occur in a comparative and historical context. Correlatively, we also have the obligation to understand and reveal the exploitative functions of our educational system, as we have exported it to underdeveloped, that is, ex-colonial areas. Some anthropologists may even dare to suggest alternatives to the bureaucratic apparatus of formal schooling in emerging societies, not to speak of our own, if anyone still cares to listen. If the foregoing essays help move anthropology in that direction, they will have accomplished a great deal.

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**A World Bibliography of Anthropology and Education, with Annotations.**

**HARRY M. LINDQUIST**

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1 At the present time it has not been possible to include detailed bibliographic coverage of Latin America. In part, this omission reflects the limitations on my own time and resources and, in part, the limitations on the size of this volume. While such limitations are regrettable, it is better, at this time, to print a bibliography covering much of the world than to delay the entire enterprise for the sake of a completeness that can never be achieved, given the continual growth of the field. Some references to the Latin American literature will be found in the items listed in the initial “General” section which opens the bibliography.
Bibliography

H.M.S.O. His [Her] Majesty's Stationery Office
illus. illustrated
inc. includes
indus. industrial
intro. introduction
M.S.U. Michigan State University
p.; pp. page; pages
ref. references
sect. section
trans. translated by
univ. university
USGPO United States Government Printing Office

FOREWORD

Many correspondents and colleagues have aided me in preparation of this bibliography. One person, in particular, should be singled out: Murray Wax. I owe him a special debt of gratitude for his assistance and support during the eighteen months spent on this project.

ABBREVIATIONS USED

app.; apps. appendix; appendices
ass. assisted
bibl. bibliography
bibl. foot. bibliographical footnotes
bibl. ref. bibliographical references
diagr. diagrams
econ. economic
ed. editor
esp. especially
figs. figures
fold. foldout
gloss. glossary
A Guide to the Bibliography

HARRY M. LINDQUIST

INTRODUCTION

"Anthropology and Education" has just recently come to be a field of organized effort and inquiry. Until 1970, when the Council on Anthropology and Education formally organized itself and began the publication of a Newsletter, there were neither professional associations coordinating activities in the field nor periodicals acting as media for its findings. In consequence of the developing interest in the field, there is now a genuine need for a bibliography that brings together relevant materials from all over the world, but at the same time it has been difficult for the bibliographer to be properly inclusive of all relevant materials and exclusive of all that are nonrelevant. I have consulted a wide variety of sources, particularly journals and books in anthropology, sociology, and related sciences with an interest in the study of education; beyond this, I have engaged in much personal correspondence with anthropologists and educators all over the world.

Since the field is so new, any technique of organizing its materials must be more or less arbitrary, and I have chosen the simplest, of listing by geographic region and national boundary. In addition, there is one "general" section. This system has a major drawback, inasmuch as it conceals from the user the themes and subthemes that recur throughout the literature, and in this essay I have tried to compensate for the deficiency by noting some of these themes.

Before proceeding to that discussion, I should indicate the bases by which I have excluded from this bibliography items that might otherwise have been considered pertinent. For the resources devoted to education are great, and the interest in educational matters has been intense, such that the consequence has been the producing of a steady and ever increasing stream of materials—so vast, as quite to overwhelm the interested scholar.

First, I have excluded all materials that are neither of current interest nor related to current questions. Also excluded are the official reports of national or international agencies, except for such reports that represent more than a compilation of official facts (or expectations). I have also excluded the superficial type of comparative literature that compares the pedagogical structures of various countries without subjecting the data to a critical or interpretive analysis. On the positive side, I have tried—to the extent possible with maintaining a manageable bibliography—to include the writings of indigenous scholars, provided that they are able to view their own societies and cultures with critical vision. And, generally, I have stressed the comparative literatures, whether produced by anthropologists, sociologists, or educational researchers of whatever disciplinary affiliation.

Since there is no autonomous field of anthropology and education at the present time, it is difficult to establish with any degree of definiteness what constitutes the base works in the field. I have, therefore, depended to a large degree on selecting the books and articles that are constantly referred to by people writing on topics relevant to anthropology and education.

Both anthropology and comparative education have experienced some fundamental changes in the recent past. In anthropology, field researchers have found themselves increasingly drawn toward urban populations or populations fundamentally influenced by urban areas. One effect of this increasing urbanization is an accompanying condition of a greater emphasis of education. As relatively isolated populations with little or only tangential contacts with urban areas have given way to the present generation of indigenous peoples whose sons and daughters look to the city and education as a means of mobility within an urban climate, anthropologists have started to regard educational institutions as fociuses of research. The field of comparative education has, in the last decade, been less centered about Europe and North America. More and more articles on the educational problems and related social difficulties of Asian, African, and Latin American countries are finding their way into the comparative education journals. Finally, within education itself, as the base of the educated, and therefore the scope of the educational endeavor have both enormously increased, educational critics have also grown more numerous.

THEMES

A review of the literature relating to anthropology and education brings the reader constantly to recurring themes. We shall look at these themes individually. Neither this list of themes nor the materials cited should be considered to be exhaustive. At the same time, a review of the literature brings a reader time and time again to a consideration of one of several of the following themes: elitism, problems of minority education, the nature of educational planning, the split between urban and rural areas, the imbalance between local and national loyalties, and unemployment or underemployment of the educated.
ELITISM

Discussions of elites usually take one of the following paths: the failure of colonial regimes to establish educational institutions appropriate to developing areas; the failure of the government bureaucracies, which in many developing areas are the principal source of employment for educated persons, to serve the people over whom they exercise power; the attitudes and institutions that perpetuate a vocational preference for entering the relatively unproductive class of white-collar state employees; the relative capacities of various social and economic systems to reform educational systems in order to bring national needs and personal aspirations into greater congruence; and, finally, specific studies of the characteristics of individual national elites.

