

国际教育百科全书

6

M—O

贵州教育出版社

本卷主编 李 进
责任编辑 黄竹琴
终 审 梁 燕
责任校对 叶小燕 师玲玲
技术设计 欣 宇
封面设计 钱大喜

•

国际教育百科全书
(第六卷)

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 40 印张 1126 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 6
M—O

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

M

Macao: System of Education	(6- 1)
1. Structure and Administration of the Educational System	(6- 1)
2. Curricula and Teaching Materials	(6- 2)
3. Supplying Educational Personnel	(6- 2)
4. Conclusion	(6- 2)
Madagascar: System of Education	(6- 3)
1. Structure of the Educational System	(6- 3)
2. Concluding Remarks	(6- 4)
Malawi: System of Education	(6- 4)
1. Aims of Education	(6- 5)
2. Administration	(6- 5)
3. General Structure of the Educational System	(6- 6)
4. Teacher Education	(6- 8)
Malaysia: System of Education	(6- 9)
1. General Structure and Size of the Education Effort	(6- 10)
2. Finance	(6- 12)
3. Administrative and Supervisory Structure and Operation	(6- 12)
4. Teacher Education	(6- 12)
5. Curriculum Development	(6- 13)
6. Educational Research	(6- 13)
7. Major Problems	(6- 13)
Maldives: System of Education	(6- 14)
1. General Structure of the Educational Effort	(6- 14)
2. Curriculum Development and Examinations	(6- 15)
3. Supply of Personnel	(6- 15)
4. Finance	(6- 15)
5. Major Problems	(6- 16)
Mali: System of Education	(6- 16)
1. Goals of the Education System	(6- 17)
2. General Structure and Size of Education Effort	(6- 17)
3. Finance	(6- 18)
4. Supply of Personnel	(6- 19)
5. Major Problems	(6- 19)
Malta: System of Education	(6- 19)
1. Educational Background	(6- 20)

2. Goals of Education	(6- 20)
3. General Structure of the Educational Effort	(6- 20)
4. Finance	(6- 21)
5. Curriculum Development and Teaching Methodology	(6- 21)
6. Examinations, Promotions, and Certification	(6- 22)
7. Teacher Education	(6- 22)
8. Educational Research	(6- 22)
Management in the Classroom: Elementary Grades	(6- 22)
1. Criteria for Effective Management	(6- 23)
2. Theoretical Perspectives	(6- 23)
3. An Analysis of Management Tasks of Teachers	(6- 24)
4. Implementation During the First Part of the School Year	(6- 26)
5. Maintaining the Classroom Management System	(6- 28)
6. Contextual Features	(6- 31)
7. Summary	(6- 32)
Management Inservice Education: Content and Methods	(6- 33)
1. Content	(6- 33)
2. Methods in Management Inservice Education	(6- 35)
3. Evolution or Revolution?.....	(6- 36)
Management of Contraction	(6- 37)
1. The Effects of Demographic Change on Education	(6- 37)
2. Issues at National Level	(6- 38)
3. Management at Local Level	(6- 39)
4. Primary-school Closures	(6- 39)
5. Secondary-school Closures	(6- 40)
6. Staffing	(6- 40)
7. Management of the School	(6- 40)
Management Theory: Reconciling Professional and Administrative Concerns in Education	(6- 41)
1. The Professional's Tendency to Resist Bureaucratic Control	(6- 42)
2. The Professional's Conditional Organizational Commitment	(6- 42)
Mandatory Continuing Education	(6- 47)
1. Background	(6- 47)
2. Reasons for Growth of Mandatory Continuing Education	(6- 48)
3. Problems with Mandatory Continuing Education	(6- 48)
4. Trends	(6- 49)
Manpower Requirements Approach	(6- 50)
1. Steps in Manpower Forecasting	(6- 52)
2. Adjusting the Labor Utilization Matrix	(6- 52)
3. The Assumptions	(6- 54)
Manpower Requirements Forecasting	(6- 55)
1. Introduction	(6- 55)
2. The Theoretical Base of Manpower Forecasting	(6- 56)
3. Types of Manpower Forecasting	(6- 57)

