

本卷主编 岑国桢  
责任编辑 夏祥镇 李德明 谢德凤  
终审 梁燕  
责任校对 叶小燕 师玲玲  
技术设计 陈兴禹  
封面设计 钱大喜

**国际教育百科全书**  
(第五卷)

---

贵州教育出版社出版发行

(贵阳市中华北路 289 号)

贵州新华印刷厂印制

787×1092 毫米 16 开本 54 印张 1521 千字

印数:1—2000 套

1990 年 6 月第 1 版 1991 年 2 月第 1 次印刷

---

ISBN7-80583-122-X / G · 121 (全套): 450 元

THE  
INTERNATIONAL ENCYCLOPEDIA  
OF  
**EDUCATION**

Research and Studies

Volume 5  
I—L

Editors-in-Chief

**TORSTEN HUSEN**

*University of Stockholm, Sweden*

**T. NEVILLE POSTLETHWAITE**

*University of Hamburg, FRG*

**PERGAMON PRESS**

OXFORD · NEW YORK · TORONTO · SYDNEY · PARIS · FRANKFURT

# 外 文 索 引

## I

Iceland: System of Education .....	( 5-1 )
1. Aims of the Educational System .....	( 5-2 )
2. Structure and Size of the Educational System .....	( 5-2 )
3. Administration .....	( 5-3 )
4. Finance .....	( 5-4 )
5. Personnel .....	( 5-4 )
6. Curriculum development and Teaching Methodology .....	( 5-4 )
7. Examinations, Promotion, and Certification .....	( 5-5 )
8. Educational Research .....	( 5-5 )
9. Major Problems .....	( 5-5 )
Ideologies in Adult Education .....	( 5-6 )
1. Dispute in Western Countries .....	( 5-6 )
2. Conclusion .....	( 5-9 )
Ideologies, Educational: Factors Affecting Curriculum .....	( 5-10 )
1. Ideologies .....	( 5-10 )
2. Educational Ideologies .....	( 5-10 )
3. Ideologies of Education and Curriculum .....	( 5-11 )
4. Theoretical Frameworks .....	( 5-11 )
Ideology in Educational Planning .....	( 5-13 )
1. Individuality and Bureaucratic Rationality .....	( 5-13 )
2. The Need for a Theory of Society .....	( 5-14 )
3. Educational Reforms as Ideology .....	( 5-15 )
4. Skepticism about Schooling .....	( 5-15 )
5. The Formalization of Acculturation .....	( 5-16 )
6. Intentions and Outcomes of Planning .....	( 5-16 )
Illuminative Evaluation .....	( 5-17 )
1. A Coordinated Approach .....	( 5-18 )
2. History, Context, and Applications .....	( 5-19 )
3. Negotiation and Setting Up the Study .....	( 5-19 )
4. Progressive Focusing and Theme Building .....	( 5-20 )
5. The Analogy with Map Making .....	( 5-20 )
Immersion Education .....	( 5-22 )
Immigrant Children, Policies for Educating .....	( 5-23 )
1. Definitions .....	( 5-23 )

2. Research Results: The Language / Cognition Domain .....	(5-24)
3. The Academic / Cognitive Domain .....	(5-26)
4. The Affective Domain .....	(5-27)
5. Examples of Host Country Policies .....	(5-29)
Immigrants: Economic Performance and Education .....	(5-32)
1. Characteristics of Immigrants .....	(5-32)
2. Immigrants in the United States .....	(5-33)
3. Other Time Periods and Other Countries .....	(5-34)
Impact Analysis of Curriculum .....	(5-35)
1. Teaching Practices .....	(5-35)
2. Administrative and Management Patterns .....	(5-36)
3. Community and Parental Relationships .....	(5-36)
4. Learner Behavior .....	(5-36)
5. Summary .....	(5-37)
Income Distribution and Education .....	(5-38)
1. The Functional Distribution of Income .....	(5-38)
2. The Personal Distribution of Income .....	(5-41)
Independent Reading .....	(5-45)
1. Reader Characteristics Related to Extent of Reading .....	(5-45)
2. Textual Factors in Relation to Reader Interest .....	(5-46)
3. Implications for Theory and Practice .....	(5-46)
Independent Study .....	(5-47)
1. Definitions and Characteristics .....	(5-47)
2. Potential Benefits of Independent Study .....	(5-48)
3. Barriers to Independent Study .....	(5-49)
4. Research on Effectiveness of Independent Study .....	(5-49)
5. Independent Study in the Curriculum .....	(5-49)
India: System of Education .....	(5-50)
1. Goals of the Educational System .....	(5-51)
2. General Structure and Size of the Education Effort .....	(5-51)
3. Administrative and Supervisory Structure .....	(5-53)
4. Finance .....	(5-53)
5. Supply of Personnel .....	(5-54)
6. Curriculum Development and Teaching Methodology .....	(5-55)
7. Examinations .....	(5-55)
8. Educational Research .....	(5-55)
9. Major Problems .....	(5-56)
Indicators, Educational .....	(5-57)
1. Concepts of Indicators .....	(5-57)
2. Methods of Indicator Formation .....	(5-58)
3. Advantages of Indicator Use .....	(5-60)
4. Problems of Indicator Use .....	(5-61)
Individual Differences .....	(5-62)
1. Determining Which Differences are Significant .....	(5-62)

