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Annotated Bibliographies; Community Problems; Cross Cultural Studies; *Educational Anthropology; Educational Benefit; Educational Research; *Ethnography; Evaluation Methods; Models; *Research Methodology; Role Perception; Social Problems; Theories

Three hundred and twenty-seven citations from 1937-1980 are listed in this selective annotated bibliography on ethnographic and qualitative research techniques. It is intended for the novice ethnographer. Listed publications consist of papers, books, journal articles, reports, and workshop notes. The volume is arranged in six parts. Part one focuses on ethnographic methodologies for research. These references deal with theories and models for such research from the fields of education, anthropology, and ethnography; data collection such as interviewing and participant observation; applications of these theories and methods in evaluation studies; and the problems and issues specific to ethnographic research. Part two concentrates on the role and responsibility of the ethnographer, especially the ethnographer's training, field experiences, ethical questions faced in practice, social responsibility, and contributions to education and society. Part three offers ethnographic perspectives in the studies of schools, classrooms, and educational administration. Part four is devoted to the application of ethnographic research and methodologies in studies of educational systems of other societies and cultures. Part five deals with ethnographic studies of current problems in schools and issues such as community drug addiction, women's rights, and education in prisons. Part six briefly lists additional bibliographies.

(Author/NE)
Ethnographic and Qualitative Methods In Educational Research: A Selected Annotated Bibliography

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PREFACE

The Mid-Atlantic Center is engaged in a series of research and evaluation efforts in the field of community education. One of our projects involved an evaluation which emphasized naturalistic inquiry techniques. We are also looking into ethnographic case study techniques in an attempt to conduct in-depth studies of community education programs at the local level. In the process of reviewing relevant literature, several members of our research team began to review and summarize key writings.

The present document represents a very selective group of writings. There is a growing body of available literature on qualitative research techniques. In addition, there are several bibliographies an individual might examine. Our goal was to assemble a brief but comprehensive assortment of sources the novice ethnographer could find useful. This document is organized into several categories which seemed to us to represent what was available in the literature. Please share your reactions and ideas with us.

M.H.K.

Charlottesville, Virginia

June, 1980
I. Ethnographic Research and Evaluation Methods and Techniques

These references focus on ethnographic methodologies for research: they deal with theories and models for such research from the field of education, anthropology and ethnography; data collection techniques such as interviewing and participant observation; applications of these theories and methods in evaluation studies; and with the problems and issues specific to ethnographic research.


Annotated in: Rosenstiel, A. Education and Anthropology.


These notes support the notion that case studies provide a legitimate and valuable approach to research. The author supports this assertion by explaining the logic behind case study research. It focuses on the organization rather than the individual, offers more potential for in-depth investigation, can be used to study and contrast several institutions, and affords multiple sources of data which can provide various perspectives on the subject of study. In addition to these statements, the author offers detailed suggestions for carrying out case studies - techniques for interviewing, synthesizing information, and presenting a comprehensive and valid summary of the research findings.


Annotated in: Rosenstiel, A. Education and Anthropology.


Analytic methods used in participant observation are discussed in order to clarify the basic operations of the methods and to enable a more systemized method of dealing with descriptive data. Distinct stages of field analysis are delineated as they would be carried out sequentially. New modes of reporting fieldwork are introduced in hopes of giving greater access to data and making the process by which conclusions are reached more substantiated.


In this article the author uses his study of medical students in a specific school to describe the method of participant observation used for this particular study. The author describes three stages: selecting concepts for study, defining the problem for investigation and constructing a theoretical mode to account for a particular event. For each category, the author outlines specific steps and techniques as well as possible problems. The author suggests that "participant observers" should emphasize the formulation and systemization of the operations used in order to give qualitative research a more "scientific" look. Also, he suggests the introduction of new modes of reporting results so that the reader has greater access to the data and procedures on which the conclusions are based.


Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
1. Some Facets of the Study of Change
2. Sociocultural Evolution: The Early Protagonists
3. The Historicist Approach
4. Acculturation
5. Of Evolutionism, Functionalism, and Historicism
6. Six Variations on an Evolutionary Ecological Theme
7. Psychocultural Processes: Individual Behavior as a Level of Analysis
8. Entrepreneurs, Brokers, and Decision Making

Through this book the author summarizes, compares, and contrasts several of the major anthropological approaches for the study of socio-cultural change. He also examines the processes of change involved in these different approaches.


Annotated in: Rosenstiel, A. Education and Anthropology.

   Annotated in: Rosenstiel, A. *Education and Anthropology*.


   Contents:
   1. Naturalistic Study - Nature and Need
   2. Ethical Issues in Naturalistic Study
   3. The Place of Theory and Purpose
   4. Measurement Through Observational Procedures
   5. Non-observational Instruments
   6. Four Naturalistic Cases
   7. School Learning and Behavior
   8. School Environment
   9. The Observer and His Tools


The role of participant observer is reviewed as it has been defined by various researchers in an effort to examine the technique of this methodology. Epistemological backgrounds of the technique and the various kinds of scientific data which researchers encounter are discussed. The need for re-examination of the scientific standards or guides to participant observer research are delineated and discussed.


This paper discusses the interlinks between the sciences of history, ethnography and sociology and the problematic aspects of defining the areas of knowledge involved in each. Their common object of study is the development of human society. There are overlapping zones of knowledge and specific features used in research. Special attention is given to the relationship between history and ethnography as these relate to the discipline of sociology.


Annotated in: Burnett, J. H. Anthropology and Education.


Annotated in: Rosenstiel, A. Education and Anthropology.

Annotated in: Burnette Anthropology and Education. Rosenstiel, A. Education and Anthropology.


This paper concerns a case study method which the author calls story telling or journalistic documentation. This ethnographic approach cites the usefulness of story telling in the understanding of our problems in education. Discussion of the aspects of fieldwork which underly story telling and hints for undertaking this research approach make this a very practical guide for setting the stage and engaging in the process.


Eisner discusses the limitations of the sole use of conventional science-based methods of evaluation which focus almost totally on the product of a process while neglecting the conditions and interactions which led to the product. Issues of concern and theoretical problems regarding the use of more qualitative forms of evaluation are shared.


Erikson discusses differences in "qualitative" and "quantitative" types of research and suggest strategies for identifying qualitatively derived models and data that could be used in collaboration with quantitative research. He urges researchers of both orientations to seriously seek a better understanding of the other's expertise.


This article is a response to a sociologist's cryptic description of this research tool as "mere ethnography." Erikson confirms some of the limitations (mereness) of ethnography as it is being used and calls for moving from doing "fieldwork in the study of education to doing work in the field of education." He suggests that the participant observer role is more observer than participant and urges ethnographers to become involved in action that sets the course for responsible change in communities and schools.


Contents:
- Part I: Concern with the Present Direction of Sociology (4 chapters)
- Part II: Fieldwork Roles. Contact, Entrance and Rapport (3 chapters)
- Part III: Collection of Data (6 chapters)
- Part IV: Analysis of Data (3 chapters)
- Part V: Problems of Validity and Reliability (3 chapters)
- Part VI: Ethical Problems in Field Studies
- Part VII: Qualitative Methodology and Theory (5 chapters)

This book deals with the issues and problems of using qualitative methodology to investigate social phenomena.


