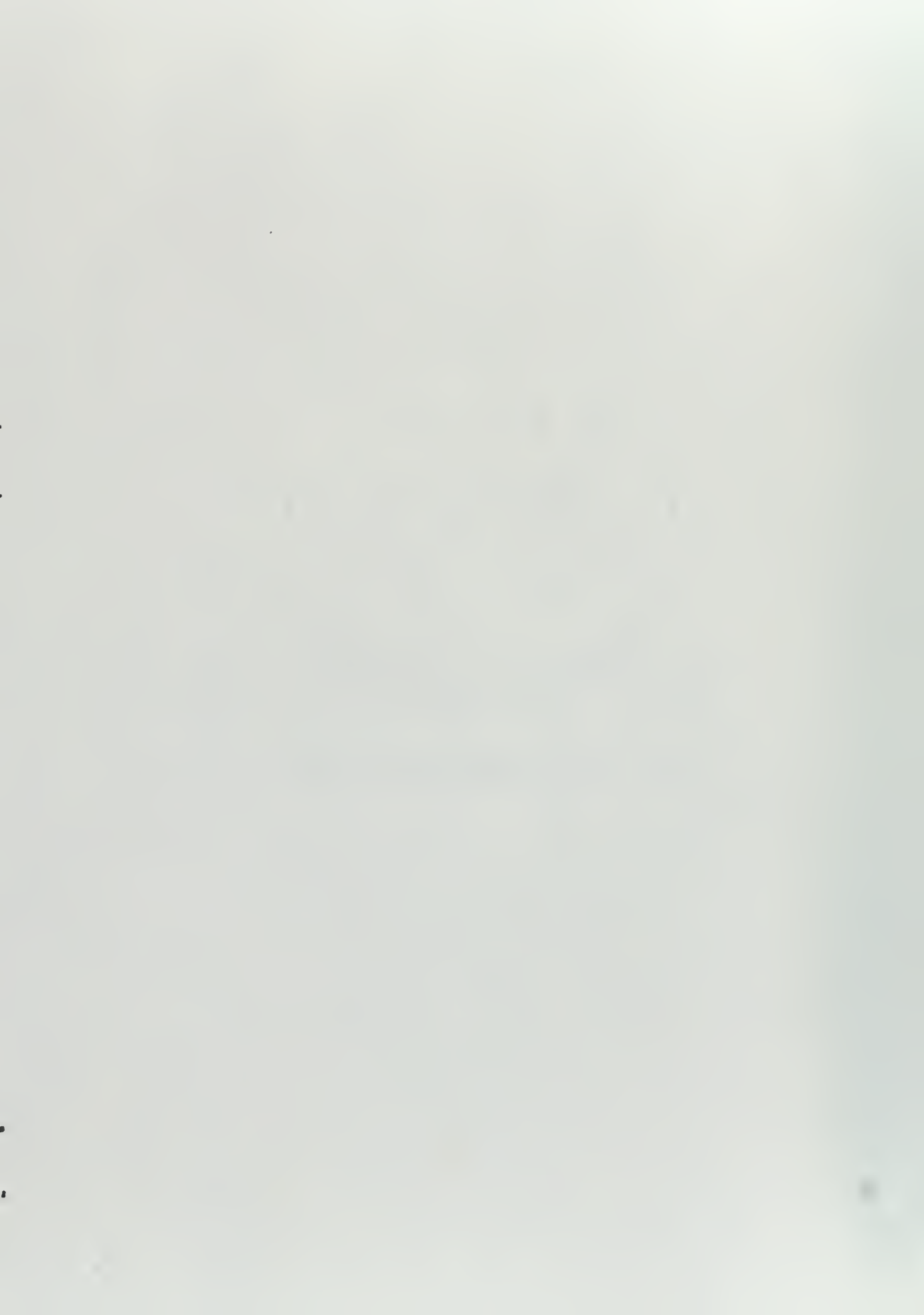


THE ECOLOGY OF THE AMERICAN WORKER

by

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The part of any graduate program that relates to the completion of a thesis appears to be insurmountable when the student looks ahead. Generally the student has been through the wringer with his research and writing by the time he writes a preface. The questions brought to my mind during the course of this writing have not been completely answered, for the American worker is human and, as such, is changeable. Like nature's few immutable laws, there appear to be some basic elements in the ecology of the American worker. This study makes an initial plunge for knowledge in this area.

Credit for the work contained in this thesis belongs to the many who have assisted in the production of this thesis. Particular credit should go to my advisor, Dr. David S. Brown, a chip off Aristotle, and to my patient typist, Miss R. Elizabeth Haley. The total man becomes involved in such an effort; therefore it is redundant to say that my family members have helped and shared both the setbacks and the success evidenced in this writing. Last but not least, any errors found within are the results of one human, myself.

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CHAPTER I

INTRODUCTION

Today man's daily life is divided into "eight hours for work, eight hours for play, and eight hours for sleep." Prior to the forty hour work week, he faced the Industrial Revolution with its six day, sixty to eighty hour work week. Disregarding the social aspects of this urbanization and industrialization, numerous writers indicate that man was in constant labor to survive. The future for man, no matter how bright, still considers that he will have to work maybe twenty hours per week, maybe longer, but work will still be a part of his life.¹ What, then, is the ecology of the American worker? Besides being an imposing phrase, it connotes a total approach to the American worker. The need for this type of approach, of trying to view the total system, or gestalt, of a particular question or problem area, is proven and corresponds to today's philosophy in management, in science, and in such everyday activities as agriculture and education.²

Before review of the several reasons for studying the ecology of the American worker, the term "American" as used in

¹Sebastian de Grazia, Of Time & Leisure (New York: The Twentieth Century Fund, Inc., 1962), pp. 86-96.

²Kenneth E. Boulding, "General Systems Theory - The Skeleton of Science," Management Science, April, 1956, pp. 197-208.

this paper must be defined. While Bailey and Nasatir note that the term "American" properly includes the inhabitants of the American continent, be they French Canadian or Spanish-Indian Argentinian, as used here it will connote a citizen of the United States only.³

Of the several reasons for looking to the ecology of the American worker, first and foremost is its impact on supervisory attitudes and training. If the ecology of the American worker is such that he is predisposed to work hard and well, then much of the supervisory training now being offered may not be necessary. Also, if such is true, the best role the supervisor could follow would be that of recruiting those American workers so disposed to work, obtaining agreement from them on what is to be done, providing them with necessary resources and instruction, and then having the good sense to leave them alone to accomplish their tasks. A number of prominent business leaders have, in fact, already made this point.⁴ Such a course negates the stress placed by many on worker motivation, worker appreciation, worker control et cetera.

A second reason for examining the ecology of the American worker is that of obtaining insight into the on-the-job factors and conditions, personal status evaluation and commun-

³Helen Miller Bailey and Abraham P. Nasatir, Latin America, The Development of Its Civilization (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1960), p. 100.

⁴Judith Martin, "Perot Projects," Washington Post, March 10, 1970, sec. B, p. 1.

ity class stratification as determined by the worker's view of various jobs. This is important not only to the supervisor in understanding those that will be carrying out and performing the work that he oversees, but it is equally important for the worker that he may better understand his own feelings, actions and attitudes. The old sayings, "know your enemy in order to succeed," or "know the competition in order to compete," can be drawn in parallel to man and work, and in particular to today's man and his work. The overabundance of studies, books and training on worker motivation and job enrichment indicates the apparent insatiable appetite of managers in gathering knowledge about the worker.

Overview

The American worker, as any individual, is basically a product of his culture. He is influenced by the environment within which he obtains his work and in which he lives. The personal interaction of his view of work and the views of those people interacting with him also play an important part.⁵ The ecology of the American worker draws from the views held by people throughout history. The American culture is basically an imported one, heavily based on European exper-

⁵This basically equates to the sociological outlook that man is the product of his environment. Recent writers have added a quantitative type aspect by stating $B=f(S,P)$ $P=ExExBxM$, meaning Behavior is a function of Situation and Person involved and that Person is a product of Environment, Education, Background and Miscellaneous.

ience but with the added factors of the new, large, hostile American continent, as noted by Bryce and Weber.⁶ It is, therefore, necessary to review the historical Western thought regarding work in order to understand the ecology of the American worker.

Research indicates that the philosophy of work has cycled from that of despair to that of an honorific pursuit. The ancient Greeks and Romans viewed only art, oratory and exercises of the mind as being suitable pursuits for mankind. An exception was made by the Romans who honored those citizens engaged in the field of agriculture. The direct connection of their work to the production of sustenance made this type of labor an acceptable endeavor.⁷ Note the regard for Cincinnatus called from the field to save Rome.⁸ During the Dark Ages the concept of work was inextricably joined to the concept of the dominant religion. St. Benedict would say "ora and labora," namely; pray and work.⁹ This became the guideline of the people--work never superseding the value of prayer and, in fact, being a supplemental form of prayer, yet prayer never superseding the necessary forms of work. This philosophy raised the economy to the basic subsistence level from the starvation

⁶James Bryce, Social Institutions of the United States (New York: Chautauqua Press, 1891), p. 245.

⁷New Catholic Encyclopedia, XIV, 1015.

⁸Thomas A. Brady, The World Book Encyclopedia, 1967, IV, 432.

⁹Grazia, de, Of Time & Leisure, pp. 26-28.

level resulting from the decline of the Roman Empire.

No adequate history of the meanings of work has been written. One can, however, trace the influence of various philosophies of work, which have filtered down to modern workers and which deeply modify their work as well as their leisure.¹⁰

Thus, C. Wright Mills verifies the need to trace the western historical views of work. Although he points out the futility of a written history of work, since professional writers have not developed such a document, Chapter II will provide a minimum of background to illustrate the basics that were imported and incorporated into the ecology of the American worker. Certain basic elements in the ecology will emerge from research and reiteration of the quotations of men such as Benjamin Franklin, through the mouth of Poor Richard, or Martin Luther and John Calvin, through the writings of Bryce, Butler and other authors interested in the early development period of the United States. Chapter III will present this material in such a way as to codify some of the basics of the ecology of the American worker.

Having determined where we are, we can ask the question: Are our values of work changing? To answer this question, a survey questionnaire was produced. Selected areas of the current and future working populace were sampled. Although of a limited scale and a non-representative population, the results of this survey provide some insight into what currently is thought about the historical basics of the Amer-

¹⁰C. Wright Mills, White Collar (New York: Oxford University Press, Inc., 1951), p. 215.

ican worker viewed from their experience at work. Further, in Chapter IV, this survey provides an indication of the way those about to enter the labor market foresee their life. Will it be as Dr. Howard R. Smith says: "They will not live in the house [society] we built"?¹¹

To consolidate the information and data developed from both the research and surveys is the purpose of Chapter V. Of necessity these conclusions are limited in scope.

Methodology

This thesis has utilized two basic methods of research. The first was the use of the library resources, partially attested to by the bibliography. Relying heavily upon the historical comments of authors, the research has tried to interlace historical fact with the flavor of actual on-the-spot information of individual views of work. A second method of data gathering was through the use of a sample questionnaire, Appendix A. This questionnaire was submitted to currently engaged professional workers attending graduate level, after hours, college courses in Washington, D.C.; to the senior class of a small midwestern college prior to their entry into the labor market; and to the Negro seniors of a private high school in a large midwestern city. The results of these samplings are presented in tabulated form in Appendix B. Today man is on the threshold of a time of automation, with a

¹¹Dr. Howard R. Smith, a lecture at the Professional Military Comptrollers Course, Maxwell Air Force Base, Alabama, January 21, 1969.

change of employment from extractive and production industries to that of information processing.¹² He is also at the point where work can now be questioned by the workers, whereas previously only the elite and leisure class had the time and the enlightenment to philosophize about work.¹³ Thus, there is developing an enlightenment regarding one's third of a lifetime.

¹²Peter F. Drucker, The Age of Discontinuity, (New York: Harper & Row, 1968), p. 12.

¹³Adriano Tilgher, Homo Faber; Work Through the Ages (New York: Harcourt, Brace & World, Inc., 1930), pp. 63-71.

CHAPTER II

BACKGROUND FROM WHICH COMES THE AMERICAN ECOLOGY OF WORK

Why the Ecology of the American Worker is an Imported Philosophy

This chapter will expose the framework from which the ecology of the American worker was derived. Some writers have indicated that geographic location at the so-called "horse latitudes" is the important factor in the productivity of man and the development of his economic endeavors. Other writers have advanced pride in national origin as being the key to man's work and economic pursuits. And so on through the various publications and writings one can find many so-called key concepts of why some workers are more productive than others. C. Wright Mills has written:

. . . work, his feelings about it and his experiences of it influence his satisfactions and frustrations, the whole tone of his life. Whatever the effects of his work, known to him or not, they are the net result of the work as an activity, plus the meanings he brings to it, plus the views that others hold of it.¹⁴

By this statement, Mills has crystalized what other authors have spoken. He illustrates that many factors are dependent and interrelated in the ecology of the American worker.

¹⁴ Mills, White Collar, p. 215

The majority of American workers are descended from Western European stock or from those countries or areas that were directly influenced by Western European thought. The immediate precursors of Western Europeans were, of course, the Romans and the Greeks. Much of what Western man believes comes from these sources, and also from the Hebrews and the Old Testament.¹⁵

Who Has Contributed to the Ecology
of the American Worker

Much insight into man's work habits and needs are exposed through the Old Testament. Further, from the non-Judeo/Christian religions, such as the religion of Zarathustra of Persia, man is told to work if he is to please the spirit of good, Ahuramazda. It is believed by these people that Ahuramazda will triumph over the spirit of evil, Ahriman, at the end of creation, and the men that have shared the creative work of Ahuramazda will triumph over those who did not work, or who worked to a lesser degree. These last will be condemned to failure with the spirit of evil.¹⁶

The Greek and Roman civilizations basically considered work as brutalizing to the nature of man. It must be recalled that at this time of history work was generally a term applied to manual or physical labor. The name itself in Greek, "ponos,"

¹⁵Nels Anderson, Dimensions of Work (New York: David McKay Company, Inc., 1964), p. 2.

¹⁶Tilgher, Homo Faber, pp. 19-21.

has the same root as the Latin, "poena," meaning sorrow.¹⁷ Work was held as a heavy, fatiguing, unworthy task. The mechanical arts and production of goods and services were considered as brutalizing to the mind. Aristotle held that work itself was nothing but an evil, albeit a necessary evil, which all of mankind must submit to, until the age of automation when, as he writes, "the shuttles fly back and forth of themselves and the plectrum untouched by human hands makes the strings of the lyre resound."¹⁸

There was one exception that the Romans made. That was the work in the field of agriculture. A Roman citizen could be engaged in agricultural pursuits and he would be classed as engaging in an honorific pursuit such as oratory, political life, and soldiery, the most worthy being the last mentioned. Some philosophers consider that such a warped cultural standard was a result of the widely prevalent institution of slavery in these two civilizations, and of the exaggerated value attached to the above mentioned honorific activities.¹⁹ One should not discount these cultural standards, which were later crystallized and applied to modern man by Veblen.²⁰ With brilliant pragmatism he states that there is a status ranking amongst the

¹⁷Grazia, de, Time & Leisure, p. 14.

¹⁸Tilgher, Homo Faber, p. 5.

¹⁹New Catholic Encyclopedia, p. 1015.