4. Evaluations of the Manpower Forecasting Approach	(6- 62)
Marriage Counseling	(6- 64)
1. Clients' Marital Problems	(6- 64)
2. Counselors' Orientations	(6- 64)
3. Research Findings	(6- 66)
Mastery Learning Model of Teaching and Learning	(6- 67)
1. A Definition of Mastery Learning	(6- 67)
2. A Historical Perspective on Mastery Learning	(6- 68)
3. Basic Tasks Facing Developers of Mastery Learning Programs	(6- 70)
4. Research on Mastery Learning	(6- 73)
5. The Future of Mastery Learning Practice and Research	(6- 75)
6. Needed Research	(6- 76)
Mathematical Applications: Primary Schools	(6- 78)
1. Teaching Concepts and Applications Jointly	(6- 78)
2. Applications and Word Problems	(6- 79)
3. Applications and General Problem-solving Strategies	(6- 79)
4. Applications in Mathematics Curriculum	(6- 79)
Mathematical Applications: Secondary Schools	(6- 80)
1. Content	(6- 80)
2. Sequence	(6- 81)
3. Applied Mathematics, Pure Mathematics, and Problem Solving	(6- 81)
Mathematics, Attitude Towards	(6- 82)
1. Measurement	(6- 82)
2. Development	(6- 82)
3. Correlates	(6- 83)
4. Modification	(6- 83)
Mathematics Education, History of	(6- 84)
1. Ancient Times	(6- 85)
2. The Middle Ages	(6- 85)
3. The Impact of Economic and Political Changes	(6- 86)
4. The Twentieth Century	(6- 86)
5. After the Second World War	(6- 87)
Mathematics, Elementary-school Programs	(6- 88)
1. Dimensions of Difference	(6- 88)
2. The General Pattern of "Elementary" or "Primary" Mathematics	(6- 89)
3. Some Specific National Patterns	(6- 89)
4. Quality	(6- 90)
5. Levels of Cognitive Development in Children	(6- 91)
6. Senses of "Knowing" and Processes of Learning	(6- 91)
7. The Challenges Posed by Adult Society	(6- 92)
Mathematics in Adult Education	(6- 92)
Mathematics Instruction	(6- 94)
1. The Historical Perspective	(6- 94)
2. The Epistemological Perspective	(6- 96)

3. The Political and Sociological Perspective	(6- 97)
4. The Psychological Perspective	(6- 98)
5. An Educational Integration	(6- 99)
6. The Curriculum of Mathematics Instruction	(6-100)
7. The Objectives	(6-101)
8. Evaluation	(6-102)
9. Research	(6-103)
Mathematics: Key Concepts	(6-105)
Mathematics: Secondary-school Programs	(6-106)
1. Types of Mathematics Programs Available	(6-106)
2. The Content of Academic Secondary Mathematics Programs	(6-108)
3. Selected National Patterns	(6-109)
4. Summary Remarks	(6-112)
Maturation and Human Development	(6-113)
Mauritania: System of Education	(6-115)
1. Historical Background	(6-116)
2. Size and Structure of the Educational System	(6-116)
3. Administration and Finance	(6-116)
4. Curriculum Development	(6-117)
Mauritius: System of Education	(6-117)
1. Goals of the Educational System	(6-118)
2. General Structure and Size of the Educational Effort	(6-118)
3. Administrative and Supervisory Structure	(6-119)
4. Finance	(6-119)
5. Supplying Personnel	(6-120)
6. Curriculum Development and Teaching Methodology	(6-120)
7. Examinations, Promotions, and Certification	(6-120)
8. Major Problems	(6-120)
Measurement, Educational: Sufficient Statistics	(6-121)
1. Sufficient Statistics	(6-121)
2. Distributions Admitting Sufficient Statistics	(6-121)
3. Sufficient Statistics for Latent Trait Models	(6-122)
4. The Polychotomous Case	(6-122)
Measurement in Educational Research	(6-123)
1. The Relationship Between Educational Measurement and Physical Measurement	(6-124)
2. Conjoint Measurement	(6-124)
3. Frequency Distributions of Educational and Psychological Measurements	(6-126)
4. Parameters of Persons	(6-126)
5. Criterion-reference Testing	(6-127)
6. Measurement of Attitudes	(6-128)
7. Multivariate Approaches to Measurement in Education	(6-129)
Measurement of Social Background	(6-132)

