

Current Comments

The 100 Books Most Cited by Social Scientists, 1969-1977

Number 37

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Recently we presented the 100 articles most cited by social scientists from 1969 to 1977.¹ Now we have compiled a list of the 100 books most cited in the journals covered by the *Social Sciences Citation Index™ (SSCI™)*, 1969-1977.

The articles were listed alphabetically by author, while books are listed by discipline. This may obviate invidious comparisons across fields. Since psychology (including psychoanalytic theory) dominates the list, we have created subdisciplinary categories for this field.

We have also avoided ranking the books by total citations in order to avoid the suggestion that absolute frequency of citation indicates greater or lesser merit. Perhaps more than anything else, it indicates activity in the field involved.

Obtaining citation data on books is a much more complex undertaking than getting citation counts on articles. This is because authors may cite books in a wide variety of ways. For example, some authors may cite the whole work while others reference particular pages or chapters. Translations cause more problems, since different authors

may cite English, German, and French versions of the same book. "Unifying" the citations of a book is therefore tricky. There is no doubt, however, that the books on the list received enough citations to appear in the top 100.

It is quite possible that for a multi-authored work in which there is a different author for each chapter, citations to such chapters are not counted in the total. Thus, the work by Rokeach had separate chapters by J. M. Levy, C. G. Kemp, and B. Mikol. During 1969-1977 Levy's chapter was cited four times, Kemp's twice, and the chapter by Mikol twelve times. These 18 citations to individual chapters were not included in the total number of citations shown for Rokeach's book in Figure 1.

Providing bibliographic information about books also presents problems because of the multiplicity of editions involved. Should we give the earliest publication date or the most recent? We compromised by showing two dates when applicable. The first date listed represents the currently available edition. The second date, in parentheses, indicates the year the book was first published to the best of our know-

ledge. This will indicate how long the work has been available to be cited.

Our data indicate the relatively greater importance of books to social scientists as compared with other scientists. The 100 most-cited articles averaged 281 citations. The books on our most-cited list average 761 citations. Also, the least cited article on the articles list received 186 citations. In contrast, the last item on this book list received 434 citations.

Psychology dominates the most-cited books list but not to the extent it dominated the articles list. While 77 of the 100 most-cited articles were in psychology, only 51 of the 100 books are. Of these, 11 are in social psychology and motivation theory, nine are in behavioral theory (operant and classical), six in organizational and management psychology. These three categories represent over a quarter of the books on the list. In order to give a more balanced presentation of the other fields in the social sciences, we may publish the 50 most-cited books in individual disciplines in the future.

Eleven of the books on the list are in sociology; seven in economics and econometrics; five in education; three in linguistics; two in philosophy and history of science; and one in law.

Twenty titles concern statistics and research methodology. It is ob-

vious that social science research requires the frequent use of statistical methods and theories—perhaps more than the “hard” sciences. Why people select one statistical textbook over another is probably due to such prosaic factors as which text they used as undergraduates.

The oldest book on the list is Karl Marx's *Das Kapital* published in 1867. The most recent book is *Inequality: a reassessment of the effect of family and schooling in America* (See C. Jencks et al.), published in 1972. The ages of the books are shown in Table 1.

Only seven of the authors appear on both the most-cited books and articles list: A. Bandura, L. Festinger, D. O. Hebb, G. A. Miller, C. E. Osgood, A. Paivio and P. A. Samuelson.

Eleven authors wrote more than one of the books listed. A. Bandura, J. S. Bruner, E. Goffman, A. B. Hollingshead, D. C. McClelland and R. Rosenthal each authored two books. N. Chomsky, J. P. Guilford, and J. Wolpe authored three. B. F. Skinner authored two by himself and co-authored one with C. B. Ferster. R. R. Carkhuff authored one alone, and another with C. B. Truax.

Most of the books on the list have a single author. This is significant and one of the reasons why citation analyses based on primary author data are not nearly as biased in the social sciences as they prove to be

Table 1: Age of Books

Ages of Books	No. of Books
5-10 yrs. old	9
11-20 yrs. old	44
21-30 yrs. old	30
31-40 yrs. old	8
41-50 yrs. old	7
64 yrs. old	1
111 yrs. old	1

Table 2: Number of books with one or more authors.

Authors Per Book	No. of Books
1	71
2	17
3	5
4	2
7	1
8	1
12	1
23	1
28	1

in the "hard" sciences. Table 2 presents a breakdown of the books by number of authors.

