

Guide to the Mark Arthur May papers

MS 1447



July 2008

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Collection Overview

REPOSITORY: Manuscripts and Archives
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CALL NUMBER: MS 1447

CREATOR: May, Mark A. (Mark Arthur), 1891-1977

TITLE: Mark Arthur May papers

DATES: 1911-1978

PHYSICAL DESCRIPTION: 6.5 linear feet (16 boxes)

LANGUAGE: English

SUMMARY: The collection contains correspondence, research files, writings, and photographs documenting the professional life of Mark Arthur May, educational psychologist.

ONLINE FINDING AID: To cite or bookmark this finding aid, please use the following link: <https://hdl.handle.net/10079/fa/mssa.ms.1447>

Requesting Instructions

To request items from this collection for use in the Manuscripts and Archives reading room, please use the request links in the HTML version of this finding aid, available at <https://hdl.handle.net/10079/fa/mssa.ms.1447>.

To order reproductions from this collection, please go to http://www.library.yale.edu/mssa/ifr_copy_order.html. The information you will need to submit an order includes: the collection call number, collection title, series or accession number, box number, and folder number or name.

Key to the container abbreviations used in the PDF finding aid:

b. box
f. folder

Administrative Information

Immediate Source of Acquisition

Gift of William W. May, 1986.

Conditions Governing Access

The materials are open for research.

Conditions Governing Use

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Preferred Citation

Mark Arthur May Papers (MS 1447). Manuscripts and Archives, Yale University Library.

Biographical / Historical

Mark Arthur May was an educational psychologist whose long career encompassed teaching, research, and administrative responsibilities. He was born on August 12, 1891 in Jonesboro, Tennessee. In 1911, he received an A.B. from Maryville College in Tennessee and, in 1912, he earned a Ph.B. at the University of Chicago. Following a period in which he pursued ministerial studies at the Union Theological Seminary, May entered Columbia University and earned a Ph.D. in psychology in 1917. During World War I, May served in the United States Army and administered the Army's mental testing program.

In 1919, May accepted a professorship in psychology at Syracuse University where he became one of the key figures in the development of the psychology department. Thereafter, a collaborative project on the moral behavior of children called the Character Education Inquiry, which May undertook as a research associate at Columbia University from 1924-1926, brought him greater recognition within the discipline. The Inquiry led to highly regarded published work on the nature of moral behavior among school children.

In 1927, May accepted a full professorship in educational psychology at Yale University, where he remained until he retired in 1960. Soon after his arrival at Yale, May became executive secretary and then director (1935-1961) of the University's Institute of Human Relations (IHR), work for which he became well known. The IHR was first organized in 1929 to further develop and integrate teaching and learning at Yale that pertained to the study of man. Under May's leadership, the Institute concentrated on developing a "base science of human behavior and social life." In doing so, the Institute made important contributions to understanding juvenile delinquency, psychotherapy, cultural conflicts, child rearing, and education.

In addition to working for Yale, May was a scientific consultant to the War Department during World War II on matters of psychological warfare and the psychological effects of weaponry. After the war, he was a member of the Advisory Commission on Information to the United States Information Agency (USIA) and became the Commission's chairman in 1952. The Commission was comprised of presidential appointees. In its role as an independent oversight committee, it observed and assessed USIA information programs at home and abroad and reported its findings to Congress on a regular basis. May made several trips abroad as part of his work for the Commission, during which he developed and made use of his expertise in propaganda and propaganda techniques. May's life-long interest in films and their educational uses led him to chair the Teaching Films Custodians (TFC) from 1946 to 1958. TFC was a cooperative venture that combined the talents of educators and motion picture experts in the development of classroom films.

May was a productive and respected scholar who published a number of works during his career. Among the more notable are *Education in the World of Fear* (1941), *A Social Psychology of War and Peace* (1943), and *Learning from Films* (1957). He was a fellow of both the American Psychological Association and the American Academy of Arts and Sciences. He was also a member of the National Academy of Education.

May married Ruby Charles in 1917. They had two children: Samuel Cassamere and Martha Norwood. May died in Manchester, New Hampshire on January 2, 1977.

