

Records[Title Page\(s\)](#) [Key Passage\(s\)](#) [Context](#)[Download key passages/title pages as a PDF](#)

[Glass GV, McGaw B, Smith ML \(1981\)](#). Meta-analysis in social research. Newbury Park: Sage Publications.

Title pages

META-ANALYSIS IN SOCIAL RESEARCH

Gene V Glass,
Barry McGaw
and Mary Lee Smith

**SAGE PUBLICATIONS***The International Professional Publishers*

Newbury Park London New Delhi

Key passages

CONTENTS

Preface		9
Chapter One	The Problems of Research Review and Integration	11
Chapter Two	Meta-analysis of Research	21
Chapter Three	Finding Studies	57
Chapter Four	Describing, Classifying and Coding Research Studies	69
Chapter Five	Measuring Study Findings	93
Chapter Six	Techniques of Analysis	153
Chapter Seven	An Evaluation of Meta-analysis	217
Appendix A	Coding Form Used in the Psychotherapy Meta-analysis	233
Appendix B	Study Used as Coding Example in Chapter Four	239
References		257
Author Index		271
Subject Index		275
About the Authors		279

P R E F A C E

This may be precisely the right time to write this book or precisely the wrong time. Readers ought not to assume that since this book lies before them that we came eventually to believe that the former was true. For we may have persevered in the face of ambivalence and written in spite of our doubts. Propitious or not, this book will be written in this moment and not some later one. The reader who has ever struggled with writing a book will understand when we say that we now have *that* feeling that if we do not write it now, it will never get written.

Our subject is the methods of integrating empirical research. The problems we address lie at the center of a tiny revolution in the way social scientists and researchers attempt to extract knowledge from empirical inquiry and communicate it. The revolution was spawned by necessity. The findings of empirical research grew exponentially in the middle 50 years of the 20th century. Evidence—even the organized, analyzed, and codified evidence of the archival journals—has multiplied beyond the ability of the unaided human mind to comprehend it. In the last 10 years, scientists and methodologists have worried about how the findings of research can be synthesized and organized into coherent patterns. We worried along with them, and we hope that our efforts helped clarify the problem if not solve small bits of it.

Because of our efforts and our colleagues' efforts and the efforts of a few dozen scholars around the world who have addressed the same problems, persons who start out to review and integrate a body of research literature today have at their disposal some guidelines, examples, and tricks that stand a good chance of enriching their understanding of that literature. The methods to which we refer have now been applied a few dozen times, perhaps, and the experiences have been reported as being moderately satisfactory. (They have hardly escaped all criticism, but then what does?) In our minds, this counts as a hopeful beginning. But it is only a beginning—and hereby lie our doubts about timing. A new field in its early stages should not have to contend with the conservative drag of a textbook, the existence of which too often cuts off inquiry instead of stimulating it (“Well, if it’s not in Grinch’s *Atlas of Organizational Dynamics*, it must not be a problem”; or “Grinch says that’s not so.”). But, then, how does one weigh the disadvantages of a premature textbook against the disadvantages of no textbook at all? That question was ours, and we decided, “Better early than never.”