²⁰Thorstein Veblen, The Theory of the Leisure Class (New York: The Modern Library, Random House, 1934), copyright 1899, p. 8.

various endeavors of man; the least dangerous and more physical being at the lowest level, while those with more danger are elevated to a higher status. As the Roman civilization began its crumbling decline, an idea from the Judeo-Christian philosophy emerged as the dominant view of work.

The New Testament and the Catholic Church seem to provide the binding force for the Western European thought after the crumbling of the Roman system. This thought indicates that "to work is good" and "the worker is worthy of his wages."²¹ The chief teacher, Jesus of Nazareth, is held up as an example. He spent longer in carpentry than in his public preaching. The apostles preached the value of work not from an economic aspect, but primarily from the aspect of love and of justice to one's fellowman and to his God. The apostle Paul heightened the value of labor by saying that one has the obligation to work for his sustenance.²² When work above the subsistence level was performed, the benefits went to support the religious institutions and not for the pure value of economic gain of the individual. The Middle Ages generally reflect this philosophy of work. No great fortunes were amassed by the common man. He did the work necessary for his sustenance and to take care of the needy amongst his group and left the money lending and amassing of wealth to heretics and Jews.²³ The economy was

²¹New Catholic Encyclopedia, p. 1016.

²²Tilgher, Homo Faber, p. 30.

²³Ibid., p. 44.

primarily agricultural. Subsidiary economic sectors of the guild system and local merchants produced and marketed the limited manufactured goods of the time. The philosophy of work of the Middle Ages found no reason for striving for economic gain, except what could be used for almsgiving and donated to building the magnificent churches and cathedrals of that period. Sorokin would classify this period as the ideational period, that period when man's philosophy downgrades the material aspects of life for the increased spiritual life.²⁴ This parallels the actions and efforts of some of the great monastic organizations of the Middle Ages. They cited the ideal life as being one of work and prayer. It differed in view from emphasis on deprivation of the benefits of the Garden of Eden and on work as a punishment for an affront to God, and viewed work as a necessary exercise in discipline and as a means of preventing sins of idleness.²⁵

The specialization of labor, the development of machines for production, and the harnessing of steam power brought about the so-called Industrial Revolution. The capitalistic spirit of unrestricted acquisition for its own sake became dominant. Sorokin points out that this is the transition stage from the ideational to the idealistic; that the Renaissance, in reality, was when man balanced this worldliness and other worldliness,

²⁴P. A. Sorokin, The Crisis of Our Age (New York: E. P. Dutton & Co., Inc., 1957), p. 76.

²⁵Tilgher, Homo Faber, pp. 33-35; Mills, White Collar, pp. 215-217.

thus permitting the best development of man. Mills says:

The psychology of the religious man and the economic man thus coincided, as Max Weber has shown, and at that point of coincidence, the sober bourgeois and entrepreneur lived through and in his work.²⁶

With the Reformation and the rise of capitalism during the Industrial Revolution there developed a "Protestant ethic" which viewed work as a duty, and also viewed the amassing of wealth, to be reinvested in commerce to amass more wealth, as an outward sign of God's blessing.²⁷ Tilgher has written:

Thus all men must work because to work is the will of God.

.
 . . . moreover, success [which is proved by profit] is the certain indication that the chosen profession is pleasing to God.²⁸

Thus, the caste system or the father-son proclivity to a particular trade or calling had been broken. Man served his God by seeking out the profession that would bring to him and society the greatest returns. Basically, two philosophies of life were produced--one, seeking a return to the "good old days"; the other, seeking a leap to tomorrow, which is always better than today. Rousseau, for example, preached the first view. This stressed the primitive perfection of the innocent, happy savage uncorrupted by culture, by urbanization, by industrialization. His ideal community was that which provided for the obtaining of the necessities without trade or commerce. Voltaire expressed the opposite view. He saw that man can perfect his

²⁶Mills, White Collar, p. 217.

²⁷Bryce, Social Institutions, pp. 147-152.

²⁸Tilgher, Homo Faber, pp. 58-60.

being only by industry and urbanization, which would eventually provide man with the luxury, arts and leisure for his true calling. Other famous names such as Hume, Ferguson and Adam Smith support this emerging point of view. The political philosophers of this time also stressed that man must work. Fichte claimed that work is a natural activity and only in activity of work can man find happiness. Kant and Hegel both felt that work alone permits man to satisfy his needs. And Tilgher says, "Even air has to be warmed; water alone can be drunk as it is found."²⁹ This statement not only supports Kant and Hegel, but draws the discussion to the present time. Projection from here into the future must be on a worldwide basis due to the diminution of the distance barrier by today's communication and transportation systems. As such, the ecology of the American worker would have a major impact on the ecology of the world worker. Now is the time to look at the importation of concepts and development of the philosophy of work in America.

The American Pattern of Work

The original American was basically one of a nomadic people, the exception being the Mayan and Aztec cultures of Central and South America and the cliff dwelling or pueblo Indians of North America.³⁰ This original American exercised concepts of work very similar to those advanced by Veblen. The male of prime working age would involve himself in honorific pur-

²⁹Ibid., p. 94.

³⁰Bailey and Nasatir, Latin America, pp. 51.87.

suits--the hunting of buffalo and the warring on neighboring tribes. The weak, the young, the old and the women were the workers, engaged in the every-day activities of preparing the kill, grinding the meal, tanning the hides.³¹

The first settlers in North America, barring the current controversy of Norsemen and Irish having discovered and temporarily settled in North America, were the protestors, the criminals, the exploiters, the seekers of the new. In most cases they were trying to get away from religious or economic oppression in their old home. The Jamestown settlement was made up of such people, and through the efforts of Captain John Smith they began the first permanent settlement. But all was not easy, and Smith decreed "only those that work will eat;" thus he led the people through a winter of starvation. The Pilgrims at Plymouth were more from the working stock and religious protestors or seekers of religious freedom.³² However, they too had their winters of sickness and starvation and were led to spring and eventual harvest by their strong, Protestant beliefs that work would insure their salvation, both physical and spiritual. Benjamin Franklin seems to crystalize the belief of the common man of the time through the words and beseechings of "Poor Richard." A selected list of his sayings, as applicable to this thesis, are included in Appendix C. The time of the initial settlers was marked by an agricultural or sustenance

³¹Veblen, Leisure Class, p. 8.

³²Bryce, Social Institutions, pp. 112-116.

economy. The American worker arrived, existed and developed in this framework, established by the Protestant ethic.

The various authors examined during this research indicate that the success of the Protestant ethic, of wearing wealth as a badge of salvation, is two-pronged and that these prongs are interdependent. One prong is the religious motivation to acquire, and the other is the means of acquiring through the advanced technology of the Industrial Revolution. The result is that man works to acquire wealth and then he makes all wealth work to acquire more wealth. Mills points this out in a quotation by Lincoln:

The prudent, penniless beginner in the world labors for wages a while; saves a surplus with which to buy tools or land for himself, then labors on his own account another while, and at length has another beginner to help him. . . . Property is the fruit of labor. . . . That some should be rich shows that others may become rich and hence is just encouragement to industry and enterprise.³³

This can be summarized in the statement that Franklin makes in his Letter to the Tradesman, "Remember that money is of the prolific generating nature."³⁴ Man has seen that work is of a delicate and transitory value. The means of storing up an individual's work is through saving. A moment idle can never be regained; thus laborers on strike can never regain those idle hours they could have been working. But the merchant entrepreneur stores the results of work through inventory of goods. These may be stored and/or sold to tide one over the periods of

³³Mills, White Collar, p. 8.

³⁴Benjamin Franklin, Poor Richard's Almanac (New York: David McKay Company, Inc., 1934), p. 42.

lessened economic activity. In the age where work is a capstone of effort, thrift and savings are the chief means to "warehouse" or transfer the value of work. When the value of work loses its high esteem, conversely the value of thrift and savings also diminish.

Bryce and Butler have both shown the desire of the United States citizen, in the past, for thrift through a narrative on the great number of banking institutions found in even the most primitive settlement areas of the country.³⁵ Banking of the 1800's was seen by the worker as a means of storing one's past labors for future use.

After the harnessing of steam and initial industrialization, the later migrants came to America primarily for available economic gains. True, political oppression, and, in some cases, religious oppression was the stimulus, but one of the main factors was escape from economic depression. The great Irish potato famine and similar type natural disasters on the continent of Europe stimulated migration to the United States. During this period of time the majority of "American workers" were foreign born. They were enlisted to work by the promise of great gains, such as free land or the hope of bettering their economic conditions. Concurrent with this attitude was the exploitive climate of the robber baron era, which held that labor, like any commodity, was affected by supply and demand. Labor was subject to exploitation and suffered from a natural

³⁵Nicholas Murray Butler, The American As He Is (New York: Charles Scribner's Sons, 1922), p. 50.

price ceiling stated as Ricardo's "iron law of labor."³⁶ The migrant found that most of the free land was inhospitable to his European agricultural training. The only opening was to work building canals, railroads, or in the industrial sector of the economy; thus he was herded into the foreign ghettos or neighborhoods in the increasing density of urbanization wrought by industrialization. Here, too, the emphasis on work and thrift was his salvation. This is illustrated in the founding of nationalistic savings and loan institutions, credit unions, and political action parties.³⁷

As men became more and more assimilated into American society, and as more and more people moved from the agricultural to the industrial sector of the economy, the common worker joined together to provide himself with the economic power to insure that he received his just wages, withheld from him during the exploitive robber baron era.³⁸ The entrepreneur and capitalist engaged in the accumulation of wealth many times at the cost of the worker's safety or his physiological needs. The New Testament saying, "the worker is worthy of his wage," became the cry of the union movement.³⁹

Coincidental to the growth of unionization was the political climate of the United States. The depression of the

³⁶Paul A. Samuelson, Economics (McGraw-Hill Book Company, Inc., 1967), pp. 709-729.

³⁷Butler, American As He Is, p. 9.

³⁸Mills, White Collar, p. 311.

³⁹New Catholic Encyclopedia, p. 1016.

1930's was blamed on the capitalists. The workers united and voted in those who were amenable to the worker's plight. The individual's dignity and responsibilities were emphasized. The major commercial enterprises had reached a point of divorcing ownership and management. The result was a greater emphasis on public and employe good, rather than strict accumulation of profits for the owner. The worker of the United States now has basic economic sufficiencies, which have grown out of the multiplication effects of wealth reinvested for more wealth.⁴⁰

The worker of the United States now recognizes the importance of being able to work, and draws upon Fichte's philosophy that man can better himself and rouse himself out of the rough, wild state of nature by work.⁴¹ Fichte further states that everyone should live by his own work; therefore when man forms a government, he gives the state the right to insist that all members of society work as much as they can. The state then has the corresponding duty of insuring that all citizens are afforded the right to work. This natural requirement to work was recently affirmed by the Congress of the United States:

The Congress hereby declares that it is the continuing policy and responsibility of the federal government to use all practicable means consistent with its needs and obligation and other essential considerations of national policy, with the assistance and cooperation of industry, agriculture, labor, and state and local governments, to coordinate and utilize all its plans, functions, and re-

⁴⁰Dr. Howard R. Smith, a lecture at the Professional Military Comptrollers Course, Maxwell Air Force Base, Alabama, January 23, 1969.

⁴¹Tilgher, Homo Faber, p. 93.

sources for the purpose of creating and maintaining, in a manner calculated to foster and promote free competitive enterprise and the general welfare, conditions under which there will be afforded useful employment opportunities, including self-employment, for those able, willing, and seeking to work, and to promote maximum employment, production, and purchasing power.⁴²

Recent Developments in the Ecology
of the American Worker

The ecology of the American worker is shown as developing from an imported philosophy.⁴³ Because of time and space, it had the isolated gestation period in which to mature into a unique character called the American worker.⁴⁴ It certainly was tempered by the wild, open, untamed continent in which it labored, and most certainly was influenced by the Industrial Revolution, the economic fact of the Great Depression, and now by the fact that the American worker has more leisure than most men.⁴⁵ The American culture is now becoming a major factor in the development of work philosophies throughout the world, in particular the undeveloped and underdeveloped nations. The movement from the world language of French to the world language of English, along with the establishment of dollars as a prime measure and storehouse of world values, gives important evidence that the development of the ecology of the world worker now is directly coupled with the ecology of the American worker.

⁴²U.S. Employment Act, 1946, sec. 2.

⁴³Butler, American As He Is, p. 69.

⁴⁴Ibid., p. 37.

⁴⁵Anderson, Dimensions of Work, pp. 90-105.

As the price of American labor rises, productive industry becomes more capital intensified or moves from the American economy to the labor intensive economies of developing nations.⁴⁶ Conversely, as this movement frees American labor, it is re-trained to take advantage of the information systems development. The American worker is now becoming an information handler and processor, passing the more manual labor off to the developing nations.⁴⁷ Coupled with the great affluence of the American worker is the emerging consciousness of injustices that are still extracting pain and toil from his fellowman. Minority sections of the population have voiced the desire to work and to be fully utilized; thus some authors, Herman Kahn in particular, feel that a new era for the American worker is opening. Because of the interrelation of all nations, as Peter Drucker states, society now exists in a world market rather than in the old international or nationalistic segments. Furthermore, society must recognize the interrelated and dependent aspects of national cultures and from these, in particular that of the United States, will develop the ecology of the world worker.⁴⁸

⁴⁶Samuelson, Economics, pp. 642-651.

⁴⁷Drucker, Age of Discontinuity, pp. 11-41.

⁴⁸Ibid., p. 78.

CHAPTER III

A FEW OF THE BASIC FACTORS IN THE ECOLOGY OF THE AMERICAN WORKER

Introduction

Most observers and commentators on the American scene have attempted to describe the total American. When they particularly address the area of work, they generally voice a view relating to worker motivation. This paper draws from these various authors and tries to crystallize worker traits from the total traits of the American. However, being hindered by the narrowness of many writings on man and labor, it was necessary to establish a philosophical base running the gamut from Aristotle, Socrates and the orators of Rome on through St. Benedict, Descartes, Nietzsche, Weber, Marx and Engels. After this survey, the particular works that dealt with the American and his character, authored by both foreign and American born writers, were incorporated into the research; thus the works of Alex de Tocqueville, Benjamin Franklin, James Bryce, Nicholas Butler, Adriano Tilgher, Nels Anderson and others were examined. From the composite views of these authors there developed six basic factors that characterize in part the ecology of the American worker.

Over thirty-four major works were examined, along with

considerable material in the form of articles and lectures by authorities on American sociology, management and working motivation. Yet, this paper can not be considered an exhaustive study of the ecology of the American worker, since the subject appears to be as inexhaustible as the study of man. A full study of the ecology of the American worker would require use of inter-disciplinary experts in viewing the totality of the American worker's ecology; thus experts would be required in history, anthropology, political science, social science, economics, psychology, social psychology, management theory and other disciplines, all well beyond the meager grasp of one man.

This chapter is the result of the above distillation process. As with any distillation process, it strives to obtain the greatest amount of the desired product. Therefore, the many other aspects of the ecology of the American worker are regretfully put aside for further research.