2. Assessing Differences .....	(5-64)
3. Making Use of Assessment Results .....	(5-66)
4. Deciding on What Changes to Attempt .....	(5-68)
5. Research on Individual Differences .....	(5-69)
<b>Individualized Instruction .....</b>	<b>(5-70)</b>
1. Grouping Learners .....	(5-70)
2. Personnel Assignments .....	(5-72)
3. Individualization Materials, Systems, and Packets .....	(5-73)
4. The Physical Arrangement of the Classroom .....	(5-74)
<b>Individualized Instruction in Higher Education .....</b>	<b>(5-75)</b>
1. Background .....	(5-76)
2. Methods .....	(5-76)
3. Issues .....	(5-80)
<b>Individualized School Programs .....</b>	<b>(5-81)</b>
<b>Indonesia: System of Education .....</b>	<b>(5-84)</b>
1. Structure and Size of the Educational System .....	(5-85)
2. Administration and Finance .....	(5-86)
3. Curricula .....	(5-87)
4. Examinations .....	(5-87)
5. Supplying Educational Personnel .....	(5-87)
6. Educational Research .....	(5-88)
7. Problems and Prospects .....	(5-88)
<b>Induction of Beginning Teachers .....</b>	<b>(5-90)</b>
1. United States Studies .....	(5-91)
2. United Kingdom Studies .....	(5-93)
3. The Teacher Induction Pilot Schemes (TIPS) Project .....	(5-96)
4. Australian Studies .....	(5-99)
5. Some Conclusions and Issues .....	(5-99)
<b>Infancy .....</b>	<b>(5-104)</b>
1. The Neonate .....	(5-105)
2. Physical Growth and Motor development in Infancy .....	(5-105)
3. Perceptual Development .....	(5-106)
4. Concept Development .....	(5-107)
5. Language Development .....	(5-107)
6. Attachment and Social Development .....	(5-108)
<b>Infant Care .....</b>	<b>(5-109)</b>
1. Theory and Research .....	(5-109)
2. Infant Care Practices of the Past .....	(5-109)
3. Contemporary Infant Care Practices .....	(5-109)
4. Infant Care Programs .....	(5-110)
5. Support Systems for Infant Care .....	(5-110)
6. Issues .....	(5-110)
<b>Information-processing Models of Teaching .....</b>	<b>(5-112)</b>
1. Teacher-focused Models .....	(5-112)

