

## Abstracts



*New Think: The Use of Lateral Thinking in the Generation of New Ideas.* Edward de Bono. 1968. 156 pp. Available from Basic Books, Inc., New York, N.Y. 10016. \$5.95.

"The logical way of using the mind is tremendously effective at developing ideas once they have come about, but it is no good at generating the ideas," asserts the author. Lateral thinking, as he characterizes it, is fundamentally different from logical (vertical) thinking. It is concerned with new ways of looking at things and ideas, as well as with problem solving. The idea of lateral thinking is described, illustrated, and contrasted to the typical, logical way of thinking about and attempting to solve problems or generate ideas.

*Handbook of Personality Theory and Research.* Edited by Edgar F. Borgatta and William W. Lambert. 1968. 1216 pp. Available from Rand McNally and Company, Chicago, Illinois 60680. \$20.00.

An overview and critical appraisal of the field of personality study by a "research conception," as the editors put it, is the intended purpose of this volume. Papers included are organized under (1) general bases for personality study, (2) personality development (biophysical bases and childhood and adolescent socialization), (3) adult behavior and personality, (4) special emphases (e.g., behavior, role, self, and consistency theories), (5) major variables (e.g., achievement motive, leadership, creativity, affiliation, normality, stress, deviation), and (6) changing persons (e.g., counseling, psychotherapy, social influence).

*Curriculum Decisions: Social Realities.* Edited by Robert R. Leeper. 1968. 106 pp. Available from Association for Supervision and Curriculum Development, NEA, Washington, D.C. 20036. \$2.75.

Papers included in this booklet deal with such topics as (1) new demands for new leadership, (2) mass living: impact on man and his environment, (3) political power: impact on educational decisions, and (4) authoritarianism and the phenomena of rebellion.

*A Social Psychological View of Education.* Carl W. Backman and Paul F. Secord. 1968. 152 pp. Available from Harcourt, Brace & World, Inc., New York, N.Y. 10017. \$2.45.

The intent of this book is to help the reader view the educational process through the eyes of the social psychologist and, in so doing, to make him better aware of the social forces that mold the personality of the child during school years. This is accomplished by describing human behavior information in terms of three general concepts—social system, culture, and personality. Attention is directed to the individual, the school setting, patterns of achievement, classroom interaction, and the role of the teacher.

*The Young Pretenders: A Study of Teenage Culture in Contemporary Society.* John Barron Mays. 1968 (second edition). 224 pp. Available from Schocken Books, Inc., New York, N.Y. 10016. \$1.95.

Youths are characterized as “still mere understudies rehearsing in the wings for the parts they will one day have to play on the adult stage”—hence the title *pretenders*. The analysis focuses on three main issues: coming to terms (1) with society, (2) with self, and (3) with life as a whole. These are characterized as the basic tasks of young people. A typology of adolescents which “takes into account various social class and subcultural differences” is outlined, along with a comparison of youths in Britain and the United States. The author maintains that young people now, as always, need some kind of moral training and that “pop” culture is short-lived and not very deep and lasting.

*Adolescence: A Sociological Analysis.* Hans Sebald. 1968. 537 pp. Available from Appleton-Century-Crofts, New York, N.Y. 10001. \$4.95.

The author utilizes what he calls the structural/functional approach to an analytical and comprehensive assessment of adolescence. Sociological and social psychological variables are utilized primarily. In relation to “antecedent conditions of adolescence” he deals with the structure of the modern family, effects of rapid social change, urban-industrial life, and cultural influences and personality development. He sees the teen-age subculture as the consequence of adolescence. The diversity of adolescent experiences is characterized through the analysis of a number of minority groups. Several areas of social problems are examined.

*The Guidance Function in Education.* Percival W. Hutson. 1968 (second edition). 786 pp. Available from Appleton-Century-Crofts, New York, N.Y. 10001. \$9.50.

This is intended as a textbook for preservice training of guidance workers and as a reference for those on the job. It deals with guidance in the formal school setting and is organized into two parts: (1) definition and social orientation for the guidance function and (2) features of the guidance program.

*Educational Media.* Gerald M. Torkelson. 1968. 33 pp. Available from Association of Classroom Teachers, NEA, Washington, D.C. 20036. \$0.25.

