

An Annotated Bibliography in International and Comparative Education

Dr. Taha Sable

Assistant Professor of International and Comparative Education. College of Education. King Saud University.

The most important aspect of man is his contribution to his fellow man. Hopefully this contribution may alleviate the standard of wisdom, for in wisdom man finds happiness. Man all over the world has the same goal, which is the pursuit of happiness. His cultural, social, or economic differences do not influence him to deviate from his goal. Man may pursue this happiness according to his belief and convictions.

The following pages contain an annotated bibliography in international and comparative education. These books, articles, and speeches given at conferences, cover the period from 1961 to 1967, were collected and summarized for the purpose of basic research in international and comparative education. They are presented here hopefully to help those specialists in the field and those who are concerned about education in the world; other annotated bibliography will follow, dealing with another period of comparative and International education.

The following is divided in three classification.

Classification:

1. *Jurnal of Education:* 1. 2-5-6-8-9. 12. 13. 15. 16. 17. 19. 20. 21. 22. 25. 26. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 49. 52. 54. 55. 60..
2. *Books:* 2. 3. 4. 7. 10. 11. 14. 18. 23. 24. 27. 42. 48. 50. 51. 58.
3. *Speeches:* 53. 56. 57. 59.

1. **Abernathy, David and Coombe, Trevor** *Education and Politics in Developing Countries» Harvard Educational Review, Vol. 35, No. 3, Summer 1965, pp.287-302.*

The authors examine the interaction between education and politics in the new nations. They give particular attention to the tendency of education to induce political instability – as well as stability. The implementation of educational policy has political consequences by affecting types and levels of employment, social mobility, and the ideas and attitudes of the population. Education and politics tend to be observed in societies which are both well-educated and politically stable. The school is a valuable tool in promoting national unity; the larger the school population the more people can be brought within reach of government

propaganda. Unemployment is a problem whereby subtle attempts to check it are made to match output of skilled persons from training institutions with long-term manpower needs.

2. **Abrams, Irwin** «The Student Abroad», *«Higher Education: Some Newer Developments»*, edited by *Samuel Baskin*, McGraw Hill, New York, 1965, pp. 78–102.

In this chapter, Mr. Abrams has presented an overview of developments in programs of study abroad – their objectives, the types of programs that have evolved, their problems and their potentials. Aims and objectives of foreign study should be formulated in terms that will permit evaluation of the program; also the aims should be clearly related to the special opportunities of the particular foreign culture in which the program is located.

3. **Altken, Johnathon A., and Beloff, Michael**, *A Short Walk on the Campus*, Athenum, New York, 1966, p. 208.

The authors were representatives of the Oxford Union Debating Team who made a twelve-week tour of America in the autumn and winter of 1964. The tour was sponsored by the International Institute of Education. The authors have given their impressions of Americans and what the Americans thought of them. The two young men were surprised by the seeming inability of all but a small portion of American students who appreciate and profit from our affluence. An interesting observation was made – «it took a visit to America to make us realize that ferro-concrete walls do not necessarily make a university».

4. **Education and World Affairs**, *Intercultural Education – An Information of Education and World Affairs*, Education and World Affairs, New York, 1965, p. 77.

Intercultural Education lists fellowships open to teachers and students who are not area and language specialists, but who wish to extend their competence to neglected foreign areas, cultures or languages by study BWA will arrange for qualified consultants to assist individual institutions with a general review of their educational objectives and programs relative to international studies.

5. **Anderson, C. Arnold**, «Methodology of Comparative Education», *International Review of Education*, Vol. 7, No. 1, 1961, pp. 1–23.

This article presents two methods that have been used in Comparative Education. The first method – intra-educational analysis: one group of educators confined their attention largely to educational data. The second method – educational-societal analysis: An interdisciplinary approach was proposed at the 1955 Hamburg Conference. This method proposes to diagnose and study the problems and determinants of education and their implications in a given society and to interpret them in the light of parallel data from other societies.

6. **Anderson, C.E.** «Educational Planning in the Context of National Social Policy», *Phi Delta Kappa*, Vol. XLVII, No. 4, Dec. 1965, pp. 83–180.

The author discusses educational planning around a few basic topics: (1) accomodating educational criteria to economic goals, (2) managed versus spontaneous choices among educational alternatives, (3) establishing complementarities in education between schools and other agencies, (4) balancing efficiency against equity criteria, (5) preserving an adaptable educational system, (6) maintaining a balanced curriculum, (7) maintaining appropriate standards of quality, and (8) the uneasy status of the teacher. The nature of formal education limits the extent to which it can be profitably assessed in terms of criteria drawn from outside.