The open and closed mind: investigations into the nature of belief systems and personality systems, with 23 authors, is actually a collection of articles Milton Rokeach wrote in collaboration with 22 co-authors. *Explorations in personality: a clinical and experimental study of fifty men of college age* by H. A. Murray and the workers at the Harvard Psychological Clinic lists all 28 authors who participated in the study.

In an unpublished paper, Henry Small of ISI® and Belver C. Griffith of Drexel University examined some of our data on most-cited *SSCI* books.² They found that there is no consistent pattern. Some of the works present specific methods. For instance, C. E. Osgood and A. B. Hollingshead deal with the semantic differential and a social class index respectively. Thorn-dike's *Teachers' word book of thirty*

thousand words is a tool for teachers to use to determine at what point in the educational cycle certain words should be introduced to children. However, a large number are major conceptual works. Several present both a specific method and a distinctive theoretical approach. For instance, *The authoritarian personality* by T. W. Adorno et al. presents an authoritarianism scale and deals with theory and experiments in personality psychology.

One of the more surprising items on the list is Alvin Toffler's *Future shock*. It seems clear that this work, aimed at a non-scientific audience, has had a major impact on social scientists as well. The popular best-seller described the "shattering stress and disorientation that we induce in individuals by subjecting them to too much change in too short a time."³ According to Toffler, the book had been cited in scholarly journals for a number of reasons. The term "future shock"

provided a conceptual handle for a phenomenon that until the book's publication in 1970 "had been widely experienced but as yet unnamed." The book also cut across disciplinary boundaries, challenged orthodox assumptions held by social scientists, and "in a time of heavy accent on refined empirical analysis, it offered a broad theoretical synthesis." The method of presentation, in everyday English, also may have had something to do with the large number of citations it received, Toffler said.⁴

As with the articles list, several books appear to have been cited often because of their controversial nature. For example, the J. S. Coleman study of *Equality of educational opportunity*, cited 1042 times, reaped both critical and supportive citations. According to Coleman, the report gained attention for three reasons. It found a lack of relation between traditional input measures and school achievement, "a result that disturbed conventional wisdom." It also showed that the backgrounds of fellow students in school were related to achievement. This finding helped in the "growing push toward affirmative racial integration of the schools." In addition, the report represented an "early example of a new genre of research on a large scale directed to issues of social policy."⁵ In that way it attracted the attention of practitioners of social research, Coleman said.

Another book, *Pygmalion in the classroom*, by R. Rosenthal and L.

Jacobson also falls into the "controversial" category. *Pygmalion* deals with self-fulfilling prophecy or "how one person's expectation for another person's behavior can quite unwittingly become a more accurate prediction simply for its having been made."⁶ The researchers presented the results of a study in which 20% of the children in an elementary school, selected randomly, were identified to their teachers as having great potential for intellectual work. "Eight months later these unusual or 'magic' children showed significantly greater gains in IQ than did the others." The researchers attributed this change in IQ to teachers' change in expectation. Some social scientists have, however, questioned the methodology used in the book. For example, Stanford's Lee Chronbach said, "In my view, *Pygmalion in the classroom* merits no consideration as research. The 'experimental manipulation' of teacher belief was unbelievably casual—one sheet of paper added to the teacher's in-basket."⁷ Nevertheless, the Rosenthal work had far reaching impact with its implication that one cannot study anything without changing it. It would be interesting to know if Rosenthal had ever heard of the Heisenberg Uncertainty Principle. If he had, why was he so surprised at this discovery?

It is hard for me to believe it has taken so long to publish these data. But now that we have, I can see that the list does not go far enough, not

only because of the heavy emphasis on psychology, but also because there are still so many other books that have made significant impact. For example, over 260 social science books were cited over 200 times in this period. Perhaps there are more surprises to be found than in this list of "obvious" classics.

Snedecor and Cochran's *Statistical methods* has been covered in Citation Classics, the weekly *Current Contents*[®] (*CC*[®]) series in

which authors explain why they believe their classic papers were heavily cited. Several additional titles on this list will be in Citation Classics in the near future.

We can only devote so much space in *CC* to lists of these books. However, it is becoming increasingly obvious to me that we have to move ahead to publish such data on a more comprehensive basis for each of the main fields of the social and behavioral sciences.

