>
</tr>
<tr>
<td>1972</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>22</td>
<td>13</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>40</td>
<td>26</td>
</tr>
<tr>
<td>1973</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>August</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>December</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>36</td>
<td>22</td>
</tr>
<tr>
<td>1974</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>August</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>December</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Sub-Total</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>GRAND TOTALS</td>
<td>505</td>
<td>137</td>
</tr>
</tbody>
</table>
Sex of the Candidates

Although the second person receiving a Doctor of Education degree from North Texas State University was a woman, there has not been a large number of women receiving their doctorate from the institution. There has been a constant increase percentage-wise, but the largest percentage has been since 1970. In the period of 1970 through 1974, the number of graduates has increased to approximately 30 per cent females. The total division over all years has been 20 per cent females and 80 per cent males.

The number of degrees conferred by sex of the candidate is given in Table III. Since the table also gives information related to Educational Majors, it follows the discussion of that information.

Major Professors

Although the validation panel designated inclusion of information of major professors as unnecessary, a list of the seventy-nine who have served as advisors to candidates who have received their degrees is included as Appendix II.

Educational Majors

In the early years of the doctoral program, candidates could choose majors from five areas. Although the scope broadened, the five areas were still the only ones available through 1967. The number of degrees conferred by sex and
major of the candidate is given in Table III which follows, showing the five early majors and those which have been offered only in recent years.

**TABLE III**

**DEGREES CONFERRED BY SEX AND MAJOR**

<table>
<thead>
<tr>
<th>MAJOR &amp; %</th>
<th>1953-59</th>
<th>1960-64</th>
<th>1965-69</th>
<th>1970-74</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Admin. Ldr. (15.6%)</td>
<td>12..</td>
<td>18..</td>
<td>1..</td>
<td>19..</td>
<td>1..</td>
</tr>
<tr>
<td>Coll. Tch. (27.4%)</td>
<td>7..</td>
<td>19..</td>
<td>4..</td>
<td>34..</td>
<td>5..</td>
</tr>
<tr>
<td>Couns. &amp; S.S. (20.3%)</td>
<td>3..</td>
<td>18..</td>
<td>3..</td>
<td>34..</td>
<td>6..</td>
</tr>
<tr>
<td>Early Chlhd. (1.4%)</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Educ. Resrch. (.6%)</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Elementary (14.8%)</td>
<td>3..</td>
<td>15..</td>
<td>3..</td>
<td>21..</td>
<td>11..</td>
</tr>
<tr>
<td>Higher Ed. (5.0%)</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>26..</td>
</tr>
<tr>
<td>Secondary (14.8%)</td>
<td>1..</td>
<td>1..</td>
<td>6..</td>
<td>1..</td>
<td>37..</td>
</tr>
<tr>
<td>Spec. Ed. (.1%)</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>TOTAL</td>
<td>26</td>
<td>2</td>
<td>76</td>
<td>12</td>
<td>145</td>
</tr>
</tbody>
</table>

*M, Male; F, Female.

**Relationship to the Department of Education**

The School of Education was created at North Texas State Teachers College in 1946. In March of 1970 the Coordinating Board of the Texas College and University System approved the
changing of the title to "College of Education." The departments within the School and the College have varied some with the years, but have usually included Education, Industrial Arts, and Health, Physical Education and Recreation.

The Department of Education has always been included in the School or College, although for many years the name was Department of Education and Psychology. In 1970 the Psychology portion became a department in the College of Arts and Sciences, and the name of the department was shortened to Department of Education. This change in the affiliation of Psychology with the Department did have some effect on the types of dissertations produced.

Most of the direct relationship to the program expansion and diversification within the Department of Education and the dissertations does come in the area of the majors available. From the original five - Administrative Leadership, College Teaching, Counseling and Personnel Administration, Elementary, and Secondary - grew four more. Higher Education Administration was initially a part of Administrative Leadership, but became a separate major in 1970. Special Education was included that year as a major, and Educational Research became available by 1971. Early Childhood Education was an outgrowth of the Elementary division. These last three added majors are part of the work being offered through the Federation of North Texas Area Universities which was founded in 1968.
Examination of Analytical Studies

Analytical studies, as used in this dissertation, involve a number of very different kinds of research projects. Historical and philosophical studies are included, as well as deductive, mathematical, legal, linguistic, and developmental. Many of them use some kind of deductive system to study relationships that are not necessarily empirical in nature. A total of 138 of the 642 dissertations examined in this study were classified as Analytic.

Types of Studies

There are ten subdivisions of the major types of studies which relate to Analytic studies. With seventy-four studies, the basic Analytic type represents about half of the total number, and the others range from one longitudinal and one philosophical to thirty Analytic/Descriptive studies. Two of the subdivisions are actually a part of Descriptive and of Experimental studies, but their incidence is reported here as well as in their division. Table IV on the following page shows the number of Analytic studies by subdivision and time period with the total number of studies conducted during that time for comparison. It is interesting to note the high percentage of studies done in the early years which were basically Analytic.
TABLE IV
NUMBER OF ANALYTIC STUDIES

<table>
<thead>
<tr>
<th>Time Period and Number of Studies</th>
<th>11*</th>
<th>12*</th>
<th>13*</th>
<th>14*</th>
<th>15*</th>
<th>16*</th>
<th>17*</th>
<th>18*</th>
<th>21*</th>
<th>31*</th>
<th>Number and % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59 (28)</td>
<td>4</td>
<td>4</td>
<td>...</td>
<td>...</td>
<td>9</td>
<td>1</td>
<td>...</td>
<td>5</td>
<td>...</td>
<td>...</td>
<td>23 (82%)</td>
</tr>
<tr>
<td>1960-64 (88)</td>
<td>11</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>...</td>
<td>10</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>40 (45%)</td>
</tr>
<tr>
<td>1965-69 (175)</td>
<td>14</td>
<td>14</td>
<td>2</td>
<td>...</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>...</td>
<td>...</td>
<td>45 (26%)</td>
</tr>
<tr>
<td>1970 (70)</td>
<td>8</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>8 (11%)</td>
</tr>
<tr>
<td>1971 (86)</td>
<td>9</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>9 (10%)</td>
</tr>
<tr>
<td>1972 (66)</td>
<td>6</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>...</td>
<td>3</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>11 (17%)</td>
</tr>
<tr>
<td>1973 (58)</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>14 (24%)</td>
</tr>
<tr>
<td>1974 (71)</td>
<td>13</td>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>14 (20%)</td>
</tr>
<tr>
<td>Total (642)</td>
<td>74</td>
<td>30</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>26</td>
<td>1</td>
<td>1</td>
<td>23</td>
<td>3</td>
<td>164</td>
</tr>
</tbody>
</table>

*11 - Analytic; 12 - Analytic/Descriptive; 13 - Analytic/Experimental; 14 - Historical; 15 - Philosophical; 16 - Analytic/Developmental; 17 - Analytic/Qualitative; 18 - Analytic/Longitudinal; 21 - Descriptive/Analytic; 31 - Experimental/Analytic.

Focus of the Studies

The focus of each study was determined and placed into one of eight groupings, presented in Table V. It is significant that there have been a large number of Analytic studies that centered on methodology, students, and course content.
TABLE V
FOCUS OF ANALYTIC STUDIES

<table>
<thead>
<tr>
<th>Focus</th>
<th>1953-59</th>
<th>1960-64</th>
<th>1965-69</th>
<th>1970-74</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>20</td>
<td>35</td>
</tr>
<tr>
<td>Student</td>
<td>7</td>
<td>5</td>
<td>17</td>
<td>2</td>
<td>31</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Institution</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>19</td>
</tr>
<tr>
<td>Content</td>
<td>..</td>
<td>6</td>
<td>10</td>
<td>13</td>
<td>29</td>
</tr>
<tr>
<td>Administrator</td>
<td>..</td>
<td>1</td>
<td>..</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Counselor</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>30</td>
<td>37</td>
<td>53</td>
<td>138</td>
</tr>
</tbody>
</table>

Groups and Administration of Instrument(s)

Data were collected from individuals by about half of the writers of Analytic studies, seventy-two of 138. Almost that many writers did not collect data from individuals in any manner, sixty-three of 138 dissertation writers.

Of those who collected information, most of them secured it only one time. Only two of the 138 studies used two administrations of instruments, and sixty-nine used one.

Data Collection Techniques

Analytic studies made extensive use of the literature and other sources as means of collecting information. Each study could use more than one technique, so the sums of techniques used total more than 100 per cent of the number of
studies. Each technique could possibly involve use of several different measures of the same kind, so the information presented in Table VI shows how many different techniques were employed, not how many specific measures were used.

**TABLE VI**

**DATA COLLECTION TECHNIQUES - ANALYTIC**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
<th>6*</th>
<th>7*</th>
<th>8*</th>
<th>9*</th>
<th>10*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59</td>
<td>15</td>
<td>3</td>
<td>5</td>
<td>..</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>1960-64</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>11</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>5</td>
<td>70</td>
</tr>
<tr>
<td>1965-69</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>4</td>
<td>10</td>
<td>18</td>
<td>9</td>
<td>2</td>
<td>13</td>
<td>6</td>
<td>83</td>
</tr>
<tr>
<td>1970-74</td>
<td>27</td>
<td>7</td>
<td>11</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>4</td>
<td>3</td>
<td>85</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>23</td>
<td>32</td>
<td>12</td>
<td>27</td>
<td>33</td>
<td>23</td>
<td>20</td>
<td>31</td>
<td>16</td>
<td>278</td>
</tr>
</tbody>
</table>

*1 - Literature; 2 - Interviews, observations; 3 - Questionnaires; 4 - Physical Performance; 5 - Achievement Measures; 6 - Personality Measures; 7 - Rating Scale; 8 - Teacher- or Researcher-Made Test; 9 - Interest, Attitude or Opinion; 10 - Intelligence Measures.