Studies conducted in the former British and French colonies, particularly in Africa, provide an excellent historical basis for any student of postindependence school systems in these areas (Africa, General: Africa Education Commission; Hailey and Baron; Carnegie Corporation Report; C. W. M. Cox; L. J. Lewis). One general trend, as time passed, was an increasing concern for the problems of mass education with discussions being centered on the general problems rather than on specific solutions. A perusal of studies such as those cited also provides a perspective on two other trends: the gradual development of a highly politicized indigenous elite and a correspondingly increasing degree of awareness of the colonial regimes that the provision of modern education, even to a select minority, raised many more problems than had been imagined.

In postindependence Africa, a major problem continues to be how to find a balance between the rising aspirations encouraged by the increasingly wide base of education and the persistent problems of slow economic development. Criticisms of the present situation often center on the incapacity or disillusionment of educated people to obtain training relevant to national needs. Such criticisms frequently begin with a review of the type of education initiated under colonial administrations.

René Dumont, for example, has provided an especially incisive discussion of the failure of the French to establish vocational education facilities. He, in fact, regards the establishment of European-style education as an attempt to perpetuate colonial power through the new, indigenous elite (Africa, General).

The Nigerian elite, emerging from the British-established schools, has been especially well studied (Africa, Nigeria: J. F. Ade Ajayi; J. E. Goldthorpe; Hugh H. and Mabel M. Smythe). Those studies emphasize the divisive role of Western education, regional and tribal differences in motivation toward the acceptance of Western education, and the persistent conflicts confronting Nigerian society where an elite has been largely drawn from only one group in a religiously and tribally pluralistic nation-

state. Whereas there are broad similarities between the British and French colonial policies in education, important differences of direction have affected the postcolonial period of development. Brian Weinstein (Africa, General) has pointed out that a practical application of knowledge has been much more emphasized by the British than by the French in the bureaucratic training provided to their former colonies.

An important issue in the analysis of the character of elites is the appropriateness of Western-modeled education in non-Western areas. Lord Ashby, for example, has treated extensively the problem of what he terms the "no-man's land" of the African university graduate. Such a person must somehow resolve the conflicts between the ideal value system that he has received through his education, the social and economic conditions from which he came, and the political and other demands of his native society, which, because of the disproportionate national investment in his higher education, regards him as a national resource. Ashby feels, furthermore, that the universities themselves present a fundamental, institutional problem in that their models, Western universities, have tended to be defenders of the status quo rather than agents of change (Africa, General).

In the same vein, two of the most anthropologically perceptive critics of Western educational models at the secondary-school level are Rémi Clignet and Philip Foster (Africa, Ghana; Ivory Coast) who have provided data and insight on the great personal, regional, and continental problems of any educational structure in a developing area that permits only a very few even to reach the level of high school graduate when even a modestly expanding base of literacy and the increasing presence of mass media result in deep cleavages between their aspirations and the actual chances of their being only partially, much less fully, realized.

Conflicts in the models of what constitutes an appropriate elite are not limited to non-Western, unindustrialized societies. Much of Spanish educational tradition is antiscientific and humanistic. As the desire for modernization and industrialization increases at both the top and lower levels of Spanish society, conflicts between the traditional elite and the technocratic personnel required to achieve the new goals rise in incidence and tension (Europe, Spain: Juan Estrellas).

The question of whether there should be an elite based on education is not frequently raised with any degree of serious social action with one outstanding exception, the People's Republic of China. There are powerful elements in the Chinese government and society that favor an elite based on life experiences (the "red" expert) who would hold the ultimate veto power over the behavior and policy directions of the more highly educated class in schools, enterprises, and government (Asia, China: Baum and Tseives).

Finally, in Western Europe, many of the recent reform efforts in education have centered on the question of how to break the upper and upper middle-class dominance of higher education
Recent studies, particularly in Europe, have concentrated on drawing out specific data that will illustrate the relationships between social class and educational opportunity (Europe: Belgium: Sylvain de Coster and Georges van der Elst; Germany: Hans-Joerg Peisert, Harry Schwarzweller; Sweden: Costa Carlsson and Bengt Cessen; USSR: Murray Yanowitz and Norton Dodge). Direct relationships are increasingly seen between the social class, status, occupations, and aspirations of European parents and the aspirations and achievement levels of their children. Sociological studies in the Soviet Union indicate that the problem of the relationship between social class origin and achievement in education is not limited to the capitalist West. Educational institutions, popularly regarded as the primary means of social advancement, are often, in sociological analysis, found to be a means for preserving social status and class.

PROBLEMS OF MINORITY EDUCATION

Critics of American education and American society often write and speak as though the United States were the only society confronting basic conflicts between its majorities and minorities. Even a brief perusal of the relevant literature in anthropology and education belies such an attitude. Nowhere are the conflicts involving minorities more vivid and sharp than in the questions of educational model and educational opportunity, since, as economic development becomes more widespread, access to opportunities to gain technical and technological expertise is open only through education. Young people, furthermore, are widely attracted to the egalitarian ideas present in the humanist writings of the West.

The minority problem is so widespread that I can cite only a few examples of the literature. In the bibliography I have made an effort to include substantive rather than moral comment on minority education. As nationalism has grown in the developing areas, there has been an understandable inclination of the newly formed governments to attempt to reserve economic and educational opportunities for their own citizens. At the same time, such policies have often tended to discriminate against nonnational, economically powerful elites. The treatment of the Asian minority in Eastern Africa, which has been rejected both by the indigenous East African regimes and often denied entry to the United Kingdom, provides a case study of the disenfranchisement of the economic and educational elite during postcolonial transition period (Africa, Asian minority: P. M. Rattansi and M. Abdulla). The other side of the coin is the maintenance of an elite through the suppression of the educational and social opportunities of the majority. Kuper has provided an arresting analysis of the Black man caught in the middle between the White elite and the vast majority of his educationally and socially disenfranchised people.

