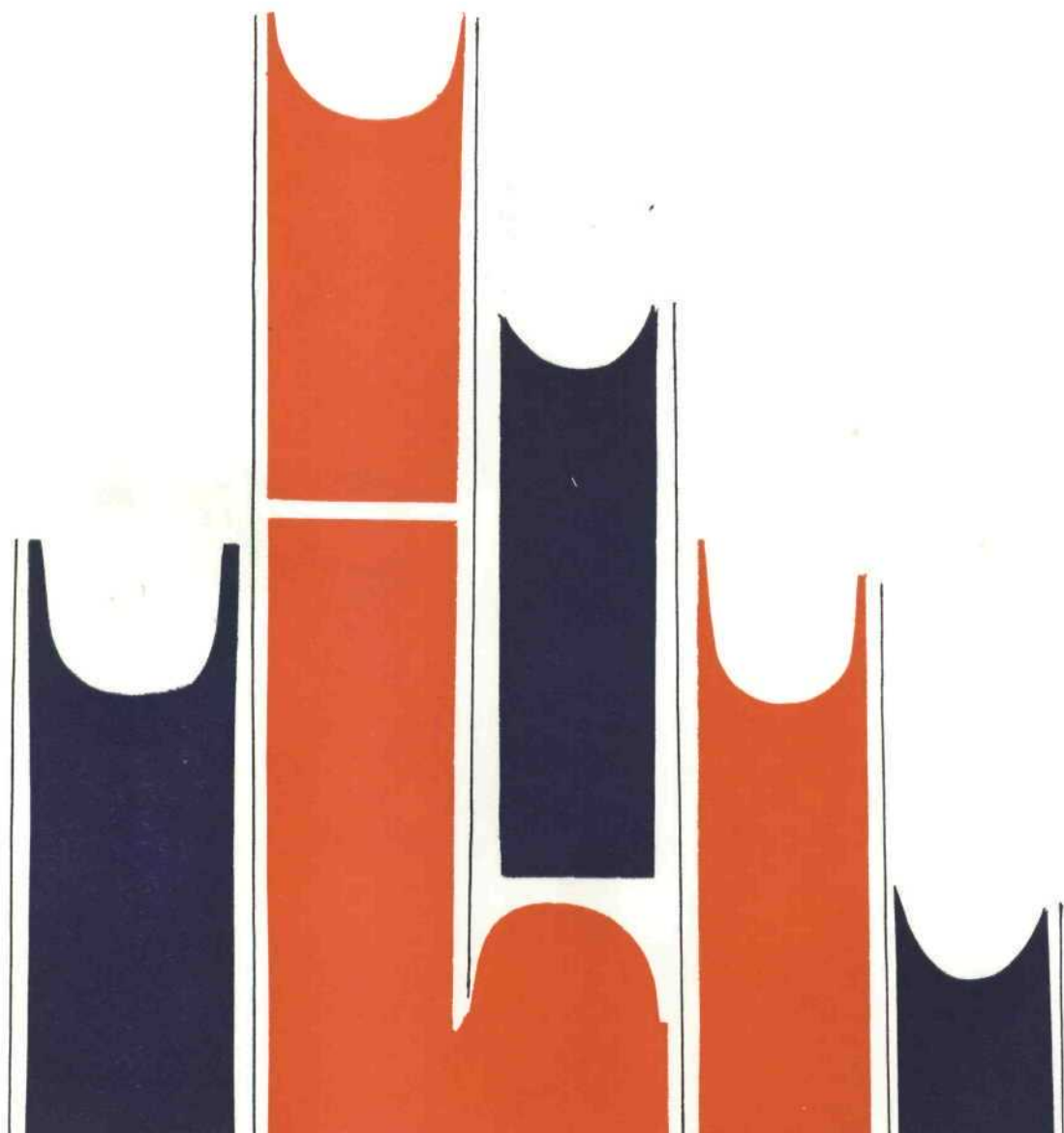


BIBLIOGRAFIA DE LA ECONOMIA DE LA EDUCACION



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P R O L O G O

1. *Cada vez se comprende y se valora mejor el papel de la educación en el desarrollo de los pueblos. Todos los gobiernos se han dado cuenta de que el desarrollo educativo es el arma más eficaz para lograr el desarrollo económico y, en consecuencia, todos ellos están empeñados en amplias reformas educativas a fin de extender la educación y adaptarla a las nuevas condiciones reinantes. Asimismo, el pueblo va comprendiendo claramente también que la educación es el principal instrumento de bienestar social y material, lo que ha provocado un gran aumento de la demanda de educación.*

Los primeros economistas se dieron cuenta de la importancia de la educación en el desarrollo económico. Son claras, a este respecto, las opiniones de economistas preclásicos, como G. Malynes, E. Misselden, T. Mun, W. Petty, D. Hume, etc., profundizadas y aclaradas posteriormente por economistas clásicos, como A. Smith, T. R. Malthus, N. W. Senior, J. S. Mill, A. Marshall, etc. Sin embargo, se ha tardado mucho en comprender el verdadero papel de la educación en el desarrollo económico. En primer lugar, la teoría del desarrollo, como tal, es relativamente moderna. En segundo lugar, es prácticamente imposible medir el factor educación y sus efectos, por lo que los economistas se limitaron durante mucho tiempo a los factores clásicos, es decir, el trabajo, la tierra y el capital, considerados como factores homogéneos, lo que les permitía elaborar esquemas sencillos y operativos de los modelos de desarrollo. La resistencia a asimilar el hombre a un bien físico, la imposibilidad de expresar matemáticamente las diversas calidades del factor trabajo y de separar el papel de éste frente a los otros factores, son otras de las razones que retrasan, durante mucho tiempo, el estudio del papel de la educación en el campo económico.

Pero el progreso de la técnica, el convencimiento de que los recursos naturales tenían cada vez un papel relativo menos importante para el desarrollo económico, el avance que experimentan en todos los campos los países más desarrollados cultural y científicamente, obligan a revisar los sencillos modelos del desarrollo y estudiar detenidamente el papel de la edu-

cación. Surge así, en los años cincuenta, la *Economía de la Educación*, como rama de la *Ciencia Económica* destinada a estudiar el papel de la educación en el desarrollo económico.

2. Esta rama progresa rápidamente, y de un aparente olvido del tema pasamos a un florecimiento tal que en unos veinte años se cuentan por miles los trabajos dedicados al estudio de este problema.

Al principio, como es lógico en el nacimiento de toda rama científica, los trabajos aparecidos se ocupan de problemas aislados, sin una visión general del campo correspondiente. Posteriormente, aparecen algunos libros que intentan abarcar todo el campo y dar una visión general del problema, y que se titulan ya *Economía de la Educación*. Se pasa, así, de una fase de formación paulatina de la ciencia a otra de recopilación y síntesis. Sin embargo, no existe todavía ninguna obra que pueda considerarse como un manual de *Economía de la Educación*, ni están definidos aún claramente los límites de esta rama de la *Economía*.

Los intentos de síntesis realizados por algunos autores, como J. Vaizey, y la abundancia de obras dedicadas al tema, indican que ha llegado el momento de detenerse, echar la vista atrás, analizar la obra realizada, recopilar lo publicado y delimitar el campo de esta nueva rama de la *Economía*. Para ello hay que empezar por elaborar una lista o bibliografía de todas las obras publicadas o, al menos, de las más importantes.

El momento es, pues, oportuno para la aparición de una bibliografía. A las razones dadas hay que añadir que en España no existe ninguna obra de este tipo y que las publicadas en el extranjero olvidan normalmente los libros en español y están enfocadas de forma arbitraria y poco concorde con el actual desarrollo de la *Economía de la Educación*.

3. La *Economía de la Educación* interesa por igual a economistas y educadores. Si los primeros demuestran que la educación es un factor importante del desarrollo económico, la política educativa se convierte automáticamente en un instrumento básico de la planificación económica y el educador se convierte en artífice central del desarrollo económico. Para el educador es, por tanto, importantísimo saber en qué medida, y cómo, la educación influye en el desarrollo económico.