1. Measurement of Occupations	(6-132)
2. The Standard International Occupation Prestige Scale	(6-134)
3. Some Special Problems	(6-134)
4. The Sociocultural Level of the Home	(6-134)
Measuring in Mathematics	(6-136)
1. Understanding Intuitively the Quality to be Measured	(6-136)
2. Finding and Using a Repeatable Unit	(6-136)
3. Learning to Use Conventional Units	(6-136)
Media Literacy	(6-137)
1. The McLuhan Thesis	(6-137)
2. The McLuhan Antithesis	(6-138)
3. A Multimedia Synthesis	(6-138)
Media Program Administration	(6-138)
1. Leadership and Administration	(6-139)
2. Evaluation of Media Programs	(6-140)
3. Future Trends	(6-140)
Media Support in Adult Education	(6-141)
1. By Broadening Understanding and Enlarging Interests Among the Adult Community as a Whole	(6-141)
2. By Providing a Wider Acceptance of the Total Concept of Learning Continuing Throughout Life	(6-141)
3. By Encouraging Individuals into more Systematic Learning	(6-142)
4. By Publicizing Local Opportunities for Learning	(6-142)
5. By Providing Direct Learning Materials for Individual Learning	(6-142)
6. By Providing the Media Components in More Complex Multimedia Learning Schemes	(6-142)
7. By Providing Channels and Opportunities for Student Feedback and Learner Exchange	(6-143)
8. By Providing Learning Materials for Use by the Group Tutor or Class Teacher in Organized Adult Education	(6-143)
9. By Encouraging Individuals to Offer their Services as Voluntary or Part-time Tutors in Adult Education	(6-144)
10. By Providing Training Material for Voluntary and Part-time Tutors	(6-144)
Media Utilization in the Classroom	(6-144)
1. Extent of Classroom Media Utilization and Effectiveness	(6-145)
2. Media Utilization in Higher Education	(6-147)
3. Conclusions	(6-148)
Mediterranean Regional Project	(6-149)
Memory	(6-150)
1. Seven Stages in Information Processing	(6-151)
2. Human Development and Memory	(6-154)
Mental Health	(6-155)
1. History and Definitions	(6-155)
2. Research	(6-156)

3. Educational Implications	(6-157)
Mental Retardation	(6-158)
1. Causes	(6-158)
2. Definition	(6-159)
3. Prevalence	(6-160)
4. Ethnic Background	(6-161)
5. Trends	(6-161)
Mental Testing, History of	(6-163)
Meritocracy	(6-169)
Meta-analysis	(6-172)
1. Approaches to Research Integration	(6-172)
2. Scope of the Literature for Integration	(6-173)
3. Quantification of Study Findings	(6-174)
4. Coding Study Characteristics	(6-177)
5. Cumulation of Findings	(6-177)
6. Prospects for Meta-analysis	(6-180)
Meta-evaluation	(6-181)
1. Purpose of Meta-evaluation	(6-181)
2. Approaches to Meta-evaluation	(6-181)
3. Issues and Recent Developments	(6-182)
4. Summary	(6-182)
Mexico: System of Education	(6-183)
1. Goals of Education	(6-183)
2. Structure and Size of the Educational System	(6-184)
3. Administration	(6-184)
4. Finance	(6-185)
5. Educational Research	(6-185)
6. Major Problems	(6-185)
Microcomputers	(6-186)
1. Technical Description	(6-186)
2. Classroom Uses of Microcomputers	(6-187)
3. Problem Areas Concerning Microcomputers in Schools	(6-190)
4. Prospects for the Future	(6-190)
Microcounseling	(6-191)
1. Procedure	(6-192)
2. The Active Ingredients of Microcounseling: Applying Skills Methods to Alternative Theories of Therapy	(6-192)
3. Applications	(6-193)
Microforms	(6-196)
1. Microform Formats	(6-196)
2. Advantages and Disadvantages	(6-196)
3. Recordkeeping	(6-197)
4. Academic Libraries	(6-197)
5. Instructional Applications	(6-197)