REFERENCES

1. **Garfield E.** The 100 articles most cited by social scientists, 1969-1977. *Current Contents* (32):5-14, 7 August 1978.
2. **Griffith B C & Small H G.** *The structure of the social and behavioral sciences' literature.* Unpublished paper presented at the first annual meeting of the Society for the Social Study of Science. October, 1976, Cornell University, Ithaca, New York.
3. **Toffler A.** *Future shock.* New York: Random House, 1970. 505 p.
4. -----, Citation classics. *Current Contents* (in press).
5. **Coleman J S.** Citation classics. *Current Contents* (in press).
6. **Rosenthal R & Jacobson L.** *Pygmalion in the classroom: teacher expectation and pupil's intellectual development.* New York: Holt, Rinehart & Winston, 1968. 240 p.
7. **Cronbach L J.** Five decades of public controversy over mental testing. *Amer. Psychol.* 30:1-14, 1975.

Figure 1: The 100 books, most cited by social scientists, 1969-1977, based on data from the *Social Sciences Citation Index™*. Bibliographic data are for current editions. Dates in parentheses are the years of first publication.

**Total
Citations
1969-1977**

Bibliographic Data

PSYCHOLOGY

Social Psychology & Motivation Theory

- 579 **Bandura A & Walters R H.** *Social learning and personality development.*
New York: Holt, Rinehart & Winston, 1963. 329 p.
- 440 **Brown R.** *Social psychology.*
New York: Free Press, 1965. 785 p.
- 1140 **Festinger L.** *A theory of cognitive dissonance.*
Stanford, CA: Stanford Univ. Press, 1962 (1957). 291 p.
- 612 **Goffman E.** *The presentation of self in everyday life.*
New York: Doubleday, 1974 (1956). 255 p.
- 437 **Hall E T.** *The hidden dimension.*
New York: Doubleday, 1969 (1966). 217 p.
- 942 **Heider F.** *The psychology of interpersonal relations.*
New York: Wiley, 1958. 322 p.
- 674 **Homans G C.** *Social behavior; its elementary forms.*
New York: Harcourt Brace Jovanovich, 1961. 404 p.
- 635 **McClelland D C.** *The achieving society.*
New York: Irvington, 1976 (1961). 512 p.
- 454 **McClelland D C & Atkinson J W.** *The achievement motive.*
New York: Irvington, 1976 (1953). 384 p.
- 615 **Mead G H.** *Mind, self & society: from the standpoint of a social behaviorist.*
Chicago: Univ. of Chicago Press, 1934. 400 p.
- 537 **Thibaut J W & Kelley H H.** *The social psychology of groups.*
New York: Wiley, 1959. 313 p.

Behavior Theory (Operant & Classical)

- 612 **Berlyne D E.** *Conflict, arousal and curiosity.*
New York: McGraw-Hill, 1960. 350 p.
- 542 **Broadbent D E.** *Perception and communication.*
Elmsford, NY: Pergamon, 1958. 338 p.
- 478 **Hull C L.** *Principles of behavior: an introduction to behavior theory.*
Englewood Cliffs, NJ: Prentice-Hall, 1966 (1943). 422 p.
- 630 **Ferster C B & Skinner B F.** *Schedules of reinforcement.*
Englewood Cliffs, NJ: Prentice-Hall, 1957. 741 p.
- 434 **Skinner B F.** *Behavior of organisms: an experimental analysis.*
Englewood Cliffs, NJ: Prentice-Hall, 1966 (1938). 457 p.
- 587 **Skinner B F.** *Science and human behavior.*
New York: MacMillan, 1953. 461 p.

PSYCHOLOGY (continued)

Behavior Theory (Operant & Classical) (continued)

- 856 **Wolpe J.** *Psychotherapy by reciprocal inhibition.*
Stanford, CA: Stanford Univ. Press, 1958. 239 p.
- 533 **Wolpe J.** *The practice of behavior therapy.*
Elmsford, NY: Pergamon, 1974 (1969). 318 p.
- 434 **Wolpe J & Lazarus A A.** *Behavior therapy techniques: a guide to the treatment of neuroses.* Elmsford, NY: Pergamon, 1966. 198 p.

Organizational & Management Psychology

- 542 **Cyert R M & March J G.** *A behavioral theory of the firm.*
Englewood Cliffs, NJ: Prentice-Hall, 1963. 332 p.
- 540 **Katz D & Kahn R L.** *The social psychology of organizations.*
New York: Wiley, 1966. 498 p.
- 446 **Likert R.** *New patterns of management.*
New York: McGraw Hill, 1961. 279 p.
- 594 **March J G & Simon H A.** *Organizations.* New York: Wiley, 1958. 262 p.
- 487 **Thompson J D.** *Organizations in action: social science bases of administrative theory.* New York: McGraw-Hill, 1967. 192 p.
- 586 **Vroom V H.** *Work and motivation.* New York: Wiley, 1964. 331 p.

