

1. Record Nr.	UNINA9910449855703321
Autore	Bannock Graham
Titolo	The economics and management of small business : an international perspective // Graham Bannock
Pubbl/distr/stampa	New York : , : Routledge, , 2005
ISBN	1-134-30580-X 1-280-10539-9 0-203-33834-0
Descrizione fisica	1 online resource (254 p.)
Disciplina	338.6/42
Soggetti	Small business Small business - Management Small business - Government policy Economic development Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references (p. [218]-235) and index.
Nota di contenuto	Book Cover; Title; Contents; Preface; List of abbreviations and acronyms; Defining and counting small firms; Some characteristics of small firms and their owners; Do small firms matter?; The constraints on small firms; Business owners and government; Entrepreneurs and managers; Government policies on small firms; Training and support; Small firms in developing countries; The big picture; Appendix: Coverage, sources and comparisons of small business statistics; Bibliography; Index;
Sommario/riassunto	This book provides an international perspective on small business, and includes many pedagogical features such as questions for discussion, international case studies, and empirical research.

2. Record Nr.	UNINA9910154970703321
Autore	Anderson Charles C (Charles Campbell), <1923->
Titolo	Psychology and the liberal consensus // Charles C. Anderson, L.D. Travis
Pubbl/distr/stampa	Waterloo, Ont., Canada, : Wilfrid Laurier University Press, c1983
ISBN	9780889208995 0889208999
Edizione	[1st ed.]
Descrizione fisica	1 online resource (164 p.)
Altri autori (Persone)	TravisLeRoy Douglas
Disciplina	302
Soggetti	Psychology - United States - Methodology Educational psychology - United States - Methodology Liberalism - United States - History - 20th century Psychology - History - 20th century United States Social conditions 20th century
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di bibliografia	Includes bibliography and index.
Nota di contenuto	<p>""CONTENTS""; ""ACKNOWLEDGEMENTS""; ""1 INTRODUCTION: THE THESIS""; ""A. The Redeemer Society and Social Change""; ""B. Science, Society, and Education""; ""C. Probabilistic Science and Heredity""; ""D. Causal Laws and Determinism""; ""E. Educational Activists""; ""F. The Liberal Consensus""; ""2 OVERTURES TO ORTHODOXY: COGNITIVE THEORY AND COMPUTER PROGRAMMES""; ""A. The Two Problems""; ""B. Cognitive Psychology and Computing Science""; ""3 OVERTURES TO ORTHODOXY: CONVENTIONAL COGNITIVE THEORY""; ""A. The Familiar Priorities""; ""B. Bruner and Consensus Ideas""</p> <p>""C. Bruner and National Security""""D. Bruner and the American Economic Empire""; ""E. Bruner and Instructional Technology""; ""F. Bruner and Values""; ""G. Piaget Emerges""; ""4 OVERTURES TO ORTHODOXY: COGNITIVE IDEAS""; ""A. The Risky Shift""; ""B. The Need for Entrepreneurial Achievement""; ""C. The Inner Person""; ""D. Freedom""; ""E. Identity""; ""F. Values Clarification""; ""G. Trust""; ""H. Altruism""; ""5 THE MESSIANIC TRADITION IN EDUCATION DECLINES""; ""A. Coleman, Jensen and Jencks""; ""B. Attacking Jensen""; ""C. Attacking Jencks""; ""D. Credentialism and the Regnant Model""</p>

""6 THE CREDENTIALS OF PSYCHOLOGY AS A SCIENCE""A.  
Experimental Psychology""; ""B. Social Psychology""; ""C. Developmental  
Psychology""; ""D. Affective Psychology""; ""E. Educational Psychology  
and Research""; ""7 DEFENCE MECHANISMS""; ""A. Institutional Forces"";  
""B. Authoritative Voices""; ""8 ADMITTING DEFEAT""; ""A. ""Dead  
Mechanism"" and Animate Objects""; ""B. Sampling""; ""C. Cause and  
Effect""; ""D. Shifty Facts""; ""E. Theoretical Squabbling""; ""F. In the  
Laboratory""; ""9 SURVIVAL PLANS""; ""A. The Human Science""; ""B.  
Humble Solutions""; ""BIBLIOGRAPHY""; ""INDEX""  
""Subject Index""A""; ""B""; ""C""; ""D""; ""E""; ""F""; ""G""; ""H""; ""I""; ""J"";  
""K""; ""L""; ""M""; ""N""; ""O""; ""P""; ""Q""; ""R""; ""S""; ""T""; ""U""; ""V"";  
""W""; ""Y""; ""Author Index""; ""A""; ""B""; ""C""; ""D""; ""E""; ""F""; ""G"";  
""H""; ""I""; ""J""; ""K""; ""L""; ""M""; ""N""; ""O""; ""P""; ""R""; ""S""; ""T"";  
""U""; ""V""; ""W""; ""Y""; ""Z""

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## Sommario/riassunto

This volume presents a carefully reasoned, rigorous critique of mainline academic psychology. From the professional beginnings of their discipline, contend the authors, American psychologists have made two promises: that psychology would be treated as a natural science and that its application to social—mainly educational—reform would be as effective as that of the more physical sciences to technological change. Underlying these promises is the “liberal consensus,” the belief that social problems are to be solved by improvements in educational methods. Put to the test during the affluence of the 1950s and 1960s—the years of the liberal consensus—these promises were never kept, maintain the authors. Their provocative study provides a variety of reasons why the goal was unattained, and is even unattainable. The book will be of interest to psychologists, sociologists, professional educators, and students of social change.

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