One aspect of a comprehensive Federally Funded research plan (PROJECT RURAL) is discussed as anthropologists involved in a 5 year study of educational change in 10 selected rural communities work in a new set of complex relationships involving the federal government and a private research firm.

Key issues involved in public policy research are discussed from the standpoint of the anthropologist using ethnographic methodology.
Particular focus is given to concerns such as these: Principles Regarding Site Case Studies, obligations of Core Staff to On Site Researchers - Ancillary Support to Case Studies, Coordination, Products and Reports, Relations with the Government.

The future application of ethnographies to federally sponsored social research is discussed.


52. Glaser, Barney G. "The Constant Comparative Method of Qualitative Analysis." Social Problems 12: 436-445. Discusses two current approaches to the analysis of qualitative data and suggests a third approach which combines the coding procedure and style of theory development from the first two. This approach constantly compares incidents on the basis of their similarities and differences and tends to generate theories of process, sequence and change.

53. Goldschmidt, Walter. "An Ethnography of Encounters: A Methodology for the Enquiry Into the Relation Between the Individual and Society." Current Anthropology 13(1): 59-78, 1972. This paper defines and discusses a new form of ethnographic reporting which the author calls the Ethnography of Encounters. He uses two narratives drawn from reportings of the Sebei of Uganda to illustrate the use of social encounters in reformulating theoretical constructs of human behavior and the organization of society. Finally, he suggests the need for a corpus of literature reporting about human interpersonal actions as they take place around certain events in diverse cultures so that a better understanding of human behavior is realized. A series of commentaries from other anthropologists accompany the paper.


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Contents:
1. Introduction
2. The Nature of Naturalistic Inquiry
3. The Utility of Naturalistic Inquiry for Educational Evaluation
4. Selected Methodological Problems of Naturalistic Inquiry
5. Summary


The author advocates the use of participatory research simply because man is a social animal; this mode of research is more consistent with adult education principles, more directly related to action and more scientific. In addition to a partial list of shortcomings, the author describes an alternate qualitative strategy and explains some of the principles of participatory research.


Evidence is presented which refutes basic misconceptions about ethnosemantics as a technique of anthropological field work including participant observation. Ethnographic semantics seeks to understand human cognition through the study of meanings of words and their role in cognitive systems. The paper discusses the meaning of ethnosemantics by systematically exploring what it is not.


Annotated in: Rosenstiel, A. *Education and Anthropology*.


Annotated in: Burnett, J. H. *Anthropology and Education*.

Annotated in: Burnett, J. H. Anthropology and Education.


Contents:
1. The Meaning of Fieldwork
2. Observing, Reading and Reporting
3. The Fieldwork Situation: Social Roles for Observation
4. Fieldworker's Adaptation
5. Learning to do Fieldwork


Annotated in: Rosenstiel, Education and Anthropology.


The author's purpose is to offer a cultural perspective on the school and the teaching-learning process. In this article he identifies those areas in which educational anthropologists are most active and the kinds of insights that a cultural perspective on the school might contribute to a greater understanding of the teacher-learning process. These overlapping/inter-related areas include enculturation and schooling, the school as focus for cultural learning, the culture concept, and the culture conflict and the applied educational anthropologist.

Based on his observations the author feels that the teacher must systematically investigate the cultural background of the students in order to facilitate their learning processes. These investigators promote continuity for the child and increase the likelihood that recognized and unrecognized activities will transmit the intended messages to the learner.


Annotated in: Rosenstiel, A. *Education and Anthropology.*


In this paper, McGoodwin tested the proposition of an ethnographer's being influenced by what is asked of persons interviewed. He bases his own presentation on the classic Tepoztlan study which was pervaded by two opposing underlying questions from two researchers: "From what do you suffer most and what do you enjoy most?" His conclusion at the end of a study of a small Mexican village was that what the ethnographer asks is not as influential as whom he asks in reaching the overall impression of a community. Summary charts are given which could be useful methodological techniques as well as providing data supporting his conclusions.


Discussion of the negative image regarding the anthropologist in the Indian community is presented in this paper. Major charges coming from the Indians concern "the motivations of the anthropologist, dissemination of research results and benefits of the research to the Indians". Maynard calls for a redefinition of the anthropologist's role on the Indian reservation; one alternative suggested is toward applied anthropology and the other toward a service role in the community coupled with the research role in order to redeem the anthropologist's image.


The author distinguishes between "vertical" (from one generation to its heirs) and "horizontal" (between peers) education, and advocates the latter. She suggests that universal education ought to aid the
individual in coping with social and technological change. Since the traditional "vertical" systems fail to meet this goal, the informed should teach the "uninformed" regardless of age.


This presentation focuses on the individual case study as an exercise in scientific inquiry and examines some of the characteristics of case study methodology. Based on her participant observation experiences the author outlines a "disciplined configurative approach" which stresses the importance of establishing the boundaries of the study, the ability of the researcher to put the case study within a larger and relevant context, as well as his/her ability to develop a focus with both explanatory and descriptive relevance. She also suggests a number of techniques for the researcher to avoid a personal bias.


This article discusses breakthroughs made in methodological problems of research through the synthesizing of ethnographic and survey methods. A survey is described in which 1800 interviews were conducted among low income minority groups in order to provide information to agencies regarding attitudes and behaviors of Job Corps enrollees. Excerpts from diaries of research team members are illustrated.


The focus of the paper is on organizing field data and assigning priority as to its usefulness depending on the ethnographer's "frame of reference." The interaction of the empirical work and the ethnographers beliefs and assumptions are discussed as sometimes resulting in a "disjunction in one's frame of reference and the field of investigation." The discussion is illustrated against the backdrop of ethnographic research in the state of Maharashtra, India in 1954-55 and 1961.


In this article the authors compare and contrast ethnographic hypotheses versus the traditional experimental hypotheses. The authors seek certain advantages in the ethnographic process: the hypothesis is generated after some set of observations have been made in the field. These hypotheses are relevant to specific details and relationships and are also relevant to a specific culture, but not necessarily to culture in general. The authors suggest that the ethnographic process is actually abductive inference and suggest a specific scheme to follow. They suggest that empirical/experimental research could logically follow the ethnographic process in order to test those hypotheses inferred by the field research.


Sociologists have become very interested in phenomenology as a remedy for several reasons - to counter the tendency to place
undue emphasis on natural science, to clarify the methodological basis of social science, and free sociology from its ideological tutelage and ideologically based systems of values. In this article the author examines whether or not phenomenology can truly help sociology and consider three central problems facing sociological theory: the problem of clarifying the concept of social action, distinguishing between subjectively intended and objective meanings of social actions, and clarifying the respective roles of observation and participation in an investigation of social facts. The author argues that the phenomenological method does not deal successfully with these problems but does aid in clarifying these problems. The author finds that social action can be adequately analyzed without an appeal to phenomenology. However, phenomenology could enable us to understand these acting agents as individuals and that the meaning behind these actions cannot always be explained in terms of rule-governed behavior.


In this article the author summarizes the research and information on participation presented by researchers from the fields of education, sociology, anthropology and social psychology. Lacking a "standard" model "participant observation" may include four possible dimensions: descriptive narrative, generation of theory, verification of theory, and quantification of data. The author presents a cyclic model, based on his own research; the theory-research practice cycle includes educational practice, field research, theory construction, verification research, revision of theory, and revision of practice. His description of the methodology focuses on multi-methods, multi-person, multi-situation and multi-facets improves the construction of validity. Another point he raises is that naturalistic observation has a temporally developing character - while the research has a distinctly theoretical.