Por todo ello, se ha considerado importante que el Ministerio de Educación y Ciencia dispusiera de una bibliografía de *Economía de la Educación*, como instrumento de trabajo y de extensión en el conocimiento de esta rama científica que liga a dos campos tan vitales como la *Educación* y la *Economía*.

Esta es la razón de la publicación de esta bibliografía, elaborada por la Asesoría Económica del Ministerio, órgano de enlace de estos campos de la *Educación* y la *Economía*.

Creemos que esta publicación puede ser altamente interesante para to-

dos los Servicios del Departamento y, en general, para la labor del Ministerio, ya que no hay duda de que la educación debe adaptarse, al menos en parte, al desarrollo económico y de que la educación es factor básico del desarrollo económico.

4. Esta bibliografía tiende a cubrir todos los campos de la Economía de la Educación, incluso algunos poco tratados hasta ahora. La Economía de la Educación trata, por definición, de la relación entre Educación y Economía, concretamente de la relación entre el desarrollo educativo y el desarrollo económico, y a este tema general se dedica la primera parte.

Pero esta relación es mutua: la educación influye en el desarrollo económico, pero éste influye también en aquélla. Desgraciadamente, apenas algún autor se ocupa explícita y aisladamente de la segunda influencia, obsesionados todos por la primera, olvidando que ésta no puede comprenderse debidamente si no conocemos bien aquella otra. Separamos, así, los dos fenómenos, aunque, repetimos, apenas nadie se ocupa de la influencia del desarrollo económico en el educativo, como demuestra el escaso número de obras incluidas en esa parte de la bibliografía.

Reconocida la influencia de la educación en el desarrollo económico, se hace necesaria adaptar aquélla a éste, surgiendo así la Planificación de la Educación con vistas al desarrollo económico, que constituye otro de los capítulos de la bibliografía.

Pero para que la educación se adapte a las necesidades reales del mundo económico es imprescindible organizar adecuadamente el sistema educativo. Hay que analizar, pues, la organización interna de ese sistema en cuanto ella tenga relación con su productividad frente a los objetivos económicos.

Un problema típico de la Economía de la Educación es, naturalmente, el de los "aspectos económicos" de la educación: costos, gastos, etc., al que dedicamos otro capítulo.

Pero para el economista la formación humana no termina con la educación o formación académica, ya que toda la formación posterior influye en el rendimiento económico. Hay que abarcar, pues, también la formación permanente.

Ahora bien, al economista no le basta la educación y formación del profesional, ya que éste puede estar bien preparado para una misión, pero ser luego mal utilizado por los empresarios. Es importante, por tanto, el problema de la utilización de los titulados, al que se dedica otro capítulo.

En todo país la educación y el desarrollo económico están influidos por la educación y el desarrollo económico de los demás países, por lo que es necesario prestar atención a este tema de las relaciones internacionales en el campo de la Economía de la Educación.

Finalmente, parece obligado hacer referencia a las bibliografías existentes sobre el tema, a fin de completar la visión y conocimiento del problema.

5. *De esta forma, nuestra bibliografía se divide en las siguientes partes:*

- A. *Relación mutua Educación-Desarrollo económico.*
- B. *Influencia de la educación en el desarrollo económico.*
- C. *Influencia del desarrollo económico en la educación.*
- D. *Planificación de la educación con vistas al desarrollo económico.*
- E. *La organización del sistema educativo.*
- F. *La financiación de la educación.*
- G. *La formación permanente.*
- H. *La utilización de los titulados.*
- I. *Las relaciones internacionales en el campo de la Economía de la Educación.*
- J. *Bibliografías sobre el tema.*

A) RELACION MUTUA EDUCACION-DESARROLLO
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INDICE DE AUTORES

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 Abel, R.: G.25.
 Abel-Smith, B.: I.1.
 Adams, D.: B.1, D.1.
 Adams, W.: I.2.
 Adelman, I.: A.1, D.2.
 Adiseshiah, M. S.: B.2, G.1.
 Adorno, T. W.: A.2.
 Advisory Council on Scientific Policy:
 D.3, D.4.
 Agarwal, S.: D.5.
 Agency for international development,
 department of state: D.6.
 A. I. I. S. U. P.: D.7.
 Albers, W.: D.152.
 Alchian, A. A.: B.3.
 Alexander, C.: J.1.
 Alexander-Frutschí, M. C.: J.2.
 Alisbah, B.: B.4.
 Alper, P.: D.8, D.9, D.10, D.23.
 Allen, W. R.: B.3.
 Anderson, C. A.: A.19, B.5, B.6, B.7,
 B.8, B.9, B.10, B.61, B.62, B.63, D.15,
 D.11, D.12, D.13, D.14, E.1, H.1.
 Anon: D. 16, F.1.
 Antoine, G.: D.17.
 Araoz, A.: D.18.
 Argentina (OECD), D.19.
 Armitage, P. H.: D.9, D.20, D.21, D.22,
 D.23.
 Aron, R.: B.11.
 Arrow, K. J.: B.12, D.24.
 Ashby, E.: B.13, E.2.
 Ashenfelter, O.: B.14, B.15.
 Association Internationale de Sociologie:
 H.2.
 Association Internationale des Sciences
 Economiques: A.3.
 Association Internationale des Univer-
 sities: A.4.
 Astin, A. W.: E.3.
 Atkins, C. W.: F.2.
 Aukrust, O.: B.16, F.3.
 Austria (OECD): D.25.
 Awasthi, S.: I.3.
 Ayres, L.: E.4.
 Babbidge, H. D.: E.5.
 Bahr, K.: D.26, D.27.
 Bailey, S. K.: E.6, F.4.
 Baird, L. L.: E.7.
 Baldwin, G. B.: D.28.
 Balogh, T.: B.17, D.29, D.30, D.31, D.32,
 E.8.
 Bank of Israel: B.18.
 Bantock, G. H.: B.19, D.33.
 Barber, C.: E.9.
 Barkin, S.: D.34, I.4.
 Bartell, S.: G.5.
 Bartholomew, D. J.: D.35.
 Baster, N.: B.20.
 Bateman, N.: B.21.
 Beard, B.: J.3.
 Becker, H.: D.36.
 Becker, G. S.: B.22, B.23, B.24, B.25,
 B.26, B.27, F.5.
 Beeby, C.: E. 13.
 Beer, F.: D.374.
 Beltrán Villalba, M.: F.6.
 Benard, J.: D.37, D.38.
 Bendix, R.: E.133, H.37.
 Benewitz, M. C.: B.29.
 Benham, F.: B.30.
 Benjamin, H. C.: J.16.
 Bennet, N. L.: B.356 D.501
 Bennet, W. S.: B.31.
 Ben - Porath, Y.: B.28.
 Benson, C. S.: A.5, A.6, A.7, A.8, B.32,
 B.33, D.39, E.14, E.15, F.7, F.8, F.9,
 F.10.
 Berdie, R. F.: E.16, H.3.
 Bereday, G. Z. F.: D.40, D.314, E.17.