**Data Analysis Techniques**

A large number of Analytic studies used correlations to examine the data, and a large number did not use any type of statistical technique. Interpretation of the data involves the same rationale as for data collection, with each study using perhaps more than one technique and each category representing several specific kinds of treatment. Table VII gives information on these techniques.
### TABLE VII
DATA ANALYSIS TECHNIQUES - ANALYTIC

<table>
<thead>
<tr>
<th>Time Period</th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
<th>6*</th>
<th>7*</th>
<th>8*</th>
<th>9*</th>
<th>10*</th>
<th>11*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59</td>
<td>5</td>
<td>..</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>3</td>
<td>7</td>
<td>..</td>
<td>23</td>
</tr>
<tr>
<td>1960-64</td>
<td>4</td>
<td>..</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>..</td>
<td>..</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>1965-69</td>
<td>1</td>
<td>..</td>
<td>11</td>
<td>3</td>
<td>20</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>13</td>
<td>6</td>
<td>..</td>
<td>62</td>
</tr>
<tr>
<td>1970-74</td>
<td>10</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>..</td>
<td>4</td>
<td>4</td>
<td>25</td>
<td>3</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>2</td>
<td>25</td>
<td>10</td>
<td>48</td>
<td>4</td>
<td>1</td>
<td>12</td>
<td>27</td>
<td>46</td>
<td>4</td>
<td>199</td>
</tr>
</tbody>
</table>

*1 - Sums, %; 2 - Analysis of Covariance; 3 - Analysis of Variance; 4 - Chi square; 5 - Correlation; 6 - Factor Analysis; 7 - Multivariate; 8 - Regression; 9 - \( t \), Multiple Comparisons; 10 - None, 11 - Nonparametric.

### Other Measures

**Relationship to major.** --Almost all of the Analytical studies seemed to have a direct relationship to the candidate's educational major. Of the 138 studies, 120 of them were definitely related, sixteen were likely related, and only two were definitely not relevant.

**Rationale for the study.** --About half of the studies, sixty-seven of 138, did not use any type of hypotheses or research questions. Approximately twenty-five per cent, thirty-four of 138, used research hypotheses. Seventeen of the 138 used research questions, and the other types of statements were used by less than ten writers each.
Examination of Descriptive Studies

Almost forty per cent of the dissertations produced in the Department of Education at North Texas State University may be classified as Descriptive studies. Studies of this type show conditions as they are, without any attempt by the researcher to influence conditions or to establish relationships.

Most of the Descriptive studies examined in this project were of the survey type, and so a serious attempt was not made to divide the category into several subdivisions. By including Analytic and Experimental studies which were also Descriptive, however, there are six different kinds of Descriptive studies. The total number of each kind of study, by time periods, is reported in Table VIII.

Types of Studies

At times it was difficult to determine whether a dissertation was basically Descriptive, Analytic, or Experimental. To accommodate studies which overlapped two types, dual assignments were made. It was determined what was the major intent of the study, and what was secondary. Thus, if a study seemed to be predominantly to describe and secondarily to analyze, it was designated as Descriptive/Analytic. In the case of Descriptive studies, 250 of the 642 studies were predominantly Descriptive and thirty-three others were partially Descriptive.
TABLE VIII
NUMBER OF DESCRIPTIVE STUDIES

<table>
<thead>
<tr>
<th>Time Period and Number of Studies</th>
<th>12*</th>
<th>21*</th>
<th>22*</th>
<th>23*</th>
<th>26*</th>
<th>32*</th>
<th>Number and % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59 (28)</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>13 (46%)</td>
</tr>
<tr>
<td>1960-64 (88)</td>
<td>9</td>
<td>10</td>
<td>20</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>43 (49%)</td>
</tr>
<tr>
<td>1965-69 (175)</td>
<td>14</td>
<td>5</td>
<td>53</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>76 (43%)</td>
</tr>
<tr>
<td>1970 (70)</td>
<td>.</td>
<td>.</td>
<td>24</td>
<td>.</td>
<td>1</td>
<td>.</td>
<td>25 (36%)</td>
</tr>
<tr>
<td>1971 (86)</td>
<td>.</td>
<td>.</td>
<td>34</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>34 (40%)</td>
</tr>
<tr>
<td>1972 (66)</td>
<td>.</td>
<td>3</td>
<td>31</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>34 (52%)</td>
</tr>
<tr>
<td>1973 (58)</td>
<td>2</td>
<td>.</td>
<td>25</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>27 (47%)</td>
</tr>
<tr>
<td>1974 (71)</td>
<td>1</td>
<td>.</td>
<td>30</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>31 (44%)</td>
</tr>
<tr>
<td>Total (642)</td>
<td>50</td>
<td>23</td>
<td>221</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>283</td>
</tr>
</tbody>
</table>

*12 - Analytic/Descriptive; 21 - Descriptive/Analytic; 22 - Descriptive; 23 - Descriptive/Experimental; 26 - Descriptive/Developmental; 32 - Experimental/Descriptive.

Except for the early years and the late 1960's, Descriptive studies have comprised about forty per cent of the total number of dissertations produced.

Focus of the Studies

The foci for the Descriptive studies are more diverse than for either of the other types of studies. Table IX presents this information.

A large number of studies centered on students with seventy-three of the 250 having such a focus. Institutions of various scopes were also described by a large number.
TABLE IX
FOCUS OF DESCRIPTIVE STUDIES

<table>
<thead>
<tr>
<th>Focus</th>
<th>1953-59</th>
<th>1960-64</th>
<th>1965-69</th>
<th>1970-74</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>21</td>
<td>39</td>
</tr>
<tr>
<td>Student</td>
<td>2</td>
<td>11</td>
<td>21</td>
<td>39</td>
<td>73</td>
</tr>
<tr>
<td>Teacher</td>
<td>..</td>
<td>6</td>
<td>12</td>
<td>15</td>
<td>33</td>
</tr>
<tr>
<td>Institution</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>43</td>
<td>58</td>
</tr>
<tr>
<td>Content</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>18</td>
<td>25</td>
</tr>
<tr>
<td>Administrator</td>
<td>..</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>19</td>
</tr>
<tr>
<td>Counselor</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>33</td>
<td>60</td>
<td>148</td>
<td>250</td>
</tr>
</tbody>
</table>

Groups and Administration of Instruments

A category was devised for groupings to reflect the use of a specific group of persons to respond to a survey, a questionnaire, or some other descriptive measure. This category includes 215 of the 250 Descriptive studies, and far outweighs the other categories. Thirty-nine of the studies did not use any persons as respondents for their study.

Data Collection Techniques

Over half of the Descriptive studies employed the use of a questionnaire to secure information. Opinion surveys and personality measures were also used extensively. The information related to these techniques follows in Table X.
### TABLE X

DATA COLLECTION TECHNIQUES - DESCRIPTIVE

<table>
<thead>
<tr>
<th>Time Period</th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
<th>6*</th>
<th>7*</th>
<th>8*</th>
<th>9*</th>
<th>10*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>..</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>..</td>
<td>20</td>
</tr>
<tr>
<td>1960-64</td>
<td>4</td>
<td>11</td>
<td>18</td>
<td>..</td>
<td>8</td>
<td>15</td>
<td>6</td>
<td>5</td>
<td>14</td>
<td>3</td>
<td>84</td>
</tr>
<tr>
<td>1965-69</td>
<td>12</td>
<td>12</td>
<td>36</td>
<td>4</td>
<td>17</td>
<td>22</td>
<td>10</td>
<td>4</td>
<td>15</td>
<td>8</td>
<td>140</td>
</tr>
<tr>
<td>1970-74</td>
<td>30</td>
<td>36</td>
<td>68</td>
<td>8</td>
<td>16</td>
<td>25</td>
<td>23</td>
<td>15</td>
<td>36</td>
<td>5</td>
<td>262</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>61</td>
<td>127</td>
<td>12</td>
<td>42</td>
<td>63</td>
<td>41</td>
<td>26</td>
<td>68</td>
<td>16</td>
<td>506</td>
</tr>
</tbody>
</table>

*1 - Literature; 2 - Interviews, observations; 3 - Questionnaires; 4 - Physical Performance; 5 - Achievement Measures; 6 - Personality Measures; 7 - Rating Scale; 8 - Teacher- or Researcher-Made Test; 9 - Interest; Attitude or Opinion; 10 - Intelligence Measures.

**Data Analysis Techniques**

Descriptive studies were analyzed by many different techniques; two at least were used widely. A t-test, or a multiple comparison technique, was used by eighty-six of the 250 researchers, and eighty of them used only sums and percentages. Comparisons of the other techniques may be made from the information included in Table XI.

It should be noted that more than one technique may be used for each study, and the use of a category does not indicate how many different times the category was used in the study.
TABLE XI
DATA ANALYSIS TECHNIQUES - DESCRIPTIVE

<table>
<thead>
<tr>
<th>Time Period</th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
<th>6*</th>
<th>7*</th>
<th>8*</th>
<th>9*</th>
<th>10*</th>
<th>11*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59</td>
<td>3</td>
<td>..</td>
<td>1</td>
<td>3</td>
<td>..</td>
<td>..</td>
<td>4</td>
<td>4</td>
<td>..</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>1960-64</td>
<td>11</td>
<td>11</td>
<td>2</td>
<td>12</td>
<td>11</td>
<td>..</td>
<td>1</td>
<td>12</td>
<td>5</td>
<td></td>
<td></td>
<td>65</td>
</tr>
<tr>
<td>1965-69</td>
<td>6</td>
<td>..</td>
<td>19</td>
<td>13</td>
<td>17</td>
<td>..</td>
<td>1</td>
<td>2</td>
<td>36</td>
<td>..</td>
<td></td>
<td>101</td>
</tr>
<tr>
<td>1970-74</td>
<td>60</td>
<td>2</td>
<td>35</td>
<td>17</td>
<td>34</td>
<td>4</td>
<td>..</td>
<td>4</td>
<td>41</td>
<td>21</td>
<td>11</td>
<td>229</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>13</td>
<td>56</td>
<td>43</td>
<td>65</td>
<td>4</td>
<td>1</td>
<td>7</td>
<td>93</td>
<td>30</td>
<td>18</td>
<td>410</td>
</tr>
</tbody>
</table>

*1 - Sums, %; 2 - Analysis of Covariance; 3 - Analysis of Variance; 4 - Chi square; 5 - Correlations; 6 - Factor Analysis; 7 - Multivariate; 8 - Regression; 9 - t, Multiple Comparisons; 10 - None; 11 - Nonparametric.