Work Produces Benefits

The American worker is a product of the cultural background that established America and, as such, is directly descendent of the so-called European Protestant ethic.⁴⁹ The Protestant ethic equates the idea of work and an individual's accumulation or acquisition of wealth as an indication of his ultimate salvation. Weber has been the foremost spokesman of this phenomenon in his study of industrial development in relation to religion. In particular, he discussed the individual's

⁴⁹Butler, American As He Is, p. 69.

attitude toward work and wealth acquisition and equated this relationship with the development of the phenomenon of the Industrial Revolution. Whether the Industrial Revolution fostered Calvinism and the Protestant ethic or whether Calvinism and the Protestant ethic fostered the Industrial Revolution has been surveyed by many scholars. The consensus is that they developed independently of each other, but due to their interactions each became more important to society than would have been the case had they developed separately.⁵⁰

The benefits of work can be classified in many different ways--the physical benefits of strong muscles and health of body, or the psychological benefits of a teacher who has just opened a new concept to a student and the farmer who has just harvested his field of grain. These are two of the most commonly accepted results of work in the historical framework of the American worker. Recently, the American worker has been able to truly exercise the economic benefits of his efforts and labor. In the early history of the United States, the labor that people performed was generally on a self-employed basis. When coupled with the overall agricultural economy, the American worker could only realize limited economic benefits. Urbanization and industrialization, mutually fostered by each other, caused the American worker to lose much of his rugged independence and many of the psychological benefits of work. Only recently, through the effects of unionization, has the worker been able to

⁵⁰Tilgher, Homo Faber, p. 62.

obtain the offset benefit to those lost psychological benefits. This is the day of the economic benefit of work. Former Senator Paul Douglas pointed out the increasing value put upon labor in the United States in his Theory of Wages.⁵¹

The spiritual benefit has been little spoken to by the average worker. The acknowledgment of spiritual benefits was generally lost about the time psychological benefits were lost. It is difficult, if not impossible, for many people to visualize that the placement of five nuts on the right rear wheel of a Chevrolet, as each car comes down the production line, is spiritually enriching and a part of the creative work of God.

Benjamin Franklin, through the mouth of Poor Richard, had much to say about the benefits of work. Poor Richard was visualized by workmen as more or less the wise old patriarch whose wisdom and sayings should be heeded. The immediate sustenance type of economic benefits was expounded by Poor Richard as follows:

At the workingman's house hunger looks in, but dares not enter.
 God helps them that help themselves.
 God gives all things to industry.
 He that by the plow would thrive, himself must either hold or drive.
 Industry pays debts, while despair increases them.
 Industry need not wish.
 In short the way to wealth, if you desire it--depends briefly on two words--industry and frugality; that is, waste neither time nor money, make the best use of both.
 Then plow deep while sluggards sleep, and you shall have corn to sell and to keep.⁵²

⁵¹Samuelson, Economics, pp. 512-513.

⁵²See Appendix C.

Additionally, Franklin, or Poor Richard, used a negative approach by showing the economic loss of not working, such as:

Many estates are spent in the getting
 Since women for tea forsook spinning and knitting
 And men for punch forsook hewing and splitting.

Sloth, like rust, consumes faster thou labour wears
 while the used key is always bright.

Sloth makes all things difficult, but industry all
 things easy.

The cat in gloves catches no mice.⁵³

The open and untamed continent of America, coupled with the natural and undeveloped raw resources, rewarded almost any man who would apply himself to the task at hand. This reward would be many times greater than what could be anticipated from an equal amount of labor on the European continent.⁵⁴

Economic well-being was directly related to man's effort and industriousness in hewing out finished products from the natural resources. Besides producing those things required for his sustenance, for his capitalization and commerce, or for further development of capitalized goods to be employed by other newcomers to the country or area involved, these workers gained many new luxuries and social status as well.

. . . they [builders of railroads and commerce] receive that tribute of admiration which the American gladly pays to whoever has done best what everyone desired to do.⁵⁵

The psychological benefits, as with most intangibles, are difficult to quantify; however study shows the case of the farmer, that traditional backbone of the nation, obtaining a

⁵³See Appendix C.

⁵⁴Bryce, Social Institutions, pp. 222-231.

⁵⁵Ibid., p. 44.

psychological benefit derived from growing food, husbanding cattle, poultry, and seeing these resources increase and multiply through his attention and efforts.⁵⁶ Recently, farming has been surpassed by teaching as the number one employment of people classed as so-called self-employed or entrepreneurs.⁵⁷ The discussion of whether self-employment or private enterprise is truly affected by these individuals will be disregarded here. It must be noted, though, that Galbraith in his book The Industrial State and C. Wright Mills in his White Collar have said there is no truly private enterprise.

The health or physical benefits of work are certainly apparent from examples of some famous Americans in history. Probably the most noteworthy is Theodore Roosevelt who was a frail, asthmatic child. By engaging in continual physical exertions he improved his health and physical strength and led onto his Rough Rider period. Elliot Liebow in the New York Times Magazine pointed out that:

From the very beginning of human history, it is through work that man has provided himself with the necessities of life. So closely is work tied in with the social and psychological development of man that it is almost impossible to think of what it means to be human without thinking of work.⁵⁸

Other sayings exemplify the physical benefits of work. Carlyle,

⁵⁶U.S. Department of Agriculture, Yearbook of Agriculture, 1963 (Washington, D.C.: Government Printing Office, 1963), pp. 26-29.

⁵⁷Myron Britton, author of What Happened to Teacher?, interview on television program "Meet the Author," Chicago, February 17, 1970.

⁵⁸Elliot Liebow, "Unemployed and Underemployed," New York Times Magazine, April 5, 1970, pp. 28-29.

in an address in Edinburgh, stated that: "Work is the grand cure for all the maladies and miseries that ever beset mankind."

Owen Davis in the play Icebound crystallized an American truism with, "hard work don't hurt anybody." He emphasized that "it is not work that kills, but worry." A saying that "whatever be your lot, work is best for you" is quoted by Plato. Just as important as the everyday quips about work and its physical benefits are the statements made by many doctors indicating work in and of itself improves man's physical being.

The whole body is improved when they [the adaptive systems] are brought into action. Ceaseless work renders all integrating apparatuses stronger, more alert, and better fitted to carry out their many duties.⁵⁹

Work is more effective than alcohol and morphine in helping people bear adverse conditions.⁶⁰

It is a primary datum of observation that physiological and mental functions are improved by work. Also that effort is indispensable to the optimum development of the individual.⁶¹

As shown so far, work does produce benefits. Probably the one that has been least expounded of all in current society is the spiritual benefit of work. Many religions in the United States are now calling for a religious connotation to one's work. Using the example of Christ, they indicate that He worked much longer in the area of carpentry than He did at preaching and by His example was to show man the redemptive value

⁵⁹Alexis Carrel, Man, The Unknown (New York: Halcyon House, 1938), p. 306.

⁶⁰Ibid., p. 221.

⁶¹Ibid., p. 224

of even a humble carpenter's work. For the more "sophisticated," religion challenges man to share in the perfecting of the unfinished universe, the exploring of space, the conquering of disease, the averting of famine--all of great redemptive value and service to man's fellowman.⁶² Thus, one's work can be a means of economic betterment, of physical development, of psychological reward, and of spiritual growth.

The Storability of Benefits of Work

Today's American economy is far different from the American economy of the early 1800's. Many authors would state that the industrialization of the nation was the chief cause of the change in the economy. The more philosophical authors may readily consider that industrialization succeeded primarily because man was better able to store the benefits of his work. Study can show that the American worker obtains physical, psychological, spiritual and economic benefits through his labor. The agrarian economy of the early 1800's was able to produce and store limited benefits of work for a short period of time, such as over the winter period, to be reinvested in the planting of the spring. On the other hand, industrialization and specialization permitted man to join with others and thereby increase the benefits available for distribution to each individual. Labor, man has found, is a highly perishable commodity. Franklin notes this in his sayings expounding the value of time:

Waste of time must be the greatest prodigality.

⁶²New Catholic Encyclopedia, pp. 1016-1017.

Time enough always proves little enough.
 Since thou are not sure a minute, throw not away an hour.
 Remember that time is money.⁶³

These are just a sampling of sayings that were spoken and adopted by man in the late 1700's. They have been repeated many times since. They illustrate the point that the American worker, by saving time, can maximize the benefits of labor performed over a period of time. The man on strike can never recoup the labor not performed due to the loss of working time, whereas the merchant or manufacturing corporation has stored the benefits of the labor, having combined it with capital and raw materials in some finished product. Thereby the storage of labor productivity is proven and, as a parallel axiom, the benefits of work can also be stored or transferred through time.

The storage of the economic benefits of work have always been spoken to. Again Franklin is quoted, primarily because he is the best known philosopher of the common man. Through Poor Richard he says, "A fat kitchen makes a lean will," indicating the diversion of effort to procure and use excess food is offset by the loss of benefits that might have been passed through time on to relatives in a will. Franklin further emphasizes the importance of saving and the cutting down of expenses, the reality of transporting the value of what could be used today to buy a product and holding that money--a storehouse of past labors--for some future time, as, for example, "At a great pennyworth, pause a while," meaning consider the bargain and decide if one should not wait for the future procurement of

⁶³See Appendix C.

the good. Thus, hold the value of what would have been traded for the desired good until some future time. More clearly on this subject he says:

For age and want, save while you may, no morning sun lasts all day.

Get what you can, and what you get hold; 'tis the stone that will turn all your lead into gold.

Probably most pertinent in today's working world in which man has become a seller of his time in exchange for money with which to buy necessities and luxuries are the following:

Remember that money is of a prolific generating nature. Think of saving as well as getting.

The storability of the physical benefits of work are no less readily apparent. There is a correlation between the man that has engaged in rigorous physical work, thus building up his stamina and strengthening his body, and the ability to sustain oneself for a longer period of time. Probably the most ubiquitous example of the lack of physical benefits in today's work are the current fads of jogging, bicycle riding and isometric exercises. These are supposed to correct the lack of physical benefits in today's overweight, sedentary, paper-and-pencil-pushing society. The boom in health clubs and other activities which stimulate tense physical activity indicates that there is a lessening of the physical benefits resulting from work today, in contrast to the physical benefits resulting from the primarily manual work of the past. They also indicate that several minutes of jogging once a week do store up a benefit such as strengthening the heart for the remainder of the week between exercises.

Psychological and spiritual benefits are made more apparent by the examples of the retirees deteriorating mentally when they no longer have challenging jobs. Many writers on the subject of leisure in retirement have dwelt on this particular aspect for paragraphs, pages, and even chapters of their books.

The spiritual benefits may also be stored, depending upon one's religious beliefs. Most people agree that such spiritual benefits as heroism are able to be passed on as a form of stimulus to others in the immediate family, or in the society that has heard of acts of heroism. Witness the legends that have built up challenging youth to work for the betterment of man's future under the aura of Robert and John Kennedy. The purely religious aspects indicate that good works do gain merit and are considered in man's final judgment. This is true of the Judeo-Christian, as well as the Islamic religions. Even that ancient Persian religion, Zarathustratism, stresses that work will insure that the worker will be among the elect at the final judgment.⁶⁴ Since this belief seems common to such a variety of religious thought, it is safe to venture that the spiritual benefits of work may be stored.

⁶⁴Tilgher, Homo Faber, p. 19.

Money, Investments and Material Things are Indicators
of Work Having Been Performed

This factor is a corollary statement of the preceding factor: The benefits of work can be stored. It deals primarily with the economic and physical portion of work benefits, since it is empirically impossible to quantify the spiritual and psychological benefits of work, for there is no known way that "one's house in heaven" can be measured while one is still here on earth. Two Chinese proverbs--"Milk by repeated shaking turns to butter" and "We dig a well and can drink; we plow a field and can eat"--lead to the Hegelian philosophy that only water can be drunk as found.⁶⁵ Other items used by man must be fabricated or made usable by combining with labor. Senator Douglas' Theory of Wages advances the proposition that the product of labor is more valuable than the product of capital.⁶⁶ This theory demonstrated historical proof that labor adds more value to the final product than the other factors of production, land and capital. Besides this concept, one can use empirical reasoning to verify the Hegelian theory. An exhaustive study of the objects surrounding one would illustrate the point. Even the piece of driftwood "object d'art" has been picked up, the sand brushed off, and transported from the location of its finding to the mantelpiece of the beholder. Therefore, in the real wealth area one must generally agree with Hegel and say that all things have required labor to transform them into a useful product.

⁶⁵Ibid., p. 95.

⁶⁶Samuelson, Economics, p. 512 and pp. 705-735.

The aspects of money and investment as indicators of work having been performed can probably best be explained by Weber, who says that the Protestant Reformation, when joined with industrialization, created that balance between this worldliness and other worldliness and permitted and really caused society to reinvest its excess or surplus labor, or benefits of labor, back into new enterprise and venture to generate greater profits.⁶⁷

William Godwin makes a clear statement of the fact that money, investments and material things are indicators of work having been performed. He said:

There is scarcely any species of wealth, expenditure or splendour existing in any civilised country, that is not in some way produced by the express manual labour and corporeal industry of the inhabitants of that country. The spontaneous productions of the earth are few, and contribute little to wealth, expenditure or splendour. Every man may calculate, in every glass of wine he drinks, and every ornament he annexes to his person, how many individuals have been condemned to slavery and sweat, incessant drudgery, unwholesome food, continual hardships, deplorable ignorance and brutal insensibility, that he may be supplied with these luxuries. It is a gross imposition that men are accustomed to put upon themselves, when they talk of the property bequeathed to them by their ancestors. The property is produced by the daily labour of men who are now in existence. All that their ancestors bequeathed to them, was a mouldy patent, which they shew as a title to extort from their neighbours what the labour of those neighbours has produced.⁶⁸

Probably Margaret Mead is the only person that has found money available and acceptable in a society that did not require work to obtain it. She cites the South Sea islanders as picking up the seashells and using these shells as a means of trade.

⁶⁷Tilgher, Homo Faber, p. 58.

⁶⁸Edmund Whittaker, A History of Economic Ideas (New York: Longmans, Green and Company, 1950), p. 204.

European societies have used salt, cows, women, spices, gold, silver and jewels for money. The definition of money itself indicates that it is a storehouse of value.

Money may be considered to be those instruments of general acceptability which pass freely from hand to hand as media of exchange and/or act as a standard of value in a particular political area.⁶⁹

The previous examples all indicated that the coin of the realm had acquired some store of labor in its production. Of course, the printed and minted coins of the realm have, by law, this stated value; thus stated on American currency, "this note is legal for all debts public and private," and, as such, represents a store of value.

Benefits of Work Differ With the Type of Work

Many authors have provided proof of the differing amounts of remuneration paid for different types of work. Weber, in expounding the Protestant ethic, differentiates between the entrepreneurs and the workers, or craftsmen. He notes that the entrepreneurial vocation requires one to take greater risks than the common laborer; thus he matter of factly states that the entrepreneurs obtain greater benefits, due to their acceptance of greater risk, the need for more intensive effort, and the requirement of continual application of self to the task. An example: "There is nothing better than that a man rejoice in his own works."⁷⁰

⁶⁹Frederick W. Mueller, Money and Banking (New York: McGraw-Hill Book Company, Inc., 1951), p. 43.

⁷⁰Old Testament, iii, 22, Ecc.