Microteaching: Conceptual and Theoretical Bases	(6-199)
1. Historical Background	(6-200)
2. The Debate over Theoretical Conceptualization	(6-200)
3. The Components of Microteaching	(6-201)
4. Towards a Unified Theoretical	(6-203)
Microteaching, Effectiveness of	(6-204)
1. Attitudinal Outcomes of Microteaching	(6-205)
2. Performance Outcomes of Microteaching	(6-205)
3. Conclusions	(6-207)
Microteaching: Feedback	(6-208)
1. Feedback	(6-209)
2. Feedback in Microteaching	(6-209)
3. Summary	(6-211)
Microteaching: Modelling	(6-212)
1. Research on Positive and Negative Models in Microteaching	(6-213)
2. Research Comparing Written and Audiovisual Models	(6-212)
3. Research on Focus in Modelling	(6-213)
4. Conclusions	(6-214)
Migration (Internal) and Education	(6-215)
1. Microdeterminants of Educational Selectivity: Theory and Evidence	(6-215)
2. Suboptimality of the Rate and Composition of Migration Flows	(6-217)
Mild Mental Retardation	(6-218)
1. Definition	(6-218)
2. Education	(6-218)
3. Research in Remediation of Thinking Strategies	(6-219)
4. Implications	(6-220)
Minicourses	(6-220)
Minicourses in Teacher Education	(6-222)
1. The Instructional Model	(6-222)
2. Research and Development	(6-223)
3. Conclusion	(6-229)
Minimum Competency Testing	(6-229)
1. Competency Testing Programs	(6-230)
2. The Tests	(6-230)
3. Criteria	(6-230)
4. Standards	(6-231)
5. Minimum Competency Testing as Educational Policy	(6-231)
Ministries and State Departments of Education	(6-232)
1. Organization	(6-233)
2. Staffing	(6-233)
3. The Decision-making Process	(6-234)
4. Open Government and Accountability	(6-235)
5. Prospects	(6-235)
Models and Model Building	(6-236)

1. Theories and Models	(6-236)
2. The Shortcomings of Models	(6-236)
3. Testing the Model	(6-237)
4. Types of Models	(6-237)
5. Conclusion	(6-242)
Moderate Mental Retardation	(6-243)
1. Etiology	(6-243)
2. Incidence	(6-245)
3. Diagnosis and Identification	(6-245)
4. Developmental Consequences	(6-245)
5. Intervention Approaches and Strategies	(6-246)
6. Emerging Issues and Problems	(6-247)
Modernization and Education	(6-248)
1. Education and Modernity: Research Findings	(6-249)
Module Approach	(6-252)
1. Programmed Instruction (1950s)	(6-252)
2. Audiotutorial and Personalized System Approaches (1960s)	(6-252)
3. Advantages and Disadvantages	(6-253)
4. Research on Modules	(6-253)
Mongolia: System of Education	(6-254)
1. Goals of the Educational System	(6-255)
2. Structure and Size of the Educational Effort	(6-255)
3. Administration and Finance	(6-255)
4. Teachers and Teaching Methods	(6-256)
5. Curricula and Examinations	(6-256)
Montessori Method	(6-257)
1. The Origin of the Montessori Method	(6-257)
2. The Sensitive Child; Montessori's Philosophy of Education	(6-257)
3. The Elements of the Montessori Method; Materials and Procedures	(6-258)
4. Some Issues Inherent in the Method; Strengths and Weaknesses Noted by Commentators	(6-259)
Moral and Values Education	(6-260)
1. Theories of Moral Growth and Development	(6-260)
2. Modes of Learning	(6-263)
3. Moral Education Movements	(6-263)
4. Moral Education and the State	(6-265)
Moral Development	(6-266)
1. Theories of Moral Development	(6-267)
2. Methods of Research on Moral Development	(6-268)
3. Research Findings	(6-269)
4. Implications for Child Rearing, Education, and Counseling	(6-270)
Morocco: System of Education	(6-271)
1. Educational Background	(6-271)
2. Structure and Size of the Educational System	(6-273)