Kuper presents the dilemma of the educated African in South Africa who, in a sense, acts as a buffer between the Whites and the Blacks (Africa, South Africa).

In multilingual societies and nations, conflicts in education often center on which language or languages are dominant in the school system. This problem ranges from the relatively simple, as in Belgium (Europe, Belgium: Vernen Mallinson); and Wales (Europe, U.K.: W. R. Jones; Wales University College) to the vast, complex problems of a subcontinental nation such as India where the lingua franca of the intellectual is a foreign language (English) and multitudinous language families and dialects exist among the people as a whole.

Problems of minority education have been most visible in Europe and North America (e.g. see the essays in this volume by Henry Leacock, Cazden-and-John, Thomas-and-Wahlhaftig). A crucial propaganda point between the capitalist and communist systems has been the relative beneficent treatment of minorities in the respective social systems. A review of the literature shows that the treatment of minorities in both the social systems has been a "mixed bag." In the Soviet Union, for example, Harry Lipset has demonstrated that the treatment of minorities has not been consistent. In some cases, for example the Moslem populations, the Soviet government has been a great improvement over the Czarist regime. On the other hand, treatment of such minorities as the Jews has not been significantly improved (Europe, USSR: Harry Lipset).

In North America, both Canada and the United States have dealt, with varying degree of success, with the problems of educating their aboriginal minorities. (North America, Canada: A. Richard King; 1967: North America, United States: Murray Wax et al.; Rosalie Wax.) Whereas the failure of the urban-based middle-class model of education among American Indians in both Canada and the United States has long been apparent, the factors involved in this failure, insensitivity to peer-group relationships, lack of desire to make educational methods and goals meaningful to the students, and the implicit demand that the educated Indian reject his home community are only now being clearly elucidated (see the essays in this volume by Wax-and-Wax, Thomas-and-Wahlhaftig).

Both Canada and the United States are confronted with an entire array of cultural, social, linguistic, and racial problems in their school systems. Canada, on the one hand, has long tolerated schools that are ethnic in nature and that use, at least in part, the language of the ethnic minority represented in the school (North America, Canada: A. J. C. King, T. Kruskowski). The United States, on the other hand, in the twentieth century has used the schools to implement a monolingual, unicultural policy. Despite the different directions and structures of the two national school systems, both societies face regional, racial, and cultural conflicts in their respective school systems.
THE NATURE OF EDUCATIONAL PLANNING

Educational literature contains no lack whatsoever of extensive planning material. The degree of realism in such planning is, however, open to many serious and fundamental questions. Several factors enter into the situation. First, few governments have such total control over their people that they are able to order individual preferences into a mold of national priorities. To find an example of a government of this type, we must turn to totalitarian regimes such as the People’s Republic of China. Second, among the intellectuals of the developing countries there is frequent conflict between realistic national priorities on rural development and the urban-oriented ideals of the type of broad humanist education found in European-modeled universities (Africa, General: Wilton S. Dillon; Guy Hunter). Third, given the increasing economic, political, and social interdependence among the developed and developing societies of the world, planners usually speak in terms of sending the most gifted and talented young people abroad to continue their studies and improve their skills so that upon their return they can devote what they have learned to the improvement of their native society. Such planning often ignores the infrequency of return of those students who go abroad—particularly to the United States—to study. A fourth factor is the sheer incapacity of present techniques of planning specifically and realistically to indicate the educational needs of the societies in which planners devise long-range courses of action.

NATIONAL VERSUS LOCAL LOYALTIES

Penelope Roach has offered a brief overview of this problem in Africa (Africa, General). An interesting comparative study of Kenya and Tanzania has been made by David Koff and George Von der Muhll (Africa, East Africa). The other side of the coin of the creation of a modern nation-state is the use of educational systems to preserve ethnic advantages. An extensive debate with regard to Ghana has recently developed in the literature with some, as for example, Philip Foster, feeling that ethnicity and regionalism are declining as criteria for access to schools and others, such as Herd and Johnson, feeling the opposite (Africa, Ghana: Philip J. Foster). The recent problems in Nigeria where one tribal group, the Ibo, had great economic, social, and educational status in a multilingual society, provide a case in point (Africa, Nigeria: John Hanson, Alan Peskin, Hans N. Weiler). Problems of ethnicity and the interference of ethnic loyalties with broader national loyalties are not limited to the developing world. In Canada, for example, both region and language exercise powerful influences on local loyalties versus national loyalty (North America, Canada: John Cheal, A. J. C. King, Robert Lawson, M. R. Lupul). In the United States, especially with regard to the Black, Mexican-American, and Indian populations, serious criticisms of educational institutions as dehumanizing agents have been made. (Also, in this volume, note how the issue of national loyalty appears in the essays by Safa and Green.)

RURAL-URBAN SPLIT

An aspect of the question of acculturation is the increasing distance between rural parents and urban-oriented youth. This problem is, of course, most acute in those areas in which the majority of the people in the society live outside the cities, in rural areas (as in the case of Haiti, discussed in the essay by Safa in this volume). The general problem is augmented by the fact that school leavers are often unemployed so that their failure to fulfill roles suggested in their educations has added to the problem a general state of idleness and frustration (Africa, General: Rémi Clignet). Early school leavers who are unemployed become, in a sense, marginal men in their own societies (Africa, General: Albert J. McQueen). As the educational base grows and urbanization becomes more extensive, the problems of alienation, marginality, and uncertain biculturality will persist (Africa, Bibliography: Ruth F. Simms).