In this paper, the authors deal with the recurrent problem in evaluation research of obtaining control of comparison groups. Using specific examples the authors suggest that it is sometimes possible to apply true experimental designs in field settings by taking advantage of those constraints commonly accepted as obstacles. Specifically, this paper examined those techniques which involved estimating the impact of special preparation programs on scores for the verbal section of SAT's. The project was to devise a study which would permit high schools to provide uninterrupted services to students and enable the researches to implement a sound experimental design. The four solutions included delayed treatment, program structure, program schedule and program popularity as control variables.

In this article the author describes how the case study method can be used appropriately for college accreditation. While the conventional method focuses on the institution's self-analysis of the achievement of stated objectives, the case method invites representatives from other colleges (both accredited and non-accredited) to study the host school. The host college benefits from the preparation required to explain its action from its viewpoint. The visiting representatives benefit from the presentations and through discussions, both of which provide ideas for the visiting institutions. The case study method centers around a seminar focused on a topic of importance to the evaluating (reaccreditation) committee and of equal significance to the other participating representatives. This method involved both faculty and students in an evaluation set up as a work in progress rather than a defense of current institutional policies and procedures. This self-analysis enabled the college to examine what it was doing, test its actions and methods against possible alternatives, to bring to height its underlying problems and challenges.


Annotated in: Rosenstiel, A. Education and Anthropology.


Rist describes the rush of Ethnographic research to center stage as a growing number of researchers find application for this methodological research approach. He links this major new interest to Federal government funding strategies and limitations which have not been overcome in more quantitative research methods. He is straightforward in offering criticism of this "following the funding" approach by a variety of researchers who call themselves ethnographers but have little or no training in the field. These criticisms are offset by acknowledgement of the significant developments that have been made on public policy due to the utilization of this method.


Annotated in: Rosenstiel, A. Education and Anthropology.


Contents:
Part I: An Overview of Anthropology and Education
Part II: The Historical Development of Anthropology and Education (5 articles).
Part III: The Relation of Anthropology to Education (11 articles).
Part IV: Anthropological Methods of Studying Education (7 articles).
Part V: Applying Anthropology to Education.

Annotated in: Rosenstiel, A. Education and Anthropology.


Anthropologist professor Roger Sanjek discusses the difficulty of ethnographic investigation in the urban setting where the pattern of life involves a wide range of settings and activities. The behavioral network research strategy pioneered by Epstein becomes the focus of the paper in moving toward investigations and analysis in the urban setting.


In this paper the authors discuss the rationale for the use of ethnographic techniques in educational research and application. The case study approach is viewed in relation to other types of research. The complimentary nature of the scientific method and the case study is suggested; major differences between conventional inquiry and this mode are cited from both operational and theoretical perspectives.

Goals, methodology and tools used in the case study method are laid out as well as basic criteria for survey research.


Benefits to be derived by merging the traditional survey method of research with the quantitative field work approach are discussed. Cases are depicted where methods have been integrated. Suggestions are made for the necessary adjustments in procedures which must be made in order to yield important research benefits.


Annotated in: Burnett, J. H. Anthropology and Education.


Contents:
1. The Objectives of This Book
2. Alexis de Tocqueville as Comparative Analyst
3. Programs for Comparative Sociology: Emile Durkheim and Max Weber
4. Durkheim's comparative Sociology
5. Weber's Comparative Sociology
6. Classification, Description and Measurement
7. Association, Cause, Explanation and Theory


This paper discusses participant observation as a research and evaluation strategy which is yet to be exploited as a major tool in analysis. The paper describes three general ways of integrating this method into more general research and evaluation models which deal with problems in curriculum and instruction. Strategies and sub-strategies are suggested.


Annotated in: Rosenstiel, A. Education and Anthropology.

Annotated in: Rosenstiel, A. Education and Anthropology.
Burnett, J. H. Anthropology and Education.


Annotated in: Burnett, J. H. Anthropology and Education.


In this article the author describes an experimental pilot survey of skills and resources in 46 villages. This research was based on the principle that the villagers themselves could become active participants in the research plan and therefore could be motivated to evaluate their own strengths and need for village development.

After outlining the basic requirements for participatory research, the authors show how these requirements were fulfilled by the villages study. Specific steps were described, as well as the educational and motivational benefits, and the overall outcomes of evaluation.

121. Tikunoff, Willi J. and Beatrice Ward (eds.). Anthropology and Education Quarterly 8(2), May 1977. Special Issue: "Exploring Qualitative, Quantitative Research Methodologies in Education."

The special issues quarterly focuses on workshop proceedings which explore qualitative and quantitative research methodologies. Five educational issues are addressed: 1) determining next steps in qualitative data collection; 2) assessing language development; 3) examining reasons for doing demonstration projects; 4) identifying effective teaching and 5) assessing race relations in the classroom. Each of these issues is addressed from a qualitative and a quantitative mode of research as well as by a researcher or practitioner who represents expertise in that arena.

Two competing methodological traditions - fieldwork and survey research are merged to study interminority hostility in a minority community. Contributions of field research to the survey method are described in areas relating to research site, generating theoretical clues and data collection and analysis. The merging of these two methods is suggested to be the new style of research.


Author suggests the importance of long term continuous fieldwork for benefiting the area of educational policy-making. Opportunities to study the change process including the stages of planning and implementation and the phenomenon of "routinization" can be more thoroughly examined through the use of ethnographic research tools. Problems of maintaining a marginal role, a neutral stance and one's sanity as well as balancing the interests of the subjects of research community are discussed.


This article explores the assets and limitations of using ethnography as a research technique. Against the backdrop of particular fieldwork studies, the uniqueness of this method its ability to perceive and understand social dynamics is described. As a method adaptable to the study of institutions or systems where they cannot be studied in their total social milieu, significant difficulties are described.


Annotated in: Rosenstiel, A. Education and Anthropology.


Four criteria are examined for the use of ethnographic approaches in school research and discussed as to 1) the appropriateness of the problem; 2) the appropriateness of the ethnographer; 3) the appropriateness of the research climate and 4) appropriateness of expectations of the completed study.

The distinguishing features of ethnographic research are delineated with attempts to clarify this approach for use in the school setting.


Annotated in: Rosenstiel, A. Education and Anthropology.


This article clarifies the rationale and data collection process in using the ethnographic approach in educational research. It reviews the methodology used in this qualitative approach and gives very practical guides to initiating the process, gathering the data, and synthesizing the various experiences. Emphasis is given to the method one whose intent is to discover the meaning in events that determine behavior on actions in given situations.


This paper discussed the ethnomethodological approach to research and evaluation enumerating the particular characteristics which make it extremely suitable for use in research on professional education. Questions of reliability, validity and quantification are discussed as they apply to ethnomethodological research. The second half of the paper describes particular examples of this research as applied to the field training of police officers and suggests the significance of the application of this methodology.