Cognitive Psychology

- 438 **Bruner J S, Olver R R, Greenfield P M, Hornsby J R, Kenney H J, Maccoby M, Modiano N, Mosher F A, Olsen O R, Potter M C, Reich L C & Sonstroen A M.** *Studies in cognitive growth: a collaboration at the center for cognitive studies.* New York: Wiley, 1966. 343 p.
- 450 **Bruner J S, Goodnow J J & Austin G A.** *A study of thinking.*
Huntington, NY: Krieger, 1977 (1956). 330 p.
- 623 **Green D M & Swets J A.** *Signal detection theory and psychophysics.*
Huntington, NY: Krieger, 1974 (1966). 479 p.
- 486 **Miller G A, Galanter E & Pribram K H.** *Plans and the structure of behavior.* New York: Holt, Rinehart & Winston, 1960. 226 p.
- 1060 **Neisser U.** *Cognitive psychology.*
Englewood Cliffs, NJ: Prentice-Hall, 1967. 351 p.
- 1770 **Osgood C E, Suci G & Tannenbaum P.** *The measurement of meaning.*
Urbana, IL: Univ. of Illinois Press, 1967 (1957). 346 p.
- 455 **Palvio A.** *Imagery and verbal processes.*
New York: Holt, Rinehart & Winston, 1971. 596 p.

Figure 1. (continued)

Total
Citations
1969-1977

Bibliographic Data

PSYCHOLOGY (continued)

Developmental & Child Psychology

- 514 **Bowlby J.** *Attachment and loss.*
New York: Basic Books, 1977 (1969). 2 vols.
- 1211 **Erikson E H.** *Childhood and society.*
New York: Norton, 1964 (1950). 397 p.
- 482 **Flavell J H.** *The developmental psychology of Jean Piaget.*
New York: Van Nostrand, 1973 (1963). 472 p.
- 451 **Guilford J P.** *The nature of human intelligence.*
New York: McGraw-Hill, 1967. 538 p.
- 475 **Piaget J.** *La naissance de l'intelligence chez l'enfant. (Origins of intelligence in children.)* New York: International Univ. Press, 1966 (1936). 449 p.

Personality

- 861 **Adorno T W, Frenkel-Brunswik E, Levinson D J & Sanford R N.**
The authoritarian personality.
New York: Norton, 1969 (1950). 990 p.
- 796 **Maslow A H.** *Motivation and personality.*
New York: Harper & Row, 1970 (1954). 369 p.
- 500 **Mischel W.** *Personality and assessment.* New York: Wiley, 1968. 365 p.
- 434 **Murray H A, Barret W G, Langer W C, Morgan C D, Homburger E, Mekeel H S, White R W, Diven K, Frank J D, Jones E C, Mackinnon D W, Rosenzweig S, Sanford R N, Wheeler D R, Beck S J, Christenson J A, Cobb E A, Inglis E, Kunze K R, Moore M, Rickers-Ovsiankina M, Peterson R T, Sears R N, Shevach B J, Smith C E, Trowbridge E H, Whitman E M and Wolf R E.** (The workers at the Harvard Psychological Clinic.) *Explorations in personality: a clinical and experimental study of fifty men of college age.*
New York: Oxford Univ. Press, 1938. 761 p.
- 895 **Rokeach M, Bonier R, Cheek G, Denny M R, Evans R I, Geierhaas F, Gladin L, Kemp C G, Laffey J J, Levy J M, Matheson F, McGovney W C, Mikol B, Oram A, Restle F, Rottman T, Smith P W, Swanson T S, Toch H H, Trumbo D A, Vidulich R N, Zlotowski M & Zlotowski S.** *The open and closed mind; investigations into the nature of belief systems and personality systems.*
New York: Basic Books, 1960. 447 p.

Clinical Psychology

- 1157 **Bandura A.** *Principles of behavior modification.*
New York: Holt, Rinehart & Winston, 1969. 677 p.
- 536 **Carkhuff R R.** *Helping and human relations; a primer for lay and professional helpers.* New York: Holt, Rinehart & Winston, 1969. 2 vols.

