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.

A World Bibliography of Anthropology and Education, with Annotations.[1]

HARRY M. LINDQUIST

CONTENTS

[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 literatures will be found in the items listed in the initial "General" section which opens the bibliography.

ABBREVIATIONS USED

app.; apps.	appendix; appendices
asst.	assisted
biblio.	bibliography
biblio. foot.	bibliographical footnotes
biblio. ref.	bibliographical references
diagrs.	diagrams
econ.	economic
ed.	editor
esp.	especially
figs.	figures
fold.	foldout
gloss.	glossary

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.

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 focuses of research. The field of comparative education has, in the last decade, become less and 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 those 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 disinclination 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 persisting 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 humanist. 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 Estarellas).

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 Teiwes).

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: Hansgert Peisert, Harry Schwarzweller; Sweden: Gosta Carlsson and Bengt Gesser; USSR: Murray Yanowitch 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 writers 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: Vernon Mallinson), and Wales (Europe, U.K.: W. R. Jones; Wales University College) to the vast, complex problems of a subcontinent 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-Wahrhaftig). 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 of 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-Wahrhaftig).

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. Krukowski). 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 Peoples' 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 multitribal society, provide a case in point (Africa, Nigeria: John Hanson, Alan Peshkin, 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 deculturalizing 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 P. 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 Ghanian 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.

GENERAL

Adams, Don and Robert M. Bjork
1969 Education in developing areas. New York: David McKay Company, Inc., xiv + 161 pp., index tables.
  The authors examine the relationship between education and development in the Western world and Japan, Middle Africa, South Asia, Latin America.

Anderson, Robert H.
1966 Teaching in a world of change. New York: Harcourt, Brace Jovanovich. Foreword by Paul Woodring. 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. G.
1965 The rise of the technocrats a social history. London: Routledge and Kegan Paul, Ltd. vii + 448 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
1966 Universities: British, Indian, African: a study in the ecology of higher education. Cambridge: Harvard University Press. xiii + 558 pp., biblio., ref.
  A critical review of the background, past, and future functions of universities in the third world, which are based on British models.

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

Bereday, George
1967 Reflections on comparative methodology in education, 1964–1966. Comparative Education 3, no. 3:169–187.
  Excellent bibliography.
1969 Essays on world education: the crisis of supply and demand. New York: Oxford University Press. xiii + 359 pp.
  Essays are based on the International Conference on the World Crisis in Education, Williamsburg, Va. 1967.

Blaug, Mark
1964 A selected annotated bibliography in the economics of education. London: Institute of Education, University of London. viii + 106 pp.

Brameld, Theodore
1957 Cultural foundations of education an interdisciplinary exploration. Foreword by Clyde Kluckhohn. New York: Harper & Row Publishers, Inc. xiii + 330 pp., app., biblio. ref., index.
  Theoretical treatment of education in a cultural and social context. Appendix concentrates on Ernst Cassirer.
1965 The use of explosive ideas in education, culture, class, and evolution. Pittsburgh: University of Pittsburgh Press. x + 248 pp., index.
  An attempt to relate three basic social scientific concepts (culture, class, and evolution) to educational philosophy.

Brembeck, Cole S.
1966 Social foundations of education, a cross-cultural approach. New York: John Wiley & Sons, Inc. xiv + 540 pp., index.
  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. Hanson, eds.
1966 Education and the development of nations. New York: Holt, Rinehart & Winston, Inc. xiv + 529 pp., app. (biblio.), index.
  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.

Brickman, William, ed.
1956 Comparative education a symposium. New York: Payne Educational Sociology Foundation, Inc. 47 pp.
  A reprint of The Journal of Educational Sociology 30, no. 3. A review of the comparative education field.
1960 A historical introduction to comparative education. Comparative Education Review 3:6–13.
1964 John Dewey's impressions of Soviet Russia and the revolutionary world. Mexico-China-Turkey, 1929. New York: Teachers College, Columbia University. 178 pp., biblio.
1964 Works of historical interest in comparative education. Comparative Education Review 7:324–326.
1966 Prehistory of comparative education to the end of the eighteenth century. Comparative Education Review 10, no. 1:30–47.

Burch, William
1967 Cross-cultural dialogues: some trained incapacities of educators and some opportunities. New Zealand Journal of Education Studies 2:113–124.

Burger, Henry
1968 Ethno-pedagogy: a manual in cultural sensitivity, with techniques for improving cross-cultural teaching by fitting ethnic patterns. Albuquerque, N.M.: Southwestern Cooperative Educational Laboratory. xxiii + 318 pp.
  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.

Bühl, Walter
1968 *Gesellschaftswandel und Schulsystem in modernen Industriestaat.* International Review of Education 14:277–299.

Butts, R. Freeman
1967 Civilization as a historical process: meeting ground for comparative and international education. Comparative Education 3, no. 3:155–168.
    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.
———, et al.
, 1963 The adolescent society: the social life of the teen-ager and its impact on education. New York: The Free Press. 368 pp., biblio. foot., illus.

Coleman, James Smoot
1965 Education and political development. Princeton: Princeton University Press. xii + 620 pp.