7. **Anderson, Wallace L.** «Undergraduate International Programs: A Rationale and an Approach», *Speech delivered at the Intercollegiate Regional Conference on Undergraduate Education and World Affairs, Iowa City, 1966.*

Mr. Anderson, dean of undergraduate studies at the State College of Iowa delivered one of the addresses at a 1966 conference on education and world affairs which was sponsored by Education and World Affairs and the University of Iowa at Iowa City. Mr. Anderson was concerned about colleges updating curriculums to extend the international dimension in educational programs. The traditional way in which curricular changes have reached the colleges and schools has been a slow process; the report describes the approach which is being used at the State College of Iowa.

8. **Armytage, W.H.G.**, «Foreign Influences in English Universities: Four Case Histories», *Comparative Education Review*, Vol. 7, No. 3, Feb. 1964, pp. 61-246.

The author uses four case histories to show that British universities have been significantly affected by French, German, and Russian practices. Each in turn has affected the adaptation of English Universities to an increasingly technocratic age. The first proper school of technology was established in France in 1749, some fifty years later the sciences encouraged by Bonaparte took root in England. The concept of research as the main role of new civic universities (1867) was due to the influence of their first professors who had been trained under German professors. American land grant colleges served as a model for the civic universities of Britain in fostering a humane approach to all knowledge. Russia's influence can be found in scientific planning in many areas.

9. **Ashby brie and Anderson, Mary**, «Autonomy and Academic Freedom in Britain and in English-Speaking Countries of Tropical Africa», *Minerva*, Vol. 4, Spring 1966, pp. 64-317.

This article is abridged from a chapter in a book entitled *Universities: British, Indian, African*. In Britain, and most universities in the United States, scholars have academic freedom. (This is the concept of *Lehrfreiheit* – a privilege of the teacher). There seems to be little evidence that university teachers, in the African Commonwealth countries, have not enjoyed academic freedom; reasons for

serious disturbances have been marked by interferences with university autonomy rather than academic freedom. Constitutional patterns borrowed from English civic universities fail to guarantee autonomy of the new Commonwealth universities. Ways suggested for making autonomy more secure are: (1) educate public opinion, (2) codify conventions, and (3) devise new constitutions.

10. **Ashby, Eric**, «Universities for Export: Agenda for Some Thinking», *Commission on Post - School Certificate and Higher Education in Nigeria*. 1965, p. 231.

Sir Eric, who is Master of Clare College, Cambridge, England, headed the Commission on Post-School Certificate and Higher Education in Nigeria, a body of educators which made long-range recommendations for Nigeria's educational and manpower growth at the time of the country's independence. The author discusses some of the problems and implications of education in the under-developed nations, particularly in West Africa.

11. **Beeby, C.E.**, *The Quality of Education in Developing Countries*, Harvard University Press, Cambridge, Mass., 1966, p.139.

The author was Director of Education in New Zealand for 20 years; he also had responsibilities in the Pacific Island dependencies; he was Assistant Director - General of UNESCO in charge of education programs; he also had several years of experience as Director of the New Zealand Commission for Educational Research. The theme of the study is well stated in this statement: «The quality of education lies squarely in the domain of the educator, and he will have himself to blame if he fails to balance the theories of the economist concerning educational planning with theories of his own which no one but he can provide».

12. **Bell, David E.**, «The Quality of Aid», *Foreign Affairs*, Vol. 44, July, 1966, pp. 07-602.

Mr. Bell, formerly Administrator of the Agency for International Development, became Vice President of the Ford Foundation in the summer of 1966. The author urges better programs of research and evaluation. He believes that the whole process of foreign aid could be viewed as a research process if we understood our own role better.

13. **Bidwell, Charles B. and Kazamias, Andreas M.**, «Religion, Politics and Popular Education: An Historical Comparison of England and America», *Comparative Education Review*, Vol. 6, No. 2, Oct. 1962, pp. 97-110.

This paper attempts to determine social cleavages and conflicts underlying religious-political controversies. Rationale for comparison, societies selected should be similar in their social stratification, economics, ethnic composition, religious and political traditions and systems, and educational structure. These criteria are not met by England and the United States; however, of three states - Massachusetts, New York, and Pennsylvania - Massachusetts was more like England in the periods studied than either of the other two. The patterns of

programs and arguments differed; yet underlying these differences were fundamentally similar process of social conflict and coalition.

14. **Bidwell, Percy W.**, *Undergraduate Education in Foreign Affairs*. King's Crown Press, New York, 1962. p. 84.

For a number of years Mr. Bidwell was director of studies at the Council on Foreign Relations in New York. After leaving the council he made a 3-year study, sponsored by the Carnegie Corporation of N.Y., of undergraduate education in foreign affairs in U.S. colleges and universities. The author believes that a college graduate needs knowledge and understanding of foreign countries to complete his liberal education; that college graduates of this generation who least expect it may eventually find themselves at work abroad.