- Berelson, B.: D.41.
 Berg, E.: D.42.
 Berg, I.: G.2.
 Bergson, A.: D.43.
 Berstecher, D.: F.63.
 Bertram, G. W.: B.34.
 Berry, A.: B.4.
 Besen, S. M.: B.35.
 Bhalla, A.: D.44.
 Bigelow, K.: I.9.
 Bize, P.: B.36.
 Blakey, K.: D.45.
 Blandy, R.: B.37, I.5.
 Blank, D. M.: D.46, E.10.
 Blaug, M.: A.9, A.10, A.11, B.38, B.39, B.40, B.41, B.42, B.43, D.40, D.47, D.48, D.49, D.192, D.314, E.11, E.12, E.201, F.11, H.4, H.5, J.4, J.5.
 Blitz, R. C.: B.44, F.12.
 Bloom, B. S.: E.18.
 Blot, D.: E.19, F.13, F.14.
 Blum, J.: D.50, G.3.
 Bocher, E. D.: J.11.
 Bombach, G.: D.51, D.52, D.53, D.54.
 Bonner, J.: B.45.
 Borg, W. R.: E.20.
 Borus, M. E.: B.46.
 Bos, H. C.: D.523, D.524, D.525, D.526, D.527, F.15.
 Botti, M.: F.16.
 Bottomeley, A.: B.47.
 Bouquet, J.: B.48.
 Bowen, H. R.: F.17.
 Bowen, W. G.: A.12, B.49, F.18, F.19.
 Bowles, F.: E.21, E.22.
 Bowles, S.: B.50, D.55, D.56, D.57, D.58, E.23, E.24, E.25, E.26.
 Bowman, M. J.: A. 13, A.14, B.10, B.51, B.52, B.53, B.54, B.55, B.56, B.57, B.58, B.59, B.60, B.61, B.62, B.63, B.64, D.15, D.59, D.60, D.61, D.62, F.20, F.21.
 Bowyer, V.: F.22.
 Bolye, G.: F.23.
 Brand, W.: D.63, D.64, F.24.
 Bray, J.: D.65.
 Brazer, H. E.: B.259, D.66.
 Brembeck, C. S.: B.163.
 Brey, F.: D.588.
 Bridgeman, S.: B.65.
 Bright, J. R.: D.67.
 Brook, J.: G.51.
 Brown, A.: D.68, D.69.
 Brown, D. G.: D.70, D. 71.
 Browning, P. R.: E.160.
 Brunner, E.: E.27.
 Bruno, M.: D.72.
 Buckingham, B. R.: E.28.
 Bureau Internationale D'education (B. I. E.): F.25.
 Bureau International du Travail, F.26.
 Burgess, T.: D.73.
 Burke, A. J.: F.27.
 Burkhead, J.: D.74, E.29, F.28, F.29, F.30.
 Burns, H. M.: B.66.
 Burt, C.: E.30, E.31, E.32, E.33.
 Burtle, J.: D.75.
 Butani, K.: D. 76.
 Butter, I. H.: B.67.
 Byatt, I. C. R.: B.68.
 Caine, S.: B.69.
 California and Western Conference: F.31.
 California State Department of Education: F.32.
 Calkin, R. N.: F.33.
 Callahan, R. E.: E.34.
 Callaway, A.: D.77, F.34, H.6, H.7.
 Campbell, R.: D.78.
 Canada, Department of Labour: D.79, D.135.
 Canadian School Teachers' Association: F.35.
 Canadian Teachers' Federation: F.36.
 Capelle, J.: G.4.
 Caplow, T.: D.80.
 Capron, W. M.: D.24.
 Caravano, J.: F.37.
 Carleton, R.: H.30.
 Carlin, E. A.: E.35.
 Carlson, R.: E.36.
 Carlton, F. T.: C.1.
 Carnoy, M.: B.70, B.71, B.376, F.38, H.8.
 Carter, C. F.: B.73, B.74, D.81, E.37, E.38, F.39, F.40, H.9.
 Cartter, A. M.: D.82, D.83, E.39, E.40, F.41.
 Carrol, A.B.: B.72.
 Casey, M. C.: D.84.
 Cash, W. C.: D.85, D.86.
 Castel, R.: A.15, B.75.
 Castetter, W. B.: F.201.
 C. E. E. B.: E.41.
 Cerych, L.: D.87, F.43, I.6.
 Cipolla, C.: B.76.
 Clark, H. F.: B.77, B.78, B.79, D.88, E.42, F.44, F.45, H.10.
 Clerc, P.: E.43.
 Cochrane, D.: F.46.
 Cohen, S.: D.89.
 Cohen, W. J.: B.259.
 Coher, A. V.: B.68.
 Cole, C. C.: E.44.
 Coleman, J.S.: B.80, E.45, E.46.
 Coleman, W.: E.47.
 Collier, G. K.: H.11.
 Comisariat Général du Plan d'Equipe-ment et de la Productivité: D.90.

- Commission on Financing Higher Education: F.47.
 Committee for Economic Development (C. E. D.): F.42.
 Committee on Education and Labour U. S. House of Representatives: F.48.
 Committee on Manpower Resources for Science and Technology, U. K.: D.91, D.92, I.7, I.8.
 Committee on Scientific Manpower, Sttistic Committee: D.93.
 Committee on Utilization of College Teaching Resources: E.48.
 Conant, J. B.: E.49.
 Conseil National de la Politique Scientifique: D.94.
 Cooke, M.: E.50.
 Coombs, P. H.: B.81, D.95, D.96, D.97, D.98, D.99, D.488, E.168, F.49.
 Coomes, R.: I.9.
 Coons, J. E.: B.82.
 Cooper, R. N.: B.83.
 Corazzini, A.: G.5.
 Corbally, E. J.: F.50.
 Corlett, J.: F.51.
 Cornehl, J. V.: D.100.
 Cornelisse, P. A.: F.15.
 Correa, H.: A.16, B.84, B.85, B.86, B.87, D.101, D.102, D.103, D.104, D.105, D.106, D.107, D.108, D.109, D.110, D.111, D.528, E.52, E.53, E.54, E.55, E.56, G.6.
 Cotgrove, S. F.: B.88, D.112, H.13.
 Coulon, M.: F.52.
 Covert, T.: J.1.
 Craig, C.: H.14.
 Crossley, I. R.: D.113.
 Cureton, E. E.: E.47.
 Curle, A.: B.89, B.90, D.114, D.115, D.116, D.117, D.118.

 Chai Hon-Chan: D.119, D.249.
 Chakravarty, I. S.: D.120.
 Chalendar, J.: G.7.
 Chamberlain, N. W.: B.91.
 Chambre, H.: F.53.
 Chance, W. A.: D.121.
 Chaparro, A.: D.122.
 Charters, W.: E.57.
 Cherrington, E. M.: E.58.
 Chesswas, J.: D.123, D.124, F.272.
 Chiswick, B.: B.27.
 Chorafas, D. N.: G.8.
 Chu-Yuang Cheng: D.125.

 Dalton, G.: D.126.
 Daniere, A.: D.127, F.54.
 Darder, P.: F.55.
 David, H.: D.128.
 David, M. H.: B.258, B.259, D.66.

 Davie, J.: B.92.
 Davis, A.: E.59.
 Davis, R.: D.129, D.130.
 Debeauvais, M.: B.93, B.94, B.95, D.131, D.132, D.133, D.134, D.564, E.60, E.61, F.13, F.14.
 Deble, I.: E.62.
 De Coster, S.: E.51, H.12.
 Dedijer, S.: I.10, J.6.
 Deitch, K.: B.96, D.235.
 Delcourt, J.: B.97.
 De Miguel, A.: D.483.
 Denison, E. F.: B.98, B.99, B.100, B.101, B.102, B.103, B.104.
 Denton, F. T.: B.105.
 Deshmukh, A.: E.122.
 Deshoche, H.: B.106.
 Dewey, J.: E.63.
 De Witt, N.: B.107, D.136, D.592, D.593, E.64, F.56, H.15.
 De Wolff, P.: D.137.
 D'Hoogh, C.: B.108.
 Díez-Hochleitner, R.: D.138, D.139, D.140, D.141.
 Dix, L.: F.57.
 Dobzhansky, T.: E.70.
 Domar, E. D.: B.109, B.110.
 Dominion Bureau of Statistics Education Division: D.142.
 Doogs, H.: F.58.
 Doos, S. O.: D.143.
 Dorfman, R.: B.111.
 Douglas, J.: E.65.
 Dressel, P. L.: D.144, D.145.
 Drouet, P.: G.9.
 Dubin, S. S.: B.112.
 Dublin, L. I.: B.113.
 Dubois, J.: G.10.
 Dumont, R.: B.114.
 Duncan, B.: D.146.
 Duncan, O. D.: B.115, E.66, E.67, E.68, H.16.
 Duncanson, J. P.: E.69.
 Dunn, L. C.: E.70.
 Dyck, H.: F.128.
 Dyer, H.: E.71.