Other Measures

Relationship to major.--Approximately ten per cent of the Descriptive studies were not obviously related to the educational major of the author, and three of the 250 did not seem to relate at all. The vast majority of them, however, were on topics which would be meaningful to their field of study.

Rationale for the study.--About twenty-five per cent of the Descriptive studies did not state hypotheses or research questions as a basis for the study. Sixty-eight of the 250 used research hypotheses, thirty-five used null hypotheses, and thirty-six used research questions. The other bases for research were not used very extensively.
Examination of Experimental Studies

Experimental studies are usually much easier to recognize and describe than the other types of studies. The criterion used for this study was a determination of what type activity had been involved and whether the researcher in the study, or someone else, "did something" to a person or group of persons. Merely collecting information from persons did not constitute "doing something" to them.

In a true experimental study, the researcher tries to control, by design or statistical treatment, certain conditions in order to test relationships and study interactions. Almost forty per cent of the dissertations written in the Department of Education at North Texas State University have been Experimental, and their characteristics will now be examined.

Types of Studies

Only a few Descriptive or Analytic studies were found in this project which could also be described as Experimental. Likewise, only a few Experimental studies were also secondarily Descriptive or Analytic. Even though most of the subdivisions are quite small, six categories were specified as being partially Experimental, and their frequency is reported in Table XII.
# TABLE XII

## NUMBER OF EXPERIMENTAL STUDIES

<table>
<thead>
<tr>
<th>Time Period and Number of Studies</th>
<th>13*</th>
<th>23*</th>
<th>31*</th>
<th>32*</th>
<th>33*</th>
<th>36*</th>
<th>Number and % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59 (28)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1 (4%)</td>
</tr>
<tr>
<td>1960-64 (88)</td>
<td></td>
<td>2</td>
<td></td>
<td>1</td>
<td>23</td>
<td>1</td>
<td>27 (31%)</td>
</tr>
<tr>
<td>1965-69 (175)</td>
<td>2</td>
<td></td>
<td>3</td>
<td>2</td>
<td>72</td>
<td>1</td>
<td>81 (46%)</td>
</tr>
<tr>
<td>1970 (70)</td>
<td></td>
<td></td>
<td></td>
<td>37</td>
<td></td>
<td></td>
<td>37 (53%)</td>
</tr>
<tr>
<td>1971 (86)</td>
<td></td>
<td></td>
<td></td>
<td>43</td>
<td></td>
<td></td>
<td>43 (50%)</td>
</tr>
<tr>
<td>1972 (66)</td>
<td></td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
<td>24 (36%)</td>
</tr>
<tr>
<td>1973 (58)</td>
<td></td>
<td></td>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td>19 (33%)</td>
</tr>
<tr>
<td>1974 (71)</td>
<td></td>
<td></td>
<td></td>
<td>27</td>
<td></td>
<td></td>
<td>27 (38%)</td>
</tr>
<tr>
<td>Total (642)</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>246</td>
<td>2</td>
<td>259</td>
</tr>
</tbody>
</table>

*13* - Analytic/Experimental; *23* - Descriptive/Experimental; *31* - Experimental/Analytic; *32* - Experimental/Descriptive; *33* - Experimental; *36* - Experimental/Developmental.

## Focus of the Studies

The majority of the Experimental studies focused on instructional methodology. Table XIII shows that 198 out of 254 centered on that topic, and none on administration or counseling.

## Experimental Groups

Experimental studies, by their nature, depend to a large extent on groups of people. Of the 254 such studies in this survey, eighty-two used Experimental Only groups and 154 used Experimental/Control. Other types were used less.
TABLE XIII

FOCUS OF EXPERIMENTAL STUDIES

<table>
<thead>
<tr>
<th>Focus</th>
<th>1953-59</th>
<th>1960-64</th>
<th>1965-69</th>
<th>1970-74</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td>..</td>
<td>17</td>
<td>57</td>
<td>124</td>
<td>198</td>
</tr>
<tr>
<td>Student</td>
<td>..</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Teacher</td>
<td>..</td>
<td>4</td>
<td>5</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Institution</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Content</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Administrator</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Counselor</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Other</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>..</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>25</td>
<td>78</td>
<td>150</td>
<td>254</td>
</tr>
</tbody>
</table>

Administration of Instruments

By far the most popular method of conducting Experimental studies was the use of Pre/Post administration of instruments. Of the 254 studies, 161 of them used Pre/Post measures, thirty-nine used repeated measures, twenty-one used one administration, and thirteen used three administrations. Nine of the studies used a Pre/Post/Follow-up design.

Data Collection Techniques

Because of the nature of Experimental research, a large number of instruments are often used in the conduct of a study. Even though there have been 250 Descriptive studies and only four more Experimental studies, the latter group
used seventy more data collection measures. Since each study could use more than one instrument for each type measure, the total number of 576 does not adequately represent how many different instruments were used.

There was also a rather wide variety of types of instruments which were used to collect data. The use of personality measures is most preponderant, but a large number of achievement and attitude measures are used also. Table XIV presents the information about how many different kinds of techniques were used.

**TABLE XIV**

**DATA COLLECTION TECHNIQUES - EXPERIMENTAL**

<table>
<thead>
<tr>
<th>Time Period</th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
<th>6*</th>
<th>7*</th>
<th>8*</th>
<th>9*</th>
<th>10*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
<td>1</td>
<td>..</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1960-64</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>4</td>
<td>15</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>10</td>
<td>62</td>
</tr>
<tr>
<td>1965-69</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>22</td>
<td>34</td>
<td>23</td>
<td>12</td>
<td>15</td>
<td>30</td>
<td>18</td>
<td>172</td>
</tr>
<tr>
<td>1970-74</td>
<td>2</td>
<td>15</td>
<td>14</td>
<td>32</td>
<td>59</td>
<td>81</td>
<td>21</td>
<td>23</td>
<td>69</td>
<td>22</td>
<td>338</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>27</td>
<td>23</td>
<td>58</td>
<td>108</td>
<td>117</td>
<td>37</td>
<td>52</td>
<td>109</td>
<td>51</td>
<td>576</td>
</tr>
</tbody>
</table>

*; - Literature; 2 - Interviews, observations; 3 - Questionnaires; 4 - Physical Performance; 5 - Achievement Measures; 6 - Personality Measures; 7 - Rating Scale; 8 - Teacher- or Researcher-Made Test; 9 - Interest, Attitude or Opinion; 10 - Intelligence Measures.
Data Analysis Techniques

Data analysis techniques are, of course, essential and significant parts of research, especially with data from Experimental studies. Table IV shows the relative frequency of use of techniques available, the most common being t-tests and Analysis of Variance.

### TABLE XV

DATA ANALYSIS TECHNIQUES - EXPERIMENTAL

<table>
<thead>
<tr>
<th>Time Period</th>
<th>1*</th>
<th>2*</th>
<th>3*</th>
<th>4*</th>
<th>5*</th>
<th>6*</th>
<th>7*</th>
<th>8*</th>
<th>9*</th>
<th>10*</th>
<th>11*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1953-59</td>
<td>1</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>1</td>
</tr>
<tr>
<td>1960-64</td>
<td>.</td>
<td>.</td>
<td>9</td>
<td>.</td>
<td>6</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>.</td>
<td>21</td>
<td>.</td>
<td>36</td>
</tr>
<tr>
<td>1965-69</td>
<td>4</td>
<td>3</td>
<td>37</td>
<td>3</td>
<td>24</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>47</td>
<td>.</td>
<td>6</td>
<td>132</td>
</tr>
<tr>
<td>1970-74</td>
<td>6</td>
<td>73</td>
<td>53</td>
<td>16</td>
<td>30</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>83</td>
<td>.</td>
<td>5</td>
<td>282</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>76</td>
<td>99</td>
<td>19</td>
<td>60</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>151</td>
<td>.</td>
<td>11</td>
<td>451</td>
</tr>
</tbody>
</table>

*1 - Sums, %; 2 - Analysis of Covariance; 3 - Analysis of Variance; 4 - Chi square; 5 - Correlations; 6 - Factor Analysis; 7 - Multivariate; 8 - Regression; 9 - t, Multiple Comparisons; 10 - None; 11 - Nonparametric.

Other Measures

Relationship to major.--There were fewer Experimental studies not related to the candidate's educational major or with a questionable connection than there were Analytic or Descriptive studies. There is no obvious reason for this, except that perhaps Experimental studies would more frequently
need to be conducted directly with a professor than would the other two types.

Rationale for the study.--A large number of the Experimental studies, 140 out of 254, used research hypotheses as the basis for the study. Forty-five used null hypotheses, and forty-one used a combination of null and research hypotheses. Only one did not use, or did not state the use of, a question or hypothesis in the study.

Statistical significance of the study.--Although it is recognized that a study may be quite valid and show no statistical difference and also that researchers can learn from a study that "did not work," there seemed to be a large percentage of Experimental studies that showed little or no statistical difference. The information on each study was recorded and has been summarized. Of the 254 Experimental studies, 151 or 59 per cent had "some but less than half" statistically significant findings, forty-six or 18 per cent had "over half" significant, thirty-five or 14 per cent had "almost exactly half," and twenty-one or 8 per cent had "no statistical difference."

Noticeable Trends

There are a few noticeable trends in the data. These will be discussed in divisions relating to the type of information involved.
Types of Studies

In regard to the three types of studies used as the basis for this study, Analytic studies were very predominant (64 per cent) in the first six years of the doctoral program, continued strongly during the next five years (34 per cent), declined to a low of 10.5 per cent from 1965 through 1972, and then have taken an upsurge since that time. In the past two years they represented over 20 per cent of the studies, and their percentage of all the studies is 21.5 per cent.

Descriptive studies have consistently represented over 30 per cent of the studies, and composed 51+ per cent in 1972. The past two years they have had percentages of 43 and 41, and their overall percentage is 38.9 per cent.

Experimental studies started with only one study in the first seven years (3.5 per cent), rose to 28 per cent during the next five years, then 45 per cent and finally 53 per cent in the year of 1970. Since then they have represented over one-third of all of the studies, and have a total percentage of 39.6 per cent.