Strategies of field research are examined with reference to the various methods of gathering a single kind of information. Types
of information are delineated as well as types of methods for obtaining that information. Three strategies are discussed as fundamental to the field research method: enumeration to document frequency data; participant observation to describe incidents; and informant interviewing to learn institutionalized norms and values.


This presentation describes how the authors and their associates developed and successfully used a "mapping" procedure for ethnographic reduction and analysis, and discusses other uses for this mapping technique. In this paper, the authors trace the development of this technique, its systemization and refinement, current procedures and guidelines for its effective use, as well as ways in which the map has been used and how it could be used further. The authors also discuss how this mapping procedure has contributed to the development of a theory of intervention. In addition to these descriptions, guidelines and specific examples, the authors also list the limitations of the mapping techniques.
II. The Role and Responsibility of the Ethnographer

Due to the qualitative nature of ethnographic research, the ethnographer's role and responsibilities deserve special attention. These entries concentrate on the ethnographer's training, and field experiences, the ethical questions faced in practice, his social responsibility, and his contributions to both education and society.

Babchuk discusses the differences in the role designations "Participant Observer and Participant as Observer". In the first the researcher's role is understood to be participating in the system he studies while the latter suggest he is in the system in a full time researcher status. He outlines differences in regard to task requirements, status considerations and research techniques and suggests the participant-as-observer role is the most effective position.


Traditional subjects for anthropological discovery are disappearing giving the researcher a new territory in his or her own back yard. Cassell discusses her own experience of acting as observer in a group whose make up was much like her own and whose questions of role definition, self-image and professional fulfillment were much like hers. Operating from the position of "inside observer" she suggests the importance of acting as the agent of change in one's own society.


Dr. Cassell serves as executive director of a project investigating the ethical problems of field work. In this paper she reviews four typical forms of research and measures each along four dimensions which reflect the power flow and the interaction flow between subject and researcher. Stressing individual autonomy and Kantian principle that persons be treated as an end in themselves, she discusses the possible styles (the berandah, noblesse oblige, "going-native and advocate styles) within the field work method which suggest the glow of power and interaction.

A brief description of the ethical postures needed in fieldwork practice is given.


This paper describes some major consequences of doing fieldwork in schools over an extended period of time. The author uses his two year study of student life in a junior high school to trace the balance between "stranger" and "friend" in terms of role, reciprocity and receptivity. The author first examines the "role" relationships which develop between the fieldworker and his informants. Secondly, the author focuses on the problems of the fieldworker adopting certain qualities of the group he studies. Lastly, the author discusses the pros and cons of stranger or friend in terms of the researcher's receptivity to a familiar setting. Conclusions center on the dynamic interaction between stranger and friend in these types of studies.


High School students perform as both the informants and ethnographers of their own social milieu in this study directed by author and teacher of interdepartmental studies at the school. As a part of the requirements for an introductory anthropology class, individual students produced short eight minute films depicting some aspect of their society and developed research papers focusing on one segment of their school life. Students record their own perceptual world and unveil significant ethnographic data to be analyzed through the use of these tools.


Oregon State Penitentiary serves as the setting of this co-ordinated ethnographic study on prison life made by an anthropologist and a lawyer. Each researcher developed a network of informants whose relationship with the researchers was directly related to the background of personality factors and ethnographic style of each. The resulting findings portrayed the contrasting biases and orientations of researchers. Key to the depth of the findings was the non-objectivity or the close relationships they established through their more "empathy oriented" research in the prison milieu. They advocate multiresearch designs when data can be generated from diverse types of informants and cross-checked against differing perceptions.

Annotated in: Burnett, J. H. *Anthropology and Education.*


Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*


Examination of the problems of role identity in fieldwork is the focus of this paper presented by assistant professor Carole E. Hill. From her own fieldwork experiences, she discusses the socialization process of moving toward anthropologist through the prerequisite work of the fieldwork experiences. Suggestions are offered for more adequate preparation for fieldwork experience which would lessen the emotional psychological stress.


Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*


Kluckholn discusses the quest for the investigator's role in a social system where the participant observer technique is used. She distinguishes between general and specific roles which may be assumed in relation to subjects being studied and sees this determination as key to the participant observer method.

A comparative discussion of the participant observer technique considers the three "R's" of evaluation: the range, relevance and reliability of the data obtained. Disadvantages of this research methodology are admitted, but the paper maintains that use of the technique provides a balance between the pure behavioristic type of investigation and the type which seeks to give some insight into the behavior interaction in the community.

As a guest editorial, this article by professor of anthropology Lawrence Lindquist discusses the personal role of the anthropologists in the formal educative process as he looks at the transmission of culture through curriculum change. Three great classes of problems in curriculum change are identified: 1) Problems of Professional Revision; 2) Problems of implementing changes; 3) Problems of consistency. The virtues of the anthropologists relate to the effective resolving of the problems discussed as well as the responsibilities they bring to education by nature of their field.


Lundberg looks at fieldwork transaction or exchange between researcher and informant. The paper discusses the ideal research relationship where both fieldworker and informant are giving or exchanging something each of them needs. The exchange is discussed in terms of observable data and the inferred psychological data which are involved in sustaining the research relationship where the informant is receiving confirmation for his participation and the researcher is receiving needed data.


The author discussed the inadequate fieldwork training available and his subsequent development of an ethnographic field school in rural Mexico. The discussion includes the structure of the school and the recruitment of the students and some of the problems that were encountered. Notes and advice are given for future directors of ethnographic field schools.


The concern with the social role and personal experience of the ethnographer in the field is discussed in this paper. The growing interest in the observer's own reactions are seen as factors of scientific concern as they relate to observations and descriptions of another people. An increasing "subjectivation" of the discipline of social and cultural anthropology is discussed with emphasis on the conditions that led to the emergence of self-consciousness for ethnography. Commentary from other researchers is included as a part of the article.


This article scrutinizes the processes by which roles are developed through fieldwork among baccalaureate student nurses. Observations are over a three year period in classroom, ward work and informal social behavior in an effort to study the emergence of professional identity.


Peshkin outlines his study of school children of the Kanuri tribe in Northern Nigeria through the use of trained native observers. In order to overcome the handicap of the language barrier, he trained native observers to collect data in the children's homes, school and community settings. Peshkin discusses the advantages and limitations of this method as well as modifications he would make in future training programs.


Annotated in: Rosenstiel, A. *Education and Anthropology*.

(Preparation and influences for career in field work)

Contents:

Part I: Introduction (2 chapters)
Part II: Lesu (10 chapters)
Part III: Mississippi (7 chapters)
Part IV: Hollywood (2 chapters)
Part V: Northern Rhodesia, Now Zambia (5 chapters)

Based on her personal fieldwork experiences in four different communities the author examines the participant-observation method she used in studying these communities from an anthropological perspective. She presents a case study of how an anthropologist lives, works and learns and how he thinks and feels in the field.


The author suggests that case writing practices could be better understood if classified. The article outlines two different types of classification - by use or by description; both types include seven categories.


Annotated in: Rosenstiel, A. Education and Anthropology.


This paper is a commentary on a series of articles written by anthropologists regarding Anthropology and the Afro-American. The cruciality of the role of responsible anthropologists is addressed in all of the papers with the challenge to turn from studying "about" Afro-American life. Another common thread of the papers is the failure of most anthropologists to focus on institutional racism. The challenge cited to anthropology is to use its methodological and theoretical tools in a way that is directly relevant to the struggles of oppressed peoples.


Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Introduction
  1. Theoretical Suppositions of Fieldwork
  2. The First and Most Uncomfortable Stage of Fieldwork
     A Historical Sketch of Fieldwork
  4. The Ambiguities of Fieldwork
Part II: Fieldwork in the Japanese American Relocation Center
       (10 chapters)
Part III: Fieldwork on the thrashing Buffalo Reservation (7 chapters)
Part IV: Fieldwork Among the Six Friendly Tribes (10 chapters)

Using her personal fieldwork experiences in three different communities the author describes the socialization and learning processes for the anthropologist through field work practice.


Reminds anthropologists to treat school settings with the same care they give to less familiar settings. Suggests recurring problems in anthropological fieldwork and identifies benefits of using schools as research settings.
III. Ethnographic Perspectives in Studies of Schools, Classrooms, and Educational Administration

These references demonstrate the value of ethnographic research in the many facets of the educational system. These studies deal with different types of schools, community-school relations, classroom management, curriculum, teacher/administrator effectiveness, and policy-making.

The Highlander Folk School is an adult education center which works with Southerners and attempts to develop its students' capacities for both individual and group self determination. This article provides an excellent example of an ethnographic work. It reconstructs the history of the school from records kept on file at the school and from interviews with the key participants. The article focuses on Myles Horton, and how he founded the school. Also, it tells how Highlander pursued its aims in the labor struggles of the 1930's, the awakening of Appalachian community. Finally it presents some educational lessons deriving from the Highlander Folk experience.


This article describes the methodology of ethnography in the school setting, the socio-culture context of this Appalachian culture, and the EBCE center itself. It seeks to determine what the experienced-based career educational program is like and what is actually happening in terms of the paper version of objectives. Through this participant observer method the author is able to describe the programs in terms of rewards - satisfactions of those participating.

Throughout the investigation of the program the evaluative question asked in many different ways was "What Makes For A Successful EBCE Student? What are the factors influencing student attitude toward the program? Conclusions and analysis are incorporated in the report.


Annotated in: Rosenstiel, A. Education and Anthropology.


Annotated in: Rosenstiel, A. Education and Anthropology.


This paper looks at the classroom as a social system in which the group process of establishing norms of expected behavior becomes key to effective classroom management.

Six ethnographers observe three carefully selected classrooms and focus on a chosen one for a seven week ethnographic study. The paper analyzes the development of informal norms and the students' role in establishing and enforcing the rules.


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.


Annotated in: Rosenstiel, A. Education and Anthropology.


The prospects of using ethnographic research methods as a significant tool in the development of social and educational programs are viewed in light of needed resolution of some theoretical and practical problems in the schools.

An evaluation conducted by the Center for New Schools in an innovative program of the Cleveland Heights, Ohio schools serves as the context in which ethnography was used. The rationale for its use, the functions this method served and problems that arose are discussed.


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.

Annotated in: Rosenstiel, A. *Education and Anthropology*.


Contents:
1. Introduction: The Nature of the Question
2. Understanding the School Environment
3. The Students
4. The Athletic Group
5. Some Student Groups
6. Some Isolates
7. Integrating the Student Groups with the Organization
8. Conclusions

Annotated in: Burnett, J. H. *Anthropology and Education*.


Annotated in: Burnett, J. H. *Anthropology and Education*.
Rosenstiel, A. *Education and Anthropology*.

Contents:
1. Teachers in Transition
2. Initiation into Bureacracy
3. The Classroom Tools and Resources
4. Teacher-Pupil Relationships
5. The Constant Guides and Guardians
6. Teachers in Crises

Using an anthropological perspective the author describes and analyzes the experiences of twenty-two teachers who have just begun their careers. In addition to analysis of teacher experiences the author also provides the details of her data collection.


This paper discusses the possible benefits of using anthropology and anthropologists in the training of teachers and administrators in the public school. Although there are particular problems to overcome in effecting an appropriate relationship between anthropologist and teacher trainee, Eddy suggests the immense potential contribution of the anthropologist toward reaching a more adequate understanding of the educational universe with its multicultural aspects of human behavior.

Contents:
1. The New Metropolis and the Urban Poor
2. Family and School in the New Metropolis
3. A Profile of Education among the Urban Poor
4. The Place of the Pupil in the Urban School
5. Model Classes in the Urban School
6. Discipline Classes in the Urban School
7. The Educational Ordering of Behavior
8. An Unsolved Problem in Urban Education

This book deals with the relationship between the formal urban educational system and the urban poor of the schools attended by the poor. Based on observations of nine public schools attended by primarily blacks and Puerto Ricans, the author studies the social setting of the slums and its consequences on the teacher-student relationships in these schools; she also compares the problems of these poor urban schools with those of urban schools in other areas.


Everhart, Robert B. "Ethnography and Educational Policy: Love and Marriage or Strange Bedfellows?" *Anthropology and Educational Quarterly* 7(3): 17-25, August 1976.


Authors outline requirements, problems and benefits of the ethnographic research methodology as it relates to reading. The research was based on assumptions that there are probable parallels between learning to speak and to read.

As a research method for reading, ethnography examines process more than outcomes of instruction and examines the learning as it may be influenced by environmental factors and individual behavior.


This article examines several main approaches to classroom interaction and how it can best be understood through research findings. In a predominantly critical tone, research approaches of systematic observation, ethnography and social linguistics are discussed regarding their strengths and weaknesses. The predominant issue concerns the researcher's imposing his theoretical bias on the "objective" data collected.


Contents:
1. Lectures in Education (Martin G. Brumbaugh)
2. The 1960 Brumbaugh Lecturers
3. Editors Preface
4. Schools in Revolutionary and Conservative Societies (Anthony F. C. Wa'lace)
5. Functions of Speech: An Evolutionary Approach (Dell Hymes)
6. Education and Identity (Ward H. Goodenaugh)
7. Autonomous Motivation (Dorothy Lee)
As a part of the Experimental Schools program, "Project Rural" has a large scale research project set within complex contractual relationships. Ethnographic research methodology is discussed in this paper, one of many methodologies from the fields of psychology, sociology, political science and anthropology which were used to study pupil change, organizational change, and community change in ten site specific rural schools.

Design characteristics of the ethnographies are discussed as they developed through RFP's and through the process of role definition and staff recruitment. From the experience of the researcher over the long term case studies, suggestions are offered to enhance more effective case studies in the future.

Descriptive Observations from three primary classrooms are made in order to investigate the significance of teacher decisions regarding the social and physical aspect of the open classroom. The new cultural environment of the open classroom requires new thinking in curriculum design and teaching patterns which is studied through the ethnographical analysis of these classrooms and the dynamic of decision making by the classroom teacher.

This paper attempts to identify the proper place of the field study in educational policy research. First, the author deals with the character of the field study and its place in the "scientific" realm of study. He also explains the relationship between data and hypothesis as cultivated by the field researcher. Finally, the author addresses the requirements of educational policy research and suggests a possible relationship between these requirements and the character of the field study.

Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*

Contents:
1. The Daily Grind
2. Students' Feelings About School
3. Involvement and Withdrawal in the Classroom
4. Teachers' View
5. The Need for New Perspectives


Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*


Annotated in: Burnett, J. H. *Anthropology and Education.*


In this article the author discusses the role of natural history methodology in training teaching teachers as well as in teaching the young. This study offers an excellent characterization of "natural-history ethnography" in the study of schools and of its contrast with other methodologies.

Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*


Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*

Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*

Contents:
1. The Community and the school: an historical dimension
2. The development of the school
3. The present-day educational provision: its overall structure in Hightown
4. Differentiation and sub-cultural polarization
5. Elaboration of the model of sub-cultural polarization
6. The express steam: a developmental study
7. The home and school: some case studies
8. The staff and staff-pupil relationships
9. Conclusion


Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*

Contents:
1. Introduction
2. The Practice of Teaching
3. The Curriculum and Question of Values
4. Techniques of Classroom Management
5. Classroom Experience as Socialization
6. Socialization and Education in a "Double-Track" System
7. Classroom Goals from a Children's Point of View
8. Climate for Learning

Based on observations of four New York elementary schools, this author has studied teaching as seen within the context of socialization.


Annotated in: Burnett, J. H. *Anthropology and Education.* Rosenstiel, A. *Education and Anthropology.*


The paper describes the research technique of Participant Observation in observing classroom teachers in an elementary setting. The rationale behind this research method is described and a six step process is suggested as a method. The method is then applied to a classroom situation to demonstrate how the technique is used and reports on the findings of this particular observation.

This article discusses some of the problems which can arise between student teachers and their supervisors. The triad relationship of student teacher, supervisor and co-operating teacher is described and approached from a family perspective. What is causing the trouble in the relationship? It is believed that the essential beliefs of each person involved often clash and cause difficulties.


Contents:
Part I: Principles of the Qualitative Study of Interaction Strategies
Part II: Review of the Qualitative Studies of Interaction Strategies
Part III: Selected Qualitative Studies of Interaction Strategies


Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
1. Introduction
2. The Exercise of Power in Schools
3. Four Methods of Studying Power
4. The Tri-System Model
5. The Collection of Data
6. The Meaning of the Data
7. Writing the Research Report
8. Annotated Bibliography

This book presents methods to study and assess power in educational systems. The authors intended this book to be of value to both the student in educational administration and the practicing administrator as well.


Two Junior high schools serve as a focus for this ethnographic study where the issue of maintaining control is observed as it interacts with other functions of the school. It includes observations of relationships between student behavior and how a single teacher relates to different students; between behavior and policy and practices of the school principals and differences involving the total character of the school.

It is a detailed and lengthy description of the two schools and complexity of these interacting forces which create the total school atmosphere.

Annotated in: Burnett, J. H. Anthropology and Education.

Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
- Part I. The Peter Pan Public School
  - The School
  - The Top First Grade Class
  - Another First Grade Class
  - The Assembly
- Part II. The Jules Verne Public School
  - The School
  - A Second Grade Class
  - The Guidance Office
- Part III. The Henry the Navigator Public School
  - The School
  - The First Fourth Grade Class
  - The Second Fourth Grade Class
  - The Third Fourth Grade Class
  - The Last Fourth Grade Class

Drawing from selected observations of classes of three elementary schools in lower income areas of a large American city, the author examines classroom life in a number of aspects.

Mulhauser who is presently on the research staff of the National Institute of Education argues that ethnographers "as judged within confines of the discipline" have little place in the national evaluation of education programs. He discusses the incompatibility of the substantive content of ethnographic research and the policy process at the national level after describing the nature of both ethnography and the policy process. A commentary section provides dialogue among professionals commenting on Mulhauser's essay.


This article seeks to establish the significance of qualitative educational research as a major phenomenological approach to social research. He distinguishes this approach from "simple" observation and seeks to dispel many of the misconceptions a "mytho" regarding ethnographic research. The Safe School Study which used both quantitative and qualitative research is used as the backdrop for the paper.


Noranha of the World Bank discusses the role of the anthropologist in world development aid projects. He suggest three important roles for the anthropologist as a member of a multidiscipline team involved in development work: that of "synthesizer," "initiator," and "contributor." Suggestions are made for changes that must occur in the anthropological community if they are to play apart in the work of aid institutions.


Annotated in: Rosenstiel, A. Education and Anthropology.


Descriptive ethnography is discussed as a tool in examining teacher effectiveness. Based on the assumption that teaching is more than a sum of behaviors that can be quantifiably evaluated by an outside researcher, the use of the participant observer technique is described as it was used in a bi-racial high school setting. Three sketches of teachers highly regarded by the students are included with general conclusions regarding the effectiveness of teachers.


The author suggests that the anthropological approach of participant observation enables administrators to more effectively organize activities that involve decision making. This approach enables the administrator to identify important recurring variables and develop policies for future organizational operations. Also, the administrator can best use his position by viewing the school system and its participants as a microcosm within a larger system. In a sense this approach enables the administrator to assume a more assertive role through planning and policy making rather than just dealing with problems as they rise. Also, the anthropological methods afford more credibility and validity to educational research by basing the hypotheses on empirical educational reality.


Annotated in: Rosenstiel, A. Education and Anthropology.

Contents:
Part I: Cultural Patternings of Education (1)
Part II: Culture, Community, and School (1)
Part III: Anthropological Analyses of Classrooms (7)
Part IV: Culture, Education, and the Individual (5)
Part V: Language and Cultural Learning (3)
Part VI: Educators From An Anthropological Perspective


Roney, a senior Behavioral Scientist at Stanford Research Institute reports on this participant-observer study made by the director of a small community health department. As an anthropologist by training, the director sought to view the inner workings of a health department and use his findings to effect a more appropriate organizational structure. The report focuses on the relationships perceived by members of the staff regarding to whom and from whom they issued or received orders on an informal basis despite what the official organization chart depicted. The study was later presented to the staff with the effect of improving staff morale and with some changes being made in the official structure including increased interaction across division boundaries.


Contents:
1. The Plan of the Book
2. The School and the Outsider
3. University of School Cultures
5. The Modal Process of Change: An Example From the University
6. Programmatic and Behavioral Regularities
7. The Ecological Approach
8. The Principal
9. The Principal and the Use of "The System"
10. The Teacher: The Role and its Dilemmas
11. The teacher: Constitutional Issues in the Classroom
12. The Dewey School
13. The Problem of Change
14. The Basis for Hope


Contents:
1. Mid-America Fair
2. Saving the City
3. Newton: University Pipeline
4. The Isolated World of Appalachia
5. Mainstreet in Dixie
6. The Good Life in California
7. The New Quest in Jeffco
8. The Open School

This book is an attempt to examine a variety of American public schools as social and cultural systems, based on interviews with members of the school and general community as well as personal observations.


In this article the author examines the basic assumptions of present teacher evaluation practices and contrasts these with alternate practices. He advocates the "naturalistic" approach to evaluation which discovers and describes rather than determines and measures. He includes a detailed comparison of the technical/rational assumptions and practices. In addition, other practices which stress this naturalistic perspective are described and evaluated: clinical supervision, artifacts analysis (reconstruction of past situations) and portfolio development (collection of artifacts gathered for a purpose).


In this paper the author reviews three types of case studies used in curriculum studies. The first category describes the event; it reports a problem and then specifies which steps were taken to address the problem. The second type focuses on how this even occurred. These analytical studies examine the stages and developments and then derive theoretical conclusions. The third category studies the process how changes are invented and brought about. This type studies the interaction processes of the participants in curriculum projects, and planning sessions and strategies.