15. **Bowles, Frank** «Patterns of Development in Higher Education», *International Review of Education*, Vol. XI, No. 1, 1965, pp. 21–30.

A discussion of the mandate, first proposed by UNESCO in 1950, to examine university entrance requirements and their effect upon university entrance. A diversity of meanings caused a change in the title to «access to higher education». The study attempted to establish for each nation being studied, the educational requirements at different levels of education, and the flow of students through the system as affected by those requirements. A multiplicity of examinations for entrance are required by different countries. Access to higher education has been facilitated by the removal of certain examination by a number of countries. Pressure for the change is the result of the rising tide of aspirations. Universities control education from top to bottom, therefore formal requirements are the instruments of control.

16. **Brodelt, Samuel S.**, «Educational Ideals and Practice in Comparative Perspective», *International Review of Education*, Vol. 11, No. 3, 1965, pp. 49–144.

Political and social goals of society are the foundations of the educational system. The worth of comparative method then lies in probing the relationship between a nation's ideals and its practical accomplishment. The author suggests that a student of comparative education: (1) set down philosophy basic to each national goal may be learned from constitutions, supreme court interpretations, laws, acts, written works of leading thinkers etc. Second move to analysis of educational systems. Nations should be divided into three broad classes: (1) Underdeveloping (2) nations beginning industrialization, and (3) modern industrialized nations (United States, United Kingdom, U.S.S.R., and Japan). The hypothesis—formal education is possible only where production exceeds consumption.

17. «Business Makes a Kenya Safari», *Business Week*, Sept., 1967, pp. 10–108.

The article indicates that Kenyatta has been very successful in persuading his countrymen to set aside their tribal and racial differences and to work for national

unity. The pressure to «Africanize» business and government is growing more intense: Kenyatta wants the employment of Africans to increase, but realizes the process of training them is difficult and expensive.

18. **Butts, R. Freeman**, *American Education in International Development*, Harper and Row, New York, 1963. p. 263.

Mr. Butts, Associate Dean for International Studies at Teachers College, Columbia University, thinks that the «educational» activities of our technical assistance programs have not been systematically studied or carefully evaluated. Research should be designed to describe and assess the educational practices, theories, and assumptions upon which our policies of international cooperation have been based, to discover and evaluate what has happened under varying conditions in different countries and regions of the world as a result of these policies.

19. **Caldwell, Lynton k.**, «The Universities and International Technical Assistance», *Journal of Higher Education*, Vol. 36, May 1965, pp. 73–266.

Mr. Caldwell, a professor of government at Indiana University, discusses in this article the inconsistency between theory and practice in the administration of university contracts with the government for technical assistance overseas.

20. **Canfield, Alvah. T.**, «Folk High Schools in Denmark and Sweden: A Comparative Analysis», *Comparative Education Review*, Vol. 9, No. 1, Feb. 1965, pp. 18–24.

The general concept of the folk high school as found in Denmark and Sweden appeal to young adults who have not had formal preparation for university life. The Danish Folk High School Movement was characterized as a rural-oriented movement in contrast to a more industrialized society in Sweden. The folk high school movement in Sweden grew within the larger national popular movement which gave it a permanency unknown in Denmark. Attempts are being made by the labor Movement in Denmark to become involved in the high school movement. The future of the folk high school may be tied to the future of all education in their respective nations.

21. **Clignet, Remi p. and Foster, philip J.**, «French and British Colonial Education in Africa», *Comparative Education Review*, Vol. 8, No. 2, Oct. 1964, pp. 191–198.

The article shows that both the French and British Colonial Powers, in practice, wavered between «assimilationist» and «adjustive» policies. French policy in Africa has been characterized as assimilationist – the creation of an elite cherishing metropolitan values. British practice has allegedly emphasized cultural adaptation. Political differences have been reflected in the metrepols; the British influence is shown by considerable devotion of political authority to local agencies, whereas French influence is characterized by greater stress on direct rule. Consequences of

French and British educational policies have often been the same in spite of ideological differences; differences may be interpreted more in terms of degree than of nature.

22. **Committee on Educational Interchange policy**, «*College and University Programs of Academic Exchange*», 8 Institute of International Ed., New York, March, 1961, pp. 40–70.

This section of the 1960 publication of the Committee on Interchange Policy of the Institute of International Education is a discussion of issues and questions raised by academic exchange at the faculty level.

23. **The Committee on the College and World Affairs**, «*The College and World Affairs*», *Hazen Foundation Report*, 1964.