UNEMPLOYMENT

Unemployment of those people who are literate but not fully enough educated to qualify for white-collar positions is growing rather than declining in the developing areas. In Ghana, for example, while the base of students represented in Ghanaian universities increasingly widens, the gap between expectations, middle-school leavers and their actual economic and social progress is also growing more acute (Africa, Ghana: Margaret Peil). This general social problem in Africa is accompanied by consequent social and political problems (Africa, Unemployment: Archibald Callaway). The problem, once again, is not limited to the developing world. In England, for example, school leavers (who are often called dropouts in the United States) face similar problems of what to do with themselves (Europe, United Kingdom: Michael Carter, Thelma Veness). In the United States, the whole question of what constitutes a “dropout” has been seriously raised by both social and educational commentators (North America, United States: Rosalie Wax). These topics suggest the scope of problems relevant to anthropology and
education that have been alluded to, covered in some detail, and often despairingly cited in the literature. Not all of the citations represent work done by anthropologists. The citations are, however, representative samples of those problems that anthropologists interested in education are now facing and will increasingly confront in their future research.

G E N E R A L

Adams, Don and Robert M. Ejorj
   The authors examine the relationship between education and development in the Western world and Japan, Middle Africa, South Asia, Latin America.

Anderson, Robert H.
   Foreword by Paul Woodruff, xi + 180 pp., index.
   A discussion of the relationships between teaching methods, internal school organization, and social change. Special focus on teaching innovations.

Armytage, W. H. C.
1965 The rise of the technocrats a social history. London: Routledge and Kegan Paul, Ltd. vii + 443 pp., biblio. in notes, index.
   A wide-ranging discussion of the shift in education and society to respect for technicians and the implications of that shift.

Ashby, Eric and Mary Anderson
   A critical review of the background, past, and future functions of universities in the third world, which are based on British models.

Becky, C. E.
1966 The quality of education in developing countries. Cambridge: Harvard University Press. Foreword by Adam Cutle, x + 139 pp., index.
   General discussion of educational strategies and stages.

Bercady, George
   Excellent bibliography.

   Essays are based on the International Conference on the World Crisis in Education, Williamsburg, Va., 1967.

Blaga, Mark

Bibliography

Bremnitz, Cole S.
   The author examines social aspects of teaching and learning; the student and his family and group; social class and learning; groups within and influencing the schools; teachers; social problems and education.

---, and John W. Hansen, eds.
   A collection of essays on education and development, ethics, economic development, cultural-scientific development, planning, and other related topics. A wide range of theoretical topics and specific studies is included.

Bickman, William, ed.


Burch, William

Burgan, Henry
   The author draws on his experience with American Indians in the
Southwest to provide suggestions for models of learning and teaching in a cross-cultural setting. He especially emphasizes the role of the teacher as a bicultural agent in relating his culture and that of the students.

Bühler, Walter

Butts, R. Freeman
Discussion of relationships of study of education to archeology, anthropology, economics, history, political science, and sociology.

Coleman, James Samuel
1965 Adolescents and schools. New York: Basic Books, Inc. xi + 121 pp., illus.

Cohen, et al.

Coleman, James Smoot

Comparative Education Program

Coombs, Philip

Educational responses to changing demands are discussed.

Council on Anthropology and Education

Crane, John and George Browne

U.S., Australia, China (Peking), Canada, England, Wales, France, USSR, West Germany, Japan, and India are discussed. A 2d. edition was issued in 1965.

Curle, Adam
1963 Educational strategy for developing societies: a study of educational and social factors in relation to economic growth. London: Tavistock Publications, Ltd. xi + 186 pp., bibli., index.

Discusses education as a tool to overcome "traditional inertia" and elites that impede development. Limitations of education as a tool are described. Agricultural and vocational education stressed.

De Landsheere, Gilbert

Diamond, Stanley, et al.

Drebben, Robert
The author related learning of norms of independence, achievement, universalism, and specificity to schooling.

Eisenstadt, Samuel N.

Fleming, Donald K., ed.
1968 Students and politics in developing nations. New York: Frederick A. Praeger, Inc. vii + 444 pp., bibli. in notes, index, tables.

Articles on Algeria, Congo, Ghana, South Africa, China, Indonesia, South Vietnam, Israel, Chile, Cuba, and Venezuela are included.

Fishman, Joshua, Charles Ferguson, and Jovitinda Das Gupta, eds.

FRAZER, Stewart

Gusfield, Joseph

Gottlieb, David, Jon Reeves, and Warren D. Tehouten

Discussion of a model for adolescent behavior. Excellent and extensive bibliography by region and country.
Bibliography

Gubler, Frederick C., ed.

The 1960 Martin G. Brumbaugh lectures in Education at the University of Pennsylvania. Lectures by Anthony F. C. Wallace (Schools in revolutionary and conservative societies), Dell H. Hymes (Functions of speech: an evolutionary approach), Ward H. Goodenough (Education and identity), and Dorothy Lee (Autonomous motivation) are reprinted.

Halsey, A. H., Jean Flood, and C. Arnold Anderson

Selections on economic change, mobility, selection for education, social factor and education achievement, changes in schools' and universities' functions, and roles of teacher.

Habib, Frederick and Charles Myers, eds.
1965 Manpower and education: country studies in economic development. xii + 543 pp., tables.

Articles on Argentina, Peru, Chile, Puerto Rico, Iran, Indonesia, China, Senegal, Guinea, Ivory Coast, Nyasaland, Uganda, East Africa, and Southeast Asia.

