

## Abstracts

*The Writing Requirements for Graduate Degrees.* Paul E. Koefod. 1964. 268 pp. Available from Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632. \$3.95.

This book is described as "an outgrowth of attempts to help graduate students understand the writing requirements for advanced degrees." In it the author attempts to clarify "concepts of thesis and dissertation as essays based on intellectual achievements in criticism, inquiry, and understanding." One part deals with writing requirements for graduate degrees, a second with the academic environment in which these requirements are met, and a third part with supplemental ideas from other sources. These include titles of model theses and dissertations, model thesis and dissertation prospectuses, and references to guides to effective writing, research and writing, and form and style.

*Who Are Your Motivated Workers?* M. Scott Myers. *Harvard Business Review*, XLII (January/February, 1964), 73-88. Available from *Harvard Business Review*, Soldiers Field, Boston, Mass. 02163. Single reprint \$1.00.

Research discussed in this article was concerned with such things as (1) what motivates employees to work effectively, (2) what dissatisfies workers, and (3) when do workers become dissatisfied. Findings reported indicate that factors in the work situation which motivate employees are different from those that are dissatisfying. Motivation was found to stem from the challenge of the job and dissatisfactions more from factors peripheral to the task. The study involved scientists, engineers, supervisors, technicians, and hourly paid assemblers in an industrial setting.

*Evaluating the Technical Employee: A Result Approach.* Irwin W. Krantz. *Personnel*, XLI (January/February, 1964), 47-58. Available from American Management Association, 35 W. 50th St., New York, N.Y. 10020. Single copy \$1.75.

The use of traditional rating systems for technical personnel is appraised and a modification suggested. Traditional rating methods are characterized as basically unsuited for measuring performance of technical personnel; emphasis is described as being focused on personal characteristics and how the employee does his job rather than on what he accomplishes.

Aspects of the traditional systems identified as limitations include such problems as (1) separating the man from the job, (2) isolating the con-

tribution of an individual of the group, and (3) using normal curve distributions in small groups when the whole theory is based on large numbers. A four-level rating form used with engineers and scientists is reproduced to illustrate how emphasis can be put on accomplishments or results achieved.

Some Aspects of Decision as a System. Frances M. Magrabi. *Journal of Home Economics*, LV (December, 1963), 755-62. Available from American Home Economics Association, 1600 Twentieth St., N.W., Washington, D.C. 20009. Single copy \$1.00.

The aim of this article, according to the author, is "to reconstruct decision as a purposive system, defining terms both in the context of real human situations and with respect to their general systematic properties." The focus is on what can be measured in decision research and the kinds of behavioral conclusions that can be drawn from such measurements (based on reference to selection of market goods and services by individual consumers).

The theoretical formulation includes (1) definition of relationships, (2) definition of elements, (3) assumptions, and (4) formulation as a system. Both objective (physical relations) and subjective psychological or sociological relations) characteristics are considered.

Migration and Adjustment of Farm and Urban Families and Adolescents in Cedar Rapids, Iowa. Lee G. Burchinal and Perry E. Jacobson. *Rural Sociology*, XXVIII (December, 1963), 364-78. Available from Secretary-Treasurer, Rural Sociological Society, Dept. of Rural Sociology, South Dakota State College, Brookings, South Dakota. \$8.00 per year.

The article reports a study of migrant white families with 7th and 11th grade children in school in Cedar Rapids, Iowa. Subjects for the study were classified into three migrant types: (1) those with known farm background, (2) those who had lived in other urban areas, and (3) those known only to have lived in Cedar Rapids. Educational backgrounds, occupational status, and levels of achievement were examined for families in relation to their migration type and employment patterns. Relationships between the family migration types and measured personality characteristics or school and social relationships were examined for the young people. Results of this study give a vastly different picture from that drawn from the urban adjustment problems of young people whose families have moved into metropolitan slums from depressed rural areas.

*Teaching Styles and Learning*. Daniel Solomon, William E. Bezdek, and Larry Rosenberg. 1963. 164 pp. Available from Center for the Study of Liberal Education for Adults, 4819 S. Greenwood Ave., Chicago 15, Ill. \$2.00.

This monograph reports a study concerned with teacher behavior in adult classrooms and students' learning. The study was designed to iden-

ity factors associated with effective teaching for adults and involved 24 teachers of evening courses. The specific data collected in the study and a discussion of findings are included along with the data collecting instruments.

*Unearthing An Organization's Hidden Perceptions.* Winifred L. Brown. *Adult Leadership*, XXII (February, 1964), 239, 254. Available from Adult Education Association of the U.S.A., 1225 19th St., N.W., Washington, D.C. 20036. \$5 per year, domestic.

This article discusses outcomes of the work of a committee dealing with the problems of an organization's progress. The concern centered around "misunderstandings about goals, of people not getting along, and of confusion over what is expected in the way of job duties and job performance, on the part of both volunteers and staff." Such things as (1) factors which mold working relationships, (2) areas of variances of perceptions that effect relationships, attitudes, ways of work, and decision making, and (3) the relationships of people's reactions to what was written in an organization's literature are identified.

*The Discipline of Education.* John Walton and James L. Kuethe (eds.). 1963. 190 pp. Available from the University of Wisconsin Press, 430 Sterling Court, Madison, Wis. 53706. \$5.00.

Essays included in this book are concerned with whether there is or can be an academic field or discipline of education. The eight essays and commentaries on them are presented under three topics: (1) the nature of a discipline; (2) the relation of education to other academic disciplines, and (3) education as academic discipline or profession.

*Psychological Studies of Human Development.* Raymond G. Kuhlen and George G. Thompson (eds.). 1963. 638 pp. Available from Appleton-Century-Crofts, 34 W. 33rd St., New York 1, N.Y. \$4.25.

This series of 59 papers (research and theoretical reports from journals) present what the editors call the "raw material from which a science is constructed." The collection of readings is concerned with psychological changes that occur with increasing age and conditions that influence the course of human development and behavior. Prepared principally for use in class work, reports are grouped into chapter headings. Each chapter is introduced and some orientation provided for each paper. The collection of papers covers topics over the entire life span—from infancy to old age.

ONE machine can do the work of fifty ordinary men. No machine can do the work of one extraordinary man.

—from ELBERT HUBBARD as quoted in *Forbes*, XCI (June 15, 1963), 62.