Focus of the Studies

The general focus of each study was determined and classified by one of eight categories. Methodology was the focus with the largest percentage of studies, 41 per cent.
Student-centered studies comprised 20 per cent, teacher-centered ones were 11 per cent of the studies, institutionally-centered were 12 per cent, and academic course content studies were 10 per cent. The other categories involved 4 per cent or less each.

**Subject Heading(s)**

An examination of the list of the topics or subject heading(s) of each study reveals that there were a number of topics which were used numerous times. Twenty-nine were used over five times, and fourteen of them were used ten times or more. The subjects that have been studied ten times or more, and their number of usages are: Child Study - ten times; Counseling - ten; Creative Ability - ten; English Language - Study and Teaching - eleven; Group Counseling - seventeen; Mathematics - Study and Teaching - twelve; Personality - eighteen; Physical Education and Training - ten; Reading - fourteen; School Superintendents and Principals - thirteen; Student Teaching - fourteen; Teacher-Student Relationships - ten; Teachers - fourteen; and Teachers, Training of - ten.

**Type of Study by Sex and Major**

Examination of the information given in Table XVI reveals several interesting trends. Female candidates seem to prefer Descriptive type studies over the other two types
(22.8 per cent as compared to 19.7 and 14.0 per cent for Experimental and Analytic, respectively). They also represent from 2 to 100 per cent of the degrees in certain majors, namely Administrative Leadership and Special Education. Male students range from 77 to 86 per cent of the number of authors for each type of study, preferring Analytic studies by a slightly higher percentage than the other two types.

Table XVI presents the information related to the number of degrees conferred by sex, major and type of study.

TABLE XVI

DEGREES CONFERRED BY SEX, MAJOR AND TYPE OF STUDY

<table>
<thead>
<tr>
<th>Major</th>
<th>Analytic M*</th>
<th>Analytic F*</th>
<th>Descriptive M*</th>
<th>Descriptive F*</th>
<th>Experimental M*</th>
<th>Experimental F*</th>
<th>Total M*</th>
<th>Total F*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin. Ldr.</td>
<td>26</td>
<td>1</td>
<td>52</td>
<td>1</td>
<td>20</td>
<td></td>
<td>98</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(98%)</td>
<td>(2%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coll. Tch.</td>
<td>54</td>
<td>11</td>
<td>46</td>
<td>14</td>
<td>61</td>
<td>10</td>
<td>141</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>(80%)</td>
<td>(20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Couns. &amp; SS</td>
<td>19</td>
<td>3</td>
<td>25</td>
<td>9</td>
<td>58</td>
<td>16</td>
<td>102</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>(78%)</td>
<td>(22%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Child.</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(33%)</td>
<td>(67%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educ. Resch.</td>
<td>3</td>
<td>..</td>
<td>1</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>4</td>
<td>..</td>
</tr>
<tr>
<td></td>
<td>(100%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary</td>
<td>12</td>
<td>2</td>
<td>20</td>
<td>13</td>
<td>32</td>
<td>16</td>
<td>64</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td>(67%)</td>
<td>(33%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Ed.</td>
<td>9</td>
<td>2</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>..</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(81%)</td>
<td>(19%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>16</td>
<td>..</td>
<td>33</td>
<td>10</td>
<td>29</td>
<td>7</td>
<td>78</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>(82%)</td>
<td>(18%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spec. Ed.</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
<td>..</td>
<td>..</td>
<td>..</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(100%)</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
<td>19</td>
<td>193</td>
<td>57</td>
<td>204</td>
<td>50</td>
<td>516</td>
<td>126</td>
</tr>
<tr>
<td></td>
<td>(80%)</td>
<td>(20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*M, Male; F, Female.
Information presented in Table XVI also provides evidence that certain majors relate more to certain types of studies than to others. Whereas none of the studies done by Early Childhood Education majors were Analytic, three of the four of Educational Research majors were Analytic studies. Higher Education Administration and Administrative Leadership majors have conducted only two Experimental studies, but Counselor Education studies have included 57% per cent Experimental. The other majors have more of a balance in the types of studies conducted than the ones mentioned.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was based upon the premise that American education has an "untapped" source of information in the dissertations which are written by doctoral candidates in the field of Education. If the results of their research were more available, the information would be useful in a variety of ways.

The basic purpose of this study was to provide an analysis of the doctoral dissertations written in the Department of Education, North Texas State University, during the period 1953 through 1974. Specifically, one purpose was to develop, validate and then use a format to describe the dissertations. The second purpose was to analyze the descriptive information in terms of changes in the Department of Education and in trends associated with the dissertations.

In order to fulfill the purposes of the study, answers were sought to research questions which specified what information was desired. Procedures to be followed to obtain the information about each dissertation were described. Copies of the University Library catalog cards were used for the basic information and for subject headings. Other
information was determined from the Abstracts, if possible, or from the dissertations themselves. Demographic information was also obtained about the candidates, including educational major, sex, degree sought, date of graduation and major professor.

Chapter One includes a statement of the problem, purposes of the study, research questions, delimitations and assumptions, background and significance. Chapter Two is a review of the related literature in the areas of (1) the dissertation requirement, (2) the purpose(s) of a dissertation, (3) methodological and literary guides, (4) formats for study and evaluation of dissertations, (5) comments on length of dissertations and choosing of topics, and (6) a presentation of some dissertations on specific academic subjects. Chapter Three contains information on the procedures which were followed and determination and validation of the format. Chapter Four gives the findings of the study, including general findings, and those related to Analytical, Descriptive, and Experimental studies, respectively. It also presents some of the trends associated with the information. Chapter Five is a summary and includes also conclusions and recommendations.

Following are summaries of the findings relative to the research questions.
1. Using suggestions and practices found in other research and general discussion about dissertations, a format was developed to obtain the information desired. The format content was validated by a panel of four experts in research and one doctoral candidate in research at North Texas State University in the Department of Education.

If, in the validation process, an item was agreed upon by three of the five panel members, it was retained for use in analyzing the dissertations studies. If an item was deemed inappropriate, it was not included in its original form. One item was recommended for inclusion by the panel and it was added to the format.

2. Of the 642 dissertations written in the designated period of time, 505 were for Doctor of Education and 137 for Doctor of Philosophy degrees. The imbalance is largely due to the relative recency of offering of the Doctor of Philosophy.

3. Dissertations were written by 516 males and 126 females during the designated years of time. An alphabetical list of the dissertations by author is included in the Bibliography.

4. The validation panel did not think it was necessary to include information on which professors had served as major advisors, or how many candidates had been advised by each. However, a list of the professors, showing the year in which their first candidate was graduated, was included as Appendix II.
5. The number of degrees awarded for each major includes: Administrative Leadership -- 100; College Teaching -- 176; Counseling and Student Services -- 130; Early Childhood Education -- nine; Educational Research -- four; Elementary -- ninety-five; Higher Education Administration -- thirty-two; Secondary -- ninety-five; and Special Education -- one.

6. The relationship of the descriptive data to the Department of Education came predominantly in the expansion of academic majors available to students. Five majors have been available since the beginning of the doctoral program in 1953, namely Administrative Leadership, College Teaching, Counseling and Personnel Administration, Elementary and Secondary Education. Four majors have been added since the late 1960's, three of them as Federation of North Texas Area Universities programs. These are Early Childhood Education, Educational Research, and Special Education. A major in Higher Education Administration was developed in 1970.

7. The descriptive characteristics of the dissertations are given in Chapter IV, including types of studies conducted, foci of the studies, design characteristics as to groups and time of administration of instrument(s), data collection techniques and data analysis techniques. A brief summary of these findings follows.
a. Descriptive and Experimental studies are represented almost equally with about 40 per cent of the studies each. Analytic studies comprise over 20 per cent.

b. The studies have centered on six major foci. These are instructional methodology, students, teachers, institutions, administrators, and content.

c. Design characteristics related extensively to the type of study being conducted, such as use of experimental groups with Experimental studies and Descriptive studies generally using people only as sources of information. The time or times of administration of instruments is also connected closely with the type of study.

d. Data collection techniques have also related to the types of studies done, with Descriptive studies using questionnaires extensively and Experimental studies using standardized instruments. Analytic studies made wide use of the literature.

e. Data analysis techniques are related to the type study done. Many Analytic studies looked at correlations or sums, or did not use any technique. Descriptive studies used sums and
comparisons extensively, and Experimental studies examined variances or comparison of variables.

f. Most of the dissertations have been definitely related to the candidate's educational major, with only one per cent not related.

g. The research basis or rationale for each study has been adapted to the type of study done. For example, only one Experimental study did not state the use of questions or hypotheses in the study. Descriptive studies did not state a rationale as much as Experimental, and Analytic studies used such a basis in only half of the cases.

h. Over half of the Experimental studies did not produce a statistically significant difference, as measured by their statistical procedure(s).

8. A few trends were noticeable upon study of the data. They were discussed in four sections.

a. Analytic studies have changed the most percentage-wise in number of studies, ranging from 64 maximum to a minimum of 10.5 per cent. Their percentage of all studies is 21.5 per cent, Descriptive studies represent 38.9 per cent, and Experimental ones include 39.6 per cent.
Descriptive studies have ranged from 32 per cent to 52 per cent of the studies for designated periods of time, and Experimental have ranged from 4 per cent to 53 per cent.

b. Forty-one per cent of the studies focused on instructional methodology and student-centered studies comprised 20 per cent. The other foci were used 12 per cent or less.

c. Fourteen of the subject headings of the studies were used ten times or more. The largest usage was "Personality" which was examined eighteen times, and the next was "Group Counseling" which was used seventeen times. Most of the subjects were used only once, but it is interesting to note that psychological terms were most predominant. (Appendix III is the list of subject headings for the studies as assigned by the University Library.)

d. Type of study by sex and educational major of the author was examined by use of a table reporting the information. Female candidates used Descriptive studies slightly more than the other two types of studies, and males used Analytic type studies slightly more. Experimental studies were conducted 20 per cent by females and 80 per cent by males, corresponding
almost exactly to the percentage of each sex receiving degrees.