A report of an autonomous committee, brought together and financed by a grant from the Edward W. Hazen Foundation, to consider the complexities of a swiftly changing world and their meanings for liberal education. Three major thrusts selected to demonstrate the new dimensions and strategies of learning that will be required within our educational system are: (1) the shift in relationships that has moved the United States, along with very few other nations, into the center of world affairs, (2) The emergence of new nations and the vast increase in the world importance of their cultures, and (3) the new complexities as well as the new opportunities that have been introduced into the process of interaction among cultures and nations.

24. **Committee. On Educational Interchange Policy, IIE**, Women in Educational Exchange with the Developing Countries, *CEIP Number 16*, Institute of Int'l. Ed., Inc., New York, N.Y. 1963, p.27.

The Committee on Educational Interchange Policy conducted this study to find out about the contributions of women in the developing countries and whether a large number should participate in educational exchange programs.

The study showed that on the whole, women exchange students are doing well, especially considering the barriers to women's education which still exist in many countries of the world. With the exception of a few countries, they are participating in academic-exchange programs in numbers roughly proportionate to their representation in higher education at home. If there is discrimination against women it occurs in their own homes and educational systems. The report gives several suggestions for improving exchange programs, together with a list of areas for research.

25. **Cramer, John F., AND Browne, George S.**, *Contemporary Education: A Comparative study of National Systems*, «*Influences Affecting the Character and Development of National Systems of Education*», Harcourt, Brace & World, New York, N.Y., 1965, pp. 1–22.

The authors present this study so that all who are interested in the problems of

education have a better understanding of their own national system. The first section gives the basic reasons why systems have developed along different lines. These reasons may be summarized as follows: (1) Sense of national unity; (2) General economic situation; (3) Basic beliefs and traditions, including religious and cultural Heritage; (4) Status of progressive educational thought; (5) Language problems; (6) Political background: Communism, fascism, democracy; (7) Attitude toward international cooperation and understanding. Most educational reforms seem to be the result of the inspired leadership of some individual or group; for example, Dewey's educational philosophy has had a profound effect in several European countries, and in most of the English-speaking countries. The work of the United Nations has done much to promote world understanding.

26. **DeBary, William Theodore**, «Asian Studies for Undergraduates: The Oriental Studies Program at Columbia University», *Journal of Higher Education*, Vol. 30, Jan., 1959, pp. 1-7.

In this article, Mr. deBary discusses the methodology used at Columbia University for two courses; oriental civilization and oriental humanities. At the time the article was written these two courses were taken on an elective basis. This article indicates that these courses were an outgrowth of a well-established program of liberal education.

27. **Dixon C.W.**, *Society, Schools and Progress in Scandanavia*, Pergamon press, London, 1965, p. 193.

A discussion of the contemporary scene in Denmark, Norway, and Sweden. All Three countries are ruled by constitutional monarchies-strong tradition of local government. Common history, common traditions in law and customs; same religious background (largely Lutheran); similar views on action by the State or voluntary cooperative agencies in economic affairs - social welfare. Schooling is provided free of cost at all levels including Gymnasium. Tuition is free in universities, financial aid for support is available in all three countries. Large expenditures for education have been forecast. The main changes in the school systems are found in the post primary level. The new curriculum lays stress on extended general education, modern foreign languages, mathematics and science to cope with technical developments, knowledge of social and economic affairs, the meaning of family and democratic community life. They are a well informed people and are dedicated to cooperation abroad.

28. **Edding, Fredrick**, «The use of Economics in Comparative Educational Systems», *International Review of Education*, Vol. 11, No. 3 1965, pp. 65-453.

The author discusses the comparison of data in their matrix system of independencies. Systems must be compared in their moment through time and in their interaction with the various sectors of social life. All the disciplines of social sciences including economics have much to contribute if it is the aim to understand the role of education in social development. Comparative research for education and economics should be the study of aggregate growth processes and the role they should fulfill in aggregate social development.

29. **Education and World Affairs**, «The Foreign Student: Student: Whom Shall We Welcome?» *House Document, No. 527*, U.S. Govt. Printing O., Washington, D.C., 1964, PP. 47-335.

A report by the Study Committee On Foreign Affairs, published in 1964. Continuing concern for the responsibilities of U. S. colleges and universities in the education of foreign students led Education and World Affairs in the autumn of 1963 to set up a study committee to focus attention on these responsibilities. Foreign student policies followed by many American colleges and universities are conflicting and ambiguous; however, there is continuing strong support for the admission of foreign students.

30. **Enarson, Harold I.**, «The Universities, Stake in the Developing Nations», *Educational Record*, Vol. 45, Winter 1964, pp. 27-32.

Mr. Enarson, Formerly with AID, is president of Cleveland State University, Cleveland, Ohio. Mr. Enarson states that better use of universities must be made if they are to help the developing nations build systems of education adequate to their needs. No single discipline can have a monopoly on this demanding new assignment.