This paper also gives a historical account of the movement to use the case study approach for curriculum studies. The three categories are described fully, using specific examples.


Annotated in: Rosenstiel, A. Education and Anthropology.


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.


Beginning in the early 60's a 10 year study of key executives in large organizations was undertaken to study the changing values of people in high positions as they rise or fall in position status. This report by Singer draws from that larger report and attempts to give clues for identifying and selecting leaders by comparing values of the most successful to the less successful leaders. Comparisons regarding political affiliation, income level, social responsibility interests, forced reading and listening material, and other data are presented.

Annotated in: Rosenstiel, A. Education and Anthropology.


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.


Annotated in: Rosenstiel, A. Education and Anthropology.


Interaction between a middle class teacher and lower-class students is studied through an ethnographic approach.

Two researchers study the small social system of the classroom of which one of the researchers teaches. The behavior of the co-investigators, the nature of the field notes taken and the analysis of the data are described. Hypotheses regarding the relationship of the teacher-pupil interaction and educational achievement are discussed.


In observing a classroom of lower class students, ethnographic research focused on how a middle class teacher and these students relate. The slum community, the school and the observed classroom are briefly described against the backdrop of critical methodological issues raised in the participant-observer method. Issues focused on include: a) "foreshadowed problems" or selectively guiding one's perceptions; b) the newness or novel situation where classical solution are not predetermined; c) "the attentive ear" for hearing new definitions of old problems as those being observed view it; d) "interpretive asides where insights are noted in margins during data collection and the need for vivid and concrete data."

This paper describes a participant observation study of a 4th grade classroom where collected field notes were analyzed to develop concepts and hypotheses regarding lesson plan objectives and lesson implementation. Analysis included the development of a lesson plan chart which reveals the needed and assumed inputs and outputs of lessons taught.

The author lays out the participant observer procedure used and describes the strong interplay of events in a classroom which influences lesson Objectives.


Contents:
Part I: Engagements Between Anthropology and Education (3 articles)
Part II: Education and Cultural Processes in Complex Modern Societies (9 articles)
Part III: Educational and Cultural Processes in Traditional and Modernizing Societies (6 articles)
Part IV: Approaches to the Study of Schools and Classrooms (4 articles)
Part V: The Teaching of Anthropology (5 articles)


Contents: Papers and discussions from 1954 conference held under joint auspices of School of Education and Department of Anthropology and Sociology at Stanford and American Anthropological Association.

Section I: Introduction to Anthropology and Education
Section II: Models for the Analyses of the Educative Process in American Communities
Section III: The School in the Context of the Community. *The Method of Natural History and Education Research
Section IV: Notions on Learning Intercultural Understanding
Section V: Discrepancies in the Teaching of American Culture
Section VI: Culture, Education and Communications Theory
Section VII: The Meeting of Educational and Anthropological Theory
Section VIII: An Overview in Retrospect

Annotated in: Burnett, J. H. Anthropology and Education.


Annotated in: Rosenstiel, A. Education and Anthropology.


Annotated in: Rosenstiel, A. Education and Anthropology.


Annotated in: Burnett, J. H. Anthropology and Education.


Annotated in: Rosenstiel, A. Education and Anthropology.


Annotated in: Burnett, J. H. Anthropology and Education.

Rosenstiel, A. Education and Anthropology.

Contents:

Part I: Power and Status in the Schools
1. The Appetite for Advantageous Education
2. The Educational Inputs and Outputs - Conventional Measures
3. Ordering the Adults
4. Grouping Pupils to Serve the Status System
5. Miss White's Second Grade
6. Blowing the Curve at the Bottom
8. Loretta Tubman: "Being A Secretary Just Isn't Me"
10. Chaos Schools and Three Veterans

Part II: The Struggle for Power and Status
   1. Rationale for Change: Decentralization and Community Control
   2. The 201 Story
   3. The UFT: Defenders of the Faith
   4. Battle's Ending

Part III: The Struggle Against Power and Status
   1. The Schools as Despotism
   2. Resistance - And New Dialogues
   3. Counter-Resistance - And Old Standards
   4. The End of Innocence

Postlude: The School Fix, USA

Based on examples of New York Schools, author examines the current crisis of American Public education and explains the functions it performs and by what process it works.


Relevant Chapters:
   6. Handle With Care: Necessary Precautions in the Anthropology of Schools
   10. The School as a Small Society
   11. Is Education Possible?
   13. Theoretical and Methodological Problems in the Study of Schools
   14. The Interplay of Forces in the Development of a Small School System
   16. Education, Modernization and the Process of National Integration
   20. Comparative Research on School as Education


In an attempt to provide insight into what it is like to be an elementary principal, Wolcott describes the method of ethnography as a research tool with great validity. He contrasts this method with the traditional census information, self reporting or questionnaire method which suggests the ideal or the factual but reveals little of the actual account of the life of an elementary principal. The three fieldwork methods (Zelditch) of 1) enumeration; 2) participant; 3) informant interviewing are discussed.


Annotated in: Rosenstiel, A. Education and Anthropology.


Author explores paradoxes in the ideal and the real world of teaching reading by contrasting normative behaviors with the ideal expected behaviors. Its major themes concern the cultural milieu's influence on reading and the affect of expectations on reading. The analysis presented suggests some of the ways teachers work against their own objectives in their attempts to teach reading.


Contents:
1. A Principal Investigator in Search of a Principal
2. A Day in the Life
3. The Principal as a Person
4. The School and Community
5. What a Principal Does: Formal Encounters
6. What a Principal Does: Informal Encounters or Daily Routines
7. The Annual Cycle of Principal Strip
8. Maintaining the System: The Principal as Socializer
9. Maintaining the System: The Socializations of Principal
10. Behind Many Masks
11. Patience and Prudence


Through an ethnographic approach, the author explores the processes by which the school principal is socialized into the educational cultural system. The article focuses on one elementary principal and studies many of the paradoxes of the principal position.
IV. Cross-Cultural and Comparative Ethnographic Analysis

These references focus on the application of ethnographic research and methodologies in studies of education systems of other societies/cultures, language/linguistics, and communication.


The ethnography of communication deals with the observing of the variety of speaking behaviors in different cultures. In this article, Dr. Bauman demonstrates the usefulness of the ethnographic approach in the teaching of culturally different children. He urges more investigative research which seeks to see other cultures within American society in terms of their own culture language patterns. Bauman outlines what is involved in an ethnography of speaking and lists the relevant components which would be a part of the investigation.


Present and possible future usefulness of the case study in political science.

Topics included:
1. Genealogical Influences
2. The Range of Political Science Cases in the 60's
3. Definition and Distinctive Qualities
4. The Main Usefulness of the Case Study
5. Exploration, Discovery, New Hypothesis - The Problem of the Remarkable Case
6. Other Research Contributions
7. Achieving Larger Usefulness
8. More Significant Cases


Annotated in: Burnett, J. H. Anthropology and Education.
Rosenstiel, A. Education and Anthropology.