The differing payback ratios can be seen more easily in the works of Veblen. He indicates that the different types of work have been graded on an honorific scale. The more honorific the pursuit, the greater the benefits derived by those employed in such endeavor. Originally the benefits were greater in all aspects--psychological, economic, spiritual and physical:

The institution of a leisure class is the outgrowth of an early discrimination between employments, according to which some employments are worthy and others unworthy. Under this ancient distinction the worthy employments are those which may be classed as exploitive; unworthy are those necessary everyday employments into which no appreciable element of exploit enters.⁷¹

Currently, the honorific pursuits have lost much of the physical and spiritual benefits present in them. This is due to the diminution of the physical requirements of many honorific pursuits. Except for the astronauts and aquanauts, most of the current exploitive employments are in the nature of the mental address to people and problems. The lawyer, doctor, politician and businessman need not face the physical exertion that the historical warriors, conquistadors and others had to face. This fact does not invalidate the Veblen statement. In fact, the increasing divergence of wealth and knowledge between the individual haves and have-nots of the world, along with the national haves and have-nots, provides ready proof of such an honorific scale.

Practical examples in everyday life come to mind and are exposed by novelists such as Sinclair in his book The Jungle. Here he indicates the many job specializations in the stockyards

⁷¹Veblen, Leisure Class, p. 8.

and packinghouse operations. The more skilled of the meat cutters handled only the more valuable parts of the carcass. Those that cut and skinned where a mistake would ruin the carcass were paid the largest amounts, as opposed to those who worked on the tail, neck and shanks.⁷²

The structure within the military service exemplifies different remunerations for different types of work. Greater reenlistment bonuses are available for those with talents of a technical nature. That it is sometimes in short supply also underlines its exclusivity. The bonuses for data processing and electronic technicians are three to four times greater than the standard bonuses. The total can climb past \$10,000, and if taken by an enlisted technician in a war zone, has the added benefit of being tax free. The massive influx of money applies the current management theory of motivation by money.⁷³ Within the supposedly stable daily compensation plans of the military service there are variants provided by law to recognize the honorific scale of jobs. Proficiency pay remunerates men having specialized skills with a ten to twenty per cent bonus. Such jobs as aircraft pilot, submarine crew member, or doctor, as well as numerous other jobs, receive additional compensation. Since this differential payback ratio has been established by law and is ubiquitous, no added proof is required of the above philosophical statements.

⁷²Samuelson, Economics, p. 51.

⁷³Saul W. Gellerman, "Motivating Man With Money," Fortune, March, 1968, p. 42.

However, if there is any doubt left, it should be dispelled by citing everyday personages. Ogden Nash points out that "people who work sitting down get paid more than people who work standing up." Benjamin Franklin, the sage of American workers, managers and preachers, is once more quotable:

He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor.⁷⁴

By this, Franklin points out that the tradesmen do have certain benefits they obtain from their work, but he points out that a calling, which equates to a profession such as doctor, lawyer or minister, has something in addition--certainly if not more money, a greater honor and status in society. Franklin also says, "the eye of the master will do more work than both his hands." From this he indicates that mental, or at least the non-physical work of direction and guidance, has greater benefits accruing to its use than the manual work that is performed.

Benefits Vary Directly With Work Effort

A fifth basic factor in the ecology of the American worker could be stated as follows: The amount and quality of attention and energy devoted to one's work is a direct determinant of the benefit paid. This is significantly different from the previous category in that within each job classification there is a range of pay for effort devoted to the work performed. Further, it offers the individual an opportunity to excel within his particular job classification, and by excelling to gain greater benefits, i.e., pay, or even the non-fiscal compensa-

⁷⁴See Appendix C.

tions of status, security, promotional potential. This is indicated both in the theories of many of the authors cited, and again in everyday views of work:

This unlimited opportunity to rise, and to rise young, acts as a perpetual stimulus to the American youth, and spurs him on to master some calling or career. It is a spur to ambition and an incentive to hard work.⁷⁵

The sustained superior performance awards given to civil service employes are a crystallization of this concept. This type of award is given to an individual not for the type of work he has been assigned to do, but because he has done it in a consistently outstanding manner. Several statements in the survey form, Appendix A, were derived from research of many authors writing about the American system. The authors indicate these statements as being an everyday guideline for the American worker. Franklin equates time with money; thus he draws attention to the fact that a worker accomplishing the work energetically will probably do more work than an average worker in an equal amount of time. Frederick W. Taylor points this out and advocates the stimulation of the worker as a major factor in his theory of scientific management:

I believe the system of regulating the wages and conditions of employment of whole classes of men by conference and agreement between the leaders of unions and manufacturers to be vastly inferior, both in its moral effect on the men and on the material interests of both parties, to the plan of stimulating each workman's ambition by paying him according to his individual worth, and without limiting him to the rate of work or pay of the average of his class.⁷⁶

⁷⁵Butler, American As He Is, p. 38.

⁷⁶Frederick W. Taylor, "Labor Unions," Readings in Management (New York: McGraw-Hill Book Company, 1965), p. 122.

In the environment of the United States workman, it was impossible to live without applying one's self diligently to the task at hand. Unlike the South Sea islander, whose culture was explored and expounded by Margaret Mead, the United States settler was in a hostile environment. Butler points out:

The American is self-reliant by nature and by tradition. His forefathers braved the dangers of the unknown seas and the risks of a strange and unsettled land in order to try their fortunes on the other side of the world. . . . This self-reliance and independence manifest themselves in many ways.⁷⁷

An example is drawn from the starvation of so many at Jamestown, along with the lean winters the Puritans faced in New England. Those who survived generally survived because of the extraordinary amount of attention and energy they devoted to the work at hand. Captain John Smith stimulated agriculture work at Jamestown with the phrase, "he who does not work does not eat." Thus was crystallized the concept that energy and attention make the difference between life and death. Weber states that this attention and energy of extraordinary performance make the difference between the Protestant capitalist and the Catholic laborer or guild member:

It is true that the greater relative participation of Protestants in the ownership of capital, in management, and the upper ranks of labour in great modern industrial and commercial enterprises, may in part be explained in terms of historical circumstances which extend far back into the past, and in which religious affiliation is not a cause of the economic conditions, but to a certain extent appears to be a result of them. Participation in the above economic functions usually involves some previous ownership of capital and generally an expensive education; often both . . . a majority of the wealthy towns went over to Protestantism in the sixteenth century.⁷⁸

⁷⁷Butler, American As He Is, p. 37.

⁷⁸Max Weber, The Protestant Ethic and the Spirit of Capitalism, trans. by Talcott Parsons (New York: Charles Scribner's Sons, 1958), pp. 35-36.

This agrees with the concept of work held by the Catholic church in the portion of its history up until some time between 1500 and 1600--that man should limit his efforts of labor to his level of sustenance, and to help his neighbor, while his surplus energies should be devoted to prayer and contemplation. Although Weber continually implies that Protestantism expedited capitalism or the Industrial Revolution, many authors temper this statement and say that the Industrial Revolution expedited the spirit of Protestantism, and also caused a philosophical change within the Catholic church.⁸⁰

Franklin uses several quips to illustrate this point to the American worker. That effort and diligence will be to his benefit is underlined by the phrase, "Diligence is the mother of good luck."⁸¹ Many knew the story of the Revolutionary War courier: "For want of a nail the shoe was lost, for want of a shoe the horse was lost, and for want of a horse the rider was lost." The saying continued, according to tradition: "For want of the rider the message was lost, for want of the message the battle was lost, for want of the battle the war was lost [Britain lost the United States] for want of the United States the Empire declined." Some others:

God gives all things to industry.

Have you somewhat to do tomorrow? Do it today.

He that riseth late must trot all day, and shall scarce overtake his business at night; while laziness travels so slowly that poverty soon overtakes him.

Since thou art not sure of a minute, throw not away an hour.

⁸⁰New Catholic Encyclopedia, p. 1016.

⁸¹See Appendix C.

Want of care does us more damage than want of knowledge.

Many other exhortations of Poor Richard indicate the American worker's preoccupation with the concept that effort, diligence and care are means of gaining reward in direct proportion to their application to the job at hand.

Goods As A Measure of One's Success

Much of the literature in the field of motivation indicates the desire of success as being a major keystone of personal motivation. Maslow established the hierarchy needs of man. The first and basic level are the basic physiological needs. The succeeding higher levels are: second, safety; third, recognition and social activity; fourth, esteem and self-respect; and the highest, self realization.⁸² Fulfillment of these needs is one way to determine an individual's success. The highest need of man, as seen by Maslow, is that of self-actualization, self realization, or the recognized success of success. To fulfill one's basic physiological needs means that one has obtained a degree of success at the first hierarchal level. Continuing on, one advances in fulfilling his needs for safety and on up through the fifth level. The American worker feels various degrees of success when he has fulfilled his needs at each of these levels. Barring a trial of Job, the American worker has a feeling that being fully employed, having wealth and/or being occupied in energetic and

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A. H. Maslow, Motivation and Personality (New York: Harper and Row, 1954), pp. 80-92.

ceaseless activity, in a productive fashion, are all forms of measures of success.⁸³ Bryce and Butler have pointed out this phenomenon as being quite apparent in the American character. They cite many observations of individuals being determined to be successful because of their social status and the position afforded them by their work title in the various industrial, commercial, educational and institutional associations. Bryce, in particular, commented on an exception to this. While riding in a locomotive on a sightseeing trip, he had not engaged in the English courtesy of tipping the servant, in this case the engineer. Later that evening he was glad he ignored this courtesy, for the engineer had now donned evening clothes and was found to be a knowledgeable individual in polite society.⁸⁴

The mere existence of one's control of wealth is used by Veblen as a sure means of indicating one's success. Veblen's basic theory is that one can show his success if he uses his wealth and resources in so extravagant a manner as to show that they are beyond the need of having to be maintained economically or frugally.⁸⁵ Butler says:

The money that comes with success. . . the American takes gladly as the outward and visible sign and measure of what he has done. But the money itself he treats as a toy, or, if of finer moral calibre, as a trust, to be in some way administered for the public good, after making provision for his own family. . . . The ethical and political value of this state of affairs is very great.⁸⁶

⁸³Liebow, "Unemployed and Underemployed," p. 28.

⁸⁴Bryce, Social Institutions, p. 225, footnote.

⁸⁵Veblen, Leisure Class, pp. 111-140.

⁸⁶Butler, American As He Is, p. 40.

This expression by Butler gives added testimony to the concept of conspicuous consumption as espoused by Veblen in determining one's status. American architecture of the late 1800's exemplified expenditure of wealth, or conspicuous consumption, as determining one's status of success. The massive, old houses with the non-functional scroll work, cupolas, and other gaudy exterior woodwork heralded the success of the occupant. Today's illustration of the "successful" man is the highly automated household. Even with postage stamp lawns he must have a riding mower to be considered a success. This is coupled with his television antenna that, during the previous decade, proclaimed the success of the occupant within. This was so true that cartoonists pointed out the need for mounting a television antenna on one's house regardless of whether there was a television set inside in order to be accepted in the neighborhood. Other examples might be considered are the outdoor swimming pool that may be used for only two or three months of the year, or the electric can opener.⁸⁷ Franklin pointed this out by the Poor Richard saying:

We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly.⁸⁸

Recently a British writer whose work appeared in the Washington Post, Henry Fairlie, illustrated the status symbol of one's work. His approach was that one's job title indicated a certain success level and acceptability in American society.

⁸⁷"The Little Ones Are Hotter Than Ever," Business Week, April 11, 1970, p. 20.

⁸⁸See Appendix C.

This approach was also heralded by a national advertisement, "My son, the plumber." The text of the message indicated the lack of status and success that such a statement would indicate of one's progeny, as opposed to the job title of stock broker, architect, or micropaleontologist.⁸⁹ The purpose of this advertisement was to encourage Americans to question the standard of attributing success to a job title rather than to its fulfillment of a need of society. Franklin has many statements regarding the measure of one's success. Of note would be, "A plowman on his legs is higher than a gentleman on his horse." The success of the American worker, therefore, can be measured by himself and others through his holdings of wealth, job position, wage level and own feelings of accomplishment.

The complexity inherent in the term "work" highlights the fact that the above six factors are but a small part of the ecology of the American worker. One can view this ecology from aspects of climate, education, nationality or by the six factors explored in this chapter, or from some other point of departure.

⁸⁹ Advertisement, Marsteller Inc., Wall Street Journal, January 29, 1970, p. 11.

CHAPTER IV

ARE OUR CONCEPTS OF WORK CHANGING?

Introduction

Carl Kaufman, manager of the publications division, public relations department, E. I. DuPont de Nemours and Company, in his book Man Incorporate, points out that more and more members of society are now looking at their relationship to their work:

The consequences are worth noting of the study [of man's relationship to his work] for there appears to be a fundamental link between man's outlook on work and his prospects for the future. If history is any guide, the current ground swell of despair should be a matter of great concern. For what history seems to say is that man has progressed toward his highest accomplishments when he has looked upon enterprise with favor, and sought individual fulfillment with his work. Where work has been held in disrespect, and other pursuits have been interjected as substitutes, civilization has faltered and declined.⁹⁰

One of the current propositions being put forward by professors of management, sociologists and social observers has to do with man's current evaluation of his true calling. Tilgher's Homo Faber expresses the view that society in the developed nations may be returning to the Aristotelian concept

⁹⁰Carl B. Kaufman, Man Incorporate (Garden City, New York: Doubleday & Company, 1967), p. 5. Further he cites David C. McClelland in The Achieving Society as illustrating the finding of a strong correlation between the performance of various societies and the enterprising spirit of the people.

of work.⁹¹ Since work brutalizes the mind and man's true calling is his own self-actualization, what work should he do to meet the necessities of life? The revolution of information and automation is upon man. In order to gain insight into the current thoughts of those who are employed and those about to be employed, a survey was conducted.

Description of Sample Population

The population used for the sampling can be categorized into five distinct areas. A well-known American, Nicholas Murray Butler, has said that one with limited time could view the United States; or the American character, in the Midwest territory, specifically the states of Illinois, Ohio, Wisconsin and Minnesota, and could be assured of having reasonable accuracy in any statements regarding what he observed as applicable to the United States as a whole. He pointed out:

The American type is seen at its purest and best in any one of the hundred or more small cities and towns in the Middle West. If one were to select a restricted area in which to study American life and American characteristics, he would do best to choose Northern Illinois and the adjacent parts of Iowa, Wisconsin and Minnesota.⁹²

The first two sub-groups of the population sampled were from the Midwest. Ninety-three high school students from the lower middle class through upper lower class of the economic scale were questioned.⁹³ They were all Negroes attending a pri-

⁹¹Tilgher, Homo Faber, pp. 141-148.

⁹²Butler, American As He Is, p. 54.

⁹³The economic and social background was described by the principal of the school.

vate high school, Hales High School, Chicago. Unique to this group, and an exception to their normal racial background, was the stability of the family units from which they came. Still it should be noted that they faced the everyday problems of ghetto life, and in many instances had to exercise caution and courage to attend school, with the threat of condoning Uncle Tomism and of being thought of as "house niggers."⁹⁴

The second grouping was made up of eighty-five seniors in a small midwestern college.⁹⁵ They included males and females from all races and from the lower upper class through the upper lower class in economic scale, but with whites heavily predominant.⁹⁶

Besides the full-time students, a third group responding to the sample questionnaire included currently employed students attending graduate level night school at George Washington University, Washington, D.C. These individuals were involved in supervisory positions and ranged from government employes, GS-12 through GS-14, and commercial employes of a roughly equivalent

⁹⁴The term "house nigger" refers to the docile, gentile Negro slave who was acceptable as a servant in his owner's house. The term "field nigger" relates to the militant, freedom loving slave who was forced to work in the cotton fields under close supervision, to prevent escape. This fact was related in an interview with an anonymous student who participated in the survey at Hales High School.