Conclusions

On the basis of the findings of this study, it may be concluded that:

1. It is possible to analyze dissertations in professional education by means of a validated format.

2. The offering of the Doctor of Philosophy degree at North Texas State University seems to have met a need, since the number of Doctor of Philosophy degrees awarded is now approximately equal to the Doctor of Education degrees.

3. For those who are pursuing the doctorate, there is a tendency toward an increase in the ratio of females to males.

4. Based on a comparison of persons graduating from the various program offerings, it may be concluded that certain of these programs might have more practical application than others.

5. It is apparent that the addition of new majors in the Department of Education at North Texas State University has been consistent with the types of studies conducted for dissertations. Except for the fact that Psychology became a separate department in another college within the University, the organization of the School or College of Education, however, has had little effect on the dissertations.
Recommendations

With the current emphasis on dissertation advisement in the Department of Education at North Texas State University and the information gained from this study of the dissertations produced in the Department, there are some recommendations which can be made that will further expedite the process of improving dissertations at the institution. In order to aid the process both now and in the future, the following recommendations are made:

1. Prepare the descriptive data already secured on each dissertation in a form for data processing. Have a program written that will allow a researcher to find out what kinds of information he needs to know about the studies. The computer program could be written to provide information linking the types of studies or major professors or other basic items of information with any of the descriptive data which might be of interest. The responsibility for maintaining and updating the information could be a part of the research work of the Department of Education, and interest has already been shown by the Department in implementing this recommendation.

2. Examine information from this study in the realm of comparisons between majors and divisions within the Department of Education.
3. Plan and implement a system to tabulate and evaluate the Recommendations from the dissertations, and determine by various ways which Recommendations have been acted upon and which would still be available for research.
APPENDIX I

VALIDATION FORM

From: Rynell S. Novak
To: Validation Panel

The following categories have been selected as proper ones to use in an analysis of the dissertations written in the Department of Education at North Texas State University.

In order to help validate these categories as appropriate for such a study, would you please mark each item as to its appropriateness? We appreciate your assistance in this phase of the study.

<table>
<thead>
<tr>
<th>Types of Studies</th>
<th>Appropriate</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Descriptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Gathering Instruments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interviews and Observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questionnaires</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Achievement Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Personality Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating Scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher- or Researcher-made Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest, Attitude, or Opinion Survey</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standardized Intelligence Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

88
<table>
<thead>
<tr>
<th>Data Analysis Techniques</th>
<th>Appropriate</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Covariance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis of Variance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>t-test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regression</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chi-square</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sums, Percentages,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonparametrics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Factor Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multivariate Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Design Characteristics</th>
<th>Appropriate</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental/Control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or Comparison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental/Control/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placebo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time of Measurement</th>
<th>Appropriate</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post Only or one admini-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre/Post or two admini-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>strations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre/Mid/Post or three</td>
<td></td>
<td></td>
</tr>
<tr>
<td>administrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre/Post/Follow-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeated Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Focus of the Study</th>
<th>Appropriate</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher-centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutionally-centered, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>school, college, state or federal scope</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content-centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator-centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor-centered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Headings as assigned by the University Library
<table>
<thead>
<tr>
<th>Basis of the Study</th>
<th>Appropriate</th>
<th>Not Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Null hypotheses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research hypotheses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research hypotheses converted to null for statistical analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Null and research hypotheses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None, or not noted in the study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Findings in Experimental Studies Showing Significant Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than fifty per cent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fifty per cent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than fifty per cent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did the subject investigated relate to the candidate's educational major?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maybe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major professor of the candidate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of tables, charts, illustrations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of titles in bibliography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II

MAJOR PROFESSORS ADVISING CANDIDATES WHO HAVE COMPLETED DISSERTATIONS*

Adams, R.W. 1958
Aden, Robert C. 1967
Arnold, E. A. 1953

Beamer, George C. 1956
Bellamy, Roy Q. 1963
Berg, Robert C. 1971
Bezdek, Jim 1972
Black, Watt L. 1968
Blackburn, Clifford S. 1957
Bonk, Edward C. 1960
Bonney, Merl E. 1955
Bradley, R. C. 1969
Brenholtz, Harold 1956

Casey, Don W. 1967
Cheek, Claude W. 1974
Clarke, Charles M. 1956
Conekin, A. M. 1970
Coody, B. E. 1967
Cowan, Paul J. 1970
Craig, V. Y. 1956
Cross, Charles J. 1965
Curry, John F. 1964

Dahm, J. W. 1972
Dameron, Joseph D. 1971
Daniel, A. A. 1960
Dever, Wayman T., Sr. 1973
Dougherty, James H. 1959
DuChemin, Roderic C. 1963
Dunham, Darrell R. 1960

Earp, Norman Wesley 1970
Elder, Franklin L. 1965
Enochs, Paul D. 1967

Galloway, Charles M. 1966

Halstead, Francis E. 1971
Hamilton, Sidney 1965
Hampleman, R. S. 1964

* With date of graduation of first candidate
Haynes, Jack R. 1969
Heard, Ida Mae 1972
Hinely, Reginald T. 1968
Hoffman, W. E. 1971
Holloway, Harold D. 1965
Huffstutler, Ernest V. 1969

Kennelly, Kevin J. 1969
Kingery, Dwane 1964
Kjer, Dell C. 1961
Kooker, E. W. 1959

Landreth, Garry L. 1969
Littlefield, C. L. 1955

Marquis, Robert L., Jr. 1960
Martin, Bill E. 1970
Matthews, James Carl 1971
McCallon, Earl L. 1972
Medier, Byron W. 1973
Miller, Jack E. 1971
Miller, William A., Jr. 1967

Newsom, H. A. 1969
Osmon, Robert V. 1963

Plunkett, John 1970
Robb, George 1971
Rollins, Forrest L. 1973

Sandefur, Walter S., III 1968
Schmidt, Velma E. 1969
Smith, Howard W., Jr. 1965
Smith, Paul F. 1965
Sunderman, Harold C. 1970

Tanner, Fred W. 1973
Teeter, Ruskin C. 1971
Thomas, L. Fred 1967
Toulouse, Robert B. 1954
Turner, Harold E. 1963
Turner, James W. 1969
Turney, Billy L. 1970

Watson, H. F. 1973
Webb, James F. 1956
Wilborn, Bobbie 1973
Williams, Charles C., Jr. 1964
Williams, Chester S. 1954
Winborn, Bob B. 1962
Word, A. H. 1955
APPENDIX III

SUBJECT HEADINGS FOR NTSU EDUCATION DISSERTATIONS
ASSIGNED BY UNIVERSITY LIBRARY*

Ability 1
Ability Grouping in Education 1
Ability - Testing 3
Academic Achievement 8
Achievement Motivation 1
Administration of Schools 1
Administration of Schools - Study and Teaching 1
Adjustment (Psychology) 3
Adolescence 2
Adult Education 1
Aesthetics 1
Afro-American Studies 1
Aged 1
Aged - Recreation 1
Aggressiveness 1
Agricultural Education 1
Algebra - Study and Teaching 1
Analysis of Variance 1
Aluminum Founding 1
Anxiety 6
Arithmetic - Study and Teaching 4
Arkansas. Henderson State College, Arkadelphia 1
Art - Galleries and Museums 1
Art - Graduate Work 1
Art Libraries 1
Art - Periodicals 1
Art - Study and Teaching 1
Attitude (Psychology) 6
Attitude Change 1
Athletes 1
Athletes - Nutrition 1
Athletics 1
Audio-Visual Education 1
Austin College, Sherman, Texas - Students 1
Authoritarianism 1

Bands (Music) - Instruction and Study 1
Bandsmen 1
Baptists - Education 1

*Arabic numerals indicate times the heading has been assigned from August, 1953, through May, 1974.
Basketball 1
Behavior Therapy 3
Behaviorism (Psychology) 1
Benson, George Stuart, 1898- 1
Bible - Study - Texas 1
Biology - Programmed Instruction 1
Biology - Study and Teaching 2
Biotelemetry 1
Bloom, Benjamin Samuel, 1913 - Taxonomy of Educational Objectives 1
Books and Reading for Children 1
Brass Instruments - Instruction and Study 1
Broken Homes 1
Business Education 4
Business Education - Curricula 2
Businessmen - U. S. 1