Scope and Contents

The papers are arranged in five series: Correspondence; Professional; Research and Work; Writings; and Photographs. The materials document the professional life of Mark May. May's interest in human behavior and concomitant research is evident throughout the collection. His career-long interest in education, especially character education and the use of films in the classroom is well documented, as is his service on the United States Advisory Commission on Information. There are also materials from his work for the armed forces during the two world wars. There is limited, but interesting, documentation of May's tenure at the Institute of Human Relations (IHR). For additional material on the IHR, researchers should consult YRG 37 Yale University Institute of Human Relations Records.

Arrangement

The papers are arranged in five series: I. Correspondence, 1918-1970. II. Professional Files, 1914-1978. III. Research and Work, 1918-1965. IV. Writings, 1911-1971. V. Photographs, n.d.

Collection Contents

Series I: Correspondence, 1918-1970

The correspondence series is divided into two sections: General and Select. Both sections primarily contain professional correspondence and are arranged alphabetically. In each, letters to and from May are kept in the same folder under the name of the individual or institution with which May corresponded. Folders may hold letters to or from a third party, but all such letters bear some relation to the primary individual or institution named. The letters collected in the General section mostly document professional affiliations of a short-lived nature and routine matters. The Select correspondence documents the more substantial professional relationships which May developed over the course of his career, both with individuals and institutions, but many of these letters are also of a routine nature. There is correspondence of brief and conventional nature with a few well-known scholars of his day.

General		
b. 1, f. 1	B	1936-1954
b. 1, f. 2	C	1926-1953
b. 1, f. 3	D-E	1934-1960
b. 1, f. 4	F	1929-1959
b. 1, f. 5	G	1939-1950
b. 1, f. 6	Hagen -Hawaii	1924-1954
b. 1, f. 7	Healey-Hutch	1924-1960
b. 1, f. 8	I	1930-1960
b. 1, f. 9	K-L-M	1929-1970
Lectures [correspondence regarding]		
b. 2, f. 40097	Accepted	1932-1958
b. 2, f. 12	Rejected	1934-1956
b. 2, f. 13	P-Q-R	1932-1960
b. 2, f. 14	S	1925-1960
b. 2, f. 15	T	1928-1957
b. 2, f. 16	W	1935-1939
Select		
b. 2, f. 17	Allport, Gordon	1936-1947
b. 2, f. 18	Buxton, Claude	1953-1954
b. 2, f. 19	Cantril, Hadley [senior counsellor, The Institute for International Social Research, Princeton University]	1940-1955
b. 2, f. 20	Character Education Inquiry	1927-1953

Select (continued)

b. 2, f. 21	Cross, Wilbur	1931-1937
b. 3, f. 22	Day, Edmund E.	1931-1947
b. 3, f. 23	Dodge, Raynaond	1933-1942
b. 3, f. 24-25	Dollard, John	1933-1952
b. 3, f. 26	Farrar and Rhinehart Incorporated Publishers	1942-1945
b. 3, f. 27	Federal Emergency Relief Administration	1934
b. 3, f. 28	Ferrin, Dana	1931-1936
b. 3, f. 29	Flint, Charles	1926-1935
b. 3, f. 30	Foreign Policy Association	1953
b. 3, f. 31	Gates, Arthur I.	1934-1952
b. 3, f. 32	Givens, Willard E.	1935-1951
b. 3, f. 33	Gorer, Geoffrey	1936-1947
b. 3, f. 34	Greulich, W. W.	1935-1953
b. 3, f. 35	Guggenheim Foundation	1937-1949
b. 3, f. 36	Harcourt, Brace and Company	1943
b. 3, f. 37	Hartshorne, Hugh	1924-1955
b. 3, f. 38	Hill, Clyde M.	1937-1954
b. 3, f. 39	Houghton Mifflin Company	1942-1947
b. 4, f. 40-41	Hull, Clark	1929-1953
b. 4, f. 42	Institute of Social and Religious Research	1924-1934
b. 4, f. 43	Lumsdaine, Arthur A	1949-1960
b. 4, f. 44	Lynd, Robert S.	1929-1945
b. 4, f. 45	Malinowski, Bronislaw	1940-1942, undated
b. 4, f. 46	Mead, Margaret	1936-1941
b. 4, f. 47	Miller, Neal	1936-1953
b. 4, f. 48	Movrrer, O. Hobart	1936-1958
b. 4, f. 49	Murphy, Gardner	1929-1945
b. 4, f. 50	Murray, Henry	1935-1941