2. Student-focused Models .....	(5-116)
3. Models that Focus on the Interaction Between Teacher and Student Information Processing .....	(5-118)
4. Discussion: Cautions and Conclusions .....	(5-119)
Information-processing Theory .....	(5-122)
1. Psychophysics .....	(5-122)
2. Backward Masking .....	(5-122)
3. Reaction Time .....	(5-123)
4. Attention .....	(5-123)
5. Speech Perception .....	(5-124)
6. Reading .....	(5-124)
7. Conclusion .....	(5-125)
Information Storage and Retrieval .....	(5-126)
1. Off-line Systems for Information Retrieval .....	(5-126)
2. Selective Dissemination of Information .....	(5-128)
3. Advantages and Disadvantages of Computer-based Systems .....	(5-128)
4. Online Retrieval Systems .....	(5-129)
5. The Growth of Machine-readable Databases .....	(5-129)
6. Conclusion .....	(5-130)
Injuries (Traumatic) to Children .....	(5-131)
1. Incidence .....	(5-131)
2. Treatment .....	(5-131)
3. Education .....	(5-132)
4. Issues and Problems .....	(5-132)
Innovation and Educational Administration .....	(5-133)
1. Research on Planned Educational Change .....	(5-133)
2. The Management of Educational Change .....	(5-135)
3. Conclusion .....	(5-137)
Input-Output Analysis in Education .....	(5-139)
Inservice Teacher Education .....	(5-140)
1. Policy Overview .....	(5-141)
2. Basic Assumptions: The Four INSET Paradigms .....	(5-143)
3. Teacher-oriented Perspectives .....	(5-145)
4. School-oriented Perspectives .....	(5-148)
5. Governmental Perspectives .....	(5-150)
6. Higher Education-oriented Perspectives .....	(5-152)
7. Evaluation and Research .....	(5-153)
Institute of Development Studies (IDS), Sussex .....	(5-157)
1. Mode of Government and Organization .....	(5-158)
2. Research in Education and Teaching .....	(5-158)
3. Publications .....	(5-159)
Institute of Education, University of London: Comparative Education Studies .....	(5-159)

<b>Institution–Client Relationships</b> .....	(5–161)
1. Laws and Policies for Participation in Local Schools .....	(5–161)
2. Documentation and Analyses of Activities .....	(5–162)
3. Basic Issues, Confusions, Contradictions, Continuities .....	(5–164)
<b>Institutional Self–evaluation</b> .....	(5–165)
1. Need .....	(5–165)
2. Bias Control .....	(5–166)
3. Institutional Criteria .....	(5–167)
4. Formal Structure .....	(5–168)
<b>Instituto Ajijic Sobre Educación Internacional (IASEI)</b> .....	(5–170)
<b>Instructional Design: An Overview</b> .....	(5–170)
1. Definitions, Settings, and Tasks .....	(5–171)
2. Alternative Conceptions of the Design Process .....	(5–172)
3. Literature Relevant to Instructional Design .....	(5–175)
<b>Instructional Design: Media Attributes</b> .....	(5–176)
1. Sensory Modality .....	(5–177)
2. Symbolic Modality and Symbol Systems .....	(5–178)
3. Design Cues and Codes .....	(5–178)
4. Locus of Control Characteristics .....	(5–179)
5. Interactive Features .....	(5–179)
<b>Instructional Design: Media Selection</b> .....	(5–180)
1. Media Selection Models, Types and Formats .....	(5–181)
2. Selection Factors and Contexts .....	(5–182)
3. Instructional Media Research .....	(5–184)
4. Final Comment .....	(5–184)
<b>Instructional Design: Perceptual Factors</b> .....	(5–186)
1. Perceptual Development .....	(5–186)
2. Mature Perception .....	(5–187)
<b>Instructional Design: Systems Approach</b> .....	(5–191)
1. Characterizing Systems Models .....	(5–192)
2. Classroom / Product Models .....	(5–193)
3. Comprehensive Models .....	(5–193)
4. Conclusion .....	(5–195)
<b>Instructional Design: Task Analysis</b> .....	(5–196)
1. Historical Development of Analysis Procedures .....	(5–196)
2. Analysis and Design Relationships .....	(5–197)
3. Learning Procedural Tasks .....	(5–197)
4. Multiplicity of Cognitive Tasks Implied by Content .....	(5–198)
5. Committing Knowledge to Memory .....	(5–199)
6. Mastering Conceptual Schemes .....	(5–199)
7. Acquiring Problem–solving Strategies .....	(5–200)
<b>Instructional Psychology</b> .....	(5–202)
1. Reading .....	(5–203)
2. Mathematics, Science, and Problem Solving .....	(5–206)