⁹⁵St. Procopius College, Lisle, Illinois.

⁹⁶Economic and social background provided by head of the Social Science Department, St. Procopius College, Lisle, Illinois.

level.⁹⁷ A major attribute of these twenty-two people might be their maturity and experience in the everyday work life.

A fourth sample were employes of the Veterans Administration attending a graduate level training and degree program within the agency. This segment of the survey was composed of seventeen individuals, ranging in experience from GS-13 through GS-15.⁹⁸

A fifth group was composed of thirty career Navy and Marine Corp officers completing a one-year tour of duty as graduate students in comptrollership, also at George Washington University, Washington, D.C. The grade experience level was relatively narrow, ranging from Lieutenant Commander/Major through Commander/Lieutenant Colonel.

Description of Survey

Such a sample population as described, totaling 247 persons, can hardly be regarded as typical. Indeed, no effort was made to make it such. The purpose was, through diversity of the group sample, to attempt to discover whether there are major differences--such as between whites and blacks, high school and college students, and civilian government employes and military officers--with respect to some of the basic values pointed up through an instrument which would focus upon values to be derived from work.

⁹⁷Information provided on completed survey form.

⁹⁸Information on class provided by Dr. David S. Brown, professor of Management, George Washington University, Washington, D.C.

Not only were there differences, but some of them were substantial, as a question-by-question analysis brings out. Whether this, on the whole, was as significant as the agreements, further exploration would be needed to determine. In any event, the making of a survey such as this one, with no real effort to obtain a profile of the population at large, was for the purpose only of determining the nature of some of the differences which might be expected in a more elaborate and farther-reaching study.

Method of Procedure

The thirty-two statements listed on the sample questionnaire in Appendix A were derived from the words of many authors. A requirement for selection was that the statements occupy a relatively important position within the author's work, and also that, where possible, a point of view would have been expressed by more than one observer.

The basis for the distribution of the survey forms to the five mentioned segments forming the sample population was twofold. First, to receive some indication of comments by the young; secondly, to derive comments from those who have been actively engaged in the everyday life of work. The statistical results will be analyzed in the next section and are also included in Appendix B, for the reader's own convenience.

Survey Analysis

Note: Figures quoted herein are in percent (that is, the total for each group will equal 100 rounded out). The reader is reminded that Column 1 indicates strong agreement, Column 2 agreement, Column 3 neutral, Column 4 disagreement, Column 5 strong disagreement. The tabular data will be coded as follows: HS, Negro high school seniors; Col, predominantly white college seniors; EmpGrad, employed graduate students in management; VA, Veterans Administration executives in a special training and degree program; Navy, Navy officer graduate students in Financial Management. For ease of reader examination each statement is listed on an individual page to preclude the separation of the table from the body of the analysis.

1. Everything is possible through work.

	1	2	3	4	5
HS	23.9	20.6	25.0	8.7	21.8
Col	32.1	29.4	24.3	8.7	5.1
EmpGrad	0	38	19.0	28.6	14.3
VA	0	17.7	29.4	23.6	29.4
Navy	8.0	40.0	24.0	16.0	12.0

What is perhaps most important here is the strong support given by the younger respondents to the idea that "everything is possible through work." Thirty-two plus percent of the college senior group endorsed the idea strongly, as did 23.9 percent of the high school group. Sixty-one plus percent of the college group indicated either strong agreement or agreement, and 44.5 percent of the high school group. On the other hand, no one in either the employed graduate students or the Veterans Administration group were willing to indicate strong agreement, and only 8 percent of the Navy officer group did so. One might tentatively conclude that those who are actually a part of the working world have considerable doubt concerning what work by itself will achieve. One is reminded of the old saw in another context, "Who you know is more important than what you know."

 2. Work is healthy or health-giving (physical and mental).

	1	2	3	4	5
HS	28.0	15.0	38.7	7.6	10.8
Col1	42.3	17.9	34.6	2.6	2.6
EmpGrad	28.6	47.6	23.8	0	0
VA	41.3	47.1	11.8	0	0
Navy	44.0	44.0	8.0	4.0	0

Probably the most important point in this statement is that no respondents of the working group strongly disagreed with this statement. Of further interest is the divergence of agreement and strong agreement between the all-Negro respondents, 43 percent, and the remainder of the population--college 60.2 percent; employed graduate students 76.2 percent; the Veterans Administration group 88.4 percent; and the Navy officer group 88 percent. A possible conclusion would indicate that general Negro work was open only in jobs with historically poor health and economic conditions. This might be illustrated by the song line, "work like a nigger for my pay."

 3. Work insures obtaining life's necessities.

	1	2	3	4	5
HS	37.6	12.9	28.0	9.7	11.8
Col	31.6	17.7	34.2	12.7	3.8
EmpGrad	4.8	23.8	33.3	28.6	9.5
VA	23.6	41.3	5.9	17.7	11.8
Navy	20.0	30.0	20.0	16.0	4.0

The results here indicate general agreement between all groups. A possible exception would be the more tempered responses of the employed graduate students, which indicate a slight right (disagreement) skew. Comparison of the combination of the agreement/strong agreement opinion points out this factor. Fifty-five percent of the high school responses were such, while college indicated 49.3 percent, the Veterans Administration group 64.9 percent, and the Navy group 60 percent. These are high compared to the employed graduate students who indicate an agreement/strong agreement rating of only 28.6 percent. One might attribute the phrase "man does not live by bread alone" to the employed graduate students.

4. To work is to gain satisfaction.

	1	2	3	4	5
HS	21.6	9.7	28.0	12.9	28.0
Co1	25.6	27.0	39.7	6.4	1.3
EmpGrad	9.5	38.0	23.8	28.6	0
VA	35.3	47.1	11.8	5.9	0
Navy	24.0	52.0	20.0	4.0	0

Of most importance here might be the fact that no respondents of the employed graduates, Veterans Administration or Navy officer group expressed strong disagreement with this statement, whereas the youngest members of the population (high school) indicated 28 percent. Work appears to generate satisfaction among the Veterans Administration group, who agree or strongly agree in 82.4 percent of their responses, and among the Navy group who expressed agreement/strong agreement in 76 percent of their responses. This is compared to a similar expression of agreement or strong agreement by college students of 52.6 percent, employed graduate students 47.5 percent, and high school 31.3 percent. This time the Negro high school students join the employed graduate students in cautious disbelief that "work is the seasoning of existence."

 5. Money is for spending.

	1	2	3	4	5
HS	52.8	12.9	25.8	2.2	6.5
Co1	47.5	20.0	26.2	3.7	2.5
EmpGrad	28.6	38.0	23.8	9.5	0
VA	29.4	35.3	35.3	0	0
Navy	28.0	20.0	28.0	24.0	0

Perhaps the fact that no respondents of the employed graduate students, the Veterans Administration group or the Navy officer group expressed strong disagreement with the idea that "money is for spending" indicates the hold inflation has obtained within the American economy. The agreement/strong agreement expressed by all respondents--college 67.5 percent, employed graduate students 66.6 percent, Veterans Administration group 65.7 percent, high school seniors 65.7 percent, and Navy 48 percent--appears to confirm that inflation has changed society's concept of thrift through saving money or banking of same. Thus the American worker naturally seems to apply Gresham's law during periods of inflation.

 6. Work is more valuable than leisure.

	1	2	3	4	5
HS	16.0	11.7	30.8	6.4	35.1
Col	28.4	26.0	39.6	4.9	1.2
EmpGrad	0	25.0	20.0	35.0	20.0
VA	17.7	17.7	29.4	35.3	0
Navy	16.0	44.0	20.0	20.0	0

Probably the most interesting aspect here is that the Navy officer group and the Veterans Administration group had no strong disagreement; further, only one plus percent of the college students expressed similar feelings. At the same time 55 percent of the employed graduate students, 41.5 percent of the high school students, 35.3 percent of the Veterans Administration group, and 20 percent of the Navy officer group signified combined disagreement/strong disagreement. The college group with a 6 plus percent disagree/strongly disagree figure appears to be the isolate. When comparing figures representing support of this statement with the disagree/strongly disagree analysis, the difference of the college students is again highlighted. While the other groups have a support:non-support range of 0.5:1 up to 3:1, the college indicates a 10:1 ratio. From this comparison it appears that the college student may be the only group willing to trade leisure for work. If they have leisure to trade, perhaps they are not fully employed in study and thus have the time for riots.

 7. Work provides for one's old age.

	1	2	3	4	5
HS	46.7	12.4	32.2	4.4	4.4
Col	21.2	23.8	43.8	6.3	5.0
EmpGrad	19.0	19.0	42.8	9.5	9.5
VA	17.7	29.4	17.7	23.6	11.8
Navy	16.0	60.0	16.0	4.0	4.0

Of possible note regarding this statement is the 46.7 percent strong agreement expressed by the Negro high school respondents. This expression of strong agreement is twice again as great as the relatively consistent strong agreement in the remainder of the population: college 21.2 percent, employed graduate students 19 percent, Veterans Administration group 17.7 percent, and the Navy officers 16 percent. The key selling point of a career in the military service or civil service are their retirement programs. This may contribute to the relatively smooth or normal dispersion of responses in these working groups. A. H. Maslow cites how the saturation of a particular level of need causes an indifference toward any further fulfillment of that need. This application of the "law of diminishing returns" might apply to the college students who have grown in a basic atmosphere of sufficiency; thus the economic attitude difference of the Negro seeking the good life stands out.

 8. Work with the mind is more valuable than with hands.

	1	2	3	4	5
HS	57.0	7.5	28.0	2.1	5.4
Col	25.3	12.7	45.6	12.7	3.8
EmpGrad	4.8	14.3	33.3	23.8	23.8
VA	5.9	5.9	29.4	35.3	23.6
Navy	8.0	24.0	36.0	24.0	8.0

The initial significance of this statement result is perhaps the strong agreement registered by the young, as indicated by 57 percent of the high school and 25 plus percent of the college respondents. Whereas the employed graduate students identified agreement or strong agreement by 19.1 percent, the Veterans Administration group signified such a response by 11.8 percent, and the Navy officers by 32 percent. Additionally, the Negro high school students indicated strong agreement by better than 2 to 1 over the college students' evaluation that mental work is better than manual labor. On the other hand, 47.6 percent of employed graduate students disagreed or strongly disagreed with this evaluation, as did 58.9 percent of the Veterans Administration group and 32 percent of the Navy officers. As with statement one, "Everything is possible through work," so with this statement. One might tentatively conclude that those who are actually a part of the working world have considerable doubt concerning benefits derived from different levels of work.

9. Skilled work is more valuable than common labor.

	1	2	3	4	5
HS	48.9	17.4	19.6	5.4	8.7
Col	27.9	15.2	36.8	7.6	12.7
EmpGrad	14.3	28.6	28.6	19.0	9.5
VA	17.7	29.4	17.7	23.6	11.8
Navy	12.0	36.0	32.0	16.0	4.0

Conceivably, the important aspect of the reaction to this statement is again indicated by the young and non-workers as contrasted with the older and employed respondents. Strong agreement was registered by 48.9 percent of the high school students and 27.9 percent of the college students to this statement that skilled work is more valuable than common labor. At the same time, the older and employed respondents indicate strong agreement of 14.3 percent among the employed graduate students, and 17.7 percent and 12 percent in the Veterans and Navy groups respectively. As with the previous statement concerning work with the mind being more valuable than with the hands, the Negro high school student gives greater credence than the college student to the statement that skilled labor is superior to unskilled labor. Of interest, likewise, is the fact that 42.9 percent of the employed graduate students indicated agreement or strong agreement, while 28.5 percent disagreed or strongly disagreed. For the Veterans Administration group it was 47.1 percent agreed or strongly agreed, and 35.4 percent

disagreed or strongly disagreed. This balance is slightly skewed to the left for the working group, while the high school and college curves evidenced greater left skewness. A possible deduction would be that the experienced and older respondents value work in itself. Statement number 25, "Work is rewarding in itself," seems to offer proof in this regard.

10. Good work satisfies and takes less time than poor work.

	1	2	3	4	5
HS	40.8	14.0	28.0	6.5	10.8
Col	36.8	19.0	21.5	10.1	12.7
EmpGrad	25.0	20.0	20.0	25.0	10.0
VA	23.6	29.4	29.4	5.9	11.8
Navy	12.0	40.0	16.0	24.0	8.0

The combined agree or strongly agree figures correlate closely for each group: high school 54.8 percent, college 55.8 percent, employed graduate students 45 percent, Veterans Administration 53 percent, and Navy officers 52 percent. Perhaps of significance is the indication of disagreement or strong disagreement as indicated by 35 percent of the employed graduates and 32 percent of the Navy officer group. Expressing less hostility, but disagreeing or strongly disagreeing to "good work satisfies and takes less time than poor work" are 17.7 percent of the Veterans Administration group, 17.3 percent of the high school students, and 22.8 percent of the college students.

 11. Industriousness at work accomplishes more.

	1	2	3	4	5
HS	43.6	18.5	31.6	2.7	4.4
Co1	40.7	27.2	27.2	2.5	2.5
EmpGrad	23.8	42.8	28.6	4.8	0
VA	35.3	28.4	11.8	23.6	0
Navy	16.0	52.0	16.0	8.0	8.0

The point of significance here may be the indication of disagreement by 23.6 percent of the Veterans Administration group that "industriousness at work accomplishes more." The Navy officer group indicated that 16 percent of its respondents either disagree or strongly disagree, while the 4.8 percent, 5 percent, and 6.6 percent are the comparable responses of employed graduate students, college and high school groups respectively. On the other hand, 62.1 percent of the high school, 67.7 percent of the college, 66.6 percent of the employed graduate students, 64.7 percent of the Veterans Administration group, and 68 percent of the Navy officers indicate agreement or strong agreement. Since these agree/strongly agree figures vary by only 5.9 percent and are in support of this statement, one could draw a tentative conclusion that the aspect of industriousness at work accomplishing more could provide support for a basic factor in the ecology of the American worker, both present and future.

 12. Luxury, art and leisure are man's true calling.

	1	2	3	4	5
HS	45.1	11.0	34.1	2.2	7.7
Col	5.1	6.3	43.1	12.7	32.9
EmpGrad	0	9.5	28.6	42.8	19.0
VA	0	5.9	11.8	53.0	29.4
Navy	0	0	20.0	52.0	28.0

Of immediate interest is that 45.1 percent of the high school and 5.1 percent of the college respondents strongly agree with this statement, while no member of the employed graduate students, the Veterans Administration group, or the Navy officers indicated such a belief. On the other hand, disagreement or strong disagreement was signified by 82.4 percent of the Veterans Administration group, 80 percent of the Navy officers, and 61.8 percent of the employed graduate students. When the disagree/strongly disagree responses of the young are examined, 45.5 percent of the college and only 9.9 percent of the high school signified hostility with "luxury, art and leisure are man's true calling." A possible conclusion would indicate that identification of man's true calling is a function of the respondent's age. Yet with the ever-increasing proportion of young in the United States, a shift in American attitudes is possible. Is this the age of Aquarius, as a current popular song suggests?