Havighurst, Robert J.
1965 Education in metropolitan areas. Boston: Allyn & Bacon, Inc. xi + 260 pp., app., biblio., index, tables.

An examination of the development of metropolitan centers, educational responses, and present conflicts.

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Selections on the Hopi Indians, France, USSR, Japan, Brazil, China, Ghana, Tudor England, South Africa, New Zealand, the Sudan, and the Netherlands.

Hinde, Peter

Herriot, Robert and Benjamin Hodgin
1965 Social context and the school: an open-system analysis of social and educational change. Rural Sociology 34, no. 2:149-166.

An attempt to relate educational effectiveness with region, social class, and metropolitan environment. The article states that, in the long run, only changes in social organization will be effective in changing schools serving poor populations. Enriched education programs have only short-run effects, and schools can act as an agent of change only when the social organization permits.

Hodkinson, Harold

Discussion of education and stratification, mobility, cultural lag, social change, motivation, learning theories, and social context.

Holmes, Brian, ed.

Articles on the Bahamas, Ceylon, Kenya (Syrian Christians), Kashmir, Egypt, Cyprus, and Eastern Nigeria.

Holmes, Brian, and S. B. Robinson


Holmes, Brian

England, Japan, U.S., and USSR are discussed.


Hunsen, Torsten

A report of the International Project for the Evaluation of Educational Achievement, including Austria, Belgium, England, West Germany, Finland, France, Israel, Japan, Netherlands, Scotland, Sweden, U.S. Forthright description of great difficulties in controlling variables in comparative studies of education.

Kazarnsky, Andreas and Bryn G. Missias

A discussion of comparative education, premodern models, contemporary European and American models, models in developing areas, relationships between the polity and education, and the democratization of education.

King, Edmund J.
1968 Comparative studies and educational decision. London: Methuen & Co., Ltd. vii + 183 pp., biblio., index.

An examination of the nature of comparative education and its usefulness.

International Review of Education
1968 Special issue of this journal devoted to teacher training reform. xiv, no. 4.

Articles on the U.S. (Morris Cogan), England (William Taylor), Belgium (Jean Broun), and Sweden and the general teacher training problems (Sixten Marklund). Communications on Israel, West Germany, France, and Japan. In addition, there are eleven book reviews on this general subject.

Lasswell, Harold and Daniel Lerner, eds.
1965 World revolutionary elites: studies in coercive ideological movements.
Cambridge: The M.I.T. Press. xi + 478 pp., index, tables.

Articles on the ruling elites of the USSR, Fascist Italy, Nazi Germany, Nationalist China, and Communist China describe the various factors, including education, in the backgrounds of the elites.

Lewis, W. Arthur

A review of the problems of the high cost of education in poor countries, the dissatisfaction of primary school leavers, lack of adult education, and underdevelopment of technical education.

Lindequist, Harry M., ed.

Concentration on the United States, Africa, Asia, and Europe.

Noah, Harold and Max Jakobson

A discussion of the theoretical and methodological aspects of comparative education.

Parsons, Talcott
1959 The school class as a social system. Harvard Education Review XXIX, no. 4: 297-318.

Pentecost, Alexander

Discussion of relationships between having more than 10 percent of population in primary school in 1920 and the degree of economic development in 1950. Direct relationship described.

Roberts, K.

Discussion of the merits and deficiencies of selective and non-selective school systems. The comparison is primarily between the U.S. and U.K. Final occupational satisfaction is about the same in both societies.

Rosenthal, Robert and Lenore Jacobson

A careful review of the data available to show a direct relationship between teacher expectations and student achievement.

Shields, James J., Jr.

An analysis of data from AID projects.

Spelton, Lewis

Bibliography

Springer, George P.

A discussion of various "models" of university education: U.S., non-communist Europe, Latin America. Discusses thirteen aspects of European education at the university level. Author feels Eastern European universities have more of a social class balance than Western European universities. Five features of American universities discussed. Finally, university reforms in Europe, especially West Germany, are discussed.

Stenhouse, Lawrence

An examination of secondary education as a transmitter of culture.

Thur, I. N. and Don Adams

The authors examine educational patterns of Europe in the twentieth century: Spain, Germany, France, England, USSR, China, Japan, Latin America, India, and Middle Africa.

Warren, Richard L.

Weinberg, Ian

Article concentrates on general problems of examining elites, special position of headmasters in elite schools, and study of students boarded in schools.

Worsley, Peter

A general discussion of the needs and status of the non-Communist unindustrialized nations and society. Discussion of elitism is especially relevant.

AFRICA

Anonymous

Achi, A. K.
1963 Histoire des peuples murs. Abidjan: Centre d'Édition et de Diffusion Africaines. 192 pp., illus., maps. Revised, corrected, augmented by André Clerici.

A textbook on African history written for and by Africans.
Africa Education Commission

1922 Education in Africa: a study of west, south, and equatorial Africa by the African education commission, under the auspices of the Phelps-Stokes fund and foreign mission societies of North America and Europe. Report prepared by Thomas Jesse Jones, chairman of the commission. xxviii + 333 pp., illus. (maps) plates. A basic document for understanding the background of British planning for education in Africa during the early twentieth-century colonial period.

1924 Education in East Africa; a study of east, central, and south Africa by the second African education commission under the auspices of the Phelps-Stokes fund, in cooperation with the international education board; report prepared by Thomas Jesse Jones, chairman of the commission. New York: Phelps-Stokes fund. xxviii + 416 pp., biblio., illus., map.

Basic document in British colonial educational planning.