This publication is No. 14 of a series on "what research says to the teacher." It is designed for teachers who are interested in the contributions that educational media make to the teaching/learning process. Discussion centers primarily on the many roles of the teacher resulting from wider application of media and the resulting demands made on the teacher for such things as determining unique contributions of media and to designing new arrangements and sequences for learning.

*Managing by Design . . . for Maximum Executive Effectiveness.* Ray A. Killian. 1968. 370 pp. Available from American Management Association, Inc., New York, N.Y. 10020. \$11.25.

This work is based on the premise that "an enterprise's most critical need today is for more dynamic executives and improved managerial leadership." It is directed to those responsible for running the organization. Contents are organized around (1) foundations for management, (2) skills of professional management, (3) maximizing managerial performance, (4) keys to human understanding and response, and (5) management's unique challenges.

*Toward A Psychology of Being.* Abraham H. Maslow. 1968 (second edition). 240 pp. Available from D. Van Nostrand Company, Inc. Princeton, New Jersey 08540. \$12.50.

This book, like *Motivation and Personality*, is "full of affirmations which are based on pilot researches, bits of evidence, on personal observation, on theoretical deduction and on sheer hunch," according to the author. If the assumptions on which this "psychology of health" are based are proved true, "they promise a scientific ethics, a natural value system, a court of ultimate appeal for the determination of good and bad, of right and wrong." The ideas of growth and motivation, cognition, creativeness, and values are explored.

*And Merely Teach: Irreverent Essays on the Mythology of Education.* Arthur E. Lean. 1968. 94 pp. Available from Southern Illinois University Press, Carbondale, Illinois 62901. \$4.85.

The author takes exception to a number of current practices in the educational system: faculty rankings, grading, what passes for "teaching" (especially in higher education), the perpetuation of misinformation, and poor teaching.

*Who Can Be Educated?* Milton Schwebel. 1968. 278 pp. Available from Grove Press, Inc., New York, N.Y. 10003. \$6.50.

When students don't learn, school people look to see what is wrong with the children rather than the school: This book is about "such false thinking" according to the author. The theories of abilities that prevail

lend themselves to judgments about the inferiority of a class or a people, he asserts. Four determinants of educability are identified and discussed: biological, psychological, social, and educational. A theory that is neither environmental nor biological is espoused—interactionist; that is, “a socio-biological organism interacts with a social and material environment and develops as he himself participates in controlling the environment.”

*Field Learning and Teaching: Explorations in Graduate Social Work Education.* 1968. 138 pp. Available from the Council on Social Work Education, 345 East 46th Street, New York, N.Y. 10017. No price listed.

These proceedings of a symposium on “field learning and teaching” in social work education include topics such as (1) modes of formal adult learning in preparation for the service professions, (2) structural environment for learning, and (3) integration of class and field curriculum. Both resource papers and the content of discussion sessions are included.

*The Technology of Teaching.* B. F. Skinner. 1968. 271 pp. Available from Appleton-Century-Crofts, New York, N.Y. 10016. \$2.95.

Behavior of students is the main concern of the author. Among other things, this behavior is considered in relation to teaching machines, the technology of teaching, why teachers fail, motivation, the creative student, and teaching thinking. Some attention is also given to the teacher, the administrator, and other aspects of “behavior of the establishment.”

*An Introduction to the Analysis of Educational Concepts.* Jonas F. Soltis. 1968. 100 pp. Available from Addison-Wesley Publishing Company, Reading, Massachusetts 01867. \$1.95.

The most important tools of the trade in education, the author asserts, are “those concepts which are used to think about, guide, and control the ongoing educative process.” He says that a clear understanding of these concepts is a prerequisite to dealing intelligently with any educational activity. He characterizes this undertaking as one that provokes thought rather than providing final, satisfying answers. The main topics discussed include the idea of education itself, disciplines and subject matter, types of knowledge and teaching, learning/explaining/understanding, and analysis. An annotated bibliography is included.

*Educational Change: The Reality and the Promise.* Edited by Richard R. Goulet. 1968. 286 pp. Available from Citation Press, New York, N.Y. 10036. \$3.00.