 13. Saving makes one's fortunes grow.

	1	2	3	4	5
HS	46.7	16.7	30.0	3.3	3.3
Col	25.0	17.5	33.8	15.0	8.8
Emp.Grad	4.5	36.4	22.7	36.4	0
VA	11.8	11.8	11.8	64.8	0
Navy	12.0	52.0	24.0	12.0	0

While no member of the employed graduate student, Veterans Administration or Navy officer groups strongly disagrees with "saving makes one's fortunes grow," only 4.5, 11.8 and 12 percent, respectively, strongly agree with this statement. The remaining figures for the employed graduate students, Veterans Administration and Navy officer groups indicate a cautious attitude to this statement. On the other hand, 46.7 percent of the high school students and 25 percent of the college students signified strong agreement, while 3.3 percent of the high school and 8.8 percent of the college students strongly disagreed with this statement. The indication of response on both ends of the continuum might lead to a "safe" conclusion that extreme feelings can be attributed to the young. Their responses to statement five, "money is for spending," illustrate this point and a possible dichotomy that can only be resolved by further research.

 14. One's work determines one's status.

	1	2	3	4	5
HS	43.8	14.6	22.5	4.5	14.6
Col	26.0	14.3	41.6	9.1	9.1
EmpGrad	19.0	57.2	19.0	0	4.8
VA	0	58.9	17.7	17.7	5.9
Navy	4.0	60.0	12.0	24.0	0

What is most apparent in the analysis of this statement is perhaps the strong agreement expressed by 43.8 percent of the high school students and 26 percent of the college students, as contrasted to 19 percent of the employed graduate students, 4 percent of the Navy officer group, and no one from the Veterans Administration group. If the figures for strong agreement and agreement are compared, a closer correlation is illustrated. A law of statistics states that most responses will approach a normal distribution if the intervals are combined. In this case, this liberty is taken to show that current American society, represented by this small untypical sample, does equate one's status with one's work. The combined agree or strongly agree figures offer heavy support for "one's work determines one's status": 58.4 percent of the high school students, 76.2 percent of the employed graduate students, 58.9 percent of the Veterans Administration group, and 64.0 percent of the Navy officer group. The old saying, "it's not what you say but what you do that counts," may be out of context, but it does sum up the general results of this statement.

15. One's possessions are the measure of work success.

	1	2	3	4	5
HS	19.8	16.5	23.1	15.4	25.3
Col	10.0	18.8	28.8	20.0	22.5
EmpGrad	0	21.1	26.3	26.3	26.3
VA	5.9	23.6	11.8	41.3	17.7
Navy	8.0	8.0	40.0	32.0	12.0

Probably the important point expressed by the responses to this statement would appear more readily in a comparison between agree/strongly agree and disagree/strongly disagree. The following is so formed:

	<u>Agree</u>	<u>Disagree</u>	<u>Ratio of D/A</u>
High school	36.3	40.7	1.12:1
College	28.8	44.5	1.55:1
EmpGrad	21.1	52.6	2.5:1
VA	29.5	59.0	2.0:1
Navy	16.0	44.0	2.75:1

The significance of this distillation of data indicates that the young place more importance upon one's possessions as a measure of work success than do the older members of the sample. Again, caution must be exercised in the use of figures for the untypical population of this survey, but the initial indication above is in agreement with the theory of P. K. Sorokin that accentuation of materialism is taking place.

16. Those that have acquired more goods should give more to charity.

	1	2	3	4	5
HS	15.4	9.9	36.2	12.1	26.4
Col	28.8	16.3	33.8	2.5	18.8
Emp.Grad	23.8	38.0	14.3	9.5	14.3
VA	41.3	35.3	11.8	11.8	0
Navy	12.0	28.0	32.0	8.0	20.0

The important point in the responses to this statement lies in the agreement or strong agreement expressed by 76.6 percent of the Veterans Administration group and 61.8 percent of the employed graduates. Forty-five plus percent of the college respondents and 40 percent of the Navy officers also expressed the same sentiments. However, only 23.4 percent of the responses from the Negro high school indicate agreement or strong agreement that wealth has the added responsibility of doing more for charity. It appears that the agreement or strong agreement response is directly dependent upon the economic status of the respondent. The possible conclusion from this sample is that those at the top of the economic status have a well-developed or a developing social conscience. The old saying that "the rich get richer and the poor get poorer" may have to be adjusted to compensate for the rich doing more for charity.

 17. Man at work parallels God at creation.

	1	2	3	4	5
HS	16.2	9.7	43.1	8.6	22.6
Col	10.0	8.8	48.8	13.8	18.8
EmpGrad	0	25.0	35.0	20.0	20.0
VA	0	29.4	17.7	11.8	41.3
Navy	4.0	12.0	24.0	24.0	36.0

The statistical significance of this question might have been obscured by the term "God." Several respondents felt strongly enough to express written comments that this question was a "ridiculous platitude." With this in mind, one must temper any statistical inference. The young, by expressing disagreement or strong disagreement from 31.2 percent of the high school students and from 32.6 percent of the college group, indicate only a slightly greater idealism than the "old timers"; similar feelings were expressed by 40 percent of the employed graduate students and 53.1 and 60 percent respectively by the Veterans Administration and the Navy officers groups. This tendency toward idealism among the young is possibly confirmed through the fact that 16.2 percent of the high schoolers and 10 percent of the college students strongly agreed with the idea that man at work parallels God at creation. No members of either the employed graduate students or the Veterans Administration group signified such feeling, and only 4 percent of the Navy officers did so. Possibly "out of the mouths of babes" come the basic truths of mankind.

18. Effort expended at one's work is enriching to one's soul and mind.

	1	2	3	4	5
HS	36.3	11.0	36.3	3.3	13.2
Col	30.9	33.4	25.9	7.4	2.5
EmpGrad	9.5	47.6	23.8	19.0	2.5
VA	23.6	47.1	5.9	11.8	11.8
Navy	8.0	44.0	36.0	12.0	0

The significance of this statement might be visualized by a general skew to the left for each of the sample population groupings. Such would also indicate general agreement with this statement. Strong agreement is indicated by 36.3 percent of the high school students, while 30.9 percent of the college students do likewise. Further, when agreement and strong agreement figures are combined, the extreme responses of the young are tempered and confirmed, for 52 percent of the Navy officers group agrees or strongly agrees, as do 70.7 percent of the Veterans Administration, 57.1 percent of the employed graduate students, 64.3 percent of the college students, and 47.3 percent of the high school students. On the other side, none of the employed graduate students or Navy officer group registered a strong disagreement, and only 11.8 percent of the Veterans Administration group, and 2.5 percent and 13.2 percent respectively of the college and high school responses indicated strong disagreement. Thus, overall the respondents signify greater support than hostility to this statement.

19. The state should provide welfare to those that do not work.

	1	2	3	4	5
HS	13.1	7.6	40.2	10.9	28.3
Col	6.3	8.9	41.8	17.7	25.3
EmpGrad	4.8	19.0	23.8	38.0	14.3
VA	11.8	11.8	23.6	23.6	29.4
Navy	4.0	4.0	4.0	28.0	60.0

Perhaps the most important point represented by the above figures is the general disagreement and even strong disagreement with this statement. This was so indicated by 88 percent of the Navy, 53 percent of the Veterans Administration, and 52.3 percent of the employed graduate students. The combined disagree/strongly disagree figures for the college are 43 percent; for the Negro high school students 39.2 percent. This hostile influence could perhaps lead to the possible reciprocal relationship with the heavily supported statement sixteen, "those that have acquired more goods should give more to charity." The "other side of the coin" indicates agreement or strong agreement by 20.7 percent of the Negro high school respondents, 15.2 percent of the college, 23.8 percent of the employed graduate students, 23.6 percent of the Veterans Administration group, and only 8% of the Navy officers. In relation to the Navy and colleges, one is reminded of "do as I say not as I do." Both have implemented recruitment of "hard core" persons for their programs.

 20. Man's nature is to work.

	1	2	3	4	5
HS	31.2	16.1	27.9	6.5	18.3
Col	25.3	24.1	39.2	5.1	6.3
EmpGrad	25.0	40.0	35.0	0	0
VA	47.1	23.6	23.6	5.9	0
Navy	16.0	60.0	20.0	0	4.0

The responses related to this question indicate a general skew to the left, towards agree or strongly agree. Of note is that none of the employed graduate students disagreed or strongly disagreed with this statement. Further, the Veterans Administration group had only 5.9 per cent who disagreed, while the Navy officers and 4 percent who strongly disagreed. The Hegelian concept that man needs to work is agreed or strongly agreed to by a range of percentages from 47.3 indicated by the high school group to 76 percent so designated by the Navy officers. Such support would probably warm the soul of Douglas McGregor and his concept of Theory Y; however it should be noted that 11.4 percent of the college students disagreed or strongly disagreed with "man's nature is to work," and 24.8 percent of the high school respondents did likewise. One wonders if this hostility to work is a function of youth, to be tempered by age, or if it might be the initial indication of reversion to the Aristotelian concept that work brutalizes the mind.

21. If one does not work he should have no vote in government and be excluded from political power.

	1	2	3	4	5
HS	10.9	5.5	18.5	5.5	59.8
Co1	8.8	10.0	28.8	22.6	30.0
EmpGrad	5.0	15.0	15.0	30.0	35.0
VA	0	0	17.7	17.7	64.8
Navy	24.0	24.0	12.0	28.0	12.0

This particular statement was derived from the constitution of the United Soviet Socialist Republic.⁹⁹ Its significance appears to lie in the disagree or strongly re-sponses. The high school students indicated strong disagreement of 59.8 percent and disagreement 5.5 percent. Further, 52.6 percent of college, 65 percent of the employed graduate students and 82.5 percent of the Veterans Administration responses also signify disagreement or strong disagreement. Interestingly, 48 percent of the Navy group registered strong agreement/agreement.

⁹⁹Tilgher, Homo Faber, p. 116.

22. All men must work, for their religious beliefs dictate so.

	1	2	3	4	5
HS	6.9	2.3	29.9	9.2	51.7
Col	7.4	7.4	48.2	17.3	19.8
EmpGrad	0	0	10.0	35.0	55.8
VA	0	5.9	5.9	35.3	53.0
Navy	4.0	16.0	32.0	28.0	20.0

This statement, like statement seventeen--man at work parallels God at creation--relates work and God or religious beliefs. Perhaps, however, its importance lies in the expression of strong disagreement by 55.8 percent of the employed graduate students and, likewise, by 53.0 percent of the Veterans Administration responses. The Navy group has a slight tendency to disagreement with it. Such a skew is also evident in responses of the college students. An added point is the divergence of strong disagreement between high school and college respondents, as signified by a ratio of 51.7 percent to 19.8 percent or 2.61:1. A possible conclusion from these responses might parallel the old Arab saying, "why run when you can walk, why walk when you can stand, why stand when you can lie down, and why lie down with one's eyes open." The Protestant ethic would have said, "why walk when you can run, why stand when you can walk, et cetera."

23. The rich should work harder than the poor.

	1	2	3	4	5
HS	17.4	7.6	41.3	7.6	26.1
Col	2.5	7.7	43.6	14.2	32.1
EmpGrad	4.8	4.8	33.3	28.6	28.6
VA	0	11.8	17.7	35.3	35.3
Navy	4.0	0	25.0	38.0	33.0

Perhaps the major point in this statement lies in the general strong disagreement expressed by each of the sample groups. However, when comparing combined disagree/strongly disagree figures of 71 percent of Navy, 70.6 percent of Veterans Administration, and 57.2 percent of employed graduates with similar responses of 46.3 percent of college and 33.7 percent of the high school, a slight tendency of liberalism is evident with the decreasing age of the respondent. Caution must be exercised in formulation of such a conclusion, for comparison of the strong agreement factor among the young indicates that economics, rather than youth, may be the major dependent variable. Approximately seven times as many Negro high school responses indicate strong agreement when compared to like college responses. A possible better statement to test in any future work would be, "the rich work harder than the poor."

24. Since man naturally seeks work, he need not be forced to work.

	1	2	3	4	5
HS	18.8	11.8	41.2	5.9	22.4
Co1	16.7	11.2	37.5	16.7	18.1
EmpGrad	14.3	23.8	19.9	33.3	9.5
VA	11.8	35.3	17.7	23.6	11.8
Navy	4.0	8.0	32.0	44.0	12.0

Probably the results can be best seen by forming a table of agree/strongly agree and disagree/strongly disagree, and then develop the ratio of A to D.

	<u>A</u>	<u>B</u>	<u>Ratio of A/D</u>
HS	30.6	28.3	1.08:1
Co1	27.9	34.8	.81:1
EmpGrad	38.1	42.8	.89:1
VA	47.1	35.4	1.33:1
Navy	12.0	56.0	.21:1

From the above, the initial point of importance appears to indicate overall cancellation and thus neutrality, with the exception of responses from the Navy officers group. The neutrality causes some concern when considering the all-pervasive and strong exposure that American society has undergone from the human behavior Theory Y school of thought. The authoritarian form of military structure is evident in the 56 percent of the Navy officers responses of disagreement or strong disagreement.

 25. Work is rewarding in itself.

	1	2	3	4	5
HS	41.5	18.1	26.6	6.4	7.4
Col	42.3	25.4	25.4	5.6	1.4
EmpGrad	9.5	52.3	23.8	14.3	0
VA	29.4	41.3	23.6	5.9	0
Navy	21.0	42.0	34.0	4.0	0

Perhaps the point of significance here lies in three areas that support this statement. First, no employed graduate student, Veterans Administration member or Navy officer expressed strong disagreement. Secondly, 41.5 percent of the high school respondents and 42.3 percent of college respondents strongly agreed with "work is rewarding in itself." The third supporting factor appears to be the 52.3 percent agreement response of the employed graduate students, and the 41.3 and 42 percent of the Veterans Administration and Navy officer groups respectively who also cited agreement. One must exercise caution in coming to the immediate assumption that the current and future American worker believes work is good in itself, for response to statement twelve, "luxury, art and leisure are man's true calling," indicates that the high school students might have responded erroneously to either statement.

26. The state has a duty to insure work for all.

	1	2	3	4	5
HS	48.9	12.0	30.4	2.2	6.5
Col	23.6	19.5	30.6	5.6	20.8
EmpGrad	14.3	47.6	23.8	9.5	4.8
VA	35.3	23.6	11.8	5.9	23.6
Navy	4.0	24.0	20.0	24.0	28.0

General agreement with the statement is evident from the above figures, with the exception of the Navy officers. Disagreement or strong disagreement was expressed by 42 percent of the Navy officer group, while 24 percent of the same group expressed agreement and only 4 percent strong agreement. This might be an isolated tendency of the military sector of society in reaction to Project 100,000 where the military was required to absorb 100,000 recruits who were below the qualification standards and who would have eventually become more of the "hard core" unemployed had they remained in civilian status. Another particular point of interest is the fact that almost 50 percent of the Negro high school responses indicate a strong agreement with "the state has a duty to insure work for all." One has to consider the historically poor availability of jobs for the Negro and thus realize the strong influence this statement would elicit from such a group. On the other hand, one cannot refute that 43.1 percent of the college responses either agree or strongly agree with the statement.

Further, 61.9 percent of the employed students indicated likewise, as did 58.9 percent of the Veterans Administration group. Thus, it appears that the 1946 "full employment act" might see an emphasis for greater vitality in practice.