Stoeckel, Robbins Battell [mostly re: studies of motor vehicle drivers and social calls between May and Stoeckel]

Select > Stoeckel, Robbins Battell [mostly re: studies of motor vehicle d [...]] (continued)

b. 5, f. 51	1929-1932	
b. 5, f. 52	1933-1938	
b. 5, f. 53	1940-1958	
b. 5, f. 54	Syracuse University	1918-1949
b. 5, f. 55	Terman, Lewis M.	1931-1951
b. 5, f. 56	Union Theological Seminary	1932-1934
b. 5, f. 57	Wilson, Edwin B.	1930-1946
b. 5, f. 58	Woodworth, R. S.	1931-1950
b. 5, f. 59	Zook, George F.	1943-1950

Series II: Professional Files, 1914-1978

This series consists of documentation concerning significant institutional settings of May's professional life and is organized into five sections: Biographical, Professional Organizations and Institutions, Teaching Materials, Union Theological Seminary, and Yale University. Each section is organized alphabetically. The first section, Biographical, includes curriculum vitae and a tribute to May by his nephew, William W. May. The tribute is a valuable summary of May's long professional career. The second section documents affiliations with institutions and organizations, other than Yale University, which May maintained. The documents in this section are mostly routine correspondence. The Teaching Materials section contains lecture notes, course outlines, and assignments and exams for psychology courses taught by May. They are organized into two subsections: numbered and unnumbered courses. Many of these courses were taught by May in the Department of Psychology at Yale University. The Union Theological Seminary section primarily contains writings by May during his years of studying and teaching there. The Yale University section documents work at the university. The two "Department of Psychology" folders consist of correspondence and minutes of faculty meetings. Most of these materials are not directly related to May, but they offer information about the department at mid-century. The Institute of Human Relations (IHR) materials are interesting but limited in quantity. An abstract of sessions of the "Monday Night Group," IHR staff seminars held in the 1930s, details the broad intellectual concerns of the Institute. May's "Toward a Science of Human Behavior: A Survey of the Work of the Institute of Human Relations Through Two Decades, 1929-1949," offers an examination of the Institute, its stated goals, and its internal structure.

Biographical		
b. 6, f. 1	General	1957, 1978, undated
b. 6, f. 2	Graduate Exams	1914, undated
b. 6, f. 3	Psychological Ethics [lecture notes for a course taken at Columbia University under John Dewey]	undated
b. 6, f. 4	A Psychologist of Many Hats: A Tribute to Mark Arthur May" [by William W. May]	
Professional organizations and institutions		
b. 6, f. 5	American Association for the Advancement of Science	1923, 1925
b. 6, f. 6	Harvard University	1946-1954
b. 6, f. 7	International Congress of Psychology [Ninth]	1929
b. 6, f. 8	The Psychological Corporation	1937-1949
b. 6, f. 9	Teaching Film Custodians	1938-1966
b. 6, f. 10	United States School of Military Psychology	1918
Teaching materials		
Numbered courses		
Psychology 10a		
b. 6, f. 11	1956-1957	
b. 6, f. 12	1960-1961, no date	

Teaching materials > Numbered courses (continued)

b. 6, f. 13	Psychology 20	undated
b. 6, f. 14	Psychology 21	undated
	Psychology 26a	
b. 6, f. 15	Lecture notes	1949-1951
b. 6, f. 16	Course outline and assignments	1954-1955
b. 6, f. 17	Psychology 30b	1957, n.d
b. 6, f. 18	Psychology 90	undated
	Unnumbered courses	
b. 7, f. 19	The Psychology of Advertising and Selling	1920, undated
b. 7, f. 20	Leadership	1945
b. 7, f. 21	The Psychology of Character Education	undated
b. 7, f. 22	Science lecture	1949
b. 7, f. 23	Seminar on educational concepts	1941
	Union Theological Seminary	
b. 7, f. 24	Sermons	1914-1915, undated
b. 7, f. 25	Theology	1915, undated
	Yale University	
b. 7, f. 26	Angell, James Rowland [printed biographical materials]	1937, 1941, 1949, 1963, undated
b. 7, f. 27	Department of Education [ph.D. alumni list]	undated
b. 7, f. 28-29	Department of Psychology	1940-1968,, undated
	Institute of Human Relations	
b. 7, f. 30	Monday Night Group	1938-1939
b. 7, f. 31	Reports [from committees]	1953-1954
b. 7, f. 32	Toward a Science of Human Behavior: A Survey of the Work of the Institute of Human Relations Through Two Decades, 1929-1949"	1950
b. 7, f. 33	"Yale Interprets the News" [interview] English	1950
b. 7, f. 34	Miscellaneous	1939, undated