Caldecott Medal Books 1
Canal Zone College 1
Cardiovascular System 1
Catholic Church 1
Chemistry - Audio-Visual Aids 1
Chemistry - Study and Teaching 3
Child Study 10
Children - Language 1
Children - Management 1
Children of Migrant Laborers - Education 1
Children's Literature 1
Choral Singing 1
Choral Singing - Instruction and Study 1
Church and College in Texas 1
Clarinet - Instruction and Study 1
Classroom Management 1
Coaching (Athletics) 1
Cocke School of Expression, Dallas, Texas 1
College Administrators 1
College Dropouts 1
College Freshmen 1
College Graduates - Employment 1
College Presidents 1
College Sports 2
College Student Orientation 2
College Students 1
College Students - Health and Hygiene 1
College Students - Psychology 1
College Teachers - Salaries, Pensions, Etc. 1
College Teachers - Selection and Appointment 1
College Teaching 5
Community and College 1
Community Centers 1
Compensatory Education 1
Computer-assisted Instruction 1
Comprehension 2
Compressed Speech 1
Concepts 1
Conformity 1
Conflict (Psychology) 1
Conducting, Choral 2
Counseling 10
Counseling, Study and Teaching 5
Courtship 1
Creative Ability 10
Creative Thinking (Education) 1
Creation (Literary, Artistic, Etc.) 1
Crime Prevention - Study and Teaching 1
Curiosity 1
Dallas - Public Schools 1
Dartmouth College 1
Decision Making 1
Developmental Reading 1
Digital Computer Simulation 1
Discussion 1
Dissonance (Psychology) 1
Dogmatism 2
Drama - Study and Teaching 1
Drama in Education 1
Dropouts 3
Drug Abuse - Study and Teaching 1
Drugs and Youth - Texas 1
Economics - Study and Teaching 2
Education - Aims and Objectives 1
Education - Arkansas 2
Education - Canal Zone 1
Education - Costs 2
Education, Curricula 1
Education, Elementary - Texas 5
Education, Elementary - Texas - Curricula 1
Education - Experimental Methods 1
Education, Higher 3
Education, Higher - Iran, History 1
Education, Humanistic 1
Education and State - Korea 1
Education of Children 1
Education - Philosophy 1
Education, Secondary - Curricula 1
Education - Preschool 1
Education - Texas 3
Education - Texas - Finance 4
Education - U. S. 1
Education - U. S. - Finance 4
<table>
<thead>
<tr>
<th>Educational Accountability</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Games</td>
<td>1</td>
</tr>
<tr>
<td>Educational Innovations</td>
<td>1</td>
</tr>
<tr>
<td>Educational Law and Legislation</td>
<td>1</td>
</tr>
<tr>
<td>Educational Planning</td>
<td>1</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Educational Sociology</td>
<td>2</td>
</tr>
<tr>
<td>Educational Surveys</td>
<td>1</td>
</tr>
<tr>
<td>Educational Tests and Measurements</td>
<td>3</td>
</tr>
<tr>
<td>Edwards Personal Preference Schedule</td>
<td>1</td>
</tr>
<tr>
<td>Ego (Psychology)</td>
<td>1</td>
</tr>
<tr>
<td>Eighth Grade (Education)</td>
<td>2</td>
</tr>
<tr>
<td>Electric Welding - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Electronic Office Machines - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Electromyography</td>
<td>1</td>
</tr>
<tr>
<td>Electronic Data Processing</td>
<td>2</td>
</tr>
<tr>
<td>Elementary School Administration</td>
<td>1</td>
</tr>
<tr>
<td>Elementary School Counselors</td>
<td>1</td>
</tr>
<tr>
<td>Elementary School Students</td>
<td>1</td>
</tr>
<tr>
<td>Elementary School Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Emotions</td>
<td>2</td>
</tr>
<tr>
<td>English Language - Business English</td>
<td>1</td>
</tr>
<tr>
<td>English Language - Composition and Exercises</td>
<td>1</td>
</tr>
<tr>
<td>English Language - Orthography and Spelling</td>
<td>1</td>
</tr>
<tr>
<td>English Language - Programmed Instruction</td>
<td>1</td>
</tr>
<tr>
<td>English Language - Rhetoric</td>
<td>2</td>
</tr>
<tr>
<td>English Language - Study and Teaching</td>
<td>11</td>
</tr>
<tr>
<td>English Language - Style</td>
<td>1</td>
</tr>
<tr>
<td>English Language - Grammar - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Exceptional Children - Education</td>
<td>1</td>
</tr>
<tr>
<td>Executives</td>
<td>1</td>
</tr>
<tr>
<td>Exercise</td>
<td>3</td>
</tr>
<tr>
<td>Exercise - Physiological Effect</td>
<td>1</td>
</tr>
<tr>
<td>Expression</td>
<td>1</td>
</tr>
<tr>
<td>Extroversion</td>
<td>1</td>
</tr>
<tr>
<td>Existentialism</td>
<td>1</td>
</tr>
<tr>
<td>Failure (Psychology)</td>
<td>1</td>
</tr>
<tr>
<td>Family Psychotherapy</td>
<td>1</td>
</tr>
<tr>
<td>Federal Aid to Education</td>
<td>1</td>
</tr>
<tr>
<td>Federal Aid to Higher Education</td>
<td>1</td>
</tr>
<tr>
<td>Feedback (Psychology)</td>
<td>1</td>
</tr>
<tr>
<td>Fifth Grade (Education)</td>
<td>4</td>
</tr>
<tr>
<td>Figures of Speech</td>
<td>1</td>
</tr>
<tr>
<td>Filmstrips</td>
<td>1</td>
</tr>
<tr>
<td>First Grade (Education)</td>
<td>1</td>
</tr>
<tr>
<td>First Year Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Founding - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Fourth Grade (Education)</td>
<td>3</td>
</tr>
<tr>
<td>French Language - Diction - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Frustration</td>
<td>1</td>
</tr>
<tr>
<td>Subject</td>
<td>Count</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Geriatric Psychiatry</td>
<td>1</td>
</tr>
<tr>
<td>Gifted Children</td>
<td>3</td>
</tr>
<tr>
<td>Grading and Marking (Students)</td>
<td>2</td>
</tr>
<tr>
<td>Graduate Nursing Education</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>1</td>
</tr>
<tr>
<td>Greek Letter Societies</td>
<td>1</td>
</tr>
<tr>
<td>Group Counseling</td>
<td>17</td>
</tr>
<tr>
<td>Group Guidance in Education</td>
<td>3</td>
</tr>
<tr>
<td>Group Psychotherapy</td>
<td>1</td>
</tr>
<tr>
<td>Guilt</td>
<td>3</td>
</tr>
<tr>
<td>Handicapped Children - Education</td>
<td>2</td>
</tr>
<tr>
<td>Handicapped - Recreation</td>
<td>1</td>
</tr>
<tr>
<td>Hearing</td>
<td>1</td>
</tr>
<tr>
<td>Heat - Physiological</td>
<td>1</td>
</tr>
<tr>
<td>High School Principals</td>
<td>1</td>
</tr>
<tr>
<td>High-school Students</td>
<td>3</td>
</tr>
<tr>
<td>High School Teachers</td>
<td>2</td>
</tr>
<tr>
<td>High School Teachers, Training of</td>
<td>1</td>
</tr>
<tr>
<td>High Schools</td>
<td>2</td>
</tr>
<tr>
<td>High Schools - Curricula</td>
<td>1</td>
</tr>
<tr>
<td>History - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Home and School</td>
<td>1</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Humanities</td>
<td>1</td>
</tr>
<tr>
<td>Hypnotism - Therapeutic Use</td>
<td>1</td>
</tr>
<tr>
<td>Illinois Test of Psycholinguistic Abilities</td>
<td>1</td>
</tr>
<tr>
<td>Individualized Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Inferiority Complex</td>
<td>1</td>
</tr>
<tr>
<td>Industrial Arts - Study and Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Industrial Arts - Textbooks</td>
<td>1</td>
</tr>
<tr>
<td>Insurance, Life - Agents</td>
<td>1</td>
</tr>
<tr>
<td>Intercultural Education</td>
<td>2</td>
</tr>
<tr>
<td>Interest (Psychology)</td>
<td>2</td>
</tr>
<tr>
<td>Intellect</td>
<td>2</td>
</tr>
<tr>
<td>Interns (Education)</td>
<td>2</td>
</tr>
<tr>
<td>Interaction Analysis in Education</td>
<td>1</td>
</tr>
<tr>
<td>Interpersonal Relationships</td>
<td>4</td>
</tr>
<tr>
<td>Introversion</td>
<td>1</td>
</tr>
<tr>
<td>Islip, New York</td>
<td>1</td>
</tr>
<tr>
<td>Isometric Exercise</td>
<td>1</td>
</tr>
<tr>
<td>Job Analysis - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Job Satisfaction</td>
<td>1</td>
</tr>
<tr>
<td>Junior College Students</td>
<td>2</td>
</tr>
<tr>
<td>Junior College Trustees</td>
<td>1</td>
</tr>
<tr>
<td>Junior Colleges</td>
<td>3</td>
</tr>
<tr>
<td>Junior Colleges - Administration</td>
<td>1</td>
</tr>
<tr>
<td>Junior Colleges - Curricula</td>
<td>4</td>
</tr>
<tr>
<td>Junior Colleges - Faculty</td>
<td>1</td>
</tr>
</tbody>
</table>
Junior High School Students 1
Juvenile Delinquency 2
Juvenile Delinquency - Research 1
Juvenile Detention Homes 1

Kindergarten Teachers 1
Kindergartens 4

Langston University 1
Language Arts 2
Languages, Modern - Study and Teaching 1
Latin Americans in Texas 1
Law - U. S. - Study and Teaching 1
Leadership 9
Learning Ability 1
Learning, Psychology of 3
Listening 1
Literature - Study and Teaching 1
Lon Morris College 2
Love 1