3. Intelligence and Aptitude .....	(5-209)
4. Conclusion .....	(5-211)
<b>Instructional Spaces, Architecture of</b> .....	(5-217)
1. Open Designs .....	(5-218)
2. Theory and Practice .....	(5-218)
3. Teacher Attitudes .....	(5-220)
4. Pupil Attitudes and Personality .....	(5-223)
5. Pupil Achievement .....	(5-223)
6. Conclusion .....	(5-225)
<b>Instructional Support Services</b> .....	(5-226)
1. Development of a Curriculum Plan .....	(5-227)
2. Provision of Instructional Materials .....	(5-228)
3. Facilitating Good Teaching .....	(5-229)
4. Issues in Instructional Support Services .....	(5-230)
<b>Integrated Rural Development: Community Organization</b> .....	(5-231)
1. The World Conference on Agrarian Reform and Rural Development (WCARRD) .....	(5-231)
2. Integrated Rural Development .....	(5-232)
3. Community Organization .....	(5-232)
4. Common Elements of the Self-help Process .....	(5-232)
<b>Integrated Rural Development: Sarvodaya Movement</b> .....	(5-234)
<b>Integrated Rural Development: Specialized Training Programs</b> .....	(5-235)
<b>Integrated Science: Educational Programs</b> .....	(5-237)
1. The Rationale for Integration .....	(5-238)
2. Integrating Principles .....	(5-240)
3. The Dimensions of Integration .....	(5-241)
4. Information Sources .....	(5-242)
5. Synonymous terms .....	(5-243)
<b>Intelligence: Heredity-Environment Determinants</b> .....	(5-243)
1. Evidence of Genetic Determination .....	(5-244)
2. Adoption Studies and Other Evidence .....	(5-245)
3. Ethnic and Racial Group Differences .....	(5-246)
4. Constitutional Factors .....	(5-247)
5. Early Stimulation and Deprivation .....	(5-247)
6. Other Intervention Studies .....	(5-248)
7. Effects of Schooling and Socioeconomic Status .....	(5-248)
8. Criticisms of Intelligence Tests, and Conclusions .....	(5-249)
<b>Intelligence: Perspectives, Theories, and Tests</b> .....	(5-151)
1. Three Influential Perspectives .....	(5-251)
2. Historical Roots .....	(5-252)
3. Factor Theories of Intelligence .....	(5-253)
4. Individual and Group Tests .....	(5-254)
5. Uses and Abuses of Tests .....	(5-255)



6. Factors Affecting Test Scores .....	(5-256)
7. Definitional Problems and Future Prospects .....	(5-256)
Interaction, Detection of .....	(5-258)
1. Definition .....	(5-258)
2. Searching for Interaction .....	(5-258)
3. Testing for Interaction .....	(5-259)
Interaction Effects .....	(5-262)
1. Ordinal and Disordinal Interaction .....	(5-262)
2. Analysis of Interaction Effects .....	(5-263)
3. Person-School Environment Correlates of Children's Affective Characteristics: An Analysis of Interactions .....	(5-264)
4. Aptitude-Treatment Interactions .....	(5-266)
5. Polynomials; Special Case of Interactions .....	(5-268)
6. Conclusion .....	(5-270)
Interagency Cooperation in Educational Aid .....	(5-271)
1. Economic Process .....	(5-271)
2. Hierarchical Process .....	(5-271)
3. Polyarchal Process .....	(5-272)
Interdisciplinary Studies .....	(5-273)
Interest-based Curriculum .....	(5-274)
Interindustry Model .....	(5-275)
Internal Labour Markets and Education .....	(5-276)
International Adult Education .....	(5-279)
1. Internationalism and Comparative Studies .....	(5-280)
2. Adult Education for Development .....	(5-280)
3. Intergovernmental and Nongovernmental Organizations .....	(5-280)
4. Kinds of International Activity .....	(5-282)
5. Achievements and Prospects .....	(5-283)
International Association for Educational Assessment (IAEA) .....	(5-284)
International Association for the Evaluation of Educational Achievement (IEA) .....	(5-285)
International Baccalaureate .....	(5-287)
1. Origins and History .....	(5-288)
International Bureau of Education(IBE) .....	(5-289)
International Comparison Model in Manpower Planning .....	(5-290)
International Cooperation and Assistance in Education .....	(5-292)
1. Guiding Conceptions of the Value and Importance of Education .....	(5-292)
2. The Evolution of International Educational Cooperation .....	(5-292)
3. Policy, Theory, and Practice .....	(5-294)
International Council for Adult Education .....	(5-296)
1. History .....	(5-297)
2. Aims and Objectives .....	(5-297)
3. Structure and Membership .....	(5-297)