Series III: Research and Work, 1918-1965

This series is organized alphabetically by topic. All of the documents relate to areas of research in which May was interested or involved, although they do not all pertain directly to work May himself carried out. Many of the materials collected in these folders constitute the research of others. Still, the series is representative of the range of research in which May was engaged. Several folders are devoted to the Character Education Inquiry, a highly regarded collaborative project undertaken early in May's career which sought to devise ways of assessing character and measuring attitudes in school children. In 1958, May was part of a team of scholars who visited the Soviet Union and he subsequently produced writings on Soviet psychology and education. This trip was connected to his work with the United States Advisory Commission on Information for which he made other trips abroad. The materials related to his work for the Commission include mostly reports of these trips which suggest the Commission's concerns with forging strong international links between the United States government and other countries. Documents pertaining to the Soviet Union trip are filed under Soviet Union while documents on the other trips are located under United States Advisory Commission on Information. Office of Scientific Research and Development (OSRD) documents, mostly correspondence and reports, concern research May undertook for the OSRD and the War Department, especially concerning the psychological damages in soldiers caused by the use of different weapons. The materials collected in "Motion pictures" suggest the prominent role May believed motion pictures would come to play in modern public education. "Magazine quizzes" contains various personality quizzes which May formulated for women's magazines in the 1940s.

b. 8, f. 1	Adolescence	undated
b. 8, f. 2	Advertising	undated
b. 8, f. 3	Air raid panic	1941-1942
b. 8, f. 4	Alpha and beta tests	undated
b. 8, f. 5	American Institutes for Research [research proposal]	1965
b. 8, f. 6	American magazine poll	1945
b. 8, f. 7	Anticipatory response	1940, undated
b. 8, f. 8	Anxiety	1939
b. 8, f. 9-12	Character Education Inquiry at Teacher's College	undated
b. 8, f. 13	Conscientious objectors	1918
b. 8, f. 14-15	Drives	1942, 1945, undated
b. 8, f. 16	Interest Values Inventory	1931, 1938, 1939, undated
b. 8, f. 17	Learning experiments	1945-1949
b. 8, f. 18	Lewerenz-Steinmetz orientation test	1935
	Magazine quizzes	
b. 8, f. 19	Contracts	1945-1949
b. 9, f. 20	Redbook	1945-1949

Magazine quizzes (continued)

b. 9, f. 21	Miscellaneous	1943, undated
b. 9, f. 22	Measurement of the change in attitudes on a four-point scale	undated
b. 9, f. 23	Mental health tests	1938, 1940, 1944-1946
b. 9, f. 24	Minnesota Inventory of Social Behavior [and other personality scale tests]	1937, 1939, undated
b. 9, f. 25	Motion pictures and schools	1933-1939, undated
b. 9, f. 26	Motion pictures	1929-1930
b. 9, f. 27	Office of Scientific Research and Development	1944-1948, undated
b. 9, f. 28	Paths of Life	undated
b. 9, f. 29	Personality,	1929, undated
b. 9, f. 30	Proposed test to discover responses to moral situations [notes],	undated
	Readership studies	
b. 9, f. 31	Liberty	1941-1942, undated
b. 9, f. 32	True Story	undated
b. 9, f. 33	Re-education in the healing arts [notes]	undated
b. 9, f. 34	Reinforcement	1946, undated
b. 9, f. 35	Shock	undated
	Social classes	
b. 9, f. 36	Dominance	undated
b. 10, f. 37	Prestige	1938-1939, undated
	Soviet Union	
b. 10, f. 38	Arrangements and correspondence	1958-1960, undated
b. 10, f. 39	Notes on trip to Russia	1957-1960, undated
b. 10, f. 40	Yale Reports [transcript of radio program interview]	1959
b. 10, f. 41	Syracuse University	undated
b. 10, f. 42-43	United States Advisory Commission on Information	1949-1962
b. 10, f. 44	Visual Education	1945, undated