Contents:
Part I: Anthropology and Education: Some Relationships
Part II: Anthropology in Education
Part III: Anthropology of Education
- some General Approaches
- some Specific Analysis
Part IV: Education in Other Cultures
Part V: Anthropology and Education: Some Issues


The paper synthesizes the information obtained through an observational tour of an education delegation to the Soviet Union. It focuses on national planning in the context of educational goals, methods of planning and mechanisms of implementing desired change in the education system as they were observed by the delegation.


The author discusses the social value of ethnography and the development of an applied anthropologist against the backdrop of the Eastern Creek Indian community near Atmore, Alabama. The data generated by Paredes after his ethnographic research work with this community was comprehensive in scope and utilized community leaders in the design of
the survey instrument. It became instrumental in linking issues as perceived by the community to resources that benefited their cause. The broader social meanings of ethnographic research are discussed as a means for enabling community self-appraisal and analysis.


Ethnographic research is proposed for creating strategies for achieving a better understanding of Educational processes related to sociably disadvantaged minority groups. The roles of the schools and formal organizations in cross-cultural socialization are seen as having the potential for being key in achieving social justice for disadvantaged minority youth.


Annotated in: Rosenstiel, A. *Education and Anthropology*.


Annotated in: Burnett, J. H. *Anthropology and Education*.


Contents:

1. Anthropology, Culture, Education
2. Theories of Culture
3. Man, Culture, Personality
4. Education in Modern and Primitive Societies
5. Education and Cultural Change
6. Education and Discontinuity
7. Education and Cultural Values
8. Curriculum and Teacher in Cultural Perspective

This study deals with ethnographic and other methods which have been used in U.S. Afro-American Urban Communities with the contention that the ethnographic method of inquiry is best suited for producing answers to basic questions regarding the role and position of the black man in American society.

Researchers lived in the community, participated in all community activities and experienced the impacts of social forces and various institutions on the community. Data were gathered from many of the institutions serving the community.


V. Ethnographic Perspectives to Social Problems and Issues

Several entries deal with ethnographic studies of current problems in schools such as violence and desegregation. Other entries include ethnographic research on problems and issues such as community drug addiction, women's rights, and education in prisons.

Contents:
1. Ethnography and the Addict
2. Ethnography and Cognition
3. Methodology
4. Some Informal Preliminaries
5. The Events in Process
6. Decision Making in the Streets


This article describes the case study in which an English 100-101 course was taught for college credit in Holmesburg Prison. Unlike other case studies, this one consists of four different accounts, presented by two teachers, (from the community college), the Director of Volunteer Services for Philadelphia prisons, the Director of Humanities and Applied Arts at the Community College of Philadelphia, and an inmate teaching assistant. In bringing together these distinct but related perspectives, the authors can present a holistic view of the program. In the process their work reflects the purpose of the program. Wherever a member of the community may be at anytime and whatever his learning needs at that moment, when brought together, the community college is able to assist.


A rural community's residents are described as they reached goal consensus in effecting a better quality of life for their community. Data are presented illustrating how local citizens used their power through the local formal political structures to shift the economic base and services offered to their community. Primary focus is given to the educational shifts that occurred due to the county's decision making ability. From an ethnographer's point of view the essay illustrates the necessity of understanding the local context into which change efforts are introduced.

This paper used observational and interview techniques to analyze the student subsystem in an urban high school in Memphis, Tennessee as it was adjusting to its court-ordered desegregation. The focus is on the boundaries that separate races particularly in the extracurricular dimensions of school life.


This study describes an ethnographic investigation of a desegregated high school in Memphis, Tenn. Ethnographic methodology is described and the city and particular school setting are looked at in terms of their effect on school desegregation there. One section focuses on the administrative subsystem and the experiences of the school under two different principals. Recommendations are made which will make desegregation more successful in other schools.


An essay on the note of ethnographic research in education which then focuses on an ethnographic approach to a study of violence and vandalism in "Bayside" Jr. High School. Ten other schools 4,000 mail surveyed schools, and 642 on site surveys comprised the full study. The paper looks at teachers, community, student and administrative factors which influence the problems within the school and identifies major contributors and possible solutions to the deterrence of crime through this ethnographic approach.


Annotated in: Rosenstiel, A. Education and Anthropology.


Modernization of the organizational and administrative infra structure are crucial to the development process of third World Countries. In order to effectively improve management structures, careful research must be done regarding how they currently work or don't work.
Field study methodology is used to study the existing patterns of organization in Ministries of Education in Latin American Countries. A methodological framework of inquiry is suggested which facilitates the activities of the researcher in investigating the workings of this very complex organization and in attempting to study major policy issues which reach from the top down through the hierarchial structure.


This article advocates the use of case studies but focuses on problems or potential misuses such as bias, overgeneralization, etc. The author also includes possible ways to deal with these problems. This article serves as an introduction for the four case studies that follow which focus on individual families living in poverty and threatened by hunger in different areas of the world.


In this study the author tests two hypotheses. First, patterns of social interaction are affected by social class, with the social relations of the working class being more territorially limited than those of the middle class. Secondly, the physical environment is important in shaping social behavior and that neighboring is promoted by high residential densities. Using ethnographic studies, the author examines these hypothesized relationships between social behavior in urban space and both social class and the physical environment.

The findings were both strong and inconclusive. High degrees were convincingly related to both a high-density urban environment and a lower or working class population. But, due to the equally strong relationship between class and environment within the sample of areas considered, the individual effects of these factors could not be distinguished.

The author found ethnographic reports of life within sub areas of cities as useful sources of data for testing hypotheses about the behavior of people in urban settings. However, he also pointed out that if these studies are to be useful for comparative purposes they must cover a wide variety of areas.


In this paper the authors use the problem of drug addiction to exemplify the advantages of using an anthropological approach in addition to other contributions from the medical field and other social sciences.
past studies as examples the authors elaborate on the present study —

the research methods; and the data source and analysis; also, they
give detailed descriptions of data eliciting techniques, taxonomic
analysis, componential analysis, research categories and the actual
timetable.

317. Spradley, J. P. *You Owe Yourself a Drunk: An Ethnography of Urban Nomads.*

318. Vidich, Arthur; Joseph Bensman; and Maurice Stien. *Reflections on Community
Studies.* New York: 1971.(originally published 1964)


and Salvaging of a Research Project, April, 1977.

This paper presents an argument for the involvement of anthropologists
in potentially controversial issues. This particular issue focused on
fertility attitudes of employed males who receive financial aid from
Aid to Dependent Children. Ethnographic methods of observation and
studying of the whole in relation to factors impacting on a system
were used. Against the backdrop of this study, the author discusses
the positive consequences of an ethnographic approach for studying
urgent social issues as well as for studying the factors which led to
previous failures or successes of similar studies.
VI. Additional Bibliographies

This article is a cumulative bibliography concerning teacher training programs, curriculum innovation, instructional objectives, and educational uses of technology. Each section lists the titles of approximately 10-12 articles which appear to be very specific.


This bibliography focuses on the anthropological research done for both formal and informal education. The entries reflect a relationship between the field of anthropology of education with psychological anthropology, linguistics and comparative education. These references are drawn from interdisciplinary sources; many are case studies supplemented by a focus on the methodologies of ethnography.


This bibliography is based on twenty five years of teaching and research in the fields of anthropology and education. The included references reflect historical influences, current trends, theoretical concerns and practical methodology for anthropology and education.