4. Programs .....	(5-298)
International Council for Educational Development(ICED).....	(5-298)
International Development Research Center(IDRC) .....	(5-300)
International Education .....	(5-301)
1. Development .....	(5-301)
2. Objectives .....	(5-302)
3. Implementation .....	(5-303)
4. Publications .....	(5-305)
International Education: Educational Programmes .....	(5-307)
International Educational Administration .....	(5-308)
1. Teaching in International Educational Administration .....	(5-309)
2. Publications in International Educational Administration .....	(5-309)
3. Research in International Educational Administration .....	(5-309)
4. Leadership in International Educational Administration .....	(5-309)
International Institute for Educational Planning(IIEP) .....	(5-310)
1. Training Programme .....	(5-311)
2. Research Programmes .....	(5-311)
International Organizations of Administrators .....	(5-312)
1. Historical Development .....	(5-312)
2. Major Organizations .....	(5-313)
3. Higher Education .....	(5-314)
4. Conclusion .....	(5-314)
Interprofessional Education .....	(5-315)
1. Prelicensing Interprofessional Courses .....	(5-315)
2. Interprofessional Continuing Education and Practice .....	(5-315)
Interviewing .....	(5-316)
Interviews for Selection .....	(5-318)
1. Use of Interviews for Admission to Higher Education .....	(5-318)
2. Content and Aims of Interviews .....	(5-318)
3. Reliability and Validity of the Interview .....	(5-319)
4. Conclusions .....	(5-319)
Interviews in Sample Surveys .....	(5-320)
1. Model of the Response Process .....	(5-320)
2. Some Principles of Question Design and Interviewing .....	(5-324)
3. Interviewing .....	(5-324)
4. Task Orientation and Standardization .....	(5-325)
5. Issues in Telephone Interviewing .....	(5-328)
Intrinsic Evaluation .....	(5-331)
Intuition and Intellectual Educaion .....	(5-332)
1. The Concept of Intuition .....	(5-333)
2. The General Properties of Intuitive Knowledge .....	(5-333)
3. Classification on Intuitions .....	(5-333)
4. Intuition and the Educational Process .....	(5-335)

<b>Ipsative Theory of Human Development</b> .....	(5-337)
1. <b>The Aptitude-Treatment Interaction Approach</b> .....	(5-338)
2. <b>Conclusion</b> .....	(5-339)
<b>Iran; System of Education</b> .....	(5-341)
1. <b>Goals of Education</b> .....	(5-342)
2. <b>Structure and Size of the Educaitional System</b> .....	(5-342)
3. <b>Administrative and Supervisory Structure and Operation</b> .....	(5-343)
4. <b>Finance</b> .....	(5-344)
5. <b>Supply of Personnel</b> .....	(5-344)
6. <b>Curriculum Development and Teaching Methodology</b> .....	(5-345)
7. <b>Examinations, Promotion, and Certification</b> .....	(5-345)
8. <b>Educational Research</b> .....	(5-346)
9. <b>Major Problems</b> .....	(5-346)
<b>Iraq; System of Education</b> .....	(5-347)
1. <b>Educational Goals</b> .....	(5-347)
2. <b>Structure of the Educational System and Enrolment</b> .....	(5-348)
3. <b>Administration and Finance</b> .....	(5-349)
4. <b>Teachers, Curriculum, and Examinations</b> .....	(5-349)
5. <b>Major Problems</b> .....	(5-350)
<b>Ireland, Republic of; System of Education</b> .....	(5-351)
1. <b>General Structure and Size of the Education Effort</b> .....	(5-352)
2. <b>Administration</b> .....	(5-353)
3. <b>Financing</b> .....	(5-354)
4. <b>Teachers</b> .....	(5-354)
5. <b>Curricula</b> .....	(5-354)
6. <b>Examinations</b> .....	(5-355)
7. <b>Educational Research</b> .....	(5-355)
8. <b>Major Problems</b> .....	(5-355)
<b>Islam and Adult Education</b> .....	(5-356)
1. <b>The Concept of Knowledge in Islam</b> .....	(5-357)
2. <b>The Objectives of Learning</b> .....	(5-357)
3. <b>Learning as Lifelong</b> .....	(5-357)
4. <b>The Organization of Learning</b> .....	(5-357)
5. <b>Student Choices and Motivation</b> .....	(5-358)
6. <b>Structured Learning</b> .....	(5-358)
7. <b>Learning in the Moslem World Today</b> .....	(5-358)
8. <b>The Education of Women</b> .....	(5-359)
9. <b>Moslem Learning and Interaction With Western Society</b> .....	(5-359)
<b>Islamic Educaion; Traditional Pedagogy and</b>	
<b>Contemporary Aspects</b> .....	(5-360)
1. <b>Historical Background</b> .....	(5-360)
2. <b>Koranic Pedagogy</b> .....	(5-360)
3. <b>Contemporary Change</b> .....	(5-361)
4. <b>Future Considerations</b> .....	(5-362)