Youth		
b. 10, f. 45	Christian Science Monitor [articles]	1935, undated
b. 10, f. 46	miscellaneous	1934-1935
b. 10, f. 47	Miscellaneous	1959-1960, undated

Series IV: Writings, 1911-1971

This series is organized alphabetically by title. The type of writing ("article," "book chapter," or "speech") of each title is often unclear and it is difficult to determine for many of the titles whether they were published. The majority of the writings are from the decades May spent at Yale University where he was a professor of educational psychology and, later, director of the Institute of Human Relations (IHR). Some of the writings focus specifically on the aims and work of the IHR. May's ideas concerning the importance of education and its relation to the challenges of modern life are imparted throughout. Connected to this, May wrote on the struggles and cultural situation of Depression-era youth. The writings on education and youth demonstrate a concern with questions about how responsible national citizenries are formed. Many of the pieces detail May's considerable interest in the possibilities for social betterment offered by motion picture technology. In the speech "Educational Possibilities of Motion Pictures," May suggests that the motion picture is the most vital educational instrument of modern times due to its ability to convey facts and emotions without the "difficulties of language and limitations of words." May's perspectives on scientific knowledge as expressed in "Some Limitations of the Social Sciences" and other pieces evince his interest in the cultural constraints of science. At the end of the series there is one folder of book reviews written by May.

b. 11, f. 1	Adaptive Behavior	undated
b. 11, f. 2	The Adult in the Community	undated
b. 11, f. 3	The Automobile Age	undated
b. 11, f. 4	Basis for Determining Social Classes -U.S.A.	undated
b. 11, f. 5	The Behavior of Social Scientists	1940, undated
b. 11, f. 6	Challenge and Opportunity	1961
b. 11, f. 7	The Challenge of the Present World Crisis to the American Family	1941, undated
b. 11, f. 8	The Challenge of the Present World Situation to Social Work	1941
b. 11, f. 9	Character Education: A Community Responsibility	undated
b. 11, f. 10	The Church's Place in the Community	undated
b. 11, f. 11	The Cold War	1956
b. 11, f. 12	The Coming Peace	1911
b. 11, f. 13	Comparison of Schools and Classrooms with Respect to Honesty and Other Points	undated
b. 11, f. 14	A Comprehensive Plan for Measuring Personality	undated
b. 11, f. 15	The Concept of Personality in Contemporary Psychology	undated
b. 11, f. 16	Cooperative Research	1937
b. 11, f. 17	Cooperative Research, Chapter m	undated
b. 11, f. 18	Coordination of the Sciences of Behavior	1940
b. 11, f. 19	A Description of Behavior Problems in Terms of Social Requirements	undated
b. 11, f. 20	The Dilemma of Youth	1935

b. 11, f. 21	Education: A Factor in National Recovery A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	1933
b. 11, f. 22	Education and a Science of Human Behavior	1951
b. 11, f. 23	Education and Society	1936
b. 11, f. 24	Education for the New Deal	undated
b. 11, f. 25	Education for the Unemployed	1933
b. 11, f. 26	Education in a World of Fear	1940
b. 11, f. 27-28	Education in an Anxious World	1940, undated
b. 12, f. 29	The Education of a Democrat	1940
b. 12, f. 30	Educational Opportunities for Youth	1939
b. 12, f. 31	Educational Opportunities in the Postwar Years	undated
b. 12, f. 32	Educational Possibilities of Motion Pictures A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	1937
b. 12, f. 33	Entertainment, Education, and Propaganda	1937
b. 12, f. 34	Eugenics and Education [author unknown]	undated
b. 12, f. 35	The Evolution of Three Psychologies of Education	1953
b. 12, f. 36	An Experimental Approach to the Study of Character	1932
b. 12, f. 37	An Experimentally Acquired Drive	1946
b. 12, f. 38	Experimentally Acquired Drives	1948
b. 12, f. 39	Facts and Fiction about Bringing up Children	undated
b. 12, f. 40	Falling Short of the Democratic Ideals in Education	1940
b. 12, f. 41	Family	undated
b. 12, f. 42	Films and Teaching Functions [correspondence only]	1945
b. 12, f. 43	Films for World Democracy	undated
b. 12, f. 44	The Foundations of Personality	undated
b. 12, f. 45	The Frustrations of Modern Life	1939
b. 12, f. 46	The Glories of Football	undated
b. 12, f. 47	Goal-Gradient Hypothesis	1941