Management - Study and Teaching 1
Marketing - Study and Teaching 1
Marriage 1
Marriage Counseling 1
Married Students 1
Mathematics - Study and Teaching 12
Mathematics - Teacher Training 1
Mathematical Ability - Testing 1
Mechanical Drawing - Study and Teaching 1
Mental Hygiene 4
Mental Tests 1
Mentally Handicapped 3
Mentally Handicapped Children 4
Mentally Ill 1
Mentally Ill - Education 1
Mentally Ill - Rehabilitation 1
Methodist Church - Clergy 1
Methodist Church - Education 1
Mexican Americans 1
Military Nursing 1
Morale 1
Motivation (Psychology) 2
Motivation in Education 1
Motor Ability 3
Motor Learning 1
Moving-Pictures in Education 1
Municipal Junior Colleges - Curricula 1
Municipal Universities and Colleges - Curricula 1
<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music - Analysis, Appreciation</td>
<td>1</td>
</tr>
<tr>
<td>Music - Instruction and Study</td>
<td>2</td>
</tr>
<tr>
<td>Music - Programmed Instruction</td>
<td>2</td>
</tr>
<tr>
<td>Musical Ability - Testing</td>
<td>2</td>
</tr>
<tr>
<td>Musical Pitch</td>
<td>1</td>
</tr>
<tr>
<td>Narcotic Addicts</td>
<td>1</td>
</tr>
<tr>
<td>Narcotics and Youth</td>
<td>1</td>
</tr>
<tr>
<td>National History - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Negro Children</td>
<td>6</td>
</tr>
<tr>
<td>Negro Students</td>
<td>2</td>
</tr>
<tr>
<td>Negro Universities and Colleges</td>
<td>2</td>
</tr>
<tr>
<td>Negroes - History - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Negroes - Education</td>
<td>3</td>
</tr>
<tr>
<td>Negroes - Psychology</td>
<td>1</td>
</tr>
<tr>
<td>Newbury Medal Books</td>
<td>1</td>
</tr>
<tr>
<td>Newspapers</td>
<td>1</td>
</tr>
<tr>
<td>Ninth Grade (Education)</td>
<td>3</td>
</tr>
<tr>
<td>Non-destructive Testing - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>North Texas State University</td>
<td>3</td>
</tr>
<tr>
<td>North Texas State University - Faculty</td>
<td>1</td>
</tr>
<tr>
<td>North Texas State University - Freshmen</td>
<td>1</td>
</tr>
<tr>
<td>North Texas State University - Football</td>
<td>1</td>
</tr>
<tr>
<td>North Texas State University - Graduate Students</td>
<td>1</td>
</tr>
<tr>
<td>North Texas State University - Laboratory School</td>
<td>1</td>
</tr>
<tr>
<td>North Texas State University - Students</td>
<td>2</td>
</tr>
<tr>
<td>North Texas State University - Students - Health and Hygiene</td>
<td>1</td>
</tr>
<tr>
<td>Nurses and Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nurses and Nursing - Study and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Occupations</td>
<td>1</td>
</tr>
<tr>
<td>Office Practice - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Old Age Homes</td>
<td>1</td>
</tr>
<tr>
<td>Ombudsman</td>
<td>2</td>
</tr>
<tr>
<td>Open Plan Schools</td>
<td>2</td>
</tr>
<tr>
<td>Operant Conditioning</td>
<td>1</td>
</tr>
<tr>
<td>Orthographic Projection - Study and Teaching</td>
<td>1</td>
</tr>
<tr>
<td>Paired-association Learning</td>
<td>1</td>
</tr>
<tr>
<td>Parent and Child</td>
<td>3</td>
</tr>
<tr>
<td>Parent-teacher Relationships</td>
<td>2</td>
</tr>
<tr>
<td>Paternal Deprivation</td>
<td>1</td>
</tr>
<tr>
<td>Perception</td>
<td>2</td>
</tr>
<tr>
<td>Perceptual Learning</td>
<td>1</td>
</tr>
<tr>
<td>Performance Contracts in Education</td>
<td>1</td>
</tr>
<tr>
<td>Personality</td>
<td>18</td>
</tr>
<tr>
<td>Personality and Occupation</td>
<td>1</td>
</tr>
<tr>
<td>Personality Change</td>
<td>1</td>
</tr>
</tbody>
</table>
Personnel Records in Education 1
Personnel Service in Elementary Education 2
Personnel Service in Education 2
Personnel Service in Higher Education 8
Personnel Service in Secondary Education 2
Persuasion (Rhetoric) - Study and Teaching 2
Phonotapes in Education 1
Physical Education and Training 10
Physical Education and Training - Study and Teaching 2
Physical Education and Training - Teacher Training 2
Physical Education as a Profession 1
Physical Education for Children 2
Physical Education for Women 1
Physical Fitness 6
Physical Fitness - Testing 1
Physical Therapy - Psychological Aspects 1
Physics - Audio-Visual Aids 1
Physics - Study and Teaching 1
Play Therapy 3
Poetry - Study and Teaching 1
Polar Regions 1
Police Training - Study and Teaching 1
Politics and Education 1
Populations - Study and Teaching 1
Power (Social Sciences) 1
Pragmatism 1
Prediction of Scholastic Success 6
Problem Children 1
Profession, Choice of 2
Program Budgeting 1
Programmed Instruction 1
Project Head Start 1
Psychology - Applied 1
Psychology, Physiological 1
Psychology - Study and Teaching 1
Psychoanalysis 1
Public Relations - Schools 2
Public Schools 1
Public Speaking 1
Puppets and Pupper Plays 1

Questioning 1

Race Problems in School Management 1
Readability 1
Readers and Speakers 1
Readiness for School 2
Reading 14
Reading, Psychology of 1
Reading Interests 1
Reading, Physiological Aspects 1
Reading - Remedial Teaching 1
Reading, Readiness 1
Reading - Study and Teaching (Secondary) 1
Reading Centers 1
Reinforcement (Psychology) 1
Recruiting of Employees 1
Religion - Study and Teaching 1
Religious Education 2
Rewards and Punishments in Education 1
Salesmen and Salesmanship 1
Sauna 1
Science - Study and Teaching 5
Science - Study and Teaching (Elementary) 2
Schizophrenics 1
School Bonds 1
School Buildings 1
School Children 1
School Children - Transportation 1
School Discipline 2
School Districts 2
School Facilities 1
School Libraries 3
School Management and Organization 1
School Personnel Management 1
School Superintendents and Principals 13
School Supervision 3
School Year 1
Sculpture - Technique 1
Second Grade (Education) 1
Segregation in Education - Texas 2
Self-acceptance 4
Self-actualization 2
Self 3
Self-evaluation 1
Self-actualization (Psychology) 1
Self-government (in education) 1
Self-perception 5
Self-realization 1
Self-reliance 1
Sex Instruction for Youth - Study and Teaching 2
Shotwell, Prince Elmer, 1893- 1
Shorthand - Study and Teaching 2
Sick Leave - Dallas 1
Singing 1
Singing - Instruction and Study 1
Singing - Interpretation (Phrasing, Dynamics, etc.) 1
Sight-singing 1
Sixth grade (Education) 3
SMU Students 2
Social Acceptance 1
Social Adjustment 3
Social Distance 2
Social Desirability 1
Social Groups 2
Social Isolation 1
Social Role 1
Social Sciences 1
Social Sciences - Study and Teaching 8
Social Values 2
Social Work with Delinquents and Criminals 1
Socially Handicapped Children - Education 6
Sociometry 9
Spanish Language - Study and Teaching 3
Speech - Study and Teaching 2
Spitz Student Response System 1
Sports 2
State Universities and Colleges - Buildings 1
Statistics - Study and Teaching 1
Student Activities 1
Student Aid 2
Student Counselors 4
Student Counselors, Training of 2
Student Teachers 3
Student Teaching 14
Students 9
Students - Ability Testing 1
Students - Health and Hygiene 1
Students' Socio-economic Status 1
Study, Method of 1
Study, Method of - Programmed Instruction 1
Success 1
Supervision of Student Teachers 1
Swimming - Training 1
Tacosa, Texas Boys Ranch 1
Talented Students 1
Taos Indians - Children 1
Tarleton State College - Students 1
Taxation - Arkansas 1
Teacher-Counselor Relationships 1
Teacher Orientation 1
Teacher Participation in Curriculum Planning 1
Teacher-Student Relationships 10
Teacher - Texas - Education and Appointment 1
Teachers 14
Teachers Art - Study and Teaching 1
Teachers - Certification 1
Teachers Colleges - Students 1
Teachers in Drama 1
Teachers - In-Service Training 5
Teachers of Exceptional Children 1
Teachers - Psychology 2
Teachers, Rating of 4
Teachers - Selection and Appointment 5
Teachers - Tenure - Dallas 1
Teachers, Training of 10
Teachers' Workshops 1
Teaching 6
Teaching - Aids and Devices 2
Teaching Machines 1
Teaching Teams 1
Television in Counseling 1
Television in Education 2
Television in Higher Education 1
Television Stations 1
Test Anxiety 2
Texas A&I University, Kingsville 1
Texas A&M University, Coll. Sta. 1
Texas - Economic Conditions 1
Texas - Laws, Statutes, etc. 2
Texas Southern University, Houston 1
Texas State School, Denton, Foster Grandparent Project 1
Texas Training School for Boys, Gatesville 1
Text-books 1
Theology, Doctrinal 1
Theology, Practical 1
Third Grade (Education) 1
Thought and Thinking 2
Tillich, Paul, 1886- 1
Touch 1
Tucuna Indians - Education 1
Tumbling - Study and Teaching 1
Tyler State College, Tyler 1
Typewriting - Examinations, Questions, Etc. 1
Typewriting - Study and Teaching 6

U. S. Air Force 2
U. S. - History 1
U. S. - History - Study and Teaching 1
U. S. - History - Study and Teaching (Higher) 2
U. S. Laws, Statutes, etc. 2
U. S. - Pol. and Gov't - Study and Teaching 1
Universities and Colleges - Accounting 1
Universities and Colleges - Administration 1
Universities and Colleges - Business Management 1
Universities and Colleges - Faculty 1
Universities and Colleges - Finance 1
Universities and Colleges - Graduate Work 2
Universities and Colleges - Iran - History 1
Universities and Colleges - Law and Legislation 1
University Cooperation 1
University Extension 1
Verbal Behavior 1
Verbal Learning 1
Veterans 1
Videotapes in Education 1
Violence 1
Violin - Instruction and Study 1
Visiting Teachers 1
Visual Discrimination 1
Visual Education 1
Vocabulary 1
Vocabulary - Study and Teaching 1
Vocational 1
Vocational Education 1
Vocational Guidance 7
Vocational Interests 2
Vocational Rehabilitation 3

Wechsler Intelligence Scale 1
Weight Lifting 1
Women as Teachers 1
Women - Books and Reading 1
Women College Students 1
Woodwork (Manual Training) 1
Work - Psychological Aspects 1

Youth 1

Zoology - Study and Teaching 1
BIBLIOGRAPHY

Books


Rogers, James Lloyd, Jr., The Story of North Texas, Denton, Texas, North Texas State University, 1965.


Articles


Reports

Coordinating Board, Guidelines, Procedures, and Criteria Relating to Requests for Administrative Changes and New Degree Programs, Austin, Texas College and University System, 1970.


North Texas State College, Theses and Dissertations Accepted in Partial Fulfillment of Requirements for Advanced Degrees at North Texas State College, Jan. 1, 1951 - Aug. 31, 1960, Denton, Texas, 1961.

Texas Christian University, Bibliography of Theses Accepted by Texas Christian University and Brite College of the Bible, Ft. Worth, Texas, 1909 - 1972 available.

Texas Technological University, Theses and Dissertations Accepted by Texas Technological University, Lubbock, Texas, 1951 - 1970 available.

University of Houston, Bibliography of Theses and Dissertations Accepted in Partial Fulfillment of Requirements for Advanced Degrees at the University of Houston, Houston, Texas, 1940 - 1958 available.
Unpublished Materials


Unpublished Materials

The following entries are unpublished doctoral dissertations produced in the College of Education, North Texas State University, Denton, Texas, with the date of graduation of the candidate:


Akins, Dolores C., "The Use of Selected Aptitude Test Scores for Predicting Achievement in Modern Foreign Languages at North Texas State University," August, 1971.


Allumbaugh, James, "The Relationship of Structured and Nonstructured Stimuli for Art Production to Selected Personality Factors," May, 1968.