 Eckaus, R. S.: B.116, B.117, B.118, B.119, D.147.
 Eckstein, O.: F.59.
 Economics and Research Branch, Department of Labour, Ottawa: D.148, H.17.
 Edding, F.: A.17, B.371, D.149, D.150, D.151, D.152, D.400, D.509, D.510, D.511, D.512, F.60, F.61, F.62, F.63.
 Education and World Affairs, Committee on Education and Human Resources Development: D.153.
 Eellis, W. C.: J.7.

- Eicher, J. C.: B.120, F.64.
 Eide, K.: D.154.
 Elazar, M.: D.401.
 El-Ghannam, M. A.: F.65.
 Elkan, S.: E.72.
 Elton, L. R. B.: E.73.
 Elvin, L.: B.371, D.400, D.509, D.510,
 D.511, D.512.
 Ellis, A. C.: B.121.
 Emi, K.: B.122.
 Emmerij, L. J.: D.155.
 Endicott, F.: E.74, H.18.
 Engineering Manpower Commission of
 Engineers Joint Council: D.156.
 Enke, S.: B.123.
 Entwistle, H.: G.11.
 Erder, N.: D.157.
 Escocia-Scottish Education Depart-
 ment: D.158.
 España-Ministerio de Agricultura:
 B.124.
 España-Huesca. Delegación Provincial
 de Educación y Ciencia: G.12.
 España-Ministerio de Educación Nacio-
 nal: D.159, D.160.
 España-Ministerio de Educación y
 Ciencia: D.161, D.162, D.163, D.164,
 D.165, D.166, D.167, D.168, D.169,
 D.170, D.171, D.172, D.173, D.174,
 E.75, G.13.
 Evans, D. R.: B.125, D.175.
 Evans, P. C. C.: B.126.

 Fabricant, S.: B.127.
 Fauvegi, L.: F.66.
 Farr, G.: H.32.
 Fattu y Elam, S.: D.176.
 Faure, E.: A.18.
 Fehling, A. W.: F.67.
 Fein, R.: D.177.
 Feldheim, P.: D.178.
 Fenley, W. J.: G.14.
 Fenno, F.: F.177.
 Ferning, L. R.: F.68.
 Ferrez, J.: E.76.
 Fishlow, A.: B.128.
 Fisher, A. G. B.: B.129, F.69.
 Fisher, I.: B.130.
 Fishman, J. A.: E.77.
 Fitzgerald, R.: F.70.
 Flanagan, J.: E.78, E.79.
 Fletcher, B.: D.179.
 Fleud, G.: F.71.
 Floud, J. E.: A.19, B.155, D.180, E.80,
 E.81, E.82, E.83, G.15.
 Folger, J. K.: D.181, D.182.
 Folk, H.: B.131.
 Fort, R.: D.183.
 Foster, C. D.: F.72.

 Foster, E. M.: F.73.
 Foster, P. J.: B.132, B.133, D.184, E.1.
 Fourastie, J.: D.185, D.186, D.187, E.84.
 Fox, K.: D.188.
 Fox, T. G.: D.74, E.29.
 Fraga Iribarne, M.: D.189.
 Frank, A. G.: B.134.
 Fraser, E.: E.85.
 Frederic, K. A.: F.74.
 Freeman, C.: I.11.
 Freeman, R. A.: F.75.
 Frese, H. H.: G.16.
 Freund, E.: F.76.
 Friedlander, S.: H.19.
 Friedman, M.: B.135, B.136, B.217,
 F.77, F.78.
 Froomkin, J.: B.137, D.190.
 Frost, R.: F.4.
 Furneaux, W. D.: E.86.

 Gaertner, F.: D.191.
 Galbraith, J. K.: B.138.
 Galenson, W.: B.139.
 Gannicott, K.: D.192.
 Garbe, D.: F.86.
 Garber, L. O.: F.79.
 García, A.: F.80, F.81, F.82.
 Gardner, J. W.: E.87, E.88.
 Garmonow, F. W.: D.193.
 Garms, W.: F.127.
 Gascoigne, M.: D.194.
 Gass, J. R.: D.195.
 Gassert, H.: D.489, H.50.
 Gentil, B.: G.17.
 Ghiselli, E. E.: E.89.
 Ginzberg, E.: B.140, B.141, D.196, E.90.
 Girard, A.: E.91, E.92, E.93.
 Gisser, M.: B.142.
 Glass, D.: E.94, H.20.
 Glennester, H.: F.207, H.21.
 Glick, P. C.: B.143, B.144.
 Godfrey, M.: D.503.
 Goetsch, H. B.: E.95.
 Goldstein, H.: D.197, D.198, D.199,
 D.200, D.201, D.202.
 Golladay, F. L.: D.203.
 Gollin, A.: I.12.
 Gómez Ayau: B.145.
 Good, H. G.: D.204.
 Goode, R.: F.83, F.84.
 Gordon, M.: G.18.
 Gordon, R.: H.22.
 Gorseline, D. E.: B.146.
 Gosden, P. H. J. H.: F.85.
 Government of India: D.205.
 Government of Japan, Ministry of Edu-
 cation, Research Section: D.206.
 Government of Spain: D.207.
 Granger, R.: G.19.
 Gray, H.: B.343.