3. Teachers and Teacher Training	(6-274)
4. Finance	(6-274)
5. Priorities for Remodeling the Educational System	(6-275)
Mother- Child Relations	(6-276)
1. Contextual Determinants	(6-276)
2. Development	(6-276)
3. Implications For Child Rearing	(6-277)
4. Educational Implications	(6-278)
Motivation	(6-279)
1. The Nature of Motivation	(6-279)
2. Varieties of Theories	(6-279)
3. Curiosity	(6-280)
4. Achievement Motivation	(6-281)
5. Anxiety	(6-281)
6. Competence Motivation	(6-282)
7. Extrinsic Motivation	(6-282)
8. Final Statement	(6-283)
Motivation: Academic	(6-283)
1. Theoretical Approaches	(6-284)
2. Classes of Values	(6-284)
3. Expectancy	(6-286)
4. Conclusion	(6-287)
Motor Development	(6-288)
1. Motor-development Sequences	(6-288)
2. Influences on Development	(6-288)
3. Two Principles of Training	(6-290)
Mozambique: System of Education	(6-292)
1. Structure of the Educational System	(6-292)
2. Curricula	(6-293)
3. Educational Personnel	(6-293)
4. Future Concerns	(6-293)
Multicultural Education	(6-294)
Multiculturalism and Education	(6-296)
1. Agents and Consequences of Cultural Confrontation	(6-296)
2. Multiculturalism and Child-rearing Practices	(6-297)
3. Multiculturalism and the Schools	(6-298)
4. Multiculturalism and Counseling	(6-299)
Multivariate Analysis	(6-299)
1. The Multivariate Normal Distribution	(6-300)
2. Variables in Multivariate Analysis	(6-300)
3. Tests of Significance	(6-300)
4. Estimation in Multivariate Analysis	(6-300)
5. Internal Analysis Techniques	(6-301)
6. External Analysis Techniques	(6-301)

7. Structural Analysis Techniques	(6-302)
8. Some Problems of Analysis	(6-303)
9. Computer Programs	(6-303)
Muscular Dystrophy	(6-305)
Museum Education	(6-306)
Museums and Galleries in Adult Education	(6-309)
1. The Publics Served	(6-309)
2. The Educational Activities	(6-310)
3. Learning in the Museum Environment	(6-310)
Music Curricula	(6-311)
1. The Place of Music in the Curriculum	(6-312)
2. Components of the Music Curriculum	(6-313)
3. Music and Social Studies	(6-316)
4. Music and the Related Arts	(6-316)
Music: Educational Programs	(6-318)
1. Cross-national Aspects	(6-318)
Music: Teaching Methods	(6-321)
1. The Kodaly Method	(6-321)
2. The Orff Schulwerk	(6-322)
3. The Carabo-Cone Method	(6-323)
4. Suzuki Talent Education	(6-324)
5. Dalcroze Eurhythmics	(6-325)
6. The Gordon Theory of Learning for Music	(6-326)
7. The Manhattanville Music Curriculum Program (MMCP)	(6-327)
8. The Contemporary Music Project: Comprehensive Musicianship Approach to Music Education	(6-327)
9. Individualized Instruction in Music Education	(6-328)

N

National Academy of Education	(6-331)
1. Publications	(6-331)
2. Spencer Fellowship Program and Other Services	(6-332)
National Assessment of Educational Progress (NAEP)	(6-332)
National Institute for Educational Research (NIER), Tokyo	(6-334)
National Systems and Structures of Adult Education	(6-335)
1. Historical Influences on National Structure	(6-335)
2. State Systems and Pluralist Systems of Adult Education	(6-336)
3. Influence of National Administrative Structures	(6-336)
4. Forces that Shape National Structures	(6-336)
5. Framework of National Structures	(6-337)
6. Complexities of Structure	(6-338)
7. Links Between the Adult and Other Parts of Education	(6-338)