Africa Today

1967 Special issue: Education in African development. 14, no. 2. Ethiopia, Southern Rhodesia, Sudan, South Africa, Malawi, West Cameroon, Tunisia, Nigeria, and general problems are briefly reviewed.

African Bibliographic Center, Inc.

A current bibliography on African affairs. Bimonthly. P.O. Box 13066, Washington, D.C., 20009.

Ashby, Eric


and Mary Anderson


A critical work of the background, past, and future functions of universities in the third world, which are based on British models.

Azevedo, Avila de


Beaver, R. Pierce


Beeby, C. E.


Brembeck, Cole Speicher and John P. Koith


Brokensha, David


Description of studies, personnel, and resources in applied anthropology by region. pp. 11-12 and 21 (biblio.) are especially relevant.

Burns, Donald G.


Discusses social-cultural bases of education in African societies; primary school education; secondary education; technical, literacy, and vocational educational efforts; teacher training; and present and future needs.

Busis, Kofi Abbrema


Carnegie Corporation


A basic document in the development of education in colonial Africa.

Catholic International Education Office


Clignet, Rémi


Collison, Robert L., comp.


Commission for Technical Cooperation in Africa South of the Sahara


Couch, Margaret

1962 Education in Africa: a select comp. bibliography. London: Institute
of Education, University of London. (Education libraries bulletin, supplement no. 5, 9).

Cox, C. W. M.

Curle, Adam
1963 Educational strategy for developing societies; a study of educational and social factors in relation to economic growth. London: Tavistock Publications. xi + 180 pp., bibli., tables.

Dakin, Julian, Brian Tiffin, and H. C. Widdowson

Dillon, Wilson S.

The author, at that time Director of Research for the Phelps-Stokes Fund, makes general social scientific suggestions for approaches to doing fieldwork research on universities in the fabric of African nation-building. He emphasizes the potential value of community participation in planning and developing universities with African social realities in mind and the fact that such participation can be studied by social scientists interested in testing the thesis that participation in planning change reduces resistance to that change.

Dione, Djibril

A discussion of conferences on education in a critical transition period.

Dinstel, Marion, comp.

Duigan, Peter, comp.

Dumont, René

Especially relevant are pp. 88-97, 195-210. Criticism of elitist education, which the author sees as, in part, a colonizing attempt to maintain power in Africa. Recommends specific, vocational, nonelitist training. General views are especially relevant to former French areas in Africa.


Fanon, Frantz

A controversial description of the effects of colonialism.

Fox, Frederic

Comments from students attending the Africa Writing School at Kitwe, Northern Rhodesia. The students are from Tanganyika, Basutoland, Ghana, Nigeria, Northern Rhodesia, Nyasaland, Liberia, Kenya. Interesting for views of urban, middle-class, fairly well-educated Africans. Class was designed to train writers, editors, and journalists.

Godfrey, E. M.

Greenough, Richard

Hailey, William and M. H. Baron

A classic British study during the colonial period.

Hama, Boumba

Hanson, John W. and Geoffrey W. Gibson

Harrison, Frederick and Charles A. Meyers


Harvard University Library

Henderson, John P. and Margaret Y. Henderson

Hevi, Emmanuel J.

A highly critical but interesting account of student life in China and Chinese attitudes toward Africa.

Hodgkin, Thomas

African universities have European models that defend the status quo.
Conflict between autonomous choice of profession and national needs is inevitable.

Hoover Institute


Hunter, Guy

1967a Education in the new Africa. African Affairs 66, no. 263:127–139. Author stresses the following points:

More than 90% Africans “self-employed at low productivity.”

Agricultural reform is basic.

Primary school leavers have very few options; very few can continue education.

Primary emphasis must be on agriculture.

Some kind of postprimary training is required to prevent huge waste of investment in primary education.

Rural evening institutes are essential.

Africa retains an advantage over India and Latin America: much less landlordism, little usurer power in rural areas.


Chapter V (Education, pp. 96–117) is relevant. Author argues for high standards in the universities, secondary education directed toward practical matters, economic allocation coming to rural employment rather than primarily school expansion, and development of part-time adult education.

I.E.D.E.S.


Concentrates on Black African education.

Jahn, Janinez


Jahoda, Gustav


Presentation of research problems from a social psychological viewpoint: early development rates in African children, disease and nutritional factors in development of children's capacities in school, social-economic factors in school performance, and factors in drop out rates.

Kellaway, George P.

1967 Education for living. Cambridge: Cambridge University Press. 151 pp., app., index.

A general discussion of education of children with brief reference to West Africa where the author has taught.

Bibliography

Kitchen, Helen, ed.


Lewis, L. J.


Selections from two classic studies of African education: Education in Africa (1928) and Education in East Africa (1924). Includes selections on Africa and education, adaptations of education, organization and supervision, mass education and native leadership education, cooperation for African education, and female education. Of special interest is the persistence of problems isolated by the Commission.


Liadon, Berth


Lystad, Robert A., ed.


Mannoni, Dominique O.

1965 Prospero and Caliban: the psychology of colonization. Trans. by Pamela Powesland; Foreword by Philip Mason. London: Methuen & Co., Ltd. 218 pp., biblio., index.


Important for understanding some of the psychological problems in contemporary education in the third world where nonindigenous, European models remain powerful.

Matthews, Daniel, ed.


McQueen, Albert J.

An extensive examination of the growing school-leaver problem. Theoretical approaches to roles that school leavers will play are described.

Mourmouni, Abou

Murray, A. Victor
Reprint of a pioneer study.

Ponomarev, Dmitri Konstantinovich
A critical study of education in tropical, colonial Africa during the late colonial period.