31. **Epperson, David C. and Schmuck, Richard A.**, «The Uses of Social Psychology in Comparative Education», *Comparative Educational Review*, Vol. 6, No. 2, Feb. 1963, pp. 90-182.

A discussion of the possible contribution of social psychological theory in building a cogent system for analyzing educational processes across societies. The author suggests the development of a theoretical taxonomy which allows one to abstract systematically the socialization processes by educational institutions. The threefold strategy: (1) Forms of human activity underlying observable educational processes; (2) Conceptualize the relationship between educational and more macroscopic sociological economic phenomena; (3) Scientific method should be used in studying these processes. The taxonomy for classroom process would involve following, loving, respecting, and defining.

32. **Fraser, Stewart (ed.), William W. Brickman** *Governmental Policy and International Education*, «Historical Development of Governmental Interest in International Higher Education», John Wiley and Sons, Inc., New York, 1965, pp. 17-46.

The author, Dr. Brickman, is concerned that so few educators are prepared to study international education in depth because they lack the foreign languages necessary for research. This section gives the history of international higher education from biblical times to 1964. Purpose, program, and personnel requirements must be satisfactorily met for the development of successful international relations in culture and education. (The whole book gives a good overview of the work being accomplished in cross-cultural educational exchange).

33. ———, «*Criteria for Judging the worth of an International Educational Program*», John Wiley & Sons, Inc., New York, 1965, pp. 11–15.

The author, Dr. Harold Benjamin, gives three main criteria for judging international education programs: (1) The educational purpose of any country must be the products of the people's own wants in that country and the best way to help people improve their educational purposes is by helping to educate their leaders (2) Does the country's educational purpose require changes in its program? Other similar questions should be asked regarding suitability and reasonableness of program. (3) The third criteria deals with evaluating exchange of educational ideas and practices by exporting and importing teaching personnel.

34. ———, *Governmental Policy and International Education*, «The United Nations and International Relations», John Wiley and Sons, Inc., New York, 1965, pp. 3–10.

A speech, commemorating the United Nations nineteenth anniversary, by Adlai Stevenson, October 22, 1964, at Peabody College. The speech emphasizes the important role of the United Nations in promoting world peace and in building organizations for promoting international relations. It is worth noting that Mr. Stevenson said: «Realism tells us that the future of the United Nations will be no bed roses... and man for all his sins, deserves something better than an endless prospect of mindless hostility, monotonous arrogance, and monstrous weapons».

35. ———, *Governmental Policy and International Education*, «Sino-Soviet Educational Cooperation: 1950–1960», John Wiley & Sons, Inc., 1965, pp. 189–206.

This section reflects Sino-Soviet educational relations during the first decade of the Chinese Communist regime up to 1960. The author says that an educational structure best suited to Communist China's needs will, no doubt, be hastened by ideological conflicts between the two nations. The bibliography lists 53 references.

36. ———, «Foreign Talent Heads Where the Action Is», *Business Week*, Sept, 1967, pp. 98–196.

This article gives the latest immigration figures which show that technically trained talent from abroad is invading the United States at a swiftly increasing rate, despite past insistence that the trend has reversed

37. Hans, Nicholas, «Class, Caste, and Intellectual Blite In Comparative Perspective», *Comparative Education Review*, Vol. 4, No. 3, Feb. 1961, pp. 46–140.

The author discusses an educational system to meet the needs of all people. The educational system must perform a definite social function; therefore the selection and training of future leaders must come from all groups of the population. Such selection is only possible on the basis of universal primary and secondary education common to all classes. England is used as an example of an independent that was steeped in classical tradition; after 1945 social pressures produced changes.

In England's history the aristocracy of purse displaced the aristocracy of blood and the independent schools became the preserve of the wealthy. The Education Act of 1944 gave legal expression to the demands of the Labor Groups. When a nation is composed of classes, provided mobility is legally recognized and is a fact, such division does not prevent the formation of an intellectual elite. It is only in a country with a caste system that the formation of a national intellectual elite is obstructed.

38. **Heinzerling, Lynn**, «International Focus: Brain Drain», *Associated Press*, London, Dec., 1967. pp. 24-32.

This article discusses the serious loss of trained personnel. A committee set up by the minister of technology reported that the total outward flow of engineers and technologists from Britain has doubled in six years. The main reasons for the drain are higher salaries and the lower tax rates in most other countries.

39. **Henderson, Gregory**, «Foreign Students: Exchange of Immigration?», *NAFSA Newsletter*, Vol. 16, No. 4, 1964. pp. 1-4.

This article discusses the problem of «brain drain» and some suggestions for consideration to alleviate the condition. Much of the drain has been effected under the name of «international exchange». Many countries have tried one technique after another to curb the flow; however, a foreign government can put no stamp in a student passport which will prevent him settling in the United States. Much of the drain comes from the underdeveloped nations we are trying to help.