Naturalistic and Rationalistic Enquiry	(6-339)
1. Axiomatic Differences Between the Naturalistic and Rationalistic Paradigms	(6-339)
2. Postural Differences Between the Naturalistic and Rationalistic Paradigms	(6-341)
3. The Trustworthiness of Naturalistic Enquiries	(6-342)
4. Summary	(6-343)
Naturalistic Evaluation	(6-344)
1. The Naturalistic Orientation	(6-344)
2. The Naturalistic Method	(6-345)
3. Current Status and Uses	(6-345)
Needs Assessment in Adult Education	(6-346)
1. Characteristics of Needs Assessments	(6-347)
2. Planning Needs Assessments	(6-348)
3. Techniques for Collecting Assessment Data	(6-348)
4. Concluding Remarks	(6-349)
Needs Assessment Studies	(6-350)
1. The Purposes of Needs Assessments	(6-351)
2. The Concept of Need	(6-351)
3. Needs Assessment Strategies and Procedures	(6-352)
Nepal: System of Education	(6-353)
1. Goals of the Educational System	(6-354)
2. Structure of the Educational System	(6-354)
3. Administration and Supervision	(6-355)
4. Finance	(6-355)
5. Supply of Personnel	(6-355)
6. Curriculum Development, Teaching Methods, and Research	(6-355)
7. Major Problems	(6-355)
Netherlands: System of Education	(6-356)
1. Educational Background	(6-357)
2. The Goals of the Educational System	(6-357)
3. Structure of the Educational System	(6-358)
4. Administrative and Supervisory Structure and Operation	(6-359)
5. Finance	(6-360)
6. Supply of Personnel	(6-360)
7. Curriculum Development and Teaching Methodology	(6-361)
8. Examinations, Promotions, and Certification	(6-362)
9. Educational Research	(6-362)
10. Major Problems	(6-363)
Neurofibromatosis	(6-364)
New Mathematics	(6-365)
New Therapies: Applications in Adult Education	(6-366)
1. Selected Areas of Application	(6-366)
2. Additional Implications for Educators	(6-367)

New Zealand: System of Education	(6-368)
1. Goals of the Education System	(6-369)
2. Size and Structure of the Education System	(6-369)
3. Administration	(6-371)
4. Finance	(6-371)
5. Supply of Teachers	(6-372)
6. Curriculum Development and Teaching Methods	(6-372)
7. Promotions, Examinations, and Certificates	(6-372)
8. Educational Research	(6-373)
9. Major Problems	(6-373)
Newspapers in Education	(6-374)
1. Educational Use of Newspapers	(6-374)
2. Newspapers as Learning Resources	(6-374)
3. Research on the Educational Use of Newspapers	(6-375)
Nicaragua: System of Education	(6-376)
1. Present—day Educational Aims	(6-376)
2. Structure of the Educational System	(6-377)
3. Administration and Finance	(6-378)
4. Teacher Supply, Curriculum Development, and School Supervision	(6-379)
5. Examinations	(6-380)
6. Educational Research	(6-380)
7. Major Problems	(6-380)
Niger: System of Education	(6-381)
1. Goals of Education	(6-381)
2. Structure and Size of the Educational System	(6-381)
3. Finance and Administration	(6-382)
4. Educational Research	(6-383)
Nigeria: System of Education	(6-383)
1. Structure and Size of the Educational Effort	(6-384)
2. Administrative and Supervisory Structure of Education	(6-387)
3. Finance	(6-387)
4. Educational Personnel	(6-388)
5. Curricula, Teaching Methodology, and Examinations	(6-388)
6. Educational Research	(6-389)
7. Problems and Prospects	(6-389)
Nonformal Education	(6-390)
1. Recent Development of the Concept	(6-391)
2. Methodological Consideration	(6-391)
3. Case Studies and Examples	(6-392)
4. Economic Considerations	(6-392)
5. Political Considerations	(6-393)
6. The Sociocultural Dimension	(6-393)
Nonformal Education: Comparative Studies	(6-395)
1. Research Studies	(6-395)