- Gray, D.: D.208.
 Greenberger, M.: D.432.
 Gregoire, R.: D.209, G.20.
 Griffiths, V. L.: D.210.
 Griliches, Z.: B.147, B.148, B.149,
 B.150, B.195.
 Gritti, J.: D.211.
 Grohmann, K.: D.374.
 Gross, N.: E.96.
 Groves, H. M.: B.151.
 Grubel, H. G.: I.13, I.14.
 Grunfeld, Y.: B.152.
 Guilford, J. P.: E.97.
 Guillaumont, P.: F.86.
 Gunton, J.: D.506.
- Hacker, L.: F.58.
 Hagen, E.: B.154, D.212.
 Halmos, P.: H.23.
 Halsey, A. H.: A.19, B.155, D.180,
 D.213, E.81, E.83, E.98, E.82.
 Halty Carrere, M.: D.214.
 Hall, R.: G.21, F.87.
 Hallak, J.: E.99, F.49, F.88, F.89, F.90,
 F.91, F.92, F.93.
 Halls, . D.: D.215.
 Hamdy, M.: D.216.
 Hamm-Brucher, H.: G.22.
 Hammer, E. L.: F.94.
 Hamon, R. L.: F.296.
 Hannusheck, E. A.: E.121.
 Hanoch, G.: B.156, B.157.
 Hansen, N. B.: B.158.
 Hansen, W. L.: B.159, B.160, B.161,
 B.162, D.217, D.218, D.219, D.220,
 D.221, D.222, E.100, F.95, F.96.
 Hanson, J. W.: B.163.
 Harberger, A. C.: F.97.
 Harbison, F. H.: B.164, B.165, B.166,
 D.71, D.223, D.224, D.225, D.226,
 D.227, D.228, D.229, D.230, D.231,
 D.232, D.245.
 Härnqvist, K.: E.197.
 Hartley, H. J.: F.98, D.238.
 Hartung, H.: G.23.
 Harris, C. W.: A.20.
 Harris, S. E.: B.167, B.168, D.233,
 D.234, D.235, D.236, F.99, F.100,
 F.101, F.102, F.103, F.104, F.105,
 H.24.
 Harrod, R. F.: D.237.
 Haugg, W.: F.106.
 Hausen, N.: D.239.
 Havighurst, R. J.: A.21, B.169, D.240,
 E.101, H.25, H.26.
 Hayden, H.: E.102.
 Heckel, H.: F.107.
 Hegelheimer, A.: D.241, D.242, D.243.
 Hely, A. S. M.: G.24.
 Henderson, P. D.: F.108.
- Henderson-Stewart, D.: B.170.
 Hendry, D. F.: B.171.
 Henmon, V. A. C.: E.103.
 Hernia, J.: E.90.
 Herrmann, K.: D.244
 Herrnstandt, I. L.: D.250.
 Hettich, W.: F.109.
 Heywood, J.: G.25.
 Higgins, B.: B.173.
 Hill, S. E.: D.245.
 Hirsch, W. Z.: B.174, B.175, E.104,
 F.111, F.112, F.113, F.114.
 H. M. S. O.: E.105, E.106, I.15, I.16,
 Hoch, I.: B.176.
 Hochschulverband: F.115.
 Hodge, R.: H.16.
 Hodgkin, R. A.: A.22, B.177.
 Hoenack, S. A.: F.116.
 Holtman, A. G.: B.178.
 Holland, J. W.: D.74, E.7, E.29.
 Hollinshead, B. S.: E.107.
 Hollis, E. V.: J.7.
 Hollister, R. G.: D.246, D.247, D.248.
 Hoos, I.: G.26.
 Hopkins, P.: G.27.
 Horobin, G. W.: F.117.
 Horowitz, M. A.: D.250.
 Horvart, B.: B.179.
 Horwood, O.: F.118.
 Hoselitz, B. F.: A.23, B.11, B.180.
 Hourdin, G.: G.28.
 Houthakker, H. S.: B.181.
 Hüfner, K.: B.182, J.8.
 Hungate, T. L.: F.119, H.27.
 Hunt, S. J.: B.183.
 Hunter, G.: A.24, B.184, B.185, B.186,
 D.251, D.252.
 Huq, M. S.: D.253.
 Husen, T.: E.108, E.109, E.110, E.111,
 E.112.
 Hutchins, C.: F.120.
 Hutchinson, B.: H.28.
- Ibe - Unesco: D.254, F.121.
 Ibrahim Abdelkader Ibrahim: D.229.
 I. E. D. E. S.: B.187, D.255, D.256.
 Iffert, R. E.: E.113.
 Iglesias Selgas, C.: D.257, D.258.
 Ihnen, L. A.: B.72 .
 Iluhina, H.: D.259.
 Institut d'Etudes Politiques de Lyon:
 D.260.
 Institut International des Finances Pu-
 bliques: F.122.
 Institut International de Cooperation
 Intellectuelle: D.261.
 Institut International de Planification
 de l'Education (I. I. P. E.): D.262,
 D.263, D.269, D.270, D.271, D.272.

- Institut National de la Statistique et des Etudes Economiques: F.123.
 Instituto Nacional de Estadística. Madrid: F.124.
 Institution of Mechanical Engineers: D.264.
 Institute of National Planning: D.265.
 Institut Pedagogique National: D.266.
 International Assoc. of Universities: D.267, E.114.
 International Bureau of Education: D.268, G.29.
 International Institute of Educational Planning (IIEP): E.115, F.125.
 International Labour Office (ILO): D.273, D.274, D.275, D.276, D.277, D.278, D.279, F.126, G.30.
 Ireland Ministry of Education: D.280.
 I. R. F. E. D.: J.9.
- Jaccard, P.: D.281, H.29.
 Jackson, B.: E.116.
 Jacobson, P. B.: B.384.
 Jacoby, E. G.: D.282, D.283.
 Jaffe, A.: D.284, H.30, H.31.
 James, H.: F.127, F.128.
 Jamin, V.: B.188.
 Jamrich, J.: E.117.
 Janne, H.: D.285, E.118.
 Japan, Ministry of Education: D.286, F.129.
 Japanese National Commission for Unesco: B.189.
 Jeangros, E.: D.287.
 Jemain, A.: G.31.
 Jensen, A. R.: E.119.
 Jewkes, J.: B.190, D.288.
 Johns, R. L.: F.130, F.131, F.132, F.133, F.172.
 Johnson, D. G.: C.2, E.120.
 Johnson, E. A. J.: B.191.
 Johnson, H. G.: B.192, B.193, B.194, I.17, I.18, I.19, I.20, I.21, I.22.
 Jolly, A. R.: D.289, D.470, F.237.
 Jones, G.: D.290.
 Jones, J. A. G.: B.377.
 Jorgenson, D. W.: B.195.
 Josefowice: D.291.
 Judges, A. V.: F.134.
- Kahan, A.: B.196, B.197.
 Kahn, H.: F.135.
 Kahnert, F.: D.488, E.168.
 Kain, J. F.: E.121.
 Kalachek, E.: D.371.
 Kaldor, N.: D.292, F.136.
 Kalton, G.: F.137.
 Kamat, A.: E.122.
 Kaplan, D. L.: D.84.
 Kardan, A. M.: D.293.
- Karmel, P. H.: B.198.
 Karpoff, P.: B.420.
 Kaser, M.: B.199, B.200.
 Katzman, T.: E.123.
 Kaufman, J.: H.32.
 Keat, P. G.: B.202.
 Keezer, D. M.: F.138.
 Kehrer, K. C.: D.294.
 Kelsall, R.: E.124.
 Kelley, S. C.: D.295, D.296.
 Kelly, J.: F.127.
 Kelly, T.: J.10.
 Kendall, M.: E.125.
 Kendrick, J. W.: B.202.
 Kershaw, J. A.: D.297, D.298, E.126, E.127, E.128, F.139.
 Keys, B.: D.299.
 Kiesling, H.: E.129.
 Kiker, B. F.: B.203.
 Kilson Martin, L.: D.300.
 Killian, J. R.: D.301.
 Kindeberger, O. P.: B.204.
 King Hall, R.: A.25, B.205.
 Klarman, H. E.: B.206, D.302.
 Klein, V.: D.303.
 Klinow-Malul, R.: B.207.
 Knall, B.: D.304, D.597.
 Knebel, H. J.: D.305.
 Kneller, G. F.: A.26.
 Knight, J. B.: B.208, F.140.
 Knight, R.: D.565.
 Knowles, H.: B.209.
 Koichi, E.: B.210.
 Komarov, V. E.: B.212, B.211, D.306, E.130, H.33, H.34.
 Koob, J.: D.305.
 Korb, J.: D.432.
 Kothari, V. N.: B.213, F.141.
 Kotschnig, W. M.: D.307.
 Kraft, R.: D.308.
 Krueger, A. O.: B.215, B.214.
 Kumar, S.: D.5.
 Kurtz, E. L.: F.142.
 Kuznets, S.: A.27, B.216, B.217, D.309.
 Kyle, D. W.: D.315.
- Lacaillon, J.: F.144.
 Lalvani, G.: D.310.
 Lange, O.: D.311.
 Lanhounmey, J.: D.312.
 Lansing, J. B.: F.143.
 Larrea, J.: B.218.
 Lassiter, R. L. J.: B.219.
 Lauwerys, J. A.: A.25, B.205, D.40, D.313, D.314, E.17.
 Lave, R. E.: D.315.
 Lavers, R.: F.207, F.208.
 Layard, P. R. G.: D.73, D.316, D.317, D.352, H.4.