Presentations by leading figures in industry, government, and education at a national seminar on innovation are organized into five sections: (1) our changing schools, (2) education and societal needs, (3) systematic and effective innovation, (4) creative directions for innovation, (5) technology—its state, further development, and implementation.

*Rural to Urban Adjustment.* Jane A. Abramson. 1968. 160 pp. Available from Minister of Forestry and Rural Development, Ottawa, Canada. No price listed.

The study reported deals with what happens when families struggle with decisions to give up farming. How this struggle carries over and influences adjustments following migration into urban situations is discussed. Data were collected in Saskatoon, Saskatchewan, Canada, from former farm operators.

### ...other current titles

*Schools to Beat the System: Can We Open the Gates of the Ghetto and Let the Children Out?* Harvey Pressman. *Psychology Today*, II (March, 1969), 58-63.

*Alternatives and Consequences for Preserving the Family Farm.* Paul L. Farris. *Agricultural Science Review*, VI (third quarter, 1968), 19-26.

*Criteria for Theories of Instruction.* Edited by Ira J. Gordon. 1968. 44 pp. Available from Association for Supervision and Curriculum Development, NEA, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. \$2.00.

*Personnel Management.* Howard Falberg. 1968. 90 pp. Available from Oceana Publications, 40 Cedar Street, Dobbs Ferry, New York 10522. \$2.50.

*Understanding Adolescent Needs.* J. F. X. Carroll. *Adolescence*, III (Winter, 1968/69), 381-94.

*Style or Circumstance: The Leadership Enigma.* Fred E. Fiedler. *Psychology Today*, II (March, 1969) 38-43.

*The School Environment and Programs for Dropouts.* Jacob J. Kaufman and Morgan V. Lewis. 1968. 184 pp. Available from The Pennsylvania State University Institute for Research on Human Resources, University Park, Pennsylvania 16802. No price listed.

*The Management of Motivation.* Gerald T. Kowitz. *Phi Delta Kappan*, XLIX (October, 1967), 77-80.

*County Agent.* Virginia B. McDonnell. 1968. 192 pp. Fiction. Available from Messner Press, 1 West 39th Street, New York, N.Y. 10018. \$3.50.

*Fun with Games: A Recreational Guide for all Ages.* John E. Anderson. 1968. 176 pp. Available from Dembar Educational Research Services, Inc., Box 1148, Madison, Wisconsin 53701. No price listed.

*Man, the Manipulator.* Everett L. Shostrom. 1967. 189 pp. Available from Bantam Books, New York, N.Y. 10016. \$0.95.

- Supplement to the Bibliography on the Diffusion of Innovations.* Everett M. Rogers. Diffusion of Innovations Research Report No. 6a, (September, 1968), Department of Communications, Michigan State University, East Lansing, Michigan.
- The Relevance of Adolescents' Occupational Aspirations for Subsequent Job Attainments. William P. Kuvlesky and Robert C. Bealer. *Rural Sociology*, XXXII (September, 1967), 290-301.
- Students in Liberal and Professional Fields of Study. Henry Robert Weinstock. *The Journal of General Education*, XIX (July, 1967), 147-56.
- Structure, Policy, and Style: Strategies of Organizational Control. William R. Rosengren. *Administrative Science Quarterly*, XII (June, 1967), 140-64.
- Attitudes That Hinder Self-Improvement. Quintin W. Guerin and Robert L. McKeand. *Adult Leadership*, XVI (October, 1967), 144-45.
- Using Programmed Instruction to Teach a Skill for Transfer. Hildegard Johnson, Barbara Clawson, and Sarah Shoffner. *Journal of Home Economics*, LXI (January, 1969), 35-39.
- Part-time Teachers and How They Work: A Study of Five School Systems.* Gloria Dapper and Judith Murphy. 1967. 39 pp. Available from Catalyst, 55 East 92nd Street, New York, N.Y. 10028. No charge.

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In Alaska the Kaguyak Indians could not become telephone company customers because the letters on the dial meant nothing to them. Some bright man solved the problem. The traditional letters and numbers were dropped and animal pictures were substituted. Under the new system an Indian simply dialed three ducks, two polar bears, a seal and a mackerel. There are no problems that can't be solved by creative thinkers. —THE CURTIS COURIER