PSYCHOLOGY (continued)

Clinical Psychology (continued)

- 674 **Kelly G A.** *The psychology of personal constructs.*
New York: Norton, 1955. 2 vols.
- 516 **Truax C B & Carkhuff R R.** *Toward effective counseling and psychotherapy: training and practice.*
Chicago: Aldine, 1967. 416 p.
- 651 **Fenichel O.** *The psychoanalytic theory of neurosis.*
New York: Norton, 1945. 703 p.
- 647 **Freud S.** *Zur Geschichte der psychoanalytischen Bewegung. (On the history of the psychoanalytic movement; papers on metapsychology; and other works.)* London: Hogarth Press, 1957 (1914). 374 p.

Genetic Psychology

- 748 **Witkin H A, Dyk R B, Faterson H F, Goodenough D R & Karp S A.** *Psychological differentiation: studies of development.* New York: Halsted Press, 1974 (1962). 418 p.

Neuro-Psychology

- 599 **Hebb D O.** *The organization of behavior; a neuropsychological theory.*
New York: Wiley, 1949. 355 p.

STATISTICS & RESEARCH METHODOLOGY

- 609 **Anderson T W.** *An introduction to multivariate statistical analysis.*
New York: Wiley, 1958. 374 p.
- 732 **Blalock H M.** *Social statistics.* (Edwards D M, ed.)
New York: McGraw-Hill, 1972 (1960). 465 p.
- 861 **Edwards A L.** *Experimental design in psychological research.*
New York: Holt, Rinehart & Winston, 1972 (1950). 446 p.
- 683 **Gullford J P.** *Psychometric methods.*
New York: McGraw-Hill, 1954 (1936). 597 p.
- 761 **Gullford J P & Fruchter B.** *Fundamental statistics in psychology and education.* New York: McGraw-Hill, 1973 (1942). 546 p.
- 1063 **Harman H H.** *Modern factor analysis.*
Chicago: Univ. of Chicago Press, 1976 (1960). 487 p.

Figure 1. (continued)

**Total
Citations
1969-1977**

Bibliographic Data**STATISTICS & RESEARCH METHODOLOGY (continued)**

- 1167 **Hays W L.** *Statistics for psychologists.*
New York: Holt, Rinehart & Winston, 1963. 719 p.
- 846 **Kendall M G & Stuart A.** *The advance theory of statistics.*
New York: Hafner, 1969 (1958). 3 vols.
- 915 **Kirk R E.** *Experimental design: procedures for the behavioral sciences.*
Belmont, CA: Brooks/Cole, 1968. 577 p.
- 717 **Lindquist E F.** *Design and analysis of experiments in psychology and education.* Boston: Houghton Mifflin, 1956 (1953). 393 p.
- 820 **McNemar Q.** *Psychological statistics.*
New York: Wiley, 1969 (1949). 529 p.
- 517 **Nunnally J C.** *Psychometric theory.*
New York: McGraw-Hill, 1967. 640 p.
- 591 **Rao C R.** *Linear statistical inference and its applications.*
New York: Wiley, 1973 (1965). 625 p.
- 660 **Rosenthal R.** *Experimenter effects in behavior research.*
New York: Irvington, 1976 (1966). 500 p.
- 552 **Scheffé H.** *The analysis of variance.* New York: Wiley, 1959. 477 p.
- 3414 **Siegel S.** *Nonparametric statistics for the behavioral sciences.*
New York: McGraw-Hill, 1956. 312 p.
- 631 **Snedecor G W & Cochran W G.** *Statistical methods.*
Ames: Iowa State Univ. Press, 1967 (1937). 593 p.
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- 523 **Torgerson W S.** *Theory and method of scaling.*
New York: Wiley, 1958. 460 p.
- 474 **Wechsler D & Matarazzo J D.** *Die Messung der Intelligenz Erwachsener: Textband zum Hamburg-Wechsler-Intelligenztest für Erwachsene. (Wechsler's measurement and appraisal of adult intelligence.)*
Baltimore: Williams & Wilkins, 1972 (1944). 297 p.
- 5279 **Winer B J.** *Statistical principles in experimental design.*
New York: McGraw-Hill, 1971 (1962). 907 p.