Bennett, Margaret Ann, "Effects of Participation in the Taba In-Service Education Program on Teachers' Self Concept, Attitude, and Selected Personality Characteristics," August, 1971.

Benningfield, Milo Francis, "The Effect of Group Discussion upon Selected Personality Variables of Student Nurses," May, 1974.


Best, Bill A., "The Effect of Special Programs on Mean Gains in Reading," August, 1968.


Black, Bob Gene, "Determining the Predictive Value of Selected Measures for First Grade Reading Success," August, 1971.


Booth, Dorothy Johnson, "Receptivity to Dissonant or Consonant Information Via Tape Media, with Self-Esteem as a Variable, in Counseling Classes," August, 1970.


Bovey, John A., "The Effect of Intensive Remotivation Techniques on Institutionalized Geriatric Mental Patients in a State Mental Hospital," August, 1971.

Boyd, Danny W., "A Study to Determine the Differences in Gains in Reading Ability Between Two Methods of Instruction in Language Arts," August, 1960.


Brumbach, Virginia Whitcomb, "The Effects of Three Experimental Presentations of the Acquisition of Vocabulary by Graduate Students," June, 1970.


Bryant, Ysleta Laverne, "Language Achievement of Fifth, Eighth and Eleventh-Grade Students as Determined by an Analysis of Written Compositions," August, 1970.


Burnett, Mary Joyce, "Effectiveness of Programmed Vocabulary Instruction in the Undergraduate Collegiate Business Communications Course," August, 1972.


Collier, Donald Davis, "The Effect of the Note-Test System of Teaching Basic College Chemistry on Student Achievement, Attitude, and Critical Thinking Ability," December, 1970.


Cooper, Bobbye Williams, "Identification of Professional Competencies Required by the Generic Special Educator," May, 1974.


Crow, Mary E., "Speech Education as Represented by the Cocke School of Expression," August, 1964.


Ellis, Donald E., "Variables Related to Role Expectations of Secondary School Student Teachers," August, 1968.


Fillman, Tony W., "The Effects of Teaching Study Skills and Reading, Writing and Listening Skills as a Specific Course of Study for Ninth Grade Students," May, 1969.


Garrish, Bunice, "The Relationship of Violence to the Ability, Achievement, and Adjustment of Sixth-Grade Children," August, 1970.


Grace, Evelyn Randall, "The Relationship Between Personality Traits and Vocational Interests in the Choice of Field of Study of Selected Junior College Students," August, 1969.


Harcrow, Claude Odell, "A Study of Region 10 Education Service Center Programs of Service as Perceived by Superintendents of Schools," August, 1974.


Harvey, Eva D., "Relationships Between the National Teacher Examinations, Certain Variables, and Secondary Teacher Education Curricula," August, 1969.


Horn, John Duane, "The Effect of Two Methods of Reporting Pupil Progress on Adjustment and Achievement of Fourth-Grade Students in a Suburban Elementary School," August, 1971.


Johnson, Thomas Frank, "The Campus Ombudsman as Perceived by College and University Presidents, Vice-Presidents of Student Affairs, Student Body Presidents, and Functioning Campus Ombudsmen," August, 1972.


Jones, John Martin, "The Relationship of Subject Area and Selected Personality Traits to the Preference to Teach by the Group or Lecture Method," June, 1967.


Kearns, James Kell, "A Study to Determine a Sound Pattern of Teacher Education for Teachers for Modern Public Schools of a Democracy," August, 1956.


Lang, Harold Wendell, "Relationship of the Self-Concept of Fifth Grade Negro Students to Their Knowledge of Negro Leaders and Events," August, 1970.


Lewis, Franklin G., "The Relationship of Authoritarianism as Revealed by the Rokeach Dogmatism Scale and Perceived Effectiveness of Teaching as Indicated by Teachers' Self-Ratings, Principals' Ratings and Supervisors' Ratings," May, 1968.


Liston, Walter, "Differences in Perception of the College Advisory Program in Schools of Education from the Perspective of Students with Different Personality Patterns and from the Perspective of Faculty Advisor," January, 1967.


McCullough, Henry Elmer, "Comparison of the Change in Attitudes Toward Youth of Two Selected Groups of Student Teachers," August, 1961.


McEwin, Charles Kenneth, Jr., "The Relationship of Selected Factors Associated with Middle-Class-Oriented Reading Materials and the Preferences of Socio-Economic Groups for Pictorial Representations and Story Themes," August, 1971.


Malone, James F., "The Relative Effectiveness of Controlled Reading Versus Regular Classroom Instruction in Rate and Comprehension with Selected Eighth Grade Students," August, 1964.

Manning, Jean Bell, "The Influence of a Short-Term Program to Improve the Self-Concept of Selected Negro Children," June, 1970.


Martin, Lois E., "A Comparative Analysis of the Results of Two Approaches to Reading Instruction upon Seventh Grade Students," January, 1964.


Mays, Sue Cox, "Curiosity in the Reading Encounter; An Experimental Study of the Effect of Selected Questioning Procedures on Curiosity and on Reading Comprehension," August, 1969.


Myers, Eddie E., "The Effects of Transition from the Sixth to the Seventh Grade upon Student Status, Attitude, and Achievement," May, 1969.


Nash, Pat Neff, "The Effectiveness of Composite Predictors of Reading Success in the First Grade," May, 1963.


Nichols, Edith E., "The Effects of Multisensory Perceptual Training on Reading and Perceptual Development at the First Grade Level," August, 1969.


Oswald, Ona Jolene, "The Relationship Between the Level of Dogmatism of Supervising Teachers and Student Teachers and the Amount of Change in Attitude of the Student Teachers," December, 1970.


Parker, Clement Cordell, "Effect of Rate of Compression and Mode of Presentation on the Comprehension of a Recorded Communication to Junior College Students of Varying Aptitudes," June, 1970.


Patterson, Howard Roscoe, "The Relationship Between Personality Traits and Preferences for Instructional Methods," August, 1959.


Pitts, Joe Marcus, "A Comparison of Selected Student and Environmental Variables in Open-Area and Traditionally Constructed Elementary Schools," May, 1974.


Pullen, Patrick Wilson, "Changes in Personality Traits Following an Intensive In-Service Para-Professional Counseling-Aide Program," December, 1972.


Reddick, Emma Louise, "Factors Associated with Retention of Faculty at Selected Church-Related Colleges," August, 1968.


Roberts, Mary Carolyn, "Art Education in the United States From 1883 to 1910 as a Reflection of Selected Philosophical and Psychological Thought of the Period," August, 1974.

Robertson, Jan Clifford, "An In-Service Educational Program for Beginning Teachers of Spanish in the Elementary Grades," June, 1960.

Robinson, Clarence Leslie, "A Study of Industrial Education Graduates and Non-Graduates of Texas Southern University, with Implications for Curriculum Revision," June, 1972.


Rowlette, Irene Wilson, "Selected Factors Associated with Marks Made by Students in Freshman College English," August, 1964.

Rumbley, Rose-Mary, "The History of Speech and Drama Education in the Dallas Public Schools," December, 1971.


Seay, Lesten Clare, "A Study to Determine Some Relations Between Changes in Reading Skills and Self-Concepts Accompanying a Remedial Program for Boys with Low Reading Ability and Reasonably Normal Intelligence," August, 1960.


Shelton, Rodney Francis, "Differences in the Extent to Which Certain Factors are Associated with the Success of Departments of Vocational Agriculture," August, 1955.


Smith, Doyle Dean, "A Study of Attitude Change Toward Student Teaching as Expressed by Students Pursuing Certification to Teach Speech and Drama Courses," May, 1971.


Smith, Jacquelyn Craig, "Staff Development for Principals to Improve Kindergarten Programs," August, 1974.


Sparks, Rebecca L., "The Effect of Micro-Teaching Laboratory Experiences on Attitudes and Verbal Behavior of Pre-Service Elementary School Teaching," August, 1969.


Stephenson, Gerald Harris, "Group Counseling Experience for Elementary Education Majors: Effects on Selected Personality Characteristics and Inter-Relationships Between Selected Counselor and Client Variables," December, 1971.


Stuteville, Claude Edgar, "A Study of the Educational Background and Subject Areas Taught by Industrial Arts Teachers in Oklahoma," August, 1971.


Sullivan, Troy Gene, "Predicting Readiness and Achievement in Reading by Use of Socioeconomic and Home Reading Material Availability Scales," June, 1965.


Syrocki, Boleslaus John, "Considerations in Selecting, Developing, and Validating Laboratory Experience Units in General Biology for Prospective Elementary School Teachers," August, 1956.


Turkett, Arlie Keith, "Effectiveness of the Undergraduate Curriculum in Teacher Education in Developing Desired Teaching Competencies," August, 1959.


Vaughan, George Ellis, Jr., "Some Characteristics of College Freshmen According to Sex and Ethnic Group and the Relationship of These Characteristics to Academic Achievement," August, 1963.


Wakeland, Justin Marshall, "The Role of the Principal in Open Plan Elementary Schools in Texas as Perceived by the Principals of These Schools," June, 1972.


Warren, Maxine Young, "The Relative Effectiveness of Three Approaches to Teaching Reading to Third Grade Negro Children," August, 1968.


Weeden, Robert Edward, "A Comparison of the Academic Achievement in Reading and Mathematics of Negro Children Whose Parents are Interested, Not Interested, or Involved in a Program of Suzuki Violin," August, 1971.


Williams, Donald Earl, "The Interrelatedness of Student Teachers' Temperament Traits, Their Attitudes Toward Youth, and Their Teacher-Pupil Interpersonal Problems," August, 1962.

Williams, Donald Gene, "A Comparative Evaluation of Two Humanizing Approaches to In-Service Training of Teachers," August, 1974.
Williams, Eva Louise, "The Relationship of Selected Factors to Teacher and Student Preferences in Simulated Situations," June, 1970.


Williams, Mary Janet, "The Effect of Group Counseling upon Selected Personality and Behavioral Variables in Delinquent Adolescents," August, 1971.

Williams, Sebron B., "The Effects of Individualized Programs of Physical Education on Normal Children who have Reading Difficulties," May, 1968.