2. Future Studies	(6-397)
Nonformal Education, Economics of	(6-398)
1. Resources	(6-398)
2. Costs	(6-399)
3. Benefits	(6-400)
Nonformal Education in Japan	(6-401)
1. Aims of Social Education	(6-401)
2. Characteristics of Social Education	(6-401)
3. Issues for Research	(6-402)
Nonformal Education: Instruction	(6-403)
1. Divergent Perceptions of Instructional Needs	(6-403)
2. Typology of Nonformal Education Approaches	(6-404)
Nonformal Education: Policy in Developing Countries	(6-405)
1. Problems of New Nations	(6-406)
2. The Attractions of Nonformal Education	(6-406)
3. Goals of Nonformal Education	(6-407)
4. The Impact of Nonformal Education	(6-407)
5. Problems in Attaining the Goals of Nonformal Education	(6-408)
6. Policy Implications for Nonformal Education	(6-409)
Nonformal Postsecondary Education	(6-411)
Nongraded Curriculum	(6-414)
1. The Nongraded Movement	(6-414)
2. Theoretical Bases of Nongradedness	(6-415)
3. Approaches to Nongrading	(6-415)
4. Research and Nongrading	(6-415)
Nonpublic Schools	(6-416)
1. Knowledge Base	(6-417)
2. A Taxonomy	(6-419)
3. Organization and Governance	(6-420)
4. Funding	(6-420)
5. Research Needs	(6-420)
Nonteachers and the Teaching Process	(6-422)
1. Nonteaching Personnel in the Primary School	(6-422)
2. Nonteaching Personnel in Secondary Schools	(6-425)
Nonverbal Communication in Classrooms	(6-427)
1. Historical Developments in Nonverbal Communication Research	(6-427)
2. Nonverbal Channels and Teaching Effectiveness	(6-428)
3. Effects of Nonverbal Behavior Patterns on Teaching	(6-433)
4. The Nature and Concerns of Future Research	(6-435)
Nonverbal Tests	(6-437)
Norm-referenced Assessment	(6-440)
1. Construction	(6-441)
2. Applications	(6-441)
Norway: System of Education	(6-443)

1. Goals of the Educational System	(6-444)
2. Structure and Size of the Educational Effort	(6-444)
3. Finance	(6-445)
4. Supply of Personnel	(6-446)
5. Curriculum Development and Teaching Methodology	(6-446)
6. Educational Research	(6-446)
7. Major Problems	(6-446)
Note Making and Note Taking	(6-447)
1. Why Students Take Notes: Process and Product	(6-447)
2. Making and Using Notes: Some Examples	(6-448)
Number and Measurement Concepts, Early	(6-450)
1. Logical Definition of Number and Psychological Representation	(6-451)
2. Ordinal and Cardinal Aspects in Preschool Development	(6-451)
3. Number and Measurement	(6-452)
Number Systems in Mathematics: Educational Programs	(6-452)
Number Theory in Mathematics: Educational Programs	(6-453)
Nursery Schools	(6-454)
1. General Overview	(6-454)
2. Historical Context and Ideologies	(6-455)
3. Recent and Current Theory	(6-455)
4. Programmes and Practice	(6-456)
5. Research Trends	(6-456)
6. Summary	(6-457)
Nutrition and Education Interactions	(6-458)
1. Nutrition and Achievement	(6-458)
2. Education and Health	(6-458)
3. Nutrition Information for Educators	(6-459)
Nutrition and Human Development	(6-461)
1. Nutritional Needs	(6-461)
2. Nutrition and the Developmental Process	(6-461)
3. Nutritional Needs of Pregnancy	(6-463)
4. Nutrition and Birth Outcome	(6-465)
5. Postnatal Growth and Development	(6-466)
6. Postnatal Nutritional Needs	(6-466)
7. Postinfancy Development and Nutrition: Implications	(6-467)
Nutrition: Educational Programs	(6-468)
1. Historical Background	(6-469)
2. Need for Nutrition Education in Schools Today	(6-469)
3. Integrating Nutrition in the Curriculum	(6-470)

O

Objective Tests	(6-471)
1. Areas of Application	(6-471)