SOCIOLOGY

- 672 **Becker H S.** *Outsiders: studies in the sociology of deviance.*
New York: Free Press, 1963. 179 p.
- 565 **Blau P M, Duncan O D & Tyree A.** *The American occupational structure.* New York: Wiley, 1967. 520 p.
- 543 **Campbell A, Converse P E, Miller W E & Stokes D E.** *The American voter.* Chicago: Univ. of Chicago Press, 1976 (1960). 573 p.
- 895 **Goffman E.** *Asylums: essays on the social situation of mental patients and other inmates.* Garden City, NY: Anchor Books, 1961. 386 p.
- 513 **Hollingshead A B.** *Two-factor index of social position.*
New Haven: Published privately by Author, 1957. 11 p.

Figure 1. (continued)

Total
Citations
1969-1977

Bibliographic Data

SOCIOLOGY (continued)

- 1114 **Hollingshead A B & Redlich F C.** *Social class and mental illness; a community study.* New York: Wiley, 1958. 442 p.
- 687 **Lipset S M.** *Political man: essays on the sociology of democracy.* New York: Doubleday, 1959. 432 p.
- 1179 **Merton R K.** *Social theory and social structure; toward the codification of theory and research.* New York: Free Press, 1968 (1949). 702 p.
- 335 **Myrdal G, Sterner R & Rose A.** *An American dilemma: the negro problem and modern democracy.* New York: Pantheon, 1975 (1944). 2 vols.
- 751 **Parsons T.** *The social system.* New York: Free Press. 1964 (1951). 575 p.
- 569 **Toffler A.** *Future shock.* New York: Random House, 1970. 505 p.

ECONOMICS & ECONOMETRICS

- 543 **Arrow K J.** *Social choice and individual values.* New York: Norton, 1970 (1951). 99 p.
- 562 **Galbraith J K.** *The new industrial state.* Boston: Houghton Mifflin, 1971 (1967). 423 p.
- 449 **Goldberger A S.** *Econometric theory.* New York: Wiley, 1964. 339 p.
- 780 **Johnston J.** *Econometric methods.* New York: McGraw-Hill, 1971 (1963). 437 p.
- 511 **Samuelson P A.** *Foundations of economic analysis.* Cambridge: Harvard Univ. Press, 1947. 447 p.
- 1462 **Marx K.** *Das Kapital. (Capital.)* New York: Modern Library, 1936 (1867). 479 p.
- 471 **Weber M.** *The theory of social and economic organization.* (Henderson A R & Parsons T, trans.). New York: Oxford Univ. Press, 1947. 404 p.

EDUCATION

- 530 **Bloom B S, ed.** *Taxonomy of educational objectives: the classification of educational goals. Handbook I: the cognitive domain.* New York: Longmans, Green Inc., 1956. 207 p.
- 1042 **Coleman J S, Campbell E Q, Hobson C J, McPartland J, Mood A M, Weinfeld F D & York R L.** *Equality of educational opportunity.* Washington, DC: US Dept. of Health, Education and Welfare, Office of Education, GPO. 1966. 548 p.

Figure 1. (continued)

Total
Citations
1969-1977

Bibliographic Data

EDUCATION (continued)

- 595 **Jencks C, Smith M, Acland H, Bane M J, Cohen D, Gintis H, Heyns B & Michelson S.** *Inequality: a reassessment of the effect of family and schooling in America.* New York: Basic Books, 1972. 399 p.
- 544 **Rosenthal R & Jacobson L.** *Pygmalion in the classroom: teacher expectation and pupil's intellectual development.* New York: Holt, Rinehart & Winston, 1968. 240 p.
- 1111 **Thorndike E L & Lorge I.** *Teachers' word book of thirty thousand words.* New York: Teachers College, Columbia Univ. Press, 1944. 274. p.

LINGUISTICS

- 1124 **Chomsky N.** *Aspects of the theory of syntax.* Cambridge, MA: MIT Press, 1965. 251 p.
- 556 **Chomsky N.** *Syntactic structures.* Atlantic Highlands, NJ: Humanities Press, 1957. 116 p.
- 579 **Chomsky N & Halle M.** *The sound pattern of English.* New York: Harper & Row, 1968. 470 p.

PHILOSOPHY & HISTORY OF SCIENCE

- 1645 **Kuhn T S.** *The structure of scientific revolutions.* Chicago: Univ. of Chicago Press, 1970 (1962). 210 p.
- 498 **Popper K R.** *Logik der Forschung zur Erkenntnis Theorie der modernen Naturwissenschaft. (Logic of scientific discovery.)* New York: Basic Books, 1959 (1935). 479 p.

LAW

- 539 **Rawls J.** *A theory of justice.* Cambridge, MA: Belknap Press, 1971. 607 p.