Islamic Theory of Human Development .....	(5-363)
1. The Period of Development .....	(5-363)
2. The Aspects of Development .....	(5-363)
3. The Goal or Direction of Development .....	(5-363)
4. Nature, Nurture, and Free Will .....	(5-364)
5. The Learning Process .....	(5-364)
6. Implications for Child Rearing and Education .....	(5-365)
Israel: System of Education .....	(5-366)
1. Structure and Size of the Education Effort .....	(5-369)
2. Finance .....	(5-372)
3. Supply of Personnel .....	(5-372)
4. Educational Research .....	(5-373)
5. Major Problems .....	(5-374)
Italian: Teaching as a Foreign Language .....	(5-375)
1. Teaching Agencies .....	(5-375)
2. Methodological Trends .....	(5-375)
3. Instructional Projects and Strategies .....	(5-375)
4. Research in the Teaching of Italian as a Foreign Language .....	(5-375)
Italy: System of Education .....	(5-376)
1. Educational Background .....	(5-377)
2. Structure and Size of the Educational Effort .....	(5-380)
3. Teachers and Teacher Training .....	(5-381)
4. Higher Education .....	(5-382)
5. Major Problems .....	(5-383)
Item Analysis .....	(5-384)
1. Item Difficulty .....	(5-384)
2. Item Discrimination .....	(5-385)
3. Fractile Tables .....	(5-388)
4. Generalized Item Statistics .....	(5-389)
5. Estimating Test Parameters from Item Statistics .....	(5-389)
6. Item Analysis For Criterion-referenced Tests .....	(5-390)
7. Choosing Items to Discriminate Between Groups .....	(5-391)
Item Bank .....	(5-392)
1. Problems of Standardized Test .....	(5-392)
2. Advantages of Item Banks .....	(5-392)
3. Measurement Models .....	(5-393)
4. Applications .....	(5-394)
Item Response Theory .....	(5-395)
1. Basic Concepts of Item Response Theory .....	(5-395)
2. Illustrative Applications .....	(5-397)
Item Writing Techniques .....	(5-399)
1. Conventional Guidelines .....	(5-399)
2. Techniques for Constructing Replicable Test Items .....	(5-399)

3. Item Writing Algorithms .....	(5-402)
4. Summary and Conclusions .....	(5-404)
Ivory Coast: System of Education .....	(5-405)
1. Structure of the Educational System .....	(5-406)
2. The Examination System .....	(5-406)
3. The Educational Effort .....	(5-406)
4. Administration .....	(5-408)
5. Finance .....	(5-408)
6. Curriculum Development .....	(5-409)
7. Supplying Educational Personnel .....	(5-409)
8. Educational Research .....	(5-410)
9. Major Problems .....	(5-411)

## J

Jamaica: System of Education .....	(5-413)
1. Goals of the Education System .....	(5-414)
2. General Structure and Size of the Educational Effort .....	(5-414)
3. Administration .....	(5-415)
4. Educational Finance .....	(5-415)
5. Supplying Educational Personnel .....	(5-416)
6. Curriculum Development .....	(5-417)
7. The System of Examinations, Promotions and Certification .....	(5-417)
8. Educational Research .....	(5-417)
9. Major Problems .....	(5-417)
Japan: System of Education .....	(5-418)
1. Goals of Education .....	(5-419)
2. Structure of the School System and Size of the Education Effort .....	(5-419)
3. Administration .....	(5-421)
4. Finance .....	(5-421)
5. Teacher Education .....	(5-421)
6. Curriculum Development .....	(5-422)
7. Examinations, Promotion, and Certification .....	(5-422)
8. Major Problems .....	(5-422)
Japanese: Teaching as a Foreign Language .....	(5-423)
1. Grammar and Vocabulary .....	(5-423)
2. Japanese Writing .....	(5-424)
3. Learning Japanese .....	(5-424)
Jewish Education .....	(5-424)
1. Jewish Education in Historical Perspective .....	(5-425)
2. Jewish Education in the United States .....	(5-427)