40. **Holmes, Brian**, «Rational Constructs in Comparative Education», *International Review of Education*, Vol. 11, No. 4, 1965, pp. 78-466.

The author discusses presentation of important data in education by classifying them on the basis of stated criteria. The following list is suggested for developing normative statements and values:

- (1) For any society a number of normative statements apply.
- (2) The norms accepted by men form an important contest in which the schools operate.
- (3) The precise relationship between norms and educational practices are themselves the source of useful comparative studies.
- (4) Each society will have associated with it different norms or variants of the same or similar norms.
- (5) It is important to distinguish between specific and general statements.
- (6) Identify those which are most important.
- (7) Criterion of selection must be explicit.
- (8) Theories of knowledge must be capable of cross-cultural comparison.

Rational constructs can be used to examine logical relationships, to study theory and practice, for comparison of educational legislation, and for relationship studies of different parts of the educational system.

41. **Holmes, Brian**, «The Problem Approach in Comparative. Education: Some

Methodological Considerations» *Comparative Education Review*, Vol., 2, No. 1, June 1958, pp. 3-8.

A discussion of the «Problem Approach». The «Problem Approach» represents an attempt to make the study of education scientific through the careful analysis of problems and social patterns. Two types of problems are: (1) socio-economic and political issues of the day; and (2) educational material would be drawn from all the social sciences. An important task for the comparative educator is to formulate the vaguely perceived problem as precisely as possible in order to break it down for further study to see to what extent it is universally applicable.

42. **Holmes, Brian**, *Problems In Education*, «Comparative Education and Cultural Borrowing» Ch. 1, *Science of Education and Planning» Ch. II*. Routledge & Kegan, London, 1965, pp. 1-47.

Chapter I is a discussion of methods that have been used by several countries to promote universal education: (1) selective cultural borrowing, (2) descriptive and statistical studies, (3) the historical approach, and (4) the sociological approach. The author is committed to the «Problem Approach» because he believes that it is scientific and can be used as an instrument of educational reform, chapter II discusses the problem approach based upon «How we Think» by John Dewey. According to Dewey, the function of reflective thinking is to clear up a confused situation. Between the pre-reflection situation and the post-reflective situation, a number of reflective processes take place: (1) hypothesis, (2) problem analysis, (3) analysis and specification of context, (4) logical deduction of consequences, and (5) practical verification. The problem itself determines what is relevant and what is not.

43. **Idenburg, Phillip J.**, *Statistics in the Service of Comparative Education*, *International Review of Education*, Vol. 11, No. 4, 1965, pp. 52-432.

A discussion of the use of statistics in the field of international research. In the treatment of quantitative data certain laws seem to emerge from the mass as a whole. Statistical method is one of quantification, however it operates with qualitative concepts. Educational statistics aid in Educational planning by giving insight on the desirability or necessity of particular developments, and a scientific analysis of factual information plays an important role in forecasting. Present day planning aims at interdependent thinking about the development of education; all relevant factors must be integrated, and national statistics should be developed which will help in realistic planning.

44. _____, «Japan's Powerful Push Overseas», *Business Week* (Special Report), 1967.

Premier Sato feels his country is strong enough to grant foreign aid and bid a new for Asian leadership. A miniature Japanese version of the Peace Corps is in the field, teaching modern farming, health and sanitation, even judo, in such countries as Malaysia, Cambodia, Laos, and the Philippines. The Japanese claim that ultimately they will devote 1% of their GNP to foreign aid, the 1964 total was 0.41%.

45. **Kandel, I.L.** «The Methodology of Comparative Education» *International Review of Education*, Vol. 5, No. 3, 1959, pp. 78-270.

The author believes that the methodology of comparative education should be determined by the purpose that the study is to fulfill. If the discipline is worth pursuing, it is essential that the student search for information into the educational system or systems that he is studying. He should discover the forces that determine the nature and form of an educational system. The bases for the reform of an educational system are sociological, economic, technological factors, the status of women, the changing social class stratification, political and cultural patterns, and equality of educational opportunity. Methodology of comparative education may be considered a continuation of the history of education into the present. The specialist in comparative education should have a knowledge of varying political theories, history of education, how political ideologies and aims have affected the course of education since the days of Plato and Aristotle. He should realize the impact of nationalism on education.

46. **Kandel, I.L.**, «Comparative Education and Underdeveloped Countries,» *Comparative Education Review*, Vol. 4, No. 3, Feb. 1961, pp. 35-130.