b. 12, f. 48	Guns, Dollars and Diplomacy From the Standpoint of International Understanding [address to United States Department of Education]	1954
b. 12, f. 49	The History of Imageless Thought	undated
b. 12, f. 50	How to Learn Better and Faster [correspondence only]	1951-1953
b. 12, f. 51	Human Problems in Family Life	1936
b. 12, f. 52	The Inductive-Reductive Method in Social Research	1940, undated
	The Institute of Human Relations	
b. 12, f. 53	The Institute of Human Relations	1937
b. 12, f. 54	Institute of Human Relations at Yale	1936
b. 12, f. 55	Its Present Activities	undated
b. 12, f. 56	A Retrospective View of the Institute of Human Relations at Yale	1971
b. 12, f. 57	The Integration of Culture Through Personality A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	1953, undated
b. 12, f. 58	The Integration of the Social Sciences	1940, undated
b. 12, f. 59	Intelligence Tests in Schools	undated
b. 13, f. 60	An Interpretation of Pseudo-Conditioning	1945-1953
b. 13, f. 61	Introduction to Behavior Theory	undated
b. 13, f. 62	Is There a Normal Child?	undated
b. 13, f. 63	Is There a Science of Human Relations? A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	1934-1935
b. 13, f. 64	Is There Such a Thing as Character-Building?	1930
b. 13, f. 65	Jobless Youth Eager to Help World	1935
b. 13, f. 66	The Kulpe School in the Psychology of Thinking	undated
b. 13, f. 67	Limitations of Scientific Method in Respect to the Work of the Social Sciences	1938, undated
b. 13, f. 68	Measurements of Personality [radio talk]	undated
b. 13, f. 69	Measures of Social Prestige	1940, undated
b. 13, f. 70	Measuring Achievement in College Subjects	undated
b. 13, f. 71	The Method of Measurements by Relative Position as Applied to Religious Efficiency	undated
b. 13, f. 72	Motion Pictures	1945

b. 13, f. 73	Motion Pictures in Education	1946, undated
b. 13, f. 74	The Nature of Learning A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	1952
b. 13, f. 75	A New Deal in Education A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	undated
b. 13, f. 76	New Duties for Schools and Parents	1934, undated
b. 13, f. 77	Occupational Opportunities in and Qualifications for Research Work	1931
b. 13, f. 78	Our Families in Wartime (Morale on the Home Front)	1942 undated
b. 13, f. 79	Our Indebtedness to Sidney Lanier	undated
b. 13, f. 80	Overt/Covert Responses	undated
b. 13, f. 81	Paradoxes in Education	undated
b. 13, f. 82	Personality Experimentally Approached	1933 undated
b. 13, f. 83	The Place of Motion Pictures in Adult Education, [abstract]	undated
b. 13, f. 84	Popular Misconceptions of Psychology	undated
b. 13, f. 85	Predicting Academic Success	undated
b. 13, f. 86	Problems in International Communication	undated
b. 14, f. 87	Problems of Individuals and Societies Today and Tomorrow	1945
b. 14, f. 88	Propaganda for Freedom	1953
	The Psychological Conditions of Peace	
b. 14, f. 89	1943 [abstract]	
b. 14, f. 90	n.d.	
b. 14, f. 91	The Psychological Foundations of Peace	1944, undated
b. 14, f. 92	Psychological Methods in the Study of Personality with Special Reference to the Study of Criminals	undated
b. 14, f. 93	Psychology and the Principles of Human Relations	1945
b. 14, f. 94	The Psychology of Deceit	1933
b. 14, f. 95	The Psychology of Learning from Demonstration Films	1945-1953, undated
b. 14, f. 96	The Psychology of Reading	undated
b. 14, f. 97	Race Relations and Culture Conflicts	undated