3. Jewish Education at Present .....	(5-427)
Jewish Theory of Human Development .....	(5-429)
1. Egocentrism and Evil Inclination in Childhood .....	(5-429)
2. The Growing Realism of Adolescence .....	(5-431)
3. The Morality of Obligation .....	(5-432)
4. Controlling One's Passions .....	(5-433)
5. The Proper Role of Sexuality .....	(5-435)
6. Summary .....	(5-435)
Job Information and Education .....	(5-436)
John Henry Effect .....	(5-439)
Jordan: System of Education .....	(5-440)
1. Goals of the Educational System .....	(5-441)
2. General Structure and Size of the Educational Effort .....	(5-441)
3. Finance .....	(5-442)
4. Supply of Personnel .....	(5-442)
5. Curriculum Development and Teaching Methodology .....	(5-442)
6. Educational Research .....	(5-443)
7. Major Problems .....	(5-443)
Judicial Evaluation .....	(5-443)
1. Implementation Stages .....	(5-444)
2. Key Roles .....	(5-444)
Juvenile Delinquents: Counseling .....	(5-446)
1. The Background of Delinquent Counseling .....	(5-446)
2. Common Types of Delinquents .....	(5-446)
3. Counselor Attitudes .....	(5-447)
4. Counseling Settings .....	(5-447)
5. Counseling Goals and Types of Treatment .....	(5-447)
6. Effectiveness of Counseling .....	(5-447)

## K

Kampuchea: System of Education .....	(5-449)
1. Structure of the Educational System .....	(5-449)
2. Enrolment .....	(5-450)
Keller Plan: A Personalized System of Instruction .....	(5-450)
1. Background .....	(5-451)
2. Description of PSI .....	(5-451)
3. Evaluation .....	(5-452)
4. Essential Components .....	(5-453)
5. Theory of PSI Learning .....	(5-454)
Kenya: System of Education .....	(5-455)
1. Goals of the Educational System .....	(5-456)
2. Structure and Size of Education Effort .....	(5-456)

3. Administrative and Supervisory Structure and Operation .....	(5-458)
4. Finance .....	(5-458)
5. Teacher Supply and Training .....	(5-459)
6. Curriculum Development and Teaching Methodology .....	(5-460)
7. Examinations, Promotion, and Certification .....	(5-460)
8. Educational Research .....	(5-460)
9. Major Problems .....	(5-460)
<b>Kid-map</b> .....	(5-462)
<b>Kindergarten</b> .....	(5-464)
<b>Knowledge Diffusion in Education</b> .....	(5-465)
1. Creation of Educational Knowledge .....	(5-466)
2. Utilization of Educational Research .....	(5-467)
3. The Diffusion Process .....	(5-467)
4. The Havelock Models .....	(5-468)
5. Approaches to Planned Diffusion .....	(5-470)
6. Some Issues in Dissemination in Education .....	(5-472)
<b>Knowledge Explosion</b> .....	(5-473)
1. The Individual's Store of Knowledge .....	(5-473)
2. Implications for What to Teach in School .....	(5-474)
<b>Knowledge Industries and Knowledge Occupations</b> .....	(5-476)
1. Information or Knowledge? .....	(5-476)
2. Types of Knowledge .....	(5-476)
3. The Demand for Knowledge .....	(5-477)
4. The Difference Between Knowledge Industries and Knowledge Occupations .....	(5-477)
5. Knowledge Industries Enumerated .....	(5-478)
6. Statistics of Knowledge Industries .....	(5-479)
7. Knowledge Occupations .....	(5-480)
8. Statistics of Knowledge Occupations .....	(5-480)
9. Growth of Knowledge Industries and of Knowledge Occupations .....	(5-481)
10. The Outlook for the Future .....	(5-481)
<b>Knowledge Utilization</b> .....	(5-482)
1. The Research Traditions .....	(5-482)
2. Conceptual Frameworks .....	(5-483)
3. Methodology .....	(5-484)
4. Knowledge Practice .....	(5-486)
<b>Korea, Democratic People's Republic of: System of Education</b> .....	(5-491)
1. Educational Background .....	(5-491)
2. Goals of Education .....	(5-492)
3. Structure of the Educational System .....	(5-493)
4. Policy Making and Administration .....	(5-494)
5. Curriculum .....	(5-494)
6. Evaluation, Examinations, and Promotion .....	(5-494)