A discussion of the challenges facing newly created nations. In the movement for educational expansion, many involved in the process failed to realize that there needed to be a complete change in the spirit of education and a departure from traditional canons and practices. The author points out that: (1) the process of transition cannot be hastened; (2) wide gaps between younger and older generations must not be created; (3) transition must start with immediate needs and environments; (4) the educational needs and problems of the new nations press for solution on all three levels – primary, secondary, and higher; (5) the whole community must be involved in developing an indigenous education. Educational reform must be based on helping people to improve their standards of living.

47. **Kazamias, Andreas M.** «Some Old and New Approaches to Methodology in Comparative Education,» *Comparative Education Review*, Vol. 5, No. 4, October, 1961, pp. 90-96.

The article examines critically some traditional classic approaches to comparative education, dwells on some nascent (just being born) approaches, and offers the views of the author. Kandel's approach is given as the most representative of the traditional approaches. The author believes that we need to view schools of different nations in relation to other agencies which are engaged in the transmission of culture, or in the process of socialization. Comparative education must be viewed as a study combining scientific and humanistic elements.

48. **Koener, James D.**, *The Miseducation of American Teachers*, Houghton Mifflin Company, Boston, Mass., 1963, p. 360.

This book is a criticism on the quality of teacher education in American schools of education and colleges. The author's criticism was written after

an examination of the vast literature in the field and visits to 63 regionally accredited institutions with programs in teacher education. Findings: (1) Awareness of need for reform; (2) lack of congruence between actual performance of its graduates and training programs; (3) Education is not a genuine discipline; (4) inferior intellectual quality of the education faculty; (5) lack of administrative inertia to initiate reform; (6) low academic caliber of students; (7) too many education courses in the typical teacher-training program; (8) intellectual impoverishment of the course work; (9) admission standards for graduate programs are low; (10) the centripetal nature of authority in education as evidenced by NCATE; (11) course work in academics is sometimes not much stronger than in education; (12) the jargon of education is difficult to understand. The author has been quite critical of teacher education but many of the findings are relevant and some of his recommendations could help to upgrade most who are in special areas or in the field of education.

49. **Koh, Eng Kiat** «American Educational policy in the Philippines and the British Policy in Malaya, 1898-1935.» *Comparative Education Review*, Vol., 9, No. 2, June 1965, pp. 46-139.

The article shows that from any set of policies flow political, economic, social and educational consequences. The Philippines illustrates the consequences, especially of education, of a policy which gave political development priority over economic development. In contrast, Malaya illustrates the complex results of a colonial policy which stressed not merely economic development, but economic development with foreign capital, labor and enterprise without giving equal stress to political and educational development. The centralization of powers in favor of the Malay rulers in the Federated Malay States did not affect British control of Manance, defense, and foreign affairs. The Malays continued to be largely poor peasants.

50. **Passin, Herbert**, *Society and Education In Japan*, Bureau of Publications, T.C., New York, Columbia University, 1965, p. 347.

The historical background in this book is much the same as that written by Mori in 1873. Japan was the first non-western society to modernize herself. The Modern School system which was in effect until post WWII. American reforms reflected the following characteristics for the most part: Foreign influence combined with distinctively Japanese notions and method - these had been adjusted through practical experience and ideology to the dominant political ideas of the state; American ideas soon gave way to Germanic conceptions - the coeducational school; the model for the centralized educational system was provided by France; for universities, Germany was the main model: Elite positions in Japanese society have been largely from elite universities. On the surface, Japanese politics today appears about as polarized as they can be. Japan belongs to the class of industrial societies.

51. **Reller, Theodore L. and Morphet, Edgar L.**, *Comparative Educational Administration*. Prentice-Hall, Inc., New York, 1962, p. 438.

The study of national provisions for education. WWI had far-reaching implications for education as well as other aspects of life and government in many areas of the world. By the end of WWII, colonialism was dead or dying in all parts of the world. The masses had little or no education and little preparation for self government. The economy in many of these areas was primitive. These problems existed in such degree that they became a cause for concern of all nations and governments. People in some of the underprivileged areas of the world have not seen clearly the issues at stake between communist and non-communist ways. Some of the pressing problems and needs at the time were lack or variations of educational opportunity, very low standard of living, and language barriers; some of the problems have been solved for some of the countries. Working out solutions has come to be a concern for many nations.

52. **Rosenzweig, Robert M.** «Universities and the Foreign Assistance Program», *Journal of Higher Education*. Vol. 35, Oct., 1964, pp. 66-359.

The author discusses the general problem of government-university relations which is largely nonscientific in character. He emphasizes that demands for service that is not and cannot be related to the needs of faculty and students should be resisted.

53. **Rothwell, C. Easton**, «*The World in Higher Education*», Conference-Education and World Affairs, Los Angeles, January 1966.

Mr. Rothwell dicusses some of the steps which must be taken if we are to create a nation whose citizenry has a profound understanding of intercultural and international relations commensurate with the power and obligations of that nation. We must understand how peoples of the world answer the essential questions of living, governing, expressing themselves, as we now answer such questions about ourselves.