Rado, E. R.
Basing his discussion on two recent books by F. Harbison on manpower development and education with particular reference to developing areas, the author criticizes the approach on two grounds: manpower planning's concentration on skilled, rather than semiskilled personnel, the former under supplied and the latter over supplied; and, failure to take into account the amount of educational costs.

Rattansi, P. M. and M. Abdullah
A description of education for Asians in Tanganyika, Kenya, and Uganda through the early 1960's. Asian Indians are the principal focus. Problems of integration and Asian achievement in an African, nationalistic context are underscored.

Rimmington, Gerald T.
1965 The development of universities in Africa. Comparative Education 1, no. 2:105-112.

Rivkin, Arnold
Four problems are considered primary: the cost of education; the political necessity of universal primary education; unemployment, urban primary school-leavers; and the lack of secondary, vocational, and collegiate institutions.

Reach, Penelope

Bibliography


Rosen, Seymour M.

Sassett, Martina and Inez Sepmeyer
Includes primary, secondary, vocational, technical, teacher training, and higher education systems of forty-four countries.

Scanlon, David G., ed.

Stabler, Ernest
1961 Pressures and constraints in planning African education. Comparative Education Review XII, no. 3:350-356. Reviews nine UNESCO studies on Uganda, Nigeria, Tanzania, Ivory Coast, and Senegal. General conclusions: universal primary education, a colonial rebellion goal, has had to be deferred in view of costs; higher education has expatriate and therefore expensive staffs; primary education is changing to meet African needs but secondary schools, severely pressed by numbers, have changed little and lack indigenous teachers; the greatest problem lies in what to do with primary school leavers, the great majority of whom cannot go on to secondary schools or obtain jobs. Primary school education must therefore concentrate on skills to develop the under skilled agriculture of Africa.

Standing Conference on Library Materials on Africa

Sutton, Francis X.
1961 Education in changing Africa. In Cowan et al. (1965). Raises the question of whether on-the-job training may, in many cases, be more effective than practical education.

UNESCO
Important for understanding formal plans and official views of deficiencies in African education.

Weinstein, Brian
Comparative analysis of Ecoles nationales d'administration and Institutes of Public Administration. The Ecoles are staffed by the French, exclusivly oriented toward French models, theoretical in orientation, and generally train civil servants with a common tradition over all
former French Africa. The Institutes (British) are more locally oriented, more internationally staffed, and have a more technical and vocational curriculum. Both emphasize memorization.

**Worsley, Peter**

**ANGOLA**

Samuels, Michael
A brief look at recent changes in the education policies of the Portuguese colony.

**CAMEROON**

Vernon-Jackson, Hugh O. H.

**CONGO AREA**

Ching, James C.
Fascinating problems in facilities, staffing, and administration are described.

Fuknia, André
n.d. Twandere ya Twélsa (to be taught and to teach). Republic of the Congo (Brazzaville): Mondoubl, B.P. 11, Académie Congolaise. 17 pp. (mimeo.)
Traditional concepts of education examined.

George, Betty Grace

Georis, Pol and Eaudomin Agbiano
The authors place education in the Congo in the context of the Belgian heritage, present political division of the country, and future prospects.

Gona, Tamar
A discussion of attempts to relate training of bureaucrats to serving in areas of need and thus breaking the elitist cycle. A critical review of the present situation and requisite changes.

Heerma Van Voss, H. O.

**CUBA AND AFRICA**

Clairmonte, Frederic E.
The article, in part, discusses Cuban attempts to reform education and shift emphasis to technological education.

**DAHOMEY**

Tudela, Claude

**EAST AFRICA**

Beck, Ann

Carter, J. Roger

Castle, E. B.
1966 Growing up in East Africa. Nairobi: Oxford University Press. xii + 272 pp., biblio., index.
The author concentrates on education.

Hunter, Guy
1963 Education for a developing region: a study in East Africa. London: George Allen and Unwin Ltd. xvi + 110 pp., apps., index.
A publication under the auspices of P.E.P. (Political and Economic Planning) and the Institute of Race Relations. A study of the historical background and primary policy issues. Focus is on Kenya, Tanganyika, and Uganda.

Koff, David and George Von Der Muller
The authors point to great divergences in responses of primary and secondary students, with cross-national similarities at the same levels.

Molnos, Angek
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Niame, Djibri Tamsir

Raun, O. F.

Shields, J.

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EGYPT (U.A.R.)

Samaan, Sadik H.

Especially useful for a critical look at secondary schools. Bibliographies in English and Arabic are thorough.

FRENCH AFRICA

Beltraugh, Jerry B. and Paul R. Hanna

GHANA

Anonymous

Birmingham, Walter B., I. Neustadt, E. N. Omaboe, eds.

Education is one of the topics examined.

Brokensh, David

Chapter XI (The schools, pp. 236-263) is particularly relevant. The author describes the position of missionary schools both historically and in contemporary terms. Importance of education in developing nationalism, local status of the educated, sources of local pride in products of Larteh schools, economic significance of the schools and their personnel, effects of tribal loyalties on the schools,

and application of Margaret Read's developmental framework to Larteh schools are discussed. Brokensh challenges assumption of Africans being passively affected by foreign educational models.

Clignet, René and Philip Foster

The article presents the similarities and differences in educational and related influences on leadership in the two nations.

Du Santos, Peter
1958 Community development in Ghana. London: Oxford University Press. ix + 209 pp., illus., plates.

Foster, Philip J.

A review of regional and ethnic differences in access to schools.


Relevant discussion of relative openness of mobility in Ghana.

Kaye, Barrington

Chapter 19 (Schooling, pp. 180-189) is particularly relevant. Schooling is described in the context of kinship relationships, materialistic expectations of students' families, increasing tendencies to send girls as well as boys to school, the change in students' attitudes from fear of teachers to respect for them, peer-group relations, and sexual behavior. Biblio. I (213-216) has a list of child training studies written by African students.