b. 14, f. 98	Recent Improvements in Devices for Rating Character, [with Hugh Hartshorne]	1940 undated
b. 14, f. 99	Recent Research in the Problems of Youth	undated
b. 14, f. 100	Re-education for National Defense [speech outline]	1942
b. 14, f. 101	The Relation Between Fear and Frustration	undated
b. 14, f. 102	The Relation of Psychiatry to Education	1937
b. 14, f. 103	Research and the Ph.D. in the Department of Education	1940, undated
b. 14, f. 104	Resources and the Education of the Individual	1940, undated
b. 14, f. 105	The Role of Conscience in Character and Personality	undated
b. 14, f. 106	The Role of Psychology in Education	undated
b. 14, f. 107	Science and Morality	1943
b. 14, f. 108	Scientific Approaches to the Problems of Social Work	1936
b. 14, f. 109	The Social Stimulus Conceptions of Personality: A Reply to Criticisms	1939
b. 14, f. 110	Some Limitations of the Social Sciences	undated
b. 14, f. 111	Some Queries about the Concept of Equality	undated
b. 14, f. 112	Statistical Methods in Personality Studies	undated
b. 14, f. 113	Study and Learning [4 chapters]	undated
b. 14, f. 114	Summary of Research Findings on the Influence of Motion Pictures on Attitudes A copy of this material is available in digital form from Manuscripts and Archives. Contact Manuscripts and Archives at beinecke.library@yale.edu to request access to the digital copy.	1939
b. 14, f. 115	The Teacher as a Transmitter of Culture	1940, 1950, undated
b. 14, f. 116	Ten Tests of Measurement	1939-1940
b. 14, f. 117	Theological Education	1935
b. 14, f. 118	Thorndike, Edward Lee	1949-1950
b. 14, f. 119	Tomorrow's Citizens	undated
b. 15, f. 120	Toward a Science of Education	1953
b. 15, f. 121	Transfer of Training from Physical Education to Effective Social Participation [outline]	1942
b. 15, f. 122	Twentieth Century Life Patterns	1939, undated
b. 15, f. 123	United States Foreign Policy	1956-1957
b. 15, f. 124	The United States Information Service	undated

b. 15, f. 125	Dseof a Motivational Film for the Development of Interest in Reading, [with N. L. Jenkinson]	undated
b. 15, f. 126	The Voice of America	1958, undated
b. 15, f. 127	What is Character Education?	1936-1937, undated
b. 15, f. 128	Which is it: Religion vs. Science or Religion vs. Religion?	undated
b. 15, f. 129	What Science offers on Character Education	1928, undated
b. 15, f. 130	What Should the New Administration do about Psychological Warfare?	undated
b. 15, f. 131	Book reviews	1927-1970

Series V: Photographs, undated

This series is comprised of two sections: Persons and Subjects. Each is alphabetically arranged. Most of the photographs are not of May himself but they all relate to organizations and peers in his professional life. Some photographs are of significant figures in psychology at mid-century. Two interesting photographs are of May with members of the President's Advisory Commission to the United States Information Agency on which he served.

Persons		
b. 16, f. 1	Child, Irvin	undated
b. 16, f. 2	Dollard, John [recording a psychoanalytic interview]	undated
b. 16, f. 3	Ford, Clellan S.	undated
b. 16, f. 4	Hovland, Carl I.	undated
b. 16, f. 5	Hull, Clark L.	undated
	May, Mark A.	
b. 16, f. 6	With George Peter Murdock,	undated
b. 16, f. 7	With members of the United States Information Agency Advisory Commission	undated
b. 16, f. 8	Unidentified persons	undated
Subjects		
b. 16, f. 9	Experiments with rats	undated
b. 16, f. 10	Institute of Human Relations entrance	undated

Selected Search Terms

The following terms have been used to index the description of this collection in the Library's online catalog. They are grouped by name of person or organization, by subject or location, and by occupation and listed alphabetically therein.

Subjects

Educational psychology
Learning ability
Learning ability -- Testing
Moral education
Moral education (Early childhood)
Moral education (Elementary)
Moral education (Higher)
Moral education (Secondary)
Personality
Personality assessment
Personality questionnaires
Propaganda
Psychology -- Study and teaching
Teaching -- Aids and devices

Names

May, Mark A. (Mark Arthur), 1891-1977

Corporate Bodies

Union Theological Seminary (New York, N.Y.)
United States Information Agency
Yale University. Department of Psychology
Yale University. Institute of Human Relations
Yale University. Institute of Human Relations.
Monday Night Group
Yale University -- Faculty