54. **Samonte, Qurico S.**, «Some Problems of Comparison and the Development of Theoretical Models in Education» *Comparative Education Review*. Vol. 6, No. 2, Feb. 1963, pp. 81-177.

This article is a discussion of the basic problems associated with borrowed concepts. The utility of borrowed concepts and typologies could be enhanced by requiring the comparative educator to acquaint himself more thoroughly with subtleties of theory and methodology that interest him in other fields, such as empirical decriptions of school systems. Selective interdependence among disciplines might help minimize problems of comparison.

55. **Scanlon, David** «Church, State, and Education in Sub-Sahara Africa: An Overview», *International Review of Education*, Vol. 9, No. 4, 1963-64, pp. 46-438.

A discussion of the historic meeting of December 12, 1962, the «All Africa Churches Conference on Christian Education in a Changing Africa.» This was a historic meeting because it marked the beginning of a new period in African educational history with a shift in power from the churches in England, France,

and the United States to Africa. The article shows that the schools throughout Africa will be used to a greater degree in the process of Nation building. The future of church-state relations appears to depend on whether or not church-related schools play an important role in the modern national education system. Withdrawal from the world has been a weakness of the church-related schools in the past.

56. **Smuckler, Ralph H.**, «*University Responsibilities and International Development Research*», Speech—American Council on Education, May 1965.

In this article, Mr. Smuckler discusses development research that has been carried on during the past ten years; also, he cautions that in pursuing expanded development research we should try several approaches. Categories of research needs are listed; all problems of development do not call for research, some problems can be solved by good judgment

57. **The U.S. Office of Education**, *A New International Dimension: A Report to the U.S. Comm. of Education. Education and World Affairs*, New York, 1964, p.72.

The report focuses on the needs of American education in its international responsibilities and the part the office should play in defining and meeting these needs. The general theme of the report indicated that the office must assume greater responsibility and concern for the broad general education of all Americans, for the future supply of intellectual leaders in international affairs, and for the training of overseas specialists. The report is significant because it pointed out the need for the Office to be an authoritative source of information on all aspects of education, for international as well as domestic purposes.

58. **Trace, Arther S.**, *What Ivan Knows That Johnny Doesn't*, Random House, New York, 1961, p. 211.

Arther S. Trace, Jr., was born in Denver, Colorado, in 1922; He served in the Armed Forces in the U.S. and Europe. He holds an MA from Columbia Univ. and the Ph. D. from Stanford Univ.; Cleveland, Ohio.

The author proposed to show that the humanities are not in a thriving condition in the American public schools and that the humanities are not suppressed in the Soviet schools. The author made comparisons between Soviet and American elementary and high school education in the areas of reading, literature, foreign languages, history, geography. The comparisons were based upon an examination of the textbooks used in both school systems and upon an examination of the curricula. His arguments for a drastic improvement in the textbooks and in the curriculum in these subjects in the majority of the American schools should have been made long ago.

59. **Ward, f. Champlon**, «*Toward a Universal Curriculum*», *Proceedings of the Seventeenth Annual Meeting of the Am. Conference of Academic Deans*, 1962, pp. 32–35.

In an address to the 1962 annual meeting of the American Conference of Academic Deans, Mr. Ward defined his idea of a universal curriculum and how

such a curriculum might actually be developed as the central principle of a liberal education. Mr. Ward was deputy vice president for international programs of the Ford Foundation. By a universal curriculum, Mr. Ward means one which selects its subject matter impartially from the products of all the major cultures of the world.

60. **Wofford, Harris L.**, «A New Education Program for the Peace Corps», *International Education and Cultural Exchange*, Winter, 1966, pp. 49–53.

This article discusses some obstacles that need to be removed if a comprehensive Peace Corps-university relationship is to be developed.

عرض لأهم المراجع في التربية الدولية والمقارنة

الدكتور طه سبع

كلية التربية، جامعة الملك سعود، الرياض، المملكة العربية
السعودية

في هذه المقالة يستعرض الباحث عدداً من الكتب والمقالات التي ظهرت في مجال التربية المقارنة والتربية الدولية فيما بين سنة ١٩٦١، ١٩٦٧ ويعرض أهم ما بها من أفكار ويعلق عليها بالتحليل والنقد ويبين كيف يمكن لرجال التربية في العالم أن يفيدوا مما ورد فيها من أفكار ومقترحات.

كذلك يؤكد صاحب المقالة أن البشر سواء في أنهم جميعاً يشدّون السعادة. والسعادة هذه تتحقق بأن يزداد الإنسان خبرة وحكمة، وأن يفيد المرء من خبرات غيره من أبناء الحضارات الأخرى ويبنى عليها.