Peil, Margaret

Examination of recent changes in the social and economic background of the student body.


An examination of expectations and actual prospects of youth in Ghana who will not continue to higher education.

Selormey, Francis

IVORY COAST

Cerych, L.
A description of the relationships between foreign aid and the development of Ivory Coast educational planning.

Cignet, René and Philip Foster
1966 The fortunate few: a study of secondary schools and students in the Ivory Coast. Evanston, III.: Northwestern University Press. xv + 242 pp., apps., figs., index, tables.
A careful and relevant comparison of the background, aspirations, realistic chances, and national priorities of Ghana and the Ivory Coast. Discussion is placed in a broader African and developing area context.
Discussion of uses of French models in Ivory Coast education.

Fainé, Avigdor

Sigel, Ethem
The author, a former peace corpsman in the Ivory Coast, feels that education is dominated by Europeans and not geared to local needs. Ivory Coast shares common African problems: expensiveness of education, a wide primary base and a narrow secondary tip to the triangle, high dropout rate, and undervaluation of technical education, a French-type system, youth unemployment, and student orientation toward white-collar positions.

KENYA

Andezon, John
1968 Primary school-leavers in progressive rural areas in Kenya. Teacher Education 8:201-214.

Gold, T. F.
1968 Bilingualism in the educational system of Kenya. Comparative Education 4, no. 3:213-221. Discussion of the educational approaches to the need for English, Swahili (Kiunguja dialect), and other vernaculars in Kenyan education.

Kenyatta, Jomo

Mboya, Tom
Significant for discussion of the late leader’s use of Western education in an African context.

Sheffield, J. R.

Uch, George F. P.

Webster, John B., comp.

Wells, Sherlock

LESOTHO

Turner, John

LIBERIA

Guy, John and Michael Cole

Smith, Robert

MADAGASCAR

De Nucé, M. S., and J. Ratsimbamana, eds.

MALAWI

Kayiza, Legson
The epic of a young man from Malawi and his education.

Paulston, Rolland G.
1957 Problemas de tradición y cambios en la educación superior de Malawi. Educación Universitaria Compara 1:3-16.

Read, Margaret
Nigeria

Achebe, Chinua
A novel by a leading Nigerian writer on personal and structural ironies in some aspects of modern African education.

Adetoro, J. E.

Agyei, J. F. Ade
Many references to education and schools.

Ayande, Emmanuel A.
Chapter 9 (The mission and education, pp. 282-304) is particularly relevant.

Bitttinger, Desmond Wright
An early and relevant attempt to combine anthropology and education in the study of a sample of native education in Africa.

Calcott, D.

Callaway, A. and A. Masene

Diamond, Stanley
Curious but interesting collection of Diamond’s analyses and rejoinders by Nigerian figures. The book is relevant since education is a major component in any appraisal of the colonial enterprise in Nigeria.

Dipeolu, J. O.
Fp. 15-14 are especially useful.

Fuchs, Estelle

Goldthorpe, J. E.
Focus: students from Kenya, Tanzania, and Uganda. Reviews education in East Africa, Makerere student social origins, adjustment problems of students, and eventual employment.

Graham, Sonia
A historical study with special reference to the first Director of Education in northern Nigeria (H. Vischer).

Hanson, John W.
A case study of institution building, specifically the College of Education, Nsukka. Focus is on leadership functions and the environment in which leadership is exercised. Leadership is especially placed in the Ibo context in which the institution was developed.

Harrison, Frederick

Ibejuike Okechukwu, ed.

Levin, Robert A., et al.

Lewis, Leonard John

Moffett, J. B.
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Muchenhih, Erma E.

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Pelkin, Alan
A discussion of the factors absent in Nigerian education that are essential to the development of nationalism.

Poole, H. R.
An example of social psychological approaches to learning measures in developing areas.

Raphael, Nnambo

Smythe, Hugh H. and Mabel M. Smythe
Study based upon interviews with 156 members of the elite. Role of education in creation of elite is discussed throughout. Conflicts between class, tribal, and national loyalties are discussed.

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Stolper, Wolfgang
Occasional references to educational policy.

Thornley, J. P.


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Parker, Franklin
A historical review and analysis of conditions, particularly of African education, of the late 1950s.

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Guallement, P., D. Carbo, and P. Verdun

SIERRA LEONE

Sumner, D. L.
1963 Education in Sierra Leone. xi + 475 pp., map.
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Behr, Abraham L. and R. C. Macmillan

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1966 The social structure of a Cape coloured reserve: a study of racial integration and segregation in South Africa. Cape Town: Oxford University Press. xii + 264 pp., app., biblio., illus., maps.

Schools are discussed (pp. 165-169; 219-224) in the context of the social structure of the reserve.

Hey, Peter D.

General problems discussed are intercultural status of teachers and alienating role of teachers in relations between parents and children.


Focus: the Bisle tribe living in Fholoela District. Based on interviews, the author reviews aspirations and fears in young Africans concerning education. He stresses the unreality of the aspirations, wastage in education, and disruptive influence of education based on Western standards in relations between parents and educated children.

Kuper, Leo

Pp. 143-257 are especially relevant.

Marais, J. M.

Munroe, David

Study of relationships between apartheid, refusal to train Africans, and lack of skilled technicans.

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1965 Church, mission, and state relations in pre and post independent Tanzania (1955-1964). East Africa in the modern world. Syracuse: Syracuse University. 50 pp., illus.

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Hillard, Frederick II.

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Little, Kenneth Lindsay

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