27. A chief reason for suicide is to rest from work.

	1	2	3	4	5
HS	10.9	4.4	16.3	13.1	55.4
Col1	5.8	5.8	23.2	10.1	59.4
EmpGrad	5.3	5.3	15.8	26.3	47.4
VA	0	0	0	0	100.0
Navy	4.0	0	12.0	20.0	64.0

The point that perhaps would cause most interest would be the surprising fact that not only do some respondents agree with this statement, but that some, as many as 10.9 percent of the high school group, feel strong agreement. Observation by the classroom teacher of some of the respondents indicate that these students are heavily committed to achievement in school, or are relating to trying and detail work such as that of a Naval architect. Further study might be required to determine if work and achievement stresses and requirements have caused an increase in suicide.

28. Work can solve all of the world's great problems (hunger, poverty, illiteracy, etc.)

	1	2	3	4	5
HS	24.2	12.1	24.2	16.5	23.1
Col	19.5	23.6	32.0	9.7	15.3
EmpGrad	0	15.0	15.0	35.0	35.0
VA	0	23.6	5.9	11.8	58.9
Navy	4.0	20.0	24.0	20.0	32.0

Although the sample population is untypical, and thus any conclusion drawn can only apply to this study, there appears to be a tendency for agreement by youth and disagreement by the older. Seventy per cent of the employed graduate students either disagree or strongly disagree with the statement, while 70.7 percent of the Veterans Administration and 52.0 percent of the Navy officer groups signified such sentiments. Although only 19.5 percent of the college respondents strongly agreed, when this figure is combined with agreed responses the results, 43.1 percent, exceed the strongly agree and agree response of 36.3 percent of the high school students. Analysis of the high school figures for agree/strongly agree of 36.3 percent with the figures for disagree/strongly disagree of 39.6 percent indicates that age might not be the sole factor, but economic status might also temper the concept that "work can solve all of the world's great problems."

 29. Time is money.

	1	2	3	4	5
HS	27.5	13.2	36.3	4.4	18.7
Co1	23.6	11.2	36.1	15.3	13.9
EmpGrad	26.3	36.8	10.5	15.8	10.5
VA	23.6	35.3	5.9	11.8	23.6
Navy	12.0	64.0	16.0	4.0	4.0

This statement is perhaps one of the most consistent strongly agreed with concepts among the sample group responses. The Navy officer group stands out as the exception, with a percentage of approximately one-half of the other figures in the strongly agree column. A weakening of this general acceptance can be drawn if the combined agree/strongly agree figures are compared:

Agree/Strongly Agree

HS	40.7
Co1	34.8
EmpGrad	63.1
VA	58.9
Navy	76.0

At this point the natural break appears to be the age/maturity of the respondent. Since only crude statistical methods are used in this analysis, the only conclusion that can be drawn is that, in general, curves of the response data would be skewed to the left, indicating a general agreement with the concept but also indicating that youth moderates the correlation of time with money.

30. Individuals should be treated with dignity and consideration at their work.

	1	2	3	4	5
HS	72.5	18.7	5.5	0	3.3
Co1	68.1	16.7	13.9	0	1.4
EmpGrad	76.2	19.0	4.8	0	0
VA	100.0	0	0	0	0
Navy	36.0	56.0	4.0	4.0	0

Due to the current emphasis on the dignity and worth of the individual, it is understandable that strong agreement, as noted above, would be the most likely outcome. The exception to this strong agreement phenomena was evident in responses of the Navy officer group. Although one of the axioms followed by a good officer is to take care of his men, as stressed by Von Steuben during the American Revolution, he is still primarily charged with the accomplishment of the assigned mission.¹⁰⁰ Even while charged with job accomplishment, the Navy group either strongly agrees or agrees in 92.0 percent of its responses. A second point of departure is analysis of the combined agree/strongly agree response of the youth. Of the Negro high school students, 91.2 percent signify support of the concept, "individuals should be treated with dignity and consideration at their work," while the

¹⁰⁰The Armed Forces Officer (Washington, D.C.: Government Printing Office, 1950), pp. 113-116.

comparable figure for the college respondents is 84.8 percent. Discussion with the head of the social science department of St. Procopius College and with the principal of Hales High School leads to the suggestion that differences between the two youth groups can be attributed to the fact that the college group has been treated with dignity in their interaction with society, while this factor might not always be the case with the Negro high school respondents.

31. Working for ourselves (self-employment) is better than working for others (hired work).

	1	2	3	4	5
HS	46.3	9.7	30.1	6.5	7.5
Col	27.8	16.7	47.2	5.6	2.8
EmpGrad	9.5	28.6	42.8	19.0	0
VA	5.9	23.6	17.7	23.6	29.4
Navy	16.0	36.0	32.0	12.0	4.0

Perhaps the important point in this statement is that 46.3 percent of the high school respondents strongly agree and that 36.0 percent of the Navy officers agree with this statement. From an economic standpoint, neither group has had the general opportunity to be engaged in self-employment, and as such, might weigh the opportunity of self-employment higher than groups that have had the economic opportunity. This tentative conclusion is further strengthened by a neutral response of 47.2 percent of the college and 42.8 percent of the employed graduate students. The responses of the Veterans Administration group indicate that 53 percent disagree or strongly disagree with the concept that self-employment is better than hired employment. This condition appears to be isolated to the Veterans Administration group, for comparable figures for the other groups are: high school 14 percent, college 8.4 percent, employed graduate students 19 percent, and Navy 14 percent. It would, therefore, appear that some other factor must be attributed to the isolate condition of the Veterans Administration group.

 32. Management rights are limited to work.

	1	2	3	4	5
HS	25.8	21.4	41.6	3.4	7.9
Col	30.0	10.0	44.3	10.0	5.7
EmpGrad	9.5	42.8	28.6	19.0	0
VA	23.6	23.6	23.6	11.8	17.7
Navy	8.0	20.0	44.0	16.0	12.0

What might be considered as the basic point of importance with this statement is illustrated by the relative closeness of the strongly agree responses of 25.8, 30 and 23.6 percent respectively for the high school, college and Veterans Administration groups. The 9.5 and 8 percent response of the employed graduate students and of the Navy, in that order, would be considered divergent, but because of the crude statistical procedures they should be considered with the agree figures. For this purpose, and additional comparison, the following composite table is formed:

	Agree/Strongly Agree	Disagree/Strongly Disagree	A/D
HS	47.2	11.3	4.17:1
Col	40.0	15.7	2.55:1
EmpGrad	52.3	19.0	2.75:1
VA	47.2	29.5	1.6:1
Navy	28.0	28.0	1:1

Two particular points appear to stand out from such a display. First, the composite agree/strongly agree figures have become relatively homogenous, with the exception of the Navy group. Possibly this can be explained by the fact that military service,

as explained in statement thirty, puts a requirement on the officer to insure the care of his men. This may be the factor that explains the difference in the agree and/or strongly agree figures for the Navy group. The second point of import appears to be the high A/D ratio for the high school respondents. The causative factor may be the lower economic and social level of the Negro students. Maintenance of a high individual prerogative would be a normal reaction to such treatment and would result in an A/D ratio.

Summary

The above analysis of the responses to the survey questionnaire must be considered crude and statistically unsophisticated; however it did provide a vehicle from which to derive test data for six of the basic factors of the ecology of the American worker, previously developed in Chapter III. Furthermore, the analysis provided a point of departure on which the following chapter will be based and, at the same time, added to the fund of questions to be pursued and hopefully answered at some later time.

Not covered in the above analysis was a review of those statements that were designated by the respondents as belonging to the five most important statements of those listed on the survey questionnaire. The data derived from this is included in Appendix F, but it has not been correlated due to the fact that the initial analysis revealed very little information that would provide a means for test of the six factors of the ecology of the American worker as listed in Chapter III.

CHAPTER V

SUMMARY AND CONCLUSION

The purpose of this study has been one of identifying elements in the American's ecology of work. More specifically: What does he believe with respect to the place of work in his life span? How deeply are these viewpoints held? From what sources are they derived? Are there significant differences among our people? Are work views undergoing major change? Answers to questions such as these, and others, are important for a variety of reasons. Moreover, knowing the sources of our work values and how and under what circumstances they are changing is vital in any effort to plot the future.

The American worker has historically been predisposed to work and has found satisfaction in his work. As such, a supervisory principle of tested selection, motivated instruction and project self-fulfillment would be feasible.

The derivation and importation of important aspects in the ecology of the American worker, when coupled with the large, hostile, unexplored continent of the colonization period, fostered a maturation of the Protestant ethic. Through limited research, six of the many basic factors in the American worker's ecology were defined as:

1. Work and industriousness produce benefits--physical, psychological, spiritual, economic.
2. Benefits of work may be stored in the form of money, savings or investment.
3. Money, investments and other things are indicators of work having been performed.
4. Different types of work have different payback ratios.
5. Attention and energies devoted to one's work affects payback ratio.
6. Work, wealth and industriousness are a measure of one's success.

Although these were paramount factors in the historical outlook of the American worker, the question arises as to their application to the present and future labor force. Tentative results of a limited survey of a small population indicate a mix of confirmation and possible change. Thirty-two statements were circulated to a group of 247 persons who included:

- 93 Negro high school seniors
- 85 College seniors
- 22 Employed graduate school students
- 17 Veterans Administration employes attending an agency graduate level training and degree program.
- 30 Navy and Marine Corp graduate students in comptroller-ship.

While this, of course, does not provide a statistical model of the American population, the sample does suggest a considerable heterogeneity. Of the thirty-two statements, those on which there was most substantial agreement were the following:

<u>Number</u>	<u>Statement</u>
30	Individuals should be treated with dignity and consideration at their work.
11	Industriousness at work accomplishes more.
25	Work is rewarding in itself.
2	Work is healthy or health-giving (physical and mental).
14	One's work determines one's status.

Perhaps one basic view would indicate that a materialistic or acquiring attitude is strong among the future workers.

The results of statement eleven, "industriousness at work accomplishes more," not only supports this conclusion but is tentative proof of "benefits vary directly with work effort," which is offered as a basic factor in the ecology of the American worker.

The differences in the population are highlighted by disagreements on the survey statements. Initial investigation would probably attribute such differences to youth, which perhaps causes responses of extreme feeling to such statements as "everything is possible through work." Secondly, disagreement appears to be a function of current and past economic status of the respondents. This is illustrated by the Negro high school students' strongly agreed response to statement eight, "work with the mind is more valuable than with hands," and statement nine, "skilled work is more valuable than common labor."

Change of the ecology of the American worker will take place as sure as the proverbial death and taxes, but it is probable that the change may be a matter of degree rather than principle. The change will undoubtedly come from such things as the shorter work week, the transfer of employment from extractive and primary industries to the service industries, and the diversion of people from the material handling to information handling processing. Statement five, "money is for spending," is illustrative of the changing environment's impact on the ecology of the American worker and is highlighted by Henry Fairlie's theory that inflation has caused a downgrading of thrift. However, even with these changes and based on the small sampling

conducted in this thesis, this researcher feels safe in hazard-
ing the guess that the ecology of the American worker appears
relatively safe from basic structural change for the immediate
future.

CONCEPTS OF WORK AND BENEFITS DERIVED

A study of work indicates that there are many views as to the acceptability or disagreeability of working. Along with this there is a continuum of concepts regarding the acquisition of goods or benefits from working. The below listed statements are gleaned from various documents and books discussing these aspects of working. Please check your level of agreement with these statements. After indicating your feelings, please circle the five statements you believe most important. If you care to elaborate at the end on any of these statements, your comments would be most appreciated.

- - - - -
1. Everything is possible through work.
Strongly agree / / / / Strongly disagree
 2. Work is healthy or health giving (physical and mental.)
Strongly agree / / / / Strongly disagree
 3. Work insures obtaining life's necessities.
Strongly agree / / / / Strongly disagree
 4. To work is to gain satisfaction.
Strongly agree / / / / Strongly disagree
 5. Money is for spending.
Strongly agree / / / / Strongly disagree
 6. Work is more valuable than leisure.
Strongly agree / / / / Strongly disagree
 7. Work provides for one's old age.
Strongly agree / / / / Strongly disagree
 8. Work with the mind is more valuable than with hands.
Strongly agree / / / / Strongly disagree
 9. Skilled work is more valuable than common labor.
Strongly agree / / / / Strongly disagree
 10. Good work satisfies and takes less time than poor work.
Strongly agree / / / / Strongly disagree
 11. Industriousness at work accomplishes more.
Strongly agree / / / / Strongly disagree
 12. Luxury, art and leisure are man's true calling.
Strongly agree / / / / Strongly disagree

- 13. Saving makes one's ^{fortunes} grow.
Strongly agree / / / / Strongly disagree
- 14. One's work determines ^{one}'s status.
Strongly agree / / / / Strongly disagree
- 15. One's possessions is the measure of work success.
Strongly agree / / / / Strongly disagree
- 16. Those that have acquired more goods should give more to ccharity.
Strongly agree / / / / Strongly disagree
- 17. Man at work parallels God at creation.
Strongly agree / / / / Strongly disagree
- 18. Effort expended at one's work is enriching to one's soul and mind.
Strongly agree / / / / Strongly disagree
- 19. The state should provide welfare to those that do not work.
Strongly agree / / / / Strongly disagree
- 20. Man's nature is to work.
Strongly agree / / / / Strongly disagree
- 21. If one does not work he should have no vote in govern-
ment and be exxcluded from political power.
Strongly agree / / / / Strongly disagree
- 22. All men must work for their religious .beliefs dictate so.
Strongly agree / / / / Strongly disagree
- 23. The rich should work harder than the poor.
Strongly agree / / / / Strongly disagree
- 24. Since man naturally seeks work, he need not be forced to work.
Strongly agree / / / / Strongly disagree
- 25. Work is rewarding in itself.
Strongly agree / / / / Strongly disagree
- 26. The state has a duty to insure work for all.
Strongly agree / / / / Strongly disagree

(-3-)

27. A chief reason for suicide is to rest from work.
Strongly agree / / / / Strongly disagree
28. Work can solve all of the world's great problems
(hunger, poverty, illiteracy, etc.)
Strongly agree / / / / Strongly disagree
29. Time is money.
Strongly agree / / / / Strongly disagree
30. Individuals should be treated with dignity and
consideration at their work.
Strongly agree / / / / Strongly disagree
31. Working for ourselves (self-employment) is better than
working for others (hired work.)
Strongly agree / / / / Strongly disagree
32. Management rights are limited to work.
Strongly agree / / / / Strongly disagree

APPENDIX B

(See page 51 for key to below abbreviations)