Korea, Republic of: System of Education .....	(5-495)
1. Goals of the Educational System .....	(5-495)
2. The Structure and Size of the Educational System .....	(5-496)
3. Administration and Finance .....	(5-497)
4. Teacher Education .....	(5-498)
5. Curriculum Development .....	(5-498)
6. Promotion and Entrance Examinations .....	(5-498)
7. Educational Research .....	(5-499)
8. Major Problems .....	(5-499)
Kuwait: System of Education .....	(5-499)
1. Goals of Education .....	(5-500)
2. Size and Structure of the School System .....	(5-500)
3. Curriculum, Examinations, and Promotion .....	(5-501)
4. Teacher supply and Training .....	(5-501)
5. Major Problems .....	(5-502)

## L

Laboratory Schools and Teacher Education .....	(5-503)
1. Perspectives on the Functions of Schools in Teacher Preparation .....	(5-503)
2. Difficulties and Decline of Laboratory Schools .....	(5-505)
3. Present State and Future Prospects of Laboratory Schools .....	(5-506)
4. Conclusion .....	(5-509)
Labour Market Theories and Education .....	(5-511)
1. Early Theories of the Labour Market .....	(5-511)
2. The Neoclassical Theory of the Labour Market .....	(5-511)
3. The Dual Labour Market Theory .....	(5-513)
4. The Radical Theory of Segmentation .....	(5-515)
5. Manpower Policy and Education .....	(5-516)
6. Empirical Evidence of Segmentation in the Labour Market .....	(5-516)
Labour Quality and Education .....	(5-518)
1. Education and the Measurement of Labor Quality .....	(5-518)
2. Empirical Evidence .....	(5-520)
Language Acquisition and Human Development .....	(5-523)
1. Phonology .....	(5-523)
2. Lexical-syntactic Stages .....	(5-525)
3. Language Development at School and Beyond .....	(5-528)
Language Across Curriculum .....	(5-530)
1. Language Use and Development .....	(5-531)
2. Language and Learning .....	(5-532)



3. Language Across the Curriculum: Problems and Prospects .....	(5-533)
Language Arts .....	(5-535)
1. Purpose and Scope .....	(5-535)
2. Language Learning and Competence .....	(5-535)
3. Integrative Perspectives .....	(5-536)
4. Implications for the Curriculum .....	(5-537)
5. Research Reflects Concern for Process and Function .....	(5-537)
Language Development of the Disadvantaged .....	(5-539)
1. Theories of Language Development .....	(5-539)
2. Social Interaction and Language Development .....	(5-539)
3. School Achievement and Compensatory Programs .....	(5-540)
4. Language and Poverty .....	(5-541)
Language for Special Purposes .....	(5-542)
1. Origins and Scope .....	(5-542)
2. The Linguistic Diminution .....	(5-542)
3. The Semiotic Dimension .....	(5-543)
4. The Educational Dimension .....	(5-543)
Language Laboratories .....	(5-544)
1. Hardware Development .....	(5-544)
2. The Future .....	(5-545)
3. Software .....	(5-546)
4. Other Applications .....	(5-546)
5. Conclusion .....	(5-546)
Language Needs Analysis .....	(5-547)
Language of Mathematics .....	(5-548)
1. Linguistic Attributes of Mathematics and their Pedagogical Implications .....	(5-548)
2. The Natural Language and its Function in Mathematical Problem Solving .....	(5-548)
Language of Science .....	(5-550)
1. Insistence on Definition .....	(5-550)
2. Suppression of Peripheral Meanings .....	(5-550)
3. Impersonal Styles of Reporting .....	(5-551)
4. Consequences for Teachers .....	(5-551)
Language Policy .....	(5-552)
1. Shifts from Imperial or Colonial Status .....	(5-553)
2. Shifting National Boundaries or Degrees of Nationalistic Intensity .....	(5-557)
3. Severe Fluctuations of Socioeconomic Conditions .....	(5-558)
4. Two Special Cases .....	(5-560)
5. Educational Patterns in Language Policies .....	(5-560)
Laos: System of Education .....	(5-561)
1. Goals of the Educational System .....	(5-562)