Comparative Education Program
1964 Comparative education: key-word in context. Ann Arbor: University of Michigan Press. Index, biblio.

Coombs, Philip
1968 The world educational crisis: a systems analysis. New York: Oxford University Press. x + 241 pp., biblio. ref., illus.
    Educational responses to changing demands are discussed.

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1956 Contemporary education: a comparative study of national systems. New York: Harcourt Brace Jovanovich. xvi + 637 pp., biblio., diagrs., maps.
    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 + 180 pp., biblio., 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
1966 *Anthropologie culturelle et éducation comparée.* International Review of Education 12:61–72.

Diamond, Stanley, et al.
1966 Culture of schools. Report to the U.S. Office of Education, 4 vols. Includes international bibliography of books and periodicals of 5,000 + entries (1,000 + annotations). Bibliography available on microfilm from Library of Congress (Original on McBee KeySort cards), also available via ERIC system of U.S. Office of Education.

Dreeben, Robert
1967 The contribution of schooling to the learning of norms. Harvard Educational Review 37, no. 2:211–237.
    The author related learning of norms of independence, achievement, universalism, and specificity to schooling.

Eisenstadt, Shmuel N.
1956 From generation to generation; age groups and social structure. New York: The Free Press. 357 pp., biblio. in notes, index.
    Pp. 163–185 are especially useful.

Emmerson, Donald K., ed.
1968 Students and politics in developing nations. New York: Frederick A. Praeger, Inc. viii + 444 pp., biblio. in notes, index, tables.
    Articles on Algeria, Congo, Ghana, South Africa, China, Indonesia, South Vietnam, Brazil, Chile, Cuba, and Venezuela are included.

Fishman, Joshua, Charles Ferguson, and Jyotirinda Das Gupta, eds.
1968 Language problems of developing nations. New York: John Wiley & Sons, Inc. xv + 521 pp.

Fraser, Stewart
1964 Jullien's plan for comparative education, 1816–1817. New York: Bureau of Publications, Teachers College, Columbia University.
———, ed.
1965 Government policy and international education: a symposium held at the International Center, George Peabody College for Teachers, Nashville, Tennessee, October 22–24, 1964. New York: John Wiley & Sons, Inc. xix + 373 pp., biblio.
    A broad historical, political, and sociological review of the development of international education programs and their present status in a number of countries and political systems.
———, and William Brickman
1968 A history of international and comparative education: nineteenth-century documents. Glenview, Ill.: Scott, Foresman & Co. 495 pp., biblio.
    Nineteenth-century documents and commentaries relating to U.S. and European education written primarily by Americans on European education and Europeans on American education.

Gusfield, Joseph
1966 Educational institutions in the process of economic and national development. Journal of Asian and African Studies 1:129–146.

Gottlieb, David, Jon Reeves, and Warren D. Tenhouten
1966 The emergence of youth societies: a cross-cultural approach. New York: The Free Press. xii + 416 pp.
    Discussion of a model for adolescent behavior. Excellent and extensive bibliography by region and country.

Gruber, Frederick C., ed.
  1961 Anthropology and education. Philadelphia: University of Pennsylvania Press. 123 pp., biblio.
       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 Floud, and C. Arnold Anderson
  1961 Education, economy, and society: a reader in the sociology of education. New York: The Free Press. ix + 625 pp., biblio. in notes, index, tables.
       Selections on economic change, mobility, selection for education, social factor and education achievement, changes in schools' and universities' functions, and roles of teacher.
Harbison, Frederick and Charles Myers, eds.
  1965 Manpower and education: country studies in economic development. xiii + 343 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.
  1966 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.
——————, ed.
  1968 Comparative perspectives on education. Boston: Little, Brown & Company. xvi + 285 pp., index.
       Selections on the Hopi Indians, France, USSR, Japan, Brazil, China, Ghana, Tudor England, South Africa, New Zealand, the Sudan, and the Netherlands.
Heintz, Peter
  1967 Education as an instrument of social integration in underdeveloped societies. International Social Science Journal 19:378–386.
Herriott, Robert and Benjamin Hodgkins
  1969 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
  1962 Education in social and cultural perspectives. Englewood Cliffs: Prentice-Hall, Inc. ix + 243 pp., index.

       Discussion of education and stratification, mobility, cultural lag, social change, motivation, learning theories, and social context.
Holmes, Brian, ed.
  1967 Educational policy and the mission schools case studies from the British Empire. Preface by J. A. Lauwerys. New York: Humanities Press. xv + 352 pp., index.
       Articles on the Bahamas, Ceylon, Kerala (Syrian Christians), Kashmir, Egypt, Cyprus, and Eastern Nigeria.
Holmes, Brian, and S. B. Robinson
  1963 Relevant data on comparative education. Hamburg: UNESCO, Institute for Education. 143 pp.
       A report of the Hamburg Institute for Education Conference (March 11–16, 1963). An extensive bibliography.
Holmes, Brian
  1965a Problems in education: a comparative approach. New York: Humanities Press. x + 326 pp., biblio., biblio. foot.
        England, Japan, U.S., and USSR are discussed.
  1965b Rational constructs in comparative education. International Review of Education 11:466–478.
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       universities, the university and African nationalism, and the future.
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