<u>Statement Number</u>	<u>Respondent</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1	HS	23.9	20.6	25.0	8.7	21.8
	Col	32.1	29.4	24.3	8.7	5.1
	EmpGrad	0	38.0	19.0	28.6	14.3
	VA	0	17.7	29.4	23.6	29.4
	Navy	8.0	40.0	24.0	16.0	12.0
2	HS	28.0	15.0	38.7	7.6	10.8
	Col	42.3	17.9	34.6	2.6	2.6
	EmpGrad	28.6	47.6	23.8	0	0
	VA	41.3	47.1	11.8	0	0
	Navy	44.0	44.0	8.0	4.0	0
3	HS	37.6	12.9	28.0	9.7	11.8
	Col	31.6	17.7	34.2	12.7	3.8
	EmpGrad	4.8	23.8	33.3	28.6	9.5
	VA	23.6	41.3	5.9	17.7	11.8
	Navy	20.0	40.0	20.0	16.0	4.0
4	HS	21.6	9.7	28.0	12.0	28.0
	Col	25.6	27.0	39.8	6.4	1.3
	EmpGrad	9.5	38.0	23.8	28.6	0
	VA	35.3	47.1	11.8	5.9	0
	Navy	24.0	52.0	20.0	4.0	0
5	HS	52.8	12.9	25.8	2.2	6.5
	Col	47.5	20.0	26.2	3.7	2.5
	EmpGrad	28.6	38.0	23.8	9.5	0
	VA	29.4	35.3	35.3	0	0
	Navy	28.0	20.0	28.0	24.0	0
6	HS	16.0	11.7	30.8	6.4	35.1
	Col	28.4	26.0	39.6	4.9	1.2
	EmpGrad	0	25.0	20.0	35.0	20.0
	VA	17.7	17.7	29.4	35.3	0
	Navy	16.0	44.0	20.0	20.0	0
7	HS	46.7	12.4	32.2	4.4	4.4
	Col	21.2	23.8	43.8	6.7	5.0
	EmpGrad	19.0	19.0	42.8	9.5	9.5
	VA	17.7	29.4	17.7	23.6	11.8
	Navy	16.0	60.0	16.0	4.0	4.0
8	HS	57.0	7.5	28.0	2.1	5.4
	Col	25.3	12.7	45.6	12.7	3.8
	EmpGrad	4.8	14.3	33.3	23.8	23.8
	VA	5.9	5.9	29.4	35.3	23.6
	Navy	8.0	24.0	36.0	24.0	8.0
9	HS	48.9	17.4	19.6	5.4	8.7
	Col	27.9	15.2	36.8	7.6	12.7
	EmpGrad	14.3	28.6	28.6	19.0	9.5
	VA	17.7	29.4	17.7	23.6	11.8
	Navy	12.0	36.0	32.0	16.0	4.0

Statement Number	Respondent	1	2	3	4	5
10	HS	40.8	14.0	28.0	6.5	10.8
	Col	36.8	19.0	21.5	10.1	12.7
	EmpGrad	25.0	20.0	20.0	25.0	10.0
	VA	23.6	29.4	29.4	5.9	11.8
	Navy	12.0	40.0	16.0	24.0	8.0
11	HS	43.6	18.5	31.6	2.2	4.4
	Col	40.7	27.2	27.	2.5	2.5
	EmpGrad	23.8	42.8	28.6	4.8	0
	VA	35.3	29.4	11.8	23.6	0
	Navy	16.0	52.0	16.0	8.0	8.0
12	HS	45.1	11.0	34.1	2.2	7.7
	Col	5.1	6.3	43.1	12.7	32.9
	EmpGrad	0	9.5	28.6	42.8	19.0
	VA	0	5.9	11.8	53.0	39.4
	Navy	0	0	20.0	52.0	28.0
13	HS	46.7	16.7	30.0	3.3	3.3
	Col	25.0	17.5	33.8	15.0	8.8
	EmpGrad	4.5	36.4	22.7	36.4	0
	VA	11.8	11.8	11.8	64.8	0
	Navy	12.0	52.0	24.0	12.0	0
14	HS	43.8	14.6	22.5	4.5	14.6
	Col	26.0	14.3	41.6	9.1	9.1
	EmpGrad	19.0	57.2	19.0	0	4.8
	VA	0	58.9	17.7	17.7	5.9
	Navy	4.0	60.0	12.0	24.0	0
15	HS	19.8	16.5	23.1	15.4	25.3
	Col	10.0	18.8	28.8	20.0	22.5
	EmpGrad	0	21.1	26.3	26.3	26.3
	VA	5.9	23.6	11.8	41.3	17.7
	Navy	8.0	8.0	40.0	32.0	12.0
16	HS	15.4	9.9	36.3	12.1	26.4
	Col	28.8	16.3	33.8	2.5	18.8
	EmpGrad	23.8	38.0	14.3	9.5	14.3
	VA	41.3	35.3	11.8	11.8	0
	Navy	12.0	28.0	32.0	8.0	20.0
17	HS	16.2	9.7	43.1	8.6	22.6
	Col	10.0	8.8	48.8	13.8	18.8
	EmpGrad	0	25.0	35.0	20.0	20.0
	VA	0	29.4	17.7	11.8	41.3
	Navy	4.0	12.0	24.0	24.0	36.0
18	HS	36.3	11.0	36.3	3.3	13.2
	Col	30.9	33.4	25.9	7.4	2.5
	EmpGrad	9.5	47.6	23.8	19.0	0
	VA	23.6	47.1	5.9	11.8	11.8
	Navy	8.0	44.0	36.0	12.0	0
19	HS	13.1	7.6	40.2	10.9	28.3
	Col	6.3	8.9	41.8	17.7	25.3
	EmpGrad	4.8	19.0	23.8	38.0	14.3
	VA	11.8	11.8	23.6	23.6	29.4
	Navy	4.0	4.0	4.0	28.0	60.0

Statement Number	Respondent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
20	HS	31.2	16.1	27.9	6.5	18.3
	Co1	25.3	24.1	39.2	5.1	6.3
	EmpGrad	25.0	40.0	35.0	0	0
	VA	47.1	23.6	23.6	5.9	0
	Navy	16.0	60.0	20.0	0	4.0
21	HS	10.9	5.5	18.5	5.5	59.8
	Co1	8.8	10.0	28.8	22.6	30.0
	EmpGrad	5.0	15.0	15.0	30.0	35.0
	VA	0	0	17.7	17.7	64.8
	Navy	24.0	24.0	12.0	28.0	12.0
22	HS	6.9	2.3	29.9	9.2	51.7
	Co1	7.4	7.4	48.2	17.3	19.8
	EmpGrad	0	0	10.0	35.0	55.0
	VA	0	5.9	5.9	35.3	53.0
	Navy	4.0	16.0	32.0	28.0	20.0
23	HS	17.4	7.6	41.3	7.6	26.1
	Co1	2.5	7.7	43.6	14.2	32.1
	EmpGrad	4.8	4.8	33.3	28.6	28.6
	VA	0	11.8	17.7	35.3	35.3
	Navy	4.0	0	25.0	38.0	33.0
24	HS	18.8	11.8	41.2	5.9	22.4
	Co1	16.7	11.2	37.5	16.7	18.1
	EmpGrad	14.3	23.8	19.0	33.3	9.5
	VA	11.8	35.3	17.7	23.6	11.8
	Navy	4.0	8.0	32.0	44.0	12.0
25	HS	41.5	18.1	26.6	6.4	7.4
	Co1	42.3	25.4	25.4	5.6	1.4
	EmpGrad	9.5	52.3	23.8	14.3	0
	VA	29.4	41.3	23.6	5.9	0
	Navy	21.0	42.0	34.0	4.0	0
26	HS	48.9	12.0	30.4	2.2	6.5
	Co1	23.6	19.5	30.6	5.6	20.8
	EmpGrad	14.3	47.6	23.8	9.5	4.8
	VA	35.3	23.6	11.8	5.9	23.6
	Navy	4.0	24.0	20.0	24.0	28.0
27	HS	10.9	4.4	16.3	13.1	55.4
	Co1	5.8	5.8	23.2	10.1	59.4
	EmpGrad	5.3	5.3	15.8	26.3	47.4
	VA	0	0	0	0	100.0
	Navy	4.0	0	12.0	20.0	64.0
28	HS	24.2	12.1	24.2	16.5	23.1
	Co1	19.5	23.6	32.0	9.7	15.3
	EmpGrad	0	15.0	15.0	35.0	35.0
	VA	0	23.6	5.9	11.8	58.9
	Navy	4.0	20.0	24.0	20.0	32.0
29	HS	27.5	13.2	36.3	4.4	18.7
	Co1	23.6	11.2	36.1	15.3	13.9
	EmpGrad	26.3	36.8	10.5	15.8	10.5
	VA	23.6	35.3	5.9	11.8	23.6
	Navy	12.0	64.0	16.0	4.0	4.0

<u>Statement Number</u>	<u>Respondent</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
30	HS	72.5	18.7	5.5	0	3.3
	Col	68.1	16.7	13.9	0	1.4
	EmpGrad	76.2	19.0	4.8	0	0
	VA	100.0	0	0	0	0
	Navy	36.0	56.0	4.0	4.0	0
31	HS	46.3	9.7	30.1	6.5	7.5
	Col	27.8	16.7	47.2	5.6	2.8
	EmpGrad	9.5	28.6	42.8	19.0	0
	VA	5.9	23.6	17.7	23.6	29.4
	Navy	16.0	36.0	32.0	12.0	4.0
32	HS	25.8	21.4	41.6	3.4	7.9
	Col	30.0	10.0	44.3	10.0	5.7
	EmpGrad	9.5	42.8	28.6	19.0	0
	VA	23.6	23.6	23.6	11.8	17.7
	Navy	8.0	20.0	44.0	16.0	12.0

Five Most Important Statements
as Selected by Respondents

(Figures denote percent of respondents so indicating.)

<u>Statement Number</u>	<u>HS</u>	<u>Co1</u>	<u>Emp Grad</u>	<u>VA</u>	<u>Navy</u>
1	15.5	27.8	12.5	5.9	28.6
2	7.8	12.8	12.5	47.1	14.3
3	15.5	15.1	0	5.9	0
4	6.7	25.6	6.3	23.6	14.3
5	31.1	15.1	31.3	5.9	14.3
6	10.0	5.2	0	5.9	0
7	14.4	7.8	6.3	5.9	0
8	33.3	23.1	18.8	0	14.3
9	28.8	15.1	18.8	0	0
10	13.3	25.6	31.3	11.8	28.6
11	6.7	17.9	12.5	5.9	0
12	26.6	5.2	12.5	0	0
13	25.5	5.2	6.3	11.8	14.3
14	12.2	20.5	25.0	17.7	14.3
15	14.4	5.2	12.5	0	14.3
16	5.6	2.5	12.5	23.6	28.6
17	8.9	12.8	6.3	5.9	0
18	12.2	30.8	12.5	41.3	28.6
19	20.0	17.9	25.0	11.8	28.6
20	15.5	17.9	31.3	35.3	28.6
21	11.1	10.3	18.8	0	14.3
22	3.3	5.2	6.3	0	0
23	18.9	5.2	6.3	0	0
24	8.9	0	6.3	11.8	0
25	17.7	43.6	31.3	29.4	28.6
26	20.0	12.8	50.0	47.1	42.9
27	6.7	10.3	6.3	0	0
28	14.4	12.8	0	17.7	14.3
29	12.2	7.8	6.3	17.7	14.3
30	41.1	53.7	50.0	94.2	42.9
31	20.0	10.3	18.8	11.8	14.3
32	7.8	20.5	12.5	11.8	42.9

Selected Sayings of Benjamin Franklin

Taken from Poor Richard's Almanac, published by David McKay Co., Inc., New York, 1934.

A child and a fool imagine twenty shillings and twenty years can never be spent. (p. 23)

A fat kitchen makes a lean will. (p. 18)

A little neglect may breed great mischief. (p. 17)

Always taking out of the meal-tub and never putting in, soon comes to the bottom. (p. 23)

A plowman on his legs is higher than a gentleman on his horse. (p. 23)

At the workingman's house hunger looks in, but dares not enter. (p. 12)

Be ashamed to catch yourself idle. (If you were a servant would you not be ashamed that a good master should catch you idle.) (p. 13)

But dost thou love life? Then do not squander time, for that's the stuff life is made of. (p. 9)

Diligence is the mother of good luck. (p. 12)

Early to bed and early to rise makes a man healthy, wealthy and wise. (p. 11)

Employ thy time well if thou meanest to gain leisure. (p. 14)

For age and want, save while you may; No morning sun lasts a whole day. (p. 29)

For want of a nail the shoe was lost, for want of a shoe the horse was lost, and for want of a horse the rider was lost. (p. 17)

Get what you can, and what you get hold, 'Tis the stone that will turn all your lead into gold. (p. 30)

God helps them that help themselves. (p. 8)

God gives all things to industry. (p. 12)

He that by the plow would thrive, himself must either hold or drive. (p. 16)

He that hath a trade hath an estate, and he that hath a calling hath an office of profit and honor. (p. 11)

He that riseth late must trot all day, and shall scarce overtake his business at night; while laziness travels so slowly that poverty soon overtakes him. (p. 10)

Industry pays debts, while despair increases them. (p. 12)

Industry need not wish. (p. 11)

I never saw an oft-removed tree, not yet an oft-removed family, that throve so well as those that settle be. (p. 16)

In short the way to wealth, if you desire it, depends briefly on two words--industry and frugality; that is waste neither time nor money, make the best use of both. (p. 12)

Keep thy shop and thy shop will keep thee. (p. 16)

Learning is to the studious and riches to the careful. (p. 17)

Leisure is time for doing something useful; This leisure the diligent man will obtain, but the lazy man never. (p. 14)

Little strokes fell great oaks. (p. 14)

Lost time is never found again. (p. 10)

Many estates are spent in the getting, Since women for tea forsook spinning and knitting, And men for punch forsook hewing and splitting. (p. 18)

Many, without labor, would live by their wits only, but they'll break for want of stock (means); whereas industry gives comfort, and plenty, and respect. (p. 15)

One today is worth two tomorrow. (p. 12)

Remember that credit is money. (p. 42)

Remember that money is of the prolific generating nature. (p. 42)

Remember that time is money. (p. 41)

Since thou art not sure of a minute, throw not away an hour. (p. 14)

Sloth, like rust, consumes faster thou labour wears; while the used key is always bright. (p. 9)

Sloth makes all things difficult, but industry all things easy. (p. 10)

The eye of the master will do more work than both his hands.
(p. 16)

Then plow deep while sluggards sleep, and you shall have corn to
sell and to keep. (p. 12)

There will be sleeping enough in the grave. (p. 9)

Think of saving as well as getting. (p. 19)

Trouble springs from idleness and grievous toil from needless
ease. (p. 15)

We are taxed twice as much by our idleness, three times as much
by our pride, and four times as much by our folly. (p. 8)

Wasting of time must be the greatest prodigality. (p. 10)

APPENDIX D

How Survey Form Supports the Explored
Six Basic Elements in the Ecology
of the American Worker

Numbers refer to numbered statement on survey form, Appendix A.
Parenthesis () indicate non-supportive statement.

1. Work produces benefits.
1, 2, 3, 4, 10, (12), 17, 18, (19), 20, (21), 22, 24, 25,
(26), (27), 28, (32).
2. The storability of the benefits of work.
(5), 6, 7, 13, 29.
3. Money, investments and material things are indicators of work
having been performed.
1, 3, (5), 6, 7, 12, 13, 14, 15, 16, 18, (21), 23, 28.
4. Benefits of work differ with type of work.
8, 9, 10, 14, 30, 31.
5. Benefits vary directly with work effort.
11, (12), 23, 29.
6. Goods as a measure of one's success.
14, 15, 16, 17, 20, 22, 23, (26), (27), 30, (32).

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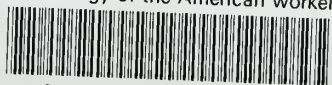
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