- Lecht, L.: D.318.
 Lees, D. S.: B.45.
 Lefebvre, B.: F.275.
- Leibenstein, H.: B.220, D.319, D.320.
 Leicester, C.: D.69, D.321.
 Leite, M. F.: F.145.
 Lengrand, P.: G.32, G.33, G.34.
 Lequeret, P.: F.146.
 Lerner, M.: D.322.
 Lesnikov, I.: H.35.
 Lester, R. A.: D.323, D.324.
 Lê Thank Khôi: B.94, B.222, B.223,
 B.221, E.131, F.147.
 Levensohn, A.: D.235, D.236.
 Levin, H. M.: E.26.
 Levitan, S.: H.36.
 Lewis, W. A.: A.28, B.225, B.226, B.227,
 B.224, D.325, D.326, D.327, F.157.
 Leybourne, G.: F.148.
 Lieberman, M.: E.132.
 Linton, R.: B.228.
 Lipset, S. M.: B.229, D.328, E.133, H.37,
 H.53.
 Little, A.: E.134, E.188.
 Liu, B.: D.329.
 Löbel, E.: F.149.
 Lobrot, M.: B.230.
 Lohnes, P.: D.39.
 Lorimer, T.: F.143.
 Lotka, A. J.: B.113.
 Lourie, S. S.: D.330.
 Loveless, E.: B.231.
 Lydall, H. F.: F.150.
 Lyle, J.: D.488, E.135, E.168.
 Lynch, P.: F.145.
 Lyons, R. F.: D.195, D.331, D.332.
 Lytton, H.: E.136.
- Maas, A.: B.232.
 Mabit, C.: H.38.
 MacLennan, B.: F.153.
 Machlup, F.: B.233, D.333, E.137, F.151.
 Maddox, J. G.: F.152.
 Mahalanobis, P. C.: D.334.
 Maillo, A.: G.35.
 Malassis, L.: B.235, B.234.
 Maleche, A.: E.138.
 Manfra, M. R.: B.236.
 Mangum, G. L.: D.335, D.336.
 Mann, F. K.: F.154.
 Maraghi, J. E.: D.293.
 Marcus, M. J.: B.174, F.114.
 March, G.: D.337.
 March, P. E.: F.4.
 Marchese, T.: G.61.
 Marglin, S. A.: F.155.
 Maritain, J.: G.36.
 Marsh, J.: G.62.
 Marshall, A.: B.237.
- Martin, A.: F.156, F.157.
 Martin, F. M.: E.83.
 Martin, V.: G.37, G.38.
 Martinolli, G.: D.338.
 Maton, J.: G.39.
 Matthews, R.: F.158.
 Maundry, J. L.: B.238.
 Maurice, P.: F.159.
 Mayer, R. R.: D.339.
 Mayer, T.: E.139.
 Mayobre, J. A.: D.340.
 McCarthy, M. C.: H.39.
 McClelland, D. C.: B.240, B.239, E.140.
 McClintic, J. C.: F.160.
 McCordic, W. J.: F.161.
 McCrensky, E.: D.341.
 McCusker, H. F.: D.342, D.343.
 McGee, R. J.: D.80.
 McKean, R. N.: D.297, D.298, E.127,
 E.128, F.139.
 McKie, J. W.: B.241.
 McLoone, E. P.: F.73.
 McLure, W. P.: F.162, F.163.
 Meade, J. E.: I.23, E.141.
 Mehmet, O.: D.344.
 Meier, R. L.: B.242, D.345.
 Meltz, N.: D.346, H.40.
 Meranto, P.: F.164.
 Merret, A. J.: F.166.
 Merret, S.: B.243, F.165.
 Metzger, C. B.: B.435.
 Mialeret, G.: G.40.
 Miles, M.: E.142.
 Miller, H. P.: B.144, B.245, B.246, B.247,
 B.248, B.244.
 Miller, J.: F.167.
 Miller, W. L.: B.250, B.249.
 Millett, J. D.: F.168.
 Millikan, M. F.: B.251.
 Mincer, J.: B.253, B.253, H.41.
 Miner, J.: F.169.
 Ministère de L'instruction Publique.
 Belgique: D.347.
 Ministerio de Educación Pública. Chi-
 le: D.348.
 Ministry of Education, U. K.: F.170.
 Minot, J.: E.143.
 Mirrlees, J. A.: D. 292.
 Misra, A.: F.171.
 Moberg, S.: D.349, D.401.
 Molhuysen, P. C.: D.350.
 Monoszon, E.: D.376.
 Monroe, W. S.: A.29.
 Montgomery, G.: B.254.
 Moody, J.: B.255.
 Mooney, J. D.: B.14, B.15.
 Moorthy, S. K.: B.256, D.351.
 Moreira, J. R.: B.257.
 Morgan, J. N.: B.259, B.260, B.258.
 Moriguchi, C.: F.143.

- Morin, E.: A.2.
 Morphet, E. L.: F.131, F.172.
 Mort, P. R.: F.173, F.174, F.175, F.176.
 Mortara, G.: B.261.
 Morris, C. T.: A.1.
 Moser, C. A.: D.352, D.353.
 Mosteller, F.: E.144.
 Mott, F. L.: I.24.
 Moxham, J.: B.377.
 Moynihan, D. P.: E.144.
 Muller, K. V.: B.262, E.145.
 Munger, F.: F.177.
 Munse, A. R.: F.178, J.11.
 Muntz, E. F.: D.354.
 Musgrave, P. W.: B.263.
 Musgrave, R. A.: F.179.
 Mushkin, S.: B.264, D.355, E.146, F.73.
 Mwingira, A.: D.356.
 Myers, C. A.: B.165, B.166, B.265, D.231, D.232.
 Myers, R. G.: B.64.
 Myint, H.: B.267, B.266, D.357, D.358.

 Naik, J., D.359.
 Naila Gouden, A. M.: B.268.
 Nam, C.: D.182.
 National Academy of Sciences: H.42.
 National Advisory Council on the Training and Supply of Teachers: D.360.
 National Bureau of Economic Research: D.361.
 National Citizens Commission for the Public Schools: F.180.
 National Education Association: B.269, F.181, F.182.
 National Joint Advisory Council: G.41.
 National Manpower Council: D.362, D.363, D.364, D.365, G.42.
 National Science Foundation: D.366, D.367, D.368, D.369, D.370.
 National Society for the Study of Education: G.43.
 National Union of Students: E.147, F.183.
 National Union of Teachers: B.270.
 Naville, P.: A.30.
 Nazione, P.: F.184.
 Neff, K. L.: B.271.
 Nelson, R. R.: B.273, B.274, B.272, D.371, I.25.
 Nemore, A. L.: D.336.
 Netherland Economic Institute: D.372, D.373, F.185.
 Netzer, D.: F.186.
 Neugarten, B. L.: A.21, E.101, H.26.
 Newton, E.: F.79.
 New York State Education Department Quality Measurement Project: E.148.
 Nguyễn Hữu Châu: F.187, F.188.
 Nicholson, J. S.: B.275.

 Niitamo, O.: B.276.
 Noah, H. J.: F.189.
 Norris, K.: A.40, F.110, F.190.
 Nottingham University: H.43.
 Nowotny, H.: D.374.
 Nozhko, K. G.: D.375, D.376.

 O'Brien, R. J.: D.377.
 OCDE: A.31, B.278, B.279, B.280, B.281, B.282, B.283, B.284, B.285, B.277, D.378, D.379, D.380, D.381, D.382, D.383, D.384, D.385, D.386, D.387, D.388, D.389, D.390, D.391, D.392, D.393, D.394, D.395, D.396, D.397, D.398, D.399, D.400, D.401, E.149, E.150, E.151, E.152, F.194, F.195, F.196, F.197, I.26, I.27, G.44, G.45, J.12.
 Oddie, G.: E.153, F.198.
 OECD: B.287, B.288, B.286, D.19, D.25, D.402, D.403, D.404, D.405, D.406, D.407, D.408, D.409, D.410, D.411, D.412, D.413, D.414, D.415, D.416, D.417, D.418, D.419, D.420, D.421, D.422, D.423, D.424, D.425, D.426, D.427, E.154, E.155, E.156, F.191, F.192, F.193, J.13.
 OECE: D.428.
 OEEC: D.429, D.430.
 Oficina Internacional de Trabajo: B.289.
 Okigbo, P.: F.199.
 Oldham, C.: I.28.
 Olivera, J.: E.157.
 Olson, W.: E.184.
 Onye Melukwe, C.: D.431.
 Orcutt, G. H.: D.432.
 Organización de los Estados Americanos / Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura: D.433.
 Organization for Economic Cooperation and Development: I.29.
 Organization of American States: D.434.
 Orleans, H.: F.200.
 Orleans, I. A.: D.435.
 Oteiza, E.: I.30.
 Ousiew, L.: F.201.
 Oxford University, Department of Education: G.46.

 Pacheco, O. R.: D.436.
 Page, A.: A.32, B.291, B.292, B.290.
 Palm, G.: D.437.
 Palmer, H.: F.234.
 Pan American Health Organization: I.31.
 Pandit, H.: D.438.
 Pant, P.: D.73.
 Papi, G. U.: B.293.
 Parai, L.: I.32.
 Paredes Grosso, J. M.: D.439, D.440.

- Parish, R. M.: F.202.
 Parkes, A.: E.141.
 Parkyn, G. W.: E.158, F.203.
 Parnes, H. S.: A.33, B.294, D.441, D.442,
 D.443, D.444, D.445.
 Pasanella, A. K.: E.77.
 Passeron, J. C.: D.17.
 Passin, H.: B.295.
 Patterson, I.: F.204.
 Paulston, R. G.: B.296.
 Pauly, M.: E.159, F.205.
 Payne, G. L.: D.446.
 Peacock, A. T.: D.447, E.160, F.206,
 F.207, F.208, F.209, F.210, F.211, F.212.
 Pearse, A.: B.297.
 Peaslee, A. L.: B.298.
 Peck, M. J.: B.299, D.371.
 Pellegrin, R. J.: B.384.
 Pennsylvania State University: J.14.
 Perroy, H.: F.213.
 Peshkin, A.: B.300.
 Peston, M. H.: H.5.
 Phelps, E. S.: B.274, I.25, I.33.
 Phillips, H. M.: B.301, D.448.
 Piatier, A.: B.302.
 Pickering, G.: B.303.
 Platt, W.: A.34, D.449, D.450, D.451,
 D.452, D.453, D.454, D.455.
 Podolux, J. R.: B.304.
 Poignant, R.: B.305, D.401, D.456, D.457,
 D.458, D.459, D.460, F.93, F.214.
 Political and Economic Planning (PEP):
 H.44, H.45, H.46.
 Polley, J.: F.176.
 Porter, R.: E.161.
 Potekhin, L.: F.215.
 Powell, O. C.: F.216, E.162.
 Pratt, S.: D.356.
 Pressat, R.: D.461, D.462, D.463, E.93.
 Prest, A. R.: B.306, F.217.
 Princeton University. Industrial Rela-
 tions Section: D.464.
 Proebsting, G.: D.465.
 Proebsting, H.: D.465.
 Pryor: F.218.
 Psacharopoulos, G.: B.308, B.307.
 Puerto Rico. Committee on Human Re-
 sources: D.466.
 Pyatt, G.: B.139, D.69.
 Pym, D.: H.47.

 Quattlebaum, C.: D.467, F.219.

 Rado, E. R.: B.309, D.468, D.469, D.470.
 Rao, V. K. R. V.: D.471.
 Ratcliff, C. E.: F.220.
 Raybould, S.: F.221.
 Read, M.: G.47.
 Reason, P. L.: F.222, F.223.

 Reder, M. W.: B.310.
 Redfern, P.: D.353, D.472.
 Reguzzoni, M.: D.473, D.474.
 Reid, G. L.: B.311.
 Reissig, L.: B.312.
 Reller, T. L.: F.172.
 Renshaw, E. F.: B.313, F.224.
 Reusser, W.: F.176.
 Reynaud, J. D.: H.48.
 Ribich, T. I.: B.314, E.163, F.225.
 Rice, J.: E.164.
 Richardson, V. A.: D.475.
 Richmond, W.: D.476.
 Riese, H.: D.477.
 Riew, J.: E.165, F.226.
 Rivlin, A. M.: D.432, D.478, F.227, G.48.
 Robbins, L.: B.315, D.479.
 Robert, V.: G.51.
 Roberts, B.: D.480.
 Robertson, D. J.: B.311.
 Robinson, E. A. G.: B.316.
 Robinson, G.: F.229.
 Robinson, H. J.: D.343.
 Robinson, L. E.: B.317.
 Robinson, R.: D.481, D.482.
 Rogers, D. C.: B.318.
 Rogers, L.: F.58.
 Romero, J. L.: D.483.
 Roper, E.: E.166.
 Rose, M.: F.230.
 Rosenberg, M.: B.319.
 Rosentein Prodan, P. N.: I.34.
 Rottemberg, M.: H.49.
 Routh, G.: B.320.
 Roux, B.: G.49.
 Rozenfeld, I.: F.215.
 Rudd, E.: D.484.
 Rueff, L. A.: B.321.
 Ruml, B.: F.231, F.232.
 Ruscoe, G. C.: D.485.
 Russo, F.: D.486.

 Sacks, S.: F.233.
 Sachdeva, O. S.: J.15.
 Saigal, J. C.: D.317.
 Salomon, P.: A.35, B.322.
 Sanders, E.: F.234.
 Sanderson, M.: B.323.
 Sargent, Sir J.: D.487.
 Saunders, P.: E.167.
 Sauvy, A.: B.324.
 Scheidemann, K. F.: B.325, D.489, H.50.
 Schelsky, H.: H.51.
 Schmitdt, E. I.: D.490.
 Schmookler, J.: B.326.
 Schonell, F.: E.184.
 Schonning, G.: G.50.
 Schramm, W.: D.488, E.168.
 Schultz, T. W.: B.328, B.329, B.330,
 B.331, B.332, B.333, B.334, B.335,

- B.336, B.337, B.38, B.339, B.340, B.327, F.235, F.236.
- Schwartz, B.: B.341.
- Schwartz, M. A.: D.491.
- Schwartzman, D.: B.342.
- Scott, A. D.: I.14, I.21, I.22.
- Seoville, J. G.: D.492, D.493.
- Sear, N.: G.51.
- Seers, D.: F.237.
- Segelhorst, E. W.: B.175, F.114.
- Seldon, A.: B.343.
- Selowsky, M.: B.345, B.344.
- Sen, A. K.: B. 346, D.494, D.495, D.496, D.497.
- Sengupta, J.: D.188.
- Serbein, O.: G.52.
- Severtsev, V.: D.376.
- Sewel, D. O.: B.347.
- Sexton, P. C.: B.343, E.169, F.238.
- Shaah, A.: D.498.
- Shaffer, H. C.: B.350, B.349.
- Shapiro, S.: F.239.
- Sharp, L. M.: B.351, H.52.
- Shearer, J.: H.32.
- Sheehan, J.: B.406, F.145, F.273.
- Sheffield, E. F.: F.240.
- Sheffield, J. R.: B.352
- Siegel, B. N.: D.78, E.170.
- Siegel, I.: H.36.
- Siguan Soler, M.: B.353.
- Silver, H.: G.53.
- Simpson, K.: J.16.
- Singer, H. W.: B.354.
- Singh, B.: B.355.
- Sinha, M.: D.499.
- Sjaastad, L. A.: F.241, I.35
- Skorov, G.: D.500.
- Sly, J. F.: F.242.
- Smelser, M.: H.53.
- Smith, C. S.: D.9, D.10, D.20, D.21, D.22, D.23.
- Smith, H. A.: D.196.
- Smith, J. G.: B.432.
- Smith, J. H.: D.480.
- Smolensky, E.: B.357.
- Smyth, J. A.: B.356, D.501.
- Smyth, R. L.: F.117.
- Sobkov, R. R.: F.45.
- Sokolski, N.: F.215.
- Solari, A.: B.229.
- Solow, R. M.: B.359, B.360, B.358.
- Soltow, L.: E.171.
- Somers, G. S.: B.362, B.361, G.54, G.55.
- Sonin, M.: H.54.
- Sousbie, A.: D.574.
- Srivastana, R.: D.502.
- Steindl, J.: D.374.
- Steinhilber, D.: F.120.
- Stephenson, R.: E.172.
- Stever, M.: D.503.
- Stewart, C.: D.284, H.31.
- Stigler, G. J.: B.363, D.46, E.10, F.243.
- Stoikov, V.: D.504.
- Stone, G.: D.506.
- Stone, R.: D.505, D.506.
- Strauss, G.: G.56.
- Streeten, P. P.: B.17, D.32, E.8.
- Stretch, K.: E.173.
- Strevell, W. M.: F.244, F.245.
- Stromsdorfer, E.: G.55.
- Strumilin, S. G.: B.365, B.366, B.364, E.174.
- Subbotina, K.: F.246.
- Subramamian, M.: B.20.
- Sucker, A.: B.29.
- Sufrin, S. C.: F.247.
- Sugg, M. R.: D.508.
- Sundrun, R. M.: B. 367.
- Svennilson, I.: B.369, B.370, B.371, B.368, D.400, D.509, D.510, D.511, D.512.
- Svenningson, L.: J.6.
- Svimez: D.513.
- Swerdloff, S.: D.202.
- Swift, F.: F.248.
- Swft, W. J.: B.372.
- Syres, A.: F.166.
- Tankard, G. G.: F.223.
- Tawney, R. H.: B.373.
- Taylor, W. L.: B.374.
- Telser, L. G.: B.375.
- Tena Artigas, A.: D.514.
- The conference of Engineering Societies of Western Europe and the USA: G.57.
- The Economist Intelligence Unit: F.249.
- Theime, W.: F.250.
- Thias, H. H.: B.376.
- Thole, S. A.: B.256.
- Thomas, B.: B.377, I.22, I.36, I.37, I.38.
- Thomas, J.: F.128.
- Thomas, L.: H.55.
- Thomas, R. L.: D.515.
- Thonstad, T.: D.516.
- Thore, S. A.: D.351.
- Thornley, J.: F.251.
- Thurlow, L. C.: B.378.
- Tickton, S. G.: D.517, F.232.
- Tiebout, C. M.: F.253.
- Tilark, V.: D.518.
- Tinbergen, J.: B.87, B.380, B.381, B.382, B.379, D.111, D.519, D.520, D.521, D.522, D.523, D.524, D.525, D.526, D.527, D.528.
- Titin, N.: F.215.
- Trajtenberg, R.: D.529.
- Tu, P. N. V.: B.383, D.530.

- Tunes, J. T.: B.384.
 Turvey, R.: B.306.
- U. A. R., Ministry of Education: D.531.
 UNESCO: A.36, B.386, B.387, B.388, B.389, B.390, B.391, B.392, B.393, B.394, B.395, B.385, D.532, D.533, D.534, D.535, D.536, D.537, D.538, D.539, D.540, D.541, D.542, D.543, D.544, D.545, D.546, D.547, D.548, E.175, E.176, E.177, F.254, F.255, F.256, F.257, F.258, F.259, F.260, F.261, G.58, J.17.
- UNESCO - Institut International de Planification de L'éducation: D.549, D.550, D.551, D.552, D.553, D.554, D.555, D.556, F.262, J.18, J.19.
- United Kingdom: F.263.
 United Nations: B.396.
 United Nations - Economic Commission for Africa (UNECA): J.20, J.19.
 University Frants Committee: H.56.
 University of the State of New York: F.264.
- U. S. Bureau of Education: E.178.
 U. S. Bureau of Labor Statistics, P. S. Department of Labor: D.557, D.558.
 U. S. Department of Agriculture: E.179.
 U. S. Department of Health, Education and Welfare: F.265, F.266, F.267, F.268.
 U. S. Department of Labor: D.559, D.560.
 U. S. Office of Education: E.180.
- Vaizey, J.: A.37, A.38, A.39, A.40, B.95 B.316, B.398, B.399, B.400, B.401, B.402, B.403, B.404, B.405, B.406, B.397, D.561, D.562, D.563, D.564, D.565, F.110, F.145, F.190, F.269, F.270, F.271, F.272, F.273.
- Vallade, J.: D.566.
 Van den Haag, E.: B.153, B.407, E.181.
 Van der Elst, G.: H.12.
 Van der Rist, G.: E.51.
 Vassilion, L.: D.567.
 Vega y Relea, J.: G.59.
 Venables, P.: E.182, G.60.
 Venn, G.: G.61.
 Vera, O.: D.568.
 Verdun, P.: F.86.
 Vermont - Bauchy, M.: B.408, D.569, D.570, D.571, D.572, D.573, D.574 .
- Vernejoul, R.: E.183.
 Versluis, J.: D.575.
 Vickerey, M. A.: F.274.
 Vignau, J. P.: F.275.
- Viles, N.: F.276.
 Villard, H.: F.277.
 Vimont, C.: D.576.
 Vogelnik, D.: F.278.
 Volkov, F.: H.57.
 Von Thünen, H.: F.252.
 Von Weizsäcker, C. C.: D.577, D.578.
 Vosgerau, H. J.: B.409
 Vuaridel, R.: B.410.
- Wade, A.: B.411.
 Waeyenberghe, R. van: D.304.
 Wald, S.: D.579.
 Walden, L. J.: B.412.
 Walsh, J. R.: B.413.
 Wall, W.: E.184.
 Wander, H.: B.414.
 Ward, L. F.: B.415.
 Ward, W. E. F.: A.41, B.416.
 Warkov, S.: G.62.
 Warner, W.: H.58.
 Warren, H.: G.63.
 Wasserman, W.: E.185, F.279.
 Wayland, S.: E.27.
 Webster, H.: E.18.
 Weisbrod, B. A.: B.372, B.418, B.419, B.420, B.417, D.580, D.581, E.186, F.95, F.96, F.280.
- Welch, F.: B.422, B.421, E.187.
 Wellens, J.: G.64.
 West, E. D.: F.281, F.282.
 West, E. G.: A.42, F.283, F.284.
 West, K. M.: G.39, G.40, G.41.
 Westcott, J. H.: D.582.
 Westergaard, J.: E.188.
 Wheeler, A. C. R.: D.583, J.21.
 Wheelwright, E.: E.189.
 White, K.: F.148.
 Whitehear, A. N.: A.43.
 Whitelock, D.: G.65.
 Wickham, S.: D.584.
 Widmaier, H. P.: D.585, D.586, D.587, D.588.
- Wiesner, J. B.: D.589.
 Wiles, P. J. B.: B.425, F.285.
 Wilkinson, B. W.: A.44, B.427, B.426.
 Wilkinson, F. R.: E.190.
 Wilson, A. B.: E.193, E.194.
 Williams, B.: D.81, E.191, F.40.
 Williams, G.: D.590, G.66, G.67.
 Williams, H.: E.192.
 Williams, T. D.: B.428.
 Williams, W.: G.60.
 Windham, D. M.: B.429.
 Wiseman, J.: A.45, B.431, B.430, F.117, F.209, F.210, F.211, F.212, F.286, F.287.
 Wiseman, S.: E.195.
 Wissenschaftsrat: D.591.

- Witmer, D. R.: F.288.
Wolfe, M.: D.594, D.595.
Woff, P.: E.196, E.197.
Wolfe, D.: B.432, D.596, E.198, E.199, H.59.
Wood, H. B.: D.597.
Wood, R.: F.4.
Woodhall, M.: B.434, B.433, D.598, E.12, E.200, E.201, F.289, F.290, H.4.
Woods, E. A.: B.435.
Wool, H.: D.599.
Woollatt, L. H.: E.202.
World University Service: E.203.
Wright, H.: D.299.
- Wykstra, R. A.: A.46, B.437, B.438, B.436.
Young, A.: I.11.
Young, J.: G.68.
Young, M.: E.204.
Zakrzewski, G.: F.291.
Zapoleon, M.: E.205.
Zhamin, V. A.: B.440, B.439, D.376.
Ziderman, A.: H.5.
Zolotas, X.: B.441, I.42.
Zschock, D. K.: D.601.
Zymelman, M.: B.442, D.250.



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